

CHSS Assessment Plan 2010/2011

In preparation for the Fall 2012 HLC visit and as part of continuing efforts to improve student learning in our college, we will implement a plan for assessment of degree programs in the coming academic year. That plan will focus on the following elements:

GOALS—reviewing, revising, and posting to websites and literature specific, measurable goals for each degree program.

INFORMATION—collecting available data and making plans for collection of future data to measure whether or not degree program goals are being met.

ACTION—documenting actions taken to improve student learning in response to goals and information.

In order to implement this plan for assessment, we will take the following specific steps:

Step 1. Establish department committees on assessment, appointed by chair and Dean O'Connor. Committee chairs will be members of CHSS Assessment Committee chaired by Deborah Chappel Traylor.

Step 2. Department assessment committees will meet and be charged with the following tasks:

- a) Review goals for each degree program in the department. All goals should be measurable and able to be supported by evidence.
- b) Consider types of evidence that could support each goal. (In the first year we don't have to collect evidence on every goal but we need to have a written plan for how we will collect evidence.) Some types of evidence to consider (others are welcome as well):
What do we already have: What data have we compiled already and how can that be used?
What evidence would we like to gather concerning whether and to what extent our **program goals** (for each degree program) are being met?
Have program committees had meetings in the past year to discuss curriculum, needed changes, staffing, etc.? If yes, document those meetings or other activities by the degree program chair.
Have students in your degree programs presented or published papers or received recognition from other sources? If so, document these.
Have graduates of your degree programs obtained admission to other programs such as graduate or professional schools? Do you know if any of your graduates have received awards or distinctions? If so, document these.
If your graduates have taken standardized tests such as GRE, Praxis, LSAT, or others, do you have any results on how they performed?
- c) Review syllabi for each course taught in your department; make sure the syllabi comply with university requirements such as clear grading and makeup policies, disabilities notice, and plagiarism notice. Check for course goals and alignment with program goals.

- d) Choose representative and/or key (gateway or capstone, for instance) courses/sections for program assessment. Choose how to assess these courses (sample papers, portfolio, etc.) and provide a written plan for same, with a timeline.
- e) Have each instructor in your department who has taught a course used to fulfill requirements in the degree programs submit a one- or two-page narrative discussing how he or she assesses whether students in the course are learning. The narrative should focus on what specific actions have been taken in the past year to change teaching practices in response to that assessment. (This operates on the premise that good teachers are always assessing their courses, but such assessment is usually informal and not documented. This strategy captures and documents those processes that are already ongoing.) *Note: This narrative could be part of required annual productivity report.
- f) Have an annual meeting of those teaching courses in the programs to assess that year's graduates. Document discussion of findings concerning strengths and weaknesses of graduating students, as well as planned changes based on such findings.