

# CHPA Departmental Assessment Methods

Spring 2012

# CHPA Common SLO's

- Students will be able to think critically and develop well-founded ideas.
- Students will be able to write effectively, using a professional and lucid style.
- Students will be able to present their work orally in a well-organized and cogent manner.
- Students will be able to demonstrate a basic familiarity with the literature and methods associated with their major.
- Students will be able to demonstrate an understanding of the role and significance of diversity in society.

# Anthropology SLO's

- A solid foundation in the main subjects, concepts, issues, and methods of archeological, biological, cultural and linguistic anthropology.
- An understanding of different theoretical approaches to anthropology.
- The ability to write a coherent essay on a topic in anthropology.
- The ability to give an effective oral presentation on a topic in anthropology

# Anthropology Assessment Methods

- By an exam given in the first week of ANT 595, the capstone course for the major.
- By a comprehensive final exam on theoretical approaches given in ANT 595.
- By evaluation of an essay assignment in ANT 595.
- By class presentations required in ANT 595

# Anthropology Assessment Methods

Anthropology is just beginning the process of constructing a comprehensive exam for seniors. The exam will cover the four fields. Instructors for 226, 227, 240 and 280 in particular are to come up with a list of key concepts and ideas and multiple-choice questions pertaining to them, which we will vet as a group.

A rubric is being developed for evaluating essays. The plan is to complete the exam by semester's end so it can be used at the beginning of fall in ANT 595. In addition, we should be able to assess an essay in ANT 595 this spring.

# Criminology SLO's and Assessment Methods

- Students will demonstrate academic proficiency in the core criminal justice areas (law enforcement, law and corrections).
  - MFT, pre/post-tests of incoming and transfers administered in capstone, internship evaluations of interns
- Students will be able to communicate effectively, orally and in writing, using appropriate references and technologies.
  - Embed assessment in courses that require presentation (crim law, capstone, etc). Online module in intro that tests knowledge of online resources, identifies peer reviewed vs practitioner, etc. Make it a requirement for Intro to take and pass. Capstone project includes research paper, research methods includes lit review in proposal, other types of writing in other classes (memo, incident report, etc). Evaluations of internship agencies.

# Criminology

- Students will be able to assess the basic quality of research in criminology and criminal justice publications and other media.
  - Research methods and capstone
- Students will be able to evaluate ethical issues related to the criminal justice system and criminology.
  - Discussion board exercises across classes, capstone, internships
- Students will identify issues of diversity and human rights in relation to the workings of the criminal justice system and criminology
  - Student discussions/discussion board regarding current events
- Students will employ critical thinking skills when evaluating issues in criminology and criminal justice.
  - Throughout the curriculum

# Criminology Assessment Methods

- With the exception of the MFT and pre/post-tests, and internship evaluations, all assessments can take place as normal routine of coursework. We will only need to have consistency across sections in the use of standardized rubrics that the instructors create, which can reflect the grading that is done in class for the particular assignments

## Defense & Strategic Studies SLO's

- Ability to analyze timely and critical issues in international and national security affairs
- Ability to engage effectively with public affairs issues and policies related to international and national security
- Ability to contribute to informed public debate
- Ability to present academic and intellectual resources to concerned civic groups and organizations

# Defense & Strategic Studies – Assessment Methods

- Assessment of learning and of professional knowledge and skills is an on-going process based upon seminars, research and analysis, and scholarly papers. During the two years of study, class performance and seminar papers constitute the major means of assessment. Departmental faculty collectively review the work of all students at the end of each semester. Students must maintain a 3.0 GPA to remain in the program. Some students are assessed in professional internships by others outside the Department. Adjunct Faculty who are professionals in national security fields contribute to assessment of students. Final assessment is based upon a required M.S. Thesis which is a demanding scholarly undertaking of some 200-400 pages.
- During the second semester students are assessed by the faculty for summer internships. Toward the end of the degree program, students are assessed for placement purposes by both the faculty and prospective employers. (For example, each semester the CIA and National Security Research send teams of interviewers.)

