Art Department
Assessment Grant Proposal  2005
Title: Art Department Visual Assessment Library

Submitted by: David Sebberson, Chair
Julie Baugnet, Associate Professor of Art

Our assessment covers bulleted items #3&4 of your priorities.

Overview
Our department is committed to the assessment process. We are accredited by the National Association of Schools of Art & Design (NASAD). and will be up for review in 2007. We have a high degree of faculty involvement in this area and we have implemented a new portfolio review process (phase 2) for our fine art majors. The below proposal relates to # 3 &4 of this year’s assessment plan (see 2005 Assessment Strategy that follows).

Portfolio Reviews–Our Main Assessment Instrument
In 1998 we implemented a portfolio review process for our graphic design majors (phase 1). The portfolio review serves 2 main purposes: to directly assess student foundation work, and to help students prepare their own work for critique. To apply for the major, each student must put up an exhibit of their work, write a letter of interest, submit a resume, and go through an interview process. The portfolio review has improved the quality of our program and our students, we have now implemented phase 2 of the process to include our fine art majors.

The portfolio review is a good instrument to assess the work, but after the exhibit is taken down there is no direct evidence, just quantitative numbers. The faculty would like to document the work and catalog it in a digital library. We’ve talked about this approach, but haven’t had the time or resources to implement the idea.

Proposed Activity– Establish a Visual Library of Student Work
Visual documentation is at the heart of the art dept. The department would like to do a direct measurement of student performance by taking digital photos of the student work in the foundation classes. We have our quantitative numbers for the portfolio review, but we lack time and faculty resources to carry out the visual portfolio process.

Currently all faculty take some slides or digital images of their student work. Each faculty uses the work for their own purposes. They are not shared with the department. With a visual library we can share and use these images to assess our learning outcomes for the foundation classes. All faculty will benefit by this approach; the work will be shared and stored on a set of CD’s. For the first time we will build and establish and an organized system to catalog student work and will have on-going process to assess of learning outcomes.

Specific Student Learning Outcomes to be Address
We prepare students to:

- develop the capacity to identify and solve problems within a variety of physical, technological, social, and cultural contexts;
- become familiar with and develop competence in a number of art and design techniques;
- understand the components and processes integral to work in the visual arts and design;
- acquire capabilities to integrate art and design knowledge and skills.

How the Grant Relates to Department Assessment
The art department has a commitment to assessment. In 1998 we implemented a portfolio review process for our graphic design majors and we’re now on phase 2. This project relates directly to our 2005 assessment report.

Details and Project Activity and Methods of Assessment
Classes to be assessed:
Art 101 Foundation Drawing
Art 102 2-D Design
Art 103 Foundation Drawing II
Art 104 3-D Design
Art 105 Computer Studio
We would look at the work from the above studio classes and start cataloging the work of about 750-125 students.

Our proposal is to use faculty time to archive student work to show direct assessment. The work will be shared and stored on a set of CD’s. 3 faculty members will decide which visuals should be included in the library. We’ll decide on the software, either iPhoto, PowerPt or Acrobat. We’ll catalog a variety of work from the above courses. Each visual will be paired with our 4 main learner outcomes (above).

Sustainable Assessment
The art department has a commitment to assessment. In 1998 we implemented a portfolio review process for our graphic design majors and we’re now on phase 2. We plan to create this library and a process so other faculty can easily add to it. We will make a step-by-step handout so all faculty can easily add their images to the visual library. This process will be instrumental in getting all faculty prepared for accreditation with NASAD in 2007. Because this has made our department stronger, we are committed as a group to continue this process. After setting up the library we will discuss goals that would build upon this project.

The coordinator of this project, Julie Baugnet has done assessment work for the past 4 years, including strategic planning for the department. Once this project is started, she can continue working on it to improve and build the library just as she has done (with no funding) in the past. Other faculty are encouraged by the work and continue to help on a
needed basis. We all know that planning ahead will make the job better when our review team comes to campus.

**How We’ll Assess our Work**
First, the organization of visuals and the 4 CD’s must be organized well and easily assessable to those who are not familiar with computers. Before going ahead, we will give everyone a test CD and have them look at it. We’ll have questions and a form for them to fill out, such as: ‘Was it easy to access the information?’

Secondly, we’ll meet with the department to look at the visual library and get their feedback.

