Form A Reports for
the College of Arts and Sciences

Outcomes, Measures, Data, and Response
Plans for Improvement in Various Assessment Cycles

Prairie View A&M University

1) Army ROTC
2) M.S. in Biology
3) B.S. in Chemistry
4) B.A. in Communications
5) B.A. in Drama
6) B.A. in English
7) M.A. in English
8) Geography
9) B.A. in History
10) B.S. in Mathematics
11) M.S. in Mathematics
12) B.S. in Music
13) Naval Science
14) Philosophy
15) B.S. in Physics
16) B.A. in Political Science
17) B.A. in Social Work
18) B.A. in Sociology
19) B.A. in Spanish
Report Form A-1
Assessment of Program Learning Outcomes for Educational Programs

Army ROTC
(Instructional/Degree Program)  N/A
(Degree Level)

(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year that it was assessed.

1. Student Learning Outcome (What did your program want your students to know or be able to do as program completers?)

   Outcome 1. An ability to produce the highest caliber of leaders for the nation.

2. Strategies Used to Meet Student Learning Outcome (What did you do?)

   Instruct and train cadets in accordance with Army and Cadet Command (CC) regulations and established standards of performance. Army ROTC cadets are required to demonstrate a thorough understanding and basic implementation of leadership principles. Introduce and exercise foundations of leadership, study of historic and current day Army leaders, study of historic and current day battles, as well the history of the Army. Introduce and exercise the 16 dimensions of leadership, basic principles of small unit tactics, and Troop Leading Procedures (TLPs).

3a. First Direct Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

   Cadets are trained and assessed throughout the school year using a CC mandated Program of Instruction (POI) that incorporates exams, point papers, practical exercise laboratory, Field Training Exercises (FTX), Leader Training Course (LTC), and the Leader Assessment and Development Course (LDAC). Exams and point papers are graded using established rubrics that are posted in course syllabi and TrueOutcomes.

3b. Results/Findings (How did you do? Summarize assessment data collected.)

   At the conclusion of the academic semester, the results of all training and instruction are collected and discussed in an After Action Review (AAR) process. The AAR process facilitates discussion of those actions that are to be sustained and those requiring improvement. Instruction and implementation of training is adjusted to achieve standards and proficiency required of junior leaders.
3c. **Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

While remaining within the guidelines of the Program of Instruction, cadre uses results from the AAR process to sustain success and/or improve where needed.

4a. **Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Using Cadet Command Forms 156-4B, 156-18B, 156-4A-R, and the Leader Development Program (LDP) to assess and provide appropriate feedback to cadets.

4b. **Results/ Findings** (How did you do? Summarize assessment data collected.)

Data collected on forms listed in 4a above indicate success or need for improvement. By in large, most cadets grasp and demonstrate a fundamental understanding of leadership principles.

4c. **Use of Results** (How did you use the findings?)

Recorded data on the forms listed in 4a above, the ROTC cadre identifies commonality in evaluated areas whereby cadre can adjust/focus instruction/training based on demonstrated strengths and weaknesses.

5a. **Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

N/A

5b. **Results/ Findings** (How did you do? Summarize assessment data collected.)

N/A

5c. **Use of Results** (How did you use the findings?)

N/A

6. **Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)
Results of student performance is loaded in CCIMS (Cadet Command Information System). Periodic entries are made that track cadet progress in physical fitness, academics, and enrollment status. Data is available to cadre, advisors, and authorized Cadet Command personnel.
Report Form A-1
Assessment of Program Learning Outcomes for Educational Programs

Army ROTC  
(Instructional/Degree Program)  
N/A  
(Degree Level)

(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year that it was assessed.

1. Student Learning Outcome (What did your program want your students to know or be able to do as program completers?)

   Outcome 2. An ability to provide hands-on experience in managing physical, financial, and human resources.

2. Strategies Used to Meet Student Learning Outcome (What did you do?)

   Placement of cadets in a verity of evaluated leadership positions on campus and in field environments. Use the LDP to asses and provide feedback on cadet performance.

3a. First Direct Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

   Through exercises in leadership laboratory, field exercises, student lead events, and responsibility for daily operation of the unit. Cadets are directly responsible for ensuring instruction and training is planned, coordinated, and executed. Each cadet is provided with the opportunity to manage/lead a group of peers. Junior cadets are mentored by senior cadets, while senior cadets are mentored by the cadre.

3b. Results/ Findings (How did you do? Summarize assessment data collected.)

   All cadets have the opportunity to serve in leadership positions on a weekly basis where the level of responsibility includes all ranges of difficulty. Evaluate and compare performance results - - provide additional leadership opportunity(ies) to those cadets as required.

3c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

   Determine commonality in performance using LDP and CC Forms - - adjust instruction/training as required in order to improve cadet performance levels.
4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Two capstone exercises. The first being the Culmination FTX conducted with four other ROTC programs within the greater Houston area. The second being LDAC whereby cadets are evaluated at the national level. Both events use the LDP of evaluation with emphasis placed on the 16 leadership dimensions.

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

Cadet performance is assessed and used to identify individual/unit strengths and weaknesses in evaluated areas. Results provide performance levels as compared to other ROTC programs.

4c. Use of Results (How did you use the findings?)

Findings generate changes in instruction to facilitate improvement as well as those areas where we sustain current training practices.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

N/A

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

N/A

5c. Use of Results (How did you use the findings?)

N/A

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

For individual cadets performance, results are documented in CCIMS as well as unit training records maintained by cadre.
Report Form A-1
Assessment of Program Learning Outcomes for Educational Programs

Army ROTC  
(Instructional/Degree Program)  
N/A  
(Degree Level)

(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year that it was assessed.

1. Student Learning Outcome (What did your program want your students to know or be able to do as program completers?)

Outcome 3. An ability to function on multi-disciplinary teams.

2. Strategies Used to Meet Student Learning Outcome (What did you do?)

The Army is a diverse organization and leaders are required to function/perform multiple task of varying complexity within and outside of specific operating environments. Specific scenarios are created to study the teamwork and basic interaction of cadets. These scenarios mimic actual situations cadets will encounter during the Leader Development and Assessment Course (LDAC) as well as their first year of duty as an Army officer.

3a. First Direct Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Students conceptualize, develop, and plan training for the cadet battalion that is executed weekly. Similarly, plans and orders are developed for field training exercises that, on occasion, include cadets from neighboring ROTC programs. Cadets are assessed on clarity of mission and purpose, task accomplishment, and performance using the LDP and Army regulations.

3b. Results/ Findings (How did you do? Summarize assessment data collected.)

Cadets retain the majority of the material pertaining to each discipline and are successful when presented with the opportunity to display this knowledge within the ROTC curriculum, Basic Officer Leaders Course (BOLC), and the Officer Basic Course (OBC).

3c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)
After action reviews provide feedback that facilitates identification of those items and/or instruction that should be sustained or improved upon.

4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Vary leadership ranging from positions of command down to squad/team leader as well as staff that exercise cadet’s ability to be an effective leader and follower as governed by the LDP and Army regulation.

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

Over the course of the school year, cadets are placed in varying leadership positions. Through instruction, observation, practical exercise, and repetition it is clear that cadets show marked improvement and growth in the application of basic leader skills.

4c. Use of Results (How did you use the findings?)

Standardize and implement those practices that result in sustained learning.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

N/A

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

N/A

5c. Use of Results (How did you use the findings?)

N/A

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Training schedules, written orders and related documents are retained by faculty. Continuity books are developed and passed on for use in the next school year. As appropriate, performance assessments are entered in CCIMS database.
### Report Form A-1

**Assessment of Program Learning Outcomes for Educational Programs**

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<tr>
<th>Army ROTC</th>
<th>N/A</th>
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<tbody>
<tr>
<td>(Instructional/Degree Program)</td>
<td>(Degree Level)</td>
</tr>
</tbody>
</table>

**Aug 2007 – May 2008**

(Assessment Period Covered)

**Instructions:** This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year that it was assessed.

1. **Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

   **Outcome 4.** An ability to identify, analyze, and solve real world problems.

2. **Strategies Used to Meet Student Learning Outcome** (What did you do?)

   Cadets are required to provide Information Briefings and/or Point Papers regarding the Global War on Terrorism (GWOT), or issues pertaining to the military in general. Use of scenarios where cadets are required to role play using current world events to develop and exercise leadership skills.

3a. **First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

   Cadet developed information briefings and/or point papers. Current ROTC curriculum includes and requires students to maintain situational awareness on the local and global environment.

3b. **Results/ Findings** (How did you do? Summarize assessment data collected.)

   The awareness level of cadets is increased and maintained on the material pertaining to GWOT and local news events in their community. Cadets are successful when asked to present info or showcase their knowledge of the environment they live in.

3c. **Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

   The techniques and procedures used by instructors to prepare students have proven successful. Cadets gain confidence and become comfortable in their ability to research and present information in the form of briefings/presentations. Results are used to target specific areas for improvement or those practices that should be...
sustained.

4a. **Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

As a capstone exercise, cadets are required to perform a group project where they analysis a battle or military campaign either current or historic. The intent is to explore the actions of the leaders involved using the Principles of War and the Military Decision Making Process.

4b. **Results/ Findings** (How did you do? Summarize assessment data collected.)

Cadets discover that leadership at its core is the same today as it was in years past. Further, cadets gain an appreciation for the dynamics, considerations, decisions, and the outcomes of leaders in a given situation.

4c. **Use of Results** (How did you use the findings?)

Cadets apply their findings from the study of previous battles to what they are likely to face as commissioned officers and leaders of men/women. To understand what practices work and which to avoid.

5a. **Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

N/A

5b. **Results/ Findings** (How did you do? Summarize assessment data collected.)

N/A

5c. **Use of Results** (How did you use the findings?)

N/A

6. **Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Cadets submit Battle Analysis projects to their cadre member who maintains it on file within the ROTC department.
Report Form A-1
Assessment of Program Learning Outcomes for Educational Programs

Army ROTC
(Instructional/Degree Program) N/A
(Degree Level)

(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year that it was assessed.

1. Student Learning Outcome (What did your program want your students to know or be able to do as program completers?)

   Outcome 5. An understanding of personal, professional and ethical integrity and responsibility.

2. Strategies Used to Meet Student Learning Outcome (What did you do?)

   Enforce the seven Army Values of Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage from the time cadets enter the program. These values are the foundation of the Army - - they are a posted throughout the building, discussed in classes with examples of each for acceptable and unacceptable behavior.

3a. First Direct Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

   The cadre demonstrates the expected behavior and exemplify the values in word and deed. Cadets emulate this behavior and take examinations regarding the values and their meaning. Moreover, cadets are counseled and through demonstrated performance/behavior, in and out of uniform, receive feedback from senior cadets and cadre regarding their adherence to the values.

3b. Results/Findings (How did you do? Summarize assessment data collected.)

   Cadets take pride in their association with Army ROTC. This is a volunteer program and students readily enroll, contract (commit), and complete the Program of Instruction toward a commission in the US Army.

3c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

   While we didn’t make our line commission mission for SY 07/08. However, we did make our nurse mission. Moreover, contract numbers have increased for the out
That being said, the program is postured to meet its commission mission in the coming years.

4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

4c. Use of Results (How did you use the findings?)

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

5c. Use of Results (How did you use the findings?)

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Commission and contract data, as well as forecasted mission data, is maintained in CCIMS and is reviewed/updated monthly in the Mission Set Management Report (MSMR).
Assessment of Program Learning Outcomes
Report Form A

BIOLOGY
(Instructional/Degree Program)

M.S.
(Degree Level)

2007-2008
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

Students will demonstrate practical application of critical analysis of scientific data and literature.

2. Strategies Used to Meet Learning Outcome (What did you do?)

Field experiences, formal lectures, laboratory assignments, seminars, reading current scientific literature and surveys are being used to assess the student’s ability to critically analyze scientific information.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Given scientific data and literature the student should be able to determine the quality of the material. See rubric “3a”.

3b. Results/ Findings (How did you do? Summarize Assessment Data Collected.)

80% of the students reached at least proficiency level in applying critical analysis of scientific data and literature.

3c. Use of Results (How did you use the findings?)

Determine if the student has achieved the ability to advance to candidacy in preparation of qualifying for M.S. thesis / non-thesis defense.

4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.
Student should be able to present research data in a public seminar format. See rubric “4a”.

4b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

80% of the students reached at least proficiency level on ability to present research data in a public seminar format.

4c. Use of Results (How did you use the findings?)

Determine if the student has achieved the ability to advance to candidacy in preparation of qualifying for M.S. thesis / non-thesis defense.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above* (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

Indirect: Future career plans upon receiving the M..S degree

5b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

Those students who successfully completed the M.S. degree decided to attend other professional schools to receive another advanced degree and/or were able to advance their current career path through a promotion.

5c. Use of Results (How did you use the findings?)

These results were used to determine the most critical courses that should be offered by the department to meet the current demand in the life science / education job market.

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

Exit surveys found in the department’s student data file. Room 430AA

* May be repeated for means or measures over the three required.
<table>
<thead>
<tr>
<th></th>
<th>Mastery</th>
<th>Proficiency</th>
<th>Non-Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension</strong></td>
<td>Given scientific data and/or literature the student was able to identify the gap in knowledge on that topic.</td>
<td>Given scientific data and/or literature the student was unable to completely identify the gap in knowledge on that topic.</td>
<td>Given scientific data and/or literature the student was unable to identify the gap in knowledge on that topic.</td>
</tr>
<tr>
<td></td>
<td>Student was able to ascertain the next steps to be addressed as a result of identifying the necessary information needed to further comprehend the concept being addressed.</td>
<td>Student shows marginal ability in being able to ascertain the next steps to be addressed as a result of not being able to completely identify the necessary information needed to further comprehend the concept being addressed.</td>
<td>Student did not demonstrate the ability in being able to ascertain the next steps to be addressed as a result of not being able to identify the necessary information needed to further comprehend the concept being addressed.</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Student is able to use resource information (texts, literature search engines) to research the problem. The student can demonstrate full understanding of the background, importance, impact of current and future results on that topic.</td>
<td>Student is able to use resource information (texts, literature search engines) but did not fully research the problem. The student shows marginal ability to demonstrate the importance of the background, impact of current and future results on that topic.</td>
<td>Student has difficulty in using resource information (texts, literature search engines) and therefore does not fully research the problem. The student shows no ability to demonstrate the importance of the background, impact of current and future results on that topic.</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Student is able to independently design future experiments / concepts to be addressed based on comprehension of the current data / literature and background information. Student is able to critique experiments, data and literature and determine the importance of the information in that particular field.</td>
<td>Student shows marginal ability to design future experiments / concepts to be addressed based on comprehension of the current data / literature and background information. Student shows marginal ability to critique experiments, data and literature and determine the importance of the information in that particular field.</td>
<td>Student can not independently design future experiments / concepts to be addressed based on comprehension of the current data / literature and background information. Student can not critique current experiments, data and literature and determine the importance of the information in that particular field.</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>The student is able to present data / results in a clear and concise</td>
<td>The student is has marginal ability to present data / results in a clear and concise</td>
<td>The student can not present data / results in a clear and concise</td>
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Rubric for First Direct Measure “3a”.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Mastery</th>
<th>Proficiency</th>
<th>Non-Proficiency</th>
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<tbody>
<tr>
<td>Student presents a clear concise presentation. The presentation includes the significance of the background, statement of the question and/or rationale and logical interpretation of the</td>
<td>a clear and concise manner in a written and / or oral format.</td>
<td>The student is able to demonstrate the significance in the field of his / her results to the topic presented.</td>
<td>manner in a written and / or oral format. The student can not demonstrate the significance in the field of his / her results to the topic presented.</td>
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</table>

Rubric for Second Direct Measure, “4a”.

<table>
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<tr>
<th>Organization</th>
<th>Mastery</th>
<th>Proficiency</th>
<th>Non-Proficiency</th>
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<tbody>
<tr>
<td>Student can not present information in a clear concise manner.</td>
<td>Student shows marginal ability to present information. The presentation is lacking in one or some of the following: significance of the background, statement of the question and/or</td>
<td>Student can not present information in a clear concise manner. The presentation lacks in all of the following: significance of the background, statement of the question and/or rationale and logical interpretation of the</td>
<td></td>
</tr>
<tr>
<td>Style</td>
<td>Evaluation</td>
<td>Use of language / voice / poise</td>
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<tr>
<td>The presentation is able to capture and engage the audience.</td>
<td>Student shows depth of knowledge on topic presented.</td>
<td>Student is able to clearly explain and enunciate during presentation.</td>
<td></td>
</tr>
<tr>
<td>The presentation is not able to capture and engage the audience.</td>
<td>Student still lacks ability on depth of knowledge on topic presented.</td>
<td>Student has marginal ability in being able to explain and enunciate during presentation.</td>
<td></td>
</tr>
<tr>
<td>Student shows marginal ability to use technology in presentation. May not have completely mastered the ability to use power point, videos and interactive devices.</td>
<td>Student has difficulty in answering questions from the audience in a confident manner.</td>
<td>The audience has difficulty in clearly hearing what is being said.</td>
<td></td>
</tr>
<tr>
<td>Student did not use technology in presentation.</td>
<td>Student unable to answer questions from the audience on a confident manner.</td>
<td>The student can not explain and enunciate during presentation.</td>
<td></td>
</tr>
<tr>
<td>Student incorporates the use of technology in presentation: power point, video, interactive devices (“clickers”)</td>
<td></td>
<td>The audience can not hear and understand what is being said.</td>
<td></td>
</tr>
<tr>
<td>Student shows marginal ability to use technology in presentation. May not have completely mastered the ability to use power point, videos and interactive devices.</td>
<td></td>
<td>The student has poor posture and does not maintain eye contact with the audience.</td>
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Assessment of Program Learning Outcomes
Report Form A

Chemistry
/Instructional/Degree Program/

B.S.
/Degree Level/

August 2007-May 2008
/Assessment Period Covered/

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

Outcome 1: Demonstrate an understanding of the basic principles of chemistry, current chemical and scientific theories, and know the basic functional groups of inorganic and organic chemistry and be able to predict basic type of chemical reactions and use this to make rational chemical prediction.

2. Strategies Used to Meet Learning Outcome (What did you do?)

a. Aligned all section of CHEM 1033, 1043, 2033 and 2043 in Fall 2006 to ensure multi-section courses have common syllabus and addressed same learning objectives.
b. Administered a department comprehensive final exam in all of these courses to assess the learning outcomes
c. Support departmental tutoring services with quality tutors and expanded tutoring hours to ensure success in these courses

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

At least 60% of students completing CHEM 1033, CHEM 1043 will demonstrate an understanding of basic principles in general chemistry and scientific theories and naming of inorganic compounds based on embedded assessment questions in the department administered comprehensive examination and the assessment Rubrics

3b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)

Percentage of students performance on embedded assessment questions (#8,13,28,31,33,and 36)for Fall 2007 and Fall 2008 Basic Principles and chemistry concepts. 2007 68% N=246; 2008 69%, N= 162
3c. **Use of Results** (How did you use the findings?)

Continue to encourage students to utilize the Tutoring services offered by the department. Faculty members teaching the courses met to explore software and technology available out there that will enhance students learning performance. The department bought new projectors and installed learning tools in the department resource center to improve student learning.

4a. **Second Direct Measure or Means of Assessment for Outcome above** (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

At least 60% of students completing CHEM 2033, CHEM 2043 will demonstrate an understanding of nomenclature used in organic chemistry, organic functional group and use the knowledge of functional group reactions to make rational chemical prediction. This is assessed with 6 embedded assessment questions in the department administered comprehensive examination and using the assessment Rubrics

4b. **Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

| Percentage of students performance on embedded assessment questions (#1,6,11,25,33,and 36)for Fall 2008 on organic nomenclature, functional group and reaction prediction. | 2008 64.3%, N= 35 |

4c. **Use of Results** (How did you use the findings?)

Faculty will strive to reinforce organic chemistry concept in other advanced chemistry courses and independent research courses

5. **Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

Data from Departmental administered Comprehensive exam results for 2007 and 2008 are located with Dr. Huajun Fan in Chemistry department (CHEM 1033 and 1043) and Drs. Antoine Carty and Amarasekara (CHEM 2033 and 2043)
Assessment of Program Learning Outcomes
Report Form A

Chemistry
(Instructional/Degree Program)

B.S.
(Degree Level)

August 2007-May 2008
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

Outcome: Critical thinking: Students will demonstrate the ability to access and interpret chemical information.

2. Strategies Used to Meet Learning Outcome (What did you do?)

a. Utilized CHEM 4001 Journal reading course to teach critical thinking and accessing information, and CHEM 4051 an Independent research courses to reinforce and integrate critical thinking skills. Students are trained in using different search engines to retrieve chemical information. Department acquired SCi-Finder Scholar for Science searches.
b. The CHEM 4051, an independent research course builds on application of chemistry knowledge to solve research problems. Students produced both oral and written presentations.
c. Invited speakers in diverse chemical field to give presentations to our students.

3a. First Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

At least 50% of Students completing CHEM 4051 independent research will present their work at regional conference or will serve as co-author in refereed journal articles.

3b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

60% of students completing CHEM 4051 presented at Regional Conferences
3c. Use of Results (How did you use the findings?)

The regional and national presentations serve as a good indicator of superior students’ performance by undergraduate chemistry majors. We will continue to stress research engagement and provide support for student’s engagement in research activities.

4a. Second Direct (or Indirect) Measure or Means of Assessment for Outcome above*

(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

80% of undergraduate majors who successfully complete independent research will be a co-author in at least one refereed publication

4b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)

<table>
<thead>
<tr>
<th>References</th>
<th>Title</th>
<th>Journal</th>
<th>Volume</th>
<th>Issue</th>
<th>Pages</th>
</tr>
</thead>
</table>

2006 94% N=6; 2007 81% N=8

4c. Use of Results (How did you use the findings?)

Department continues to promote faculty sponsored undergraduate research leading to scholarly production. Encourage more faculty members to write grant proposal

5. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

Students’ publications are located in the department’s office (Drs. Oki, and Amarasekara.)
Assessment of Program Learning Outcomes
Report Form A

Chemistry (Instructional/Degree Program) B.S. (Degree Level)
August 2007-May 2008 (Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

Outcome 3: Graduates are able to use modern instrumentation and classical techniques to design experiments and properly record the results of their experiments

2. Strategies Used to Meet Learning Outcome (What did you do?)

1. Provided Hands on training for students in modern instrumentation using the following courses (CHEM 4053, CHEM 4032, 4023, and 4052)
2. Reinforced training through faculty sponsored research engagement CHEM 4051 and 4061
3. Expanded use of modern instruments in sophomore chemistry organic laboratories

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

At least 65% of students enrolled in Modern Instrumentation courses will demonstrate competence in principles and theories of the following instruments (UV-Visible Spectrometer, FTIR, Gas Chromatography, GC-MS, HPLC etc), using assessment rubric for chemistry instrumentation.

3b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)

The assessment were based on embedded assessment questions on the final exams (#2, 3 and 4)
Spring 2007, 55% N=7

3c. Use of Results (How did you use the findings?)

Reinforcement of principles with students by faculty member in research courses that
4a. **Second Direct Measure or Means of Assessment for Outcome above** (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

| At least 70% of majors completing CHEM 4032 or CHEM 4052 will show minimum competencies in operation of at least three of the following instruments: Gas chromatography, UV-Visible Spectrophotometer, Fourier transform FTIR, Microscope, HPLC, and Raman spectrometer, using the Rubrics set up for assessing the learning outcomes in each specific instrument |

4b. **Results/Findings.** (How did you do? Summarize Assessment Data Collected.)

| Percentage of performance score using assessment Rubrics in 2007, 65% N=5 |

4c. **Use of Results** (How did you use the findings?)

| Professors will continue to emphasize Theory, Principle and applications in the following courses: CHEM 4053, 4023, 4051 and 4052. The department recently acquired a Raman Microscope and FTIR imaging to enhance students training |

5. **Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.))

| Laboratory reports in CHEM 4052 and 4032 in (Dr. Hylton McWhinney, Dr. Porter and Dr. Oki) |
Assessment of Program Learning Outcomes
Report Form A

Chemistry (Instructional/Degree Program)  M.S. (Degree Level)  August 2007-May 2008 (Assessment Period Covered)

**Instructions**: This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. **Program Learning Outcome** (What did your program want from your students?)

   Outcome 1: Students will write a thesis demonstrating advanced competency in organic, inorganic, physical, analytical, or biochemistry

2. **Strategies Used to Meet Learning Outcome** (What did you do?)

   a. Concept reinforced in all graduate courses and fully integrated in research courses (CHEM 5013, 5023)
   b. Independent research leading to MS thesis

3a. **First Direct Measure or Means of Assessment for Outcome above** (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

   At least 75% score on assessment Rubrics for Thesis Evaluation

3b. **Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

   3 students successfully completed thesis reports for 2007-2008 academic year, Ms Yaneth Carranza-Gonzalez (Dr. Doctor), Mr Uche Uzo ezie (Dr. Amarasekara) and Scott Seymour (Dr. Carty) were adjudged as meeting Standards based on Assessment Rubrics by Thesis Committee
   N=3, 85%

3c. **Use of Results** (How did you use the findings?)

   The department is pleased with the level of performance in Thesis report and the quality of scholarly work. Of concern is the years spent by some students in the MS program. Faculty mentors should have a quick turnaround in reading and correction of thesis. Faculty should assign projects with reasonable time of completion, so as to give the
student enough time for write up and thesis defense.

4a. **First Direct Measure or Means of Assessment for Outcome above** (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

At least 75% score on Rubrics for Evaluation of Oral Defense

4b. **Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

3 students successfully gave oral defense of their research work in 2007-2008 academic year, Mr. Scott Seymour (Dr. Carty), Ms Yaneth Carranza-Gonzalez (Dr. Doctor) and Mr Uche Uzoezie (Dr. Amarasekara) and were adjudged as meeting Standards based on Assessment Rubrics by Thesis Committee. Mr. Scott Seymour also presented at Regional Meeting of the Center for Environmental Beneficial Catalysis University of Kansas in 2007. All students demonstrated advanced competency knowledge in research fields.

2007-2008 N=3, 80%

4c. **Use of Results** (How did you use the findings?)

The department is pleased with the level of students performance in Thesis defense.

4. **Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.))

(Drs. Amarasekara, Carty, Doctor)
Assessment of Program Learning Outcomes
Report Form A

Chemistry
(Instructional/Degree Program) M.S.
(Degree Level) August 2007-May 2008
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

Outcome 2: Students will demonstrate advanced oral and written communication skills by writing papers strong enough to present at local or regional conferences or to publish in peer-reviewed journals in the field.

2. Strategies Used to Meet Learning Outcome (What did you do?)

Research advisor mentor students on technical writing and presentation skills

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

At least 50% of MS students in second year will present their research results at a regional or national meetings

3b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

N=5 in second year of the program, 2 gave regional presentations of their research (40%)

3c. Use of Results (How did you use the findings?)

Faculty members would seek external support for students travels to present at regional conferences.
An indirect measure will be introduced where survey of students’ experiences and how the department can better improve programs will be implemented in 2008-2009.
4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

At least 40% of students completing program will publish their work in refereed publications

4b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

2007-2008 >60% of our MS graduates published work in refereed journals. Ms Gonzalez (2 refereed publications; Mr. Uzoezie (1 refereed publication)

4c. Use of Results (How did you use the findings?)

Impressive level of research publications by graduate students. All faculty admitting research students should ensure timely publication of thesis research

5. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

Publications (Drs. Amarasekara, Doctor and Oki)
Assessment of Program Learning Outcomes
Report Form A

Communications
(Instructional/Degree Program)

BA
(Degree Level)

Aug 2008 – May 2009
(Assessment Period Covered)

1. Program Learning Outcome

Outcome 1: Students will apply concepts and theories of communication.

2. Strategies Used to Meet Learning Outcome

Introduced and reinforced a list of concepts and theories of communications in the required courses for all communication majors, including a senior course in communication theory.

3a. First Direct Measure or Means of Assessment for Outcome above

A rubric is used to assess a paper assignment in SPCH 2103, Interpersonal Communication. The assignment requires students to apply communication theories to scenes from a film screened in class about interpersonal communication. The rubric measures ability to define at least six theories and to provide examples from film. Students will score a 3.0 out of 3.0 on item #5 (Definition of Theories) and #6 (Provides Examples from Film). Students will score at least 13 out of 15 possible points on this measure overall.

3b. Results/ Findings.

Average scores for Fall 2008 were as follows, N = 30
#5 = 2.73; standard deviation = .63
#6 = 2.80; standard deviation = .41
Max score = 15; Mean = 13.8; standard deviation = 1.92

3c. Use of Results

The data indicates that students are able to apply communication theories and concepts, but given that the target level was set at a perfect 3.0/3.0, students fell slightly below this level. The rubric used for this assessment will be modified to include another gradation to better identify areas for improvement. We will continue to emphasize the application of theory in this course and in others.

4a. Second Direct Measure or Means of Assessment for Outcome above
Embedded Assessment: Questions # 1, 2, 3 (Ownership Concentration Models, the Concept of Objectivity, and the Cultural Imperialism Thesis) on final exam in COMM 3703, Media Criticism. This is a senior course which reviews, summarizes, and emphasizes many concepts, models, and theories of communications and asks students to demonstrate the ability to apply these.

