

Report on Assessment

St. Cloud State University

Spring 2005

Submitted to: Michael Spitzer, Provost
Lisa Foss, Interim Assistant Vice President for Institutional Effectiveness

Prepared by: Neal Voelz - University Assessment Director
Deborah Bechtold - COE
Doris Bolliger - LRTS
Melinda Dermody - LRTS
Sandra Johnson - COSE
Judy Litterst - GEC Liaison
Joseph Melcher - COSS
Suellen Rundquist - COFAH
Bradley Sleeper - HCOB
Mary Soroko - HCOB
Sharon Cogdill and Mark Nook - Administration

University Assessment Director Accomplishments and Plans for the 2005-06 Academic Year

During the 2004-05 academic year, the University Assessment Director (Neal Voelz):

- re-formed the University Assessment Committee. The Committee met regularly starting in October 2004.
- attended the Assessment Institute at Indiana University-Purdue University Indianapolis, October 2004, Larry Kelley's workshop on embedded assessment at SCSU (January 2005) and the HLC/NCA conference, Chicago, April 2005.
- participated in a workshop with John Gardner on teaching first and second year courses. Also participated in an interactive session on developing the general education vision and mission during faculty forum day.
- attended an all-day video conference on the first-year experience.
- served on the following committees: Assessment (Chair), General Education (ex-officio), NCA Accreditation Steering, Assessment and Research; Strategic Planning, Upper Division Writing Requirement (convener).
- served on the Strategic Planning Committee major-minor subcommittee. Helped determine data needed to establish performance indicators (PIs), especially relating to assessment.
- served on the IR Research Analysis Specialist position search committee.
- began updating the university assessment web site.
- worked with several departments and units to develop learning outcomes, form assessment plans, etc. For example, several meetings were arranged with Division of General Studies (DGS) personnel. They initially had limited assessment and they now have assessable student learning outcomes and are in the process of implementing assessment of CT 150 either in summer or fall 2005. I also met several times with the democratic citizenship general education core faculty to help refine their student learning outcomes and develop an assessment tool for their classes.
- developed an assessment grant RFP (along with the University Assessment Committee) and awarded grants for 15 projects.
- began setting up the University Assessment Office - Two rooms in Headley Hall have been appropriated, an OAS description was developed and is being searched, a list of office supplies and equipment was compiled and some equipment was ordered in March (though not yet received).

2005-06 Academic Year Plans for the University Assessment Director include:

- continuing to work closely with the General Education Committee and other interested parties on the vision, mission and assessable learning outcomes for the general education program.
- talking to members of the student government to increase student awareness and participation in assessment. Developing information on the assessment web page specifically for students.
- examining gaps in the college assessment matrices (included at the end of this report) and work with College Assessment Directors to help departments with learning outcomes, assessment plans and/or closing the assessment loop.
- determining a process for evaluating the assessment program ("assessing" assessment).
- conducting basic and more advanced workshops on assessment for SCSU faculty and staff, beginning in fall 2005.
- conducting a workshop on grant writing specifically for the next assessment RFP.
- developing (along with the Assessment Committee) a standard protocol for reporting assessment activities across campus

General Education Core and Racial Issues Assessment

- ENGL 191 - This has been a transition year between the former and the new director of composition (Raymond Philippot). During 2000-2002 the English Department developed an assessment project where they tested one principle of ENGL 191: that students develop skill in using texts to make a case. The project looked at six papers from each 191 section and developed a rubric for looking at what students were learning, then trained readers to use the rubric. The results showed that few students used other texts to make a case or advance their own rhetorical purposes with sophistication. Although students were coached in their attempts, they were still not quite fully competent in using others' texts in practice. Base on these results, in 2003-2004 the faculty significantly revised its training of graduate teaching assistants for 191 classes as well as in the writing center and made changes in the course itself and the way it is defined for the university. Recent discussion has been around assessing the new course, English 291, which is a 2-credit course for transfer students who fulfilled only part of the writing requirement at another institution.
- Communication Studies has developed a plan and the instruments for assessing CMST 192, a university general education core course, and put that plan into action during spring 2005. Three instruments feature open-ended questions focusing on either interpersonal communication, small group communication or public speaking and serve as indirect measures of student learning. The fourth instrument is a direct measure of student learning in terms of public speaking. We distributed these instruments to 60% of our CMST 192 sections, which were randomly selected. We also distributed them to 100% of our "alternative delivery methods", including our PSI (Personalized Self Instruction), ITV (Interactive TV) and self-paced options so that we can compare student learning results from these alternatives to those of our more conventionally taught classes. Analysis of the data generated by these instruments will be conducted over the summer and a report based on those results will be submitted fall 2005.
- The Mathematics and Statistics Departments administered embedded questions in both MATH 193 and STAT 193 during spring semester 2005. Both departments include the assessment of these core three classes in their departmental assessment plans. The departments are in the process of designing new assessment tools and received a 2005 assessment grant for this purpose. They will be developing trial test questions in summer 2005 and will be field testing the questions in MATH 193 and STAT 193 during fall 2005.
- Michelle Kukoleca Hammes (Political Science/Core 5 Director), Carolyn Hartz (Philosophy/Core 4 Director) and David H. Robinson (Math/Statistics) received a 2005 assessment grant to assess learning outcomes for the Core 3, 4 and 5 areas. To date, the General Education Program has had no systematic, continuing assessment. Their project seeks to rectify this by creating a comprehensive, sustainable, collaborative method of assessing most of the Core areas with a single instrument. They envision a student essay to be administered to a sample of Core 5 students each semester, at the beginning and at the end. The project will involve four main tasks. 1) Selecting or designing a prompt (articles or passages from newspapers or news magazines, for example): possibilities may include the text of the recent speech about women in science by the president of Harvard University or a selection from Jared Diamond's new book *Collapse* (e.g., chapter 10, "Malthus in Africa: Rwanda's Genocide"). 2) Designing instructions to elicit student responses which demonstrate learning outcomes of the Core areas being assessed. 3) Designing a questionnaire to determine which Core areas have been completed by each

student writing the essay. This will provide a built-in pre- and post-instrument sample for each core area for comparison purposes.

- In addition to the above assessment incorporating PHIL 194, there has been assessment of this course for many years (pre- and post-test). Assessments of PHIL 194, Critical Reasoning, use pre- and post-tests to assess learning; also analyzes the effect of class size on test scores, the effect of including the assessment as part of student grade (to increase value of the test to students), and each individual question in the tests. The department has been assessing the Critical Reasoning course since 1998 using this method.
- The Racial Issues Colloquium (RIC), a group comprised of faculty teaching racial issues courses, has developed a pre- and post-test assessment instrument that uses both direct and indirect measures. The learning outcomes that have been developed specifically attempt to measure student knowledge, understanding, awareness and growth. The assessment instrument has been used in racial issues courses since 2003. Jeanne Lacourt (Coordinator, Racial Issues Colloquium) also received spring 2005 assessment funding for her grant entitled "Racial issues pre- and post-test assessment instrument: What can we learn from it and can it be used for North Central Accreditation"?

