2020– 2021 Departmental Assessment
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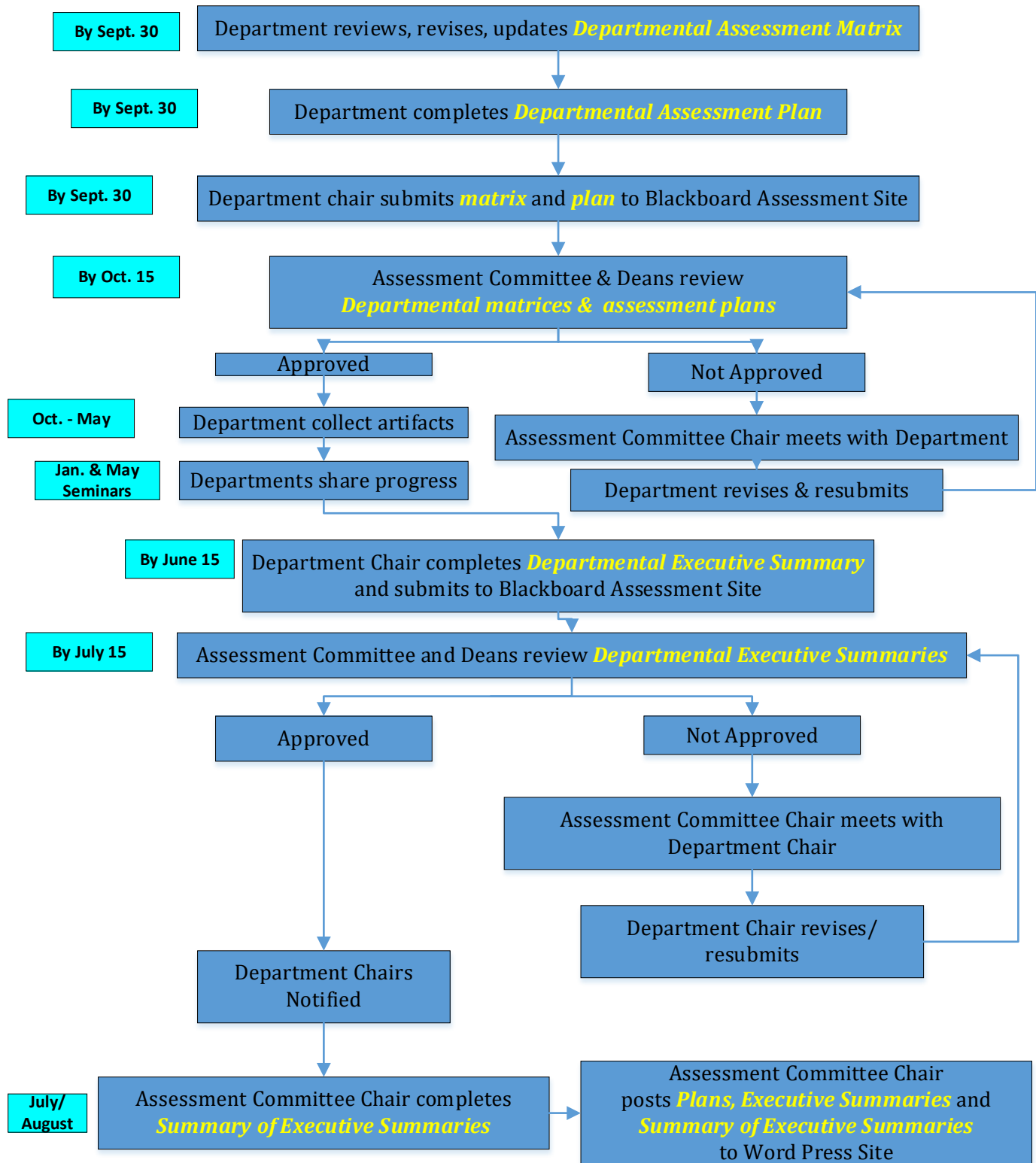Department Plans
Department Executive Summaries

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Process Chart

By Sept. 30 | Department reviews, revises, updates *Departmental Assessment Matrix*

By Sept. 30 | Department completes *Departmental Assessment Plan*

By Sept. 30 | Department chair submits *matrix* and *plan* to Blackboard Assessment Site

By Oct. 15 | Assessment Committee & Deans review *Departmental matrices & assessment plans*

Approved — Not Approved

Oct. - May | Department collect artifacts — Assessment Committee Chair meets with Department

Jan. & May Seminars | Departments share progress — Department revises & resubmits

By June 15 | Department Chair completes *Departmental Executive Summary* and submits to Blackboard Assessment Site

By July 15 | Assessment Committee and Deans review *Departmental Executive Summaries*

Approved — Not Approved

Assessment Committee Chair meets with Department Chair

Department Chair revises/ resubmits

Department Chairs Notified

July/ August | Assessment Committee Chair completes *Summary of Executive Summaries* — Assessment Committee Chair posts *Plans, Executive Summaries* and *Summary of Executive Summaries* to Word Press Site

Summary of Executive Summaries

Question	Outcome Goal	High Level academic skills	Improve Assessment	Improve Instruction	Post graduate skills

Summary of Executive Summaries

Art	Use the Potter's wheel to center clay then throw/pull a clay cylinder that is six inches high and three inches wide with a bottom and walls that are 3/8ths to 1/4 inch thick, and a flat bottom by using the method of pulling clay.	Students could throw multiple 6 inch cylinders that was of A quality.		Instructor is considering further refinement of throwing lesson to push students to make cylinders of greater height.	
Business & Math	Students should be able to communicate, in written form, technical mathematical concepts in a manner that is understandable to all audiences.			Accommodations might be needed for certain students in the course or alternative courses may need to be considered.	
ECTA	Students will be able to create a portfolio that clearly and fully demonstrates their professional and educational skills relevant to their professional and/or graduate study career goals	What other courses could utilize assignments that could help lead into the creation of a professional portfolio?			Students are able to produce a professional, relevant and reflective portfolio.
HGISML	Students will be able to craft a paper which clearly states and supports a thesis, is appropriately structured, and uses correct grammar and proper citations.	The majority of students effectively implemented the assignment. Two students lagged behind. Four students completed the assignment almost perfectly. Two students performed satisfactorily to quite well.	Rethink our upcoming 2021-22 assessment plan to address more specifically teaching research related writing.	The results suggest additional instruction is necessary in relation to analyzing information relating to a specific thesis.	
HHP	Students will be able to research and synthesize relevant information, evaluate it critically, and communicate it effectively in both oral and written forms.	Overall quality of research and delivery was average; with 2-3 exceptional. Attendance at poster presentations was poor - an ongoing issue. However, the experience of participating in		Poster Presentation will be required of all students in HHP 399 going forward; Students in the other two Senior Seminar courses [HHP 369, HHP 389] will have the option to do the poster presentation project, with the opportunity to present their posters at a HHP	

Question	Outcome Goal	High Level academic skills	Improve Assessment	Improve Instruction	Post graduate skills
		a professional presentation is invaluable for the students that goes beyond the research component [appropriate dress, demeanor, appropriate speech, etc]		Departmental event if the Research Symposium is not an option. A rubric will be developed for evaluation beyond acceptance into the Research Symposium.	
Human & Social Sciences	Students should be able to complete written essays at 75% of respective (entry level/advanced level) proficiency.	Students across both upper- and lower-level psychology and criminal justice courses are proficient in written communication. Deficiencies based upon the rubric criteria were found in lower-level psychology. Criminal justice students displayed a split between lower- and upper-level students in terms of using appropriate writing conventions, credible sources, and writing mechanics.	We will repeat the assessments to look for improvement on proposed action.	Department Chair will discuss with each instructor of all courses in HSS department	
Music	What percentage of music majors are able to compose music at a minimum acceptable level?			The opportunity to submit drafts and receive comments is useful for this type of assignment.	