4b. Results/ Findings

Average scores for Spring 2009 were as follows, N = 51
Question 1 = 48.18 out of 50 points answered correctly.
Question #2 = 46.31 out of 50 points answered correctly.
Question #3 = 46.37 out of 50 points answered correctly.

4c. Use of Results

The department will continue to integrate and reinforce outcome in required courses for communications majors. Faculty will continue to use COMM 4013 to assess mastery of this outcome since it is senior-level course required of all majors.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above

Communications exit survey that asks graduating students to assess perceptions of their abilities, the curriculum, preparation for their profession, and program outcomes. Students will score at least 4.0 out of 5.0 on the following measured items: #14 ("I feel that I will be able to apply the concepts, models and theories gained from my studies to my chosen career"); #20 ("I feel I can adapt to a variety of rhetorical situations"); #1 ("The course offerings were sufficient for graduation").

5b. Results/ Findings.

Average scores for Spring 2009 were as follows, N=15
#14 = 4.07
#20 = 4.07
#1 = 4.14

5c. Use of Results

Communications faculty are pleased with students perceptions of their abilities and these results are consistent with data from direct measure two. These measures are consistent with the direct measure embedded in the 3703 course that was assessed at the end of the semester.

6. Documentation

Data from COMM 4013, Communication Theory in AJ Baltes’ office, 112 Hilliard Hall. Data from SPCH 2103, Interpersonal Communication are in TrueOutcomes. Exit surveys are in Communications Coordinator Lewis Smith’s office, 205 Hilliard Hall.
Assessment of Program Learning Outcomes
Report Form A

Communications (Instructional/Degree Program) BA (Degree Level)

Aug 2008 – May 2009 (Assessment Period Covered)

1. Program Learning Outcome

Outcome 2: Students will demonstrate proficiency in adapting communication to a variety of rhetorical situations.

2. Strategies Used to Meet Learning Outcome

The department has integrated the program learning outcome (PLO) into a variety of our courses. It is introduced in Interpersonal Communication, and reinforced in a number of communication studies courses such as News Writing, Small Group Communication, Gender Communication, Persuasion, Contemporary Public Address, Rhetoric in Social Movement, and Rhetorical Criticism. Seniors have to demonstrate their proficiency in adapting communication to a variety of rhetorical situations and learn the analysis of standards and methods of evaluation.

3a. First Direct Measure or Means of Assessment for Outcome above

The department assesses this outcome in SPCH 4923 Rhetorical Criticism using a rubric on an essay asking students to do research and adapt communication to a variety of situations. Students will score at least a 3 on a 4.0 scale on Rubric Element #1 "Adapting Communication" which measures this outcome.

3b. Results/ Findings

Average scores for Fall 2008 were as follows, N = 10
Element #1 = 3.7 mean; standard deviation .67

3c. Use of Results

Faculty are satisfied with the results which indicate seniors have acquired proficiency in adapting communication to a variety of rhetorical situations. We will continue to emphasize outcome in this course.

4a. Second Direct Measure or Means of Assessment for Outcome above
Assignment in COMM 2313, News Writing & Reporting I using a rubric asking students to write a paper specifically adapted to the rhetorical situation of news reporting. Students will score at least a 30 on a 40 point scale on Rubric Element #1 “Story Idea and Content” which measures this outcome.

4b. Results/ Findings.

Average scores for Fall 2008 were as follows, N = 16
Element #5 = 35.07 mean; standard deviation 2.25

4c. Use of Results

The results indicate students are proficient in adapting communication to the rhetorical situation. Faculty teaching this course will continue to require the writing of news stories to demonstrate this PLO. Our current strategy of integrating this outcome into a variety of our courses appears to be successful in helping students master the PLO.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above

Communications exit survey that asks graduating students to assess perceptions of their abilities, the curriculum, preparation for their profession, and program outcomes. Students will score at least 4.0 out of 5.0 on the following measured items: #20 (“I feel I can adapt to a variety of rhetorical situations.”); #11 (“The information I was provided can be used beyond the classroom.”)

5b. Results/ Findings.

Average scores for Spring 2009 were as follows, N=14
#20 = 4.07
#11 = 4.14

5c. Use of Results

The direct measures indicate students have mastered this outcome. However, when asked to self-assess, students do not indicate confidence in their own abilities. We may need to incorporate assignments that use the language “rhetorical situations.”

6. Documentation

Data from SPCH 4923, Rhetorical Criticism, and COMM 2313, News Writing & Reporting I, are in TrueOutcomes. Exit surveys in Communications Coordinator Lewis Smith’s office, 205 Hilliard Hall.
Assessment of Program Learning Outcomes
Report Form A

Communications
(Instructional/Degree Program)

BA
(Degree Level)

Aug 2008 – May 2009
(Assessment Period Covered)

1. Program Learning Outcome

Outcome 3: Students will communicate ideas effectively and with sensitivity to a variety of audiences.

2. Strategies Used to Meet Learning Outcome

Faculty met to align course syllabi to emphasize effective and sensitive communication to a variety of audiences.

3a. First Direct Measure or Means of Assessment for Outcome above

Assignment in COMM 3203, Intercultural Communication, using a rubric asking students to communicate effectively and with sensitivity with someone from a different culture. Students will score at least a 30 on a 40 point scale on Rubric Element #5 “Sensitivity to Audience” which measures this outcome.

3b. Results/ Findings

Average scores for Spring 2009 were as follows, N = 27
Element # 5 = 34.74 mean; standard deviation 2.36

3c. Use of Results

The results indicate students have learned the skills of communicating ideas effectively and with sensitivity to different audiences. The assignment may be enhanced in the future to help students expand their capabilities by incorporating a subculture into this assignment.

4a. Second Direct Measure or Means of Assessment for Outcome above

Assignment in SPCH 2103, Interpersonal Communication, using a rubric asking students to present a lecture to a group of peers. The teams are evaluated on presentation skills and creative use of presentation aids. Students will score at least a 180 on a 200 point scale on the rubric “Group Presentation Evaluation” which measures this outcome.
4b. Results/ Findings

Average scores for Fall 2008 were as follows, N = 33
Rubric “Group Presentation Evaluation” = 191 mean

4c. Use of Results

Results indicate students demonstrated effective communication to this particular audience. We will continue to require presentations to their peers as a means to satisfy this PLO. However, the scores appear on the high side, so we will rethink the requirements for this assignment and perhaps incorporate some more challenging elements in the future. Additionally, we will assess more student productions in the future.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above

Communications exit survey that asks graduating students to assess perceptions of their abilities, the curriculum, preparation for their profession, and program outcomes. Students will score at least 4.0 out of 5.0 on the following measured items: #5 ("I gained knowledge and respect for my culture"); #6 ("I gained knowledge and respect for other cultures"); #1 ("The course offerings were sufficient for graduation").

5b. Results/ Findings.

Average scores for Spring 2009 were as follows, N=14
#5 = 4.14
#6 = 4.5
#1 = 4.14

5c. Use of Results

These results are consistent with the direct measures, which indicate the need for more rigorous assignments. Faculty will meet after the end of the semester to determine which direction we would like to take for the next assessment cycle.

6. Documentation

Data from COMM 3203, Intercultural Communication, are in TrueOutcomes. Grade records from SPCH 2103 in Marianna Sviland’s office, 214 Hilliard Hall. Exit surveys in Communications Coordinator Lewis Smith’s office, 205 Hilliard Hall.
Assessment of Program Learning Outcomes
Report Form A

Communications
(Instructional/Degree Program) BA
(Degree Level)

Aug 2008 – May 2009
(Assessment Period Covered)

1. Program Learning Outcome

   Outcome 4: Students will demonstrate effective use of a variety of communication tools and styles.

2. Strategies Used to Meet Learning Outcome

   The program provided exposure to numerous communication and information technologies, as well as a variety of writing, speaking and computer-mediated forms of communication.

3a. First Direct Measure or Means of Assessment for Outcome above

   The department assesses this outcome in COMM 3203, Intercultural Communication, using a rubric on an assignment asking students to use interviewing as a communication tool to communicate with someone from a different culture. Students will score at least a 30 on a 40 point scale on Rubric Element #6 “Use of Communication Tools” which measures this outcome.

3b. Results/ Findings

   Average scores for Spring 2009 were as follows, N = 27
   Element #6 = 36.3 mean; standard deviation 3.28

3c. Use of Results

   The results indicate most of the students have learned the use of interviewing as a communication tool. The department will continue the use of this assignment to assess this outcome.

4a. Second Direct Measure or Means of Assessment for Outcome above

   The department assesses this outcome in COMM 2313, News Writing & Reporting I, using a rubric on an assignment asking students to effectively utilize a news story as a communication tool. Students will score at least a 70 on a 100 point scale on the rubric “News Story” which measures this outcome.
4b. Results/Findings.

<table>
<thead>
<tr>
<th>Average scores for Fall 2008 were as follows, N = 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubric = 78.07 mean; standard deviation 9.91</td>
</tr>
</tbody>
</table>

4c. Use of Results

The department is satisfied with the results indicating most students were able to effectively use a news story as a communication tool. We will continue to include this assignment in our program. However, we missed an opportunity to assess students use of broadcast technologies and will definitely incorporate this into future assessment cycles.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above

Communications exit survey that asks graduating students to assess perceptions of their abilities, the curriculum, preparation for their profession, and program outcomes. Students will score at least 4.0 out of 5.0 on the following measured items: #4 ("The department provided appropriate technology"); #21 ("I feel I can use the communication tools and styles I have learned outside the classroom"); #1 ("The course offerings were sufficient for graduation").

5b. Results/Findings.

<table>
<thead>
<tr>
<th>Average scores for Spring 2009 were as follows, N=14</th>
</tr>
</thead>
<tbody>
<tr>
<td>#4 = 3.21</td>
</tr>
<tr>
<td>#21 = 4.36</td>
</tr>
<tr>
<td>#1 = 4.14</td>
</tr>
</tbody>
</table>

5c. Use of Results

The results show that students have the capabilities of using technology in their assignments, but the department is not providing appropriate technology to accurately assess students’ use of some communication tools.

6. Documentation

Data from COMM 3203, Intercultural Communication, and COMM 2313, News Writing & Reporting I, are in TrueOutcomes. Exit surveys in Communications Coordinator Lewis Smith’s office, 205 Hilliard Hall.
Assessment of Program Learning Outcomes  
Report Form A

Communications BA  
(Instructional/Degree Program)  (Degree Level)

Aug 2008 – May 2009  
(Assessment Period Covered)

1. Program Learning Outcome

| Outcome 5: Students will demonstrate communication proficiency appropriate for meeting personal and professional needs. |

2. Strategies Used to Meet Learning Outcome

| Through internships and course assignments, students were required to demonstrate communication skills essential for success in personal and professional endeavors. Professionals in areas of communications and media are brought in as part of yearly conferences for COMM students. Honor societies focus on professionalization and with bringing in speakers and organizing conferences. |

3a. First Direct Measure or Means of Assessment for Outcome above

| Student internship evaluation forms from supervisors at business and professional organizations used in COMM 3003/4003, Professional Internship I/II. Supervisors are asked to evaluate the interning student on 25 items using a rating scale of 1 – 5. Student will score at least a 4.0 on a 5.0 scale to demonstrate proficiency. |

3b. Results/ Findings

| N=30, unless noted:  
1. Interpersonal/Human Relations Skills: 4.275 (from 29 scores and one N/A)  
2. Oral Communication: 4.12 (from 29 scores and one N/A)  
3. Writing (Communication) Skills: 3.87 (from 28 scores and two N/A)  
4. Working in teams: 4.285 (from 28 scores and two N/A)  
5. Promise of success in the profession: 4.206 (from 29 scores and one N/A)  
The 30 averaged scores across students is 122.73. This figure divided by the sample of 30 gives us an overall median score of 4.09 on a 5.0 scale. |

3c. Use of Results

| The communications faculty were pleased to see high ratings from employers across a vast spectrum of communications fields for which internships are given. Of the five measurements here, four of them met and exceeded the target score set at 4.0 out of 5.0. The lowest score was given for students' written communication skills at a 3.87 |
out of 5.0. Faculty will encourage use of the Writing Center housed in the Department of Languages and Communications to enhance student writing skills.

4a. Second Direct Measure or Means of Assessment for Outcome above

Assignment in SPCH 2103 where students are required to work in teams to prepare a presentation to the class. The teams are evaluated on internal communication as well as presentation skills.

4b. Results/ Findings

<table>
<thead>
<tr>
<th>Average scores for Fall 2008</th>
<th>N = 33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubric “Group Presentation Evaluation”</td>
<td>191 mean</td>
</tr>
</tbody>
</table>

4c. Use of Results

Faculty are satisfied with the results which indicate students demonstrated communication proficiency that is suitable for their personal and professional needs. We will continue to require a group assignment with a presentation in this course.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above

Communications exit survey that asks graduating students to assess perceptions of their abilities, the curriculum, preparation for their profession, and program outcomes. Students will score at least 4.0 out of 5.0 on the following measured items: #8 ("My internship helped me demonstrate communications proficiency in my professional life"); #9 ("My internship helped me to demonstrate communications proficiency in my personal life"); #11 ("The information I was provided can be used beyond the classroom").

5b. Results/ Findings.

<table>
<thead>
<tr>
<th>Average scores for Spring 2009</th>
<th>N=15 unless noted</th>
</tr>
</thead>
<tbody>
<tr>
<td>#8 = 4.25 (N=8, with 6 reported NA or &quot;No Opinion&quot;)</td>
<td></td>
</tr>
<tr>
<td>#9 = 4.0 (N=8, with 6 reported NA or &quot;No Opinion&quot;)</td>
<td></td>
</tr>
<tr>
<td>#11 = 4.14</td>
<td></td>
</tr>
</tbody>
</table>

5c. Use of Results

Although all questions addressing this outcome scored at least a 4.0 on a 5.0 scale, the measure that was the lowest of the three indicates that students connect their internship experience with their career rather than their personal lives. Since life-long learning, both for a career and for personal life, is important to our program, the internship coordinator will add a question on the internship form that students fill out upon completion that asks students to make connections between their experience and their personal lives and the way communication is used as a tool in it.
6. **Documentation**

| Evaluation forms from COMM 3003/4003 and exit surveys and results are located in the office of the Communications Coordinator Lewis Smith’s office, 205 Hilliard Hall. Grade records from SPCH 2103 are in Marianna Sviland’s office, 214 Hilliard Hall. |
Assessment of Program Learning Outcomes
Report Form A

Drama
(Instructional/Degree Program)

Bachelors
(Degree Level)

August 2007 through May 2008
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

   Outcome 1: Development of a thorough knowledge provided through study of text, application of skill, and quality of performance of all aspects of theatre performance, including acting, stage movement, set design, make-up, lighting, and directing.

2. Strategies Used to Meet Learning Outcome (What did you do?)

   Course work is provided in the acting, stage movement, technical, and directing classes to meet course outcomes. A 24-semester credit hour block of instruction covers this goal

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

   Direct traditional exams and course assignments cover this aspect of assessment. Student’s strength of knowledge objectives in the program are indicated through the incorporation of the history and psychology of play and character.

3b. Results/Findings (How did you do? Summarize Assessment Data Collected.)

   By using the students assessment rubric, Ninety-five percent of the students who comprehend continuity of story and character/play research with successful mastery of the program’s knowledge goals graduated from the program.

3c. Use of Results (How did you use the findings?)

   Students progress through the knowledge aspect of the program is examined to refine the pace and progress of students through the program. Since all students are not created equal, assignments and activities were subsequently given based on student strengths and weaknesses within the context of program standards.
4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

For stage and recital performances, the following are reviewed: continuity of story, subtext is clear, characters were well rounded, research completed, actor clearly showed his character’s goals.

4b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)

Continuity of story: 50% of the students had a good understanding, 16.7% excellent, 33.3% not applicable. Eighty-five percent of the students who were successful in the first two performances went on to complete the Drama curriculum.

4c. Use of Results (How did you use the findings?)

The length and difficulty of plays and activities are adjusted to accommodate the strengths and weaknesses of students. The first early performances are to help student and faculty determine strength and weaknesses that can generate the level of complexity in performance in which the student can engage.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above*

(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

Each student takes part in an exit interview.

5b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)

85% of the students were prepared for their final performance, 10% felt unprepared, and 5% had no opinion. Students who have come to the exit point of their matriculation have made suggestions that have altered a sequence of courses in the past.

5c. Use of Results (How did you use the findings?)

Data is used to determine pacing and progress through coursework for students.

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.))

Student GPA and recorded exit interviews provide evidence for this goal. Location: University Files
* May be repeated for means or measures over the three required.
Assessment of Program Learning Outcomes
Report Form A

Drama
(Instructional/Degree Program)

Bachelors
(Degree Level)

August 2006 through May 2007
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)
   
   Outcome 2: The students will have practical skills in theatre to achieve artistic excellence in the professional world of performing arts.

2. Strategies Used to Meet Learning Outcome (What did you do?)
   
   Course work is provided in the acting, stage movement, technical, and directing classes to meet course outcomes. This course work includes practical student performance projects.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

   Each student will perform a recital and or project for each academic level freshman through senior. Student is to have an acceptable knowledge of continuity of story, clear subtext, and character development.

3b. Results/ Findings (How did you do? Summarize Assessment Data Collected.)

   We found that our exams in practical coursework, such as stage design, correlate with course goals and do provide sufficient evidence of skills attained. 95% of the students had an acceptable knowledge for each academic level. 5% were below acceptable and 5% were above.

3c. Use of Results (How did you use the findings?)

   Findings from our assessments allowed us to provide a more strenuous set of activities for students without damaging our student success rate. The lower 5% of students were teamed more often with the upper 5% of students.
4a. **Second Direct Measure or Means of Assessment for Outcome above** (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Stage rehearsals and performances are the second direct measure of student success through quality of performance with this outcome.

4b. **Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

100% of students who attended regular rehearsals achieved character development in performance.

4c. **Use of Results** (How did you use the findings?)

Results are used to strengthen the practical aspects of the theatre program and know which students to involve in what productions.

5a. **Third Direct (or Indirect) Measure or Means of Assessment for Outcome above**

(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.

Each student takes part in a self assessment interview.

5b. **Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

90% of the students had an excellent knowledge of the correlation of rehearsal and successful performance. 2% of the students did not understand the relationship of rehearsal and performance. 3% were not applicable.

5c. **Use of Results** (How did you use the findings?)

Data is reviewed for possible adjustments to course work and the activity schedule.

6. **Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

The documentation for this outcome is in the form of printed performance programs and student GPA. Location: University Files

* May be repeated for means or measures over the three required.
Assessment of Program Learning Outcomes
Report Form A

Drama
(Instructional/Degree Program)

Bachelors
(Degree Level)

August 2006 through May 2007
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

Outcome 3: A broad comprehension of theatre in the history of Western civilization as reflected in various cultures.

2. Strategies Used to Meet Learning Outcome (What did you do?)

A 24-credit hour block of instruction is provided in theatre history, acting, stage movement, technical, and directing classes to provide a knowledge base for activities designed to attain this outcomes.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Direct traditional exams are given in classes and connected to course grades as the assessment measure for this outcome.

3b. Results/ Findings (How did you do? Summarize Assessment Data Collected.)

We found that 25% of the students who have trouble with the academic component of the courses are more likely to experience failure than students who are weak in their performance skills. The matter seems reverse because high academic achievement should indicate high performance achievement. 85% of the students that had higher performance achievement or talent did correlate very highly with classroom success.

3c. Use of Results (How did you use the findings?)

We have had to tailor performance activities for strengths and weaknesses since we did not find a high correlation between classroom success and stage success.

4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.
The second direct measure is stage and recital performances where monologues, scenes, and finished design plots are reviewed.

4b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

85% of the students with the better monologues and scenes were more successful with learning and applying practical skills than students with high GPA but weak application skills.

4c. Use of Results (How did you use the findings?)

Results are used to strengthen the theatre program’s curriculum, library, and internal success practices.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above*

(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

Each student takes part in an exit interview.

5b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

80% of the students understand the importance of choosing material. 15% of the students understand the technique of choosing material. 5% are not applicable.

5c. Use of Results (How did you use the findings?)

Data is reviewed for possible adjustments to course work and the activity schedule.

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

The documentation for this outcome is in the form of printed performance programs and student GPA. Location: Music Library, Department Office, and University Files

* May be repeated for means or measures over the three required.
Assessment of Program Learning Outcomes
Report Form A

Drama
(Instructional/Degree Program)

Bachelors
(Degree Level)

August 2007 through May 2008
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

   Outcome 4: A knowledge of theatre which fosters cultural enhancement for the non-majors.

2. Strategies Used to Meet Learning Outcome (What did you do?)

   Two core courses (6 SCH) and a 29-Semester Credit Hour sequence of courses provide both academic and practical skills and performance skills for non-majors in theatre. These course provide experiences in theatre as a means of cultural expression and historical documentation through drama.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

   Direct traditional exams, class and individual projects, and student GPA in the course sequence is the first assessment measure for this outcome.

3b. Results/ Findings (How did you do? Summarize Assessment Data Collected.)

   85% of students completing all exams, papers, and projects do correlate with course goals to provide sufficient results of attained skills.

3c. Use of Results (How did you use the findings?)

   Successful students are allowed to perform in departmental stage productions, and appropriate academic level recitals. More opportunities for group projects were made available.
4a. **Second Direct Measure or Means of Assessment for Outcome above** (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

The second direct measure is stage and recital performances illustrating continuity of story, clear subtext, well-rounded characters, completed research, acting that clearly showed his/her character’s goals.

4b. **Results/Findings.** (How did you do? Summarize Assessment Data Collected.)

90% of the course work and activities provided produced positive results and 95% of the students become competent theatre practitioners demonstrated by productions they created and performed.

4c. **Use of Results** (How did you use the findings?)

A higher ratio of course and projects and self assessments are used so that students can become competent evaluators of their work and the cultural context of dramatic expression the genres of theatre.

5a. **Third Direct (or Indirect) Measure or Means of Assessment for Outcome above**

(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

Student participation in theatre activities with diverse cultural expression imbedded therein.

5b. **Results/Findings.** (How did you do? Summarize Assessment Data Collected.)

95% of the students readily adapt to cultural, cross-cultural, and counter-cultural expressions without rancor, bitterness or uneasiness. This takes time, but the results show that their participation in varied cultural expressions actually enhances their attraction to the stage. 5% are not applicable.

5c. **Use of Results** (How did you use the findings?)

Results are used to help students generate their own multicultural diverse plays and dramatic presentations.

6. **Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.))

Written and video archives of past performances demonstrate the success of this outcome. Location: Music Library and Department office.
* May be repeated for means or measures over the three required.
Assessment of Program Learning Outcomes
Report Form A

English
Instructional/Degree Program

BA
Degree Level

August 2005-May 2006
Assessment Period Covered

1. Program Learning Outcome

Outcome 2: Students will analyze texts of various kinds using appropriate terminology and various theoretical approaches.

2. Strategies Used to Meet Learning Outcome

A new senior capstone course in special topics was required for the first time of students in the Spring of 2006. Topics covered are based on the professor's specialty and allow students to study a topic in English in depth. A curriculum alignment and self study was conducted in during the Fall 2004 semester and revealed need for more specialized and in depth study.

3a. First Direct Measure or Means of Assessment for Outcome Above

Students will score at least 3.0 out of 4.0 on the assessment for the ENGL 4433 Senior Capstone portfolio on specific items: Advanced Writing #7 (uses a variety of modes in the composition process); #9 (knowledge of range and influence of print and non-print media); #10 (demonstrates knowledge of research theory); and Advanced Reading #1 (recognizes the role that form or genre plays) and #2 (can analyze various forms of written expression).

3b. Results/Findings

Average scores for Spring 2006 were as follows, N=14:
2.8 on Advanced Writing #7 (uses a variety of modes in the composition process)
1.9 on Advanced Writing #9 (range and influence of print and non-print media)
3.1 on Advanced Writing #10 (research and theory)
3.1 on Advancing Reading #1 (recognizes form and genre)
3.0 on Advanced Reading #2 (can analyze various forms of written expression)

3c. Use of Results

Because this is the first year to offer the Senior capstone course and to require of students a portfolio consisting of a resume, reflection essay, and four essays written
for courses in the ENGL major, this year's data was used to establish a base-line for future comparison. The rubric should be refined to include specific descriptions of the four categories: excellent, good, fair, and poor, and it should be distributed more widely so that students can prepare for next year's 4433 course. Faculty have decided to offer 4433 next Spring on a genre not well represented in our curriculum. Dr. John Harty suggested 20th Century Drama. Advanced Writing #9 on print and non-print media knowledge was especially low and concerned faculty. An NEH grant proposal is being written by Drs. Palmer and Wakefield to address the importance of visual media and teaching visual texts. A new course is needed in film studies. Another direct measure will be developed triangulate data from 4433 portfolio assessment and the alumni data gathered in 2006.

4a. Second Direct Measure or Means of Assessment for Outcome Above

Another direct measure is needed to help triangulate data from 4433 portfolio assessment and the alumni data gathered in 2006.

4b. Results/Findings

No data available.

4c. Use of Results

An ENGL 3153 rubric will be developed in the Fall of 2009 to incorporate into the theory-based course.

5a. Third Indirect Measure or Means of Assessment for Outcome Above

Alumni survey administered to all graduating English majors will average at least 4.0 ("agree") out of a possible 5.0. Scores on items #4 ("My English courses helped me develop my ability to interpret, analyze, and produce visual images and messages"), #5 ("My English courses covered an extensive body of literature and literary genres and gave me opportunities to read diverse types of literature as a source for exploring and interpreting human experiences"), #10 ("The English courses I have taken have taught me to make meaningful connections between language and literature and their relation to such areas as culture, politics, and education"), and #26 ("I can explain the structure of a short story, novel, poem, and play from a vast range of literature").

5b. Results/Findings

Average scores for Spring 2006 were as follows:
4.25 on #4 (interpret visual images and messages)
4.5 on #5 (extensive body of literature and genres)
4.0 on #10 (read current research)
4.0 on #11 (make connections in ELA)
4.25 on #26 (structure of range of literature)

5c. Use of Results

Alumni results for #10 and #11 are not entirely consistent with Portfolio evaluation; ENGL 4433 and 3153 (both core courses for all ENGL majors) require research- and theory-based projects, but students perceive these areas to be the least addressed. Faculty will make research and theory more transparent across the major curriculum by having students write more research-based papers. Another direct measure will be developed and incorporated into the ENGL 3153 Literary Theory course to help triangulate the results from the 4433 and alumni assessments.

6. Documentation

Senior English Portfolio Assessment 2006 data for ENGL 4433, and 2006 alumni surveys are located in the English Coordinator Dr. James M. Palmer's office in print and electronic form. Data have been distributed to all English faculty members.
Assessment of Program Learning Outcomes
Report Form A

English ___________________ BA ___________________
Instructional/Degree Program Degree Level

August 2005-May 2006
Assessment Period Covered

1. Program Learning Outcome

Outcome 4: Students will possess knowledge of English language arts, including
language development and/or various approaches to grammar.

2. Strategies Used to Meet Learning Outcome

Essays of substantial length and of varying types in English courses above the
1000-level, including ENGL 4433, Special Topics in English, a capstone course
required of English majors and minors in which a writing portfolio had to be
assembled. A required course selected from the Language Category: either ENGL
3213 History of the English Language or 3223 Advanced Grammar.

3a. First Direct Measure or Means of Assessment for Outcome Above

Students will score at least 3.0 out of 4.0 on the following measured items on the
portfolio for ENGL 4433: Advanced Writing Skills abilities: #1 (writer constructs
clear, concise, exact, and mature sentences); #7 (demonstrate writing skills that
reflected the use of a variety of modes in the composition process, for different
purposes, audiences, and occasions); and #8 (demonstrate knowledge of and skills
in the use of the English language).

3b. Results/Findings

Average scores for Spring 2006, N=14:
#1 = 2.5
#7 = 2.8
#8 = 2.8

3c. Use of Results

The Department was not satisfied with low scores on any of the three items listed.
Faculty will require more research-based writing throughout the curriculum by
making at least one assignment in every course in ENGL (from ENGL 1123 to
ENGL 4433) require a minimum of two documented sources in MLA format. A
4a. Second Direct Measure or Means of Assessment for Outcome Above

A second direct measure need to be developed by the next assessment cycle for ENGL 3213 and/or 3223 to assess PLO 4.

4b. Results/Findings

Not available

4c. Use of Results

Not available

5a. Third Direct or Indirect Measure or Means of Assessment for Outcome Above

Students will score at least 4.0 out of 5.0 on the following measured items on the English Alumni Survey conducted in 2006: #3 (varied opportunities to develop competence as a writer); #8 (understanding of the structure and development of the English language); and #11 (ability to make meaningful connections between language and literature and their relation to such areas as culture, politics, and education). Survey asks for students' perception of how they performed or perceived the curriculum to have met the item.

5b. Results/Findings

Average scores for 2006 were as follows, N = 4:
#3 = 4.25 in 2006
#8 = 4.25 in 2006
#11 = 4.0 in 2006

5c. Use of Results

Because this was the first year to use the alumni survey developed in the Fall of 2005, results are largely used to create a base-line for future comparison. A direct measure, however, will be developed for ENGL 3213 and 3223.

