



Institutional Research,  
Planning and Outcomes Assessment

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MEMORANDUM

December 15, 2006

**TO:** William Flores, Provost

**FROM:** Sherry Mills, Chair OAC I *Sherry Mills*  
Carmen Santana-Melgoza, IRPOA *Carmen Santana-Melgoza*

**SUBJECT:** 2004-2005 NMSU Summary Report of Outcomes Assessment in the Major

**Introduction**

This memorandum summarizes the results of last year's cycle of academic department reporting on outcomes assessment activities and results.

**Procedure**

Academic departments were requested to submit reports on the assessment of student learning outcomes in undergraduate and graduate programs in the spring of 2006. Reports were submitted electronically. Members of the Outcomes Assessment Committee I (Academic Achievement and Student Learning) reviewed each program report and evaluated them using the attached rubric. They completed the evaluation of reports in the fall semester. This memorandum summarizes the results of the monitoring process.

**Results**

Forty-seven (47) undergraduate programs were reviewed (out of a total of 49). Of those reviewed, 41 (87%) were in compliance with the assessment process. Two programs did not submit reports.

All graduate program reports (44 total) were submitted and reviewed. Ninety-three percent (41 programs) were found to be in compliance with the assessment process.

Overall, 90% of the all programs were found to be in compliance with the university's assessment requirements. This represents an improvement of 4% over last year's overall compliance ratings.

**Award Recommendation**

The outgoing and current OAC I chairs and IRPOA committee representatives met in August 2005 to discuss which department program should be awarded the "most improved" commendation by the Provost's office for academic year 2004-2005. It was agreed that the Department of Art undergraduate program should be recommended as the winner of the award. It was also agreed that the committee recommend that the winning department be given a stipend of \$500 - \$1000 and a plaque to commemorate the achievement.

### **General Education Assessment in the Major - Findings from IRPOA's Review**

The majority of programs do an excellent job of assessing their programs regarding students learning in their majors. General education competencies, most notably written and oral communication skills, are addressed in only a handful of the program assessment reports. Due to an absence of guidelines for including general education assessment in the program assessment reports, the majority of departments do not address skills in communication, critical thinking, math reasoning and other abilities that the majority of college graduates are expected to demonstrate. It is strongly recommended that this issue be addressed. General education competencies goals, measures and outcomes need to be developed and reported on in the yearly program assessment report. Departments will need guidance in completing that part of the report.

There are several departments who address one or more general education competencies in their assessment reports. Others describe plans for including general education assessment in future reports. There is variation among departments in the development of the goals, measurement, and description of outcomes of their general education elements. Attachment A contains excerpts from reports that address the general education component in the major.

### **Other Issues**

There are concerns associated with the recent reorganization of the university's reporting structure. Due to the fact that IRPOA no longer reports to the Provost and that office houses and coordinates the outcomes assessment activities for the university including those of this committee, we would like clarification on any changes that will take place with respect to the role of the Provost's office and the charge of the OAC1 committee:

- Will the Provost continue to be the primary advocate for program assessment?
- Will the Provost's office continue to send out the communications regarding program assessment to the colleges?
- Will this committee continue to submit its yearly report and recommendations to the Provost's office?
- Will this committee provide more assistance in the development of college and department assessment processes?
- Will a University Assessment Coordinator position be established and filled so that the Committee will have an administrator to facilitate assessment activities?
- Will the Provost be receptive to the development of a campus-wide electronic portfolio system to accumulate student artifacts and to facilitate the assessment and reporting of student achievement of learning outcomes? Will funds be made available to support ongoing student and faculty training and monitoring of the process flow?

Attachments: Excerpts from Assessment Reports Addressing General Education Component of Major  
OAC 1 Departmental Reports Summary  
2004-2005 College Report Summary  
Individual Departmental OAC 1 Reviews

CC: S. Mills  
C. Santana-Melgoza  
OAC 1 Members  
C. Clary

## Excerpts from Assessment Reports Addressing the General Education Component in the Major

### Department of English

Direct measure of student learning through writing assessment: the Undergraduate Studies Committee (UGS) collected 17 writing samples from the 20 graduating English majors at the end of April 2005 (two submitted late samples that could not be counted). Students were asked to submit an unmarked sample of argumentative writing from one of their advanced major program courses (representing capstone work in the undergraduate program) that best reflected their abilities (as per the specifications in our undergraduate assessment plan). Three UGS members read and evaluated the seventeen student essays for each of the following criteria (based on the rubric the entire faculty agreed upon for our undergraduate assessment plan) on a 1-5 scale (1 = unacceptable; 5 = outstanding):

- a. demonstrates understanding of and skill in handling the requirements of the genre of writing presented in the sample;
- b. demonstrates intelligence and reasoning in written presentation;
- c. demonstrates knowledge of subject matter;
- d. demonstrates university-level competence in grammar and usage of written English.

Composite scores for all 17 essays in the four categories were compiled by the chair of UGS and presented to the faculty in the *2005 UGS Outcomes Assessment Report*. Results of direct measures of student learning through writing assessment show the average across all essays was 80% (3.97 on a scale of 1-5, with 5 outstanding), a high average that indicates that student performance is good to excellent against all criteria measured. Of the 17 scored essays, 15 received average ratings of 75% or above. Based on faculty ratings, scored essays ranged from a low of 50% overall to a high of 95% overall. The lowest rated essay was the only one falling below 60%; only one other essay was rated below 70%. The composite averages in each category are as follows:

- Demonstrate an understanding of and skill in handling the requirements of the genre of writing presented in sample: 3.86 or 77%
- Demonstrates intelligence and reasoning in written presentation: 3.88 or 78%
- Demonstrates knowledge of subject matter: 4.26 or 85%
- Demonstrates university-level competence in grammar and usage of written English: 3.88 or 78%

Statistical analysis of the writing sample assessment indicates that students are excelling most in their knowledge of the subject matter. The scores in the other three categories are good, but since they are notably less high than knowledge of the subject matter, attention to those areas offers the most likely avenues for improvement.

### Department of Biology

The results of the checklists returned by instructors of 12 upper division courses are summarized below. Note that the faculty were asked to report only on senior biology and microbiology majors. Individual students who may be taking more than one of these courses have not been identified or compared across different courses. Thus the 186 “results” (students) certainly represents a smaller number of actual individual students. However, for the purposes of this summary, we are treating the 186 results as 186 individual students (note also that not all items on the checklist could be evaluated by all faculty members for all students, so not all 186 students were evaluated for all six items on the checklist).

**1. The student demonstrated understanding of basic terminology and concepts in the disciplinary area of life science covered by this course (185 students were evaluated)**

93 (~50%) students were determined to have a good understanding of the basic terminology and concepts, with another 53 (~29%) determined to have an acceptable understanding. The remaining students (21% of the 90 students) were found to have a poor understanding of the basic terminology and concepts.

**2. The student demonstrated an appreciation of scientific process as applied to life science (154 students were assessed).**

73 (~47%) of the students were determined to have a good understanding of the scientific process, 44 (~29%) had an acceptable understanding of the scientific process, and the remaining students (24%) were found to have a poor understanding of the scientific process.

**3. The student demonstrated knowledge and ability to apply that knowledge as appropriate from the prerequisite courses expected for enrollment in the course (125 students were assessed).**

69 (~55%) were good at demonstrating and applying prerequisite knowledge. 23 (~18%) had an acceptable ability to demonstrate and apply prerequisite knowledge, and the remaining 27% had a poor ability to demonstrate and apply prerequisite knowledge.

**4. The student demonstrated the ability to extract quantitative information from graphs and tables in the scientific literature (145 students were assessed).**

73 (~50%) were assessed to be good at extracting quantitative information from graphs and tables. 35 (24%) were assessed to have acceptable abilities in this regard, and the remaining 26% were rated as poor in this regard.

**5. The student demonstrated the ability to think critically within the context of biology (164 students were assessed).**

74 (~45%) of the students were good at thinking critically within the context of biology. 53 (~32%) of the students had an acceptable ability to think critically within the context of biology. 37 (~23%) students were assessed as having poor critical thinking skills.

**6. The student demonstrated the ability to communicate effectively, in oral or written form, in the context of biology (90 students were assessed).**

57 (~45%) of the students were determined to be able to communicate effectively, 49 (~39%) were determined to be acceptable communicators, while 20 (16%) were found to be poor communicators.

**Department of Health Sciences**

The current outcomes assessment plan and report provides the following information:

1. Outcomes Assessment Plan
2. Methods of assessment used
3. The performance measures or criteria used to determine student learning
4. Results and anticipated use of the results of the outcome assessment activities
5. Dissemination of results

The report will discuss the department's undergraduate program first and then the graduate program offered by the department and will cover the five points listed above. The outcomes assessment plan, methods of assessment used, and the direct performance measures/criteria used to determine student learning (1, 2, 3) are compiled and presented together in a tabular form first for the undergraduate program and then for the graduate program.

|   |   |
|---|---|
| <p><b>Direct measures of Undergraduate Student's Learning</b></p> <p>A. Percentile scores on the English Writing Assessment test/exam offered in HLS 100.</p> | <p><b>Performance Measures: Methods of Assessment and Activities</b></p> <p>Students take the English writing test/exam in HLS 100 and are required to score 37 percentile or greater.</p> <p><b><i>Performance Measures Used:</i></b></p> <ul style="list-style-type: none"> <li>• No. of students who were enrolled in HLS 100 (Fall 2004, Spring 2005, Summer 2005)</li> <li>• No. of students who took the test/exam</li> <li>• No. of students who scored a passing grade of 37 percentile or greater</li> </ul> |
|---|---|

#### 4a. Results of Outcomes Assessment Activities

The following section describes the results related to the direct measures used to assess student learning outcomes in the undergraduate program:

##### ***A. Percentile scores on the English writing assessment test/exam offered in HLS 100:***

One of the important undergraduate students' learning measures is the percentile scores in the department's English writing test/exam. Students are required to score 37 percentile or greater to be successful. During the Fall 2004 and Spring 2005 semesters (course not offered in the summer), a total of 44 students took the writing test/exam with the following results.

Number of students who were enrolled in HLS 100 during Fall 2004 and Spring 2005: 49

Number of students who took the test/exam: 44  
(NOTE: Not all students enrolled are required to take the exam, only those pursuing a major in the Department of Health Science)

Number of students who scored a passing grade of 37 percentile or greater: 32

PASS RATE: 73%

Note: Typically, each semester some students choose to take the alternate exam, primarily in those situations in which they are not successful in the 'Conventions of Written English Exam.' Additionally, some of the enrolled students are not potential health science majors and therefore do not take the exam or the alternate one because the other departments do not have the same requirements as the health science department.

#### **Department of Human and Community Services**

. The specific areas that are to be addressed by each student are as follows:

Identify the two minors you have completed within the BHCS program and indicate how those two minors have contributed to your overall course of study and how those minors have expanded your educational experience.

Explain how the BHCS degree program has contributed to your understanding of each of the following:

- A. The human services industry, including your understanding of community health, nursing, and social work.
- B. The history of health care and human services
- C. Ethical issues commonly faced by workers in the human services industry.

- D. Research as typically used by administrators and others employed in the health and human services industry
  - E. Management and administration skills applied to the human services industry.
  - F. Human behavior and how it is influenced by the social environment
  - G. Social welfare policy as developed and implemented in the United States.
7. The above essays will be used by the Faculty Assessment Committee and will be reviewed using the criteria specified in Attachment A.
  8. Each member of the Faculty Assessment Committee will independently assess the portfolios that have been selected for review, and will submit his or her assessment form to the Associate Dean who is the “Department Head” for the BHCS program. The independent assessments will be reviewed and then discussed with the BHCS Core Course Faculty to incorporate the results of the assessment to improve the BHCS degree program.  
Attachment A

**SKILLS ASSESSMENT FORM**

Instructions to Faculty Assessment Committee: Write the number of the portfolio you are reviewing in the space provided. Review the material contained in the portfolio, and place an “X” in the appropriate box to indicate your ratings of the student’s skill level as demonstrated in the material contained in the portfolio using the definitions of the assessment categories supplied on the next page.

Portfolio Number: \_\_\_\_\_

| <b>Thinking &amp; Writing Skills</b> | <b>Insufficient Competence</b> | <b>Sufficient Competence</b> | <b>Substantial competence</b> | <b>Inadequate Evidence of Competence</b> | <b>Not Applicable (Specify why)</b> |
|--------------------------------------|--------------------------------|------------------------------|-------------------------------|--|-------------------------------------|
| Assembling Information               |                                |                              |                               |  |                                     |
| Understanding Information In-depth   |                                |                              |                               |  |                                     |
| Using Information                    |                                |                              |                               |  |                                     |
| Reflecting Upon Information          |                                |                              |                               |  |                                     |
| Creating New Information             |                                |                              |                               |  |                                     |
| Organizing                           |                                |                              |                               |  |                                     |

|                        |  |  |  |  |  |
|------------------------|--|--|--|--|--|
| Information            |  |  |  |  |  |
| Targeting Information  |  |  |  |  |  |
| Expressing Information |  |  |  |  |  |

Additional comments about this portfolio:

**Definitions of the Eight Thinking and Writing Skills**

**Assembling Information:** The ability to locate information pertinent to the task, assignment, problem, or question by using resources appropriate to the discipline; employs multiple methods and technologies to gather information, including computer databases and document delivery system, print resources (e.g., b books, journal articles, newspapers and magazines), audiovisual resources, interviews and surveys of expert sources and lay people; gathers a variety of information (e.g., primary and secondary sources, recent and historical information, etc.)