College Assessment Accomplishments and Plans for the 2005-06 Academic Year

From Brad Sleeper and Mary Soroko, Herberger College of Business:

We have made considerable progress this year in the HCOB.

1. We received a CTL grant to underwrite the pilot of the eLumen assessment software in the College and now have two semesters of outcomes data for our core business courses
2. We provided training to pilot faculty (one from each department) so that they understand how to develop course embedded assessment materials and rubrics to evaluate student achievement of college-wide learning goals—and these folks will continue to serve as a resource to other faculty in their departments on assessment matters.
3. We have worked to refine the HCOB core exam questions and have agreed on an implementation strategy for the coming academic year. The exam will be administered to MGMT 497 students via D2L and the dean will recognize top achievers.
4. Mary Soroko has created a HCOB assessment web site (and is now waiting to have it uploaded onto the College's web site) that describes the college's assessment program from both a student and faculty point of view.
5. We have tried to "share" what we are doing with interested faculty—so in addition to presenting our activities to the University assessment committee, I have also met with members of the COSE assessment committee and some faculty in COSS to show them the software package and how we have operationalized it in the college.
6. All members of our assessment pilot attended the workshop sponsored by Frankie Condon in January.

Finally, the dean has pledged at least \$10,000 a year for extra duty days for faculty; \$4,000 a year for the eLumen software license; 25% of Mary's time and has provided re-assign time for a college assessment director (Brad) for the foreseeable future. We wouldn't be making much progress without this support.

Next Steps:

1. We need to develop and refine program learning goals for students majoring in accounting, BCIS, etc.
2. We will test the validity of our CORE exam questions next year by having one group of students take a commercially prepared instrument (from ETS) to see if the results on this exam differ substantially from the results on our internally developed one.
3. We need to find ways to entice other faculty to formally assess students in their courses. We have asked members of our assessment committee to identify what college learning goals will be assessed in each course in the HCOB and will use this information as the basis for developing a plan for spending our annual assessment budget.
4. We need to decide what "indirect measures" we will gather and report. For varied reasons, we haven't surveyed student satisfaction or faculty/staff morale in the past couple of years and we'll need to decide if we want to forgo assessing this on our own (and instead rely on University gathered information) or if we will assess it periodically within the college.
5. We will likely apply for a University assessment grant this fall to help expand the use of eLumen beyond the pilot faculty group.

**College of Education Assessment Activities
2004-2005**

Activity	Description	Date
Undergraduate Program Completer Follow-Up Study	Survey distributed by mail to teacher education program completers designed to assess how well St. Cloud State teacher education programs prepared teacher candidates to enter the field of teaching based on INTASC (Interstate New Teacher Assessment and Support Consortium) and NCATE National Council for Accreditation of Teacher Education) teaching standards.	Ongoing – Program completers graduating in the fall receive survey early in the spring semester; program completers graduating in the spring receive survey early the following fall semester.
Cooperating Teacher Follow-Up Study	Survey distributed by mail to cooperating teachers (i.e., teachers in school districts that host student teachers) to assess how well St. Cloud State teacher education programs prepared teacher candidates to enter the field of teaching based on INTASC and NCATE teaching standards.	Ongoing – Cooperating teachers who hosted student teachers during the fall semester receive a survey early in the spring semester; Cooperating teachers who hosted student teachers in the spring receive a survey early the following fall semester.
Educational Leadership Program Completer Survey	Survey distributed by mail to Educational Leadership program completers to assess how well St. Cloud State's Educational Leadership program candidates to enter the field of school administration based NBPTS and NCATE school personnel standards.	Ongoing – Program completers graduating in the fall receive survey early in the spring semester; program completers graduating in the spring receive survey early the following fall semester.
Principal/Employer Survey	Survey distributed by mail to Principals or employers who have employed St. Cloud State teacher education program graduates to assess how well the teacher education program prepared the candidates to enter the field of education based on INTASC and NCATE standards.	Ongoing – Survey distributed near the end of the spring semester.

Student Teaching Formative and Summative Performance-Based Assessments	Formative and summative assessments of student teaching performance completed by both the university supervisor and cooperating teacher during and at the completion of student teaching assignments. Assessments are based on INTASC and MN Board of Teaching standards.	Ongoing – Collected at the end of fall and spring semesters.
P-12 and 5-12 Program Evaluation Form	Distributed by university supervisors to students who are currently student teaching. The form instructs students specify the courses they found most valuable in preparing them to meet each of the INTASC standards. Students are also asked to describe their understanding of the College of Education’s Conceptual Framework.	Ongoing – Distributed at the end fall and spring semesters
ED 300 Field Experience Evaluation	Completed by cooperating teachers to assess student teachers’ quality of experience (e.g., the variety of tasks a student teacher participated in while in the classroom).	Ongoing – Collected at the end of fall and spring semesters
ED 441 Student Self-Assessment Form	Completed by teacher candidates. Designed to encourage self-reflection in the areas addressed by INTASC standards.	Ongoing – Completed by students during the ED 441 field experience. Collected fall and spring semesters.
ED 441 Final Assessments	Completed by the cooperating teacher at the end of the student’s ED 441 field experience to assess student competencies in relation to the INTASC standards	Ongoing – Collected fall and spring semesters.
Completion of Program Assessment Matrix	The Program Assessment Matrix lists CoE programs, type of degree, program mission statement, whether the program has an assessment plan, assessable learning outcomes, assessment tools, data, and how the data is used for program improvement.	Submitted to University Assessment Director April 2005

Development of program transition points matrix	The transition points matrix lists all of the requirements and assessments within each CoE program tracked or assessed at each program transition point (i.e., admission, completion of courses, pre-clinical experience, exit from clinical experience, program completion, and follow-up)	Submitted to programs for revisions April 2005
Attendance at NCATE Conference	Associate Dean and Assessment Director attended NCATE training/conference in Washington, D.C.	March 30-April 2, 2005
Completion of NCATE annual report	Report submitted to NCATE containing general and program-specific enrollment and completion data, faculty information, distance education information, and fiscal data. Based on 2003-2004 data.	April 2005
Completion of Minnesota Measures of Teacher Quality Report	Report submitted to the Minnesota Association of Colleges for Teacher Education listing enrollment and completion in specific degree programs, admission requirements, hours of clinical experience, partnerships with school districts, faculty experience, diversity, use of assessments, and technology. Based on 2003-2004 data.	November 2004
College of Education data system development	The College of Education is developing a data system to track student progress through teacher education and school personnel program transition points. Development of the data system is integral to meeting NCATE Standard 2: Assessment System.	Ongoing – planning phase is nearly complete; development phase will begin in summer 2005
Submission of assessment grant proposals	Two departments within the CoE received assessment grant funds to conduct assessment activities – Information Media and Ed Leadership/Community Psychology	April 2005