6. Documentation

Senior English Portfolio Assessment data for ENGL 4433 and Alumni Surveys for 2006 are located in the English Coordinator Dr. James M. Palmer's office in print and electronic form. Data has also been distributed to all English faculty members.
Assessment of Program Learning Outcomes
Report Form A

English __________________ BA __________________
Instructional/Degree Program Degree Level

August 2006-May 2007
Assessment Period Covered

1. Program Learning Outcome

Outcome 1: Students will write informed, organized essays that demonstrate appropriate engagement with primary and secondary sources.

2. Strategies Used to Meet Learning Outcome

Essays of substantial length and of varying types were required in all English courses above the 1000-level, including ENGL 4433, Special Topics, a capstone course required of English majors and minors in which a writing portfolio had to be assembled. At least three essays from various courses and the cited research paper for the capstone were included. An Alumni Survey of English majors was also implemented.

3a. First Direct Measure or Means of Assessment for Outcome Above

Program Learning Outcome (PLO) was reinforced in ENGL 4433, Special Topics. Students will score at least 3.0 out of 4.0 on the following measured items, and students completed a writing portfolio which demonstrates the following Advanced Writing Skills abilities: #3 ("develop sound organizational and logical patterns to support a thesis"); #4 ("use appropriate substantial and specific supportive details and ideas"); and #5 ("support their ideas through research and documentation when appropriate"). All students who passed ENGL 4433 completed a writing portfolio.

3b. Results/Findings

Average scores for Spring 2006 were as follows, N = 14:
#3 = 2.8
#4 = 2.8
#5 = 2.8

3c. Use of Results

In order to raise scores, Department will more energetically emphasize aforementioned measures in ENGL 4433 through the implementation of further instruction designed to target these concerns. Students will also receive the detailed
rubric for the portfolio earlier. This was the first year the portfolio was required. Another measure is needed and will be developed for ENGL 3153, a required core course in literary theory. Changes to 4433 structure is needed: 1) a substantial term paper written in several drafts over the semester, and feedback on earlier drafts to improve students’ ability to do well on Advanced Writing outcomes.

4a. Second Direct Measure or Means of Assessment for Outcome Above

A second direct measure will be developed for ENGL 3153, a required core course in literary theory.

4b. Results/Findings

Not Available

4c. Use of Results

Not Available

5a. Third Direct or Indirect Measure or Means of Assessment for Outcome Above

Alumni Survey of graduates in major conducted in 2006. Students will score at least 4.0 out of 5.0 on the following measured items: #3 ("an available variety of opportunities to develop competence as a writer"); #7 ("the ability to synthesize information from diverse sources in order to generate and refine ideas to be used in essays"); and #10 ("the English courses students have taken have required me to read current research in English and related areas in the humanities").

5b. Results/Findings

Average scores for Alumni Survey for 2006 were as follows, N = 4:
#3 = 4.75
#7 = 4.25
#10 = 4.0

5c. Use of Results

Instruction as directly related to the PLO is solid as regards #3 and #7 and should be continued. However, further opportunities for students to enhance #10 will be expanded through more emphasis on the use of implementation and use of primary and secondary sources in other English courses at the 2000 and 3000 level.

6. Documentation
Senior English Portfolio Assessment data for ENGL 4433 and the Alumni Survey for 2006 are located in the English Coordinator James M. Palmer's office in Hilliard 208 in print and electronic form. Data has also been distributed to all English faculty members.
Assessment of Program Learning Outcomes
Report Form A

English _______________ BA _______________
Instructional/Degree Program Degree Level

August 2006-May 2007
Assessment Period Covered

1. Program Learning Outcome

Outcome 3: Students will demonstrate knowledge of major historical periods and literary movements in culturally diverse literature.

2. Strategies Used to Meet Learning Outcome

Essays of substantial length and of varying types were required in all English courses above the 1000-level, including ENGL 4433, Special Topics, a capstone course required of English majors and minors in which a writing portfolio had to be assembled. Essays included at least one formal, cited research paper. Learning Outcome is taught directly in courses such as ENGL 2263, 2273, 2383, 3233, and 3243, two of which must be taken by all majors. Area courses such as Victorian or Romantic literature focuses on in-depth study of a historical period.

3a. First Direct Measure or Means of Assessment for Outcome Above

Program Learning Outcome (PLO) was assessed in ENGL 4433, Special Topics. Students will score at least 3.0 out of 4.0 on the following measured items; students completed a writing portfolio which demonstrates the following: Advanced Reading Skills abilities: #3 (analyze literary work representing a wide range of historical periods, cultures, genres, and styles); and #4 (demonstrate knowledge of the practices of oral, visual, and written literature).

3b. Results/Findings

Average scores for Spring 2006 were as follows, N = 14:
#3 = 2.7
#4 = 3.1

3c. Use of Results

The department encourages a much more vigorous emphasis on students’ ability to write essays that analyze literary work representing a wide range of historical periods, cultures, genres, and styles, as well as knowledge of the practices of oral, visual, and written literature. As such, forthcoming iterations of the ENGL 4433
will require a syllabus that focuses on a genre or genres not well addressed by our current curriculum.

4a. Second Direct Measure or Means of Assessment for Outcome Above

Program Learning Outcome (PLO) was reinforced in ENGL 3273, The Romantic Movement. Students had to demonstrate that they could ably write an essay covering major historical periods and literary movements in this literary period. Students will score at least 3.0 of 4.0 on the following measured items in results for the mid-term exam/take-home essay in ENGL 3273: #2, content; and #3, critical response.

4b. Results/Findings

Average scores for Spring 2006 were as follows, N = 7:
#2 = 3.0
#3 = 3.0

4c. Use of Results

In order to raise scores, Department to continue to emphasize and expand specific instruction of these measures in subsequent offerings of ENGL 3273 and other upper-level English courses where the study of major historical periods and literary movements in culturally diverse literature is salient.

5a. Third Direct or Indirect Measure or Means of Assessment for Outcome Above

Alumni Survey of graduates in major conducted in 2006. Students will score at least 4.0 out of 5.0 on the following measured items: #5 (My English courses have covered an extensive body of literature and literary genres and these courses gave me the opportunity to read diverse types of literature); #11 (I am able to make meaningful connections between language and literature and their relation to culture, politics, and education). Content here is taken to necessarily encompass major historical periods and literary movements in culturally diverse literature.

5b. Results/Findings

Average scores for Spring 2006 were as follows, N = 4:
#5 = 4.5
#11 = 4.0

5c. Use of Results
Instruction as related to the PLO is solid as regards #5 and #11 should be continued. Department to continue to emphasize material in courses that exploit these measures.

6. Documentation

Senior English Portfolio Assessment data for ENGL 4433, ENGL 3273, and the Alumni Survey for 2006 are located in the English Coordinator Dr. James M. Palmer's office in Hilliard 208 in print and electronic form. Data has also been distributed to all English faculty members involved in assessment.
Assessment of Program Learning Outcomes
Report Form A

English
Instructional/Degree Program

BA
Degree Level

August 2007-May 2008
Assessment Period Covered

1. Program Learning Outcome

Outcome 2: Students will analyze texts of various kinds using appropriate terminology and various theoretical approaches.

2. Strategies Used to Meet Learning Outcome

Essays of substantial length and of varying types were required in all English courses above the 1000 level, including at least one formal, cited research paper. ENGL2303: Introduction to Film was offered for the first time in Spring 2008, exposing students to film as a text, and ENGL1133 and ENGL2143 were designed to cover forms of visual rhetoric. A new multicultural textbook, Legacies, was adopted for use in ENGL2153 to expand students' opportunities to study various texts. ENGL4433 was restructured in Spring 2008 to include texts of at least two different genres.

3a. First Direct Measure or Means of Assessment for Outcome Above

Students will score at least 3.0 out of 4.0 on the assessment for papers in ENGL2303: Introduction to Film for specific items: #2 ("responds critically to works in the arts and humanities"), #3 ("articulates an informed personal reaction to film works") and #4 ("demonstrates appreciation for the aesthetic principles that guide film").

3b. Results/Findings

Average scores for Spring 2008 were as follows, N=10:
#2 = 3.6
#3 = 3.2
#4 = 3.3

3c. Use of Results
Continue to emphasize film aesthetics and the specific vocabulary associated with film critique in subsequent offerings of ENGL2303 to raise average scores on items 3 and 4 even more.

4a. Second Direct Measure or Means of Assessment for Outcome Above

Students will score at least 3.0 out of 4.0 on the assessment for the ENGL4433 Capstone portfolio on specific items: Advanced Writing #8 (uses a variety of modes in the composition process) and #11 (demonstrates knowledge of research theory) and Advanced Reading #1 (recognizes the role that form or genre plays) and #2 (can analyze various forms of written expression).

4b. Results/Findings

Average scores for Spring 2008 were as follows, N=25:
3.6 on Advanced Writing #8, up from 2.8 in 2006
3.4 on Advanced Writing #11, up from 3.1 in 2006
3.4 on Advanced Reading #1, up from 3.1 in 2006
3.9 on Advanced Reading #2, up from 3.0 in 2006

4c. Use of Results

Changes to 4433 structure appeared most dramatically in the increased average for Advanced Reading #2. Based on these results, advisors started encouraging students to take ENGL3153: Literary Theory and Criticism as early as possible in their undergraduate career to increase the use of various theoretical approaches in other English classes, particularly in 4433.

5a. Third Indirect Measure or Means of Assessment for Outcome Above

Scores on items #4 ("My English courses helped me develop my ability to interpret, analyze, and produce visual images and messages"), #5 ("My English courses covered an extensive body of literature and literary genres and gave me opportunities to read diverse types of literature as a source for exploring and interpreting human experiences"), #10 ("The English courses I have taken required me to read current research in English"), #11 ("The English courses I have taken have taught me to make meaningful connections between language and literature and their relation to such areas as culture, politics, and education"), and #26 ("I can explain the structure of a short story, novel, poem, and play from a vast range of literature") of the alumni survey administered to all graduating English majors will average at least 4.0 ("agree") out of a possible 5.0.

5b. Results/Findings
Average scores for Spring 2008 were as follows, N=4, compared to Spring 2007, N=8:
4.75 on #4, down from 4.87 in 2007
4.25 on #5, down from 4.74 in 2007
4.00 on #10, down from 4.62 in 2007
4.00 on #11, down from 4.62 in 2007
4.25 on #26, down from 4.87 in 2007

5c. Use of Results

While average scores remained at or above 4.0, each item saw a substantial decline versus the previous year. Instructors were reminded to emphasize the structure of various genres to raise scores on item 26; to include and apply appropriate theory in class lectures and assignments, especially cultural theory and New Historicism to improve scores on items 10 and 11; and to incorporate visual media to improve student perception of item 4. Course offerings with overlap (ex. English Literature I and Medieval Literature, to be offered in Spring 2009 or English Literature II and Romantic and Victorian Literature, to be offered in 2009-2010) need to be constructed with attention to each others' syllabi to minimize repetition of materials and maximize student exposure to an extensive body of literature and improve scores on item 5.

6. Documentation

ENGL2303 TrueOutcomes results, senior English Portfolio Assessment data for ENGL4433, and alumni surveys for specified years, and are located in the English Coordinator’s office in print and electronic form. Data have also been distributed to all English faculty members.
1. **Program Learning Outcome**

Outcome 4: Students will possess knowledge of English language arts, including language development and/or various approaches to grammar.

2. **Strategies Used to Meet Learning Outcome**

As noted on our assessment report "Use of Results" section for this outcome in 2006-07, all courses in ENGL now require at least one essay with a minimum of two sources cited in MLA format. Essays of substantial length and of varying types were required in all English courses above the 1000-level, including ENGL 4433, Special Topics, a capstone course required of English majors and minors in which a writing portfolio had to be assembled. Essays for ENGL 3153, Literary Theory and Criticism and ENGL 3213, History of the English Language were also evaluated. Essays included at least one formal, cited research paper.

3a. **First Direct Measure or Means of Assessment for Outcome Above**

Students will score at least 3.0 out of 4.0 on the following measured items; students completed a writing portfolio which demonstrates the following Advanced Writing Skills abilities: #1 (writer constructs clear, concise, exact, and mature sentences); #7 (demonstrate writing skills that reflected the use of a variety of modes in the composition process, for different purposes, audiences, and occasions); and #8 (demonstrate knowledge of and skills in the use of the English language). All students who passed ENGL 4433 completed a writing portfolio.

3b. **Results/Findings**

Average scores for Spring 2008 were as follows, N = 25, compared to Spring 2006.

- #1 = 3.5 in 2008, up from 2.5 in 2006
- #7 = 3.6 in 2008, up from 2.8 in 2006
- #8 = 3.4 in 2008, up from 2.8 in 2006

3c. **Use of Results**
The Department is satisfied with the rise in scores and encourages continued emphasis in strategies that exploit these measures. Faculty will continue to require more research-based writing throughout the curriculum, a strategy that began after the 2006 portfolio was assessed.

### 4a. Second Direct Measure or Means of Assessment for Outcome Above

Final project for ENGL 3213 History of the English Language evaluated through TrueOutcomes in Spring 2008. Specific items: #1 ("The extent to which the document(s)/project demonstrate the impact of cultural, economic, political, and social environments upon language"); #3 ("extent to which the submission demonstrates an understanding of the evolution of the English language and the historical influences on its various forms"); and #4 ("The extent to which the submission demonstrates knowledge of English grammars and the influence developments such as the printing press, dictionaries, and the web have on grammars").

### 4b. Results/Findings

<table>
<thead>
<tr>
<th>Item</th>
<th>Average Score</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>3.13</td>
<td>0.74</td>
</tr>
<tr>
<td>#3</td>
<td>2.93</td>
<td>0.96</td>
</tr>
<tr>
<td>#4</td>
<td>3.00</td>
<td>0.85</td>
</tr>
</tbody>
</table>

### 4c. Use of Results

Department to continue to emphasize grammar and knowledge of language development in ENGL 3213 and 3223. More practical applications of knowledge of the English language and grammatical structures will be emphasized in ENGL 3153 and 4433.

### 5a. Third Direct or Indirect Measure or Means of Assessment for Outcome Above

Students will score at least 4.0 out of 5.0 on the following measured items on the English Alumni Survey conducted in 2007: #3 (varied opportunities to develop competence as a writer); #8 (understanding of the structure and development of the English language); and #11 (ability to make meaningful connections between language and literature and their relation to such areas as culture, politics, and education).

### 5b. Results/Findings

Average scores for 2007 were as follows, N = 8, compared to 2006:

<table>
<thead>
<tr>
<th>Item</th>
<th>2007 Score</th>
<th>2006 Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>#3</td>
<td>4.12</td>
<td>4.25</td>
</tr>
<tr>
<td>#8</td>
<td>4.5</td>
<td>4.25</td>
</tr>
</tbody>
</table>
#11 = 4.62 in 2007, up from 4.0 in 2006.

5c. **Use of Results**

Given the decrease in performance regarding #3 (opportunities for students to develop as a writer), more intensive Writing Center usage will be encouraged for English majors. A student publication to showcase student creative and academic work will be developed to focus on the revision and editing process.

6. **Documentation**

Degree program matrices for ENGL 3153 and ENGL 3213, Senior English Portfolio Assessment data for ENGL 4433 and Alumni Surveys for specified years are located in the English Coordinator Dr. James M. Palmer's office in print and electronic form.
Assessment of Program Learning Outcomes
Report Form A

English
Instructional/Degree Program

BA
Degree Level

August 2008-May 2009
Assessment Period Covered

1. Program Learning Outcome

Outcome 1: Students will write informed, organized essays that demonstrate appropriate engagement with primary and secondary sources.

2. Strategies Used to Meet Learning Outcome

Essays of substantial length and of varying types were required in all English courses, including at least one formal, cited research paper. ENGL1133 focused predominantly on writing essays with sources. ENGL2303: Introduction to Film was offered for the first time in Spring 2008, exposing students to film as a text, and ENGL1133 and ENGL 2143 were designed to cover forms of visual rhetoric. A new multicultural textbook, *Legacies*, was adopted for use in ENGL2153 to expand students' opportunities to study various texts. ENGL4433 was restructured in Spring 2008 to include texts of at least two different genres and rubrics were distributed to all students before assembling their portfolios for the capstone course. As reported on our 2006-07 report for this outcome, we developed another measure to help assess this outcome.

3a. First Direct Measure or Means of Assessment for Outcome Above

Students will score at least 3.0 out of 4.0 on the assessment for papers in ENGL 3153 Literary Theory for specific items: #4 ("The writer develops sound organizational and logical patterns to support a thesis."). #5 (" The writer uses appropriate, substantial, and specific detail to support ideas"), #6 ("The writer supports his or her ideas through research and documentation when appropriate"), and #13 ("The writer demonstrates the ability to synthesize information from diverse sources in order to generate and refine ideas").

3b. Results/Findings

Average scores were as follows, N=17
#4 = 3.29, standard deviation .69
#5 = 3.18, standard deviation .73
#6 = 3.35, standard deviation .79
#13 = 3.12, standard deviation .78

3c. **Use of Results**

Instructors in 1000-level English courses need to continue a focus on organization and structure so that skills translate more effectively to later courses. ENGL 3153 requires essays of substantial length and complexity. ENGL 1133 with a "C" or better was not the entered pre-req in the Banner system at the time this course was taken. A 'C' or better should be required.

4a. **Second Direct Measure or Means of Assessment for Outcome Above**

Students will score at least 3.0 out of 4.0 on the assessment for the ENGL4433 Capstone portfolio on specific items: Advanced Writing #6 ("expresses ideas completely and precisely"), #7 ("develops sound organizational and logical patterns to support a thesis"), and #9 ("supports his or her ideas through research and documentation when appropriate") and Critical Thinking #23 ("demonstrates the ability the synthesize information from diverse sources in order to generate and refine ideas").

4b. **Results/Findings**

Average scores for Spring 2009 were as follows, N=8,
Compared to Spring 2008, N=25, Compared to Spring 2006, N=13:
#6 = 2.9, down from 3.4 in 2008, up from 2.6 in 2006
#7 = 2.5, down from 3.4 in 2008, up from 2.8 in 2006
#9 = 3.1, down from 3.3 in 2008, up from 2.8 in 2006
#23 = 2.9, down from 3.4 in 2008, up from 3.1 in 2006

4c. **Use of Results**

Where goals were not met in 2006, averages rose substantially by Spring 2008. Changes to 4433 structure included a substantial term paper written in several drafts over the semester, and feedback on earlier drafts improved students' ability to do well on Advanced Writing outcomes. Instructors of subsequent offerings of 4433 were encouraged to adopt a similar drafting approach to the essay. However, the results of the 2009 portfolio assessment are similar to those from 2006. The three faculty who have taught the senior capstone previously will meet at the end of September to ensure that the very same assignment for the term paper is used in each iteration of the course in spite of different course themes.

5a. **Third Indirect Measure or Means of Assessment for Outcome Above**

The scores on items #7 ("I feel confident in my ability to synthesize information from diverse sources in order to generate and refine ideas") and #23 ("I am skillful
at organizing written material using different composing processes. ") of the alumni
survey administered to all graduating English majors will average at least 4.0
("agree") out of a possible 5.0.

5b. Results/Findings

Average scores for Spring 2009 were as follows, N=6, compared to Spring 2008,
N=4, compared to Spring 2007, N=8:
#7 = 4.5, up from 4.25 in 2008, down from 4.375 in 2007
#23 = 4.3, up from 4.25 in 2008, down from 4.625 in 2007

5c. Use of Results

While average scores remained at or above 4.0, each item saw in increase over 2008
numbers and are more like those from 2007. Instructors were reminded to model
effective idea synthesis in lectures and activities and to focus on organizational
strategies, since across all assessment measures, students can improve on writing
organized essays.

6. Documentation

ENGL 3153 TrueOutcomes results, senior English Portfolio Assessment data for
ENGL4433, and alumni surveys for specified years, and are located in the English
Coordinator Dr. James M. Palmer's office located in Hilliard 208 in print and
electronic form. Data have also been distributed to all English faculty members.
Meeting minutes are contained in a binder in 208 as well.
Assessment of Program Learning Outcomes
Report Form A

English BA
Instructional/Degree Program Degree Level

August 2008-May 2009
Assessment Period Covered

1. Program Learning Outcome

Outcome 3: Students will demonstrate knowledge of major historical periods and literary movements in culturally diverse literature.

2. Strategies Used to Meet Learning Outcome

Essays of substantial length and of varying types were required in all English courses above the 1000-level, including ENGL 4433, Special Topics, a capstone course required of English majors and minors in which a writing portfolio had to be assembled. Essays included at least one formal, cited research paper of ten pages in length. Learning Outcome is taught directly in courses such as ENGL 2263, 2273, 2383, 3233, and 3243, two of which must be taken by all majors.

3a. First Direct Measure or Means of Assessment for Outcome Above

Program Learning Outcome (PLO) was reinforced in ENGL 4433, Special Topics. Students will score at least 3.0 out of 4.0 on the following measured items; students completed a writing portfolio which demonstrates the following Advanced Reading Skills abilities: #17 (analyze literary work representing a wide range of historical periods, cultures, genres, and styles); and #18 (demonstrate knowledge of the practices of oral, visual, and written literature). All students who passed ENGL 4433 completed a writing portfolio.

3b. Results/Findings

Average scores for Spring 2009 were as follows, N = 8,
Compared to Spring 2008, N=25, Compared to Spring 2006, N=13:
#17 = 3.5, up from 3.4 in 2008, up from 2.7 in 2006
#18 = 2.9, down from 3.4 in 2008, up from 3.1 in 2006

3c. Use of Results

The department was satisfied with improvements made in 2008 but must now focus on improving results, since one measure fell below the 2006 average. The department will require essays that analyze literary work representing a wide range
of historical periods, cultures, genres, and styles, as well as knowledge of the practices of oral, visual, and written literature in ENGL 3153, 2153, 2263, and 2273 as a way to improve scores. The changes made after the 2006-07 data was analyzed helped to address this outcome on the second iteration, but the theme of the course this year (African Diaspora) may not have encourage the range of texts analyzed in the second iteration (Wicked Women in Literature and Film). Topics that reinforce these measures will continue to be cultivated in forthcoming iterations of the ENGL 4433.

4a. Second Direct Measure or Means of Assessment for Outcome Above

Program Learning Outcome (PLO) was reinforced in ENGL 3223 American Literature since 1865 and in an essay asking students to contextualize two authors from different periods in American literature. Students will score at least 3.0 of 4.0 on the following measured items evaluated through TrueOutcomes in Spring 2009: #11 ("The writer analyzes a work contextually, considering historical period, culture, and style as appropriate"); and #17 ("The writer demonstrates the ability to synthesize information from diverse sources in order to generate and refine ideas").

Program Learning Outcome (PLO) was reinforced in ENGL 2273 British Literature 1800 to Present. Embedded questions on the final exam asked students to correctly list themes from various periods covered in the course. At least 80% of students in course will correctly list at least four themes in #1 (Romanticism); #3 (Victorian Age); #5 (Modernism); and #7 (Postmodernism).

4b. Results/Findings

Average scores ENGL 3223 for 2009 were as follows, N = 21:
#11 = 3.0 in 2009 (standard deviation .77), down from 3.07 in 2008
#17 = 2.71 in 2009 (standard deviation .78), down from 3.20 in 2008

Accuracy rate for assessments in ENGL 2273 for 2009 were as follows, N=16:
#1 Romanticism = 87.5% of students answered with 100% accuracy
#3 Victorian Age = 81% of students answered with 100% accuracy
#5 Modernism = 87.5% of students answered with 100% accuracy
#7 Postmodernism = 95.7% of students answered with 100% accuracy

4c. Use of Results

ENGL 3223: While results for element #11 is satisfactory, #17 on synthesizing various sources is not. Indeed, students went down from this same measure and course in 2008. The department acknowledges that the current rubric is not specifically designed to measure this specific outcome. An element designed to measure students’ knowledge of major historical periods and literary movements in culturally diverse literature needs to be incorporated into the existing rubric more directly. Faculty will examine whether the core 3153 and 4433 would be better
places to examine this outcome in the next assessment cycle. However, the embedded assessment in ENGL 2273 is fully aligned with this outcome. The 16 students assessed met the expected outcome set at 80%. Subsequent iterations of this course as well as that of ENGL 2263 will include embedded assessments regarding students' ability to identify major themes of various literary periods in diverse literatures.

5a. Third Direct or Indirect Measure or Means of Assessment for Outcome Above

Alumni Survey of graduates in major conducted in 2009. Students will score at least 4.0 out of 5.0 on the following measured items: #5, English courses in which they were enrolled covered an extensive body of literature and literary genres and that these courses gave them the opportunity to read diverse types of literature; #11, students were able to make meaningful connections between language and literature – content that necessarily encompasses major historical periods and literary movements in culturally diverse literature for certain courses – and their relation to culture, politics, and education.

5b. Results/Findings

Average scores for Spring 2009 were as follows, N = 6, compared to Spring 2006 and 2007:
#5 = 4.8 in 2009, up from 4.75 in 2007, up from 4.5 in 2006.
#11 = 4.7 in 2009, up from 4.62 in 2007, up from 4.0 in 2006.

5c. Use of Results

Instruction as related to the PLO is solid as regards #5 and #11 should be continued. Department to continue to emphasize material in courses that expose students to these measures (especially in ENGL 2153, 2283, and 4433). This indirect data shows that students perceptions in this area has risen continually since 2006.

6. Documentation

Senior English Portfolio Assessment data for ENGL 4433, ENGL 3223, and the Alumni Survey for 2006, 2007, 2008, and 2009 are located in the English Coordinator James Palmer's office in print and electronic form. Data has also been distributed to all English faculty members.
Assessment of Program Learning Outcomes
Report Form A

English
Instructional/Degree Program

MA
Degree Level

August 2008-May 2009
Assessment Period Covered

1. Program Learning Outcome

   Outcome #1: Students will demonstrate understanding of the major periods in the history of British and American literatures.

2. Strategies Used to Meet Learning Outcome

   We offered courses in British and American literatures; required an M.A. oral exam based on a reading list designed by the department than spans periods and areas; and required a revised and polished essay as part of the M.A. exam based on an essay previously written in a course taken at PV.

3a. First Direct Measure or Means of Assessment for Outcome above

   M.A. Oral Exam: On exiting the M.A. program, the degree candidate took a two-hour oral exam over reading list of 18 texts not necessarily read or studied in coursework. The exam was assessed by three faculty members using a rubric. Students will score a 5.0 out of 6.0 for each item: #4 ("The examinee demonstrated understanding of the major periods in the history of British, American and world literatures"). Each faculty member assigned the candidates a score of 1 to 6 on this item, and the candidate's final score represented the average of these three scores.

3b. Results/ Findings

   The department graduated only one M.A. degree candidate during the assessment period. That student scored a 5 (out of 6) on the item in question. This was the candidate’s lowest score on the exam.

3c. Use of Results

   While it is difficult to draw conclusions based on a data pool of only one student, these results align with results from the student survey (see 5a), indicating that period coverage within the current M.A. core curriculum is inadequate. Faculty performed a self study in December of 2008 and met for a one-day ENGL assessment retreat to examine how our courses aligned with those at other Texas universities offering only the M.A. degree. Results of study indicated that more period coverage was needed;
faculty proposed 10 new courses and 4 deletions to help address period and content knowledge.

4a. Second Direct Measure or Means of Assessment for Outcome above

M.A. Exam Paper: Before exiting the program, degree candidates completed a Masters Paper assessed by a faculty committee of two using a rubric. For each item student will score at least a 3.0 out of 4.0 for item #11: ("The writer analyzes a work contextually considering historical period, culture, and style as appropriate"). Candidate’s faculty committee collectively assigned the thesis a score of 1 to 4 (poor to excellent) on this item. This item measures depth of knowledge of at least one literary period rather than a breadth of knowledge across periods.

4b. Results/ Findings

The department graduated only one M.A. degree candidate during the assessment period. That student scored a 4 (excellent) on the item in question. According to the assessment rubric, this score indicates the “The writer is well informed about the text’s historical and cultural context.” Two faculty members agreed.

4c. Use of Results

We will continue allowing students to explore particular literary periods in depth. It is difficult, however, to draw precise conclusions based on a data pool of only one student, but this data suggests that the M.A. curriculum does allow students to develop a good depth of knowledge about particular literary periods even if it does not currently promote a breadth of knowledge across periods. Any future changes to the core curriculum should leave room for students to explore particular literary periods through electives.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above

Student Survey: M.A. candidates will completed a survey concerning their perceptions of the program with scores of at least a 4.0 out of 5.0 for each item. The survey included item #1 (whether students felt they had "Exposure to an extensive body of literature and literary genres and opportunities to read diverse types of literature as a source for exploring and interpreting human experiences") and #7 ("The M.A. in English curriculum to this point in my degree program has provided an understanding of the major periods in the history of British and American literatures").

5b. Results/ Findings

Student Survey, 2008, N=5
#1 = 4.4 (one student noted "A wider range of literary eras is needed")
#7 = 4.25 (one student did not respond).
Out of seven items dealing directly with the M.A. curriculum, item #7 was the third lowest.