**Understanding Information in Depth:** Goes beyond mere comprehension to achieve an in-depth understanding of material through analysis, interpretation, and explanation; analyzes the structure of a complex idea, chain of reasoning, or work by identifying the component parts and the interrelationship of those parts; recognizes nuances and shadings of meaning and unstated assumptions in reasoning

**Using Information:** Uses whatever cognitive processes and intellectual skills are appropriate for completing the assignment, considering the nature of the given task; develops supporting arguments for conclusions, beliefs, and claims; makes decisions and recommendations based upon a consideration of options and their differential consequences; draws valid conclusions from evidence; uses definite criteria and accepted standards to judge the value or credibility of another’s work; views ideas from multiple perspectives.

**Reflecting upon Information:** is self-reflective about, and can evaluate own learning, thinking, and performance; sets explicit goals for own work; develops plans ad strategies for carrying out own work; monitors progress toward goals; uses feedback from others to improve the quality of won work; makes revisions as needed to assess personal strengths and weaknesses and devises plans for self-improvement.

**Creating New Information:** Shows originality, innovation, and creativity in process and/or product;’ proposes new and worthwhile problems and tasks to pursue; poses new questions and generates original hypotheses; makes original interpretations and develops original theoretical frameworks; offers new solutions to problems;

perceives new patterns of relationships; creates new contexts or uses for or extensions and elaborations of existing information; creates original products and innovative designs.

**Organizing Information:** Demonstrates a clear plan of organization for the unified, focused, orderly, and coherent representation and communication of ideas; articulates a clear thesis if theme; maintains a focus by linking ideas to the main point; uses verbal and symbolic techniques such as tables, graphs, diagrams, etc, to organize information; presents ideas in a clear, logical, and effective order; employs various transitional devices to attain smooth connections among ideas/

**Targeting Information:** Uses content, language, tone, style, and format to achieve the purpose of the communication or assignment, meet the demands of the situation and satisfy the needs of the intended audience; uses appropriate writing, citation, and documentation formats; uses the special vocabulary of the field while avoiding unnecessary jargon; writes with clarity and conciseness.

**Expressing Information:** Follows established standards and conventions of written communication with respect to grammar, syntax, and mechanics; achieves a mature and effective writing style; uses words with variety, precision, and appropriateness; avoids language that reflects bias toward people based upon their gender, sexual orientation, disability, age, religion, and ethnic, racial, or cultural group membership; uses acceptable forms of the various parts of speech; achieves a clear, varied, and effective sentence style; writes full sentences avoiding fragments, run-ons, and reifications.

### **Department of Government**

In response to a memo sent out by Dr. William Flores on December 9, 2006, the Department Undergraduate Committee met on February 15 to address the issue of Outcomes Assessment. The committee decided to change our Outcomes Assessment plan in the following ways:

First, our Outcomes Assessment process will be changed in format from the administration of a ineffective voluntary exam by graduating seniors to a system in which an **one credit hour** Capstone Course will be mandatory for seniors as a condition of graduation. The course, tentatively titled: **“Senior seminar: skills and competencies in political science”**, still under development.

Second, the course will have as its goals *not* the imparting of new knowledge, but rather an assessment of what has been learned in three areas: *first*, **key concepts** in political science; *second*, **writing skills**; and *third*, **critical thinking**. Suggestions teaching the course include asking students to submit their best Government paper for critique and commentary, asking students to distinguish between normative readings such as found in editorials vs. news stories, and asking students to discuss key concepts in various subfields. Moreover, students might be asked to prepare a portfolio or resume illustrating

competencies in the three areas. Each student would be ranked according to placement on each of the three areas—concepts, writing, and thinking. An annual report would be submitted using this data.

Third, the “flimsy” for this course would read: **Senior Seminar: Skills and Competencies in Political Science.** A one-credit hour review and assessment of skills and competencies acquired by majors in Government.

Fourth: Inasmuch as students would not be required to take this course until it appears in the college catalog, students would be strongly encouraged to take the course through the advisement process.

### **Department of Accounting**

Dr. Mills and Dr. Seipel decided that we might begin to move in the direction of assessing broad program objectives; such as, critical thinking, communications skills, ethical reasoning, etc. Indeed, when I attended an Association to Advance Collegiate Schools of Business (AACSB) program assessment conference, in November 2004, the emphasis of their expectation was on broad program assessment, not on specific, technical course content measurement. Beginning in fall 2004, Dr. Seipel gave an ethical reasoning case as part of her final examination in Auditing Theory and Practices, a required course for accounting majors which is normally taken in the senior year. Similar cases have been administered in the Auditing final exam for both semesters of 2005. Dr. Mills and Dr. Seipel are still deciding how to best present their findings as evidence of ethical reasoning skills. We have yet to engage an independent group of experts to evaluate the cases and the grading rubrics. However, Dr. Seipel has graded and reviewed the exams and used this information to adjust future coverage of ethical reasoning material.

### **Department of Management**

Undergraduate Assessment Activities:

A1. (Direct measure). BUSA 421 Our department has enhanced our direct measurement of student learning. Since this is the capstone course in the college, we continue to use two concepts to measure for the integration of functional skills and abilities. Student portfolios that require critical thinking and comprehension of business cases are the primary method used as a direct measure of learning. These portfolios contain written analyses by students on business cases provided in course books or by professors from local businesses. Students are asked to integrate accounting, finance, economics, marketing, international business, information systems, and management concepts as needed that are relevant to providing well-thought out solutions to the cases provided in class. These cases utilize software that requires students to build spreadsheets, professional presentations, and word documents to meet course requirements. New this year is a medium size exercise that takes about two to three weeks for students to complete. This exercise requires students to present a contract that deals with a small-business that wants to grow in the southwest. The exercise allows students

to show their grasp of fundamental business concepts as they apply them to this entrepreneurial setting. Professors also role play as owners of the small business reviewing the outputs of suggested solutions to the experiential exercise. Student feedback on this exercise is very positive even though they say it is extremely tough to complete, especially with regard to data collection and analysis in order to build their solution to present to class. The oral presentations are critiqued in class for the professionalism of the presentation and the content and quality of each team's solution. The team-based aspects of this exercise are evaluated and summarized by the professor at the end of the exercise which provides a solid footing for students to generalize about the difficulty of working in teams. The emphasis on tying strategic concepts to business operations enhances student learning and adds to the value of this capstone course. Specific areas that still need improvement or are improving include the following in BUSA 421:

- a. Student use of software they will use in industry is adequate. We anticipate more integration of software-intensive exercises and cases.
- b. Written skills are improving but there seems to be more reliance on internet sources rather than original thought. We are going to fix this by adding less common cases found in textbooks and add more local cases that have not been analyzed before.
- c. Research skills still need work. Data analyses are improving.
- d. Oral presentation skills remain at a high level. Summary sessions at the end of the course are critical for providing valuable feedback.

### **Department of Mechanical Engineering**

The major changes in outcomes assessment that will take place over the next few years in Mechanical Engineering will be greatly influenced by the change in outcomes assessment focus by the Accreditation Board for Engineering and Technology (ABET). Each Mechanical Engineering Department receiving accreditation will be required to demonstrate, through outcomes assessment, that their graduates have

- an ability to apply knowledge of mathematics, science, and engineering;
- an ability to design and conduct experiments, and well as to analyze and interpret data;
- an ability to design a system, component, or process to meet desired needs;
- an ability to function on multi-disciplinary teams;
- an ability to identify, formulate, and solve engineering problems;
- an understanding of professional and ethical responsibility;
- an ability to communicate effectively;
- the broad education necessary to understand the impact of engineering solutions in a global/societal context;
- a recognition of the need for and an ability to engage in lifelong learning;

- a knowledge of contemporary issues; and
- an ability to use the techniques, skills and modern engineering tools necessary for engineering practice.

### Department of Engineering Technology

Our program outcomes follow closely those established by the Technology Accreditation Commission (TAC) of the Accreditation Board for Engineering and Technology (ABET). Upon completion of degree requirements, our graduates will demonstrate the following skills:

- (a) An appropriate mastery of the knowledge, techniques, skills and modern tools of their disciplines.....
- (b) an ability to apply current knowledge and adapt to emerging applications of mathematics, science, engineering and technology;
- (c) an ability to conduct, analyze and interpret experiments and apply experimental results to improve processes;
- (d) an ability to apply creativity in the design of systems, components or processes appropriate to program objectives;
- (e) an ability to function effectively in teams;
- (f) an ability to identify, analyze and solve technical problems;
- (g) an ability to communicate effectively;
- (h) an ability to recognize the need for and possess the ability to pursue lifelong learning;
- (i) an ability to understand professional, ethical and social responsibilities;
- (j) an ability to recognize contemporary professional, societal and global issues and be aware of and respect diversity; and
- (k) an ability to have a commitment to quality, timeliness and continuous improvement.

The outcomes listed above encompass the knowledge, techniques, skills and modern tools that a student of the ECET program shall possess upon graduation. Those additional outcomes listed within outcome (a), have been developed and refined by the ECET faculty with input from our constituencies.

The table below describes the relationship between our objectives and outcomes

| Objectives | Outcomes  |
|------------|---|
| Design     | Analog and digital circuit analysis and design techniques, architecture and applications of microcomputer systems, local area networks, and the building, testing, operation and maintenance of electronic, instrumentation, communications, control, and/or computer systems (both hardware and software). |
| Install    | Project management techniques and teamwork necessary for successful electronic and/or computer system designs and implementations, and the effective use of communication skills to   |

|                       |  |
|-----------------------|--|
|                       | prepare technical reports, memos, and presentations.   |
| Manufacture           | Manufacturing processes, including knowledge of modern processes, measuring tools, machine tools, quality systems, and process improvement methods.  |
| Operate               | The use of application software; the design and use of operating systems; and the analysis, design, testing, and documentation of computer programs in support of electronic, instrumentation, communications, control, and/or computer systems .                                    |
| Evaluate              | Project management techniques and teamwork necessary for successful electronic and/or computer system designs and implementations, and the effective use of communication skills to prepare technical reports, memos, and presentations.   |
| Maintain              | An ability to identify, analyze and solve technical problems, demonstrating an awareness of relevant safety issues pertaining specifically to the areas involved.  |
| Meaningful Employment | An ability to function effectively in teams; an ability to communicate effectively; an ability to understand professional, ethical and social responsibilities; an ability to recognize contemporary professional, societal and global issues and be aware of and respect diversity. |

### 3. Assessment

The Electronics and Computer Engineering Technology (ECET) faculty at New Mexico State University (NMSU) recognizes the need for creating, implementing, and updating a continuous improvement process for the benefit of the department's students and graduate employers, based upon:

- Input from graduates by means of a graduate survey instrument.
- Advice from members of our Advisory Committee.
- Feedback from graduating seniors via exit interviews.
- Student and peer evaluation questions to help identify potential program weaknesses.
- An annual faculty meeting to review the contents of all courses.
- Information obtained from administering a senior capstone course.
- Results from a locally developed senior competency exam.
- Interviews with recruiters and employers such as those that attend NMSU career fairs.

### **Department of Industrial Engineering**

.4. Assessment issue: Need for increased oral/written communications opportunities. This is the most frequently identified (by alumni and industry) need for improvement.

We reported in our previous reports: “We have updated several classes to include more intensive work in oral and written communications. Students are required to write more reports and make more oral presentations. Additionally, some classes incorporate web-based or video based communications opportunities. This effort is on-going.

### **Department of Economics**

- B. Writing skills still vary widely and we continue to force those students to write and subject those efforts to criticism of both their substantive and grammatical content. We have discussed requiring more writing from our students but program limitations have so far ruled out sending them back to the English Department for more writing training. It remains a persistent problem for us that the writing skills of our students vary widely. FEEDBACK; We hear this from employers sometimes who need employees with a higher ability to communicate via the written word.
- C. Student’s abilities to synthesize a variety of ideas from current economics media vary widely. The capstone course allows us to force the students to do this more and in a more structured way with multiple cases with both written and oral assignments with never more than a one week instructor feedback loop time.

