

## Assessment Plan Steps – EXAMPLES

### STEP 1 - MISSION STATEMENT and PROGRAM LEARNING OUTCOMES

#### Art & Design

##### **Mission Statement**

The mission of the Vincennes University Art and Design transfer program is to provide students with a strong foundation through creative exploration in traditional and contemporary visual media. Studio and lecture courses in the Art and Design program broaden and enrich students' understanding of and experience in visual art, design, and related creative and research areas. Course offerings also include lecture and studio classes which meet general education requirements for non-majors. Art and Design majors develop creativity, critical thinking, and presentation skills and a portfolio of work for academic transfer which also serves as a foundation for later professional practice.

##### **Program Learning Outcomes**

Students who complete course work in the Art and Design transfer program will be able to:

- create accurate visual representations of observed or conceptual subject matter.
- apply the elements and principles of design in both two and three-dimensional compositions.
- demonstrate knowledge of art historical periods and individual artist's contributions to art history.
- present and critique art and design works with competence.
- appreciate works of art across both time and cultures.

#### Graphic Design

##### **Mission Statement**

The mission of the Vincennes University Graphic Design program is to offer students with diverse backgrounds a career-oriented education in graphic design that will qualify graduates for employment as graphic designers and production artists. Students will be able to apply all essential aspects of graphic design, including design principles and processes, creativity, aesthetic sensibilities, visual problem-solving, interpersonal communications skills, professional conduct, current technical skills, as well as social and global responsibility

##### **Program Learning Outcomes**

Students who complete course work in the Graphic Design program will be able to:

- generate professional-level, functional and creative designs.
- implement creative and strategic direction from clients and art directors.
- plan strategies that effectively meet the communication needs of a client.
- utilize current technologies, production processes and techniques to meet specific production requirements.
- analyze conceptual and aesthetic qualities of graphic design.
- articulate a clear rationale for design concepts and solutions.
- demonstrate conduct of a business professional with social and global responsibility.

#### Music, Fine Art

##### **Mission Statement**

The mission of the Vincennes University Music Fine Art program is to provide students with classroom, laboratory, small group, and individualized instruction experiences so that they can integrate the skills and knowledge acquired to develop their competencies as emerging professional musicians and connoisseurs of music. By providing courses in the fundamental skills and concepts of music theory, performance, and music literature, students will be prepared to transfer to baccalaureate programs in the fields of music education, music performance, music business, church music, and music therapy.

##### **Program Learning Outcomes**

Students who complete course work in the Music Fine Art program will be able to:

- develop performance proficiencies through a principal area of study.
- demonstrate musicality and musical expression through the performance of a variety of musical styles.
- display appropriate competencies in music theory.
- differentiate genres, styles, and composers of Western music literature as well as music from diverse cultures.
- contribute to the cultural life of the community as performers and ambassadors of music.

# Surveying Technology

## **Mission Statement**

The mission of the Vincennes University Surveying program is to prepare students with the technical skills necessary to enter careers in land surveying, engineering, mapping or other related areas. Skills will include knowledge of boundary, construction and route surveying as well as preparation of survey related drawings and maps. The professional status of Indiana Registered Land Surveyor may be achieved with the required work experience.

## **Program Learning Outcomes**

Students who complete course work in the Surveying program will be able to:

- utilize modern measurement techniques to acquire spatial data.
- employ industry-standard software to solve technical problems.
- interpret construction plans to determine proper location for control monuments.
- create boundary surveys that meet Indiana Minimum Standards.
- apply Case Law to make boundary determinations.

## **STEP 2 – LEARNING TO BE ASSESSED**

# Bowling Industry Management

## **Outcome 1: Analyze a bowling center profit/loss statement.**

**Learning Skill/Knowledge to be Assessed:** The process of accurately completing a profit/loss statement.

**Why is this Assessment Significant?** From input received from advisory committee meetings and communication with various bowling center proprietors, the financial controls of developing and implementing a budget are of primary concern to the success of a manager in the field. This provides the graduate with the knowledge needed to operate a center at a profit and to follow those budgetary guidelines through the fiscal year.

**Faculty Collaborators:** This program is a single-person program; therefore, the entire assessment responsibility is with Gary Sparks, the instructor for the program.

## **Outcome 2: Complete a pinsetter preventative maintenance program checklist.**

**Learning Skill/Knowledge to be Assessed:** The skills to manage a pinsetter preventative maintenance program.

**Why is this Assessment Significant?** This assessment covers the secondary area of the program; the maintenance of the equipment required to keep a bowling center functional and in operation. Also based largely on input from the advisory committee, this was selected as the predominant skill that should be developed in the maintenance area as properly functioning pinsetters are vital to the operational success of any bowling center.

**Faculty Collaborators:** Gary Sparks, sole instructor for the program, has the entire responsibility to oversee the assessment.

# Graphic Design

## **Outcome 1: Analyze conceptual and aesthetic qualities of graphic design.**

**Learning Skill/Knowledge to be Assessed:** To improve the students' ability to identify and articulate (both verbally and written) the element and principle relationships that are the definitive characteristics of successful visual communication.

**Why:** The Graphic Design faculty feels that this outcome is so fundamental to the education of a graphic designer that assessment of this outcome for another semester is important. Our Fall 2011 assessment suggests that we need more proof of student learning in this outcome. Our goal is to improve the student's ability to create better design concepts, more professional looking designs, and improved rationales for their designs based on this important fundamental.

**Faculty Collaborators:** Ron Wise, Phil Negley and Paul E Jost

## **Outcome 2: Plan strategies that effectively meet the communication needs of a client.**

**Learning Skill/Knowledge to be Assessed:** To improve the students' ability to effectively plan and implement a marketing strategy that meets specific communication needs of a client.

**Why:** This outcome was assessed last year and serious issues were identified in the students' ability to plan and implement strategic plans that meet the need of clients. We would like to repeat the assessment to see if changes in our methodologies are working. We

are planning on conducting the assessment in a fourth semester course instead of a third semester course. With the extra experience and knowledge that the students should possess at a later point in their design education, we feel that they should be able to perform better on the project. As we stated in our assessment last year, we feel that this outcome is very important to the education of our majors. As a group, we feel that it is imperative that our students understand this process and have experience with this aspect of graphic design. Our goal is that this experience will strengthen the student portfolios and make our graduates more employable.

**Faculty Collaborators:** Ron Wise, Paul Jost, Phil Negley

## **Surveying Technology**

**Outcome 1: Utilize modern measurement techniques to acquire spatial data.**

**Learning Skill/Knowledge to be Assessed:** Students will be able to demonstrate proficiency in a variety of horizontal distance measuring exercises as well as perform analysis on horizontal distances that are obtained through the exercises in order to determine the precision and accuracy of the measurements.

**Why is this Assessment Significant?** The Advisory Committee views horizontal distance measurement to be a necessary and critical skill in the land surveying profession.

