


INSTITUTIONAL RESEARCH, PLANNING AND OUTCOMES ASSESSMENT

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TO: William V. Flores
Provost

FROM: Michael Johnson 
Chairman, Outcomes Assessment Committee 1

SUBJECT: Summary Report of NMSU Outcomes Assessment in the Major
Academic Year 2002-2003

Each year Outcomes Assessment Committee 1 (OAC 1) reviews the implementation of student learning assessment in the major for each academic department. NMSU has had an ongoing program of student learning outcomes assessment in the major since the early 1990's and uses stages to categorize implementation progress:

- Stage 1 - Planning for assessment of learning;
- Stage 2 - Implementing assessment of learning; and
- Stage 3 - Using the results of assessment to make changes in curriculum.

NMSU's goal is that all academic departmental assessment programs will be ranked at Stage 3 during a five-year period with a minimum of 75% of our academic departments at Stage 3 in any given year. This year, the enclosed Outcomes Assessment Committee 1 College Report Summary (Page 2 of *Progress Toward NMSU 2003-2004 Targets* - attached) shows that more than 75% of the academic departmental assessment programs continue to be ranked at Stage 3.

The College Report Summary also shows there is an overall decline in the number of departments that are using the results of student learning outcomes assessment. This in part reflects that as assessment programs have matured in the departments and their results have been used for program changes and improvement, departments have returned to planning and implementing to revise their assessment plans. This constant renewal is a sign of a mature and effective institutional assessment program. As improvements in academic programs are implemented, departments need time to make related changes in outcomes measurement and assessment strategies. However, while progress is being made in academic understanding, commitment and reporting of assessment of student learning in the major over time, some of the observed decline in the number of departments using outcomes assessment results to improve academic programs is attributed to a few departments that did not submit the requested annual outcomes assessment reports.

This year, OAC 1 review teams were provided department progress reports and assessment plans from both the current (2002-03) and prior (2001-02) years to prepare department reviews and stage assignments for the first time this year. Examining two years of departmental reports and assessment

plans, while somewhat daunting, was conscientiously undertaken by the OAC 1 teams. This comparative perspective contributed positively to the thoughtful remarks and recommendations in the enclosed departmental reviews and also allowed the review teams to consider how OAC 1 prior year recommendations had been addressed by the departments.

In examining the departmental reports received this year, I reviewed 19 of the department reports and the related review team recommendations. This facilitated additional suggestions for improvement for some of the departments examined and, in some cases, contributed to revisions in the initial implementation stage review team recommendations.

A review of outcomes assessment plans on file this year showed that some academic departments had plans on file that were originally submitted prior to 2000. These departments were requested to confirm that these outcomes assessment plans remained current or to review and update the outcomes assessment plan. Each of these academic departments reviewed and updated the outcomes assessment plans incorporating improvements in outcomes assessment activities initiated over the past few years. (See attached: *Department Requests for Outcomes Assessment Plan Update Action*).

In addition to these review process improvements, we have also implemented electronic submission of team reviews and email circulation of draft documents. Both have facilitated report preparation without requiring additional meeting time. Using electronic communication more completely next year will help us address the major outcomes assessment issues that are before the committee.

In addition to these continuing activities, the major outcomes assessment issues before the OAC 1 committee this year were:

1. planning for integration of the main campus and branch community college outcomes assessment reporting consistent with the *NMSU Capstone Project: Action Plan – Updated 9-24-03* (attached);
2. planning for integration of general education student learning outcomes assessment with the academic major program reporting (also consistent with the *NMSU Capstone Project: Action Plan – Updated 9-24-03*); and
3. reviewing the NMSU Outcomes Assessment Plan conducted in collaboration with OAC 2.

Planning to integrate branch community college & main campus outcomes assessment reporting

Implementing the *NMSU Capstone Project: Action Plan* to integrate the main campus and branch community college outcomes assessment reporting for nonacademic units has been the subject of OAC 1 discussion this past year. Kim Huddleston, OAC 2 chair, and I made a presentation about the community college outcomes assessment integration efforts for the academic and nonacademic programs at the NMHEAR conference (February, 2004). This presentation is posted in the Institutional Research, Planning and Outcomes Assessment (IRPOA) website and shows how both outcomes assessment committees have made progress in planning for an integrated outcomes assessment reporting process for the main campus and the Alamogordo, Carlsbad, Doña Ana, and Grants branch community colleges.

Both Dr. DeLeon and Dr. Meyer were instrumental in sponsoring main campus and branch community college representatives for outcomes assessment planning meetings and attendance at the NMHEAR conference. In addition, main campus and branch community college representatives were sponsored for a professional development workshop to facilitate retention of Native American students. This workshop was offered by a team of Native American higher education professionals from New Mexico and Arizona led by Freda B. Garnanez, Native American Peoples in Higher Education (NAPHE).

OAC 1 members will continue to work with the branch community college representatives to arrange more regular meetings and facilitate further progress in outcomes assessment activities at all the NMSU campuses. All of the materials related to main campus academic outcomes assessment reporting were forwarded to the branch community college representatives and they will be more intimately involved in updating NMSU's Outcomes Assessment Plan to reflect their own outcomes assessment activities in the coming academic year.

Planning to integrate general education and academic major programs assessment reporting

In summer 2003, a team from NMSU, Jack Thomas (Animal and Range Sciences), Marilyn Pase (Nursing), Sherry Mills (Accounting & Business Computer Systems) and Bobbie Derlin (IRPOA), attended a three day planning retreat sponsored by the New Mexico Higher Education Assessment Association (NMHEAA) facilitated by Susan Hatfield (Assessment Coordinator at Winona State University in Minnesota and a trainer for the Higher Learning Commission of the North Central Association of Colleges and Schools). At the retreat, the team focused on the "re-envisioned" Vision Statement developed by the General Education Task Force. Recommendations from the team attending the NMHEAA retreat for specific strategies to address general education student learning outcomes assessment that are more closely integrated with assessment of the academic major programs were shared with OAC 1, as well as the General Education Task Force.

These recommendations were also the subject of a presentation made by Marilyn Pase (OAC 1) and Jack Thomas (GEAC) at the NMHEAR conference in February 2004. The presentation generated considerable discussion during the conference session and planning meetings with the branch community college representatives. Susan Hatfield, facilitator of the summer NMHEAA retreat, commented favorably on the progress NMSU is making in its development of general education student learning outcomes assessment. The presentation has been shared with other institutions and has also been posted in the IRPOA website.

OAC 1 members will continue their discussion of general education integration in the coming year. We stand ready to assist in implementation of general education student learning outcomes assessment when recommendations of the General Education Task Force are implemented.

Review of the NMSU Outcomes Assessment Plan

In collaboration with OAC 2 members, a review of the present NMSU Outcomes Assessment Plan was initiated in fall 2003 in response to the latest edition of the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC/NCA) Handbook of Accreditation that identifies a number of shifts in emphasis that influence outcomes assessment reporting. The recommendations currently under consideration were forwarded to you in December 2003 and have been the subject of further discussion among OAC 1 members and at the meetings with the branch community college representatives in February 2004.

OAC 1 members, as well as and OAC 2 members and the branch community college representatives, are examining how recommendations to update NMSU's Outcomes Assessment Plan can foster more explicit connections between outcomes assessment and the other NMSU processes that influence the quality of programs and services, both academic and nonacademic. The current processes to examine performance and initiate internal improvement at NMSU include the outcomes assessment programs, the preparation and evaluation of Strategic Directions and Targets, financial decision making processes (budgeting, financial performance review, resource allocation and reallocation) and personnel evaluation.

While each process influences whether an internal improvement will be realized or not, no process is tightly tied to any other. As long as each process remains in its own silo, a dynamic process of continuous internal improvement will not be realized and some processes will be marginalized. Specifically, as long as outcomes assessment is seen as an accreditation compliance activity rather than a partner in planning and the analysis of university performance, the ability of outcomes assessment activities to realize internal improvements will be limited.

Presently, it is anticipated that the recommendations to the NMSU Outcomes Assessment Plan that are related to the re-envisioned general education program will not be considered further by the outcomes assessment committees until fall 2004 or spring 2005 when the General Education Task Force completes its work. While this will delay finalizing the updated NMSU Outcomes Assessment Plan, recommendations to will be completed well in advance of the upcoming NMSU Self-Study (2006-2007) and 2007-2008 campus visit by HLC/NCA. Consequently, the recommendations to implement a more integrated process of continuous internal improvement can be examined during the self-study process. This will assure that the self-study process positively contributes to improved decision making at NMSU, as well as addressing HLC/NCA expectations for broad faculty and university community engagement in outcomes assessment.