## Outcomes Assessment Committee 1 Departmental Reports Summary

Status of Student Learning Outcomes Assessment in the Major in 2004-2005  
By Department Within College

**Code for Stage:**

- 0 not assessing learning/cannot determine
  - 1 planning for assessment of learning assessment measures: OA plan under development
  - 2 implementing assessment of learning: OA plan in place & data collection initiated
  - 3 using the results of student learning outcomes assessment to change/improve the academic program
  - 4 OA plan under substantial revision: using results of student learning OA in the prior year and continuing to use at least some results of student learning OA to change/improve the academic program
- 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                | 2     |
| Agricultural & Extension Education             | Yes                | 3     | Yes                | 2     |
| Animal & Range Sciences                        | No                 | 0     | No                 | 0     |
| Entomology, Plant Pathology & Weed Science     | Yes                | 4     | Yes                | 3     |
| Family & Consumer Sciences                     | Yes                | 3     | Yes                | 3     |
| Fishery & Wildlife Sciences                    | Yes                | 4     | Yes                | 3     |
| Hotel, Restaurant & Tourism Management         | Yes                | 3     | NP                 | NP    |
| Plant & Environmental Science                  | Yes                | 2     | Yes                | 2     |

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### College of Arts & Sciences

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

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- NP = No program

### College of Business Administration and Economics

| DEPARTMENT                             | UNDERGRADUATE      |       | GRADUATE           |       |
|--|--------------------|-------|--------------------|-------|
|  | Assessing Learning | Stage | Assessing Learning | Stage |
| Accounting & Business Computer Systems | Yes                | 2     | Yes                | 3     |
| Economics - ESTAT                      | NP                 | NP    | Yes                | 3     |
| Economics/International Business       | Yes                | 3     | Yes                | 2     |
| Finance                                | No                 | 0     | NP                 | NP    |
| Management                             | Yes                | 3     | Yes                | 3     |
| Marketing                              | Yes                | 2     | 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                | 2     |
| Curriculum & Instruction                  | Yes                 | 3     | Yes                | 2     |
| Educational Management & Development      | NP                  | NP    | Yes                | 3     |
| Physical Education, Recreation & Dance    | Yes                 | 3     | NP                 | NP    |
| Special Education/Communication Disorders | No Report Submitted |       | Yes                | 4     |

## Outcomes Assessment Committee 1 Departmental Reports Summary

**Code for Stage:**

- 0 not assessing learning/cannot determine
  - 1 planning for assessment of learning assessment measures: OA plan under development
  - 2 implementing assessment of learning: OA plan in place & data collection initiated
  - 3 using the results of student learning outcomes assessment to change/improve the academic program
  - 4 OA plan under substantial revision: using results of student learning OA in the prior year and continuing to use at least some results of student learning OA to change/improve the academic program
- NP = No program

### College of Engineering

| DEPARTMENT                                   | UNDERGRADUATE      |       | GRADUATE           |       |
|--|--------------------|-------|--------------------|-------|
|  | Assessing Learning | Stage | Assessing Learning | Stage |
| Chemical Engineering                         | Yes                | 3     | Yes                | 3     |
| Civil, Agricultural & Geological Engineering | Yes                | 3     | Yes                | 3     |
| Electrical & Computer Engineering            | No                 | 1     | No                 | 0     |
| Engineering Technology                       | Yes                | 3     | NP                 | NP    |
| Industrial Engineering                       | Yes                | 3     | Yes                | 3     |
| Mechanical Engineering                       | Yes                | 3     | Yes                | 3     |
| Surveying                                    | Yes                | 2     | NP                 | NP    |

### College of Health and Social Services

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

**Outcomes Assessment Committee 1  
2004-2005 College Report Summary**

| <b>Undergraduate<br/>College</b>    | <b>Academic Major Program<br/>Reports Requested</b> |           |           |           |           | <b>Number of Academic Major Programs<br/>Using the Results of Assessment to Improve Academic Programs</b> |            |           |            |           |            |           |            |           |            |
|-------------------------------------|---|-----------|-----------|-----------|-----------|---|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
|                                     | 00-01   | 01-02     | 02-03     | 03-04     | 04-05     | 00-01   | %          | 01-02     | %          | 02-03     | %          | 03-04     | %          | 04-05     | %          |
|                                     | Agriculture & Home Economics                        | 8         | 8         | 8         | 8         | 8   | 7          | 88%       | 8          | 100%      | 7          | 88%       | 7          | 88%       | 4          |
| Arts & Sciences                     | 22  | 22        | 22        | 22        | 22        | 17  | 77%        | 19        | 86%        | 18        | 82%        | 13        | 59%        | 15        | 68%        |
| Business Administration & Economics | 5   | 5         | 5         | 5         | 5         | 5   | 100%       | 5         | 100%       | 5         | 100%       | 4         | 80%        | 2         | 40%        |
| Education                           | 3   | 3         | 3         | 3         | 3         | 3   | 100%       | 3         | 100%       | 2         | 67%        | 3         | 100%       | 2         | 67%        |
| Engineering                         | 7   | 7         | 7         | 7         | 7         | 6   | 86%        | 6         | 86%        | 6         | 86%        | 5         | 71%        | 5         | 71%        |
| Health & Social Services            | 3   | 3         | 4         | 4         | 4         | 3   | 100%       | 3         | 100%       | 3         | 75%        | 2         | 50%        | 3         | 75%        |
| <b>TOTAL</b>                        | <b>48</b>   | <b>48</b> | <b>49</b> | <b>49</b> | <b>49</b> | <b>41</b>   | <b>85%</b> | <b>44</b> | <b>92%</b> | <b>41</b> | <b>84%</b> | <b>34</b> | <b>69%</b> | <b>31</b> | <b>63%</b> |

| <b>Graduate<br/>College</b>         | <b>Academic Program<br/>Reports Requested</b> |           |           |           |           | <b>Number of Academic Programs<br/>Using the Results of Assessment to Improve Academic Programs</b> |            |           |            |           |            |           |            |           |            |
|-------------------------------------|---|-----------|-----------|-----------|-----------|---|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
|                                     | 00-01   | 01-02     | 02-03     | 03-04     | 04-05     | 00-01   | %          | 01-02     | %          | 02-03     | %          | 03-04     | %          | 04-05     | %          |
|                                     | Agriculture & Home Economics                  | 7         | 7         | 7         | 7         | 7   | 7          | 100%      | 6          | 86%       | 7          | 100%      | 3          | 43%       | 3          |
| Arts & Sciences                     | 19  | 19        | 19        | 19        | 19        | 18  | 95%        | 17        | 89%        | 15        | 79%        | 13        | 68%        | 13        | 68%        |
| Business Administration & Economics | 5   | 5         | 5         | 6         | 6         | 5   | 100%       | 5         | 100%       | 5         | 100%       | 3         | 50%        | 5         | 83%        |
| Education                           | 4   | 4         | 4         | 3         | 4         | 4   | 100%       | 4         | 100%       | 4         | 100%       | 3         | 100%       | 1         | 25%        |
| Engineering                         | 5   | 5         | 5         | 5         | 5         | 4   | 80%        | 4         | 80%        | 2         | 40%        | 4         | 80%        | 4         | 80%        |
| Health & Social Services            | 3   | 3         | 3         | 3         | 3         | 3   | 100%       | 3         | 100%       | 3         | 100%       | 2         | 67%        | 3         | 100%       |
| <b>TOTAL</b>                        | <b>43</b>                                     | <b>43</b> | <b>43</b> | <b>43</b> | <b>44</b> | <b>41</b>   | <b>95%</b> | <b>39</b> | <b>91%</b> | <b>36</b> | <b>84%</b> | <b>28</b> | <b>65%</b> | <b>29</b> | <b>66%</b> |

| <b>University<br/>College</b>       | <b>Total Academic Program<br/>Reports Requested</b> |           |           |           |           | <b>Number of Academic Programs<br/>Using the Results of Assessment to Improve Academic Programs</b> |            |           |            |           |            |           |            |           |            |
|-------------------------------------|---|-----------|-----------|-----------|-----------|---|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
|                                     | 00-01   | 01-02     | 02-03     | 03-04     | 04-05     | 00-01   | %          | 01-02     | %          | 02-03     | %          | 03-04     | %          | 04-05     | %          |
|                                     | Agriculture & Home Economics                        | 15        | 15        | 15        | 15        | 15  | 14         | 93%       | 14         | 93%       | 14         | 93%       | 10         | 67%       | 7          |
| Arts & Sciences                     | 41  | 41        | 41        | 41        | 41        | 35  | 85%        | 36        | 88%        | 33        | 80%        | 26        | 63%        | 28        | 68%        |
| Business Administration & Economics | 10  | 10        | 10        | 11        | 11        | 10  | 100%       | 10        | 100%       | 10        | 100%       | 7         | 64%        | 7         | 64%        |
| Education                           | 7   | 7         | 7         | 6         | 7         | 7   | 100%       | 7         | 100%       | 6         | 86%        | 6         | 100%       | 3         | 43%        |
| Engineering                         | 12  | 12        | 12        | 12        | 12        | 10  | 83%        | 10        | 83%        | 8         | 67%        | 9         | 75%        | 9         | 75%        |
| Health & Social Services            | 6   | 6         | 7         | 7         | 7         | 6   | 100%       | 6         | 100%       | 6         | 86%        | 4         | 57%        | 6         | 86%        |
| <b>TOTAL</b>                        | <b>91</b>   | <b>91</b> | <b>92</b> | <b>92</b> | <b>93</b> | <b>82</b>   | <b>90%</b> | <b>83</b> | <b>91%</b> | <b>77</b> | <b>84%</b> | <b>62</b> | <b>67%</b> | <b>60</b> | <b>65%</b> |

College of AGRICULTURAL & HOME ECONOMICS

Department of AGRICULTURAL ECONOMICS & AGRICULTURAL BUSINESS

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct: Senior Creative Project (as one option for graduating seniors).

Direct: Testing of "general knowledge," pretest of freshmen and posttest of seniors.,

Direct: Capstone Senior Course (as an alternative for graduating seniors). However, report provides a compelling rationale for this course and describes it as "a resounding success," but provides no details of the assessment that leads to this conclusion.

Indirect: Exit interviews by department head.

Indirect: Periodic alumni surveys.

Indirect: Each senior turns in a formal questionnaire.

Comments about the Outcomes Assessment Measures examined in the department:

For neither the Senior Creative Project nor the Capstone Senior course are details provided of how the direct assessments are carried out.

The department has outcome objectives – think critically, communicate verbally and in writing, and synthesize information, which leads to opportunities for a productive and rewarding career.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Data are shared and changes are taking place.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

The department provided more details last year than this of how it assessed the Senior Creative Project. Both the Senior Creative Project and the Capstone Senior Course sound intriguing, but insufficient details are provided to tell how systematic or rigorous the assessments are. The senior project attempts to integrate all phases of education. The department is having problems with the senior course; students are struggling to integrate and apply knowledge. The capstone course uses case studies.

College of AGRICULTURAL & HOME ECONOMICS

Department of AGRICULTURAL ECONOMICS & AGRICULTURAL BUSINESS

Program Level - [Graduate](#)

Was an Outcomes Assessment Plan Included: [Yes](#)

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: [Yes](#)

Brief Description of the direct and indirect student learning outcomes measured

[Direct: Master's thesis with oral examination.](#)

[Direct: Separate non-technical presentation of masters thesis.](#)

[Indirect: Exit interviews by department head.](#)

[Indirect: Survey of masters candidates upon graduation.](#)

[Indirect: Periodic alumni surveys.](#)

[Indirect: Case study class for students to integrate all levels of knowledge.](#)

Comments about the Outcomes Assessment Measures examined in the department:

[These assessments seem appropriate. Program objectives listed include student employability and students' ability to critically analyze an economics problem or issue.](#)

Outcomes Assessment Stage Description:

[Implementing assessment of learning: OA plan in place & data collection initiated.](#)

Comments about the Outcomes Assessment Stage Assigned:

[Last year, this department was assigned to the same level.](#)

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

[Though the department reports findings from its public non-technical presentation of the master's thesis research, it offers no comments on what it has learned from the thesis itself. Furthermore, it describes plans to create new programs, not necessarily to improve the programs it has based on assessment data.](#)

[The department reports that it plans to institute another direct measure of student learning, beginning fall 2006, a pre-post test of advance economic concepts. The 2002-2003 OA report had indicated that this pre-post testing would commence in Fall 2004.](#)

College of AGRICULTURAL & HOME ECONOMICS

Department of ANIMAL & RANGE SCIENCES

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: No

Brief Description of the direct and indirect student learning outcomes measured

- Strength weakness opportunities and threats (SWOT): meetings and discussions.
- Exit exams.

Comments about the Outcomes Assessment Measures examined in the department:

Factors and measures being evaluated by SWOT are not described – not able to evaluate this assessment tool.  
Specific questions for exit interview are not described – not able to evaluate this assessment tool.

Outcomes Assessment Stage Description:

Not assessing learning/cannot determine.

Comments about the Outcomes Assessment Stage Assigned:

Noted from previous years, difficult to assess the stage. Report stated that measures are being used, however, results are not reported so it is difficult to assess incorporating results into improvement of the program.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

The department should state specific factors, measures, and questions being evaluated on their report as well as quantitative and qualitative results. The report should also describe specific application of the results to improving the program.

College of AGRICULTURAL & HOME ECONOMICS

Department of ANIMAL & RANGE SCIENCES

Program Level - Graduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: No

Brief Description of the direct and indirect student learning outcomes measured

1. Research- thesis/dissertation defense.
2. Qualified and comprehensive exams.
3. Present and publish research.
4. SWOT.

Comments about the Outcomes Assessment Measures examined in the department:

Factors and measures being evaluated by the SWOT are not described. Not able to evaluate this assessment tool.

Outcomes Assessment Stage Description:

Not assessing learning/cannot determine.

Comments about the Outcomes Assessment Stage Assigned:

Noted from previous years, difficult to assess the stage. Report stated that measures are being used, however, results are not reported so it is difficult to assess incorporating results into improvement of the program.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

The department should state specific factors, measures, and questions being evaluated on their report as well as quantitative and qualitative results. The report should also describe specific application of the results to improving the program.

College of AGRICULTURAL & HOME ECONOMICS

Department of AGRICULTURAL & EXTENSION EDUCATION

Program Level - [Graduate](#)

Was an Outcomes Assessment Plan Included: [Yes](#)

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: [Yes](#)

Brief Description of the direct and indirect student learning outcomes measured

[Direct: Scores on a research proposal assignment and a research article critique in AXED 556 focus on ability to conduct and critique research.](#)

[Direct: Scores on data analysis and interpretation assignments in AXED 571.](#)

[Direct: Lesson plan and videotaped microteaching presentation scores in AXED 521 & 546.](#)

[Direct: Scores on student learning assessment tools for planned instruction in AXED 546.](#)

[Direct: Scores on creative components in AXED 598.](#)

[Direct: Performance on thesis \(AXED 599\) and oral examinations.](#)

Comments about the Outcomes Assessment Measures examined in the department:

[These assessments seem appropriate. The department is able to measure their objectives using the tools above. The department is able to teach and measure higher order student learning.](#)

Outcomes Assessment Stage Description:

[Using the results of student learning outcomes assessment to change/improve the academic program.](#)

Comments about the Outcomes Assessment Stage Assigned:

[Last year, this OA program was assessed at this same stage. The college conducts exit surveys and they receive additional feedback on program satisfaction.](#)

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

[Last year's OA report did not recommend changes as the department reported it believed the OA plan adequately addressed key outcomes for graduate students.](#)

[This seems a very purposeful and focused assessment program.](#)

College of AGRICULTURAL & HOME ECONOMICS

Department of AGRICULTURAL & EXTENSION EDUCATION

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct: During and after senior internship, supervisors complete competency rating forms and human relations skills rating forms.