5c. Use of Results

We improved period coverage. This is a small sample size, but the results correspond with those of the M.A. Oral Exam in indicating that period coverage within the current M.A. core curriculum is inadequate. Conducted a self-study to determine whether new courses were needed. See results under measure one.

6. Documentation

2008 PVAMU MA in English Survey, the TrueOutcomes rubric for assessing Master’s paper, and the MA Oral exam rubric and results are located in the English Coordinator James M. Palmer's office. The data has been distributed to all ENGL faculty.
Assessment of Program Learning Outcomes
Report Form A

English Instructions/Degree Program

MA Degree Level

August 2008-May 2009 Assessment Period Covered

1. Program Learning Outcome

Outcome #2: Students will demonstrate understanding of written texts from major periods in the history of British and American literatures, including the similarities and differences among literatures.

2. Strategies Used to Meet Learning Outcome

Offered courses in British and American literatures; required an MA oral exam based on a reading list designed by the department than spans periods and areas; and required a revised and polished essay as part of the MA exam based on an essay previously written in a course taken at PV.

3a. First Direct Measure or Means of Assessment for Outcome above

M.A. Oral Exam: On exiting the M.A. program, degree candidate took a two-hour oral exam based on a reading list of 18 texts and on their previous course work. Candidate was assessed by three faculty members using a rubric. Students will score a 5.0 out of 6.0 for each item: #1 ("The examinee answered all questions directly and fully"); #5 ("The examinee demonstrated understanding of the similarities and differences among literatures") and #6 ("The examinee supported his or her thoughts through examples"). Each faculty member assigned the candidate a score of 1 to 6 on these items, and the candidate's final score represented the average of these three scores.

3b. Results/ Findings

The department graduated only one M.A. degree candidate during the assessment period, N=1:

#1 = 5.7
#5 = 5.3
#6 = 5.7

3c. Use of Results

While it is difficult to draw conclusions based on a data pool of only one student,
These results align with results from the student survey (see 5a). Faculty performed a self study in December of 2008 and met for a one-day ENGL assessment retreat to examine how our courses aligned with those at other Texas universities offering only the M.A. degree. Results of study indicated that more period coverage was needed; faculty proposed 10 new courses and 4 deletions to help address period and content knowledge more fully.

4a. Second Direct Measure or Means of Assessment for Outcome above

M.A. Exam Paper: Before exiting the program, degree candidates completed a Masters Paper assessed by a faculty committee of two using a rubric. For each item student will score at least a 3.0 out of 4.0 for item: #9 ("The writer recognizes the role that form or genre plays in the construction of meaning"); #10 ("The writer can analyze genre(s) or written or oral expression"); #11: ("The writer analyzes a work contextually considering historical period, culture, and style as appropriate"); and #12 ("The writer demonstrates knowledge of reading processes"). Candidate’s faculty committee collectively assigned the thesis a score of 1 to 4 (poor to excellent) on this item. This item measures depth of knowledge of at least one literary period.

4b. Results/ Findings

The department graduated only one M.A. degree candidate during the assessment period, N=1:
#9 = 3.0
#10 = 4.0
#11 = 4.0
#12 = 4.0
That student scored a 4 (excellent) on most items in question. According to the assessment rubric results, the writer is well informed about the text’s historical and cultural context and understands ways to read texts critically.

4c. Use of Results

Continue allowing students to explore particular literary periods in depth. It is difficult, however, to draw precise conclusions based on a data pool of only one student, but this data suggests that the M.A. curriculum does allow students to develop a good depth of knowledge about particular literary periods even if it does not currently promote a breadth of knowledge across periods. Any future changes to the core curriculum should leave room for students to explore particular literary periods through electives.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above

Student Survey: M.A. candidates will completed a survey concerning their perceptions of the program with scores of at least a 4.0 out of 5.0 for each item. The survey included item #2 (whether students felt they had "The ability to synthesize..."
information from diverse sources in order to generate and refine ideas for literary, theoretical, or English language arts related writing or oral presentations

5b. Results/ Findings

<table>
<thead>
<tr>
<th>Student Survey, 2008, N=5</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2 = 4.4</td>
</tr>
</tbody>
</table>

5c. Use of Results

Conducted a self study to determine whether new courses are needed to address outcome more fully. Results from all three measures indicate that more direct measures are needed to assess outcome; a better assessment measure will be developed for the next assessment cycle.

6. Documentation

2008 PVAMU M.A. in English Survey, the TrueOutcomes rubric for assessing Master’s paper, and the M.A. Oral exam rubric and results are located in the English Coordinator James M. Palmer’s office. The data has been distributed to all ENGL faculty.
Assessment of Program Learning Outcomes
Report Form A

English MA
Instructional/Degree Program Degree Level

August 2008—May 2009
Assessment Period Covered

1. Program Learning Outcome

Outcome 3: Students will demonstrate knowledge of theoretical approaches to literary texts and the use of standard terminology for advanced literary study.

2. Strategies Used to Meet Learning Outcome

The faculty assigned essays of substantial length and research requirements in most graduate English courses. Students taking the final MA exam were expected to show familiarity with theory in both the written and oral portions of the test. Students were required to take ENGL 5313: Literary Theory and Criticism as part of the core curriculum, and students were surveyed to assess their perception of their skills in key program outcomes.

3a. First Direct Measure or Means of Assessment for Outcome Above

Students taking the MA Oral Exam will score an average of at least 5.0 out of 6.0, as determined by the three faculty on the exam committee, on the following measures: #8 ("The examinee demonstrated knowledge of theoretical approaches to literary texts").

3b. Results/Findings

Average for Fall 2008 were as follows, N=1:
5.0 out of 6.0

3c. Use of Results

Since this was the first MA exam administered, it is hard to compare or contrast results, but average score on item #8 tied for the lowest mark on the 8 items assessed. Instructors of graduate courses were asked to emphasize theory in literature courses, and students taking the MA oral exam in the future will be encouraged to read the theoretical text on the list very carefully.

4a. Second Direct Measure or Means of Assessment for Outcome Above
Students completing the M.A. essay portion of the exam will score at least 3.0 out of 4.0, as determined by at least two faculty on the exam committee, on the following items: #8 ("The writer demonstrates knowledge of research theory and findings in English language arts") and #11 ("The writer analyzes a work contextually, considering historical period, culture, and style as appropriate").

4b. Results/Findings

Average scores for Fall 2008 were as follows, N=1:
#8 = 3.0
#11 = 4.0

4c. Use of Results

The average score on #8 was consistent with the examinee's score on the oral exam for knowledge of theory. While the score meets the desired outcomes, there is still room for improvement. Instructors of all literature courses at the graduate level need to emphasize use of theoretical reasoning in class discussion and writing assignments to prepare students for the M.A. exam. Instructors also should continue their emphasis on the context of literary works so students continue to display excellence in this criterion.

5a. Third Indirect Measure or Means of Assessment for Outcome Above

Average score on item #8 of the graduate student survey, "The M.A. in English curriculum to this point in my degree program has provided the ability to apply theoretical approaches to literary texts and the use of standard terminology for advanced literary study," should be at least 4.0 out of 5.0 ("agree")

5b. Results/Findings

Average scores for Spring 2009 were as follows, N=5
5.0 out of 5.0

5c. Use of Results

Students clearly feel that they are receiving training in literary theory, evidenced by a perfect score ("strongly agree") from all surveyed. Taken along with scores on the M.A. exam, however, there may be a gap between the students' self-perception and their actual skill in practice. Instructors again need to emphasize the application of theory; average scores for the final essay in ENGL 5313: Literary Theory (Spring 2009) also will be studied carefully to assess how well students are meeting expected outcomes for knowledge of literary theory.

6. Documentation
Data on the M.A. exam and student survey are located in the English Coordinator’s office in print and electronic form. Data have also been distributed to all English faculty members involved in assessment.
Assessment of Program Learning Outcomes
Report Form A

English ◼ MA
Instructional/Degree Program ◼ Degree Level

August 2007-May 2008
Assessment Period Covered

1. Program Learning Outcome

Outcome 4: Student demonstrates knowledge of the English language, including structure and grammar.

2. Strategies Used to Meet Learning Outcome

Essays of substantial length and of varying types have been assigned and completed in most M.A. English courses.

3a. First Direct Measure or Means of Assessment for Outcome Above

Research-based essay for ENGL 5123, Spring 2007

3b. Results/Findings

N=5
#1 (The writer constructs clear, concise, exact, and mature sentences)=2.8 out of 4.0

3c. Use of Results

The abovementioned course outcome is the closest to the aforementioned PLO, and its score indicates a need for more writing practice, especially in courses such as ENGL 5113 (Linguistics and Grammar) and ENGL 5633 (Principles of Technical Writing). Another measure will be developed.

4a. Second Direct Measure or Means of Assessment for Outcome Above

Not available. Another measure will be developed.

4b. Results/Findings

Not available

4c. Use of Results
5a. Third Direct or Indirect Measure or Means of Assessment for Outcome Above

2008 Student Survey: M.A. candidates will complete a survey concerning their perceptions of the program with scores of at least a 4.0 out of 5.0 for each item. The survey included item #4 ("The knowledge of the structure and development of the English language and opportunities to develop related knowledge and skills in meaningful contexts") and #8 ("The ability to apply theoretical approaches to literary texts and the use of standard terminology for advanced literary study").

5b. Results/Findings

N=4
#4=3.75 out of 5.0

N=5
#8=5.0 out of 5.0

5c. Use of Results

Student perception indicates program is meeting expectations on these items; however, faculty will use these measures one and two above to indicate need for more research and writing.

6. Documentation

2008 PVAMU MA in English Survey, the True Outcomes rubric for assessing Master’s paper, and the M.A. Oral exam rubric and results are located in the English Coordinator Dr. James M. Palmer's office. The data has been distributed to all English faculty in the department.
Assessment of Program Learning Outcomes
Report Form A

English
Instructional/Degree Program

MA
Degree Level

August 2008-May 2009
Assessment Period Covered

1. Program Learning Outcome

Outcome 4: Student demonstrates knowledge of the English language, including structure and grammar.

2. Strategies Used to Meet Learning Outcome

Most graduate English faculty have assigned and M.A. English students have completed essays of substantial length and of varying types, and graduate faculty have afforded M.A. English students opportunities to reproduce oral knowledge of the English language through presentations or discussions. More writing practice was incorporated into ENGL 5113 (Linguistics and Grammar) and ENGL 5633 (Principles of Technical Writing).

3a. First Direct Measure or Means of Assessment for Outcome Above

2008 M.A. Oral Exam: On exiting the M.A. program, the degree candidate took a two-hour oral exam assessed by three faculty members using a rubric. Candidates will score at least a 5.0 out of 6.0 for each item: #2 “The responses were organized effectively and flowed smoothly”; #6 “The examinee supported his or her through examples”; and #7 “The examinee utilized standard terminology needed in advanced literary analysis”. Each faculty member assigned the candidates a score of 1 (strongly agree) to 6 (strongly disagree) on these items, and the candidate's final score for each item represented the average of these three scores.

3b. Results/Findings

Averages for 2008 were as follows, N=1 (only one candidate has graduated since starting MA program in 2004):

- #2 = 5.3
- #6 = 5.7
- #7 = 5.3

3c. Use of Results
The M.A. exam was finalized in April 2008 for the first set of candidates graduating in the program in over fifteen years. Since scores were high and the results based on only one candidate, it is difficult to draw precise conclusions; nevertheless, faculty will continue to require research-based essays across the curriculum.

4a. Second Direct Measure or Means of Assessment for Outcome Above

M.A. Paper Exam: Before exiting the program, degree candidates completed a Masters Paper assessed by a faculty committee of two using a rubric. For each item student will score at least a 3.0 out of 4.0 on the assessment for items: #1 ("writers constructs clear, concise, exact, and mature sentences"); #2 ("writer expresses ideas completely and precisely"); and #5 ("The writer supports his or her ideas through research and documentation consistent with graduate-level writing").

4b. Results/Findings

Averages for 2008 were as follows, N=1 (only one candidate has graduated since starting M.A. program in 2004)

- #1 = 4.0
- #2 = 3.0
- #5 = 3.0

Results were fairly consistent with measure one results, which is the one that is the closest of the three to PLO 4.

4c. Use of Results

Since the reproduction and support of the writer’s ideas was only 3.0 out of 4.0 for graduate-level writing, graduate ENGL faculty will require longer, revision-enhanced research-based writing, as well as support opportunities for more scholarly development through conference presentations and submissions for publication. A more direct alignment will take place between this outcome and the measure designed to assess it. Students in ENGL 5113 (Linguistics and Grammar) should be assessed, so the alignment will take place before the next offering of this required course. An embedded assessment would work best to assess students' knowledge of structure and grammar.

5a. Third Direct or Indirect Measure or Means of Assessment for Outcome Above

2008 Student Survey: M.A. candidates will complete a survey concerning their perceptions of the program with scores of at least a 4.0 out of 5.0 for each item. The survey included item #4 ("The knowledge of the structure and development of the English language and opportunities to develop related knowledge and skills in meaningful contexts") and #8 ("The ability to apply theoretical approaches to literary texts and the use of standard terminology for advanced literary study").

5b. Results/Findings
5c. **Use of Results**

Student perception indicates program is meeting expectations on these items; however, faculty will uses measures one and two above to indicate need for more research and writing.

6. **Documentation**

2008 PVAMU M.A. in English Survey, the True Outcomes rubric for assessing Master’s paper, and the M.A. Oral exam rubric and results are located in the English Coordinator Dr. James M. Palmer's office in Hilliard 208. The data has been distributed to all English faculty in the department.
Assessment of Program Learning Outcomes
Report Form A

English
Instructional/Degree Program
MA
Degree Level

August 2007—May 2008
Assessment Period Covered

1. Program Learning Outcome

Outcome 5: Student expresses ideas completely and precisely, writing advanced research papers and critical analyses on language, literature, or pedagogy.

2. Strategies Used to Meet Learning Outcome

Essays of substantial length with research requirements were assigned in most graduate English courses. Students are also exposed to advanced-level research and writing in ENGL 5123 Research Methods course.

3a. First Direct Measure or Means of Assessment for Outcome Above

A rubric assessed research project and annotated bibliography written in ENGL 5123 Research Methods, a core course required of all M.A. ENGL students. Students will score at least a 3.5 out of 4.0 on the assessment for items: #1 ("writers constructs clear, concise, exact, and mature sentences"); #2 ("writer expresses ideas completely and precisely"); #8 ("writer uses advanced terminology for literary analysis"); #9 ("writer demonstrates knowledge of research theory and findings"); and #11 ("writer demonstrates the ability to synthesize information from diverse sources in order to generate and refine ideas").

3b. Results/Findings

Average for 2007 were as follows, N=5:

#1 = 2.8  
#2 = 3.2  
#8 = 3.8  
#9 = 3.6  
#11 = 3.6

Of the five items that most directly assess Program Outcome #5, three fell above the 3.5 set as the minimum score by faculty; therefore, items #8, 9, and 11 indicate that students are able to conduct research and integrate that research into their own projects. Items #1 and 2 indicated, however, that students, even at the M.A. level,
need more practice writing clear and mature sentences, especially because only one of five students scored a 4.0/4.0 on these items.

3c. Use of Results

The 2.8 for item #1 indicates that more peer review is needed and will be incorporated in core M.A. courses in 2008 and 2009. Longer research-based essays will be required throughout the M.A. program with more opportunities for revision incorporated. Furthermore, the M.A. exam was finalized in April 2008 for the first set of candidates graduating in the program in over fifteen years. The M.A. exam will require a revised essay of at least fifteen pages written in an M.A. course and an oral defense of the paper and revisions.

4a. Second Direct Measure or Means of Assessment for Outcome Above

A rubric assessed twenty-page paper written in ENGL 5243 Shakespeare and Renaissance Literature. Although this is not a core course, it is useful for assessment purposes because the program offered only two courses each semester in 2006 and 2007. Essentially, students were required to take the course. Students will score at least a 3.5 out of 4.0 on the assessment for items: #1 ("writers constructs clear, concise, exact, and mature sentences"); #2 ("writer expresses ideas completely and precisely"); #5 ("The writer supports his or her ideas through research and documentation consistent with graduate-level writing"); and #15 ("writer demonstrates an understanding of the processes of analysis and evaluation").

4b. Results/Findings

Average for Fall 2007 were as follows, N=3:
#1 = 3.3 (standard deviation: 1.41)
#2 = 3.0 (standard deviation: 1.15)
#5 = 3.3 (standard deviation: 0.58)
#15 = 3.67 (standard deviation: 0.58)

The results were fairly consistent with measure one results. The lowest items assessed were those related to the construction of mature and exact sentences and the expression of ideas. Students demonstrated ability to write research-based essays and demonstrated the knowledge and application of analytical and evaluation skills. Standard deviation scores are better on these two items, so deviation on the previous items indicate that only one student is weak in the area assessed, but scores based on only three students need further triangulation.

4c. Use of Results

More peer review is needed and will be incorporated in core M.A. courses in 2008 and 2009. Longer research-based essays will be required throughout the M.A. program with more opportunities for revision incorporated. Furthermore, the M.A.
exam was finalized in April 2008 for the first set of candidates graduating in the program in over fifteen years. The M.A. exam will require a revised essay of at least fifteen pages written in an M.A. course and an oral defense of the paper and revisions.

5a. Third Direct or Indirect Measure or Means of Assessment for Outcome Above

A student survey will be developed for the next assessment cycle.

5b. Results/Findings

Not available

5c. Use of Results

Not available

6. Documentation

ENGL 5123 rubric assessment data is located in the Office of Coordinator Dr. James M. Palmer; Rubric assessment data from ENGL 5243 are located in the Coordinator’s office in print and electronic form and in TrueOutcomes. Data have also been distributed to all English faculty members.
1. **Program Learning Outcome**

   Outcome 5: Student expresses ideas completely and precisely, writing advanced research papers and critical analyses on language, literature, or pedagogy.

2. **Strategies Used to Meet Learning Outcome**

   The faculty assigned essays of substantial length with research requirements in most graduate English courses. Students also exposed to advanced-level research and writing in ENGL 5123 Research Methods course.

3a. **First Direct Measure or Means of Assessment for Outcome Above**

   M.A. Oral Exam: On exiting the M.A. program, degree candidate took a two-hour oral exam assessed by three faculty members using a rubric. Candidates will score at least a 5.0 out of 6.0 for each item: #1 ("The examinee answered all questions directly and fully"); item #3 ("There were no errors in logic or reasoning; arguments were clear"); and item #6 ("The examinee supported his or her ideas through examples"). Each faculty member assigned the candidates a score of 1 (strongly agree) to 6 (strongly disagree) on these items, and the candidate's final score for each item represented the average of these three scores.

3b. **Results/Findings**

   Averages for 2008 were as follows, N=1 (only one candidate has graduated since starting M.A. program in 2004):
   
   - #1 = 5.7
   - #3 = 5.7
   - #6 = 5.7

3c. **Use of Results**

   The faculty finalized M.A. exam in April 2008 for the first set of candidates graduating in the program in over fifteen years. Since scores were high and the results based on only one candidate, it is difficult to draw precise conclusions;
nevertheless, faculty will continue to require research-based essays across the curriculum.

4a. Second Direct Measure or Means of Assessment for Outcome Above

Exam Paper: Before exiting the program, degree candidates completed a Masters Paper assessed by a faculty committee of two using a rubric. For each item student will score at least a 3.0 out of 4.0 on the assessment for items: #1 ("writers constructs clear, concise, exact, and mature sentences"); #2 ("writer expresses ideas completely and precisely"); #5 ("The writer supports his or her ideas through research and documentation consistent with graduate-level writing"); and #15 ("writer demonstrates an understanding of the processes of analysis and evaluation").

4b. Results/Findings

Averages for 2008 were as follows, N=1 (only one candidate has graduated since starting M.A. program in 2004)
#1 = 4.0
#2 = 3.0
#5 = 3.0
#15 = 3.0
Results were fairly consistent with measure one results. The lowest items assessed were those related to the expression of ideas and analysis and evaluation.

4c. Use of Results

The faculty required longer research-based essays throughout the M.A. program with more opportunities for revision incorporated. Examine the 6-tiered rubric for the M.A. Oral exam to align more closely with the 4-tiered rubric used for essay.

5a. Third Direct or Indirect Measure or Means of Assessment for Outcome Above

Student Survey: M.A. candidates will complete a survey concerning their perceptions of the program with scores of at least a 4.0 out of 5.0 for each item. The survey included item #2 ("The ability to synthesize information from diverse sources in order to generate and refine ideas for literary, theoretical, or English language arts related writing or oral presentations ") and #8 ("The ability to apply theoretical approaches to literary texts and the use of standard terminology for advanced literary study").

5b. Results/Findings

Student Survey, 2008, N=5
#2 = 4.4
#8 = 5.0
5c. Use of Results

Student perception indicates program is meeting expectations on these items; faculty will use measures one and two above to indicate need for more research and writing.

6. Documentation

2008 PVAMU M.A. in English Survey, the True Outcomes rubric for assessing Master’s paper, and the M.A. Oral exam rubric and results are located in the English Coordinator James M. Palmer's office. The data has been distributed to all English faculty.
Assessment of Program Learning Outcomes
Report Form A

Geography
(Instructional/Degree Program)

2007-2008
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

GEOG 1113

1. Program Learning Outcome (What did your program want from your students?)

Students should be able identify interactions, dynamics of and consequences of globalization.

2. Strategies Used to Meet Learning Outcome (What did you do?)

Course alignment, revisions, and updates were done to ensure that learning objectives were attained.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Pre and Post Tests for GEOG 1113 and Consumer report presentation Students

3b. Results/ Findings (How did you do? Summarize Assessment Data Collected.)

The pre and post results showed a 95% certificatory rate in learning outcomes. At least 88% of the students passed the consumer research report which shows their individual global connection.

3c. Use of Results (How did you use the findings?)

Increase discussion of the dependence of places and people and the relevance of daily events to the global issues.

4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.
4b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

4c. Use of Results (How did you use the findings?)

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above*
(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

5b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

5c. Use of Results (How did you use the findings?)

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

* May be repeated for means or measures over the three required.
Assessment of Program Learning Outcomes
Report Form A

Geography
(Instructional/Degree Program)

2007-2008
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

GEOG 2113

1. Program Learning Outcome (What did your program want from your students?)

Students will learn the basics in GIS and apply GIS as tool in research.

2. Strategies Used to Meet Learning Outcome (What did you do?)

Course alignment, revisions, and updates were done to ensure that learning objectives were attained.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Students do 20 GIS Exercises in 12 weeks in order to learn and master GIS. Students research, and map a geographical phenomenon (using GIS software). The maps are presented as a poster for research symposium and the poster is evaluated using a rubric.

3b. Results/Findings (How did you do? Summarize Assessment Data Collected.)

At least 90% of the students scored above expected score the poster research presentation.

3c. Use of Results (How did you use the findings?)

The students do individual projects rather than group projects. Continue to show them the relevance of GIS as research tool.

4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.
4b. **Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

4c. **Use of Results** (How did you use the findings?)

5a. **Third Direct (or Indirect) Measure or Means of Assessment for Outcome above**
   (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

5b. **Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

5c. **Use of Results** (How did you use the findings?)

6. **Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.))

* May be repeated for means or measures over the three required.
Assessment of Program Learning Outcomes
Report Form A

Geography
(Instructional/Degree Program)

2007-2008
(Assessment Period Covered)

(Geography) (Degree Level)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

GEOG 3713

1. Program Learning Outcome (What did your program want from your students?)

Students should be able to identify the different counties in Texas, recognize the functional regions and their interdependence, and produce several maps based on Texas current data using GIS software.

2. Strategies Used to Meet Learning Outcome (What did you do?)

Course revision and alignments were done for Geography of Texas.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Students do research and work on 5 class activities evaluated by research rubric.

3b. Results/Findings (How did you do? Summarize Assessment Data Collected.)

85% of the students did complete their course activities and were rated at 2 and above on the rubric evaluation.

3c. Use of Results (How did you use the findings?)

Give more time for lab/activities to allow the students to complete their work.

4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

4b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)
4c. Use of Results (How did you use the findings?)

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above*
(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey;
Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined
achievement.*

5b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

5c. Use of Results (How did you use the findings?)

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results,
Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g.
Assessment Coordinator's Office, etc.?)

* May be repeated for means or measures over the three required.
**Assessment of Program Learning Outcomes**

**Report Form A**

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**Instructions:** This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

**GEOG 3723**

1. **Program Learning Outcome** (What did your program want from your students?)

   Demonstrate the ability to research, write, and speak clearly about country/regions other than USA or North America. Show a comprehension of world regional affairs.

2. **Strategies Used to Meet Learning Outcome** (What did you do?)

   Course alignments, update, and revisions were made for GEOG 3723.

3a. **First Direct Measure or Means of Assessment for Outcome above** (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

   Students research and write a paper on a country other than USA or Canada.

3b. **Results/Findings** (How did you do? Summarize Assessment Data Collected.)

   At least 85% out of 93 students were rated at 2 (meets expectations) or above on “World Regional Geography Presentation” grading rubric. The rubric has four categories.

3c. **Use of Results** (How did you use the findings?)

   The students are now required to hand in sections of the paper before writing the whole paper. This is done to improve the research and preparedness of the students.

4a. **Second Direct Measure or Means of Assessment for Outcome above** (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

   Other measures of outcomes are tests and quizzes. 95 percent of the students passed these assessments with 2 and above.
4b. **Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

4c. **Use of Results** (How did you use the findings?)

5a. **Third Direct (or Indirect) Measure or Means of Assessment for Outcome above**
(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

5b. **Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

5c. **Use of Results** (How did you use the findings?)

6. **Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

* May be repeated for means or measures over the three required.
Assessment of Program Learning Outcomes
Report Form A

History
(Instructional/Degree Program)

BA
(Degree Level)

August 2006 - May 2007
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

   Objective 1: The History graduate will be able to define the different approaches to the past and define the way in which societies and cultures change through time.

2. Strategies Used to Meet Learning Outcome (What did you do?)

   Faculty decided to use common course syllabi and/or objectives in HIST 1313, HIST 1323, HIST 1813, and HIST 1823. These courses are the foundation of the history program and best define the way in which societies and cultures change over time. Also, faculty members agreed to discuss historiography in these courses when appropriate, stressing how the views of historians have changed over time. The historiographical discussions in these classes were intended to introduce the students to historiography. All faculty members agreed to stress the common objectives and historiographical discussions in these courses. To see the common course objectives, review the course outcome matrix developed for these courses located in the DSWBPS office (Woolfolk Bldg., Room 102).

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

   Common Course Exams. The faculty developed common course exams for HIST 1313, HIST 1323, HIST 1813, and HIST 1823. The questions were designed to assess student understanding of basic concepts taught in the course. The questions were designed to assess how societies and cultures change over time. Because the questions were directly related to the Program Outcome, the faculty used results from student scores on these exams to determine the success rate of students in the above mentioned courses. The history faculty wanted 70% of their students scoring 70% or higher on the final course exam.
3b. Results/Findings (How did you do? Summarize Assessment Data Collected.)

1) 83.8% of the students identified as passing the common course exams administered in HIST 1313 (Six classes surveyed at random—422 students). 2) 82.5% of the students identified as passing the common course exam administered in HIST 1323 (Six classes surveyed at random—360 students). 3) 90% of students identified as passing the common course exams administered in HIST 1813 (One class surveyed—20 students). 4) 87% of the students identified as passing the common course exams administered in HIST 1823 (One class surveyed—31 students).

3c. Use of Results (How did you use the findings?)

Common course exams in HIST 1313 and HIST 1323 courses has been implemented in each course and revealed a positive student passing rate (see percentages above). However, it is difficult to determine what course objectives the students have failed to grasp. Thus, the program has decided to implement a new assessment plan in the fall of 2007 semester that will provide the faculty with more accurate data. Even though the student sample for HIST 1813 and HIST 1823 is considerably smaller than the sample for HIST 1313 and HIST 1323, the data for these courses reveal the same basic results and conclusions as listed for US History courses.

4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

N/A

4b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)

N/A

4c. Use of Results (How did you use the findings?)

N/A

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above*

(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

Student Opinion Surveys. The student opinion survey is developed by the university and all students are asked to take the survey. This survey gives the student an opportunity to express their own opinions regarding the courses in which they are enrolled. These surveys indirectly allow history faculty members to assess student learning in their courses.

5b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)
51.8% of students completed the Student Opinion Survey. Eight classes surveyed at random (241 responses out of 465 total students). Based on the SOS, students indicated the need for improvement in the following areas: 1. “Aware when students failed to keep up”; 2. Stimulate intellectual curiosity”; 3. “Define student responsibilities”.

5c. Use of Results (How did you use the findings?)

The SOS surveys suggest that faculty members in the History Program are meeting the general criteria for service delivery; however, some areas need improvement. During the first History Program meeting of the next academic year, the faculty members will discuss different methods of informing students of their responsibilities in each course, especially in relation to program objective 1; they will devise different ways of tapping students’ intellectual curiosity, focusing on program objective 1; and they will different methods for assessing student progress.

