

**Monitoring Report to the  
Middle States Commission on Higher Education**

From



Troy VanAken, Ph.D., President

Lynn Franken, Ph.D.,  
Vice President for Academic Affairs/Dean of the College

Jennifer Griffin, Ph.D., Associate Academic Dean & Accreditation Liaison Officer

David Buck, Ph.D., Assistant Academic Dean

Action of the Middle States Commission on Higher Education (11/20/14):

*To accept the monitoring report and to note the visit by the Commission's representatives. To warn the institution that its accreditation may be in jeopardy because of insufficient evidence that the institution is currently in compliance with Standard 14 (Assessment of Student Learning). To note that the institution remains accredited while on warning. To request a monitoring report, due September 1, 2015, documenting evidence that the institution has achieved and can sustain ongoing compliance with Standard 14. To request that the monitoring report include, but not be limited to, documented evidence of an organized and sustained assessment process, in all programs including general education, that is used to improve student learning, with evidence that assessment information is used in budgeting, planning and resource allocation (Standard 14). A small team visit will follow submission of the monitoring report. To direct a prompt Commission liaison guidance visit to discuss Commission expectations. The due date for the next evaluation visit will be set when accreditation is reaffirmed.*

September 1, 2015

**Date of Evaluation Team Visit**  
September 23 and 24, 2014

## Table of Contents

<b>I. Background to the Commission Action and Institutional Profile .....</b>	<b>1</b>
<b>II. Standard 14: Student Learning Outcomes Assessment.....</b>	<b>2</b>
A. Academic Departments .....	4
B. General Education .....	6
C. Student Life .....	12
<b>III. Thiel College Assessment System and Support for Student Learning Outcomes     Assessment .....</b>	<b>13</b>
<b>IV. Conclusions.....</b>	<b>19</b>
<b>V. Appendix .....</b>	<b>1/94</b>

# I Introduction

## **Background to the Commission Action**

Based on its campus visit of September 23-24, 2014, a Middle States Commission on Higher Education (MSCHE) small team composed of Drs. Cynthia Zane, Mary Diane Clark, and Sean McKittrick commended the College for improving its assessment of institutional effectiveness and for implementing a more coherent and consequential system of assessment of student learning at the departmental level. At the same time, the visiting team expressed concern that Thiel had not provided sufficient evidence of compliance with Standard 14, Assessment of Student Learning, especially with respect to assessment of its general education requirements. On November 20, 2014, the Commission notified the College of its decision *to warn the institution that its accreditation may be in jeopardy because of insufficient evidence that the institution is currently in compliance with Standard 14 (Assessment of Student Learning)*.

On November 19, 2013, following three years of planning, the College adopted a new core curriculum. During this very active period of core re-design, the College made a critical mistake. We failed to implement a regular assessment rotation for courses in the then-current core curriculum or to complete a formal update of the *Integrative Requirement Review Report 2008-2009*. In the 2014 Monitoring Report and for the subsequent small team visit, we were unable to provide acceptable evidence of ongoing core assessment. In response to the Commission warning on compliance with Standard 14, the faculty has continued to refine and expand departmental Student Learning Outcomes (SLO) assessment activities and has designed and implemented a system of assessment for its new general education curriculum. This report documents SLO assessment activities and improvements for all academic programs, with particular emphasis on general education assessment. AY 14/15 SLO assessment results, revised All-College Student Learning Outcomes, and actions for improvement linked to resource allocation are also included. All materials referenced in the report and neither hyperlinked nor included in the appendix may be found on the College's [Institutional Research \(IR\) webpage](#).

## **Institutional Profile**

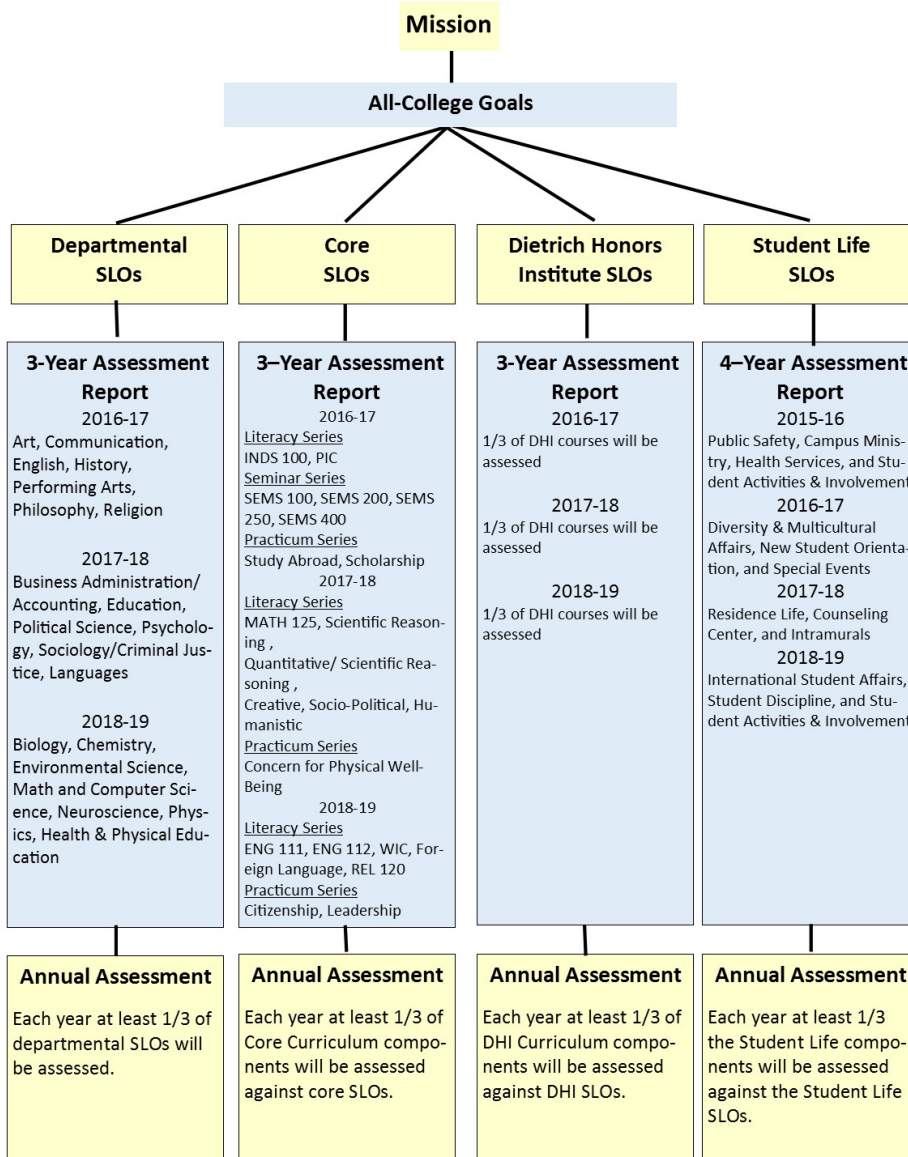
In 2016, Thiel College will celebrate the sesquicentennial of its founding, in 1866, as an independent, residential, and co-educational liberal arts institution in the Lutheran tradition. Today, the College is providing liberal arts and sciences and pre-professional education to approximately 1000 students. Located in western Pennsylvania, Thiel draws most of its students from Pennsylvania and Ohio. Combining a continuously updated curriculum taught by a committed faculty with an assertive and imaginative co-curriculum, the College has also been able to attract students from an additional 14 states and six countries. From its inception, the College has understood its Lutheran heritage as a call to educate the whole student and to educate all enrolled students. Our admission policies have been generous, our ethos one of individualized attention to the needs and capacities of every student. In the phraseology of Loren Pope, our aspiration has been to be among the colleges that change lives. As we enter a new and more rigorous phase of assessing student learning outcomes, we are in pursuit of goals MSCHE has helped us to understand as deeply complementary: to *engender* the richest possible learning experience for students and to *demonstrate* to students, parents, faculty, alumni, trustees, and to all who cherish our mission, goals, and values that our commitment to transformational teaching and learning is fully realized, supported, and documented by evidence. (See [Thiel College Fast Facts](#) for institutional profile detail, appendix p. 93).

## **II**

### **Standard 14: Student Learning Outcomes Assessment**

The *Thiel College Student Learning Outcomes Assessment Process* shows the flow of student learning assessment across all areas of formalized student learning: academic departments, core curriculum, Dietrich Honors Institute (DHI) curriculum, and Student Life co-curriculum.

Thiel College Student Learning Outcomes Assessment Process



As indicated in the chart, after AY 15/16, all of these areas will assess portions of their programs annually, with comprehensive reports for academic and core assessments due every three years and for Student Life departments every four years. The [Assessment Cycle](#) (appendix p. 82) provides a schedule of assessment dates and the individual(s) or groups responsible for each assessment.

## A. Academic Departments

In response to MSCHE's requirement (11/ 21/13) of a Monitoring Report on Standards 7 and 14, followed by the requirement (11/20/14) of an additional report on Standard 14, the faculty has refined and enhanced student learning outcomes assessment in all academic departments as follows:

- review and updating of existing departmental student learning outcomes goals;
- review and updating of departmental curriculum maps (course to departmental goals);
- departmental reflection on assessment results and implications for course design, course sequencing, assignments, and pedagogies;
- design and implementation of actions to improve identified student learning outcomes deficiencies.

The AY 13/14 departmental student learning outcomes assessment chart summarizing departmental assessment results, included in the Monitoring Report of September 1, 2014, is posted on the College's [Institutional Research \(IR\) webpage](#). MSCHE small team visitors reported that AY 13/14 departmental student learning outcomes assessment was adequate overall and in some cases excellent. According to the report:

- *The faculty demonstrated intense work to develop strategic learning outcomes (SLOs) for each department in the past year.*
- *The table on pages 17 through 20 of the September 2014 Monitoring Report clearly provide evidence that the departments are using these SLOs to assess their programs to provide evidence based changes to both their programs and their own SLOs.*
- *Faculty are energetically involved with assessment at this time, after the work in the Spring of 2014 where they employed their own SLOs, actively evaluated their departmental programs, and created action plans to improve their curriculum and SLOs.*

—Middle States Small Team Report, pp.9-10

The activities noted above were supplemented throughout AY 14/15 with sessions on rubric design, sample size, and more work on developing action items specifically tied to SLO results and robust enough to effect measureable improvement in student learning. We also re-designed the summary chart to provide more information and a clearer link between SLO results and action items. The [departmental assessment summary chart for AY 14/15](#) (appendix pp. 1-24) displays AY 13/14 action items and their current status; SLOs assessed in spring 2015; assessment results, process and reflection; a ratio of assessments to total enrollment in courses assessed; and action

items for AY15/16. Most departments employed a scoring rubric, and samples were selected randomly (see sample Department Reports in appendix, pp. 25-32; and all reports on the [IR website](#)). By December 15, 2015, we will have demonstrated additional continuous improvement by ensuring **a)** that all rubrics are appropriately analytic, so that actions are clearly relevant to SLOs addressed; **b)** that sample sizes are adequate to generate reliability over time (in the case of cohorts of fewer than ten, we are recommending assessment of 100% of the available cohort), and **c)** that all departments, in addition to assessing a culminating course (capstone or equivalent) annually, also have in place a sustainable plan to assess other aspects of the curriculum/co-curriculum for majors/minors on a rotating basis.

In May 2015, an informal comprehensive review of departmental assessment over the past two years, undertaken by the Office of Academic Affairs, revealed weaknesses across academic departments in student learning outcomes in the areas of **critical thinking** (e.g., analysis of textual and quantitative data and formulating well-supported, data-based conclusions) and **communication** (written, oral, and visual, including technology-enhanced presentations in all these modes). Major action items to be implemented in AY 15/16 include faculty development sessions focused on **a)** targeted mini-lectures in response to perceived student confusion; **b)** acting in concert to embed advance student preparation as essential to acceptable quality of class participation; **c)** privileging student problem-solving and other highly engaged participation in class; **d)** designing assignments that require students to analyze information; **e)** creating a Writing and Presentation Center combining all modes of communication and housed in the Peda Communication Center; and **f)** cross-departmental annual assessment of progress in these areas.

The first implementation step on items **a** through **d** occurred on August 13, 2015, in a day-long workshop attended by all academic department chairs and at least one additional faculty member from each department. The VPAA developed and facilitated the workshop, with assistance by the Associate and Assistant Dean and the Faculty Executive Committee (FEC). The workshop agenda and a list of readings are provided in the appendix, pp. 83-84. A description of the proposed Writing and Presentation Center is provided in the appendix, p. 85.

To ensure that these actions are adequately funded and appropriately implemented, the [Assessment Steering Committee \(ASC\)](#) (appendix p. 81), at its first meeting in AY 15/16 (9/24/15), will review departmental student learning outcomes results and action items. At its second fall meeting (11/14/15), the ASC will begin its assessment of assessment, including review of the

current system, with particular focus on the intersection between assessment planning and institutional budgeting. This process will be completed annually, each fall, and revisited by the ASC at each of its spring meetings, with the final meeting devoted to preparation of a final annual report to the Board of Trustees.

In May 2016, all academic department chairs will meet to discuss student learning progress in critical thinking and communication across departments, using the AY 15-16 departmental assessments. In addition, the senior professor in Philosophy has received a fall 2015 course release to begin designing a critical thinking across the disciplines faculty development program to enhance our understanding of the elements of critical thinking shared across the disciplines and to sharpen our skills in revising our pedagogies and assignments to improve student learning in this area.

## **B. General Education**

General education occurs at Thiel through the core curriculum and the honors core (Dietrich Honors Institute [DHI]) and is reinforced through co-curricular activities sponsored by Student Life. Documentation of the Middle States requirement that organized, systematic, and sustained assessment of general education SLOs be implemented and of its chief recommendation, that SLOs be aligned across all three areas, is provided below.

### **Assessment Design and Implementation for the Core Curriculum**

The [new core curriculum](#) (appendix p. 94), adopted on November 19, 2013, was partially implemented in AY 14/15. Assessment implementation began in fall 2014 and continued through spring 2015. In the fall semester, we assessed Core SLOs using AAC&U VALUE rubrics; in the spring, having discovered both the strengths and weaknesses of the VALUE rubrics for single course assessment, we supplemented these with a revised version of our own Core SLO-specific rubrics.

#### **The Core Curriculum Student Learning Outcomes**

1. Recognize how various disciplines are interconnected.
2. Examine the interdisciplinary nature of complex global problems.
3. Describe the historical development, the interconnectedness and complexity of different societies.
4. Evaluate the significance of texts and data.
5. Explain course texts and themes by participating in seminar discussion, presentations, and writing.
6. Utilize civil and critical discourse and engage in dialogue.
7. Use discussion, research, information literacy, class presentations, writing, etc. to demonstrate critical thinking.
8. Demonstrate an understanding of the creative process.
9. Identify habits of healthy living.



We found the use of two sets of rubrics (appendix pp. 44-46) to be beneficial in identifying a more ambitious benchmark for the next round of core assessment. The Core SLO rubric allowed the faculty to score student work based on the specific SLO being considered, while the VALUE rubrics provided a more granular developmental context. For example, in the assessment of core SLO #4, students appear to evaluate texts and data quite well.

<b>Evaluate the significance of texts and data</b>	<b>Percentage scoring 2 or higher</b>
Lab Sciences Distribution	84%
Humanities Distribution	95%
SEMS 200: Western Traditions	90%

However, examination of the VALUE rubric scoring results revealed that students are less skilled at stating their own position regarding specific texts and/or data.

<b>AAC&amp;U VALUE Rubric</b>	<b>Rubric Component</b>	<b>Average Score</b>
Critical Thinking	Student's Position	70% (2 or higher)
		27% (3 or higher)

We are using these assessment results to assist us in developing specific action items for improvement, as well as for possible rubric redesign. The [AY 14/15 core assessment summary chart](#) (appendix pp. 33-43) is supported by extended core area reports ([IR website](#)).

### Non-implemented Core Components

The following areas of the new core will not be implemented until AY15/16: Presentation Intensive Courses (PIC, in the Literacy Series); SEMS 400: Global Issues (in the Seminar Series); and the experiential component (in the Practicum Series). Assessment plans have been developed for each component (appendix pp. 57-58.).

### Process for Assessment of the Core Curriculum

*Fall 2014:* The Assistant Academic Dean and core teaching faculty members designed assessment procedures for the core curriculum. All faculty members who contribute to core teaching were consulted on the following items:

- selecting the core learning outcomes most applicable;
- mapping coursework to the appropriate core learning outcomes;
- collecting samples of student work for evaluation.

To assist faculty members unfamiliar with the VALUE rubrics, five rubric training workshops were held between December 2014 and April 2015. Total attendance was 72, with some faculty members attending more than one workshop.

*Spring 2015:* The May 4-6 Hodge Workshop on Core Learning Assessment gathered 20 faculty members to score student work, discuss results, identify strengths and weaknesses, and develop action items. Additionally, the implemented SEMS courses, INDS 100, and Writing Intensive Courses (WIC) were assessed by faculty work groups, who prepared the extended draft reports summarized in the [AY 14/15 core assessment summary chart](#).

Participants found the interaction with their peers to be helpful in both the assessment scoring process and the creation of effective action items. As a group, they felt better prepared to assess the core and to recommend pedagogical improvements for AY 15/16. We will again provide assessment workshops throughout AY 15/16 and repeat collaborative scoring in May 2016. As detailed below, we found flaws in the setting of achievement benchmarks for the new core; in faculty understanding and implementation of pedagogies to foster deep and transferable knowledge and skills; and in the design of core SLOs. It is on correcting these flaws that workshops in AY 15/16 and summer 2016 will focus. Discovery of these flaws was highly organic, revealed by and to core faculty members as, together, they completed assessments, discussed results, and prepared reports submitted to the assistant academic dean for synthesis.

Worth particular notice is that assessment results for the core closely track assessment results for majors and minors (see p. 5). As a College, we now have clear evidence of student learning outcomes weaknesses—in critical thinking and in clear, appropriately developed and supported, communication—stretching from the core to achievement among our most senior students. This finding suggests that faculty workshops in AY 15/16 should speak to integrated teaching, learning, and assessment across all four years of student experience.

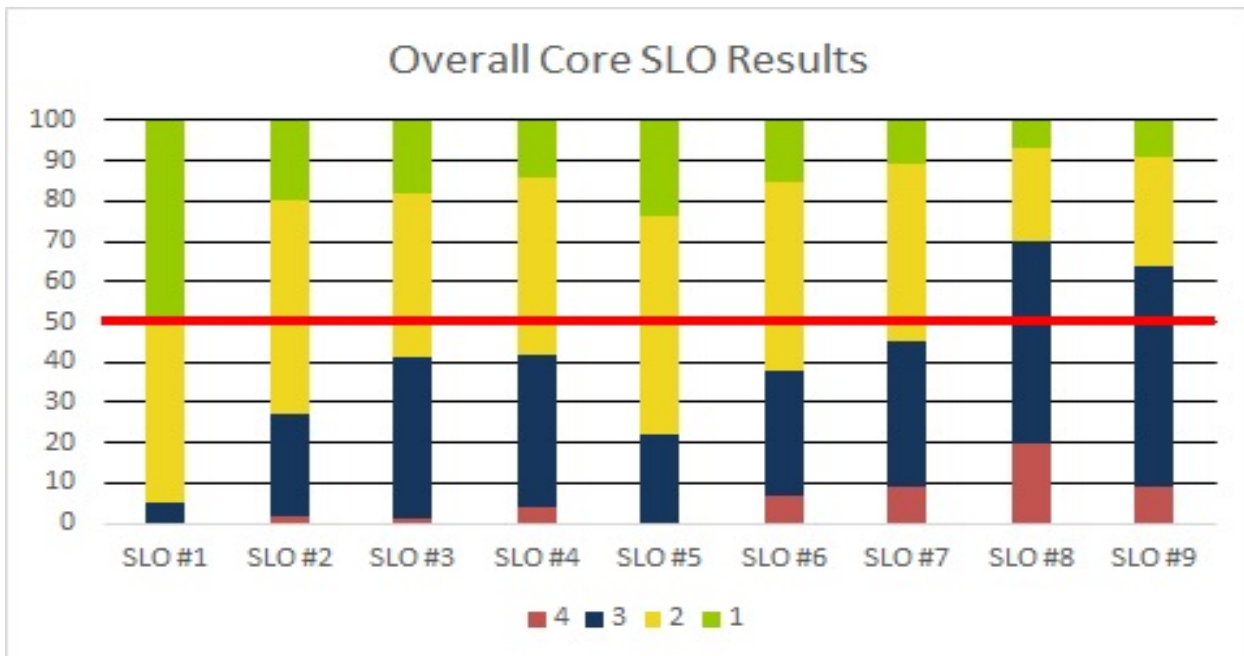
## **Core Assessment Analysis**

### Setting Initial Benchmarks

While the Seminar Series and the Practicum Series of the revised core curriculum span the four years of a student's education, most literacy series requirements/options are 100- or 200-level courses. Thiel College takes pride in providing transformational educational experiences for

underprepared students and diverse student populations. In setting the benchmark for our assessment, we considered these indicators: average composite SAT score is 965, 48% of students are Pell eligible, and approximately 31% are first generation students. Given these indicators, we established a conservative initial benchmark— that 50% of students would score 2 or higher on the four-point core learning outcomes rubrics.

Student Learning Outcomes Results



As can be seen in the Overall Core SLO Results bar chart, our students exceeded the initial benchmark on eight of the nine core SLOs, with more than 75% of students achieving at least a 2 (see sample Core Assessment Reports, appendix pp. 46-56). Students scored significantly lower on core SLO #1. This outcome is unsurprising as it was assessed only in the one-credit SEMS 100: Introduction to Seminar, the first course in our seminar series, taken exclusively by first-year students. Considering these results, faculty at the Hodge Institute on Core Learning Assessment agreed to recommend the following adjustments of our benchmark.

**Revised Assessment Benchmarks**

**70%** of students will achieve a 2 or higher on all core SLOs.  
**40%** of students will achieve a 3 or higher on all core SLOs by 2017-2018 (an aspirational goal for students who will be the first graduating class completing the revised core curriculum).

With 75% of the students achieving the benchmark on 8 of the 9 SLOs assessed, we realize that we should have set a higher benchmark. With all SLOs combined producing only 5.8% of scores of 4, we conclude that a goal of 3 or higher for 40% of students, upon completion of the full core, is highly desirable and achievable with appropriate action items coordinated across the core. SEMS 400: Global Issues, expressly designed to serve as the Seminar Series capstone, will be assessed for the first time in the spring of AY 15/16.

### Actions for Improvement

#### 1. Core SLOs and Alignment of SLOs Across the College

The design of the SLOs used to assess the core occurred principally, and appropriately, as the core was being designed. From the beginning of the process, the faculty focused on “backward design,” from course SLOs to course content and pedagogies. We knew already, via informal evaluation and rich discussion, that our dominant pedagogy, lecture/discussion, was failing to foster the deep, transferable learning we desired for our students. This focus resulted in SLOs aimed at course activities rather than long-term outcomes. As the direct result of core assessments completed in the fall 2014 and of continuously enhanced understanding of properly designed SLOs (including references to the practice of other institutions and consultant advice), we revised and condensed our All-College SLOs, ultimately deciding that these new goals would, beginning in AY 15/16, not merely align with core SLOs but replace them entirely.

Mindful of the value of continuity and reluctant to task the faculty, mid-year, with a new set of core SLOs, we completed spring 2015 core assessments using the original core SLOs. As noted, for the spring assessments, we used both core SLO-specific rubrics and AAC&U Value rubrics to enhance the validity of our findings. In AY 2015/16, we will not revisit those original core goals. Rather, we will expend our efforts on further refining the All-College Goals to ensure that they are optimally effective as guides to teaching and learning across the College.

With respect to the alignment of SLOs across the curriculum/co-curriculum, core teaching faculty members will endorse, support, and assist with further refinement of the mission-aligned All-College Goals.

The seven learning goals, annotated to identify specific content, as they appear in the Academic Catalog are:

### **All-College Goals**

**Upon graduation, Thiel College students will be able to demonstrate the following skills, knowledge and dispositions:**

1. **Foundational Skills**—Acquisition of college-level competence in written and oral communication, information literacy, productive uses of technology, critical and creative thinking, and quantitative, scientific, and humanistic analysis, including analysis and production of data.
2. **Intellectual Breadth and Rigor**—Acquisition of knowledge and discipline-specific skills in a major field of study and basic understanding in a wide range other fields.
3. **Problem Solving**—Ability to define the essential aspects of complex problems, investigate such problems, propose solutions, and evaluate the relative merits of alternative solutions.
4. **Imaginative Sensitivity**—Acquisition of essential skills for imaginative self-expression and articulate evaluation of the creative expressions of others.
5. **Sociocultural, Global, and Intercultural/Interdisciplinary Awareness**—Ability to describe, compare, and thoughtfully evaluate the values, beliefs, and traditions of a variety of cultures and to evaluate and apply a variety of disciplinary approaches to significant problems and issues.
6. **Religious Awareness and Growth**—Ability to describe aspects of the Judeo-Christian tradition and other religious traditions and to reflect on how these traditions have informed sacred and secular history.
7. **Individual and Social Maturation**—Development of a personal ethic that reflects and enacts self-reliance, self-control, habits of healthful living, personal integrity, and investment in the common good.

## 2. Improving Student Learning Outcomes

The AAC&U Critical Thinking Value rubric assessment across core components revealed that too few students are composing thoughtful, well-reasoned arguments and are particularly weak in formulating conclusions. Aware of faculty concerns about the quality of student writing and of the connection between quality of writing and quality of thinking, beginning in AY 15/16 the core faculty will enact the following pedagogical changes in core teaching and learning:

- provide students with instructions/examples of well-formulated conclusions in all SEMS courses;
- through iterative processes, provide early feedback and opportunities to improve arguments;
- provide additional faculty development in seminar-style teaching to foster the development of well-reasoned arguments.

Additionally, core teaching faculty members will work with colleagues across the College in the following ways:

- collaborate with the English Department to strengthen critical writing in Oral and Written Communication (ENG 111 & 112);
- create a Writing and Presentation Center that capitalizes on the resources of our new Pedas Communication Center—peer coaches (the Pedas Fellows), a technology-rich creative space, television and radio stations, the college newspaper, and a computer lab—and of the current Writing Center, to improve all aspects of student writing and presentation;
- consider combining INDS 100 (1 CH) and SEMS 100 (1 CH) to create a three-credit course inclusive of laboratory sessions on thinking/writing/presenting.

### **Dietrich Honors Institute Assessment Plan and Implementation**

The Dietrich Honors Institute (DHI) succeeded the Thiel Honors Program in 2012. The current enrollment of 140 students constitutes approximately 13% of the student body. Providing a core parallel to and aligned with the general core, the DHI core emphasizes the “big questions” approach.

Assessment findings are that 91.7% of the DHI students assessed scored at least a two on a three-point scale on the SLOs considered in this cycle (general knowledge and critical thinking). This outcome significantly exceeded the benchmark that 50% of those sampled would score at least a two (see DHI Sample Assessment Reports in appendix, pp. 65-70 and [AY 14/15 DHI Assessment Summary Chart](#), appendix pp. 62-64). While SLOs in the regular core were scored on a four-point rather than the DHI three-point scale, considering the superior preparation of honors students and stronger-than-expected results, the DHI Honors Council has decided to advance the proportion of students expected to score at least a two from 50% to 80%.