Direct: Scores on a community development program planning project for a non-formal education setting.

Direct: Scores on a public school curriculum development project.

Direct: Scores on lesson plans, videotaped microteaching presentations, and student learning assessment tool for planned instruction.

Direct: Scores on a laboratory demonstration.

Indirect: After senior internship, students self assess on competency rating forms.

Incomplete information provided to know if assessments are direct or indirect: professionalism scores in AXED 440, 444, 445, and 446, observing students participating in analysis and discussion of classroom management case studies and video clips and writing a classroom management philosophy statement; and observing students participating in analysis and discussion of case studies representing diverse, contemporary workplace situations.

Comments about the Outcomes Assessment Measures examined in the department:  
These assessments seem appropriate. The department values supervisor evaluations.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:  
Last year the department was rated at this same stage.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

Last year's OA report did not recommend changes as the department reported it believed the OA plan adequately addressed key outcomes for undergraduate students.

The department needs alumni employer surveys as well to see how students perform in a non-controlled environment. Very impressed with this departments OA activities and use of data. The faculty are involved in the review of OA.

College of AGRICULTURAL & HOME ECONOMICS  
Department of AGRICULTURAL & EXTENSION EDUCATION

Program Level - [Graduate](#)

Was an Outcomes Assessment Plan Included: [Yes](#)

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: [Yes](#)

Brief Description of the direct and indirect student learning outcomes measured

[Direct measures of students' ability to conduct research include assessment of research proposals and the ability to critic articles.](#)

[The ability to delivery educational materials consists of evaluations of lesson plans and video tapes of actual teaching.](#)

[Examination of higher level thinking skills include performance on thesis and oral exams.](#)

Comments about the Outcomes Assessment Measures examined in the department:

[The ability to conduct research goes beyond writing a research proposal. Implementation of the research is a more direct measure of the ability to conduct research.](#)

Outcomes Assessment Stage Description:

[Implementing assessment of learning: OA plan in place & data collection initiated.](#)

Comments about the Outcomes Assessment Stage Assigned:

[The faculty are using the same plan as last year.](#)

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

[Are there better ways to measure success in conducting research?](#)

College of AGRICULTURAL & HOME ECONOMICS  
Department of AGRICULTURAL & EXTENSION EDUCATION

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Undergraduate students must complete an internship program. Direct measures include the supervisor's assessment rating forms as well as a student self assessment form.

Comments about the Outcomes Assessment Measures examined in the department:

The department also used exit surveys of all graduate students to learn of additional ways to improve the educational experience and learning outcomes of students.

Outcomes Assessment Stage Description:

Implementing assessment of learning: OA plan in place & data collection initiated.

Comments about the Outcomes Assessment Stage Assigned:

The faculty revised the assessment tools in Fall 2003. They continue to use the same process. Measures of success is how well students did according to the assessment of their supervisors.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

Follow-up takes place for those students that didn't have a strong evaluation. Faculty of poorly performing students are contacted by the department head.

College of AGRICULTURAL & HOME ECONOMICS

Department of ENTOMOLOGY, PLANT PATHOLOGY & WEED SCIENCE

Program Level - [Graduate](#)

Was an Outcomes Assessment Plan Included: [Yes](#)

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: [Yes](#)

Brief Description of the direct and indirect student learning outcomes measured

[Direct measures include input from graduate committee, thesis and oral exams. For indirect, the department conducts both oral and written exit interviews.](#)

Comments about the Outcomes Assessment Measures examined in the department:

Outcomes Assessment Stage Description:

[Using the results of student learning outcomes assessment to change/improve the academic program.](#)

Comments about the Outcomes Assessment Stage Assigned:

[Department is using stricter entry requirements and is "consciously directing" its research to reflect emerging areas such as gmo.](#)

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

College of AGRICULTURAL & HOME ECONOMICS

Department of ENTOMOLOGY, PLANT PATHOLOGY & WEED SCIENCE

Program Level - [Graduate](#)

Was an Outcomes Assessment Plan Included: [Yes](#)

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: [Yes](#)

Brief Description of the direct and indirect student learning outcomes measured

[Direct measures include senior comprehensive exams; upper level classes assess specific goals. Indirect measures are gathered through exit interviews.](#)

Comments about the Outcomes Assessment Measures examined in the department:

[Very clear statement of goals, especially lifelong learning, communication, and computer skills.](#)

Outcomes Assessment Stage Description:

[OA plan under substantial revision: used results of student learning OA in the prior year and continuing to use at least some results of student learning OA to change/improve the academic program.](#)

Comments about the Outcomes Assessment Stage Assigned:

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

[Department using data gathered to revise curriculum.](#)

College of AGRICULTURAL & HOME ECONOMICS

Department of FAMILY & CONSUMER SCIENCES

Program Level - Graduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct measures include a capstone course and comprehensive oral exams, portfolio assessment, and theses.  
Indirect measures include student success in employment and publications.

Comments about the Outcomes Assessment Measures examined in the department:

These are appropriate and adequate measures.

Not clear how this data is used to improve the academic program.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Department is actively collecting assessment information and refining the assessment process. Additional clarity could be given as to how this information is used to make curriculum revisions.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

The variety of information and student measures collected by the department is very good and useful.

College of AGRICULTURAL & HOME ECONOMICS

Department of FAMILY & CONSUMER SCIENCES

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct measures include two capstone courses, within which students must provide a culminating portfolio of their work. Indirect measures include graduate successful in professional licensure and graduate program admissions.

Comments about the Outcomes Assessment Measures examined in the department:

Measures are very adequate and appropriate.  
Not clear how this data is used to improve the academic program.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Department is actively using assessment to revise and adapt curriculum.

Additional clarity could be given as to how this information is used to make curriculum revisions.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

Department has an effective program and implementation.

College of AGRICULTURAL & HOME ECONOMICS

Department of HOTEL, RESTAURANT & TOURISM MANAGEMENT

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Assessment includes a capstone course and final oral assessments juried by industry professionals. Particular emphasis is given to indirect measures such as graduating student surveys and employer surveys.

Comments about the Outcomes Assessment Measures examined in the department:

Capstone course is a direct measure. The oral assessment could also be a direct measure, perhaps if there was consistency across exams as to the measures of performance.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

The report states that 'a curriculum committee is being established' this appears to be the only evidence of a feedback and adaptive process.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

It should be implemented such that the committee is directly linked to the capstone course results and oral assessment findings in order to provide the necessary flow of information with which to monitor outcomes and advise for changes. It would be helpful if greater specificity is added that highlights the knowledge and skills that are being measured.

College of AGRICULTURAL & HOME ECONOMICS

Department of FISHERY & WILDLIFE SCIENCES

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct measures include a senior seminar and final exam. Students are also required to write self evaluations and personal philosophy statements.

Comments about the Outcomes Assessment Measures examined in the department:

A mature assessment program, although some data was not gathered this year due to departmental administrative changes.

Outcomes Assessment Stage Description:

OA plan under substantial revision: used results of student learning OA in the prior year and continuing to use at least some results of student learning OA to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

The assessment plan is clear and has stated numeric goals. Data was provided when available.

College of AGRICULTURAL & HOME ECONOMICS

Department of FISHERY & WILDLIFE SCIENCES

Program Level - [Graduate](#)

Was an Outcomes Assessment Plan Included: [Yes](#)

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: [Yes](#)

Brief Description of the direct and indirect student learning outcomes measured

[Direct measures included completion of thesis and final comprehensive exam plus course specific goals.](#)

Comments about the Outcomes Assessment Measures examined in the department:

[Assessment plan is mature and robust, however an administrative resignation prevented full implementation of it this year.](#)

Outcomes Assessment Stage Description:

[Using the results of student learning outcomes assessment to change/improve the academic program.](#)

Comments about the Outcomes Assessment Stage Assigned:

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

College of AGRICULTURAL & HOME ECONOMICS

Department of PLANT AND ENVIRONMENTAL SCIENCE

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: No

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured:

Capstone courses are a direct measure of learning outcomes.  
Exit and alumni surveys, interviews and course evaluations are indirect measures that are used in the program.

Comments about the Outcomes Assessment Measures examined in the department:

More clarity as to the desired goals and outcomes from the capstone course could help in providing valuable insight for curriculum revision and adaptation, and would better highlight student learning goals and levels of achievement – very helpful in curriculum revision processes.

Outcomes Assessment Stage Description:

Implementing assessment of learning: OA plan in place & data collection initiated.

Comments about the Outcomes Assessment Stage Assigned:

The report is descriptive of the assessment process but does not present an assessment plan per se. Perhaps a bit more formal treatment of the OA process and plan would make transparent some of these issues and their treatment.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

Curriculum assessment and possible revision is indicated for 2005-2006, and would be a clear opportunity to use the information from direct and indirect measures of student learning. Development and description of a more formal and systematic OA plan would strengthen the reporting and assessment of outcomes.

College of AGRICULTURAL & HOME ECONOMICS

Department of PLANT AND ENVIRONMENTAL SCIENCE

Program Level - Graduate

Was an Outcomes Assessment Plan Included: No

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Comprehensive written and oral exams are indicated and are direct measures.

Comments about the Outcomes Assessment Measures examined in the department:

In addition, the report describes two courses that might be characterized as 'capstone' courses – though the report does not indicate them as such.

The report is descriptive of the assessment process but does not present an assessment plan per se. Perhaps a bit more formal treatment of the OA process and plan would make transparent some of these issues and their treatment.

Outcomes Assessment Stage Description:

Implementing assessment of learning: OA plan in place & data collection initiated.

Comments about the Outcomes Assessment Stage Assigned:

Exit interviews appear to be the principal means of assessing the program changes that are indicated. The informality of many exit interviews processes – including often limited response rates – make them somewhat inadequate as a sole measure to base programmatic changes. Ideally, information obtained from comprehensive exam and capstone course performance would be a more solid indicator of performance against the desired program goals.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

Development and description of a more formal and systematic OA plan would strengthen the reporting and assessment of outcomes.

College of ARTS & SCIENCES

Department of ANTHROPOLOGY

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Capstone course

Comments about the Outcomes Assessment Measures examined in the department:

1. Relying on one credit capstone course is not sufficient to measure student learning. Multiple methods should be considered.
2. Capstone course has been extensively modified, various core concepts in the discipline will be evaluated.

Outcomes Assessment Stage Description:

Implementing assessment of learning: OA plan in place & data collection initiated.

Comments about the Outcomes Assessment Stage Assigned:

Compared to last year, the implementation stage has regressed one stage.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

Based on last year's recommendations specific criteria to be used to assess core concepts are described. A matrix for measuring mastery of the criteria and concepts should be developed.

College of ARTS & SCIENCES

Department of ANTHROPOLOGY

Program Level - Graduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: No

Brief Description of the direct and indirect student learning outcomes measured

1. Anthropological concepts course.
2. Methods and theory course.
3. Portfolio course work assignments.
4. Final exam options: internship proposal & defense; thesis proposal and defense; course work comprehensive exam.

Comments about the Outcomes Assessment Measures examined in the department:

OA plan and some measures are implemented, however learning objectives and the direct measures of student learning have not been defined and/or assessed.

Outcomes Assessment Stage Description:

Implementing assessment of learning: OA plan in place & data collection initiated.

Comments about the Outcomes Assessment Stage Assigned:

Compared to last year, the implementation stage has regressed one stage.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

A matrix of criteria and quantitative and qualitative outcomes for course work and final exam options should be developed.

College of ARTS & SCIENCES

Department of ART

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct measures included both a capstone exhibition and portfolio evaluation, Junior Year Review

Comments about the Outcomes Assessment Measures examined in the department:

The department has refined the recently (F04) implemented Studio Fundamentals Course which provides timely formative assessment of students and the program at a very critical stage in the students program. It is refreshing to see careful analyses of student performance at the lower-division level, rather than limiting assessment efforts to looking backwards from assessments of seniors.

The department also assesses students' demonstration of skills and creativity in the BFA Capstone Exhibition. Since the Fundamentals Course was recently implemented, it will take a couple of years before this first cohort of students to be assessed at the lower-division level reach the capstone exhibition. These two assessments will provide an informative view of the progress students make as they move from the Studio Fundamentals Course through the program to the BFA Capstone Exhibition.

It is particularly encouraging to hear that the entire faculty discusses the implications of their outcomes assessments.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Processes are established that appear constructive and appropriate for outcome assessment.

Last year, the department added a major new component to their assessment, this year they are appropriately refining and adjusting to the addition of a standardized lower-division assessment.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

Meaningful measures of student performance which are being used to inform refinement of the curriculum are well developed.

Last year's review was very favorable and did not include any suggested changes to the department's outcomes assessment model.

College of ARTS & SCIENCES

Department of ART

Program Level - Graduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct measures include a capstone exhibition which is required for the MFA and is reviewed by the full faculty, also an annual faculty discussion of student outcomes.

An oral exam is also indicated.

Comments about the Outcomes Assessment Measures examined in the department:

Capstone exhibition is an appropriate measure of student learning in an art program.