Question	Outcome Goal	High Level academic skills	Improve Assessment	Improve Instruction	Post graduate skills
Natural and Computer Science	Students will be able to demonstrate an appropriate level of knowledge of important facts, concepts, or processes in the scientific area		We will plan to do a better job ensuring that all courses that expect to submit artifacts actually do so. We will also make sure that we collect artifacts that assess knowledge that was actually central to the course and emphasized that it will be asked.	a. Instructors will emphasize in their classes the need for students to learn (and memorize) important facts and knowledge as a part of their education. b. Assignment/course: Instructors will practice assessing factual material more on in-class tests and quizzes, and give students opportunity to practice through more questions about facts in in-class discussion. c. Program: We will consider the extent to which we emphasize and value knowledge versus other areas like analysis and problem-solving.	
Theology, Philosophy & Biblical Languages	Students will effectively access, review, and analyze reference sources unique to the study of Holy Scripture and theology.	The papers demonstrated a high ability in comprehension of the material and upper-level, scholarly work in theology. Students demonstrated a high ability in summarizing accurately theological arguments and a high ability to assess and evaluate arguments in an upper-level scholarly work in theology.			

Departmental Plans & Executive Summaries

Art

Art Plan

Department/Program/Unit: Art **Date: 8.21.20**	
Related: University Goals/Outcomes: Analysis Appreciation Knowledge Select	
Members involved with development of Plan: Bockelman, Boggs, Groth, Nix, Robson	
Departmental/Program/Unit Student Outcome: *What student outcome from the departmental matrix will be assessed? (It is suggested that you cut and paste directly from the matrix. Outcomes should represent the absolute priorities for learning- students must be able to do [this] when they finish our program).* **State as follows: Students should be able to [action verb] [something].** Use the Potter's wheel to center clay then throw/pull a clay cylinder that is six inches high and three inches wide with a bottom and walls that are 3/8ths to 1/4 inch thick, and a flat bottom by using the method of pulling clay.	
Background: *What factors caused you to choose this particular assessment outcome? If you chose this outcome because of a perceived problem, please explain.* Ceramics is a foundation course for the Studio Art, Art Education and Art Therapy programs within the art department. Using the potter's wheel is a foundational level skill for work in ceramics. Choosing to assess Ceramics brings a level of objective inquiry and assessment to a discipline that is often seen as an objective endevour.	
Question: *What specific question(s) are you attempting to answer through assessing this student outcome? (What are you trying to find out? There may be more than one question, but no more than three.)* What percentage of students who take Ceramics are able to learn how to use the potter's wheel at a mininum acceptable level?	

Methodology:
   1. *OBJECT* - What data (i.e. artifact, exam score, detailed description of assignment) will be collected?* Photographs of student work that demonstrate student performance in meeting the prescribed goal from throwing a six inch cylinder. As well as some sample projects will be collected.
      a. *How does this data address the assessment question?* The photographs and projects will be visual and actual examples of completion of the goals. (Note when clay is thrown on the wheel it is wet and as it dries it will shrink. This may cause any phsycal projects collected to later be smaller and shorter than the prescribed goal)
         i. *Include/attach a description/example of assessment tool to be used.*
   2. *How will data be collected?* Actual work and photo documentation	

Analysis of Artifacts: *PERFORMANCE CRITERIA* -* *Discuss:*
  1) *How the artifacts will be analyzed (attach rubrics/scoring tools if used):*   See attached scoring rubric.
  2) *How you will know if it is good (i.e. score required by % of students):* We would like to see at least 80% of students to meet or approach the standard in all categories.	

Submitted by: Don Robson **Date:** **9.16.20 Assessment Committee Reviewed (Date):** **9/30/2020**	
Department Chair notified of approval/or additional action needed: **Approved 10/27/2020**	

Department: Art	**Date:** 5/11/21

Members involved with analysis of artifacts: Art Department faculty

See #1 Undergraduate Program Assessment Plan: Student Outcomes for:
 a) Student Outcome; b) Background; c) Question(s); d) Methodology

Analysis of artifacts:
1). PERFORMANCE CRITERIA* - How was data analyzed? (attach rubrics/scoring tools if used).
Cylinders were assessed using rubric, which is attached.

Summary of RESULTS*:
1). Restate the assessment question(s) (from the Assessment plan):
What percentage of students who take Ceramics are able to learn how to use the potter's wheel at a mininum acceptable level?
2). Summarize the assessment results. (A narrative summary is required. Charts, tables or graphs are encouraged but optional.)
After working on the wheel by first learning to master the basic motions and stages of throwing (centering, opening, pulling, collaring) in making 50 cylinders of any height. Then students focused on making the desired cylinders. All students were able to achieve throwing one cylinder at 6 inches that was deemed A quality, but not all students made 15 cylinders of A quality. Instructor felt some students found it acceptable to take a lower grade a some cylinders since overall grade would still average an "A". The timeframe was correct.

Student 1   13A 2A- 98%
Student 2   13A 2A- 98%
Student 3   12A 2A- 1B+   97%
Student 4   15A   100%
Student 5   15A   100%
Student 6   15A   100%
Student 7   12A 3A- 98%
Student 8   11A 4A- 97%

3). INTERPRETATION* - Discuss how the results answer the assessment question(s).
 The results were able to show that the lesson plan as constructed was able to get students so that they could throw multiple 6 inch cylinders that was of A quality. I believe the lesson plan might be modified to introduce a higher height of achievement in throwing a cylinder with a lower average height.
4). Observations made that were not directly related to the question(s).
Working the basic skills without expectation of height and of wall thickness first greatly helps students achieve throwing cylinders for a particular height. I think most students were able to end up throwing taller cylinders, and overall their abilit to throw other forms (bowls, cups, etc) was much better because of their mastery of the basic techniques. Further it was easier for instructor to refer back to basic steps and techniques when students had a working knowledge of how to do each step (centering, opening, pulling, collaring).

Sharing of Results: *When were results shared? Date:* 5/11/21
How were the results shared? (i.e. met as a department) With Department
Who were results shared with? (List names): Jim Bockelman, Seth Boggs, Justin Groth, Aaron Nix, Don Robson

Discussion of Results –Summarize your conclusions including:

1. ACTION*- How will what the department learned from the assessment impact:
   a. *Teaching:* NA
   b. *Assignment/course*: NA
   c. *Program:* NA
   d. *Assessment:* Department will assess after fall semester.
2. IMPACT*- What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?
Instructor is considering further refinement of throwing lesson to push students to make cylinders of greater height.
3. BUDGET IMPLICATIONS – Indicate budget requirements necessary for the successful implementation of the ACTION* none

If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.

What assessment questions related to the learning outcome would the program like to investigate in the future? Re-examine the question by refining throwing lesson to achieve goal.

Submitted by: Justin Groth	**Reviewed by the Assessment Committee (date):** 7/6/2021

Department Chair notified approved/additional action needed: Approved 7/6/2021 **BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean:** None

Business and Math

Department/Program/Unit: Business and Mathematics   **Date: 10/23/20**
Related: University Goals/Outcomes: Knowledge   Select   Select   Select
Members involved with development of Plan: A. Langewisch, E. Reinke, B. Albright
Departmental/Program/Unit Student Outcome: *What student outcome from the departmental matrix will be assessed? (It is suggested that you cut and paste directly from the matrix. Outcomes should represent the absolute priorities for learning- students must be able to do [this] when they finish our program).* **State as follows: Students should be able to [action verb] [something**]. Students should be able to communicate, in written form, technical mathematical concepts in a manner that is understandable to all audiences.
Background: *What factors caused you to choose this particular assessment outcome? If you chose this outcome because of a perceived problem, please explain*. An essential skill of a mathematician is to be able to write proofs.
Question: *What specific question(s) are you attempting to answer through assessing this student outcome? (What are you trying to find out? There may be more than one question, but no more than three.)* Are students able to effectively communicate a correct mathematical argument?
Methodology:

3. *OBJECT* - What data (i.e. artifact, exam score, detailed description of assignment) will be collected?* The data will be contained in an exam for Math 252.
      a. *How does this data address the assessment question?* The entire exam will consists of 9 proofs.
         i. *Include/attach a description/example of assessment tool to be used*.
   4. *How will data be collected?* The data will be collected through the administration of an in class exam given during the course of the semester.

