



2601 W. Avenue N  
San Angelo, TX 76909

## **MONITORING REPORT**

Prepared by  
Dr. James Limbaugh  
Vice President for Strategy, Planning, and Policy  
SACS-COC Institutional Liaison  
325.942.2708  
[jlimbaugh@angelo.edu](mailto:jlimbaugh@angelo.edu)

Due April 15, 2011

This is the CORRECTED version of ASU's monitoring report.  
Please disregard the previously-submitted document of the same name,  
as it was an early draft erroneously sent.

## INDEX

<b>Statement of Standard Under Review</b>	<b>3</b>
<b>Commission Request in Response to Fifth-Year Interim Report</b>	<b>3</b>
<b>Summary of First Institutional Response (Referral Report: April 15, 2010)</b>	<b>3</b>
<b>Institutional Update for First Monitoring Report</b>	<b>4</b>
<b>Current Status: Institutional Compliance with SACS Recommendations</b>	<b>9</b>
<b>Action Plan for 2011-2012</b>	<b>22</b>
<b>ATTACHMENT A: Academic Assessment Committee</b>	<b>23</b>
<b>ATTACHMENT B: University Student Learning Outcomes Assessment Plan</b>	<b>24</b>
<b>ATTACHMENT C: University Assessment Committee Feedback Reviews</b>	<b>27</b>
<b>ATTACHMENT D: Graduate Learning Goals</b>	<b>34</b>
<b>ATTACHMENT E: Graduate Learning Outcomes: Department Samples</b>	<b>35</b>
<b>ATTACHMENT F: Sample College-Based Syllabus Templates</b>	<b>36</b>
<b>ATTACHMENT G: THECB Exemplary Educational Objectives</b>	<b>40</b>
<b>ATTACHMENT H: Samples of Department Student Learning Assessment Reports</b>	<b>43</b>
<b>ATTACHMENT I: Academic Programs/Majors AY 2009-2010</b>	<b>51</b>
<b>ATTACHMENT J: Samples of 2010-2011 Assessment Plans</b>	<b>54</b>
<b>ATTACHMENT K: Table of Core Curriculum Assessments and Results</b>	<b>60</b>
<b>ATTACHMENT L: Sample Rubrics for Assessment of the Core Curriculum</b>	<b>66</b>
<b>ATTACHMENT M: Academic Affairs Action Timelines/Deadlines 2011-2012</b>	<b>73</b>

**MONITORING REPORT**  
**ANGELO STATE UNIVERSITY (Texas)**

April 15, 2011

---

**Comprehensive Standard 3.3.1.1 (Institutional Effectiveness: Educational Programs)**

“The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results of each of the following areas: [3.3.1.1] educational programs, to include student learning outcomes.”

**Commission Request in Response to Fifth-Year Interim Report**

*“In its Fifth-Year Referral Report, the institution had not yet implemented its redesigned system for ensuring the institutional effectiveness of educational programs, including student learning outcomes. Consequently, the institution did not provide sufficient evidence to demonstrate that it identifies expected outcomes for its educational programs, especially at the graduate level.*

*“The institution is asked to demonstrate that the redesigned institutional effectiveness system is fully operational at the graduate, undergraduate, and general education levels. The monitoring report should also show that outcomes, including student learning outcomes, have been identified and assessed for each program and improvements reviewed based upon these assessments.”* (letter to Dr. Joseph Rallo, president, from Dr. Belle Wheelan, July 8, 2010)

**Summary of First Institutional Response (Referral Report: April 15, 2010)**

In its Referral Report, Angelo State University outlined initial actions the University had already taken to move toward full compliance with Comprehensive Standard 3.3.1.1 related to institutional effectiveness in educational programs:

- Overarching undergraduate institutional learning goals were established;
- Individual department assessment plans were created;
- Strategic Planning Online (SPOL) software was implemented to eventually serve as a repository for the results of student learning assessment efforts (providing a venue for alignment of outcomes with planning goals and budgets); and

- An action plan to guide efforts during the forthcoming monitoring period was outlined.

An update on the action plan is provided in the next section of this report.

### **Institutional Update for First Monitoring Report**

This update is divided into three sections: (1) an institutional statement that synthesizes progress to date; (2) a status report on the action plan previously submitted in the referral report, and (3) an analysis of the scope and breadth of student learning assessment within academic programs (including core curriculum [general education] and graduate programs) since April 2010.

#### ***Institutional Observation: Progress to Date***

If Angelo State University were asked to submit an evaluation based on reaffirmation criteria, a self-ranking of “in partial compliance” with Comprehensive Standard 3.3.1.1 would be noted. As the referral report and this first monitoring report affirms, the University has moved aggressively toward the establishment of a comprehensive, integrated student learning assessment program; e.g.,

- Formulation of learning goals at both the graduate and undergraduate levels,
- Creation of a half-time faculty position to manage student learning assessment efforts,
- Development of learning goals at the department level,
- The introduction of the concepts of course-embedded rubrics and syllabi templates,
- The formation of a faculty-based assessment committee,
- The drafting of an institution-wide student learning assessment plan,
- The creation of student learning assessment plans in all academic departments,
- The introduction of software that ultimately will integrate fully the results of student learning assessment with resource allocation and strategic planning, and
- Initial indicators of completion of the assessment cycle within academic disciplines through evaluation of assessment results and use of those results to inform continuous improvement initiatives.

**Update: Action Plan as reported April 15, 2010**

1. *Establish a campus-wide faculty assessment committee to monitor progress and to provide ongoing assistance and support for faculty-based assessment efforts.*

**Status:**

The University Assessment Committee was established in September 2010. In tandem with this effort, the Division of Academic Affairs created the position of Director of Academic Assessment as a half-time faculty position reporting directly to the Provost. The charge to the committee and initial membership were proposed by the Director of Academic Assessment and approved by the Provost and the President. The University Assessment Committee is comprised of faculty from all undergraduate Colleges with an interest and/or experience in academic assessment. The Vice Provost is an *ex officio* member of the committee. Attachment A provides a roster of the committee and outlines its specific charge.

The University Assessment Committee met four times during the fall 2010 semester. Substantial committee work was also conducted electronically through email and SharePoint. Initial work of the committee included developing a procedure for the assessment of student learning outcomes. The University's Student Learning Outcomes Assessment Plan is included as Attachment B.

The committee also completed thorough reviews of all assessment reports for AY 2009-2010. These reviews were returned to the academic Department Heads and Deans in January 2011 to allow revision of assessment plans for AY 2010-2011. Attachment C provides samples of these reviews.

2. *Establish learning goals for the College of Graduate Studies and for individual graduate departments that have not yet done so.*

**Status:**

In the fall of 2010, the Dean of Graduate Studies developed draft University Graduate Learning Goals. These were presented to the Graduate Council for discussion

and revision. The members of the Graduate Council shared the Graduate Learning Goals with the entire graduate faculty. Following revision based on faculty comments, the University Graduate Learning Goals were presented to and approved by the Provost. See Attachment D for the approved roster of Graduate Learning Goals.

Of the thirteen graduate programs identified for assessment, nine programs have established separate learning outcomes aligned with the University Graduate Learning Goals (see Attachment E for examples). For these programs, assessment methods have been identified and assessment of graduate programs is underway. A complete list of graduate programs and status of assessment is in the section of this report entitled “Current Status: Institutional Compliance with SACS Recommendations” (page 6).

3. *Design a syllabus template that assures inclusion of learning goals relevant to the course as related to academic departments' learning goals.*

**Status:**

Currently, syllabus templates are College-specific. Syllabus templates that include student learning goals are in use in the College of Sciences, the College of Business, and the College of Education. Owing to differences in disciplines, these colleges have developed separate syllabus templates. There is no syllabus template currently in use in the College of Liberal and Fine Arts or the College of Nursing and Allied Health. Sample syllabus templates are provided in Attachment F.

4. *Communicate to the campus about achievements in learning.*

**Status:**

The university has not yet initiated a process of “celebratory statements” about student learning achievement because the operational focus has been on developing the basic framework for a solid student learning assessment program.

5. *Continue a comprehensive program of faculty development that focuses on student learning assessment, especially in specific areas.*

**Status:**

- (a) Continue training on how to use Strategic Planning Online in tracking and evaluating student learning.*

Strategic Planning Online (SPOL) software was adopted by the University in July 2009 to facilitate the integration of strategic planning, budget/resource allocation, and institutional effectiveness, including student learning assessment.

Academic departments are currently in the beginning stages of entering approved assessment plans and results into SPOL's assessment module. Within the assessment module of SPOL, assessment plans will have the capability of rolling forward from year to year, thus facilitating the tracking of assessment results and allowing multiple-year evaluation for purposes of planning and resource allocation. As a result, the value of SPOL to the assessment process will be its provision of congruency and continuity while concurrently providing data on which budgeting and planning decisions can be based.

- (b) Instruct department heads in a) writing clear, measurable statements of student learning objectives, and b) ways of measuring the objectives that do not overburden the department but are thorough and meaningful.*

Integrated support and training for the basic constructs of student learning assessment and the functionality of SPOL, on both individual and group levels, is provided by the Director of Institutional Effectiveness, as the SPOL administrator, in partnership with the Director of Academic Assessment.

- (c) Hold discussions with deans regarding a) the types of feedback they should provide to department heads about key parts of the reports such as target levels and use of results and b) suggestions for modifications that help department heads tie their IE plans to broader college and university goals.*

In fall 2010 the Director of Academic Assessment visited individually with all academic Deans and Department Heads to discuss assessment of student learning

outcomes. The Director of Academic Assessment has also met with the faculty of several departments and members of the University Assessment Committee have met with other departments. These discussions have reinforced the importance of student learning outcomes assessment as well as provided suggestions and training for successful assessment programs

*(d) Provide additional training that focuses on the distinction between the appropriate level of specificity needed for an annual student learning objective and an overarching program goal. Presentations and workshops will commence in summer 2010 to address this problem. The intended outcome is for department heads to be able to use the recently developed assessment plans to write objectives at the appropriate level for annual assessment.*

Formal assessment training did not occur as originally planned; rather, the focus was on personalized instruction within each academic department. However, the Director of Academic Assessment has scheduled individual workshops with academic departments for the 2011 fall semester. As of this writing, the following personalized assessment workshops have been confirmed:

- Art and Music
- English
- Nursing
- Psychology/Sociology/Social Work
- Computer Science
- Kinesiology
- Communications, Mass Media, Theatre
- Physics
- Agriculture
- Chemistry/Biochemistry
- Curriculum and Instruction
- History
- Physical Therapy
- Teacher Education
- Mathematics
- Accounting
- Modern Languages
- Biology
- Political Science/Criminal Justice
- Security Studies

6. *Develop viable and ongoing strategies for the continuous review and evaluation of learning outcomes for the Core Curriculum (ASU's general education program).*

**Status:**

Beginning in spring 2010 the University Core Curriculum Committee accepted the responsibility of assessment of student learning outcomes in the Core Curriculum. Because



the Core Curriculum and Exemplary Learning Outcomes (see *Attachment G*) are mandated by the Texas Higher Education Coordinating Board, assessment plans are designed to address the mandated components of the Core Curriculum and learning outcomes. The Core Curriculum Committee initiated assessment of the Core Curriculum by working with faculty members teaching courses within certain areas of the Core to develop course-based assessments. Due to the scope of the Core Curriculum, the Committee decided that each component of the Core Curriculum would be assessed every three years. This schedule, initiated in spring 2010, will provide a complete assessment of the Core Curriculum each three years. A report on the initial round of assessments is provided in *Attachment K*.

### **Current Status: Institutional Compliance with SACS Recommendations**

In this monitoring report, Angelo State University “is asked to demonstrate that the redesigned institutional effectiveness system is fully operational at the graduate, undergraduate, and general education levels.” Further, the university is to “show that outcomes, including student learning outcomes, have been identified and assessed for each program and improvements reviewed based upon these assessments.”

To this end, the current status of institutional compliance is reported in two sections: (a) current efforts in undergraduate and graduate major programs and (b) current efforts in general education.

#### *Undergraduate and Graduate Academic Majors*

In its Student Learning Assessment Plan (*Attachment B*), Angelo State University identifies five essential elements that should be present in each academic department’s assessment initiative:

1. Clearly identified and stated student learning outcomes,
2. Clear identification of the assessment method for each outcome,
3. The expected level of performance for each assessment,
4. The actual results from each assessment, and
5. A response to the results for each assessment.

The following charts provide an overview of the status of all academic departments’ efforts in student learning assessment for 2009-2010 at both the undergraduate and graduate levels, using the

five ASU essential elements cited. Evaluation of each program was completed by the Director of Academic Assessment.

### UNDERGRADUATE DEGREE PROGRAMS

The performance of each department against ASU's essential expectations was ranked in one of the three following categories:

- “Complete” is defined to be deemed adequate by ASU’s faculty University Assessment Committee. A rating of “complete” indicates that this component is clearly stated and meets ASU’s accepted standards for assessment practices.
- “Partial” indicates that this component is incomplete. This ranking includes consideration of components that need revision for clarity as well as components under development.
- “Not evident” indicates that this component was not included in the assessment report or clearly does not meet accepted standards (e.g. student learning outcomes that are not assessable or do not describe what a student will know or be able to do).

Attachment H provides samples of complete student learning assessment reports.

N= 40 (includes multiple programs within majors if assessed separately. See Attachment I for list of programs/majors).

**1. CLEARLY DEFINED AND STATED LEARNING OUTCOMES.**

#	Complete	#	Partial	#	Not evident	
35	<ul style="list-style-type: none"> <li>• B.B.A. Accounting</li> <li>• B.B.A. Finance</li> <li>• B.B.A. General Business</li> <li>• B.B.A. International Business</li> <li>• B.B.A. Management</li> <li>• B.B.A. Management Information Systems</li> <li>• B.B.A. Marketing</li> <li>• B.S. Interdisciplinary Studies Grades 4-8 certification in Mathematics</li> <li>• B.S. Interdisciplinary Studies Grades 4-8 certification in Science</li> <li>• B.S. Interdisciplinary Studies Grades 4-8 certification in Social Studies</li> <li>• B.S. Kinesiology</li> <li>• B.S. Exercise Science</li> <li>• B.S. Athletic Training</li> <li>• B.S. Interdisciplinary Studies certification in ECH – grade 6 Generalist</li> <li>• B.S. Interdisciplinary Studies certification in ECH – grade 6 Generalist and All Level Special Education</li> <li>• B.S. Interdisciplinary Studies certification in Special Education</li> <li>• B.S. Interdisciplinary Studies certification in Grades 4-8 Generalist</li> <li>• B.S.W.</li> </ul>	<ul style="list-style-type: none"> <li>• B.S. Interdisciplinary Studies certification in Grades 4-8 English Language Arts and Reading</li> <li>• B.A. Communications</li> <li>• B.A. Theatre</li> <li>• B.A. Mass Media</li> <li>• B.A. English/ English with Teacher Certification/English with specialization in Technical and Business Writing</li> <li>• B.A. Political Science</li> <li>• A.A.S.N.</li> <li>• B.S.N.</li> <li>• B.S. Animal Business</li> <li>• B.S. Animal Science</li> <li>• B.S. Natural Resource Management</li> <li>• B.S. Biology/ Ecology and Evolutionary Biology/Life Science Certification</li> <li>• B.S. Clinical Laboratory Science</li> <li>• B.S. Chemistry/ Biochemistry/ Chemistry with Secondary Teacher Certification</li> <li>• B.S. Computer Science/ Computer Science with Secondary Teacher Certification</li> <li>• B.A./B.S.in Mathematics/ Mathematics with Secondary Teacher Certification</li> <li>• B.S. in Physics/Applied Physics</li> </ul>	5	<ul style="list-style-type: none"> <li>• B.A./B.F.A. Art</li> <li>• B.A./B.M. Music, Music with All Level Teacher Certification</li> <li>• B.A. History/ History with Teacher Certification</li> <li>• B.A./B.S. Criminal Justice</li> <li>• B.A./B.S. Psychology</li> <li>• B.A./B.S. Sociology</li> </ul>	0	
			<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <p><i>In this category...</i></p> <p>Complete: 87.5%</p> <p>Partial completion: 12.5%</p> <p>Not evident: 0.0%</p> </div>			