Title II report; Tracking of Praxis I and Praxis II passing rates	Teacher education student passing rates on the Praxis exams are tracked and submitted to the Department of Education	April 2005
NCATE Steering Committee Established	Committee consists of representatives from each department in the CoE. Committee reps will communicate data collection needs to departments and collect data	April 2005

Planned activities:

- (1) Collection of transition points assessment results data – Fall 2005
- (2) Pilot data system – Fall 2005
- (3) Development and distribution of graduate program completer survey – Fall 2005
- (4) 3- and 5-year follow-up surveys of undergraduate and Ed Leadership program completers – Fall 2005

Assessment Report from the College of Fine Arts and Humanities (Suellen Rundquist) - May, 2005

I. Art:

- A. Overview: The Art Department is accredited by the National Association of Schools of Art & Design (NASAD). We have maintained this accreditation for the past 20 years. Creating and implementing new goals that will enhance and improve our rich learning environment motivate our assessment.
- B. Assessment Strategy 04-05
 - 1. Hold an assessment workshop with all faculty members.
 - 2. Revise and improve the Art Department mission statement and assessable student learning outcomes.
 - 3. Continue portfolio review (direct/indirect) for the Graphic Design major. Data were generated by 2 stages of the portfolio review—we use a quantitative assessment tool to evaluate the portfolio and interview for each student. Evaluate exit assessment results (direct/indirect). Curriculum Assessment, gathered data for fall and spring semesters. Design faculty review results and each year new goals are established based on the resulting quantitative information. Start a visual archive of student work (direct). This year we started to archive a digital slide show of the student work.
 - 4. Implement portfolio review (direct/indirect) for Fine Art and Art Education majors. Based on the above graphic design model, a new fine art review has been implemented. Collect Praxis II (direct) assessment and evaluate senior exit curriculum assessment (indirect). Gather results from the survey for Art Ed majors in 390/490 BS–Art Education survey and Praxis II results are reviewed.
 - 5. Other assessment instruments and data:
Scholarships—(direct/indirect) Faculty rate and collect quantitative data for entered student work in all disciplines. A holistic evaluation is based on our mission statement and student-centered goals. Student juried exhibition— (direct) This exhibition is open to all art students. It is juried by an outside artist and the best examples of student works from all areas are exhibited. The show reflects the goals of the department and the juror’s statement gives students insight into the juror’s objectives. Addy Student Awards— (direct) We received 3 awards at the Central Minnesota Ad Fed Award Competition.

II. Communication Disorders:

Assessment Plan for 2004-05

- 1. Indirect assessment of undergraduates and graduates immediately following their graduation in May. Previously, we had assessed our students one year post-graduation, but the faculty wanted more immediate feedback on the curriculum and on our program overall.
 - a. Our first assessment took place in May 2004. Results of the graduate survey indicated satisfaction with the academic curriculum, the clinical experiences and overall preparedness for entry into clinical practice.
 - b. Our undergraduates were also satisfied with the academic curriculum and the opportunity to complete clinical practicum at the undergraduate level. However, several students commented on the use of adjunct faculty to teach undergraduate courses and wanted more full-time permanent faculty to be available to teach these courses.
- 2. Systematic assessment of all students who complete our CDIS 130 introductory course – typically a course taken by freshman and sophomores (fall 2004). We wanted to try to contact those students in our Introductory courses because many of them take this course while they are completing their General

Education requirements. After they take this course, there may be 2 or 3 semesters when they do not take another CDIS course. In 2004-05, we are doing the following:

- a. Follow-up with all CDIS 130 students to identify those who may have an interest in our major but have not yet declared a major or are thinking of changing majors
- b. Invitation to all CDIS 130 students who express an interest in the major to participate in a series of meetings during the semester after they have completed the CDIS 130 class, so that they can learn more about our major and meet other students, faculty and staff
- c. Invitation to NSSLHA meetings and getting them involved in our student group early in their undergraduate program.

Assessment Tools

Examples of formative assessments in our program

Throughout our program, we are involved in the ongoing assessment of our students to improve their learning. Some examples that are used include:

- Midterm exams
- Quizzes
- Oral presentations
- Written assignments/papers
- Demonstration of ability to use clinical software or equipment

Examples of summative assessments in our program

- Comprehensive examination data
- Internship supervisor feedback on the WPACC
- Undergraduate survey data
- Graduate survey data
- Employer data – collected 1 year post-graduation
- Alumni surveys

Clinical Assessment

The majority of our clinical educators use the *Wisconsin Procedure for Appraisal of Clinical Competence* (W-PACC) to evaluate the performance of student clinicians in our clinic. These evaluations are typically done at mid-semester, and again at the end of the semester. Some clinical educators also have students do a self-evaluation using the same form. Student feedback on the use of this form has been positive.

RESULTS

Student pass rates on the Praxis Examination in Speech Pathology

The *Praxis Examination in Speech-Language Pathology and Audiology* is a summative assessment of student learning in the Communication Disorders field. Successful completion of the test is necessary in partial fulfillment of the requirements for the national *certificate of clinical competence* in speech pathology and audiology.

Sept 2003 to June 2004	Number of students taking exam	19
	Number (and %) passed *	17 89%

Graduation/Program Completion Rates

Here are our graduate program completion rates—within the expected time frame identified by us for 2003-04.

Academic Year	M.S. Program Completion Rate (%)
2003-2004	94% (15/16)
Three year Average	96%

Alumni Surveys

Each year, we send a survey to recent graduates of our program, asking them to evaluate the education they received and other aspects of the department. In addition to rating the education they received, we ask our alumni to provide feedback on the department, SCSU, and the quality of their graduate education.

This year, our alumni gave us high marks (4.5 or above on a 5-point scale) in the following areas: off-campus practicum opportunities, advising, value of education received. Our alumni also recognize our department's chronic lack of adequate facilities and a lack of variety in our on-campus clinic rating us the lowest in these two categories.

The majority of our alumni are "somewhat satisfied" or "very satisfied" with their jobs. They are successful professionals. Over 75 percent of our alumni remain in Minnesota to live and work.

Client Satisfaction Surveys

In 2001, we began distributing satisfaction surveys to clients in our departmental speech-language and hearing clinic. We asked adult clients and the parents of child clients to rate our services. This assessment is ongoing.

In Fall 2004, the results indicate that Clients are extremely satisfied with our clinical services, giving the clinic an average "overall satisfaction" rating of 4.7 on a 5-point scale. Our clinical supervisors were rated highest (5) based on how knowledgeable they were in supervising our student clinicians. Our lowest rating was 4.32 for the parking spaces available for clients attending our clinics.