### **C. Student Life Outcomes Assessment**

Student Life’s comprehensive program review process requires all its departments to annually assess three to five learning outcomes. Using a modified version of the Council for the Advancement of Standards in Higher Education’s (CAS) Self-Assessment Guides, each department completes a program review annually. On a rotating basis, departments also execute a more thorough evaluation including external review (by Thiel faculty and staff members outside the department). Staff members submit their reports to the Vice President of Student Life (VPSL) and discuss the findings of the report and resource needs for the department. Examples of our assessments and supporting materials can be found in the appendix, pp. 76-78, and [IR webpage](#).

The first round of assessment was completed in AY 13/14 with three departments—counseling, residence life, and intramurals—completing external reviews. In AY 14/15, the second round of external reviews occurred, with student discipline and international student affairs departments participating. As a result of these reviews (AY 13/14 and AY 14/15), we are implementing the following action items:

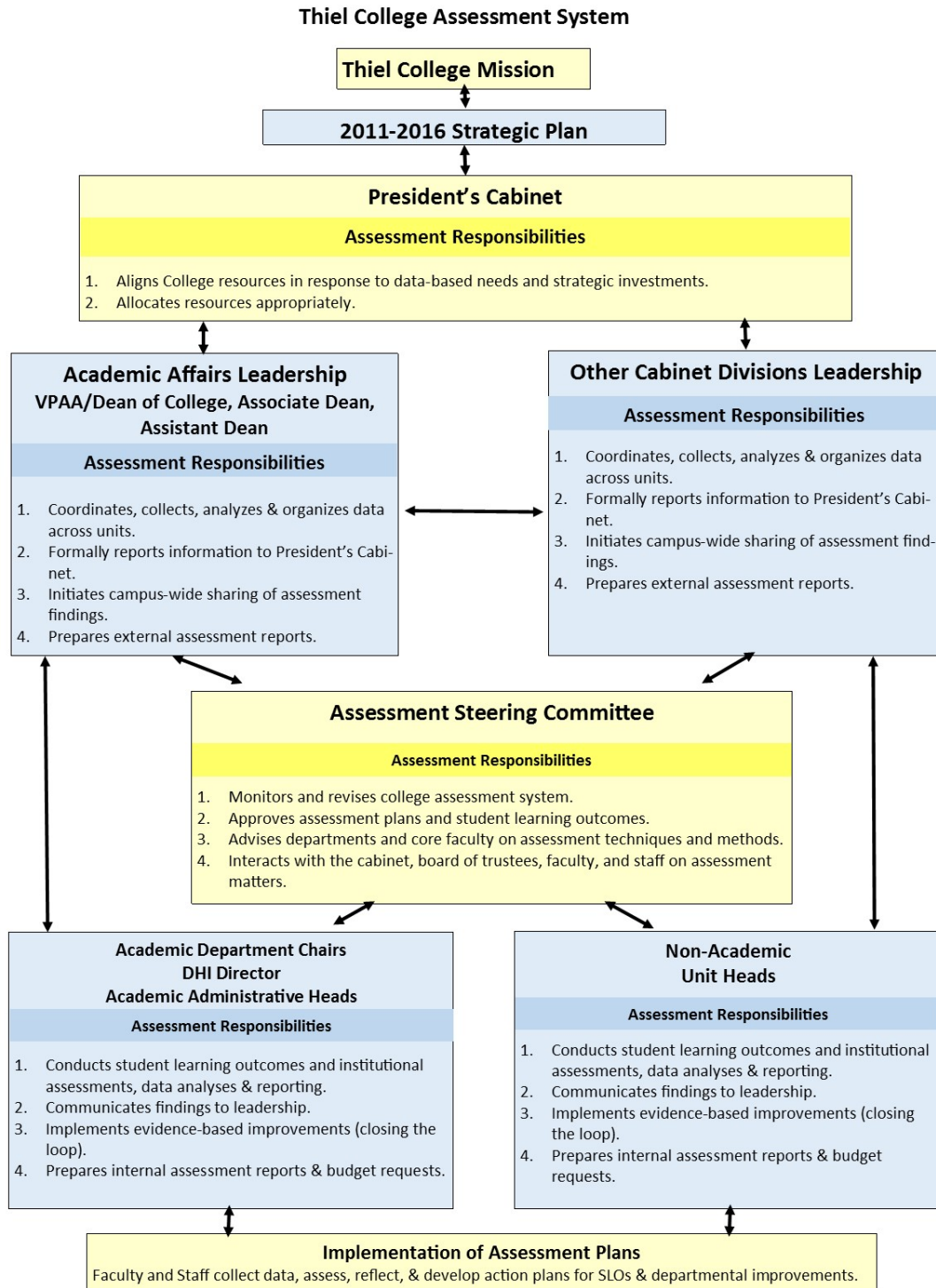
- The international student affairs department is implementing new pedagogies and supplemental sessions to improve retention of the information presented during its orientation program;
- Residence life adjusted its resident assistant programming model to include more educational programs addressing relevant social issues and academic support;
- Student discipline is offering added programming in the residence halls to educate students about the rationales for specific college policies and the affects of policy violations on other community members;
- The intramural program is providing health and fitness information to accompany the recreational component of the program.

Other important findings from the reviews reference improvement in SLOs and in assessment processes. Specifically, we need to develop more direct assessment methods and clearer learning goals. By October 2015, Student Life will have reviewed all learning outcomes for clarity and will have plans in place for additional direct assessment methods.

### **III**

#### **Thiel College Assessment System and Support for Institutional and Student Learning Outcomes Assessment**

The positive finding of the Commission on Standard 7, Institutional Assessment, has fostered at Thiel College a newly comprehensive perspective on assessment. Even as we have been intensively engaged over the past 18 months in learning and praxis to bring our performance on student learning assessment into compliance with Standard 14, we have kept a careful eye on the interrelatedness of student learning improvement and continuous improvement by the institution as a whole.



The Thiel College Assessment System, displayed in the chart above, outlines a communication, reporting, and responsibility system, with the Assessment Steering Committee (ASC) at the center of the process. The [ASC](#) is a joint committee comprising trustees, staff, and faculty (appendix p.



81). During the academic year, it meets twice each semester and, via the Academic Affairs Committee of the Board of Trustees, reports its findings and recommendations to the full board at the next available board meeting and at the culminating meeting in May of each year. The President's Cabinet meets twice per month during the academic year. At each of these meetings, assessment (both student learning outcomes and institutional) is either an agenda item or occurs in the "roundtable" session via the Associate Academic Dean (MSCHE liaison officer) and/or other Cabinet officers. President VanAken makes decisions on assessment practice, with the Board of Trustees acting as a final arbiter on matters of policy. Documentation of the extent to which assessment has appeared as an item of discussion is provided in the appendix, pp. 86-92.

As befits a healthy institution, communication on assessment is more frequent and less formal than the chart outlines. Mark Benninghoff, Chair of the Board of Trustees, and Dr. Alan Fager, Chair of the BOT Committee on Academic Affairs and Co-chair, with VPAA Franken, of the Assessment Steering Committee, share this constant refrain to faculty, staff, and trustees: Thiel College must and will be an institution in which students learn at high levels and "we can prove it."

Faculty leadership and participation in assessment planning and implementation, formalized in the chart, occurs also within departments, at monthly faculty meetings, and at bi-monthly meetings of department chairs. The Dr. Edwin Hodge, Jr. Institute for Teaching and Learning, mentioned frequently in this report, has become the summer site of intensive cross-disciplinary faculty planning and leadership in assessment.

### **Assessment and Planning**

In *Thiel 2016*, the College rededicated itself to providing our students with a transformative liberal arts education that affords them the knowledge, skills, and dispositions that will enable them to lead and serve effectively and ethically. Supporting this mission, the four pillars of *Thiel 2016* are:

- A Commitment to Academic Excellence and Relevance;
- A Commitment to a Culture of Caring and Confidence;
- A Commitment to Enhanced Facilities and Infrastructure;
- A Commitment to Superior Delivery of Programs and Services.

Fulfillment of the goals of each of these pillars was made integral to *Thiel 2016* and has been regularly reviewed by the appropriate committees of the Board of Trustees. The complete plan, inclusive of goals and explicit assessment imperatives, can be accessed on the College's IR website.

We are now in the early stages of organizing for our next iteration of the strategic plan for the College. As a direct result of enhanced assessment of student learning outcomes, President VanAken has designated academic excellence as the centerpiece of the new strategic plan. Demonstrated improvement in student learning outcomes will be a primary goal and, indeed, anchor our understanding, annually, of the extent to which we are meeting our goals as an educational institution. On August 18, 2015, two sessions at the All-Campus Retreat, each chaired by three members of the Faculty Executive Committee, shared and discussed academic strategic planning goals with the College community.

### **Resource Support for Assessment**

During AY 14/15, the College provided professional development opportunities specifically focused on improving teaching and learning and on assessing student learning outcomes. Examples are listed below:

- Regionally attended presentation of *Make It Stick: The Science of Successful Learning*, delivered by Thiel physics professor Dr. Eugene Torigoe;
- Workshop led by Dr. Michael Sweet, Northeastern University, on Team Based Learning;
- Workshop led by consultant Linda Suskie on assessing student learning and rubric creation;
- New faculty orientation, led by Faculty Chair Dr. Mary Theresa Hall, highlighting seminar-style teaching and learning;
- Faculty participation in regional and national assessment conferences;
- Four summers of the Hodge Institute for Teaching and Learning, focused initially on new core development and pedagogical innovation to foster deep and lasting student learning and, for summers '14 and '15, on student learning outcomes assessment.

Activities directed primarily toward demonstrations of student learning included:

- The Thiel Forum, a year-long series inviting presentations by both faculty and students on recent research, study tours abroad, or entrepreneurial achievements;
- The faculty-designed, -juried, and -mentored Student Research Symposium featuring student scholarly presentations;
- Inaugural summer (2015) of the Greenville Neuromodulation Center (GNC) Faculty/Student Research Institute (5 faculty lead researchers/6 student apprentice researchers).

Additionally, the administration has enhanced support for assessment in AY 14/15 by reassigning the responsibilities of the Associate Academic Dean and appointing an Assistant Academic Dean.

It is their direct responsibility to oversee assessment of Student Learning Outcomes, including but not limited to:

- collection of data, results, and summary reporting;
- leading workshops for core assessment;
- providing individual assessment advice/consultation for faculty;
- serving on the Assessment Steering Committee;
- supervising internal reporting and developing external reports.

In FY 14/15, the College devoted more than \$60,000 to the support of faculty and staff participation in student learning outcomes assessment workshops and conferences. As indicated by the summative chart below, the College has been assessment-focused and has taken advantage of national assessment resources (ACE, AAC&U), invited experts to campus, launched a new faculty/student research institute, and devoted our summer 2015 Hodge Institute for Teaching and Learning entirely to assessment.

### Faculty Teaching and Assessment Budget Allocation

Event	Dates	Participants	Budget Allocation
ACE Leadership Academy for Department Chairs	July 30, 2014 – August 1, 2014	5	\$ 2,609
AAC&U Global Learning in College	October 16-18, 2014	2	\$ 2,745
AAC&U Rubric Training Workshops	December 9, 2014 March 31, 2015 April 7, 2015 April 14, 2015 April 28, 2015	72	\$ 394
AAC&U General Education and Assessment	February 19-21, 2015	4	\$ 6,327
Linda Suskie Assessment Workshop	March 19, 2015	Approximately 50 (Did not take attendance at all-faculty lunch)	\$ 7,364
Linda Suskie Assessment Consulting	July 20, 2015		\$ 1,320
Dr. Jessie Mann (MR Draft Review)	July 29, 2015		\$ 200
Team Based Learning Workshop	April 6, 2015	35	\$ 3,324
Hodge Core Assessment Workshop	May 4-6, 2015	21	\$ 7,442
Hodge Presentation Intensive Course Institute	May 7-8, 2015	12	\$ 5,400
Hodge SEMS Institute	May 11-13, 2014 & August 14, 2015	13	\$11,325
AAC&U <i>Integrative Learning and the Departments Summer Institute</i>	July 14-18, 2015	5	\$ 7,770
Faculty Development Grant:	On-going	Collaboration of the sciences, neuroscience and psychology	\$ 4,782
Faculty Development Grant:	On-going	Business Department and PIC	\$ 216
		<b>TOTAL</b>	<b>\$61,218</b>

To provide appropriate physical conditions for seminar-style teaching and learning, the College expended approximately \$35,000 in summer 2015 to retrofit selected classrooms.

The following assessment and improvement of student learning-related items are budgeted for FY 15/16:

- Assessment Consultation/Staff Development \$20,000
- On campus Faculty Development (academic year) \$20,000
- Hodge Institute for Teaching and Learning ('16) \$25,000
- Off campus Faculty Development and Travel Grants \$25,000
- AY 15/16 GNC Research Institute \$75,000

### **Assessment and Resource Allocation**

Data on institutional and student learning outcomes assessment from the previous year are analyzed and made available by November and are consulted as budget managers complete budget requests for the following year. Beginning in September 2015, the Assessment Steering Committee will review all assessment-related budget requests to further ensure that assessment activities receive appropriate budgetary support.

#### Operating and Capital Budget Process

September:

- Assessment Steering Committee (ASC) reviews all assessment-related budget requests to ensure that needed resources are provided and recommends adjustments to Cabinet.

November:

- Budget Work Group provides revenue projections for the following fiscal year.
- Preliminary tuition, fees, and room and board levels are set.
- Salary and benefits pool is set.
- Budget managers consult assessment data and formulate capital and operational budget requests.
- Cabinet members consult assessment data and review area budget manager requests.

December:

- Cabinet members approve and submit divisional budgets to Budget Work Group.
- Financial Services works with Institutional Planning and Budget Committee (IPBC) to prioritize and consolidate all budget requests.
- Cabinet reviews consolidated requests and makes recommendations to the President.

January/February:

- Appropriate committees of the Board of Trustees consult assessment data, review operating and capital budgets, and approve adjustments to tuition, fees, and room and board.

April/May:

- Board of Trustees approves budget for following fiscal year.
- Budget information is communicated to the college community.

## IV

### Conclusions

In the ten months since the small team visit, the College has vigorously addressed the MSCHE requirement to implement a systematic, sustainable process for assessing student learning across all levels of the College. Administration, faculty, and staff, guided by advice from our consultants, have effectively collaborated to meet MSCHE's criteria for compliance with Standard 14. **First** and foremost, we have implemented assessment of the College's general education requirement and provided current evidence of the sustainability of that plan (action items, both implemented and newly planned) and specific plans for ensuring sustainability in the future. **Second**, we have developed All-College Student Learning Goals consonant with our Mission. **Third**, we have modified elements of our budget cycle to ensure even greater attention to assessment of student learning outcomes in the allocation of resources.

By December 15, 2015, we will have effected the following additional enhancements to our assessment policy and practice:

**All-College SLOs:** As a first agenda item in the fall of 2015, we will review and revise All-College Student Learning outcomes to

- ensure reference to significant, college-wide, assessable outcomes;
- clarify "cluster" categories and ensure that sub-goals are relevant to each category;
- maximize the utility of these goals as promises to students that are supported by the curriculum/co-curriculum and enhanced by our pedagogies.

**Academic Programs:** With leadership from academic department chairs, the faculty will

- complete curriculum maps from Academic Program SLOs to All-College SLOs;
- review all SLOs for relevance, accessibility, and understandability by students;
- upgrade analytical rubrics for AY15/16 assessment cycle;
- simplify and standardize assessment protocols and modify assessment sample size as appropriate.

**General Education:** Core and honors core (DHI) faculty will collaborate to

- complete a comprehensive plan for annual capstone or equivalent assessment and three-year assessment rotation;
- upgrade analytical, developmental rubrics (modify VALUE and/or create new);
- modify assessment sample size as appropriate.

**Student Life:** Student life staff will

- review mapping between All-College Goals and Student Life CAS Goals to ensure maximum coherence;
- provide for more direct assessment of SLOs.

In our work to achieve compliance on Standard 14, Student Learning Assessment, we have been extraordinarily fortunate. As demonstrated by their intensive engagement in this process, our trustees, faculty and staff desire, above all, that our students learn at the highest possible level. With new structures in place and a more specific understanding of current student knowledge, skills, and dispositions, we look forward to assisting our students to think, write, and analyze with greater skill so that their dreams of service and success will be realized. In this spirit, we submit this Monitoring Report as evidence of our current compliance with Standard 14 and as evidence that we are appropriately organized to improve student learning outcomes continuously, effectively, and efficiently—and to document both effort and achievement toward this ultimate goal toward which 150 years of teaching and learning have been sincerely devoted.

Academic Department Assessments – AY 14/15

Dept.	13/14 Action Items and Implementation Status	SLOs Assessed	Assessment Outcomes	Activity and Reflection	Number Assessed	Action Items
ART	<ul style="list-style-type: none"> <li>Create a senior short-answer exit exam similar to the sophomore review exam. <b>Composed senior review exam and delivered at the end of Spring 2015</b></li> <li>Seniors write a critical review of a piece from the senior exhibit. <b>Composed new rubric to assess this.</b></li> <li>Seniors complete an oral review that enables assessment of degree of mastery of proper terminology, techniques, design elements, and ability to contextualize work in terms of artistic styles. <b>Composed a new rubric to assess this.</b></li> <li>Seniors present a resume and portfolio. <b>Composed a new rubric to assess this.</b></li> </ul>	<p>SLO 1 Have a comprehensive foundational experience in the visual arts.</p> <p>SLO 2 Possess an aesthetic value system and critical skills necessary for creating and evaluating fine art.</p> <p>SLO 3 Possess a basic knowledge of the history of art and the role of the arts in contemporary society.</p> <p>SLO 4 Possess basic art making skills necessary for post-baccalaureate graduate study or employment in arts-related fields.</p>	<p>1. 2.66/4.00</p> <p>2. 3.16/4.00</p> <p>3. 3.83/4.00</p> <p>4. 4.00/4.00</p>	<ul style="list-style-type: none"> <li>The faculty randomly selected two samples of senior short-answer exit exam to assess.</li> <li>Students appear to be meeting the student learning outcomes; however, some improvement is needed in the following areas: specific use of terminology, identification of artists, time periods and styles, and the quality and candor of peer feedback during critiques.</li> </ul>	2 (n=4)	<p><i>Improving Student Learning</i></p> <p>2a. Position senior art show critique as stand-alone assignment with explicit instructions/requirements for valid critique.</p> <p>2b. To develop strong critique habits, have students critique peer work and present to class for discussion.</p> <p>2c. Provide brief example of art criticism from popular press and analyze in class.</p> <p>3a. Reinforce terminology, artists, styles and elements of design across the art curriculum.</p> <p>3b. Develop a concise list of key artists, styles, and terms and develop engaging in-class activities to make part of students' working vocabulary.</p> <p><i>Improving Assessment</i></p> <ul style="list-style-type: none"> <li>Revise departmental learning outcome #3 to read: <i>Students will demonstrate a comprehensive foundational knowledge of the history of art.</i></li> <li>Revise assessment rubrics to better reflect the desired learning outcomes.</li> <li>Assess all students enrolled in the capstone.</li> </ul>

<p><b>ACCT/ BADM</b></p>	<ul style="list-style-type: none"> <li>Restructured ACCT 212 (Computer-based Accounting) into ACCT 412 (Accounting Information Systems) to allow for the inclusion of additional content on current information systems used in the profession. <b>Accomplished. Assessment will begin as students complete internships or find employment.</b></li> <li>Raise the required grade for entrance into ACCT 213 (Intermediate Accounting I) from a C- to a B- in ACCT 123 (Principles of Accounting II). <b>Implementation was successful; student pass rates showed improvement.</b></li> <li>To more closely align assessment methodologies with learning objectives, the department began using a revised assessment plan in 2014-15.</li> </ul>	<p><i>BADM/ACCT common:</i></p> <p>SLO 1 Understand the basic business management functions.</p> <p>SLO 2 Develop competency in data analysis techniques including the use of spreadsheets and databases.</p> <p>SLO 3 Gain an understanding of the ethical dilemmas faced by business managers OR accountants and auditors.</p> <p>SLO 4 Develop interpersonal skills and learn to be a valuable member of a team.</p> <p>SLO 5 Be prepared for entry-level employment in the field of business OR accounting.</p> <p><i>ACCT specific:</i></p> <p>SLO 1 Demonstrate a basic understanding of the following: a. generally accepted</p>	<p>1. Internships – SLOs 1-5 – 100% scored at least a 3 (average across all 5 SLOs).</p> <p>Goal for SLOs 2 &amp; 3: No more than 15% of students will fail to meet expectations</p> <p>2. Business Ethics Exceeded – 16% Met – 65% Failed to Meet – 19%</p> <p>3. Auditing Exceeded – 18% Met – 66% Failed to Meet – 16%</p>	<ul style="list-style-type: none"> <li>Analyzed employer evaluation forms from internships and assessed writing assignments given in Business Ethics (BADM 364) and Auditing (ACCT 423). The analysis indicates very strong performance by our students on their internships. The vast majority were rated either an Excellent or an Above Average in all categories with no student being rated a Below Average or an Unsatisfactory/ Poor in any category. Of the 28 internships, only two sponsors stated they would not hire the student.</li> </ul>	<p>Internship: 26 (n=26)</p> <p>Bus. Ethics: 31 (n=31)</p> <p>Auditing: 18 (n=18)</p>	<p><i>Improving Student Learning</i></p> <ul style="list-style-type: none"> <li>Solicit feedback from recent grads about quality of preparation ACCT 412 provided for the CPA exam; consider changes based on that feedback.</li> <li>To continue to strengthen the computer and information systems skills of our students, require of all majors CIS 129, Fundamentals of Information Systems.</li> <li>The course instructor for Business Ethics will allocate additional class time to ethical problem solving.</li> <li>The accounting instructor will allocate additional class time to preparing students for identifying misapplications of accounting principles and deficiencies in following auditing standards.</li> </ul> <p><i>Improving Assessment</i></p> <ul style="list-style-type: none"> <li>Working with Career Development, modify internship evaluation form to include feedback categories for ethical decision-making, communication and computer skills, and skill-based professional preparedness.</li> </ul>
------------------------------	--	---	---	--	---	--



		<p>accounting principles and the preparation of accurate and informative financial statements.</p> <p>b. generally accepted auditing standards and the importance and function of an independent audit</p> <p>c. the Internal Revenue Code and the impact of taxes on business decisions.</p>				
<b>BIO</b>	<ul style="list-style-type: none"> <li>Provide consistent format for senior research papers.</li> <li>Use senior seminar papers to assess SLO 1. <b>We added 5 papers from the senior seminar in Fall 2014 to the assessment process.</b></li> <li>Shift emphasis on experimental design to the Junior Research Seminar to help students better understand the</li> </ul>	<p>SLO 1a At each level of organization, students will demonstrate an understanding of the interrelationships of parts and processes specific to the system under study.</p> <p>SLO 1b At each level of organization, students will demonstrate an</p>	<p>1a. 6-yes; 3-no; 2-n/a</p> <p>1b. 8-yes; 3-no 9-yes; 2-no</p>	<ul style="list-style-type: none"> <li>Six papers were selected at random from the senior independent studies submitted in spring 2015, and 5 papers were selected at random from the senior seminar courses submitted in fall 2014. Each professor read each of the 11 papers and determined whether each outcome was met, marking each as <i>yes</i> or <i>no</i>.</li> </ul>	11 (n=23)	<p><i>Improving Student Learning</i></p> <p>1a. Continue to remind students of proper formatting for the paper as this proved effective.</p> <p>1b. Implement biotechnology methods lab and use junior research seminar to increase time on task for data analysis of and experiments to address biological problems.</p> <p><i>Improving Assessment</i></p> <ul style="list-style-type: none"> <li>Use the papers or lab reports from other classes, possibly Animal Systematics or Cellular Biology, to more closely align the assignment with SLO 1a &amp; b.</li> </ul>

	<p>relationship among hypothesis, experimental design and statistics. <b>Students registered for Junior Research Seminars with the faculty member with whom they planned to complete their senior research project, ensuring earlier direct supervision.</b></p>	<p>ability to critically analyze and clearly articulate elements of contemporary issues related to the system under study.</p> <p>SLO 2a Students will demonstrate an ability to generate lab reports containing all elements of a formal research paper—abstract, introduction, methods and materials, results, and discussion.</p> <p>SLO 2b Students will demonstrate mastery of techniques specific to the investigation of each major level of organization of life—the cell, the organism, and the ecosystem.</p> <p>SLO 2c Students will demonstrate ability to analyze data and interpret research across levels of</p>	<p>2a. 6-yes; 5-no</p> <p>2b. 6-yes; 4-no; 1-n/a</p> <p>2c. 3-no; 8-n/a 1-yes; 4-no; 6-n/a</p>	<ul style="list-style-type: none"> <li>• Introducing the change in the syllabus resulted in the papers having a more consistent format.</li> <li>• The senior seminar papers did not address SLO 1 as it is currently written.</li> <li>• The department will not be able to fully assess SLOs 2b &amp; 2c until the end of the students' senior year in 15-16, as that is when they complete the senior research.</li> </ul>		<ul style="list-style-type: none"> <li>• Rephrase SLO 1b to more adequately convey goal of mastery of cross-disciplinary levels of organization.</li> </ul>
--	--	---	--	---	--	---

		organization. SLO 3 Students will effectively communicate orally and in written form about biological matters.	3. 10-yes; 1-no			
<b>CHEM</b>	<ul style="list-style-type: none"> <li>Require students to develop a research proposal during their junior year. Students will formulate research ideas, select an advisor, gather relevant literature and write a proposal during the spring semester of their junior year. <b>Action item not implemented because no course in the junior year required a research proposal as part of the student's grade. (See action items for 15/16.)</b></li> </ul>	<p>SLO 2 Demonstrate the ability to conduct an internal or external research project.</p> <p>SLO 3 Possess scientific literacy and problem-solving skills associated with the main branches of chemistry: analytical, biochemistry, inorganic, organic, physical, and environmental.</p>	<p>SLO 2 3 students met benchmark (+70%) on 3 of 5 research criteria.</p> <p>SLO 3 No rubric was used. Faculty were disappointed w/ quality of content and delivery of oral presentations delivered in two chemistry seminars.</p>	<ol style="list-style-type: none"> <li>Assessed student work (CHEM 490) on the American Chemical Society <i>Carrying Out Research and Laboratory Notebook</i> rubrics and on the <i>Research Proposal</i> or <i>the Research Report</i> rubric. CHEM 490 projects lacked sophistication in project conception and in identifying meaningful context for findings.</li> <li>Assessed oral presentations in CHEM 470/ 480. Oral presentations lacked sophistication in conception and placement of findings within meaningful context.</li> </ol>	3 (n=3)	<p><i>Improving Student Learning</i></p> <ul style="list-style-type: none"> <li>The department is submitting redesigned 2-course capstone sequence in fall '15. The first will include an assignment to prepare a research proposal in anticipation of undertaking a research project in a subsequent semester.</li> <li>Due to the heavy quantitative component of the introductory CHEM series, the department is considering offering Organic Chemistry as the introductory course, thereby assisting students to strengthen their math skills before taking CHEM 140-160.</li> </ul> <p><i>Improving Assessment</i></p> <ul style="list-style-type: none"> <li>Students will take the American Chemistry Society Diagnostic of Undergraduate Chemistry Knowledge (ACS DUCK) exam.</li> <li>Oral presentations will be assessed against a standard departmental rubric.</li> </ul>
<b>COMM</b>	N/A	<p>SLO 1 Be a critical communication producer and consumer.</p> <p>SLO 2 Learn to use sound,</p>	Goal: All students assessed in COMM 282, Writing for Mass Media, would score 2 or better on 4-point rubric.	<ul style="list-style-type: none"> <li>Collected samples of student writing from COMM 282 and assessed using department developed rubric.</li> </ul>	5 (n=28)	<ol style="list-style-type: none"> <li>&amp; 2. Create student worksheets that instruct students to actively seek information related to semiotics (in particularly rich TV show or film). Additionally, add introduction to</li> </ol>