**2. CLEAR IDENTIFICATION OF THE ASSESSMENT METHOD FOR EACH OUTCOME.**

#	Complete	#	Partial	#	Not evident
36	<ul style="list-style-type: none"> <li>• B.B.A. Accounting</li> <li>• B.B.A. Finance</li> <li>• B.B.A. General Business B.B.A. International Business</li> <li>• B.B.A. Management</li> <li>• B.B.A. Management Information Systems</li> <li>• B.B.A. Marketing</li> <li>• B.S. Interdisciplinary Studies Grades 4-8 certification in Mathematics</li> <li>• B.S. Interdisciplinary Studies Grades 4-8 certification in Science</li> <li>• B.S. Interdisciplinary Studies Grades 4-8 certification in Social Studies</li> <li>• B.S. Kinesiology</li> <li>• B.S. Exercise Science</li> <li>• B.S. Athletic Training</li> <li>• B.S. Interdisciplinary Studies certification in ECH – grade 6 Generalist</li> <li>• B.S. Interdisciplinary Studies certification in ECH – grade 6 Generalist and All Level Special Education</li> <li>• B.S. Interdisciplinary Studies certification in Special Education</li> <li>• B.S. Interdisciplinary Studies certification in Grades 4-8 Generalist</li> <li>• B.S. Interdisciplinary Studies certification in Grades 4-8 English Language Arts and Reading</li> <li>• B.A./B.F.A. Art</li> <li>• B.A./B.M. Music, Music with All Level Teacher Certification</li> <li>• B.A. Communications</li> <li>• B.A. Theatre</li> <li>• B.A. Mass Media</li> <li>• B.A. English/ English with Teacher Certification/English with specialization in Technical and Business Writing</li> <li>• B.A. Political Science</li> <li>• A.A.S.N.</li> <li>• B.S.N.</li> <li>• B.S. Animal Business</li> <li>• B.S. Animal Science</li> <li>• B.S. Natural Resource Management</li> <li>• B.S. Biology/ Ecology and Evolutionary Biology/Life Science Certification</li> <li>• B.S. Clinical Laboratory Science</li> <li>• B.S. Chemistry/ Biochemistsry/ Chemistry with Secondary Teacher Certification</li> <li>• B.S. Computer Science/ Computer Science with Secondary Teacher Certification</li> <li>• B.A./B.S.in Mathematics/ Mathematics with Secondary Teacher Certification</li> <li>• B.S. in Physics/Applied Physics</li> <li>• B.S.W.</li> </ul>	4	<ul style="list-style-type: none"> <li>• B.A./B.S. Criminal Justice</li> <li>• B.A. History/ History with Teacher Certification</li> <li>• B.A./B.S. Psychology</li> <li>• B.A./B.S. Sociology</li> </ul>	0	

*In this category...*

Complete: 90.0%

Partial completion: 10.0%

Not evident: 0.0%

**3. THE EXPECTED PERFORMANCE LEVEL FOR EACH ASSESSMENT.**

#	Complete	#	Partial	#	Not evident
36	<ul style="list-style-type: none"> <li>• B.B.A. Accounting</li> <li>• B.B.A. Finance</li> <li>• B.B.A. General Business B.B.A. International Business</li> <li>• B.B.A. Management</li> <li>• B.B.A. Management Information Systems</li> <li>• B.B.A. Marketing</li> <li>• B.S. Interdisciplinary Studies Grades 4-8 certification in Mathematics</li> <li>• B.S. Interdisciplinary Studies Grades 4-8 certification in Science</li> <li>• B.S. Interdisciplinary Studies Grades 4-8 certification in Social Studies</li> <li>• B.S. Kinesiology</li> <li>• B.S. Exercise Science</li> <li>• B.S. Athletic Training</li> <li>• B.S. Interdisciplinary Studies certification in ECH – grade 6 Generalist</li> <li>• B.S. Interdisciplinary Studies certification in ECH – grade 6 Generalist and All Level Special Education</li> <li>• B.S. Interdisciplinary Studies certification in Special Education</li> <li>• B.S. Interdisciplinary Studies certification in Grades 4-8 Generalist</li> <li>• B.S. Interdisciplinary Studies certification in Grades 4-8 English Language Arts and Reading</li> <li>• B.A./B.F.A. Art</li> <li>• B.A./B.M. Music, Music with All Level Teacher Certification</li> <li>• B.A. Communications</li> <li>• B.A. Theatre</li> <li>• B.A. Mass Media</li> <li>• B.A. English/ English with Teacher Certification/English with specialization in Technical and Business Writing</li> <li>• B.A. Political Science</li> <li>• A.A.S.N.</li> <li>• B.S.N.</li> <li>• B.S. Animal Business</li> <li>• B.S. Animal Science</li> <li>• B.S. Natural Resource Management</li> <li>• B.S. Biology/ Ecology and Evolutionary Biology/Life Science Certification</li> <li>• B.S. Clinical Laboratory Science</li> <li>• B.S. Chemistry/ Biochemistsry/ Chemistry with Secondary Teacher Certification</li> <li>• B.S. Computer Science/ Computer Science with Secondary Teacher Certification</li> <li>• B.A./B.S.in Mathematics/ Mathematics with Secondary Teacher Certification</li> <li>• B.S. in Physics/Applied Physics</li> <li>• B. S. W.</li> </ul>	4	<ul style="list-style-type: none"> <li>• B.A./B.S. Criminal Justice</li> <li>• B.A. History/ History with Teacher Certification</li> <li>• B.A./B.S. Psychology</li> <li>• B.A./B.S. Sociology</li> </ul>		
<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <p><i>In this category...</i></p> <p>Complete: 90.0%</p> <p>Partial completion: 10.0%</p> <p>Not evident: 0.0%</p> </div>					

**4. THE ACTUAL RESULTS FROM EACH ASSESSMENT.**

#	Complete	#	Partial	#	Not evident
35	<ul style="list-style-type: none"> <li>• B.B.A. Accounting</li> <li>• B.B.A. Finance</li> <li>• B.B.A. General Business B.B.A. International Business</li> <li>• B.B.A. Management</li> <li>• B.B.A. Management Information Systems</li> <li>• B.B.A. Marketing</li> <li>• B.S. Interdisciplinary Studies Grades 4-8 certification in Mathematics</li> <li>• B.S. Interdisciplinary Studies Grades 4-8 certification in Science</li> <li>• B.S. Interdisciplinary Studies Grades 4-8 certification in Social Studies</li> <li>• B.S. Kinesiology</li> <li>• B.S. Exercise Science</li> <li>• B.S. Athletic Training</li> <li>• B.S. Interdisciplinary Studies certification in ECH – grade 6 Generalist</li> <li>• B.S. Interdisciplinary Studies certification in ECH – grade 6 Generalist and All Level Special Education</li> <li>• B.S. Interdisciplinary Studies certification in Special Education</li> <li>• B.S. Interdisciplinary Studies certification in Grades 4-8 Generalist</li> <li>• B.S. Interdisciplinary Studies certification in Grades 4-8 English Language Arts and Reading</li> <li>• B.A./B.F.A. Art</li> <li>• B.A./B.M. Music, Music with All Level Teacher Certification</li> <li>• B.A. Communications</li> <li>• B.A. Theatre</li> <li>• B.A. Mass Media</li> <li>• B.A. Political Science</li> <li>• B.S. Animal Business</li> <li>• B.S. Animal Science</li> <li>• B.S. Natural Resource Management</li> <li>• B.S. Biology/ Ecology and Evolutionary Biology/Life Science Certification</li> <li>• B.S. Clinical Laboratory Science</li> <li>• B.S. Chemistry/ Biochemistry/ Chemistry with Secondary Teacher Certification</li> <li>• B.S. Computer Science/ Computer Science with Secondary Teacher Certification</li> <li>• B.A./B.S.in Mathematics/ Mathematics with Secondary Teacher Certification</li> <li>• B.S. in Physics/Applied Physics</li> <li>• B.S.W.</li> <li>• A.A.S.N.</li> <li>• B.S.N.</li> </ul>	5	<ul style="list-style-type: none"> <li>• B.A. English/ English with Teacher Certification/English with specialization in Technical and Business Writing</li> <li>• B.A./B.S. Criminal Justice</li> <li>• B.A. History/ History with Teacher Certification</li> <li>• B.A./B.S. Psychology</li> <li>• B.A./B.S. Sociology</li> </ul>		

*In this category...*

Complete: 87.5%

Partial completion: 12.5%

Not evident: 0.0%

**5. A RESPONSE TO THE RESULTS FOR EACH ASSESSMENT.**

#	Complete	#	Partial	#	Not evident
35	<ul style="list-style-type: none"> <li>• B.B.A. Accounting</li> <li>• B.B.A. Finance</li> <li>• B.B.A. General Business B.B.A. International Business</li> <li>• B.B.A. Management</li> <li>• B.B.A. Management Information Systems</li> <li>• B.B.A. Marketing</li> <li>• B.S. Interdisciplinary Studies Grades 4-8 certification in Mathematics</li> <li>• B.S. Interdisciplinary Studies Grades 4-8 certification in Science</li> <li>• B.S. Interdisciplinary Studies Grades 4-8 certification in Social Studies</li> <li>• B.S. Kinesiology</li> <li>• B.S. Exercise Science</li> <li>• B.S. Athletic Training</li> <li>• B.S. Interdisciplinary Studies certification in ECH – grade 6 Generalist</li> <li>• B.S. Interdisciplinary Studies certification in ECH – grade 6 Generalist and All Level Special Education</li> <li>• B.S. Interdisciplinary Studies certification in Special Education</li> <li>• B.S. Interdisciplinary Studies certification in Grades 4-8 Generalist</li> <li>• B.S. Interdisciplinary Studies certification in Grades 4-8 English Language Arts and Reading</li> <li>• B.A./B.F.A. Art</li> <li>• B.A./B.M. Music, Music with All Level Teacher Certification</li> <li>• B.A./B.S. Psychology</li> <li>• B.A. Communications</li> <li>• B.A. Theatre</li> <li>• B.A. Mass Media</li> <li>• B.S. Animal Business</li> <li>• B.S. Animal Science</li> <li>• B.S. Natural Resource Management</li> <li>• B.S. Biology/ Ecology and Evolutionary Biology/Life Science Certification</li> <li>• B.S. Clinical Laboratory Science</li> <li>• B.S. Chemistry/ Biochemistry/ Chemistry with Secondary Teacher Certification</li> <li>• B.S. Computer Science/ Computer Science with Secondary Teacher Certification</li> <li>• B.A./B.S.in Mathematics/ Mathematics with Secondary Teacher Certification</li> <li>• B.S. in Physics/Applied Physics</li> <li>• B.S.W.</li> <li>• A.A.S.N.</li> <li>• B.S.N.</li> </ul>	5	<ul style="list-style-type: none"> <li>• B.A. English/ English with Teacher Certification/English with specialization in Technical and Business Writing</li> <li>• B.A. Political Science</li> <li>• B.A./B.S. Criminal Justice</li> <li>• B.A. History/ History with Teacher Certification</li> <li>• B.A./B.S. Sociology</li> </ul>		

*In this category...*

Complete: 87.5%

Partial completion: 12.5%

Not evident: 0.0%

As is evidenced by the charts, five undergraduate programs did not submit full information for 2009-2010. However, assessment plans have now been filed for 2010-2011 for History and Criminal Justice, as presented in Attachment J.

**GRADUATE DEGREE PROGRAMS**

Definitions:

- “Complete” is defined to be deemed adequate by ASU’s faculty University Assessment Committee. A rating of “complete” indicates that this component is clearly stated and meets ASU’s accepted standards for assessment practices.
- “Partial” indicates that this component is incomplete. This ranking includes consideration of components that need revision for clarity as well as components under development.
- “Not evident” indicates that this component was not included in the assessment report or clearly does not meet accepted standards (e.g. student learning outcomes that are not assessable or do not describe what a student will know or be able to do).

N= 15 (See Attachment I for list of programs/majors).

**1. CLEARLY DEFINED AND STATED LEARNING OUTCOMES.**

#	Complete	#	Partial	#	Not evident
12	<ul style="list-style-type: none"> <li>• M.B.A. Accounting</li> <li>• M.P.Ac. Accounting</li> <li>• M.A. Curriculum and Instruction</li> <li>• M.S. in Kinesiology</li> <li>• M. Ed. Reading Specialist</li> <li>• M.Ed. Educational Diagnostics</li> <li>• M.A. Communications</li> <li>• M.A. English</li> <li>• M.P.A.</li> <li>• M.S. Animal Science</li> <li>• M.S. Biology/ Biology with Emphasis in Science Education</li> <li>• M.S.N. Clinical Nurse Specialist/ Nurse Educator/ Nurse Practitioner w/TTU</li> </ul>	1	<ul style="list-style-type: none"> <li>• M.S. Psychology</li> </ul>	2	<ul style="list-style-type: none"> <li>• M.A History</li> <li>• M.B.A. Management and Marketing</li> </ul>
			<p><i>In this category...</i></p> <p>Complete: 80.0 %</p> <p>Partial completion: 6.7%</p> <p>Not evident: 13.3%</p>		



**2. CLEAR IDENTIFICATION OF THE ASSESSMENT METHOD FOR EACH OUTCOME.**

#	Complete	#	Partial	#	Not evident
12	<ul style="list-style-type: none"> <li>• M.B.A. Accounting</li> <li>• M.P.Ac. Accounting</li> <li>• M.A. Curriculum and Instruction</li> <li>• M.S. in Kinesiology</li> <li>• M. Ed. Reading Specialist</li> <li>• M.Ed. Educational Diagnostics</li> <li>• M.A. Communications</li> <li>• M.A. English</li> <li>• M.P.A.</li> <li>• M.S. Animal Science</li> <li>• M.S. Biology/ Biology with Emphasis in Science Education</li> <li>• M.S.N. Clinical Nurse Specialist/ Nurse Educator/ Nurse Practitioner w/TTU</li> </ul>	1	<ul style="list-style-type: none"> <li>• M.S. Psychology</li> </ul>	2	<ul style="list-style-type: none"> <li>• M.A. History</li> <li>• M.B.A. Management and Marketing</li> </ul>

*In this category...*

Complete: 80.0 %

Partial completion: 6.7%

Not evident: 13.3%

**3. THE EXPECTED PERFORMANCE LEVEL FOR EACH ASSESSMENT.**

#	Complete	#	Partial	#	Not evident
12	<ul style="list-style-type: none"> <li>• M.B.A. Accounting</li> <li>• M.P.Ac. Accounting</li> <li>• M.A. Curriculum and Instruction</li> <li>• M.S. in Kinesiology</li> <li>• M. Ed. Reading Specialist</li> <li>• M.Ed. Educational Diagnostics</li> <li>• M.A. Communications</li> <li>• M.A. English</li> <li>• M.P.A.</li> <li>• M.S. Animal Science</li> <li>• M.S. Biology/ Biology with Emphasis in Science Education</li> <li>• M.S.N. Clinical Nurse Specialist/ Nurse Educator/ Nurse Practitioner w/TTU</li> </ul>	1	<ul style="list-style-type: none"> <li>• M.S. Psychology</li> </ul>	2	<ul style="list-style-type: none"> <li>• M.A. History</li> <li>• M.B.A. Management and Marketing</li> </ul>