After you have had an opportunity to consider this report, I hope to meet with you on behalf of OAC 1 to respond to any questions or concerns you may have and to discuss how further communication with the Deans might provide them with more specific information about outcomes assessment implementation in the colleges. I thank you for your continued support of the NMSU student leaning outcomes assessment program.

Enclosures: *Progress Toward NMSU 2003-2004 Targets, OAC1 College Report Summary*
NMSU Capstone Project: Action Plan – Updated 9-24-03
Department Requests for Outcomes Assessment Plan Update Action
OAC 1 Departmental Reports Summary, Status of Student Learning Outcomes
Assessment in the Major in 2002-2003 By Department Within College
OAC 1 Departments Reviewed in Detail (2002-2003)
Individual Departmental OAC 1 Reviews, Alpha order by Department

xc: M. Meyer

**Outcomes Assessment Committee 1
Departmental Reports Summary**

Status of Student Learning Outcomes Assessment in the Major in 2002-2003
By Department Within College

Code for Stage:

0 not assessing learning/cannot determine
1 planning for assessment of learning
2 implementing assessment of learning
3 using results of student learning assessment measures
NP = No program

College of Agriculture and Home Economics

DEPARTMENT	UNDERGRADUATE		GRADUATE	
	Assessing Learning	Stage	Assessing Learning	Stage
Agricultural Economics & Agricultural Business	Yes	3	Yes	3
Agricultural & Extension Education	Yes	3	Yes	3
Agronomy & Horticulture	Yes	3	Yes	3
Animal & Range Sciences	Yes	1	Yes	1
Entomology, Plant Pathology & Weed Science	Yes	3	Yes	3
Family & Consumer Sciences	Yes	3	Yes	3
Fishery & Wildlife Sciences	Yes	3	Yes	3
Hotel, Restaurant & Tourism Management	Yes	3	NP	NP

Outcomes Assessment Committee 1 Departmental Reports Summary

Code for Stage:

- 0 not assessing learning/cannot determine
 - 1 planning for assessment of learning
 - 2 implementing assessment of learning
 - 3 using results of student learning assessment measures
- NP = No program

College of Arts & Sciences

DEPARTMENT	UNDERGRADUATE		GRADUATE	
	Assessing Learning	Stage	Assessing Learning	Stage
Anthropology	Yes	3	Yes	2
Art	Yes	3	Yes	3
Astronomy	NP	NP	Yes	3
Biology	Yes	3	Yes	3
Chemistry & Biochemistry	Yes	2	Yes	3
Communication Studies	Yes	3	Yes	3
Computer Science	Yes	3	Yes	3
Criminal Justice	Yes	3	Yes	3
English	Yes	3	Yes	3
Geography	Yes	3	Yes	3
Geological Sciences	Yes	3	Yes	3
Government	Yes	3	Yes	3
History	Yes	3	Yes	3
Journalism & Mass Communications	Yes	3	NP	NP
Languages & Linguistics	No	1	No	1
Mathematical Sciences	Yes	2	Yes	2
Music	Yes	3	Yes	3
Philosophy	Yes	3	NP	NP
Physics	Yes	3	Yes	3
Psychology	Yes	3	Yes	3
Sociology	Yes	3	Yes	2
Theatre Arts	Yes	3	NP	NP
Women's Studies	No	0	NP	NP

Outcomes Assessment Committee 1 Departmental Reports Summary

Code for Stage:

- 0 not assessing learning/cannot determine
- 1 planning for assessment of learning
- 2 implementing assessment of learning
- 3 using results of student learning assessment measures
- NP = No program

College of Business Administration and Economics

DEPARTMENT	UNDERGRADUATE		GRADUATE	
	Assessing Learning	Stage	Assessing Learning	Stage
Accounting & Business Computer Systems	Yes	3	Yes	3
Economics/International Business	Yes	3	Yes	3
Finance	Yes	3	NP	NP
Management	Yes	3	Yes	3
Marketing	Yes	3	Yes	3
MBA	NP	NP	Yes	3

College of Education

DEPARTMENT	UNDERGRADUATE		GRADUATE	
	Assessing Learning	Stage	Assessing Learning	Stage
Counseling & Educational Psychology	NP	NP	Yes	3
Curriculum & Instruction	Yes	3	Yes	3
Educational Management & Development	NP	NP	Yes	3
Physical Education, Recreation & Dance	Yes	2	NP	NP
Special Education/Communication Disorders	Yes	3	Yes	3

Outcomes Assessment Committee 1 Departmental Reports Summary

Code for Stage:

- 0 not assessing learning/cannot determine
- 1 planning for assessment of learning
- 2 implementing assessment of learning
- 3 using results of student learning assessment measures
- NP = No program

College of Engineering

DEPARTMENT	UNDERGRADUATE		GRADUATE	
	Assessing Learning	Stage	Assessing Learning	Stage
Chemical Engineering	Yes	3	Yes	2
Civil, Agricultural & Geological Engineering	Yes	3	No Report Submitted	
Electrical & Computer Engineering	No Report Submitted		No Report Submitted	
Engineering Technology	Yes	3	NP	NP
Industrial Engineering	Yes	3	Yes	3
Mechanical Engineering	Yes	3	Yes	3
Surveying	Yes	3	NP	NP

College of Health and Social Services

DEPARTMENT	UNDERGRADUATE		GRADUATE	
	Assessing Learning	Stage	Assessing Learning	Stage
Health Sciences	Yes	3	Yes	3
Human & Community Services	Yes	2	NP	NP
Nursing	Yes	3	Yes	3
Social Work	Yes	3	Yes	3

Revised Review Process and Time Line
3/15/04
2002-2003 Annual Outcomes Assessment Progress Report

OAC 1 Action/Task	Revised Time Line	Original Time Line
Colleges forward departmental reports to Provost	Last reports received - 3/12/04	February 10, 2004 (Tuesday)
Distribute most recent departmental outcomes assessment plan on file and departmental reports received for 2002-2003 and 2001-2002 to OAC I members Team Review Forms Dues as soon as possible Email or submit to Valerie Stuart – vreed@nmsu.edu	March 18 (Thursday) – 19 (Friday), 2004 Note: Spring Break for Faculty (3/22 - 26/04)	Week of February 16 (Monday) – February 19, 2004 (Thursday)
OAC I meeting to examine committee member reviews of departmental reports	Week of April 19 (Monday) – April 23, 2004 (Friday)	Week of March 10 (Wednesday) – March 16, 2004 (Tuesday)
Email OAC I Summary Report to OAC I for comment	Friday, April 30, 2004	Monday, March 29, 2004
Finalized OAC I Summary Report to Provost	Monday, May 10, 2004	Monday, April 5, 2004
Provost forwards finalized OAC I Summary Report to College Deans Opportunity for departments to meet with OAC I	After May 10, 2004	After April 5, 2004

Outcomes Assessment Committee 1
Departments Reviewed in Detail (2002-2003)

Agriculture & Extension Education
Animal & Range Sciences
Anthropology
Chemical Engineering
Civil, Agricultural & Geological Engineering
Electrical & Computer Engineering
Engineering Technology
English
Geography
Human & Community Services
Languages & Linguistics
Management
Mathematical Sciences
Music
Nursing
Physical Education, Recreation & Dance
Social Work
Sociology
Theatre Arts

***College of Business Administration & Economics
Department of Accounting & Business Computer Systems***

Program level: Undergraduate

Assessment Description: Direct: Undergraduate competency exams in Accounting and BCS.
Indirect: Course evaluations, placement surveys, surveys of alumni and graduation seniors.

Learning Assessment? Yes

Assessment Comment:

- The department has a good mix of direct and indirect measures. The competency exams are a “standard” measure. It is unfortunate that their 2002 records have been lost.
- The evaluation and surveys, while not direct, do give the department a good sense of student satisfaction at a variety of levels. This is a nice addition to the direct measure.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: The department is assessing student learning at this time and is using the results to make curriculum changes, but no indication of what changes are underway. While it is not the charge of this committee to analyze changes, indicating specific changes would help its task in determining the extent to which these results are being used.

General Comment: The department has in place adequate assessment procedures that should begin to provide data for long-term departmental assessment. While not required, it might benefit the department to develop one additional direct measure of assessment in the future.