		<p>visual and/or written data effectively to create mass media messages via print or electronic systems.</p> <p>SLO 3 Be prepared for employment in entry-level and/or management positions requiring media communication-related theoretical knowledge and/or technical skills.</p>	<p>COMM 282 Subscores</p> <p>Description and Analysis 2/5 = 2 or better 2/5 = 1 1/5 = N/A</p> <p>Media Utilization 2/5 = 2 or better 2/5 = 1 1/5 = N/A</p> <p>Evaluation of Effectiveness 3/5 = 2 or better 1/5 = 1 1/5 = N/A</p>	<p>COMM 282 has no prerequisite; thus lower scores may indicate unfamiliarity with semiotics.</p> <ul style="list-style-type: none"> <li>Randomly sampled student newscasts (TCTV) and assessed using department developed rubric. <ul style="list-style-type: none"> <li>Students in a class wrote the news and other students were the news production teams. Sometimes confusion occurred between the writers and the producers.</li> <li>On air talent was comfortable and confident for the most part.</li> <li>Due to lack of formal instruction, students' technical skills were weaker than expected.</li> </ul> </li> </ul>		<p>semiotic analysis to COMM 171, Intro to Communication.</p> <p><i>TCTV</i></p> <p>3a. New TV hire should improve student technical production skills and professional writing skills.</p> <p>3b. TCTV News was a club production this year; thus students were less motivated to keep their commitments to the broadcast. Including these productions in course content should enhance student motivation.</p> <p>3c. Within the structure of a course, the students could regularly practice their on-air and production skills.</p> <p><i>Improving Assessment</i></p> <ul style="list-style-type: none"> <li>New department members should review and revise learning outcomes to reflect the current direction of the department.</li> </ul>
EDUC	<ul style="list-style-type: none"> <li>Revive use of PD360 videos to provide examples of effective teaching strategies. <b>Request made to VPAA, who is reviewing sample</b></li> </ul>	<p>SLO 1 Effectively apply the principles and theories of child development, including developmentally</p>	<p>PECT/Praxis II avg. pass rates (2009-2014) = 93%</p> <p>Student Teaching Assessment Data Field Supervisor Rating:</p>	<ul style="list-style-type: none"> <li>Students created ePortfolios that were evaluated as part of the student teaching experience.</li> <li>Student teachers were</li> </ul>	<p>19 (n=19)</p> <p>All Student Teachers, Spring 2015</p>	<p><i>Improving Student Learning</i></p> <ul style="list-style-type: none"> <li>Continue to require students to complete ePortfolios of their work.</li> <li>Create a goals-based rubric for ePortfolio assessment and assess annually.</li> <li>Select a sub-set (5-7 items) of PDE</li> </ul>

	<p><b>content.</b></p> <ul style="list-style-type: none"> <li>Students with deficient ePortfolios and "best practices binders" will create actions plans for improvement in consultation with a mentor. <b>Completed.</b></li> </ul>	<p>appropriate practices.</p> <p>SLO 2 Implement lessons based on early childhood education foundations, theory and policy.</p> <p>SLO 3 Develop effective and appropriate curriculum that creates a secure base from which young children can explore and tackle challenging problems.</p> <p>SLO 4 Develop and implement meaningful, challenging curriculum that supports young children's ability and motivation to solve problems and think well.</p> <p>SLO 5 Identify, administer, interpret, and plan instruction based on each of the assessment components in a standards aligned system.</p> <p>SLO 6 Systematically monitor student</p>	<p>9 = "exemplary" 1 = "superior"</p> <p>Mentoring Thiel Faculty Rating: 9 = exemplary 1 = superior</p>	<p>evaluated by their field supervisors and professors using the same evaluation tool the state uses. Students and faculty discussed these evaluations at the student-teacher wrap up meeting.</p>	<p>10 (n=10)</p>	<p>learning goals, create a rubric, and annually assess written work produced by students in an advanced class.</p>
--	--	--	---	--	------------------	---

		<p>performance to best identify areas of need.</p> <p>SLO 7 Establish and maintain a positive social context for learning.</p> <p>SLO 8 Communicate high learning expectations to all students.</p> <p>SLO 9 Establish and maintain fair and consistent standards for classroom behavior.</p> <p>SLO 10 Create a safe physical environment that is conducive to learning.</p> <p>SLO 11 Construct lesson and activity plans and set instructional goals and objectives guided by content, pedagogy, and developmental considerations, consistent with PA's learning standards.</p> <p>SLO 12 Use appropriate interactions between teacher and students and among students.</p>				
<b>ENG</b>	<ul style="list-style-type: none"> <li>Revise departmental learning outcome 4 to</li> </ul>	SLO 1 Recognize and use with proficiency and	Student 1; 3 of 5.	1. One member of the department scored three	3 (n=5)	<p><i>Improving Student Learning</i></p> <ul style="list-style-type: none"> <li>Examples of textual criticism—of</li> </ul>

	<p>read: <i>An English major will apply training in oral and written communication skills to demonstrate mastery of the English language.</i></p> <p><b>Completed.</b></p> <ul style="list-style-type: none"> <li>Revise learning outcome 3 to improve clarity. <b>In progress.</b></li> <li>Provide greater emphasis on systematic grammar instruction in the OWE courses. <b>The department met with instructors and emphasized the importance of grammar instruction.</b></li> <li>Investigate the possibility of developing a comprehensive departmental exam. <b>This item was put on hold until discussions about separating the oral component from these courses has occurred.</b></li> </ul>	<p>SLO 2 Analyze, interpret, and evaluate various forms of literary expression.</p>	<p>Student 2; 3 of 5. Student 3; 4 of 5.</p> <p>Score of 3 = demonstrates competence; considerable growth is necessary to reach mastery (level 5).</p>	<p>of a group of five literary criticism papers that had been entered into a campus competition for excellence in student research writing. The rubric used was developed by the English Department based upon its SLOs for majors and minors.</p> <ol style="list-style-type: none"> <li>Two papers scored in the middle range—demonstrating competence but well short of mastery—on both goals. A third scored at the mid-high range, “solid grasp” but requiring “some further development” to achieve mastery.</li> <li>These papers were authored by some of the department’s strongest students. A broader cross-section of papers will be assessed next year.</li> </ol>		<p>books, films, art—might be shared with majors early in their careers, with majors given many opportunities to write short critiques they could then jury in small groups.</p> <ul style="list-style-type: none"> <li>A consistent weakness in papers written by English majors with strong language skills is wordiness. Exercises, again early and often, in leaving words out rather than larding them in as if paid to do so, could help with this issue.</li> </ul> <p><i>Improving Assessment</i></p> <ul style="list-style-type: none"> <li>Revisit learning goals; some are difficult to assess based upon ordinary coursework.</li> <li>Score a larger sample of papers, selected randomly from work produced by all students in a given class.</li> </ul>
ENSCI	<ul style="list-style-type: none"> <li>Spend more time on the research paper in ENSC 111 to improve effective communication of environmental topics</li> </ul>	<p>SLO 1 Apply interdisciplinary perspectives and approaches to environmental</p>	<p>Percent intermediate or expert:</p> <ol style="list-style-type: none"> <li>83%</li> </ol>	<ol style="list-style-type: none"> <li>The rubric developed last year was applied to three senior internship papers from summer 2014 and spring 2015. Two faculty</li> </ol>	3 (n=4)	<p><i>Improving Student Learning</i></p> <ol style="list-style-type: none"> <li>Rework the research paper required in ENSC 111 to have more applied focus.</li> </ol>

	<p>and data. <b>The research paper was broken down into smaller assignments before the complete paper was due to provide students with more feedback.</b></p> <ul style="list-style-type: none"> <li>• Spend more time in ENSC 350 on research paper to improve application of interdisciplinary perspectives and approaches to environmental problems and working knowledge of techniques used to collect and analyze environmental data. <b>Students were required to present the findings of their previous lab experiment each week as well as more formally present their research project to the class. More time was spent in explanation of what was expected of the research project paper in this course as well.</b></li> <li>• Require a rough draft of the internship paper for</li> </ul>	<p>problems.</p> <p>SLO 2 Demonstrate a working knowledge of techniques used to collect and analyze environmental data.</p> <p>SLO 3 Communicate effectively on environmental topics and data.</p>	<p>2. 66%</p> <p>3. 58%</p> <p>(Lower sub score on organization and mechanicals of written communication and on data use and analysis.)</p>	<p>members assessed each paper and each objective was scored at the novice (N), intermediate (I) or expert (E) level according to the descriptions in the rubric.</p> <p>2. Objectives were met successfully in which greater than 66% of the students scored at the intermediate or expert level:</p> <ol style="list-style-type: none"> <li>All parts of the first SLO were met.</li> <li>Some parts of the next two objectives were met while others were not. It is clear that students need more instruction and experience with data analysis and interpretation.</li> <li>It is apparent that our students struggle with communicating effectively.</li> </ol>		<p>2 &amp; 3</p> <ol style="list-style-type: none"> <li>Incorporate more data analysis in laboratory components of courses.</li> <li>Encourage students to present projects/papers during the research symposium or other public events.</li> <li>Create a feedback loop from out-of-class presentations to assessment of presentations to effect improvement.</li> </ol>
--	---	--	---	---	--	---



	review and suggestions at mid-way point of the internship. <b>A rough draft was strongly recommended for all internship papers but has not yet been required.</b>					
<b>HIST</b>	<ul style="list-style-type: none"> <li>Rewrite SLOs 2 &amp; 4 to increase clarity. <b>Completed</b></li> <li>The senior capstone doesn't cover all regions of the world; need to revise capstone curriculum, or evaluate SLOs in other courses. <b>The changes to SLOs 2 &amp; 4 made it easier to assess the capstone.</b></li> <li>Create operational definitions of <i>find</i>, <i>analyze</i>, and <i>interpret</i> for better assessment of student learning. <b>This action item was completed and for AY 2014-15 each of these concepts was assessed independently.</b></li> </ul>	<p>SLO 1 Demonstrate a knowledge and understanding of contemporary society—its people, ideas, and institutions.</p> <p>SLO 2 Analyze the cause(s) and result(s) of historical events across a broad spectrum.</p> <p>SLO 3 Demonstrate knowledge of human experience as represented through history.</p> <p>SLO 4 Demonstrate an understanding of major historical factors as embodied in historical cultures.</p> <p>SLO 5-8 Find, analyze, and interpret historical</p>	<p>Baseline: 75% will score 3/4 or higher on each assessed SLO.</p> <ol style="list-style-type: none"> <li><u>Historical Methods</u> On 7 of 8 SLOs, 75% scored 3 or higher.</li> <li><u>Senior Capstone</u> On 4 of 8 SLOs, 60% scored 4 or higher.</li> </ol>	<ul style="list-style-type: none"> <li>Using a departmental rubric, we assessed a random sample of 6 of 8 papers from Introduction to Historical Methods (sophomore level), and 4 of 12 papers from the History Capstone (senior level).</li> <li>Students in Historical Methods met all but SLO 5.</li> <li>Students in the Capstone failed to meet SLOs 4 &amp; 5.</li> </ul>	10 (n=20)	<p><i>Improving Student Learning</i></p> <ul style="list-style-type: none"> <li>Reinforce the concepts of SLOs 3 &amp; 4 in our 200- 300- and 400-level courses.</li> <li>Incorporate more assignments that provide students with experience with analyzing and interpreting historical evidence in our 300- and 400-level courses.</li> </ul> <p><i>Improving Assessment</i></p> <ul style="list-style-type: none"> <li>Establish a rotation for assessing SLOs 1-4 in our 300- and 400-level courses.</li> <li>Consider increasing the sample size for both courses, perhaps evaluating all instances of a single assignment in the capstone.</li> </ul>

		evidence.				
<b>MATH/ CSCI</b>	<ul style="list-style-type: none"> <li>Recommend that students complete all 100-level requirements by the end of sophomore year, particularly Actuarial Studies. <b>Completed.</b></li> <li>Recommend abandoning the listed Actuarial Exam study course and replacing it with targeted directed study classes. <b>Test preparation is occurring through individualized instruction.</b></li> </ul>	<p>SLO 1 Demonstrate algorithmic problem solving skills and techniques appropriate to the given major.</p> <p>SLO 2 Translate “real world” problems into abstractions that can be solved through the skills and techniques of the major.</p> <p>SLO 3 Apply problem solving skills to the abstract model of “real world” problems to generate meaningful solutions and analyses of the problems.</p>	<p><u>Actuarial Studies:</u> Society of Actuaries Exam—passing score=6</p> <p>(Probability) Student A – 8 Student B – 7 Student C – 6</p> <p>(Financial Mathematics) Student D – 7</p> <p><u>Math 461, Statistics</u> (scale=0-3) 2,3,2 2,3,3 2,2,1 1,2,2</p> <p><u>Computer Science 427, Operating Systems</u> (scale=0-3) 3,3,n/a 0,0,n/a 0,2,n/a 1,1,n/a</p>	<p>The department assessed all majors housed in Math/CSCI this year against rubrics the department prepared:</p> <ol style="list-style-type: none"> <li><i>Actuarial Studies</i> – the external assessment provided by the Society of Actuaries (SOA) is used to determine mastery of our graduate outcomes. SOA provides a scoring that mimics our rubric. Additionally, a substantive analysis and treatment from a Junior/Senior level course was assessed against our rubric.</li> <li><i>Computer Science</i> – a substantive analysis and treatment from a Junior/Senior level course was assessed against the rubric.</li> </ol> <p><i>Computer Science</i>—only one of the four samples included algorithmic skills, despite the prompt calling for examples of</p>	<p>4 (n=4)</p> <p>4 (n=7)</p> <p>4(n=11)</p>	<p><i>Improving Student Learning</i> <b>1 &amp; 2 Actuarial Studies &amp; Math</b></p> <ol style="list-style-type: none"> <li>Restructure appropriate courses to provide more in-class time on statistical test results and statistical modeling.</li> <li>Require students to collect larger samples for data analysis.</li> <li>Require students to use random sampling techniques rather than relying upon convenient samples.</li> <li>Task faculty to provide more significant practice in statistical theory.</li> </ol> <p><b>3. Computer Science</b></p> <ol style="list-style-type: none"> <li>Require students to prepare interim reports/projects so that they can receive feedback about the use of algorithms.</li> <li>Require students to state explicitly relationship between chosen problem and real-world situations.</li> <li>Continue and enhance faculty development in deep learning pedagogies.</li> </ol> <p><i>Improving Assessment</i></p> <ul style="list-style-type: none"> <li>Affirm the general SLOs for all majors housed in MATH/CSI.</li> <li>Ensure 100-level course completion by third semester.</li> <li>Use class discussion and peer-review to</li> </ul>

				algorithms. Students were able to describe real-world problems as abstractions. Our sample papers didn't adequately address whether or not students could generate solutions and analyses.		<p>model appropriate skill development.</p> <ul style="list-style-type: none"> <li>• Provide additional instruction on creation of data sets.</li> <li>• Revise course content – Math 461 – on theory of statistics.</li> <li>• Require earlier drafts for projects using algorithms.</li> <li>• Map existing course offerings to ensure coverage of all Financial Mathematics material assessed on the SOA exam.</li> </ul>
<b>NCSI</b>	<ul style="list-style-type: none"> <li>• 2014-2015 was the first year that Neuroscience existed as its own department. The assessment plan was developed as the department worked to finalize curriculum.</li> </ul>	<p>SLO 1 Develop an interdisciplinary knowledge base in Neuroscience. -Depth of Knowledge</p> <p>SLO 2 Refine Communication Skills -Written Communication</p>	<p>1. Knowledge 95%</p> <p>2. Communication Avg. score - 1.7/5.0</p>	<p>1. Depth of Knowledge: One neuroscience major presented a formal lecture as part of NSCI 444 (Senior Seminar in Neuroscience). This presentation was recorded and scored by the Neuroscience faculty member using an in-house rubric. The student received a 95% performance score.</p> <p>2. Written Communication: All neuroscience majors generate a formal review paper in at least two Writing Intensive Courses (WIC) within the major. These papers are submitted by students to their e-portfolios and assessed using the</p>	<p>1 (n=1)</p> <p>11 (n=11)</p>	<p><i>Improving Student Learning</i></p> <p>1. Although the single data point collected for this measure indicates we are successfully meeting our goal, substantially more samples of student work are required for us to be confident in this area. Therefore the department will continue to implement the stated plan.</p> <p>2. As student are not yet achieving the desired learning goals, we plan to include more directed writing assignments in future coursework. For example, all students in NSCI 101 will complete a guided meta-analysis paper.</p>

		<p>SLO 3 Actively contribute to their own professional development -Experimental design and data analysis</p>	<p>3. Experiential Design Analysis Avg. score - 2.6/10.0</p>	<p>AAC&amp;U Written Communication rubric.</p> <p>A writing sample from all neuroscience majors enrolled in NSCI 109 was assessed using the AAC&amp;U Written Communication rubric. Average score: 1.7/5.0, lower than our goal of 3.0 on this rubric.</p> <p>3. Experimental design and data analysis: All students complete the Experimental Design Ability Test (EDAT) at three points in their academic careers; during their first, sophomore and senior year (NSCI 101, 202 and 400 respectively).</p> <p>The EDAT was conducted for all students enrolled in NSCI 109 in the fall of 2014. The average score for this group was a 2.6 (on a 10 point scale). This is lower than our goal of a 4 by the end of the sophomore year and</p>	<p>11 (n=11)</p>	<p>3. As the current average score in this category indicates that student are not yet achieving the desired learning goals, we plan to include more direct instruction on the experimental method in 100- and 200-level courses. For example, starting in the fall of 2015 all neuroscience students will complete NSCI 101 before Introduction to Neuroscience (NSCI 202). This change was made in part due to the lower-than-expected scores in this measure.</p> <p><i>Improving Assessment</i></p> <ul style="list-style-type: none"> <li>Implement the assessment plan developed this year (see NSCI report for full details).</li> </ul>
--	--	---	--	---	------------------	---

				a 6 by the end of the senior year.		
<b>PERF ARTS</b>	<p><i>Music</i></p> <ul style="list-style-type: none"> <li>Provide clearer expectations of music terminology, and increase coverage of the roots of jazz.</li> </ul> <p><b>Completed. Created jazz ensemble.</b></p> <ul style="list-style-type: none"> <li>Keep dictation samples from student work and record all performances for evaluative purposes.</li> </ul> <p><b>Due to need for remediation, no dictation samples were collected this year.</b></p>	<p><i>Music</i></p> <p>SLO 1 Demonstrate a basic knowledge of the elements of music and the basic principles and mechanics of acting, directing, and design.</p> <p>SLO 3 Analyze harmonic progressions in simple four-part harmony.</p> <p>SLO 8 Demonstrate appropriate performance techniques in an ensemble or solo setting.</p> <p>SLO 9 Understand and learn basic conducting techniques, develop self-confidence in conducting, and conduct live rehearsals.</p>	<p><i>Music</i></p> <p>SLO 1: Ave. score – 5/5</p> <p>SLO 3: Part 1 – 5/5, 5/5 Part 2 – 4/5, 3/5</p> <p>SLO 8: All – 5/5</p> <p>SLO 9: 4/5</p>	<p><i>Music</i></p> <ul style="list-style-type: none"> <li>Collected samples of student exams of skills tests, and recordings of students playing recitals or ensemble pieces. These works were scored against departmentally developed rubrics by the music faculty</li> <li>Recorded student performances and analytical papers were randomly sampled.</li> <li>The work assessed shows that our students are meeting the first learning outcome at the highest level.</li> <li>Students are achieving satisfactory performance on analyzing harmonic progression, but not achieving at the highest level.</li> <li>Several performances were evaluated and all were judged to be above satisfactory.</li> <li>The marching band drum majors were found to be excellent examples of</li> </ul>	<p><i>Music</i></p> <p>SLO 1 4 (n=26)</p> <p>SLO 3 4 (n=4)</p> <p>SLO 8 3 (n=3)</p> <p>SLO 9 1 (recording from MUSC467, Marching Band)</p>	<p><i>Music</i></p> <p><i>Improving Student Learning-Music Theory</i></p> <ul style="list-style-type: none"> <li>Develop additional composition projects to be completed in an iterative process.</li> <li>Increase focus on the realization of figured base exercises.</li> <li>Spend more instructional time on developing composition skills in four-part texture.</li> <li>Assign more four-part composition assignments.</li> </ul>

	<p><i>Theater</i></p> <ul style="list-style-type: none"> <li>Retain examples of student work from across the THAR curriculum. The department is recommending video recordings of presentations and productions and involving students in a self-analysis of their work products.</li> </ul> <p><b>Recordings of THAR student work were completed and students completed analyses of their work.</b></p>	<p><i>Theater</i></p> <p>SLO 1 Demonstrates a working knowledge of the various aspects of theatre production.</p> <p>SLO 3 Demonstrates capable analysis and interpretation of plays and other theatrical events with special attention to the skills involved in acting and performance, directing, designing, and playwriting.</p> <p>SLO 4 Demonstrates the ability to reach an audience effectively through at least one of the components of theatrical art (acting, directing, designing, playwriting, etc.).</p> <p>SLO 5 Demonstrates the ability to express in performance, in writing, in speaking...</p>	<p><i>Theatre</i></p> <p>SLO 1 All – 5/5</p> <p>SLO 3 5/5, 4/5, 2/5</p> <p>SLO 4 5/5, 4/5, 4/5</p> <p>SLO 5 5/5, 4/5, 1/5</p>	<p>student conducting. Next year this SLO will be assessed using students from MUS 364.</p> <p><i>Theater</i></p> <p>SLO 1 All assessed samples achieved a ranking of excellent on knowledge of the aspects of theater production.</p> <p>SLO 3 Two samples met the analysis and interpretation learning outcome successfully; the other did not. It seems the unsuccessful paper was the result of rushing to finish.</p> <p>SLO 4 All samples scored were successful or proficient on this learning outcome.</p> <p>SLO 5 The student work receiving the lowest rank did so because the piece chosen was</p>	<p><i>Theatre</i></p> <p>3 (n=3)</p> <p>3 (n=10)</p> <p>3 (n=10)</p> <p>3 (n=5)</p>	<p><i>Theater</i></p> <p><i>Improving Student Learning</i></p> <ul style="list-style-type: none"> <li>Devote class time for students to discuss the qualities of appropriate selections for their performances. Instructor and peer feedback should ensure students select appropriate materials to perform.</li> </ul> <p><i>Departmental—Improving Assessment</i></p> <ul style="list-style-type: none"> <li>Revise SLOs in order to make them more concise and applicable across both music and theater.</li> </ul>
--	---	---	---	--	---	--

		the results of research, critical judgment, and other findings and discoveries.		not suitable for the project.		
<b>PHIL</b>	<ul style="list-style-type: none"> <li>Increase the number of written assignments required for completion of a particular class, with appropriate adjustments made for level and topic of course. <b>Completed.</b></li> <li>Rather than simply require a final paper as part of the final exam, first drafts will be required, to be reviewed by faculty, with specific suggestions made for improvement. <b>Completed.</b></li> <li>For upper level seminars, students will review one another's work, with written comments submitted by reviewer to author, to be considered for inclusion in completed paper. <b>Peer-to-peer feedback was ineffective and terminated.</b></li> </ul>	<p>SLO 1 Demonstrate skills of philosophical analysis and argumentation.</p> <p>SLO 2 Show a command of the major events and thinkers in western philosophical history.</p> <p>SLO 3 Demonstrate competence in analyzing the major ethical traditions of western culture.</p>	<p>Research in Philosophy: 96/100 76/100</p> <p>Medical Epistemology: Ave. 95/100</p> <p>Ethics: Ave. 75/100</p>	<ul style="list-style-type: none"> <li>The department assessed senior theses and samples of work from all philosophy courses. This work was evaluated against a departmental rubric.</li> <li>There is wide variation in performance in philosophy courses, largely due to the number of students enrolled in these courses to fulfill core requirements. Seniors are frequently enrolled in 100 level courses, and their work tends skew the results.</li> <li>All three senior theses were evaluated against the rubric. Of these, one was judged commendable and the other two were satisfactory.</li> <li>Quality of student writing is quite variable, and needs to be addressed so</li> </ul>	<p>Research in Philosophy: 2 (n=4)</p> <p>Medical Epistemology: 4 (n=5)</p> <p>Ethics: 6 (n=45)</p>	<p><i>Improving Student Learning</i></p> <ul style="list-style-type: none"> <li>Implement instruction in the process of scholarly review and criticism of academic papers for better peer-to-peer review and to strengthen analysis and argumentation.</li> <li>Provide briefer, more numerous writing assignments to allow students more practice and more direct faculty feedback.</li> <li>Increase student opportunities for recall by delivering more frequent quizzes. Studies show that frequent recall experiences effectively increases deep learning.</li> <li>Introduce a critical reading template to guide students in the construction of their own rational arguments based upon class assignments.</li> </ul>

	<ul style="list-style-type: none"> <li>Each upper-level seminar will include a formal presentation (as part of PIC implementation) that will then be formally evaluated by other members of the class.</li> </ul> <p><b>PIC implementation to begin in 2015-16.</b></p> <p>An archive of randomly selected student work will be created, organized by year and class, to track changes and improvements in student work.</p> <p><b>Completed.</b></p>			that we can see improvements.		
<b>PHYS</b>	<ul style="list-style-type: none"> <li>Provide students with examples of the proper structure of a scientific paper. This should perhaps be introduced at earlier portions of their college career in lab reports. <b>Completed.</b></li> <li>Instruct students on importance of primary sources and how to perform a literature review. <b>Completed.</b></li> <li>Discuss with students how published research may be used as a template. <b>Not yet</b></li> </ul>	<p>SLO 1 Understand <u>fundamental concepts</u> of the physical world, as they extend to mechanics, thermodynamics, optics, electromagnetism, relativity, atoms, the solid state, and elementary particles.</p> <p>SLO 2 Understand and apply the <u>scientific method</u> and the concepts of <u>precision and accuracy</u> of</p>	<p><u>Student A</u> 3, 3, 5, 4, 3, 4, ~ avg. = 3.67</p> <p><u>Student B</u> 4, 4, 5, N/A, 4, 4, ~ avg. = 4.20</p>	<ul style="list-style-type: none"> <li>Two senior (physics major) theses were chosen for assessment against a departmental rubric (no PHYS SECED major graduated this year): <ul style="list-style-type: none"> <li>An experimental/theoretical work concerning Fourier analysis of electric circuits at Thiel.</li> <li>An internship at a national laboratory concerning data analysis and sensor – data storage</li> </ul> </li> </ul>	2 (n=2)	<p><i>Improving Student Learning</i></p> <ul style="list-style-type: none"> <li>Students should better understand the importance of primary sources and how to perform a literature review, so instructional time will be devoted to this.</li> <li>Students should be involved in an active discussion of published research that is to be used as a template, perhaps during the intermediate lab (Phys 353) or other upper-level courses.</li> <li>Add a PIC component to PHYS 353; perhaps add PIC to PHYS 253 and 363 as well.</li> </ul>