Analysis of Artifacts: *PERFORMANCE CRITERIA* - Discuss:* 2) *How the artifacts will be analyzed (attach rubrics/scoring tools if used):*   A four-point rubric will be applied to each of the outcomes. The four categories are Exceeds Expectations, Meets Expectations, Needs Improvement, and Unacceptable. 2) *How you will know if it is good (i.e. score required by % of students):* At least 80% of students will achieve a level of Meets Expectations or Exceeds Expectations.
Submitted by: Langewisch   Date: 10/29/2020 Assessment Committee Reviewed (Date): 10/30/2020
Department Chair notified of approval/or additional action needed: Approved 10/30/2020

Department: Business and Mathematics	**Date:** 5/14/2021

Members involved with analysis of artifacts: Edward Reinke and Brian Albright

See #1 Undergraduate Program Assessment Plan: Student Outcomes for:
a) Student Outcome; b) Background; c) Question(s); d) Methodology

Analysis of artifacts:
1). PERFORMANCE CRITERIA* - How was data analyzed? (attach rubrics/scoring tools if used).
A four point rubric was applied to each of the outcomes. The four categories are "Exceeds Expectations", "Meets Expectations", "Needs Improvements", and "Unacceptable".

Summary of RESULTS*:
1). Restate the assessment question(s) (from the Assessment plan):
Are students able to effectively communicate a correct mathematical argument?
2). Summarize the assessment results. (A narrative summary is required. Charts, tables or graphs are encouraged but optional.)
Data was collected from Math 252 during the second semester. The assessment tool was an examination that contained 10 proofs. The responses were evaluated for correct mathematical arguments as well as effective communication and mathematical style. There were 18 students in the course and 11 of those students exams were scored as Exceeds Expectations (5) or Meets Expectations (6), 4 were scored as Needs Improvement and 3 as Unacceptable.
3). INTERPRETATION* - Discuss how the results answer the assessment question(s).
The data collected showed that a smaller percentage (61%) of students are at least meeting expectations in this critical area. During the previous academic year all students at least met expectations. A few explanations are possible. The group of students had greater variations in their level of perparation and abilities. Additionally, this year there were many more students in the elementary and middle level education programs. Rather than this being a transitions course they view it as a terminal mathematics course.
4). Observations made that were not directly related to the question(s).
Students who are elementary education students might not see the relevance of the course material for their chosen academic program.

Sharing of Results: *When were results shared? Date:* 5/14/2021
How were the results shared? (i.e. met as a department) electronically
Who were results shared with? (List names): Brian Albright, Ed Reinke, Andy Langewisch

Discussion of Results – **Summarize your conclusions including:**

1. ACTION*- How will what the department learned from the assessment impact:
  a. Teaching: Accomodations might be needed for certain students in the course or alternative courses may need to be considered.
  b. *Assignment/course*: Math 252
  c. *Program:* Mathematics
  d. *Assessment:* The same assessment will be used next year.
2. IMPACT*- What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year? At least 80% of students will achieve a level of Meets Expectations or Exceeds Expectations.
3. BUDGET IMPLICATIONS – Indicate budget requirements necessary for the successful implementation of the ACTION* none

If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.

What assessment questions related to the learning outcome would the program like to investigate in the future? We will continue to assess the same outcome.

Submitted by: A. Langewisch	**Reviewed by the Assessment Committee (date):** 7/6/2021

Department Chair notified approved/additional action needed: Approved 7/6/2021

BUDGET IMPLICATIONS – **Assessment Committee Chair notified appropriate Dean:** None

English, Communication, Theatre Arts (ECTA)

English, Communication, Theatre Arts (ECTA) Plan

Department/Program/Unit: ECTA Date: 10/6/2020

Related: University Goals/Outcomes:

Members involved with development of Plan: T Beck, L Ashby, G Haley, E Lamm, L ZumHofe, B Moore, P Koprince

Departmental/Program/Unit Student Outcome: Students will assemble a portfolio and resume that demonstrate professional and educational skills relevant to their professional and/or graduate study career goals

State as follows: Students should be able to [action verb] [something].

Students will be able to create a portfolio that clearly and fully demonstrates their professional and educational skills relevant to their professional and/or graduate study career goals

Background : *What factors caused you to choose this particular assessment outcome? If you chose this outcome because of a perceived problem, please explain* .

The department is interested in exploring the effectiveness of our placement seminar class overall. We want to know if the students are able to produce a professional and relevant portfolio for their career goals.

Question : *What specific question(s) are you attempting to answer through assessing this student outcome? (What are you trying to find out? There may be more than one question, but no more than three.)*

How well are students able to produce a professional and relevant portfolio for their career goals?

Methodology :

1. *OBJECT* - What data (i.e. artifact, exam score, detailed description of assignment) will be collected?*

We use the portfolios produced in the CTA/Eng 300 class and score them with a standard rubric.

a. *How does this data address the assessment question?*

It rates the level of success in creating a professional and relevant portfolio.

i. *Include/attach a description/example of assessment tool to be used* . (see below)

2. *How will data be collected?* Portfolios will be scored by the department using the rubric & averaging the scores.

Analysis of Artifacts: *PERFORMANCE CRITERIA* *** -** *Discuss:*

1) *How the artifacts will be analyzed (attach rubrics/scoring tools if used):*

The artifacts will be scored from 5 (high) to 1 (low). Here is the rubric with scores.

(5) Superior: S killfully and fully communicates the student's skills in professional research, skill building, network/relational building, and experiences with clarity and fluency, and is virtually error-free.

(4) Above average: Sufficiently communicates the student's skills in professional research, skill building, network/relational building, and experience with minor gaps and t he language has few errors

(3) Average: Generally conveys the student's skills in professional research, skill building, network/relational building, and experiences although writing may include some gaps in content or language errors

(2) Developing: Mostly lists the student's skills in professional research, skill building, network/relational building, and experiences but includes vague descriptors or skips one of the areas entirely or has notable language errors

(1) Failing: Student provides a portfolio, but the descriptions of the student's skills are irrelevant, non-specific, or do not cover more than two of the skills in professional research, skill building, network/relational building, and experiences or the writing is primarily unclear and contains extensive language errors.

2) *How you will know if it is good (i.e. score required by % of students):*

The department aims to have at least 70% of the portfolios receiving a score of 3 or higher.

Submitted by: L Ashby & L ZumHofe Date: 10/6/2020 Assessment Committee Reviewed (Date): 10/27

Department Chair notified of approval/or additional action needed: Approved 10-27-2020

English, Communication, Theatre Arts (ECTA) Executive Summary

Department: ECTA	**Date:** May 13, 2021

Members involved with analysis of artifacts: Lisa Ashby/Laurie Zum Hofe

See #1 Undergraduate Program Assessment Plan: Student Outcomes for:
a) Student Outcome; b) Background; c) Question(s); d) Methodology

Analysis of artifacts:
1). **PERFORMANCE CRITERIA*** - *How was data analyzed? (attach rubrics/scoring tools if used).*
(5) Superior: Skillfully and fully communicates the student's skills in professional research, skill building, network/relational building,and experiences with clarity and fluency, and is virtually error-free.
(4) Above average: Sufficiently communicates the student's skills in professional research, skill building, network/relational building,and experience with minor gaps and the language has few errors
(3) Average: Generally conveys the student's skills in professional research, skill building, network/relational building, andexperiences although writing may include some gaps in content or language errors
(2) Developing: Mostly lists the student's skills in professional research, skill building, network/relational building, and experiencesbut includes vague descriptors or skips one of the areas entirely or has notable language errors
(1) Failing: Student provides a portfolio, but the descriptions of the student's skills are irrelevant, non-specific, or do not cover morethan two of the skills in professional research, skill building, network/relational building, and experiences or the writing is primarilyunclear and contains extensive language errors.

Summary of RESULTS*:
1). Restate the assessment question(s) (from the Assessment plan):
How well are students able to produce a professional and relevant portfolio for their career goals?
2). Summarize the assessment results. (A narrative summary is required. Charts, tables or graphs are encouraged but optional.)
Eng/CTA 300 Placement Seminar was assessed using the final reflection portfolio as the artifact. Students were asked to propose a plan of action and then execute it, with items in the portfolio relating to professional research, skill building, network/relational building, and experiences. The scoring rubric ranked the content in the portfolio as a reflection of the students' knowledge in these areas. The ranks were 5. excellent/4. good/3. adequate/2. problematic/1. failing. The aim was that 75% or greater averaged 4 or above. Results: Score of 5: 4 students; Score of 4: 1 student; Score of 3: 1 student.
*3). **INTERPRETATION*** - Discuss how the results answer the assessment question(s).*
 The average score for the portfolios was 4.5. 5 of 6 (83%) students got a 4 or higher. We can see that studets are able to produce a professional, relevant and reflective portfolio.
4). Observations made that were not directly related to the question(s).