- **Definition of success would be:**
  - if the department consensus is that the visual library is helpful
  - if individual faculty members use the CD to assess their courses
  - If the visual library works as a direct assessment tool and can be used for the NASAD review
  - if the CD gives all faculty a better understanding of the foundation program
  - if the visual library gives encouragement for other faculty to add to it

**Timeline**
April—Announce the project and collect visuals
May—Organize the visuals, meet as a group, decide format and software
June/July—Test the format with other faculty, establish the library, format to CD
Sept—Show the work, get feedback, discuss how to build upon this project

**Use of Funds—Detailed Budget**
The funding will go to 3 faculty members that are currently overseeing assessment in the following areas:
- Fine Art–Shana Kaplow $900.00
- Art Education–Kathryn Gainey $900.00
- Graphic Design–Julie Baugnet project coordinator $1,500
- 1-2 student assistants 30 hours each x $10.00/hr $600.00

Total: $3,900.00

Each faculty member would put in about 3 days of re-assigned time.
Work would include:
- Compile visuals of all classes
• Align the work with the learner outcomes
• Scan in the work, take slides
• Put into software program (iPhoto or PowerPt or Acrobat)

The coordinator (Julie Baugnet) will put in an additional 2 days to organize the work, announce the project to other faculty, to write up the report and to maintain and keep up the visual library in the future. The coordinator is committed to the project and will continue to maintain and build the library. The department is interested in continuing this project and then starting to assess our upper level classes, possibly in the fall of 05.

**In-kind Contribution**
The art department would share all costs of creating the work, the office supplies, some organizational work will be done by department staff. Approximately $500.00.

**Contact Person: Julie Baugnet, KVAC 101**

**No previous assessment support**

End of proposal

**Assessment Strategy for 05, department mission and goals follow.**

**Assessment Strategy 04-05 (Assessment grant proposal relates to #3&4)**
1. Hold an Assessment Workshop with all faculty members.

2. Revise and improve the Art Department Mission Statement.

3. Continue portfolio review for the Graphic Design major.

4. Implement portfolio review for Fine Art and in Art Education majors (phase 2).

5. Evaluate the exit assessment results of the seniors in the Graphic Design major.

6. Other assessment instruments and data.

**Mission Statement**

To foster and facilitate the development of individual excellence in a creative and supportive environment for undergraduate and graduate students in the visual arts, graphic design, multimedia, art education and art history programs.

To prepare students for work in their field and in the global realm by integrating critical thinking with the process of making art and to increase intellectual curiosity and literacy in the visual arts through reading and writing about diverse topics in art history.

To implement new ideas and technologies with traditional discipline approaches for the
professional preparation of art educators, art historians, graphic designers and visual artists.

To prepare students for future employment by developing external relationships, interdisciplinary collaboration and the ability to adapt to new technologies and changing work environments.

To cultivate and promote a life-long commitment to, understanding of and involvement in the visual arts and humanities through general education offerings and promoting the visual arts in the campus community.

To prepare elementary education teachers with an understanding of art history and the creative visual process.

**New Department Goals**

We prepare students to:

- develop the capacity to identify and solve problems within a variety of physical, technological, social, and cultural contexts;
- become familiar with and develop competence in a number of art and design techniques;
- understand the components and processes integral to work in the visual arts and design;
- acquire capabilities to integrate art and design knowledge and skills.

Thank you for submitting an assessment grant proposal to the University Assessment Committee. We had a good response to the RFP, with requests exceeding available funds by about $25,000.

I am sorry but the Assessment Committee did not recommend funding for your project.

The committee had several concerns which led to a rejection of your funding request. These include: It is unclear what is being measured by the project. In what way does archiving images relate to the student learning outcomes described? In other words, you have quantitative numbers for assessment but have not specified how developing an image catalog will facilitate the actual assessment. It is unclear how faculty will use the image CD to assess their courses. Your timeline relates only to image cataloging not assessment.

We hope you will use the comments provided by the committee to improve your proposal as there likely will be another request for proposals during fall 2005.
Assessment of Electrical and Computer Engineering Students using the Fundamentals of Engineering Exam

A Proposal

Submitted By Mark C. Petzold, Ph.D.
Assistant Professor
Department of Electrical and Computer Engineering
ECC 211
St. Cloud State University

Dr. Sura Lekhakul, Department Chair, ECE Dept.