*In this category...*

Complete: 80.0 %

Partial completion: 6.7%

Not evident: 13.3%

**4. THE ACTUAL RESULTS FROM EACH ASSESSMENT.**

#	Complete	#	Partial	#	Not evident
9	<ul style="list-style-type: none"> <li>• M.A. Curriculum and Instruction</li> <li>• M.S. in Kinesiology</li> <li>• M. Ed. Reading Specialist</li> <li>• M.Ed. Educational Diagnostics</li> <li>• M.A. Communications</li> <li>• M.A. English</li> <li>• M.S. Animal Science</li> <li>• M.S. Biology/ Biology with Emphasis in Science Education</li> <li>• M.S.N. Clinical Nurse Specialist/ Nurse Educator/ Nurse Practitioner w/TTU</li> </ul>	3	<ul style="list-style-type: none"> <li>• M.B.A. Accounting</li> <li>• M.P.Ac. Accounting</li> <li>• M.S. Psychology</li> </ul>	3	<ul style="list-style-type: none"> <li>• M.A History</li> <li>• M.B.A. Management and Marketing</li> <li>• M.P.A.</li> </ul>

*In this category...*

Complete: 60.0%

Partial completion: 20.0%

Not evident: 20.0%

**5. A RESPONSE TO THE RESULTS FOR EACH ASSESSMENT.**

#	Complete	#	Partial	#	Not evident
8	<ul style="list-style-type: none"> <li>• M.A. Curriculum and Instruction</li> <li>• M.S. in Kinesiology</li> <li>• M. Ed. Reading Specialist</li> <li>• M.Ed. Educational Diagnostics</li> <li>• M.A. English</li> <li>• M.S. Animal Science</li> <li>• M.S. Biology/ Biology with Emphasis in Science Education</li> <li>• M.S.N. Clinical Nurse Specialist/ Nurse Educator/ Nurse Practitioner w/TTU</li> </ul>	3	<ul style="list-style-type: none"> <li>• M.B.A. Accounting</li> <li>• M.P.Ac. Accounting</li> <li>• M.A. Communications</li> </ul>	4	<ul style="list-style-type: none"> <li>• M.A History</li> <li>• M.S. Psychology</li> <li>• M.P.A.</li> <li>• M.B.A. Management and Marketing</li> </ul>

*In this category...*

Complete: 53.3%

Partial completion: 20.0%

Not evident: 26.7%

Please see *Attachment H* for an example of a graduate assessment report (Master of Education with Reading Specialist Certification).

**THE CORE CURRICULUM (General Education)**

For the spring 2010 semester the areas of the Core Curriculum that were assessed were Mathematics, Computer Literacy, and Communications. Course-based assessments were developed by faculty teaching courses within these areas with approval and oversight by the faculty-based Core

Curriculum Committee. Student learning outcomes were defined for each course to align with the THECB (Texas Higher Education Coordinating Board) Exemplary Educational Objectives and with the University Undergraduate Learning Goals. Assessment methods and expected results were developed for each course assessed. Please see [Attachment G](#) for an overview of the THECB Exemplary Educational Objectives. Please see [Attachment K](#) for an overview of assessments performed under the aforementioned schedule.

Beginning in fall 2010 the Director of Academic Assessment met regularly with the Core Curriculum Committee to assist with the assessment of student learning outcomes. The Committee reviewed results of assessments conducted in spring 2010 and began developing plans for assessment of additional areas of the Core during 2010-2011. The Chair of the Core Curriculum Committee and the Director of Academic Assessment met with the Department Head of History to establish a pre- and post-test for HIST 1302 (History of the United States) to be implemented in spring 2011 (see [Attachment L](#)). The Director of Academic Assessment accepted the assignment of working with faculty in the sciences to develop an assessment of the Natural Sciences component of the Core during Spring 2011. The committee member representing Art and Music is working with faculty in that department to implement assessment of that component during spring 2011.

### **Core Curriculum Assessments Completed in Spring 2010**

Following is a synopsis of notable achievements in the assessment of ASU's Core Curriculum. Full details are available in [Attachment K](#).

**Communication** – Assessed in English 1301/1302 (English Composition/Writing Across the Curriculum), English 23xx (xx represents four thematic options for sophomore literature, and thus four different course numbers) and Communication 2301(Public Speaking).

- **English 1302** – Course learning objectives aligned with the THECB Exemplary Educational Objectives were assessed on a required research paper. Results indicate that the majority of 347 students (77.52%) successfully mastered the learning objectives. Assessment did reveal areas of concern for students who did

not successfully master these objectives. The assessment rubric (see Attachment L) will be revised to provide more information on areas of concern.

- **English 23xx** - Course learning objectives aligned with the THECB Exemplary Educational Objectives were evaluated using assessment of the written component of these four courses (British Literature, American Literature, World Literature, Literary Studies). The majority of 227 students assessed (71.3%) were considered superior or proficient in mastery of these objectives. However, the evaluation rubric (see Attachment L) failed to provide sufficiently specific information regarding strengths and weaknesses. The evaluation rubric will be revised for AY2010-2011.
- **Communication 2301** - Course learning objectives based on the THECB Exemplary Educational Objectives were assessed on informative speeches and by comparison of Instructor, peer, and student critiques. Results indicated that students need more instruction on transitions and conclusions. The course curriculum has been revised to address this issue. Listening scores were acceptable, but could be improved.

**Mathematics** – Assessed in all core courses in Mathematics. An indirect assessment of student mastery of THECB Exemplary Educational Objectives was conducted by the use of additional questions on the IDEA the IDEA end-of-course survey of instruction. The IDEA system (theideacenter.org) allows institution-developed questions to be added to the standard items regarding student-reported progress on relevant course objectives and satisfaction with teaching interactions. In spring 2010, 1247 students responded to seven questions corresponding to the THECB Exemplary Educational Objectives. Over 60% of students reported mastery of six of the seven THECB Exemplary Educational Objectives. For the remaining objective, 59% of students reported mastery.

**Visual and Performing Arts** – Assessed in THE1351 (Acting). The THECB Exemplary Educational Objectives for the Visual and Performing Arts component of the Core Curriculum were assessed in one section of THE1351 as a pilot of the assessment method. A rubric was developed to assess mastery of these outcomes as demonstrated by a performance assignment in the course.

Results indicated mastery of most of the outcomes, although students need more rehearsal time to develop performance abilities. This assessment will be expanded to additional sections of THE1351 and THE1352 during 2010-2011.

**Computer Literacy** – Assessed in COMM/MM 2345 (Multimedia Development and Design), BCIS1305 (Business Computer Applications), and CS1301 (Computer Literacy).

- **COMM/MM2345** - Course learning objectives aligned with the THECB Exemplary Educational Objectives were assessed in these courses using a rubric (see [Attachment L](#)) to evaluate assignments in this course. Results indicated that students need more instruction on ethics and in visual data creation. Course curriculum has been revised to address this deficiency.
- **BCIS 1305** – Overall assessment of this course was conducted using a locally designed test in a pre-test and post-test design. A total of 187 students were assessed in this manner. Average score improved from 27 (pre-test) to 78 (post test). THECB Exemplary Educational Objectives were assessed using embedded assessments including course assignments and quizzes. The number of students assessed varies among Objectives owing to differences among the faculty in reporting results. For each objective, at least 137 students were assessed. For most items, students demonstrated mastery of the relevant objective. For those objectives where students did not meet the goal (80% mastery), lectures have been revised to emphasize those topics.
- **CS1301** – Indirect assessment of THECB Exemplary Educational Objectives was conducted using additional questions on the IDEA form. Students reported their mastery of the THECB Exemplary Educational Objectives. All sections of CS1301 were assessed in this manner. Results showed over 70% of students indicated mastery of all Exemplary Educational Objectives. The Core Curriculum Committee is drafting an embedded rubric to use in future evaluations.

Also provided in Attachment L is a pre-test/post-test designed for implementation in HIST 1302 beginning spring 2011.

### **Action Plan for 2011-2012**

The University's student learning assessment action plan for 2011-2012 focuses on the achievement of full compliance with Comprehensive Standard 3.3.1.1. Specifically,

- All academic programs will be fully engaged in the completion and ongoing repetition and refinement of the assessment cycle as an integral component of improved student learning;
- Remaining tenets of the 2010-2011 action plan will be completed;
- Continued attention will be given to integrating the results of student learning assessment initiatives into the University's planning and resource allocation process, and
- A twenty-four-month review schedule will be followed, as implemented by the Director of Academic Assessment (see Attachment M).

Financial resources have been allotted to this process through the recurring funding of a part-time Director of University Assessment and the availability of financial support through an accreditation account to support faculty development initiatives.

The past eighteen months have seen a significant shift in the level of faculty understanding of the importance of continuous assessment as a component of a student learning success triad: faculty, students, and ongoing evaluation of learning. Building on our achievements to date, we are confident that Angelo State University will be able to report full compliance with Comprehensive Standard 3.3.1.1.

**ATTACHMENT A**

**ACADEMIC ASSESSMENT COMMITTEE  
2010-11**

<b><u>NAME</u></b>	<b><u>TITLE</u></b>	<b><u>MEMBERSHIP EXPIRES</u></b>
Dr. J. Kelly McCoy	Professor, Director of Academic Assessment	Aug. 2011
Dr. Nancy Allen (ex officio)	Vice Provost	
Dr. David Tarver	Associate Professor, Curriculum and Instruction	Aug. 2011
Dr. Cody Scott	Professor, Animal Science	Aug. 2011
Dr. Stephen Emmons	Associate Professor, Music	Aug. 2011
Dr. Roger Zarnowski	Professor, Mathematics	Aug. 2011
Dr. Trish Hutchinson	Associate Professor, Nursing	Aug. 2011

**Responsibility (charge):** The Academic Assessment Committee is charged with developing and formally stating the process by which Angelo State University assesses student mastery of program learning objectives and uses the results of assessment to improve academic programs. The Committee is also charged with reviewing assessment plans and reports and providing constructive feedback to the academic departments.

**How members are selected:** Members of the Academic Assessment Committee are appointed based on the recommendation of Deans and Department Heads.

**Term of office:** Initial term of office will be for the remainder of the current academic year. It is expected that the initial committee will develop further recommendations regarding term of office so that the work of the committee continues through subsequent years.

**Who notifies members  
of their selection:** Vice Provost for Academic Affairs



## University Student Learning Outcomes Assessment Plan

As established by the University Assessment Committee  
Fall 2010

### **Purpose:**

The purpose of this plan is to describe the process by which academic departments plan assessment of academic programs and report both the results of assessment and the response to those results. The goal is to establish a process whereby academic departments identify student learning outcomes for all academic programs, assess the extent to which they achieve those outcomes, and institute improvements based on the analysis of results.

### **University Assessment Committee:**

To assist academic departments in their assessment tasks, the university will establish a committee of faculty members to oversee the assessment process, to provide feedback to academic departments, and to assist academic departments in the preparation of acceptable assessment plans and reports. Committee members will be appointed by the President on recommendation from the undergraduate deans and department heads through the Provost and Vice President of Academic Affairs. The Director of Academic Assessment will chair the University Assessment Committee. The Vice Provost will serve as *ex officio* member of the committee.

### **Student Learning Outcomes Assessment Process:**

Assessments of academic programs will be conducted during each academic year. Each fall semester, academic departments will submit assessment plans for the current academic year and assessment reports for the previous year. All assessment plans and reports will be submitted to the University Assessment Committee, which will provide feedback to the academic department and to the appropriate academic Dean. Academic departments will have the opportunity to submit amended plans/reports based on the feedback from the Academic Assessment Committee. Completed reports and plans will be approved by the Department Head and the Dean and filed in the Office of Institutional Research and Assessment. All assessment plans and reports will be filed using the required format ([Appendix A](#)).

For each academic program, faculty will identify student learning outcomes. For each student learning outcome, there will be at least one method of assessment chosen by the faculty. Assessments may include a variety of forms, including embedded course assessments, indirect assessments, and standardized assessment tools. For each method of assessment, there will be an expected level of performance defined by the faculty of that department.

For each academic program, the assessment report will include the information from the assessment plan as well as the actual results of assessment and the response to the results. For any student learning objective where the expected outcome was not met, faculty should develop a plan to improve student success.

Program learning outcomes must be aligned with the mission of the institution and with the Undergraduate or Graduate Learning Goals. It should also be possible to demonstrate which courses contribute to each learning outcome. Useful explanations on developing learning objectives and creating program assessment plans are available on the Institutional Research and Effectiveness web page.



Although an annual assessment process is essential, it is not necessary that every identified outcome in every program be assessed each year. If only selected outcomes or selected programs are assessed in the specified academic year, a schedule must be provided to show when other outcomes/programs will be assessed.

**Each Assessment Report must include the following essential elements:**

- 1- Clearly identified and stated student learning outcomes.
- 2- Clear identification of the assessment method for each outcome.
- 3- The expected level of performance for each assessment.
- 4- The actual results from each assessment.
- 5- A response to the results for each assessment.

**Identification of Academic Programs**

The faculty of each academic department should identify programs that require assessment. In general, degree programs that have distinct learning outcomes should be assessed separately. Master's and Bachelor's programs must be assessed separately. If several degree programs have very similar learning outcomes within the discipline, it may be useful to assess those programs together (e.g. a B.S. and a B.A. program in the same discipline). To gain useful feedback on student learning, faculty may wish to identify learning outcomes and create assessment plans for minors, concentrations, or sequences of courses that satisfy a requirement for a degree in a different discipline. In some cases, it may be necessary to create plans that group programs together to achieve sample sizes large enough to provide meaningful data.

Appendix (to Attachment B):

**Institutional Effectiveness Plan**  
*[to be completed by all academic departments]*

**Program:**

**Academic Year:**

**Department:**

**College:**

**Date Submitted:**

**Responsible Party:**

**Mission:**

**Outcomes:**

**Assessments:**

**Location and Format of Assessment Data:**

---

**Institutional Effectiveness Report**

**Program:**

**Academic Year:**

**Department:**

**College:**

**Date Submitted:**

**Responsible Party:**

**Results:**

**Response to Assessment Results:**

---

Department Head

---

Dean

**ATTACHMENT C**

**UNIVERSITY ASSESSMENT COMMITTEE FEEDBACK REVIEWS**

Presented in this attachment are two examples of the feedback forms used by the University Assessment Committee to provide comments on the 2009-2010 assessment reports. One form was prepared for each Department, so responses could include several programs (undergraduate and graduate). These two examples are for Curriculum and Instruction and Communications, Mass Media, and Theatre.

**Program: C&I, 4-8 Math Certification**

	Reviewer 1	Reviewer 2
Student Learning Outcomes – outcomes are clearly defined and assessable	Clearly written	All of the learning outcomes are provided by an outside agency for each of the programs. Is there any outcome that the department wishes to include in any of these programs.?
Assessment Method – defined for each outcome. At least some direct assessments.	Written with some vagueness; needs more firm specificity	I do not know what PPP stands for. Perhaps the acronym could be eliminated? Clearly, the major assessment method is the PPP pass rate, but the actual expected pass rate is not specified. Also, a list of very reasonable embedded assessment is given, but it's not entirely clear which outcome is addressed by these assessment techniques.
Expected Results – clear explanation of goals for student learning	Clear	
Assessment Results – explanation of actual results	Clear	
Response to Results – description of how results will be used to improve academic programs	A little more specificity needed	Would it be appropriate to speculate on how the results may be used?

