

Academic Department Examples of Changes and the Impact on Student Learning

Philosophy and Religion

Assessment Data	Changes made as a Result of Assessment Data	Impact on Student Learning	Next Assessment Administration
Some majors were not explaining non-Christian religions in a manner consistent with the way practitioners of those religions would explain them.	In the required course Spiritual Pathways, class discussion of each non-Christian religion is now paired with showing a related video from the <i>Religions of the World</i> DVD series (Schlessinger Media, 2003). Each video interviews practitioners of the world religion under investigation and explains the religion from their perspective. Shot on location, it also gives students glimpses into the sacred sites, art, music, and architecture associated with each religion.	The subsequent annual assessment showed student improvement in the area of explaining non-Christian religions in a manner consistent with the way practitioners of those religions would explain them. On a rubric with a scale from 0 (worst) to 4 (best), scores improved from an average of 2.67 to an average of 3.33.	Each year (annual assessment)
Some majors understood non-Christian religions from almost exclusively an etic (outsider) perspective rather than from a balanced etic (outsider) and emic (insider) perspective.	In the required course World Religions, new small group activities were developed in which groups read short texts written by practitioners of each major world religion, describing what it is like to belong to that religion. These texts are entitled things like "I am a Hindu," "I celebrated Diwali," "I am a Buddhist," "I use deep meditation," "I am a Muslim," "Going on the Hajj," and so forth. After reading these texts, each member of the group role-plays before the class what it is like to believe or practice some element of the religion.	Grades of majors on the two required paper assignments addressing etic and emic perspectives (the first paper on Hinduism or Buddhism; the second paper on Judaism or Islam) improved from an average of 82.2% to an average of 90.8%.	Each year (annual assessment)
Some majors needed increased training in writing research papers before taking the 300-level junior seminar.	Each 200-level course in the department has been revised to include a 10-page minimum research	Since the change was made, every major taking the junior seminar has successfully undertaken research for the seminar and the subsequent senior thesis with grades of A or B.	Each year (annual assessment)

	paper, which counts for 35% of the course grade.		
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History

Assessment Data	Changes made as a Result of Assessment Data	Impact on Student Learning	Next Assessment Administration
Didn't have a systematic way to assess students' theses-created Thesis Assessment Rubric	Development of a uniform rubric for all theses.	Clarification of higher student performance expectations	Each senior capstone course
History education students were struggling to pass the praxis exam.	Individual meetings with students to clarify substantive knowledge requirements.	Increase student focus on developing a broad substantive knowledge base. Increased praxis pass rates.	Annually

Curriculum & Instruction

Assessment Data	Changes made as a Result of Assessment Data	Impact on Student Learning	Next Assessment Administration
SOAR- Student teacher Observation and Assessment Record—newly developed, comprehensive assessment tool	The tool is much more rigorous than our previous tool. We are working with six other institutions in developing the instrument. We've partnered with Marzano Research/REL central to work on reliability and validity of the tool.	The tool is much more robust, to the extent that several items cannot be viewed in an observation. Consequently, college supervisors are needing to be in closer communication with the cooperating teacher and the student teacher to discuss those elements. This in turn leads to rich conversation and a deeper understanding of the student teachers abilities. This tool has only been used for one semester. We continue to tweak it and learn how to use it.	Each semester
NCATE/KSDE AFI related to dispositions—inconsistent use of dispositions across campus	Newly designed disposition rubric based on SOAR model.	Much more intentional about presenting teacher dispositions to candidates. This is the first semester administering the tool so data have not been gathered at this time.	Each semester
Meaningless, rote checks of student teacher portfolios. In essence a check list of accomplishments with no substance.	For about two years, the portfolio was abandoned. This year the portfolio will be reinstated with a more defined purpose.	This is the first semester administering the revised portfolio so no data have been gathered at this time. The intention is to include the new disposition rubric in the portfolio. Each semester the candidate's advisor will meet with the candidate to review the contents of the portfolio	Each semester with a summative review at student teaching

		and discuss dispositions. At that time strengths and weaknesses will be discussed and methods for addressing weaknesses will also be planned. Goals for the next semester will be developed.	
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Automotive Restoration

