

Academic Department Annual Assessment Academic Year 2017-2018

| Department | Student Learning Outcome Reported | Direct Assessment Method | Indirect Assessment Method | Results | Planned Use of Results | Use of previous year's results |
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| Behavioral Sciences | Students will have acquired knowledge and skills requisite for entry into selected professions, especially pre-professional careers in the behavioral sciences | Capstone senior project scored with a rubric, department exam | Focus group | Benchmark target 80%, results 81% proficient or above | Direct Assessment: Our proposed changes to the SLOs need to go to EPC for approval. Changes to the senior project data collection requires further assessment. Schedule for the spring semester will need revision; research proposals will need to finish the IRB cycle by March 1. Indirect Assessment: suggestions can be implemented in the fall (PY/SO 474) and in the spring (PY/SO 475). May add meetings during the interterm to help seniors bridge the gap between the fall and spring. | 1. Made revisions to the senior seminar research manual. 2. A member of the department volunteered to monitor student progress on internship placements. 3. With the focus on the general education performance task, we did not focus on alumni survey. However, this year we did get an alumni contact list (e.g., email) that will help us build a base for an alumni survey. |
| Business | Students should be able to persuasively communicate business-related ideas in a variety of media and settings. | Oral presentation scored with a rubric | IDEA course evaluation custom questions | Direct: 100% proficient or distinguished in ideas and content, voice & dialect, style & Attitude. One team between basic and proficient in organization. Indirect: 87.8% of students strongly agree or agree that their oral communications skills prepared them to communicate in a professional setting. 86% strongly agree or agree that their written communication skills have prepared them to communicate in a professional setting. | Questions of all majors indicate that the student agrees or strongly agrees scored in the mid 80's to low 90's. However, it appears that about one-third of the accounting majors do not believe this program has adequately prepared them for a career in the accounting field. The prior year's results were at 97% that strong agreed or agreed that this program prepared them for a career in the accounting field. There were no staffing or course changes during this last academic year. Need to continue to monitor accounting majors' feelings of adequate preparation and consider curriculum changes if trend continues. | Updated survey instrument from last year to align better with program SLOs. Revised the rubric into sub-components to be able to pinpoint student strengths and weaknesses in oral reporting. A new marketing professor was hired. She will bring consistency to the department. In the last five years there has been four marketing professors. The assessment results for Marketing significantly improved. |
| Mathematics | | | | The Math Department's 2016-17 Assessment Plan proposed that in 2017-18 we would assess the extent to which: "Graduates with a major in mathematics will have received a coherent, broad-based coverage of the discipline of mathematics." There are no graduating senior math majors in Spring 2018, and so no data were collected this year. | The Math Department now includes three faculty members. The faculty have engaged in curriculum evaluation and revision, and will have a proposal ready for EPC in the early Fall of 2018. | |
| Natural Sciences | Graduates will have demonstrated the ability to communicate scientific information in both written and oral form. | Assignment as part of coursework, senior capstone, oral presentation scored with a rubric utilizing external reviewers | Course evaluation survey, Course grades for NS300, NS375, and NS475 | NS300, NS375 was: 6A:7B:3C:1F and in NS475 was: 6A, 1IP | The department faculty will complete our curriculum mapping in Fall 2018. Minor revisions will be made to the syllabi of NS300, NS375, and NS475 for 2018-19. Faculty discussion of those changes should conclude by the start of Fall 2018. | Last year we submitted our Program Review/Departmental Growth Plan. There has been a significant amount of work done on the admissions and development portions of the plan, and we've increased the capacity of our courses to accommodate our growth. Two new courses have been added to our schedule for 2018-19: Bioinformatics, and Green Chemistry. |