*College of Business Administration & Economics
Department of Accounting & Business Computer Systems*

Program level: Graduate

Assessment Description: Direct: Final oral examination.
Indirect: Course evaluations, student surveys, alumni surveys.

Learning Assessment? Yes

Assessment Comment: The department has only one direct measure and should consider expanding this aspect of the outcomes assessment. One suggestion might be evaluation of student performance on a generally required course or set of courses.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: The department is collecting and using the outcomes assessment results to foster curriculum changes.

General Comment: The department assessment report includes, for the future, faculty, employer and committee assessments. While these are admirable tasks, it should be pointed out that this report only involves direct measure of STUDENT LEARNING and not aspects of the department's internal evaluation.

College of Agriculture & Home Economics
Department of Agricultural & Extension Education

Program level: Undergraduate

Assessment Description:

- Outcome 1: Demonstration of entry level employment competencies - supervisors of interns tested skills as well as using student self-evaluations.
- Outcome 2: Designed assessment tools to evaluate student teaching performance - evaluated lesson plans, videotaped presentations and assessed curriculum development.
- Outcome 3: Developed tools to measure human relations skills using supervisor - assessed employability.

Learning Assessment? Yes

Assessment Comment: Would have liked to read about the types of changes that will be made as a result of the data. What type of suggested changes emerged as a result of the concurrent assessment tools?

Stage Description: Using the results of student learning assessment measures.

Stage Comment: The program appears to be at stage 3. In addition to the outcome assessment tools, they are also using exit surveys, which are discussed with faculty to make improvements in the program.

General Comment:

College of Agriculture & Home Economics
Department of Agricultural & Extension Education

Program level: Graduate

Assessment Description: Three outcome assessments are employed: Outcomes assessment tool 1: Focuses on assessing the ability of students to conduct social science research. Evaluations are made of research proposals, and data analysis and interpretation assignments. Tool 2: Focuses on the ability of the graduate students to plan, deliver educational programs and evaluate student learning. Tools include assessment of student lesson plans, and videotapes of student teaching. Tool 3: Assesses higher order thinking skills. They evaluate performances on theses and the ability of students to pass their oral examinations.

Learning Assessment? Yes

Assessment Comment: It appears that most students chose a non-thesis option. The department is encouraged to consider additional tools to measure higher order thinking skills such as individual or group problem solving assignments where students come up with solutions. Is there a creative component for students taking a non-thesis option? Clarification as part of the report would be an improvement.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: The department is also using exit surveys and graduate follow-up surveys. We would appreciate information on what type of information is collected in these surveys.

General Comment: Are you also surveying the employers of the alumni to determine whether or not graduates are meeting their needs? This information can also be used to redesign programs.

***College of Agriculture & Home Economics
Department of Agricultural Economics & Agricultural Business***

Program level: Undergraduate

Assessment Description: Direct: Senior project, general knowledge exam, exit interviews.
Indirect: Graduating senior questionnaires.

Learning Assessment? Yes

Assessment Comment: These are standard measures. The project is in its 5th year and has led to a senior poster night that has been described as successful.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: The senior project is a mature topic now and the department should consider adopting another objective/measure for future outcomes assessment.

General Comment: The objectives listed in this document are very general and the department might want to select more specific issues to assess in order to further develop/investigate its educational policies.

*College of Agriculture & Home Economics
Department of Agricultural Economics & Agricultural Business*

Program level: Graduate

Assessment Description: Direct: Written thesis, public presentation, oral examination.
Indirect: Exit interviews, survey of graduates and alumni.

Learning Assessment? Yes

Assessment Comment: These are standard measures.

Stage Description: Using the results of student learning assessment measures.

Stage Comment:

General Comment:

**College of Agriculture & Home Economics
Department of Agronomy & Horticulture**

Program level: Undergraduate

Assessment Description: Indirect: Alumni survey (year after graduation).
Direct: Capstone course and juried presentation in seminar course.

Learning Assessment? Yes

Assessment Comment:

- Clear program for assessment, though heavily weighted to indirect measures.
- Alumni survey for indirect measures last completed in 1990-91, should be done more frequently. Data is now almost 15 years old.
- Assessment plan should be revised to reflect current practice including exit interviews and internships.
- Department notes the plan for assessing internships is in process.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Department has made numerous revisions based on assessment activities. It would be helpful if the department noted when changes were made based on assessment. Currently only changes prior to 2001 are dated.

General Comments:

**College of Agriculture & Home Economics
Department of Agronomy & Horticulture**

Program level: Graduate

Assessment Description: Indirect: Alumni survey.
Direct: Oral exam, oral and poster presentation in research class, graduate seminar presentation.

Learning Assessment? Yes

Assessment Comment:

- Indirect measures are the same as undergraduate program.
- Alumni survey for indirect measures last completed in 1990-91, should be done more frequently. Data is now almost 15 years old.
- Assessment plan should be revised to reflect current practice including faculty counseling and written survey and thesis work.

Stage Description: Using results of student learning assessment measures.

Stage Comment: The paragraph on leading to changes in the program is the same as last year. The department should specify what those changes have been and when they were implemented. Likewise, the paragraph notes financial hardship for students, but the interviews state that the students did not cite financial need.

General Comments: Since the department has only put new statistics into the same report from last year, it is somewhat difficult to know what assessment has really taken place.

College of Arts & Sciences
Department of Sociology & Anthropology - Anthropology

Program level: Undergraduate

Assessment Description:

- Comprehensive written exam.
- Capstone course.

Learning Assessment? Yes

Assessment Comment:

Stage Description: Using the results of student learning assessment measures.

Stage Comment:

General Comment:

College of Arts & Sciences
Department of Sociology & Anthropology - Anthropology

Program level: Graduate

Assessment Description:

- Comprehensive oral exam.
- Thesis defense or defense of internship report.

Learning Assessment? Yes

Assessment Comment: A comprehensive written exam has been developed, but since it will be administered at the end of the student's program, no students have yet taken it.

Stage Description: Implementing assessment of learning.

Stage Comment:

General Comment:

College of Arts & Sciences
Department of Art

Program level: Undergraduate

Assessment Description:

- Studio fundamentals course (new).
- BFA capstone exhibition.
- Art History evaluations.

Learning Assessment? Yes

Assessment Comment: Very good measures to integrate lower and upper levels of educational progress. Measures are “implemented” through advising process in order to make it mandatory.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: The department has in place a very good set of tools to analyze student progress and they are using the information to institute course/curriculum changes.

General Comment: This department has an excellent outcomes assessment process and should be commended for it!

*College of Arts & Sciences
Department of Art*

Program level: Graduate

Assessment Description:

- Semester review - individual evaluation form.
- MFA capstone exhibition.

Learning Assessment? Yes

Assessment Comment: Good measures of progress as well as final “product.”

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Well developed outcomes assessment process!

General Comment: Very good outcomes assessment plan, implementation and use of results. This department is doing exactly what should be done! While it is not needed for this report, the reviewer hopes that they are also doing some form of indirect assessment, perhaps student satisfaction?

*College of Arts & Sciences
Department of Astronomy*

Program level: Graduate

Assessment Description:

- Cumulative exam.
- Oral comprehensive.
- Yearly evaluations by advisors.
- Thesis or dissertation on original research.
- Research paper presentation.
- Publishing.

Learning Assessment? Yes

Assessment Comment:

- Assessment methods A.(2), A.(3) and all of outcome C. Lack benchmarks for evaluation.
- Participation alone (presenting seminars) is not as important an assessment tool as the quality of participation.
- For assessment purposes, written evaluations of students should lead to conclusions on the quality of the student's education.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: The program is somewhat difficult to assess given the lack of benchmarks.

General Comment:

- The program needs to view assessment as a path to improving instruction, not just as a means of uncovering problems. A continual pattern of suggesting that no changes are needed is suggestive that assessment is not being fully utilized.
- The report also suggests that the Outcomes Assessment Committee did not fully communicate its suggestion about benchmarks. The report gives the benchmarks for the students; the committee wants the benchmarks for the program.

College of Arts & Sciences
Department of Biology

Program level: Undergraduate

Assessment Description:

- Checklist assessment of majors in senior-level courses.
- Exit interviews of graduating seniors using a standardized form.

Learning Assessment? Yes

Assessment Comment: Department exhibits some improvement in the coverage of assessment tools, including the application of the checklist by multiple instructors. This is important for establishing the checklist as an accurate measure of outcomes.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Department comments suggest that assessed outcomes are providing useful information on which the department is identifying relevant strengths and weaknesses.

General Comment: Identifying appropriate modifications to the parts of the curriculum would be the next step toward improving outcomes.