**Faculty Collaborators:** Bill Clark and Austin Yake

### **STEP 3 – ASSESSMENT PROJECT DETAILS**

## **Athletic Training/Sports Management**

**Outcome 1: Incorporate the basic prevention, evaluation, treatment, and rehabilitation skills of an athletic trainer.**

**Project A Title:** Therapeutic Ultrasound Didactic Quiz

**Is this the first, second or third year for this project?** Third

**Brief Project Description:** After students have received instruction both didactically and through the use of a new program, Quizlet, students will be given a written quiz over the pre-application, application, and post application of Ultrasound.

**Assessment Tool(s)Used:** A quiz will be given over the therapeutic use of ultrasound.

**Success Standard:** 70% of the students will get each question correct.

**Course(s):** ATTR 263, *Athletic Training Practicum III*

**Faculty Assessing Course(s) & Campus:** Robert Cullen, Vincennes Campus

**Sample Size:** 12

**Will the tool(s) be used in the fall? spring? Both semesters?** Fall

**Faculty Responsible for Oversight/Compiling Student Results:** Robert Cullen

**Outcome 2: Demonstrate practical skill competencies.**

**Project A Title:** Ankle Evaluation Quiz

**Is this the first, second or third year for this project?** Third

**Brief Project Description:** Following instruction on ankle injuries, including use of new ankle anatomy and evaluation apps and the use of Quizlet, students will be given a written quiz over the ankle.

**Assessment Tool(s)Used:** Quiz on ankle evaluation of ankle injuries.

**Success Standard:** 70% of the students will get each question correct.

**Course(s):** ATTR 209, *Introduction to Athletic Training*

**Faculty Assessing Course(s) & Campus:** Robert Cullen, Vincennes Campus

**Sample Size:** 12

**Will the tool(s) be used in the fall? spring? Both semesters?** Spring

**Faculty Responsible for Oversight/Compiling Student Results:** Robert Cullen

## **Biology**

**Outcome 1: Apply critical thinking skills to biological topics and issues.**

**Project A Title:** UCC Critical Thinking Assignment

**Is this the first, second or third year for this project?** First

**Brief Project Description:** All faculty will be using one of the approved critical thinking assignments for the UCC course they are teaching.

**Assessment Tool(s) Used:** The VU Critical Thinking Rubric

**Success Standard:** 60% of the students will obtain an “Adequate” or higher on each of the dimensions of the critical thinking rubric. Data will be aggregated for all BIOL courses and disaggregated to look at each BIOL UCC course.

**Course(s):** BIOL 100, *Biology*; BIOL 101, *Plant and Animal*; BIOL 105, *General Biology*; BIOL 107, *Essentials of Anatomy and Physiology*; BIOL 111, *Anatomy and Physiology I*; BIOL 112, *Anatomy and Physiology II*; and BIOL 210, *Microbiology*

**Faculty Assessing Course(s) & Campus:** Rene LaMontagna, Andrew Corless, Melody Candler-Catt, Gary Hill, Curt Coffman, Allison Witucki, and Gary Patterson – Vincennes Campus; Karen Moesner and Christy Loner – Jasper Campus

**Sample Size:** Rubric data will be collected for every student and artifacts will be collected from the 4<sup>th</sup>, 8<sup>th</sup>, and last student from each section of each class.

**Will the tool(s) be used in the fall? spring? Both semesters? Fall**

**Faculty Responsible for Oversight/Compiling Student Results:** Rene LaMontagna

**Project B:** Reflection Paper (Survey)

**Is this the first, second or third year for this project?** First

**Brief Project Description:** Reflection questions provided by UCC Committee

**Assessment Tool(s):** Reflection questions relating to critical thinking process

**Success Standard:** N/A

**Course(s):** BIOL 100, *Biology*; BIOL 101, *Plant and Animal*; BIOL 105, *General Biology*; BIOL 107, *Essentials of Anatomy and Physiology*; BIOL 111, *Anatomy and Physiology I*; BIOL 112, *Anatomy and Physiology II*; and BIOL 210, *Microbiology*

**Sample Size:** 600 Students (all students in all sections of courses)

**Will the tool(s) be used in the fall? spring? Both semesters? Fall**

**Faculty Assessing Course(s) & Campus:** Rene LaMontagna, Andrew Corless, Melody Candler-Catt, Gary Hill, Curt Coffman, Allison Witucki, and Gary Patterson on VU main campus. Karen Moesner and Christy Loner from Jasper Campus

**Faculty Responsible for Oversight/Compiling Student Results:** Rene LaMontagna

**Outcome 2: Apply the scientific method to solve problems.**

**Project A Title:** Formal laboratory write up on a specified experiment: Unknown Bacterium Identification

**Is this the first, second or third year for this project?** Second

**Brief Project Description:** Each student will be responsible for completing both the Scientific Method worksheet (designed by the instructor) and a formal lab report write up based on the worksheet.

**Assessment Tool(s) Used:** The lab report will be graded with a rubric designed by the instructor. Each individual section (introduction, methods/materials, results, and discussion) will be analyzed to determine if there are some sections students have a more difficulty in writing.

**Success Standard:** The first success standard will be that 80% of the students will get 80% on the lab report. A second success standard will be that 80% of students will receive a “Good” or better in each section of the lab report based on the rubric.

**Course(s):** BIOL 230L, *General Microbiology Lab* and BIOL 105L, *General Biology Lab*

**Faculty Assessing Course(s) & Campus:** Allison Witucki and Curt Coffman – Vincennes Campus

**Sample Size:** 30 students

**Will the tool(s) be used in the fall? spring? Both semesters? Fall**

**Faculty Responsible for Oversight/Compiling Student Results:** Allison Witucki

**Project B Title:** Formal laboratory write up on a specified experiment: Change-an-experiment variable

**Is this the first, second or third year for this project?** Second

**Brief Project Description:** Each student will be responsible for completing both the Scientific Method worksheet (designed by the instructor) and a formal lab report write up based on the worksheet.

**Assessment Tool(s) Used:** The lab report will be graded with a rubric designed by the instructor. Each individual section (introduction, methods/materials, results, and discussion) will be analyzed to determine if there are some sections students have a more difficulty in writing.

**Success Standard:** The first success standard will be that 80% of the students will get 80% on the lab report. A second success standard will be that 80% of students will receive a “Good” or better in each section of the lab report based on the rubric.

**Course(s):** BIOL 230L, *General Microbiology Lab* and BIOL 105L, *General Biology Lab*

**Faculty Assessing Course(s) & Campus:** Allison Witucki and Curt Coffman – Vincennes Campus

**Sample Size:** 30 students

**Will the tool(s) be used in the fall? spring? Both semesters? Fall**

**Faculty Responsible for Oversight/Compiling Student Results:** Allison Witucki

**Project C:** Formal laboratory write up on a specified experiment: Bacterial Transformation

**Is this the first, second or third year for this project?** Second

**Brief Project Description:** Each student will be responsible for completing both the Scientific Method worksheet (designed by the instructor) and a formal lab report write up based on the worksheet.