III. Communication Studies:

1. We developed a plan and the instruments for assessing CMST 192, a university "Core" course, and put that plan into action spring, 2005. Three instruments feature open-ended questions focusing on either interpersonal communication, small group communication or public speaking and serve as indirect measures of student learning. The fourth instrument is a direct measure of student learning in terms of public speaking. Samples of these instruments are attached. We distributed these instruments to 60% of our CMST 192 sections, which were randomly selected. We also distributed them to 100% of our "alternative delivery methods" ... including our PSI (Personalized Self Instruction), ITV (Interactive TV) and self-paced options so that we can compare student learning results from these alternatives to those of our more conventionally taught classes.

Analysis of the data generated by these instruments will be conducted over the summer and a report based on those results will be submitted by fall, 2005.

2. We coordinated the development of criteria for our course that satisfies the UDWR. These criteria were put into the form of student learning objectives and are as follows:
 - a. Students will demonstrate competence in the writing process through the use of such writing strategies as prewriting activities, outlines, drafts, and a finished paper appropriate to the study of communication.
 - b. Students can articulate/demonstrate appropriate writing rules recognized by the discipline for a professional communication task (e.g.: critical essay, literature review, speech manuscripts, research report).
 - c. Students will be able to articulate, using scholarly language, two major types of writing in the communication discipline (e.g.: research report or critical essay).

A rubric for assessing these learning objectives for the UDWR course (CMST 315) will be developed fall, 2005 and assessment will begin spring, 2006.

3. Student learning objectives were compiled for CMST 192 based on the content of popular texts used in the department and standards set by the National Communication Association. This tentative list of objectives was approved for distribution to the department by CAP. Faculty will be asked to indicate which objectives they attempt to meet in their classes. Based on the results of that survey, a proposed list of objectives will be presented to the department for their discussion fall, 2005. It is our hope that we can get a final set of student learning objectives approved by the department in the fall.

IV. English:

The English department has continued its ongoing assessment projects. Below is a brief list explaining what we have accomplished in the 2004-05 academic year:

- The capstone course for BA majors is English 490. Professors of the course have diligently distributed an extensive survey (see attached) to students, the results of which are compiled by Judy Dorn. The survey responses aid department members in offering new courses, revising existing courses, and examining what our students' strengths and weaknesses are.
- In an effort to keep abreast of who enters the B.S. program and how well those students perform throughout the course of the major, Chris Gordon, Raymond Philippot, and Judy Litterst (CMST) administer a variety of assessments that are shared among them (available upon request).
- Michael Connaughton has taken the lead in the department for working on defining assessable outcomes for the upper division writing requirement (available upon request).
- Michael Connaughton, Judy Dorn, Catherine Fox, Chris Gordon, Raymond Philippot, and Jim Robinson have applied for and were issued a small grant to examine how existing graduate courses correspond to our newly revised graduate program outcomes. This project will be pursued in the year ahead.
- Tim Fontaine and Phil Keith distributed three distinct surveys (available upon request) to gauge how faculty, staff, and students use and perceive the Writing Center.

V. Foreign Languages:

This year the faculty wrote a self-study and went through an external review. They will consider external reviewers' recommendations for curricular changes in the fall. All programs are assessed according to the national ACTFL guidelines.

VI. Mass Communications:

- This year the faculty wrote a self-study and went through their five-year accreditation review with ACEJMC. They passed.
- Assessments for the 2004-05 academic year included an alumni survey, employer survey, internship evaluations, student awards, entry and exit exams, and a capstone project evaluation. They have focused these tools on two areas: to assess the success of the internship program and to assess whether students gain academic and theoretical knowledge as well as skills knowledge.

VII. Philosophy:

- Administered the pre/posttest for PHIL 194 (core 4)
- Revised exit interview format to include direct measures
- Conducted exit interviews for graduating major and minors
- Analyzed data from last 5 + years of exit interviews
- Administered the Senior Comprehensive Exam to graduating majors and minors
- Revised Alumni Survey to include direct measures
- Will be sending Alumni Survey out shortly as soon as we receive requested address information from Alumni and Foundation
- Compared writing samples from our Senior Seminar to a control from a lower level course.

VIII. Music:

This year the Music Department has:

- determined that they have a Mission Statement.
- determined that NASM competencies are their Assessable Learning Outcomes (ALO).
- put together a survey for faculty members to complete for each course that will determine which ALO are addressed and to what extent.
- determined that they may need to do the survey in small pieces during '05-'06 in order to maintain faculty support and cooperation.
- determined by late summer '05, to have first survey piece piloted by a few faculty; when the music department meets in a retreat before the start of Fall '05 Semester, will introduce the survey instrument; by the end of Spring '06 semester, assessment plan will be in place as well as data which will aim department toward program improvement.

The department will probably only survey faculty on two items initially: 1. Is this competency a major component of your course? 2. If YES, at what level is the competency presented? B, P, or A. This will provide easily compiled quantitative data which will guide department toward the next phase of the survey process.

College of Science and Engineering Assessment Summary (Sandy Johnson) - 2004-2005

The COSE Assessment Committee's goal was to implement program assessment in all departments.

Fall Semester 2004:

- Each department submitted a draft of student learning outcomes for the first program they plan to assess.
- A subcommittee reviewed the drafts and made suggestions.
- The departments responded positively to all suggestions.
- Student learning outcomes for all departments are now posted on the website: <http://www.stcloudstate.edu/cose/Assessment.asp>

Spring Semester 2005:

- Each department identified methods to assess at least one student learning outcome.
- Each department implemented at least one assessment tool and reviewed the results.
- The committee developed a preliminary document recommending student learning outcomes for SCSU General Education.

Goals for 2005-2006:

- Showcase departments' student learning outcomes.
- Develop a common assessment report template with emphasis on changes that have been made based on assessment.

Assessment Accomplishments for the College of Social Sciences (Joe Melcher):

- Assoc. Dean Carolyn Williams formed a COSS Assessment Committee (Melcher/Psychology, Whitford/Social Work, Kukoleca-Hammes/Political Science, Lacourt/Ethnic Studies, MacDonald/Economics)
- COSS Assessment Coordinator (Melcher) attended the 2004 Assessment Institute at Indiana University-Purdue University Indianapolis, October, 2004.
- COSS Assessment Coordinator created a COSS Assessment Web site (http://web.stcloudstate.edu/jmmelcher/Assessment_COSS/COSS_Assessment_Page.html)
- Committee solicited assessment plans from programs and courses, focusing on General Ed and program assessment.
- Majority of departments submitted a Gen Ed and/or program assessment plan during Fall, 2004.
- Plans were evaluated and returned to departments with suggestions.
- Plans are in the process of implementation during Spring 2005.
- Applied Sociology was awarded an Assessment grant from the University Assessment Committee (Spring 2005)
- Assessment progress matrix for COSS was submitted to Neal Voelz. Information from completed departmental assessments will be developed into a report during the summer of 2005.

