

2022– 2023 Departmental Assessment

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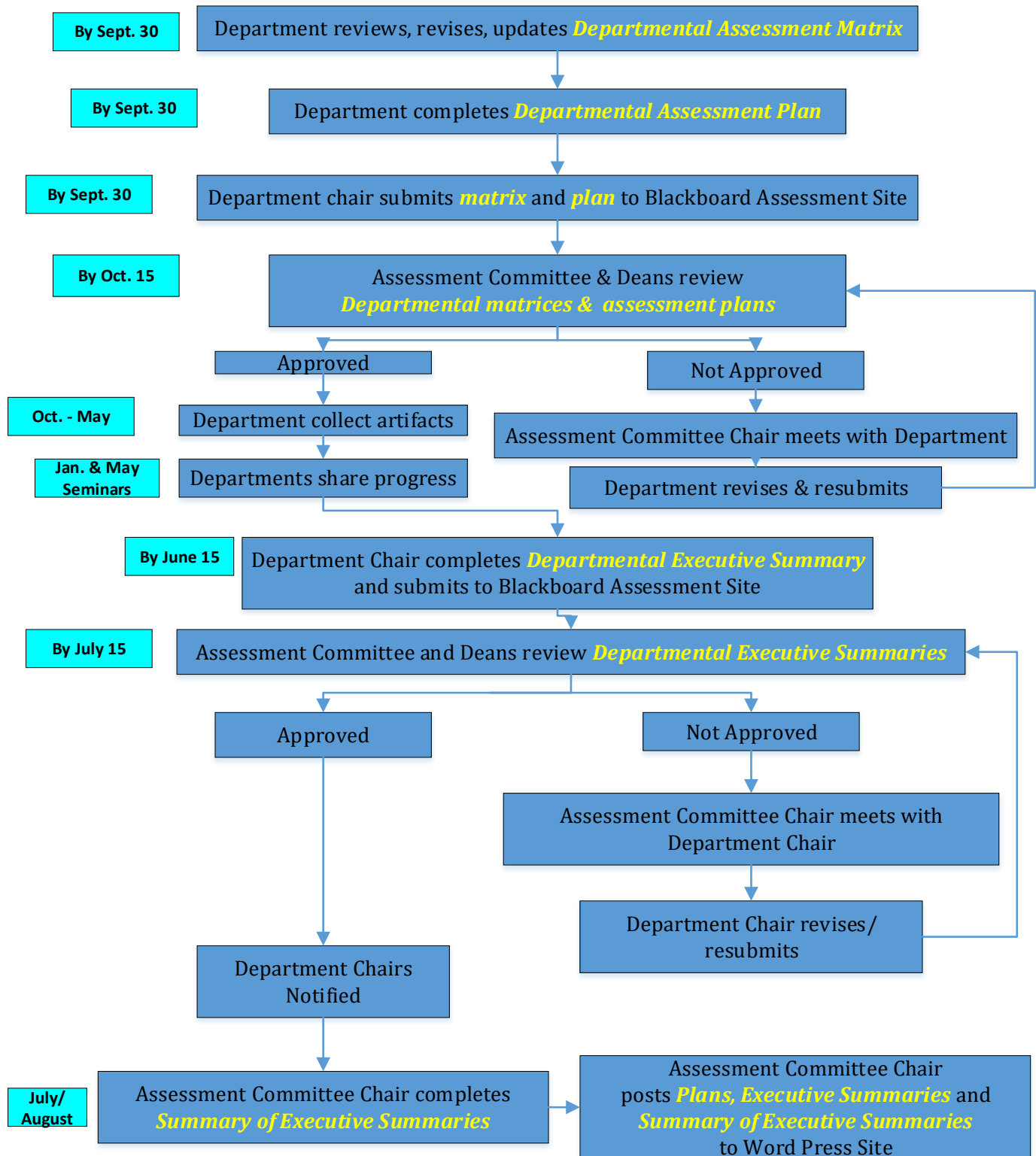
Summary of Executive Summaries