**Assessment Tool(s):** The lab report will be graded with a rubric designed by the instructor. Each individual section (introduction, methods/materials, results, and discussion) will be analyzed to determine if there are some sections students have more difficulty in writing.

**Success Standard:** The first success standard will be that 80% of the students will get 80% on the lab report. A second success standard will be that 80% of students will receive a "Good" or better in each section of the lab report based on the rubric.

**Course(s):** BIOL 230L, *General Microbiology Lab* and BIOL 105L, *General Biology Lab*

**Faculty Assessing Course(s) & Campus:** Allison Witucki and Curt Coffman – Vincennes Campus

**Sample Size:** 30 students

**Will the tool(s) be used in the fall? spring? Both semesters?** Fall

**Faculty Responsible for Oversight/Compiling Student Results:** Allison Witucki

**Project D:** Formal laboratory write up on a specified experiment: How Enzymes Function

**Is this the first, second or third year for this project?** First

**Brief Project Description:** Each student will be responsible for completing both the Scientific Method worksheet (designed by the instructor) and a formal lab report write up based on the worksheet.

**Assessment Tool(s):** The lab report will be graded with a rubric designed by the instructor. Each individual section (introduction, methods/materials, results, and discussion) will be analyzed to determine if there are some sections students have more difficulty in writing. The data collected from this particular project will be compared to the data collected from Projects A-C in BIOL 230.

**Success Standard:** The first success standard will be that 80% of the students will get 80% on the lab report. A second success standard will be that 80% of students will receive a "Good" or better in each section of the lab report based on the rubric.

**Course(s):** BIOL 105L, *General Biology Lab*

**Faculty Assessing Course(s) & Location:** Curt Coffman – Vincennes Campus

**Sample Size:** 30 students

**Will the tool(s) be used in the fall? spring? Both semesters?** Fall

**Faculty Responsible for Oversight/Compiling Student Results:** Allison Witucki

## **Bowling Industry Management**

**Outcome 1: Analyze a bowling center profit/loss statement.**

**Project A Title:** Profit/Loss Statement

**Is this the first, second or third year for this project?** Third

**Brief Project Description:** Students will participate in a class project during BOWL 270 where they must formulate a profit/loss statement budget.

**Assessment Tool(s)Used:** A rubric will be used to determine whether the standards have been met.

**Success Standard:** 70% of the students will complete each question on the budget section of the project correctly.

**Course(s):** BOWL 270, *Bowling Lanes Management II*

**Faculty Assessing Course(s) & Campus:** Gary Sparks, Vincennes Campus

**Sample Size:** 10

**Will the tool(s) be used in the fall? spring? Both semesters?** Spring

**Faculty Responsible for Oversight/Compiling Student Results:** Gary Sparks

**Project B Title:** Profit/Loss Exam

**Is this the first, second or third year for this project?** Third

**Brief Project Description:** Students will take a classroom exam using questions pertaining to the profit/loss and budgeting standards.

**Assessment Tool(s)Used:** Profit/Loss Exam

**Success Standard:** 70% of the students will complete each question on the budget section of the exam correctly.

**Course(s):** BOWL 270, *Bowling Lanes Management II*

**Faculty Assessing Course(s) & Campus:** Gary Sparks, Vincennes Campus

**Sample Size:** 10

**Will the tool(s) be used in the fall? spring? Both semesters?** Spring

**Faculty Responsible for Oversight/Compiling Student Results:** Gary Sparks

## **Outcome 2: Complete a pinsetter preventative maintenance program checklist.**

**Project A Title:** Analysis of Pinsetter

**Is this the first, second or third year for this project?** Third

**Brief Project Description:** Students will analyze a pinsetter and complete a check-list as items are deemed satisfactory.

**Assessment Tool(s)Used:** A competency check-list will be used to determine whether the standards have been met.

**Success Standard:** 70% of the students will complete each section of the competency check-list at an 80% success rate.

**Course(s):** BOWL 101, *Lane and Pinsetter Maintenance I* and BOWL 106, *Lane and Pinsetter Lab I*

**Faculty Assessing Course(s) & Campus:** Gary Sparks, Vincennes Campus

**Sample Size:** 6

**Will the tool(s) be used in the fall? spring? Both semesters?** Fall

**Faculty Responsible for Oversight/Compiling Student Results:** Gary Sparks

**Project B Title:** Pinsetter Maintenance Lab Test

**Is this the first, second or third year for this project?** Third

**Brief Project Description:** Students will take a laboratory test where they will complete a list of competencies pertaining to the pinsetter maintenance.

**Assessment Tool(s)Used:** Lab test

**Success Standard:** 70% of the students will complete each part of the test at an 80% success rate.

**Course(s):** BOWL 101, *Lane and Pinsetter Maintenance I* and BOWL 106, *Lane and Pinsetter Lab I*

**Faculty Assessing Course(s) & Campus:** Gary Sparks, Vincennes Campus

**Sample Size:** 6

**Will the tool(s) be used in the fall? spring? Both semesters?** Fall

**Faculty Responsible for Oversight/Compiling Student Results:** Gary Sparks

## **STEP 5 – DATA ANALYSIS**

### **Biology**

#### **Outcome 2: Apply the scientific method to solve problems.**

**Project A:** Formal laboratory write-up on a specified experiment: Unknown Bacterium Identification

**Success Standard:** 80% of the students will get 80% on the lab report; 80% of students will receive a “Good” or better in each section of the lab report based on the rubric.

**Data Indicating Strengths:** In looking at the overall success, 90% of the students scored an 80% or better on the lab report as a whole. In looking at the individual categories, the success standard was met for the Introduction (100%), Methods and Materials (90%), and Results (100%) portions of the laboratory write-up.

**Data Indicating Weaknesses:** The students did not meet the success standards for the Discussion (40%) portions of the laboratory write-up.

**Data Indicating Trends:** Students have improved and the success standard was met for the Introduction (100%) and Results (100%) sections during this year’s assessment, whereas last year the standard was not met for these sections (Introduction 50%, Results 70%). However, the success for the discussion portion dropped. Last year 90% received an 80% or better in the discussion and this year only 40% received an 80% or better. The success of the Methods and Materials section remained consistent (90%). Overall, the success on the entire laboratory report improved. Last year only 75% received an 80% or better on the entire lab report, and this year 87% of the students scored an 80% or better. This is the second year for using the grading rubric.

**Project B:** Formal laboratory write-up on a specified experiment: Change-an-experiment variable

**Success Standard:** 80% of the students will get 80% on the lab report; 80% of students will receive a “Good” or better in each section of the lab report based on the rubric.