Assessment Update for Learning Resources and Technology Services (Doris Bolliger)

Assessment activities for LR&TS during 2004-05 included:

- Designed a building survey with questions pertaining to student awareness, quality, and use of services and resources
- Administered the building survey to 1,389 individuals in spring 2005
- Contracted with the SCSU Survey Team to design a telephone survey that was completed by 602 SCSU students in spring 2005
- Conducted a focus group session with four SCSU students in April 2005

Future LR&TS assessment plans:

- If continuous support for assessment is provided, the LR&TS Assessment Co-Directors plan on focusing on faculty issues in 2005/2006.

The following matrices are an extension of the matrix contained in the assessment progress report prepared by Sharon Cogdill for NCA in fall 2004. It updates general program information and adds information on program assessment plans, tools, if data are being collected and how those data are being used. This information will be used by the University Assessment Committee to guide program assessment plans for the 2005-2006 academic year.

Herberger College of Business

You will see we have reported as a college. Unlike (all?) other colleges that consist of an aggregation of related departments, we see ourselves as very much cohesive, integrated programs serving a common undergraduate degree of business management. AACSB in fact requires that we prove integration as part of our accreditation. Planning and reporting assessment in department isolation would be redundant and unnecessarily complicated in all the business skill areas (problem solving, communications, etc) and counter to our integrative philosophy in the content areas. We expect we can meet the university's NCA needs and our separate AACSB needs without creating two processes.

University Assessment	Spring 2005						
Prepared by the HCOB Office of Information and Planning							
	Mission	Program	Assessment	Assessment	Results	How Data are Used	Date of Next
	Statement	Learning Goals	Plan	Tools		to Improve Program	Self-Study
College (HCOB)	Yes	Undergraduate:	Yes	CORE Exam	Yes	Curriculum revisions	2009-2010
		Communication	College	administered	via D2L	Faculty collaborations	by the AACSB
		Problem Solving	Assessment	to graduating	and eLumen		International
		Collaboration	Committee	seniors in			
			coordinates	MGMT 497			
		Graduate:		(direct and			
		Communication		indirect)			
		Problem Solving					
		Leadership		eLumen			
				Reporting			
				Software			
				(direct)			

College of Education Program Assessment Matrix

Department	Programs	Degree	Mission Statement	Assessable Learning Outcomes (Objectives, goals, etc.)	Assessment Plan	Assessment Tools (Measures)*		Results (Data)	How assessment data are used for program improvement	Date of next self study
			Yes or No	Yes or No	Yes or No	Direct	Indirect	Yes or No		
CHILD AND FAMILY STUDIES	Early Childhood Major	B.S.	Yes http://www.stcloudstate.edu/CFS/	Yes Minnesota BOT Core + EC	Yes	Yes *	Yes **	Yes	Select textbooks adapt/change course content. Adapt/change course requirements add/delete practical experience.	Fall 2006
	Early Childhood Special Education License	5 th Year	Yes, see above.	Yes Minnesota BOT Core + ECSE	Yes	Yes *	Yes **	Yes	Select textbooks adapt/change course content. Adapt/change course requirements add/delete practical experience.	Fall 2006
	Early Childhood Special Education Master	M.A.	Yes, see above	Yes Minnesota BOT Core + ECSE	Yes	Yes *	Yes **	Yes	Select textbooks adapt/change course content. Adapt/change course requirements add/delete practical experience.	Fall 2006
	Parent Education License	5 th Year	Yes, see above	Yes Minnesota BOT Core + Pared.	Yes	Yes *	Yes **	Yes	Select textbooks adapt/change course content. Adapt/change course requirements add/delete practical experience.	Fall 2006
	Family Studies Masters	M.A.	Yes, see above	Yes Minnesota BOT Core + Pared.	Yes	Yes *	Yes **	Yes	Select textbooks adapt/change course content. Adapt/change course requirements add/delete practical experience.	Fall 2006
<p>*Direct measures include: TWS (Teacher Work Sampling), content analyses of student papers/projects. **Indirect measures include: Telephone surveys, analyses of student forms and graduation records, focus groups and questionnaires.</p>										

Department	Programs	Degree	Mission Statement	Assessable Learning Outcomes (Objectives, goals, etc.)	Assessment Plan	Assessment Tools (Measures)*		Results (Data)	How assessment data are used for program improvement	Date of next self study
			Yes or No	Yes or No	Yes or No	Direct	Indirect	Yes or No		
COUNSELOR EDUCATION AND EDUCATIONAL PSYCHOLOGY	College Student Development	M.S.	Yes	Yes	Yes	X	X	Yes	To further develop program	2006-2007
	School Counseling	M.S.	Yes	Yes	Yes	X	X	Yes	Shared with advisory committee and department and program faculty	2006-2007
	Rehabilitation Counseling	M.S.	Yes	Yes					Shared with advisory committee and department and program faculty	2010-2011
COMMUNITY PSYCHOLOGY	Chemical Dependency	B.S.	Yes	Yes	No	X		Yes	The following apply to all five Community Psychology programs:	
	Community Psychology	B.S.	Yes	Yes	No	X		Yes	*review of curriculum *review of individual courses and overall curriculum	
	Community Counseling	M.S.	Yes	Yes	Yes	X		Yes	*improve courses *offer more electives *improve advising	2007 – intend to pursue CACREP accreditation
	Marriage & Family Therapy	M.S.	Yes	Yes	Yes	X		Yes		
	Behavior Analysis	M.S.	Yes	Yes	Yes	X	X	Yes		ABA accreditation until 2009
EDUCATIONAL LEADERSHIP	Education Leadership	M.S.	Yes	Yes	Yes	X	X	Yes	Faculty analyze data and make recommendations.	NCATE 2005/2006
	Education Leadership	Ed.S.	Yes	Yes	Yes	X	X	Yes	Faculty analyze data and make recommendation.	NCATE 2005/2006
	All licensure (K-12, Supt., SPED, Comm. Ed.)	No	Yes	Yes	Yes	X	X	Yes	Comprehensive internal and external reports are analyzed.	Spring 2005

Department	Programs	Degree	Mission Statement	Assessable Learning Outcomes (Objectives, goals, etc.)	Assessment Plan	Assessment Tools (Measures)*		Results (Data)	How assessment data are used for program improvement	Date of next self study
			Yes or No	Yes or No	Yes or No	Direct	Indirect	Yes or No		
HEALTH, PHYSICAL EDUCATION, RECREATION, AND SPORT SCIENCE	Health Ed	B.S.	No	Yes	Yes	X	X	No	Define goals and objectives	2008
	Physical Education	B.S.	Yes	Not to Stud. Yes to faculty.	Yes	X	X	No	Designed to find program weakness & illustrate program needs.	2008
HUMAN RELATIONS AND MULTICULTURAL EDUCATION										

