

Building Meaningful Conversations about Student Learning



**2007-2008 Academic Year Report &
2008-2009 Strategic Plan**

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INTRODUCTION

In 2006, the Office of Curriculum, Instruction, & Assessment defined the following goals for the 2006-2007 academic year:

Goal 1: Assist undergraduate program faculty, staff, and administrators in developing, implementing, and using fully-functioning assessment plans

Goal 2: Assist graduate program faculty, staff, and administrators in developing, implementing, and using fully-functioning assessment plans

Goal 3: Consult with faculty, committees, academic programs, deans, and academic support offices regarding how best to maintain and continuously improve the quality of teaching and learning, both at undergraduate and graduate levels

Goal 4: Oversee the university's efforts to assess the various components of general education and each undergraduate and graduate major and professional program, integrating yearly activities into the broader six-year cyclic review of respective academic units

Goal 5: Gather information from different sources to observe what already-existing assessments have to say about student learning

Goal 6: Collaborate with the Center for Learning and Teaching to offer continuous university-wide improvement in curriculum and instruction

Goal 7: Develop with faculty effective strategies to assess specific learning goals

In what follows, we explain the methods used to measure performance with regard to each goal, explain some of the activities pursued during the academic year, and report on our performance during in 2007-2008. We conclude with the strategic plan for the 2008-2009 academic year.



MEASURING PERFORMANCE

The primary indicators for measuring performance for the 2007-2008 academic year were:

- Results of a newly-created *Assessment Progress Database*. Each department is asked to submit assessment reports that address the following topics:
 1. **Degree to which student learning outcomes are defined and lend themselves to assessment and student learning**
 2. **Degree to which assessments address student learning objectives**
 3. **Degree to which faculty meaningfully discuss students' achievement of learning outcomes and make recommendations to act**
 4. **Degree to which discussed actions are implemented in areas such as instruction, curriculum, student learning (departmental) objectives, etc.**

The report narratives are then evaluated according to three degrees of performance using a rubric: not yet developed (1 point); in development (2 points); and developed (3 points) (see Appendix 1).

The results are then inputted on a spreadsheet, and color coded according to degree of performance, green meaning “developed,” yellow meaning “in development,” and orange meaning “not developed.” The results are then shared with each associate/assistant dean to correct any misperceptions or misunderstandings.

The results are also quantified according to the points awarded, as described above. The results are then summarized to ways. First, an average of undergraduate programs overall is computed with regard to the four above-stated questions. Second, the averages are weighted according to percentage of overall students enrolled in the program.

The rationale for doing this is to simplify progress reporting to associate deans, deans, the Vice Provost for Undergraduate Education and International Affairs and the Vice Provost and Dean of the Graduate School, the Provost, and other

interested parties. Another rationale is to facilitate strategic planning, and to, in the long term, simplify reporting on assessment to regional accreditors as well as in the self-study, written in preparation for the next accreditation visit in 2010.

- Response rates on the National Survey of Student Engagement (NSSE)
- Activities relevant to the 2006-2007 strategic plan, demonstrating how goals and indicators have been addressed
- Results of workshop evaluations conducted during the 2006-2007 academic year.

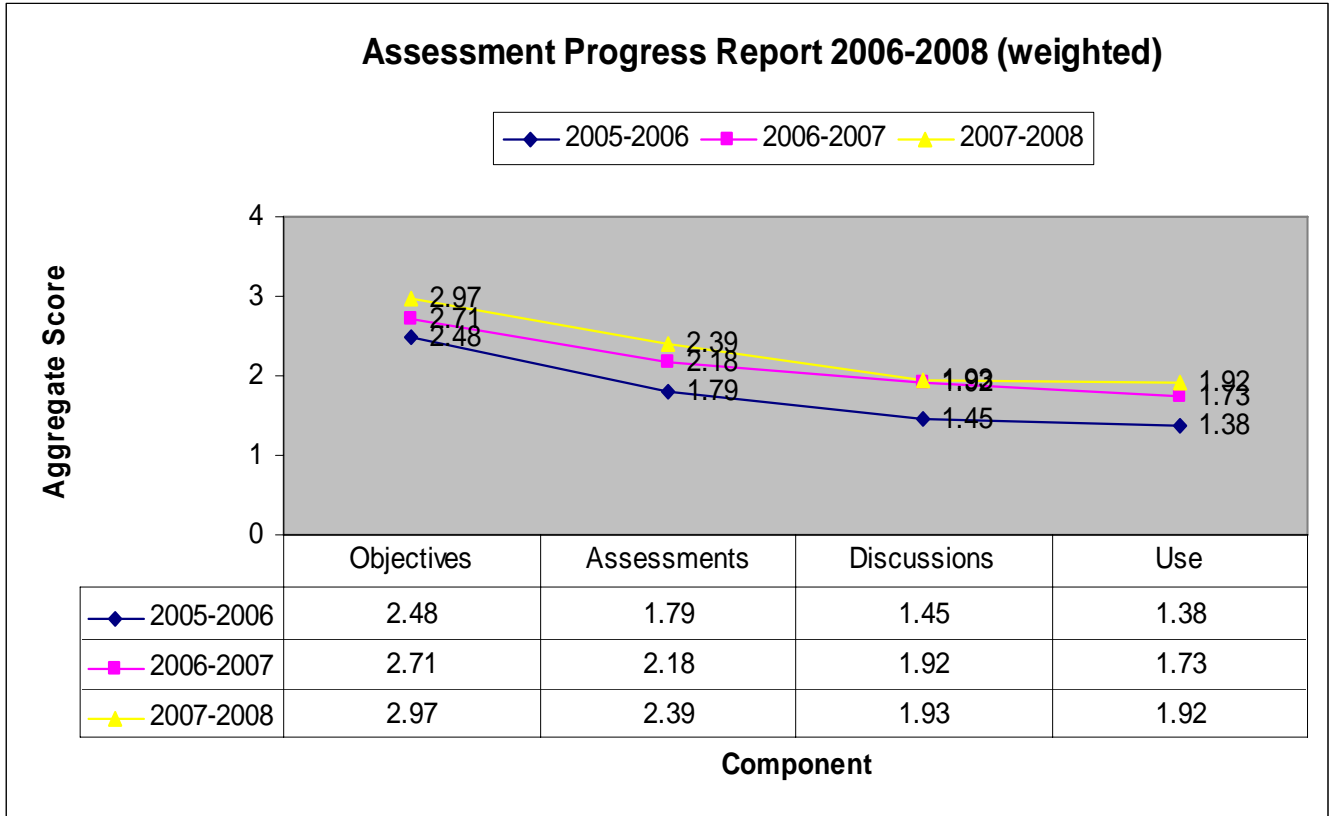


PROGRESS REPORT

Achievement of the above-stated goals for the 2007-2008 academic year is as follows:

Goal 1: Assist undergraduate program faculty, staff, and administrators in developing, implementing, and using fully-functioning assessment plans

The primary indicators of success for this goal were (1) the initial establishment of the *Assessment Progress Database*, and (2) a 10% improvement in program performance with regard to the four questions that department chairs and/or undergraduate directors submitted, both with regard to absolute averages as well as with regard to weighted averages. The following chart depicts the results of the rubric assessment for the weighted results:



The results indicate that, generally, we achieved our goals, although we barely missed our goal for “discussions of assessment results” this year. The results also indicate that departments and programs are making steady progress with regard to defining their student learning objectives, and finding useful and meaningful ways to assess such objectives. However, the results also indicate that—while steady progress is being made—departments and programs will need to continue working hard on creating opportunities for faculty to discuss the assessment information, and make recommendations and suggest action items as they deem necessary. As well, the results indicate that academic departments should continue working hard on demonstrating ways faculty enact these recommendations in their teaching, and use assessment information to affect program curricula.