**Data Indicating Strengths:** In looking at the overall success, 90% of the students scored an 80% or better on the lab report as a whole. In looking at the individual categories, the success standard was met for the Methods and Materials (80%), Results (100%), and Discussion (90%) portions of the laboratory write-up.

**Data Indicating Weaknesses:** The students did not meet the success standards for the Introduction (70%) portion of the laboratory write-up.

Data Indicating Trends: The students have improved and the success standard met for the Methods and Materials (80%), Results (100%), and Discussion (90%). The students did not meet the success standard for the Introduction (70%), but it is an increase from the year before where only 60% of the students received an 80% or better on the Introduction. The students also improved in the Results (100%) and the Discussion (90%) this year, whereas last year the Results were 90% and the success standard was not met for the Discussion (40%). Overall, the success on the entire laboratory report improved. Last year only 82% received an 80% or better on the entire lab report, and this year 89% of the students scored an 80% or better. This is the second year for using the grading rubric.

**Project C:** Formal laboratory write-up on a specified experiment: Bacterial Transformation

Success Standard: 80% of the students will get 80% on the lab report; 80% of students will receive a “Good” or better in each section of the lab report based on the rubric.

Data Indicating Strengths: In looking at the overall success, 80% of the students scored an 80% or better on the lab report as a whole. In looking at the individual categories, the success standard was met for the Introduction (90%), Methods and Materials (100%) and Results (90%).

Data Indicating Weaknesses: The students did not meet the success standards for the Discussion (40%) portion of the laboratory write-up.

Data Indicating Trends: The students have improved and the success standard was met for the Introduction (90%) and the Results (90%), whereas the year before the standard of success was not met for these sections (Introduction 30% and Results 30%). The success on the Methods and Materials section remained the same (100%). However, the success standard for the Discussion (40%) section was still not met and even dropped this year (last year Discussion 50%). Overall, the success on the entire laboratory report improved. Last year only 78% received an 80% or better on the entire lab report, and this year 89% of the students scored an 80% or better. This is the second year for using the grading rubric.

**Project D:** Formal laboratory write-up on a specified experiment: Photosynthesis Lab

Success Standard: 80% of the students will get 80% on the lab report; 80% of students will receive a “Good” or better in each section of the lab report based on the rubric.

Data Indicating Strengths: In looking at the overall success, 80% of students scored an 80% on the lab report as a whole. In looking at the individual categories, the success standard was met for the Introduction (82%), Methods and Materials (91%), and Discussion (95%).

Data Indicating Weaknesses: The students did not meet the success standard for the Results (74%) portion of the laboratory write-up.

Data Indicating Trends: This was the first year for this assessment.

**Analysis:** The students met the success standard for the overall success of the laboratory report. In the individual categories (Introduction, Methods and Materials, Results, and Discussion) the success of the students increased from the previous year. As stated above in the “data indicating trends,” the success standard is now being reached in multiple categories of the lab report rather than just in the Methods and Materials sections. I believe that since the students were graded with the rubric in BIOL 105L the previous year, their exposure and familiarity to it and what was expected in a good formal laboratory report helped increase their overall grades on the reports.

## **History**

**Outcome 1: Analyze source documents.**

**Project A:** Reflective Source Document Questions over Common Sense

Success Standard: 75% percent of the students will be expected to score a 75% or higher on each dimension of the rubric.

Data Indicating Strengths: In all four dimensions of the rubric the success standard was met. Dimension #1 results were 100% of the students received 75% or better. Dimension #2 results were 81% of the students received 75% or better. Dimension #3 results were 100% of the students received 75% or better. Dimension #4 results were 95.2% of the students received 75% or better. Even though all four dimensions were above the success standard, particular strengths were seen in Dimensions #1 and #3. Dimension #1 dealt with basic spelling and grammar. Dimension #3 dealt with students reading Common Sense and looking at the reasons Thomas Paine gave against monarchy.

Data Indicating Weaknesses: Weakness was seen in Dimension #2. Dimension #2 of the rubric dealt with Thomas Paine’s reasons for revolution. Even though students met this success standard, there were still a few who failed to read the document and correctly identify two or more of Paine’s arguments for revolution.

Data Indicating Trends: This year each dimension of the rubric was broken down and individual data was evaluated. This is not how the department did it in previous years, so trends will need to be looked at this year and next year.

**Project B:** Embedded Questions over Source Documents

Success Standard: 75% of students will be expected to answer each of the embedded questions over the documents correctly.

Data Indicating Strengths: Overall, faculty saw strength in most of the embedded questions. Eight out of the 11 embedded questions met or exceeded the success standard. Faculty saw strengths in Test 1 Embedded Question #3 (91.7% of the students answered this question correctly). Question #3 was a question over a journal entry by Columbus. Faculty also saw strengths in Test 2 Embedded Question #2 (90.2% answered the question correctly) and Test 2 Embedded Question #4 (91.5% answered the question correctly). Question #2 was over a letter from an indentured servant and Question #4 was over court cases the students looked at from early colonial times.

Data Indicating Weaknesses: There were three questions that fell below the success standard. Test 2 Embedded Question #1 was below the standard (73.2% answered the question correctly). Test 3 Embedded Question #1 (74.1% answered the question correctly). Test 4 Embedded Question #1 (64.1% answered the question correctly). Overall, the weaknesses tended to be on questions where students had to analyze the documents.

Data Indicating Trends: Looking at the trends from last year to this year, faculty saw an improvement in the overall average of all the questions. Last year the average was 80.7% and this year it was 82.35% questions answered correctly. When it is broken down and looked at by individual documents, students still scored lowest on the letter from the immigrant. However, they improved the scores on those questions from last year (Question #1 improved from 63.9% to 74.1%, Question #2 improved from 25% to 77.8%, and Question #3 improved from 63.9% to 85.2%)

**Analysis:** All four parts of the rubric met or exceeded the success standard (75% percent of the students will be expected to score a 75% or higher on each dimension of the rubric) in Project A. Dimensions #1 and #3 of the rubric were definite strengths for the assignment. Students did well with spelling and grammar. They also seemed to understand Paine's arguments against monarchies. Weaknesses were seen with Dimension #2 which dealt with Paine's arguments for Independence. Possible reasons for this weakness could be they are listed throughout the document and are not all in one place. Students have to read the entire document to list reasons for Independence. Also, this document is hard for students to read with grammar being so different during this time period.

The average overall score from all of the embedded questions in Project B was 82.35%. This was above the success standard of 75%. Looking at each of the questions individually students met the success standard on 8 out of the 11 questions (75% of students will be expected to answer each of the embedded questions over the documents correctly). Faculty saw strengths in all the documents with the exception of the Scottish Immigrant Letter. The letter is hard for students to read and is lengthy. The questions also ask students to apply what they have read to understanding the time period. We have noted students have trouble with these types of questions.