# Economics SLO's

- Know how to make a rational choice using economic principles.
- Be able to perform basic quantitative analysis using tools appropriate for the discipline.
- Be able to conduct a literature review appropriate for the discipline of economics.
- Analyze articles on economic issues in the popular press using standard economic tools.
- Understand the basic functioning of the national and global economy.

# Economics Assessment Methods

The assessment committee members are working on formulating a rubric which is to be used to measure competence in (a) analyzing an article in the popular press, (b) being able to conduct a literature review, (c) being able to perform a basic quantitative analysis.

We also determined that performance on the micro part of the TUCE test would be sufficient to assess competence in using economic principles to make rational choices, while the macro part would fulfill the same function for understanding the basic functioning of the national and global economy.

# Economics Assessment Methods

The use to which the assessment data will be put will be an evolving process, with the steps taken being heavily influenced by what the data actually show. At this stage it would be difficult to specify precise steps to be taken following the data collection.

The expectation is that **after we collect the data, the committee will examine the results, determine what, if any, are the problem areas, and then figure out the best way to address the issues given the constraints imposed by resources and any other factors.**

Since the corrective steps are likely to vary from one problem area to the next, and since the problem areas may differ from one semester to the next, and may vary in severity, they are best addressed on a case by case basis. In other words, the phrase in bold type above describes the steps we would take as a follow-up to the assessment data

# History SLO's & Assessment Methods

- Demonstrate a breadth of training across historical time and space (**Praxis**)
- Develop an in-depth understanding of a field, theme or region (**Praxis**)
- Demonstrate an historical awareness of the diversity of the human experience across time and space (research papers)
- Apply, assess and debate the major historical schools of thought, methodology and types of sources that historians use to make original arguments (**research papers**)
- Formulate historical arguments and communicate those arguments in clear and persuasive prose. (**research papers**)

# History Assessment Methods

## Program Assessment Strategy

- Two Tools:
  - The first will measure the success of our program in imparting knowledge about the course of human history to our students.
  - The second tool will assess the development of written and critical reasoning skills among our students over the course of their upper division study in the department.

# History Assessment Methods

- **Content Assessment**
- A central goal of our undergraduate curriculum is to teach cultural competency to our students through a broad exploration of the course of human history. In the past, we have tested our success in this endeavor through a nationally distributed multiple choice exam which has recently been discontinued. In the future we will use the history portion of the Praxis exam taken by all of our BSED majors to provide a more useful picture of our student's knowledge. The Praxis has several advantages over the previous test:
  - It is a more in-depth test.
  - It is taken more seriously by our students.
  - It allows us to compare our test results against those of other institutions at a variety of levels.

# History Assessment Methods

Students will be required to submit both an electronic and paper copy of their 300-level primary source seminar paper and 598 cap-stone senior seminar paper. The electronic copies will be stored on the departmental server to support the assessment exercise. A **uniform rubric** will assess the written communication, critical reasoning and cultural competency skills of students, providing the department with a clear picture of whether our students are improving these skills over the course of their study in our program. Results will be stored on the departmental server for later study.

Each semester a GA under the supervision of the Director of Undergraduate Study will compile the rubric data for each student in an excel spreadsheet. The Undergraduate Director will compile a report each year on the performance of students who completed 598. This report will use the data on each individual student's relative performance in 598 as compared to their 300-level primary source seminar to create a collective picture of student development in our program.

# Philosophy SLO's

- Identify significant philosophical issues that arise within a variety of human activities.
- Analyze philosophical issues, uncovering the major implications of the problems involved.
- Critically assess and resolve the issues.