Some specific activities for the 2007-2008 academic year include:

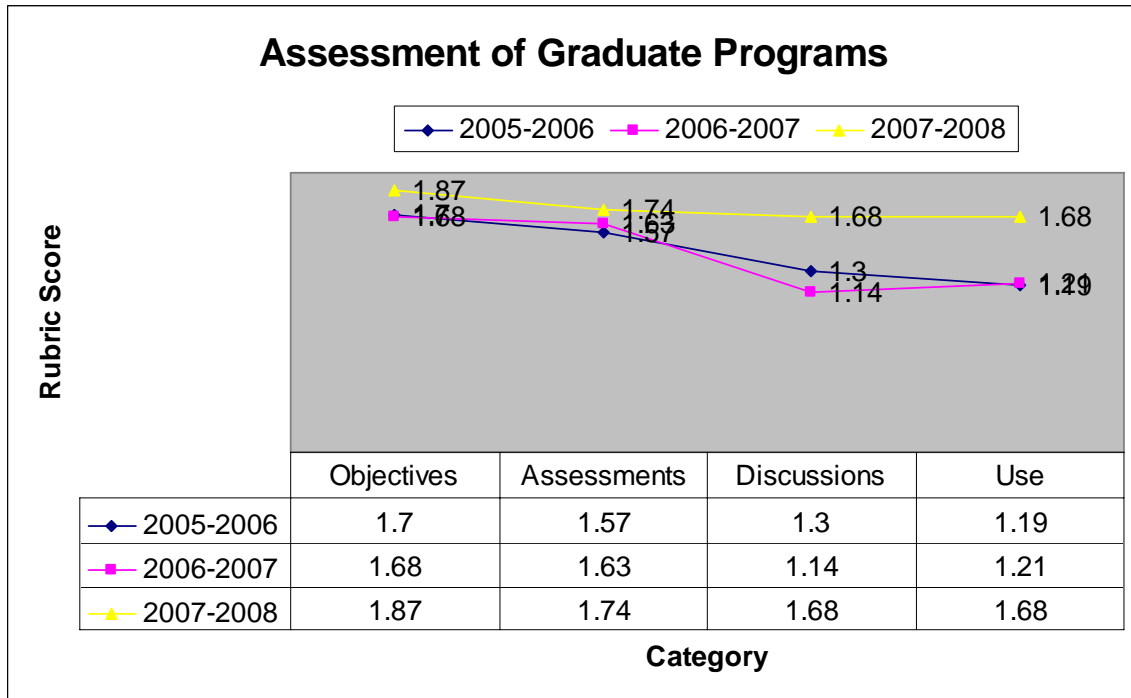
- Motivating faculty to co-teach (or teach) workshops in order to affect faculty buy-in. Two workshops, “Writing as a Process of Revision,” and “Understanding and Evaluating Critical Thinking.” We also sponsored an internet conference with the Center for Learning & Teaching. The results in Appendices 2 and 3 indicate that participating faculty were pleased with what they learned in the workshop;
- Meeting with each undergraduate director in each department, with special emphasis on specifying student learning outcomes and brainstorming about specific, direct assessments of student learning;

- Facilitation of a response rate campaign for the National Survey of Student Engagement (NSSE);
- Meeting with deans and associate deans to identify programs that we are currently unaware that need to be assessed

This year’s activities helped us understand that there is much more work to be done with regard to assessing programs such as the Global Studies program and other that have so far not been included in databases. We also have discovered that programs continue to change (as is natural in an institution such as our own), and therefore we need to ask department chairs and undergraduate directors to describe how programmatic student learning outcomes are reflected in course syllabi, as required by our accrediting organization.

Goal 2: Assist graduate program faculty, staff, and administrators in developing, implementing, and using fully-functioning assessment plans

The *Assessment Progress Database* reveals the following about graduate programs:



The results indicate significant progress in all four categories; however, it is imperative that the average in all four areas be above 2.0 (at a minimum) in future years. During the 2007-2008 academic year, the Office of Curriculum, Instruction, & Assessment performed the following tasks with regard to assessment in graduate programs:

- Conducted a workshop on defining student learning outcomes in graduate study.
- Worked with the Decker School of Nursing on assessment and the use of assessment information

- Worked with the School of Education on another assessment workshop, with the new and interim deans in attendance, that focused on reviewing assessment processes

In consultation with the Vice Provost and Dean of the Graduate School, it was agreed that a better strategy for the year would be to discuss the need for assessment in Graduate Council, and to plan for increased efforts during the 2008-2009 academic year. In addition, discussions about graduate program assessment occurred with various departments (e.g., anthropology, chemistry, biology) to help plan for work on assessment during the 2008-2009 academic year.

During the 2008-2009 academic year, we will more assertively ask graduate directors and department chairs to specify student learning outcomes, assess student learning, and use what is learned from such assessments in affecting choices about teaching, learning and curriculum. The Graduate School has broached the subject with members of the Graduate Council and department chairs, and—in cooperation with them—have established an aggressive goal of improving database indicators by 10% by June 2009.

Goal 3: Consult with faculty, committees, academic programs, deans, and academic support offices regarding how best to maintain and continuously improve the quality of teaching and learning, both at undergraduate and graduate levels

This year, the Office of Curriculum, Instruction, & Assessment continued its work with the faculty senate's Educational Policies and Procedures Committee (EPPC) and University Undergraduate Curriculum Committee (UCC) to discuss assessment results and to enact recommendations. We have also worked with the Center for Learning and Teaching (CLT), discovery programs, Harpur advisement office, and various other offices. Some examples of such activity include:

- Facilitation of four workshops during the 2007-2008 academic year. This year's focus has been on asking faculty to serve as the facilitators of this workshop, and so Kelly Kinney taught a workshop entitled, "Writing as a process of revision," and Libby Tucker co-taught a workshop on using rubrics to assess critical thinking.
- Facilitation of four faculty-based focus groups on defining what student learning outcomes meant in the aesthetics, critical thinking, humanities, and social science. The minutes of these discussions were sent to the provost and members of the EPPC for their consideration;
- Attendance at EPPC meetings to present the results of assessments and to hear about recommendations EPPC members wanted to make about to enhance student learning;
- Assistance with helping the Harpur advisement office assess its services;
- Work with Continuing Education & Outreach on finding ways to assess services and student learning with regard to the Winter and Summer sessions, as well as distance education courses throughout the calendar year.

This year, we have succeeded in working with the EPPC with regard to presenting findings of all general education assessments assigned during the academic year. For example, after presenting specific findings from the activity/wellness assessment category team (ACT), we presented the primary recommendation that faculty teaching these courses be more specific in their course syllabi about student learning outcomes to the health and physical education (HPE) department. The department chair has committed the department to acting on the findings, and will report on the status of such implementation later in the 2008-2009 academic year.

Goal 4: Oversee the university's efforts to assess the various components of general education and each undergraduate and graduate major and professional program, integrating yearly activities into the broader six-year cyclic review of respective academic units

General education assessment activities between 2006 and 2008 are described in the appendices. During the 2007-2008 academic year, the assessment category teams (ACTs) in social science, humanities, aesthetics, and activity/wellness, submitted their reports to the EPPC and to Albany after review of these reports by the provost. The presentation of these reports enabled this office to begin enacting recommendations. We also facilitated the initial implementation of undergraduate and graduate alumni surveys, the National Survey of Student Engagement (NSSE), and a process whereby ACTs could access questions from these surveys to assess their areas of focus in general education assessment.

We also facilitated assessment in SUNY's Strengthening Campus Based Assessment (SCBA) program. This year's focus was in mathematics/reasoning. We contacted the instructor for MA130 (the course of focus this year), trained him and two other teaching assistants who oversaw sections of the course, reviewed the SUNY rubric, identified an assignment of focus, and conducted the assessment. The results were then analyzed for submission during the next academic year to SUNY, the provost, and to the EPPC.

With regard to members of the ACTs, we worked with the Committee on Committees to recruit members, met with them, and began the process of training them to write the SUNY general education reports for next year, including reports in oral communication, pluralism, composition, and global interdependencies. We also decided to participate in SUNY's composition SCBA process earlier than anticipated, so that the composition ACT would have that information before writing its report.

Next year, we will continue working on the general education assessment process (SCBA and campus specific), especially encouraging the implementation (and documentation) of recommendations made by ACTs in their reports.

Goal 5: Gather information from different sources to observe what already-existing assessments have to say about student learning

As mentioned above, we worked with the Division of Student Affairs to organize and implement the OCC internship survey. We also helped initiate discussions with the Office of Institutional Research and Planning with regard to implementing the NSSE, CIRP, and other surveys for use in assessment. The Career Development Center, Center for Quality, and OIRP, and this office have agreed to develop a senior survey that includes questions about senior students' view about how well they feel the institution helped them acquire knowledge, skills, and competencies relating to the university's general education program. We also agreed to use similar questions on an undergraduate alumni survey to be implemented in 2010, in order to compare senior and alumni responses in the interest of assessing students' long-term ratings of the university's ability to help students achieve such knowledge, skills, and competencies.

We were also asked to implement the National Survey of Student Engagement (NSSE) this year, which was sponsored this year by SUNY. We worked with the Discovery program, academic advisors, faculty masters, assistant and associate deans, the Division of Student Affairs, and the President's Office, to develop and implement a response rate campaign. This year's response rate was 45%, compared to 36% last year.

In the future, we will continue our work with the Division of Student Affairs to gather information on internship supervisors' ratings of students in areas such as oral communication, writing, analytical thinking, and critical thinking. We will also work with the various schools and colleges at Binghamton University to investigate the possibility of gathering feedback from internship supervisors, independent of what the Division of Student Affairs might be able to supply.

Goal 6: Collaborate with the Center for Learning and Teaching to offer continuous university-wide improvement in curriculum and instruction

We worked with the CLT by co-sponsoring a webinar on teaching in a large lecture hall, and assisting with assessment of its annual conference.