Dr. David DeGroote, Dean, COSE
The Electrical Engineering program in the Electrical and Computer Engineering Department is accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET). As such, our educational outcomes mirror those found in the EAC/ABET criteria for accreditation, found at http://www.abet.org/criteria.html. The Department of Electrical and Computer Engineering's educational objectives are currently being revised. The most recent revision lists them as follows:

a. Students will be able to apply their knowledge of mathematics, science, and engineering to engineering problems.
b. Students will be able to practice the profession of engineering using the latest tools, techniques, and skills.
c. Students will be able to design or formulate practical solutions for engineering problems based on their knowledge of mathematics, science, and engineering.
d. Students will be able to analyze and interpret data from experiments of their own design.
e. Students will be able to design a component, system, or process while meeting realistic constraints.
f. Students will produce professional communications appropriate to the discipline and situation.
g. Students will be able to operate on multi-function teams.
h. Students will be able to analyze the impact of electrical engineering solutions in global and societal contexts from identified contemporary issues.
i. Students will be able to make appropriate professional judgments in accordance with their ethical responsibilities.
j. Our alumni will actively participate in continuing professional development and service.

The purpose of this project is to assess the students progress in several of these outcomes, specifically department outcomes a, c, h, and i, and encourage students to continue towards Professional Engineering licensure, satisfying outcome j.
Departmental Assessment Plans

The department is currently revising its assessment methods, and preparing for an accreditation visit in Fall of 2006 for the Computer Engineering program and the Electrical Engineering program in the Fall of 2007. Part of our assessment plan includes assessment of senior students, who are the students who will take the Fundamentals of Engineering Exam.

The Fundamentals of Engineering Exam

The Fundamentals of Engineering (FE) exam is given in two parts, both four hours in duration. The FE exam is administered by the State of Minnesota Board of Architecture, Engineering, Land Surveying, Landscape Architecture, Geoscience and Interior Design. The FE exam itself is designed and scored by the National Council of Examiners for Engineering and Surveying (NCEES), and administered in some form in all 50 states for the purposes of engineering licensure. Following the FE exam, an engineer is expected to work for at least 3 years before attempting the Professional Engineer (PE) exam. Once the PE exam has been passed, a license to practice engineering is granted, and the licensee is allowed to call themselves a Professional Engineer (P.E.). Details of the FE exam can be found at http://www.ncees.org/exams/fundamentals/#material.

Generally engineers working for a corporation are not required to become licensed to practice engineering. Since the bulk of electrical and computer engineering students tend to go to work in a corporation, and not doing public work or advertising engineering services to the public, they tend to avoid the FE and PE exams. Students in mechanical and civil engineering take the exam in much higher numbers than electrical or computer engineers.
**Project Activities**

Taking the FE exam is a voluntary activity, and cannot be required in the curriculum, so we have developed some incentive ideas for the students. In order to maximize the number of volunteers

1. The ECE Faculty plan to develop and offer several exam tutoring/practice sessions, to help students become comfortable with the exam style, recall past material, and coach them on areas that our curriculum doesn't cover.

2. We plan to use part of the grant money to pay the exam fee of $100 for each student.

3. If enough students sign up for the exam given the above two incentives, it is possible to proctor the exam at SCSU, otherwise we would need to arrange transportation to the exam location, likely in the Twin Cities area.

Once the tutoring material is developed by the faculty, the actual tutoring sessions would be easy to repeat, with little additional prep time. We also want students who take the exam to see the value of the exam, which will encourage future students to take the exam with fewer incentives.

**Project Assessment**

We will determine the project is a success if we can encourage at least 15 of our students to take the exam. Our department graduates between 30 and 40 undergraduate students per year, so 15 would be over 1/3 of our graduating seniors. The NCEES will provide data to us of the test results broken down by subject matter, making analysis easy.
Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>per Each</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Exam Fees (20)</td>
<td>$100</td>
<td>$2000</td>
</tr>
<tr>
<td>Instructor Tutorial Stipend (4)</td>
<td>$500</td>
<td>$2000</td>
</tr>
<tr>
<td>Supplies (Practice Exam Books/Exam Material)</td>
<td></td>
<td>$1000</td>
</tr>
<tr>
<td>Photocopying (Supplied by the Department)</td>
<td></td>
<td>$50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$5050</strong></td>
</tr>
</tbody>
</table>

Total Requested $5000

Previous Support from the Assessment Office

I have received no other support from the assessment office.