Sharing of Results: *When were results shared? Date:* May 17, 2021
How were the results shared? (i.e. met as a department) Shared via email
Who were results shared with? (List names): Lisa Ashby, Laurie Zum Hofe, Pete Koprince, Erica Lamm, Gabe Haley, Bryan Moore, Tobin Beck

Discussion of Results –**Summarize your conclusions including:**

1. **ACTION*****-** *How will what the department learned from the assessment impact:*
   a. Teaching: CTA/Eng 300 will continue to use outcomes geared towards the creation of a professional and relevant portfolio.
   b. *Assignment/course*: CTA/Eng 300 will continue to use a portfolio assignment as helpful in assessing how students can transition into the professional world.
   c. *Program:*
   d. *Assessment:*

2. **IMPACT*****-** *What is the anticipated impact of the* **ACTION*** *on student achievement of the learning outcome in the next academic year?*
Eng/CTA 300 will continue to utilize this assignment.
3. **BUDGET IMPLICATIONS** – *Indicate budget requirements necessary for the successful implementation of the* **ACTION*** n/a

If action is taken –*it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.*

What assessment questions related to the learning outcome would the program like to investigate in the future? What other courses/assi could utilize assignments that could help lead into the creation of a professional portfolio?

Submitted by: Lisa Ashby/Laurie Zum Hofe	**Reviewed by the Assessment Committee (date):** 7/6/2021

Department Chair notified approved/additional action needed: Approved 7/6/2021

BUDGET IMPLICATIONS – **Assessment Committee Chair notified appropriate Dean:** none

Health & Human Performance (HHP)

Department/Program/Unit: Health & Human Performance **Date: 10/3/2020**
Related: University Goals/Outcomes: Analysis   Communication Select   Select
Members involved with development of Plan: Nolan Harms, Vicki Boye
Departmental/Program/Unit Student Outcome: *What student outcome from the departmental matrix will be assessed? (It is suggested that you cut and paste directly from the matrix. Outcomes should represent the absolute priorities for learning- students must be able to do [this] when they finish our program).* **State as follows: Students should be able to [action verb] [something**]. Students will be able to research and synthesize relevant information, evaluate it critically, and communicate it effectively in both oral and written forms.
Background: *What factors caused you to choose this particular assessment outcome? If you chose this outcome because of a perceived problem, please explain.* The majority of the students taking HHP 399 - Senior Seminar in Human Performance are Exercise Science majors and desire to attend graduate school. It is important as future graduate students that they are not only able to conduct research but also communicate this research in a professional manner. Furthermore, evidence of such research coud aid them in the graduate college application process.
Question: *What specific question(s) are you attempting to answer through assessing this student outcome? (What are you trying to find out? There may be more than one question, but no more than three.)* Can students in the HHP capstone class - Senior Seminar in Human Performance conduct research and communicate it effectively at the CUNE Research Symposium?

Methodology:
    5. *OBJECT* - What data (i.e. artifact, exam score, detailed description of assignment) will be collected?* Academic Research Project to be presented at the CUNE Research Symposium.
        a. *How does this data address the assessment question?* Participation in the Research Symposium provides evidence of the student's ability to both conduct and articulate their research.
            i. *Include/attach a description/example of assessment tool to be used.*
    6. *How will data be collected?* Students will submit confirmation of acceptance into the Symposium; Research abstract as well as digital or copies of the research presented (i.e. digital photos of poster presentations; digital copies of oral presentation slides, handouts, etc.)

Analysis of Artifacts: *PERFORMANCE CRITERIA* - Discuss:* 3) *How the artifacts will be analyzed (attach rubrics/scoring tools if used):* Confirmation of acceptance into the Research Symposium; Receipt of judge's evaluation forms 2) *How you will know if it is good (i.e. score required by % of students):* Eighty-five percent of HHP 399 students will submit an abstract of their research project for acceptance into the Research Symposium and upon acceptance will present at the Research Symposium.
Submitted by: Vicki Boye   Date: 10/8/20 Assessment Committee Reviewed (Date):   10/13/2020
Department Chair notified of approval/or additional action needed: Approved - 10/27/2020

Department: Health & Human Performance	**Date:** 6/4//2021

Members involved with analysis of artifacts: Nolan Harms; Vicki Boye

See #1 Undergraduate Program Assessment Plan: Student Outcomes for:
a) Student Outcome; b) Background; c) Question(s); d) Methodology

Analysis of artifacts:
1). PERFORMANCE CRITERIA* - How was data analyzed? (attach rubrics/scoring tools if used).
Confirmation of student research into the CUNE Research Symposium as well as receipt of judges' evaluation forms. [See attachment of abstracts in Symposium Program; pdfs of posters]

Summary of RESULTS*:
1). Restate the assessment question(s) (from the Assessment plan):
Can students in the HHP capstone class - Senior Seminar in Human Performance conduct research and communicate it effectively at the CUNE Research Symposium?
2). Summarize the assessment results. (A narrative summary is required. Charts, tables or graphs are encouraged but optional.)
Eleven students in HHP 399 - Senior Seminar in Human Performance submitted and presented research at th 2021 CUNE Research Symposium [91.7% of the class]. All 11 students designed and presented posters outlying their research. Each student received an evaluation sheet with judges comments.
3). INTERPRETATION* - Discuss how the results answer the assessment question(s).
 Successful particpation in the Research Symposium provided evidence of the students' ability to conduct and articulate their research.
4). Observations made that were not directly related to the question(s).
Overall quality of research and delivery was average; with 2-3 exceptional. Attendance at poster presentations was poor - an ongoing issue. However, the experience of participating in a professional presentation is invaluable for the students that goes beyond the research component [appropriate dress, demeanor, appropriate speech, etc]

Sharing of Results: *When were results shared? Date:* May 2021
How were the results shared? (i.e. met as a department) Departmental Email
Who were results shared with? (List names): Jen Janousek, Chris Luther, Angie Boldt

Discussion of Results −**Summarize your conclusions including:**

1. **ACTION*-** *How will what the department learned from the assessment impact:*

   a. Teaching:

   b. *Assignment/course*: Poster Presentation will be required of all students in HHP 399 going forward; Students in the other two Senior Seminar courses [HHP 369, HHP 389] will have the option to do the poster presentation project, with the opportunity to present their posters at a HHP Departmental event if the Research Symposium is not an option. A rubric will be developed for evaluation beyond acceptance into the Research Syposium.

   c. *Program:*

   d. *Assessment:*

2. **IMPACT*-** *What is the anticipated impact of the* **ACTION*** *on student achievement of the learning outcome in the next academic year?*   Provide more students with the opportunity/experience of presentating research at a professional presentation.

3. **BUDGET IMPLICATIONS** − *Indicate budget requirements necessary for the successful implementation of the*

ACTION* Cost of printing for posters for all students. Approximately $15 per student, potential for additional $150 in costs from this year.

If action is taken −*it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.*

What assessment questions related to the learning outcome would the program like to investigate in the future? na

Submitted by: Vicki Boye   **Reviewed by the Assessment Committee (date):** 7/6/2021

Department Chair notified approved/additional action needed: approved 7/6/2021

BUDGET IMPLICATIONS − **Assessment Committee Chair notified appropriate Dean:** na

History, Geography, Intercultural Studies & Modern Languages (HGISML)

History, Geography, Intercultural Studies & Modern Languages (HGISML) Plan

Department/Program/Unit: History, Geography, Intercultural Studies and Modern Languages **Date: 10/20/20**
Related: University Goals/Outcomes: Analysis   Select Select Select
Members involved with development of Plan: Joel Helmer, Matt Phillips, John Hink, Jamie Hink, Amy Royuk, Vicki Anderson, Tobin Beck
Departmental/Program/Unit Student Outcome: *What student outcome from the departmental matrix will be assessed? (It is suggested that you cut and paste directly from the matrix. Outcomes should represent the absolute priorities for learning- students must be able to do [this] when they finish our program).* **State as follows: Students should be able to [action verb] [something]**. Students will be able to craft a paper which clearly states and supports a thesis, is appropriately structured, and uses correct grammar and proper citations.
Background: *What factors caused you to choose this particular assessment outcome? If you chose this outcome because of a perceived problem, please explain.* We are again going to assess whether students can clearly state and support a thesis, since this is crucial in the research process, as well as using correct grammar and citations. Our department has been analyzing research skills and writing for several years, leading to important changes in how we approach writing and assessment.
Question: *What specific question(s) are you attempting to answer through assessing this student outcome? (What are you trying to find out? There may be more than one question, but no more than three.)* Can students analyze information relating to a specific topic/thesis?