Longitudinal assessment of students not only informs the department of the strengths and weaknesses of their program, but it also helps students understand expectations and develop appropriate skills.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Evidence is provided that faculty use the information obtained from the capstone exhibit to evaluate student outcomes and consider curricular changes as needed.

Last year, the department added a major new component to their assessment, this year they are appropriately refining and adjusting to the addition of a standardized lower-division assessment.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

Program reports that formalization of outcome assessment procedures has produced 'positive trends' in communication and characterization of performance and outcomes.

Both years were very favorably reviewed.

College of ARTS & SCIENCES

Department of ASTRONOMY

Program Level - [Graduate](#)

Was an Outcomes Assessment Plan Included: [Yes](#)

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: [Yes](#)

Brief Description of the direct and indirect student learning outcomes measured

[Many direct measures - oral exams, written exams, thesis/dissertation, faculty advisor reports, etc.  
Also several indirect measures - publications, presentations, public outreach participation, etc.](#)

Comments about the Outcomes Assessment Measures examined in the department:

[Nice variety of measures.](#)

Outcomes Assessment Stage Description:

[Using the results of student learning outcomes assessment to change/improve the academic program.](#)

Comments about the Outcomes Assessment Stage Assigned:

[One concern is that the report seems to indicate that the communication back to faculty on results of direct assess measures is focused on student progress and status, and not on PROGRAM evaluation.](#)

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

[Liked emphasis on outreach and research.](#)

College of ARTS & SCIENCES

Department of BIOLOGY

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

1. Faculty evaluated checklist of student skills and learning.
2. Exit interviews of graduated seniors.

Comments about the Outcomes Assessment Measures examined in the department:

The checklist criteria are appropriated measures. As indicated by last years comments, it would be useful to have some assurances that the checklist criteria are consistently evaluated by faculty.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Implementation stage is the same as previous year. Results of OA have guided the department to add a faculty mentoring component to their advising process. The department has also formed committees to evaluate and revise the curriculum.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

Department is working effectively to improve the educational experience of their students. The combination of the checklists and exit interviews incorporate both faculty and student input.

College of ARTS & SCIENCES

Department of BIOLOGY

Program Level - [Graduate](#)

Was an Outcomes Assessment Plan Included: [Yes](#)

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: [No](#)

Brief Description of the direct and indirect student learning outcomes measured

[Graduate student questionnaire.](#)

Comments about the Outcomes Assessment Measures examined in the department:

[OA plan and some measures are implemented, however learning objectives and the direct measures of student learning have not been defined and/or assessed.](#)

Outcomes Assessment Stage Description:

[Implementing assessment of learning: OA plan in place & data collection initiated.](#)

Comments about the Outcomes Assessment Stage Assigned:

[Implementation stage is the same as previous year.](#)

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

[The department should indicate in subsequent reports how they are using the results of outcomes assesment to change/improve the academic program.](#)

College of ARTS & SCIENCES

Department of CRIMINAL JUSTICE

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: No

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct measures include administering a nationally normed exam in capstone course. Indirect measure include an exit questionnaire.

Comments about the Outcomes Assessment Measures examined in the department:

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Department undergraduate assessment plan seems to be working well.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

It would be beneficial to provide some data from both the exam and the questionnaire and a brief summary showing how the department is responding.

College of ARTS & SCIENCES

Department of CRIMINAL JUSTICE

Program Level - [Graduate](#)

Was an Outcomes Assessment Plan Included: [No](#)

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: [Yes](#)

Brief Description of the direct and indirect student learning outcomes measured

[Direct assessment measures include thesis and oral exam in cohort 1 and a comprehensive written exam for cohort 2. Exit surveys are the main indirect measure.](#)

Comments about the Outcomes Assessment Measures examined in the department:

Outcomes Assessment Stage Description:

[Implementing assessment of learning: OA plan in place & data collection initiated.](#)

Comments about the Outcomes Assessment Stage Assigned:

[This year's report was much briefer than last years. No data was provided and no evidence that the department is using the data to implement changes.](#)

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

College of ARTS & SCIENCES

Department of COMPUTER SCIENCE

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Student learning is measured by a locally developed exam of graduating seniors.  
Indirect measures include exit interviews of graduates and survey of alumni.

Comments about the Outcomes Assessment Measures examined in the department:

Measures are appropriate for measuring student learning and providing useful program feedback.  
Use of standardized comprehensive senior exam is a convincing measure of student performance.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Department appears to have a well developed and executed assessment plan and uses information obtained to consider appropriate program changes.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

A well designed and executed assessment process.

College of ARTS & SCIENCES

Department of COMPUTER SCIENCE

Program Level - [Graduate](#)

Was an Outcomes Assessment Plan Included: [Yes](#)

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: [Yes](#)

Brief Description of the direct and indirect student learning outcomes measured

[Direct measures include written and oral comprehensive exams, annual progress report for each student, qualifying exam for PhD students.](#)

[Indirect measures include required participation in CS courses above 550 level each semester.](#)

Comments about the Outcomes Assessment Measures examined in the department:

[Plan and measures are adequate and consistent measures of student learning.](#)

Outcomes Assessment Stage Description:

[Using the results of student learning outcomes assessment to change/improve the academic program.](#)

Comments about the Outcomes Assessment Stage Assigned:

[Program assessment is well executed and achieves the goal of using direct measures to assess program outcomes and to make appropriate revisions and adaptations.](#)

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

[The department is using assessment to improve graduate student understanding of the department's expectations and to improve graduate courses and requirements. The OA process appears well established and successfully applied in this program.](#)

College of ARTS & SCIENCES

Department of CHEMISTRY & BIOCHEMISTRY

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Capstone course is only direct measure.

Indirect measures include participation and enrollment figures, as well as exit interview.

Comments about the Outcomes Assessment Measures examined in the department:

Outcomes Assessment Stage Description:

Comments about the Outcomes Assessment Stage Assigned:

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

College of ARTS & SCIENCES

Department of CHEMISTRY & BIOCHEMISTRY

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Capstone courses direct measures. Portfolios are direct measures – not yet implemented.  
No universal department assessment form for presentation.  
Interviews are indirect measures – no formalized tools yet.  
Participation not direct measure of student learning.

Comments about the Outcomes Assessment Measures examined in the department:

Outcomes Assessment Stage Description:

Planning for assessment of learning assessment measures: OA plan under development.

Comments about the Outcomes Assessment Stage Assigned:

Results are from student self-reported participation – these are not direct measures of student learning.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

College of ARTS & SCIENCES

Department of CHEMISTRY & BIOCHEMISTRY

Program Level - [Graduate](#)

Was an Outcomes Assessment Plan Included: [No](#)

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: [Yes](#)

Brief Description of the direct and indirect student learning outcomes measured

[Qualifying exam is only direct measure as reported.](#)

[It is unclear if thesis defense and presentation of a seminar are direct, or indirect \(are they juried or not?\).](#)

[All other measures are indirect.](#)

Comments about the Outcomes Assessment Measures examined in the department:

Outcomes Assessment Stage Description:

[Implementing assessment of learning: OA plan in place & data collection initiated.](#)

Comments about the Outcomes Assessment Stage Assigned:

[Information gleaned seemed to be student and retention focused, and did not really complete the loop back to PROGRAM assessment.](#)

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

[Are the Goals the Assessment Plan?](#)

College of ARTS & SCIENCES

Department of COMMUNICATION STUDIES

Program Level - Graduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Demonstration of competencies through thesis, written comprehensive exams, and final oral exam

Comments about the Outcomes Assessment Measures examined in the department:

1. Adequate, develop benchmark figure to assess where objective has been met.
2. It would be useful to have some assurances that the thesis, written exam and final oral exam are consistently evaluated by faculty.

Outcomes Assessment Stage Description:

Implementing assessment of learning: OA plan in place & data collection initiated.

Comments about the Outcomes Assessment Stage Assigned:

Stage of implementation is the same as previous year. The report does not present data for evaluation of thesis for achievement of learning outcomes.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

The department should indicate in subsequent reports how they are using the results of outcomes assesment to change/improve the academic program.

College of ARTS & SCIENCES

Department of COMMUNICATION STUDIES

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

1. Complete Comm 256G & Comm 285.
2. Evaluation of 300/400 level class papers.
3. Exit interviews.

Comments about the Outcomes Assessment Measures examined in the department:

1. Adequate, develop benchmark figure to assess where objective has been met
2. The learning outcomes of class papers and assessment of their qualification should be better quantified. Exit interview questions regarding learning outcomes of class papers should include quantitative measures to determine effectiveness of individuals courses.

Outcomes Assessment Stage Description:

Implementing assessment of learning: OA plan in place & data collection initiated.

Comments about the Outcomes Assessment Stage Assigned:

Stage of implementation is the same as previous year. How does the department determine: "95% of our graduating seniors meet or exceed our expectations for the learning outcomes using a direct measure of learning?"

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

The department should indicate in subsequent reports how they are using the results of outcomes assesment to change/improve the academic program.

College of ARTS & SCIENCES

Department of ENGLISH

Program Level - Graduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct: Questionnaires of each graduating student's oral examination committee, specifically the following:

- the candidate's familiarity with a range of scholarship (critical, literary and/or rhetorical theory and research) and/or literary works;
- the candidate's written work;
- the candidate's ability to speak about his or her work;
- the overall preparation for the examination.

Indirect: Surveys of student perceptions of faculty, courses, assistantships (when applicable) and university resources.

Comments about the Outcomes Assessment Measures examined in the department:

These seem appropriate assessment measures.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Last year, the department's OA plan was rated lower, and the Outcomes Assessment committee asked the department to provide more specifics of how results were used. This year's report provided such specifics. The Outcomes Assessment Committee also notes that the department would like to track the success of their graduates in the future in terms of their employment and publications.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

This was a clear and specific report and user-friendly for those of us who work in other disciplines. Thank you!

College of ARTS & SCIENCES

Department of ENGLISH

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct: Three Undergraduate Studies Committee members (USG) read and evaluated samples of argumentative writing from graduating English majors. Samples were selected by the students from one of their advanced major program courses. USG members score the samples with a rubric accepted by the entire department.

Indirect: Surveys of graduating English majors, with survey questions agreed upon by the entire faculty.

Comments about the Outcomes Assessment Measures examined in the department:

These assessments seem systematic, well thought out, and appropriate.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

This is a higher stage than the OA committee assigned last year.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

The English Department's OA process for undergraduates seems greatly improved from last year. Appreciated the thoughtful way the report discussed both the curriculum and the assessment of it. It would be good to see writing assessments take place in all departments.

College of ARTS & SCIENCES

Department of GEOGRAPHY

Program Level - [Graduate](#)

Was an Outcomes Assessment Plan Included: [Yes](#)

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: [Yes](#)

Brief Description of the direct and indirect student learning outcomes measured

[Direct: Committee evaluation of the written master's thesis.](#)

[Direct: Oral examination of the master's thesis.](#)

[Indirect: Annual letter of evaluation informing students of their satisfactory progress, need for improvement, or their being dropped from the program.](#)

Comments about the Outcomes Assessment Measures examined in the department:

[These seem appropriate for a master's program.](#)

Outcomes Assessment Stage Description:

[Using the results of student learning outcomes assessment to change/improve the academic program.](#)

Comments about the Outcomes Assessment Stage Assigned:

[Last year the department was assessed at this same stage.](#)

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

[Though it is not clear that the annual letter of evaluation is a direct measure of student learning, the department is to be commended for this procedure for its provision of useful feedback to students.](#)

[The report could be improved by more specifics on how the master's thesis examinations are conducted. There was no discussion of competencies or objectives of learning outcomes.](#)

College of ARTS & SCIENCES

Department of GEOGRAPHY

Program Level - [Undergraduate](#)

Was an Outcomes Assessment Plan Included: [Yes](#)

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: [Yes](#)

Brief Description of the direct and indirect student learning outcomes measured

[Direct: Multiple-choice pre-posttest for Undergraduate Major in Geography.](#)

[Direct: Research paper analysis for Undergraduate Major in Geography.](#)

[Indirect: Structured entrance/exit interviews.](#)

[Indirect: Monitoring of alumni placement.](#)

Comments about the Outcomes Assessment Measures examined in the department:

[These seem appropriate assessment procedures.](#)

Outcomes Assessment Stage Description:

[Using the results of student learning outcomes assessment to change/improve the academic program.](#)

Comments about the Outcomes Assessment Stage Assigned:

[Last year the department was rated at this same stage.](#)

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

[The department is to be commended for its serious efforts to revise assessment procedures to align them with shifts in its curriculum. Greatly enjoyed reading that portion of the OA report.](#)

[Those of us who are not geographers would love to know what "GIS" is.](#)

College of ARTS & SCIENCES

Department of GEOLOGICAL SCIENCES

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: No

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct methods: exit exams within GEOL 449.

Indirect methods include exit and alumni survey questions.

Comments about the Outcomes Assessment Measures examined in the department:

Assessment measures are developing information about specific student skills.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

The department is actively using assessment results to monitor, assess and revise program.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

The department should be commended for developing explicit responses to limits in student skills identified in the exit exams. The development of GEOL 495 reflects willingness by faculty in geology to dedicate significant time and effort to undergraduate education. The plan to develop a capstone course Geol 491 might help solve the problem of students losing skills that they have developed primarily in lower division courses.

Assessment plan should be integrated as an appendix to the report (i.e., within the same file) so that it can be completely distributed to reviewers.

College of ARTS & SCIENCES

Department of GEOLOGICAL SCIENCES

Program Level - Graduate

Was an Outcomes Assessment Plan Included: No

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct methods include comprehensive oral exam and public presentation and defense of theses. Faculty discussion of progress of each graduate student.