The University Assessment Committee funded your proposal for the full amount with some hesitation. Overall the proposal was given high marks. The main concern of the committee is sustaining the assessment using a standardized test. This is also an issue for a few other departments on campus. At this time the Assessment Office cannot guarantee regular funding at this level. So we need to find a way to fund standardized tests and a few other assessments. This is something I am working on, but I would welcome your suggestions.
Proposal for Assessment Grant 2005

Title of assessment project  Developing Assessment Instruments for Core Three

Applicants  Dale Buske, Sandra Johnson, Shawn Triplett, Department of Mathematics
            David Robinson, Department of Statistics

Web addresses for department learning outcomes
Mathematics
http://www.stcloudstate.edu/cose/BoardofTeaching-compiledforallcourses.htm and
http://www.stcloudstate.edu/cose/BoardofTeaching-compiledforallcourses_000.htm
Statistics
http://www.stcloudstate.edu/cose/netmodelsimSLOversion3.htm

Description of the project
The applicants will
1. develop test questions to measure the core learning outcomes as they apply to courses that fulfill the SCSU General Education core three requirement.
2. administer these questions to at least 300 students enrolled in MATH 193, STAT 193, MATH 112, MATH 115, MATH 211 or MATH 221.
3. analyze student responses.
4. use data from analysis to recommend questions for future use and design additional direct measures.

Relation of project to departmental and general education assessment plans
The Department of Mathematics and the Department of Statistics both include the assessment of the core three classes in their departmental assessment plans. More directly, the assessment of core three classes as part of the SCSU general education program relates directly to the five Core Learning Outcomes:
Students will integrate principles, themes, and skills from the different core areas.
Students will identify and analyze problems in various contexts and will design solutions.
Students will learn to learn by employing various methods to obtain, classify, analyze, synthesize, and apply knowledge.
Students will communicate their learning through various methods.
Students will recognize the value of learning for personal growth and discovery.
The objective of this project is to develop direct measures of student learning based on these five outcomes. Questions previously used and data already collected will be used as a starting place for this project.

Sustainable assessment endeavor
The questions developed in this project will be embedded in tests providing a direct measure of student learning in subsequent years with no additional funding. Furthermore, these measures will serve as models for developing further assessments in both departments, and may be used by other departments as well.
**Project Assessment**

The four goals stated in the project description must be met. Direct measures must be developed and administered and student responses must be analyzed. The final result must be a set of questions, classified according to the five Core Learning Outcomes, with appropriate scoring rubrics and accompanying data.

**Timeline**

- **Spring semester 2005**: Administer embedded questions already scheduled in MATH 193 and STAT 193 classes
- **Summer 2005**: Develop trial test questions
- **Fall 2005**: Field test trial test questions in MATH and STAT classes
  - Further: Analyze data collected and make recommendations

**Budget**

- Duplication and paper (Supplied by departments): $50.00
- Summer duty days (Two per applicant): $2801.56

**Amount of Request**: $2801.56

**Signoffs**

---

Chair, Department of Mathematics

Chair, Department of Statistics

Dean, College of Science and Engineering

**Previous support from the Assessment Office**

- *Baseline Assessment in Mathematics*, $3929.70, 1994/1995

Sandra Johnson
The University Assessment Committee had several concerns regarding your proposal which led to a reduction in your funding request:

- It wasn’t clear what the test questions will assess – e.g., it seems overly ambitious to attempt to assess all five core learning outcomes at one time.
- We were unsure how the data will be used.
- Overall methods were unclear.
- Project assessment – how are scoring rubrics related to embedded test questions?
- Data analysis is not covered by this grant request.

We hope you will use the comments provided by the committee to improve your proposal as there likely will be another request for proposals during fall 2005. Please contact me if you have any questions.
Assessing Program-Wide Writing in Communication Disorders

Monica Devers and G.N Rangamani

Introduction
The mission of the department of Communication Disorders is to educate individuals in the knowledge and skills necessary to be competent and ethical speech, language and hearing professionals, and to increase awareness of and advocate for people with communication differences and disorders.

As part of our program, we aim to educate students to be able to think critically and communicate effectively both orally and in writing. Communication skills are demonstrated through oral presentations and academic and clinical report writing.