**Program: C&I, 4-8 Science Certification**

	Reviewer 1	Reviewer 2
Student Learning Outcomes – outcomes are clearly defined and assessable	Clearly written	All of the learning outcomes are provided by an outside agency for each of the programs. Is there any outcome that the department wishes to include in any of these programs.?
Assessment Method – defined for each outcome. At least some direct assessments.	Written with some vagueness; needs more firm specificity	I do not know what PPP stands for. Perhaps the acronym could be eliminated? Clearly, the major assessment method is the PPP pass rate, but the actual expected pass rate is not specified. Also, a list of very reasonable embedded assessment is given, but it's not entirely clear which outcome is addressed by these assessment techniques.
Expected Results – clear explanation of goals for student learning	Clear	
Assessment Results – explanation of actual results	Clear	
Response to Results – description of how results will be used to improve academic programs	A little more specificity needed	Would it be appropriate to speculate on how the results may be used?

**Program: C&I, 4-8 Social Studies Certification**

	Reviewer 1	Reviewer 2
Student Learning Outcomes – outcomes are clearly defined and assessable	Clearly written	All of the learning outcomes are provided by an outside agency for each of the programs. Is there any outcome that the department wishes to include in any of these programs.?
Assessment Method – defined for each outcome. At least some direct assessments.	Written with some vagueness; needs more firm specificity	I do not know what PPP stands for. Perhaps the acronym could be eliminated? Clearly, the major assessment method is the PPP pass rate, but the actual expected pass rate is not specified. Also, a list of very reasonable embedded assessment is given, but it's not entirely clear which outcome is addressed by these assessment techniques.
Expected Results – clear explanation of goals for student learning	Clear	
Assessment Results – explanation of actual results	Clear	
Response to Results – description of how results will be used to improve academic programs	A little more specificity needed	Would it be appropriate to speculate on how the results may be used?

**Program: C&I, Counseling**

	Reviewer 1	Reviewer 2
Student Learning Outcomes – outcomes are clearly defined and assessable	Clearly written	
Assessment Method – defined for each outcome. At least some direct assessments.	Clear	
Expected Results – clear explanation of goals for student learning	At top of potential	
Assessment Results – explanation of actual results	Clear	
Response to Results – description of how results will be used to improve academic programs	Clear	

**Program: C&I, MA Advanced Instructor**

	Reviewer 1	Reviewer 2
Student Learning Outcomes – outcomes are clearly defined and assessable	Clearly written	All of the learning outcomes are provided by an outside agency and are given as principles. Every one of the principles is assessed by a well specified technique. Moreover, this program also uses a comprehensive program review prepared by each student which addresses each learning principle.
Assessment Method – defined for each outcome. At least some direct assessments.	Clear	
Expected Results – clear explanation of goals for student learning	Not provided	
Assessment Results – explanation of actual results	Not provided	
Response to Results – description of how results will be used to improve academic programs	A little more specificity needed	

**Program: C&I, School Admin**

	Reviewer 1	Reviewer 2
Student Learning Outcomes – outcomes are clearly defined and assessable	Outcomes 1,2 & 6 needs more behaviorally observable language	There are a lot of goals, some of which might not be directly assessed. For example, the first program outcome is: “Act with integrity, fairness and in an ethical manner.” I applaud its inclusion, but I can not see how it is assessed.
Assessment Method – defined for each outcome. At least some direct assessments.	Well defined	I really liked assessment method #3 and will see if I can do something similar with one of the M.S. psychology programs: . “Comprehensive Program Reviews presented at the end of the program by each M. Ed.candidate. The CPR is a formal presentation which summarizes and analyzes the candidates total program experience, with emphasis on how candidates have applied and will apply what they have learned.”
Expected Results – clear explanation of goals for student learning	Clear	
Assessment Results – explanation of actual results	Not provided	
Response to Results – description of how results will be used to improve academic programs	Clear	

**Program: C&I, Student Development and Leadership**

	Reviewer 1	Reviewer 2
Student Learning Outcomes – outcomes are clearly defined and assessable	Clearly written	There are nine numbered outcomes and nine numbered assessment techniques. If the numbered assessments are intended to measure the corresponding numbered outcome, that might be specified somewhere in the plan.
Assessment Method – defined for each outcome. At least some direct assessments.	Clearly written, but may be in some cases results may be a challenge to quantify	
Expected Results – clear explanation of goals for student learning	A bit of clarity needed here	
Assessment Results – explanation of actual results	Clear	Results are reported as “a 100% completion rate on the comprehensive program review process,” but I can not find this assessment technique listed in the assessment section.
Response to Results – description of how results will be used to improve academic programs	Clear	The response to results was dramatic-several courses were added to the curriculum. Perhaps the report could identify which new courses were added, why a specific course was added, and what the new course addition does in terms of addressing specific students learning outcomes? Similarly, the response might consider identifying which national standards were added to the program and why they were included?

### Program: B.A. Communication

	Reviewer 1	Reviewer 2
Student Learning Outcomes – outcomes are clearly defined and assessable	Faculty have clearly defined and assessable outcomes for this program. It might be helpful to identify more specific outcomes and to map course level outcomes onto program outcomes.	
Assessment Method – defined for each outcome. At least some direct assessments.	Direct assessment methods have been defined and expected results stated.	
Expected Results – clear explanation of goals for student learning		Please define what constitutes a mastery level score on the capstone project – 80%, 70%?
Assessment Results – explanation of actual results	Results are presented and discussed. The language used doesn't exactly match the proposed assessment methods. Is the "capstone test" referred to in the results the "department examination/instrument" described in assessment methods? Are the other two assessments both part of the portfolio score?	
Response to Results – description of how results will be used to improve academic programs	The faculty have responded to the results with a clear plan to improve student learning (increasing capstone course from 1-hr to 3-hrs). Identification of more specific learning outcomes and assessment methods might produce results that would help in identifying possible areas for improvement.	Appropriate response to marginal record of student success in the various assessments.

### Program: B.A. Mass Media

	Reviewer 1	Reviewer 2
Student Learning Outcomes – outcomes are clearly defined and assessable	Assessable outcomes are defined, although it might be useful to create more specific program outcomes and to show how course level outcomes support program outcomes.	
Assessment Method – defined for each outcome. At least some direct assessments.		
Expected Results – clear explanation of goals for student learning		Please define what constitutes a mastery level score on the capstone project – 80%, 70%?
Assessment Results – explanation of actual results		I note that the BA in Comm and BA in MM are lumped together for the purposes of reporting. The learning outcomes for these programs are quite different – should the results therefore be separated?
Response to Results – description of how results will be used to improve academic programs	Although there are different outcomes described for the two programs, the assessment methods, expectations, results, and use of results appear to be identical for Mass Media and Communication. It isn't clear how the same assessments could be used to measure progress on different sets of outcomes. Assessments that more clearly measure progress on specific outcomes would be more useful for identifying possible areas for improvement.	Appropriate response to marginal record of student success in the various assessments.

**Program: B.A. Theatre**

	Reviewer 1	Reviewer 2
Student Learning Outcomes – outcomes are clearly defined and assessable	Assessable outcomes are defined, although it might be useful to create more specific program outcomes and to show how course level outcomes support program outcomes.	
Assessment Method – defined for each outcome. At least some direct assessments.		
Expected Results – clear explanation of goals for student learning		
Assessment Results – explanation of actual results		The terms are not evenly applied The evaluation refers to department exams/instruments and a capstone project, yet the results refer to capstone tests and portfolio. A very small problem, but language should be uniform.
Response to Results – description of how results will be used to improve academic programs	Although there are different outcomes described, the assessment methods, expectations, results, and use of results appear to be identical for all programs. It isn't clear how the same assessments could be used to measure progress on different sets of outcomes. Assessments that more clearly measure progress on specific outcomes would be more useful for identifying possible areas for improvement.	Appropriate response to marginal record of student success in the various assessments.



**Program: M.A. Communication**

	Reviewer 1	Reviewer 2
Student Learning Outcomes – outcomes are clearly defined and assessable	There are defined and assessable outcomes that appear to be appropriate to Master’s level study. The faculty might find it useful to identify more specific outcomes for this program. That is, specific descriptions of what students will know or be able to do as a result of completing this program.	
Assessment Method – defined for each outcome. At least some direct assessments.	Direct assessment methods are identified for all outcomes.	
Expected Results – clear explanation of goals for student learning	It would be helpful to an outside reviewer to explain what is a “mastery level score” or what the expectations are for a “holistic score.”	What constitutes a mastery level score on the exam?
Assessment Results – explanation of actual results	Results for a small sample of students are reported for the comprehensive exam. There are no results reported regarding the “holistic scores” on ability to create original research.	The results clearly address the comprehensive exam, but no reference is made to the other evaluation instrument(s) such as writing assignments.  What is the mastery level score?
Response to Results – description of how results will be used to improve academic programs	The faculty are apparently making changes to the overall structure of the graduate program, partly in response to assessment results. Expression of more specific learning outcomes and mapping of course level outcomes onto program outcomes might help to identify areas for possible improvement.	I think this answers the question about the other evaluation instrument – the emphasis on writing assignments (original communication research) is in its incipient stages at present.

## Angelo State University Graduate Institutional Learning Goals

Graduate Institutional Learning Goals reflect the mission of the University through a focus on specific areas of student learning. Individual departments, programs and services will provide opportunities and support, where appropriate, for students to attain the skills and dispositions identified by the University as essential to education.

### **1. Master Knowledge and Skills**

#### ***Students will:***

- Demonstrate advanced knowledge, skills, and values appropriate to the discipline.
- Demonstrate the ability to work as individual researchers/scholars as well as in collaboration with others.
- Demonstrate the ability to be creative, critical thinkers with the ability to apply new technologies as appropriate to the discipline.

### **2. Master Communication and Dissemination**

#### ***Students will:***

- Demonstrate advanced oral and written communication skills, as appropriate, to the discipline.
- Demonstrate global perspectives appropriate to the discipline.

### **3. Master Leadership and Social Responsibility**

#### ***Students will:***

- Comprehend and practice the ethical principles appropriate to the discipline.
- Understand and value individual differences and have the skills for working effectively in a diverse, changing world.

## ATTACHMENT E

### GRADUATE LEARNING OUTCOMES: SAMPLES FROM INDIVIDUAL DEPARTMENTS

#### **M.A. Communication**

Students will be able to:

1. Evaluate and synthesize communication research literature.
2. Create and evaluate communication research projects using quantitative and qualitative research methods.
3. Apply and critique communication theory and research.

#### **M.S. Biology**

1. Graduates will be able to apply modern theories of cell and molecular biology to interpret research results or to design experiments to test hypotheses.
2. Graduates will be able to apply modern evolutionary theory to interpret research results or to design experiments to test hypotheses.
3. Graduates will be able to apply current models of ecological interaction to interpret research results or to design experiments to test hypotheses.
4. Graduates will be able to apply current models of physiological mechanisms to interpret research results or to design experiments to test hypotheses.
5. Graduates will be able to apply appropriate statistical analyses to interpret research results.

#### **M.P.A.**

1. Students taking the MPA degree will have an understanding of how public organizations operate in the American political system.
2. Students completing the MPA degree will have the skills, knowledge and abilities necessary to study at the DPA or Ph.D levels.
3. Students graduating with the MPA degree will obtain employment in the public or non-profit sectors or will advance in their career.

## ATTACHMENT F

### SAMPLE COLLEGE-BASED SYLLABUS TEMPLATES

#### **Syllabus Template for the College of Sciences:**

**Course Title and Number Semester**

**Instructor Contact Information:** Name, phone, email, web page, etc...(OP 06.14 1.b.i).

**Office Hours and Location:** Minimum 10 hours per week (OP 06.14 1.b.i).

**Student Learning Outcomes\*:** What you want a student to know or be able to do after succeeding in this course. (Required by SACS and Texas Higher Education Coordinating Board).

**Method of Assessing Student Learning Outcomes:** How you will measure student learning outcomes

**Course Materials:** Text, calculator, supplies, etc...( OP 06.14 1.b.i).

**Course Schedule:** Description of topics, schedules, assignments, etc...(OP 06.14 1.b.i)

**Attendance Policy:** State your policy on if and/or how attendance is used for grade assessment (OP 06.14 1.b.i and ASU Catalog).

**Grade Policy:** Clearly state how a student's final course grade will be assessed (Required by SACS and OP 06.14 1.b.i).

**The following Disability and Academic Honor Code Statement must appear on all course syllabi (as required by the Student Handbook).**

*Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request and to implement academic accommodations.*

*Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.*

---

#### **Syllabus Template for the College of Business:**

**Faculty Name and Contact Information**

**Campus Office Hours:**

**Telephone:**

**Catalog/Course Description:**

**Required Text:**

**On-line Materials:**

**Course Objectives:** Upon completion of this course, students will be able to:

**Course Philosophy and Additional Skills Developed:**

**Grading Scale and Grade Computation:**

**Tests and Assignments:**

**Participation:**

**Academic Honesty, Disability Accommodations, and Other Important Issues**

**Tentative Course Schedule**

---

**Syllabus Template for the College of Education:**

ASU College of Education - Teacher Education Department  
[Course Prefix Number and Title]  
Course Syllabus – [Semester/Year]

**Professor/Instructor:**  
**Email:**  
**Office Hours:**

**Telephone:**  
**Office:**

**ED 33XX Course Title**  
**Day, Time & Location of Course**

**Course Description:** *(If the course is all online or web-blended then this should be stated here along with the catalog description for the course.)*

**Required Text:**

**Course Goals:**

**TEXES Competencies/Standards:** *(May be posted on Blackboard or included in the syllabus. If on Blackboard then state that here.)*

**OUTCOMES for this course:**

Student Learning Outcomes	Assessment Activity/Task
1.	1.
2.	2.
3.	3.
4.	4.

**Course Objectives** *(IDEA objectives/information: blend this into your course Objectives)*

**Methods of Instruction:**

**Course Requirements:** Students are expected to complete all classroom and out-of-classroom assignments in order to successfully complete the course. Students are expected to check BLACKBOARD and ASU email on a regular basis each week. Students are expected to attend class,

complete reading assignments each week, and take tests/exams as scheduled. *(Instructor may add other items here that are particular to the course.)*

**Student must access BLACKBOARD** for electronic posting of syllabus, assignments, announcements, grading information, etc. Students are to download these documents and bring the copies to class. Contact the ASU Help Desk at 325-942-2911 to learn about BLACKBOARD and accessing it. Do this before the second day of class.

*(Strongly suggest the following APA statement be included but it is not mandatory.)*

All written assignments, presentations, media presentations, etc. must follow the writing style found in the most current edition of the American Psychological Association Publication Manual (APA Manual) which is available at the ASU library, at the bookstore, or on-line at [www.apa.org](http://www.apa.org)

**Assignments: See Blackboard for assignment information.** *(Professor/instructor should have each assignment with instructions posted on Blackboard with due dates provided.)*

**Course Evaluation and Grading:** *(The following is an example only, other grading approaches may be used; however, professor/instructor must provide specific information about how the grade for the course is determined.)*

	<u>Worth</u>	<u>Points Earned</u>	
Classroom Participation/Activity (30 days x 5 pts) 765 pts	150 pts	_____	A = 100 -90% 850-
Tests (4 x 100) 680 pts	400 pts	_____	B = 89 - 80% 764-
4 Lesson Plans (see Blackboard) 595 pts	200 pts	_____	C = 79 – 70% 679-
<u>Final Examination</u> 510 pts	<u>100 pts</u>	_____	D = 69 - 60% 594-
Total	850 pts	_____	F = 59 – 0% 509-0 pts

**Attendance Policy:** *(This should be within reason and supportable, an example might be.... Students are expected to be in class on time and to attend each scheduled class. Students should notify the professor by email or voice message if they miss class. Two excused absences apply for personal illness or family emergencies. Points [-identify the amount] are deducted for absences in excess of the 2 allowed unless under extreme situations as determined by the professor. Students are to make up work immediately after absences. Late work will not be accepted unless under extreme situations which are determined by the professor. Students are to send assignments via ASU email or the Digital Drop Box on BLACKBOARD to meet deadlines and avoid late penalty.)*

**Persons Seeking Accommodations:** Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. Students are encouraged to make this request early in the semester so that appropriate arrangements can be made.