Methodology:
    7. *OBJECT* - What data (i.e. artifact, exam score, detailed description of assignment) will be collected?* Research papers will be collected in Hist 434: The Medieval Crusades
        a. *How does this data address the assessment question?* The expectation for these papers is for students to clearly state and support a thesis.
            i. *Include/attach a description/example of assessment tool to be used*.
    8. *How will data be collected?* Papers will be collected during Spring 2021 and assessed using a rubric.

Analysis of Artifacts: *PERFORMANCE CRITERIA* -* Discuss: 4) *How the artifacts will be analyzed (attach rubrics/scoring tools if used):* Papers will be analyzed using the attached rubric. 2) *How you will know if it is good (i.e. score required by % of students):* Our goal is to have 80% of the students at the "Excellent" level for each category on the rubric.
Submitted by: Joel Helmer   Date: 10/20/20 Assessment Committee Reviewed (Date):   10/23/2020
Department Chair notified of approval/or additional action needed: Approved 10/27/2020

Department: History, Geography, Intercultural Studies & Modern Languages	**Date:** 6/17/21

Members involved with analysis of artifacts: Matt Phillips

See #1 Undergraduate Program Assessment Plan: Student Outcomes for:
a) Student Outcome; b) Background; c) Question(s); d) Methodology

Analysis of artifacts:
1). **PERFORMANCE CRITERIA**** - How was data analyzed? (attach rubrics/scoring tools if used).*
Students wrote a research paper in which they were tasked to write a clear thesis on an historical topic related to the Crusades and support that thesis with sources and evidence.

Summary of **RESULTS****:
1). Restate the assessment question(s) (from the Assessment plan):
    Can students analyze information relating to a specific topic/thesis?
2). Summarize the assessment results. (A narrative summary is required. Charts, tables or graphs are encouraged but optional.) Students conducted research on a specific topic related to the Crusades. We discussed these topics in class as they did their work. Students could refine their theses based on professorial and peer review. When students completed their papers the professor then assessed the papers based on the instructions for formulating a thesis and supporting with historical sources and arguments. The professor collected eight papers from the students in the course. He examined the papers based on the following categories: declarative sentence, scope, effectiveness, and support. Each category received a score of 1-4 with 4 being the best and 1 being the worst. The averages for the eight papers were the following:
Declarative Sentence: 3.25
Scope: 3
Effectiveness: 3.25
Support: 3.375
3). **INTERPRETATION**** - Discuss how the results answer the assessment question(s).*
 The majority of students effectively implemented the assignment. Two students lagged behind the others in performance especially. Four students completed the assignment almost perfectly. Two students performed satisfactorily to quite well.
4). Observations made that were not directly related to the question(s). NA

Sharing of Results: *When were results shared? Date:* 6/21/21   *How were the results shared? (i.e. met as a department)*
Email *Who were results shared with? (List names):* Matt Phillips, John Hink, Tobin Beck, Vicki Anderson, Amy Royuk, Joel Helmer, Jamie Hink

Discussion of Results −**Summarize your conclusions including:**

1. **ACTION****- How will what the department learned from the assessment impact:*
  a. *Teaching:* The results suggest additional instruction is necessary in relation to analysing information relating to a specific thesis.
   b. *Assignment/course*: More specific examples and instruction on thesis formulation.
   c. *Program:* Review how instructors in each program teach writing and research, especially in relation to thesis design and effectiveness.
   d. *Assessment:* Rethink our upcoming 2021-22 assessment plan to addresss more specifically teaching research related writing.
2. **IMPACT****- What is the anticipated impact of the* **ACTION**** on student achievement of the learning outcome in the next academic year?* With more intentional focus on teaching research writing skills, we should see an improvement in student papers.
3. **BUDGET IMPLICATIONS** − *Indicate budget requirements necessary for the successful implementation of the* **ACTION**** NA

If action is taken − it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.

What assessment questions related to the learning outcome would the program like to investigate in the future? na

Submitted by: Joel Helmer   **Reviewed by the Assessment Committee (date):** 7/6/2021

Department Chair notified approved/additional action needed: Approved 7/6/2021

BUDGET IMPLICATIONS − **Assessment Committee Chair notified appropriate Dean:** na

Human and Social Sciences (HSS)

Department/Program/Unit: Human and Social Sciences   **Date: 10/22/2020**
Related: University Goals/Outcomes: Knowledge   Communication Select Select
Members involved with development of Plan: Sara Brady, Thad Warren, and Ed Hoffman
Departmental/Program/Unit Student Outcome: *What student outcome from the departmental matrix will be assessed? (It is suggested that you cut and paste directly from the matrix. Outcomes should represent the absolute priorities for learning- students must be able to do [this] when they finish our program).*   **State as follows: Students should be able to [action verb] [something**].   Students should be able to complete written essays at 75% of respective (entry level/advanced level) profeciency.
Background: *What factors caused you to choose this particular assessment outcome? If you chose this outcome because of a perceived problem, please explain*.   Both full-time and adjunct faculty in our department have noted a difficulty in some students' ability to write a cogent argument. Some students struggle with basic skills in writing mechanics and organization. We would like to formally assess psychology and criminal justice students' writing skills in both entry-level and senior-level courses. Our plan will be to assess behavioral science and DCE students in a different assessment year.
Question: *What specific question(s) are you attempting to answer through assessing this student outcome? (What are you trying to find out? There may be more than one question, but no more than three.)*   Q1: To what extent are students who are in entry-level psychology and criminal justice courses proficient in written communication?   Q2: To what extent are students who are in senior-level psychology and criminal justice courses proficient in written communication?   Q3: Are senior-level students taking psychology and criminal justice courses more proficient in written communication than their entry-level counterparts?

Methodology:
 9. *OBJECT* - What data (i.e. artifact, exam score, detailed description of assignment) will be collected?* Students enrolled in PSY 101 (Intro to Psychology), PSY 445 (Abnormal Psychology), CJ 220 (Criminal Law), and CJ 420 (Criminal Evidence, Procedure, and the Courts) will complete a take-home essay assignment regarding the course content (see attached). Psychology students will complete the psychology essay prompt and criminal justice students will complete the criminal justice prompt.Students will either turn in hard-copies or submit their written papers on Blackboard.
      a. *How does this data address the assessment question?* The attached rubric will be used to assess both psychology and criminal justice students. This rubric will determine the extent to which students explained the context of and purpose for writing, content development, genre and disciplinary conventions (psychology students will be assess for APA writing), sources and evidence, and control of syntax and grammar.
         i. *Include/attach a description/example of assessment tool to be used*.
 10. *How will data be collected?* Professors of PSY 101 (Fall 2020), PSY 445 (Spring 2021), CJ 220 (Spring 2021), and CJ 420 (Spring 2021) will administer the instructions and ask students to return their written responses. To encourage students to complete the assessment, the instructor will have discretion as to whether students will receive extra credit in compensation or whether the students will be required to complete the assessment as part of an assignment in the course.

Analysis of Artifacts: *PERFORMANCE CRITERIA* - Discuss:*   5) *How the artifacts will be analyzed (attach rubrics/scoring tools if used):*   At least two faculty members who did not teach the courses will be asked to analyze each artifact according to the rubric. Names will be removed from the artifacts prior to analysis. Disagreements with scoring will be discussed between faculty raters.

2) *How you will know if it is good (i.e. score required by % of students):* To answer Questions 1 and 2, descriptive statistics will be used to determine the percentage of students who scored 2 or higher on each rubric criteria. Percentages equal to or higher than 75% will be considered adequate.To answer Question 3, two independent samples t tests will be conducted on students' total rubric scores to determine whether mean differences are found between students in entry-level courses and students in 400-level courses. One t test will be conducted for psychology students and one t test will be conducted for criminal justice students. Statistical significance ($p < .05$) and Cohen's d larger than 0.25 will determine whether or not there is a difference between groups..