In 2005, the American Speech-Language-Hearing-Association (ASHA) and our accrediting agency (Council of Academic Accreditation) implemented new certification standards outlining the knowledge and skills necessary for students to demonstrate prior to entry into clinical practice. Some of these standards are related to written skills in the classroom and in the clinical setting. These new standards also mandate formative and summative assessment of these skills. At this time, our writing assessment occurs within classes and clinic and there has been no systematic coordination of writing assignments and assessment across classes.

Description of the project
We have selected fours classes in our undergraduate major. Two classes are taken in the junior year and two classes in the senior year. We will develop programmatic formative and summative assessment measures of writing assignments. We will then develop writing assignments in each class that will address the following writing goals:

1. Students will demonstrate written expression of complex ideas, analytical abilities and writing styles to meet the needs of different target audiences in various ways. These include:
   a. Students will write treatment plans consisting of measurable behavioral objectives with 100% accuracy.
   b. Students will write professional reports with all its key components (identifying information; background information; objective measures; assessment and plan /impressions / progress) with 100% accuracy.
   c. Students will write term-papers / scientific reports / lab reports / scientific papers using the key elements of organization, grammar and mechanics.

How the grant relates to departmental assessment plans
This grant will allow our department to implement systematic formative and summative assessment of the writing skills in our undergraduate major. Meeting the ASHA standards is critical for students graduating from our program and in the accreditation process. The ASHA standards mandate assessment protocols to document competency. Hence there is an urgent need to develop assessment measures which will provide:
   a. Evidence for student acquisition of the knowledge and skills related to the ASHA standards.
   b. Documentation of formative and summative assessment
   c. Documentation of the effectiveness of the CDIS training program for accreditation purposes.
**Details of project activities**
Method of assessment: Portfolio of writing assignments

Number of students: Approximately 40 students who are CDIS majors or about to declare CDIS as their major.

Classes to be assessed:
- CDIS 324 Speech Science (Devers)
- CDIS 350; Clinical Methods (Larsen)
- CDIS 426 Neurological aspects of speech and language (Rangamani)
- CDIS 441 Hearing Measurement (Crowell)

**How the project will lead to a sustainable assessment endeavor**
The project will be self sustaining. The methods of assessment will be implemented in all the targeted classes in fall semester. This can also be used in other upper discussion classes. Students will use these writing assignments to create a writing portfolio. The portfolio will become the documentation for meeting various ASHA standards. The writing assignments at various stages in the undergraduate program will allow us to document changes in writing proficiency across the major.

**How the success of the project will be assessed**
- Meet the assessment measures that will be developed and score a final grade of C or higher in the individual classes.
- Meet the assessment measures that will be developed and score a final grade of B or higher in the overall assessment at the program level, based on their Portfolio.
- Meeting the ASHA standards

**Timeline**
- Develop direct assessment measures that can be used across different classes and develop a CDIS portfolio assessment tool – 2 faculty at 3 days and 2 faculty x 2 days = total of hours (May, 2005))
- Document the effectiveness of the assessment measures by implementing them in various classes and as a final portfolio evaluation: Fall semester, 2005.
- Final analyses and report writing: (December, 2005)

**Budget**
Extra duty days for four CDIS faculty prior the end of FY 2005:
- Devers = $318 x 4 = $1272
- Rangamani = $303 x 4 = $1212
- Crowell = $310 x 3 = $930
- Larsen (MSUAAF employee at 0.5 FTE) = $200/2 *3 = 300

**TOTAL = $ 3714**

**Signatures**

Chair: ______________________________
Monica C. Devers

Dean: ______________________________
Roland Specht-Jarvis
Previous support from the Assessment Office
Facilitating the development of “real world” clinical skills in Communication Disorders students.
Reassigned time 0.25 to Devers in Spring semester 2001

The University Assessment Committee had several concerns regarding your proposal which led to a reduction (reduced each person by 1 duty day) in your funding request:

- It was unclear how you will assess writing (rubrics, etc.).
- Using grades for partly determining project success seems counter to general assessment protocol.