Overall, faculty saw improvement in the scores for both of these projects from last year.

## **Psychology**

**Outcome 1: Evaluate behavior and mental processes using major psychological concepts and theoretical perspectives.**

**Project A:** Comprehensive Final Exam

Success Standard: 70% of the students will earn a 70% or better on each of the 9 sets of 10 embedded questions.

Data Indicating Strengths: A pre-test and post-test (comprehensive final exam) were administered to assess overall learning of course outcomes in General Psychology (PSYC 142). The final exam was administered to 352 students. A review of the results indicated nearly fifty-three (52.5) percent of the students earned a seventy (70) percent or better. Even though the established standard (70% of students earning 70%) was not achieved, improvement was noted as compared to only forty-four (43.8) percent of students meeting the standard during fall 2012. An average of fifty-eight (57.7) percent on the pre-test compared to an average of sixty-nine (69.4) percent on the final exam also demonstrated learning of psychological concepts.

Analysis of the questions mapped to nine broad course outcomes indicated students achieved the success standard on questions addressing **research methods** and **psychological disorders**. Nine (9) of 10 questions on psychological disorders and seven (7) of 10 on research methods were answered correctly by seventy (70) percent or better.

Data Indicating Weaknesses: The identified standard was not achieved. As stated, the final exam was administered to 352 students, and a review of the results indicated only fifty-three (52.5) percent of the students earned a seventy (70) percent or better. Even though the standard was not achieved, faculty consider the standard to be realistic for PSYC 142.

The analysis of questions mapped to nine broad outcomes indicated students did not achieve the success standard on the following seven outcomes:

- Introduction and History – only 5/10 questions were answered correctly by 70% or more (#1 – 88%, #2 – 48.8%, #3 – 84%, #28 – 78.4%, #29 – 51.9%, #30 – 67%, #31 – 86%, #32 – 83%, #33 – 38.6%, #34 – 60.5%)
- Neuroscience (psychobiological perspective) – only 6/15 questions were answered correctly by 70% or more (#7 – 68.7%, #8 – 84.6%, #9 – 86%, #42 – 59%, #43 – 92.8%, #44 – 68%, #45 – 49%, #46 – 70.7%, #47 – 67%, #48 – 73%, #91 – 70%, #92 – 36%, #93 – 51%, #94 – 61.9%, #95 – 48.8%)
- Learning (behavioral perspective) – only 5/15 questions were answered correctly by 70% or more (#10 – 63.9%, #11 – 70.7%, #12 – 67%, #49 – 90%, #50 – 76.7%, #51 – 93.7%, #52 – 59.6%, #53 – 59%, #54 – 82%, #55 – 80%, #96 – 51.4%, #97 – 69.6%, #98 – 69%, #99 – 62%, #100 – 55%)
- Memory – only 5/10 questions were answered correctly by 70% or more (#13 – 84.9%, #14 – 58.2%, #15 – 68.7%, #56 – 90.9%, #57 – 70.4%, #58 – 54.5%, #59 – 28%, #60 – 91%, #61 – 91%, #62 – 62.7%)
- Human Development – only 4/10 questions were answered correctly by 70% or more (#16 – 68.4%, #17 – 76.7%, #18 – 29.5%, #63 – 48%, #64 – 76%, #65 – 54.8%, #66 – 67%, #67 – 77.7%, #68 – 42.8%, #69 – 71%)
- Personality – only 5/10 questions were answered correctly by 70% or more (#19 – 38.9%, #20 – 80.1%, #21 – 44%, #70 – 60.5%, #71 – 59.9%, #72 – 82.1%, #73 – 77.8%, #74 – 78.4%, #75 – 92%, #76 – 43.7%)
- Treatment – only 6/10 questions were answered correctly by 70% or more (#25 – 88%, #26 – 68.7%, #27 – 71.5%, #84 – 72%, #85 – 66%, #86 – 60.7%, #87 – 64%, #88 – 75%, #89 – 91%, #90 – 76.9%)

Data Indicating Trends: Last year (Fall, 2012) forty-four (43.8) percent of the students reached the seventy (70) percent standard on the final exam. This year fifty-three (52.5) percent of students met the seventy (70) percent standard. While the success standard (70%) was not met for either year, there was nearly a ten (10) percent increase in students achieving the standard from 2012 to 2013. This same approximate improvement was noted from 2011 to 2012.

**Project B:** Reflective Survey on Student Learning

Success Standard: N/A - The information collected from the survey will be correlated with the outcomes on the comprehensive final exam.

Data Indicating Strengths: The survey was administered through Blackboard. This implementation method has significantly improved data collection and provided a more comprehensive view of student learning and their metacognitions. The reflective survey provided faculty with specific information about student assessments of what they are learning and perceptions regarding the most effective instructional methods for learning difficult psychological strategies.

Insightful self-analysis on the reflective survey was again demonstrated. Fifty (50) percent indicated that neuroscience was one of the most difficult concepts to understand. This reflection was supported with the poor performance on the final exam neuroscience questions. Additionally, over thirty (30) percent of students reported the core topics of *Psychological Theories* and *Important People* were difficult. These areas were also noted as weaknesses on the final exam. Even though student outcomes on the final exam suggested improvements in these areas, we are far from achieving our success standard.

Students performed well on test items related to psychological disorders, and fifty-one (51) percent reported this was the easiest concept for them to understand. Eight (8) of 10 questions on *Psychological Disorders* were answered correctly by seventy (70) percent or more of students.

Data Indicating Weaknesses: An interesting disparity was noted in regard to student understanding of *Human Development* and *Learning* concepts. Both of these areas have been identified as weaknesses on the final exam during the 2012 and 2013 fall semesters, but only fourteen (14) percent indicated difficulties in understanding *these* concepts on the reflective survey.

Data Indicating Trends: One obvious trend which surfaced on the reflective survey was student preference for less traditional or more interactive instructional strategies (group activities - 54%, games – 63%, student response systems – 44%). Visual and note taking aids were also noted as preferences. Faculty will incorporate as appropriate.

**Analysis:** Consistent implementation of the comprehensive final exam through Blackboard continues to improve the data collection process for both the pretest and final exam. Additionally, the item analysis allows faculty to identify the weakest areas of student understanding. Even though the identified success standard was not achieved, improvements were noted in learning of course outcomes. The success standard of 70% achieving 70% or more is an appropriate standard for the diverse population enrolled in PSYC 142. Faculty hope to see progress and improvements in student learning of course outcomes during the spring 2014 and fall 2014 semesters.

Multiple option questions were added to the reflective survey during the 2012-13 academic year. These improvements have impacted the quality of the data collection on the survey. The reflective survey has provided valuable information regarding student self-analysis of their own understanding of psychological concepts and feedback about preferred instructional techniques.