Submitted by: Thad Warren   Date: 10-22-20 Assessment Committee Reviewed (Date): 10/23/2020

Department Chair notified of approval/or additional action needed: Approved - 10-27-2020

Department: Human and Social Sciences	**Date:** 6/16/2021

Members involved with analysis of artifacts: Ed Hoffman, Kathy Miller, Thad Warren, and Sara Brady

See #1 Undergraduate Program Assessment Plan: Student Outcomes for:
 a) Student Outcome; b) Background; c) Question(s); d) Methodology

Analysis of artifacts:

1). PERFORMANCE CRITERIA* - How was data analyzed? (attach rubrics/scoring tools if used).
Students enrolled in PSY 101 (Intro to Psychology), PSY 445 (Abnormal Psychology), CJ 220 (Criminal Law), and CJ 420 (Criminal Evidence, Procedure, and the Courts) completed a take-home essay assignment regarding the course content.

To assess written communication skills, two faculty members per program used the attached rubric to analyze each artifact from criminal justice and psychology upper- and lower-level courses (see Appendix A for assignment prompt and assessment rubric). The two courses from psychology were PSY 101 and PSY 445 and the two courses from criminal justice were CJ 220 and CJ 420. Due to the large number of psychology students, a random sample of 15 artifacts were selected from PSY 101 and 14 artifacts from PSY 445. Due to low enrollment numbers in criminal justice courses, all student artifacts were analyzed for CJ 220 ($N = 5$) and CJ 420 ($N = 2$). Although at least one instructor was involved in the scoring, both faculty raters came to an agreement on the attached rubric in order to assign a single score. After artifacts were scored, Sara Brady analyzed all data in a statistical software to determine mean differences by course level (lower-level vs. upper-level).

To determine whether or not students met the standards for written communication, students were considered as having met the ceriterion if they scored a 2 or higher on each criterion of the rubric. Percentages equal to or higher than 75% were considered adequate across courses. In addition, independent samples *t* tests were conducted on students' rubric scores to determine whether mean differences are found between students in entry-level courses and students in senior-level courses. Statistical signifiance of $p < .05$ and Cohen's $d > .0.25$ criteria were determined to be cutoffs for establishing a difference between lower- and upper-level courses.

Summary of RESULTS*:

1). Restate the assessment question(s) (from the Assessment plan):
Q1: To what extent are students who are entry-level psychology and criminal justice courses proficient in written communication?

Q2: To what extent are students who are in senior-level psychology and criminal justice courses proficient in written communication?

Q3: Are senior-level students taking psychology and criminal justice courses more proficient in written communication than their entry-level counterparts?

2). Summarize the assessment results. (A narrative summary is required. Charts, tables or graphs are encouraged but optional.)
To answer Q1 and Q2, Appendix B displays the frequencies and percentages of students who earned a score on each of the rubric criteria.

- For communicating purpose in writing, all courses achieved at least 75% of mastery.
- For communicating content in writing, only students in PSY 101 did not achieve mastery (66.67%).
- For communicating writing conventions appropriate to the discipline, lower-level criminal justice and psychology students achieved at least 75% mastery. However, upper-level criminal justice and psychology students did not (50% and 40%, respectively).
- For using credible sources in writing, only lower-level criminal justice met the criteria for mastery (80%). Only 50% of upper-level criminal justice students, 46.67% of lower-level psychology students, and 66.67% of upper-level psychology students met the criteria for being profiicent in using credible sources.
- In terms of writing mechanics, only upper-level criminal justice students did not meet the criteria for being proficient in writing mechanics (50%).

To answer Q3, Appendix C displays the means and confidence errors of the course rubric averages by rubric criterion. In psychology, there were significant differences found between lower- and upper-level students in terms of writing content ($p = .03$, $d = 0.85$), writing conventions ($p = .007$, $d = 1.09$), and credible sources ($p = .013$, $d = 0.99$). Due to low sample size in criminal justice courses, independent samples t tests were not able to be calculated. However, Welch's t tests confirmed that there were no statistically significant differences found between courses, ps > .05. Descriptive data from the psychology courses revealed that upper-level psychology students outperformed their lower-level counter parts in terms of communicating written content and using credible sources. However, lower-level psychology students outperformed upper-level psychology students in terms of using writing conventions appropriate to psychology (i.e., APA style).

3). INTERPRETATION* - Discuss how the results answer the assessment question(s).
Overall, students across both upper- and lower-level psychology and criminal justice courses are proficient in written communication. But there were some deficiencies in specific courses based upon the rubric criteria. Most notably, lower-level psychology students struggled most with adequately applying the course content, as well as using credible sources. Upper-level psychology students struggled most with correctly applying APA style (conventions). Criminal justice students displayed a split between lower- and upper-level students in terms of using appropriate writing conventions, credible sources, and writing mechanics.

To answer whether senior-level students are more proficient than their entry-level counterparts, only psychology data could be assessed due to low enrollment numbers in criminal justice courses. Overall, senior-level students are only more proficient their than entry-level counterparts in terms of applying course content and using credible sources. Lower-level students outperformed their upper-level counterparts in terms of using APA style and no significant differences were found between lower- and upper-level students in terms of communicating purpose and writing mechanics.

4). Observations made that were not directly related to the question(s).
Due to small sample size in criminal justice and program-level changes, more data is needed in future assessment years to establish the extent to which criminal justice students are proficient writers.

Sharing of Results: *When were results shared? Date:* 6/17/2021

How were the results shared? (i.e. met as a department) Via email

Who were results shared with? (List names): Thad Warren, Kathy Miller, Ed Hoffman, Nancy Elwell, Kim Boyce, Rebecca Ristow, Mark Blanke, and Amy Hubach

Discussion of Results −**Summarize your conclusions including:**

1. ACTION*- How will what the department learned from the assessment impact:
  a. *Teaching:*
  b. *Assignment/course*: Department Chair will discuss with each instructor of all courses in HSS department.
  c. *Program:* Writing and adopting a style guide in respective programs.
  d. *Assessment:* We will repeat the assessments to look for improvement on proposed action.

2. IMPACT*- What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year? Improvement in overall writing based on outlined criteria in the shared rubric.

3. BUDGET IMPLICATIONS − Indicate budget requirements necessary for the successful implementation of the ACTION* Minimal impact to budget − time developing the style guide and discussing implementation.

If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.

What assessment questions related to the learning outcome would the program like to investigate in the future? The same question as it relates to each program within the department.

Submitted by: HSS department (Thad & Sara)   Reviewed by the Assessment Committee (date): 7/6/2021

Department Chair notified approved/additional action needed: Approved 7/6/2021

BUDGET IMPLICATIONS − Assessment Committee Chair notified appropriate Dean: NA

Music

Department/Program/Unit: Music   **Date: August 8, 2020**
Related: University Goals/Outcomes: Application   **Select**   **Select**   **Select**
Members involved with development of Plan: Blersch, Grimpo, Herl, Jacobs, Schultz, von Kampen
Departmental/Program/Unit Student Outcome: *What student outcome from the departmental matrix will be assessed? (It is suggested that you cut and paste directly from the matrix. Outcomes should represent the absolute priorities for learning- students must be able to do [this] when they finish our program).*   **State as follows: Students should be able to [action verb] [something]**.   Students will compose music in historical styles of western music.
Background: *What factors caused you to choose this particular assessment outcome? If you chose this outcome because of a perceived problem, please explain.*   We chose this last year but were forced to substitute final projects from a different class because of Covid. We would like to repeat it this year with projects from the correct course.
Question: *What specific question(s) are you attempting to answer through assessing this student outcome? (What are you trying to find out? There may be more than one question, but no more than three.)*   What percentage of music majors are able to compose music at a minimum acceptable level?

Methodology:
    11. *OBJECT* - What data (i.e. artifact, exam score, detailed description of assignment) will be collected?* The final project in Mu 105 (Music Theory II), an original composition.
       a. *How does this data address the assessment question?* Students are rated according to their abiliity to apply the techniques of composition learned in first-year music theory. The course is taken by all music majors, so the results of this assignment will be a good indication of whether our students can perform the task.
          i. *Include/attach a description/example of assessment tool to be used*.
   12. *How will data be collected?* Final projects from Mu 105 will be distributed to faculty members to evaluate.

Analysis of Artifacts: *PERFORMANCE CRITERIA* - Discuss:*
  6) *How the artifacts will be analyzed (attach rubrics/scoring tools if used):*   See the attached scoring rubric.
  2) *How you will know if it is good (i.e. score required by % of students):*   We would like to see at least 80 percent of students meet or approach the standard in all three categories.