We hope you will use the comments provided by the committee to improve your proposal as there likely will be another request for proposals during fall 2005. Please contact me if you have any questions.
A Comprehensive Assessment of Preparatory Chemistry (CHEM 140) as
A Predictor of Success in Introduction to Organic and Biological Chemistry (CHEM 141)

Dr. Tamara Leenay and Dr. Nathan Winter

Project Description: The purpose of this grant proposal is to assess the success of Preparatory Chemistry, CHEM 140, in preparing students for Introduction to Organic and Biological Chemistry, CHEM 141, offered by the chemistry department at St. Cloud State University. CHEM 140 serves as the prerequisite for the CHEM 141. This sequence of courses primarily serves pre-nursing students and to a lesser extent, pre-dental hygiene students; successful completion of CHEM 141 is a prerequisite for application to SCSU’s nursing program and St. Cloud Technical College's dental hygiene program, and this assessment proposal is targeted to this group of students. If funded, this grant will allow us correlate student performance between these two courses, and to adjust our expectations and advising accordingly. It will also involve a survey of our CHEM 141 students' perception of CHEM 140 as a preparatory course. This project will identify if there is an inadequacy in this sequence, allowing us to alter the classes and thus raise student satisfaction and success.

Department Learning Outcomes: This assessment project fits under the department's first learning outcome: learning enough chemistry in a course to be prepared for the next course in the series. This learning outcome follows, and the department's current student learning goals are attached.

Students will demonstrate general knowledge of the basic areas of chemistry that is appropriate for each successive chemistry course. This content will allow them to continue in successive chemistry courses, as well as relate the knowledge to real-world situations.

Project Justification: CHEM 140 is currently undergoing a curriculum review at the departmental level. In addition to serving the pre-health science population, it also serves a second: students who need additional preparation before enrolling in General Chemistry. Because of the large increase in enrollment in CHEM 140 (attached is six years of enrollment data for both CHEM 140 and CHEM 141), we are considering splitting these two populations into different courses. This study will aid the department in making this decision, and will also serve as a baseline for the assessment of these potential new courses.

These increases in enrollments for CHEM 140 and CHEM 141 have put a strain on all the course offerings in the chemistry department, and we are searching for strategies to better manage the enrollments in these classes. Recently, we converted CHEM 141 from a four-credit to a five-credit course. Students with a good chemistry background from high
school could test out of CHEM 140 and directly enroll in CHEM 141. The data obtained from this assessment proposal will help guide us in advising students when choosing to take both semesters (CHEM 140 and 141) or enroll directly in CHEM 141. In addition, with the large number of students entering CHEM 141, the department would like to know if the grades in CHEM 140 correlate with those in CHEM 141. This data may also help the department decide if a minimum grade standard must be earned in CHEM 140 in order for students to register for CHEM 141.

Enrollments in CHEM 140 and CHEM 141 from the summer of 1999 to this spring are shown on the next page.

Project Methodology: In order to evaluate CHEM 140 as a preparatory course for CHEM 141 as thoroughly as possible, we propose analyzing student performance in a variety of ways. Many factors play a role in determining student success and it is our hope that each of the individual analyses described below will provide insight regarding student achievement in CHEM 140 and CHEM 141. Each of the analyses will yield information that is complementary to the others, and together, these analyses will provide a more complete picture of student performance for students progressing from CHEM 140 to CHEM 141.

1. One of the first things we wish to investigate is the relationship between students’ grades earned in CHEM 140 and their final course grade in CHEM 141. Specifically, we wish to learn whether there exists any correlation between the grade earned in CHEM 140 and future success in CHEM 141. Currently, there is not a minimum grade necessary for students to enter CHEM 141. This data will help the department decide if this evaluation of CHEM 140 grades is necessary to have better student success and possibly help in managing course enrollment in CHEM 141.