Goal 7: Develop with faculty effective strategies to assess specific learning goals

Consultation with department chairs, undergraduate directors and graduate directors has revealed a great need to encourage faculty to specify their student learning outcomes in course syllabi. With regard to general education courses, the UUC and EPPC have discussed the need to do so, and these discussions have resulted in further discussion with faculty about the importance of aligning student learning outcomes for their courses with the wider general education outcomes. We conducted four small focus groups with department chairs, undergraduate directors, and faculty in social science, humanities, aesthetics, and critical thinking, to discuss the importance of specifying student learning outcomes. We have also begun similar discussions on this topic in major programs of study.

During the next academic year, we will focus on the importance of aligning student learning outcomes in course syllabi with programmatic or general education student learning outcomes.



2008-2009 STRATEGIC PLAN

The full strategic plan for the 2008-2009 academic year is found in the appendices. We hope to accomplish the following goals by the end of the 2007-2008 academic year, similar to last year:

Goal 1: Assist undergraduate program faculty, staff, and administrators in developing, implementing, and using fully-functioning assessment plans

Goal 2: Assist graduate program faculty, staff, and administrators in developing, implementing, and using fully-functioning assessment plans

Goal 3: Consult with faculty, committees, academic programs, deans, and academic support offices regarding how best to maintain and continuously improve the quality of teaching and learning, both at undergraduate and graduate levels

Goal 4: Oversee the university's efforts to assess the various components of general education and each undergraduate and graduate major and professional program, integrating yearly activities into the broader six-year cyclic review of respective academic units

Goal 5: Gather information from different sources to observe what already-existing assessments have to say about student learning

Goal 6: Collaborate with the Center for Learning and Teaching to offer continuous university-wide improvement in curriculum and instruction

Goal 7: Develop with faculty effective strategies to assess specific learning goals

We hope to continue working with undergraduate and graduate directors to define student learning objectives, design and implement assessments, facilitate faculty discussion about

what assessments have to say about student learning, and encourage use of such information with regard to curriculum planning and instruction. In visits with deans, associate/assistant deans, and vice provosts, the following requests have been made:

1. Continue working with staff and undergraduate/graduate directors to develop statements of student learning outcomes and/or facilitate the use of assessment information for student learning and curriculum enhancements;
2. Work with programs undergoing periodic evaluations;
3. Assist in using assessment as a means of research and publication;
4. Help assess service-oriented programs, such as Continuing Education & Outreach and the university libraries;
5. Help the university community understand how to understand and use results from the National Survey of Student Engagement
6. Assist programs, schools and colleges preparing for accreditation visits in coming years by consulting with faculty and administrative groups
7. Continue implementing the general education assessment system, and help to facilitate feedback and use of general education assessment information
8. Continue work with the Center for Learning and Teaching/Institute for Student Centered Learning
9. Implement the Strengthening Campus Based Assessment program in critical thinking/information management, composition, and mathematics/reasoning.
10. Align student learning outcome statements with course syllabi, both in the university's general education program, and in major programs of study;
11. Facilitate teaching pedagogy seminars for instructors teaching online courses, and/or development of a system of training;
12. Assess special programs, summer session, winter session, and non-credit bearing continuing education modules;
13. Facilitate a process in which use of assessment information in curriculum and program changes is documented

**Appendix 1
Assessment Rubric**

	Not Yet Developed	In Development	Developed
Degree to which student learning outcomes are defined and lend themselves to assessment and student learning	There is little or no evidence that student learning outcomes exist for the program	Student learning outcomes exist, but are incomplete or do not address all of the desired outcomes for the program; or, student learning outcomes exist, but faculty are unable to assess them	Student learning outcomes exist, and lend themselves to assessment
Degree to which assessments address student learning objectives	There are little or no assessments used to assess student learning	Assessments exist, but have not yet been summarized, aggregated or analyzed for communication to faculty; or, assessments are reported only episodically (not regularly)	Assessments exist, and have been communicated to faculty on a regular basis
Degree to which faculty meaningfully discuss students' achievement of learning outcomes and make recommendations to act	Faculty discussions about assessments have not yet occurred on a formal basis, or have only been discussed in fits and starts	Faculty discussions about assessments have occurred, but only informally	Faculty discussions about assessments directly evaluate student learning outcomes and occur on a regular basis
Degree to which discussed actions are implemented in areas such as instruction, curriculum, student learning (departmental) objectives, etc.	There is no evidence that assessment-based discussions have led to action	There is some evidence that assessment-based discussions have led to action; or, there is some evidence that recommendations based on assessment-based discussion have been enacted	There is ample evidence to demonstrate that assessment-based discussions have led to action; or, there is ample evidence demonstrating that recommendations based on assessment-based discussions have been enacted

Appendix 2. Critical Thinking Workshop Assessment

How effective was the workshop in helping you with the following?								
	Very effective	Effective	Neither effective nor ineffective	Ineffective	Very ineffective	Not applicable	Rating Average	Response Count
Understanding a little bit more about what critical thinking is.	28.6% (2)	71.4% (5)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	1.71	7
Learning from one another about some of the challenges associated with teaching critical thinking.	57.1% (4)	28.6% (2)	14.3% (1)	0.0% (0)	0.0% (0)	0.0% (0)	1.57	7
Learning from one another some ways to assess critical thinking that are meaningful.	28.6% (2)	28.6% (2)	42.9% (3)	0.0% (0)	0.0% (0)	0.0% (0)	2.14	7
Learning a bit more about the SUNY critical thinking rubric.	42.9% (3)	57.1% (4)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	1.57	7
Learning a bit more about how to use a rubric.	57.1% (4)	42.9% (3)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	1.43	7
Understanding some of the advantages of using a rubric.	57.1% (4)	42.9% (3)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	1.43	7
Understanding some of the drawbacks of using a rubric.	28.6% (2)	28.6% (2)	42.9% (3)	0.0% (0)	0.0% (0)	0.0% (0)	2.14	7

Appendix 3. Online Workshop—Teaching in Large Lecture Halls

1. How effective was the workshop in helping you with the following?							
	Very effective	Effective	Neither effective nor ineffective	Ineffective	Very ineffective	Rating Average	Response Count
Understanding some challenges instructors face when teaching large classes	44.0% (11)	36.0% (9)	16.0% (4)	4.0% (1)	0.0% (0)	1.80	25
Learning a few things about setting learning expectations	32.0% (8)	56.0% (14)	12.0% (3)	0.0% (0)	0.0% (0)	1.80	25
Getting learners to share responsibilities for learning	32.0% (8)	44.0% (11)	20.0% (5)	4.0% (1)	0.0% (0)	1.96	25
Learning a few things about shrinking impersonal space	32.0% (8)	32.0% (8)	32.0% (8)	4.0% (1)	0.0% (0)	2.08	25
Understanding how to motivate learners through understand their learning styles	8.0% (2)	60.0% (15)	20.0% (5)	12.0% (3)	0.0% (0)	2.36	25
Understanding how to engage learners through utilizing assessment activities	24.0% (6)	40.0% (10)	20.0% (5)	16.0% (4)	0.0% (0)	2.28	25
Reducing lecture time while promoting deep learning	16.0% (4)	40.0% (10)	20.0% (5)	20.0% (5)	4.0% (1)	2.56	25
Learning about some resources you might access to learn more about teaching large courses	32.0% (8)	48.0% (12)	12.0% (3)	8.0% (2)	0.0% (0)	1.96	25

Appendix
Strategic Plan Results, 2007-2008 Academic Year

Enhancing Student Learning Assessment--2007-2008 Strategic Plan				
Goals	Objectives	Strategy	Indicators	Status
Goal 1: Assist undergraduate program faculty, staff, and administrators in developing, implementing, and using fully-functioning assessment plans	Objective 1.1: Meet with associate deans and review assessment reports submitted to provost's office by end of Spring 2007. Write report evaluating to what extent programs have (1) defined student learning outcomes; (2) defined and used assessments according to each defined student learning outcome; (3) engaged faculty discussions about the degree to which assessment attest that students are achieving the defined student learning outcomes; (4) used findings from faculty discussions in teaching, learning, and curriculum	Meet with associate deans during Summer 2007 to offer feedback using 2006-2007 <i>Assessment Progress Database</i> report; make plans with each associate dean to lend support to departments by end of Summer 2007; offer assistance to undergraduate and graduate directors with regard to establishing or further developing assessment plans in Fall 2008; conduct one workshop extended to graduate directors and department chairs on how to assess student learning in graduate studies by end of February 2008	Indicator 1.1: Evidence increase in database measures by July 2008	Met with associate deans 7-07; making appointments with undergraduate and graduate directors (8-07); will not run workshop, but will meet with undergraduate directors and graduate directors individually to lend assistance; will lend assistance to ug and graduate directors writing periodic review (8-07); strategic plan evaluation indicates goals have been achieved in enhancing dept and program focus on defining student learning outcomes; except for objective (3), there has been a general increase in assessment activity over three years, but a slight decline in (3)--faculty discussions about what assessments have to say about learning objectives
	Objective 1.2: Upon invitation, meet with department faculty to discuss assessment processes, ways to assess student learning effectively, and how to use assessment process to enhance student learning, curriculum processes, and program instruction.	See above. Groups asking for or open to assistance: Biochemistry, anthropology, LACAS, HDEV, cinema, environmental studies, geological sciences, Hebrew/Judaic studies, mathematical sciences, philosophy, psychobiology, nursing	Indicator 1.2: Meet with at least 3 faculty groups by June 2008; purpose of meeting should be to discuss assessment processes, methods, and implementation of assessment plans	Met with GREAL (10/07), psychobiology (11-07); School of Management (2/08); HPE (5/08)