College of Arts & Sciences
Department of Biology

Program level: Graduate

Assessment Description:

- Qualifying and comprehensive exams.
- Some assessment appears to be based on voluntary survey taken by graduate students.
- Students are encouraged to publish in refereed journals.
- Students are encouraged to write grant proposals which are peer reviewed.
- Students report annually on their professional and scholarly work.
- Student presentations/seminars.

Learning Assessment? Yes

Assessment Comment: Examinations are a direct measure of outcomes. Efforts are directed to professional development, e.g., proposals, presentations, and publications are also a good measure of outcomes.

Stage Description: Using the results of student learning assessment measures.

Stage Comment:

General Comment:

College of Engineering
Department of Chemical Engineering

Program level: Undergraduate

Assessment Description: Direct: Capstone course, state certification exam.
Indirect: Survey of graduates.

Learning Assessment? Yes

Assessment Comment: The program should set benchmarks for all measures, particularly the direct measures.

Stage Description: Using the results of student learning assessment measures.

Stage Comment:

- Used the results of the capstone course to assign faculty for the course.
- Survey responses confirmed after graduation progress.

General Comment: The department may want to consider the results of the state exam as a basis for curricular improvement, if needed.

College of Engineering
Department of Chemical Engineering

Program level: Graduate

Assessment Description: Direct: Comprehensive exams, oral defense, oral exam.
Indirect: None.

Learning Assessment? Yes

Assessment Comment:

- No benchmarks are provided for any measures.
- An indirect measure would help assess.

Stage Description: Implementing assessment of learning.

Stage Comment: The report contains no evidence that the measures were used to examine the program.

General Comment: The assessment plan should be included as well as conclusions drawn from assessment activities.

College of Arts & Sciences
Department of Chemistry & Biochemistry

Program level: Undergraduate

Assessment Description: Direct: Capstone course, tracking research, participation.
Indirect: Career plan form, exit interview, portfolio assessment.

Learning Assessment? Yes

Assessment Comment: Department is to be commended for refinement to their assessment plan. It is thorough and comprehensive and its revision is ongoing.

Stage Description: Implementing assessment of learning.

Stage Comment: There is no cause for alarm here. The department is rightly revising its plan and as a result does not yet have all the tools ready to obtain results.

General Comment: Just appreciation for the seriousness with which the department considers assessment.

College of Arts & Sciences
Department of Chemistry & Biochemistry

Program level: Graduate

Assessment Description: Direct: Qualifying exam, seminar presentation, GPA, conference presentations.

Learning Assessment? Yes

Assessment Comment:

- The plan is unclear as to how choosing an advisor is an assessment measure.
- Might be helpful to include an indirect measure, such as exit interviews to obtain data on the program.
- All plan measures lack benchmarks for the evaluation of the program, though some are suggested in the yearly report.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: The program has strengthened its expectations in some areas and has created a new avenue to address student problems as a result of assessment activities.

General Comment: Suggest revising the plan to better reflect current (and more effective) practice.

College of Engineering
Department of Civil and Geological Engineering

Program level: Undergraduate

Assessment Description: Direct: National examination, capstone design course, comprehensive exams in coursework.
Indirect: Exit interviews, surveys of alumni, course evaluations.

Learning Assessment? Yes

Assessment Comment: Good job of combining direct and indirect assessment. The direct assessments are very rigorous and comprehensive.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Well developed.

General Comment: Uncertain how the assessment described allows the department to make changes with respect to industrial needs, but assume it is from the alumni surveys.

***College of Engineering
Department of Civil and Geological Engineering***

Program level: Graduate

Assessment Description: Nothing provided.

Learning Assessment?

Assessment Comment:

Stage Description:

Stage Comment:

General Comment:

College of Arts & Sciences
Department of Communication Studies

Program level: Undergraduate

Assessment Description: Plan indicates the following measures:

- Core courses (COMM 265G and COMM 285).
- Portfolio development and certifications of outcome accomplishments, including research paper.
- Exit interview.

In practice, it appears that emphasis is given research paper success and achievement in the paper of at least 2 of the 3 learning outcomes identified by the department.

Learning Assessment? Yes

Assessment Comment: Concern that research paper completion is insufficient to provide guidance to the department on program status and potential revision.

Stage Description: Using the results of student learning assessment measures.

Stage Comment:

General Comment:

College of Arts & Sciences
Department of Communication Studies

Program level: Graduate

Assessment Description:

- Comprehensive oral examinations for all students.
- Thesis defense for thesis option.
- Comprehensive written exam for non-thesis students.
- Exit interviews for all students.
- Minimum of 3.0 in COMM courses.

Learning Assessment? Yes

Assessment Comment:

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Department is incorporating outcome findings in assessing program needs, goals, and performance.

General Comment: The reporting style, responding to the Provost's points, is very effective in communicating the department's measures and learning response from the assessed outcomes.

College of Arts & Sciences
Department of Computer Science

Program level: Undergraduate

Assessment Description: Direct: Examination for graduating seniors.
Indirect: Exit interview, alumni newsletter feedback.

Learning Assessment? Yes

Assessment Comment: The department may want to consider, for the future, adding another outcomes assessment tool that assesses midstream progress of students.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Department is assessing student learning as a final outcome.

General Comment: As stated above, the department may want to consider midstream evaluation of student learning.

College of Arts & Sciences
Department of Computer Science

Program level: Graduate

Assessment Description: Direct: Final oral examination, research paper, GRE.
Indirect: Alumni newsletter feedback.

Learning Assessment? Yes

Assessment Comment: Adequate measures in place.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: The department is in an ongoing process of data collection and evaluation.

General Comment:

College of Education
Department of Counseling and Educational Psychology

Program level: Graduate

Assessment Description: Direct: Written comprehensive exam, oral exam.
Indirect: Track student success on licensure exams, employment tracking, article review.

Learning Assessment? Yes

Assessment Comment:

Stage Description: Using the results of student learning assessment measures.

Stage Comment:

- Have created mock exams.
- Revision of comprehensive exam.
- Increased mentorship.

General Comment: It would be helpful to have the assessment plan as an appendix without the full annual report.

*College of Arts & Sciences
Department of Criminal Justice*

Program level: Undergraduate

Assessment Description: Outcome assessment in three “modules,” the first two of which are tied to a senior capstone course required of majors: (1) student performance on a nationally normed exam (ACAT), (2) results of an exit questionnaire with questions about students’ personal situations, as well as perceptions of teaching, advising, and the academic program, and (3) results of surveying of students in all CJ classes about the workload in CJ classes as compared to other classes.

Learning Assessment? Yes

Assessment Comment: Only “module” 1 is a direct measure of student learning, but this module draws on a national exam and clearly expresses expected and achieved student outcomes. With “module” 1, assessment could be strengthened if the exam allowed student scores to be examined on a per question/topic basis instead of just in terms of overall percentages; this would allow better precision of determining how particular courses relate to student outcomes.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: The assessment plan described is exceptionally clear in its statement of expected and achieved outcomes, as well as the rationale for selecting these outcomes. The department has used outcomes assessment data in determining the need for more night classes, as well as to determine the degree to which revisions in curriculum may be needed.

General Comment: Very clear on the relation between departmental mission, program goals, program learning outcomes, and assessment standards and their measures.

*College of Arts & Sciences
Department of Criminal Justice*

Program level: Graduate

Assessment Description: Assessment measures divided into three “modules,” and graduate program divided into two distinct evaluation cohorts – one cohort completing a thesis or project and the other completing a more extensive classes-only-based program. Module 1 consists of a questionnaire faculty complete after students complete their prospectus defenses and final oral defenses; it assesses student in cohort 1. Module 2 applies to class-based students and consists of a comprehensive written exam covering theory, methods, and policy in CJ. Module 3 applies to both cohorts of students; it consists of a questionnaire administered to students after their final exam, asking them their opinions on the program.

Learning Assessment? Yes

Assessment Comment: Modules 1 and 2 both provide direct measures of student learning, while Module 3 provides indirect measures. The department is working on developing assessment measures appropriate to its distance education graduate students.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Because of the largely positive feedback from current assessment projects, the department is focusing on developing a more complete questionnaire for next year, especially for distance education students – rather than on other changes to assessment tools or departmental program.

General Comment: Very clear on the relation between departmental mission, program goals, program learning outcomes, and assessment standards and their measures.

College of Education
Department of Curriculum & Instruction

Program level: Undergraduate

Assessment Description:

- NMTA exams.
- Field practicums.
- Classroom work via exams, projects, etc.
- Language proficiency exams when appropriate.