	<p><b>accomplished.</b></p> <ul style="list-style-type: none"> <li>Instruct students on effective scheduling of research: specific deadlines for topic, data collection, drafts, and the final paper.</li> </ul> <p><b>Completed.</b></p> <ul style="list-style-type: none"> <li>Encourage students to present their research. <b>One student presented at a national conference, and another made a poster presentation and oral presentation on campus.</b></li> </ul>	<p>measurements and data.</p> <p>SLO 3 Possess <u>laboratory</u> skills including the handling of instruments and apparatus.</p> <p>SLO 4 Possess <u>mechanical skills</u>: wood and metal working, construction and assembly of experiments and apparatus.</p> <p>SLO 5 Possess <u>mathematical, computational, and spreadsheet</u> skills applied to typical physics/engineering applications.</p> <p>SLO 6 Demonstrate proper <u>interpretation of</u> data, charts, diagrams, scientific and technical publications.</p>		<p>interfacing; accepted as senior thesis because of appropriate scope and difficulty.</p> <ul style="list-style-type: none"> <li>Substantial improvement over previous theses: longer and much more detailed. Both students have given an oral presentation at Thiel's research symposium, and student B also at a national conference. We believe that the students are now receiving adequate guidance for their senior projects. However, more work is needed on some aspects of scientific research.</li> </ul>		<p><i>Improving Assessment</i></p> <ul style="list-style-type: none"> <li>Develop and implement a scoring scale to provide a quantitative reference for narrative assessment.</li> </ul>
POSCI	<ul style="list-style-type: none"> <li>Raise expectations on quality of scholarship and impose stricter penalties for plagiarism. <b>The department clearly communicated high expectations of</b></li> </ul>	<p>SLO 1 Use two or more principal frameworks to analyze political power.</p> <p>SLO 2 Use two or more principal frameworks to describe and</p>	Avg. – 2.67/4.0	<ul style="list-style-type: none"> <li>Research papers from fall 2014 Senior Seminar used to assess departmental SLOs.</li> <li>Analysis did not go in depth; discussion was often limited and</li> </ul>	6 (n=6)	<p><i>Improving Student Learning</i></p> <ul style="list-style-type: none"> <li>Decrease variance by ensuring that weaker students are more closely monitored and receive individual attention as needed; by initiating paired or team-based learning such that stronger students assist weaker</li> </ul>

	<p><b>academic standards and research, and began reporting all cases of suspected academic dishonesty to the VPAA's office.</b></p> <ul style="list-style-type: none"> <li>• Closer monitoring of student scheduling of the research methods/senior seminar sequence. <b>Department faculty are closely monitoring the scheduling of our advisees to ensure they enroll in these courses at the appropriate time.</b></li> </ul>	<p>analyze political processes and institutions.</p> <p>SLO 3 Critically use important elements commonly found in normative political thought.</p> <p>SLO 4 Use the principal elements of empirical research in political science at both the macro and micro levels of analysis.</p>		<p>sometimes inaccurate.</p> <ul style="list-style-type: none"> <li>• All of the papers incorporated some element of normative political thought.</li> <li>• Most of the students struggled with using, presenting, and analyzing data. The lack of scholarly articles and improper citation was commonplace. Research design problems/confusion and execution of the design were also problematic.</li> </ul>		<p>students; and by instituting more peer mentoring overall, within the department and/or in collaboration with the Thiel Learning Commons.</p> <ul style="list-style-type: none"> <li>• To enhance understanding of analytical frameworks, ensure that assignment prompts are optimally aligned with SLOs; introduce principal frameworks in both introductory courses and embed in later courses as well; ensure that departmental assessment is a shared activity that is fully endorsed and understood by all political science faculty members.</li> <li>• To assist students in honing analytical skills, in all courses stress analysis as a key political science skill; create a variety of imaginative and challenging assignments, oral and written, across the four years of study.</li> <li>• Continue to require more rigorous scholarship from our students and impose appropriate penalties for honor code violations.</li> <li>• Monitor student scheduling to minimize students taking required courses out of sequence.</li> <li>• Structure research assignments to create multiple feedback opportunities.</li> </ul>
<b>PSYC</b>	<ul style="list-style-type: none"> <li>• Use a universal grading rubric for all of the courses in which students are required to</li> </ul>	<p>SLO 1 Describe key concepts, principles, and overarching themes in</p>	<ul style="list-style-type: none"> <li>• PSY 340 5 groups/2 students each</li> </ul>	<ul style="list-style-type: none"> <li>• The faculty collected 12 writing samples for PSY 300-level laboratory courses.</li> </ul>	5 (n=21)	<p><i>Improving Student Learning</i></p> <ul style="list-style-type: none"> <li>• With two new faculty members in place and the curriculum completely re-designed, make PSY 222, Research</li> </ul>

	<p>write an APA research report. <b>A general template has been developed and is aligned with student learning outcomes.</b></p> <ul style="list-style-type: none"> <li>Students will be strongly encouraged to take PSY 222 before any of the 300-level laboratory courses. <b>We postponed on making PSY 222 a prerequisite for the PSY 300 laboratories until our redesigned curriculum and new faculty member are in place (Fall 2015).</b></li> <li>Collect samples of student papers from 300-level laboratory series for assessment purposes. <b>Samples from each 300 laboratory section were collected and assessed.</b></li> <li>Study the revised (2014) American Psychological Association (APA) Undergraduate Student Learning Outcomes (SLOs) and decide which are appropriate to adopt for our program.</li> </ul>	<p>psychology.</p> <p>SLO 2 Use scientific reasoning to interpret psychological phenomena.</p> <p>SLO 3 Demonstrate psychology information literacy.</p> <p>SLO 4 Engage in innovative and integrative thinking and problem solving.</p> <p>SLO 5 Interpret, design and conduct basic psychological research.</p> <p>SLO 6 Demonstrate effective writing for different purposes.</p>	<ul style="list-style-type: none"> <li>PSY 342 5 groups/2 students each</li> <li>PSY 343 2 groups/1 of 3; 1 of 4</li> </ul> <p>Analysis: 58% met or exceeded departmental benchmarks for junior-level students.</p> <p>Based on a benchmark of 2/3rds of foundation indicators, overall results based on APA indicators are:</p> <p>(2) 16% - Advanced (5) 42% - Intermediate (5) 42% - Novice</p>	<ul style="list-style-type: none"> <li>Significant concern – a large percentage of “novice” students were juniors/graduating seniors.</li> </ul>	<p>5 (n=23)</p> <p>2 (n=7)</p> <p>Total: 12 (n=51)</p>	<p>Methods, pre-requisite to the PSY 300 laboratory series so that students are implementing the correct research methods from the beginning of their careers as majors. This step will address weaknesses in SLO 2.1, Scientific Reasoning, 3.2 Information Literacy, and 3.4, Psychological Research.</p> <ul style="list-style-type: none"> <li>Implement an orientation course for psychology majors to be taken concurrently with the General Psychology course. This course will build familiarity with careers in the field, education requirements associated with those fields, and skills needed to succeed as professionals. Addresses one facet of SLO 3.2.</li> <li>Implement capstone courses as culmination of SLO 3.3, Integrative Thinking and Problem---Solving.</li> </ul> <p><i>Improving Assessment</i></p> <ul style="list-style-type: none"> <li>Develop an assessment timeline for the revised curriculum.</li> <li>Assess samples from PSY 400 seminar series courses.</li> <li>Further discuss implications of assessing group work.</li> </ul>
--	---	--	--	--	--	---

	<p><b>Adopted all five APA undergraduate SLOs.</b></p> <ul style="list-style-type: none"> <li>Develop capstone course with the intention of developing projects that are aimed at assessing the newly adopted learning outcomes. <b>The revised psychology curriculum includes junior and senior capstone courses.</b></li> </ul>					
REL	<ul style="list-style-type: none"> <li>Improve the assessment process by housing it in the senior capstone course. <b>Completed.</b></li> <li>Distribute assessment questions &amp; scoring rubric at the beginning of the semester, give students rigorous guidelines for completing the assignment. <b>Completed.</b></li> </ul>	<p>SLO 1 Comprehend the nature of religion by understanding the various methods of studying religion.</p> <p>SLO 2 Conceive the reality of “the ultimate” or God in relation to both inherited ideas of the past and the concerns of contemporary society.</p> <p>SLO 3 Appreciate the unity and diversity of the pluralistic heritage of the world’s religions; understand the different approaches of relating Christianity to the other world</p>	<p>Oral Evaluation: Instrument (Interview)</p> <p>REL 340: Readings in Theology 4.45/6.0</p>	<ul style="list-style-type: none"> <li>The department administered an oral examination/interview to students in REL 340. The examination was developed specifically to assess students’ achievement of the learning outcomes. The oral examination results were evaluated using a rubric developed for this assessment. The departmental benchmark was that all students should obtain the rating at least of fair.</li> <li>All students surpassed the benchmark.</li> <li>Students seemed to enjoy the oral interview.</li> </ul>	6 (n=7)	<p><i>Improving Student Learning</i></p> <ul style="list-style-type: none"> <li>Give students full information regarding the interview at the beginning of the fall semester and remind them of this again at the beginning of the spring semester and at mid-term, so that students have a chance to be fully prepared.</li> </ul> <p><i>Improving Assessment</i></p> <ul style="list-style-type: none"> <li>Make the interview process completely independent of the Readings in Theology course.</li> <li>Administer the interview only to seniors.</li> <li>Investigate the possibility of developing a portfolio system in which supporting documents are collected by the student. Then during a longer interview that material could be referred to in the discussion.</li> </ul>

		<p>religions.</p> <p>SLO 4 Understand various hermeneutical methodologies and apply hermeneutical principles in interpreting Jewish and Christian scriptures.</p>		<p>Students reported a feeling of achievement and confidence.</p>		
<b>SOC/CJS</b>	<ul style="list-style-type: none"> <li>Develop a capstone course for the two majors in our department: sociology and criminal justice studies. <b>Under development and will be presented to the Curriculum Study Committee in Fall 2015.</b></li> <li>Develop an electronic archive of student work. <b>Completed.</b></li> <li>Design departmental scoring rubrics for courses and departmental learning outcomes. <b>We assessed 9 courses over the 2014-2015 academic year. We are still developing rubrics for all our courses to be published in course syllabi.</b></li> </ul>	<p><i>Sociology</i></p> <p>SLO 1 Understand and apply the sociological perspective.</p> <p>SLO 2 Understand and apply the principles of good social science research methodology.</p> <p>SLO 3 Understand and apply the major theoretical paradigms of sociology.</p> <p>SLO 4 Understand the diversity of human behavior and belief in a global context.</p> <p><i>Criminal Justice (specific)</i></p> <p>SLO 1 Students will demonstrate knowledge of concepts and issues in criminal justice studies.</p>	<ol style="list-style-type: none"> <li>CJS 101 = 3.5/4.0 Results using AAC&amp;U Critical Thinking Rubric: Explanation, Context, &amp; Conclusions.</li> <li>SOC 121 = 1.7/4.0</li> <li>SOC 141 = 3.0/4.0</li> <li>SOC 191 = 1.2/4.0</li> <li>SOC 211 = 2.5/4.0</li> <li>SOC 342 = 2.5/4.0</li> <li>SOC 425 = 1.0/4.0</li> <li>SOC 431 = 2.8/4.0</li> <li>SOC 431 = 1.5/4.0</li> </ol>	<ul style="list-style-type: none"> <li>Although four courses that we assessed are introductory level courses, and mostly populated by underclassmen, many upper-level students also take these to fulfill core requirements.</li> <li>Students in the advanced courses showed disappointing performances on the critical thinking rubric. Their papers indicated that students were performing below the capstone level.</li> </ul>	<ol style="list-style-type: none"> <li>2 (n=77)</li> <li>3 (n=79)</li> <li>5 (n=55)</li> <li>14(n=62)</li> <li>2 (n=25)</li> <li>2 (n=3)</li> <li>2 (n=23)</li> <li>2(n=16)</li> <li>2(n=11)</li> </ol>	<p><i>Improving Student Learning</i></p> <ul style="list-style-type: none"> <li>Provide students with grading rubrics in advance of their writing assignments. This should help students to organize their writing assignments in order to meet expectations.</li> <li>Clarify writing prompts so that students understand the purpose of the assignment, e.g., critical book review vs. term paper.</li> <li>“Writing in stages”—require students to present the topic/thesis of the paper, write an annotated bibliography, draft, revise and submit a final draft. Provide critical feedback at each stage of the process.</li> <li>Devote more class time to solving problems in sociology and criminal justice studies. Various theoretical approaches to solving problems will be modeled and then student groups will address a social problem and offer possible solutions. Each group will present its solutions to the problem,</li> </ul>

	<ul style="list-style-type: none"> <li>Review and revise the departmental learning outcomes. <b>We revised the college catalogue description for sociology and criminal justice studies and revisited and revised the learning objectives and goals.</b></li> </ul>					<p>followed by general discussion. This process will provide modeling and practice in using critical thinking skills to address real issues in the social world.</p> <p><i>Improving Assessment</i></p> <ul style="list-style-type: none"> <li>Assess fewer courses annually and increase sample size.</li> </ul>
--	---	--	--	--	--	---

## Sample Department Assessment Reports AY 14/15 (with Rubrics)

### Departmental Assessment for Middle States Environmental Science

#### 1. Action Items from 2013-2014

Recommendations for improvements include working in the courses in which these concepts are introduced and reinforced to improve student comprehension and ability to apply them in their internship paper. Specifically spending more time on the research paper in the introduction to environmental studies course in the hope to improve the objective communicate effectively on environmental topics and data and the research project paper in applied environmental science in the hope to improve the objectives apply interdisciplinary perspectives and approaches to environmental problems and demonstrate a working knowledge of techniques used to collect and analyze environmental data. Also to improve upon the internship paper a rough draft will be required to be submitted for review and suggestions around the mid-way point of the internship.

#### Progress in addressing action items

In the foundational courses taken by environmental science freshman, ENSC 111, Introduction to Environmental Science and GEOL 150, Earth Systems, lectures primarily consisting of PowerPoint slides were replaced with lectures in which notes were written on the board and pictures and figures shown on PowerPoint slides with the hopes that students would be more engaged in the course and allowed for questions on topics to be asked to the students and discussions had before information appeared in front of them. In ENSC 111 the research paper was broken down into smaller assignments before the complete paper was due to try to provide more feedback. In the upper level applied environmental science course students were required to present the findings of their previous lab experiment each week as well as more formally present their research project to the class. More time was spent in explanation of what was expected of the research project paper in this course as well. A rough draft was not required of the student's internship papers this year but it was strongly encouraged and suggested to students.

#### 2. Departmental Learning Outcomes

*A student who graduates from Thiel College with a major in environmental science will be able to:*

- apply interdisciplinary perspectives and approaches to environmental problems.*
- demonstrate a working knowledge of techniques used to collect and analyze environmental data.*
- communicate effectively on environmental topics and data.*

## Assessment Activity 2014-2015

The rubric developed last year was applied to three senior internship papers (students 1, 2 and 3) from summer 2014 and spring 2015. Two faculty members (A and B) reviewed each paper and each objective was scored at the novice (N), intermediate (I) or expert (E) level according to the descriptions in the rubric.

### 3. Summary of Assessment Results

#### A. Apply interdisciplinary perspectives and approaches to environmental problems

	Objectives									
	Interdisciplinary nature		Defined environmental problem		Clear approach to environmental problem		Critical analysis of environmental problem		Application of interdisciplinary perspective to address environmental problem	
Student	A	B	A	B	A	B	A	B	A	B
1	E	I	I	I	I	I	I	I	I	I
2	E	I	I	I	I	N	I	N	I	N
3	E	I	E	I	E	I	I	I	I	I
% scoring I or E	100	100	100	100	100	66	100	66	100	66

#### B. Demonstrate a working knowledge of techniques used to collect and analyze environmental data

	Objectives									
	Use of data collection techniques		Data Collection		Use of data analysis techniques		Data analysis		Application of collection and analysis to environmental problem	
Student	A	B	A	B	A	B	A	B	A	B
1	E	N	E	I	I	N	I	N	I	I
2	N	I	N	I	N	N	N	N	N	N
3	E	I	E	I	N	N	I	N	I	I
% scoring I or E	66	66	66	100	33	0	66	0	66	66



### C. Communicate effectively on environmental topics and data

	Objectives											
	Topics Presentation		Data Presentation		Reviews Literature		Organization		Writing mechanics		References	
Student	A	B	A	B	A	B	A	B	A	B	A	B
1	I	I	I	I	I	N	E	I	I	I	E	N
2	I	I	N	I	I	N	N	N	I	N	I	N
3	I	I	I	I	I	N	N	N	N	N	N	N
% scoring I or E	100	100	66	100	100	0	33	33	66	33	66	0

#### 4. Reflections

Objectives that were met successfully in which greater than 66% of the students scored at the intermediate or expert level:

Apply interdisciplinary perspectives and approaches to environmental problems

- Interdisciplinary nature
- Defined environmental problem
- Clear approach to environmental problem
- Critical analysis of environmental problem
- Application of interdisciplinary perspective to address environmental problem

Demonstrate a working knowledge of techniques used to collect and analyze environmental data

- Use of data collection techniques
- Data Collection
- Application of collection and analysis to environmental problem

Communicate effectively on environmental topics and data

- Topics Presentation
- Data Presentation

Objectives that need improved upon include the following in which less than 66% of the students scored at the intermediate or expert level:

Demonstrate a working knowledge of techniques used to collect and analyze environmental data

- Use of data analysis techniques
- Data analysis

Communicate effectively on environmental topics and data

- Review literature
- Organization
- Writing mechanics
- References

All parts of the first objective, apply interdisciplinary perspectives and approaches to environmental problems, were met. This is the broadest of the objectives and focuses on the interdisciplinary nature that studying environmental science involves. Students demonstrated the ability to make connections between fields and apply these to their internship experiences. Parts of the next two objectives, demonstrate a working knowledge of techniques used to collect and analyze environmental data and communicate effectively on environmental topics and data were met while others were not. Some internship experiences involve more or less data collection and analysis so these areas are harder to evaluate with this assignment. More effort needs to be made so that students are able to clearly present the findings of their experience and present it as data in whatever way is most appropriate. The area that needs most improvement with data is data analysis, this is crucial to being a scientist, being able to take data and put it in perspective. Answering the “what does it mean” and “why it is important” type questions are difficult and it is clear that our students need to develop this skill further. In terms of communicating effectively it is apparent that our students struggle with this aspect. The writing of these students was difficult to follow and was lacking detail and transitions between topics. These are skills that can be improved upon through practice and many assignments throughout many courses. The outcomes of these specific internship papers could be greatly improved by submission of rough drafts with suggestions given to aid in improvement of these assignments as well as more opportunities to present.

### **5. Action items for 2015-2016**

Reworking of research paper required in ENSC 111, Introduction to Environmental Studies, to have more of an applied focus.

Incorporating more data analysis in laboratory components.

Encouraging students to present projects/papers during the research symposium or other public events.

PHILOSOPHY DEPARTMENT  
ANNUAL REPORT 2014-2015

1. Action items from 2013-2014 report: "...goals for the 2014-2015 Academic Year: Increase the total number of students enrolled in philosophy classes. Increase the number of majors and minors." Both goals were met. In 2013-2014 the total number of students taught by Professors Morgan and White were 360 while in 2014-2015 the total is 384. Total number of majors and minors increased by three. In all fairness it must be mentioned that due to changes in the core curriculum Dr. Morgan taught significantly fewer non philosophy class students ('13-'14 127, '14-'15 52) and more philosophy class students ('13-'14 85, '14-'15 91.) To complicate statistical matters even more, few students enroll in the popular Business Ethics class under the Philosophy Department number but since they were taught by philosophy department faculty at least half the time ( this is a team taught class) the philosophy department can legitimately claim credit for half the total number of students in the class:

<b>ENROLLMENT NUMBERS</b>		
	<b>BADM</b>	<b>PHIL</b>
	<b>364</b>	<b>277</b>
SPRING		
2010	30	3
SPRING		
2011	26	5
SPRING		
2012	17	18
SPRING		
2013	29	6
SPRING		
2014	26	6
SPRING		
2015	30	4

Department members continue to teach Phil 417 (Readings in Philosophy) and Phi 477 (Research in Philosophy) overload for no compensation. In order to improve student learning the philosophy department last year proposed the implementation of the following:

1. Increase the number of written assignments required for completion of a particular class, with appropriate adjustments made for level and topic of course.
2. Rather than simply require a final paper to be submitted as part of the final exam, first drafts will be required to be reviewed by faculty, with specific suggestions made for improvement.
3. For upper level seminars, students will review each other's work, with written comments submitted by reviewer to author, to be considered for inclusion in completed paper.

4. Each upper level seminar will include a formal presentation (as part of PIC implementation) that will then be formally evaluated by other members of the class.
5. An archive of randomly selected student work will be created and kept in the department chair's office, organized by year and class, to track changes and improvements in student work.
6. This process will be ongoing and archives of student work will be made available for review by accrediting agencies.

All of the above were implemented in 2014-2015, but suggestion #3 soon proved to be ineffective and was terminated. For 2015-2016 the department will have to implement instruction in the process of scholarly review and criticism of academic papers.

## 2. Departmental learning outcomes and assessment.

Dr. Morgan attended the Hodge Institute 2015 session devoted to assessment. The assessment goals set last year for implementing assessment of the philosophy programs and philosophy classes have been met. For individual courses those goals were:

Every course taught will have a syllabus that conforms to the 'syllabus template.' Department syllabi will be revised to conform to standards as the relevant class is taught.

The grades students earn will be used to assess progress but in addition a portfolio system will be used as well. A collection of student work to include tests, research papers and projects will be assembled for review by Thiel faculty outside the department, and by philosophy faculty from neighboring institutions.

Results of portfolio reviews will be kept, and used to revise classes as needed.

Student work product from all philosophy classes was collected as were three senior theses. Using the rubrics developed for the 2013-2014 Middle States review (see appendix 1) a base line was established to track the success of achieving the department's educational goals.

Philosophy program goals are: demonstrate skills of philosophical analysis and argumentation, show a command of the major events in western philosophical history (and the persons involved), and demonstrate competence in analyzing the major ethical traditions of western culture.

All of the above goals were met, but one important caveat must be noted. A random sample of student work was collected. With the exception of the Senior Thesis the population sampled contained students of vastly different abilities. Lower level classes have students from every academic year (and ability) and even upper level classes have majors as well as students with only one prior class in philosophy. Of course this is the result of have a small number of philosophy

majors, and college core requirements placing seniors in need of a humanities class in an introductory class aimed at freshman. Keeping a sample size manageable means year to year comparisons are not very reliable.

3. & 4. Summary of assessment results and how they were used

The philosophy department considers the most important assessment tool of program success to be the Senior Thesis. This year our senior's work was varied. This year there were three senior theses. One was judged to be 'commendable' as measured by the rubric contained in appendix one. That student was awarded departmental honors at graduation both for this work and grades earned over four years. Two other senior's work earned 'Satisfactory' scores. Our one student interested in going to graduate school submitted his thesis as part of the application process to two graduate schools and was accepted to both. As a result of review of the Introduction to Language and Logic class (and the need to boost enrollment) the name of the class was changed to Critical Thinking. Along with Dr. Montgomery and Dr. Morgan, Dr. White is investigating the creation of a Critical Thinking (non-symbolic logic) class which will use medical examples to illustrate problem solving techniques. We hope this will be of interested to students in the Health Professions Institute. Student's lack of ability to write clearly is our biggest problem. Our writing samples show the typical Thiel 'bi-polar' distribute of ability. Our best student work is every bit as good as it ever was but sadly there is just not enough of it. We have students that struggle, to put it politely. Since all three of us think that the best way to address this is to increase the amount time spent on both reading and writing, but spreading the work assignments out over the semester such that there are more numerous, but shorter, assignments. Let's hope this works.

5. Action items for implementation during 2015-2016.

We shall implement a more frequent test/quiz schedule in all classes since research indicates that more frequent testing improves information retention. We shall continue recruitment efforts with the admissions staff to bring high quality students to Thiel and to philosophy. We shall continue our efforts to enhance student learning by increasing the number of quizzes in lower level class, implementing a paper presentation and criticism model in upper level seminars (after appropriate instruction in the process), and we will require drafts of all papers submitted in all classes. We believe that Thiel has a solid (but limited in scope) undergraduate philosophy program and that even in this era of focus on career preparation as we become more visible the value of the study of philosophy will be clear to many more.