Curriculum, Instruction, & Assessment Strategic Planning

	Objective 1.3: In consultation with Vice Provost for Undergraduate Education, help assess student learning in study abroad programs	Meetings with Stephen Straight and Linda Morales with regard to IDI; brainstorm ways to assess study abroad students pre and post through continuous consultations	Indicator 1.3: Implement at least one assessment by June 2008	Met with Kathryn Krebs and Steven Straight about IDI; will further consult on use of instrument; discussed methods of multicultural assessment with Linda Morales and suggested ways to assess (3/08)
	Objective 1.4: In consultation with Director of First Year Experience (FYE) programs, find ways to assess effectiveness of FYE program	Meetings with Stephen Straight and Liz Carter; brainstorming about using NSSE and other survey instruments to measure effectiveness of program	Indicator 1.4: Complete at least one study of FYE program effectiveness by June 2008	Conducted study of learning communities using NSSE data, and shared results with S. Straight (11-07); discussed ways of analyzing data with Cathy Gentile, especially with regard to incorporating control variables into a logistic regression (12/07)
	Objective 1.5: As part of assessment process, work with larger departments and programs to look at how assessments inform them about effectiveness of pre-requisites with regard to students' being qualified to learn material in upper-division courses; warn programs of the implications of Banner prerequisite block	Meetings with department chairs, assistant/associate deans; conduct study of pre-requisites, if students conform to pre-requisites, and the consequences of such conformity or non-conformity	Indicator 1.5: Complete report by June 2008	Programs warned as part of implementation process, and as a result of meeting with dept chairs, undergraduate directors, and graduate directors.
Goal 2: Assist graduate program faculty, staff, and administrators in developing, implementing, and using fully-functioning assessment plans	Objective 2.1: Meet with department chairs and graduate directors and review assessment reports submitted to Provost's Office	Groups asking for or open to assistance: Decker School of Nursing, School of Education; meet with graduate council to discuss periodic evaluation of academic units and assessment	Indicator 2.1: 5% increase in database indicators by end of June 2008	Graduate director workshop conducted (10-07); met with graduate directors to discuss goals; designed and implemented graduate alumni survey, and shared results with relevant departments (econ, SOE, anthropology); achieved 5% increase in all database indicators; consulted with Dean of Graduate School about focusing on graduate program assessment next year; discussions subsequently occurred in graduate council about graduate directors working with CIA office to enhance assessment in graduate study (4/08)

Curriculum, Instruction, & Assessment Strategic Planning

	Objective 2.2: Assist Vice Provost and Dean of Graduate School with Periodic Evaluation of Academic Units	Assist departments experiencing periodic review process (i.e., psychology) through self study process; work on establishment of web site so departments writing self studies can access information easier	Indicator 2.2: Assist in the writing of at least 2 self study documents by end May 2008; demonstrate evidence of progress in development of web site by end of June 2008	Assisted with self studies in psychology, anthropology, HDEV, and economics; development of web site ongoing.
	Objective 2.3: Assist the School of Education in developing and implementing its assessment system, in preparation for an upcoming TEAC visit	Work with interim dean, associate dean, and SOE staff on development and implementation of assessment system	Indicator 2.3: Demonstrate improvement in "discussions of assessment results by faculty" and "use of assessment results" in <i>2007-2008 Assessment Progress Database</i> by June 2008	SOE currently implementing results of Spring 2008 workshop; submitted results of graduate alumni survey, and constructed grid comparing results of survey and other assessments for viewing by s Strehle (11-07); second annual SOE workshop indicated that programs of study had followed up on action items developed in May 2007 workshop (5/08)
	Objective 2.4: Assist Vice Provost and Dean of Graduate School in implementing iSkills assessment	Consult with ETS on implementation; recruit first-year and junior students in taking iSkills assessments; conduct assessment in computer labs in Fall 2007 semester; receive results of iSkills aggregate assessment results and conduct initial studies	Indicator 2.4: recruit and complete testing by December 2007; complete initial undergraduate iSkills assessment report by June 2008	Conducted testing with SOE; remainder of test delayed until Fall 2008, in consultation with Graduate School (3/08)
Goal 3: Consult with faculty, committees, academic programs, deans, and academic support offices regarding how best to maintain and continuously improve the quality of teaching and learning, both at undergraduate and graduate levels	Objective 3.1: Conduct workshops that include department chairs, undergraduate and graduate directors, as well as faculty, to train them on how to write assessment plans, etc.	Collaborating with UUC and EPPC, offer workshops that follow up on assessment information from last academic year; conduct workshop on critical thinking (using rubrics from SCBA process) in collaboration with UUC, workshop on "writing as a process of revision", and collaborate with university libraries on "managing information management for classroom success;" all workshops should be completed by April 2008	Indicator 3.1: Complete at least 3 workshops by June 2008; at least 85% satisfaction with quality of workshops, using workshop survey instrument; evidence some use of information in instruction by participants	"Writing as a process of revision" workshop completed (10/07); "assessment for graduate directors completed (10/07); "conversations in the social sciences complete (10/07); critical thinking at Binghamton University complete (2/08); information management workshop complete (2/08); follow up workshop surveys indicate > 85% satisfaction with content and usefulness of workshop (4/08)

	<p>Objective 3.2: Work with Faculty Senate committees on the assessment of general education</p>	<p>Present results of EPPC discussion on critical thinking/information management action items to EPPC by December 2007; Report findings of ACT reports in aesthetics, humanities, social sciences, and activity/wellness by February 2008; solicit action items from EPPC with regard to these reports by March 2008; disseminate action items to relevant academic affairs organizations by April 2008</p>	<p>Indicator 3.2: Submit ACT findings to SUNY system in four general education areas by October 2007; show evidence of EPPC discussions of ACT reports by April 2008; show evidence of disseminating action items to relevant groups by May 2008; show evidence of implemented action items with regard to critical thinking/information management by December 2007.</p>	<p>Meeting with EPPC occurred, which presented findings of general education assessments in aesthetics, humanities, social science, activity/wellness, and SCBA critical thinking, as well as results of NSSE (10/07); discussions at EPPC continued to focus on writing, critical thinking, and advisement, as per NSSE results (11/07)</p>
	<p>Objective 3.3: Work with Office of Continuing Education & Outreach to develop consistent survey method for summer and winter sessions</p>	<p>Work with Office of Continuing Education & Outreach (Tom Kowalik and Murnal Abate) on survey--gather input, and feedback results</p>	<p>Indicator 3.3: Completion of at least one survey by June 2008</p>	<p>Discussion with Tom Kowalik--continued last year's winter session survey....(11/07)</p>
	<p>Objective 3.4: Work with Office of Continuing Education & Outreach to investigate possibility of training distance education instructors with regard to using classroom assessment techniques (CATs) in online courses</p>	<p>Consult with Jeff Donahue, Joe Morrissey and Tom Kowalik on developing either in-person or online training workshops/modules on classroom assessment techniques (CATs); consult with CLT/ISCL</p>	<p>Indicator 3.4: Completion of at least one workshop/module on use of CATs in online environment by June 2008</p>	<p>Discussed design of web page with training resources, collaborating with CLT/ISCL (12/07); 5 online PPT slides/modules completed containing info about CATs for use by ISCL and Graduate School (5/08)</p>
	<p>Objective 3.5: Work with Office of Continuing Education & Outreach on investigating possibility of assessing student learning in online courses vs. traditional courses</p>	<p>Contact instructors who have expressed interest in this area to design possible study</p>	<p>Indicator 3.5: Design of initial study comparing online v. traditional courses by June 2008</p>	<p>Delayed until hire of associate director of continuing education and outreach</p>

