

Academic Department Assessments – AY 14/15

Dept.	13/14 Action Items and Implementation Status	SLOs Assessed	Assessment Outcomes	Activity and Reflection	Number Assessed	Action Items
ART	<ul style="list-style-type: none"> Create a senior short-answer exit exam similar to the sophomore review exam. Composed senior review exam and delivered at the end of Spring 2015 Seniors write a critical review of a piece from the senior exhibit. Composed new rubric to assess this. Seniors complete an oral review that enables assessment of degree of mastery of proper terminology, techniques, design elements, and ability to contextualize work in terms of artistic styles. Composed a new rubric to assess this. Seniors present a resume and portfolio. Composed a new rubric to assess this. 	<p>SLO 1 Have a comprehensive foundational experience in the visual arts.</p> <p>SLO 2 Possess an aesthetic value system and critical skills necessary for creating and evaluating fine art.</p> <p>SLO 3 Possess a basic knowledge of the history of art and the role of the arts in contemporary society.</p> <p>SLO 4 Possess basic art making skills necessary for post-baccalaureate graduate study or employment in arts-related fields.</p>	<p>1. 2.66/4.00</p> <p>2. 3.16/4.00</p> <p>3. 3.83/4.00</p> <p>4. 4.00/4.00</p>	<ul style="list-style-type: none"> The faculty randomly selected two samples of senior short-answer exit exam to assess. Students appear to be meeting the student learning outcomes; however, some improvement is needed in the following areas: specific use of terminology, identification of artists, time periods and styles, and the quality and candor of peer feedback during critiques. 	2 (n=4)	<p><i>Improving Student Learning</i></p> <p>2a. Position senior art show critique as stand-alone assignment with explicit instructions/requirements for valid critique.</p> <p>2b. To develop strong critique habits, have students critique peer work and present to class for discussion.</p> <p>2c. Provide brief example of art criticism from popular press and analyze in class.</p> <p>3a. Reinforce terminology, artists, styles and elements of design across the art curriculum.</p> <p>3b. Develop a concise list of key artists, styles, and terms and develop engaging in-class activities to make part of students' working vocabulary.</p> <p><i>Improving Assessment</i></p> <ul style="list-style-type: none"> Revise departmental learning outcome #3 to read: <i>Students will demonstrate a comprehensive foundational knowledge of the history of art.</i> Revise assessment rubrics to better reflect the desired learning outcomes. Assess all students enrolled in the capstone.

<p>ACCT/ BADM</p>	<ul style="list-style-type: none"> Restructured ACCT 212 (Computer-based Accounting) into ACCT 412 (Accounting Information Systems) to allow for the inclusion of additional content on current information systems used in the profession. Accomplished. Assessment will begin as students complete internships or find employment. Raise the required grade for entrance into ACCT 213 (Intermediate Accounting I) from a C- to a B- in ACCT 123 (Principles of Accounting II). Implementation was successful; student pass rates showed improvement. To more closely align assessment methodologies with learning objectives, the department began using a revised assessment plan in 2014-15. 	<p><i>BADM/ACCT common:</i></p> <p>SLO 1 Understand the basic business management functions.</p> <p>SLO 2 Develop competency in data analysis techniques including the use of spreadsheets and databases.</p> <p>SLO 3 Gain an understanding of the ethical dilemmas faced by business managers OR accountants and auditors.</p> <p>SLO 4 Develop interpersonal skills and learn to be a valuable member of a team.</p> <p>SLO 5 Be prepared for entry-level employment in the field of business OR accounting.</p> <p><i>ACCT specific:</i></p> <p>SLO 1 Demonstrate a basic understanding of the following: a. generally accepted</p>	<p>1. Internships – SLOs 1-5 – 100% scored at least a 3 (average across all 5 SLOs).</p> <p>Goal for SLOs 2 & 3: No more than 15% of students will fail to meet expectations</p> <p>2. Business Ethics Exceeded – 16% Met – 65% Failed to Meet – 19%</p> <p>3. Auditing Exceeded – 18% Met – 66% Failed to Meet – 16%</p>	<ul style="list-style-type: none"> Analyzed employer evaluation forms from internships and assessed writing assignments given in Business Ethics (BADM 364) and Auditing (ACCT 423). The analysis indicates very strong performance by our students on their internships. The vast majority were rated either an Excellent or an Above Average in all categories with no student being rated a Below Average or an Unsatisfactory/ Poor in any category. Of the 28 internships, only two sponsors stated they would not hire the student. 	<p>Internship: 26 (n=26)</p> <p>Bus. Ethics: 31 (n=31)</p> <p>Auditing: 18 (n=18)</p>	<p><i>Improving Student Learning</i></p> <ul style="list-style-type: none"> Solicit feedback from recent grads about quality of preparation ACCT 412 provided for the CPA exam; consider changes based on that feedback. To continue to strengthen the computer and information systems skills of our students, require of all majors CIS 129, Fundamentals of Information Systems. The course instructor for Business Ethics will allocate additional class time to ethical problem solving. The accounting instructor will allocate additional class time to preparing students for identifying misapplications of accounting principles and deficiencies in following auditing standards. <p><i>Improving Assessment</i></p> <ul style="list-style-type: none"> Working with Career Development, modify internship evaluation form to include feedback categories for ethical decision-making, communication and computer skills, and skill-based professional preparedness.
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		<p>accounting principles and the preparation of accurate and informative financial statements.</p> <p>b. generally accepted auditing standards and the importance and function of an independent audit</p> <p>c. the Internal Revenue Code and the impact of taxes on business decisions.</p>				
BIO	<ul style="list-style-type: none"> Provide consistent format for senior research papers. Use senior seminar papers to assess SLO 1. We added 5 papers from the senior seminar in Fall 2014 to the assessment process. Shift emphasis on experimental design to the Junior Research Seminar to help students better understand the 	<p>SLO 1a At each level of organization, students will demonstrate an understanding of the interrelationships of parts and processes specific to the system under study.</p> <p>SLO 1b At each level of organization, students will demonstrate an</p>	<p>1a. 6-yes; 3-no; 2-n/a</p> <p>1b. 8-yes; 3-no 9-yes; 2-no</p>	<ul style="list-style-type: none"> Six papers were selected at random from the senior independent studies submitted in spring 2015, and 5 papers were selected at random from the senior seminar courses submitted in fall 2014. Each professor read each of the 11 papers and determined whether each outcome was met, marking each as <i>yes</i> or <i>no</i>. 	11 (n=23)	<p><i>Improving Student Learning</i></p> <p>1a. Continue to remind students of proper formatting for the paper as this proved effective.</p> <p>1b. Implement biotechnology methods lab and use junior research seminar to increase time on task for data analysis of and experiments to address biological problems.</p> <p><i>Improving Assessment</i></p> <ul style="list-style-type: none"> Use the papers or lab reports from other classes, possibly Animal Systematics or Cellular Biology, to more closely align the assignment with SLO 1a & b.