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

Summary report on raw data and raw data is located in DSWBPS office (Woolfolk Bldg., Room 102)

- May be repeated for means or measures over the three required.
Assessment of Program Learning Outcomes
Report Form A

History
(Instructional/Degree Program)

BA
(Degree Level)

August 2007-May 2008
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

   Learning Outcome 2: History graduates should demonstrate significant knowledge of major events and trends in their area of concentration.

2. Strategies Used to Meet Learning Outcome (What did you do?)

   The faculty created common course objectives for HIST 1313, HIST 1323, HIST 1813, and HIST 1823. These courses are the foundation of the history program and represent the best place to assess program learning outcome 2. While these courses are introductory-level courses, the history faculty determined that the courses best reflect the history program’s basic areas of concentration: U.S. history, African history, and African American history. All faculty members agreed to stress the common objectives in these courses. To see the common course objectives review the course outcome matrix developed for these courses located in the DSWBPS office (Woolfolk Bldg., Room 102).

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

   The faculty developed Pre-/Post-test for HIST 1313, HIST 1313, and Pre-/Post-test for HIST 1813, and HIST 1823, designed to assess student knowledge of major events and trends in U.S. history and World Civilization. The HIST 1313 and HIST 1323 pre-/post-exams have 25 questions. The pre-/post-exams for HIST 1813 and 1823 have 40 questions. The faculty members will determine student success in these courses by assessing the overall gain made on the pre-/post-exams and will target areas that need to be improved in these courses by analyzing student gains for each question on the exam.

3b. Results/Findings (How did you do? Summarize Assessment Data Collected.)

   In HIST 1313 (Fall 2007), the collected data from the common exams (Pre-/Post-) suggest an overall increase in learning (N=444 Pre-test/378 Post-test). The percentage of overall gain between the Pre-test and Post-test was 14.56%. According to the data only
one area experienced a negative outcome (-8.6% of gain): Question #2 which is related to early colonization. According to the data, the program witnessed fewer gains in the questions dealing with the Colonial and Revolutionary eras than with questions related to the nineteenth century. Though the students show an overall 14.56% gain on the post-test, the history faculty is concerned that many of the students in the program are not performing as well on the exam as desired. For example, students showed a 20.4% gain on question #16 but 67.2% of the students still missed did not answer the question correctly on the post-test (87.6% students missed the question on the pre-test and 67.2% of students missed the question on the Post-test).

In HIST 1313 (Spring 2008), the collected data confirms the results of the Fall 2007 data (N=420 Pre-test/301 Post-test). Overall, the students in the program show progress in learning, evident by the 9.20% increase in Pre-/Post-test scores. However, the gain was not as substantial as it was in the Fall courses. The data suggests a need to concentrate more on Colonial and Revolutionary eras and to continue with the current coverage of nineteenth century America. Furthermore, increased coverage of the Civil War, particularly major turning points in the war, needs to be covered more thoroughly. Questions that reveal a negative percentage of gain included #5 (-2%), #8 (-5%), #17 (-13%), #23 (-7%), and #25 (-1%).

In HIST 1813 (Fall 2007), the collected data suggest that learning took place, evidenced by the 14.75% gain realized in student performance on the pre-/post-test scores. However, there were negative results listed for 8 different questions: #1 (-1%), #2 (-2.3%), #8 (-6.8%), #9 (3.4%), #11 (13.2%), #28 (-3.4%), #33 (-12.2%), #37 (-24.9%). These negative results seem to be the result of either (1) delivery of the instructional objectives, or (2) flaws in the curriculum. Further analysis of these questions reveals that the problem areas are directly related to the Paleolithic Age, the history of Hebrews and Greeks, various religions of the world (especially Taoism and Islam), Kush civilization (Egypt), Seleucid Dynasty (near East), Khmer Empire (Southeast Asia), and early European exploration of North America.

3c. Use of Results (How did you use the findings?)

1. Not enough data was collected for HIST 1323 and HIST 1823. Additionally, the pre-/post-test was not given in the HIST 1823 course. Part of the reason for the breakdown in data collection was that one of the adjunct faculty members did not administer the exams. Unfortunately, the individual was teaching several sections of the HIST 1323 course. In order to prevent this from happening again, the data collection process will be streamlined and improved;

2. The faculty members have determined that a method needs to be designed so that each instructor will be accountable for submitting their own data;

3. A central data base needs to be created for the submission of information (perhaps TrueOutcomes will serve this purpose);
4. The common exams must be given every semester in every targeted course (HIST 1313, HIST 1323, HIST 1813, HIST 1823).

4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

N/A

4b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

N/A

4c. Use of Results (How did you use the findings?)

N/A

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above* (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

N/A

5b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

N/A

5c. Use of Results (How did you use the findings?)

N/A

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

Summary report on raw data and raw data on file with DSWBPS Office (Woolfolk Bldg., Room 102)

* May be repeated for means or measures over the three required.
Assessment of Program Learning Outcomes
Report Form A

<table>
<thead>
<tr>
<th>History</th>
<th>BA</th>
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<tr>
<td>(Instructional/Degree Program)</td>
<td>(Degree Level)</td>
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August 2007-May 2008
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

   Learning Outcome 4: History graduates will demonstrate the ability to conduct basic historical research in primary source materials, illustrating the ability to make original interpretation of sources and accurately referencing all sources.

2. Strategies Used to Meet Learning Outcome (What did you do?)

   The faculty has created a plan to assess student research portfolios in HIST 3913 and HIST 4903. The faculty has created a research rubric to grade student papers based on the common practices in the field of history.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

   Sample research papers were graded from HIST 4309 (Spring 2008) and HIST 3913 (Fall 2007).

3b. Results/Findings (How did you do? Summarize Assessment Data Collected.)

   The program has encountered numerous unforeseen problems in collecting and grading these research papers, including: (1) the amount of time that is required for all the professors score all of the exams in the above mentioned course based on the grading rubric (see attached rubric) is excessive and overly burdensome; (2) the rubric is flawed because it is too vague in its analysis; and (3) the data collection process is inefficient. Nevertheless, based on these samples (see attached graded rubrics), we have been able to determine that students are having problems in the following areas in relation to research projects: (1) Technical Skills (Format, Reference Notes, Bibliography, etc.) and (2) Quality of Writing (Grammar, Style, Logical Order & Sequence, Thesis Statement & Support of Thesis Statement, etc.).

3c. Use of Results (How did you use the findings?)
1. Revise the way Research Projects/Papers are graded—develop embedded course assignments with a grading rubric designed by the faculty. Instructor on record for the course should be responsible for the grading of the research papers/projects (rather than gathering data on the papers from all the professors in the program).

2. Examine the use of TrueOutcomes as a data collection tool for the research papers—create grading rubrics that can be used with TrueOutcomes data base. Even if TrueOutcomes is not immediately utilized, create a better rubric for judging the papers.

3. Create an assignment/rubric that allows the student to present research findings—in other words, create a presentation rubric.

4. Focus on the Technical Skills and Quality of Writing Skills necessary to write a solid research paper. The addition of a new course (HIST 1343: Introduction of Historical Methods) will aid this process.

4a. **Second Direct Measure or Means of Assessment for Outcome above** (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

   N/A

4b. **Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

   N/A

4c. **Use of Results** (How did you use the findings?)

   N/A

5a. **Third Direct (or Indirect) Measure or Means of Assessment for Outcome above**

   (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

   Voluntary exit interviews with graduating history majors.

5b. **Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

   No exit interviews were given during the fall of 2007 or spring of 2008.

5c. **Use of Results** (How did you use the findings?)

   Depending on voluntary exit interviews does not seem to produce results. Thus, the History Program plans to make the interviews an embedded assessment in HIST 4309 course. Revise Program Assessment Plan.
6. **Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.))

| Student research portfolios on file in Dr. Kenneth Howell’s office (Woolfolk Bldg., Room 315) |

* May be repeated for means or measures over the three required.
Assessment of Program Learning Outcomes
Report Form A

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August 2008–May 2009
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

   Learning Outcome 3: History graduates will be able to write and speak clearly and persuasively about historical themes.

2. Strategies Used to Meet Learning Outcome (What did you do?)

   The history program requires students in HIST 3913 to give oral presentations on their research projects. Student presentations demonstrate the student’s knowledge of American historiography and demonstrate knowledge of how historians disseminate professional research findings. Assessment Criteria is that 85% of students will be rated at 2 (meets expectations) or above on “American Historiography Presentation” grading rubric. This is a three tiered rubric.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

   In the Fall 2008, student presentations were assessed in HIST 3913 using the “American Historiography Presentation” grading rubric. N= 6.

3b. Results/ Findings (How did you do? Summarize Assessment Data Collected.)

   67% of the students who completed the assignment earned a “2” or better on the grading rubric. The instructor of the course used the “American Historiography Presentation” grading rubric to assess student presentations in classroom.

3c. Use of Results (How did you use the findings?)

   Based on the students’ performances, the program needs to make improve in the following areas: Time Management of presentations, reinforce the ideas of how historians use evidence to support a thesis (purpose of presentation), and reinforce student understand of historical causation. These are areas that the program can emphasize in all courses offered in the program. The program might consider expanding its use of oral presentations in
other upper level courses offered. Additionally, a rubric will be created (TrueOutcomes) to assess student research paper in this course in order to cover the writing portion of the objective. Currently, the program assesses writing in HIST 4903.

4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

N/A

4b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

N/A

4c. Use of Results (How did you use the findings?)

N/A

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above*

(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

Voluntary exit interviews with graduating history majors.

5b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

No exit interviews were given during the fall of 2008.

5c. Use of Results (How did you use the findings?)

Depending on voluntary exit interviews does not seem to produce results. Thus, the History Program plans to make the interviews an embedded assessment in HIST 4309 course. Revise Program Assessment Plan.

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

Student Evaluations located in Dr. Howell’s Office (Woolfolk Bldg., Room 315)

* May be repeated for means or measures over the three required.
Assessment of Program Learning Outcomes
Report Form A

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</table>

| 2008-2009 | (Assessment Period Covered) |

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

Learning Outcome 5: History graduates will demonstrate an understanding of the contrasts between peoples of different times and places and will demonstrate a sense of informed perspective and chronology.

2. Strategies Used to Meet Learning Outcome (What did you do?)

Faculty decided to use common course objectives in HIST 1313, HIST 1323, HIST 1813, and HIST 1823. These courses are the foundation of the history program and best define the way in which societies and cultures change over time. All faculty members agreed to stress the common objectives in their courses. To see the common course objectives review the course outcome matrix developed for these courses located in the DSWBPS office (Woolfolk Bldg., Room 102).

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Post-Test given in HIST 1813 in the fall 2008 semester. The history program designed a pre- and post-test for HIST 1813 (40 Questions in length) to assess student learning of the HIST 1813 course objectives. The post-test was assessed for student learning. Assessment criteria defined as: “70% of the students will respond correctly to 80% of the post-test questions.”

3b. Results/Findings (How did you do? Summarize Assessment Data Collected.)

Examining the top quartile of total students (N=20) taking the fall 2008 post-test, the data reveals that 33% or more of the students missed questions (4, 5, 12, 22, 23, 26, 35, 39). All these questions except 26 and 35 assessed understanding of European history in all of the eras examined in the course. Question 26 was related to religion in Southeast Asia and question 35 was related to ethnic groups in Pre-Columbian Central America. In total only 10% (N=2) of the students made 80% or better on the exam; 30% of the students (N=6) scored 70% or better.
3c. Use of Results (How did you use the findings?)

Overall the post-test confirms the history faculty’s belief that a curriculum change is necessary in the program, creating courses that focusing on European history and Western Civilization. With limited introduction to these subjects in high school courses, our students do not have an appropriate background for understanding the basic concepts and events of European/Western Civilizations. To remedy this curriculum quandary more time should be spent emphasizing the region and the origins and impact of Western Civilization. Furthermore, the program will begin plan to recommend the addition of European history courses to the history program.

4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

N/A

4b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

N/A

4c. Use of Results (How did you use the findings?)

N/A

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above* (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

N/A

5b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

N/A

5c. Use of Results (How did you use the findings?)

N/A

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.))

Student Evaluations located in Dr. Grear’s Office (Woolfolk Bldg., Room 314)

* May be repeated for means or measures over the three required.
Assessment of Program Learning Outcomes
Report Form A

Mathematics
(Instructional/Degree Program)  B.S.  (Degree Level)

August 2007 - May 2008
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

   Outcome I. Graduates will demonstrate basic mathematical computational skills and distinguish uses of concepts in calculus, algebra and differential equations.

2. Strategies Used to Meet Learning Outcome (What did you do?)

   Curriculum reinforced course objectives and student learning objectives for multi-section courses to ensure student preparedness for mid and advanced level courses.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

   Pre –Post Test administered in Math 1124, 2024, 2043

   The Department piloted a Pre-Post Test design in order to measure the effect of instruction on student learning in the classroom during the 2006-2007 academic year. It is generally accepted that a measure of growth of student understanding, over a period of time, supports a theory of learning in the classroom environment. Therefore, if there was a significant change in student understanding, it could be concluded that learning occurred.

   This investigation was piloted in only four classes during the fall of 2006, but during the Spring of 2007 all mathematics professors and instructors were asked to assign an 8-15 item multiple choice pre-test within the first two weeks of the instruction and give the exact same assessment as a post-test within the last two weeks of class. Assigned assessment is on file. It was initially hypothesized that there would be an effect on student understanding in all mathematics classes attributed mainly to instructional methods of professors.

   After data was collected, T-Tests (both one sample and paired) were done to compare means and an Analysis of Variance (ANOVA) on the gain scores was done because it is the traditional approach to measuring change. There were also some descriptive statistics investigated.

3b. Results/ Findings (How did you do? Summarize Assessment Data Collected.)

   It was found that there was a statistically significant measure of change in this design
(N=331 Pretest, N=350 Posttest, & p<.001). This change supports the initial hypothesis that impact of instructional methods on student understanding of course material over a period of time in the classroom. This evidence of student understanding over a period of time cannot be understated when investigating student learning in the classroom.

3c. Use of Results (How did you use the findings?)

Developed a less labor intensive method for measuring the change.
1. Online assessments of all 1000 and 2000 level courses will be built for the entire department, because those courses are the most populated and potentially cause more problems for professors as far as proper reporting of scores.
2. Reminders of deadlines must be consistently sent.
3. The mathematics department bought a site license for an online assessments building program that should address this issue conclusively.

4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

The department administers a common final examination (FE) each semester in each of the three courses, 1124, 2024 and 2043. The examination is written by a committee of faculty teaching the course with special attention given to the learning objectives and course outcomes. The examination is graded according to a rubric prepared by the committee. It is expected that at least 75% of the students would score C or better on the departmental final examinations.

4b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Enrollment</th>
<th>Pass Rate</th>
<th>Grade Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 1124</td>
<td>265</td>
<td>57.73%</td>
<td>6.41% W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 2024</td>
<td>139</td>
<td>56.14%</td>
<td>5.75% W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 2043</td>
<td>150</td>
<td>70.00%</td>
<td>6.99% W</td>
</tr>
</tbody>
</table>

4c. Use of Results (How did you use the findings?)

Since the targeted exam score was not met, the faculty groups will review course alignment of course objectives and student learning objectives; provide faculty manned tutorial session for each course twice weekly, in the short term; and focus on more open ended course assessments in the long term, developing rubrics that establishes measures for partially correct, essentially correct and absolutely correct solutions that will inform faculty of the concept and skill development needs of the students. Advisors will provide consultation for student majors making grade ≤ C on a final exam.
5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above*
(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

| Analysis of courses in sequences of prerequisites MATH 1113, 1123, 1115, 1124, utilizing grade versus GPA, to measure the extent to which students had quantitative skills required for success in requisite courses. |

5b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

| Access of data from university files is in progress. Will include at end Spring 2009. |

5c. Use of Results (How did you use the findings?)

| The curriculum committee and individual faculty use preparedness of students to assist in course/program evaluation that has results in textbook change and delivery modifications. |

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

| The following data for 2007 and 2008 can be found in the Workroom of the Department Office W.R. Banks 310E:
  1. Pre-Post data and analysis of data for Math1124, 2024, 2043
  2. Final Exams and Student Scores for Math 1124, 2024, 2043

* May be repeated for means or measures over the three required.
Assessment of Program Learning Outcomes
Report Form A

Mathematics
(Instructional/Degree Program)

B.S.
(Degree Level)

August 2007-May 2008
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

   Outcome II. Graduates will be able to apply mathematical principles to formulate and solve problems that arise in applications and using heuristic reasoning, and numerical approximations to model natural phenomena

2. Strategies Used to Meet Learning Outcome (What did you do?)

   Beginning Fall 2008, all students are required to take the Major Field Test of the Educational Testing Service and receive a minimum score before graduating. Prior to Fall 2008 Each student was required to make a grade of C on a comprehensive final examination of advanced level mathematics coursework.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

   Each student must receives a grade of C or better on the final or exiting exam of MATH 3013, 3023, 4053 4063, and 4083

3b. Results/ Findings (How did you do? Summarize Assessment Data Collected.)

   81% of students received grade C or better on final or exiting exams from 2007-2008.

3c. Use of Results (How did you use the findings?)

   The curriculum committee reviews the results and uses it in program evaluations.

4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

   65 percent of the students will pass each section of the ETS Major Field Test.
4b. **Results/Findings.** (How did you do? Summarize Assessment Data Collected.)

Results are pending. Will complete before Fall 2009

4c. **Use of Results** (How did you use the findings?)

Use is pending the results. Will complete before Fall 2009

5a. **Third Direct (or Indirect) Measure or Means of Assessment for Outcome above**

(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

**Department Exit Survey**

5b. **Results/Findings.** (How did you do? Summarize Assessment Data Collected.)

Results are pending. Will complete before Fall 2009

5c. **Use of Results** (How did you use the findings?)

Use is pending the results. Will complete before Fall 2009

6. **Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.))

After completion of data analysis, the following data for 2007 and 2008 can be found in the Workroom of the Department Office W.R. Banks 310E:

1. ETS Major Fields Test Report
2. Final Exams for Majors taking Math 3013, 3023, 4053 4063, and 4083.
3. Department Exit Survey

* May be repeated for means or measures over the three required.
Assessment of Program Learning Outcomes
Report Form A

Mathematics  
(Instructional/Degree Program)  

B.S.  
(Degree Level)  

August 2007-May 2008  
(Assessment Period Covered)  

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

   Outcome III. Graduates will explain and criticize mathematical reasoning through speaking and writing in a precise and articulate manner.

2. Strategies Used to Meet Learning Outcome (What did you do?)

   The department provides a forum for students to present their research projects/papers/posters locally and at regional conferences and professional meetings, as well as, oral and written presentations in the classroom via MATH 4001 and 4053. Students are guided by faculty and encouraged to publish their research in undergraduate and other appropriate journals.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

   The department tracks the number of conference presentations and publications every three to four years. Appropriate rubrics are used to evaluate research presentations, research projects, papers and posters.

3b. Results/Findings (How did you do? Summarize Assessment Data Collected.)

   There were four student presentations at professional conferences; five presentations at Mathematics Awareness Seminar; and one student publications. Graded student projects from MATH 4001 and Math 4053 are on file.

3c. Use of Results (How did you use the findings?)

   Publish newspaper announcements in the university newspaper and in student presenter’s hometown newspapers to encourages participating student and challenge their cohorts.
4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Each year majors participate in Mathematics Awareness Month by presenting their research they have completed the year before or by preparing presentation that will encourage elementary, middle and high school students to study mathematics. Rubric is on file to assess the presentations.

4b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

The department has celebrated Mathematics Awareness Month for over 20 years. Schools and their mathematics teachers and counselors are invited to visit the campus during a designated Mathematics Awareness Week to attend workshops. Visiting students take part in competitive mathematical activities, work with the undergraduates, meet our faculty and learn about scholarships and careers in mathematical science. Programs involving mathematics majors are on file. Rubrics are on file for judges of the competition.

4c. Use of Results (How did you use the findings?)

The results are used to encourage mathematics majors along with science, computer science and engineering majors to work together on interdisciplinary projects. The department also uses this forum as a recruitment tool to increase the number of pre college students that will enter college with an interest in the mathematical sciences.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above*

(Mathematics Course “Colloquium” (Math 4001) is an advanced level undergraduate course, which allows senior level mathematics majors to explore various topics of mathematics. It serves as a capstone course for mathematics majors. Various short research papers are required from students in order to enhance their reading, writing and oral skill through the reading of Mathematical research papers and present them in class. Research papers are required to enhance students’ mathematical research skills and proofs through team-work, conducting research and submitting them with a limited number of pages. Sample projects completed by students are on file.)

5b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

For research papers, students were grouped in two or three. Each group was to send its progress weekly. The instructor would review, make comments and ask the group to implement for the next report until the first draft was submitted. Brief of each progress report was presented by the group leader in class each week. Using a common rubric, members of other groups assess presentation of the group presenting its progress. These assessments were sent electronically to the instructor. Instructor would assess each progress report as well as each presentation and compile all assessments to make up the midterm and final grades. Data from rubric is on file.
5c. **Use of Results** (How did you use the findings?)

The weekly assessment of projects and presentation were sent to leader of each group for improvement, revision and ultimately submit the final version of the paper.

6. **Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

The following data for 2007 and 2008 can be found in the Workroom of the Department Office W.R. Banks 310E:

1. Student presentations, publications, posters and programs from professional meetings, seminars, and competitions at Math Awareness Workshops
2. Graded research papers from Math 4001
3. Rubrics for judging competitive papers
4. A rubric that describes the expected characteristics of a research paper
5. A rubric that describes the expected characteristics of self-teaching a concept including proper use of notation and procedures for interpreting and explaining a mathematical concept.

* May be repeated for means or measures over the three required.
Assessment of Program Learning Outcomes
Report Form A

Mathematics
(Instructional/Degree Program) B.S.
(Degree Level)

August 2007-May 2008
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

Outcome IV. Graduates will demonstrate a breadth and depth of knowledge in a coherent group of advanced mathematical topics.

2. Strategies Used to Meet Learning Outcome (What did you do?)

The department requires each graduate to complete a colloquium and a capstone course for those graduates completing secondary teaching option.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Capstone course, Math 4053, gives an advanced treatment of selective units from algebra, geometry, trigonometry, calculus and discrete mathematics in the context of mathematics foundation and connections to state and national mathematics content standards. Several measures of assessment are required as part of course outcomes: completion of special projects, use of mathematics literature on content connections, Licensure Prototype Exam and Notebook or Portfolio. Assessment for outcome is based on sixty percent performance using: Rubric for Notebook/Portfolio, Licensure Prototype (Mathematics End-Of-Course) Exam and Posttests.

3b. Results/ Findings (How did you do? Summarize Assessment Data Collected.)

Results for the notebook/portfolio ranged from fifty-eight (58%) percent, while average performance on the EOC ranged from below fifty (50%) per cent to eight (80%) percent. Result of Post-Test range from fifty to ninety percent.

3c. Use of Results (How did you use the findings?)
An outgrowth of assessment of the mathematics degree program requirements, Fall 2004, the Math 4053—Foundations course description was changed “to an inquiry-based capstone course which focused on state/national content standards and desired outcomes using national mathematics curriculum guidelines”. As a result of course findings, course requirements have been upgraded on an ongoing basis, to include: Increased number of small group out-of-class projects requiring in-class presentations, increased number of problem sets for content reviews, more diverse use of online resources, improved assessment rubrics, and improved EOC prototype Exams.

4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Mathematics Course “Colloquium” (Math 4001) is an advanced level undergraduate course, which allows senior level mathematics majors to explore various topics of mathematics. It serves as a capstone course for mathematics majors. Various short research papers are required from students in order to enhance their reading, writing and oral skill through the reading of Mathematical research papers and present them in class. Research papers are required to enhance students’ mathematical research skills and proofs through team-work, conducting research and submitting them with a limited number of pages.

4b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)

For research papers, students were grouped in two or three. Each group was to send its progress weekly. The instructor would review, make comments and ask the group to implement for the next report until the first draft was submitted. Brief of each progress report was presented by the group leader in class each week. Members of other groups assess presentation of the group presenting its progress. These assessments were sent electronically to the instructor. Instructor would assess each progress report as well as each presentation and compile all assessments to make up the midterm and final grades.

4c. Use of Results (How did you use the findings?)

The weekly assessment of projects and presentation were sent to leader of each group for improvement, revision and ultimately submit the final version of the paper.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above*

(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the measure and how you determined achievement.*

Survey Assessments, developed/enhanced and used, since 2004, have included the following:
1. My Beliefs About Mathematics – Opinions on usefulness of mathematics, what mathematics is and student mathematics self-concept.
2. Self Assessment Check List – A 16-item instrument that lists desirable learner traits.
3. Mathematics Course Survey – a two-part, self-evaluation and course content, instrument on problem-solving, communication and other desired content and professional knowledge.
4. Course/Project Exit Questionnaire – seven open ended questions soliciting feedback on benefits of course/program.
5. Mathematics Program Assessment – Student Outcomes – Student assessment of the extent to which their course/program experience has enhanced certain desired mathematics undergraduate program outcomes.
5b. **Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

Since student attitude and disposition affect learning and professional behavior, survey “Self Assessment Checklist”, was used as an alternate mean of communicating desired/required traits for academic success and personal growth. “My Belief About Mathematics” was used to begin dialog on views about mathematics. The latter three surveys (3--5) referenced above were designed to communicate desired course/program outcomes.

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**5c. Use of Results** (How did you use the findings?)

Results were used to provide on-going feedback, to gain greater insight on student needs: to enhance course/program, to seek funds for student and curriculum support and disseminate knowledge gained, annually, at professional conferences—CAMT2005 to CAMT2009. Program support has included TQ Grants program from, 1997 – 2006.

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6. **Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

The following data for 2007 and 2008 can be found in the Workroom of the Department Office W.R. Banks 310E:

1. Rubric for Notebook/Portfolio, Licensure Prototype (Mathematics End-Of-Course) Exam and Posttest. For Math 4053
2. Math 4053 Course Survey
3. Rubric for grading research projects in Math 4001 and also located on True Outcomes
4. Research projects completed by students in Math 4001 (Colloquium)

* May be repeated for means or measures over the three required.
### Assessment of Program Learning Outcomes
#### Report Form A

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>MS</th>
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<tbody>
<tr>
<td>(Instructional/Degree Program)</td>
<td>(Degree Level)</td>
</tr>
</tbody>
</table>

**August 2006-May 2008**
(Assessment Period Covered)

**Instructions:** This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. **Program Learning Outcome** (What did your program want from your students?)

   **Outcome I:** All Master of Science candidates in the Department of Mathematics will be able to demonstrate a command of principles of general mathematics and the special disciplines in their area of interest.

2. **Strategies Used to Meet Learning Outcome** (What did you do?)

   Constantly improving mathematics course offerings as well as providing more varied sequencing of courses and research opportunities. Helping students plan their program of study by following a schedule when graduate courses are offered.

3a. **First Direct Measure or Means of Assessment for Outcome above** (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

   Each student in the program is required to take an exam covering core topics in analysis, algebra, and topology. This exam is carefully written by a committee of faculty with the learning objectives of the program in mind. It is graded by a committee, using a predetermined rubric.

3b. **Results/ Findings** (How did you do? Summarize Assessment Data Collected.)

   This examination is given to students accepted in the masters program. The exam must be completed after completing 12 hours of mathematics, to include the core courses, analysis, algebra and topology; and prior to being accepted as a candidate for the Master of Science degree by the Graduate School. Of the eight (8) students who took the exam in 2006, 62% passed. The examination will be given again in Fall 2009.

3c. **Use of Results** (How did you use the findings?)

   The results will be available to all graduate faculty and to the Graduate Curriculum Committee for the purposes of improving the delivery in courses and updating the curriculum as per indicated need.
4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Command of mathematical principles is evaluated in the non-thesis and thesis options:

In the non-thesis option, by way of, comprehensive written exams in two of three subject areas covered by the required course sequences that are to be selected and administered by the student’s advisor and subject to approval of the student’s Graduate Advisory Committee. In lieu of the written exam students may opt to write a project report about current research. In the thesis option, by way of, the oral defense of a written Master’s Thesis written in accordance with the guidelines defined by the University Graduate Office. The student’s graduate committee judges the written thesis and the student’s defense.

4b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)

<table>
<thead>
<tr>
<th>Year</th>
<th>Non-Thesis Option</th>
<th>Thesis Option</th>
<th>Project Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>N= 1</td>
<td>N= 0</td>
<td>N = 0</td>
</tr>
<tr>
<td>2007</td>
<td>N= 2</td>
<td>N= 4</td>
<td>N = 4</td>
</tr>
<tr>
<td>2008</td>
<td>N= 0</td>
<td>N= 0</td>
<td>N = 0</td>
</tr>
</tbody>
</table>

4c. Use of Results (How did you use the findings?)

Graduate committees, one per graduate student, make sure that the Learning Outcomes are met by students’ completing pre-approved program of study in both the thesis and non-thesis option. Each Individual student’s Graduate Advisor, who chairs the student’s Graduate Committee, supervises writing of a thesis and then conducts a public defense by the student (thesis option only). Then in both options, the Advisor organizes and conducts the examination by the members of the Graduate Committee.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above*

(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

The department will administer a self evaluation to ascertain how students view their competence in mathematics, and in their ability to formulate date and problem solve. And to determine how the student’s sees mathematics in his (her) future from a professional standpoint.