Curriculum, Instruction, & Assessment Strategic Planning

	Objective 3.6: Work with university libraries to facilitate survey assessment and use of critical research practices	Work with Susan Currie and Library Critical Research Practices Committee	Indicator 3.6: Complete library survey and facilitate incorporation of research practices in instruction by June 2008	Met with library committee in September 2008 to discuss ongoing assessment; information management workshop planned for 2/08; co-authored publication with library on use of assessment in library services, which was accepted for publication (4-08); University Libraries continue to use LibQual+ and other assessments to evaluate library services
Goal 4: Oversee the university's efforts to assess the various components of general education and each undergraduate and graduate major and professional program, integrating yearly activities into the broader six-year cyclic review of respective academic units	Objective 4.1: Oversee implementation of the SCBA process in critical thinking	Gather rubric data from critical thinking/information management ACTs, report results to both SUNY system and to EPPC	Indicator 4.1: Completion of SCBA Critical Thinking/Information Management report to SUNY system by September 2007; Report results to EPPC by February 2008	Critical thinking report submitted to SUNY in September 2008; Plans to report results to EPPC; results conveyed to provost in August 2008; instructors randomly selected to participate in SCBA composition contacted in Fall 2008, with unanimous participation; met with new composition instructor, Kelly Kinney, to discuss her role.
	Objective 4.2: Oversee implementation of the SCBA process in composition	In collaboration with general education office, solicit papers from designated C courses; hold training session on SCBA rubric, asking 2 participants to grade 30 randomly selected writing samples using SCBA rubric; establish inter-rater reliability by requiring reviewers to grade the same samples; disseminate results of process to EPPC by May 2008.	Indicator 4.2: Completion of SCBA Composition report by May 2008; submission of results to EPPC by May 2008	Critical thinking report submitted to SUNY in September 2008; Plans to report results to EPPC; results conveyed to provost in August 2008; instructors randomly selected to participate in SCBA composition contacted in Fall 2008, with unanimous participation; met with new composition instructor, Kelly Kinney, to discuss her role; developed initial strategy to recruit and train composition rubric evaluators, and organized work samples for assessment of students' writing skills (5-08)

Curriculum, Instruction, & Assessment Strategic Planning

<p>Goal 5: Gather information from different sources to observe what already-existing assessments have to say about student learning</p>	<p>Objective 5.1: Collaborate with various organizations within Student Affairs, and with OIRP, help to gather assessment information on student learning</p>	<p>Meet with Student Affairs and OIRP on streamlining survey process; continue collecting internship data from OCC; ascertain to what extent alumni feedback can be made part of the assessment process</p>	<p>Indicator 5.1: Hold at least one meeting with Student Affairs and OIRP on collaborating with respect to survey process by January 2008; submit second annual report on internship survey results by end of April 2008; meet with representative's of alumni affairs at least once by May 2008</p>	<p>Meetings regarding NSSE and other surveys occurred in September 2008; met with Pete Partell, C Sedgwick and K Knickerbocker to discuss calendaring major assessments--plans made to make room for 2008 administration of NSSE (2/08); collaborated with Student Affairs on newly developed senior survey and on response rate campaign for NSSE (3/08; 4/08)</p>
	<p>Objective 5.2: Manage survey administration for National Survey of Student Engagement, in collaboration with Office of Institutional Research and Planning (OIRP)</p>	<p>Meet with representatives of Student Affairs and OIRP to design response rate campaign for Spring 2008</p>	<p>Indicator 5.2: Achieve a response rate of at least 32% by June 2008</p>	<p>Meetings regarding NSSE and other surveys occurred throughout Fall semester 2007; achieved response rate > 38% by 3/08 (45% response rate achieved by May 2008); with Patty Francis (SUNY Oneonta), led SUNY-wide conference call on enhancing NSSE response rates (2/08); began planning process for using 2008 NSSE results (5/08)</p>
	<p>Objective 5.3: Begin process of using NSSE results to help enhance learning, teaching, and further assessment of student learning</p>	<p>Present results to AARC, EPPC, and deans/associate, assistant deans and brainstorm on ways to use NSSE information</p>	<p>Indicator 5.3: Present results by December 2007</p>	<p>Extensive discussions regarding NSSE occurred in AARC and amongst deans during Fall 2007; results distributed to deans and (where appropriate) parties preparing for accreditation visits and periodic reviews</p>

Curriculum, Instruction, & Assessment Strategic Planning

<p>Goal 6: Collaborate with the Center for Learning and Teaching to offer continuous university-wide improvement in curriculum and instruction</p>	<p>Objective 6.1: Work with the Center for Learning and Teaching and the Institute for Student Centered Learning to match workshops with instructional or outcomes needs as discovered in general education student learning assessments</p>	<p>Attend CLT/ISCL planning meetings; play a part in planning process</p>	<p>Indicator 6.1: At least two planning meetings between Assistant Provost and CLT/ISCL leadership</p>	<p>Internet seminar on teaching in large lecture formats (1/08); completed instructional PPT slides on CATs for CLT/ISCL (05/08)</p>
	<p>Objective 6.2: Work with CLT/ISCL on informing new faculty about backwards design, following up on May 2007 workshop; brainstorm and find ways to ascertain whether or not backwards design process is being implemented as a result of participation in May 2007 workshop</p>	<p>Work with CLT/ISCL on communicating backwards design workshop material to new faculty and other audiences (such as adjuncts); ascertain if it is possible to use annual report information as a method of determining if backwards design information is being used in teaching; consider surveying participants of backwards design workshop to see if material from workshop is being implemented</p>	<p>Indicator 6.2: Backward design material mentioned at new instructor orientation in August/September 2007; at least one source of information and subsequent report written on effectiveness of backward design workshop.</p>	<p>Backward design material mentioned in new instructor orientation by J. Barker (9/07); anecdotal evidence indicates that faculty continue to use information from backward design workshop (from HPE, 5/08)</p>
<p>Goal 7: Develop with faculty effective strategies to assess specific learning goals</p>	<p>Objective 7.1: Train faculty, staff, and management on assessment, and its use in monitoring and enhancing curriculum, instruction, and student learning</p>	<p>Conduct workshops using assessment information from 2007-2008 academic year, including workshops on use of critical thinking/information management rubrics, composition rubric, and use of library resources in teaching</p>	<p>Indicator 7.1: Teach or facilitate at least 4 workshops by June 2008, with evidence that at least 85% of participants were satisfied with what they learned from the workshops; conduct follow-up studies of participants, examining to what extent information used in the workshops is used in classroom instruction by June 2008.</p>	<p>"Writing as a process of revision" workshop completed (10/07); "assessment for graduate directors completed (10/07); "conversations in the social sciences complete (10//07); critical thinking workshop (2/08); "conversations in the {social sciences, aesthetics, critical thinking, humanities} workshops (2/08-4/08); internet workshop on teaching in large lecture halls (1/08); all workshop surveys indicate higher than 80% satisfaction with content and usefulness of workshop (5/08)</p>

	<p>Objective 7.2: Develop and maintain media from which faculty, staff, and management can obtain information about assessment</p>	<p>Write and disseminate assessment newsletter <i>Conversations About Assessment @ BU;</i>" continue placing information on Bb organization, <i>Assessment at Binghamton University;</i> continue to edit assessment website (assessment.binghamton.edu) in response to needs within BU community</p>	<p>Indicator 7.2: Provide evidence that web site, organization, and newsletters effectively convey information by June 2008</p>	<p>Fall 2008 newsletter completed; Bb organization revised (11/07); PPT slides on CATs for CLT/ISCL; survey of general education portfolio process indicates higher than 80% satisfaction with process and with assistance offered by provost's office to faculty completing portfolios (5-08)</p>
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Appendix 2008-2009 Strategic Plan

Enhancing Student Learning Assessment--2008-2009 Strategic Plan			
Goals	Objectives	Strategy	Indicators
Goal 1: Assist undergraduate program faculty, staff, and administrators in developing, implementing, and using fully-functioning assessment plans	Objective 1.1: Meet with associate deans and review assessment reports submitted to provost's office by end of Spring 2008. Write report evaluating to what extent programs have (1) defined student learning outcomes; (2) defined and used assessments according to each defined student learning outcome; (3) engaged faculty discussions about the degree to which assessment attest that students are achieving the defined student learning outcomes; (4) used findings from faculty discussions in teaching, learning, and curriculum	Meet with associate deans during Summer 2007 to offer feedback using 2006-2007 <i>Assessment Progress Database</i> report; make plans with each associate dean to lend support to departments by end of Summer 2007; offer assistance to undergraduate and graduate directors with regard to establishing or further developing assessment plans in Fall 2008; conduct one workshop extended to graduate directors and department chairs on how to assess student learning in graduate studies by end of February 2008; conduct one workshop on assessment of student learning to a general audience	Indicator 1.1: Evidence increase in database measures by July 2009; Evidence of at least 80% satisfaction by workshop participants
	Objective 1.2: Meet with department faculty to discuss assessment processes, ways to assess student learning effectively, and how to use assessment process to enhance student learning, curriculum processes, and program instruction.	Meet with groups seeking assistance: PPL, HDEV, Nursing, Anthropology, Cinema, English, Geology, Music, Physics, Psychobiology, Psychology, Sociology, SOM, and Computer Science	Indicator 1.2: Evidence of increase in database measures by July 2009
	Objective 1.3: Work with Associate Provost to assess growing study abroad courses	Meet with Associate Provost and Director of Study Abroad to discuss ways to assess	Indicator 1.3: Implementation of course assessment by July 2009
	Objective 1.4: Begin assessment of information systems program (for Turkish students)	Meet with Kanad Gosh and Dick Eckhard to begin assessment of the program; include in database indicators	Indicator 1.4: Inclusions of program in database indicators by June 2009; evidence of assessment progress by June 2009
	Objective 1.5: Begin assessment of Global International Affairs program (GIA).	Work with Jennifer Jensen, John Stoner, and others, to begin assessment process.	Indicator 1.5: Inclusions of program in database indicators; evidence of assessment progress