**Academic Honesty:** Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the *Student Handbook*.

*Plagiarism or the use of Internet Web, etc. prepared papers is strictly forbidden! Faculty utilize Internet search links that assist in identifying plagiarized materials.*

**College of Education Cell Phone/Electric Paging Device Policy:** Cell phones, pagers, and other electronic devices are to be turned off during class time.

**Class Schedule**

*(This may be attached to the syllabi or provided on Blackboard. If on Blackboard state that here.)*

**Web Sites:** (list any web sites that you think students need to use or have as resources for this course)

## ATTACHMENT G

### TEXAS HIGHER EDUCATION COORDINATING BOARD EXEMPLARY EDUCATIONAL OBJECTIVES

#### **COMMUNICATION** (composition, speech, modern language)

The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

#### *Exemplary Educational Objectives:*

1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
2. To understand the importance of specifying audience and purpose and to select appropriate communication choices.
3. To understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication.
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
5. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
6. To develop the ability to research and write a documented paper and/or to give an oral presentation.

#### **MATHEMATICS**

The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

#### *Exemplary Educational Objectives:*

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline interrelated with human culture, and understand its connections to other disciplines.

#### **NATURAL SCIENCES**

The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences and to enable the student to understand the bases for building and testing theories.



*Exemplary Educational Objectives:*

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

**HUMANITIES AND VISUAL AND PERFORMING ARTS**

The objective of the humanities and visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

*Exemplary Educational Objectives:*

1. To demonstrate awareness of the scope and variety of works in the arts and humanities.
2. To understand those works as expressions of individual and human values within an historical and social context.
3. To respond critically to works in the arts and humanities.
4. To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.
5. To articulate an informed personal reaction to works in the arts and humanities.
6. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
7. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

**SOCIAL AND BEHAVIORAL SCIENCES**

The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

*Exemplary Educational Objectives:*

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.
4. To develop and communicate alternative explanations or solutions for contemporary social issues.

5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
7. To understand the evolution and current role of the U.S. in the world.
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
10. To analyze, critically assess, and develop creative solutions to public policy problems.
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
12. To identify and understand differences and commonalities within diverse cultures.

### **INSTITUTIONALLY DESIGNATED OPTION**

An institution may wish to include in its core curriculum courses that address Exemplary Educational Objectives not covered in the preceding broad discipline categories. Such courses may include computer literacy [ANGELO STATE UNIVERSITY'S CHOICE], kinesiology, health/wellness, interdisciplinary or linked courses, or other courses that address a specific institutional role and mission.

## ATTACHMENT H

### SAMPLES OF STUDENT LEARNING ASSESSMENT REPORTS SPRING 2010

These samples illustrate a “complete” report as evaluated by the Director of Academic Assessment and the University Assessment Committee.

Each report has been evaluated on the completeness of its institutional effectiveness plan (i.e., its student learning assessment plan) and its institutional effectiveness report (i.e., its report on progress in achieving student learning goals).

---

#### **Master of Education with Reading Specialist Certification**

##### *Institutional Effectiveness Plan*

Program: Master of Education with Reading Specialist Certification  
Academic Year: 2009-2010  
Department: Teacher Education  
College: Education  
Date Submitted: October 4, 2010  
Responsible Party: Linda Lucksinger, Department Head

**Mission:** The Teacher Education Department faculty at Angelo State University prepares professional education leaders to have the knowledge, skills, and dispositions to meet changing societal needs in diverse school and community settings. The Teacher Education Department at Angelo State University develops reflective candidates who embrace student-centered learning in successful partnerships with diverse families, schools, and communities.

**Outcomes:** Graduates will

- 1 – demonstrate knowledge of the content areas based on curriculum for Reading Specialist program graduate students.
- 2 – demonstrate knowledge of pedagogical skills for effective reading instruction with ECH-12 students.
- 3 – design effective plans for the reading instruction of ECH-12 students.
- 4 – apply knowledge of active, student-centered learning for diverse populations of ECH-12 students in reading.

##### **Assessments:**

Program outcomes:

#1 and #2 are assessed by the Texas Examination of Educator Standards (TExES) Reading Specialist Exam.

#3 assessments include evaluations embedded in coursework, such as ED 6300, 6305, 6307, 6309, 6312, and 6379 and in the ED 6308 practicum.

#4 assessed in the Comprehensive Program Review that caps the Masters program and through work with public school students during the practicum.

**Location and Format of Assessment Data:**

TEXES results are on the College of Education website under the Accreditation link. Specific professors keep assessments for evaluations embedded in their courses located in their offices. The practicum professor keeps the evaluations of candidates in the field with his/her course data in his/her office. Comprehensive Program Review data is collected by program advisor and recorded in the Graduate Studies Office.

**Institutional Effectiveness Report**

Program: Master of Education with Reading Specialist Certification  
Academic Year: 2009-2010  
Department: Teacher Education  
College: Education  
Date Submitted: October 4, 2010  
Responsible Party: Linda Lucksinger, Department Head

**Results:**

Outcome 1 and 2 – The TEXES Reading Specialist Certification Exam had a 100% pass rate. Goals were met for this objective.

Outcome 3 – In the various graduate Reading courses and practicum, goals were met for evaluations.

Outcome 4 – Goals were met for the Comprehensive Program Review by all candidates.

**Response to Assessment Results:**

While candidates in the program performed well, small numbers call into question the statistical reliability of the results. Two students took and passed the Reading Specialist TEXES Exam and four students completed their Comprehensive Program Reviews and graduated with degrees. Few students are selecting the M.Ed. Reading Specialist program and the enrollment numbers have declined over the last 5 years. The program advisor used this data to decide to making the Reading Specialist Certification an optional choice under the new Masters in Professional Education program to allow the certification option to remain should the program prioritization process eliminate the M. Ed. Reading Specialist.

**Bachelor of Science in Chemistry****Institutional Effectiveness Plan**

Program: B.S. in Chemistry  
B.S. in Biochemistry with Biology Minor  
Academic Year: 2009-2010  
Department: Chemistry and Biochemistry  
College: Sciences  
Date Submitted:  
Responsible Party: John J. Osterhout, Department Head, Chemistry & Biochemistry

**Mission:** The mission of the Department of Chemistry and Biochemistry at Angelo State University is to prepare students for careers in Chemistry and Biochemistry and for responsible citizenship by advancing chemical literacy and promoting the ability to apply chemical concepts to contemporary societal problems.

**Outcomes:**

1. Liberal Knowledge and Skills of Inquiry, Critical Thinking and Synthesis – Students will be able to:
  - a) analyze complex problems and draw logical conclusions.
2. Core Skills – Students will be able to:
  - a) communicate scientific ideas and information effectively.
  - b) employ mathematics in the analysis of chemical problems.
  - c) understand and apply scientific reasoning in the chemical sciences.
  - d) use technological resources to access and communicate relevant information.
- 3) Specialized Knowledge – Students will be able to:
  - a) demonstrate technical and analytical skills in the areas of chemistry and biochemistry.
  - b) acquire research skills and specialized vocabulary for critical discourse.
4. Social Responsibility – Students will be able to:
  - a) apply chemical concepts to contemporary societal problems.
5. Cultural Identity – Students will be able to:
  - a) understand the international nature of chemical achievement and
  - b) understand the international nature of chemical problems and solutions.

**Assessments:**

All student learning outcomes will be assessed by embedded questions in exams, quizzes or other instruments. Program level outcomes will be assessed through analysis of related course level outcomes. Program outcomes will be assessed by administration of the Major Field Test in Chemistry to all graduates.

**Location and Format of Assessment Data:**

Assessment data will be maintained in the office of the Chemistry Department Head and in the SPOL system.

**Institutional Effectiveness Plan**

Program: B.S. in Chemistry  
B.S. in Biochemistry with Biology Minor  
Academic Year: 2009-2010  
Department: Chemistry and Biochemistry  
College: Sciences  
Date Submitted:  
Responsible Party: John J. Osterhout, Department Head, Chemistry & Biochemistry

**Results:**

In the Spring of 2009, Departmental Student Learning Objectives were evaluated in all courses. The faculty chose which of the learning objectives to evaluate. Six of ten departmental learning objectives were evaluated. These are summarized below. In most cases evaluation came from embedded test questions. The reported performance represents the percentage credit received by the students on questions related to the SLO during the course of the semester.

The performance goal for each learning objective is 70%. The results are reported as the average percentage  $\pm$  1 standard deviation. It is our intention to evaluate and work with SLOs until they meet the departmental performance goal before moving to other SLOs.

1. Liberal Knowledge and Skills of Inquiry, Critical Thinking and Synthesis – Students will be able to:
  - a) analyze complex problems and draw logical conclusions. This SLO was evaluated in five courses. In one course, physical chemistry, it was evaluated with one question and a small sample (4 students) and the result was zero. This course was omitted from the statistics for the other four. For the other four courses the average was  $62\% \pm 16\%$ .
2. Core Skills – Students will be able to:
  - a) communicate scientific ideas and information effectively. This SLO was evaluated in one course. The performance was 48%.
  - b) employ mathematics in the analysis of chemical problems. This SLO was evaluated by 11 of 12 courses reporting for Spring 2009. The performance was  $51\% \pm 9.6\%$ .
  - c) understand and apply scientific reasoning in the chemical sciences. This SLO was evaluated in four classes in the Spring of 2009. The performance was  $55\% \pm 16\%$ .
- 3) Specialized Knowledge – Students will be able to:
  - a) demonstrate technical and analytical skills in the areas of chemistry and biochemistry. This SLO was evaluated in ten courses in the Spring of 2009. The performance was  $65\% \pm 8.5\%$ .
4. Social Responsibility – Students will be able to:
  - a) apply chemical concepts to contemporary societal problems. This SLO was evaluated in one class. The performance was 46%.

**Overall.** As averages across the department, all SLOs fall short of the departmental goal of 70%. The departmental goal was exceeded for SLO 1a in one class, SLO 2c in one class and SLO 3a in three classes.

**Response to Assessment Results:**

Course level responses to SLO results are being implemented in all courses. The specific analyses and responses can be found in the course-level reports in SPOL or in the office of the head of Chemistry and Biochemistry.

Program development is an ongoing process in the department. Currently we are implementing changes in the delivery of our General Chemistry course. We will also hire an organic chemist this year if our search is successful and this will provide an opportunity to make significant changes to the organic chemistry curriculum, if needed. We hope that these changes will result in a strong base to chemical education in the department and give the subsequent courses a solid footing.

The department is also planning personnel and curriculum changes to prepare to offer an American Chemical Society certified degree in Chemistry with optional concentration in Biochemistry.

## **Bachelor of Arts in Communication**

### *Institutional Effectiveness Plan*

Program: B.A. Communication

Academic Year: 2009-2010

Department: Communication, Mass Media, and Theatre

College: Liberal and Fine Arts

Date Submitted:

Responsible Party: Shawn Wahl

**Mission:** The Department of Communication, Mass Media and Theatre's mission is to provide excellence in teaching, research, creative endeavor and service through the disciplines of communication, mass media and theatre. The department seeks to: maintain a supportive, concerned relationship with its students; provide outreach to the campus community, region and, when feasible, beyond; provide for the educational needs of department majors and minors and the general university student; review its programs, activities and curricula on a regular basis in order to meet the changing needs of students; serve as a resource to professionals and organizations in the region; attract and retain quality students; establish and maintain a visible presence at professional meetings, conferences and competitions, and fill leadership roles in professional organizations; make the community and region aware of its programs, activities and curricula; and continually define what constitutes excellence for its individual faculty positions, striving to improve to that level.

#### **Outcomes:**

- 1 - Evaluate communication competence of self and others.
- 2 - Recognize and understand key issues related to communication theory and media/speech ethics.
- 3 - Create original communication products (speeches, campaigns, papers, videos, etc.) both individually and in collaboration with other students and/or community partners.

#### **Assessments:**

All outcomes will be assessed using testing via department instrument, capstone portfolio, and writing assignments.

The expectation for all outcomes will be

- 80% on a department examination/instrument,
- Holistic score on ability to create original communication products, and
- Mastery level score on a capstone project.

#### **Location and Format of Assessment Data:**

Data are collected and stored in the Department Office.

### Institutional Effectiveness Report

Program: B.A. Communication

Academic Year: 2009-2010

Department: Communication, Mass Media, and Theatre

College: Liberal and Fine Arts

Date Submitted:

Responsible Party: Shawn Wahl

#### **Results:**

In Fall 2009, our students fell below the passing mark in their capstone tests with an average of 64.84. Ten of the 18 students failed the capstone test. Faculty Assessment Chair called for faculty to be careful in advising unprepared students into CMMT 4101 and to review their capstone tests. The portfolios were judged as passing, with an average score of 90.9. Significant time and effort in class contributed to this success. In Spring 2010, students did better on the capstone tests. The average was 70.39, and 10 of the 28 students completing the tests failed, reducing our failure rate from 55% in the Fall to 35% in the Spring. The portfolio average dropped slightly but not significantly to 89.5.

#### **Response to Assessment Results:**

Capstone tests will be reviewed and updated for Fall 2010. The department will propose increasing 4101 to a 3 hour class to provide students more instructional time to prepare for portfolio and department capstone exam.

### Bachelor of Science in Biology

#### Institutional Effectiveness Plan

Program: B.S. in Biology with Chemistry Minor  
B.S. in Ecology and Evolutionary Biology  
B.S. in Biology with Secondary Certification

Academic Year: 2009-2010

Department: Biology

College: Sciences

Date Submitted:

Responsible Party: J. Kelly McCoy, Department Head, Biology

**Mission:** The Biology Department promotes the advancement of knowledge about humans and other organisms from molecular and cellular to ecosystem levels of analysis. We prepare students for careers in academia, human health professions, and additional professional disciplines in the biological sciences. Our greater goal is to produce graduates that (1) understand the core content of our discipline, (2) are competent in the research and communication skills necessary to share that knowledge, and (3) possess the career, social, and ethical awareness to remain lifelong learners who will appreciate, judge, and evaluate the role of scientific inquiry in society.

#### **Outcomes:** Graduates will

1 –be able to explain the basic components of the cell theory of life including; the structure and function of prokaryotic and eukaryotic cells, the processes of mitosis and meiosis, the



chromosomal theory of inheritance, and the major categories of biological molecules and their functional roles in living systems.

2 –be able to explain the theory of evolution and its role in the science of biology including; the mechanisms and effects of artificial, natural and sexual selection, and the major evidences that support an evolutionary history of life.

3 –be able to explain the basic physiological mechanisms that allow living organisms to carry on the fundamental necessities of life including homeostasis and negative feedback.

4 –be able to explain basic ecological interactions including; population growth and regulation, interactions between populations and their effects, mechanisms underlying community structure, and the cycling of energy and nutrients in ecological systems.

5 –be able to describe the diversity of life on earth including; major groups of living organisms, the characteristics of those groups, and the pattern of relatedness among groups of living organisms.

6 –have specialized knowledge in various sub-disciplines of biology.

**Assessments:**

All program level student learning outcomes will be assessed by using embedded assessments of related course-level outcomes.

Program outcomes 1, 2, 3, and 4 will also be assessed by administration of the Major Field Test in Biology to all graduating seniors.

**Location:**

All results of assessments will be maintained in the office of the Biology Department Head.

*Institutional Effectiveness Report*

Program: B.S. in Biology with Chemistry Minor

Academic Year: 2009-2010

Department: Biology

College: Sciences

Date Submitted:

Responsible Party: J. Kelly McCoy, Department Head, Biology

**Results:**

Outcome 1 – Seven course level objectives were assessed in BIO1480, BIO3301, BIO3403, BIO3411, and BIO3413. Goals were met for three of these objectives.