5b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)

Data analysis is in progress and will be completed prior to Fall 2009

5c. Use of Results (How did you use the findings?)

This data will be used by the Graduate Recruitment Committee.
6. **Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

<table>
<thead>
<tr>
<th>The following data for 2007 and 2008 can be found in the Workroom of the Department Office W.R. Banks 310E:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Exams for admission to candidacy for the Master of Science in Mathematics</td>
</tr>
<tr>
<td>3. Results of Projects of Non-Thesis graduates.</td>
</tr>
</tbody>
</table>

* May be repeated for means or measures over the three required.
Assessment of Program Learning Outcomes
Report Form A

<table>
<thead>
<tr>
<th>Mathematics</th>
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<tbody>
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</table>

**August 2006 – May 2008**
(Assessment Period Covered)

**Instructions:** This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. **Program Learning Outcome** (What did your program want from your students?)

   Outcome II. Graduates will gain experience in communicating both to a specialized audience and to the larger scientific community.

2. **Strategies Used to Meet Learning Outcome** (What did you do?)

   Extra Curricula activities and Seminar Course objectives are link to ensure that the learning outcome is met. The Department provides for student participation in extracurricular activities related to the teaching and learning of mathematics. These activities include participation in Graduate Colloquium, the opportunity to present research at conferences, participation in the teaching seminars, tutoring undergraduates in Mathematics Tutoring Lab, teaching college lower level mathematics courses, and attendance at scientific and teaching association meetings.

3a. **First Direct Measure or Means of Assessment for Outcome above** (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

   All M.S. candidates must participate in a research group or seminar course that requires them to engage with others who are preparing projects/seminars. Each project report is accessed for clarity and correctness by the student’s project supervisor and the seminar instructor. At least 60% of the candidates will be selected to present their projects in the Graduate Colloquium. Graduate Committee will use a pre-determined rubric for grading.

3b. **Results/ Findings** (How did you do? Summarize Assessment Data Collected.)

   100 percent of the full time graduate students (25% of all masters candidates) tutored undergraduates in the Mathematics 16.6 % of the masters candidates present their thesis at a professional meeting. 25% of the candidates presented at the Graduate Colloquium.
3c. Use of Results (How did you use the findings?)

The results will be used by the Graduate Assessment Committee and the Graduate Curriculum Committee to update the assessment plan and the curriculum.

4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Attending Mathematics Colloquium and a graduate seminar course is required. Students are encouraged to present posters and short talks in local seminars and at professional conferences, especially of the Texas Section of MAA and NCTM, the Regional and National Joint Meetings of the National Institute of Science and the Beta Kappa Chi Scientific Honorary Society. Providing travel support for students and encouraging students to apply for travel grants when available 30% of the candidates will present their research or give a short talk at a forum in the larger mathematical community.

4b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)

This assessment data is under review and will be reported by the Mathematics Department Graduate Committee after the Spring 09 Semester.

4c. Use of Results (How did you use the findings?)

The results will be used to improve communication between graduate faculty and graduate students in terms of research and professional development on campus and in the larger scientific community.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above*

(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

The department will administer a self evaluation to ascertain how students view their confidence in their mathematical ability, and in their presentation skills. And to determine the student’s improvement in this area in light of the extra-curricula activities imposed from entry to exit.

5b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)

Data analysis is in progress and will be completed prior to Fall 2009.

5c. Use of Results (How did you use the findings?)

The results will be used to enhance reading and research in the mathematical communication outcome of the graduate program.
6. **Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

<table>
<thead>
<tr>
<th>The following data for 2007 and 2008 can be found in the Workroom of the Department Office W.R. Banks 310E:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. List of student project presentations in non-classroom settings</td>
</tr>
<tr>
<td>2. List of M.S. Thesis presentations on campus seminars and at professional meeting</td>
</tr>
<tr>
<td>3. Exit Survey.</td>
</tr>
</tbody>
</table>

* May be repeated for means or measures over the three required.
Assessment of Program Learning Outcomes
Report Form A

Mathematics
(Instructional/Degree Program)

M.S.
(Degree Level)

August 2006-May 2008
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

Outcome III: Graduates will be able to go on to more advanced graduate programs in the mathematical sciences, or be able to secure employment in a mathematics-related field.

2. Strategies Used to Meet Learning Outcome (What did you do?)

The department keeps records of all graduates of the program and their first (and where possible, subsequent) employment.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

3b. Results/Findings (How did you do? Summarize Assessment Data Collected.)

3c. Use of Results (How did you use the findings?)

4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

4b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)
4c. **Use of Results** (How did you use the findings?)

5a. **Third Direct (or Indirect) Measure or Means of Assessment for Outcome above**
    (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

5b. **Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

5c. **Use of Results** (How did you use the findings?)

6. **Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.))

* May be repeated for means or measures over the three required.
Assessment of Program Learning Outcomes
Report Form A

Music
(Instructional/Degree Program)

Bachelors
(Degree Level)

Aug. 2008- May 2009
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

   Outcome 1: An understanding of basic music theory terms, common practices, and techniques of analysis as they apply to Western music.

2. Strategies Used to Meet Learning Outcome (What did you do?)

   Students take music theory, history, analysis, and performance courses designed to attain this goal. The music curriculum is designed to meet all aspects of the common practices and technique aspect of this goal through participation in large ensembles such as Band and Choir, and small ensembles. Students take courses in music theory, history, and analysis of Western music.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

   The first direct measure of achievement is the Music Theory placement test (Pre-Test) given to each entering freshman music major. Results from the test (70% and above passing score) are used to determine when entering music majors will begin the Music Theory I & Sight-Singing I courses.

3b. Results/ Findings (How did you do? Summarize Assessment Data Collected.)

   In 2008-2009, 85% who passed the Theory Placement test successfully completed Music Theory I with a grade of “C” or better. This is a strong indicator of whether students will successfully progress through the music curriculum.

3c. Use of Results (How did you use the findings?)

   The results will be used to revise the theory placement tests and to pinpoint specific areas where student knowledge should be strengthened both in the Music Theory I course and
in the Basic Musicianship I & II courses which are taken by entering students who do not pass the Theory Placement Exam

4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

The second direct measure is the data gathered from the upper-level qualifying exams given to all music majors who are completing Music Theory IV in the Spring Semester. This exam must be passed with a score of 80% or above in order to progress to the 3000-level courses in Music Analysis.

4b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

In 2008-2009, 80% percent of the students who took the exam in the spring passed it with a score of 80% or above.

4c. Use of Results (How did you use the findings?)

The results will be used to identify overall student strengths and weaknesses in music theory. These will be addressed in course revisions of the Music Theory I-IV sequence so that all students can pass the Theory Qualifying exam on the first attempt and be well-prepared for the 3000-level course in Music Analysis.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above* (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

The third measure is the senior recital. All students who progress through the music curriculum present a senior recital on their chosen instrument or with the voice.

5b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

Currently, degree recitals in the music department are evaluated by a committee consisting of three faculty members. The overall recital is graded on a pass/fail basis and rated according to a numerical score of 1-5 (5 being the highest ranking). Additionally, each piece performed on the recital is scored on a scale of 1-5 with 5 being the highest rating for that particular piece.

5c. Use of Results (How did you use the findings?)

The results of this capstone assessment are reviewed to determine the strength of the performance program as well as the knowledge base of the same.

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)
The senior recital programs and recordings reveal the evidence for this third measure.
Location: Music Library. The recital evaluation forms can be found in the student folders in the Music Office.

* May be repeated for means or measures over the three required.
### Assessment of Program Learning Outcomes

#### Report Form A

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<th>Music</th>
<th>Bachelors</th>
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<td>(Instructional/Degree Program)</td>
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</table>

**2004-present**

(Assessment Period Covered)

**Instructions:** This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. **Program Learning Outcome** (What did your program want from your students?)

   | Outcome 2: Development of technical skills such as sight singing and aural comprehension which apply to daily work of professional musicians |

2. **Strategies Used to Meet Learning Outcome** (What did you do?)

   | Students took courses in sight singing and participate in ensembles to develop these skills |

3a. **First Direct Measure or Means of Assessment for Outcome above** (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

   | Sightsinging, aural skills and sight-reading skills are assessed as part of the music theory placement examination given to entering freshmen and as a part of the music auditions for entering freshmen |

3b. **Results/ Findings** (How did you do? Summarize Assessment Data Collected.)

   | Ninety percent of the students who completed the sight singing sequence (two courses) and who participate regularly in student recitals and ensemble performances went on to present successful senior recitals. We found that the stronger the performance component of the student’s experience, the more likely they were to present a very excellent senior recital |

3c. **Use of Results** (How did you use the findings?)

   | The results were used to guide the pace and progress of students in the sight singing classes. Also, the strength of ensemble performances were determined by student success in their academic music courses |
4a. **Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.).** Briefly explain the means or measure and how you determined achievement.

| Ensemble participation is the second measure of success with this goal. |

4b. **Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

| Students who excel in ensemble participation are also able to perform advanced solos on their instruments. Since ensemble literature is selected based on the strength of student performers, higher level literature successfully performed indicates a higher level of student success with their technical skills and sight reading. |

4c. **Use of Results** (How did you use the findings?)

| Findings are used to enhance the sight singing activity and secure greater participation in solo and small ensemble experiences. |

5a. **Third Direct (or Indirect) Measure or Means of Assessment for Outcome above* (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.).** Briefly explain the means or measure and how you determined achievement.*

| The third measure is the students’ participation on the weekly student recitals. Students are expected to perform on student recitals at least once per semester. Stronger students will perform as many as three times per semester. This will allow them to give solo or small ensemble performances twenty-four or more times before they have to give the senior recital. |

5b. **Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

| Students who perform on recitals more often and who have good success in the sight-singing classes will also master technical skills on their instruments or with the voice. |

5c. **Use of Results** (How did you use the findings?)

| The findings are used to involve more students in solo and small ensemble work and increase sight-singing practice with music technology. |

6. **Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

| Seminar Recital Programs, Degree Recital programs, Ensemble Performances and recordings of the performances are kept and archived in the music library. Location: Music Library, rm. 1F 151. |

* May be repeated for means or measures over the three required.
Assessment of Program Learning Outcomes
Report Form A

Music
(Instructional/Degree Program)

Bachelors
(Degree Level)

2008-2009
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

Outcome 3: Training in technical and interpretive skills in music to achieve artistic excellence in the professional world of performing arts.

2. Strategies Used to Meet Learning Outcome (What did you do?)

Technical and interpretive training is provided in applied music courses on a students’ chosen musical instrument (voice is classified as an instrument for this purpose) to help meet this program outcome. Courses in applied music and large and small ensemble participation meet the requirements of this outcome. Course work includes practical performance projects.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Freshmen students audition for placement in ensembles and in applied music courses. The written comments provided by the audition faculty are used to evaluate the entering Students’ level of achievement in terms of technical skill, interpretive ability, and knowledge of advanced repertoire.

3b. Results/Findings (How did you do? Summarize Assessment Data Collected.)

Data results were used to assign students proper literature for their performance level. Also, students are assigned performance literature based on their skill set.

3c. Use of Results (How did you use the findings?)

Applied music faculty plan the student’s course of study in the first year based on the results of the audition.
4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Instrumental music juries each semester are the assessment instruments for the practical performance aspect of this outcome. Each student prepares music to be performed on jury.

4b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

We found that the earlier we involved the student in performance and instrumental juries, the more likely that student would be to volunteer for lengthy and complex performances and activities later on. In this regard, students are required to participate in student recitals starting in their freshman year.

4c. Use of Results (How did you use the findings?)

Results are used to strengthen the practical aspects of the music program and to know which students to involve in what levels of ensemble performance.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above*

(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

Each student participates in weekly seminars and ultimately presents a senior recital.

5b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

Student performance levels advance each semester and their repertoire expands to the point where they are able to present a 45-minute solo concert by their senior year.

5c. Use of Results (How did you use the findings?)

Evidence generated by student performances is used to guide the repertoire development of underclassmen. The results guide students to prepare and participate in performances that are up to the standards in the performance world.

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.??)

The documentation for this outcome is in the form of printed performance programs, audio and video CDs and DVDs of their performance and GPA. Location: Faculty offices

* May be repeated for means or measures over the three required.
Assessment of Program Learning Outcomes
Report Form A

Naval Science  
(Instructional/Degree Program)  N/A  
(Degree Level)

August 2006-May 2007  
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

   Outcome 1: Midshipmen must identify the concepts of the naval profession and military sea power, emphasizing the mission, organization, and warfare components of the Navy and Marine Corps.

2. Strategies Used to Meet Learning Outcome (What did you do?)

   Students are required to participate in discussions concerning Naval History and its impact on world history. This provides an opportunity to learn in depth the beginnings of the Navy and Marine Corps and the early lessons learned of their importance in helping the United States become a world power.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

   Exams and point papers are assigned and administered to determine the level of understanding the students possess. A grade of “C” or better is used as a benchmark for competency in the subject.

3b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

   The required level of competency is reached by all Navy option students, which allows progression in more advanced lessons. These lessons are designed to allow for better comprehension of how the Navy and Marine Corps are intergrated into worldwide joint operations.

3c. Use of Results (How did you use the findings?)

   Instructors will continue to emphasize the rich history of the Naval service and update
later lessons to reflect the ever changing climate of global warfare.

4a. **Second Direct Measure or Means of Assessment for Outcome above** (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

   N/A

4b. **Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

   N/A

4c. **Use of Results** (How did you use the findings?)

   N/A

5a. **Third Direct (or Indirect) Measure or Means of Assessment for Outcome above**
   (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

   N/A

5b. **Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

   N/A

5c. **Use of Results** (How did you use the findings?)

   N/A

6. **Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.))

   OPMIS (Officer Programs Management and Information System) data is entered periodically to track progress for academics, physical fitness and aptitude scores. This confidential data base is maintained by the HR staff and is subject to review by Class Advisors, the Executive Officer and the Commanding Officer.
Assessment of Program Learning Outcomes
Report Form A

Naval Science
(Instructional/Degree Program) N/A
(Degree Level)

August 2006-May 2007
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

Outcome 2: An ability to analyze and interpret data dealing with Naval Engineering, Naval Weapons Systems and Naval Engineering

2. Strategies Used to Meet Learning Outcome (What did you do?)

Specific scenarios are created to determine the thought process of students. These scenarios mimic actual situations they will encounter during their first few months as an Officer in the Navy and Marine Corps.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Basic terms and operations dealing with Engineering, Navigation and Weapons Systems are introduced to students. Lectures and personal experiences from instructors are used to teach and emphasize aspects of each discipline to provide real world comprehension.

3b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)

Students retain the majority of the material pertaining to each discipline and are successful when presented with the opportunity to display this knowledge during their required Summer Cruises. During this time, the students are placed in controlled situations where they apply their knowledge and demonstrate a level of proficiency in order to receive Midshipman qualifications for each individual phase of training they encounter.

3c. Use of Results (How did you use the findings?)

Techniques of instructors and student Summer Cruise de-brief notes are used to
improve teaching techniques and further understanding for other students.

4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

N/A

4b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)

N/A

4c. Use of Results (How did you use the findings?)

N/A

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above* (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

N/A

5b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)

N/A

5c. Use of Results (How did you use the findings?)

N/A

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.))

Lectures and exams are kept on file to compare different year groups in order to maintain the same level of instruction for future students. This data is monitored by the Executive Officer and Commanding Officer.
Assessment of Program Learning Outcomes
Report Form A

Naval Science (Instructional/Degree Program)       N/A (Degree Level)

August 2006-May 2007 (Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

Outcome 3: An ability to function on multi-disciplinary teams that incorporate service members from all branches of the military.

2. Strategies Used to Meet Learning Outcome (What did you do?)

Specific scenarios are created to study the teamwork and basic interaction of students. These scenarios mimic actual situations they will encounter during their first few months as an Officer in the Navy and Marine Corps.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Proficiency in exercises such as Land Navigation and mock amphibious assaults on enemy territory assist with the basic concepts of Amphibious Warfare and the Evolution of Warfare for Marine Option students. Lectures and personal experiences from instructors are used to teach and emphasize aspects of each discipline to provide real world comprehension.

3b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

Students retain the majority of the material pertaining to each discipline and are successful when presented with the opportunity to display this knowledge during Officer Candidate School and following commissioning, The Basic School.

3c. Use of Results (How did you use the findings?)

Techniques of instructors and student de-brief notes are used to improve teaching
techniques and further understanding for future students.

4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

N/A

4b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)

N/A

4c. Use of Results (How did you use the findings?)

N/A

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above* (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

N/A

5b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)

N/A

5c. Use of Results (How did you use the findings?)

N/A

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.))

Lectures and exams are kept on file to compare different year groups in order to improve the level of instruction for future students. This test data, lecture feedback forms and overall results of Officer Candidate school is monitored by the Executive Officer and Commanding Officer.
Assessment of Program Learning Outcomes
Report Form A

Naval Science
(Instructional/Degree Program)

N/A
(Degree Level)

August 2006-May 2007
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

   Outcome 4: A proficiency in recognizing and summarizing ways to identify, formulates, and solve real world problems that are related to their particular military discipline.

2. Strategies Used to Meet Learning Outcome (What did you do?)

   Specific scenarios based on actual military case studies are introduced to provide the students with an opportunity to study the basic ideals of leadership. These scenarios are based on actual events that have occurred in recent times and reflect the changing face of the Naval service.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

   Basic terms and operations dealing with Leadership and Management for a junior officer are introduced to Navy and Marine Option students. Case studies and personal experiences from instructors are used to teach and emphasize aspects of each discipline to provide real world comprehension for the students. Students must demonstrate a clear understanding of the concepts and principles of the military judicial and ethics system in order to make decisions that pertain to the letter of the law and not personal choices.

3b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

   Students retain the majority of the material pertaining to each discipline and are successful when presented with the opportunity to display this knowledge during follow on summer training and when they are assigned Leadership positions within the midshipman company.

3c. Use of Results (How did you use the findings?)
Techniques of instructors and student de-brief notes are used to improve teaching techniques and further understanding for future students.

4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

N/A

4b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

N/A

4c. Use of Results (How did you use the findings?)

N/A

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above* (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

N/A

5b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

N/A

5c. Use of Results (How did you use the findings?)

N/A

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

Lectures and exams are kept on file to compare different year groups in order to maintain the same level of instruction for future students. This data is monitored by the Executive Officer and Commanding Officer.
Assessment of Program Learning Outcomes
Report Form A

Naval Science (Instructional/Degree Program) N/A (Degree Level)

August 2006-May 2007 (Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

   Outcome 5: To demonstrate an understanding of personal, professional and ethical integrity and responsibility.

2. Strategies Used to Meet Learning Outcome (What did you do?)

   Specific scenarios are introduced to provide the students with an opportunity to study advanced ideals of leadership. These scenarios are based on actual events that have occurred in recent times and reflect the changing face of the Naval service.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

   Advanced terms and operations dealing with Leadership and Management for a junior officer are reemphasized to Navy and Marine Option students. Case studies and personal experiences from instructors are used to teach and emphasize aspects of each discipline to provide real world comprehension for the students.

3b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

   Students retain the majority of the material pertaining to each discipline and are successful when presented with the opportunity to display this knowledge during follow on summer training and when they are assigned Leadership positions within the midshipman company.

3c. Use of Results (How did you use the findings?)

   Techniques of instructors and student de-brief notes are used to improve teaching techniques and further understanding for future students.
4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

N/A

4b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)

N/A

4c. Use of Results (How did you use the findings?)

N/A

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above* (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

N/A

5b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)

N/A

5c. Use of Results (How did you use the findings?)

N/A

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.))

Lectures and exams are kept on file to compare different year groups in order to maintain the same level of instruction for future students. This data is monitored by the Executive Officer and Commanding Officer.
Assessment of Program Learning Outcomes
Report Form A

Naval Science
(Instructional/Degree Program) N/A
(Degree Level)

August 2006-May 2007
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

Outcome 6: To demonstrate an ability to communicate effectively with written, oral and visual means.

2. Strategies Used to Meet Learning Outcome (What did you do?)

Students are required to participate in Company physical training, close order drill and a weekly training lab. Various students are given the opportunity to present specific topics of interest to the company and given the chance to demonstrate basic leadership skills in different instances.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Point papers and presentations are assigned to determine the level of understanding the students possess on various real world topics. A semi-annual physical fitness test is given to access progress of physical fitness as well as random inspections of close order drill and uniform requirements to track the progress of students within the program.

3b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)

Varying levels of progress are noted across the different classifications of students. In some instances the newer students perform far better than upperclassmen in certain aspects of academics, military aptitude and physical fitness but these results can vary widely depending on incoming class size and makeup. The majority of the students show consistent, sustained performance and meet the basic requirements for a commission in the Navy or Marine Corps.
3c. **Use of Results** (How did you use the findings?)

   Historical data is compared to current data at the end of each school year to look for trends in performance. Negative trends require certain training aspects to be revised and reintroduced while positive trends are studied in order to maintain their current level of performance.

4a. **Second Direct Measure or Means of Assessment for Outcome above** (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

   N/A

4b. **Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

   N/A

4c. **Use of Results** (How did you use the findings?)

   N/A

5a. **Third Direct (or Indirect) Measure or Means of Assessment for Outcome above**

   (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

   N/A

5b. **Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

   N/A

5c. **Use of Results** (How did you use the findings?)

   N/A

6. **Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.))

   Lectures, exams, inspection results and physical fitness data is kept on file to compare different year groups in order to provide and maintain the same level of instruction for future students. This data is monitored by Class Advisors, the Executive Officer and the Commanding Officer.
Assessment of Program Learning Outcomes
Report Form A

Introduction to Philosophy
(Instructional/Degree Program)

Support Discipline
(Degree Level)

August 2008-May 2009
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

PHIL 2013

1. Program Learning Outcome (What did your program want from your students?)

Students will demonstrate a familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in philosophy.

2. Strategies Used to Meet Learning Outcome (What did you do?)

Utilize Philosophy courses to address key concepts related to other departments represented in the Department. For example, Political philosophy, philosophy of history, philosophy of linguistics, philosophy of religion, and philosophy of art. These measures will be assessed through exams, lectures, and case studies.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Pretests and posttests at the beginning and conclusion of the semester regarding central philosophical concepts and theories as related to other disciplines, with a score of 70% being passing or better.

3b. Results/ Findings (How did you do? Summarize Assessment Data Collected.)

At the beginning of the Fall 2008 semester, pretest was performed resulting in 55% of students below the passing level. Posttest given at the conclusion of the Fall 2008 semester, student scores resulted in 78% passage rate.

Pretest was performed at the beginning of the Spring 2009 semester with a 61% passage rate. Posttest will be performed at the conclusion of the Spring 2009 semester.

3c. Use of Results (How did you use the findings?)

These findings are used to assess, evaluate, and adapt the structure of the course for the semester in which the pretest was administered. In addition, the information is utilized in
an effort to adjust the pace of the presentation of the material, as well as striving to provide context for questions, dialogue, and opportunities for critical thinking to be displayed and for information to be exchanged between professor and student as well as between students during class time. In addition, I am providing lecture notes, videography, and intermittent online lectures in which I elaborate a given topic. This enriches, enhances, and facilitates student interaction with the philosophical material. Material available to students regarding these topics includes online resources such as the Stanford Encyclopedia of Philosophy, the Encyclopedia of Philosophy Online, professor blogs, Video Interviews with relevant philosophers, etc.

Professor will continue to be flexible and creative regarding student needs and interests in order to cause the material to have practical application to the major which they are pursuing.

4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

N/A

4b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)

N/A

4c. Use of Results (How did you use the findings?)

N/A

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above* (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

N/A

5b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)

N/A

5c. Use of Results (How did you use the findings?)

N/A

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.))

Documentation regarding pretests and posttests are located in files in the Philosophy
professor’s office. This is in the offices of the Department of Behavioral and Political Sciences located in the Woolfolk Building.

* May be repeated for means or measures over the three required.
Assessment of Program Learning Outcomes
Report Form A

Ethics
(Instructional/Degree Program)

Support Discipline
(Degree Level)

August 2008-May 2009
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

PHIL 2023

1. Program Learning Outcome (What did your program want from your students?)

Students will demonstrate a familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in ethics.

2. Strategies Used to Meet Learning Outcome (What did you do?)

Utilize Ethics courses to address key concepts related to other departments represented in the Department. Ethics applies to other disciplines with regard to moral decision-making, establishing healthy character qualities, referencing various theories of ethics in relationship to specific moral dilemmas in which students find themselves both as students and as future employees as well as in other areas of their lives. These measures will be assessed through exams, lectures, and case studies.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Pretests and posttests at the beginning and conclusion of the semester regarding central ethical concepts and theories as related to other disciplines, with a score of 70% being passing. Items include concepts such Metaphysics, Epistemology, Ethical Theory, Anti-Ethical Perspectives, and Applied Ethics.

3b. Results/ Findings (How did you do? Summarize Assessment Data Collected.)

At the beginning of the Fall 2008 semester, pretest was performed resulting in 58% of students below the passing level. Posttest given at the conclusion of the Fall 2008 semester, student scores resulted in 83% passage rate.

Pretest was performed at the beginning of the Spring 2009 semester with a 59% passage rate. Posttest will be performed at the conclusion of the Spring 2009 semester.
3c. Use of Results (How did you use the findings?)

These findings are used to assess, evaluate, and adapt the structure of the course for the semester in which the pretest was administered. In addition, the information is utilized in an effort to adjust the pace of the presentation of the material, as well as striving to provide context for questions, dialogue, and opportunities for critical thinking to be displayed and for information to be exchanged between professor and student as well as between students during class time. In addition, I am providing lecture notes, videography, and intermittent online lectures in which I elaborate a given topic. This enriches, enhances, and facilitates student interaction with the ethical material.

Professor will continue to be flexible and creative regarding student needs and interests in order to cause the material to have practical application to the major which they are pursuing.

4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

N/A

4b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)

N/A

4c. Use of Results (How did you use the findings?)

N/A

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above* (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

N/A

5b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)

N/A

5c. Use of Results (How did you use the findings?)

N/A
6. **Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

Documentation regarding pretests and posttests are located in files in the Philosophy professor’s office. This is in the offices of the Department of Behavioral and Political Sciences located in the Woolfolk Building.

* May be repeated for means or measures over the three required.
PROGRAM LEARNING OUTCOMES

**Outcome 1:** Students can apply knowledge of mathematics, physics and modern computing tools to model and solve relevant scientific, engineering or educational problems.

**Outcome 2:** Students can design and conduct experiments, as well as to analyze and interpret data.

**Outcome 3:** Students can describe, evaluate, and set in perspective, the impact of scientific and engineering solutions.

**Outcome 4:** The students can demonstrate that they act with personal and professional integrity and responsibility.

**Outcome 5:** Students can communicate effectively with written, oral and visual means.

COURSES ASSESSED

- **PHSC 3083** - Science of Everyday Life (A. Anil Kumar)
- **PHSC 4011** - Earth Science Laboratory (Brian Cudnik)
- **PHSC 4013** - Earth Science (Brian Cudnik)
- **PHYS 4103** - Advanced Physics Laboratory (Kevin A. Storr)

DEFINITIONS OF TERMS EMPLOYED

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<td>Test</td>
<td>▪ Percent of questions correctly answered</td>
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<td></td>
<td>▪ Number of students who made a “C” or above</td>
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<tr>
<td>Capstone Project</td>
<td>▪ Degree of creativity, clarity with which the project is posed and explained</td>
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<td>Term Paper</td>
<td>▪ Clarity of the paper, percent of specific types of literary form, number of compound sentences used</td>
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Assessment of Program Learning Outcomes
Report Form A - Outcome 1

__PHYSICS_________________  __________  __B.S.__________
(Instructional/Degree Program)  (Degree Level)

____January 2009-May 2009____
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

   Outcome 1: Students can apply knowledge of mathematics, physics and modern computing tools to model and solve relevant scientific, engineering or educational problems.
   Courses Assessed:
   PHYS 4103 - Advanced Physics Laboratory
   PHSC 4011 - Earth Science Laboratory

2. Strategies Used to Meet Learning Outcome (What did you do?)

   Students are given open-ended projects to design, set up, conduct measurements and report in the form of reports and class presentations. It involves computational techniques including simulations, data collection and analysis using IGOR (PHYS 4103) Students are asked to take measurements and make observations and interpret these based on prior knowledge and apply them to Earth Science issues such as climate change (PHSC 4011)

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

   PHYS 4103 - Capstone - Accuracy in data collection and reporting
   PHSC 4011 - Capstone - Accuracy in interpreting data and predicting climate change

3b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)

   Results will be reported end of spring 2009.

3c. Use of Results (How did you use the findings?)

   Reported later

4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.
Interviews with students in a specific category of performance.

4b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)
This measure will be implemented during spring 2009 after spring break.

4c. Use of Results (How did you use the findings?)
To be obtained.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above*
(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

5b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

5c. Use of Results (How did you use the findings?)

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator’s Office, etc.))

| Paper copies of tests. Located in the instructor’s office. |
| Assignments in TrueOutcomes and on the physics department website |

* May be repeated for means or measures over the three required.