Curriculum, Instruction, & Assessment Strategic Planning

	Objective 1.6: Find ways to assess certificate and other programs not associated with Office of Continuing Education & Outreach, including internship and other experiences	Work with associate deans to begin assessment	Indicator 1.6: Assessment of at least one assessment report in one certificate (or other) program by June 2009
	Objective 1.7: Encourage departments, program, and faculty to align course syllabi student learning outcomes with departmental/programmatic outcomes	Work with departments and programs to create chart demonstrating how their own outcomes statements (on assessment plans on file with provost's office) are aligned with course syllabi; Present workshop on defining student learning outcomes and assessing student learning by May 2009	Indicator 1.7: Evidence of increased quality of outcomes statements--qualitatively evaluated and quantitatively reviewed through <i>Assessment Progress Database</i> by June 2009; workshop survey indicating at least 80% satisfaction by May 2009
Goal 2: Assist graduate program faculty, staff, and administrators in developing, implementing, and using fully-functioning assessment plans	Objective 2.1: Meet with department chairs and graduate directors and review assessment reports submitted to Provost's Office	Groups asking for or open to assistance: Decker School of Nursing, School of Education	Indicator 2.1: 10% increase in database indicators by end of June 2009
	Objective 2.2: Assist Vice Provost and Dean of Graduate School with Periodic Evaluation of Academic Units	Assist departments experiencing periodic review process through self study process; work on establishment of web site so departments writing self studies can access information easier	Indicator 2.2: Assist in the writing of at least one self study document by end May 2009
	Objective 2.3: Assist Vice Provost and Dean of Graduate School with design and implementation of new survey, enabling department comparisons	Design survey based on following document: "Appendix D: Graduate Student Survey."	Indicator 2.3: Design and initial implementation of survey by June 2009
Goal 3: Consult with faculty, committees, academic programs, deans, and academic support offices regarding how best to maintain and continuously improve the quality of teaching and learning, both at undergraduate and graduate levels	Objective 3.1: Conduct workshops that include department chairs, undergraduate and graduate directors, as well as faculty, to train them on how to write assessment plans, etc.	Present workshop on defining student learning outcomes and assessing student learning by May 2009; workshop survey indicating at least 80% satisfaction by May 2009	Indicator 3.1: Complete at least 3 workshops by June 2009; at least 80% satisfaction with quality of workshops, using workshop survey instrument; evidence some use of information in instruction by participants

Curriculum, Instruction, & Assessment Strategic Planning

	Objective 3.2: Work with Faculty Senate committees on the assessment of general education	Complete critical thinking rubric assessment, SCBA composition assessment, as well as ACT reports due this year to SUNY. Present findings to EPPC, and work toward implementing findings of these assessments. Disseminate results of SCBA math/reasoning results by October 2008.	Indicator 3.2: Submit ACT findings to SUNY system in four general education areas by January 2009; show evidence of EPPC discussions of ACT reports by April 2009; show evidence of disseminating action items to relevant groups by May 2009
	Objective 3.3: Work with Office of Continuing Education & Outreach to develop consistent survey method for summer and winter sessions	Work with Office of Continuing Education & Outreach (Tom Kowalik and Murnal Abate) on survey--gather input, and feedback results	Indicator 3.3: Completion of at least one survey by June 2009
	Objective 3.4: Work with Office of Continuing Education & Outreach on developing a comprehensive and integrated assessment plan	Meet with CEO director, CEO staff, and others to brainstorm about elements of the plan; develop plan, and implement surveys	Indicator 3.4: Implementation of surveys, and completion of plan in document form by June 2009
	Objective 3.5: Work with Office of Continuing Education & Outreach to investigate possibility of training distance education instructors with regard to using classroom assessment techniques (CATs) in online courses, as well as on online teaching pedagogies	Consult with Tom Kowalik, Jim Wolf, and CLT to implement systematic training programs	Indicator 3.5: Implementation of training programs by May 2009
	Objective 3.6: Work with Office of Continuing Education & Outreach on investigating possibility of assessing student learning in online courses vs. traditional courses	Contact instructors who have expressed interest in this area to design possible study	Indicator 3.6: Design of initial study comparing online v. traditional courses by June 2009

Curriculum, Instruction, & Assessment Strategic Planning

<p>Goal 4: Oversee the university's efforts to assess the various components of general education and each undergraduate and graduate major and professional program, integrating yearly activities into the broader six-year cyclic review of respective academic units</p>	<p>Objective 4.1: Oversee implementation of the SCBA process in composition</p>	<p>Implement SCBA rubric assessment</p>	<p>Indicator 4.1: Completion of SCBA composition process by December 2008; submission of report to EPPC by March 2009.</p>
	<p>Objective 4.2: Oversee completion of SCBA process in mathematics/reasoning</p>	<p>Submit report to SUNY, provost, and EPPC; include results in EPPC discussions and in other committees</p>	<p>Indicator 4.2: Submission of report, and evidence of discussions</p>
	<p>Objective 4.3: Find ways to aggregate and use various survey data, for reporting to deans and to general education committees, including internship survey, senior survey, alumni survey</p>	<p>Work with student affairs on senior survey and OCC internship survey; work with associate deans and others to find ways of assessing internship experiences</p>	<p>Indicator 4.3: At least two reports to deans and associate deans, using data from senior, alumni, and internship data</p>
	<p>Objective 4.4: Encourage departments, program, and faculty to align course syllabi student learning outcomes with departmental/programmatic outcomes</p>	<p>Work with departments and programs to create chart demonstrating how their own outcomes statements (on assessment plans on file with provost's office) are aligned with course syllabi; Present workshop on defining student learning outcomes and assessing student learning by May 2009</p>	<p>Indicator 4.4: Evidence of increased quality of outcomes statements--qualitatively evaluated and quantitatively reviewed through <i>Assessment Progress Database</i> by June 2009; workshop survey indicating at least 80% satisfaction by May 2009</p>
<p>Goal 5: Gather information from different sources to observe what already-existing assessments have to say about student learning</p>	<p>Objective 5.1: Collaborate with various organizations within Student Affairs, and with OIRP, help to gather assessment information on student learning</p>	<p>Continue process of working with Division of Student Affairs on senior survey and OCC internship surveys. Find ways to assess internships, using a common survey, and find ways to communicate results to deans on a regular basis</p>	<p>Indicator 5.1: Submit survey reports to deans by May 2009</p>
	<p>Objective 5.2: Manage dissemination of NSSE results, consulting with provost.</p>	<p>Work with provost and AARC members to discuss ways of making meaning out of the results</p>	<p>Indicator 5.2: Dissemination of results</p>

Curriculum, Instruction, & Assessment Strategic Planning

Goal 6: Collaborate with the Center for Learning and Teaching to offer continuous university-wide improvement in curriculum and instruction	Objective 6.1: Work with CLT/ISLC on PPT slides on CATs, for inclusion on their web page	Work on PPT slides	Indicator 6.1: Completion of at least 4 series of slides
Goal 7: Help with the assessment of grants, and/or the grant application process	Objective 7.1: Assist with the NSF CCLI grant, with David Sloan Wilson and others	Meet with David Sloan Wilson, assist with others on grant	Indicator 7.1: Evidence of collaboration on assessment of grant
	Objective 7.2: Assist with Decker School smoking cessation grant	Meet with Gerri Britton and others on using assessment information on grant; complete study on student gains in learning as a result of their participation in the grant	Indicator 7.2: Completion of student gains report
Goal 8: Assist deans with assessment	Objective 8.1: Assist Decker School with its accreditation visit in October 2008	Monitor faculty curriculum committee's discussion of student learning assessment results	Indicator 8.1: Completion of visit by November 2008
	Objective 8.2: Assist SOM with implementation of assessment program, including use of internship, NSSE, and senior survey data for SOM's accreditation and assessment purposes	Work SOM dean, associate and assistant dean	Indicator 8.2: Submission of assessment data to SOM dean by June 2009
	Objective 8.3: Assist CCPA with implementation of assessment system in HDEV dept, including survey data	Work with interim HDEV dept chair and dean on organization of survey	Indicator 8.3: Submit at least one report of HDEV assessment data