Outcome 2 – Two course level objectives were assessed in BIO1480 and BIO4435. Goals were not met for either of these objectives.

Outcome 3 – Seven course level objectives were assessed in BIO1480, BIO2401, BIO3403, BIO3413, and BIO4423. Goals were not met for two of these objectives. Modifications to curriculum in BIO2401 resulted in improvement and meeting goal in Spring. Goals were met in BIO3413 and BIO4423 but curriculum will be modified to improve student understanding.

Outcome 4 – Two course level objectives were assessed in BIO4451. Goals were met for both of these objectives.

Outcome 5 – One course level objective was assessed in BIO2401. Changes in curriculum from fall to spring resulted in improvement an goal was met for spring.

Outcome 6 – Twenty course level objectives were assessed. Goals were met for six of these objectives. Changes to curriculum have been planned to improve student success on other objectives.

MFT Results

Overall Assessment

The average score for ASU students on the MFT in Biology was 159. This places ASU at the 80<sup>th</sup> percentile among institutions that administer the MFT in Biology (425 institutions nationally). Individually, 70% of ASU students scored above the 50<sup>th</sup> percentile and 40% of ASU students scored above the 80<sup>th</sup> percentile (30,854 students nationally).

#### MFT Subscore 1 – Cell Biology

This subscore assesses progress on Program Learning Outcomes 1 and 3. The average score for ASU students places ASU in the 65<sup>th</sup> percentile among institutions administering this exam. Sixty three percent (63%) of ASU students scored above the 50<sup>th</sup> percentile on this subscore.

#### MFT Subscore 2 – Molecular Biology and Genetics

This subscore assesses progress on a portion of Program Learning Outcome 1. The average for ASU students places ASU in the 40<sup>th</sup> percentile among institutions administering this exam. Forty percent (40%) of ASU students scored above the 50<sup>th</sup> percentile on this subscore.

#### MFT Subscore 3 – Organismal Biology

This subscore assesses progress on Program Learning Outcome 5. The average for ASU students places ASU in the 90<sup>th</sup> percentile among institutions administering this exam. Seventy percent (70%) of ASU students scored above the 50<sup>th</sup> percentile on this subscore.

#### MFT Subscore 4 – Population Biology, Ecology, and Evolution

This subscore assesses progress on Program Learning Outcomes 2 and 4. The average for ASU students places ASU in the 90<sup>th</sup> percentile among institutions administering this exam. Seventy six percent (76%) of ASU students scored above the 50<sup>th</sup> percentile on this subscore.

### **Modifications:**

For learning objectives where goals were not met faculty have prepared plans to modify curriculum and presentation of material to improve student success. For one course implementation of these changes resulted in improved student success in Spring 2010 compared to Fall 2009.

Faculty will meet to discuss overall assessment plan and possible changes to curriculum to improve student success on Program Learning Objectives.

Results on the MFT in Biology for AY2009-2010 demonstrate that graduates from the ASU Biology Department compare very favorably to graduates from other institutions in their overall knowledge of biology. Results on subscores assessing knowledge of organismal biology, population biology, ecology, and evolutions show that ASU students have excellent knowledge in these areas. Previous reviews of the MFT in Biology revealed that subscore 2 (molecular biology and genetics) assesses concepts that are not covered or not emphasized in the biology programs at ASU. During AY2010-2011 the faculty of the Biology Department will engage in a comprehensive curriculum review to ensure that essential concepts are being presented and assessed in the course of study.

**ATTACHMENT I**

**ACADEMIC PROGRAMS/MAJORS AY2009-2010**

**College of Business**

**Department of Accounting, Economics and Finance**

- B.B.A. Accounting
- B.B.A. Finance
  
- M.B.A. Accounting
- M.P.Ac. Accounting

**Department of Management and Marketing**

- B.B.A. General Business
- B.B.A. International Business
- B.B.A. Management
- B.B.A. Management Information Systems
- B.B.A. Marketing

**College of Education**

**Department of Curriculum and Instruction**

- B.S. Interdisciplinary Studies Grades 4-8 certification in Mathematics
- B.S. Interdisciplinary Studies Grades 4-8 certification in Science
- B.S. Interdisciplinary Studies Grades 4-8 certification in Social Studies
  
- M.A. Curriculum and Instruction

**Department of Kinesiology**

- B.S. Kinesiology
- B.S. Exercise Science
- B.S. Athletic Training

- M.S. in Kinesiology

**Department of Teacher Education**

- B.S. Interdisciplinary Studies certification in ECH – grade 6 Generalist
- B.S. Interdisciplinary Studies certification in ECH – grade 6 Generalist and All Level Special Education
- B.S. Interdisciplinary Studies certification in Special Education
- B.S. Interdisciplinary Studies certification in Grades 4-8 Generalist
- B.S. Interdisciplinary Studies certification in Grades 4-8 English Language Arts and Reading
  
- M. Ed. Reading Specialist
- M.Ed. Educational Diagnostics

**College of Liberal and Fine Arts**

**Department of Art and Music**

- B.A./B.F.A. Art
- B.A./B.M. Music, B.A. Music with All Level Teacher Certification

**Department of Communication, Mass Media and Theatre**

- B.A. Communications

- B.A. Theatre
- B.A. Mass Media
  
- M.A. Communications

**Department of English**

- B.A. English/ B.A. English with Teacher Certification/ B.A. English with specialization in Technical and Business Writing
  
- M.A. English

**Department of Political Science and Criminal Justice**

- B.A. Political Science
- B.A./B.S. Criminal Justice
- 
- M.P.A.

**Department of History**

- B.A. History/ History with Teacher Certification
  
- M.A History

**Department of Modern Languages**

- B.A. French
- B.A. German
- B.A. Spanish

**Department of Psychology, Sociology, and Social Work**

- B.A./B.S. Psychology
- B.A./B.S. Sociology
- B.S.W.
  
- M.S. Psychology

**College of Nursing and Allied Health**

**Department of Nursing**

- A.A.S.N.
- B.S.N.
  
- M.S.N. Clinical Nurse Specialist/ Nurse Educator/ Nurse Practitioner w/TTU

**Department of Physical Therapy**

- D.P.T.

**College of Sciences**

**Department of Agriculture – Gil Engdahl**

- B.S. Animal Business
- B.S. Animal Science
- B.S. Natural Resource Management
  
- M.S. Animal Science

**Department of Biology**

- B.S. Biology/ Ecology and Evolutionary Biology/Life Science Certification
- B.S. Clinical Laboratory Science

- M.S. Biology/ Biology with Emphasis in Science Education

**Department of Chemistry and Biochemistry**

- B.S. Chemistry/Biochemistry/ Chemistry with Secondary Teacher Certification

**Department of Computer Science**

- B.S. Computer Science/ Computer Science with Secondary Teacher Certification

**Department of Mathematics**

- B.A./B.S.in Mathematics/ Mathematics with Secondary Teacher Certification

**Department of Physics**

- B.S. in Physics/ Applied Physics

## ATTACHMENT J

### SAMPLES: 2010-2011 ASSESSMENT PLANS

#### **B.A. and B.S. in Criminal Justice**

##### *Institutional Effectiveness Plan*

Program: B.A. and B.S. in Criminal Justice

Academic Year: 2010-2011

Department: Political Science and Criminal Justice

College: Liberal and Fine Arts

Date Submitted:

Responsible Party:

**Mission:** The Department of Political Science and Criminal Justice builds education towards citizenship within the College of Liberal and Fine Arts. The Department delivers a quality education that promotes analytic reading, critical thinking and confident writing. Our programs in Political Science, public Administration (at the graduate level), Criminal Justice and Philosophy facilitate sound knowledge in the disciplines, practical wisdom and a solid sense of personal identity.

#### **Outcomes:**

1. Students majoring in Criminal Justice (2010-2011) will understand the fundamentals of the Law Enforcement and Corrections including the evolution of their history and philosophy, their role and function, and their system and practices.
2. Students majoring in Criminal Justice (2010-2011) will have an understanding of the Court System in the criminal justice, and the essential criminal justice procedures to insure due process such as the right to counsel, pre-trial releases, grand juries, the adjudication process, and the types and rules of evidence and sentencing.
3. Students majoring in Criminal Justice (2010-2011) will understand the Theories of Criminal Behaviors including the nature and extent of crime problems and the various perspectives regarding why people commit crimes, and how to curb and prevent crime.

**Assessments:** The assessment method will be the Major Field Test (MFT). 50% of graduating seniors taking the MFT must score at or above the combined 50<sup>th</sup> percentile on the Law Enforcement and Corrections sub-field tests (Outcome 1) and must score at or above the 50<sup>th</sup> percentile on the Court System sub-field test (Outcome 2) and the Theories of Criminal Behavior (Outcome 3) respectively.

## **History Department, 2010 – 2011**

### **Revised Student Learning Outcomes/Program Assessment:**

#### *Progress Report: Spring Semester 2011*

Student Learning Outcome 2 has been implemented with the first group of History seniors having taken the ACAT in Fall 2010. A larger pool of History graduates will take the ACAT in Spring 2011, giving the History Department more results to evaluate. Student Learning Outcome 3 has been implemented Winter 2011 with the first pre-tests, which were approved by the Core Assessment committee, having been given to sections of History 1302. Student Learning Outcome 1, along with the rubric, will be implemented Spring 2011 in History 3307 U.S. in the Industrial Age, 1877 – 1939, and History 3356 Latin America Since 1800.

#### *Student Learning Outcome 1:*

Students (whether History majors or not) who are enrolled in advanced U.S. and non-U.S. History courses will be able to analyze the relationship among politics, economics, and social change.

#### *Assessment of Student Learning Outcome 1:*

Student Learning Outcome 1 will be assessed on the basis of a written assignment in selected upper-division History courses and conducted on a rotating basis. The expectation is that 60 percent of students will demonstrate proficiency in meeting Learning Outcome 1. Proficiency will be measured by the percentage of students receiving passing scores. Scores will be derived from a rubric which includes: development of historical thesis/argument; student use of historical textual evidence to support contentions; clarity and quality of composition; organization of papers; and historical sense. (Please see rubric below for metrics.)

#### *Use of Results for Student Learning Outcome 1:*

The intended use of results for Student Learning Outcome 1 is that the History Department will meet to discuss the results and, if improvement in student learning is required, modify course curriculum. Modification of course curriculum may include additional written assignments for students and greater reading. "Closing the Loop" between outcomes as measured through assessment may also include the following: faculty may have to devote greater classroom time to illustrating how to develop a historical thesis and using historical textual evidence, as well as explicating in greater detail the interconnections among politics, economics, and social change. Faculty may also have to assign "revision papers," re-writes of papers as evaluated by the rubric. "Closing the loop" might also include repeated assignments of a historical text or document for analysis, feedback, and student revision, continuously repeated if necessary.

#### *Student Learning Outcome 2:*

Graduates of the History Department program will be able to analyze the relationship among politics, economics, foreign policy, and social change in the United States from the Colonial era through 1972.

#### *Assessment of Student Learning Outcome 2:*

Student Learning Outcome 2 will be assessed on the basis of a standardized multiple choice examination developed by ACAT. The ACAT poses questions which require analysis and content knowledge. This is a nationally recognized, standardized test. All seniors in the History program are required to take the ACAT exit examination before they may graduate. The expectation is that 60 percent of students will demonstrate

proficiency in meeting Learning Outcome 2. Proficiency will be measured by whether 60 percent of the students achieve a percentile score above 60.

*Use of Results for Student Learning Outcome 2:*

The intended use of results for Student Learning Outcome 2 is that the History Department will meet to discuss the results and, if improvement in student learning is required, modify course curriculum. Modification of course curriculum may include additional written assignments for students and greater reading. "Closing the Loop" between outcomes as measured through assessment may also include the following: faculty may have to devote greater classroom time to illustrating how to develop a historical thesis and using historical textual evidence, as well as explicating in greater detail the interconnections among politics, economics, and social change. Faculty may also have to assign "revision papers," re-writes of papers as evaluated by the rubric. "Closing the loop" might also include repeated assignments of a historical text or document for analysis, feedback, and student revision, continuously repeated if necessary.

*Student Learning Outcome 3:*

Students enrolled in the Core courses History 1301 and History 1302 will, as stated in the State of Texas Exemplary objectives for the social sciences, be able to analyze "social institutions and processes" in the United States.

*Assessment of Student Learning Outcome 3:*

Student Learning Outcome 3 will be assessed on the basis of a standardized multiple choice examination developed by the History Department. There will be a pre-test and post-test. The History Department standardized multiple choice test for History 1301 and History 1302 poses questions which require analysis and content knowledge. The expectation is that 60 percent of students will demonstrate proficiency in meeting Learning Outcome 3. Proficiency will be measured by whether 60 percent of the students achieve a percentile score above 60.

*Use of Results for Student Learning Outcome 3:*

The intended use of results for Student Learning Outcome 3 is that the History Department will meet to discuss the results and, if improvement in student learning is required, modify course curriculum for History 1301 and/or History 1302. Modification of course curriculum may include additional written assignments and greater reading. "Closing the Loop" between outcomes as measured through assessment may also include the following: faculty may have to devote greater classroom time to illustrating how to develop a historical thesis and using historical textual evidence, as well as explicating in greater detail the interconnections among politics, economics, and social change. Faculty may also have to assign "revision papers," re-writes of papers as evaluated by the rubric. "Closing the loop" might also include repeated assignments of a historical text or document for analysis, feedback, and student revision, continuously repeated if necessary.



## **Rubric for Assessment of Student Advanced U.S. and Non-U.S. History Papers for Achieving Desired Student Learning Outcomes**

This rubric is informed by those developed at the University of Texas, Villanova University, and Southern Illinois University-Edwardsville. It will become part of the appropriate History course syllabi so that students clearly know the expectations for successful performance and so that an assessment of student learning outcomes may be achieved.

### *Component 1: Historical Thesis/Argumentation*

- 1 Point: There is no historical thesis, there are multiple theses, or what there is of an argument is not developed.
- 2 Points: There is the outline of a historical thesis or argument, but requires further elaboration.
- 3 Points: There is a clearly developed historical argument.

### *Component 2: Supporting Historical Evidence*

- 1 Point: There are no specific historical textual evidence provided and no evidence of having done any reading and assimilating of secondary or primary sources, depending upon the nature of the written assignment.
- 2 Points: There are a few historical textual examples given, but more specific evidence and citation is needed to develop paper fully.
- 3 Points: There is ample historical textual evidence used where appropriate to bolster thesis.

### *Component 3: Clarity/Quality of Composition*

- 1 Point: There is no indication that the student has command of the basic requirements of clear/quality composition. These basic requirements of clear composition include, for example, appropriate paragraph breaks, correct spelling, topic sentences, clear sentence transitions, and subject agreement.
- 2 Points: There are indications that the student has attempted, and partially succeeded, in following the basic requirements of clear/quality composition. However, there is room for improvement in, for example, spelling or sentence transitions.
- 3 Points: The written work follows the basic requirements of clear/quality composition.

### *Component 4: Organization of Paper*

- 1 Point: The student hobbled together incoherent, rambling sentences and paragraphs with little consideration of organizing a clear, developed essay that could be easily followed by a reader.
- 2 Points: The student partially succeeded in composing an organized essay. More improvement in order and logic of flow is needed.
- 3 Points: The student has written a well organized, coherent, and logically flowing paper.

### *Component 5: Historical Sense*

- 1 Point: The student exhibits little understanding of historical chronology, change over time, and the relationship among various actors and societal forces which shape the contours of History. The student is not able to analyze the relationship among politics, economics, and social change.
- 2 Points: The student demonstrates a general sense of the significance of chronology, change over time, and the relationship among various actors and societal forces which shape the contours of History. More development, especially of the interplay between actors and events (societal forces), is needed. The student is partially able to analyze the relationship among politics, economics, and social change.