Assessment Data	Changes made as a Result of Assessment Data	Impact on Student Learning	Next Assessment Administration
Department did not have a consistent tool to assess students' skills at the end of the program.	Implemented a comprehensive exam to directly assess students' cumulative learning throughout the program	The exam allowed faculty and staff to see what areas of student learning were strong and what areas could be improved, curriculum adjustments are made regularly.	Each fall/spring
Department wanted summative indirect assessment from soon-to-be graduates to inform programmatic improvement	Department will add a graduating students' focus group. Questions will be selected by AR faculty and facilitated by the assessment office.	This survey will allow AR faculty to adjust the curriculum and teaching based on soon-to-be graduates' feedback. Implementation spring of 2019.	Spring
Student learning outcomes were not all being systematically assessed and due to the large number of outcomes and number of distributed outcomes for different areas of emphasis	Faculty revised program SLOs and identified core SLOs that every graduate, regardless of emphasis, should know and be able to do upon graduation. Created a reporting map to ensure each core SLO and SLOs for emphases are assessed and reported between program/summative assessment reviews.	Revised SLOs are pending Board of Trustee approval fall 2019. Implementation, assessment, and reporting of SLOs will commence for the 2018-2019 academic year.	Ongoing

Natural Sciences

Assessment Data	Changes made as a Result of Assessment Data	Impact on Student Learning	Next Assessment Administration
Senior project rubric results for student manuscripts published in <i>Cantaurus</i>	Revised syllabus for NS300, NS375, and NS475	More intentional instruction about how to write a well-structured paper in the style commonly adopted by successful research scientists	Spring 2019
Course-embedded SLO achievement data shared among department faculty	The department faculty will complete our curriculum mapping in Fall 2018.	Regardless of elective course selections, all majors will meet departmental SLOs.	Spring 2019
External, standardized exam data (incoming student ACT scores and senior majors ETS-MFT scores)	Course changes (course content, pedagogy, courses offered, new course, pre-requisites, requirements)	Two new courses have been added to our schedule for 2018-19: Bioinformatics, and Green Chemistry.	Spring 2019

Majors needed improvement in understanding project design.	Syllabus revision of NS300, NS375, NS475; require systematic monthly input from students to show measured progress	Despite monthly progress checks students changing research topics have difficulty completing a quality research project.	Each time course is offered
Majors' topic research changes late in the year were too frequent resulting in rushed selection of research topics and some majors not completing research proposals on time.	Moved final research proposal in Jr. seminar to end of 2 nd semester instead of end of 1 st semester	Generally this has helped students' progress toward completing their research proposals on time, but it has been noted that the sequence and topic selection for these courses is still based on an older course model. Suggest rearrangement of the course topics giving students more time to focus on selecting good research topics.	Every time the courses are offered

Business

Assessment Data	Changes made as a Result of Assessment Data	Impact on Student Learning	Next Assessment Administration
Based on the assessment data for two years the department needed to improve students' oral communication skills particularly as it relates to organization.	The redesigned oral communications rubric was broken-down into sub-criteria to help pinpoint student areas of improvement.	Rubric scores will be compared from year to year for direct assessment. Indirectly, now students (87.8%) strongly agree or agree that their oral communications skills prepare them to communicate in a professional setting. Also, 86% strongly agree or agree that their written communication skills have prepared them to communicate in a professional setting.	Spring 2019
Program curriculum changes prompted curriculum (re)mapping	Reexamined the program curriculum to find gaps, redundancies, or misalignments in curriculum and SLOs	Clear progression of student learning expectations throughout the program curriculum.	Fall 2018

English

Assessment Data	Changes made as a Result of Assessment Data	Impact on Student Learning	Next Assessment Administration
The majority of students' oral and written communication skills were not at the college's desired level of proficiency.	Added oral communication to the general education requirements for all students. Eliminated the teaching of speech from writing courses.	CAAP exam scores in subsequent years indicate improvement in students written communication skills. Oral communication assessment conducted by the communications department.	Every time the courses are offered