Department	Programs	Degree	Mission Statement	Assessable Learning Outcomes (Objectives, goals, etc.)	Assessment Plan	Assessment Tools (Measures)*		Results (Data)	How assessment data are used for program improvement	Date of next self study
			Yes or No	Yes or No	Yes or No	Direct	Indirect	Yes or No		
INFORMATION MEDIA	IM major (may include pre-SLMS students)	B. S.	Yes http://www.stcloudstate.edu/cim/	Yes http://www.stcloudstate.edu/cim/undergraduate/major/default.asp	Yes	X	X		Data is examined for areas to improve, courses or programs are revised.	NCATE 2007
	IM minor (may include pre-SLMS students)	Can be used with BA., B.S. or B.E.S.	Yes		Yes	X	X		Data is examined for areas to improve, courses or programs are revised.	NCATE 2007
	Instructional Technology Certificate (undergraduate)	Certificate	Yes	Yes http://www.stcloudstate.edu/cim/undergraduate/certificate.asp	Yes	X	X		Data is examined for areas to improve, courses or programs are revised.	
	SLMS Licensure	Licensure only	Yes	Yes	Yes	X	X		Data is examined for areas to improve, courses or programs are revised.	
	Information Media - Information Technologies	M.S.	Yes	Yes http://www.stcloudstate.edu/cim/graduate/track1/default.asp	Yes	X	X	Yes	Data is examined for areas to improve, courses or programs are revised.	
	Information Media - Educational Media	M.S.	Yes	Yes http://www.stcloudstate.edu/cim/graduate/track2/default.asp	Yes	X	X	Yes	Data is examined for areas to improve, courses or programs are revised.	NCATE 2007
	Information Media - Instructional Design/Training	M.S.	Yes	Yes http://www.stcloudstate.edu/cim/graduate/track3/default.asp	Yes	X	X	Yes	Data is examined for areas to improve, courses or programs are revised.	
	Instructional Technology Certificate (graduate)	Certificate	Yes	Yes	Yes	X	X		Data is examined for areas to improve, courses or programs are revised.	
	Design for E-Learning Certificate (graduate)	Certificate	Yes	Yes	Yes	X	X		Data is examined for areas to improve, courses or programs are revised.	

Department	Programs	Degree	Mission Statement	Assessable Learning Outcomes (Objectives, goals, etc.)	Assessment Plan	Assessment Tools (Measures)*		Results (Data)	How assessment data are used for program improvement	Date of next self study
			Yes or No	Yes or No	Yes or No	Direct	Indirect	Yes or No		
SPECIAL EDUCATION	Learning Disabilities Undergraduate	B.S.	Yes http://www.stcloudstate.edu/coe/academic/departments/sped/undergrad/vision.asp	Yes Minnesota BOT (Board of Teaching) Core + LD http://education.state.mn.us/html/intro_board_teach.htm	Yes	X	X	Yes	Discussed at departmental meetings	Fall 2006
	Emotional-Behavioral Disorders Undergraduate	B.S.	Yes, See Above	Yes Minnesota BOT Core + EBD	Yes,	X	X	Yes	Discuss at meetings, propose program revisions	Fall 2006
	Developmental Disabilities	B.S.	Yes, see above	Yes Minnesota BOT, Core + DD	Yes	X	X	Yes	See above	Fall 2006
	Learning Disabilities Graduate	Graduate Certificate	Yes http://www.stcloudstate.edu/coe/academic/departments/sped/grad/vision.asp	Yes Minnesota BOT, Core + LD	Yes, in revision	X	X	Yes	See above	Fall 2006
	Emotional/ Behavioral Disorders	Graduate Certificate	Yes, see above	Yes Minnesota BOT, Core + EBD	Yes, in revision	X	X	Yes	See above	Fall 2006
	Developmental Disabilities	Graduate Certificate	Yes, see above	Yes, Minnesota BOT Core + DD	Yes, in revision	X	X	Yes	See above	Fall 2006
	Physical/Health Disabilities	Graduate certificate	Yes, See above	Yes, Minnesota BOT Core + PH/D	Yes, in revision	X	X	Yes	See above	Fall 2006
TEACHER DEVELOPMENT	Elementary Education with a specialty	B.S. Ed	Yes http://bulletin.stcloudstate.edu/ugb/programs/ed.asp	On individual syllabi	Yes	X		No	As an ongoing focus in program discussions	Fall 2006
	Curriculum and Instruction	M.S.	Not specific to this program; We have a department statement	On syllabi	No			No	Discussion within Graduate Committee	Fall 2006

College of Fine Arts and Humanities Assessment Matrix

Department	Mission	Assessable	Assessment	Assessment	Results	How	Date of next
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	Statement	Learning Outcomes (objectives, goals)	Plan (Which learning outcomes will you be assessing and when?)	Tools (Measures) Indirect Direct	(Do you have results?)	Assessment data are used for program improvement	accreditation or self-study
Art							
BFA-Fine Art	Yes	Yes	Implementing BFA-Fine Art portfolio review process.	Portfolios are reviewed and evaluated on a numbered scale.	Yes	Evaluation numbers show us the level of comprehension and the quality of the work.	2005-2006 (self-study) 2008 (NASAD accreditation)
BA-Fine Art	Yes	Yes	An assessment of all foundation classes.	Portfolios reviewed and evaluated on a numbered scale.	Yes	Curriculum and goals revised based on results.	Same
BFA-Graphic Design	Yes	Yes	Program quantitative assessment.	Two evaluation forms.	Yes	Quantitative results reviewed by graphic design faculty. Projects change according to revised goals.	Same
BS-Art Education	Yes	Yes	Using Praxis I and Praxis II. Portfolio reviews, assessment of the foundation classes.	Portfolio review evaluation numbers. Student surveys. Exit assessment surveys.	Yes	Results are summarized and used to enhance curriculum.	Same and NCATE 2006

Department	Mission Statement	Assessable Learning Outcomes	Assessment Plan	Assessment Tools	Results	How data are used for improvement	Date of next accreditation or self study
CDIS							
BS	Yes	Yes	Yes	Both	Yes	Improve UG curriculum	2009 (CAA)
MS	Yes	Yes	Yes	Both	Yes	Improve graduate curriculum and clinical opportunities	2009 (CAA)
Comm Studies							
CMST 192 -- CORE	Yes	Yes (refined and submitted to CAP)	Yes – Spring semester 2005	Both	Summer	TBD	Self-study 2010-11
B.S. (Communication Arts and Literature)	Yes	No	Yes	Direct			BoT 2006, NCATE 2007
B.A.	Yes	No	No	No			
B.S. Interdisciplinary	Yes	No	No	No			
Minor	Yes	No	No	No			
Interdisciplinary intercultural minor	Yes	No	No	No			