Submitted by: Joseph Herl   **Date:**   **August 8, 2020**   **Assessment Committee Reviewed (Date):** **10/5/2020**
Department Chair notified of approval/or additional action needed: **Approved - 10/20/2020**

Department: Music	**Date:** May 6, 2021

Members involved with analysis of artifacts: Blersch, Grimpo, Herl

See #1 Undergraduate Program Assessment Plan: Student Outcomes for:
 a) Student Outcome; b) Background; c) Question(s); d) Methodology

Analysis of artifacts:
1). PERFORMANCE CRITERIA - *How was data analyzed? (attach rubrics/scoring tools if used).*
See attached.

Summary of RESULTS*:
1). Restate the assessment question(s) (from the Assessment plan):
What percentage of music majors are able to compose music at a minimum acceptable level?
2). Summarize the assessment results. (A narrative summary is required. Charts, tables or graphs are encouraged but optional.)
Fourteen compositions were scored, representing all the students in the class except for one who did not submit the assignment, with these results: (1) met all standards: 8 students; (2) met two standards, approaching one: 2 students; (3) met 1 standard, approaching 2: 1 student; (4) approaching all three standards: 1 student; (5) met one standard, approaching one, and below one: 1 student; (6) approaching one standard, below two: 1 student.
3). INTERPRETATION - *Discuss how the results answer the assessment question(s).*
 Our goal was that 80 percent of students meet or approach the standard in all three areas. This was accomplished, with 12 of 14 students (86 percent) doing so. If the student who did not submit the assignment is counted as not meeting any standard, then 12 of 15 students (80 percent) did so. We observed that the two students who fell below standard submitted no drafts until shortly before the assignment was due, whereas most students submitted drafts over the course of a month.
4). Observations made that were not directly related to the question(s).
None.

Sharing of Results: *When were results shared? Date:* May 6, 2021
How were the results shared? (i.e. met as a department) By email.
Who were results shared with? (List names): Blersch, Grimpo, Herl, Jacobs, von Kampen

Discussion of Results −**Summarize your conclusions including:**

1. **ACTION***- *How will what the department learned from the assessment impact:*
   a. Teaching: The fact that the two students whose compositions were below standard did not submit timely drafts suggests that the opportunity to submit drafts and receive comments is useful for this type of assignment.
   b. Assignment/course: The success of most students with this project suggests that the process of drafting and redrafting is a good way to help them internalize the various techniques of musical composition and analysis that they learned during the year.
   c. Program: The teaching of composition at this level appears to be effective. and no changes are proposed.
   d. Assessment: Next year we would like to assess a different learning outcome.
2. **IMPACT***- *What is the anticipated impact of the* **ACTION*** *on student achievement of the learning outcome in the next academic year?*   We hope to achieve comparable results.
3. **BUDGET IMPLICATIONS** − *Indicate budget requirements necessary for the successful implementation of the* **ACTION*** n/a

If action is taken − it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.

What assessment questions related to the learning outcome would the program like to investigate in the future? n/a

Submitted by: Joseph Herl	**Reviewed by the Assessment Committee (date):** 7/6/2021

Department Chair notified approved/additional action needed: Approved 7/6/2021

BUDGET IMPLICATIONS − **Assessment Committee Chair notified appropriate Dean:** na

Natural and Computer Science

Natural and Computer Science Plan

Department/Program/Unit: Natural & Computer Sciences   **Date: 10/6/20**
Related: University Goals/Outcomes: Knowledge   Select   Select   Select
Members involved with development of Plan: Rob Hermann, Brent Royuk, Kent Einspahr, Marcus Gubayni, John Jurchen, Kristy Jurchen, Kregg Einspahr, Tim Huntington, Kyle Johnson, Connie Callahan, Jen Fruend, Dennis Brink
Departmental/Program/Unit Student Outcome: *What student outcome from the departmental matrix will be assessed? (It is suggested that you cut and paste directly from the matrix. Outcomes should represent the absolute priorities for learning- students must be able to do [this] when they finish our program).* **State as follows: Students should be able to [action verb] [something].** The department has as one of its goals: Knowledge: to gain a basic level of knowledge in the areas of physics, chemistry, and biology (as well as necessary math concepts), and an advanced level of knowledge in the student's major area(s) of study. In order to achieve this goal, the department will assess the following learning outcome: Students will be able to demonstrate an appropriate level of knowledge of important facts, concepts, or processes in the scientific area
Background: *What factors caused you to choose this particular assessment outcome? If you chose this outcome because of a perceived problem, please explain.* For the past several years the department has assessed the analysis component of its goals and outcomes, namely, the students' ability to make appropriate inferences and interpretations of scientific data - basically, to use standard techniques like statistics to interpret data. The department had been achieving its goals in this area and so decided to assess a different goal. Since the General Education goal aligns with one of the departmental goal, it was decided to assess that goal.
Question: *What specific question(s) are you attempting to answer through assessing this student outcome? (What are you trying to find out? There may be more than one question, but no more than three.)* Do students know important facts, concepts, and processes of the discipline at a sufficient level to correctly describe them?

Methodology:
 13. *OBJECT* - What data (i.e. artifact, exam score, detailed description of assignment) will be collected?* Exam questions from AGRI 210, Bio 344, Bio 345, Chem 325, CS 331, and Phys 383 will be collected.
     a. *How does this data address the assessment question?* Questions wlil be selected that ask the students to show a clear knowledge of important facts, ideas, or processes for the field.
        i. *Include/attach a description/example of assessment tool to be used*.
 14. *How will data be collected?* Questions will be compiled by the instructor after tests are completed and identifying marks will be removed.

Analysis of Artifacts: *PERFORMANCE CRITERIA* - Discuss:*   7) *How the artifacts will be analyzed (attach rubrics/scoring tools if used):* Artifacts will be assessed using a 5-point Likert scale (attached), which assigns a value to whether students can demonstrate complete and correct knowledge.   2) *How you will know if it is good (i.e. score required by % of students):* If at least 80% of students score at least a 3 or above, then we can say that most students generally have basic knowledge of the concept. We would prefer that at least 80% score a 4 or above to show that they have a fairly complete and accurate knowledge of the concept.
Submitted by: Robert Hermann   **Date: 10/6/20   Assessment Committee Reviewed (Date): 10/20/2020**
Department Chair notified of approval/or additional action needed: Approved 10/20/2020

Natural and Computer Science Executive Summary

Department: Natural & Computer Sciences	**Date:** May 20, 2021

Members involved with analysis of artifacts: Robert Hermann, John Jurchen, Kristy Jurchen, Marcus Gubanyi, Kent Einspahr, Dennis Brink, Kregg Einspahr, Jen Fruend

See #1 Undergraduate Program Assessment Plan: Student Outcomes for:
a) Student Outcome; b) Background; c) Question(s); d) Methodology

Analysis of artifacts:
1). **PERFORMANCE CRITERIA*** - *How was data analyzed? (attach rubrics/scoring tools if used).*
Artifacts were analyzed according to the attached rubric. Rubrics were sent to the faculty beforehand for review, and the departmental faculty met together and scored the artifacts through discussion and consensus.

Summary of RESULTS*:
1). Restate the assessment question(s) (from the Assessment plan):
Can students demonstrate an appropriate level of knowledge of important facts, concepts, or processes in the scientific area. Specifically, do students know important facts, concepts, and processes of the discipline at a sufficient level to correctly describe them?
2). Summarize the assessment results. (A narrative summary is required. Charts, tables or graphs are encouraged but optional.)
A total of 57 artifacts were analyzed from the floolwing courses: Ag 210, Bio 344, Bio 345, Chem 325, CS 331, Phys 383.

Course	# Above 3	# Artifacts	% Meeting Criteria
Agri 210	4	7	57
Bio 344	10	12	83
Bio 345	10	14	71
Chem 325	7	10	70
CS 331	4	6	68
Phys 383	8	8	100

Overall, 43 of the 57 artifacts met the criteria of 3 or above, 75%.
3). **INTERPRETATION*** - *Discuss how the results answer the assessment question(s).*
Overall we failed to meet the goal of 80% meeting the criteria of scoring a 3 or above, so we are unable to say that our students know important facts, concepts, and processes of the discipline at a sufficient level. This may be due to a number of factors: (1) Students are so used to having most factual information at their fingertips on their phone, so they are not memorizing information for tests; (2) Tests and other assessments in Science typically emphasize problem solving, analysis, and similar skills more than knowledge of facts, so students are not prioritizing memorizing factual information; (3) Our application of the assessment rubric to the artifacts in our disicpline may have been overly strict, since we so badly want our students to know our materiai, which may have lowered scores overall.
4). Observations made that were not directly related to the question(s).
The department faculty had difficulty coming to a consensus on the reasons for student difficulty in this area.