	<p>relationship among hypothesis, experimental design and statistics. Students registered for Junior Research Seminars with the faculty member with whom they planned to complete their senior research project, ensuring earlier direct supervision.</p>	<p>ability to critically analyze and clearly articulate elements of contemporary issues related to the system under study.</p> <p>SLO 2a Students will demonstrate an ability to generate lab reports containing all elements of a formal research paper—abstract, introduction, methods and materials, results, and discussion.</p> <p>SLO 2b Students will demonstrate mastery of techniques specific to the investigation of each major level of organization of life—the cell, the organism, and the ecosystem.</p> <p>SLO 2c Students will demonstrate ability to analyze data and interpret research across levels of</p>	<p>2a. 6-yes; 5-no</p> <p>2b. 6-yes; 4-no; 1-n/a</p> <p>2c. 3-no; 8-n/a 1-yes; 4-no; 6-n/a</p>	<ul style="list-style-type: none"> • Introducing the change in the syllabus resulted in the papers having a more consistent format. • The senior seminar papers did not address SLO 1 as it is currently written. • The department will not be able to fully assess SLOs 2b & 2c until the end of the students' senior year in 15-16, as that is when they complete the senior research. 		<ul style="list-style-type: none"> • Rephrase SLO 1b to more adequately convey goal of mastery of cross-disciplinary levels of organization.
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		organization. SLO 3 Students will effectively communicate orally and in written form about biological matters.	3. 10-yes; 1-no			
CHEM	<ul style="list-style-type: none"> Require students to develop a research proposal during their junior year. Students will formulate research ideas, select an advisor, gather relevant literature and write a proposal during the spring semester of their junior year. Action item not implemented because no course in the junior year required a research proposal as part of the student's grade. (See action items for 15/16.) 	<p>SLO 2 Demonstrate the ability to conduct an internal or external research project.</p> <p>SLO 3 Possess scientific literacy and problem-solving skills associated with the main branches of chemistry: analytical, biochemistry, inorganic, organic, physical, and environmental.</p>	<p>SLO 2 3 students met benchmark (+70%) on 3 of 5 research criteria.</p> <p>SLO 3 No rubric was used. Faculty were disappointed w/ quality of content and delivery of oral presentations delivered in two chemistry seminars.</p>	<ol style="list-style-type: none"> Assessed student work (CHEM 490) on the American Chemical Society <i>Carrying Out Research and Laboratory Notebook</i> rubrics and on the <i>Research Proposal</i> or <i>the Research Report</i> rubric. CHEM 490 projects lacked sophistication in project conception and in identifying meaningful context for findings. Assessed oral presentations in CHEM 470/ 480. Oral presentations lacked sophistication in conception and placement of findings within meaningful context. 	3 (n=3)	<p><i>Improving Student Learning</i></p> <ul style="list-style-type: none"> The department is submitting redesigned 2-course capstone sequence in fall '15. The first will include an assignment to prepare a research proposal in anticipation of undertaking a research project in a subsequent semester. Due to the heavy quantitative component of the introductory CHEM series, the department is considering offering Organic Chemistry as the introductory course, thereby assisting students to strengthen their math skills before taking CHEM 140-160. <p><i>Improving Assessment</i></p> <ul style="list-style-type: none"> Students will take the American Chemistry Society Diagnostic of Undergraduate Chemistry Knowledge (ACS DUCK) exam. Oral presentations will be assessed against a standard departmental rubric.
COMM	N/A	<p>SLO 1 Be a critical communication producer and consumer.</p> <p>SLO 2 Learn to use sound,</p>	Goal: All students assessed in COMM 282, Writing for Mass Media, would score 2 or better on 4-point rubric.	<ul style="list-style-type: none"> Collected samples of student writing from COMM 282 and assessed using department developed rubric. 	5 (n=28)	<ol style="list-style-type: none"> & 2. Create student worksheets that instruct students to actively seek information related to semiotics (in particularly rich TV show or film). Additionally, add introduction to