3 Points: The student has firm command of chronology, understands that change occurs as a process over time, and fully develops the interplay between actors and events. The student is able to analyze the relationship among politics, economics, and social change.

---

## **History: Template Rubric Form for Advanced U.S. and Non-U.S. History Courses**

### Component 1: Historical Thesis/Argumentation

Points Criterion

1. There is no historical thesis, there are multiple theses, or what there is of an argument is not developed.
2. There is the outline of a historical thesis or argument, but requires further elaboration.
3. There is a clearly developed historical argument.

### Component 2: Supporting Historical Evidence

Points Criterion

1. There are no specific historical textual evidence provided and no evidence of having done any reading and assimilating of secondary or—if applicable--primary sources.
2. There are a few historical textual examples given, but more specific evidence and citation is needed to develop paper fully.
3. There is ample historical textual evidence used where appropriate to bolster thesis.

### Component 3: Clarity/Quality of Composition

Points Criterion

1. There is no indication that the student has command of the basic requirements of clear/quality composition. These basic requirements of clear composition include, for example, appropriate paragraph breaks, correct spelling, topic sentences, clear sentence transitions, and subject agreement.
2. There are indications that the student has attempted, and partially succeeded, in following the basic requirements of clear/quality composition. However, there is room for improvement in, for example, spelling or sentence transitions.
3. The written work follows the basic requirements of clear/quality composition.

### Component 4: Organization of Paper

Points Criterion

1. The student hobbled together incoherent, rambling sentences and paragraphs with little consideration for organizing a clear, developed essay that could be easily followed by a reader.
2. The student partially succeeded in composing an organized essay. More improvement in order and logic of flow is needed.
3. The student has written a well organized, coherent, and logically flowing paper.

### Component 5: Historical Sense

#### Points Criterion

1. The student exhibits little understanding of historical chronology, change over time, and the relationship among various actors and societal forces which shape the contours of History. The student is not able to analyze the relationship among politics, economics, and social change.
2. The student demonstrates a general sense of the significance of chronology, change over time, and the relationship among various actors and societal forces which shape the contours of History. More development, especially of the interplay between actors and events (societal forces), is needed. The student is partially able to analyze the relationship among politics, economics, and social change.
3. The student has firm command of chronology, understands that change occurs as a process over time, and fully develops the interplay between actors and events. The student is able to analyze the relationship among politics, economics, and social change.

**ATTACHMENT K**

**TABLE OF CORE CURRICULUM ASSESSMENTS AND RESULTS  
Angelo State University Core Curriculum Committee  
March 25, 2011**

Sources: [http://www.angelo.edu/services/strategy/Mission\\_Vision\\_Value\\_Statements\\_and\\_Master\\_Goals\\_.html](http://www.angelo.edu/services/strategy/Mission_Vision_Value_Statements_and_Master_Goals_.html)

Core Curriculum Area	ASU Classes in this category <i>Boldface indicates evaluated courses</i>	Exemplary Educational Objectives from: <a href="http://www.thecb.state.tx.us/index.cfm?objectid=7ED36862-993C-10F2-C64CA9C9EDF26C4C">http://www.thecb.state.tx.us/index.cfm?objectid=7ED36862-993C-10F2-C64CA9C9EDF26C4C</a>	Course evaluation method OR date evaluation is scheduled	Use of data to improve the course
<b>Communication</b>	<p><b>Eng 1301</b> <b>Eng 1302</b> <b>Eng 23—</b> (Soph. Lit; four thematic sections)</p> <p><b>Comm 2301</b></p>	<ol style="list-style-type: none"> <li>1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.</li> <li>2. To understand the importance of specifying audience and purpose and to select appropriate communication choices.</li> <li>3. To understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication.</li> <li>4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.</li> <li>5. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.</li> <li>6. To develop the ability to research and write a documented paper and/or to give an oral presentation.</li> </ol> <p style="background-color: yellow;"><b>All objectives have been covered in this ongoing assessment.</b></p>	<p><b>ENG 1301/1302:</b> embedded assessment of student research report using a VALUE-based rubric. Data collected since Fall 2009.</p> <p><b>Soph. Lit:</b> embedded assessment of critical thinking and reading using a VALUE-based rubric. Data collected since Fall 2009.</p> <p><b>Comm 2301:</b> embedded pilot assessment on informative speeches. Instructor, Peer, &amp; student critiques compared. (Spr 2010, case sample taken in Fall 2010, Spr 2011)</p>	<p><b>ENG 1301/1302:</b> 23% of students showed weaknesses in topic conception, logic, genre choice, organization, citation appropriateness, understanding of the research process, and relevancy of sources. Developing storehouse of pedagogical applications to address these weaknesses.</p> <p><b>Soph. Lit:</b> 42% of students showed weaknesses in application of old information to new situations and analytical abilities. Problems with the rubric, however, make these results inconclusive. Revising rubric Spring 2011.</p> <p><b>Comm 2301:</b> Students needed more instruction on transitions &amp; conclusions. Listening scores were acceptable, but we need to do more with listening (Spr. 2010, Fall 2010 case simple indicates improved listening scores).</p>

Core Curriculum Area	ASU Classes in this category <i>Boldface indicates evaluated courses</i>	Exemplary Educational Objectives from: <a href="http://www.thecb.state.tx.us/index.cfm?objectid=7ED36862-993C-10F2-C64CA9C9EDF26C4C">http://www.thecb.state.tx.us/index.cfm?objectid=7ED36862-993C-10F2-C64CA9C9EDF26C4C</a>	Course evaluation method OR date evaluation is scheduled	Use of data to improve the course
<b>Mathematics</b>	CAM 2305  Math:  MATH 1302 MATH 1303 MATH 1311 MATH 1312 MATH 1332 MATH 1561 MATH 2305 MATH 2331 MATH 2332 MATH 2513	<ol style="list-style-type: none"> <li>1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.</li> <li>2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.</li> <li>3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.</li> <li>4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.</li> <li>5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.</li> <li>6. To recognize the limitations of mathematical and statistical models.</li> <li>7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.</li> </ol> <p style="background-color: yellow; margin-top: 10px;"><b>All objectives are being covered in this ongoing assessment.</b></p>	<p>The Exemplary Educational Objectives for all math sections are being assessed this semester (Spring 2011) via a blackboard pilot test.</p>	<p>Results will be available pending completion of the Spring 2011 semester.</p>

Core Curriculum Area	ASU Classes in this category <i><b>Boldface</b></i> indicates evaluated courses	Exemplary Educational Objectives from: <a href="http://www.thecb.state.tx.us/index.cfm?objectid=7ED36862-993C-10F2-C64CA9C9EDF26C4C">http://www.thecb.state.tx.us/index.cfm?objectid=7ED36862-993C-10F2-C64CA9C9EDF26C4C</a>	Course evaluation method OR date evaluation is scheduled	Use of data to improve the course
<b>Natural Science</b>	BIO 1410 , 1411 , 1480, 2401 , 2402, 2403, 2411, 2423, 2424 CHEM 1301 , 1101 , 1302 , 1102 , 1411 , 1412 , 2353 , 2153 GEOL 1401, 1402 PHYS 1301, 1101, 1302 , 1102, 1421 , 1422 , 1441, 2442 PS 130, 1101 , 1302, 1102, 1403	<ol style="list-style-type: none"> <li>1. To understand and apply method and appropriate technology to the study of natural sciences.</li> <li>2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.</li> <li>3. To identify and recognize the differences among competing scientific theories.</li> <li>4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.</li> <li>5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.</li> </ol> <p style="background-color: yellow; display: inline-block;">All objectives are being covered in this ongoing assessment.</p>	<p>Exemplary Educational Objectives will be pilot tested in Spring 2011 using a non-discipline specific exam. This exam will be administered in several core science courses.</p> <p>Geology, Physical Science, and Physics Core Classes are evaluated by additional questions on the IDEA student survey of instruction. Intended result is that 80% of courses surveyed will respond 4.0 or higher. Pre- and post-testing is being piloted in Physics 1421, 1422, 1441, and 2442 to assess Exemplary Educational Objectives #1 and #2.</p>	<p>Results pending completion of Spring 2011 semester.</p> <p>Results for 2009- 2010 indicate that 80% of non-majors surveyed responded 4.0 (agree) or higher (5.0 = strongly agree) on the 3 additional questions placed on the IDEA Student Survey of Instruction. Results are used to update curriculum in natural science core courses. The Department of Physics met fall 2010 and voted not to continue this objective for 2010-2011. New learning outcomes have been developed and placed on the IDEA student survey of instruction given fall 2010. In Physics 1421, students went from 33% to 54% on the pre- and post-tests. IDEA and pre-post testing results for spring 2011 will be compiled May-June 2011.</p>

Core Curriculum Area	ASU Classes in this category <i>Boldface indicates evaluated courses</i>	Exemplary Educational Objectives from: <a href="http://www.thecb.state.tx.us/index.cfm?objectid=7ED36862-993C-10F2-C64CA9C9EDF26C4C">http://www.thecb.state.tx.us/index.cfm?objectid=7ED36862-993C-10F2-C64CA9C9EDF26C4C</a>	Course evaluation method OR date evaluation is scheduled	Use of data to improve the course
<b>Visual &amp; Performing Arts</b>	ART 1301 1302 1305 , 2301 , 2302 HONR 2302 <u>MUS</u> 1310 , 1341 , 1342 , 1351 , 1361 , 1375 , 1376 <u>TH</u> 1311 & <u>1351</u>	<ol style="list-style-type: none"> <li>1. To demonstrate awareness of the scope and variety of works in the arts and humanities.</li> <li>2. To understand those works as expressions of individual and human values within an historical and social context.</li> <li>3. To respond critically to works in the arts and humanities.</li> <li>4. To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.</li> <li>5. To articulate an informed personal reaction to works in the arts and humanities.</li> <li>6. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.</li> <li>7. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.</li> </ol> <p style="background-color: yellow; margin-top: 10px;"><b>All objectives have been covered in this ongoing assessment.</b></p>	<p><b>MUS 1342:</b> critical listening and evaluation of music was evaluated in Fall 2010 in this class.</p> <p><b>TH 1351:</b> Pilot of Instructor &amp; peer embedded assessment of final duo performance w/ artist/playwright bio/&amp; genre style report. (Spr 2010)</p>	<p><b>Mus 1342:</b> This assessment will be repeated in fall 2011 ....</p> <p><b>TH 1351:</b> Instructor and peer agreement shows the assessment instrument is reliable. Pass rate was acceptable, and artist/playwright/genre report practice will continue to inform their general understanding.</p>

Core Curriculum Area	ASU Classes in this category <i>Boldface indicates evaluated courses</i>	Exemplary Educational Objectives from: <a href="http://www.thecb.state.tx.us/index.cfm?objectid=7ED36862-993C-10F2-C64CA9C9EDF26C4C">http://www.thecb.state.tx.us/index.cfm?objectid=7ED36862-993C-10F2-C64CA9C9EDF26C4C</a>	Course evaluation method OR date evaluation is scheduled	Use of data to improve the course
<p style="text-align: center;"><b>Social Sciences Political Science History</b></p>	<p>AGEC 1331 ECO 2300 ECO 2301 ECO 2302 GEOG 2301 PSY 1303 <b><u>PSY 2301</u></b> SOC 1303 <b><u>SOC 2301</u></b> SOC 2307</p> <p><b><u>POLS 2301 &amp; 2302</u></b></p> <p><b><u>Hist 1301 &amp; 1302</u></b></p>	<p>1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.</p> <p>2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.</p> <p>3. To use and critique alternative explanatory systems or theories.</p> <p>4. To develop and communicate alternative explanations or solutions for social issues.</p> <p>5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.</p> <p>6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.</p> <p>7. To understand the evolution and current role of the U.S. in the world.</p> <p>8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.</p> <p>9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.</p> <p>10. To analyze, critically assess, and develop creative solutions to public policy problems.</p> <p>11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.</p> <p>12. To identify and understand differences and commonalities within diverse cultures.</p> <p>Highlighted goals are evaluated in this cycle.</p>	<p><b><u>Psy 2301:</u></b> pilot test this semester (Spring 2011) over appropriate social science methodology.</p> <p><b><u>POLS 2302:</u></b> pilot test this semester (Spring 2011, examining political forces &amp; US &amp; Texas political systems) (Spr 2011)</p> <p><b><u>HIST 1302:</u></b> pilot test this semester (Spring 2011) to examine student understanding/application of the significance of historical events in US &amp; Texas history.</p>	<p><b><u>Psy 2301:</u></b> results from pilot test in Spring 2011 are forthcoming</p> <p><b><u>POLS 2302:</u></b> results from pilot test in Spring 2011 are forthcoming</p> <p><b><u>Hist 1302:</u></b> pretest indicates weak retention and analysis skills from high school history classes. Posttest results forthcoming.</p>



Core Curriculum Area	ASU Classes in this category <i>Boldface indicates evaluated courses</i>	Exemplary Educational Objectives from: <a href="http://www.thecb.state.tx.us/index.cfm?objectid=7ED36862-993C-10F2-C64CA9C9EDF26C4C">http://www.thecb.state.tx.us/index.cfm?objectid=7ED36862-993C-10F2-C64CA9C9EDF26C4C</a>	Course evaluation method OR date evaluation is scheduled	Use of data to improve the course
<b>Computer Literacy</b>	AGECE 1351 ASCI 1351 <b>BCIS 1305</b> CAM 1351 <b>COMM 2345</b> <b>CS 1301</b> CS 1341 CS 1351 CS 1361 CS 1371 ED 2323 MATH 1351 <b>MM 2345</b> , MUS 2353 <b>NUR 2338</b> TH 2345 USTD 2323	<p>Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to evaluate and learn new technologies as they become available.</p> <p><b>All objectives have been covered in this ongoing assessment.</b></p> <ol style="list-style-type: none"> <li>1. To use accepted word processing techniques to produce a well-designed and aesthetically pleasing formal document.</li> <li>2. To use standard spreadsheet features to produce a representation and analysis of numerical data.</li> <li>3. To create an original graphic image (including graphs and/or sketches).</li> <li>4. To locate, retrieve and evaluate information relevant to a question or issue.</li> <li>5. To create an electronic document that discusses a single subject or conveys a message.</li> <li>6. To recognize and respond to an ethical issue related to computer usage.</li> </ol>	<p><b>Comm/MM 2345:</b> embedded assessment of layout/design principles, ethics, creating/explaining data visually (Spr 2010 &amp; 2011)</p> <p><b>BCIS 1305:</b> uses SAMs classroom software program to test ethics, use of numerical data, graphics.</p> <p><b>CS 1301:</b> additional items reviewed on IDEA forms. (every semester)</p> <p><b>NUR 2338:</b> online test. (reviewed every semester?)</p>	<p><b>Comm/MM 2345 in Fall 2010:</b> placed more emphasis on ethics discussions &amp; visual data creation.</p> <p><b>BCIS 1305:</b> modifications made each semester by the results</p> <p><b>CS 1301:</b> Faculty/Dept. Head review results in review and enhancement of curriculum, text, methodology each semester</p> <p><b>NUR 2338:</b> TBD</p>

**ATTACHMENT L**

**SAMPLE RUBRICS FOR  
ASSESSMENT OF THE CORE CURRICULUM**

---

**Core Curriculum FYC Rating Form: 1302 Research Project  
Department of English**

**Department Learning Outcomes: 55% of students successfully completing the Freshman Year Composition Sequence will be able to:**