This sample assessment report is based on one graciously provided by Johnson C. Smith University. It has been modified. It reflects the format offered by Nichols and Nichols in A Road Map for Improvement of Student Learning and Support Services through Assessment, 2005.
Assessment of Program Learning Outcomes
Report Form A - Outcome 2

PHYSICS
(Instructional/Degree Program) B.S.
(Degree Level)

January 2009-May 2009
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

   Outcome 2: Students can design and conduct experiments, as well as to analyze and interpret data.
   Courses Assessed:
   - PHYS 4103 - Advanced Physics Laboratory
   - PHSC 4011 - Earth Science Laboratory

2. Strategies Used to Meet Learning Outcome (What did you do?)

   PHYS 4103 - Students are given open-ended projects to design, set up, conduct measurements and report in the form of reports and class presentations.
   PHSC 4011 - Students are asked to take measurements and make observations and interpret these based on prior knowledge and apply them to Earth Science issues such as climate change.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

   PHYS 4103 - Final Exam - Presentation and Paper submission. Performance measured based on quality of presentation (instrument available) and the quality of paper submitted.
   PHSC 4011 - Take Home Assignment - Individuals make observations of natural phenomena, report and interpret what they see in the framework of the course.
   Performance measured based on quality of report submitted.

3b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

   Class grades, evaluations of presentations. Students performed extremely well. One aspect that arose was the absence of a laboratory manual. The students were expected to develop a laboratory manual for their specific experiment. Results to be obtained end of semester.
   For Earth Science Laboratory, students did very well. They were able to consider the material (such as images of Mars) and make inferences on the probable causes and evolutions of the surface features based on a few key principles in geology.
3c. Use of Results (How did you use the findings?)

PHYS 4103 - This course was taught for the first time in 2007. Students' responses during presentations were collected. These were used to formulate and refine the experiments for the second time (this spring). Also, in addition to student interviews, quantitative evaluations will be conducted at the end of spring 2009.

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

Paper copies of tests, presentations and reports. Located in the instructor's office.
Assessment of Program Learning Outcomes  
Report Form A - Outcome 3

PHYSICS ___________________ B.S. _________
(Instructional/Degree Program) (Degree Level)

January 2009-May 2009
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

| Outcome 3: Students can describe, evaluate, and set in perspective, the impact of scientific and engineering solutions. Courses Assessed: | |
| PHSC 3083 - Science of Everyday Life | |
| PHSC 4013 - Earth Science | |
| PHSC 4011 - Earth Science Laboratory | |

2. Strategies Used to Meet Learning Outcome (What did you do?)

| PHSC 3083 - Students were given CDs of speeches given by today’s prominent scientists and journalists or news articles, and were asked to listen to them and formulate their own opinions and evaluations of the topics presented by them. Example topics: Environmental impact of using and discarding plastics; Responsible use of fresh water; Ethical and humanistic approaches to sharing and conserving water; Re-formation of a school in Colorado. PHSC 4011 - Students were asked to read a news article on a topic in Earth Science or Space Science and describe the significance of the news in the field of Earth and Space Science, to include how it affects them personally. |

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

| Panel discussions. The students take sides on an issue. The instructor will serve as the moderator. Two topics were discussed in detail on two separate days. 1. What Does it Mean to be Educated? 2. What is your position on “Going Green”? Capstone. Ask questions in class, eg.,: importance of piece of equipment; are you able to tell if your results make any sense; do you have information from previous experiments (compare with other physics departments); do you see the big picture? Individual mentoring depending upon intervention as needed.|

3b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)
The first panel discussion was held on March 23rd. The second on March 30th. The session on March 23rd was video-taped. The students were active in discussing the various aspects of the topics. We are in the process of summarizing the notes to be presented at the end of the semester.

3c. Use of Results (How did you use the findings?)

Results will be reported end of spring 2009.

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator’s Office, etc.?)

Copies of DVD and panel assignments. Located in the instructor’s office. The Earth Science Laboratory news assignment was submitted through True Outcomes. Evaluations and copies of student reports can be found there.
Assessment of Program Learning Outcomes  
Report Form A - Outcome 4

PHYSICS ___________________  B.S. ____________  
(Instructional/Degree Program)  (Degree Level)

January 2009-May 2009  
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

| Outcome 4: The students can demonstrate that they act with personal and professional integrity and responsibility. |
| Courses assessed: PHSC 3083 - Science of Everyday Life  |
| PHSC 4013 - Earth Science |

2. Strategies Used to Meet Learning Outcome (What did you do?)

| PHSC 3083 - Lecture combined with a PowerPoint presentation: Make students aware of their discipline’s integrity and ethical responsibilities at the personal level and global level. Personal level issues include ascribing appropriate credit to material taken from others or realizing the impact one’s action on the environment. Global level issues include responsibility to communities at large regarding impact of experiments conducted and decisions taken. |
| Panel discussion: Specific topic chosen - “Impact of Household Chemicals on Environment” |
| PHSC 4013 - Students were asked to do eight critical thinking / diversity exercises in class over the course of the semester. These exercises deal with various issues related to Earth Science and how these are dealt with using critical thinking skills. |

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

| The main measure is student interaction in terms of participation in discussion, assuming a role, pros and cons of daily practices such as using plastic bags and trashing them, impact of such an action on ecology, a written article and specific recommendations made. |
| The critical thinking exercises are open-ended, which gave the students practical experience at considering various issues dealing with issues in science and culture. |
They were evaluated based on how complete they addressed the questions posed in each exercise.

3b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

These are being collected and will be reported end of this semester.

3c. Use of Results (How did you use the findings?)

To be completed end of spring 2009.

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator’s Office, etc.?)

Paper copies of articles. Located in the instructor’s office.
Assessment of Program Learning Outcomes
Report Form A - Outcome 5

PHYSICS ___________________ B.S. ____________
(Instructional/Degree Program) (Degree Level)

January 2009-May 2009
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

Outcome 5: Students can communicate effectively with written, oral and visual means.
Courses assessed:
PHYS 4103 - Advanced Physics Laboratory &
PHSC 3083 - Science of Everyday Life

2. Strategies Used to Meet Learning Outcome (What did you do?)

PHYS 4103 - Laboratory manuals developed for the newly designed experiments, Final reports of project details, data collected and analyzed, and conclusions stated clearly.
PHSC 3083 - Written papers and class presentations

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

PHYS 4103 -

3b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

PHSC 3083 - Students were given a specific topic to report on. Examples: impact of everyday chemicals on one’s health and on the environment. Mid-term presentation quality varied. One presentation was extremely good in terms of defining the topic, presenting the issues in a focused fashion and recommending solutions. Most others were less successful. Four presentations in particular were substandard, in the sense that too much text was used in the slides, the topic was not clearly presented or too many products were chosen, etc,

3c. Use of Results (How did you use the findings?)

Specific comments were made to the students about their individual level of presentations. Students are asked to revisit their presentations after the mid-term.
6. **Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator’s Office, etc.?)

Paper copies of tests. Located in the instructor’s office.
Assessment of Program Learning Outcomes
Report Form A

**POSC**
(Instructional/Degree Program)

**BA**
(Degree Level)

AY August 2007 – May 2008
(Assessment Period Covered)

**Instructions:** This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. **Program Learning Outcome** (What did your program want from your students?)

| Outcome 1: Students should be able to explain the institutions and processes pertaining to federal, state and local government. |

2. **Strategies Used to Meet Learning Outcome** (What did you do?)

| Faculty met to ensure all sections of American Government survey courses were aligned to this outcome. Faculty adopted a common textbook for all American Government survey courses. Faculty adopted common course syllabi for all American Government survey courses to ensure program-wide alignment and coverage of this outcome. Faculty adopted two (of four) common exams for all American Government survey courses. |

3a. **First Direct Measure or Means of Assessment for Outcome above** (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

| A Pre-Test/Post-Test of 25 multiple choice questions, drawn from actual exam questions American Government survey courses, was adopted. The POSC Program Assessment Plan’s assessment criteria stated assessment that at least 70% of the students will respond correctly to 70% of the post-test questions. |

3b. **Results/ Findings** (How did you do? Summarize Assessment Data Collected.)

| N for pre-test=110. N for post-test=119. Students recorded significant improvement in overall performance from pre-test to post-test by an average of +18 percentage points calculated for all 25 questions. However, despite this overall improvement, only 50% of the students answered 70% of the questions correctly. For three questions (on the Federal bureaucracy, on constitutional amendments and on Texas criminal procedure), students actually |

...
digressed, albeit only slightly, from the pre-test to the post-test. For one question on the federal bureaucracy, students digressed from 47% incorrect to 54% incorrect. For the question on constitutional amendments, the students digressed from 30% incorrect to 33% incorrect and on the question about Texas’s criminal procedures students digressed from 54% incorrect to 56% incorrect.

3c. Use of Results (How did you use the findings?)

The common syllabi were revised to reflect more time and intensive study of constitutional issues and the Federal bureaucracy. Faculty continue to incorporate and revise innovative teaching methods, such as multimedia instruction and use of web-based or web-assisted instruction to improve classroom instruction. Faculty have also adopted other teaching methods, including finding new incentives to encourage students to purchase and access the course text, such as offering one or two open book exams, offering writing-based extra credit assignments and extending office hours during midterms and finals.

4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

N/A: the POSC Program Assessment Plan utilizes only one direct measure to assess this learning outcome.

4b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

4c. Use of Results (How did you use the findings?)

After receiving feedback from the PVAMU SACS Core Assessment Team, the POSC Faculty met and agreed that there need to be additional measures, both direct and indirect, to assess Program Learning Outcomes. As such, the POSC Faculty designed several new measurement tools that will be used in the following cycle (see Form A Reports for AY August 2008 – May 2009).

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above*

(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

See 4a, 4c above.

5b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)
5c. **Use of Results** (How did you use the findings?)

6. **Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

| Raw data (student scantrons, student pre- and post-tests) are stored on file in the POSC Program Coordinator’s office. Processed data, in chart form, is stored electronically in both the POSC Program Coordinator’s office as well as the Division Head’s office. Older and more recent syllabi are stored electronically in both the POSC Program Coordinator and Division Head’s office. The POSC Program Coordinator is Dr. Michael Nojeim, located in Woolfolk 303. The Division Head is Dr. Walle Engedayehu, located in Woolfolk 102. |
Assessment of Program Learning Outcomes
Report Form A

POSC  
(Instructional/Degree Program)  

BA  
(Degree Level)  

AY August 2007 – May 2008  
(Assessment Period Covered)  

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

Outcome 2: Students should be able to explain the concepts, principles, theories and approaches used to understand and explain phenomena in political science. ii

2. Strategies Used to Meet Learning Outcome (What did you do?)

Faculty met to discuss course content of upper level courses. Faculty discussions also included a review of the core courses for the Political Science major, whereupon it was decided to expand the core requirements from 12 SCH to 15 SCH, including adding POSC 2123 Public Administration to the core requirements. The faculty also altered the curriculum by expanding the course offerings to include a new course, POSC 3313 Political Studies Through Film, which is designed to deepen and broaden students’ knowledge to be in alignment with this learning outcome.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

A multiple choice pretest/posttest was adopted that included questions from the Core Requirements majors courses and was administered to POSC majors while taking one of the upper level core courses. The POSC Program Assessment Plan’s assessment criteria stated that at least 70% of the students will respond correctly to 70% of the post-test questions.

3b. Results/ Findings (How did you do? Summarize Assessment Data Collected.)

N for pre-test=19. N for post-test=16. Students recorded significant improvement in overall performance from pre-test to post-test by an average of +13 percentage points calculated for all 10 questions. However, despite this overall improvement, at least 70% of the students scored correct answers for only 60% of the questions.
3c. Use of Results (How did you use the findings?)

As with Program Learning Outcome 1 (see Form A for August 2007 – May 2008) for POSC’s survey courses for non-majors, POSC majors students have had difficulty comprehending issues pertaining to constitutional governance. To be sure, the POSC Assessment Plan and associated assessment measures have clearly identified a deficiency in knowledge of constitutional issues for both POSC majors and students in the required American Government survey courses. In addition, POSC majors had difficulty with questions pertaining to the Comparative Politics and International Relations subfields of Political Science, but faculty were in agreement that this was because the post-test was given to students who had yet to take their International Politics core requirement course.

Faculty now focus more intensively on constitutional governance and constitutional issues in all levels of POSC courses. Faculty also proposed modifying both the content (more questions) and process (given near completion of the POSC major’s degree plan) of the pre-post test. This decision will be finalized in conjunction with the new assessment cycle, beginning September, 2009.

4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

N/A: the POSC Program Assessment Plan utilizes only one direct measure to assess this learning outcome.

4b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

4c. Use of Results (How did you use the findings?)

After receiving feedback from the PVAMU SACS Core Assessment Team, the POSC Faculty met and agreed that there need to be additional measures, both direct and indirect, to assess Program Learning Outcomes. As such, the POSC Faculty designed several new measurement tools that will be used in the following cycle (see Form A Reports for AY August 2008 – May 2009).

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above*

(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

See 4a, 4c above.

5b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)
5c. **Use of Results** (How did you use the findings?)

6. **Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

| Raw data (student scantrons, student pre- and post-tests) are stored on file in the POSC Program Coordinator’s office. Processed data, in chart form, is stored electronically in both the POSC Program Coordinator’s office as well as the Division Head’s office. The POSC Program Coordinator is Dr. Michael Nojeim, located in Woolfolk 303. The Division Head is Dr. Walle Engedayehu, located in Woolfolk 102. |

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\(^i\) Language altered slightly from original POSC Program Assessment Plan in response to feedback provided by the PVAMU SACS Core Assessment Team.

\(^ii\) Language altered slightly from original POSC Program Assessment Plan in response to feedback provided by the PVAMU SACS Core Assessment Team.
Assessment of Program Learning Outcomes
Report Form A

Social Work
(Instructional/Degree Program)  
BASW
(Degree Level)

Fall 2005- Spring 2008
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

Learning Outcome 1: Graduates will be able to demonstrate an understanding of the historical and philosophical antecedents of social policies and welfare services and their impact on current social welfare policy and services.

2. Strategies Used to Meet Learning Outcome (What did you do?)

Course alignment was performed in 2003 according to Council on Social Work Education (CSWE) Standards to ensure courses addressed learning objectives.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

70% of students will make 80% or higher on policy analysis research paper assessed by a pre-developed rubric.

3b. Results/Findings (How did you do? Summarize Assessment Data Collected.)

No present data sets exists however data will be available following Spring 09 semester.

3c. Use of Results (How did you use the findings?)

Data will be used to determine program and teaching effectiveness as well as assist with the Educational Policy and Accreditation Standards (EPAS) recertification of social work program. Data will also help instructors provide learners with feedback in an effort to improve students’ performances toward acquiring learning objectives and in enhancing students’ critical thinking skills.
4a. **Second Direct Measure or Means of Assessment for Outcome above** (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Oral presentation of policy analysis research paper assessed by pre-developed rubric.

4b. **Results/Findings.** (How did you do? Summarize Assessment Data Collected.)

No present data sets exists however data will be available follow Spring 09 semester.

4c. **Use of Results** (How did you use the findings?)

Data will be used to determine program and teaching effectiveness as well as assist with the Educational Policy and Accreditation Standards (EPAS) recertification of social work program. Data will also help instructors provide learners with feedback in an effort to improve students’ performances toward acquiring learning objectives and in enhancing students’ critical thinking skills.

5a. **Third Direct (or Indirect) Measure or Means of Assessment for Outcome above**

(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

Student self-efficacy surveys for – SOWK 3113, SOWK 3123. At least 70% of students will report being able to demonstrate an understanding of the historical and philosophical antecedents of social policies and welfare services and their impact on current social welfare policy and services.

5b. **Results/Findings.** (How did you do? Summarize Assessment Data Collected.)

Following are a summary of the results from 2005 to 2008.

In academic year 2005-2006, approximately 39 out of 49 students (79.6%) surveyed reported an understanding of the historical and philosophical antecedents of social policies and welfare services and their impact on current social welfare policy and services.

In academic year 2006-2007, approximately 28 out of 40 students (70%) surveyed reported an understanding of the historical and philosophical antecedents of social policies and welfare services and their impact on current social welfare policy and services.

In academic year 2007-2008, approximately 54 out of 57 students (94.7%) surveyed reported an understanding of the historical and philosophical antecedents of social policies and welfare services and their impact on current social welfare policy and services.
Since 2005 this indirect measure has been consistently met; in each of the academic years surveyed at least 70% of students surveyed reported an understanding of the historical and philosophical antecedents of social policies and welfare services and their impact on current social welfare policy and services.

5c. Use of Results (How did you use the findings?)

Data will be used to determine program and teaching effectiveness as well as assist with the Educational Policy and Accreditation Standards (EPAS) recertification of social work program. Data will also help instructors provide learners with feedback in an effort to improve students’ performances toward acquiring learning objectives and in enhancing students’ critical thinking skills.

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

Spreadsheet from True Outcomes from Social Welfare and Policy Services course. Students’ self-efficacy surveys from 2005 to 2008 are maintained in the Social Work Program Directors Office (W.R. Banks., Room 231)

* May be repeated for means or measures over the three required.
Assessment of Program Learning Outcomes  
Report Form A

Social Work  
(Instructional/Degree Program)  

BASW  
(Degree Level) 

Fall 2005- Spring 2008  
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

Learning Outcome 2: Apply knowledge and theoretical perspectives related to the biological, psychological, social, and cultural aspects of human behavior and social environment to life situations among individuals and between individuals and social systems.

2. Strategies Used to Meet Learning Outcome (What did you do?)

Course alignment was performed in 2003 according to Council on Social Work Education (CSWE) Standards to ensure courses addressed learning objectives.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Journal submitted on life-span development interviews with an older American. 70% of students will make 80% or better on journal assignment based on pre-developed rubric.

3b. Results/Findings (How did you do? Summarize Assessment Data Collected.)

No present data sets exists however data will be available following Spring 09 semester.

3c. Use of Results (How did you use the findings?)

Data will be used to determine program and teaching effectiveness as well as assist with the Educational Policy and Accreditation Standards (EPAS) recertification of social work program. Data will also help instructors provide learners with feedback in an effort to improve students’ performances toward acquiring learning objectives and in enhancing students’ critical thinking skills.
4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Oral presentations on journal project integrated with classroom learning experiences. 70% of students will make 80% or better on the journal assignment; oral assignment will be evaluated with pre-developed rubric.

4b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

No present data sets exists however data will be available following Spring 09 semester.

4c. Use of Results (How did you use the findings?)

Data will be used to determine program and teaching effectiveness as well as assist with the Educational Policy and Accreditation Standards (EPAS) recertification of social work program. Data will also help instructors provide learners with feedback in an effort to improve students’ performances toward acquiring learning objectives and in enhancing students’ direct practice as well as critical thinking skills.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above* (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

Student self-efficacy surveys for – SOWK 3133, SOWK 3143. At least 70% of students will self-report being able to apply the knowledge and theoretical perspectives related to the biological, psychological, social, and cultural aspects of human behavior and social environment to life situations among individuals and between individuals and social systems.

5b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

Following are a summary of the results from 2005 to 2008.

In academic year 2005-2006, approximately 36 out of 55 students (65.5%) surveyed reported being able to apply knowledge and theoretical perspectives related to the biological, psychological, social, and cultural aspects of human behavior and social environment to life situations among individuals and between individuals and social systems.

In academic year 2006-2007, approximately 41 out of 46 students (89.1%) surveyed reported being able to apply knowledge and theoretical perspectives related to the biological, psychological, social, and cultural aspects of human behavior and social environment to life situations among individuals and between individuals and social systems.

In academic year 2007-2008, approximately 74 out of 77 students (96.1%) surveyed
reported being able to apply knowledge and theoretical perspectives related to the biological, psychological, social, and cultural aspects of human behavior and social environment to life situations among individuals and between individuals and social systems.

This indirect measure has been met in all except 1 academic year. With the exception of academic year 2005-2006; in each of the other academic years surveyed at least 70% of students self-reported being able to apply knowledge and theoretical perspectives related to the biological, psychological, social, and cultural aspects of human behavior and social environment to life situations among individuals and between individuals and social systems.

5c. Use of Results (How did you use the findings?)

Data is used to inform instructors about teaching effectiveness in an effort to improve students’ performances toward acquiring learning objectives and in enhancing students’ critical thinking skills. Future data will be used to determine program and teaching effectiveness as well as assist with the Educational Policy and Accreditation Standards (EPAS) recertification of social work program.

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

Spreadsheet from True Outcomes from Human Behavior in the Social Environment course
Students’ self-efficacy surveys from 2005 to 2008 are maintained in the Social Work Program Directors Office (W.R. Banks., Room 231)

* May be repeated for means or measures over the three required.
Assessment of Program Learning Outcomes
Report Form A

Social Work
(Instructional/Degree Program)

BASW
(Degree Level)

Fall 2005- Spring 2008
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

   1. Learning Outcome 3: Graduates will be able to demonstrate research process – including methodology and ethical issues as well as to evaluate their own practice interventions and other relevant systems in order to add to the professional social work knowledge base.

2. Strategies Used to Meet Learning Outcome (What did you do?)

   Course alignment was performed in 2003 according to Council on Social Work Education (CSWE) Standards to ensure courses addressed learning objectives.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

   70% of students will make 80% of higher on final research paper based on pre-developed rubric.

3b. Results/ Findings (How did you do? Summarize Assessment Data Collected.)

   No present data sets exists however data will be available follow Spring 09 semester.

3c. Use of Results (How did you use the findings?)

   Data will be used to determine program and teaching effectiveness as well as assist with the Educational Policy and Accreditation Standards (EPAS) recertification of social work program. Data will also help instructors provide learners with feedback in an effort to improve students’ performances toward acquiring learning objectives and in enhancing students’ direct practice as well as critical thinking skills.
4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

70% of students will make 80% or higher on oral presentations of the research project based on pre-developed rubric.

4b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)
No present data sets exists however data will be available follow Spring 09 semester.

4c. Use of Results (How did you use the findings?)
Data will be used to determine program and teaching effectiveness as well as assist with the Educational Policy and Accreditation Standards (EPAS) recertification of social work program. Data will also help instructors provide learners with feedback in an effort to improve students’ performances toward acquiring learning objectives and in enhancing students’ direct practice as well as critical thinking skills.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above*
(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

Post student self-report survey for – SOWK 4123, SOWK 4133. 70% of students will self report understanding the research process – including methodology and ethical issues as well as to evaluate their own practice interventions and other relevant systems in order to add to the professional social work knowledge base.

5b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)

Following are a summary of the results from 2005 to 2008.

In academic year 2005-2006, approximately 24 out of 43 students (55.8%) surveyed reported understanding the research process – including methodology and ethical issues as well as to evaluate their own practice interventions and other relevant systems in order to add to the professional social work knowledge base.

In academic year 2006-2007, approximately 36 out of 40 students (90%) surveyed reported understanding the research process – including methodology and ethical issues as well as to evaluate their own practice interventions and other relevant systems in order to add to the professional social work knowledge base.

In academic year 2007-2008, approximately 51 out of 57 students (89.5%) surveyed reported understanding the research process – including methodology and ethical issues as well as to evaluate their own practice interventions and other relevant systems in order
to add to the professional social work knowledge base.

This indirect measure has been met in all except 1 academic year. With the exception of academic year 2005-2006; in each of the other academic years surveyed at least 70% of students’ self-reported understanding the research process – including methodology and ethical issues as well as to evaluate their own practice interventions and other relevant systems in order to add to the professional social work knowledge base.

5c. Use of Results (How did you use the findings?)

Data will be used to determine program and teaching effectiveness as well as assist with the Educational Policy and Accreditation Standards (EPAS) recertification of social work program. Data will also help instructors provide learners with feedback in an effort to improve students’ performances toward acquiring learning objectives and in enhancing students’ critical thinking skills.

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.))


* May be repeated for means or measures over the three required.
### Assessment of Program Learning Outcomes

#### Report Form A

<table>
<thead>
<tr>
<th>Social Work</th>
<th>BASW</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Instructional/Degree Program)</td>
<td>(Degree Level)</td>
</tr>
</tbody>
</table>

**Fall 2005- Spring 2008**

(Assessment Period Covered)

**Instructions:** This form should be used to report on each of your **Program Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. **Program Learning Outcome** *(What did your program want from your students?)*

   Learning Outcome 4: Graduates will be able to practice professional entry-level generalist social work at the micro, mezzo, and macro levels with diverse populations in rural and urban settings.

2. **Strategies Used to Meet Learning Outcome** *(What did you do?)*

   Course alignment was performed in 2003 according to Council on Social Work Education (CSWE) Standards to ensure courses addressed learning objectives. Course requires 36 hours of direct practice social work volunteer experiences in an instructor approve social service agency.

3a. **First Direct Measure or Means of Assessment for Outcome above** *(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.*

   70% of students will make 80% or higher on essays regarding direct practice volunteer experiences. Essay assignment will be assessed by pre-developed rubric.

3b. **Results/ Findings** *(How did you do? Summarize Assessment Data Collected.)*

   No present data sets exists however data will be available following Spring 09 semester.

3c. **Use of Results** *(How did you use the findings?)*

   Data will be used to determine program and teaching effectiveness as well as assist with the Educational Policy and Accreditation Standards (EPAS) recertification of social work program. Data will also help instructors provide learners with feedback in an effort to improve students’ performances toward acquiring learning objectives and in enhancing

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This document provides a structured approach to assessing program learning outcomes, focusing on the specific learning outcomes and strategies employed to meet them, along with the methods used for assessment and the implications of the findings.
students’ direct practice as well as critical thinking skills.

4a. **Second Direct Measure or Means of Assessment for Outcome above** (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Oral presentation over direct practice volunteer experiences integrated with classroom experiences. Oral presentation will be assessed by a pre-developed rubric.

4b. **Results/ Findings.** *(How did you do? Summarize Assessment Data Collected.)*

No present data sets exists however data will be available following Spring 09 semester.

4c. **Use of Results** *(How did you use the findings?)*

Data will be used to determine program and teaching effectiveness as well as assist with the Educational Policy and Accreditation Standards (EPAS) recertification of social work program. Data will also help instructors provide learners with feedback in an effort to improve students’ performances toward acquiring learning objectives and in enhancing students’ direct practice as well as critical thinking skills.

5a. **Third Direct (or Indirect) Measure or Means of Assessment for Outcome above***

(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

Student self-efficacy survey report for – SOWK 4176 & SOWK 4183; 70% of students surveyed each year will self report being able to apply entry-level generalist social work knowledge related with diverse populations in rural and urban settings.

5b. **Results/ Findings.** *(How did you do? Summarize Assessment Data Collected.)*

Following are a summary of the results from 2005 to 2008.

In academic year 2005-2006, approximately 36 out of 42 students (85.7%) surveyed reported being able to apply entry-level generalist social work knowledge related with diverse populations in rural and urban settings.

In academic year 2006-2007, approximately 27 out of 34 students (79.4%) surveyed reported being able to apply entry-level generalist social work knowledge related with diverse populations in rural and urban settings.

In academic year 2007-2008, approximately 43 out of 48 students (89.6%) surveyed reported being able to apply entry-level generalist social work knowledge related with diverse populations in rural and urban settings.

Since 2005 this indirect measure has been consistently met; in each of the academic years surveyed at least 70% of students surveyed reported being able to apply entry-level
generalist social work knowledge related with diverse populations in rural and urban settings.

5c. **Use of Results** (How did you use the findings?)

Data is used to inform instructors about teaching effectiveness in an effort to improve students’ performances toward acquiring learning objectives and in enhancing students’ critical thinking skills. Future data will be used to determine program and teaching effectiveness as well as assist with the Educational Policy and Accreditation Standards (EPAS) recertification of social work program.

6. **Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

   Spreadsheet from True Outcomes from Social Work Practice course. Students’ self-efficacy surveys from 2005 to 2008 are maintained in the Social Work Program Directors Office (W.R. Banks., Room 231)

* May be repeated for means or measures over the three required.
Assessment of Program Learning Outcomes
Report Form A

Sociology Program
(Instructional/Degree Program)

Undergraduate
(Degree Level)

August 2006 - May 2008
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

Upon completion of the sociology program, students will be able to define and apply basic sociological concepts used in micro and macro sociological theory.

2. Strategies Used to Meet Learning Outcome (What did you do?)

1. Faculty aligned course learning objectives with course materials and assignments. 2. Faculty identified current events and facilitated class discussion to reinforce concepts.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

1. Course-embedded examination (SOCG 2003 Minorities Exam 1). Faculty selected 4 items on the exam to determine the number of students who correctly answered questions related to defining and applying basic concepts.  
   A. (Question 4) The Power-Conflict perspective looks at the following Except: ways groups work together to ensure equality (Answer c) Definition
   B. (Question 15) A population of humans classified on the basis of certain hereditary characteristics that differentiate them from other groups refers to race as a biological notion. (Answer c) Definition
   C. (Question 24) Racist thinking inevitably leads to the following: differential treatment. (Answer a) Application
3b. **Results/ Findings** (How did you do? Summarize Assessment Data Collected.)

<table>
<thead>
<tr>
<th>Define:</th>
<th>Over eighty percent of the students (N=4) demonstrated the ability to define basic sociological concepts correctly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply:</td>
<td>Over ninety percent of the students (N=4) demonstrated the ability to apply basic sociological concepts correctly. Total Sample Size = 6</td>
</tr>
</tbody>
</table>

3c. **Use of Results** (How did you use the findings?)