Appendix 7 General Education Assessment Results

Binghamton University				
General Education Assessment System 2006-2008				
<i>Mission Statement: Binghamton University is a premier public university dedicated to <u>enriching the lives of people in the region, nation and world through discovery and education</u> and to being enriched by its engagement in those communities.</i>				
<i>Vision: A truly distinguished and unique institution of higher education, one that <u>combines an international reputation for research, scholarship and creative endeavor with the best undergraduate programs available at any public university.</u></i>				
Objectives:	Assessments	Findings (Indicators)	Recommendations	Actions
Composition: Students will demonstrate an ability to write effectively and coherently, in ways appropriate to the discipline and the level of the course.	(1) Indirect: NSSE (FY and SR), Graduating student survey; OCC internship survey; undergraduate alumni survey; faculty survey (2) Direct: SCBA composition rubric; general education portfolios	(2005 ACT Report): Students do outstanding work, and faculty appear to take the teaching of writing quite seriously; however, there appears to be little consistency across the C course spectrum; in some courses, there appears to an emphasis on critical thinking and analysis, but relatively little emphasis on mechanics, grammar, and style; faculty surveys indicate concerns with the quality of student writing; (2007) NSSE survey results on writing may indicate that students have less exposure to writing than expected.	(2005) 1. Design and implement a university-wide set of standards and expectations; 2. Design, develop, and offer workshops focusing on the teaching of writing; 3. Implement a random-sampling methodology to complement the existing approach; 4. Adopt a campus set of rubrics	SUNY held rubric workshop in 2007 (at Binghamton); "Writing as a process of revision" workshop in October 2007; SCBA rubrics and assessment plan in composition approved in 2005-2006
Composition: Students will demonstrate an ability to to revise and improve their writing in both form and content	Direct: SCBA composition rubric; general education portfolios	(2007 NSSE Results): 33% of seniors prepare a second draft of a paper before turning it in, compared to 45% nationally	(2007) Conduct workshop on revising writing	"Writing as a process of revision" workshop held in October 2007

Curriculum, Instruction, & Assessment Strategic Planning

<p>Oral Communication: Students will demonstrate proficiency in oral presentations</p>	<p>Indirect: NSSE (FY and SR), Graduating student survey; OCC internship survey; undergraduate alumni survey; faculty survey; direct: general education portfolios</p>	<p>(2006 ACT Report): Students feel that institution was achieving its mission in offering ample opportunity to master student learning outcomes; (2007): NSSE indicates that BU FY and SR students give fewer presentations than their peers nationally</p>	<p>(2006): Make findings known to CLT/ISCL</p>	<p>None</p>
<p>Oral Communication: Students will demonstrate ability to improve oral presentations in response to critiques</p>	<p>(1) Indirect: NSSE (FY and SR), Graduating student survey; OCC internship survey; undergraduate alumni survey; faculty survey; (2)direct: general education portfolios</p>	<p>(2006 ACT Report): No issues noted.(2007): OCC Internship supervisor survey indicates that there may be some concern that students are sensitive to critiques about how their oral presentation skills</p>	<p>None</p>	<p>None</p>
<p>Oral Communication: Students will demonstrate skill in listening to and critiquing oral presentations.</p>	<p>(1) Indirect: NSSE (FY and SR), Graduating student survey; OCC internship survey; undergraduate alumni survey; faculty survey; (2) direct: general education portfolios</p>	<p>(2006 ACT Report): No issues noted.</p>	<p>None</p>	<p>None</p>
<p>Foreign Language: Students will develop basic proficiency in the understanding and use of a foreign language</p>	<p>(1) Indirect: NSSE (FY and SR), Graduating student survey; undergraduate alumni survey; faculty survey; (2) direct: general education portfolios</p>	<p>(2006 ACT Report): Students appear to perform well in foreign language courses; however, there appear to be some issues with regard to pacing instruction when students who know the language (heritage speakers) and students who do not know the language are enrolled in the same courses; 2007 NSSE results indicate that FY and SR students are satisfied with foreign language coursework-- higher when compared to national averages on this question; other indirect surveys indicate overall satisfaction</p>	<p>(2006 ACT Report):Ask the Center for Learning and Teaching (CLT) to develop a workshop for all language teachers on how to share successful practices in regard to managing student learning in an environment with native and non-native speakers.</p>	<p>None</p>

Curriculum, Instruction, & Assessment Strategic Planning

<p>Foreign Language; Students will acquire a knowledge of the distinctive features of cultures(s) associated with the languages they are studying.</p>	<p>Indirect: NSSE (FY and SR); (2) direct: general education portfolios</p>	<p>(2006 ACT Report): No weaknesses or strengths noted;</p>	<p>None</p>	<p>None</p>
<p>Global Interdependencies: Students will demonstrate knowledge of central characteristics of western societies (i.e., those in Europe and North America) as they developed and/or continue to develop in dynamic interaction with other regions of the world and in the context of global systems of economic and/or cultural exchange</p>	<p>Indirect: NSSE (FY and SR); (2) direct: general education portfolios</p>	<p>(2005 Report): There appears to be a lack of assessment data, a tendency to focus on one rather than all aspects of the G requirements, and a low number of G course offerings</p>	<p>(2006 ACT Report): It is recommended that a faculty committee take a closer look at the courses in the G category to examine whether there is a problem with how the requirement is defined and/or with how instructors are interpreting the requirement</p>	<p>None</p>
<p>Global Interdependencies: Students will demonstrate knowledge of long-term patterns of development or knowledge of broad issues or aspects that are foundational to the West</p>	<p>Indirect: NSSE (FY and SR); (2) direct: general education portfolios</p>	<p>See above</p>	<p>See above</p>	<p>None</p>

Curriculum, Instruction, & Assessment Strategic Planning

<p>Global Interdependencies: Students will demonstrate knowledge of central characteristics of one or more nonwestern civilizations.</p>	<p>Indirect: NSSE (FY and SR); (2) direct: general education portfolios</p>	<p>See above</p>	<p>See above</p>	<p>None</p>
<p>Pluralism: Students will demonstrate an understanding of United States society from the perspective of three or more groups that constitute that society, including at least three of the following groups: African Americans, Asian Americans, European Americans, Latino Americans, and Native Americans</p>	<p>Indirect: NSSE (FY and SR); (2) direct: general education portfolios</p>	<p>(2005 ACT Report): The ACT was impressed with all the portfolios; syllabi indicate that faculty give some thought to the pluralism outcomes and how they relate to their courses; (2007 NSSE): NSSE questions related to students' working with students different than they reveal that FY and SR students rate the institution higher than the national average</p>	<p>None</p>	<p>None</p>
<p>Pluralism: Students will demonstrate an understanding of how these groups have affected and been affected by basic institutions of American society, such as commerce, family, legal and political structures, or religion</p>	<p>Indirect: NSSE (FY and SR); (2) direct: general education portfolios</p>	<p>See above</p>	<p>None</p>	<p>None</p>