Respectfully submitted,  
A. White, Chair, Philosophy Department  
May 14, 2015

### Appendix SLO Assessment Rubric

<b>SLO</b>	<b>Commendable</b>	<b>Satisfactory</b>	<b>Poor</b>
Mechanics (Weight 10%)	No errors of grammar, spelling, syntax, sentence and paragraph construction, or thematic development.	Fewer than three minor errors of grammar, spelling, syntax, sentence and paragraph construction, or thematic development.	Six or more errors of grammar, spelling, syntax, sentence and paragraph construction, or thematic development.
Summary/Source Materials (Weight: 10%)	Accurate summary and/or use of primary/subject source material.	Summaries and/or uses of primary/subject source material display three or fewer errors.	Summaries and/or uses of primary/subject source material display major errors.
Evidence of argument/analysis (Weight: 30%)	Evidence of original argument or analysis by the student.	Evidence of attempts at the construction of an original argument or analysis by the author.	Little evidence of attempts at the construction of an original argument or analysis by the author.
Connections to History of Philosophy (Weight: 10%)	Connection of issue under discussion to major traditions of philosophical history (where appropriate.)	Topic and theme related to assignment.	Topic and/or theme unrelated to assignment
Support of Thesis (Weight: 30%)	Thesis is well supported with textual evidence and argument in a clear and accurate fashion.	Thesis is reasonably supported with textual evidence and argument in a clear and accurate fashion.	Thesis is poorly supported with textual evidence and argument in a clear and accurate fashion.
Organization (Weight: 10%)	Organization (chronological, logical, or dramatic) is appropriate and effective.	Organization (chronological, logical, or dramatic) is appropriate and effective.	Organization (chronological, logical, or dramatic) is poor

## Core Curriculum Assessment Summary

Core	SLOs (14-15)	Assessment Activity (14-15)	Results (14-15) (% of 2 or higher)	Reflection (14-15)	Number Assessed (n is based on course sections sampled)	Action Items (14-15)
<b>OWE I</b>	<ol style="list-style-type: none"> <li>Utilize civil and critical discourse and engage in dialogue.</li> <li>Use discussion, research, class presentations, writing, etc. to demonstrate critical thinking.</li> </ol>	<ol style="list-style-type: none"> <li>Rubric Scoring, Random Sample of Student Work</li> <li>Oral Communication VALUE</li> <li>Critical Thinking VALUE</li> <li>Written Communication VALUE</li> </ol>	<ol style="list-style-type: none"> <li>Oral Communication VALUE <i>Organization: 81%</i> <i>Delivery: 84%</i> <i>Central Message: 80%</i></li> <li>Critical Thinking VALUE <i>Influence: 52%</i> <i>Conclusions: 42%</i></li> <li>Written Communication VALUE <i>Conventions: 44%</i> <i>Syntax: 24%</i></li> </ol>	<ul style="list-style-type: none"> <li>It is clear to the department that more time needs to be spent on composition.</li> <li>We thought that the “O” in our OWE could be combined with Presentational Literacy.</li> <li>We found the goals we used for the written component of OWE I to be unrealistic for first semester writers.</li> <li>The department decided that both OWE I and OWE II need a common final assignment.</li> </ul>	13 (n=241)	<ol style="list-style-type: none"> <li>Set new goals for the written component for OWE I.</li> <li>Have a common final exam or common last essay in all sections.</li> <li>For the 2015-2016 academic year, we will make sure all instructors are using the same speech rubric.</li> </ol>
<b>OWE II</b>	<ol style="list-style-type: none"> <li>Utilize civil and critical discourse and engage in dialogue.</li> <li>Use discussion, research, class presentations, writing, etc. to demonstrate critical thinking.</li> </ol>	<ol style="list-style-type: none"> <li>Rubric Scoring, Random Sample of Student Work</li> <li>Core Rubric</li> <li>Oral Communication VALUE</li> <li>Critical Thinking VALUE</li> <li>Written Communication VALUE</li> </ol>	<ol style="list-style-type: none"> <li>Core Rubric <i>Discourse: 83%</i> <i>Critical Thinking: 87%</i></li> <li>Oral Communication VALUE <i>Organization: 97%</i> <i>Delivery: 100%</i> <i>Central Message: 97%</i></li> <li>Critical Thinking VALUE <i>Influence: 54%</i> <i>Conclusions: 40%</i></li> <li>Written</li> </ol>	<ul style="list-style-type: none"> <li>Need to adjust the baseline to 70%. Although the students scored in the range of 20-30% beyond the original baseline (50%) in most categories, under “Critical Thinking,” the students barely met one subcategory (Context 54%) and did not meet the other subcategory (40%).</li> <li>Need to clarify the AAC&amp;U’s “Influence of context and assumptions” category, perhaps translating the language into the discourse of our respective fields. The language of “subject positioning” might be useful.</li> <li>Difficulty in identifying evidence within student essays for the “Context and purpose of writing” heading in the AAC&amp;U’s “Written Communication</li> </ul>	13(168)	<ol style="list-style-type: none"> <li>Create signature assignments for OWE I and II that are collected for the specific purpose of assessment.</li> <li>Give greater attention to the crafting of thesis statements in OWE I and II classes to make the central message of student essays more.</li> <li>Give greater attention to the writing of conclusions.</li> <li>Hold a department meeting to revise presentation and essay rubrics to incorporate the language of AAC&amp;U rubrics and stress the importance of consistency of grading for</li> </ol>

			<p>Communication VALUE  <i>Conventions: 74%</i>  <i>Syntax: 64%</i></p>	<p>VALUE rubric.”</p> <ul style="list-style-type: none"> <li>• Difficulty in assessing presentations simply based on rubrics.</li> <li>• Wide disparity in rubrics and forms used to grade presentations and essays.</li> </ul>		<p>presentations and essays in OWE I and II.</p>
<b>WIC</b>	<p>1. Use discussion, research, information literacy, class presentations, writing, etc. to demonstrate critical thinking.</p>	<p>1. Rubric Scoring, Random Sample of Student Work  2. Core SLOs  3. Written Communication VALUE</p>	<p>1. Core SLOs  <i>Critical Thinking: 98%</i>  2. Written Communication VALUE  <i>Context: 100%</i>  <i>Content: 98%</i>  <i>Conventions: 98%</i>  <i>Sources: 98%</i>  <i>Syntax: 98%</i></p>	<ul style="list-style-type: none"> <li>• The focus of this assessment was junior and senior writing samples. The students met the initial benchmark.</li> <li>• The writing was a little weaker in the areas of content, conventions, sources, and syntax than we would like at this level.</li> </ul>	15 (n=232)	<p>1. Based on the results, we will move the baseline to 60% at the scores of 3 or better.  2. Work with faculty on reinforcing the areas of content, conventions, sources, and syntax in their lower-level writing intensive courses.</p>
<b>INDS 100</b>	<p>1. Utilize civil and critical discourse and engage in dialogue.  2. Use discussion, research, information literacy, class presentations, writing, etc. to demonstrate critical thinking.</p>	<p>1. Rubric Scoring, Random Sample of Student Work  2. Core SLOs  3. Oral Communication VALUE  4. Critical Thinking VALUE</p>	<p><u>Fall 2014</u>  1. Oral Communication VALUE  <i>Organization: 56%</i>  <i>Language: 39%</i>  <i>Delivery: 17%</i>  <i>Supporting Material: 39%</i>  <i>Central Message: 67%</i>  2. Critical Thinking VALUE  <i>Explanation: 61%</i>  <i>Evidence: 33%</i>  <i>Influence: 33%</i>  <i>Position: 66%</i>  <i>Conclusions: 28%</i>  <u>Spring 2015</u>  1. Core SLOs  <i>Discourse: 86%</i>  <i>Critical Thinking: 83%</i>  2. Oral</p>	<ul style="list-style-type: none"> <li>• Inconsistency in the "type" of speech was a challenge when evaluating several SLOs - we should insist all speeches be strictly informative.</li> <li>• Each speaker (if group format is preserved) needs at least 2 minutes of "air time."</li> <li>• Many of the speaking/delivery errors were obvious issues working with the teleprompter - recommend more work with that tool prior to final recording.</li> <li>• The group presentation style is not appropriate for the goal of the course.</li> <li>• We should look at having different types of final presentations.</li> <li>• We should look at different venues for recording the final projects. The TV studio is limiting to the type of presentation and the use of the teleprompter should be discontinued.</li> <li>• Need to employ more user-friendly technology tools that would accentuate and strengthen student work.</li> <li>• Need to have more consistent</li> </ul>	21 (n=230)	<p>1. We need to develop a final assignment that is based on an individual presentation.  2. We will investigate other options for recording final presentations.  3. Explore the option of creating a joint Writing and Presentation Center in the Pedas Center led by a full-time faculty member.</p>



			<p>Communication VALUE  <i>Organization: 90%</i>  <i>Language: 94%</i>  <i>Delivery: 69%</i>  <i>Supporting Material: 77%</i>  <i>Central Message: 81%</i></p> <p>3. Critical Thinking VALUE  <i>Explanation: 81%</i>  <i>Evidence: 58%</i>  <i>Influence: 54%</i>  <i>Position: 70%</i>  <i>Conclusions: 61%</i></p>	<p>reinforcement of the process of developing a presentation.</p> <ul style="list-style-type: none"> <li>• Students need to feel that the course is important. The one-credit- hour structure allowed them to dismiss the course as unimportant (or at least a lesser priority).</li> <li>• Students did not seem to pay attention to the feedback they were provided. We need to discuss the importance of writing, revising, and rehearsing.</li> </ul>		
<b>PIC</b>	<ol style="list-style-type: none"> <li>1. Use discussion, research, information literacy, class presentations, writing, etc. to demonstrate critical thinking.</li> </ol>	<ol style="list-style-type: none"> <li>1. Rubric Scoring, Random Sample of Student Work</li> <li>2. Core SLO</li> <li>3. Oral Communication VALUE</li> </ol>		<ul style="list-style-type: none"> <li>• These courses will be offered for first time in AY 2015-16. They will be assessed at the end of the AY 2015-16.</li> </ul>		<ol style="list-style-type: none"> <li>1. Hold a Hodge Institute that focuses on development of PIC courses.</li> <li>2. Finalize the signature assignments for these types of courses.</li> <li>3. Develop a standard requirement list for grading/assessing PIC.</li> </ol>
<b>MATH 125</b>	<ol style="list-style-type: none"> <li>1. Evaluate the significance of texts and data.</li> </ol>	<ol style="list-style-type: none"> <li>1. Rubric Scoring, Random Sample of Student Work</li> <li>2. Core SLO</li> <li>3. Quantitative Literacy VALUE</li> </ol>	<ol style="list-style-type: none"> <li>1. Core SLO N/A</li> <li>2. Quantitative Literacy VALUE  <i>Interpretation: 67%</i>  <i>Representation: 66%</i>  <i>Calculation: 72%</i>  <i>Application: 60%</i>  <i>Assumptions: 83%</i></li> </ol>	<ul style="list-style-type: none"> <li>• <i>Communication:</i> Students were not asked to communicate their reasoning in the samples that were provided; they were only asked to calculate. Therefore, the samples provided were not optimal.</li> <li>• <i>Representation:</i> While the models used by the students were mostly correct, it appears that the majority of the mistakes stem from a misunderstanding of the relationships between different quantities.</li> <li>• <i>Calculation:</i> A significant percentage of students struggled in this area. Possible causes over-reliance on calculators and an inability to judge whether an answer is reasonable.</li> </ul>	40 (n=66)	<ol style="list-style-type: none"> <li>1. Modify the learning outcome associated with this course to approximate the following: Use reasoning to analyze mathematical models and solve problems involving those models.</li> <li>2. Come up with a plan for administering the material for assessment so that all students are asked questions that correspond directly to the categories that are assessed by the new rubric.</li> <li>3. Build a bank of questions that can be used for assessment.</li> <li>4. Instructors should meet at the beginning of each semester to</li> </ol>

				<ul style="list-style-type: none"> <li>• <i>Application and Analysis:</i> This was by far the weakest category for the samples assessed.</li> <li>• <i>Assumptions:</i> This item would be much easier to assess if the questions on the samples were specifically written with the intent that students identify their assumptions.</li> </ul>		ensure that each understands the needs and expectations of the others.
<b>Lab Science</b>	<ol style="list-style-type: none"> <li>1. Evaluate the significance of texts and data.</li> <li>2. Use discussion, research, information literacy, class presentations, writing, etc. to demonstrate critical thinking.</li> </ol>	<ol style="list-style-type: none"> <li>1. Rubric Scoring, Random Sample of Student Work</li> <li>2. Core SLOs</li> <li>3. Critical Thinking VALUE</li> <li>4. Problem Solving VALUE</li> <li>5. Quantitative Literacy VALUE</li> </ol>	<ol style="list-style-type: none"> <li>1. Core SLOs <i>Evaluate Data: 84%</i> <i>Critical Thinking: 94%</i></li> <li>2. Critical Thinking VALUE <i>Explanation: 88%</i> <i>Position: 81%</i> <i>Conclusions: 82%</i></li> <li>3. Problem Solving VALUE <i>Define: 93%</i> <i>Propose: 100%</i> <i>Evaluate Solutions: 96%</i></li> <li>4. Quantitative Literacy VALUE <i>Representation: 86%</i> <i>Application: 80%</i> <i>Communication: 77%</i></li> </ol>	<ul style="list-style-type: none"> <li>• The nature of the assignment does not leave the student room for any critical thinking or problem solving.</li> <li>• The wording in the rubric portion for quantitative literacy does not match our expectations for quantitative literacy.</li> <li>• Large parts of the rubric are not suited for quantitative science.</li> </ul>	29 (n=174)	<ol style="list-style-type: none"> <li>1. We strongly suggest that there should be a unified lab class that all students take for their core science requirement. The focus of this course would be on scientific reasoning, scientific method, data analysis, and statistical analysis.</li> </ol>
<b>Creative</b>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the creative process.</li> </ol>	<ol style="list-style-type: none"> <li>1. Rubric Scoring, Random Sample of Student Work</li> <li>2. Core SLO</li> <li>3. Creative Thinking VALUE</li> </ol>	<ol style="list-style-type: none"> <li>1. Core SLO <i>Creative Process: 93%</i></li> <li>2. Creative Thinking VALUE <i>Competencies: 49%</i> <i>Risks: 52%</i></li> </ol>	<ul style="list-style-type: none"> <li>• <i>Competencies:</i> We determined that the poor result was not due to a failure to deliver the material but because the rubric lacked validity, i.e., what it measured was not what was provided in the assignment.</li> </ul>	43 (n=196)	<ol style="list-style-type: none"> <li>1. Increase collaboration between creative departments and across campus to increase/mandate student attendance/participation in campus cultural events. For example, require that each student attend one on campus cultural event per semester and implement a brief standardized on-site reflection assignment.</li> </ol>

<b>Socio-Political</b>	<ol style="list-style-type: none"> <li>Examine the interdisciplinary nature of complex global problems;</li> <li>Use discussion, research, information literacy, class presentations, writing etc. to demonstrate critical thinking.</li> </ol>	<ol style="list-style-type: none"> <li>Rubric Scoring, Random Sample of Student Work</li> <li>Core SLOs</li> <li>Critical Thinking VALUE</li> </ol>	<ol style="list-style-type: none"> <li>Core SLOs <i>Global Problems: 60%</i> <i>Critical Thinking: 75%</i></li> <li>Critical Thinking VALUE <i>Explanation: 64%</i> <i>Evidence: 63%</i> <i>Position: 63%</i></li> </ol>	<ul style="list-style-type: none"> <li>The main issue we had with assessing student learning was how we communicated expectations in the assignments. We need to be more direct in outlining what we want from students in regard to the SLO.</li> </ul>	36 (n=402)	<ol style="list-style-type: none"> <li>Make an “information sheet” that includes criteria for the assignment and a summary of the chosen rubrics.</li> <li>We will make sure students understand the differences in the skills called upon by the SLOs. For example, students would need to be made explicitly aware of the differences between “analyzing” and “summarizing.”</li> <li>Pedagogically, provide feedback to students on assignments/ assessments that are capturing the skills called upon by the SLOs on how and where to make improvements.</li> <li>Guide weaker students to additional campus resources (such as Thiel Learning Commons, library, and writing lab) to complement work in the classroom and help strengthen skills relevant to the SLO.</li> </ol>
<b>Foreign Language</b>	<ol style="list-style-type: none"> <li>Utilize civil and critical discourse and engage in dialogue.</li> </ol>	<ol style="list-style-type: none"> <li>Random Sample of Student Work.</li> <li>Scored on speaking, listening, writing, and cultural competencies.</li> </ol>	70% of students scored at a 70% accuracy	<ul style="list-style-type: none"> <li>Student did better on speaking and listening competencies than written competencies.</li> <li>Verb tense was an issue.</li> </ul>		<ol style="list-style-type: none"> <li>Continued reinforcement by repetition.</li> <li>The new department chair will review the courses and develop a new assessment plan.</li> </ol>
<b>REL 120</b>	<ol style="list-style-type: none"> <li>Evaluate the significance of texts and data.</li> </ol>	<ol style="list-style-type: none"> <li>Rubric Scoring, Random Sample of Student Work</li> <li>Core SLOs</li> <li>Reading AAC&amp;U VALUE</li> </ol>	<ol style="list-style-type: none"> <li>Core SLOs <i>Evaluate Texts: 74%</i></li> <li>Reading AAC&amp;U VALUE <i>Comprehension: 69%</i> <i>Interpretation: 67%</i></li> </ol>	<ul style="list-style-type: none"> <li>Our overall result for the SLO, on average, was “Needs Improvement.” Most of the writing assessed fell into this category, with a handful in the “Poor” category.</li> <li>Our overall result for Comprehension was Milestone 2. Most of the writing assessed fell into this category, with a handful at Benchmark level and a few at Milestone 3.</li> <li>Our overall result for Interpretation was Milestone 2. Most of the writings</li> </ul>	20 (n=80)	<ol style="list-style-type: none"> <li>With there being different teachers for Scriptures, it might be worth developing an exercise to be administered in all sections in which students are expected to deal with genres and analysis. This standardization would likely make the assessing easier and give the process more validity.</li> </ol>

				<p>assessed fell into this category, with a handful at Benchmark level.</p> <ul style="list-style-type: none"> <li>The students demonstrated some ability to read the texts involved with understanding and to apply some interpretive techniques. There is ample room for improvement, but level 2 of a possible 4 seems reasonable for a 100-level class required of all students.</li> </ul>		
<b>Humanities</b>	<ol style="list-style-type: none"> <li>Describe the historical development, the interconnectedness or complexity of different societies.</li> <li>Evaluate the significance of texts and data.</li> </ol>	<ol style="list-style-type: none"> <li>Rubric Scoring, Random Sample of Student Work</li> <li>Core SLOs</li> <li>Critical Thinking VALUE</li> <li>Reading VALUE</li> </ol>	<ol style="list-style-type: none"> <li>Core SLOs <i>Historical Development: 87%</i> <i>Evaluate Texts: 95%</i></li> <li>Critical Thinking VALUE <i>Explanation: 92%</i> <i>Evidence: 64%</i> <i>Position: 68%</i> <i>Conclusions: 85%</i></li> <li>Reading VALUE <i>Comprehension: 97%</i> <i>Relationship: 91%</i> <i>Analysis: 89%</i> <i>Interpretation: 86%</i></li> </ol>	<ul style="list-style-type: none"> <li>While the students met the expectations, we found a problem with the sample assignments. The majority dealt with only one of the Core SLOs we hoped to assess.</li> <li>We discussed the Core SLO: Describe the historical development, the interconnectedness or complexity of different societies. As a group, we thought the terms were vague.</li> </ul>	22 (n=106)	<ol style="list-style-type: none"> <li>Develop criteria for the signature assignment to be used in assessment.</li> <li>We recommend that raising the baseline for assessment to 70%.</li> </ol>
<b>SEMS 100</b>	<ol style="list-style-type: none"> <li>Recognize how various disciplines are interconnected.</li> <li>Explain course texts and theme by participating in seminar discussion, presentations, and writing.</li> </ol>	<ol style="list-style-type: none"> <li>Rubric Scoring, Random Sample of Student Work</li> <li>Core SLOs</li> <li>Integrative Learning VALUE</li> <li>Critical Thinking VALUE</li> </ol>	<p><u>Fall 2014</u></p> <ol style="list-style-type: none"> <li>Integrative Learning VALUE <i>Experience: 55%</i> <i>Discipline: 52%</i> <i>Transfer: 45%</i> <i>Integrated: 66%</i> <i>Reflection: 39%</i></li> <li>Critical Thinking VALUE <i>Explanation: 57%</i> <i>Evidence: 52%</i> <i>Context: 57%</i></li> </ol>	<ul style="list-style-type: none"> <li><i>Transfer:</i> We need to spend more time demonstrating to students how skills, abilities, and theories can be transferred across disciplinary boundaries.</li> <li><i>Reflection:</i> We need to be much more intentional and overt about the skills are we trying to teach. We need to communicate expectations to students. We need to incorporate self-evaluative reflection exercises into student assignments.</li> <li><i>Position:</i> Students are not skilled at identifying multiple perspectives. This</li> </ul>	35 (n=170)	<ol style="list-style-type: none"> <li>Need to make assignments more intentional to show that multiple perspectives are wanted--attitude and counter-attitudinal essay?</li> <li>Provide professional development for seminar style learning techniques and assignments.</li> <li>Propose types of assignments that might be used to improve student learning on the areas of the VALUE rubrics that were found to be sub-par.</li> <li>Work individually on developing</li> </ol>

			<p><i>Position: 36%</i> <i>Conclusions: 32%</i></p> <p><u>Spring 2015</u></p> <ol style="list-style-type: none"> <li>1. Core SLOs <i>Disciplines: 54%</i> <i>Seminar: 74%</i></li> <li>2. Integrative Learning VALUE <i>Experience: 21%</i> <i>Discipline: 6%</i> <i>Transfer: 13%</i> <i>Integrated: 16%</i> <i>Reflection: 23%</i></li> <li>3. Critical Thinking VALUE <i>Explanation: 29%</i> <i>Evidence: 36%</i> <i>Context: 8%</i> <i>Position: 34%</i> <i>Conclusions: 29%</i></li> </ol> <p>Spring</p> <ol style="list-style-type: none"> <li>1. Core SLOs <i>Disciplines: 40%</i> <i>Seminar: 83%</i></li> <li>3. Integrative Learning VALUE <i>Experience: 19%</i> <i>Discipline: 26%</i> <i>Transfer: 5%</i> <i>Integrated: 26%</i> <i>Reflection: 21%</i></li> <li>4. Critical Thinking VALUE <i>Explanation: 34%</i> <i>Evidence: 33%</i> <i>Context: 24%</i> <i>Position: 28%</i> <i>Conclusions: 41%</i></li> </ol>	<p>skill should be stressed and practiced as part of seminar-style teaching and learning.</p> <ul style="list-style-type: none"> <li>• <i>Conclusions:</i> Students may not have understood that they need to approach the problem from multiple angles. In performing the assessment, we realized that we needed to specify how we wished summary conclusions to be expressed.</li> <li>• We need to train, to collaborate, and to conduct workshops to develop signature assignments that will be collected for assessment purposes.</li> <li>• We need to train, to collaborate, and to conduct workshops to find ways of modeling the transfer of skills through interdisciplinary scholarship.</li> <li>• We need to develop standard instructions for explicit self-positioning and summary conclusions in assignments.</li> </ul>		<p>assignments that help guide students to meet assessment goal not achieved in the current assessment.</p> <ol style="list-style-type: none"> <li>5. Create faculty development opportunities to enable faculty to increase learning effectiveness in areas of positioning, summary, self-assessment, and the transfer of skills through seminar-style learning.</li> <li>6. Talk about ways of enhancing the seminar experience in SEMS 100 by combining the course with INDS 100 to complete similar course goals in a comprehensive 3-4 CH class.</li> </ol>
<b>SEMS 200</b>	1. Describe the historical development, the interconnectedness	1. Rubric Scoring, Random Sample of Student Work	<p><u>Fall 2014</u></p> <ol style="list-style-type: none"> <li>1. Intercultural Knowledge and Competence</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Comprehension:</i> We need to work on developing assignments that help students develop the skills need to better comprehend their readings.</li> </ul>	30 (n=64)	1. Work individually on developing assignments that help guide students to meet the assessment goals not achieved in the first

	<p>or complexity of different societies.</p> <ol style="list-style-type: none"> <li>Evaluate the significance of texts and/or data.</li> <li>Explain course texts and theme by participating in seminar discussion, presentations, and writing.</li> </ol>	<ol style="list-style-type: none"> <li>Core SLOS</li> <li>Intercultural Knowledge and Competence VALUE</li> <li>Reading VALUE</li> <li>Critical Thinking VALUE</li> </ol>	<p>VALUE</p> <p><i>Empathy: 50%</i></p> <ol style="list-style-type: none"> <li>Reading VALUE <i>Comprehension: 45%</i> <i>Interpretation: 75%</i></li> <li>Critical Thinking VALUE <i>Evidence: 70%</i> <i>Influence: 40%</i></li> </ol> <p><u>Spring 2015</u></p> <ol style="list-style-type: none"> <li>Core SLOs <i>Historical Development: 95%</i> <i>Evaluate Texts: 90%</i> <i>Seminar: 90%</i></li> <li>Intercultural Knowledge and Competence VALUE <i>Empathy: 100%</i></li> <li>Reading VALUE <i>Comprehension: 95%</i> <i>Interpretation: 90%</i></li> <li>Critical Thinking VALUE <i>Explanation: 95%</i> <i>Evidence: 95%</i> <i>Influence: 85%</i> <i>Position: 95%</i> <i>Conclusions: 85%</i></li> </ol>	<ul style="list-style-type: none"> <li><i>Context:</i> We need to work on helping students develop the skills to question assumptions and identify the relevant contexts around the issue they are addressing.</li> <li>Need for more training on how to transition ourselves from traditional lecture classes to seminar classes.</li> <li>Need for physical space that was set-up for seminar style classes. Many of the classrooms used were easily configured for discussion-based classes.</li> </ul>		<p>round.</p> <ol style="list-style-type: none"> <li>Hold faculty development opportunities on how to use different techniques to enhance student learning in seminar classes.</li> <li>Convert classrooms from conventional lecture-based design to classrooms designed for seminar-based classes.</li> <li>In addition to discussing assessment criteria, we should also work toward standardizing assignments that will be collected for assessment purposes.</li> </ol>
<b>SEMS 250</b>	<ol style="list-style-type: none"> <li>Describe the historical development, the interconnectedness or complexity of different societies.</li> </ol>	<ol style="list-style-type: none"> <li>Rubric Scoring, Random Sample of Student Work</li> <li>Core SLOS</li> <li>Global Learning VALUE</li> </ol>	<p><u>Fall 2014</u></p> <ol style="list-style-type: none"> <li>Global Learning VALUE <i>Perspective: 75%</i> <i>Diversity: 65%</i> <i>Global Systems:</i></li> </ol>	<ul style="list-style-type: none"> <li>Need for more training on how to transition ourselves from traditional lecture classes to seminar classes.</li> <li>Need for physical space configured for seminar-style classes.</li> <li>The need to spend time working with all-</li> </ul>	25 (n=149)	<ol style="list-style-type: none"> <li>Use all parts of the rubrics to match the other SEMS courses.</li> <li>Hold a Hodge Institute that focuses on development of current and future SEMS 250 courses.</li> <li>Convert classrooms from</li> </ol>

	<p>2. Use discussion, research, information literacy, class presentations, writing, etc.to demonstrate critical thinking.</p> <p>3. Explain course texts and theme by participating in seminar discussion, presentations, and writing.</p>	<p>4. Critical Thinking VALUE</p>	<p>68%</p> <p>2. Critical Thinking VALUE <i>Explanation: 73%</i> <i>Evidence: 65%</i> <i>Influence: 65%</i></p> <p><u>Spring 2015</u></p> <p>1. Core SLOs <i>Historical Development: 63%</i> <i>Critical Thinking: 73%</i> <i>Seminar: 63%</i></p> <p>2. Global Learning VALUE <i>Perspective: 57%</i> <i>Diversity: 73%</i> <i>Global Systems: 63%</i></p> <p>3. Critical Thinking VALUE <i>Explanation: 67%</i> <i>Evidence: 62%</i> <i>Context: 70%</i> <i>Position: 56%</i> <i>Conclusions: 49%</i></p>	<p>college SLOs and requirements for assessment assignments to ensure assignments are aligned with SLOs.</p>		<p>conventional lecture-based design to classrooms designed for seminar-based classes.</p> <p>4. Discuss with the groups teaching SEMS 100 and 200 where we find deficiencies in the Core Student Learning Outcomes and work with them on how we can improve learning at an earlier level.</p> <p>5. Design a signature assignment for assessment purposes for all SEMS 250 courses to use.</p> <p>6. Develop a standard requirement list for grading/assessing seminar discussion.</p>
<b>SEM 400</b>	<p>1. Recognize how various disciplines are interconnected.</p> <p>2. Examine the interdisciplinary nature of complex global problems.</p> <p>3. Use discussion, research, information literacy, class presentations, writing, etc.to demonstrate critical thinking.</p>	<p>1. Rubric Scoring, Random Sample of Student Work</p>		<ul style="list-style-type: none"> <li>Course will be offered for first time in Spring 2016. The 2 sections will be assessed at the end of the AY 2015-16.</li> </ul>		<p>1. Hold a Hodge Institute that focuses on development of SEMS 400 courses.</p> <p>2. Finalize the signature assignments for this experiential requirement.</p> <p>3. Develop a standard requirement list for grading/assessing seminar discussion.</p>

	4. Explain course texts and theme by participating in seminar discussion, presentations, and writing.					
<b>Citizenship</b>	1. Recognize how various disciplines are interconnected. 2. Utilize civil and critical discourse and engage in dialogue.	1. Rubric Scoring, Random Sample of Student Work		<ul style="list-style-type: none"> <li>This portion of the Practicum will be offered toward degree completion for the first time during the AY 2015-16. This will be assessed at the end of the AY 2015-16.</li> </ul>		1. Finalize the signature assignments for this experiential requirement.
<b>Leadership</b>	1. Recognize how various disciplines are interconnected. 2. Use discussion, research, information literacy, presentations, writing, etc. to demonstrate critical thinking.	1. Rubric Scoring, Random Sample of Student Work 2. Core SLOs 3. Critical Thinking AAC&U VALUE		<ul style="list-style-type: none"> <li>This portion of the Practicum will be offered toward degree completion for the first time during the AY 2015-16. This will be assessed at the end of the AY 2015-16.</li> </ul>		1. Finalize the signature assignments for this experiential requirement.
<b>Study Abroad/ Study Away</b>	1. Examine the interdisciplinary nature of complex global problems. 2. Describe the historical development, the interconnectedness or complexity of different societies.	1. Rubric Scoring, Random Sample of Student Work		<ul style="list-style-type: none"> <li>This portion of the Practicum will be offered toward degree completion for the first time during the AY 2015-16. This will be assessed at the end of the AY 2015-16.</li> </ul>		1. Finalize the signature assignments for this experiential requirement.
<b>Scholarship</b>	1. Use discussion, research, information literacy, class presentations, writing, etc. to demonstrate critical thinking.	1. Rubric Scoring, Random Sample of Student Work		<ul style="list-style-type: none"> <li>This portion of the Practicum will be offered toward degree completion for the first time during the AY 2015-16. This will be assessed at the end of the AY 2015-16.</li> </ul>		1. Finalize the signature assignments for this experiential requirement.



