

2016 – 2017 Summary of Departmental Executive Summaries

The 2016-2017 Assessment Cycle is the third cycle completed using the processes and forms established starting in the 2014-2015 academic year. The engagement in the assessment process by faculty continued to be evident in the quality of assessments that were completed and in faculty engagement.

A review of the 2016 – 2017 Executive Summaries submitted by CUNE Department chairs continue to support that the goal of the assessment process is first and foremost the improvement of student learning. Each report continues to exemplify 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 academic skills:**
 - a. Art – Is the BFA candidate capable of presenting his or her work clearly and with astute personal insight?
 - b. Business & Math - 1. Are students demonstrating an understanding of key concepts from business and able to integrate relevant sources? - 2. Are they writing well?
 - c. ECTA - Can students effectively communicate the definition and use of a theory within their discipline?
 - d. HGCJ - Can students analyze information relating to a specific topic/thesis?
 - e. Human & Social Sciences- 1. Were students able to analyze information relating to a specific topic at the proficient level? 2. Were students able to synthesize information relating to a specific topic at the proficient level? 3. Were student able to create an applied summary demonstrating analysis and synthesis of information in a well-organized presentation at the proficient level?
 - f. ISML – Are students demonstrating awareness, understanding, and appreciation of other cultures in the context of coursework that is part of the majors in the Department of ISML?
 - g. Music – What percentage of music majors are able to sing music at sight at a minimum acceptable level?
 - h. Natural and Computer Science – Are students able to use appropriate methods to verify the accuracy and robustness of their results?
 - i. Theology, Philosophy & Biblical Languages - 1. Can the student demonstrate good research skills in the construction of a research paper? - 2. Can the student write a research paper in the style of MLA?
- 2. Writing and research skills were the focus of several departments:**
 - a. Business & Math - 1. Are students demonstrating an understanding of key concepts from business and able to integrate relevant sources? - 2. Are they writing well?

- b. HG CJ - Can students analyze information relating to a specific topic/thesis?
 - c. Human & Social Sciences- 1. Were students able to analyze information relating to a specific topic at the proficient level? - 2. Were students able to synthesize information relating to a specific topic at the proficient level? - 3. Were student able to create an applied summary demonstrating analysis and synthesis of information in a well-organized presentation at the proficient level?
 - d. Theology, Philosophy & Biblical Languages - 1. Can the student demonstrate good research skills in the construction of a research paper? - 2. Can the student write a research paper in the style of MLA?
- 3. Assessment questions addressed post-graduate skills (in addition to writing and research questions noted in #2)that are specific to success in career and graduate school settings:**
- a. Art – Is the BFA candidate capable of presenting his or her work clearly and with astute personal insight?
 - b. CEL – Can a student enrolled in CEL 481 function with competencies of an entry-level DCE?
 - c. HHP – Does the degree to which an internship experience relates to a graduate school program and a student is applying to affect acceptance into that program?
 - d. ISML – Are students demonstrating awareness, understanding, and appreciation of other cultures in the context of coursework that is part of the majors in the Department of ISML?
- 1. Results were used for the improvement of teaching.**
- a. Art – definition criteria will be improved
 - b. Business & Math – use of the writing center will be encouraged
 - c. HG CJ - 1. Increase emphasis on writing process. - 2. Emphasize development of thesis statement
 - d. HSS - Improve iterative nature of the assignment in order to improve score
 - e. ISML - Department will focus on including intentional cultural competency components in all courses
 - f. Music - Improved rubric will 1. Improve feedback to students; 2. Support continued student improvement; 3. Improve student trust in the evaluation process
- 2. The assessment process was evaluated and several departments revised their data collection tools, and or process.**
- a. Art – improve rubric and application of the rubric
 - b. CEL – direct supervisors on the effective use of the assessment tool
 - c. HHP - 1. Expand data pool to include additional majors - 2. Extend to 2 year time frame - 3. Add additional variables (GRE;GPA)
 - d. HSS – address bias in the scoring of artifacts
 - e. ISML – improve rubric
 - f. Music – improve rubric
- 3. Several departments will continue, or slightly revise the 2016 – 2017 assessment outcomes in 2017 - 2018.**

- a. Art
- b. HHP
- c. HGCI
- d. HSS
- e. ISML
- f. Natural & Computer Science
- g. Theology, Philosophy & Biblical Languages

Summary of Executive Summaries					
Question	Outcome Goal	High Level academic skills	Improve Assessment	Improve Instruction	Post graduate skills
Art – Is the BFA candidate capable of presenting his or her work clearly and with astute personal insight?	Not achieved		Improved rubric. Work on application of rubric	Improve definition of criteria	Skills needed by artist in the field.
Business & Math 1. Are students demonstrating an understanding of key concepts from business and able to integrate relevant sources? 2. Are they writing well?	Achieved	Integration of sources. Writing		Encourage use of writing center.	
CEL – Can a student enrolled in CEL 481 function with competencies of an entry-level DCE?	Achieved		Direct supervisors on effective use of assessment tool.		Skills needed for position in field
ECTA - Can students effectively communicate the definition and use of a theory within their discipline?	Achieved	Communication of Theory			
HHP – Does the degree to which an internship experience relates to a graduate school program and a student is applying to affect acceptance into that program?	Not enough data		1. Expand data pool to include additional majors 2. Extend to 2 year time frame 3. Add additional variables (GRE;GPA)		Internship relation to grad school acceptance
HGCJ - Can students analyze information relating to a specific topic/thesis?	Not achieved	Analysis of information		1. Increase emphasis on writing process. 2. Emphasize development of thesis statement.	
Human & Social Sciences- 1. Were students able to analyze information relating to a specific topic at the proficient level? 2. Were students able to synthesize information	Not achieved	Analyze, synthesize, summarize	Address bias in scoring of artifacts.	Improve iterative nature of the assignment in order to improve scores.	All are important skills for graduate work and careers in the field.

relating to a specific topic at the proficient level? 3. Were student able to create an applied summary demonstrating analysis and synthesis of information in a well-organized presentation at the proficient level?					
ISML – Are students demonstrating awareness, understanding, and appreciation of other cultures in the context of coursework that is part of the majors in the Department of ISML?	Not achieved	Cultural competence	Improved rubric.	Department will focus on including intentional cultural competency components in all courses.	Cultural competence
Music – What percentage of music majors are able to sing music at sight at a minimum acceptable level?	Achieved	Sight reading music.	Rubric needs to be improved.	Improved rubric will 1. Improve scoring consistency; 2. Improve feedback to students; 3. Support continued student improvement; 4. Improve student trust in the evaluation process	
Natural and Computer Science – Are students able to use appropriate methods to verify the accuracy and robustness of their results?	Not achieved	Accuracy & robustness of scientific results.		1. Add focused instruction on statistical analysis and reporting data. 2. Consider adding a Statistics for Science course if scores do not improve.	Statistical analysis of data a crucial skill for graduate work and careers in the field.
Theology, Philosophy & Biblical Languages 1. Can the student demonstrate good research skills in the construction of a research paper? 2. Can the student write a research	Achieved – but would like to see higher scores	Research writing		Increase instruction on utilizing resources and MLA citation.	

paper in the style of MLA?					
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