<p>Aesthetics: Students will demonstrate an understanding of the creative process and the role of imagination and aesthetic judgment in at least one principal form of artistic expression in such fields as art, art history, cinema, creative writing, dance, graphic design, music, and theater.</p>	<p>Indirect: NSSE (FY and SR), undergraduate alumni survey; (2) direct: general education portfolios</p>	<p>(2007 ACT Report):Assessments indicate that students are good at conceptualizing the aesthetics, engage well in aesthetic judgement; it is also clear that students understand that mastery of this aesthetics student learning outcome requires a good deal of hard work; 2007 NSSE results indicate that students attend artistic performances less than would be expected; it is not clear whether or not all students--including those experienced and not experiences in the aesthetics are equally challenged in their courses.</p>	<p>(2007 ACT Report): 1. Gather feedback from aesthetics instructors about whether or not the level of challenge is the same regardless of student background; 2. Work with faculty to ensure that student learning outcomes are made explicit to students in aesthetics courses; 3. Encourage students taking aesthetics courses to attend performances! 4. Conduct a student focus group to help the university better understand students' expectations with regard to these courses and why or why not they would attend or participate in aesthetics activities</p>	<p>"Conversations in the aesthetics" faculty conversation scheduled in February 2008</p>
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<p>Humanities: Students will demonstrate an understanding of human experience through the study of literature or philosophy.</p>	<p>Indirect: NSSE (FY and SR), undergraduate alumni survey; (2) direct: general education portfolios</p>	<p>(2007 ACT Report): 1. The term “enhance” makes it difficult, if not impossible, to quantitatively evaluate and categorize students as exceeding, meeting, approaching, or failing to meet the learning objective; 2. The relationship between the H requirement and other requirements needs to be defined more clearly--courses reviewed rarely mention student learning objectives or what students are going to learn as it relates to the humanities; 3. Instructors revealed very different understandings of what the term "human experience" meant; 4. We are concerned with the ambiguity of the H category learning objectives--there is little specificity to the point where H courses (because they are often cross-listed) lack much meaning, and might even be devalued as a result; 5. While students are highly intelligent, they sometimes have difficulty constructing coherent, logically argued, and persuasive arguments. Some students need to improve with regard to supporting their points, analyzing evidence, and in their use of structural English, such as word choice, sentence structure, and grammar</p>	<p>(2006 ACT Report): 1. Work toward specifying what the student learning outcomes for the humanities mean; 2. Instructors should explain to students either verbally or in written form (perhaps on their syllabi) how their courses meet the H requirement; 3. We encourage instructors to list on their syllabi the skills and knowledge that they expect students to develop in H courses; 4. Encourage instructors to take "human experience" as a concept to be explored and challenged through their courses, instead of being taken for granted or an a transparent or self-evident category; 5. Re-visit the approval process for H courses</p>	<p>"Conversations in the humanities" workshop occurred in Spring 2008--focus was on defining student learning outcome for the humanities in ways that are more specific</p>
<p>Laboratory Science: Students will demonstrate an understanding of the methods scientists use to explore natural phenomena, including the formulation and testing of hypotheses and the collection, analysis and interpretation of data</p>	<p>Indirect: NSSE (FY and SR), undergraduate alumni survey; (2) direct: general education portfolios</p>	<p>(2006 ACT Report): Students appear to perform well with regard to acquiring information and analytical thinking skills. Course portfolios indicated several instances where faculty engaged students in learning through lab exercises, presentation, and other non-lecture methods</p>	<p>(2006 ACT Report): Ask CLT/ISCL to develop a workshop for all laboratory science faculty on how to share best practices in teaching analytical and scientific thinking, especially for those teaching these courses for the first time</p>	<p>Workshop scheduled for Fall 2008</p>

Curriculum, Instruction, & Assessment Strategic Planning

<p>Laboratory Science: Students will demonstrate knowledge of concepts and models in one of the sciences.</p>	<p>Indirect: NSSE (FY and SR), undergraduate alumni survey; (2) direct: general education portfolios</p>	<p>(2006 ACT Report): Student performance is satisfactory</p>	<p>none</p>	<p>none</p>
<p>Social Science: Students will demonstrate knowledge of major concepts, models, and issues (and their interrelationships) of at least one of the social sciences: anthropology, economics, geography, history, political science, or sociology</p>	<p>Indirect: NSSE (FY and SR), undergraduate alumni survey; (2) direct: general education portfolios</p>	<p>(2007 ACT Report): The level of achievement and satisfaction with student learning outcomes in the social sciences is high. The standards and demand of the instructors are appropriate and student performance, with an average of 35% exceeding expectations, is impressive.</p>	<p>None</p>	<p>none</p>
<p>Social Science: Students will demonstrate knowledge of major concepts, models, and issues (and their interrelationships) of at least one of the social sciences: anthropology, economics, geography, history, political science, or sociology</p>	<p>Indirect: NSSE (FY and SR), undergraduate alumni survey; (2) direct: general education portfolios</p>	<p>See above</p>	<p>None</p>	<p>None</p>

<p>Social Science: Students will demonstrate an understanding of the methods used by social scientists to explore social phenomena, including, when appropriate to the discipline, observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and analysis by mathematics or other interpretive frameworks</p>	<p>Indirect: NSSE (FY and SR), undergraduate alumni survey; (2) direct: general education portfolios</p>	<p>See above</p>	<p>None</p>	<p>None</p>
<p>Mathematics/Reasoning: Students will demonstrate competence in an area such as calculus, symbolic logic, the logic of computers, the logic of deductive and inductive reasoning, or probability and statistical inference.</p>	<p>Indirect: NSSE (FY and SR), undergraduate alumni survey; (2) direct: SCBA rubrics; general education portfolios</p>	<p>(2005 ACT Report): Students taking mathematics/reasoning courses meet the student learning objectives</p>	<p>None</p>	<p>None</p>

<p>Wellness: Students will demonstrate knowledge of such topics as diet and nutrition, physical development, substance abuse, human sexuality, stress and stress reduction techniques, relaxation methods, or the characteristics that define physical, mental or emotional fitness/wellness</p>	<p>Indirect: NSSE (FY and SR), undergraduate alumni survey; (2) direct: general education portfolios</p>	<p>(2007 ACT Report): A review of the course syllabi and other assessment information indicate that students are achieving the student learning outcome. We are concerned that, in both activity and wellness, that there is a greater need to communicate exactly what aspect of activity and what aspect of wellness are being addressed in given courses. For example, it is not clear in several portfolios how activity or wellness is measured. In some "B" courses (those that contain both activity and wellness components) activity is stressed more than wellness, and in others the opposite is true</p>	<p>(2007 ACT Report): 1. Encourage instructors in wellness courses to be more explicit in their syllabi about the outcomes they would like students to achieve; 2. Conduct at least one workshop to help instructors teaching activity and wellness courses to specify their student learning objectives; 3. Train instructors on how to evaluate student learning outcomes in future general education portfolio submissions</p>	<p>General Education Coordinator is conducting portfolio workshops to train instructors on how to assess student learning in course portfolios</p>
<p>Activity: Students will demonstrate one or more of the following attributes: neuromuscular coordination, muscular strength and muscular endurance, cardio-respiratory endurance, or flexibility</p>	<p>Indirect: NSSE (FY and SR), undergraduate alumni survey; (2) direct: general education portfolios</p>	<p>See above</p>	<p>See above</p>	<p>Assistant Provost presented results of activity/wellness assessment to HPE faculty, and discussed need/ways to be more explicit about activity and wellness student learning objectives on syllabi; mentioned workshop to occur in Fall 2008 regard specifying student learning objectives in course syllabi</p>

Curriculum, Instruction, & Assessment Strategic Planning

<p>Critical Thinking: Students will demonstrate competence in identifying, analyzing, and evaluating arguments as they occur in their own or others' work</p>	<p>(1) Indirect: NSSE (FY and SR), Graduating student survey; undergraduate alumni survey; faculty survey (2) Direct: SCBA critical thinking rubric; general education portfolios</p>	<p>(2006 ACT Report): Students perform well with regard to organizing their thoughts, but could improve with regard to synthesizing their thoughts; students could benefit more from more extensive instruction in understanding the broader relevance of their thinking in considering different points of view when developing their arguments</p>	<p>(2006 ACT Report):1. Collaborate with the University Undergraduate Curriculum Committee on holding at least one workshop on critical thinking, in which faculty discuss the critical thinking rubric and different ways to teach critical thinking in their courses; 2. Collaborate with the UCC to determine procedures for assuring that critical thinking is being effectively taught in general education courses</p>	<p>Critical thinking workshop taught in February 2008; discussions about critical thinking courses ongoing in UCC</p>
<p>Critical Thinking: Students will develop well-reasoned arguments</p>	<p>(1) Indirect: NSSE (FY and SR), Graduating student survey; undergraduate alumni survey; faculty survey (2) Direct: SCBA critical thinking rubric; general education portfolios</p>	<p>(2006 ACT Report): Students perform well with regard to organizing their thoughts, but results of rubric grading reveal that students could improve with regard to recognizing limitations in their own and others' arguments</p>	<p>See above</p>	<p>See above</p>
<p>Information Management: Students will perform the basic operations of personal computer use</p>	<p>Indirect: NSSE (FY and SR), Graduating student survey.</p>	<p>(2006 ACT Report): Student performance is satisfactory</p>	<p>None</p>	<p>None</p>

Curriculum, Instruction, & Assessment Strategic Planning

<p>Information Management: Students will understand and use basic research techniques</p>	<p>(1) Indirect: NSSE (FY and SR), Graduating student survey; undergraduate alumni survey; faculty survey (2) Direct: SCBA critical thinking rubric; general education portfolios</p>	<p>(2006 ACT Report): There is moderate consensus that students might improve with regard to evaluating information and sources; there is strong consensus that students need to improve with regard to balancing the use of the internet (web) sources as opposed to using more traditional sources in their research, especially in upper division courses.</p>	<p>(2006 ACT Report): 1. Develop presentation media such as library tutorials to instruct students on how to use research databases more effectively and in greater depth. These media should be make accessible to instructors via the library's web site; 2. Incorporate these media into the university's first year experience (FYE) courses</p>	<p>University Libraries' Committee on Critical Research Practices has worked with FYE program; experimental course on critical thinking implemented in Spring 2008</p>
<p>Information Management: Students will be able to locate, evaluate, and synthesize information from a variety of sources</p>	<p>(1) Indirect: NSSE (FY and SR), Graduating student survey; undergraduate alumni survey; faculty survey (2) Direct: SCBA critical thinking rubric; general education portfolios</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>