

# 13-14 Departmental Assessment Summary

Department	Activity	Reflection	Action Plan
Art	Evaluated departmental learning outcomes, reviewed senior seminar assignments to evaluate assessment tools	Discovered that seminar assignments didn't adequately address departmental student learning outcomes	<ol style="list-style-type: none"> <li>1. Retest seniors with sophomore review questions.</li> <li>2. Seniors will write an artist's statement that addresses their aesthetic value system and their critical skills for creating and evaluating fine art.</li> <li>3. Students will write a critique for a chosen work from the student show. Students will also offer an oral critique of a piece which showcases their knowledge of terminology, technique, elements of design, ability to relate a piece to an artistic style or time period.</li> </ol>
Biology	Selected 8 papers from the pool of senior research projects. Three biology professors read the papers and evaluated them against a scoring rubric (see scoring rubric).	<ol style="list-style-type: none"> <li>1. Noticed an inconsistency of formatting in the papers.</li> <li>2. Some student research projects met SLO 1, but not all projects are required to.</li> <li>3. Several students had difficulty interpreting statistical analyses correctly.</li> <li>4. Students generally met the SLO for writing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Come up with consistent format for students to employ, regardless of which faculty member is directing the project.</li> <li>2. Future assessments will be conducted using senior seminar papers, which require students address SLO 1.</li> <li>3. Shift the emphasis on experimental design to the junior Research Seminar to allow students better understanding between hypotheses, design and statistics.</li> </ol>
Business Administration/Accounting	<ol style="list-style-type: none"> <li>1. Reviewed student and employer feedback from accounting internships and reviewed student performance in sequential courses.</li> <li>2. The department reviewed and updated curriculum maps and assessment plan</li> </ol>	<ol style="list-style-type: none"> <li>1. ACCT 212 was not providing adequate content for current information systems used in the profession.</li> <li>2. Student performance data indicated that success in Intermediate Accounting was likelier if students earned above a B in ACCT 11?</li> </ol>	<ol style="list-style-type: none"> <li>1. ACCT 212 was restructured and is now ACCT 412 to allow for the addition of content on current information systems.</li> <li>2. The department raised the required grade for entrance into ACCT 2?? To a B-.</li> <li>3. The department will begin using the revised assessment plan in AY 2014-2015.</li> </ol>
Chemistry	<ol style="list-style-type: none"> <li>1. Created scoring rubrics for all departmental SLOs and applied the rubrics to student research projects.</li> <li>2. Administered the ACS standardized exams to seniors</li> </ol>	<ol style="list-style-type: none"> <li>1. Greater than 70% of students met the departmental goals for conducting and reporting research.</li> <li>2. The ACS standardized exam was taken by six chemistry students. Three of the six students scored at the 70th percentile, and the mean score for students was at the 57th percentile, comparable to performance of students at 36 colleges and universities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Require students to develop a research proposal during their junior year. Students will formulate research idea, select an advisor, gather relevant literature and write a proposal during the spring semester of their junior year.</li> </ol>
Education	<ol style="list-style-type: none"> <li>1. Collected and reviewed PRAXIS, PAPA and PECT scores.</li> <li>2. Conducted assessment workshop with all education faculty mapping all courses to departmental SLOs.</li> <li>3. Students create an ePortfolio and a "best practices binder."</li> </ol>	<ol style="list-style-type: none"> <li>1. Student pass rate on PRAXIS, PAPA, &amp; PECT are between 90-100% for the past three academic years.</li> <li>2. The majority of ePortfolios and "best practice binders" meet SLOs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Test scores reinforce that the departmental SLOs are being met.</li> <li>2. Instructors make use of PD360 videos to provide examples of effective teaching strategies.</li> <li>3. Student with deficient ePortfolios and "best practices binders" will create actions plans for improvement in consultation with a mentor.</li> </ol>
English	The department evaluated the senior research papers from students in two different senior level English courses. The research papers had similar scope and purpose. The papers were evaluated against a scoring rubric.	<ol style="list-style-type: none"> <li>1. The department was pleased with the assessment process they developed.</li> <li>2. Only written communication could be evaluated because there was no record of oral presentations.</li> <li>3. The department was disappointed in the quality of the senior student's writing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Oral presentations will be evaluated by course instructors.</li> <li>2. After review of departmental SLOs, one was rewritten, and another is still under review.</li> <li>3. The department will place a greater emphasis on systematic grammar instruction in the OWE I &amp; II courses.</li> <li>4. Majors may be required to complete a comprehensive exit exam prior to graduation.</li> </ol>
History	Each professor scored the same four senior capstone papers using rubrics with the departmental SLOs.	Students achieved satisfactory performance levels on all of the departmental learning outcomes; however, there is room for improvement.	<ol style="list-style-type: none"> <li>1. Rewrite SLOs 2 &amp; 4. Faculty decided it was unclear.</li> <li>2. The scope of the senior capstone doesn't cover all regions of the world, and thus there is a need to consider changing the capstone, or evaluating this SLO in other courses.</li> <li>3. Create operational definitions of find, analyze, and interpret for better assessment of student learning</li> </ol>
HPED	<ol style="list-style-type: none"> <li>1. Reviewd departmental goals and outcomes with respect to their role in the core requirements and the coaching minor.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student athletes receive credit for playing their sport, but the department wants to increase rigor by including required assignments in order for the athlete to receive credit.</li> <li>2. HPED activity courses need more academic content.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students receiving academic credit for collegiate sport participation must complete assignments in collaboration with the Office of Career Development.</li> <li>2. Investigating requiring research and writing assignments in all activity courses.</li> </ol>
Languages	Reviewed departmental SLOs for each language offered and assessed student performance using exams and oral exercises in class.	The department needs to discuss methods for collecting, analyzing and presenting direct evidence of SLO attainment.	Conduct department meetings to develop methods collecting and reporting SLO data.
Performing Arts	<ol style="list-style-type: none"> <li>1. The music department developed a scoring rubric to evaluate their SLOs and then applied that scoring rubric to one SLO.</li> <li>2. The Theater Arts department evaluated one SLO using a rubric for scoring student performance.</li> </ol>	<ol style="list-style-type: none"> <li>1. The professors evaluated one example of student work, and determined it to be excellent.</li> <li>2. Students were found to have achieved proficiency for this SLO.</li> </ol>	<ol style="list-style-type: none"> <li>1. The department will provide clearer expectations of music terminology to be included in written assignments. Further they will increase coverage of the roots of jazz.</li> <li>2. Music will keep dictation samples from student work and will record all performances for evaluative purposes.</li> <li>3. The department needs to intentionally retain examples of student work from across the THAR curriculum in order to have a more comprehensive assessment. The department is recommending video recordings of presentations and productions and involving students in a self-analysis of their work products.</li> </ol>