Some communication and English majors entered the programs with inadequate writing skills.	Added writing competency exam to the curriculum.	Able to identify students whose writing is severely problematic, and to emphasize how important competent writing is to the department and professions students aim to enter. Improved scores on the writing exam and all majors were able to continue in the program.	On-going
As part of the program SLO: Student will demonstrate an understanding of ways in which aspects of culture such as history, religion and social norms are reflected in literature. Rubric and survey results from literature courses indicated that some students weren't understanding how gender is reflected in and challenged by literature.	Faculty are intentionally defining gender and gender-related issues in across literature courses. Clarified survey question to ensure students understand the question.	We'll determine the impact at the end of the fall 2018 semester.	Every time the courses are offered.

Behavioral Sciences

When we reviewed the students final Senior Project we continue to be frustrated with the quality of their writing. Scientific writing is technical and some still paraphrase too close to the source	Of all the areas on the rubric used to evaluate a students' ability to write a well-thought out literature review has been compounded by inadequate knowledge of grammar. This year we are piloting the use of Grammarly. We are requiring our students to put all assignments through Grammarly before turning it in. This electronic tool will identify misspellings, grammar errors, awkward sentence structure and plagiarism. The four faculty members will run all material handed in through Grammarly as well.	This change has art been implemented for the first time this fall. We will be gathering data during the year to track its effectiveness. The Academic Dean has asked for an end of year report on the effectiveness of this online tool.	Fall 2018/Spring 2019
In PY/SO 474 student's final assignment is to hand in an IRB ready proposal. This has been a challenge. Out of 15 students last year we only	Last year, we moved the assignment of the official project advisor up by a week. As this did not seem to help,	Last year, we did not see a positive impact by assigning individual advisors one week earl.	Fall 2017/Spring 2018

received 4-5 that could be called IRB ready. Students have maintained this is because individual advisors are assigned too late. Furthermore, they maintain that the demands on faculty time during Interterm causes them to lose momentum	<p>this year's schedule we moved this date up by two weeks.</p> <p>We re-arranged the Interterm teaching schedules so all departmental faculty are teaching in the afternoon. This will allow IRB to meet in the morning. In addition, we can also use this time meet with our students to work on required IRB changes. This will make for a hectic pace for the faculty, but we want to see if this will help keep our students moving forward on their projects.</p>	<p>It was the collective opinion that one week was not enough so this year we moved this date up by two weeks. It means that student will complete one fewer annotated bibliographies but we believe this is a more workable solution.</p> <p>In addition, the final IRB proposal will be due prior to Thanksgiving Break. We will be able to return it to the students before the break. This will give us at least a week after the break to work on minor changes and schedule remedial assistance if needed.</p>	Fall 2028/Spring 2019
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Physical Education

Assessment Data	Changes made as a Result of Assessment Data	Impact on Student Learning	Next Assessment Administration
Didn't have a way to consistent way across courses to assess students' ability to develop a personal strategy for health and fitness, emphasizing the physical domain, understanding that behaviors learned are a lifelong process.	Common rubric created and used by all faculty teaching the same course.	11% of students were not proficient in achieving this SLO. Found these students either failed the entire course or withdrew from the college. Will break down rubric scoring beginning in 2017 to determine specific areas of student/program deficiency.	Every time the course is offered
There was an imbalance of advising load for department faculty resulting in less time to advise majors and decreased student satisfaction with department advising according to student satisfaction survey results	Redistribution of advising loads. Hiring of an additional full-time faculty member.	Student satisfaction with department advising increased.	On-going
Student graduation rates were lagging especially for transfer student majors. Offering upper level courses every other year coupled with high demand for the courses from non-majors was a hindrance to	Offer upper level courses every year, added additional sections of courses in high-demand. Adjunct hired to cover additional course load, determined need warranted hiring a full-time faculty member.	Improved planned graduation rates especially for transfer students. Additional full-time faculty member impacted advising satisfaction as well.	On-going.

department majors' planned graduation timeline.			
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Visual Arts