# Philosophy Assessment Methods

- At the time philosophy is elected as a major, the student will meet with the department head to review the assessment plan and other requirements of the major.
- At the end of each semester, faculty member will fill out a Student Progress Report for each philosophy major that they have had in class during that semester.
- When a student is prepared to graduate, he or she will select papers written for philosophy classes and other philosophically relevant papers and projects to compile a portfolio.
- At the conclusion of his/her academic career each philosophy major will fill out an exit interview questionnaire (Form C) and schedule an oral exit interview with the department head.

# Philosophy Assessment Methods

Each year the philosophy faculty will schedule a meeting in which they discuss the results of the evaluations of portfolios and the exit interviews. They will also examine any modifications that may have been made in the last year to the learning objectives endorsed by the American Philosophical Association.

If a determination is reached that student-learning objectives are not being adequately met or that these objectives are not consonant with the student-learning objectives endorsed by the American Philosophical Association, changes will be made in course content, course offerings, or in the assignment of particular courses to particular faculty members.

The nature of the changes will depend on the nature of the student-learning deficiency or the discrepancy with the student-learning objectives endorsed by the American Philosophical Association

# Political Science SLO's

- Develop and demonstrate academic proficiency in the subfields of American Government and Politics, Comparative Government, International Relations, Public Administration, Political Theory, and Public Law.
- Develop and demonstrate skills in conducting as well as presenting research in political science
- Develop and demonstrate skills in analytical and critical thinking

# Political Science Assessment Methods

At the front end, the re-designed introduction to political science class (PLS 169) incorporates these subfields as well as research and writing skills.

Each student is required to take at least one course in each subfield.

At the back end, these subfields (with the exception of Public Law) are reflected on the Major Field Test (MFT). In addition to measuring substantive knowledge, the MFT also measures methodological critical thinking skill. Students are also given an exit survey and encouraged to come to an exit interview with the Department Head.

# Political Science Assessment Methods

The Assessment Plan in Political Science is rooted in both the Major Field Test (MFT) and the General Education Proficiency Profile.

- All students majoring in political science are required to pass the Major Field Test. The focus of the exam is on program assessment and development rather than on individual student evaluation. The Major Field Test in Political Science consists of 130 multiple-choice questions. The questions are drawn from the courses of study most commonly offered in undergraduate programs; the diversity of curricula is taken into account. In addition to an overall score, the MFT provides sub-scores in U.S. Government and Politics, Comparative Politics, and International Relations. The MFT also generates specific assessment indicators in Analytical and Critical Thinking, Methodology, and Political Thought.
- The Proficiency Profile provides scores on Critical Thinking, Reading, Writing, and Math as well as context-based sub-scores in the Humanities, Social Sciences, and Natural Sciences.

# Political Science Assessment Methods

- As data is generated, we will compare the overall scores of previous cohorts with those taking the exam with the MFT, as well as track the Critical Thinking and Math scores to see how they correspond to the MFT indicators in Critical Thinking and Methodology.
- Curriculum changes would be proposed as a direct response to this data. For example, if both the Math and Methodology scores decrease, we would consider requiring, as we have only recommended in the past, an upper-level Math course beyond MTH 130/135. Similarly, decreased or below average writing scores may result in a refocused PLS 169, Introduction to Political Science, and/or the re-creation of, like History, a Political Science version of Writing II. Two of the last three sections and both Fall sections of PLS 169 include(d) a focus on disciplinary writing. Additionally, we have had departmental discussion about the consistency of writing requirements across the 200-level courses. These requirements will be re-examined in light of the Proficiency Profile writing scores once a baseline is established.