		<p>visual and/or written data effectively to create mass media messages via print or electronic systems.</p> <p>SLO 3 Be prepared for employment in entry-level and/or management positions requiring media communication-related theoretical knowledge and/or technical skills.</p>	<p>COMM 282 Subscores</p> <p>Description and Analysis 2/5 = 2 or better 2/5 = 1 1/5 = N/A</p> <p>Media Utilization 2/5 = 2 or better 2/5 = 1 1/5 = N/A</p> <p>Evaluation of Effectiveness 3/5 = 2 or better 1/5 = 1 1/5 = N/A</p>	<p>COMM 282 has no prerequisite; thus lower scores may indicate unfamiliarity with semiotics.</p> <ul style="list-style-type: none"> Randomly sampled student newscasts (TCTV) and assessed using department developed rubric. <ul style="list-style-type: none"> Students in a class wrote the news and other students were the news production teams. Sometimes confusion occurred between the writers and the producers. On air talent was comfortable and confident for the most part. Due to lack of formal instruction, students' technical skills were weaker than expected. 		<p>semiotic analysis to COMM 171, Intro to Communication.</p> <p><i>TCTV</i></p> <p>3a. New TV hire should improve student technical production skills and professional writing skills.</p> <p>3b. TCTV News was a club production this year; thus students were less motivated to keep their commitments to the broadcast. Including these productions in course content should enhance student motivation.</p> <p>3c. Within the structure of a course, the students could regularly practice their on-air and production skills.</p> <p><i>Improving Assessment</i></p> <ul style="list-style-type: none"> New department members should review and revise learning outcomes to reflect the current direction of the department.
EDUC	<ul style="list-style-type: none"> Revive use of PD360 videos to provide examples of effective teaching strategies. Request made to VPAA, who is reviewing sample 	<p>SLO 1 Effectively apply the principles and theories of child development, including developmentally</p>	<p>PECT/Praxis II avg. pass rates (2009-2014) = 93%</p> <p>Student Teaching Assessment Data Field Supervisor Rating:</p>	<ul style="list-style-type: none"> Students created ePortfolios that were evaluated as part of the student teaching experience. Student teachers were 	<p>19 (n=19)</p> <p>All Student Teachers, Spring 2015</p>	<p><i>Improving Student Learning</i></p> <ul style="list-style-type: none"> Continue to require students to complete ePortfolios of their work. Create a goals-based rubric for ePortfolio assessment and assess annually. Select a sub-set (5-7 items) of PDE

	<p>content.</p> <ul style="list-style-type: none"> Students with deficient ePortfolios and "best practices binders" will create actions plans for improvement in consultation with a mentor. Completed. 	<p>appropriate practices.</p> <p>SLO 2 Implement lessons based on early childhood education foundations, theory and policy.</p> <p>SLO 3 Develop effective and appropriate curriculum that creates a secure base from which young children can explore and tackle challenging problems.</p> <p>SLO 4 Develop and implement meaningful, challenging curriculum that supports young children's ability and motivation to solve problems and think well.</p> <p>SLO 5 Identify, administer, interpret, and plan instruction based on each of the assessment components in a standards aligned system.</p> <p>SLO 6 Systematically monitor student</p>	<p>9 = "exemplary" 1 = "superior"</p> <p>Mentoring Thiel Faculty Rating: 9 = exemplary 1 = superior</p>	<p>evaluated by their field supervisors and professors using the same evaluation tool the state uses. Students and faculty discussed these evaluations at the student-teacher wrap up meeting.</p>	<p>10 (n=10)</p>	<p>learning goals, create a rubric, and annually assess written work produced by students in an advanced class.</p>
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		<p>performance to best identify areas of need.</p> <p>SLO 7 Establish and maintain a positive social context for learning.</p> <p>SLO 8 Communicate high learning expectations to all students.</p> <p>SLO 9 Establish and maintain fair and consistent standards for classroom behavior.</p> <p>SLO 10 Create a safe physical environment that is conducive to learning.</p> <p>SLO 11 Construct lesson and activity plans and set instructional goals and objectives guided by content, pedagogy, and developmental considerations, consistent with PA's learning standards.</p> <p>SLO 12 Use appropriate interactions between teacher and students and among students.</p>				
ENG	<ul style="list-style-type: none"> Revise departmental learning outcome 4 to 	SLO 1 Recognize and use with proficiency and	Student 1; 3 of 5.	1. One member of the department scored three	3 (n=5)	<p><i>Improving Student Learning</i></p> <ul style="list-style-type: none"> Examples of textual criticism—of

	<p>read: <i>An English major will apply training in oral and written communication skills to demonstrate mastery of the English language.</i></p> <p>Completed.</p> <ul style="list-style-type: none"> Revise learning outcome 3 to improve clarity. In progress. Provide greater emphasis on systematic grammar instruction in the OWE courses. The department met with instructors and emphasized the importance of grammar instruction. Investigate the possibility of developing a comprehensive departmental exam. This item was put on hold until discussions about separating the oral component from these courses has occurred. 	<p>SLO 2 Analyze, interpret, and evaluate various forms of literary expression.</p>	<p>Student 2; 3 of 5. Student 3; 4 of 5.</p> <p>Score of 3 = demonstrates competence; considerable growth is necessary to reach mastery (level 5).</p>	<p>of a group of five literary criticism papers that had been entered into a campus competition for excellence in student research writing. The rubric used was developed by the English Department based upon its SLOs for majors and minors.</p> <ol style="list-style-type: none"> Two papers scored in the middle range—demonstrating competence but well short of mastery—on both goals. A third scored at the mid-high range, “solid grasp” but requiring “some further development” to achieve mastery. These papers were authored by some of the department’s strongest students. A broader cross-section of papers will be assessed next year. 		<p>books, films, art—might be shared with majors early in their careers, with majors given many opportunities to write short critiques they could then jury in small groups.</p> <ul style="list-style-type: none"> A consistent weakness in papers written by English majors with strong language skills is wordiness. Exercises, again early and often, in leaving words out rather than larding them in as if paid to do so, could help with this issue. <p><i>Improving Assessment</i></p> <ul style="list-style-type: none"> Revisit learning goals; some are difficult to assess based upon ordinary coursework. Score a larger sample of papers, selected randomly from work produced by all students in a given class.
ENSCI	<ul style="list-style-type: none"> Spend more time on the research paper in ENSC 111 to improve effective communication of environmental topics 	<p>SLO 1 Apply interdisciplinary perspectives and approaches to environmental</p>	<p>Percent intermediate or expert:</p> <ol style="list-style-type: none"> 83% 	<ol style="list-style-type: none"> The rubric developed last year was applied to three senior internship papers from summer 2014 and spring 2015. Two faculty 	3 (n=4)	<p><i>Improving Student Learning</i></p> <ol style="list-style-type: none"> Rework the research paper required in ENSC 111 to have more applied focus.