Learning Assessment? Yes

Assessment Comment: The document provided gives a bare-bones assessment plan that is almost inadequate for this process. In the future, the department should provide a separate plan from the report in order to facilitate examination and provide a better overview of how the department is conducting assessment.

Stage Description: Using the results of student leaning assessment measures.

Stage Comment:

General Comment: See above comments about measures.

College of Education
Department of Curriculum & Instruction

Program level: Graduate

Assessment Description:

- Classroom work.
- National exams.
- Fieldwork practicum.
- Oral and written exams.
- Qualifying exams.

Learning Assessment? Yes

Assessment Comment: Good measures.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Mature level and seems to result in curriculum improvements.

General Comment: Please provide separate undergraduate and graduate reports in the future.

***College of Business Administration & Economics
Department of Economics & International Business***

Program level: Undergraduate

Assessment Description: Direct: Direct testing, national exam, oral presentations.
Indirect: Student self-evaluations, inquiry of employers.

Learning Assessment? Yes

Assessment Comment: Should set benchmarks for direct measures.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: The program has gained substantial knowledge from assessment activities and has taken numerous steps to improve instruction.

General Comment: While the report suggests that no changes are foreseen in assessment activities, the beginning lists several activities that have been changed or dropped. It may be time to formally revise the assessment plan to reflect current practice.

***College of Business Administration & Economics
Department of Economics & International Business***

Program level: Graduate

Assessment Description: Direct: Comprehensive exam, oral exam.
Indirect: Individual mentoring.

Learning Assessment? Yes

Assessment Comment:

- Direct measures need benchmarks for program evaluation.
- If Internship placement is an assessment activity, it should be written into the plan.

Stage Description: Using the results of student learning assessment measures.

Stage Comment:

- No results are listed for the direct activities.
- Program has addressed difficulty listed last year through improved mentoring.

General Comment:

College of Education
Department of Educational Management & Development

Program level: Graduate

Assessment Description:

- Comprehensive written exam.
- Comprehensive oral exam.
- Review of Master's portfolios.
- Review of defense of dissertation.
- Capstone/culminating project.

Learning Assessment? Yes

Assessment Comment:

Stage Description: Using the results of student learning assessment measures.

Stage Comment:

General Comment: The EMD department has a well defined and implemented program of outcome assessment. The department demonstrates an active process of outcome measurement and responsive program revision.

College of Engineering
Klipsch School of Electrical & Computer Engineering

Program level: Undergraduate

Assessment Description: No report submitted.

Learning Assessment?

Assessment Comment:

Stage Description:

Stage Comment:

General Comment:

College of Engineering
Klipsch School of Electrical & Computer Engineering

Program level: Graduate

Assessment Description: No report submitted.

Learning Assessment?

Assessment Comment:

Stage Description:

Stage Comment:

General Comment:

College of Engineering
Department of Engineering Technology

Program level: Undergraduate

Assessment Description:

- Assessment tool 1: Measurement of basic competency through competency exams, senior capstone project, exit interviews and student profiles.
- Assessment tool 2: Measure whether or not students obtain employment in their field of study through initial placement of graduate students.
- Assessment tool 3: Ability of faculty to remain technically current with trends in industry. They review faculty annual performance reviews.

Learning Assessment? Yes

Assessment Comment:

- Suggest that the program consider employer surveys to understand how well their students perform at various levels of their career.
- Glad to see the use of 5-year alumni surveys.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: The program is using a number of strategies to understand the needs of students and employers. Changes are made to reflect need. Appreciate the discussion of the senior internship. The internship allows faculty to understand the skill needs of their students.

General Comment:

*College of Arts & Sciences
Department of English*

Program level: Undergraduate

Assessment Description: The department uses writing assessment and exit surveys. The writing samples are a direct measure of what they learned in class. Key areas of writing assessment include: a) argumentation based in literary analysis and original thinking; b) appropriate use of research and scholarly documentation, c) coherent, clearly structured essay form, and d) strong grammar and mechanics skills.

Learning Assessment? Yes

Assessment Comment: The key areas of the writing assessment briefly describe expected learning outcomes. The English department is strongly encouraged to clearly indicate expected learning outcomes and then indicate the tools they will use to measure those outcomes.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: It is felt that additional tools can be employed to assess outcomes. For example, do students have paper or electronic portfolios that allow for peer review of their work?

General Comment:

*College of Arts & Sciences
Department of English*

<i>Program level:</i>	Graduate
<i>Assessment Description:</i>	A number of tools were shared with the committee including: a) exit surveys; b) evaluation of thesis experience; c) graduate written and oral exams and d) job placement.
<i>Learning Assessment?</i>	Yes
<i>Assessment Comment:</i>	The English department's student learning outcomes are not clearly specified in the outcomes assessment plan progress report. Further clarification of student learning outcomes would be an improvement.
<i>Stage Description:</i>	Using the results of student learning assessment measures.
<i>Stage Comment:</i>	Identification of assessment tools in relation to specific student learning outcomes would be helpful.
<i>General Comment:</i>	The department is spending considerable time assessing the process of teaching or educating students. While this is important, more time should be spent assessing student learning outcomes.

College of Agriculture & Home Economics
Department of Entomology, Plant Pathology, and Weed Science

Program level: Undergraduate

Assessment Description: Relies on both indirect and direct measures. Indirect measures include both (1) interviews with graduating seniors to ascertain their attitudes toward the curriculum, course content, and instruction and (2) a written questionnaire of employers of recent graduates. Direct measures include (1) a comprehensive examination of senior students, (2) assessment within the EPWS 314 course, (3) assessment within the EPWS 447 course, (4) assessment within the EPWS 492 course, and (5) student performance at regional and national competitions.

Learning Assessment? Yes

Assessment Comment: The assessment plan described here is unique in its use of so many measures and in its use of classroom assessment techniques in courses other than “capstone” courses. The written questionnaire of employers of recent graduates seems to be still in the developmental stage, but all other measures are currently being implemented and obtaining usable data.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Assessment data is discussed at faculty meetings and has been used to improve teaching and learning in particular courses, to shape faculty hiring decisions and course offerings, to suggest strategies for further integration of computer technologies into the curriculum, and to suggest improvements in outcomes assessment methods.

General Comment: Very clear on the relation between departmental mission, program goals, program learning outcomes, and assessment standards and their measures.

College of Agriculture & Home Economics
Department of Entomology, Plant Pathology, and Weed Science

Program level: Graduate

Assessment Description: Assessment measures consist of (1) written surveys of students one year after graduation, (2) ratings of student performance by students' graduate committees, and (3) rate of placement of graduates in professional positions.

Learning Assessment? Yes

Assessment Comment: Only item number (2) – ratings of student performance by students' graduate committees – constitutes a direct measure of student learning. It would be interesting to see some of the more classroom-based assessment strategies described with the undergraduate program implemented in graduate level courses.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Findings from assessment projects are discussed at faculty meetings. Based on these findings, faculty have initiated a requirement that each student present her/his research plan to the entire faculty prior to initiation of the research, as well as to provide a seminar on their work prior to their final defense. There has also been increased focus on integrated pest management in coursework and more stringent entry requirements.

General Comment: Very clear on the relation between departmental mission, program goals, program learning outcomes, and assessment standards and their measures.

*College of Agriculture & Home Economics
Department of Family & Consumer Sciences*

Program level: Undergraduate

Assessment Description: Direct: Portfolio of capstone class performance.
Indirect: Student acceptance into professional programs.

Learning Assessment? Yes

Assessment Comment: The department uses its portfolio assessment well. Good job! Concerned that only 5 portfolios were reviewed. Is it voluntary or required? If the former, then it should be changed to require students to participate. This can be done using a 1 credit capstone course.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Happy to see that the committee is re-evaluating its procedures to develop "easier" methods. They are perhaps evaluating too much at once.

General Comment:

*College of Agriculture & Home Economics
Department of Family & Consumer Sciences*

Program level: Graduate

Assessment Description: Direct: Thesis, oral defense.
Indirect: Acceptance into professional programs, specific presentations, etc.

Learning Assessment? Yes

Assessment Comment: The scientific presentations are a direct measure and therefore could be used by the department.

Stage Description: Using the results of student learning assessment measures.

Stage Comment:

General Comment: The department may want to focus its objectives from 5 down to 3 or so for any one analysis time period to make outcomes assessment a less difficult/time consuming task.

