2013 – 2014 Summary of Executive Summaries

A review of the 2013 – 2014 Executive Summaries submitted by CUNE Department chairs supports that the goal of the assessment process is first and foremost the improvement of student learning as it applies to courses, across programs and in post-graduation endeavors. Each report exemplifies careful consideration of assessment outcomes that involve not only departmental faculty but also administration and support staff. Indices of action plans for many departments suggest the assignment of specific outcomes to specific individuals and continuation into subsequent assessment cycles if indicated.

Additional points noted in the Executive Summaries:

* Careful consideration of assessment tools and adjustments made as needed in order to accurately measure student outcomes.
  + Specifically developing more objective criteria to share with students:

“The faculty understands that it is our responsibility to establish more objective criteria that can be shared with our students so they have a clearer understanding of how to be successful as a BFA candidate”

* Extensive involvement of all department members working together to improve the assessment process in order to improve excellence within their disciplines: “The Department of Business is continually attempting to accomplish both its mission and broad-based goals. We believe that our assessment plan is set up to measure our progress toward achieving both and, therefore, the plan supports excellence in business education.”
* Attention to traditional and nontraditional course delivery: “The foundations laid with the undergraduate program have been scalable to provide a unified assessment structure for all face-to-face, online, undergraduate, and graduate offerings.”
* Specific action plans designed to improve student outcomes: “Individuals who demonstrate a pattern of low scores will receive consideration for a specific personal development plan designed to assist with teacher candidate with development of specific skills related to the assessment criteria.”
* Use of technology: “Continued development and refinement of the online tutorial on creating an electronic portfolio that is accessible to all students in our HHP programs through various and appropriate links.”
* Application of assessment outcomes to recruitment and successful completion of programs: “A lack of solid pre-calculus preparation continues to be a concern for our department. This reality could continue to make it difficult to attract students who will have a reasonable chance of successfully complete and mathematics or computer science program.”
* Application of assessment outcomes to retention: “ Relationships between new and returning students”
* Strong relationship of assessment to departmental mission: “We were pleased to find that the four program learning outcomes described in our department mission statement had a strong presence in our research courses.”
* Dedication of faculty to student success: “In previous courses it had been noted that students who attempted to analyze their data without the professors consultation did not always produce scientifically appropriate inferences and interpretations and thus did not meet his expectations for quality of work in the final product. In an effort to improve the quality of research in his class, the professor made a concerted effort to meet with his students individually when they analyzed their research data. He found this to be an effective way to improve the quality of his students’ work in the course.”
* Commitment to quality student work: “When students were expected to show a log of their work and time spent on a regular basis, he found they spent significantly more time on their research projects (went from an average of 48 hours/student/semester in 2013 to 81 hours/ student/semester in 2014) and the quality of their research projects improved.”