	<p>and data. The research paper was broken down into smaller assignments before the complete paper was due to provide students with more feedback.</p> <ul style="list-style-type: none"> Spend more time in ENSC 350 on research paper to improve application of interdisciplinary perspectives and approaches to environmental problems and working knowledge of techniques used to collect and analyze environmental data. Students were required to present the findings of their previous lab experiment each week as well as more formally present their research project to the class. More time was spent in explanation of what was expected of the research project paper in this course as well. Require a rough draft of the internship paper for 	<p>problems.</p> <p>SLO 2 Demonstrate a working knowledge of techniques used to collect and analyze environmental data.</p> <p>SLO 3 Communicate effectively on environmental topics and data.</p>	<p>2. 66%</p> <p>3. 58%</p> <p>(Lower sub score on organization and mechanicals of written communication and on data use and analysis.)</p>	<p>members assessed each paper and each objective was scored at the novice (N), intermediate (I) or expert (E) level according to the descriptions in the rubric.</p> <p>2. Objectives were met successfully in which greater than 66% of the students scored at the intermediate or expert level:</p> <ol style="list-style-type: none"> All parts of the first SLO were met. Some parts of the next two objectives were met while others were not. It is clear that students need more instruction and experience with data analysis and interpretation. It is apparent that our students struggle with communicating effectively. 		<p>2 & 3</p> <ol style="list-style-type: none"> Incorporate more data analysis in laboratory components of courses. Encourage students to present projects/papers during the research symposium or other public events. Create a feedback loop from out-of-class presentations to assessment of presentations to effect improvement.
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	review and suggestions at mid-way point of the internship. A rough draft was strongly recommended for all internship papers but has not yet been required.					
HIST	<ul style="list-style-type: none"> Rewrite SLOs 2 & 4 to increase clarity. Completed The senior capstone doesn't cover all regions of the world; need to revise capstone curriculum, or evaluate SLOs in other courses. The changes to SLOs 2 & 4 made it easier to assess the capstone. Create operational definitions of <i>find</i>, <i>analyze</i>, and <i>interpret</i> for better assessment of student learning. This action item was completed and for AY 2014-15 each of these concepts was assessed independently. 	<p>SLO 1 Demonstrate a knowledge and understanding of contemporary society—its people, ideas, and institutions.</p> <p>SLO 2 Analyze the cause(s) and result(s) of historical events across a broad spectrum.</p> <p>SLO 3 Demonstrate knowledge of human experience as represented through history.</p> <p>SLO 4 Demonstrate an understanding of major historical factors as embodied in historical cultures.</p> <p>SLO 5-8 Find, analyze, and interpret historical</p>	<p>Baseline: 75% will score 3/4 or higher on each assessed SLO.</p> <ol style="list-style-type: none"> <u>Historical Methods</u> On 7 of 8 SLOs, 75% scored 3 or higher. <u>Senior Capstone</u> On 4 of 8 SLOs, 60% scored 4 or higher. 	<ul style="list-style-type: none"> Using a departmental rubric, we assessed a random sample of 6 of 8 papers from Introduction to Historical Methods (sophomore level), and 4 of 12 papers from the History Capstone (senior level). Students in Historical Methods met all but SLO 5. Students in the Capstone failed to meet SLOs 4 & 5. 	10 (n=20)	<p><i>Improving Student Learning</i></p> <ul style="list-style-type: none"> Reinforce the concepts of SLOs 3 & 4 in our 200- 300- and 400-level courses. Incorporate more assignments that provide students with experience with analyzing and interpreting historical evidence in our 300- and 400-level courses. <p><i>Improving Assessment</i></p> <ul style="list-style-type: none"> Establish a rotation for assessing SLOs 1-4 in our 300- and 400-level courses. Consider increasing the sample size for both courses, perhaps evaluating all instances of a single assignment in the capstone.

		evidence.				
MATH/ CSCI	<ul style="list-style-type: none"> Recommend that students complete all 100-level requirements by the end of sophomore year, particularly Actuarial Studies. Completed. Recommend abandoning the listed Actuarial Exam study course and replacing it with targeted directed study classes. Test preparation is occurring through individualized instruction. 	<p>SLO 1 Demonstrate algorithmic problem solving skills and techniques appropriate to the given major.</p> <p>SLO 2 Translate “real world” problems into abstractions that can be solved through the skills and techniques of the major.</p> <p>SLO 3 Apply problem solving skills to the abstract model of “real world” problems to generate meaningful solutions and analyses of the problems.</p>	<p><u>Actuarial Studies:</u> Society of Actuaries Exam—passing score=6</p> <p>(Probability) Student A – 8 Student B – 7 Student C – 6</p> <p>(Financial Mathematics) Student D – 7</p> <p><u>Math 461, Statistics</u> (scale=0-3) 2,3,2 2,3,3 2,2,1 1,2,2</p> <p><u>Computer Science 427, Operating Systems</u> (scale=0-3) 3,3,n/a 0,0,n/a 0,2,n/a 1,1,n/a</p>	<p>The department assessed all majors housed in Math/CSCI this year against rubrics the department prepared:</p> <ol style="list-style-type: none"> <i>Actuarial Studies</i> – the external assessment provided by the Society of Actuaries (SOA) is used to determine mastery of our graduate outcomes. SOA provides a scoring that mimics our rubric. Additionally, a substantive analysis and treatment from a Junior/Senior level course was assessed against our rubric. <i>Computer Science</i> – a substantive analysis and treatment from a Junior/Senior level course was assessed against the rubric. <p><i>Computer Science</i>—only one of the four samples included algorithmic skills, despite the prompt calling for examples of</p>	<p>4 (n=4)</p> <p>4 (n=7)</p> <p>4(n=11)</p>	<p><i>Improving Student Learning</i> 1 & 2 Actuarial Studies & Math</p> <ol style="list-style-type: none"> Restructure appropriate courses to provide more in-class time on statistical test results and statistical modeling. Require students to collect larger samples for data analysis. Require students to use random sampling techniques rather than relying upon convenient samples. Task faculty to provide more significant practice in statistical theory. <p>3. Computer Science</p> <ol style="list-style-type: none"> Require students to prepare interim reports/projects so that they can receive feedback about the use of algorithms. Require students to state explicitly relationship between chosen problem and real-world situations. Continue and enhance faculty development in deep learning pedagogies. <p><i>Improving Assessment</i></p> <ul style="list-style-type: none"> Affirm the general SLOs for all majors housed in MATH/CSI. Ensure 100-level course completion by third semester. Use class discussion and peer-review to