Indirect methods include alumni and recent graduate surveys and communications.

Comments about the Outcomes Assessment Measures examined in the department:

The faculty is increasing the use of writing in the geology curriculum in response to identifying the need for further development of this skill. The intense, 3 hour, faculty spring discussion of the progress of graduate students is an extremely valuable process, particularly for junior faculty.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Department is actively using assessment information to assess, monitor and revise curriculum.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

Assessment plan should be integrated as an appendix to the report (i.e., within the same file) so that it can be completely distributed to reviewers.

College of ARTS & SCIENCES

Department of GOVERNMENT

Program Level - [Graduate](#)

Was an Outcomes Assessment Plan Included: [No](#)

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: [Yes](#)

Brief Description of the direct and indirect student learning outcomes measured

[Comprehensive exams are used and are a valid direct measure. However, it would be helpful to present an assessment plan that identified some of the curriculum goals and objectives or learning outcomes that students are expected to achieve; and linked those to the implementation of the comprehensive exam.](#)

Comments about the Outcomes Assessment Measures examined in the department:

[Valid and adequate not yet clear how adaptive the curriculum is to outcome data.](#)

Outcomes Assessment Stage Description:

[Implementing assessment of learning: OA plan in place & data collection initiated.](#)

Comments about the Outcomes Assessment Stage Assigned:

[Results are communicated to faculty, evidence of faculty response would complete feed lade.](#)

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

[A more complete presentation of the OA plan would be helpful to department and evaluation committee.](#)

College of ARTS & SCIENCES

Department of GOVERNMENT

Program Level - [Graduate](#)

Was an Outcomes Assessment Plan Included: [No](#)

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: [Yes](#)

Brief Description of the direct and indirect student learning outcomes measured

[THIS IS FOR THE MPA PROGRAM](#)

[Capstone course and comprehensive exams.](#)

Comments about the Outcomes Assessment Measures examined in the department:

[Appropriate and valid direct measures.](#)

Outcomes Assessment Stage Description:

[Using the results of student learning outcomes assessment to change/improve the academic program.](#)

Comments about the Outcomes Assessment Stage Assigned:

[Assessment includes dissemination and adaptive feed back based on findings.](#)

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

[Copy of plan is indicated as attached, but not present.](#)

College of ARTS & SCIENCES

Department of GOVERNMENT

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: No

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: No

Brief Description of the direct and indirect student learning outcomes measured

A capstone course is under development.

Comments about the Outcomes Assessment Measures examined in the department:

Capstone course is a sufficient OA direct measure. More insight as to how the course would be structured to provide information and guidance on future curriculum evaluation and development would be useful.

Outcomes Assessment Stage Description:

Planning for assessment of learning assessment measures: OA plan under development.

Comments about the Outcomes Assessment Stage Assigned:

Department is working on establishing a revised and more structured OA.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

Clarity should be added to ensure adaptive response and feed back from OA

College of ARTS & SCIENCES

Department of HISTORY

Program Level - [Graduate](#)

Was an Outcomes Assessment Plan Included: [Yes](#)

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: [Yes](#)

Brief Description of the direct and indirect student learning outcomes measured

[Assessment learning outcomes is done rubric evaluated in theses/orals.](#)

Comments about the Outcomes Assessment Measures examined in the department:

[Adequate, need to develop benchmark figures](#)

Outcomes Assessment Stage Description:

[Using the results of student learning outcomes assessment to change/improve the academic program.](#)

Comments about the Outcomes Assessment Stage Assigned:

[Implementation stage is the same as previous year.](#)

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

[The department should indicate in subsequent reports how they are using the results of outcomes assessment to change/improve the academic program.](#)

College of ARTS & SCIENCES

Department of HISTORY

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Assessment learning outcomes is done by assignments in capstone course.

Comments about the Outcomes Assessment Measures examined in the department:

Adequate, need to develop benchmark figures

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Implementation stage is the same as previous year.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

The department should consider expanding the breadth of their OA to include a lower division course specific to the major.

College of ARTS & SCIENCES

Department of JOURNALISM & MASS COMMUNICATIONS

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Department performs a comprehensive review of student portfolios as its direct assessment component. Its indirect measure is an extensive exit interview and survey.

Comments about the Outcomes Assessment Measures examined in the department:

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Department is satisfied with its assessment efforts.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

College of ARTS & SCIENCES

Department of LANGUAGES & LINGUISTICS

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct measure includes a locally developed exam of voluntary graduating seniors consisting of a series of essay questions.

Indirect measure through student survey, also demonstrates knowledge of target language.

Comments about the Outcomes Assessment Measures examined in the department:

The department has successfully increased voluntary student participation in assessment of skills and opinions of graduating seniors. The exam, however, is not required of degree candidates so may not adequately reflect overall student performance.

Outcomes Assessment Stage Description:

Implementing assessment of learning: OA plan in place & data collection initiated.

Comments about the Outcomes Assessment Stage Assigned:

Evidence and observation of student learning is occurring for those students who volunteer to address the essay questions. The report is less clear on the distribution and use of this information to assess program adequacy.

The department is working hard to increase student participation in a voluntary assessment program. It may be hard to sustain this level of effort to encourage students to participate. It might be more effective in terms of student participation and impact on student learning, to incorporate the skills assessment, and associated assessment of student opinions, into the required structure of a capstone course. The department might consider developing a strategy for more explicitly applying the results of their assessment to improvement of their academic program.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

The OA plan, developed in 1993, does not appear to fully address the evaluation process such that collected information is used to assess program adequacy. It is also desirable to develop measures that are applied to all degree candidates in order to avoid self-selection bias.

Additionally, while measuring the bottom line of what students know at the end of the program is useful, the department may begin to consider how to implement more formative assessment of students' progress periodically through the curriculum so that the department can begin to identify when problems develop, as well as when breakthroughs occur and use this more specific information to refine their program.

College of ARTS & SCIENCES

Department of LANGUAGES & LINGUISTICS

Program Level - Graduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct measure is a comprehensive written and oral exam.

Indirect measures include student placement success in doctoral programs and/or employment.

Graduate Studies Committee discusses progress of each MA student each semester.

Comments about the Outcomes Assessment Measures examined in the department:

Comprehensive exams are an appropriate direct measure.

The department is using assessment to refine their successful program.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

The department has progressed from Planning for assessment to using the results.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

The department has a committee charged with discussing the progress of each graduate student each semester. They also have carefully structured oral and written comprehensive exams. Finally, their graduates are successful in obtaining admission to competitive Ph.D. programs, and obtaining professional positions. This longitudinal tracking of alumni indicates that the program is successful. I would encourage the department to survey these alumni to document their success and refine their program.

It might be helpful to revisit and assess the current outcome assessment plan, which may have been developed in 1994, ensuring that the measures remain adequate to the task of evaluating student performance and curriculum sufficiency.

College of ARTS & SCIENCES

Department of MATHEMATICAL SCIENCES

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Assessment of student learning accomplished through assessment questionnaire completed by faculty for declared majors. Also, exit interviews are used.

Comments about the Outcomes Assessment Measures examined in the department:

The survey questionnaire is well designed and is comprehensive in assessing the breadth and depth of the curriculum.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Implementation stage is the same as previous year.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

The department is using a very comprehensive approach to OA. The student exit interview could be improved by adding a likert scale to questions 6-8 as well as quering which courses most impacted in developing the specific skill.

College of ARTS & SCIENCES

Department of MATHEMATICAL SCIENCES

Program Level - Graduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

1. Master oral exam assessment.
2. Ph.D. comprehensive exam assessment.
3. Ph.D. final oral exam assessment.
4. Fall/Spring semester graduate student performance evaluation in course work.

Comments about the Outcomes Assessment Measures examined in the department:

Assessment instruments too general, specific learning objectives need to be identified.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Implementation stage is the same as previous year.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

Next years report should include specific details of the coursework performance evaluations, such as questions and quantitative and qualitative data.

College of ARTS & SCIENCES

Department of MUSIC

Program Level - Graduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct: Diagnostic entrance exam.

At end of coursework, an oral exam over theory and history.

At end of coursework, a recital for majors in conducting and performance and a written exam for majors in music education.

Comments about the Outcomes Assessment Measures examined in the department:

These assessments seem appropriate.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Last year, Music GRAD was assigned to this same stage.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

This was a concise and helpful report. Enjoyed reading it.

College of ARTS & SCIENCES

Department of MUSIC

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct: Admission exam into Music Teaching Education Program.

Direct: Juried assessment of students' competence at the end of 4th semester as a music major.

Direct: Juried evaluation of students' Senior Recital.

Direct: Juried evaluation of students' program notes for Senior Recital.

Direct: Student performance on New Mexico Assessment of Teacher Basic Skills.

Direct: Student performance on New Mexico Teacher Assessment Content (music) exam.

Direct: Student performance on locally developed piano proficiency exam.

Comments about the Outcomes Assessment Measures examined in the department:

This is an impressive array of assessment procedures.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Last year Music UG was assigned to this same stage.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

This appears to be the most thorough and appropriate OA program reviewed. Congratulations to the department!

College of ARTS & SCIENCES

Department of PHILOSOPHY

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct measure include final exam. Indirect measure is an exit interview.

Comments about the Outcomes Assessment Measures examined in the department:

This is a small department, with very few graduates. It has quantifiable goals established for its graduates in their final exam.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Department is using results of its students' exams to assess its curriculum. These efforts are hampered by the fact that the exam is not required. But they are using the exam results that they obtain to change their curriculum.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

College of ARTS & SCIENCES

Department of PHYSICS

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct measures include locally developed exam questions that are administered in the senior level required core courses, including questions from standardized exams like the GRE.

Indirect measures include annual meetings and interviews between department head and majors, and between the advisory committee and majors, and exit interviews of graduates.

Comments about the Outcomes Assessment Measures examined in the department:

The structured faculty discussion of each physics major is a broad ranging discussion of the strengths, weaknesses, and needs of each student. The exit interviews and meeting of the department head with undergraduate majors has led to many successful initiatives within the physics department.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

The department is actively using assessed outcomes to consider program changes and revisions.

The department has expressed concern that they slipped from a level 3 to a level 2 for no apparent reason. The 2003 / 2004 review of the department's outcomes assessment is very positive and we would like to lend our 2004 / 2005 support to the departments efforts to not only assess their students, but to respond to this information with interventions for individual students and larger departmental initiatives. The physics assessment program is doing a great job.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

The department has well-developed outcome assessment plan and process that appears to be well executed.

College of ARTS & SCIENCES

Department of PHYSICS

Program Level - Graduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct measures include comprehensive written and oral exams.

Indirect measures include annual meetings with department head and advisory committee and exit interviews.

Newsletter requests that alumni send updates of their careers as well as comments about their experience at NMSU.

Comments about the Outcomes Assessment Measures examined in the department:

The measures are adequate and appropriate for the evaluation of student learning outcomes.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Department shows evidence of active acquisition and use of assessment information for the program monitoring, assessment, and revision.

The department continues to use direct measures of student performance on exams, as well as informal discussions with graduate students, to monitor their graduate program. Since a major revision of the program occurred in 2000, and they are generally satisfied with student performance and feedback, the department feels that the program does not currently need to be revised.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

The department has a laudable outcome assessment process, which appears to be quite helpful in program evaluation and is very clearly presented.

The department received favorable comments in last year's review and has maintained the same review process this year.

The department has stayed in touch with graduates informally and through their newsletter. We encourage them to continue to build on this strength of their contacts with recent graduates. We also encourage the department to consider if it would be worth their time and effort to more systematically organize and discuss feedback from recent graduates. Such discussions might be redundant if done annually, but could be informative if conducted every other year.

College of ARTS & SCIENCES

Department of PSYCHOLOGY

Program Level - Graduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Three assessment tools that evaluate the conceptual, methodological, and statistical. Direct measures include comprehensive exams, theses and dissertation.

Indirect measures include voluntary entrance exam, and annual departmental meeting evaluating student progress.

Comments about the Outcomes Assessment Measures examined in the department:

The department has standardized assessment of each milestone in their graduate student program so that they can make longitudinal comparisons.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Department is using assessment outcomes to evaluate potential programmatic changes. In past years the department has refined the clarity and discriminability of specific items in their assessment tool. They are now avoiding changing them to facilitate comparisons across years.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

The department is to be commended for attempting to rigorously assess graduate students accumulation of knowledge through their program.

It might be helpful to articulate more clearly in the OA plan how the assessed outcomes are considered by faculty and internalized into program changes.

College of ARTS & SCIENCES

Department of PSYCHOLOGY

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Three assessment tools that compare the conceptual, methodological, and statistical knowledge of graduating seniors to that of first-year graduate students. Direct measures appear to include a locally developed exam.

Comments about the Outcomes Assessment Measures examined in the department:

14 graduating seniors volunteered to take the test, fewer than in previous years. It appears that the assessment exam is administered voluntarily and, therefore, is subject to self-selection bias.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Department is actively using assessment information to monitor, assess and make programmatic changes.

In past years the department has refined the clarity and discriminability of specific items in their assessment tool. They are now avoiding changing it to facilitate comparisons across years.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

We encourage the department to strongly encourage student participation and to more clearly report the percent of graduating seniors who volunteered to take the tests. Is there any indication, based on gpa or other measures, that those graduating seniors who volunteer to take the test are a reasonable sample of the graduating seniors. If there is any bias associated with students who choose to take the tests, when fewer students volunteer this bias is accentuated and may confuse year to year analyses of results. It might be helpful to articulate more clearly in the OA plan how the assessed outcomes are considered by faculty and internalized into program changes.