# Religious Studies SLO's & Methods

1. Students will recognize and understand diverse manifestations of religion(s).
  - a. embedded assessments (i.e., exams and papers)
  - b. student portfolios
  
2. Students will demonstrate critical and creative cognitive skills while studying religion(s).
  - a. embedded assessments (i.e., exams and papers)
  - b. student exit interviews
  
3. Students will demonstrate in both oral and written form their critical analyses and interpretations of religious phenomena.
  - a. embedded assessments (exams, research papers, oral presentations)
  - b. capstone projects

# Religious Studies Assessment Methods

## I. Evaluation of how effectively Student Learning Outcomes are being achieved.

- The department will use its portfolio for each major, which includes research and other papers representing the student's work, the student's personal and theoretical reflections on religion and its role in human life and culture, the student's exit interview during which two faculty members review the portfolio with the student, evaluations of student's oral presentations in 500-level courses, and other materials generated during the student's tenure in the Religious Studies Department. Following the exit interview the student's portfolio will be given to our administrative assistant in order to establish and maintain a long-term database.

## II. Process of making departmental faculty aware of the data.

- The department head will call a meeting at the beginning of each academic year to discuss the database of information developed from the portfolios of all graduating majors since the previous year.

## III. Steps that will be taken to respond to the data (curricular changes, pedagogical changes, etc.).

- If the data reflects that changes are needed in the curriculum, then efforts will be made to hire a new faculty member if the needed change cannot be made with the current faculty. Pedagogical changes might be made by adjusting the syllabi in given courses. If changes are recommended outside these two areas, then a departmental discussion can be held with the intent to develop a plan for that specific need.

# Sociology SLO's and Methods

## **1. Demonstrate knowledge of core sociological concepts.**

An 85-item program specific exit exam is in its fourth draft. Completion is expected by April 25<sup>th</sup>. Graduating seniors will be asked to take the exit exam. We intend to make completion of this exam and the post-test of students' civic skills a requirement for the SOC major.

## **2. Demonstrate knowledge of how to use theory to conceptualize a sociological problem.**

Questions used on SOC 325 exams are being identified that document understanding of key theoretical concepts. We will measure both the proportion of majors who get each question correct and the number of correctly answered questions for each major.

## **3. Develop an ability to use social scientific research methods to address sociological questions.**

Rubrics to evaluate student performance on research projects and written reports are being considered for SOC 301 and SOC 303.

## **4. Demonstrate the ability to communicate sociological knowledge to others.**

Embed assessment of oral presentations and term paper assignments in upper-division sociology elective courses.

## **5. Develop the knowledge, skills, and attitudes necessary to be engaged members of the community.**

Several civic skills scales have been collected. We have begun constructing a 25- to 30 item

# Sociology SLO's and Methods

**4. Demonstrate the ability to communicate sociological knowledge to others.**

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**5. Develop the knowledge, skills, and attitudes necessary to be engaged members of the community.**

Several civic skills scales have been collected. We have begun constructing a 25- to 30-item survey. We will have students complete the survey when they declare sociology as their major. We then will have graduating seniors complete the survey again. Differences in pretest and post-test scores will give us information on changes in the civic skills of sociology majors.

# Sociology Assessment Methods

SOC faculty members currently are editing two program-specific assessment instruments. Both are quantitative, survey-like exams. The first will replace the MFAT and is a multiple-choice test of sociological knowledge. The second is a measure of students' civic skills and attitudes.

Work continues on embedded measures of students' knowledge of and ability to apply sociological theory and research methods. We will use the two surveys late this semester. Then, early next fall we will review the results and work on a curriculum map that links our student learning outcomes with specific courses.

# SOC Use of Assessment Data

- The process of using assessment data already has begun. As we constructed an 85-item sociological knowledge exit exam to measure our first learning outcome, we thought about in which and how many courses specific information, concepts, theories, and perspective are presented. In other words, we began an informal process of curricular mapping. As we considered keeping a proposed question, we listed how many courses and discussed which specific classes cover that information.
- After data has been collected, organized, and evaluated, we will begin a more formal process of evaluating which learning goals are being met reasonably well, and which (if any) are not being met well. Then, we will engage in a discussion of two issues: (1) are we not presenting that information in enough courses (curricular mapping), and (2) are we presenting that information in less-than-effective ways (constructive critiques of teaching methods).