				algorithms. Students were able to describe real-world problems as abstractions. Our sample papers didn't adequately address whether or not students could generate solutions and analyses.		<p>model appropriate skill development.</p> <ul style="list-style-type: none"> • Provide additional instruction on creation of data sets. • Revise course content – Math 461 – on theory of statistics. • Require earlier drafts for projects using algorithms. • Map existing course offerings to ensure coverage of all Financial Mathematics material assessed on the SOA exam.
NCSI	<ul style="list-style-type: none"> • 2014-2015 was the first year that Neuroscience existed as its own department. The assessment plan was developed as the department worked to finalize curriculum. 	<p>SLO 1 Develop an interdisciplinary knowledge base in Neuroscience. -Depth of Knowledge</p> <p>SLO 2 Refine Communication Skills -Written Communication</p>	<p>1. Knowledge 95%</p> <p>2. Communication Avg. score - 1.7/5.0</p>	<p>1. Depth of Knowledge: One neuroscience major presented a formal lecture as part of NSCI 444 (Senior Seminar in Neuroscience). This presentation was recorded and scored by the Neuroscience faculty member using an in-house rubric. The student received a 95% performance score.</p> <p>2. Written Communication: All neuroscience majors generate a formal review paper in at least two Writing Intensive Courses (WIC) within the major. These papers are submitted by students to their e-portfolios and assessed using the</p>	<p>1 (n=1)</p> <p>11 (n=11)</p>	<p><i>Improving Student Learning</i></p> <p>1. Although the single data point collected for this measure indicates we are successfully meeting our goal, substantially more samples of student work are required for us to be confident in this area. Therefore the department will continue to implement the stated plan.</p> <p>2. As student are not yet achieving the desired learning goals, we plan to include more directed writing assignments in future coursework. For example, all students in NSCI 101 will complete a guided meta-analysis paper.</p>

		<p>SLO 3 Actively contribute to their own professional development -Experimental design and data analysis</p>	<p>3. Experiential Design Analysis Avg. score - 2.6/10.0</p>	<p>AAC&U Written Communication rubric.</p> <p>A writing sample from all neuroscience majors enrolled in NSCI 109 was assessed using the AAC&U Written Communication rubric. Average score: 1.7/5.0, lower than our goal of 3.0 on this rubric.</p> <p>3. Experimental design and data analysis: All students complete the Experimental Design Ability Test (EDAT) at three points in their academic careers; during their first, sophomore and senior year (NSCI 101, 202 and 400 respectively).</p> <p>The EDAT was conducted for all students enrolled in NSCI 109 in the fall of 2014. The average score for this group was a 2.6 (on a 10 point scale). This is lower than our goal of a 4 by the end of the sophomore year and</p>	<p>11 (n=11)</p>	<p>3. As the current average score in this category indicates that student are not yet achieving the desired learning goals, we plan to include more direct instruction on the experimental method in 100- and 200-level courses. For example, starting in the fall of 2015 all neuroscience students will complete NSCI 101 before Introduction to Neuroscience (NSCI 202). This change was made in part due to the lower-than-expected scores in this measure.</p> <p><i>Improving Assessment</i></p> <ul style="list-style-type: none"> Implement the assessment plan developed this year (see NSCI report for full details).
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				a 6 by the end of the senior year.		
PERF ARTS	<p><i>Music</i></p> <ul style="list-style-type: none"> Provide clearer expectations of music terminology, and increase coverage of the roots of jazz. <p>Completed. Created jazz ensemble.</p> <ul style="list-style-type: none"> Keep dictation samples from student work and record all performances for evaluative purposes. <p>Due to need for remediation, no dictation samples were collected this year.</p>	<p><i>Music</i></p> <p>SLO 1 Demonstrate a basic knowledge of the elements of music and the basic principles and mechanics of acting, directing, and design.</p> <p>SLO 3 Analyze harmonic progressions in simple four-part harmony.</p> <p>SLO 8 Demonstrate appropriate performance techniques in an ensemble or solo setting.</p> <p>SLO 9 Understand and learn basic conducting techniques, develop self-confidence in conducting, and conduct live rehearsals.</p>	<p><i>Music</i></p> <p>SLO 1: Ave. score – 5/5</p> <p>SLO 3: Part 1 – 5/5, 5/5 Part 2 – 4/5, 3/5</p> <p>SLO 8: All – 5/5</p> <p>SLO 9: 4/5</p>	<p><i>Music</i></p> <ul style="list-style-type: none"> Collected samples of student exams of skills tests, and recordings of students playing recitals or ensemble pieces. These works were scored against departmentally developed rubrics by the music faculty Recorded student performances and analytical papers were randomly sampled. The work assessed shows that our students are meeting the first learning outcome at the highest level. Students are achieving satisfactory performance on analyzing harmonic progression, but not achieving at the highest level. Several performances were evaluated and all were judged to be above satisfactory. The marching band drum majors were found to be excellent examples of 	<p><i>Music</i></p> <p>SLO 1 4 (n=26)</p> <p>SLO 3 4 (n=4)</p> <p>SLO 8 3 (n=3)</p> <p>SLO 9 1 (recording from MUSC467, Marching Band)</p>	<p><i>Music</i></p> <p><i>Improving Student Learning-Music Theory</i></p> <ul style="list-style-type: none"> Develop additional composition projects to be completed in an iterative process. Increase focus on the realization of figured base exercises. Spend more instructional time on developing composition skills in four-part texture. Assign more four-part composition assignments.