*College of Business Administration & Economics
Department of Finance*

Program level: Undergraduate

Assessment Description:

- Transcript analysis: coursework completion.
- Exit survey.

Learning Assessment? Yes

Assessment Comment:

- Coursework completion and exit surveys may provide an incomplete measure of outcomes and program performance.
- In the analysis of the transcripts, no mention is made of the number of attempts to take a course. This could be useful information.
- While student perceptions are useful, they are not reliable in that students may not know what they do not know. The questions in the exit survey would be much more valuable if taken by graduates who have been in the work force at least a year.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Department has implemented a process to review outcomes performance to identify curriculum changes. Department also appears to be using exit survey results to identify department strengths and weaknesses.

General Comment:

**College of Agriculture & Home Economics
Department of Fishery & Wildlife Sciences**

Program level: Undergraduate

Assessment Description:

- Checklist of required elements.
- Capstone course and final exam.
- Self evaluations and philosophy statement.
- Senior seminar participation and discussion sessions.

Learning Assessment? Yes

Assessment Comment:

Stage Description: Using the results of student learning assessment measures.

Stage Comment:

General Comment: Department demonstrates an active assessment program that appears well developed and executed.

**College of Agriculture & Home Economics
Department of Fishery & Wildlife Sciences**

Program level: Graduate

Assessment Description:

- Research proposal from methods course.
- Written assignments in methods course.
- Comprehensive exit examination during last semester.
- Publications from thesis.

Learning Assessment? Yes

Assessment Comment:

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Active implementation of assessment plan. Program re-evaluation is anticipated after collecting results for one more year.

General Comment:

College of Arts & Sciences
Department of Geography

Program level:	Undergraduate
Assessment Description:	Indirect - course assessment. Direct - Pre/post exams, research paper.
Learning Assessment?	They are measuring what students learned in specific courses in addition to the ability of the student to develop critical thinking skills.
Assessment Comment:	See above.
Stage Description:	Using the results of student learning assessment measures.
Stage Comment:	They are using multiple assessment tools.
General Comment:	In making comments, the Revised Outcomes Assessment Plan, Dec. 2003 was reviewed. The department may wish to only examine overall student learning rather than a course-by-course approval.

*College of Arts & Sciences
Department of Geography*

Program level: Graduate

Assessment Description:

- Oral exam.
- Thesis.

Learning Assessment? Yes

Assessment Comment: Using “standard” direct graduate measures.

Stage Description: Using the results of student learning assessment measures.

Stage Comment:

General Comment:

- In making comments, the Revised Outcomes Assessment Plan, Dec. 2003 was reviewed.
- They are using both direct and indirect tools. The latter gives a good picture of student satisfaction.

College of Arts & Sciences
Department of Geological Sciences

Program level: Undergraduate

Assessment Description: Direct: Written exams in GEOL 449.
Indirect: Exit interview, alumni survey.

Learning Assessment? Yes

Assessment Comment:

Stage Description: Using the results of student learning assessment measures.

Stage Comment: The department is using their results to make significant curriculum changes.

General Comment: Well done!

College of Arts & Sciences
Department of Geological Sciences

Program level: Graduate

Assessment Description: Direct: Written thesis, public presentations, oral exam, defense assessment.
Indirect: Alumni survey.

Learning Assessment? Yes

Assessment Comment: The assessment measures are all focused on one specific event, the thesis.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Department is assessing their final defense very well.

General Comment: The department may want to assess other aspects of their graduate program, e.g., course effectiveness.

*College of Arts & Sciences
Department of Government*

Program level:	Undergraduate
Assessment Description:	Direct: Standardized test, research exercises, essay testing. Indirect: Student evaluations.
Learning Assessment?	Yes
Assessment Comment:	May want to revise the assessment plan so that it reflects the use of the indirect measure. Also revise to reflect new benchmarks.
Stage Description:	Using the results of student learning assessment measures.
Stage Comment:	<ul style="list-style-type: none">• The assessment program has been revised as a result of previous assessment activities.• Attempting to increase participation.
General Comment:	Unclear whether the department is truly assessing the program or has simply lowered the bar to achieve their goals.

**College of Arts & Sciences
Department of Government**

Program level: Graduate

Assessment Description: Direct: Comprehensive exam.
Indirect: Scholarly presentations, oral exam.

Learning Assessment? Yes

Assessment Comment: May want to consider an indirect measure to assess areas other than accumulation of knowledge (i.e. perception of program, employability).

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Should report the written and oral scores separately.

General Comment:

**College of Health & Social Services
Department of Health Sciences**

Program level: Undergraduate

Assessment Description:

- English writing exam.
- Field experience evaluations.
- Capstone course performance by faculty and outside reviewers.
- Ten to 20% of students take the Professional certification exam before graduation.

Learning Assessment? Yes

Assessment Comment:

Stage Description: Using the results of student learning assessment measures.

Stage Comment:

General Comment: Program has a well designed assessment program.

*College of Health & Social Services
Department of Health Sciences*

Program level: Graduate

Assessment Description:

- Core course performance.
- Field experience evaluations.
- A few students take the Professional certification exam.
- Comprehensive written and oral exams.
- Thesis and defense.

Learning Assessment? Yes

Assessment Comment:

Stage Description: Using the results of student learning assessment measures.

Stage Comment:

General Comment: Assessment program is well designed and implemented.

*College of Arts & Sciences
Department of History*

Program level: Undergraduate

Assessment Description:

- Faculty assessment of key skills.
- Faculty maintained student portfolios.

Learning Assessment? Yes

Assessment Comment: Direct measurement of student outcomes is enhanced by the portfolio approach. The assessment process described by the department is well developed.

Stage Description: Using the results of student learning assessment measures.

Stage Comment:

General Comment: A very well structured program.

College of Arts & Sciences
Department of History

Program level: Graduate

Assessment Description:

- Faculty assessments of oral exams.
- Faculty maintained student portfolios.

Learning Assessment? Yes

Assessment Comment:

Stage Description: Using the results of student learning assessment measures.

Stage Comment:

General Comment:

College of Agriculture & Home Economics
Department of Hotel, Restaurant & Tourism Management

Program level: Undergraduate

Assessment Description: Direct: Capstone course, capstone examination.
Indirect: Graduating student survey, employer survey, employer performance evaluation for field experience, employment tracking, student focus groups.

Learning Assessment? Yes

Assessment Comment: Good blend of direct and indirect measures.

Stage Description: Using the results of student learning assessment measures.

Stage Comment:

- Establishing curriculum committee.
- Would be helpful to quantify a number of statements of accomplishment of the students for the direct measure.

General Comment: Some of the report details what the department activities were rather than the outcome of those activities.

College of Health & Social Services
Department of Human & Community Services

Program level: Undergraduate

Assessment Description:

- Faculty Assessment Committee.
- Student portfolio development and collection.
- Formative professor self-evaluation.
- Capstone final program assessment instrument.

Learning Assessment? Yes

Assessment Comment: Nice variety of summative and formative evaluation procedures. Because of the unique nature of this program, it is also recommended that the department consider the use of relevant employee/internship evaluation forms to have external data comparable to that generated on campus. This external evaluation of the finished product could be helpful. Additionally, student performance on external certification or licensing exams as applicable could also be helpful. It is understood that this will vary somewhat from student to student.

Stage Description: Implementing assessment of learning.

Stage Comment: Developmentally appropriate for new program. No concerns noted.

General Comment: See comments above.

College of Engineering
Department of Industrial Engineering

Program level: Undergraduate

Assessment Description: Assessment measures consist of (1) formative and summative evaluations of courses by students, (2) a survey of alumni at 2 and 5 years after graduation, (3) a survey of students in a senior-level “capstone” course, (4) course portfolios of student work, (5) feedback from employers of co-op students and program graduates, (6) interaction with the Industrial Advisory Committee, and (7) exit interviews with students.

Learning Assessment? Yes

Assessment Comment: Student portfolios constitute the only direct measures of student learning, but an impressively wide array of indirect measures of student learning is also employed. The department notes in this report that they plan to start using results from the national *Fundamentals of Engineering* exam in outcomes assessment next year. This exam covers both general engineering topics and specific industrial engineering topics, and it is expected that data about student performance on this examination will greatly assist in departmental assessment of student learning – particularly if responses can be analyzed on a question-by-question, rather than just an aggregated, basis.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Assessment data have been used in improving a number of areas in the undergraduate program: interdisciplinary courses have been implemented, exposure to computer programming has been increased, the curriculum has been changed, and additional opportunities for oral and written communication have been provided.