## **Social Work**

### **Outcome 1: Apply the NASW Code of Ethics to practice situations.**

#### **Project A: Vignette Response**

Success Standard: Seventy percent (70%) of students will achieve the level of *acceptable* (with an average score of 2 on the rubric) in the specified cognitive area.

Strengths: All students (100%) in SOCL 153 (Introduction to Social Work) rated acceptable or above in the area of Knowledge. They showed an awareness of the Code of Ethics and knowledge of the terminology. They demonstrated an ability to retrieve, recognize, and recall specific concepts and correctly discuss them. In the same course, 83% of students rated acceptable or above in the area of Comprehension. They showed not only an ability to recall information, but an understanding of concepts. This is a notable area of learning for this introductory class and exceeded the standard we set.

Most (86%) students in SOCL 240 (Social Work Practice) rated acceptable or above in the area of Comprehension. They showed a clear understanding of the relevant concepts. In the same course, 86% also rated acceptable or above in the area of Application. They demonstrated an ability to problem-solve ethical dilemmas by describing the correct concept and predicting how an ethical social worker should respond. This level of success exceeded the standard we set.

In the course SOCL 251 (Introduction to Social Welfare and SW), 83% rated acceptable or above in the area of Application. They were able to explore an ethical dilemma, apply the Code of Ethics, and determine an ethical course of action. This exceeded the standard we set.

Weaknesses: In the course SOCL 251 (Introduction to Social Welfare and SW), 67% of students rated acceptable or above in the area of Analysis. This fell slightly short of our success standard of 70%. N = 6, so the small sample size may have contributed to this result. Two students had difficulty distinguishing between personal and professional values.

Trends: Overall, students in SOCL 153 performed better this year than last. Students in SOCL 240 performed about the same as last year. Students in SOCL 251 performed worse than last year.

#### **Project B: Pre-/Post-test**

Success Standard: SOCL 153 - The median *pre-test* score for is expected to be at least 2 (out of a possible 10 questions). We expect that the median *post-test* score will be at least 7. This reflects a “pass” rate of 70% of the class. SOCL 244 - The median *pre-test* score is expected to be at least 4 (out of a possible 13 questions). We expect that the median *post-test* score will be at least 11. This reflects a “pass” rate of 85%. SOCL 251 - The median *pre-test* score is expected to be at least 4 (out of a possible 8 questions). We expect that the median *post-test* score will be at least 6. SOCL 266 - The median *pre-test* score is expected to be at least 5 (out of a possible 7 questions). This reflects a course *pre-test* “pass rate” of 71%. The median *post-test* score will be at least 6.

Strengths: In SOCL 153 (Introduction to Social Work), the median score was 8.5 out of 10 questions, which exceeded the success standard. Students showed an understanding of the mission of the profession, the purpose of the Code of Ethics, the core values of the profession, and the concepts of self-determination, informed consent, dual relationships, and confidentiality.

SOCL 153 (out of 10 questions)	Expected Pretest Score	Actual Pretest Score	Expected Posttest Score (Success Standard)	Actual Posttest Score
	2	7	7	8.5

In SOCL 251 (Introduction to Social Welfare and SW), the median score was 8 out of 8 questions, which exceeded the success standard. Students showed an ability to answer application-type questions. They demonstrated a strong understanding of professional boundaries, confidentiality, advocacy, promoting the well-being of clients, responsibilities toward colleagues, and reporting suspected child abuse.

SOCL 251 (out of 8 questions)	Expected Pretest Score	Actual Pretest Score	Expected Posttest Score (Success Standard)	Actual Posttest Score
	4	8	6	8

**Weaknesses:** In SOCL 240 (Social Work Practice), the median score was 9 out of 13 questions, which was below the success standard of 11. Students seemed to have the most difficulty in providing examples of how a social worker would apply the core values of social work, especially social justice.

SOCL 240 (out of 13 questions)	Expected Pretest Score	Actual Pretest Score	Expected Posttest Score (Success Standard)	Actual Posttest Score
	4	9	11	9

**Trends:** This is a baseline measurement for this project.

**Analysis:** For Outcome 1, students were asked to read and respond to a vignette by writing a short, in-class essay. All students in SOCL 153 and SOCL 240 exceeded the standard in the areas of Knowledge, Comprehension, and Application. SOCL 251 exceeded the standard in the area of Application but fell short of the standard in the area of Analysis. It is possible that the score is low because of the low sample size, because only two students did not meet the standard. A larger sample may have resulted in a different outcome. It should be noted that a different vignette was used this year than in the previous year, which was more complex. The skills involved include the ability to analyze a vignette with competing ethical principles, distinguish between personal and professional values, and choose a reasonable course of action that is supported by a discussion of the relevant issues. The class will be taught again in the Spring 2013 semester, and a larger sample size is expected (N=30). This should give a better picture of how students will perform in this area.

OUTCOME 1, Project A				
	Knowledge	Comprehension	Application	Analysis
SOCL 153	100%	83%	N/A	
SOCL 240	N/A	86%	86%	
SOCL 251	N/A	N/A	83%	67%

Students were also asked to complete a pre-test/post-test, which included questions about the Code of Ethics. Most questions were multiple-choice, with some requiring recall skills and some requiring application skills. The test for SOCL 240 included short answer, application-type questions. Overall, most students did well. In two courses, SOCL 153 and SOCL 251, students met or exceeded the goal; students in SOCL 240 did not. In SOCL 153, the scores on the pre-test/post-tests were consistent with the responses to the vignette, supporting the assertion that students achieved learning. In SOCL 251, students performed well on the pre-test/post-test but less well on the vignette. The pre/post-test included five multiple-choice items that required the students to identify the correct answers. Three items required the students to read a short scenario, create a correct response for the social worker, and support this with a rationale. Therefore, on one test students could apply knowledge and analyze a situation but on the other test they could not. We discussed how we evaluated students who went through an appropriate decision making process but arrived at an incorrect course of action. We concluded that the outcome was less important than the analytical process. This discussion should improve the

consistency of scoring in the future. Students in SOCL 240 performed well on the vignettes, but did not meet the standard on the pre-test/post-test. The questions missed most often were when students were asked to give examples of each of the six core social work values (e.g. service, dignity and worth of person, importance of relationships, integrity, social justice, and competence). They especially had difficulty with the concept of social justice, which they often misunderstood as criminal justice. Because students appeared to be skilled at understanding and applying the concepts in the vignettes, they perhaps were missing the link between the vocabulary and the respective conceptual ideas.

Outcome 1, Project B		
	Score	Met or Exceeded
SOCL 153	8.5 out of 10	Yes
SOCL 240	9 out of 13	No
SOCL 251	8 out of 8	Yes

**Outcome 2: Demonstrate proficiency using APA style for professional writing.**

**Project A:** APA exam

Success Standard: One hundred percent (100%) of students will score at least 80% on the APA test.