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Summary of Departmental Executive Summaries

All assessment plans and executive summaries can be found on the Concordia University Assessment WordPress Site: <http://wp.cune.edu/assessment/>

Summary of Executive Summaries					
Department	Assessment Question/ Outcome Goal		Improve Assessment	Improve Instruction	Other
Art	Present their work in a well-organized and professional manner discussing, reflecting upon, and evaluating work, including their own, with astute personal insight. Demonstrate a clear understanding their own personal development and can easily discriminate between varying degrees of quality in work.		Faculty will discuss the potential subjective impact in scoring and focus specifically on the criteria that students under performed in considering how /if these topics are implemented in all courses, if the questions need to be re-phrased, and if subjectivity in scoring plays a role.		
ECTA	Are students able to effectively access, review, and analyze reference sources unique to the upper level work in their major		We would like to choose a different class and outcome for future assessment so that we can measure student learning in a more broad cross section of our program.	We will continue to teach reference skills and citation of evidence in a similar manner. The assignment provides us with good data about the learning of students. We will continue to assign this project in this course.	
HGISML	Can students analyze information relating to a specific topic/thesis?		Rethink our upcoming 2023-24 assessment plan to address more specifically teaching research related writing.	The results suggest additional instruction is necessary in relation to analysing information relating to a specific thesis. Additionally, we must recognize that students enter Concordia with different levels of educational background.	
HHP	Do the field experiences in HHP 312, HHP 471, and HHP 484 provide adequate "real world"		We will look to refine/modify the qualitative assessment	Field experience opportunities	

	opportunities for students to exhibit professional, knowledge, skills, and abilities relative to their program.		procedure to better reflect each course and experience.	will continue to be provided in current courses (sans potentially HHP 312) and encouraged in other upper level HHP courses as appropriate	
Human & Social Sciences	<p>Q1: To what extent are students who are in entry-level psychology courses proficient in written communication?</p> <p>Q2: To what extent are students who are in senior-level psychology courses proficient in written communication?</p> <p>Q3: Are senior-level students taking psychology courses more proficient in written communication than their entry-level counterparts?</p>		We need to continue to improve assessments in reviewing the program	Continued attention in writing skills needs to be built into the curriculum across the department.	
Math & Computer Science	<p>1. Can students communicate complex technical content in understandable terms?</p> <p>2. Can students incorporate data in communicating the results of their work?</p>			<p>More intentional feedback loops should be implemented - with students receiving feedback on their writing and making updates based on the feedback.</p> <p>Assignments need to be more clear on expectations for writing. In particular, example papers should be provided.</p>	
Music	What percentage of music majors in explaining music in a written essay?			We need to revisit the keyboard skills outcome that we assessed last year once we have improved the assessment tools and updated the course requirements.	

Natural Science	<p>We will be looking at whether students:</p> <p>(1) accurately explain scientific research</p> <p>(2) using effective and appropriate communication techniques to do so.</p>		<p>Some artifacts may change in the future. There is always a balance between the need to assess artifacts from late in the semester when students have mastered the course expectations, and the rushed quality to artifacts from the end of the semester.</p>	<p>There was a recognition that course assignments tend to emphasize content and not the quality of the communication. Instructors will add an emphasis to their courses showing examples of effective scientific communication.</p> <p>Assignment requirements will include added emphasis on expectations for effective communication.</p>	
Theology, Philosophy & Biblical Languages	<p>1. What are the basic tenets of the Lord's Supper from a Lutheran and denominations outside of the Lutheran Church?</p> <p>2. What is meant by Close(d) Communion?</p> <p>3. What are Scripture passages that support an understanding of the real presence of Christ in the Lord's Supper?</p>		<p>Continue to maintain the performance criteria as it demonstrates the level of competency re: the student skills in evaluation and summarizing in theological studies.</p>	<p>Continue to keep the learning outcome in the course.</p> <p>Continue to keep the assignment in the course.</p>	