General Comment: Report includes a clear statement of objectives underlying assessment efforts and rationales for these objectives.

College of Engineering
Department of Industrial Engineering

Program level: Graduate

Assessment Description: Assessment activities for the Masters program consist of (1) results of students' examinations by departmental faculty members and a representative of the Dean of the Graduate School and (2) tracking future plans (further education or employment) of students. Assessment activities for the Ph.D. program consist of (1) student performance on the qualifying examination, (2) student performance on the comprehensive examination, (3) student performance on the doctoral final examination, (4) tracking employment and future plans of students, (5) tracking conference presentations and refereed publications by students, and (6) reviewing elapsed time in the doctoral program.

Learning Assessment? Yes

Assessment Comment: Student performance on examinations in the Masters and Ph.D. levels constitute direct measures of student learning. Other assessment measures are indirect, but the number and range of assessment measures used – particularly in assessing student learning in the Ph.D. program – is striking.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: The qualifying examination for students in the Ph.D. program has been revised as a result of departmental assessment activities. No changes in outcomes assessment are currently anticipated. Assessment data communicated to faculty via department meetings and written reports.

General Comment: Report includes a clear statement of objectives underlying assessment efforts and rationales for these objectives.

College of Arts & Sciences
Department of Journalism & Mass Communications

Program level: Undergraduate

Assessment Description: Journalism & Mass Communication uses multiple assessment measures, including (1) student performance on a grammar, spelling, and punctuation test that students must pass prior to the semester of graduation and that ties back to measurement of students grammatical skills by JOUR 110 instructors, (2) comprehensive interviews with graduating seniors about the department, instructors, courses, communication, placement, and facilities, (3) a survey of graduating seniors rating their satisfaction with the department and program, and (4) review of portfolios of graduating seniors.

Learning Assessment? Yes

Assessment Comment: The grammar, spelling, and punctuation tests and the review of the portfolios of graduating seniors constitute direct measures of student learning. The use of multiple assessment measures -direct and indirect - is strength of this program. The rubric used in assessing student portfolios is a particularly impressive document.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Data from assessment of student learning has lead to the development of courses on Advanced Radio Production and the Craft of Public Relations, as well as restructuring of the entrance requirements. Assessment data are available to all faculty and are discussed at departmental meetings.

General Comment: Very clear on the measures used and their implementation.

College of Business Administration & Economics
M.B.A. Program

Program level: Graduate

Assessment Description: Direct: Oral exam.
Indirect: Survey of graduating students, alumni, and employers, advisory council review.

Learning Assessment? Yes

Assessment Comment: Should set benchmarks for direct measure at least.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Program has used assessment to modify course credit.

General Comment: Due to institution of new curriculum, not all assessment tools have been implemented, but plan is in place for future rotational implementation.

***College of Business Administration & Economics
Department of Management***

Program level: Undergraduate

Assessment Description:

- In-course project collection and analysis.
- In-course portfolio development and analysis.
- Final capstone course evaluation.
- Graduating senior and alumni survey.

Learning Assessment? Yes

Assessment Comment: Good in-course analysis. Suggest formalization of assessment committee to review results of project, portfolio, and capstone course evaluation. This might help with analysis of trends and concerns that may be less evident on a case-by-case basis. The use of a graduating senior and alumni survey is a good addition. It is also recommended that an employer survey also be considered.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Nice discussion of programmatic changes that have resulted from outcomes assessment.

General Comment: See above.

College of Business Administration & Economics
Department of Management

Program level: Graduate

Assessment Description:

- Doctoral qualifying exam.
- Case analysis in MBA Capstone course.
- Examination of doctoral research topic and committee development.
- Doctoral graduate survey (implemented every three years).
- Graduate placement data.

Learning Assessment? Yes

Assessment Comment:

- Suggest describing doctoral comprehensive exam procedure currently used under assessment plan.
- Evaluation of doctoral student progress could be expanded beyond the informal research topic and committee development evaluation.
- Suggest use of employer survey.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Nice discussion of the application of previous evaluation results.

General Comment: See above.

*College of Business Administration & Economics
Department of Marketing*

Program level: Undergraduate

Assessment Description: Assessment measures include (1) a locally developed competency exam administered to students in the senior “capstone” course for marketing majors, (2) data from the yearly visit by the Professional Golf Association of America’s assessment team to evaluate students majoring in Professional Golf Management, and (3) measurement of student satisfaction with courses offered.

Learning Assessment? Yes

Assessment Comment: Items (1) and (2) constitute direct measures of student learning. The competency exam used with marketing majors is locally developed, not a national examination. Student performance is currently considered in terms of overall score, but it could perhaps be more helpful to examine scores on an item-by-item basis. This could draw greater awareness to specific strengths and weaknesses within the curriculum.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Assessment data are being used to identify new course interests and to improve student learning in the PGM program.

General Comment:

*College of Business Administration & Economics
Department of Marketing*

Program level: Graduate

Assessment Description: Assessment measures consist of (1) student performance on written comprehensive and “mini-comprehensive” examinations, (2) student performance on oral comprehensive examinations, and (3) student performance on the oral examination based on their completed dissertation.

Learning Assessment? Yes

Assessment Comment: Items 1, 2, and 3 above all can provide direct measures of student learning. In spring 2003, the “mini-comp” required students to prepare a manuscript over the summer. The manuscript was reviewed by faculty and then submitted to a refereed journal for publication. Assuming the article was authored by the student alone, this would serve as a fine direct measure of student learning. If co-authored, its ability to serve as a direct measure of student learning would be lessened.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Although no changes to the program are described as being made based upon this data, this is because the data suggest that the program is fine in its current form – and that changes are not needed.

General Comment:

College of Arts & Sciences
Department of Mathematical Sciences

Program level: Undergraduate

Assessment Description:

- Survey of faculty regarding student performance.
- Exit interviews.

Learning Assessment? Yes

Assessment Comment:

Stage Description: Implementing assessment of learning.

Stage Comment: The department is collecting data that will be helpful to them.

General Comment: The department has made significant advances in their outcomes assessment program from prior years. The Outcomes Assessment Committee I strongly support these efforts.

College of Arts & Sciences
Department of Mathematical Sciences

Program level: Graduate

Assessment Description:

- Oral and comprehensive written exam.
- Committee rating of training using a structured form.
- Dissertation defense (Ph.D.).

Learning Assessment? Yes

Assessment Comment:

Stage Description: Implementing assessment of learning.

Stage Comment: At this time, there is not enough data to be useful in guiding program change.

General Comment: The department has made significant advances in their outcomes assessment program from prior years. The Outcomes Assessment Committee I strongly support these efforts.

College of Engineering
Department of Mechanical Engineering

Program level: Undergraduate

Assessment Description: Direct: Coursework, exit interviews, capstone design reviews, FE examination.

Learning Assessment? Yes

Assessment Comment: The department also does a variety of indirect measures such as surveys, career placement, employment, and instructor evaluations.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Mature plan in place ... appears based on ABET requirements and may not reflect departmental interests adequately.

General Comment:

College of Engineering
Department of Mechanical Engineering

Program level: Graduate

Assessment Description:

- Coursework performance.
- Design review.
- FE examination.

Learning Assessment? Yes

Assessment Comment: This report contains far too much on indirect outcomes assessment which, although of importance to the department, has little relevance to the Outcomes Assessment Committee I reports. In the future, these should be mentioned, but not expounded upon to the extent they are in this report.

Stage Description: Using the results of student learning assessment measures.

Stage Comment:

General Comment: See above.

*College of Arts & Sciences
Department of Music*

Program level: Undergraduate

Assessment Description:

- Juried faculty assessment of performance.
- Capstone course – senior recital.
- Senior recital program notes.
- Music Teacher Education Program exam.
- Student teaching standardized performance evaluation.
- Piano Proficiency Exam.

Learning Assessment? Yes

Assessment Comment:

- Excellent use of a variety of methods and measures.
- Suggest the addition of alumni and employer surveys/evaluations.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Clear discussion of program change/continuation related to program evaluation.

General Comment: See above.

College of Arts & Sciences
Department of Music

Program level: Graduate

Assessment Description:

- Diagnostic entrance examination.
- Final oral examination.
- Pre/post analysis.

Learning Assessment? Yes

Assessment Comment:

Stage Description: Using the results of student learning assessment measures.

Stage Comment: The graduate program assessment procedures are adequate.

