ACTION TAKEN CATEGORIES WITH EXAMPLES—UNDERGRADUATE PROGRAMS

STUDENT SUPPORT/ MENTORING

Use: For activities aiming to increase support for learners, such as adding review sessions for licensing exams or publishing workshops, making revisions to student handbook to clarify procedures that directly impact learning, creating new mentoring guidelines, or revising the process for checking student progress).

Example: Expansion of BlackBoard site to include the following: A copy of the assessment rubric that details the expectations for Capstone students; more models of successful project statements; artists' statements; and resumés to assist students in their work. A calendar or timetable for students to guide their work on Capstone throughout the semester; this will be coordinated with the instructors of record/mentors of the students enrolled in ARTA 496; ARTB 406; ARTC 496. (Studio Art- BFA)

COURSE REVISION

Use: For changes made to courses content, such as adding a new unit, revising a required assignment, changing a required textbook, adding a practicum rotation, adopting a common syllabus for multi-instructor course.

Example 1: Revised persuasive speech evaluation rubric to include intercultural component; initiated textbook revision to include intercultural content; collect baseline data for review of delivery and content components of informative speech. (Communication Studies-BA)

Example 2: Faculty instructors and clinical mentors who supervise CFS 470 students will … begin instruction on the assessment of young children earlier in the semester. *(Child & Family Studies-BS)*

CURRICULUM REVISION

Use: To reflect curricular changes including adding a new course, modifying the sequencing of courses, changing prerequisites, and dropping a course.

Example 1: As a faculty, we have approved the creation of HIST 299, which will be a requirement of the major beginning in 2015-16 and a prerequisite for HIST 499. HIST 299 will place emphasis on teaching and learning historical thinking in small-format, seminar-like settings. This course will have many different iterations, depending on the particular subject specialty of the faculty teaching it. But the emphasis in each case will be on intensive reading, problem solving, modeling critical analysis, and lab-like exercises designed to offer hands-on training in historical methods, research, and writing. (History, BA)

Example 2: Instructors of all 100- and 200- level classes must assign at least one piece of formal writing which will include instructions requiring students to discuss a play or performance through a broader historical, social, or theatrical context. (Theatre-BA)

FACULTY DEVELOPMENT/ TRAINING

Use: For activities aimed to more effectively prepare faculty to teach or assess a learning outcome, including training of practicum supervisors, convening of norming session for faculty using a program rubric, etc.

Example 1: We are also planning to offer workshops in "how to teach HIST 299" beginning in summer 2015. Faculty who choose to participate in these workshops will work together to develop standards for the course (length of writing assignments, basic skills to be learned, etc.) and to exchange ideas about how to teach it. (History BA)

Example 2: To continue to improve critical thinking scores, a faculty workshop will be created during fall 2014 to help faculty understand how to incorporate critical thinking into the curriculum. (Hotel, Restaurant & Tourism-BS)

PEDAGOGY/ INSTRUCTIONAL STRATEGY

Use: For learning activities used within or across courses to address a learning outcome, such as sharing a rubric with students, adding a writing or speaking assignment; adding program-wide end-of-semester poster presentations,…

Example 1: More stringent grading scale for the review book prior to the final campaign book being submitted. This will give the students more instruction in how to improve their work and a more realistic picture of the final outcome of their final campaign book. (Advertising-BS)

Example 2: We plan to provide more detailed information at the beginning of the semester on what each student presentation should include, and we will provide additional information on how to do good presentations. This could involve … examples of good/bad presentation styles, and maybe even role-playing. (We already have on-line pre-class quizzes the students all do.) *(IDP Neuroscience-BA)*

NO ACTION (S) TAKEN AFTER REVIEW

Use: To indicate that results were discussed by the faculty who subsequently decided no changes were needed at that time.

Example: Although no immediate action is being taken (students reached the benchmark), the first year biology courses are undergoing revision in 2014-2015 specifically to address this objective (as well as the other two). We are hoping to see a larger post-score gain in spring 2015 as a result of these changes. (Biological Sciences-BS)

CRITERIA/ BENCHMARKING CHANGED

Use: For changes to the criteria for success used to determine whether the outcome was met. (i.e. Seventy-five percent of students will score a 4 or higher, or 80% of candidates will submit a journal article as first author.)

Example: We have added to the rubric for this learning outcome a criterion on the adduction of the essential primary sources to treat a given research question. We found that the current rubric does not give adequate scope to note the absence of such sources. (Classics-BA)

ASSESSMENT METHODOLOGY

Use: For changes/ revisions to assessment methods, including development of new instruments (i.e. new rubric). This action should be used sparingly.

Example: All questions on the exam were reviewed by the Departmental undergraduate program committee. Several questions were identified as potentially confusing or misleading. Actions taken include (1) the development of a common body of knowledge for all finance courses to insure all sections cover same core material; (2) exam was administered later in the semester.(Finance-BS)

ASSESSMENT OUTCOME REVISION

Use: To reflect revisions to the wording of the outcome that modify its intent, as well as the retiring or addition of new outcome. A rationale should be included. This action should be used sparingly.