1. Faculty continued to utilize and identify technological resources to reinforce the application of basic sociological concepts. 2. Faculty met and discussed the alignment of textbooks with course and program objectives and ultimately adopted new textbooks. 3. Faculty incorporated supplemental instructional material from the publisher.

4a. **Second Direct Measure or Means of Assessment for Outcome above** (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

1. Course-embedded examination (SOCG 2003 Minorities Exam 2). Faculty selected 4 items on the exam to determine how many students correctly answered for defining and applying basic concepts.
   A. (Question 6) A rank order of groups, each made up of people with presumed common cultural or physical characteristics interacting in patterns of dominance and subordination define which term? Ethnic stratification. (Answer d) Definition
   B. (Question 9) When a group or individuals ranks high on all three dimensions of stratification, this is an example of: Status consistency. (Answer b) Definition.
   C. (Question 17) A white resident of a college dormitory paints a racial slur on the door of a black resident. This is a case of: Micro discrimination (Answer a) Application
   D. (Question 18) The racial discrimination resulting from institutional practices such as the Jim crow is a case of macro discrimination. (Answer c) Application

4b. **Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

<table>
<thead>
<tr>
<th>Define:</th>
<th>On measure A, 100 percent of the students (N=4) demonstrated the ability to define basic sociological concepts correctly. However, measure B, 75% of the students (N=4) demonstrated the ability to define sociological concepts correctly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply:</td>
<td>On Measure C and Measure D, 100 percent of the students (N=4) demonstrated the ability to apply basic sociological concepts.</td>
</tr>
</tbody>
</table>

4c. **Use of Results** (How did you use the findings?)

Faculty continued to utilize and identify technological resources to reinforce the application of basic sociological concepts. 2. Faculty met and discussed the alignment of textbooks with course and program objectives and ultimately adopted new textbooks.
3. Faculty offered out-of-class experiences to reinforce practical applications of sociological concepts (Students were taken to Hurricane Torn areas….).

**5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above**

(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

| 1. Course-embedded written examination (SOCG 2013 Marriage and Families Exam I). Faculty selected 1 short answer essay item on the exam to determine how many students correctly answered for defining and applying basic concepts. Total Points Possible = 5. Below Average = less than 3 points; Average = 3 points; Above average = 5 points.  
A. (Question 2) Choose one or more of the following macro-level influences on the family and discuss how it has affected your own family: economic forces, social movements, technological innovations, popular culture, and family policies. Application |
|---|

**5b. Results/ Findings.** (How did you do? Summarize Assessment Data Collected.)

Application: 37% of the students (N=6) were below average; 63% of the students (N=10) were above examination. Total Sample Size = 16.

**5c. Use of Results** (How did you use the findings?)

1. Faculty incorporated supplemental instructional material from the publisher.  2. Faculty have incorporated critical thinking assignments.

**6. Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

1. The documentation is located in the program coordinator’s office.

* May be repeated for means or measures over the three required.
Assessment of Program Learning Outcomes
Report Form A

Sociology Program
(Instructional/Degree Program)

Undergraduate
(Degree Level)

2006-2008
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

Upon completion of the sociology program, students will be able to formulate research hypotheses, collect, and do basic analysis of data

2. Strategies Used to Meet Learning Outcome (What did you do?)

1. Faculty aligned course learning objectives with course materials and assignments.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

Course-embedded assignment. Faculty required students to keep Stat Notebooks SOCG 4053-P01 Spring 2007 to assess student mastery of analysis of research data.

Above Average = 16 – 25 Average = 8 – 15; Below Average= 7 and below

1. Frequency Distributions/Bar Charts and Histograms Race and Religion SPSS Healy Database.

3b. Results/ Findings (How did you do? Summarize Assessment Data Collected.)

1. Frequency Distributions
   N=27 Above average: 11 (41%) Average: 11 (41%) Below Average: 5 (18%).
Students consistently performed above average on basic statistic analyses; 41% of the students performed above average in analyzing frequency distributions.

2. Central Tendency

N=27
Above average: 11 (41%)
Average: 14 (52%)
Below Average: 2 (7%)

Students consistently performed above average on basic statistic analyses; 41% of the students performed above average in analyzing Central Tendency.

3. Standard Deviation and Mean

N=27
Above average: 14 (52%)
Average: 11 (41%)
Below Average: 2 (7%)

52% of the students performed above average on calculating and analyses of standard deviations.

4. Z-Scores

N=27
Above average: 14 (52%)
Average: 10 (37%)
Below Average: 3 (11%)

52% of the students performed above average on calculating and analysis of z-score measures.

3c. Use of Results (How did you use the findings?)

Faculty continued to utilize course material and technological resources in meeting learning objectives.

4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

N/A

4b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)

4c. Use of Results (How did you use the findings?)

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above* (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

5b. Results/Findings. (How did you do? Summarize Assessment Data Collected.)
5c. **Use of Results** (How did you use the findings?)

6. **Documentation** (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.?)

The documentation is located in the program coordinator’s office.

* May be repeated for means or measures over the three required.
Assessment of Program Learning Outcomes
Report Form A

Sociology Program
(Instructional/Degree Program)

Undergraduate
(Degree Level)

2006-2008
(Assessment Period Covered)

Instructions: This form should be used to report on each of your Program Learning Outcomes. You may not assess every program learning outcome every year, but you will have a report for each outcome based on the year (2004-present) that it was assessed.

1. Program Learning Outcome (What did your program want from your students?)

Upon completion of the sociology program, students will be able to evaluate the appropriateness of various theories and research methods for answering different types of empirical questions.

2. Strategies Used to Meet Learning Outcome (What did you do?)

2. Faculty aligned course learning objectives with course materials and assignments. 2. Faculty identified current events and facilitated class discussion to reinforce concepts.

3a. First Direct Measure or Means of Assessment for Outcome above (Direct: Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

2. Course-embedded examination (SOCG 1013 – P03 Spring 09 Exam 1). Faculty selected 3 items on the exam to evaluate students’ identification and application of appropriate theoretical perspectives in empirical research.
   A. (Question 9(a) and 5(b). As the text illustrates, one explanation for the high divorce rate in the US is the result of changes in the meaning of marriage and divorce. This is an example of the ___ perspective in explaining US divorce rates (Answer c) Application
   B. (Question 10(a) and 6(b). From the conflict perspective, according to the text, the increase in the rates of divorce in the US might be a sign that ____. (answer c) Application.
   C. (Question 11(a) and 7(b) The ___perspective, according to the text, explains that in order to understand divorce rates we need to look at how other institutions in society are impacting family life. (Answer d) Application.
3b. Results/ Findings (How did you do? Summarize Assessment Data Collected.)

| A. | On question 9, twenty five percent of the students (N=12) demonstrated the ability to apply appropriate theory to an empirical research question by selecting the correct answer. |
| B. | On question 10, forty two percent of the students (N=20) demonstrated the ability to apply appropriate theory to an empirical research question by selecting the correct answer. |
| C. | On question 11, forty percent of the students (N=19) demonstrated the ability to apply appropriate theory to an empirical research question by selecting the correct answer. |

Total Sample Size N=48

3c. Use of Results (How did you use the findings?)

2. Faculty increased curricular emphasis on theoretical application in research processes. 2. Faculty met and discussed the alignment of textbooks with course and program objectives and ultimately adopted new textbooks. 3. Faculty incorporated supplemental instructional material from the publisher as well as readings and articles designed to illustrate a variety of theoretical insights and research methods used in social research.

4a. Second Direct Measure or Means of Assessment for Outcome above (Pre-Post Test; Capstone; Licensure Exam; etc.). Briefly explain the means or measure and how you determined achievement.

2. Course-embedded examination (SOCG 2033 Social Psychology Spring 2009 Exam 1). Faculty selected 2 items on the exam to evaluate students’ application of appropriate research methods in answering an empirical question.
   A. (Question 13) A social psychologist is interested in aggression, and wants to study the phenomenon of adolescents bringing weapons to school and killing their classmates and teachers. Which methods would be most appropriate for this type of research? (Answer c) Application
   B. (Question 14) In which technique do people report their beliefs, feelings, or behaviors to the researcher? (Answer a) Definition.

4b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

Apply: On Measure A, seventy-eight percent of the students demonstrated the ability to apply appropriate research methods in answering an empirical question (N=25)

Define: On Measure B, seventy-two percent of the students demonstrated the ability to define the appropriate research technique used in empirical study (N=23)

Total Sample = 32.
4c. Use of Results (How did you use the findings?)

Faculty continued to utilize and identify technological resources to reinforce the application of appropriate research methods in answering empirical questions.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Outcome above*

(Direct: Pre-Post Test; Capstone; Licensure Exam; etc.; Indirect: Alumni Survey; Interviews; NSSE; etc.). Briefly explain the means or measure and how you determined achievement.*

2. Course-embedded written examination SOCG 2013 Marriage and Families Fall 2009 (Exam 1). Faculty selected a writing assignment on the exam to determine how accurately students articulated their understanding of the application of theory in empirical research.
   A. (Question 5) You are interested in studying teen suicide to assist you in counseling a family whose child attempted suicide. Compare how the Ecological and Family Life Course Development perspectives might approach the issue. Application

5b. Results/ Findings. (How did you do? Summarize Assessment Data Collected.)

Below Average: 0 – 4 points; Average: 5 – 7 points; Above Average: 8 – 10 points.
Application: 37.5% of the students (N=3) were assessed as below average and average. 25% of the students (N=2) were assessed as being above average on the written assignment.
Total Sample size = 8

5c. Use of Results (How did you use the findings?)

2. Faculty incorporated supplemental instructional material from the publisher. 2. Faculty incorporated more written, critical thinking assignments.

6. Documentation (What is the evidence (e.g. Licensure Exam Summary Results, Spreadsheet from True Outcomes from Capstone Course, etc.)? Where is it located (e.g. Assessment Coordinator's Office, etc.))

2. The documentation is located in the program coordinator’s office.

* May be repeated for means or measures over the three required.
Assessment of Program Learning Outcomes
Report Form A

SPANISH
(Instructional/Degree Program)

B.A.
(Degree Level)

AUGUST 2007-MAY 2008
(Assessment Period Covered)

Instructions:

1. Program Learning Outcome

   Outcome 1: To acquire a knowledge of the major historical periods and literary movements in Hispanic literature.

2. Strategies Used to Meet Learning Outcome

   Presented the content through readings and lectures in Spanish 3033.

3a. First Direct Measure or Means of Assessment for Outcome above

   Student composition assignment to the eight students enrolled in the class over a topic in Peninsular Spanish literature since 1850 with a targeted criteria level of 70%.

3b. Results/ Findings

   With a class average of 91.25%, individual students performed at the 85% to the 100% level, well above expected.

3c. Use of Results (How did you use the findings?)

   The very good and quite homogeneous results that are much better than the other components of the class indicate that students perform better when they are given out of class assignments that have a research component and sufficient time to complete them.

4a. Second Direct Measure or Means of Assessment for Outcome above

   Comprehensive final exam for the students enrolled in the class over the major historical periods and literary movements in Peninsular Spanish literature since 1850 with a targeted criteria level of 70%.

4b. Results/ Findings

   With a class average of 78.4%, individual students performed at the 70% to the 92% level, well above expected.
4c. Use of Results

Results suggest that there is a need to reinforce in-class learning with additional outside of class assignments and opportunities that include additional information on the class eCourse and access to sources on the Internet.

5a. First Indirect Measure of Assessment for Outcome above

Course completion rate.

5b. Results/ Findings

Seven of the eight students enrolled in the class (88%) completed the course with the minimum grade (C) or better needed to use this course for the Spanish major. The student who did not reach this mark did show up to take major class assessments such as the midterm exam and the final exam.

5c. Use of Results

With such a small program, one of our primary concerns is retention of the students that we have. Spanish 3033 is one of the important survey of literature courses that all students need for the Spanish major. So having a high successful course completion rate helps the program.

6. Documentation

a. Forms: student compositions and final exams
b. Location: office of Dr. Henriquez, Hilliard Hall Office 217 and TrueOutcomes
Assessment of Program Learning Outcomes
Report Form A

SPANISH
(Instructional/Degree Program)  B.A.
(Degree Level)

AUGUST 2008-MAY 2009
(Assessment Period Covered)

1. Program Learning Outcome

| Outcome 1: To demonstrate the use of academic Spanish vocabulary and structures. |

2. Strategies Used to Meet Learning Outcome

| In the basic courses (Spanish 1013 & 1023), the students presented and practiced the content through assignments in the course text, classroom practice, TrueOutcomes activity, and My Spanish Lab digital text, audio, and video exercises. In the upper-level course (Spanish 4043), the professors introduced and the students practiced linguistic terms. |

3a. First Direct Measure of Assessment for Outcome above

| We used a TrueOutcomes assignment that included a rubric to assess grammar and vocabulary. |

3b. Results/Findings

| To represent the entire BA student population for this assessment period, we used the students enrolled in Spanish 1013 P01 and P02. All students reached or passed the criteria of 60% (the minimum passing score) vocabulary (N=35) and 69% of the expected 100% of students reached or passed the criteria of 60% (also, the minimum score to pass) on grammar (N=35). |

3c. Use of Results

| The grammar results indicate that the instructors need to work more on the grammatical structures in class and outside of class (with the online exercises from My Spanish Lab). Instead of limited numbers of students being required to complete online grammar and vocabulary exercises in My Spanish Lab, instructors teaching all sections of Spanish 1013 and 1023 assigned these beginning January, 2009. |

4a. Second Direct Measure or Means of Assessment for Outcome above

| Students were required to complete 124 digital exercises (in text, audio and video digital |
form) corresponding to each of five chapters on the online Pegasus My Spanish Lab site (Fall 2008). In addition, the same requirement has been in effect for all sections of Spanish 1013 and 1023 for Spring 2009.

4b. Results/ Findings

During the Fall 2008 semester, students in eleven (11) sections of Spanish 1013 representing 330 students had different levels of success with the over 125 digital exercises, with the overall average of 42%. All students (100%) are expected to complete the digital exercises, since this is a required part of the class. Although it was reported that many of the students in some of the sections of this class did not purchase either the required text or the required code for My Spanish Lab digital exercises, no specific numbers were determined. Some students reported losing their books in many of the sections. Results for Spring 2009 dealt with 19 sections of Spanish 1013 and 1023 with a total of 841 students purchasing the access to and beginning the digital component of the class. This was a marked increase in the number of students doing at least some of the digital exercises, but the overall average in performance remained low at 46.2% with an exercise completion rate of just 32.8%. Results differed significantly according to instructor, with students of one instructor averaging 81% in two traditional classes and with students of other instructors averaging 27% (two classes) and 32% (five classes).

4c. Use of Results

There was a concerted effort the following semester (Spring 2009) to get students to purchase required textbooks and enroll in the My Spanish Lab program for practice with basic vocabulary and structures. It was then than instructors took their students to the Multimedia Language Lab to help them to purchase via the Internet the required registration code (when needed) and sign up to use the program. In the future two actions will be taken. First, a heavier weight for the final grade average (20% instead of 10%) will be given to the digital component, and second, instructors with consistently low student results on the digital exercises will be more closely monitored by the My Spanish Lab site administrator during the semester, and feedback will be given to those instructors whose students are not performing well.

5a. Third direct Measure of Assessment for Outcome above

Final exam administered to the six students enrolled in Spanish 4043 with a criterion level of 70% on the vocabulary.

5b. Results/ Findings

One of the areas that the final exam for Spanish 4043 tested three separate areas: knowledge of linguistic vocabulary. Results showed that students were generally able to correctly define and apply the basic concepts at the criteria level of 70%, N=6.
5c. Use of Results

Results indicate that students need to continue to spend the time and effort to increase their vocabulary in the linguistic sphere.

6a. First Indirect Measure or Means of Assessment for Outcome above

Survey to assess level of perceived ability of students to use basic vocabulary and structures.

6b. Results/Findings

Forty-six students from two sections of Spanish 1013 volunteered to participate in the April 2009 survey. Thirty-nine of them, or 85% felt that they would be prepared to take the sequence course.

6c. Use of Results

Findings support the results from TrueOutcomes, but do not support those from My Spanish Lab.

7. Documentation

a. Forms: TrueOutcomes exercise; reports on student use of My Spanish Lab in 11 Spanish 1013 classes (December, 2008) and 11 Spanish 1013 and 7 Spanish 1023 classes (May 2009); and student survey.

b. Location: online artifacts in TrueOutcomes and department records for the My Spanish Lab reports (Dr. Sullivan, 210 Hilliard Hall).
1. Program Learning Outcome

Outcome 2: To define and apply basic linguistic concepts and processes as they relate to the teaching, learning and acquisition of Spanish.

2. Strategies Used to Meet Learning Outcome

a. Presented and practiced basic linguistic concepts through assignments in the course text and classroom practice
b. Had students transcribe Spanish passages using broad phonetic symbols.

3a. First Direct Measure or Means of Assessment for Outcome above

The fourteen students enrolled in Spanish 4043 were required to give a short definition of ten linguistic terms in Spanish at a targeted criteria level of 70%.

3b. Results/Findings

With a class average of 82%, all students but one met the criteria level.

3c. Use of Results

Results showed that students were able to learn the basic linguistic concepts presented in class.

4a. Second Direct Measure or Means of Assessment for Outcome above

Thirteen students in Spanish 4043 were to use broad phonetic transcription to transcribe five sentences sentences in Spanish at a targeted criteria level of 70%.

4b. Results/Findings

With a class average of 85.6%, students performed admirably.

4c. Use of Results
Results support the need to continue extensive explanation and practice in class with phonetic transcriptions.

5a. First Indirect Measure of Assessment for Outcome above

Twelve of the fourteen students enrolled in Spanish 4043 volunteered to take a survey of perceived acquisition of course material and skills.

5b. Results/Findings

Two students (17%) felt that they had learned a little, six (50%) felt that they had learned quite a bit, and four (25%) felt that they had learned much more than expected. Qualitative data showed that about half of the students felt that the material was covered too quickly and that more time for practice was needed. They also liked the instructor’s approach, especially his high energy level and felt that other students of Spanish should take this course with this instructor.

5c. Use of Results

Results add to the validity of the good scores that students received on the above-mentioned direct measures. They also show a need to allot substantial time to practice, especially with the phonetic transcriptions.

6. Documentation
Assessment of Program Learning Outcomes
Report Form A

SPANISH
(Instructional/Degree Program)

B.A.
(Degree Level)

AUGUST 2008-MAY 2009
(Assessment Period Covered)

1. Program Learning Outcome

Outcome 2: Students will produce quality written compositions in academic Spanish through the development of critical and analytical skills.

2. Strategies Used to Meet Learning Outcome

Students reacted in written form to readings and lectures. Students wrote different styles of papers in Spanish: description, argumentation, narration, dialogues and research paper.

3a. First Direct Measure or Means of Assessment for Outcome above

Written compositions. The rubric used deals with the content and the form of the composition. Out of a total of 100 points, 50 were for content (25 for each: ideas and knowledge) and 50 were for form (25 for each: marks/punctuation and grammar/).

3b. Results/Findings

The student average on compositions is 93%, with the following averages for the different styles: description 90%; narration 92%; argumentation 94%, and dialogue 96%.

3c. Use of Results (How did you use the findings?)

Results indicate that the instructor can now incorporate more challenging topics for compositions and have the student proceed to the more difficult rhetorical devices.

4a. Second Direct Measure or Means of Assessment for Outcome above

A 100-point research paper based on different readings about a literary topic.

4b. Results/Findings
The student scored 93% on the paper, with excellent content and need for improvement with the placing of stress marks.

4c. Use of Results

Next semester the instructor will teach a composition class where she has decided to include this form of written communication for all students. She will also review the stress placement rules and specific grammatical structures.

5a. First Indirect Measure

Survey to assess level of perceived ability to write coherent paragraphs in Spanish.

5b. Results/ Findings

Results show a student concern with specific structures and orthography, namely, the correct placement of stress marks.

5c. Use of Results

Results show a need to place more emphasis in class on the mechanical aspects of writing compositions: grammar and orthography.

6. Documentation

a. Forms: Actual compositions and research paper

b. Survey

c. Location: office of Dr. Di Laura, Hilliard Hall 113 and on TrueOutcomes.
Assessment of Program Learning Outcomes
Report Form A

SPANISH
(Instructional/Degree Program)  B.A.
(Degree Level)

AUGUST 2007-MAY 2008
(Assessment Period Covered)

1. Program Learning Outcome

Outcome 3: Students will produce quality written compositions in academic Spanish through the development of critical and analytical skills.

2. Strategies Used to Meet Learning Outcome

Students reacted in written form to readings and lectures. Students wrote different styles of papers: description, argumentation, narration and dialogues.

3a. First Direct Measure or Means of Assessment for Outcome above

Six students in Spanish 3210 (Spanish composition) were asked to read twelve examples of types of written communication. Each answer was worth a point and a half, for a total of 18 points with a criterion level of 70% correct.

3b. Results/Findings

The criterion level of 70% was reached by three of the six students with a class average of 66%, an unexpectedly low level.

3c. Use of Results

Results show that students need more practice in identifying the types of written communication. Students need to be better able to identify the styles so that they can begin to write better using them.

4a. Second Direct Measure or Means of Assessment for Outcome above

Final composition. The six students were to write a 70-point argumentative composition in Spanish at the criterion level of 70%. The following matrix was used: content 20 points, and 10 points for each of the following: semantics; syntax; appropriateness and tone; orthography; and format.

4b. Results/Findings
The class average was 84.4% with all students passing the 70% mark.

4c. Use of Results
Results indicate that all students in class are now ready to take the culture, literature and linguistic courses where they will be required to write compositions.

5a. First Indirect Measure
Course completion rate

5b. Results/ Findings
All six students (100%) completed the course with the minimum grade needed to use this course for the Spanish major.

5c. Use of Results
With such a small program, one of our primary concerns is retention of the students that we have. Spanish 3213 is a course that all students need in order to communicate effectively in Spanish in written form, and such is needed to perform in the other 3000 and 4000-level courses.

6. Documentation

d. Forms: 18-point exercise and final composition.

  e. Location: office of Dr. John P. Sullivan, 210 Hilliard Hall
1. Program Learning Outcome

Outcome 3: To produce acceptable oral academic Spanish.

2. Strategies Used to Meet Learning Outcome

Presented the content through oral and visual stimuli to elicit student oral responses of varying lengths.

3a. First Direct Measure of Assessment for Outcome above

This outcome was measured for the four students enrolled in Spanish 3203 through graded student oral presentations in class.

3b. Results/ Findings

On a scale of 0-100, the students performed at the 25%, 39%, 80% and 98% levels on the graded oral presentations, with the native speakers out performing the non-native ones.

3c. Use of Results

Results indicate that the instructor who teaches this class needs to differentiate the mode of evaluation for the native and non-native Spanish speakers, with the native speakers being required to participate in more lengthy and difficult tasks, such as debates. Non-native speakers will give informative presentations and gradually move on to longer presentations of topics that require less common vocabulary.

4a. Second Direct Measure of Assessment for Outcome above

TrueOutcomes assignment based on the posted rubric based on 100 total points, with a criterion level of 70%.

4b. Results/ Findings

The native students performed at the 94% and 97% level, while the non-native students...
failed to follow the posted rubric and directions to record their presentation on the University Voice Over IP system.

4c. Use of Results

The Voice Over IP system is seen to be an excellent way to have students record oral presentations. Results show that this practice should be continued for future oral assignments. In addition, since two students were unable to do this task, additional assistance and/or directions need to be given in order to better avoid any problems of a technical nature.

5a. First Indirect Measure or Means of Assessment for Outcome above

Regular class attendance

5b. Results/Findings

Records show that of the four students enrolled in Spanish 3203, two students had acceptable attendance, while two students excessive absences and tardiness with only nine hours in class out of the total of 45.

5c. Use of Results

Results show that excessive absence from class results in failing grades. They suggest an increase in the weight of the attendance portion of the final grade to motivate all students to attend regularly and promptly.

6. Documentation

a. Forms: Rubric on TrueOutcomes; Record of student oral performance on presentations, attendance record
b. Location: office of Dr. Henriquez, 217 Hilliard and TrueOutcomes
Assessment of Program Learning Outcomes
Report Form A

SPANISH  
(Instructional/Degree Program)

B.A.  
(Degree Level)

AUGUST 2007-MAY 2008  
(Assessment Period Covered)

Instructions:

1. **Program Learning Outcome**

   Outcome 4: To acquire a basic understanding of Hispanic culture.

2. **Strategies Used to Meet Learning Outcome**

   Presented the Hispanic cultural content through readings, lectures, and films in Spanish 3033.

3a. **First Direct Measure or Means of Assessment for Outcome above**

   One independent study student to develop a portfolio to include contemporary Hispanic films from Spain and Argentina. The portfolios are to include the following three elements: author biographies (one third of the grade), a filmography (one third of the grade) and a critical bibliography (one third of the grade) at a targeted criterion level of 70%.

3b. **Results/ Findings**

   The student completed the task at the 100% level.

3c. **Use of Results** (How did you use the findings?)

   Results showed that the student was very interested in the topic and worked extremely hard at an optimum level to complete the task.

4a. **Second Direct Measure or Means of Assessment for Outcome above**

   One independent study student to develop a portfolio to include contemporary Hispanic films from Cuba and Mexico. The portfolios are to include the following three elements: author biographies (one third of the grade), a filmography (one third of the grade) and a critical bibliography (one third of the grade) at a targeted criterion level of 70%.
4b. Results/ Findings

The student completed the task at the 100% level.

4c. Use of Results

Results showed that the student was very interested in the topic as well. She worked extremely hard at an optimum level to complete the task.

5a. Third Direct Measure of Assessment for Outcome above

Use the portfolio method to show how movies are the most representative type of media to portray Hispanic culture and art in Argentina, Spain, Cuba and Mexico. The total points for this task are 100, 50% dealing with content and 50% with grammar at a criterion level of 70%.

5b. Results/ Findings

The student completed the task at the 100% level.

5c. Use of Results

Results show that the independent study student is an extremely motivated and able student.

6. Documentation

a. Forms: student portfolios
b. Location: office of Dr. Fernandez, Hilliard Hall Office 2002 and TrueOutcomes
Assessment of Program Learning Outcomes
Report Form A

SPANISH
(Instructional/Degree Program)

B.A.
(Degree Level)

AUGUST 2008 - MAY 2009
(Assessment Period Covered)

1. Program Learning Outcome

Outcome 4: To define and apply basic linguistic concepts and processes as they relate to the teaching, learning and acquisition of Spanish.

2. Strategies Used to Meet Learning Outcome

   c. Presented and practiced basic linguistic concepts through assignments in the course text, classroom practice, and assigned homework
   d. Assigned compositions in which students were required to describe linguistic (in this case, phonetic) processes.
   e. Had students transcribe Spanish passages using broad phonetic symbols.

3a. First Direct Measure or Means of Assessment for Outcome above

   A pre-test administered in Spanish 4043 (Spanish Phonetics) to the six enrolled students.

3b. Results/ Findings

   The pre-test in SPAN 4043 showed that students did not have a grasp of concepts related to phonetics (class average of 23.9%) or of phonetic processes (11.7%) upon entering class. This was surprisingly low, since some of the students had already taken Spanish 4063 (Spanish Applied Linguistics), a course with a chapter on basic phonetic terms and processes.

3c. Use of Results

   Results showed a need to start from the most basic of linguistic terms and processes in this class, and proceed at a slower rate than usual.

4a. Second Direct Measure or Means of Assessment for Outcome above

   Final exam with a criterion level of 70%.

4b. Results/ Findings
The final exam for Spanish 4043 tested three separate areas: knowledge of phonetic concepts, ability to write grammatically-correct essay responses describing phonetic processes, and to phonetically transcribe Spanish text. Results showed that students were able to correctly define phonetic concepts (half of the students performed above the criteria level of 70%, N=6). They were less able to correctly classify consonants and vowels (one third of the students performed above the criteria level of 70%, N=6). Two thirds performed just under or above the criteria level of 70%, N=6) in writing grammatically-correct essay answers describing phonetic processes and no students reached the criteria level of 70% for phonetic transcriptions, N=6). Results for Spanish 4043 showed that students were generally able to correctly learn and apply concepts of grammar to the teaching, learning and acquisition of Spanish to a high degree.

### 4c. Use of Results

The instructor will use considerably more class time to have students practice the phonetic transcriptions in Spanish. In addition, more time needs to be allotted to dialectal variation in the Spanish-speaking world in this class.

### 5a. First Indirect Measure of Assessment for Outcome above

- Purchase of the required textbook targeted at 100% for six enrolled students.

### 5b. Results/ Findings

A new phonetic text was used for this class, one that could not be purchased at used book prices. Records show that despite repeated attempts to get/motivate students to purchase the required text, only 17% (one out of six) of the students in class purchased it.

### 5c. Use of Results

In the future an older text will be used so that students can purchase it online at a huge discount, thus enabling more, if not all students to better prepare for class and come to class with a book.

### 6. Documentation

- Forms: pre-test and student final exams
- Location: in the instructor’s office (Dr. Sullivan, 210 Hilliard Hall) and on TrueOutcomes