The psychology department is carefully obtaining specific and meaningful information from the graduating seniors and comparing it with an appropriate standard (incoming graduate students). Many departments would benefit from dissemination of the assessment methods used by psychology. Perhaps, they would be willing to present their assessment methods at the annual Science, Engineering, and Technology Education Conference (SETE) on campus. Information about this conference can be found at <http://spacegrant.nmsu.edu/NMSU/sete/>

College of ARTS & SCIENCES

Department of SOCIOLOGY

Program Level - Graduate

Was an Outcomes Assessment Plan Included: No

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: No

Brief Description of the direct and indirect student learning outcomes measured

Assessment of student learning accomplished through formal thesis or internship proposal defense.

Comments about the Outcomes Assessment Measures examined in the department:

Specific measures for assessments need to be developed. Student performances cited in the report are too general and should be more extensively defined.

Outcomes Assessment Stage Description:

Planning for assessment of learning assessment measures: OA plan under development.

Comments about the Outcomes Assessment Stage Assigned:

Compared to last year, the implementation stage has regressed two stages.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

OA plan and some measures are implemented, however learning objectives and the direct measures of student learning have not been defined and/or assessed.

College of ARTS & SCIENCES

Department of SOCIOLOGY

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: No

Brief Description of the direct and indirect student learning outcomes measured

Assessment of student learning accomplished through one credit capstone course and having students present research papers at professional meetings.

Comments about the Outcomes Assessment Measures examined in the department:

Direct learning objectives not specified in assessment, no benchmark figure for success.

Outcomes Assessment Stage Description:

Planning for assessment of learning assessment measures: OA plan under development.

Comments about the Outcomes Assessment Stage Assigned:

Compared to last year, the implementation stage has regressed one stage.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

OA plan and some measures are implemented, however learning objectives and the direct measures of student learning have not been defined and/or assessed.

College of ARTS & SCIENCES

Department of THEATRE ARTS

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

(1) A written documented study of a dramatic text (to include an annotated bibliography) evaluated by the faculty member of record, and

(2) A practicum based on the student's area of concentration (among eight available, including one that appears to be new for 2004-2005), adjudicated by appropriate faculty and professional staff.

Comments about the Outcomes Assessment Measures examined in the department:

The committee notes that exit and alumni surveys were not mentioned. However, these assessments seem appropriate to this department.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Last year the department's plan was assessed at this same level.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

The department continues to adjust the amount of credits to be earned from THTR 439. Now, it considers making it a two-credit course.

The department is to be applauded for having all faculty and professional staff participate in the adjudications.

College of BUSINESS

Department of ACCOUNTING & INFORMATION SYSTEMS

Program Level - Graduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Oral exam - direct measure.

Job placement, grad and senior surveys, and alumni surveys all indirect.

Comments about the Outcomes Assessment Measures examined in the department:

Mostly indirect measures.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

In response to OA, department has changed course content in pedagogy.

Committee doesn't need to see actual data/surveys, just summative results.

College of BUSINESS

Department of ACCOUNTING & INFORMATION SYSTEMS

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: No

Brief Description of the direct and indirect student learning outcomes measured

Surveys of graduating students, seniors.

Comments about the Outcomes Assessment Measures examined in the department:

New capstone course will have direct measures.  
Several indirect measures currently being used.

Outcomes Assessment Stage Description:

Implementing assessment of learning: OA plan in place & data collection initiated.

Comments about the Outcomes Assessment Stage Assigned:

By next year, direct measures should move Department to stage 3.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

Good progress in developing assessment that reflects program goals in ethical reasoning, communication skills and critical thinking.

College of BUSINESS

Department of ECONOMICS & INTERNATIONAL BUSINESS

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Capstone research papers, oral presentations, national standardized exam are direct measures.

Comments about the Outcomes Assessment Measures examined in the department:

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Committee is concerned that findings of measurements were not included in report.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

College of BUSINESS

Department of ECONOMICS & INTERNATIONAL BUSINESS

Program Level - [Graduate](#)

Was an Outcomes Assessment Plan Included: [No](#)

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: [Yes](#)

Brief Description of the direct and indirect student learning outcomes measured

[Internship review.](#)  
[Masters oral exams.](#)  
[Employment offers.](#)

Comments about the Outcomes Assessment Measures examined in the department:

[Measures implemented but specific learning goals need development.](#)

Outcomes Assessment Stage Description:

[Implementing assessment of learning: OA plan in place & data collection initiated.](#)

Comments about the Outcomes Assessment Stage Assigned:

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

[Improved over last year. Need specific goals for learning outcomes assessment.](#)

College of BUSINESS

Department of EXPERIMENTAL STATISTICS

Program Level - Graduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

REVIEW FOR ECON

Oral exam is direct measure. Professional and faculty communication is commendable, but a very loose, indirect measure.

Comments about the Outcomes Assessment Measures examined in the department:

Many measures listed are not appropriate measures for either direct or indirect student learning. For example, job offers are not a measure of student learning, but the document states this is considered the most effective assessment of learning outcomes, by the department.

Outcomes Assessment Stage Description:

Implementing assessment of learning: OA plan in place & data collection initiated.

Comments about the Outcomes Assessment Stage Assigned:

Results of direct measures are not reported. All reported "completing the loop" findings seem to be based on indirect measures.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

College of BUSINESS

Department of EXPERIMENTAL STATISTICS

Program Level - Graduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Administration of a locally developed test of entering and exiting students.

Comments about the Outcomes Assessment Measures examined in the department:

This is an appropriate and adequate outcome assessment measure.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

OA is consistently conducted.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

Recommend that the assessment plan be more explicitly presented.

College of BUSINESS

Department of FINANCE

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: No

Brief Description of the direct and indirect student learning outcomes measured

1. Transcript analysis upon graduation.
2. Exit surveys.

Comments about the Outcomes Assessment Measures examined in the department:

The assessment plan does not incorporate direct measure of student learning, rather grades in course taken and descriptive of student satisfaction with program.

Outcomes Assessment Stage Description:

Not assessing learning/cannot determine.

Comments about the Outcomes Assessment Stage Assigned:

Compared to last year, the implementation stage has regressed three stages.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

As noted in last year's OA evaluation, the department needs to identify and implement use of more direct measures of student learning.

College of BUSINESS

Department of MBA

Program Level - Graduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct measures include two capstone courses and comprehensive oral exams.

Comments about the Outcomes Assessment Measures examined in the department:

These are valid and appropriate direct measures.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Evidence is presented that describes a process of curriculum review and revision which appears to use information from the capstone and oral exam measures.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

Clarity could be added to the information flows that link the capstone and oral assessment to the adaptive response in curriculum changes, for example, is there a systematic process of coordinating and disseminating capstone course and oral exam outcomes to the appropriate channels responsible for curriculum changes?

College of BUSINESS

Department of Management

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: No

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Capstone course.  
Evaluation of written cases.  
Portfolios of class work.  
Oral case presentations.

Comments about the Outcomes Assessment Measures examined in the department:

Measures capture direct and indirect student learning.

Includes assessment of writing competency and oral communication skills.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

Continues to improve program based on assessment.

College of BUSINESS

Department of Management

Program Level - Graduate

Was an Outcomes Assessment Plan Included: No

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Graduate capstone course.  
Interviews with faculty mentor.  
Academic portfolios.

Comments about the Outcomes Assessment Measures examined in the department:

Student learning outcomes goals need to be specified.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

State is the same as last year's.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

Need to develop specific learning goals for both masters-level and doctoral students.

College of BUSINESS

Department of MARKETING

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct measure includes a marketing competency exam in capstone course. PGA visits to assess golf management students. Students also complete course evaluations.

Comments about the Outcomes Assessment Measures examined in the department:

Outcomes Assessment Stage Description:

Comments about the Outcomes Assessment Stage Assigned:

Department isn't planning to revise assessment at this time and seems satisfied with its assessment activities.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

College of BUSINESS

Department of MARKETING

Program Level - Graduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct measures include written and oral comprehensive exams; PhD students must defend their dissertations. No indirect measures were mentioned.

Comments about the Outcomes Assessment Measures examined in the department:

Department looks to employment of its graduates as a primary indicator of success.

Data provided was impressive.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Focus on change is improving the quality of the program. Department points to new faculty hires as boosting this effort.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

In general the program is the same.

College of EDUCATION

Department of COUNSELING & EDUCATIONAL PSYCHOLOGY

Program Level - Graduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

REVIEW FOR Ed.S. PROGRAM for SCHOOL PSYCHOLOGY

It appears the plan is included, but not clearly.  
Document is more of a program discription, which includes some elements of student assessment.

Comments about the Outcomes Assessment Measures examined in the department:

Assessment measures appear to be in place.  
Portfolio is direct measure.

Outcomes Assessment Stage Description:

Comments about the Outcomes Assessment Stage Assigned:

While there is evidence of collection and examination of student learning, reflection, as presented here, is all student focused (i.e. on individual student progress). There appears to be a lack of reflection on program assessment and development, which completes the feedback loop.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

College of EDUCATION

Department of COUNSELING & EDUCATIONAL PSYCHOLOGY

Program Level - Graduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Many direct measures - evaluated specific components of course work, dissertation, supervision, observation, qualifying exams, etc.

Comments about the Outcomes Assessment Measures examined in the department:

Plan is extensive/comprehensive.

Outcomes Assessment Stage Description:

Implementing assessment of learning: OA plan in place & data collection initiated.

Comments about the Outcomes Assessment Stage Assigned:

Plan identifies many direct measures, but document gives no reporting or tracking of these. All feedback appears to be from indirect measures not included in the assessment plan. This may be a reporting problem. There is an obvious disjunct between the plan, data collection, and resulting actions. All information looks good, but apparent disjunct between plan and implementation is of substantial concern.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

College of EDUCATION

Department of CURRICULUM & INSTRUCTION

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: No

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct measures include standardized teacher competency exam.

Indirect measures include direct observation, interviews, and portfolio assessment.

Comments about the Outcomes Assessment Measures examined in the department:

Measures are appropriate and comprehensive.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Active assessment process has yielded areas for improvement and modification as intended. More complete articulation of the linkage between assessment outcomes and improvements to the undergraduate curriculum might ensure that assessment efforts were resulting in concrete improvements to the curriculum.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

Procedures and practices to measure and assess student learning outcomes appear established in this program and actively used in overall program evaluation. A well-defined assessment plan would be helpful as well as a separate evaluation and report for the undergraduate and graduate programs.

College of EDUCATION

Department of CURRICULUM & INSTRUCTION

Program Level - Graduate

Was an Outcomes Assessment Plan Included: No

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct measures include exams and comprehensive oral or written exams. PhD candidates also present a portfolio and oral interview.

Indirect measures include field observations and evaluations.

Comments about the Outcomes Assessment Measures examined in the department:

Measures are substantive and appropriate for measuring student learning.

Outcomes Assessment Stage Description:

Implementing assessment of learning: OA plan in place & data collection initiated.

Comments about the Outcomes Assessment Stage Assigned:

Report identifies a continuing effort at developing a locally developed exit exam to more sufficiently measure student knowledge and skill.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

Procedures and practices to measure and assess student learning outcomes are becoming well established in this program. A well-defined assessment plan would be helpful as well as a separate evaluation and report for the undergraduate and graduate programs.

It would be helpful to develop a process for using the assessment results in improving curriculum.

College of EDUCATION

Department of EDUCATIONAL MANAGEMENT & DEVELOPMENT

Program Level - Graduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Student learning assessed using final examinations, rubric to assess master's students' competencies, focus groups with students, review of doctoral student dissertations.

Comments about the Outcomes Assessment Measures examined in the department:

Formal (quantitative and qualitative) outcomes of direct and indirect measures and formal and informal data should be included in the report. This information will aid reviewers to correlate results with changes in OA.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Implementation stage is the same as previous year.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

The department is implementing a well defined program of OA. The department demonstrates an active process of outcome measurement and responsive program revision.

College of EDUCATION

Department of PHYSICAL EDUCATION, RECREATION & DANCE

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct measures include a comprehensive final exam and certification exams. Student internships and student teaching are also evaluated. Department administers an exit questionnaire.

Comments about the Outcomes Assessment Measures examined in the department:

Department noted some student dissatisfaction in exit surveys, but hopes that the new curricular changes will address their concerns.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

The department has undergone considerable change recently and has added a number of new faculty members.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

College of EDUCATION

Department of SPECIAL EDUCATION/COMMUNICATION DISORDERS

Program Level - Graduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct measures include comprehensive oral exams, clinical practica, research project defense, language proficiency exam (if applicable) and national exams. Indirect measures include an exit interview, and alumni and employer surveys.

Comments about the Outcomes Assessment Measures examined in the department:

Outcomes Assessment Stage Description:

OA plan under substantial revision: used results of student learning OA in the prior year and continuing to use at least some results of student learning OA to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Assessment program is robust, and new activities are planned in conjunction with accreditation standards. Faculty are actively integrating Council of Exceptional Children and state competencies in their coursework.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

Very active assessment program employing a variety of instruments.