- **focus on a purpose;**
- **respond to the needs of different audiences;**
- **use conventions of format and structure appropriate to the rhetorical situation;**
- **demonstrate the interactions among critical thinking, critical reading, and writing;**
- **engage in the electronic research and composing processes common in their fields;**
- **engage in the composing processes associated with the research processes common in their fields to write a research paper;**
- **demonstrate control over such surface features as grammar, punctuation, and spelling.**

Date Essay Submitted \_\_\_\_\_

**Performance Level (check one of the following)**

Superior (grade of A or B) \_\_\_\_\_

Pass (grade of C) \_\_\_\_\_

---

Needs Work (grade of D or lower) \_\_\_\_\_ **(check any of the following characteristics that apply)**

**Learning Outcome One: focus on a purpose**

\_\_\_\_\_ conception of topic

\_\_\_\_\_ clarity of ideas

\_\_\_\_\_ focus and direction

\_\_\_\_\_ introduction and conclusion

\_\_\_\_\_ logic of argument

\_\_\_\_\_ support and integration

**Learning Outcome Two: respond to the needs of different audiences.**

\_\_\_\_\_ genre choice

\_\_\_\_\_ organization

\_\_\_\_\_ content sufficiency

\_\_\_\_\_ style

\_\_\_\_\_ voice

**Learning Outcome Three: use conventions of format and structure appropriate to the rhetorical situation**

\_\_\_\_\_ variety of introductions to quotations

\_\_\_\_\_ quotations edited for condensation or clarification

\_\_\_\_\_ internal citation follows documentation style requirements

**Learning Outcome Four: demonstrate the interactions among critical thinking, critical reading, and writing**

- \_\_\_\_\_ understands the assignment to be a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources
- \_\_\_\_\_ integrates own ideas with those of others
- \_\_\_\_\_ understands the relationships among language and knowledge

**Learning Outcome Five: engage in the electronic research common in their fields**

- \_\_\_\_\_ source relevancy
- \_\_\_\_\_ source currency
- \_\_\_\_\_ source reliability

**Learning Outcome Six: engage in the composing processes associated with the research processes common in their fields to write a research paper.**

- |   |                                |
|---|--------------------------------|
| _____ organization and effective use of researcher's notebook | _____ note taking from sources |
| _____ narrowing and focusing thesis                           | _____ outlining                |
| _____ selection of appropriate primary and secondary sources  | _____ drafting                 |
|   | _____ revising                 |
|   | _____ editing and proofreading |

**Learning Outcome Seven: demonstrate control over such surface features as syntax, grammar, punctuation, and spelling**

- \_\_\_\_\_ demonstrates control over the conventions of usage with minimal number of errors
- \_\_\_\_\_ demonstrates control over specialized vocabulary with minimal number of errors
- \_\_\_\_\_ demonstrates control over mechanics with minimal number of errors
- \_\_\_\_\_ demonstrates control over bibliographic format

**History 1302 Assessment Test (Pre- and Post-)**

**Statement of Intent**

In accordance with SACs expectations a pre-test and post-test will be administered to sections of History 1302 in the Spring 2011 semester. The pre-test and post-test—both of which will ask the same questions—will be done in a manner consistent with the Texas Higher Education Coordinating Board's "Alignment with Exemplary Educational Objectives for the Social and Behavioral Sciences." Most particularly, the pre-test and post-test will help History faculty and students, "To examine social institutions and processes across a range of historical periods, social structures, and cultures" by asking a series of consistent questions concerning specific historical periods covered in History 1302 sections.

This pilot assessment of History 1302 will enable History faculty to measure student learning outcomes, particularly acquisition of content knowledge and critical thinking skills, as mandated by SACs and the Texas Higher Education Coordinating Board.

**Pre-Test/Post-Test Questions (25 Multiple Choice; 50 minutes)**

1. U.S. President Andrew Johnson—
  - a. Enthusiastically embraced Radical Republican Reconstruction
  - b. Participated in the plot to assassinate President Abraham Lincoln
  - c. Opposed civil rights for the freed slaves
  - d. All the above
2. The 13<sup>th</sup> Amendment to the U.S. Constitution—
  - a. Abolished slavery
  - b. Established black citizenship
  - c. Guaranteed black male voting rights
  - d. Recognized Confederate independence
3. The 14<sup>th</sup> Amendment to the U.S. Constitution—
  - a. Guaranteed black male voting rights
  - b. Established black citizenship
  - c. Abolished slavery
  - d. None of the above
4. The 15<sup>th</sup> Amendment to the U.S. Constitution—
  - a. Abolished slavery
  - b. Established black citizenship
  - c. Guaranteed black male voting rights
  - d. All the above
5. In 1892 the steel workers at Homestead, Pennsylvania, went on strike against—
  - a. George Pullman
  - b. John D. Rockefeller
  - c. Andrew Carnegie
  - d. William Jennings Bryan
6. Which is **not** a late 19<sup>th</sup> Century Second Industrial Revolution enterprise?
  - a. Steel
  - b. Automobiles
  - c. Oil refining
  - d. Textiles
7. The second massive immigrant wave to the U.S. between 1890 and 1914 came from—
  - a. Southern and Eastern Europe
  - b. Northern and Western Europe
  - c. Ireland
  - d. Japan
8. The Democratic presidential candidate who proclaimed in 1896 that, “You shall not crucify mankind upon a cross of gold” was—
  - a. Ben “Pitchfork” Tillman
  - b. Grover Cleveland
  - c. William Jennings Bryan
  - d. William McKinley
9. Deflation in the late 19<sup>th</sup> century led to—
  - a. Greater political stability in the farm states
  - b. A decline in farm prices, especially cotton and wheat

- c. Rising standards of living in the urban East
  - d. B and C
10. This early 20<sup>th</sup> century Democratic president proclaimed that he wanted to make the “world safe for democracy” while racially segregating federal facilities in America:
- a. Theodore Roosevelt
  - b. William McKinley
  - c. Warren Harding
  - d. Woodrow Wilson
11. The Poll Tax was one of several methods designed in the late 19<sup>th</sup> and early 20<sup>th</sup> Century in the South to—
- a. Raise revenue for poor southern states
  - b. Promote a more open and democratic electoral order
  - c. Limit the number of poor blacks and whites who could vote
  - d. Develop a better way to measure public opinion
12. The 1924 immigration law—
- a. Removed barriers to entry into the United States from China
  - b. Established discriminatory national origins quotas
  - c. Restricted immigration from England
  - d. None of the above
13. What percent of Americans in the economically booming 1920s lived at or below the level of subsistence?
- a. 10 percent
  - b. 25 percent
  - c. 60 percent
  - d. 100 percent
14. What was the impact of the moving assembly line on the cost of Henry Ford’ early 20<sup>th</sup> century automobiles?
- a. Prices increased
  - b. Prices remained the same
  - c. Americans stopped buying Fords
  - d. Prices decreased
15. What was the unemployment rate in the United States in 1932?
- a. 25 percent
  - b. 4 percent
  - c. 100 percent
  - d. 0 percent
16. The FDIC—
- a. Insured depositors’ bank accounts up to a certain amount in case the bank failed
  - b. Allowed for no-cost checking accounts
  - c. Contributed to the collapse of the American financial system in 1932
  - d. All the above
17. The 1935 Fair Labor Standards Act—
- a. Placed the power of the federal government behind collective bargaining
  - b. Enhanced the political position of labor unions
  - c. Helped tie labor union members to the New Deal Democratic Party
  - d. All the above
18. World War II in Asia began in 1937 with—

- a. The German bombing of the U.S. Pacific Fleet at Pearl Harbor
  - b. The Japanese invasion of China
  - c. The Chinese invasion of Japan
  - d. The Russian invasion of the Soviet Union
19. The Truman Doctrine was designed—
- a. To keep Republicans from winning the House of Representatives
  - b. To keep Republicans from winning the Senate
  - c. To keep communism from spreading to free countries
  - d. All of the above
20. The United States committed itself after World War II to provide for the economic reconstruction of western Germany and to provide its military security because—
- a. No one else other than the Soviet Union could do it
  - b. The economic recovery and political stability of Western Europe depended upon western Germany's revitalization
  - c. The Soviet Union desired a weakened Western Europe which was nearly enough justification by itself to rebuild western Germany
  - d. All the above
21. Why was there a Korean War between 1950 and 1953?
- a. The Soviet Union, frustrated in western Europe, looked for a new front to undermine American security interests
  - b. North Korea's communist dictatorship wanted to unite the politically divided peninsula
  - c. Communist China hoped to intimidate America's Asian allies
  - d. All the above
22. The U.S. Supreme Court's 1954 decision in *Brown vs. Topeka Board of Education*--
- a. Overturned the doctrine of separate but equal in the 1896 *Plessy vs. Ferguson* decision
  - b. Ended Jim Crow in the South
  - c. Affirmed Jim Crow in the South
  - d. All of the above
23. The 1964 Civil Rights Act and the 1965 Voting Rights Act—
- a. Became known as the "Second Reconstruction"
  - b. Reaffirmed the principles found in the 14<sup>th</sup> and 15<sup>th</sup> Amendments to the U.S. Constitution
  - c. Protected blacks from job discrimination and voter intimidation
  - d. All the above
24. The 1964 Gulf of Tonkin incident led President Lyndon Johnson—
- a. To reject the application of the Truman Doctrine to Asia
  - b. To cancel his vacation beach plans in Southeast Asia
  - c. To go to Congress for an open-ended resolution authorizing him to respond to North Vietnamese communist aggression
  - d. None of the above
25. The New Deal-Cold War Democratic coalition which had largely dominated the White House and Congress since 1932, came apart between 1968 and 1972 because—
- a. Violent urban unrest and mounting crime rates
  - b. Violent college campus protest and mounting destruction
  - c. Liberal Democrats rejected America's Cold War foreign policy
  - d. All the above
-

**Reporting Form  
Sophomore Literature Core  
Reading Assessment**

Instructions:

Please make a copy of this form for each student who submits the assessed assignment.

Check the appropriate box for each assessed assignment.

Return the assessment forms to Jeff Schonberg, Chair of the Assessment Committee, by the end of final exam week.

Assessment Rubric

\_\_\_\_\_ **Superior (4):**

Analyzes elements to develop an *effective* interpretation: demonstrates substantial depth and complexity of thought; supports ideas consistently using substantial evidence from the text.

\_\_\_\_\_ **Proficient (3):**

Analyzes elements to develop an interpretation: demonstrates limited depth and complexity of thought; supports ideas occasionally using limited evidence from the text.

\_\_\_\_\_ **Weak (2):**

Analyzes elements to develop a *partial* interpretation: demonstrates superficial understanding of the text and superficial thought; rarely supports ideas with evidence from the text.

\_\_\_\_\_ **Unsatisfactory (1):**

Does not analyze elements; does not develop an interpretation: demonstrates little to no understanding of the text being interpreted or analyzed; uses information that is off-topic and irrelevant to the analysis of the text.

---

## Comm/MM 2345 assessment rubric:

Using any publication program (Microsoft Publisher, Adobe InDesign, or other publication program available in the computer lab) create a one-page newsletter for an organization to which you currently or have recently belonged with the following items on that page:

- A nameplate (generally at the top of the publication) containing the name of your newsletter
- The newsletter should use a 3-column format
- A graphic illustrating numerical data which you have created on your topic (you may use any available software in the lab to create the graph, then copy/paste or insert it into your newsletter)
- A photograph from the “I” drive (Apps on “I” > draw10>collection>photos>select a folder and photograph from within that folder to insert into your publication with a one-sentence explanation of the photo placed underneath the photo).
- Locate the Ethical Question for discussion in the classroom folder on the “J” drive (“J” drive > Classroom Work > Communication, Drama, & Journalism > \_\_\_\_ (your instructor’s name) > Comm/Jour 2345 (pick your section). The file will be named “ethicalquestion.docx.” Open the file and copy/paste the question as an article you will write in your newsletter—this question gives an ethical dilemma when using computers. Answer the question in the same article of your newsletter and put an appropriate headline at the top of the article.
- Fill in the other openings in the document with information you will write concerning your organization.

**The newsletter may only be one (1) 8.5x11 sheet of paper.**

---

### **Rubric:**

1 = activity not performed

2 = activity performed, but incorrect/ incomplete

3 = activity performed correctly

4 = activity performed correctly using a standard font and standard font size

5 = activity performed correctly using a standard font and standard font size and well-fitted to the space designed for it

	1	2	3	4	5
3-column layout					
Nameplate	1	2	3	4	5
Graphic illustration	1	2	3	4	5
Photograph	1	2	3	4	5
Photo caption	1	2	3	4	5
Ethical Question copied/pasted	1	2	3	4	5
Ethical Question answered	1	2	3	4	5
Additional story:					
Headline appropriate	1	2	3	4	5
Conveys a message	1	2	3	4	5
Overall newsletter appearance	1	2	3	4	5

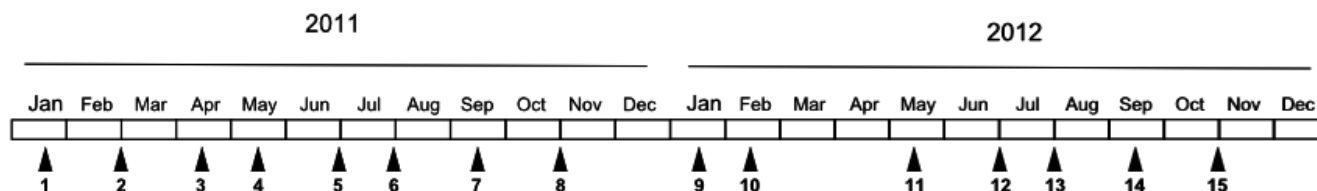
**Maximum grade = 50**



## ATTACHMENT M

### ACADEMIC AFFAIRS STUDENT LEARNING ASSESSMENT

#### ACTION TIMELINES/DEADLINES January 2011—December 2012



- 1** – 20 January 2011, Reviews of SLO assessment reports for AY2009-2010 delivered to Deans and Dept. Heads
- 2** – 5 March 2011, SLO assessment plans for AY2010-2011 due to Deans and Director of Academic Assessment
- 3** – 15 April 2011, Deans will submit to the Provost a comprehensive review of assessment plans including an explanation of steps need to address any deficiencies
- 4** – 15 May 2011, Collection of assessment results for AY2010-2011 complete, Director of Academic Assessment informed
- 5** – 1 July 2011, Preliminary analysis of assessment results for AY2010-2011 complete, Director of Academic Assessment informed
- 6** – 1 August 2011, Assessment results for AY2010-2011 delivered to department faculty and Deans, Deans will work with Department Heads to develop appropriate responses to assessment results, Director of Academic Assessment informed
- 7** – 15 September 2011, SLO assessment reports for AY2010-2011, including use of results, delivered to Director of Academic Assessment for review by the University Assessment Committee
- 8** – 1 November 2011, Reviews of SLO assessment reports for AY2010-2011 returned to Deans and Department Heads
- 9** – 15 January 2012, SLO assessment plans for AY2011-2012 due to Deans and Director of Academic Assessment
- 10** – 15 February 2012, Deans will submit to the Provost a comprehensive review of assessment plans including an explanation of steps need to address any deficiencies
- 11** – 15 May 2012, Collection of assessment results for AY2011-2012 complete, Director of Academic Assessment informed
- 12** – 1 July 2012, Preliminary analysis of assessment results for AY2011-2012 complete, Director of Academic Assessment informed
- 13** – 1 August 2012, Assessment results for AY2011-2012 delivered to department faculty and Deans, Deans will work with Department Heads to develop appropriate responses to assessment results, Director of Academic Assessment informed
- 14** – 15 September 2012, SLO assessment reports for AY2011-2012, including use of results, delivered to Director of Academic Assessment for review by the University Assessment Committee
- 15** – 1 November 2012, Reviews of SLO assessment reports for AY2011-2012 returned to Deans and Department Head