Sharing of Results: *When were results shared? Date:* May 20, 2021
How were the results shared? (i.e. met as a department) Met as a department and shared via email.
Who were results shared with? (List names): Robert Hermann, Brent Royuk, Kristy Jurchen, John Jurchen, Kregg Einspahr, Tim Huntington, Connie Callahan, Kyle Johnson, Jen Fruend, Kent Einspahr, Marcus Gubanyi, Dennis Brink.

Discussion of Results –Summarize your conclusions including:

1. **ACTION***- *How will what the department learned from the assessment impact:*
  a. *Teaching:* Instructors will emphasize in their classes the need for students to learn (and memorize) important facts and knowledge as a part of their education.
  b. *Assignment/course:* Instructors will practice assessing factual material more on in-class tests and quizzes, and give students opportunity to practice through more questions about facts in in-class discussion.

    c. *Program:* We will consider the extent to which we emphasize and value knowledge versus other areas like analysis and problem-solving.

    d. *Assessment:* We will plan to do a better job ensuring that all courses that expect to submit artifacts actually do so. We will also make sure that we collect artifacts that assess knowledge that was actually central to the course and emphasized that it will be asked.

2. **IMPACT***- *What is the anticipated impact of the* **ACTION*** *on student achievement of the learning outcome in the next academic year?*   We hope that these actions will improve students' ability to correctly present knowledge important to the area, and that we will assess artifacts that reflect knowledge central to the course.

3. **BUDGET IMPLICATIONS** − *Indicate budget requirements necessary for the successful implementation of the* **ACTION*** None

If action is taken − it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.

What assessment questions related to the learning outcome would the program like to investigate in the future? Same as this year

Submitted by: Robert Hermann   **Reviewed by the Assessment Committee (date):** 7/6/2021

Department Chair notified approved/additional action needed: Approved 7/6/2021

BUDGET IMPLICATIONS − **Assessment Committee Chair notified appropriate Dean:** na

Theology, Philosophy & Biblical Languages

Theology, Philosophy & Biblical Languages Plan

Department/Program/Unit: Theology, Philosophy, and Biblical Langages 9.24.2020	**Date:**
Related: University Goals/Outcomes: Knowledge Analysis Select Select	
Members involved with development of Plan: David Coe, Brian Gauthier, and Paul Holtorf	
Departmental/Program/Unit Student Outcome: *What student outcome from the departmental matrix will be assessed? (It is suggested that you cut and paste directly from the matrix. Outcomes should represent the absolute priorities for learning- students must be able to do [this] when they finish our program).* **State as follows: Students should be able to [action verb] [something**]. Students will effectively access, review, and analyze reference sources unique to the study of Holy Scripture and theology.	
Background: *What factors caused you to choose this particular assessment outcome? If you chose this outcome because of a perceived problem, please explain*. The department is seeking to assess how the topics of the course, Theo 361, equip students to implement and integrate skills necessary for a thorough analysis of theology topics and of scholarly discussions about the theology topics..	
Question: *What specific question(s) are you attempting to answer through assessing this student outcome? (What are you trying to find out? There may be more than one question, but no more than three.)* 1. Can a student demonstrate the ability to read and understand the material in an upper-level, scholarly work in theology? 2. Can a student demonstrate the ability to accurately summarize the theological arguments put forward in an upper-level, scholarly work in theology? 3. Can a student demonstrate the ability to assess and evaluate the arguments put forward in an upper level, scholarly work in theology?	

Methodology:
    15. *OBJECT* - What data (i.e. artifact, exam score, detailed description of assignment) will be collected?* Student written submissions summarizing the content of material from an upper-level scholarly work in theology, featuring terms and constructs, along with a critical assessment of the author's theological position.The basis for this assignment will feature the Formula of Concord, Epitome VI: "Concerning the Third Use of the Law."
       a. *How does this data address the assessment question?* The data will demonstrate to what degree the student has gained the ability to understand, accurately state, and intelligently assess the content of upper-level scholarly theological works. The key concepts identified in the above sections of this document will serve as assessment points in the determination of a student's assessment level.
          i. *Include/attach a description/example of assessment tool to be used*.
   16. *How will data be collected?* Artifacts will be collected from Theo 361.	

Analysis of Artifacts: *PERFORMANCE CRITERIA* - Discuss:*
  8) *How the artifacts will be analyzed (attach rubrics/scoring tools if used):*   A statistical analysis of student submissions for Theo 361, arriving at a mean score for the assignment.
  2) *How you will know if it is good (i.e. score required by % of students):* A score of 80% or better will be required of 70% of the students in the class.	

Submitted by: David Coe, Brian Gauthier, and Paul Holtorf Date: 9.24.2020 Assessment Committee Reviewed (Date): 10/27/2020	
Department Chair notified of approval/or additional action needed: Approved 10/27/2020	

Department: Theology, Philosophy, and Biblical Languages	**Date:** 5.12.21

Members involved with analysis of artifacts: David Coe, Brian Gauthier, and Paul Holtorf

See #1 Undergraduate Program Assessment Plan: Student Outcomes for:
a) Student Outcome; b) Background; c) Question(s); d) Methodology

Analysis of artifacts:
1). PERFORMANCE CRITERIA* - How was data analyzed? (attach rubrics/scoring tools if used).
A statistical analysis of student submissions for Theo 361, arriving at a mean score for the assignment. A score of 80% or better will be required of 70% of the students in the class.

Summary of RESULTS*:
1). Restate the assessment question(s) (from the Assessment plan):
1. Can a student demonstrate the ability to read and understand the material in an upper-level, scholarly work in theology?
2. Can a student demonstrate the ability to accurately summarize the theological arguments put forward in an upper-level, scholarly work in theology?
3. Can a student demonstrate the ability to assess and evaluate the arguments put forward in an upper level, scholarly work in theology?
2). Summarize the assessment results. (A narrative summary is required. Charts, tables or graphs are encouraged but optional.)
Fall 2020: N=18; Mean: 96.36; 100% of students scored 80% or better.
Spring 2021: N=23; Mean: 88.43; 100% of students scored 80% or better.
3). INTERPRETATION* - Discuss how the results answer the assessment question(s).
The papers demonstrated a high ability in comprehension of the material and demonstrated upper-level, scholarly work in theology. Students demonstraated a high ability in summarizing accurately theological arguments in an upper-level scholarly work in theology. Finally, students demonstrated a high ability to assess and evaluate arguments in an upper-level scholarly work in theology.
4). Observations made that were not directly related to the question(s). Not applicable

Sharing of Results: *When were results shared? Date:* May 12, 2021
How were the results shared? (i.e. met as a department) Emailed to the department
Who were results shared with? (List names): Charles Blanco, David Coe, Brian Gauthier, Paul Holtorf, Mark Meehl, and Russ Sommerfeld

Discussion of Results −Summarize your conclusions including:
1. ACTION*- How will what the department learned from the assessment impact:
   a. *Teaching:* Continue to keep the learning outcomes for the course.
   b. *Assignment/course*: Continue to keep the assignment in the course.
   c. *Program:* Continue to emphasize the scope and sequence of the theology courses as they pertain to the prerequisites and sequence of Theo 361 and Theo 362.
   d. *Assessment:* Continue to maintain the performance criteria as it demonstrates the level of competency re: the student's skills in evaluation and summarizing in theology.
2. IMPACT*- What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year? To continue using the same assignment for future assessment purposes, using the same assessment criteria.
3. BUDGET IMPLICATIONS − Indicate budget requirements necessary for the successful implementation of the ACTION*
None

If action is taken − it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.

What assessment questions related to the learning outcome would the program like to investigate in the future?
With the addition of a new faculty member in the department who teaches the course along with current faculty, the department will proceed with the same assessment for the 2021-22 academic year.

Submitted by: Paul Holtorf   **Reviewed by the Assessment Committee (date):** 7/6/2021   **Department Chair notified approved/additional action needed:** Approved 7/6/2021   **BUDGET IMPLICATIONS − Assessment Committee Chair notified appropriate Dean:** na