	<p><i>Theater</i></p> <ul style="list-style-type: none"> Retain examples of student work from across the THAR curriculum. The department is recommending video recordings of presentations and productions and involving students in a self-analysis of their work products. <p>Recordings of THAR student work were completed and students completed analyses of their work.</p>	<p><i>Theater</i></p> <p>SLO 1 Demonstrates a working knowledge of the various aspects of theatre production.</p> <p>SLO 3 Demonstrates capable analysis and interpretation of plays and other theatrical events with special attention to the skills involved in acting and performance, directing, designing, and playwriting.</p> <p>SLO 4 Demonstrates the ability to reach an audience effectively through at least one of the components of theatrical art (acting, directing, designing, playwriting, etc.).</p> <p>SLO 5 Demonstrates the ability to express in performance, in writing, in speaking...</p>	<p><i>Theatre</i></p> <p>SLO 1 All – 5/5</p> <p>SLO 3 5/5, 4/5, 2/5</p> <p>SLO 4 5/5, 4/5, 4/5</p> <p>SLO 5 5/5, 4/5, 1/5</p>	<p>student conducting. Next year this SLO will be assessed using students from MUS 364.</p> <p><i>Theater</i></p> <p>SLO 1 All assessed samples achieved a ranking of excellent on knowledge of the aspects of theater production.</p> <p>SLO 3 Two samples met the analysis and interpretation learning outcome successfully; the other did not. It seems the unsuccessful paper was the result of rushing to finish.</p> <p>SLO 4 All samples scored were successful or proficient on this learning outcome.</p> <p>SLO 5 The student work receiving the lowest rank did so because the piece chosen was</p>	<p><i>Theatre</i></p> <p>3 (n=3)</p> <p>3 (n=10)</p> <p>3 (n=10)</p> <p>3 (n=5)</p>	<p><i>Theater</i></p> <p><i>Improving Student Learning</i></p> <ul style="list-style-type: none"> Devote class time for students to discuss the qualities of appropriate selections for their performances. Instructor and peer feedback should ensure students select appropriate materials to perform. <p><i>Departmental—Improving Assessment</i></p> <ul style="list-style-type: none"> Revise SLOs in order to make them more concise and applicable across both music and theater.
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		the results of research, critical judgment, and other findings and discoveries.		not suitable for the project.		
PHIL	<ul style="list-style-type: none"> Increase the number of written assignments required for completion of a particular class, with appropriate adjustments made for level and topic of course. Completed. Rather than simply require a final paper as part of the final exam, first drafts will be required, to be reviewed by faculty, with specific suggestions made for improvement. Completed. For upper level seminars, students will review one another's work, with written comments submitted by reviewer to author, to be considered for inclusion in completed paper. Peer-to-peer feedback was ineffective and terminated. 	<p>SLO 1 Demonstrate skills of philosophical analysis and argumentation.</p> <p>SLO 2 Show a command of the major events and thinkers in western philosophical history.</p> <p>SLO 3 Demonstrate competence in analyzing the major ethical traditions of western culture.</p>	<p>Research in Philosophy: 96/100 76/100</p> <p>Medical Epistemology: Ave. 95/100</p> <p>Ethics: Ave. 75/100</p>	<ul style="list-style-type: none"> The department assessed senior theses and samples of work from all philosophy courses. This work was evaluated against a departmental rubric. There is wide variation in performance in philosophy courses, largely due to the number of students enrolled in these courses to fulfill core requirements. Seniors are frequently enrolled in 100 level courses, and their work tends skew the results. All three senior theses were evaluated against the rubric. Of these, one was judged commendable and the other two were satisfactory. Quality of student writing is quite variable, and needs to be addressed so 	<p>Research in Philosophy: 2 (n=4)</p> <p>Medical Epistemology: 4 (n=5)</p> <p>Ethics: 6 (n=45)</p>	<p><i>Improving Student Learning</i></p> <ul style="list-style-type: none"> Implement instruction in the process of scholarly review and criticism of academic papers for better peer-to-peer review and to strengthen analysis and argumentation. Provide briefer, more numerous writing assignments to allow students more practice and more direct faculty feedback. Increase student opportunities for recall by delivering more frequent quizzes. Studies show that frequent recall experiences effectively increases deep learning. Introduce a critical reading template to guide students in the construction of their own rational arguments based upon class assignments.

	<ul style="list-style-type: none"> Each upper-level seminar will include a formal presentation (as part of PIC implementation) that will then be formally evaluated by other members of the class. PIC implementation to begin in 2015-16. <p>An archive of randomly selected student work will be created, organized by year and class, to track changes and improvements in student work.</p> <p>Completed.</p>			that we can see improvements.		
PHYS	<ul style="list-style-type: none"> Provide students with examples of the proper structure of a scientific paper. This should perhaps be introduced at earlier portions of their college career in lab reports. Completed. Instruct students on importance of primary sources and how to perform a literature review. Completed. Discuss with students how published research may be used as a template. Not yet 	<p>SLO 1 Understand <u>fundamental concepts</u> of the physical world, as they extend to mechanics, thermodynamics, optics, electromagnetism, relativity, atoms, the solid state, and elementary particles.</p> <p>SLO 2 Understand and apply the <u>scientific method</u> and the concepts of <u>precision and accuracy</u> of</p>	<p><u>Student A</u> 3, 3, 5, 4, 3, 4, ~ avg. = 3.67</p> <p><u>Student B</u> 4, 4, 5, N/A, 4, 4, ~ avg. = 4.20</p>	<ul style="list-style-type: none"> Two senior (physics major) theses were chosen for assessment against a departmental rubric (no PHYS SECED major graduated this year): <ul style="list-style-type: none"> An experimental/theoretical work concerning Fourier analysis of electric circuits at Thiel. An internship at a national laboratory concerning data analysis and sensor – data storage 	2 (n=2)	<p><i>Improving Student Learning</i></p> <ul style="list-style-type: none"> Students should better understand the importance of primary sources and how to perform a literature review, so instructional time will be devoted to this. Students should be involved in an active discussion of published research that is to be used as a template, perhaps during the intermediate lab (Phys 353) or other upper-level courses. Add a PIC component to PHYS 353; perhaps add PIC to PHYS 253 and 363 as well.