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| Communications | Students who complete the major in communication can expect to develop strategies for effectively managing conflict. | Exam created by department; Rubric for service learning project in conflict communication. | Student reflective writing assignment reflecting on achievement of SLO | Benchmark target 80% First, we examined exam scores for the students to see if they were understanding theory and application for general content in the course Average grade on mid-term exam was 73%. Final Exam: The average grade was 76%...Conflict resolution: The scores on the rubrics--and witnessing the students achieve success with their projects--indicated that students indeed developed strategies for effectively managing conflict *and* shared those with young students in our community. Written reflection: 94% of the students could identify conflict theories and concepts and correctly and appropriately explain how those ideas impacted the students' use of conflict strategies. | This year, two students did not meet the criteria, and repeated the literature assignment. Both students failed the fall semester assignment. In the spring one earned a C on the assignment and the other earned a B. There was great improvement in the students' writing in these assignments. Following this new criteria also alleviated the senior seminar professor's time in editing these service learning projects for students' whose writing skills were sorely lacking the ability to create a project that could be shared with a community partner. That we still have students not *prepared* to complete the senior project is a concern. The writing skills are still the area that we see the lowest competency. Thus, we need to emphasize writing skills through writing projects in each class when appropriate. Students take Advanced Expository Writing and Editing. Both of these courses should be helping students to improve their writing skills. We will be talking as a department about ways to improve students' writing skills before they enter their senior year. | Revised the SLOs for the program and slimmed down from 11 SLOs for the communication major and six for the digital media major to four for each. We eliminated one of the SLOs we were meant to assess this year, and elected to instead assess a new SLO that students will develop the ability to express audience-centered messages clearly in both speaking and writing. New requirement for students to participate in the oral history project. The remaining students completed the Oral History Legacy project in the spring. The projects were quite a bit stronger overall than last year's projects--in great part, we believe, due to the new criteria. Of the five students who completed this project, four earned a B and one student earned an A. Thus 100% of our seniors earned a "C" or better on their senior projects, which required the ability to express audience-centered messages clearly in writing. All of the students earned an A on their presentations, sharing the Oral History Legacy projects, which required the ability to express audience-centered messages clearly in speaking. |
| Philosophy & Religion | Students will demonstrate the ability to critically engage the western philosophical tradition as it addresses fundamental questions about the nature of reality, the meaning of our experience, and the purpose of life. | Assignment as part of coursework, oral presentation. Using two rubrics. | Final grades in course where direct assessment was administered. | Direct Evidence: An acceptable level of achievement for majors to meet this year's SLO is a sum total from all six PIs (research paper score + oral presentation score) of 12 or higher. 12 represents an average "proficient" mark. Major 1: 9 (research paper score); 9 (oral presentation score); Major 2: 7 (research paper score); 6 (oral presentation score); Major 3: 8 (research paper score); 3 9 (oral presentation score); Major 4: 6 (research paper score); 6 (oral presentation score); Major 5: 8 (research paper score); 7 (oral presentation score); 100% of the majors met or exceeded this year's SLO when directly assessed. Indirect: 3 A's, 2-B's, 100% meet or exceeded this year's SLO benchmark. | Four of the five majors successfully used the Western philosophical tradition to both analyze in writing and explain to their classmates the nature of reality, the meaning of our experience, and the purpose of life. All five majors could either analyze in writing or explain to their classmates these essentials of the Western philosophical tradition. Student Learning Weaknesses: While meeting the SLO, one major had difficulty using the Western philosophical tradition to write about the nature of reality, though the major could use the Western tradition to proficiently explain the nature of reality to her/his classmates. That same major could use the Western tradition to proficiently write about the purpose of life, though the major had difficulty using the Western tradition to explain the purpose of life to her/his classmates. Given that this major is a first-year student taking her/his first Philosophy and Religion course, this weakness is unsurprising and is not at this time a cause for concern. | The department is successfully producing students able to critically engage the Western philosophical tradition. |