Assessment Data	Changes made as a Result of Assessment Data	Impact on Student Learning	Next Assessment Administration
Senior exhibition preparation, quality of work, and completion of the number of works needed improvement.	Implemented planned meetings with seniors twice a semester for exhibition updates	Majors understand expectation of setting goals and presenting projects. Better preparation for senior exhibition and improved speaking skills. Meetings seem to improve students' confidence in preparation of exhibition, department faculty are better able to guide the process and quality of exhibition works.	Every time the course is offered
Department faculty wanted a consistent way to assess of student work and artistic methods to gain a better understanding of majors' learning strengths and weaknesses.	All faculty use the same rubric to assess students' final exhibition.	After implementing the rubric, determined teacher education candidates need to include personal philosophy of meaningful art education. All students needed improvement in professional presentation-framing, mats visually fit, clean, cut well, etc. The department also suggests using two rubrics, one before the exhibition to provide feedback to the student during planned meetings. Use the rubric again after the exhibition to determine if the rubric and planned meeting are impacting student learning.	Every time the courses are offered
Faculty and students wanted a better way to assess student learning throughout the program.	Majors receive sketchbooks at beginning of freshman year. Required for use in all classes.	Tie sketchbook into senior exhibitions and use as part of assessment within the scoring rubric. Students/faculty good understanding of student learning/growth as an artist while in program. Implemented fall 2018.	On-going

Performing Arts

Assessment Data	Changes made as a Result of Assessment Data	Impact on Student Learning	Next Assessment Administration
Choir- female students were not progressing due to less experienced male singers	Implemented single gender choir sections. Female singers able to progress at own pace and more rapidly	Female singers able to progress at own pace and more rapidly. Survey results show both male and female student satisfaction increased	Each time the courses are offered

No audition for select choir resulted in some students lacking adequate vocal ability to perform at the higher level. Students weren't aware of the expectations and types of singers needed for ensemble sections.	Auditions for select choir. Announcements of singers needed to fill ensemble sections including written expectations.	Select choir quality less varied and of higher overall quality. Students aware of expectations and types of singers needed for ensemble sections.	On-going
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Spanish

Assessment Data	Changes made as a Result of Assessment Data	Impact on Student Learning	Next Assessment Administration
Students were not adequately demonstrating the program SLO: "the ability to interact effectively with Spanish-speaking cultures, showing an understanding of different cultural perspectives and products".	Eliminated ML309 Hispanic Culture from the curriculum, revised syllabi to distributed cultural perspectives and products throughout the curriculum so students receive instruction throughout the major instead of a one-time shot in one course. Added assessments for understating culture and cultural differences to the Level IV exam. Added presentation component as part of understanding culture.	Exam results show students have a good understanding of the various aspects of culture.	
Majors needed more instruction in composition and conversation before studying abroad	Added G-ML384 Intermediate and Advanced (G-ML385) Spanish Composition and Conversation to the curriculum	Majors indicate more confidence and better preparation for studying abroad.	On-going
Wanted a better understanding of student learning strengths and weaknesses-broken down by various skills instead of an overall score on the final exam.	Divided final exam into four components with sub-criteria.	Students did least well on the objective portion of the exam. Students may need help with memorization techniques since students now have little experience with memorization.	Every time the exam is given

Communication

Assessment Data	Changes made as a Result of Assessment Data	Impact on Student Learning	Next Assessment Administration
Students' oral history literature reviews needed improvement.	New requirement for oral history projects- students must earn a C	Implemented 2017-2018; 2 students did not pass the literature review portion and repeated the	Every time the course is offered

	average or better on the literature review in Senior Seminar in Communication Research course before participating in oral history project	assignment. Great improvement in student writing for oral history project. Overall, other students writing skills were stronger on the oral history project all students meet or exceeded SLO proficiency levels.	
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Mathematics

Assessment Data	Changes made as a Result of Assessment Data	Impact on Student Learning	Next Assessment Administration
CAAP exam was discontinued	Added the ETS exam to continue to assess majors' proficiency of department SLOs.	Inform department's on-going curriculum design work; increase students' motivation to retain information long-term beginning freshman year. Externally validate measure of program's efficacy in producing students prepared for a career or graduate work in mathematics	Spring 2019