<b>Physical Well-Being</b>	1. Identify habits of healthy living.	1. Rubric Scoring, Random Sample of Student Work 2. Core SLO 3. Foundations and Skills for Life-Long Learning VALUE	1. Core SLO <i>Healthy Living: 91%</i> 2. Foundations and Skills for Life-Long Learning VALUE <i>Curiosity: 64%</i> <i>Initiative: 64%</i> <i>Independence: 64%</i> <i>Transfer: 64%</i> <i>Reflection: 64%</i>	<ul style="list-style-type: none"> <li>• Students provided better assignments when given more details targeted to assess the student learning outcomes.</li> <li>• Students need to more fully understand that this course is important and the benefits of leading a healthy life style. Students often feel that since they are young they can wait until they are older or diagnosed with an illness like heart disease or diabetes.</li> <li>• Need to create more interest in material taught in class.</li> <li>• Need additional samples from activity courses.</li> <li>• Need to develop a signature assignment that will be collected for assessment purposes.</li> </ul>	10 (n=90)	1. Through the use of Moodle provide additional materials to engage students throughout the course. These materials can include articles and example workouts focused on class content. 2. Create a performance rubric for activity courses and an assignment geared towards assessment of student learning outcomes.
----------------------------	---------------------------------------	---	--	---	-----------	--

## SEMS 200 Rubric

<b>Core Curriculum Student Learning Outcome</b>						
<b>SLO</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>	<b>Poor</b>	<b>0</b>	<b>N/A</b>
Describe the historical development, the interconnectedness or complexity of different societies	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.	Unacceptable	
Evaluate the significance of texts and data	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	Unacceptable	
Explain course texts and themes by participating in seminar discussion, presentations, or writing	Recognizes possible implications of the text for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author's explicit message (e.g., might recognize broader issues at play, or might pose challenges to the author's message and presentation).	Uses the text, general background knowledge, and/or specific knowledge of the author's context to draw more complex inferences about the author's message and attitude.	Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author's message; draws basic inferences about context and purpose of text.	Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.	Unacceptable	

**AAC&U Critical Thinking**

	<b>Capstone</b> 4	<b>Milestone</b> 3	<b>Milestone</b> 2	<b>Benchmark</b> 1	<b>0</b>	N/A
<b>Explanation of issues</b>	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.	Unacceptable	
<b>Evidence</b>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	Unacceptable	
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Unacceptable	
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	Unacceptable	
<b>Conclusions and related outcomes</b>	Conclusions and related outcomes (consequences and	Conclusion is logically tied to a range of information, including	Conclusion is logically tied to information (because	Conclusion is inconsistently tied to	Unacceptable	

<b>(implications and consequences)</b>	implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	some of the information discussed; related outcomes (consequences and implications) are oversimplified.		
--	---	---	---	---	--	--

**AAC&U Reading  
VALUE Rubric**

<b>Comprehension</b>	Recognizes possible implications of the text for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author's explicit message (e.g., might recognize broader issues at play, or might pose challenges to the author's message and presentation).	Uses the text, general background knowledge, and/or specific knowledge of the author's context to draw more complex inferences about the author's message and attitude.	Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author's message; draws basic inferences about context and purpose of text.	Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.	Unacceptable	
<b>Interpretation</b>	Provides evidence not only that s/he can read by using an appropriate epistemological lens but that s/he can also engage in reading as part of a continuing dialogue within and beyond a discipline or a community of readers.	Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one's discipline(s) or in a given community of readers.	Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the reading.	Can identify purpose(s) for reading, relying on an external authority such as an instructor for clarification of the task.	Unacceptable	

**Intercultural  
VALUE Rubric**

<b>Empathy</b>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.	Unacceptable	
----------------	---	---	---	--	--------------	--

## **Assessment Report for SEMS 200: Western Traditions Fall 2014**

### **Assessment Plan**

Student Learning Outcomes Assessed: Upon completion of the core curriculum, students will have demonstrated the ability to

- Describe the historical development, the interconnectedness or complexity of different societies.
- Evaluate the significance of texts and/or data.
- Explain course texts and theme by participating in seminar discussion, presentations, and writing.

Assessment Activities:

- Rubric Scoring, Random Sample of Final Student Presentations
- Discussion of Results
- Development of Action Plans

Rubrics: (AAC&U VALUE):

- Intercultural Knowledge and Competence
  - Empathy
- Reading
  - Comprehension
  - Interpretation
- Critical Thinking
  - Evidence
  - Influence

Assessors:

- Lippert, Art
- Morgan, Philosophy

## Assessment Results

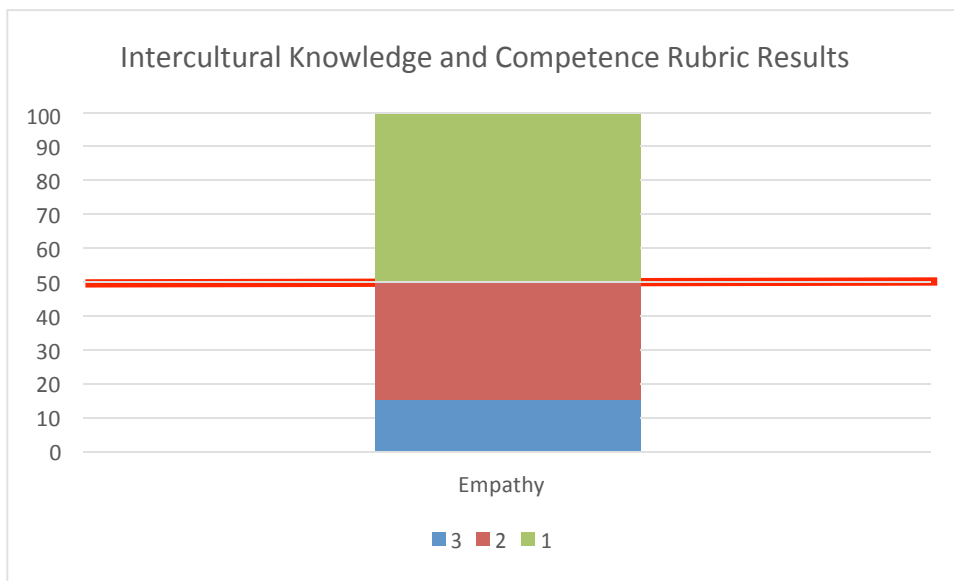
### Significant Factors:

SEMS-200 was taught and assessed for the first time in fall 2014. The majority of students taking SEMS-200 this year have not been completed SEMS-100. Two sections were taught in the fall, and two sections were taught in the spring. The initial assessment goal was to establish a baseline for future assessments.

### Assessment Baseline:

**50% of students assessed will score a 2 or higher on each assessed criterion.**

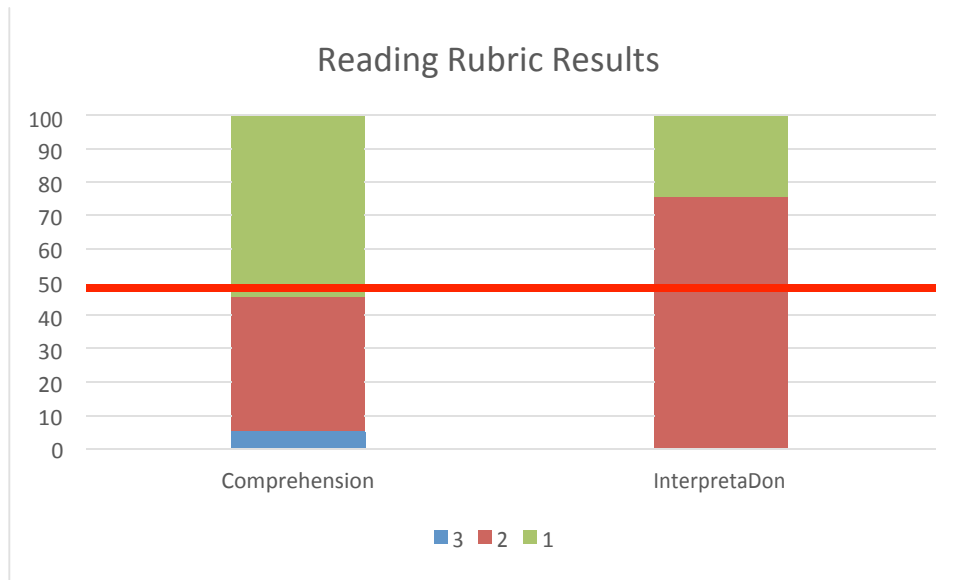
### Assessment of Intercultural Knowledge and Competence



### Intercultural VALUE Rubric

- *Empathy*: With 50% of the student samples scoring a 2 or higher, we **met** our assessment goal.

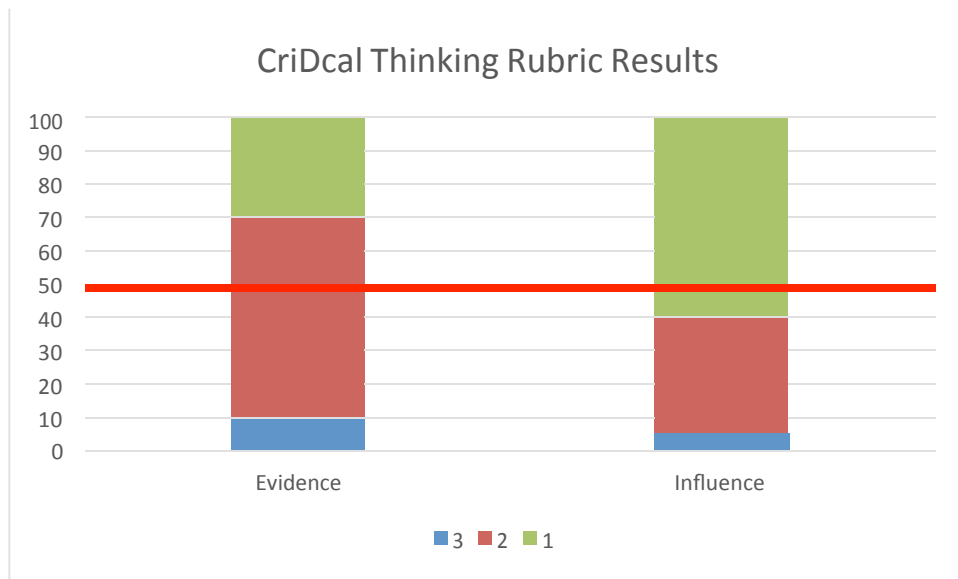
## Assessment of Reading



### Reading VALUE Rubric

- *Comprehension:* With 45% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.
- *Interpretation:* With 75% of the student samples scoring a 2 or higher, we **met** our assessment goal.

## Assessment of Critical Thinking



### Critical Thinking VALUE Rubric

- *Evidence*: With 70% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Influence*: With 40% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.



## **Reflection**

### Reading VALUE Rubric

- *Comprehension:* We need to work on developing assignments that help students develop the skills need to better comprehend their readings.

### Critical Thinking VALUE Rubric

- *Context:* We need to work on helping students develop the skills to questions assumptions and identify the relevant contexts around the issue they are addressing.

### General Observations

We discussed the:

- Need for more training on how to transition ourselves from traditional lecture classes to seminar classes.
- Need for physical space that was set-up for seminar style classes. Many of the classrooms used were easily configured for discussion-based classes.

## **Action Plan**

### Immediate Action Items

We will start using all parts of the rubrics to match the other SEMS courses.

### Possible Action Items for Next Academic Year

These are possible action items. We will determine the exact action items after we complete the assessment of SEMS 200 during the Spring 2015 semester

1. Work individually on developing assignments that help guide students to meet the assessment goals not achieved in the first round.
2. Hold faculty development opportunities on how to use different techniques to enhance student learning in seminar classes.
3. Convert classrooms from conventional lecture-based design to classrooms designed for seminar-based classes.
4. In addition to discussing assessment criteria, we should also work toward standardizing assignments that will be collected for assessment purposes.

# Assessment Report for the Humanistic Distribution AY 2014-15

## Assessment Plan

Student Learning Outcomes Assessed: Upon completion of the core curriculum, students will have demonstrated the ability to

- Describe the historical development, the interconnectedness or complexity of different societies.
- Evaluate the significance of texts and data.

Assessment Activities:

- Rubric Scoring, Random Sample of Student Work
- Discussion of Results
- Development of Action Plans

Rubrics:

- Core Curriculum SLOs
  - **Historical Development:** Describe the historical development, the interconnectedness or complexity of different societies.
  - **Evaluate Texts:** Evaluate the significance of texts and data.
- Critical Thinking AAC&U VALUE
  - Explanation
  - Evidence
  - Position
  - Conclusions
- Reading AAC&U VALUE
  - Comprehension
  - Relationship
  - Analysis
  - Interpretation

Assessors:

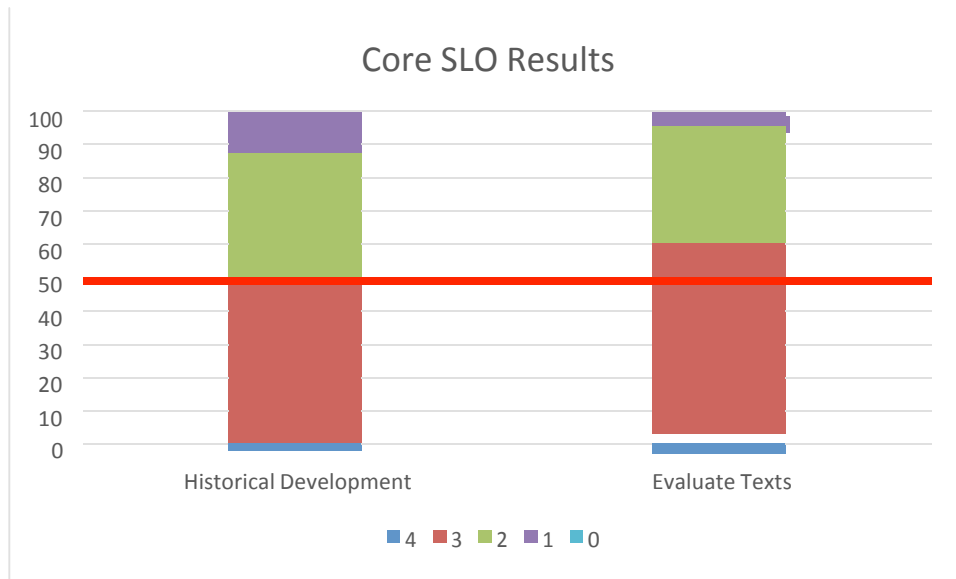
- Buck, History
- Morgan, Philosophy
- Thompson, Religion

## Assessment Results

Assessment Baseline:

**50% of students assessed will score a 2 or higher on each assessed criterion.**

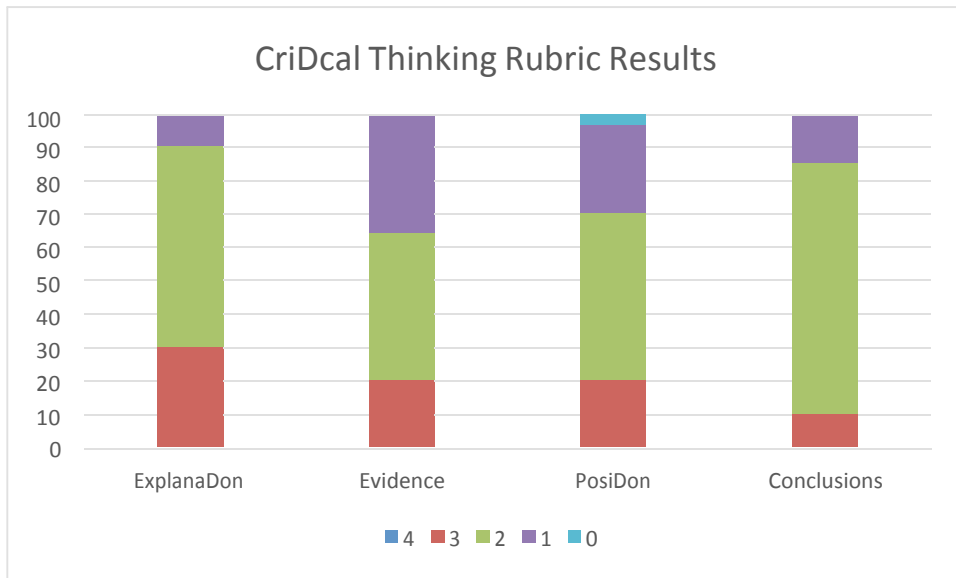
Assessment of Core Learning Outcome:



### Core Learning Outcomes

- *Historical Development*: With 87% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Evaluate Texts*: With 95% of the student samples scoring a 2 or higher, we **met** our assessment goal.

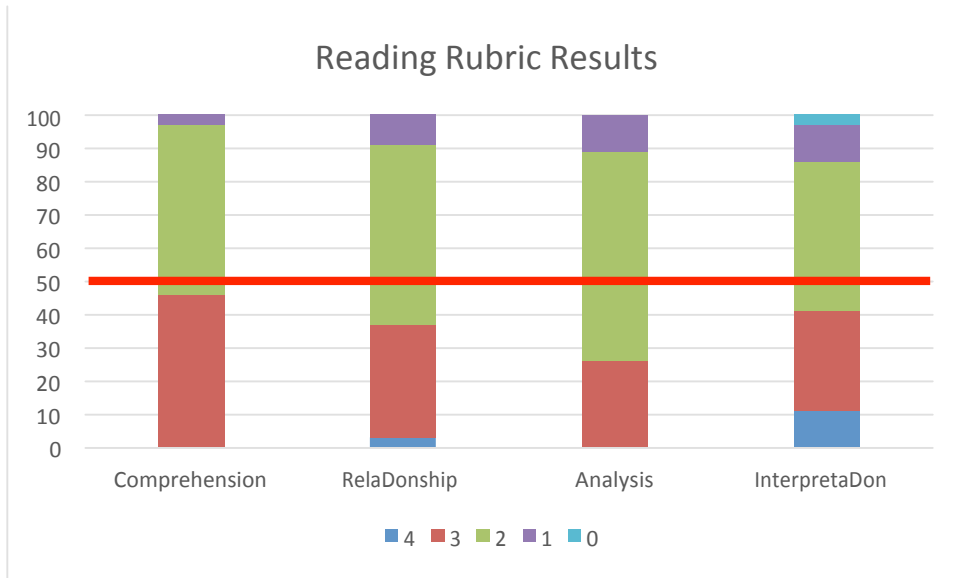
## Assessment of Critical Thinking



### Critical Thinking VALUE Rubric

- *Explanations*: With 92% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Evidence*: With 64% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Position*: With 68% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Conclusions*: With 85% of the student samples scoring a 2 or higher, we **met** our assessment goal.

## Assessment of Reading



### Reading VALUE Rubric

- *Comprehension*: With 97% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Relationship*: With 91% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Analysis*: With 89% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Interpretation*: With 86% of the student samples scoring a 2 or higher, we **met** our assessment goal.

## **Reflection**

- While the students met the expectations, we found a problem with the sample assignments. The majority dealt with only one of the Core SLOs we hoped to assess.
- We discussed the Core SLO: Describe the historical development, the interconnectedness or complexity of different societies. As a group, we thought the terms were vague.
- We discussed how the student learning was at the level that we wanted based on the fact that this might be the only Humanities course a student would take at Thiel College.

## **Action Items**

1. The Humanities faculty will develop:
  - a. Core SLO specifically addressing the Humanistic Distribution;
  - b. The criteria for the assignment to be used in assessment;
  - c. Determine which parts of the AAC&U rubrics will be required components for all courses in the distribution;
  - d. Determine is there should only be certain courses that count toward the distribution or if all humanities courses will continue to count.
2. Using the AAC&U VALUE Rubrics as a model, we will develop a glossary of definitions for terms in the Core SLO.
3. We recommend that raising the baseline for assessment to 75% of the students will score:
  - a. A 3 or better on the Core SLO rubric.
  - b. A 2 or better on the AAC&U VALUE rubrics.

## Non-Implemented Core Course Assessment Plans

### Presentation Intensive Courses

The All College Learning Goals that we plan to assess in this course are:

*Foundational Skills*

The assessment plan is to take a random sample of presentations from selected PIC courses over the academic year. These will be scored using the AAC&U's Critical Thinking and Oral Communication VALUE Rubrics by a committee of tenured and tenure-track faculty members.

The Assistant Academic Dean will be responsible for coordinating the collection of student work and archiving samples.

### SEMS 400: Global Issues

The All-College Learning Goals that we plan to assess in this course are:

*Foundational Skills; Intellectual Breadth and Rigor; Problem Solving; Imaginative Sensitivity; and Individual and Social Maturation*

The assessment plan is to take a random sample of final projects from the offered sections. These will be scored using the AAC&U's Critical Thinking, Integrative, Ethical, and Problem Solving VALUE Rubrics against a standard rubric by a committee of tenured and tenure-track faculty members.

During the Summer 2015, we invited faculty interested in developing and teaching courses in the SEMS 400: Global Issues seminar to attend a Hodge Institute. At the institute, we developed the course syllabi and the assessment measures for the All College Learning Goals.

This course will be piloted in Spring 2016.

### Study Abroad/Study Away

The All-College Learning Goals that we plan to assess in this course are:

*Sociocultural, Global, and Intercultural/interdisciplinary Awareness*

Students will write essays that address (1) how their study abroad/away experience has helped them understand complex cultures and (2) the historical development or complexity of the society they visited. The director of Study Abroad will collect all student work and a small committee of faculty involved in study away experiences will assess the students' works.

The assessment plan is to collect student essays during the academic year and evaluate these against the AAC&U's Global Learning and Intercultural VALUE Rubrics. Assessment will occur during early May.

During the Summer 2015, the faculty will meet to discuss the exact essay prompt and finalize the parameters of the assignment. This part of the core curriculum will be operational for the Academic Year 2015-2016.

## **Scholarship**

The All College Student Learning Goals that we plan to assess in this course are:

*Intellectual Breadth and Rigor and Problem Solving*

The Associate Academic Dean will be responsible for collecting samples of student scholarship and will need to coordinate with faculty sponsors to collect this work. No student research without a faculty sponsor will be considered for this component. All sample research projects will be archived electronically.

The assessment plan is to take a random sample, totaling at least 10% of all completed projects, from the academic year unless the total number of projects is less than 10. These will be scored using the AAC&U's Information Literacy, and Problem Solving VALUE Rubrics by a committee of tenured and tenure-track faculty members with recent involvement in student-faculty research.

This part of the core curriculum will be operational for the Academic Year 2015-2016.

## **Citizenship and Leadership**

The All College Student Learning Goals that we plan to assess in this course are:

*Individual and Social Maturation*

The Associate Dean of Career Development will be responsible for collecting samples of student reflections on projects of civic engagement or leadership, and will need to coordinate with faculty sponsors to collect this work. No student work will be considered unless it was explicitly pre-approved by the Associate Dean of Career Development. All sample research projects will be archived electronically.

The assessment plan is to take a random sample, totaling at least 10% of all completed projects, from the academic year unless the total number of projects is less than 10. These will be scored using the AAC&U's Civic Engagement VALUE Rubrics (specifically Civic Identity and Civic Action and Reflections) by a committee of tenured and tenure-track faculty members with recent involvement in student-faculty research.

This part of the core curriculum will be operational for the Academic Year 2015-2016.