Strengths: In SOCL 251 (Introduction to Social Welfare and SW), 100% of students met the success standard of 80% or higher. Their scores met the success standard. Students learned to use the APA manual as a reference book to answer multiple-choice questions. This included content such as how to cite in-text references, how to format the reference page, and following the rules of general formatting, grammar, and punctuation.

Weaknesses: It sometimes took students multiple attempts to achieve the success standard. They required much support and encouragement to not give up and to keep trying until they succeeded.

Trends: This is consistent with the previous year, when 100% of students also achieved proficiency.

**Project B:** APA style research paper

Success Standard: Seventy percent (70%) of students will earn a grade of 70% or higher on the APA-graded portion of the paper.

Strengths: In SOCL 251 (Introduction to Social Welfare and SW), 100% scored acceptable or above (on an analytical rubric) in the areas of Grammar/Mechanics, Page Format, Professional Voice, and When to Cite Sources.

Weaknesses: In the same course, 67% scored acceptable or above (on an analytical rubric) in the area of Avoids Bias. This fell only slightly short of the success standard of 70%. One half of students scored acceptable or above on In-Text Citations, and 17% scored acceptable or above on the Reference Page. This fell far short of our success standard.

Trends: This is baseline data. It is the first semester for this project.

**Analysis:** All students achieved an 80% or above score on the multiple-choice APA test; however, students had difficulty applying that knowledge to an actual paper. This would suggest that the test may not be a good predictor of how well students can use their knowledge. All versions of the APA test have approximately 40 questions, and it takes students between 1 ½ and 3 hours to complete it each time. It is concerning that students work so hard to pass this test but cannot generalize these skills to another type of assignment. Ironically, the feedback we have received from students *after* they pass the test has been very positive. They have made comments such as, “I felt prepared [to write APA papers] when I went to USI” and “Taking the test forced me to read the book and learn the material.” It appears that students are initially learning the skills, but they need more practice at applying them. Using APA correctly requires practice, whether that is through writing more papers or more drafts of one paper.

**STEP 6 – LEARNING IMPROVEMENT PLAN**

**Accounting**

**Outcome 1: Apply bookkeeping techniques.**

**Impact of Previous Year's Plan:** Vincennes - Students were required to use Microsoft Excel on all of their practice and graded homework this semester. The increased comfort with this spreadsheet software resulted in impressive improvement from all students. Very few students lost points on this assignment due to errors with the basic Excel functions. Debit and credit quizzes were used more frequently and more journal entry practice was incorporated into the curriculum. The changes resulted in improved results on the rubric for journaling and posting.

**New Improvement Plan:** Project A - Vincennes and Jasper – To continue improvements with Excel, instructors will continue to emphasize the features of Microsoft Excel that students should be utilizing. We will continue to reinforce the concept of repetition of debits and credits, the accounts' placement on financial statements, and the journal entries. With class work, when time permits, we will do as much work as possible so that the students can ask questions and the instructor can immediately perceive whether the students are having difficulty. The concept of working problems and exercises is very effective because it allows repetition of the accounting process and cycle. Students working problems together allows repetition of the accounting process and cycle and allows the instructor to help them and refer them to the Academic Skills Center.

The Accounting program did combine the ACCT 140, 141, and 142 courses in to one course, ACCT 150, so the due date of the assessment may be extended to allow more time to work on Excel before the assessment data is collected. Also, adjusting and closing entries will be covered in more detail in ACCT 150, so, since these are taught briefly in ACCT 201, the students will retain the information.

The information was agreed upon by Lisa Nash, David Perkins, and Rosalie Hartwick.

Project B - For 2014-15, the ACCT 150 course will be revised to include journaling and posting of the month end entries. Also, when assigning the project, emphasis will be made to record all entries in the journal and post to ledgers.

The information was agreed upon by Lisa Nash, David Perkins, and Rosalie Hartwick.

## **Agribusiness**

### **Outcome 2: Develop a cost analysis of the nutrients needed to grow a crop.**

**Impact of Previous Year's Plan:** The Max software program was moved later in the semester. Additional time was spent in preparing students to complete the assessment. With these two changes improvement was seen in scores. More time was spent on helping the students with the calculations and additional problems were given. This was due to the movement of this project to earlier in the semester.

**New Improvement Plan:** The instructor will be working with local nutrient management experts to develop an additional unit for the students. The instructor will be looking for apps and additional work to give students to give additional practice. The problems will be broken down into small sections to be evaluated. With the addition of this unit the instructor hopes to increase the understanding and ability of the students to grasp the nutrient recommendation skills. The Max program will be made a multistep process to get to the end result. This should help the success rates of the project.

## **Agriculture**

### **Outcome 1: Employ written, visual, and oral presentation skills regarding agricultural production systems.**

**Impact of Previous Year's Plan:** The major change implemented this year to improve scores was to utilize a demonstration to enhance their understanding of the process of volatile fatty acid production in the ruminant animal. The demonstration appears to have improved their understanding. The student's strengths and weaknesses did not change but the percent of students meeting the success standard increased.

**New Improvement Plan:** Review the concept of basic ruminant digestion not more than two class periods before the exam is given.

## **Architectural Studies**

### **Outcome 1: Produce construction documents.**

**Impact of Previous Year's Plan:** A reflective survey was included as an assessment tool to help indicate why students were struggling with certain tasks, such as understanding of a ruler and fractions as they relate to scale. The reflective survey indicated that certain

errors were due to student's misuse of equipment and remembering basic rules for dimensioning and using a scale. Student groups again analyzed individual student's scaled drawing assignments which continued to help reinforce the rules which they were given. Additional exercises on dimensioning and reading an engineering scale were implemented, and while the students still struggle with these exercises, they did show improvement in the tasks from the previous year.

**New Improvement Plan:** Additional measuring exercises and quizzes will be performed once a week for the first 8 weeks.

### **Outcome 2: Create construction documents.**

**Impact of Previous Year's Plan:** Students were given ADA code information and testing in both semesters of their first year; however, students continued to struggle with ADA codes. Students were also given additional handouts and quizzes on building code laws prior to their exam. Students fared better in this area of the exam. A reflective survey was also used this year which supported the information learned in the rubric, such as students did not remember ADA information and requested examples of dimensioning requirements.

**New Improvement Plan:** Students will be required to implement ADA codes in all of their commercial project drawings. Repetition of this information throughout their studies will allow the students to be better equipped to comprehend and apply these codes upon graduating from the program. Jason Fithian, Laura Swan, and Michael Houtsch will include ADA code information and provide handouts in their lectures during each semester of a student's study.

Students will also be given additional examples and exercises in dimensioning a drawing. After Michael Houtsch studied both the rubric and the performance exam, it was clear that dimensioning is an area of weakness in student's work and additional information is required for improvement. Michael Houtsch will develop handouts and examples of dimensioning and implement them.