NO STUDENTS ENROLLED/ GRADUATED

Use: To indicate that assessment was not carried out because there were no students in the course or in the program.

ACTION TAKEN CATEGORIES WITH EXAMPLES—GRADUATE PROGRAMS

PEDAGOGY/ INSTRUCTIONAL STRATEGY

Describes activities used within or across courses to address a learning outcome, such as sharing a rubric with students, adding a writing or speaking assignment; adding program-wide end-of-semester poster presentations, …

Example 1: To facilitate improvement in criteria #3 and #4, professors will be encouraged to spend a limited amount of time in class going over the basics of citation and of Works Cited entries. When shorter

pieces of writing such as bibliographic essays are assigned before final papers, professors can use commentary on these to provide feedback. (English-PhD)

Example 2: The faculty will inform students if a seminar paper is of sufficient quality to warrant submission to conferences and/or journals and will advise students about conferences and/or journals which are a good fit for their particular papers. (Philosophy-MA)

STUDENT SUPPORT/ MENTORING

Describes any program-wide initiative to provide support to students to enhance learning such as adding review sessions for licensing exams or publishing workshops, making revisions to student handbook to clarify procedures that directly impact learning, creating new mentoring guidelines, or revising the process for checking student progress....

Example 1: When advising portfolio papers, faculty members will be encouraged … to help students at the early stages of paper development, when they are settling on an idea that aims to be creative and of philosophical importance. (Philosophy-PhD)

Example 2: Increase potential funding for conference presentations. (Retail, Hospitality, & Tourism Management-PhD)

FACULTY DEVELOPMENT/ TRAINING

Describes any development activities the program organizes to further the teaching of the learning outcome. This may include training of practicum supervisors, convening of norming session for faculty using a program rubric,…

Example: Scheduled panel presentation to faculty concerning teaching foundational concepts in scholarly writing to students who may lack sufficient background in the area. (Law)

COURSE REVISION

Describes any changes made to the content of a course not based on individual instructor preference, such as adding a new content unit, revising a required assignment, changing a required textbook, adding a practicum rotation, adopting a common syllabus for multi-instructor course.

Example 1: Changes to EDPY 533 (Program Evaluation I): additional time in this course will be given to incorporating support from the literature for their evaluation study. (Evaluation, Statistics & Measurement-Certificate)

Example 2: Theories class: Will revise the course content to expand on the application of theories into student research models and papers. (Retail, Hospitality, & Tourism Management-PhD)

CURRICULUM REVISION

Describes adding a new course, modifying the sequencing of courses, changing prerequisites, dropping a course and replacing with new content.

Example 1: Leadership course moved to later in the sequencing so that theoretical concepts and research methods could be applied. (Nursing PhD)

Example 2: Beginning with the 2014-2015 academic year, the comprehensive exam paper becomes the first of the three required papers for the dissertation. This improves students' opportunities to develop expertise on their substantive research topic then apply that knowledge to their formal dissertation research. (Social Work-PhD)

NO ACTION (S) TAKEN AFTER REVIEW

Results were shared with and discussed with the faculty who subsequently decided no changes were needed this year.

Example 1: Since students are currently scoring in the exemplary category of the rubric for this learning outcome, no action beyond continued monitoring is needed at the present time.   (Forestry-MS)

Example 2: The current dataset is small. Data just started being collected in 2013-2014. We are therefore taking no action for at least one year, so we can increase our dataset. (Geology- PhD)

ASSESSMENT METHODOLOGY

Describes changes/ revisions to assessment methods, including development of new instruments (i.e. new rubric). This action should be used sparingly.

Example 1: Faculty on the graduate committee created a rubric to assess achievement of this learning outcome in April to May 2014. The rubric (see attachment) will be applied beginning with summer 2014 thesis defenses. (Sociology-MA)

Example 2: Qualifying exam - The qualifying exam is being eliminated effective August 2014. The Ph.D. program is implementing a new curriculum wherein the Ph.D. Program Committee will evaluate every students' progress annually. Evaluation criteria focuses on students' demonstration of research skills and achievement of scholarship goals as outlined in the College's Ph.D. Student Handbook. (Social Work PhD)

CRITERIA/ BENCHMARKING CHANGED

Describes changes to the criteria for success used to determine whether the outcome was met. (i.e. Seventy-five percent of students will score a 4 or higher, or 80% of candidates will submit a journal article as first author.)

Example: Created new rubrics for both the comprehensive exam and the ePortfolio evaluations. (Information Sciences-MS)

ASSESSMENT OUTCOME REVISION

 Describes revisions to the wording of the outcome to modify its intent, as well as the retiring or addition of new outcome. A rationale should be included. This action should be used sparingly.

NO STUDENTS ENROLLED/ GRADUATED

The assessment was not carried out because there were no students in the course or in the program.