College of ENGINEERING

Department of CIVIL ENGINEERING

Program Level - [Graduate](#)

Was an Outcomes Assessment Plan Included: [No](#)

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: [Yes](#)

Brief Description of the direct and indirect student learning outcomes measured

[Direct measures include oral comprehensive exams, research publications.](#)

[Indirect measures include course performance, and consideration of external peer reviews of graduate student manuscripts, standardized student course evaluations, alumni surveys.](#)

Comments about the Outcomes Assessment Measures examined in the department:

[The assessment measures are varied and appropriate to measuring student learning.](#)

Outcomes Assessment Stage Description:

[Using the results of student learning outcomes assessment to change/improve the academic program.](#)

Comments about the Outcomes Assessment Stage Assigned:

[Program changes are indicated.](#)

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

[Development of a more explicit assessment plan, in which specific goals and objectives are identified and associated with measures and the process for evaluation and feedback into the curriculum evaluation is recommended.](#)

[Recommendation: Although the alumni surveys provide a more meaningful perspective, formalized exit interviews of graduate students might provide useful additional information.](#)

College of ENGINEERING  
Department of CIVIL ENGINEERING  
Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: No

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct measures include performance on standardized national performance exam and capstone courses, comprehensive exams in all dept. courses.

Indirect Measures: Standardized student course evaluations, Exit interviews, alumni surveys.

Comments about the Outcomes Assessment Measures examined in the department:

Use of FE provides clear measure of student performance. These are valid direct measures of student learning.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Active consideration of the assessment is indicated and potential programmatic changes are described.

Both years reviews positively comment on the department's use of direct measures of student performance.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

A clearer presentation of the outcomes assessment plan in which student learning and performance goals are described and associated with assessment activities is recommended.

College of ENGINEERING

Department of CHEMICAL ENGINEERING

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct measures include AIChE Contest, Licensing exam & Math Placement Exam. Several indirect measures also.

Comments about the Outcomes Assessment Measures examined in the department:

Nice variety of indirect measures.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

No apparent documentation on results presented, and therefore no visible connection between results and subsequent program changes.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

Committee would like to see only the OA portion of the ABET report. It was difficult to sort through excess information. Statement of at what point corrective action would take place was commendable.

College of ENGINEERING

Department of CHEMICAL ENGINEERING

Program Level - Graduate

Was an Outcomes Assessment Plan Included: No

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Oral exam, qualifying exam and written comprehensive exam are all direct measures.

Comments about the Outcomes Assessment Measures examined in the department:

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

We encourage you to find some source of assessment for incoming master degree candidates.

Format was not clear whether plan was included or not.

College of ENGINEERING

Department of ELECTRICAL & COMPUTER ENGINEERING

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct: This OA report claims that "student's self-reported knowledge level" is a direct measure. This reviewer disagrees.

Indirect: Student's self-reported knowledge level.

Indirect: Surveys of graduating seniors.

Indirect: Surveys of alumni.

Indirect: Surveys of employers.

Comments about the Outcomes Assessment Measures examined in the department:

As indirect measures, these all seem appropriate. There seem to be no direct measures.

Outcomes Assessment Stage Description:

Planning for assessment of learning assessment measures: OA plan under development.

Comments about the Outcomes Assessment Stage Assigned:

Last year, the OA reported was assessed at the third level.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

Last year's OA report did allude to two direct measures of student learning and on that account was more acceptable than this one was.

College of ENGINEERING

Department of ELECTRICAL & COMPUTER ENGINEERING

Program Level - Graduate

Was an Outcomes Assessment Plan Included: **No; department has not developed an assessment plan for its graduate programs.**

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: **No**

Brief Description of the direct and indirect student learning outcomes measured

**Course evaluations only.**

Comments about the Outcomes Assessment Measures examined in the department:

**There are no measures on student learning.**

Outcomes Assessment Stage Description:

**Not assessing student learning.**

Comments about the Outcomes Assessment Stage Assigned:

**Last year did not submit an appropriate or acceptable report.**

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

**Need to develop student learning goals, measures, and improvement of program based on assessment outcomes.**

College of ENGINEERING

Department of ENGINEERING TECHNOLOGY

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

**MECHANICAL ENGINEERING TECHNOLOGY OPTION**

Direct: Student performance on a program-option-specific competency exam.

Direct: Student performance in the MET capstone design course (It is not clear how systematic this assessment is: Who assesses the performance? What are criteria for success? How specifically is this different from a course grade?)

Direct: Student portfolios of academic work (Again, more specifics would be helpful about how exactly these portfolios are evaluated).

Indirect: Senior exit interview.

Indirect: Survey of initial placement of graduates.

Indirect: Student evaluation of courses.

Comments about the Outcomes Assessment Measures examined in the department:

The assessments seem appropriate and relevant.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Last year's OA report was rated "Implementing assessment of learning: OA plan in place & data collection initiated."  
This year's report provides more information to show an effective OA program.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

The department is to be commended for its improvement of the OA program.

College of ENGINEERING

Department of INDUSTRIAL ENGINEERING

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct measures include senior capstone course and portfolio, national exam. Indirect measures include course evaluations, employer and alumni surveys.

Comments about the Outcomes Assessment Measures examined in the department:

Department is very focused on employability of students.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Department is mostly satisfied with its assessment, but does consistently look at it efforts--i.e. it is revising some of its questions on surveys.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

Department's assessment efforts are mature and robust.

College of ENGINEERING

Department of INDUSTRIAL ENGINEERING

Program Level - Graduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct measures include a qualifying exam, written and oral comprehensive exams, plus a doctoral exam.

Comments about the Outcomes Assessment Measures examined in the department:

Department is very focused on the employment of its graduates, and on their ability to perform research and publish.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Assessment seems to be working. Department is satisfied with its assessment efforts, and no changes are needed or anticipated.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

Mature assessment efforts.

College of ENGINEERING  
Department of MECHANICAL ENGINEERING  
Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct measures include survey metrics and capstone course. Indirect are course evaluations, exit interviews, placement surveys and an employer survey.

Comments about the Outcomes Assessment Measures examined in the department:

Department uses its accreditation agency as the backbone of its efforts.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Department is rigorous in its assessment efforts.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

Mature program, very employer and career focused.

College of ENGINEERING

Department of MECHANICAL ENGINEERING

Program Level - Graduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct measures through preliminary, qualifying and final exams; students are also assessed by their graduate committee. Indirect include exit interviews and employer surveys.

Comments about the Outcomes Assessment Measures examined in the department:

The department meets annually with an industry committee to evaluate the graduate program.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Department's assessment plant is working well for it. It is constantly looking out at the work place to make sure the curriculum meets the needs of employers.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

College of ENGINEERING

Department of SURVEYING

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

The only potential direct measure of student learning that was indicated was that 'some' students and alums take professional licensing survey exams.

Comments about the Outcomes Assessment Measures examined in the department:

This would be a good direct measure of learning outcomes if it were taken by a substantial share (if not all) of students completing the program. Current report only comments that performance is 'tracked' of those students who do take the exam. More information on the share of students is needed.

Outcomes Assessment Stage Description:

Implementing assessment of learning: OA plan in place & data collection initiated.

Comments about the Outcomes Assessment Stage Assigned:

Evidence of curriculum revision using information, primarily from the indirect measures is given. It could be strengthened if performance on the professional exams could be incorporated.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

College of HEALTH & SOCIAL SERVICES

Department of HUMAN & COMMUNITY SERVICES

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct measures include student portfolios and capstone course. Indirect measures include faculty self evaluations.

Comments about the Outcomes Assessment Measures examined in the department:

The department is only three years old and still in formation. There is no state or other licensing exam required by the profession so they are developing one themselves.

Outcomes Assessment Stage Description:

Implementing assessment of learning: OA plan in place & data collection initiated.

Comments about the Outcomes Assessment Stage Assigned:

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

Excellent rubric provided for skills assessment.

College of HEALTH & SOCIAL SERVICES

Department of HEALTH SCIENCE

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

English Writing Assessment Exam.  
Field experience evaluations.  
Capstone course grades and external evaluations.  
Pass rate on professional certification exam.

Comments about the Outcomes Assessment Measures examined in the department:

Focus continues to be placed on "end of program" (jr/sr level) rather than intermediate milestones. Results of external capstone reviews are not included in the report. The assessment of the CHES exam should include the number of students enrolled in HLS 485, this enrollment reflects the number of currently enrolled students who are eligible for the exam.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

The assessment program is well designed and developed.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

The report indicates that OA data is leading to desirable changes in the undergraduate program and student learning.

Assessment of outcomes can be improved by:

- Measuring outcomes of students taking the alternative "Written English Exam."
- Including external reviews for HLS 499.
- Including the number of students eligible for taking the CHES exam (enrollment in HLS 485).

College of HEALTH & SOCIAL SERVICES

Department of HEALTH SCIENCE

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined:

Brief Description of the direct and indirect student learning outcomes measured

Assessment uses course grade, grade from field course, grade received in capstone course, and pass rate in professional certification examination.

Comments about the Outcomes Assessment Measures examined in the department:

The department should consider establishing and implementing measures that assess development of core skills and competencies that are assessed by professional certification exam.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Implementation stage is the same as previous year.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

OA plan and some measures are implemented, however learning objectives and the direct measures of student learning have not been defined and/or assessed.

College of HEALTH & SOCIAL SERVICES

Department of HEALTH SCIENCE

Program Level - Graduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Assessment uses course grade, grade from field course, grade received in capstone course, pass rate in professional certification examination, and thesis/oral examination.

Comments about the Outcomes Assessment Measures examined in the department:

The department should consider establishing and implementing measures that assess development of core skills and competencies that are assessed by professional certification exam.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Implementation stage is the same as previous year.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

OA plan and some measures are implemented, however learning objectives and the direct measures of student learning have not been defined and/or assessed.

College of HEALTH & SOCIAL SERVICES

Department of NURSING

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct: Preceptor/faculty evaluations in Advanced Field Placement/Practicum.

Direct: Oral Examination by a minimum of two nursing faculty and one graduate faculty from outside the department.

Indirect: Alumni survey at 6, 18, and 36 months (which includes collecting data on number of graduates with advanced credentials/certifications and number of graduates attending/completing doctoral education).

Comments about the Outcomes Assessment Measures examined in the department:

This seems a thorough and appropriate series of assessments. It would be helpful to know if alumni continued into Ph.D. programs.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Last year this program was assigned to OA stage 3.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

At least some in the department have given the findings appropriate consideration. How exactly the results were used is not quite clear. Under "Dissemination of Results," all of the activities are in future tense, e.g., "Written report will be distributed to all full time faculty." The previous page claimed, "Faculty analyzed results . . ." So this part of the report was confusing.

College of HEALTH & SOCIAL SERVICES

Department of NURSING

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct: Number of students who took the NCLEX and first-time pass rates.

Direct: Various nationally normed examinations taken throughout the program.

Direct: Preceptor assessment.

Indirect: Systematic periodic alumni surveys at 6, 12, and 18 months and including their employment status, whether they are pursuing graduate education, and their involvement in research.

Indirect: Course grades, student satisfaction, and number who enroll in nursing semester.

Comments about the Outcomes Assessment Measures examined in the department:

This seems a very thorough assessment program.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Last year the department was assigned to this same stage.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

At least some in the department have given the findings appropriate consideration. How exactly the results were used is not quite clear. Under "Dissemination of Results," all of the activities are in future tense, e.g., "Written report will be distributed to all full time faculty." The previous page claimed, "Faculty analyzed results . . ." So this part of the report was confusing.

College of HEALTH & SOCIAL SERVICES

Department of NURSING

Program Level - Graduate

Was an Outcomes Assessment Plan Included: No

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Field practicum evaluations.

Oral exams.

Alumni surveys.

Comments about the Outcomes Assessment Measures examined in the department:

Need to specify more direct student learning outcomes goals.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Stage improved this year.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

Need more detail in report concerning learning goals for graduate students.

College of HEALTH & SOCIAL SERVICES

Department of SOCIAL WORK

Program Level - Graduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct: Individualized field evaluation session involving the student, field faculty member, and faculty liaison.

Direct: National licensing exam.

Direct: Oral examination by two School of Social Work (SSW) faculty and a Dean's rep (Part of this process is a two-page evaluation rating of the student by SSW faculty).

Indirect: Student exit surveys .

Indirect: Alumni and employer surveys.

Comments about the Outcomes Assessment Measures examined in the department:

This seems a good variety of assessment activities and relevant to the school's goals. The OA report also alluded to "Evaluation of the integration of classroom learning into internship progress," but it was not clear how or if that was distinguished from "Individualized field evaluation session involving the student, field faculty member, and faculty liaison."

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Last year, the program was assigned to stage 2. This year's report provided much better information about how the SSW viewed the data, critiqued it, and modified the program based on consideration of the data.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

Appreciated that SSW is considering how it can continue to assess effectively now that it is moving toward more use of distance-education media.

College of HEALTH & SOCIAL SERVICES

Department of SOCIAL WORK

Program Level - Undergraduate

Was an Outcomes Assessment Plan Included: Yes

Does the department's Outcomes Assessment Progress Report indicate that direct measure of student learning were examined: Yes

Brief Description of the direct and indirect student learning outcomes measured

Direct: Individualized field evaluation session involving the student, field faculty member, and faculty liaison.  
Direct: Culminating research project requiring students to apply knowledge to community-based issues/problems.  
Direct: Licensing examination scores  
Indirect: Exit-survey  
Indirect: Alumni and employer surveys.

Comments about the Outcomes Assessment Measures examined in the department:

This seems to be a good combination of assessments and relevant to the school goals.

Outcomes Assessment Stage Description:

Using the results of student learning outcomes assessment to change/improve the academic program.

Comments about the Outcomes Assessment Stage Assigned:

Last year the department was assigned to level 0. This year it rates a 3. This report was much improved over last year's.

General Comments and Suggestions for Continued Improvement in Outcomes Assessment:

This year's report contained helpful descriptions of how data were viewed, critiqued, and used to guide program modifications. Enjoyed reading this.