## **Chemistry**

### **Outcome 2: Solve problems using scientific technology or instrumentation.**

**Impact of Previous Year's Plan:** Last year our department thought of changing the current project to assess this outcome, mainly because the course assess does not have a large population and also to involve more faculty. However, the use of a new and such an important instrument proved to be a good reason to continue with this project.

As last year, the students turned in a laboratory report and took a quiz before having a formal feedback on their understanding of interpreting NMR data. This year a quiz was given after the lecture, graded and given back before the students turned in their reports and took another quiz. Also, there were more NMR packets available to assign to students as their lab report. Both of this new strategies proved to be helpful, specially seen in the improvement from Project A and Project B.

**New Improvement Plan:** As next year is the last year for this project, it will be interesting to assess the correlation between assigning ratios correctly and choose the appropriate peaks. Therefore a new component will be added to the success standard. More emphasis will be made on the importance of following each step to successfully assign a structure to a spectrum. An additional group activity will be given and graded with feedback before the quiz is taken.

The improvement plan outlined on Project A will help attain the success standard on this project. Also, the quiz will be given after the laboratory report is returned to the students.

## **Welding**

### **Outcome 1: Describe the welding field using proper terminology and concepts.**

**Impact of Previous Year's Plan:** Mike Hastings, Thom Newman and Rusty Shelden collaborated last year and decided to use the same assessment that was applied to WELD 101 as an assessment for course WELD 104. We continued to reinforce the History of Process theory in the faculty laboratory demonstrations and exercises. Our efforts were rewarded by students identifying the terms in the assessment exam to maintain a success rate above the standard in Project A. Mike Hastings, Thom Newman and Rusty Shelden collaborated last year and decided to use the same demonstration assessment as last year when applied to WELD 101, however, give the student more time to prepare and study an outline summarizing their individual process techniques and then use the assessment in WELD 104. This gave better results in their ability to convey the subject matter.

**New Improvement Plan:** Our advisory committee reviewed the assessments applied to courses in welding for the spring semester in May. They recommended we develop new assessments and appropriate rubrics for our second year courses in the Associate's Degree. The consensus was new assessments for WELD 212, Welding Inspection, and WELD 222, Welding Automation. The idea of creating rubrics for data collection derived from industry standards or recommendations is very popular with them.

## **Outcome 2: Apply the A.W.S. D1.1 Code to welding activities.**

**Impact of Previous Year's Plan:** Last year's improvement plan began with a meeting between our faculty and the instructors from the Lincoln Electric Co. at the end of May. These instructors are nationally recognized as the best in industry and education. They consulted with us on our assessment strategies and discussed their methods of assessment. Our program faculty then met again during our welding technology personnel development days in June to discuss changes in assessment. It was Lincoln's recommendation that we do not change assessment projects A and B because the assessments are taken from A.W.S D1.1 code and are assessments used by them and all industry for pre-employment tests. They also suggested that we apply this assessment to WELD 103 where the welding process changes to GAS METAL ARC WELDING. These assessments ensure student success in industry. They ensured us that the problem areas in which the students struggle are areas that are the most common areas which contribute to test failure. Suggestions on instruction of welding technique was given and applied to this year. Even though the success standard was not increased, Lincoln informed us our success standard is very high compared to other institutions for pass fail welding assessments.

**New Improvement Plan:** Mike Hastings, Thom Newman and Rusty Shelden (Welding Technology faculty) collaborated on the new improvement plan. The faculty will continue to consult with its advisory board and Lincoln Electric to improve student learning. The welding faculty will make changes in preparing the students for assessment projects A and B by providing the students with a handout for AWS criteria for visual inspection at the beginning of the semester. This will give the student more time to familiarize with the criteria in all of their labs before this assessment is given in the second semester. Students will also be given a handout on causes and cures of welding defects in guided bend tests early in the semester before they perform Project B. These handouts will give the student time to work on their welding technique in practice welds specific to criteria that are their problem areas.

## **STEP 7 – ASSESSMENT TOOLS IMPROVEMENT PLAN**

### **Architectural Studies**

#### **Outcome 1: Produce construction documents.**

**Project A:** Reading and Recording of Multiple Drawn and Measured Lines

**Improvement Plan:** The current rubric will be improved by Laura Swan and Jason Fithian to include criteria learned from the reflective survey. Laura Swan and Jason Fithian decided that no other assessment tools are required.

**Project B:** Translating a Sketch that is Not to Scale into a Scaled Drawing

**Improvement Plan:** No improvements are required as the addition of the reflective survey supported the information garnered from the rubric. Laura Swan and Jason Fithian decided that no other assessment tools are required.

**Project C:** Measuring a Given Object

**Improvement Plan:** No improvements are required as the addition of the reflective survey supported the information garnered from the rubric. Laura Swan and Jason Fithian decided that no other assessment tools are required.

#### **Outcome 2: Create construction documents.**

**Project A:** Produce a Working Construction Document from a Given Sketch

**Improvement Plan:** No improvements are required as the addition of the reflective survey supported the information garnered from the rubric.

Michael Houtsch and Laura Swan decided that no other assessment tools are required for this project.

**Project B:** Performance Exam

**Improvement Plan:** No improvements are required as the performance exam assessment tool clearly indicates areas of weaknesses in the student's learning. Michael Houtsch and Laura Swan decided that no other assessment tools are required for this project.

### **Automotive Technology**

#### **Outcome 1: Identify faulty components.**

**Project A:** Micrometer Measurement

**Improvement Plan:** No Change

**Project B:** Reflective Survey

**Improvement Plan:** Change question wording and implement a Likert scale to be able to more easily assess responses.

**Outcome 2: Demonstrate communication and critical thinking skills.**

**Project A:** Creating Effective Diagnostic Repair Strategies

**Improvement Plan:** No Change

**Project B:** Reflective Survey

**Improvement Plan:** Change question wording and implement a Likert scale to be able to more easily assess responses.

## **Psychology**

**Outcome 1: Evaluate behavior and mental processes using major psychological concepts and theoretical perspectives.**

**Project A:** Comprehensive Final Exam

**Improvement Plan:** The final exam provided faculty with valuable information about student learning of course outcomes including their strengths and weaknesses. It also serves as a faculty guide with instruction of course outcomes. The five (5) questions (18, 19, 33, 59, and 68) answered incorrectly by sixty (60) percent or more of the students and two application questions (92 and 100) answered incorrectly by fifty (50) percent or more will be analyzed and modified as needed. The *Blackboard Item Analysis Report* identified five (5) additional items (11, 23, 38, 60, and 61) as poor questions. These will also be evaluated.

**Project B:** Reflective Survey on Student Learning

**Improvement Plan:** Faculty will consider elimination of open-ended questions to increase participation in the survey. The survey is administered by some faculty in the classroom and others assign it to be completed outside of class. Participation is higher when completed in the classroom. Elimination of open-ended questions will reduce time required to complete the survey.