## Thiel All-College Student Learning Goals/Core Curriculum Map

Consolidated Student Learning Outcomes	ENG 111	ENG 112	WIC	INDS 100	PI C	MATH 125	Science Lab Distribution	FL 150	FL 151	Humanistic Literacy	Socio-Political Literacy	Creative Literacy	REL 120	SEMS 100	SEMS 200	SEMS 250	SEMS 400	Prac Series
<b>Foundational Skills</b> —Acquisition of college-level competence in:	I, A	R, A	M, A	I	R, M, A			I	R, A	I	R		I	I	R	R	R	
• written and oral communication,																		
• information literacy,	I	R	M	I	R		R			I, R	R			I	R	R	M, A	
• productive uses of technology,	I	R	M	I	I	I	R				R			I	R	R	R	
• critical thinking,	I	R	M	I	R	I	R			I, R	R			I, A	R, A	R, A	M, A	
• creative thinking,	I	R	R	I	R, M		R					I		I	R	R	R	
<b>Intellectual Breadth and Rigor</b> —Acquisition of:			R		R					R	R			I			M	
• knowledge and discipline-specific skills in a major field of study																		
• basic understanding in a wide range of other fields.	I	R	M	I	R, M	R	I	I	I	I	I			I, A	R	R	M, A	

I = Introduce, R = Reinforce, A = Assess, M = Master

## Thiel All-College Student Learning Goals/Core Curriculum Map

<b>Problem Solving</b> —Ability to: <ul style="list-style-type: none"> <li>define the essential aspects of complex problems,</li> </ul>						I	R											M,A	R,A
<ul style="list-style-type: none"> <li>investigate such problems,</li> </ul>						I	R											M,A	
<ul style="list-style-type: none"> <li>propose solutions,</li> </ul>						I	R												
<ul style="list-style-type: none"> <li>evaluate the relative merits of alternative solutions.</li> </ul>						I	R											M,A	
<b>Imaginative Sensitivity</b> —Acquisition of: <ul style="list-style-type: none"> <li>essential skills for imaginative self-expression,</li> </ul>	I	R	M	I	R,M			I	R										
<ul style="list-style-type: none"> <li>articulate evaluation of the creative expressions of others.</li> </ul>																		I,R	
<b>Sociocultural, Global, and Intercultural/Interdisciplinary Awareness</b> —Ability to: <ul style="list-style-type: none"> <li>describe, compare, and thoughtfully evaluate the values, beliefs, and traditions of a variety of cultures</li> </ul>										I,R							I,R	R,A	

## Thiel All-College Student Learning Goals/Core Curriculum Map

<ul style="list-style-type: none"> <li>evaluate and apply a variety of disciplinary approaches to significant problems and issues.</li> </ul>										I					I, R	R, A		
<b>Religious Awareness and Growth</b> —Ability to describe aspects of the Judeo-Christian tradition and other religious traditions to reflect on how these traditions have informed sacred and secular history.													I					
<b>Individual and Social Maturation</b> —Development of a personal ethic that reflects and enacts self-reliance, self-control, habits of healthful living, personal integrity, and investment in the common good.														I	R	R	M, A	R

I = Introduce, R = Reinforce, A = Assess, M = Master

**AY 14/15 DHI Assessment Summary**

<b>DHI Course</b>	SLOs (14-15)	Assessment Outcomes (14-15)	Reflection (14-15)	Number Assessed	Action Items (14-15)
HONS 109	<ol style="list-style-type: none"> <li>1. Knowledge gained from engaging big questions and using information to substantiate informed conclusions.</li> <li>2. Having creatively integrated knowledge from various disciplines and having respect for different worldviews and practices.</li> </ol>	<p>General Knowledge Rubric 92% scored 2 or higher on a 3-point scale.</p> <p>Critical Thinking Rubric 92% scored 2 or higher on a 3-point scale.</p>	<p>DHI Director and staff collected samples of student writing and scored them against a rubric. Students are able to contextualize and show evidence of thinking in a trans-disciplinary fashion. Students appreciate the many media in which information is presented.</p>	12/60	<p><i>Improving Student Learning:</i></p> <ol style="list-style-type: none"> <li>1. Closely monitor student progress in this course as lack of success here could signal trouble with other courses. Individualized help could be offered quickly if a student shows signs of trouble in this course.</li> <li>2. Continue with multi-modal learning materials, as it seems to bolster student learning.</li> </ol> <p><i>Improving Assessment:</i></p> <ul style="list-style-type: none"> <li>• The DHI Honors Council should consider these assessment results and decide whether or not the rubrics utilized should be multiplied to gain greater specificity of insight. They might also give thought to whether a signature assignment related to respecting other worldviews is a worthy idea to be suggested for consideration by teachers of the course.</li> <li>• The assessment baseline for this course should be changed to read: 80% of students assessed will score a 2 or higher on each assessed criterion.</li> </ul>
HONS1 114	<ol style="list-style-type: none"> <li>1. Knowledge gained from engaging big questions and using information to substantiate informed conclusions.</li> <li>2. Having creatively integrated knowledge from various disciplines and having respect for different worldviews and practices.</li> </ol>	100% scored 2 or higher on a 3-point scale.	<p>DHI Director and staff collected samples of student final exams and scored them against a rubric. Students show an ability to integrate knowledge across disciplines. Their work shows they are learning about the cultures studied.</p>	12/60	<p><i>Improving Student Learning:</i></p> <ol style="list-style-type: none"> <li>1. Consider adding films that depict particular aspects of the ancient cultures being studied. This multi-media approach may help student learn more about these cultures.</li> <li>2. Affirm that the professors' teaching styles promote student learning.</li> </ol> <p><i>Improving Assessment:</i></p> <ul style="list-style-type: none"> <li>• The DHI Honors Council should consider these assessment results and decide whether or not the rubrics utilized should be multiplied to gain greater specificity of insight. They might also give thought to whether a signature assignment related to respecting other worldviews is a worthy idea to be suggested for consideration by teachers of the course.</li> <li>• The assessment baseline for this course should be changed to read: 85% of students assessed will score a 2 or higher on each assessed criterion.</li> </ul>

[Type text]

HONS 128	1. A transdisciplinary approach to comprehensively exploring the content and context of issues before formulating judgments.	75% of students scored 2 or higher on the critical thinking on a 3-point scale.	DHI Director and staff collected samples of student final papers and scored them against a rubric (critical thinking) <ul style="list-style-type: none"><li>• Students, generally, showed considerable awareness of how context shapes content and interpretation.</li><li>• They displayed a proficient facility with the trans-disciplinary approach to learning.</li><li>• They also adequately applied higher order thinking and strategies to evaluating and solving of problems.</li></ul>	12/54	<i>Improving Student Learning:</i> <ol style="list-style-type: none"><li>1. Balance coverage of course materials for Judeo-Christian portion of course so that the Qur'an is not short-changed.</li><li>2. Support in class work with sessions that take place elsewhere (temple, mosque, etc.) or host talks with faith leaders.</li></ol> <i>Improving Assessment:</i> <ul style="list-style-type: none"><li>• The DHI Honors Council should consider these assessment results and decide whether or not the rubrics utilized should be multiplied to gain greater specificity of insight. They might also give thought to whether a signature assignment related to respecting other worldviews is a worthy idea to be suggested for consideration by teachers of the course.</li><li>• The assessment baseline for this course should be changed to read: 70% of students assessed will score a 2 or higher on each assessed criterion.</li></ul>
HONS 124	1. The skills to clearly, appropriately, and persuasively express ideas.	100% scored at 2 or higher on a 3-point scale.	DHI Director and staff collected samples of student final papers and scored them against a rubric (Communicating	12/60	<i>Improving Student Learning:</i> <ol style="list-style-type: none"><li>1. Research films that provide an overview respectively for the Enlightenment, Romanticism, and Postmodernism. These could be beneficial in the teaching of the course</li><li>2. Continue the trip to the Cleveland Art Museum, as students reported that is clarified course content.</li></ol>

[Type text]

			<p>Effectively).</p> <ul style="list-style-type: none"><li>• Students adequately employed the communication skills of writing, speaking, listening, and/or technology.</li><li>• Students demonstrated understanding of the relation of genre or format to context.</li><li>• Finally, students support their claims with appropriate reasoning, evidence, and attribution.</li></ul>		<p><i>Improving Student Assessment:</i></p> <ul style="list-style-type: none"><li>• The DHI Honors Council should consider these assessment results and decide whether or not the rubrics utilized should be multiplied to gain greater specificity of insight.</li><li>• The assessment baseline for this course should be changed to read: 90% of students assessed will score a 2 or higher on each assessed criterion.</li></ul>
--	--	--	---	--	--

## Assessment of HONS 109: Becoming Human: Love, Power, Justice (Fall 2014)

### Assessment Plan

Student Learning Outcomes Assessed: Upon completion of the core curriculum, students will have demonstrated

- Knowledge gained from engaging big questions and using information to substantiate informed conclusions
- A transdisciplinary approach to comprehensively exploring the content and context of issues before formulating judgments.

Assessment Activities

- Rubric Scoring: Random Sample of Final Student Papers
- Discussion of Results
- Development of an Action Plan

Rubrics (As Formulated for the DHI Curriculum)

- General Knowledge
- Critical Thinking

Assessors:

- Thompson, Dietrich Honors Institute
- Olson-Thompson, Educational Consultant

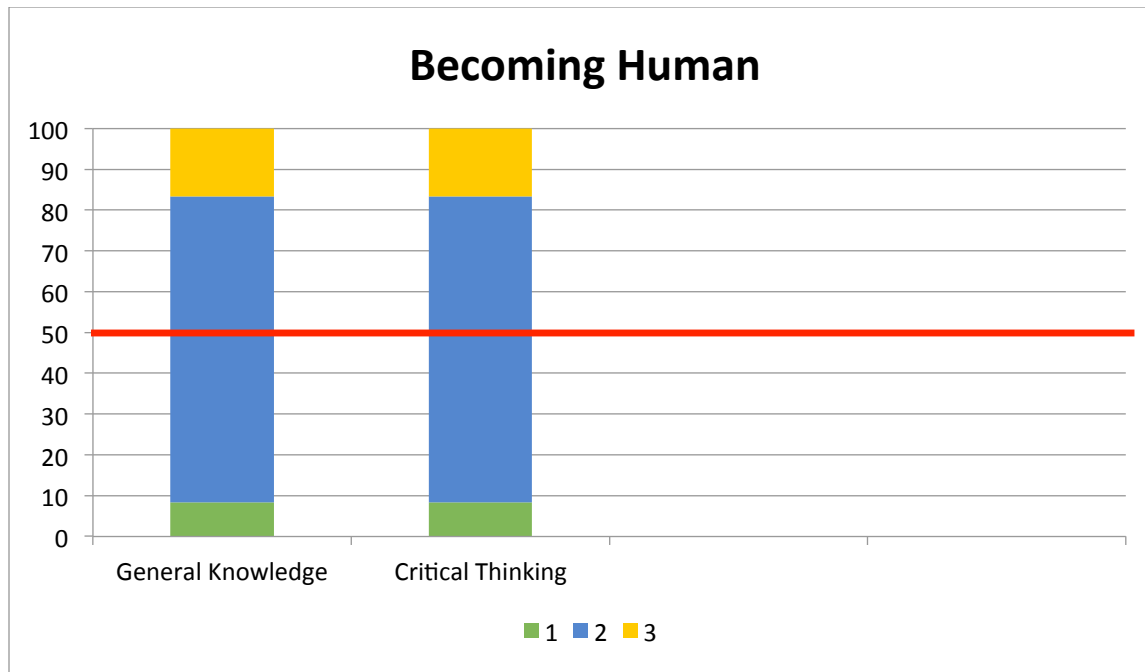
### Assessment Results

Significant Factors:

HONS 109, a three-credit course, was taught for the first time in fall 2013. It enrolls only first-year students admitted into the Dietrich Honors Institute. It was taught a second time in fall 2014. Both times the class size was sixty students. It was not assessed the first year. In the second year student work was gathered electronically so as to have material for assessing the course. That material enabled an assessment to be made. Twelve samples were used in the assessment. From this assessment a baseline for future assessments will be established.

Assessment Baseline:

**50% of students assessed will score a 2 or higher on each assessed criterion.**



#### Becoming Human Rubrics

- General Knowledge: With 91.7% of the student samples scoring a 2 or higher, we met our assessment goal.
- Critical Thinking: With 91.7% of the student samples scoring a 2 or higher, we met our assessment goal.

### Reflection

#### General Knowledge Rubric

- On the whole it can be said that student engagement in one or more of the big questions of love, power, and justice has led to the grasping of knowledge.
- Furthermore, students with few exceptions showed a considerable level of effective and responsible use of information.

#### Critical Thinking Rubric

- Students, generally, showed considerable awareness of how context shapes content and interpretation.
- They displayed a proficient facility with the transdisciplinary approach to learning.
- They also adequately applied higher order thinking and strategies to evaluating and solving of problems.

#### General Observations

- The findings of the assessment are affirming. Students report that they enjoy the course and their final papers reflect the fact that they have given serious thought



to the concepts of love, power, and justice and to how those concepts tie in to their lives.

- The success of students in the course is due in part to the fact that most of them come to us as pretty solid students. Another factor contributing to student success is the variety of ways in which they can gain access to the course content. There are traditional texts to read, short stories, lectures (PowerPoint presentations) of the professor, films, large group discussions, small group discussions, student speeches about themselves, student presentations, individual papers on various topics, group papers, journal entries to write, composing a group contract, assessing of one's peers, etc.
- Lack of success in this course should be a warning signal that a student will likely have difficulty in other courses, honors and non-honors alike.
- The assessment utilizes a single rubric with multiple themes. This makes for a simple assessment process but at the expense of not allowing for greater nuance in assessing.

### **Action Plan**

- Close watch should be given to those who struggle in this course so that ways to be of assistance to them might be discerned.
- While in this sample of twelve only one student fell short of the assessment goal, this number when multiplied by five (sixty in the class) amounts to a handful of students that likely could use some extra help. Special sessions meeting once every week or two could be formed once students having trouble are identified.
- The many types of learning opportunities made available in the course should continue because they are likely an important factor in ushering students into the content of the course.
- The DHI Honors Council should consider these assessment results and decide whether or not the rubrics utilized should be multiplied to gain greater specificity of insight.
- The assessment baseline for this course should be changed to read: 80% of students assessed will score a 2 or higher on each assessed criterion.

## Assessment of HONS 126: Composing Contextually: Enlightenment, Romanticism, Postmodernism (Fall 2014)

### Assessment Plan

Student Learning Outcomes Assessed: Upon completion of the core curriculum, students will have demonstrated

- The skills to clearly, appropriately, and persuasively express ideas.

Assessment Activities

- Rubric Scoring: Random Sample of Final Student Papers
- Discussion of Results
- Development of an Action Plan

Rubrics (As Formulated for the DHI Curriculum)

- Communicating Effectively

Assessors:

- Thompson, Dietrich Honors Institute
- Olson-Thompson, Educational Consultant

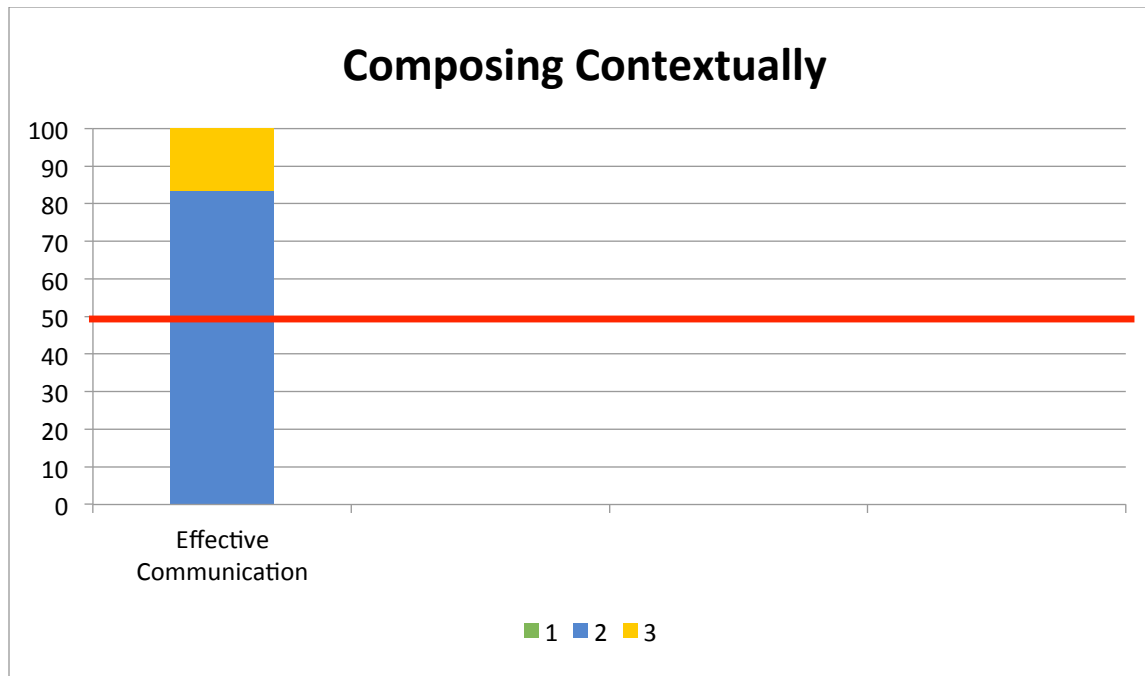
### Assessment Results

Significant Factors:

HONS 126, a three-credit course, was taught for the first time in fall 2014, with three sections of the course being taught. It enrolls second-year DHI students who are in their first semester. The class size averaged twenty students. Representative student work was gathered from Dr. Thompson's class (who had taught one section of the course) so as to have material for assessing the course. That material enabled an assessment to be made. Twelve samples were used in the assessment. From this assessment a baseline for future assessments will be established.

Assessment Baseline:

**50% of students assessed will score a 2 or higher on each assessed criterion.**



#### Composing Contextually Rubric

- Effective Communication: With 100% of the student samples scoring a 2 or higher, we met our assessment goal.

#### Reflection

#### Effective Communication Rubric

- It can be said that students adequately employed the communication skills of writing, speaking, listening, and/or technology.
- Furthermore, students showed that they understand the relation of genre or format to context.
- Finally, students support their claims with appropriate reasoning, evidence, and attribution.
- Indirectly, one can note that students were learning about composing within the context of learning about the Enlightenment, Romanticism, and Postmodernism, so as concerns content they likely gained some insights into these movements.

#### General Observations

- The findings of the assessment are affirming. Being a good communicator is critical to effective functioning in the world. It is good to see that the sample of students selected were competent communicators.
- Students very much enjoyed taking the field trip to the Cleveland Museum of Art in the context of this class because they could experience in person so many of the art works they had been studying.

- In my teaching of the course I placed too much stress on students writing the classic five-paragraph essay. As the semester progressed it also became apparent that creating a painting, writing a poem, making a film, etc. can also serve as appropriate projects on the basis of which one can do summative evaluating in addition to the writing of a traditional paper. The course is concerned with composing, but composing can take many forms.

### Action Plan

- The DHI has the wherewithal to provide resources for the teaching of its courses. Inquire of the course's teachers whether three strong films that provide an overview respectively for the Enlightenment, Romanticism, and Postmodernism would be beneficial in the teaching of the course. If so, those films should be identified and purchased.
- The field trip to the Cleveland Museum of Art should definitely be continued since it was well received by so many students as an extremely valuable learning experience.
- The DHI Honors Council should consider these assessment results and decide whether or not the rubrics utilized should be multiplied to gain greater specificity of insight.
- The assessment baseline for this course should be changed to read: 90% of students assessed will score a 2 or higher on each assessed criterion.

**Thiel All-College Student Learning Goals/DHI Curriculum Map**

<b>Consolidated Student Learning Outcomes</b>	<b>HON 109: Becoming Human</b>	<b>HON 113: Communicating Effectively</b>	<b>HON 114: Creating Culture</b>	<b>HON 128: Interpreting Scriptures</b>	<b>HON 126: Composing Contextually</b>	<b>HON 127---37: Emerging Reality</b>	<b>HON 230: Understanding Globalization</b>	<b>HON 240: Appreciating Creativity</b>	<b>HON 340: Contributing Culturally</b>
<b>Foundational Skills</b> — Acquisition of college---level competence in:	I	R, A	R	R	R, A	R	R	R	M, A
• written and oral communication,									
• information literacy,	I	R, A	R	R	R, A	R	R	R	M, A
• productive uses of technology,	I	R	R	R	R	R	R	R	M, A
• critical thinking,	I, A	R	R	R, A	R	R	R, A		M, A
• creative thinking,			I	R, A	R	R	R	R	M, A
<b>Intellectual Breadth and Rigor</b> —Acquisition of:	I, A	R	R, A	R	R	R	R, A	R	M, A
• knowledge and discipline---specific skills in a major field of study									

**I = Introduce**  
**R = Reinforce**  
**A = Assess**  
**M = Master**

**Thiel All-College Student Learning Goals/DHI Curriculum Map**

<b>Consolidated Student Learning Outcomes</b>	<b>HON 109: Becoming Human</b>	<b>HON 113: Communicating Effectively</b>	<b>HON 114: Creating Culture</b>	<b>HON 128: Interpreting Scriptures</b>	<b>HON 126: Composing Contextually</b>	<b>HON 127---37: Emerging Reality</b>	<b>HON 230: Understanding Globalization</b>	<b>HON 240: Appreciating Creativity</b>	<b>HON 340: Contributing Culturally</b>
<b>Intellectual Breadth and Rigor</b> —Acquisition of: <ul style="list-style-type: none"> <li>• basic understanding in a wide range other fields.</li> </ul>			I, A	R	R	R	R	R, A	M, A
<b>Problem Solving</b> —Ability to: <ul style="list-style-type: none"> <li>• define the essential aspects of complex problems,</li> </ul>						I, A			M, A
<ul style="list-style-type: none"> <li>• investigate such problems,</li> </ul>						I, A			M, A
<ul style="list-style-type: none"> <li>• propose solutions,</li> </ul>						I, A			M, A
<ul style="list-style-type: none"> <li>• evaluate the relative merits of alternative solutions.</li> </ul>						I, A			M, A
<b>Imaginative Sensitivity</b> —Acquisition of: <ul style="list-style-type: none"> <li>• essential skills for imaginative self--expression,</li> </ul>								I, A	M, A
<ul style="list-style-type: none"> <li>• articulate evaluation of the creative expressions of others.</li> </ul>			I, A					R	M, A

**Thiel All-College Student Learning Goals/DHI Curriculum Map**

<b>Consolidated Student Learning Outcomes</b>	<b>HON 109: Becoming Human</b>	<b>HON 113: Communicating Effectively</b>	<b>HON 114: Creating Culture</b>	<b>HON 128: Interpreting Scriptures</b>	<b>HON 126: Composing Contextually</b>	<b>HON 127---37: Emerging Reality</b>	<b>HON 230: Understanding Globalization</b>	<b>HON 240: Appreciating Creativity</b>	<b>HON 340: Contributing Culturally</b>
<p><b>Sociocultural, Global, and Intercultural/Interdisciplinary Awareness</b>—Ability to:</p> <ul style="list-style-type: none"> <li>describe, compare, and thoughtfully evaluate the values, beliefs, and traditions of a variety of cultures</li> </ul>			I, a	R	R		M, A		
<ul style="list-style-type: none"> <li>evaluate and apply a variety of disciplinary approaches to significant problems and issues.</li> </ul>			I, A	R	R	R	R	R, A	M, A
<p><b>Religious Awareness and Growth</b>—Ability to describe aspects of the Judeo---Christian tradition and other religious traditions to reflect on how these traditions have informed sacred and secular history.</p>				I, A			M, A		
<p><b>Individual and Social Maturation</b>—Development of a personal ethic that reflects and enacts self---reliance, self---control, habits of healthful living, personal integrity, and investment in the common good.</p>	I	R	R	R, A	R	R	M, A		

AY 14/15 Student Life Assessment Summary Chart

Dept	SLOs Assessed (Student Life Learning Domains / Thiel College Learning Goals)	Assessment Outcomes	Activity and Reflection	Number Assessed	Action Items
Student Discipline	1. Students will gain an increased understanding of the consequences of their actions (SLLD 2 / TCLG 6).	Average survey scores in this category were <b>4.47/5.00</b> .  Students reported and demonstrated an increased understanding of consequences.	The department offered a survey to all students that participated in the disciplinary process. <b>Likert scores were determined for each survey statement. Strategies are being developed to address specific learning outcomes (i.e., behavioral implications for others, critical thinking, etc.)</b>	18 (N=51)	<p><i>Improving Student Learning</i></p> <ul style="list-style-type: none"> <li>As a result of lower scores related to understanding of how behavior affects others, the department will develop residence life programming to better inform students about the rationale for college policy (i.e. legal, ethical, safety, etc.).</li> <li>Disciplinary hearings will be changed to spend more time addressing policy rationale and implications (again to do a better job educating students on the effects of their behaviors).</li> <li>The department will begin positing disciplinary results to better educate students about enforcement and consequences of violations.</li> <li>Follow up dialogues will be incorporated into the sanctioning process to allow for students to gain a better understanding of how their behaviors impacted others.</li> </ul> <p><i>Improving Assessment</i></p> <ul style="list-style-type: none"> <li>Create and implement rubrics for all student learning outcomes, and use the data collected in addition to current assessment methods.</li> <li>Begin surveying and assessing students that did not participate in the discipline process.</li> <li>Focus on obtaining more baseline data for all of the assessment measures.</li> </ul>
	2. Students will learn civil and social responsibility through the disciplinary process and the effect it has on the surrounding community (SLLD 3 / TCLGs 5 & 6).	Average survey scores in this category were <b>3.80/5.00</b> . Based on all assessment methods, the department needs to focus more attention on teaching students how their behaviors impact those around them.	Professional staff participated in focus group discussions. <b>Focus groups allowed professional staff to report on behavioral changes after participation in the discipline process. Rubrics will be created and implemented to better assess student learning.</b>	4 (N=6)	
	3. Students will learn how to interact appropriately and communicate effectively with individuals in positions of authority and in difficult situations (SLLD 4 / TCLG 1).	Although the survey did not address this outcome, observation and reflection indicate progress. However more assessment is needed.	Direct observations of students were also recorded. <b>The assistant director also utilized notes from direct observations of student behaviors at the onset and following participation in the discipline process.</b>	NA	
	4. Students will learn skills to make better choices in difficult social situations (SLLD 5 / TCLG 3).	Average survey scores in this category were <b>4.26/5.00</b> . Reflection results and focus group notes also support learning from participants.	A random sample of reflective essays was reviewed. <b>Reflections demonstrated student learning as a result of the process. Specific examples were provided by students throughout multiple essays.</b>	10 (N=34)	



Dept	SLOs Assessed (Student Life Learning Domains / Thiel College Learning Goals)	Assessment Outcomes	Activity and Reflection	Number Assessed	Action Items
International Student Affairs	<p>1. Students will be able to identify campus resources that will assist them upon arrival to campus and during their adjustment into the campus community (SLLD 1 / TCLG 6).</p> <p>2. Students will be able to identify symptoms of culture shock, cope with those symptoms, and be able to seek appropriate resources when needed (SLLD 2 / TCLG 6).</p> <p>3. Conversation leaders will learn to identify and use effective communication skills (SLLD 5 / TCLGs 1, 3, 6).</p>	<ul style="list-style-type: none"> <li>• 100% of respondents reported gaining knowledge in areas that they had questioned prior to the program.</li> <li>• 34% did not learn the campus logistics as much as desired.</li> <li>• Retention of knowledge in specific areas of orientation was an issue.</li> </ul> <ul style="list-style-type: none"> <li>○ Students reported gaining a better understanding of and coping skills for culture shock.</li> <li>○ Student sought out resources when dealing with issues.</li> <li>○ More baseline data is needed to assess learning from this program.</li> </ul> <ul style="list-style-type: none"> <li>• 8 of 11 demonstrated appropriate levels of communication skills.</li> <li>• 3 of 11 needed further development in specific areas.</li> </ul>	<p>The department offered a survey to all students that participated in the orientation program. <b>Likert scores were determined for each survey statement. Strategies are being developed to better address specific learning (knowledge retention, familiarity with campus, etc.). The director also plans to develop specific rubrics to better assess learning.</b></p> <p>The culture shock program was also assessed as part of the student survey. <b>Students reported that the program was beneficial and they learned helpful knowledge and skills. However more baseline data needs to be collected as part of the assessment process, and new assessment tools created.</b></p> <p>The director conducted individual observation of all 11 conversation leaders and rated their performance in applying a number of communication skills. <b>Most leaders performed well, but the director plans to develop a more comprehensive training program for the leaders (focusing more attention on the application of specific skills and practices).</b></p>	<p>40 (N=44)</p> <p>NA</p> <p>8 (N=11)</p>	<p><i>Improving Student Learning</i></p> <ul style="list-style-type: none"> <li>• Due to a lack of retained information from the orientation program, the department will develop a more engaging orientation program that addresses various learning styles.</li> <li>• Expand orientation to include supplemental training after the 3-day program.</li> <li>• Enhance the training program for conversation leaders to focus more attention on the understanding and application of effective communication skills.</li> <li>• Increase cultural awareness programming and experiences for the entire student population. This action is based on survey feedback from current international students. Students reported a lack of interaction with domestic peers outside of the formal conversation program.</li> </ul> <p><i>Improving Assessment</i></p> <ul style="list-style-type: none"> <li>• Create and implement rubrics for all student learning outcomes and use the data collected in addition to current assessment methods.</li> <li>• Collect more baseline data on students to better assess learning, and conduct more direct assessment.</li> </ul>

## **Assessment Report for the Department of Student Discipline 2014-15 External Program Review**

### Assessment Plan

The department of student discipline developed four learning outcomes that are linked to the Student Life Learning Domains (SLLD). The department is charged to assess 3-5 outcomes on an annual basis, and include assessment results and an action plan in their annual program review report. The department participates in an external review every four years. The external review consists of assessment of student learning, professional standards, and general operations. The four learning outcomes for 2014-15 are included below:

#### **Domain 2: Intrapersonal and Interpersonal Development**

“Through participation in the student discipline process, students will gain an increased understanding of the consequences of their actions.”