	<p>accomplished.</p> <ul style="list-style-type: none"> Instruct students on effective scheduling of research: specific deadlines for topic, data collection, drafts, and the final paper. <p>Completed.</p> <ul style="list-style-type: none"> Encourage students to present their research. One student presented at a national conference, and another made a poster presentation and oral presentation on campus. 	<p>measurements and data.</p> <p>SLO 3 Possess <u>laboratory</u> skills including the handling of instruments and apparatus.</p> <p>SLO 4 Possess <u>mechanical skills</u>: wood and metal working, construction and assembly of experiments and apparatus.</p> <p>SLO 5 Possess <u>mathematical, computational, and spreadsheet</u> skills applied to typical physics/engineering applications.</p> <p>SLO 6 Demonstrate proper <u>interpretation of</u> data, charts, diagrams, scientific and technical publications.</p>		<p>interfacing; accepted as senior thesis because of appropriate scope and difficulty.</p> <ul style="list-style-type: none"> Substantial improvement over previous theses: longer and much more detailed. Both students have given an oral presentation at Thiel's research symposium, and student B also at a national conference. We believe that the students are now receiving adequate guidance for their senior projects. However, more work is needed on some aspects of scientific research. 		<p><i>Improving Assessment</i></p> <ul style="list-style-type: none"> Develop and implement a scoring scale to provide a quantitative reference for narrative assessment.
POSCI	<ul style="list-style-type: none"> Raise expectations on quality of scholarship and impose stricter penalties for plagiarism. The department clearly communicated high expectations of 	<p>SLO 1 Use two or more principal frameworks to analyze political power.</p> <p>SLO 2 Use two or more principal frameworks to describe and</p>	Avg. – 2.67/4.0	<ul style="list-style-type: none"> Research papers from fall 2014 Senior Seminar used to assess departmental SLOs. Analysis did not go in depth; discussion was often limited and 	6 (n=6)	<p><i>Improving Student Learning</i></p> <ul style="list-style-type: none"> Decrease variance by ensuring that weaker students are more closely monitored and receive individual attention as needed; by initiating paired or team-based learning such that stronger students assist weaker

	<p>academic standards and research, and began reporting all cases of suspected academic dishonesty to the VPAA's office.</p> <ul style="list-style-type: none"> • Closer monitoring of student scheduling of the research methods/senior seminar sequence. Department faculty are closely monitoring the scheduling of our advisees to ensure they enroll in these courses at the appropriate time. 	<p>analyze political processes and institutions.</p> <p>SLO 3 Critically use important elements commonly found in normative political thought.</p> <p>SLO 4 Use the principal elements of empirical research in political science at both the macro and micro levels of analysis.</p>		<p>sometimes inaccurate.</p> <ul style="list-style-type: none"> • All of the papers incorporated some element of normative political thought. • Most of the students struggled with using, presenting, and analyzing data. The lack of scholarly articles and improper citation was commonplace. Research design problems/confusion and execution of the design were also problematic. 		<p>students; and by instituting more peer mentoring overall, within the department and/or in collaboration with the Thiel Learning Commons.</p> <ul style="list-style-type: none"> • To enhance understanding of analytical frameworks, ensure that assignment prompts are optimally aligned with SLOs; introduce principal frameworks in both introductory courses and embed in later courses as well; ensure that departmental assessment is a shared activity that is fully endorsed and understood by all political science faculty members. • To assist students in honing analytical skills, in all courses stress analysis as a key political science skill; create a variety of imaginative and challenging assignments, oral and written, across the four years of study. • Continue to require more rigorous scholarship from our students and impose appropriate penalties for honor code violations. • Monitor student scheduling to minimize students taking required courses out of sequence. • Structure research assignments to create multiple feedback opportunities.
PSYC	<ul style="list-style-type: none"> • Use a universal grading rubric for all of the courses in which students are required to 	<p>SLO 1 Describe key concepts, principles, and overarching themes in</p>	<ul style="list-style-type: none"> • PSY 340 5 groups/2 students each 	<ul style="list-style-type: none"> • The faculty collected 12 writing samples for PSY 300-level laboratory courses. 	5 (n=21)	<p><i>Improving Student Learning</i></p> <ul style="list-style-type: none"> • With two new faculty members in place and the curriculum completely re-designed, make PSY 222, Research