Department	Mission Statement	Assessable Learning Outcomes	Assessment Plan	Assessment Tools	Results	How Data are used for improvement	Date of next accreditation or self study
English							
BA (general)	Yes	Yes	In-place	In place (survey)	Yes	Curriculum changes	Self study 2013
BA (Linguistics)	Yes	Yes	Part of BA and BS	As above	Yes	Curriculum changes	As above
BS (Communication Arts and Literature)	Yes	Yes	In place	In place	Yes	In place	2006 BoT 2007 NCATE
MA (general)	Yes	Yes	Applied for grant to determine plan	Applied for grant to determine	Applied for grant	Applied for grant	As above
MA (TESL)	Yes	Yes	Applied for grant	Applied for grant	Applied for grant	Applied for grant	As above
MS (English Ed)	Yes	Yes	Applied for grant	Applied for grant	Applied for grant	Applied for grant	As above
Minor	Yes	Yes	Part of BA	No	No	Nothing yet.	Self study 2013
Core – Engl 191	Yes	Yes	In place	In place	Yes	Changes were made in 2002 and 2003	As above
Intensive English Center	Yes	Yes, for each level	In place	Yes	Yes	Each year changes are made based on results	Self study 2013
College ESL	Yes	Yes, for each level	In place	Yes	Will have results at end of this semester	As a basis for needs analysis in curriculum development	Self study 2013

Department	Mission Statement	Assessable Learning Outcomes	Assessment Plan	Assessment Tools	Results	How data are used for improvement	Date of next accreditation or self study
<u>Foreign Language</u>	Yes	Yes: see Self Study	Yes	ACTFL guidelines	Yes	See External Review Self Study	Next external review 2015
French BA, German BA, Spanish BA	Yes	As above	Yes	Appendix 1A of External Review Self Study	Yes	As above	As above
French BS, German BS, Spanish BS	Yes	As above	Yes	As above	Yes	As above	BoT 2006, NCATE 2007
Minor in each	Yes	As above	Yes	As above	Yes	As above	As above
<u>Mass Comm</u>							
BS	Yes	Yes	Six measures. See External Review Report	Yes, both	Yes. See Report	Action taken. See report	ACEJMC – 2010-2011
MS	Yes	Yes	No	Comprehensive exam	No	No	As above
<u>Music</u>							
BA	Yes	Related to NASM competencies	In process of developing assessment plan	Developing direct measures: performance; exit interviews; portfolios	No – will have some results by end of semester.	Re-evaluate student learning outcomes. Re-evaluate program strengths.	NASM - 2010
BM	Yes	As above	As above	As above	No. See above.		NASM 2010
BS	Yes	As above	As above	As above	No. See above.		NASM 2010, BoT 2006 and NCATE 2007
MM	Yes	As above	As above	As above	No. See above		NASM 2010

Department	Mission Statement	Assessable Learning Outcomes	Assessment Plan	Assessment Tools	Results	How data are used for improvement	Date of next accreditation or self study
<u>Philosophy</u>							
BA	Yes	Yes	Yes	Yes. Senior comprehensive exam; comparative writing analysis; exit interviews; alumni surveys.	Yes	Restructured program based on results and continue to fine-tune program.	External Review 2006
Interdisciplinary BA	Yes	Yes	Yes	Yes. As above.	Yes	As above.	As above.
Minor	Yes	Yes	Yes	Yes. As above.	Yes	As above.	As above.
<u>TFSD</u>							
Theatre BA	Yes	Yes	yes	yes	Yes, from 2001-present	In survival mode.	External review 2005-06
Theatre minor							
Film Studies BA	Yes	Yes	No	No	No	No	2012-13
Film Studies minor							
Dance BA, BS	Yes	Yes	No	No	No	No	BS- NCATE 2007, BoT 2006
Dance minor	Yes	Yes					

College of Science and Engineering Assessment Matrix
May, 2005

Report Submitted to COSE Assessment Coordinator	Department/Program	Mission Statement	Assessable Learning Outcomes (objectives, goals, etc.)	Assessment Plan	Assessment Tools (Measures)		Results	How assessment data are used for program improvement
					Direct	Indirect		
Yes	Aviation	Yes	Yes	Yes	Yes	Yes	Yes	Course and program outcomes are matched with vision and mission statements
	Aviation Major							
	Bachelor of Applied Science							
Yes	Biological Sciences	Yes	Yes	Yes	Yes	Yes	Yes	Based on results of the ETS Major Field Test in Biology, the requirements for the majors were raised
	Biomedical Sciences							
	General Biology							
	Ecology and Field Biology							
	Cell Biology							
	Biotechnology							
	Biology Teaching							
	Medical Technology							
Yes	Chemistry	Yes	Yes	Yes	Yes		Yes	Curriculum committee reviews results and proposes course changes
	BA							
	Biochemistry							
	Professional Chemistry ACS Approved							
	Chemistry Teaching							

Yes	Computer Science	Yes	Yes	Yes	Yes	Yes	Yes	Department uses results of assessment to suggest revision of one or more pedagogical style, content, criteria, measures and methods.
	Computer Science – CSAB Accredited							
	Applied Computer Science							
Yes	Earth and Atmospheric Sciences		Yes	Yes	Yes		Yes	Direct assessment being made in a couple of targeted classes. Meetings held concerning assessment plans, but none implemented yet. Department still debating content of elementary classes.
	Earth Science							
	Geology							
	Meteorology							
	Science Teaching							
Yes	Electrical and Computer Engineering	Yes	Yes	Yes	Yes	Yes	Yes	Accreditation committee compiles and evaluates course objectives and outcomes then uses the assessment results to suggest curriculum changes to the department.
	Computer Engineering							
	Electrical Engineering							

Yes	Environmental and Technological Studies	Yes	Yes	Yes	Yes	Yes	Yes	Results from both indirect and direct assessments are discussed in ETS faculty meetings, which causes potential and real changes in curriculum as well as other areas such as advising, promotion, summer school offerings, course sequencing, etc.
	Technology Education							
	Environmental Studies							
	Technology Assessment and Management							
Yes	Mathematics	Yes	Yes	Yes	Yes	Yes	Yes	Nine recommendations were implemented as a result of assessing student placement data
	Mathematics							
	Mathematics Teaching							
Yes	Mechanical and Manufacturing Engineering	Yes	Yes	Yes	Yes	Yes	Yes	Course history logbook for each course. Analysis of assessment results is documented including summary and suggestions. Before same course is offered again, instructor records measures for improvement.
	Mechanical Engineering							
	Manufacturing Engineering							
Yes	Nursing Science	Yes	Yes	Yes	Yes	Yes	Yes	Faculty are continually revising and updating courses based on evaluation data. The standardized assessment tools are the NCLEX and ERI testing strategies.

