2014 – 2015 Summary of Departmental Executive Summaries

A review of the 2014 – 2015 Executive Summaries submitted by CUNE Department chairs support that the goal of the assessment process is first and foremost the improvement of student learning. An increased level of focus by departments on assessment was a result of the Assessment Committee’s revision of processes and forms and having three seminars dedicated to assessment throughout the academic year. Each report exemplifies the involvement of entire departments in careful consideration of assessment outcomes and analysis and interpretation of results.

Important points noted in the Executive summaries include:

1. **Assessment questions addressed high-level student outcomes that are crucial for success in the classroom and in the field**.
	1. Examples
		1. Art: BFA candidate should be able to present work in a professional manner.
		2. Science: Are students in science labs where data is collected making appropriate conclusions about what was examined in their experiments or are they just repeating their results
		3. Social Science: Can students create a report demonstrating analysis and synthesis of information?
2. **Overall outcomes may have been acceptable but careful examination of data revealed deficiencies in sub-areas that needed continued improvement. Specific action plans were developed to address these areas**.
	1. Art: The faculty was pleased with the overall outcome of the assessment questions, but understand that issues for improvement were evident in the expectations of the artist statement and will need to be addressed and corrected….the following criterion will be given special attention.
		1. The faculty will focus on helping BFA candidates establish content in the artist statement that expresses a logical sequence of ideas and clarification of thoughts. This will be accomplished by
			1. Working individually with candidates to develop strong statements that meet the criteria expected by the department
			2. Multiple proofreading sessions will take place
			3. Examples of strong statements will be provided
			4. Deadlines will be set and followed
			5. Grades will be assigned
	2. ECTA: While students had success in the basic requirements of the public presentation and their physical stance in delivering it, they inadequately offered supportive evidence and oral delivery, two essential components in a presentation to an audience.
		1. ECTA courses will offer more informal oral practice in order for students to continue developing and delivering presentations, both in academic and real-world settings.
			1. By offering students a real-world audience, perhaps they will work more effectively at the development and oral delivery of their presentations
	3. Computer Science: The level of mastery for loops seems to be acceptable. The assessment indicates that more attention needs to be focused on the development of skills involving conditionals and calculations.
	4. Social Science: After completing this process twice over the course of the academic year we realize the need to target specific student weaknesses in relation to writing. For example, many students had difficulty correctly citing sources, organizing their paper logically, and using correct grammar.
3. **Results were used for the improvement of teaching**.
4. Computer Science: More emphasis will be placed on developing the logic skills needed to correctly implement conditionals and calculations. Focusing on the mental models involved as well as the simple syntax of the programming language will complement the logic skills and understanding that are reinforced in the lectures and homework. Program quizzes will be incorporated into the course to check the students understanding and recall of the programming language.
5. Math: We will focus on early intervention more than we have in the past. Early in the semester we will use quizzes and tests to determine if students are learning the material at a level necessary to be successful for the remainder of the semester and in future courses.
6. Science:
	* 1. Emphasize the importance of what influenced the survival of all three bacteria species rather than the textbook emphasis on spore formers.
		2. Plans to increase the number of times students are required to carry out this analysis by requiring it in labs where the analysis is appropriate.
		3. Spend more time in class helping students achieve and understand their results so that they will better be able to state their results and the quality of their results
7. **The assessment process was also evaluated and several departments revised their data collection tools, and or process.**
	1. Education: In our interim report, questions were raised about inter-item reliability (IRR) and applicability of the task to some of the students included in the study. To resolve these methodological problems, three significant changes were made in the procedures for the second semester:
		1. Lesson plans submitted as part of the Student Teachers’ “Teacher Work Sample” were *not* included in the samples evaluated for the reasons cited above. This resulted in a restatement of our first assessment question: “.”
		2. The scoring rubric was changed. A subcommittee of Education faculty met to rev more differentiation in assessing separate planning skills. The descriptors for all lesson plan criteria were more explicitly described.
		3. The scoring process was changed
	2. ISML: In our January 2015 assessment, we decided to modify our reflection prompts to ensure that students have an opportunity to reflect on and express cultural awareness, understanding, and sensitivity. We changed our prompts, but only had one student who completed a reflection from a capstone course. We hope to be able to have more implementation of the cultural awareness/understanding/sensitivity prompts in the fall semester.
8. **Several departments will continue, or slightly revise the 2014 – 2015 assessment outcomes in 2015 - 2016.**
	1. Art, Education, ECTA, HHP, ISML, Computer Science, Math, Music