#### **Domain 3: Social, Personal, and Intellectual Responsibility**

“Through participation in the student discipline process, students will learn civil and social responsibility through the disciplinary process and the effect it has on the surrounding community.”

#### **Domain 4: Practical Skills**

“Through participation in the student discipline process, students will learn how to interact appropriately and communicate effectively with individuals in position of authority and in difficult situations.”

#### **Domain 5: Integrate and Apply Knowledge and Skills**

“Through participation in the student discipline process, students will learn skills to make better choices in difficult social situations.”

### Assessment Activities

- All participants were asked to complete a student discipline survey that asked questions related to each learning outcome.
- Random samples of reflection papers were used to assess learning.
- Focus groups and direct observations were also incorporated into the assessment process.
- The department invited a faculty member to serve as an external reviewer. The reviewer was provided an evidence folder which included copies of the survey results, notes from focus groups, and the sample reflections.
- The external review took place in May 2015, and a full report was submitted and reviewed with the Vice President of Student Life in June 2015.

### Student Discipline Survey

This survey asked students to rate their level of agreement with 12 different survey statements. Each statement was created to help assess the departments learning outcomes. The survey was offered to all 51 students that participated in the disciplinary process during the spring 2015 semester. A total of 18 out of 51 students completed the survey, which is a **35%** completion rate.

Results from each statement were calculated using a five point Likert scale (with 1 scoring lowest and 5 scoring the highest). The average score for each statement can be found below.

“As a result of participating in the student discipline process...

1. I have a better understanding of the academic consequences of my actions.” (4.4)
2. I have a better understanding of how my actions affect me emotionally.” (3.9)
3. I have a better understanding of the legal consequences associated with my actions.” (4.8)
4. I have a better understanding of how my actions affect my physical wellbeing.” (4.8)
5. I learned one or more personal skills that will help me to make better decisions in difficult social situations.” (4.6)
6. I have utilized one or more of the skills I learned throughout the year.” (4.4)
7. I have found the skills that I have learned to be effective in difficult social situations.” (4.4)
8. I have a better understanding of the importance of accepting responsibility for my actions.” (4.0)
9. I understand how my behaviors affect others around me.” (3.6)
10. I understand the College administrator’s concern for my well-being.” (4.2)
11. I understand the institution’s expectations for my behavior.” (4.6)
12. I understand the College’s view on policy enforcement.” (3.2)

### Reflection Essays

The department of student discipline pulled a random sample of reflective essays that were completed by students participating in the disciplinary process. A total of 10 out of 34 possible essays were reviewed by the administrator and reviewer. Reviewers looked for specific statements related to the departmental learning outcomes. Results and example statements from the essays are included below.

- 7 of 10 students reflected on the skills and knowledge gained from participating in the sanctioned alcohol awareness class offered through our counseling department. *Example statement:* “I learned how to take action in an emergency involving alcohol...”
- 4 of 10 students reflected upon how their behaviors affected those around them. *Example statement* – “I passed out (from alcohol) last week and had to go to the hospital and my best friend went with me. I felt bad that I ruined their night. . .”
- 6 of 10 students reflected upon the possible negative social and/or health consequences of their behaviors (excluding reflection about the actual disciplinary hearings and sanctions assigned by the college). *Example statement* - “I don’t want to lose my career because of a stupid decision I make...”

### Focus Groups & Observations

The department of student discipline also conducted focus groups with staff members working with students that participated in the discipline process. The goal was to obtain feedback and observations from staff members that interacted with the students during various social situations. Examples of the notes collected are included below. Likewise, the actual disciplinary hearing administrators also provided observations on a sample of the students involved in the process.

- Resident directors reported situations where students offered unsolicited apologies for their actions during difficult situations.
- Students also discussed situations where they acted inappropriately towards others and how they regretted those behaviors (often involving alcohol).
- Residence life staff reflected on conversations with students after being involved in disciplinary situations. They shared stories of students having civil conversations about their actions and in many cases offering apologies.

- Some students reported frustrations with current policies, and/or the need for supervision within their residences.

#### Student Learning Action Items/Reflections

- The survey results showed lower scores in the areas of understanding how student behaviors affect those around them and an understanding of College's view and reasoning for policies.
  - Student discipline will work with residence life to develop educational programming (both direct and indirect) aimed at helping to better educate students about the rationale for College policies, and place more emphasis on policy rationale in the hearing process.
- Assessment also indicated a need for more proactive education related to student behaviors and the consequences associated with those behaviors.
  - The department will begin regularly posting reports on violations and sanctions within each of the residence halls.
- Information obtained from focus groups and direct observation also supports the benefit of resolution between students violating College policy and the staff members that intervened.
  - The department will incorporate follow up dialogues between students responsible for violating College policy and the staff members that handled the situation directly.
- The department lacked baseline data to determine how much a student knew and/or understood prior to participating in the disciplinary process.
  - The department will develop rubrics to be used at the onset of the disciplinary process and revisited after the conclusion of the sanction process.

Thiel All-College Student Learning Goals/Student Life Curriculum Map

Consolidated Student Learning Outcomes	O R I E N T A T I O N	R L E I S I E D E N C E	C O U N S E L I N G	I N T R A M U R A	D I S C I P L I N E	I A N F T F E A R I N R A S T 'L	M A U F L F T A I I C R U S L T	S A T C U T D I E V N I T T I E S	C M A I N P I U S T R Y	H S E E A R L V T I H C E S	S E P V E C N I T A S L	P S U A B L E I T C Y	S G T O V D E R N M E N T
<b>Foundational Skills</b> — Acquisition of college---level competence in:	R	R	R	R	R	R		R	R	R	R		R
• written and oral communication,													
• information literacy,													
• productive uses of technology,						R			R		R		
• critical thinking,		R											
• creative thinking,		R				R		R	R		R		
<b>Intellectual Breadth and Rigor</b> —Acquisition of: knowledge and discipline---specific skills in a major field of study													
• basic understanding in a wide range other fields.													
<b>Problem Solving</b> —Ability to:		R			R			R		R	R		R
• define the essential aspects of complex problems,													

I = Introduce, R = Reinforce, A = Assess, M = Master

Thiel All-College Student Learning Goals/Student Life Curriculum Map

• investigate such problems,		R						R		R	R		R
• propose solutions,		R				R		R		R	R		R
• evaluate the relative merits of alternative solutions.		R				R		R			R		R
<b>Imaginative Sensitivity</b> — Acquisition of:							R			R			
• essential skills for imaginative self-expression,													
• articulate evaluation of the creative expressions of others.							R			R			
<b>Sociocultural, Global, and Intercultural/Interdisciplinary Awareness</b> —Ability to:		R				R			R	R			
• describe, compare, and thoughtfully evaluate the values, beliefs, and traditions of a variety of cultures													
• evaluate and apply a variety of disciplinary approaches to significant problems and issues.													
• <b>Religious Awareness and Growth</b> —Ability to describe aspects of the Judeo-Christian tradition and other religious traditions to reflect on how these traditions have informed sacred and secular history.										R			
<b>Individual and Social Maturation</b> —Development of a personal ethic that reflects and enacts self-reliance, self-control, habits of healthful living, personal integrity, and investment in the common good.	R	R	R	R			R		R	R	R	R	R

## Assessment Steering Committee (ASC)

### Policy Group

Alan Fager\* – Board of Trustees, Chair,  
Committee on Academic Affairs  
Mark Benninghoff – Chair, Board of Trustees  
Connie Danko – Board of Trustees  
Frank Maenpa – Board of Trustees  
Sarah Taylor-Rogers – Board of Trustees

\*ASC Co-Chairs

### Implementation Group

Lynn Franken\*-VPAA/Dean of the College  
Mike Balas-Professor of Biology  
David Buck-Asst. Academic Dean/Professor of History  
Mary Theresa Hall-Faculty Chair/Professor of English  
Jenni Griffin – Associate Academic Dean/Professor of  
Psychology  
Mike McKinney – VP for Student Life  
Pete Rydberg – Asst. Prof. of Performing Arts  
Tressa Snyder – Reference Librarian for Instruction  
Gary Witosky – Professor of Business Administration and  
Accounting

### Meetings:

The ASC meets twice per semester.

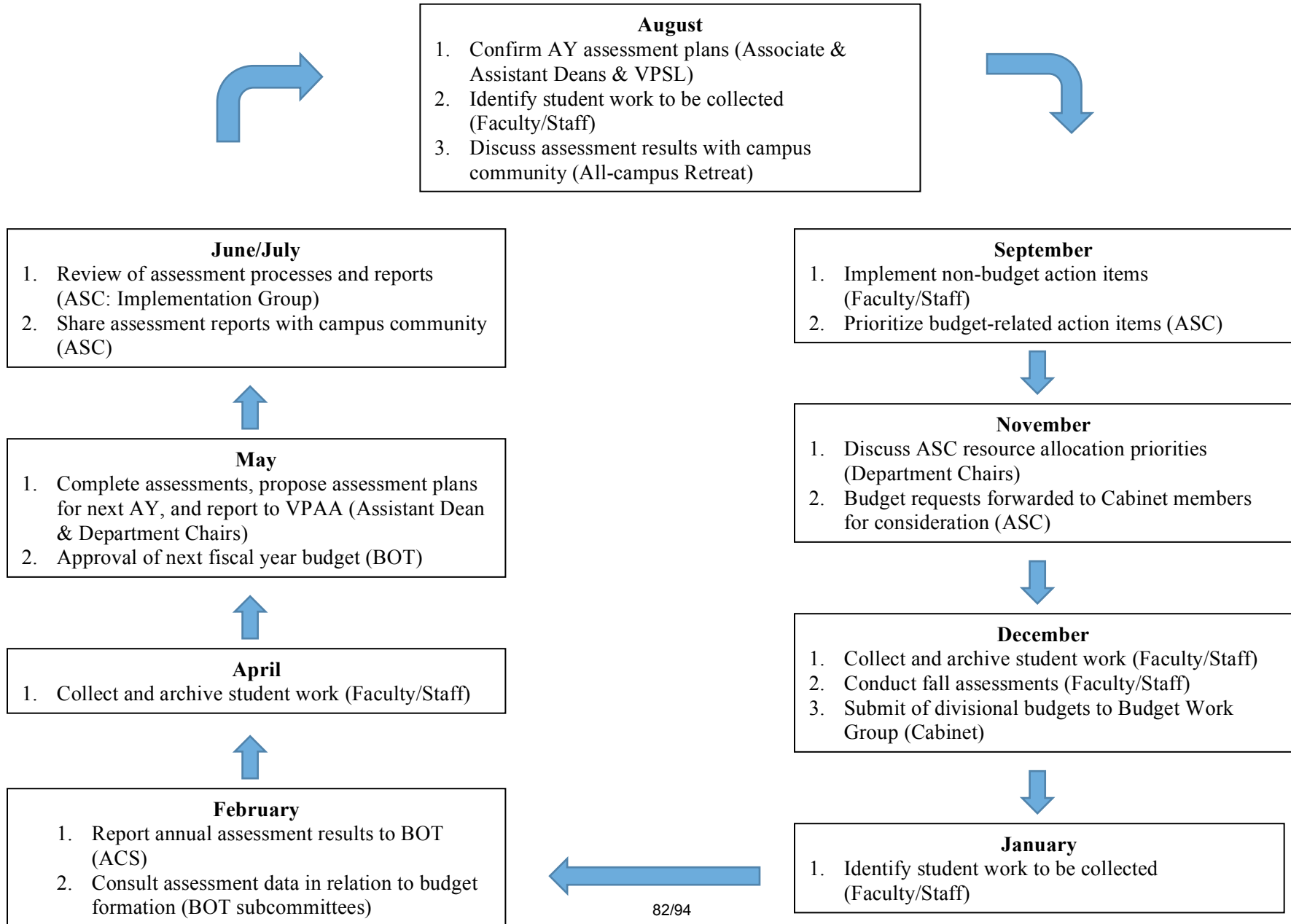
AY 2015/2016:

- September 24 5:30 p.m.
- November 24 3:30 p.m.
- February 4 4:00 p.m.
- April 22 12:00 p.m.

### Committee Functions:

- Oversee Thiel College Assessment Plan; review and revise annually.
- Oversee all aspects of college-wide assessment through the next decennial visit of the Middle States Commission on Higher Education.
- Become familiar with best practices in assessment in order to serve as a resource on assessment for all college constituencies and to support, guide, and ensure compliance with best practices in assessment.
- Review assessment-related budget requests (Sept., annually).
- Review institutional and student learning outcomes assessment processes and outcomes and share results with the campus community (June/July, annually). (Implementation Group)

# Assessment Cycle







**Academic Strategic Planning Design Workshop**  
**August 13, 2015**  
**8:30 a.m.-3:30 p.m.**  
**Schedule of Activities**

**Morning Session**

***ACADEMIC STRATEGIC GOALS***

8:30 a.m.

**Working Breakfast**

9:00-11:00 a.m.

**Goals and Actions**

- Full group creates and lists academic goals.
- Individuals create goals list (5).
- Groups create a single goals list (5).
- Groups prioritize lists—a) capacity to generate change; b) practicality.
- Groups annotate prioritized lists as follows:
  - if the goal is quantitative, provide a number or percent.
  - for all five goals, list three actions that would help to realize the goal, at least one of which lies within the faculty sphere of action.

11:00 a.m. – 12:00 p.m.

**Group Reports**

12:00 – 1:00 p.m.

**Lunch/Informal Discussion**

**Afternoon Session**

***OUTCOMES***

1:00 – 1:15 p.m. (ALL)

**The Academic Agenda**

1:15 p.m. – 2:30 p.m. (GROUPS)

- Choose three items from Thiel’s academic agenda (“other” provides for selection of an item not listed).
- For each item selected list three changes you would make to (your understanding of) how things are done currently at Thiel.

2:30 p.m. – 3:30 p.m.

**Groups Reports**

Follow-up:

- A draft will be prepared within the next 24 hours for distribution to workshop participants.
- This draft will form the basis of a presentation/discussion at the all-campus retreat next Tuesday.
- These two items together will form a preliminary draft for the academic portion of the next strategic plan.

Hodge Institute for Teaching and Learning  
August 13, 2015

### Reading List

Crider, A. (July, 27, 2015). Final exams or epic finales. *The Chronicle of Higher Education*. [http://chronicle.com/article/Final-Exams-or-Epic-Finales/231871/?cid=at&utm\\_source=at&utm\\_medium=en](http://chronicle.com/article/Final-Exams-or-Epic-Finales/231871/?cid=at&utm_source=at&utm_medium=en)

Flaherty, C. (May 29, 2015). Stanford political science department overhauls undergraduate major. *Inside Higher Ed*.  
<https://insidehighered.com/print/news/2015/05/29/stanford-political-science-department-overhauls-undergraduate-major?width=775&height=500&iframe=true>

Gooblar, D. (August 13, 2014). Want to take group work to the next level? Give team tests. *The Chronicle of Higher Education*. <https://chroniclevitae.com/news/656-want-to-take-group-work-to-the-next-level-give-team-tests>

Gooblar, D. (August 27, 2014). Starting at the ending. *The Chronicle of Higher Education*. <https://chroniclevitae.com/news/677-starting-at-the-ending>

Gooblar, D. (April 29, 2015). Ending at the start. *The Chronicle of Higher Education*.  
[https://chroniclevitae.com/news/986-ending-at-the-start=at&utm\\_source=at&utm\\_medium=en](https://chroniclevitae.com/news/986-ending-at-the-start=at&utm_source=at&utm_medium=en)

Hampshire College (n.d). Retrieved from  
[www.hampshirecollege.edu/academics/interdisciplinary-schools](http://www.hampshirecollege.edu/academics/interdisciplinary-schools)

Shinn, L.D. (Jan/Feb 2014). Liberal education versus professional education: The false choice. *Trusteeship Magazine*. [www.agb.org/trusteeship/2014/1/liberal-education-vs-professional-education-false-choice](http://www.agb.org/trusteeship/2014/1/liberal-education-vs-professional-education-false-choice)

## **Proposed Writing and Presentation Center**

To confront the challenges regarding communication competencies and communicating within the disciplines identified in the 2014-2015 Assessment Reports and the 2015 Hodge Institutes, we are creating a multidisciplinary Writing and Presentation Center (WPC). Housed in the Pedas Communication Center, the WPC will offer one-on-one communication consultation to Thiel students seeking help with essays, presentations, and other projects across all disciplines at any stage of development. Consultation sessions are intended to complement and supplement classroom instruction of writing and presentation competencies by providing individual attention. Students will work with tutors to address writing and presentation challenges that are unique to specific disciplines/areas. For example, a student working on a biology lab report would work with a student writing consultant specializing in the sciences.

The WPC will function as a multidisciplinary communication support hub. Services provided by the WPC will stress the process of preparing written or oral class assignments, and topics covered in consultation sessions will correspond to specific individual assignments. Examples of session activities include brainstorming, drafting, organizing, revising, locating and integrating sources, designing presentation aids, rehearsing, managing presentation anxiety, controlling vocals, and working with digital files. While the primary function of the WPC is to assist students with writing and presentation skills necessary to succeed in their coursework, the WPC lab could be made available for other uses that would benefit instructors (such as classroom grammar workshops, brainstorming sessions, etc.) and students applying for graduate school or conducting job searches (application letters, resume workshops, etc.)

Overall, the objectives of the WPC are:

- Improve the writing and presentation competencies tied to the All-College SLO of acquisition of foundational skills;
- Develop an integrated college-wide WPC comprised of qualified students from across the disciplines and managed by academic professionals; and
- Design writing and presentation support materials specific to disciplinary conventions with faculty and experts within the disciplines;

Establishing and maintaining an integrated, dynamic, multidisciplinary WPC that responds and adapts to student needs at Thiel College will require a multifaceted approach.

Resources needed include:

- Leadership positions within the WPC and develop infrastructure,
- Recruiting and training student writing and presentation consultants from across the disciplines,
- Facilitating communication between faculty and WPC staff to enable high impact tutoring practices, and
- Investing in faculty development to foster effective tutor training practices.



- I. Pedas Groundbreaking Review – Roberta Leonard
- II. President's Comments
  - a. AICUP, LECNA and other memberships
  - b. ACE Institution Transformation Award
- III. Middle States Follow Up
  - i. Communication to campus
  - ii. Additional follow up
- IV. Enrollment Update – L. Vallar
- V. Finance/HR – B. Schmoll
  - a. Significant Indicators
  - b. Budget Update
  - c. Service and Assistance Animal Policy
- VI. Student Life – M. McKinney
  - a. Title IX
  - b. Campus Housing Procedures and Fees
- VII. Exec. Conference Room HMSC – K. Ashley
- VIII. Board Orientation – November 6
- IX. Roundtable

**Next meetings:**

Oct. 6 – 12-3 p.m. – Anderson Dining Room

Oct. 23 – 8:30-11:30 a.m. – Anderson Dining Room



PRESIDENT'S CABINET AGENDA  
December 3, 2014 12:00-3:00 p.m.  
Anderson Dining Room

- I. President's Comments
  - a. Community Fund Raising
- II. Academic Affairs – L. Franken
  - a. Assessment Plan 2014-2018 – L. Franken
  - b. Middle States
- III. Finance/HR – B. Schmoll
  - a. Budget Update
- IV. Enrollment– L. Vallar
- V. Capital Campaign Update – T. Law
- VI. Roundtable

**Next meetings:**

Dec. 15 – 12-3 p.m. – HMSC Exec. Conf. Room



PRESIDENT'S CABINET AGENDA

January 27 – 8-11 a.m.  
HMSC – Exec. Conf. Room

- I. President's Comments
  - a. Board Prep
  - b. Advisory Group
  - c. ESL
  
- II. Academic Affairs – L. Franken
  - a. Middle States Review
  - b. Course Recommendations Update
  
- III. Capital Campaign Update – T. Law
  
- IV. Enrollment– L. Vallar
  - a. Communication Thread – Letter Series
  
- V. Finance/HR – B. Schmoll
  - a. Budget Update
  
- VI. Roundtable

**Next meetings:**

February 4, 3-5 p.m. – HMSC Exec.

February 16, 12-3 p.m. – Anderson

March 4, 12-3 p.m. - Anderson



Board of Trustees  
Committee on Academic Affairs  
Meeting Agenda  
Thursday, November 6, 5:00 pm  
Executive Conference Room, HMSC

- I. Opening Prayer
- II. Review of Minutes, meeting of September 25, 2014
- III. Report of the Vice President for Academic Affairs: Dr. Lynn Franken
  - A. Strategic Plan Update—Pillar I: Core Curriculum, Dietrich Honors Institute, Career Development, Majors and Minors
  - B. Assessment: Assessment Steering Committee/Student Learning Outcomes
  - C. Faculty Search Update
  - D. Faculty Compensation
  - E. Faculty Development Report (funds and activities)
  - F. Ninth Semester
  - G. Student Learning, Engagement, and Retention (MAP-Works/NSSE)—Dr. Griffin
- IV. Report of the Faculty: Dr. Mary Theresa Hall, Faculty Chair
- V. Report of the Chairman: Dr. Alan Fager
- VI. Old Business
- VII. New Business
- VIII. Executive Session
- IX. Adjournment

**Call in Instructions:**

[www.webex.com](http://www.webex.com)

Meeting Number: 192 980 052

Audio Connection:

Call: +1-415-655-0001 US TOLL

Access code: 192 980 052

**Meeting Dates:**

February 5, 2015—5pm

April 15, 2015—12pm (Conference Call)

May 1, 2015—5pm



Board of Trustees  
Committee on Academic Affairs  
Meeting Agenda  
Thursday, February 5, 5:00 pm  
Executive Conference Room, HMSC

- I. Opening Prayer
- II. Review of Minutes, Meeting of November 6, 2014
- III. Report of Vice President for Academic Affairs: Dr. Lynn Franken
  - A. Faculty Positions Search Update
  - B. Sabbatical Leave Awards
  - C. Faculty Development
  - D. Assessment Update
    1. Middle States Action
    2. Thiel Follow-Up
      - a. Core Curriculum (regular and DHI); Departmental; Student Life (Buck & Griffin)
      - b. Standard 14 Group
      - c. Consultancies
  - E. Retention and Graduation (Mike McKinney)
    1. Synopsis of Current Support System
    2. Discussion of Possible Enhancements
  - F. Initiatives in the Sciences
    1. Health Professions Institute (Sarah Swerdlow)
    2. Haer Family Symposium (Arthur White)
  - G. Academic Departments Response to Austen Group Reports
- IV. Report of the Faculty: Dr. Mary Theresa Hall
- V. Report of the Chairman: Dr. Alan Fager
- VI. Old Business
- VII. New Business
  - A. Action to Approve Emerita Status for Dr. Beth Parkinson, Department of Psychology.
- VIII. Executive Session
- IX. Adjournment

**Call in Instructions:**

[www.webex.com](http://www.webex.com)

Meeting Number: 197 972 237

Audio Connection:

Call: +1-415-655-0001 US TOLL

Access code: 197 972 237

**Meeting Dates:**

April 15, 2015—12pm (Conference Call)

May 1, 2015—5pm

September 24, 2015—4pm

November 5, 2015—5pm





Board of Trustees  
Committee on Academic Affairs  
Meeting Agenda  
Friday, May 1, 2015, 5:00 p.m.  
Exec. Conf. Rm., HMSC

- I. Opening Prayer
- II. Review of Minutes, Meeting of April 15, 2015
- III. Report of Vice President for Academic Affairs: Dr. Lynn Franken
  - A. Faculty and Academic Affairs Staff Search Update
  - B. Assessment Update (Jenni Griffin)
  - C. Career Development Update (Martin Black)
  - D. GNC Research Institute Update (Greg Butcher)
  - E. Faculty Conversations and *Thiel 2020*
- IV. Report of the Faculty: Dr. Mary Theresa Hall
- V. Report of the Chairman: Dr. Alan Fager
- VI. Old Business
- VII. New Business
- VIII. Executive Session
- IX. Adjournment

<b>Call in Instructions:</b>  Audio Connection <b>+1-415-655-0001</b> US TOLL  Access code: <b>196 590 221</b>	<b>Meeting Dates:</b>  September 24, 2015 @ 4pm November 5, 2015 @ 5pm January 28, 2016 @ 5pm April 21, 2016 @ 5pm
---	---



Assessment Steering Committee  
Meeting Agenda  
October 9, 2014, 12:00 p.m.  
Sawhill-Georgian Room

Agenda  
Revised

- A. Review Middle States Response
- B. Core Curriculum Assessment Plan
- C. Timelines for Departmental Assessments and Reviews
- D. The Assessment Plan Question
- E. Update on Austen Group Report

WebEx Call in information:

WebEx Instructions:

[www.WebEx.com](http://www.WebEx.com)

Meeting Number: **192 261 396**

Audio Connection:

Phone: 1-415-655-0001 US Toll

Access Code: **192 261 396**



## Thiel College Fast Facts – Academic Year 2014/2015

### Demographics/Educational Costs/Endowment

- 270 total individuals employed.
- 108 faculty members; 61 full-time, 47 part-time.
- Student/faculty ratio 14:1.
- Tuition and fees \$27,828; room and board \$11,000.
- Total endowment (Thiel and externally managed funds)=\$63M.

### Incoming Student Academic Profile Improvements Since 2010

- Incoming SAT combined scores rose from 935 to 965.
- First- to second-year retention rose from 58.4% to 69.0%.

### Physical Plant and Fundraising

- Under the auspices of *Thiel 2016*, the current strategic plan, the College:
  - constructed a new \$6.5M building, The Pedas Communication Center;
  - completed an additional \$13M of facilities enhancements;
  - created and launched a new honors program (the Dietrich Honors Institute); and
  - realized \$54M toward a comprehensive campaign goal of \$60M.

## Core Curriculum

### Literacy Series

- Composition
  - 1.Oral and Written Expression 6 CH
  - 2.Writing Intensive Courses
- Presentation
  - 1.Presentational Literacy 1 CH
  - 2.Presentation Intensive Courses
- Scientific/Quantitative 10 CH
  - 1.Quantitative Reasoning
  - 2.Scientific Reasoning
  - 3.Science/Quantitative Course
- Creative 3-4 CH
  - 1.Art, Music, Theater
- Socio-Political 3 CH
  - 1.Economics, Geography, Political Science, Psychology, Sociology
- Foreign Language 0-6 CH
- Humanistic 6 CH
  - 1.Scriptsures
  - 2.Second Course: English, History, Philosophy, Religion

### Seminar Series

- SEMS 100: Introduction to Seminar Series 1 CH
- SEMS 200: Western Traditions 3 CH
- SEMS 250: World Cultures 3 CH
- SEMS 400: Global Issues 3 CH

### Practicum Series

- Concern for Physical Well Being 4 CH
- Choose 2 of the following areas:
  - Citizenship
  - Leadership
  - Study Abroad/Study Away
  - Scholarship