	<p>write an APA research report. A general template has been developed and is aligned with student learning outcomes.</p> <ul style="list-style-type: none"> Students will be strongly encouraged to take PSY 222 before any of the 300-level laboratory courses. We postponed on making PSY 222 a prerequisite for the PSY 300 laboratories until our redesigned curriculum and new faculty member are in place (Fall 2015). Collect samples of student papers from 300-level laboratory series for assessment purposes. Samples from each 300 laboratory section were collected and assessed. Study the revised (2014) American Psychological Association (APA) Undergraduate Student Learning Outcomes (SLOs) and decide which are appropriate to adopt for our program. 	<p>psychology.</p> <p>SLO 2 Use scientific reasoning to interpret psychological phenomena.</p> <p>SLO 3 Demonstrate psychology information literacy.</p> <p>SLO 4 Engage in innovative and integrative thinking and problem solving.</p> <p>SLO 5 Interpret, design and conduct basic psychological research.</p> <p>SLO 6 Demonstrate effective writing for different purposes.</p>	<ul style="list-style-type: none"> PSY 342 5 groups/2 students each PSY 343 2 groups/1 of 3; 1 of 4 <p>Analysis: 58% met or exceeded departmental benchmarks for junior-level students.</p> <p>Based on a benchmark of 2/3rds of foundation indicators, overall results based on APA indicators are:</p> <p>(2) 16% - Advanced (5) 42% - Intermediate (5) 42% - Novice</p>	<ul style="list-style-type: none"> Significant concern – a large percentage of “novice” students were juniors/graduating seniors. 	<p>5 (n=23)</p> <p>2 (n=7)</p> <p>Total: 12 (n=51)</p>	<p>Methods, pre-requisite to the PSY 300 laboratory series so that students are implementing the correct research methods from the beginning of their careers as majors. This step will address weaknesses in SLO 2.1, Scientific Reasoning, 3.2 Information Literacy, and 3.4, Psychological Research.</p> <ul style="list-style-type: none"> Implement an orientation course for psychology majors to be taken concurrently with the General Psychology course. This course will build familiarity with careers in the field, education requirements associated with those fields, and skills needed to succeed as professionals. Addresses one facet of SLO 3.2. Implement capstone courses as culmination of SLO 3.3, Integrative Thinking and Problem---Solving. <p><i>Improving Assessment</i></p> <ul style="list-style-type: none"> Develop an assessment timeline for the revised curriculum. Assess samples from PSY 400 seminar series courses. Further discuss implications of assessing group work.
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	<p>Adopted all five APA undergraduate SLOs.</p> <ul style="list-style-type: none"> Develop capstone course with the intention of developing projects that are aimed at assessing the newly adopted learning outcomes. The revised psychology curriculum includes junior and senior capstone courses. 					
REL	<ul style="list-style-type: none"> Improve the assessment process by housing it in the senior capstone course. Completed. Distribute assessment questions & scoring rubric at the beginning of the semester, give students rigorous guidelines for completing the assignment. Completed. 	<p>SLO 1 Comprehend the nature of religion by understanding the various methods of studying religion.</p> <p>SLO 2 Conceive the reality of “the ultimate” or God in relation to both inherited ideas of the past and the concerns of contemporary society.</p> <p>SLO 3 Appreciate the unity and diversity of the pluralistic heritage of the world’s religions; understand the different approaches of relating Christianity to the other world</p>	<p>Oral Evaluation: Instrument (Interview)</p> <p>REL 340: Readings in Theology 4.45/6.0</p>	<ul style="list-style-type: none"> The department administered an oral examination/interview to students in REL 340. The examination was developed specifically to assess students’ achievement of the learning outcomes. The oral examination results were evaluated using a rubric developed for this assessment. The departmental benchmark was that all students should obtain the rating at least of fair. All students surpassed the benchmark. Students seemed to enjoy the oral interview. 	6 (n=7)	<p><i>Improving Student Learning</i></p> <ul style="list-style-type: none"> Give students full information regarding the interview at the beginning of the fall semester and remind them of this again at the beginning of the spring semester and at mid-term, so that students have a chance to be fully prepared. <p><i>Improving Assessment</i></p> <ul style="list-style-type: none"> Make the interview process completely independent of the Readings in Theology course. Administer the interview only to seniors. Investigate the possibility of developing a portfolio system in which supporting documents are collected by the student. Then during a longer interview that material could be referred to in the discussion.

		<p>religions.</p> <p>SLO 4 Understand various hermeneutical methodologies and apply hermeneutical principles in interpreting Jewish and Christian scriptures.</p>		<p>Students reported a feeling of achievement and confidence.</p>		
SOC/CJS	<ul style="list-style-type: none"> Develop a capstone course for the two majors in our department: sociology and criminal justice studies. Under development and will be presented to the Curriculum Study Committee in Fall 2015. Develop an electronic archive of student work. Completed. Design departmental scoring rubrics for courses and departmental learning outcomes. We assessed 9 courses over the 2014-2015 academic year. We are still developing rubrics for all our courses to be published in course syllabi. 	<p><i>Sociology</i></p> <p>SLO 1 Understand and apply the sociological perspective.</p> <p>SLO 2 Understand and apply the principles of good social science research methodology.</p> <p>SLO 3 Understand and apply the major theoretical paradigms of sociology.</p> <p>SLO 4 Understand the diversity of human behavior and belief in a global context.</p> <p><i>Criminal Justice (specific)</i></p> <p>SLO 1 Students will demonstrate knowledge of concepts and issues in criminal justice studies.</p>	<ol style="list-style-type: none"> CJS 101 = 3.5/4.0 Results using AAC&U Critical Thinking Rubric: Explanation, Context, & Conclusions. SOC 121 = 1.7/4.0 SOC 141 = 3.0/4.0 SOC 191 = 1.2/4.0 SOC 211 = 2.5/4.0 SOC 342 = 2.5/4.0 SOC 425 = 1.0/4.0 SOC 431 = 2.8/4.0 SOC 431 = 1.5/4.0 	<ul style="list-style-type: none"> Although four courses that we assessed are introductory level courses, and mostly populated by underclassmen, many upper-level students also take these to fulfill core requirements. Students in the advanced courses showed disappointing performances on the critical thinking rubric. Their papers indicated that students were performing below the capstone level. 	<ol style="list-style-type: none"> 2 (n=77) 3 (n=79) 5 (n=55) 14(n=62) 2 (n=25) 2 (n=3) 2 (n=23) 2(n=16) 2(n=11) 	<p><i>Improving Student Learning</i></p> <ul style="list-style-type: none"> Provide students with grading rubrics in advance of their writing assignments. This should help students to organize their writing assignments in order to meet expectations. Clarify writing prompts so that students understand the purpose of the assignment, e.g., critical book review vs. term paper. “Writing in stages”—require students to present the topic/thesis of the paper, write an annotated bibliography, draft, revise and submit a final draft. Provide critical feedback at each stage of the process. Devote more class time to solving problems in sociology and criminal justice studies. Various theoretical approaches to solving problems will be modeled and then student groups will address a social problem and offer possible solutions. Each group will present its solutions to the problem,

	<ul style="list-style-type: none">Review and revise the departmental learning outcomes. We revised the college catalogue description for sociology and criminal justice studies and revisited and revised the learning objectives and goals.					<p>followed by general discussion. This process will provide modeling and practice in using critical thinking skills to address real issues in the social world.</p> <p><i>Improving Assessment</i></p> <ul style="list-style-type: none">Assess fewer courses annually and increase sample size.
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