Political Science	Research papers from the senior seminar were scored for achievement of SLOs. Six senior papers were scored.	Student papers scored, on average, at the minimally meets departmental learning outcomes level. 1. Students did not identify frameworks for analyzing political power, or did so only indirectly. 2. Analysis of political processes and institutions lacked depth or was insufficient. 3. Most students were able to critically use elements from normative political thought in their papers. 4. Student papers were found lacking in the use of the principle elements of empirical research.	1. The department must focus more on the importance of scholarship and proper research paper style. 2. The department should encourage students to take the research sequence in a timely and sequential manner. Careful student advising should resolve this issue. 3. The department will continue to evaluate student performance across academic years to be able to analyze trends.
Philosophy	The department reviewed samples of student writing (both essay exams and papers) with respect to SLOs.	1. Students were not addressing philosophical concepts and using appropriate writing style for contemporary philosophical papers. 2. Students don't appear to reflect critically on their own writing. They are not making full use of opportunities to review and revise their own work.	1. Increase the number of written assignments with appropriate adjustments made for level and topic of course. 2. Required students to submit drafts of papers and receive specific suggestions for improvement. 3. Involve peer review of student work in upper level courses. 4. Include formal presentations in upper level seminar course which is formally evaluated by professor and peers. 5. Create an archive of student work, organized by class and year to track changes in attainment of SLOs.
Physics	Two research projects were chosen for evaluation: Senior research project and an honors project. Select departmental SLOs were assessed using scoring rubrics designed for this purpose.	1. The senior research project was lacking qualities that are expected in a scientific paper which describes the results of an experiment. 2. The honors thesis could have more measurement and data analysis, and greater attention to potentials for future research.	1. Encourage better scientific writing by incorporating it in lab reports and reinforcing it across the coursework.
Psychology	The department evaluated a sample of 14 student research proposals using the APA SLO rubrics as the assessment tool. The papers were produced for a sophomore level class that introduces students to research methodology.	1. Departmental expectations of proficiency were that students should score at the novice level, reflecting students' experience with research methodology and writing. 2. Of the 14 papers, 3 were rated at the Intermediate level, 3 papers were rated as falling below novice level, the remaining 8 papers were the novice level. Students who produced the below novice level papers were graduating seniors or juniors, taking this course out of sequence.	1. The department will adopt a universal grading rubric for research papers written in PSY 222, 340, 342, 343 and 400 level courses. 2. Students will be advised to take PSY 222 during their sophomore year, before taking any 300 level laboratory course (PSY 222 may become a prerequisite for all lab courses). 3. The 2014-2015 assessment will include samples from all 300 level lab courses. 4. The department will consider the revised APA SLOs and determine which to adopt. 5. Develop and seek approval for a senior capstone course
Religion	The department developed an essay exam for seniors students and scored the exam on a rubric of their departmental SLOs. This assessment was based on the department's sole graduating senior. The performance expectation was that the student would perform at or above the "Good" level on all SLOs.	For most SLOs, the student scored below the "Good" level of performance.	1. The department needs to collect senior examinations over a series of years in order to adequately assess student learning (needed for acquiring an appropriate sample of student work). 2. Future assessment exams will be delivered in a senior capstone course. Exam questions and scoring rubrics will be given to the students in advance of the actual exam, to allow students to prepare carefully and thoughtfully.
Sociology	The department reviewed its SLOs and developed a generic rubric to assess them.	1. Sociology does not currently have a course in which there is an assignment that could be used to evaluate the departmental SLOs.	1. The department is working to develop a senior capstone course for Sociology and CJS. A project in these classes will be developed for assessment. We anticipate approval from CSC during fall of 2014. 2. The department will establish an electronic archive of student papers from the capstone course and draw a sample for assessment.