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| English | SLO 3: Demonstrate an ability to analyze literary texts. SLO 5: Demonstrate knowledge of the structure of English, of the Standard American dialect, of both traditional and modern grammars, and of the nature of language. | Assignment/exam as part of coursework, capstone product using a rubric | Student survey | N=1 interpret with caution: SLO 3: Proficient, SLO 5: 2 students were rated Distinguished and 1 was rated Basic. SLO 3: could have shown more depth of understanding of the process of academic research, evaluation of source bias was at a basic level. SLO 5: Distinguished students showed a nuanced understanding of linguistics as a science and the nature of language change and language as it exists in human society. Actively pursued an understanding of classical grammar and described its limitations, difference between it and descriptive grammars. Basic student, pleased at the progress made over year of relevant assessments. Preparation in English before college was not good, but interest and willingness to learn were impressive, and we have confidence the student will continue to improve. | Clearly the 1 student assessed for SLO (3) is not a sufficient sample, and even the 3 assessed for SLO (5) are not statistically significant. For our small numbers of majors, I think only qualitative assessment is meaningful, and I understand that it doesn't go far in identifying trends. | Faculty discussed changing the indirect assessment: of the gender question on the IDEA form. But we decided that the problem was not the question, but students' lack of vocabulary to discuss gender issues. Students' essays and essay exams indicated that they understood the gender issues presented in the courses, but that they didn't have the vocabulary to discuss such issues. Therefore we decided to make our use of terminology more intentional and use daily checks and exercises to help students practice articulating gender. |
| Physical Education/Recreation/ Health | Students will develop a personal strategy for health and fitness, emphasizing the physical domain, understanding that behaviors learned are a lifelong process. | Course assignment, Scored with a rubric. | Reflective writing, journal writing. | Majors received 3.9 average on Fitness Goal and 3.1 on the Summary portion. Both assessments were higher than non-major students, 3.8 on the Fitness goal and 2.8 on the summary portion. | Faculty will be more intentional in emphasizing the importance of the summary. All faculty will provide an example of an exemplary summary. | Modified scoring rubric: Last year we reported an overall average score for the rubrics. This year we isolated and reported on scores for four different criteria and separated major and non-major data which gave us the opportunity to identify strengths and weaknesses in specific areas for these two groups. |
| Automotive Restoration (Technology) | Demonstrate an understanding of the major technological systems of the automobile. Demonstrate an understanding of authentic antique automobile restoration materials, methods, and techniques. Demonstrate proficiency in the use of materials and tools necessary to complete historically authentic automobile restoration work. | Department comprehensive exam, senior project, oral presentation scored by multiple faculty with a rubric. | Met with our National Advisory board, talked about student assessment and learning. NAB provided recommendations, will be included in recommendations as part of program review. | Final exam: N=27, 13 scored 70%, 2 scored 80%. | Course changes: better focus on reviewing material for students before the final comprehensive exam. Analyzing current SLOs of our program as well as curriculum maps. As a department, we are exploring all ways in order to improve student learning. This has involved looking at our current SLOs and discussing how we can update them in order to better serve the current state of our program. This will all be a part of the program review submitted this upcoming fall. | Based on last year's results, it was a key indicator that we need to look at the program SLOs. In order to streamline our teaching and make our program better, we can use the curriculum maps to revise the SLOs in order to better teach students in our program. |

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| Teacher Education Preparation Program | Objective 1--broad base of liberal arts---assessed via passing the C-BASE exam prior to full acceptance to the teacher education program | Department/external agency exam, supervising teacher evaluation. Federal Title II report, CAEP AIMS annual report | Employer meetings, student survey. | 100% pass rate as students are not allowed to student teach without this. | In previous years we've had several students struggle to pass. We've consequently created additional study courses and have tried to be more vigilant on making sure students enroll as needed. Adopted a new lesson plan template mid-year (January 2018) The students seemed to struggling with differentiating instruction and, in short, not including enough steps in the instruction process. The new template has been edited twice during the spring semester. | The plan for summer 2018 is to revamp our assessment of teacher dispositions. At our last NCATE accreditation we were given an AFI (area for improvement) on dispositions due to the lack of consistency across the unit. Also KSDE adopted a new set of professional education standards which each have their own dispositions. To date, we have narrowed down the list, but it requires further refinement. The plan is to finalize a set of dispositions by June 25 then send that list out to our advisory board for review and input. Assuming approval, we will then update the handbooks, and all assessment forms with the consistent, new language of the dispositions. As mentioned above, the SOAR is a new tool in draft mode starting fall 2017. |
| Visual Arts | Demonstrate knowledge of art elements and design principles. Demonstrate performance in a variety of traditional and contemporary art media | Senior artist portfolio, senior show | Course evaluations | Direct: Senior exhibition rubric 1=Basic, 2 proficient, 5 distinguished. | Distribute to all majors a sketchbook at the beginning of the semester--required to be used in all of our classes and by the senior year will tie into the planned meetings with seniors and their senior exhibitions. The sketchbook will also be used as part of their assessment in the unified rubric. We are going to implement meetings with our majors just like we did with the seniors in the following order: (Beginning & End of Academic Semester – Freshmen, Sophomores & Juniors) The students will be asked to talk about goals at the beginning of the semester, and then to present one project that they worked at the end of the semester. A department faculty walk-through the morning of the exhibition. An end of the year recap of assessment of the academic year based on results from the unified rubric at every summer department strategic planning meeting, and set goals for the next upcoming academic year's assessment. opening using the unified rubric. | Created and implemented a senior show and portfolio rubric to be used by multiple faculty to determine students learning achievement. Planned meetings with the seniors twice a semester for exhibition updates in front of all department faculty – the students made presentations at the beginning of the semester to update department faculty of their goals for the senior capstone project & then they followed that presentation up with a mid-point presentation prior to the exhibition being installed where the students previewed work to be exhibited in the final show. |
| History/Political Science | Program Review Submitted | | | | | |
| Performing Arts | Department Restructuring-Assessment reporting on hold | | | | | |
| Spanish | Program Review Submitted | | | | | |