

2017 – 2018 Summary of Departmental Executive Summaries

The 2017-2018 Assessment Cycle is the fourth 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 2017 – 2018 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 - Are students demonstrating an understanding of key concepts from business and able to integrate relevant sources?
 - c. ECTA - Are students able to construct a portfolio project that demonstrates professional and educational skills acquired in their academic career here?
 - d. ISML – How can we best quantify cultural awareness, understanding and appreciation in a way in which it can be measured in student assignments? In which courses (and in what aspects of those courses) can we measure student growth in cultural awareness, understanding, and appreciation?
 - e. Music – What percentage of music majors are able to sing music at sight at a minimum acceptable level?
- 2. Writing and research skills were the focus of several departments:**
 - a. Business & Math - Are they writing well?
 - b. HGJ - Can students analyze information relating to a specific topic/thesis?
 - c. Human & Social Sciences- Can students analyze information relating to a specific topic? Can students synthesize information relating to a specific topic? Can students create an applied summary demonstrating analysis and synthesis of information in a well-organized presentation?
 - d. Natural and Computer Science – Are students able to use appropriate methods to verify the accuracy and robustness of their results?
 - e. Theology, Philosophy & Biblical Languages - Can the student demonstrate good research skills in the construction of a research paper? 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. ECTA - Are students able to construct a portfolio project that demonstrates professional and educational skills acquired in their academic career here?
 - c. HHP - Does an extended field experience with an outside population increase students' understanding, empathy for, and acceptance of a given population?

4. **Results were used for the improvement of teaching.**
 - a. Business & Math - Two years ago BUS 261 students were allowed to choose their own companies for their Marketing Plan Project, which sometimes led to students choosing cases for privately held companies. Beginning in 2017 the selection process was guided to ensure that the companies selected had adequate publicly available resources.
 - b. ECTA - We will continue to emphasize time and project management skills in the course. We will include more meetings with the instructor or project mentor in the course
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 - d. HG CJ – will place more emphasis on writing
 - e. Human & Social Sciences- improvement in our instruction to teach basic writing skills both in format and content
 - f. Natural and Computer Science –make statistical analysis a more integrated part of our science teaching in Bio 111, Chem 345 and Phys 382
5. **The assessment process was evaluated and several departments revised their data collection tools, and or process.**
 - a. Art – Department will use the rubric appropriately and objectively
 - b. ECTA – Improve the assessment rubric
 - c. HHP - effort needs to be made to maintain interrater reliability.
 - d. Human & Social Sciences- The assessment procedure will need to be reviewed - recommended doing the assessment with different expectations of completion.
 - e. ISML –work to develop measures of cultural competence that work for our classes and our particular students' experiences.
6. **Several departments will continue, or slightly revise the 2017 – 2018 assessment outcomes in 2018 - 2019.**
 - a. Art
 - b. Business & Math
 - c. HHP
 - d. Human & Social Sciences
 - e. ISML
 - f. Music
 - g. Natural and Computer Science

Summary			
Question	Outcome Goal Met/Not Met	Impact - Assessment	Impact - Instruction
Art Is the BFA candidate capable of presenting his or her work clearly and with astute personal insight?	Did not reach goal. Creating - 8/10 = 80% Resolving - 7/10 = 70% Researching - 7/10 = 70% Communicating - 8/10 = 80%	Department did not consistently use rubric appropriately due to philosophical differences.	
Business & Math Are students demonstrating an understanding of key concepts from business and able to integrate relevant sources? Are they writing well?	While students on all criteria met our performance targets, there was considerable variability in in-text citations in terms of frequency. We noticed significant variability in how the content was organized and explained.	the marketing content rubric should be expanded to guide the content with more clarity.	Teaching: Two years ago BUS 261 students were allowed to choose their own companies for their Marketing Plan Project, which sometimes led to students choosing cases for privately held companies. Beginning in 2017 the selection process was guided to ensure that the companies selected had adequate publicly available resources.
ECTA Are students able to construct a portfolio project that demonstrates professional and educational skills acquired in their academic career here?	78% of the students scored 75% or higher, which meets our goal.	Improve rubric	continue to emphasize time and project management skills in the course. We will include more meetings with the instructor or project mentor in the course.
HHP Does an extended field experience with an outside population increase students' understanding, empathy for, and acceptance of a given population?	70% or more of the students' responses would reflect an increased level of understanding, empathy for and acceptance of people with disabilities--- not only met but surpassed the goals and criterion for an effective "real world" field experience.	effort needs to be made to maintain interrater reliability of scoring tool	
HGCI Can students analyze information relating to a specific topic/thesis?	The results show that students met the goal of 80% but there is ample room for improvement in the clarity of writing which was not directly measured by the rubric.		place more emphasis on writing skills.
Human & Social Sciences- Can students analyze information relating to a specific topic? -Can students synthesize information relating to a specific topic? -Can students create an applied summary demonstrating analysis and synthesis of information in a well-organized presentation?	Based upon the research questions and the original goal of students scoring 80% at or above the proficient level, our assessment revealed that students can analyze information related to a specific topic. However, based upon the low proficiency levels for content (defined as accessing, referencing, and applying prior knowledge and synthesizing information to produce a novel argument), most students were unable to synthesize information relating to a specific topic. In addition, most students were unable to create an applied summary demonstrating both analysis and synthesis of information in well-organized presentation.	The assessment procedure will need to be reviewed as many of the students did not have time to complete the full assessment. It is recommended to do the assessment with different expectations of completion.	improvement in instruction to teach basic writing skills both in format and content .

<p>ISML "How can we best quantify cultural awareness, understanding and appreciation in a way in which it can be measured in student assignments?"</p>	<p>na</p>	<p>continue to work to develop measures of cultural competence that work for our classes and our particular students' experiences.</p>	<p>In which courses (and in what aspects of those courses) can we measure student growth in cultural awareness, understanding, and appreciation?"</p>
<p>Music What percentage of music majors are able to sing music at sight at a minimum acceptable level?</p>	<p>Our goal was that at least 80 percent of students pass at least one melody. Our sample size was small, and we would have achieved the goal if just one more student had passed at least one melody, so in that sense we are close to our goal.</p>		<p>encourage students to work with aural skills tutors.</p>
<p>Natural and Computer Science Are students able to use appropriate methods to verify the accuracy and robustness of their results?</p>	<p>We fell short of our standard for success of 80% scoring a 3 or above. Our students are unable to consistently apply proper analysis to determine the robustness of their results, and to correctly describe what they did.</p>		<p>make statistical analysis a more integrated part of our science teaching. Bio 111 plans to add a unit on introductory statistics, and plans to introduce students to the use of Excel to facilitate the analysis of data. Chem 345 plans to include a "Statistical Boot Camp" on the first day to remind students of what they're supposed to know, and will also add more formal instruction on the use of statistics throughout the course. Phys 382 will add another assignment on the use of statistics and on describing results in a meaningful way in light of statistics.</p>
<p>Theology, Philosophy & Biblical Languages 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?</p>	<p>The department desire to see scores in the 3 was met.</p>		<p>Continue to highlight and emphasize the key points that address the two key assessment questions above.</p>