General Comment:

**College of Health & Social Services
Department of Nursing**

Program level: Undergraduate

Assessment Description:

- NCLEX pass rates.
- ERI/National Norm Testing.
- Alumni survey.
- Preceptor Assessment of students.
- RN-BSN option.

Learning Assessment? Yes

Assessment Comment: Excellent use of direct measures. An employer survey in addition to the preceptor assessment may give more of an overall picture of student satisfaction.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Nice analysis of data and program application.

General Comment: See above.

*College of Health & Social Services
Department of Nursing*

Program level: Graduate

Assessment Description:

- Capstone course completion (N596).
- Preceptor evaluation of Advanced Field Placement/Practicum.
- Comprehensive oral examination.
- Alumni survey.

Learning Assessment? Yes

Assessment Comment:

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Clear display of assessment procedures.

General Comment:

***College of Arts & Sciences
Department of Philosophy***

Program level: Undergraduate

Assessment Description: Assessment measures consist of (1) examinations and (2) interviews with graduating seniors. Examinations cover factual knowledge, interpretive abilities, and critical evaluation abilities. Interviews cover students' views on the quality of the program, its courses, and its instructors.

Learning Assessment? Yes

Assessment Comment: The student examinations constitute a direct measure of student learning, although this component of the outcomes assessment process could be strengthened if the department could find a way to make the exit examination mandatory for all graduating students, instead of optional for them. The department is considering making Writing in Philosophy a required course for majors, and if this course were used as a senior "capstone" course, mandatory outcomes assessment could be built into the course. Mandatory portfolio-based assessment would be another option.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Results from outcomes assessment are communicated in departmental faculty meetings. Based on these data, a new course was implemented in 2000, and is being considered as a requirement for majors. Changes to the exit examination are also being considered – but it is expected that these will be minimal.

General Comment: Very clear on the relation between departmental mission, program goals, program learning outcomes, and assessment standards and their measures.

College of Education
Department of Physical Education, Recreation & Dance

Program level: Undergraduate

Assessment Description: Assessment measures include (1) an exit examination covering all of the major class areas, (2) an exit interview by the department head, or a designated faculty member, (3) an exit questionnaire.

Learning Assessment? Yes

Assessment Comment: Based upon the description provided by PERD, the only direct measure of student learning used by PERD is under development, not being currently implemented. The measures presently in use seem to be indirect.

Stage Description: Implementing assessment of learning.

Stage Comment: Some assessments of student learning seem to be implemented at present. These include the exit interview and the exit questionnaire. Nothing in the report makes clear how faculty in PERD communicate and make use of data from assessment efforts.

General Comment: This year's report from PERD was rather cryptic, and potentially confusing, to the Outcomes Assessment Committee I. It provided only one page of text, explaining and contextualizing assessment efforts. There was no description in this page of text of findings from assessment projects or of faculty use of these findings. There were a number of additional documents provided (including copies of the 2002-2003 reports of the Outcomes Assessment Committee I review process), but their meaning was hard to infer in the absence of written interpretation of them.

College of Arts & Sciences
Department of Physics

Program level: Undergraduate

Assessment Description: Direct: Faculty review, GRE test questions.
Indirect: Department head meeting with students, External Advisory Board meeting, exit interview, alumni contacts.

Learning Assessment? Yes

Assessment Comment: Should set benchmarks for direct assessment.

Stage Description: Using the results of student learning assessment measures.

Stage Comment:

- Department has increased frequency of student evaluation meetings.
- Course rotation changes.
- Introduction to new minor.
- New degree.

General Comment: Suggest formalizing the procedures for using GRE test questions to create better access to data and more ready comparisons between years.

College of Arts & Sciences
Department of Physics

Program level: Graduate

Assessment Description: Direct: Qualifying exam, oral exam, written comprehensives, oral defense.
Indirect: Department head meeting, Advisory Board meeting, exit interviews, alumni contacts.

Learning Assessment? Yes

Assessment Comment: Set benchmarks for direct measure.

Stage Description: Using the results of student learning assessment measures.

Stage Comment:

General Comment: Major curricular revision in 2000.

*College of Arts & Sciences
Department of Psychology*

Program level: Undergraduate

Assessment Description:

- Comparison of graduating seniors to freshmen, incoming graduate students and faculty groups.
- Examination of fundamental knowledge via multiple choice examinations.

Learning Assessment? Yes

Assessment Comment:

- The department continues to refine their plan with respect to expert judgment, although it is implemented on a voluntary basis.
- This department conducts the most extensive statistical analysis of its data.

Stage Description: Using the results of student learning assessment measures.

Stage Comment:

General Comment:

*College of Arts & Sciences
Department of Psychology*

Program level: Graduate

Assessment Description:

- First year project.
- Thesis.
- Comprehensive examinations.
- Dissertation.

Learning Assessment? Yes

Assessment Comment: Standard methodologies.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Mature.

General Comment:

**College of Health & Social Services
Department of Social Work**

Program level: Undergraduate

Assessment Description:

- Field evaluations (internship experiences).
- Evaluation of classroom learning into internship practice.
- Culminating research projects.
- Graduating senior focus groups.
- Structured exit interviews.
- Alumni interviews.
- Employee interviews.

Learning Assessment? Yes

Assessment Comment: Good variety of direct and indirect measures. Implementation procedures for assessment strategies unclear. How, for example, is the evaluation of classroom learning into internship practice conducted?

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Need more descriptive explanation of implementation of assessment procedures.

General Comment: See above.

**College of Health & Social Services
Department of Social Work**

Program level: Graduate

Assessment Description:

- Field evaluations (internship experiences).
- Evaluation of classroom learning into internship practice.
- Comprehensive oral examination.
- Theses or culminating research projects.
- Structured exit surveys.
- Licensure examinations.

Learning Assessment? Yes

Assessment Comment: The department may want to consider the inclusion of alumni and employer surveys similar to undergraduate assessment process of BSW program. Understand that these are on cyclical basis. Good analysis of program related changes based upon assessment outcomes.

Stage Description: Using the results of student learning assessment measures.

Stage Comment:

General Comment: See above.

College of Arts & Sciences
Department of Sociology & Anthropology - Sociology

Program level: Undergraduate

Assessment Description:

- Comprehensive written exam.
- Capstone course.

Learning Assessment? Yes

Assessment Comment:

Stage Description: Using the results of student learning assessment measures.

Stage Comment:

General Comment:

College of Arts & Sciences
Department of Sociology & Anthropology - Sociology

Program level: Graduate

Assessment Description:

- Comprehensive oral exam.
- Thesis defense or defense of internship report.

Learning Assessment? Yes

Assessment Comment: A comprehensive written exam has been developed, but since it will be administered at the end of the student's program, no students have yet taken it.

Stage Description: Implementing assessment of learning.

Stage Comment:

General Comment:

College of Education
Department of Special Education/Communication Disorders

Program level: Undergraduate

Assessment Description:

- Practicum observations rated against State competencies.
- Development and review of portfolios.
- Faculty observation of student teaching.
- Survey of recent graduates.

Learning Assessment? Yes

Assessment Comment:

Stage Description: Using the results of student learning assessment measures.

Stage Comment:

General Comment:

College of Education
Department of Special Education/Communication Disorders

Program level: Graduate

Assessment Description:

- Clinical practicum observations (rated against State competencies in SPED and Early Childhood).
- Comprehensive written exam, Ph.D.
- Comprehensive oral exam in all specializations.
- Exit interviews.

Learning Assessment? Yes

Assessment Comment:

Stage Description: Using the results of student learning assessment measures.

Stage Comment:

General Comment:

***College of Engineering
Department of Surveying***

Program level: Undergraduate

Assessment Description: Direct: Surveying exams.
Indirect: Samples of student work, course evaluations, exit interviews, alumni surveys, transcript review, curricular review, advisory committee.

Learning Assessment? Yes

Assessment Comment:

- Did not use direct measure in 2003.
- Should set benchmarks for direct measure.

Stage Description: Using the results of student learning assessment measures.

Stage Comment:

- Created 4 new courses as a result of assessment activities.
- Created surveying minor.

General Comment: There seems to be a very heavy focus on indirect measures.

*College of Arts & Sciences
Department of Theatre Arts*

Program level: Undergraduate

Assessment Description: Capstone course evaluations (THTR 439, THTR 440).

Learning Assessment? Yes

Assessment Comment: Direct assessment of student learning included across several capstone course activities and products developed.

Stage Description: Using the results of student learning assessment measures.

Stage Comment: Good discussion of assessment-related program changes, but limited assessment data available for departmental analysis.

General Comment: See above.