Yes	Physics, Astronomy and Engineering Science		Yes		Yes		Yes	Results of Physics Force Concepts Inventory (FCI) national standardized tests used to improve instruction
	Physics							
	Science Teaching							Results will suggest areas needing additional attention in the curriculum
Yes	Statistics/Computer Networking and Applications	Yes	Yes	Yes	Yes		Yes	
	Statistics							
	CNA							

College of Social Sciences Assessment Matrix (as of April 14, 2005)

NOTE: Shaded cells indicate criterion completion

* indicates a program or a minor

Program (Major/minor)	Mission/vision, goals and/or learning objectives submitted?	Assessable Learning Outcomes	Assessment Plan	Assessment Tools (Measures)		Results obtained (if yes, date give)	How assessment data are used for program improvement	Date (year) of next self-study
				Indirect	Direct			
*African studies (History)	Has minimal Mission statement on COSS webpage: http://bulletin.stcloudstate.edu/ugb/programs/afst.asp		Plan falls under plan for other interdisciplinary programs (approved by Deal Farrell, 11-19-04) Should still be submitted.					
Anthropology (Anthropology & Sociology)	Anth/Soc mission at http://condor.stcloudstate.edu/~soc/		Yes, but only indirect. All items subjective; no objective content (e.g., "I believe that I know more					

			about the concept of race than before I took this course.”)					
Community Studies/ Community Development	Also have Mission and Goals for Diversity (related to CMTY courses 111 & 195)	Yes, but abstract (program-wide)	Submitted program assessment plan only (not for Gen Ed. class (CMTY 200). Has an alumni-tracking component that would be good for that element, it is oriented toward the external review. Also submitted proposal for a targeted program review.				Analyze “success in adequately preparing CD majors for internships and prof. positions.	Fall 2005
Criminal justice	Mission at: http://condor.stcloudstate.edu/~cjs/statement.htm		Submitted 5-part program assessment plan that does not include Gen Ed. Does have nice alumni survey component.					
*East Asian studies (History)	Quasi-Mission from Bulletin: http://bulletin.stcloudstate.edu/ugb/programs/east.asp		Plan falls under plan for other interdisciplinary programs (approved by Deal Farrell, 11-19-04). Should still be submitted.					
Economics	Not evident on web site, either.		Extensive assessment of basic econ concepts (<i>Test of Economic Literacy</i>). A nationally-normed test developed by Ken Rebeck and Rich MacDonald.			Have collected at least two years of data		
*Ethnic studies	Mission and Goals. (Not dated, but in memo of June 2004)		Pre- and post-test measures of concepts related to core ethnic studies and racial issues concepts. Used in ETHS 201, 205, 210, 215, 220. Also indirect student data from 201 students			Have been collecting student characteristics data for years.		

*Geographic information science (minor) (Geography)			No Gen Ed plan necessary because program includes no Gen Ed class. Program assessment probably not necessary, given that it is a minor only.					
Geography	Submitted to me. Not on departmental web site!		30 embedded mult. choice test questions (across three GEOG 111 instructors)...5 items in each of 6 exams.					
*Gerontology (Community Studies) (undergrad minor only; grad program)			Lots of embedded assessment, particularly reflective writing. Program assessment related to job placement for minors. Will also begin using Standardized Survey Instrument for Graduates of Gerontology/Aging Programs (published by AGHE)					
History	Mission on dept webpage: http://condor.stcloudstate.edu/~hist/history-mgp.html	Long list of goals accompanying Mission but only two are student-learning oriented.	Pre- and post-tests using mostly short essay items tailored for each course.					
International relations	Role statement but no Mission statement		No Gen Ed plan necessary because all courses are offered via other departments and above the Gen Ed level. Should still do a program assessment.					
Land surveying/mapping science			No Gen Ed plan necessary because all courses are offered above					

			the Gen Ed level. Should still do a program assessment.					
Latin American studies			Plan falls under plan for other interdisciplinary programs (approved by Deal Farrell, 11-19-04). Should still be submitted.					
Political Science			Assessment plans for POL 101 & 195. 195 has four instruments: Mult. choice, short answer, and essay questions. For 101, a set of 15 short answer questions. Note: Not clear how these will be used. Pre-post, post-only?					
*Private security (minor) (a program of CJS)			No Gen Ed plan necessary because program includes no Gen Ed class. Program assessment probably not necessary, given that it is a minor only.					
Psychology		Submitted for PSY 115; previously done for PSY 240.	Plans submitted for assessing PSY 115 (Intro to Psych) and 240 (Developmental). PSY 225 (Psych. Of Women) was asked to participate.			PSY 240 has data from previous semesters		2006 (?)
Industrial-Organization Psychology (Psychology)	Linked to I-O Psych webpage: http://condor.stcloudstate.edu/~psy/io/		Plan submitted to do Knowledge Pre- and Post testing on incoming class of 2005-06 and outgoing class of 2006-07. Program assessment via e-mail survey of graduates (Sept. 2007).					
Public			No Gen Ed plan					

administration program			necessary because all courses are offered via other departments. Should still do a program assessment.					
Social science			No Gen Ed plan necessary because all courses are offered via other departments. Should still do a program assessment.					
Social studies			No Gen Ed plan necessary because all courses are offered via other departments. Should still do a program assessment.					
Social work	http://www.stcloudstate.edu/socialwork/		As per their accreditation requirements, SW has created and maintains an extensive set of assessment tools, some of which are used in all SW courses. These include the Professional Behavior Scale, a Writing Scale (for assessing individual writing assignments) and a Student Self Assessment. They also survey alumni every 4 years.					Went through successful accreditation in 2004.
Sociology (Sociology & Anthropology)	Anth/Soc mission at http://condor.stcloudstate.edu/~soc/	For SOC 111 (Social Problems)	No current assessment plan submitted. Last assessment (funded by an assessment grant in 2002) was a pre-posttest of students in entry-level and Capstone courses.			Alumni survey, 2002 (covering graduates from 1985-2002)		

Applied Sociology			No need to submit separate plan. Is a major within Soc/Anth. Uses the same Gen Ed class (SOC 111).					
Travel and tourism			No Gen Ed plan necessary because program includes no Gen Ed class. Should do program assessment.					
*Women's studies			Pre- and posttest in WS 201 (10 items). Used through Fall 2004. Revision in progress.	Survey of alumni and current students				
Democratic Citizenship			Gen Ed committee is working on plan to embed an essay in all Dem. Cit. courses: Students will read an article and do critical evaluation					

* Indicates minor only program.

Learning Resources and Technology Services Assessment Matrix

2004-2005

Department	Programs	Degree	Mission Statement	Assessable Learning Outcomes (Objectives, goals, etc.)	Assessment Plan	Assessment Tools (Measures)		Results (Data)	How assessment data are used for program improvement	Date of next self study
			Yes or No	Yes or No	Yes or No	Direct	Indirect	Yes or No		
All	Resources	N/A	Yes	No <ul style="list-style-type: none"> • Student awareness, levels of use, perceived quality, and satisfaction • Self-reported impact on student learning 	Yes		Surveys; Focus Group	Yes	Findings will guide improvement	2005-2006 Academic Year*
	Services	N/A	Yes	No <ul style="list-style-type: none"> • Student awareness, levels of use, perceived quality, and satisfaction • Self-reported impact on student learning 	Yes		Surveys; Focus Group	Yes	Findings will guide improvement	2005-2006 Academic Year*

Note: * assuming support for ongoing assessment is provided.