2. We would like to study the relationship between student scores on the final examination in CHEM 140 (if available) and overall grades earned in CHEM 141, information that is closely related but complementary to that above. Presently, the department uses a common final exam for all sections of CHEM 140. The CHEM 140 final exam was specifically chosen to assess mastery of fundamental concepts essential for success in CHEM 210 and CHEM 141. Accordingly, we will investigate whether student performance on this exam is a good predictor of future achievement in CHEM 141. Because of the large number of students enrolled in CHEM 141, data would be collected from the last two years. This study will allow us to determine if there exists any useful correlation between student scores in CHEM 140 and success in CHEM 141. Ultimately, these results could lead to modifications in the CHEM 140 curriculum and the development of revised standards for enrollment in CHEM 141. The final exam is also serving as a template for our CHEM 141 placement exam, and so this portion of the study will also aid in building a more predictive placement exam.
3. Another important aspect of our proposed assessment plan is a CHEM 141 evaluation of student perceptions as to how they feel completion of CHEM 140 prepared them for CHEM 141. We propose to evaluate these perceptions via anonymous student surveys. This aspect of our assessment project should provide unique insight into the relationship between the two courses. Some items that will be addressed in the survey include student opinions on the level of material covered, problematic subject areas and any overlap between the courses. Questions will also address how the level of material in CHEM 140 compares with that for CHEM 141, and the relative importance of quantitative and qualitative understanding of concepts that is expected in CHEM 140 and CHEM 141. In addition, we will ask for feedback on how, in general, students feel that CHEM 140 could be improved. It is hoped that these surveys will provide us with useful information on aspects of CHEM 140 that we might not have considered previously. Analysis of this information may provide the data for significant curricular changes in CHEM 140 and introductory review material for CHEM 141.
This project will involve a review of all of the data from Fall 2003 through Spring 2005. As a result, a large number of students will be included in the study, offering statistical significance to our results and supports the need for this assessment proposal.

**Integration with Departmental Assessment:** It is our hope that as a result of this assessment, we will be able to help manage enrollment in CHEM 141 by understanding the background necessary for success in CHEM 141. We will also be able to recommend changes in CHEM 140 and improve student success in CHEM 141. As we begin using the CHEM 141 placement exam this spring and summer, we will be able to advise students with the information and data gained from this project.

**Future Assessment Endeavors:** We plan on continuing this assessment project to monitor the CHEM 140 and CHEM 141 course sequence. Next spring, Dr. Leenay will be teaching three sections of CHEM 141 and will continue to assess student performance in this two-course sequence. If the department decides to split CHEM 140 into different courses, it will be crucial to continue this evaluation to understand the student background necessary for success in these courses.

Finally, since many of the faculty in the chemistry department share in the teaching responsibilities for CHEM 140, we feel that appropriate dissemination of our results is essential for this project to have the maximum impact on student learning in this department. Therefore, the results of this assessment project will be shared with the department before the beginning of classes this fall.
**Timeline**

**By 4/22/05**
Develop CHEM 141 student survey

**5/6/05**
Survey CHEM 141 classes Spring 2005

**5/9/05**
Collect CHEM 140 and CHEM 141 data from prior semesters

**5/13/05**
Collect CHEM 140 and CHEM 141 data from S’05 CHEM 141 class

**6/10/05**
Review and tabulate all course grade data

**6/17/05**
Review and tabulate survey data

**6/18-6/29/05**
Write summary proposing changes for CHEM 140 and recommend guidelines for placement in CHEM 141

**By 6/30/05**
Turn in summary to Assessment Committee

**Fall 2005**
Present summary to chemistry department

**Budget**

**Stipends***:
Dr. Nathan Winter 1171.96
Dr. Tamara Leenay 1319.31

**Stipend Total** $2,491.27

**Total Amount Requested** $2,491.27

**Department Match (in-kind):**
(approximate)
$200.00

[computer analysis of results, paper, duplicating]

*This reflects overload pay for 1 credit in the 2003-2005 collective bargaining agreement.
Prior Assessment Grants

A Comprehensive Assessment of Preparatory Chemistry (CHEM 140)
Dr. Richard Lavallee, Dr. Tamara Leenay, Dr. Alison Johnson, Dr. Jack F. McKenna
Amount awarded: $2,000 Date: Spring 1999

Sept 1999 – May 2000
A Comprehensive Assessment of General Chemistry Courses
May 26, 2000
Dr. Richard Lavallee

Dr. Tamara Leenay

Dr. Alison Johnson

Dr. Jack F. McKenna
Total $3,000.00

June 8, 2001 Report
A Comprehensive Assessment of Preparatory Chemistry (CHEM 140) as
A Predictor of Success in General Chemistry 1 (CHEM 210)
Dr. Tamara Leenay
Dr. Jack F. McKenna
Total Amount $2,865.00

Departmental Support

_________________________________________________________
Date Signature of Chairperson Department

Administrative Support
Student Learning Goals for Department of Chemistry

* The assessments are a list of possible options for assessing the goal, any or all can be chosen for each specific goal.

Goals for ALL Students

GOAL:
• Students will demonstrate general knowledge of the basic areas of chemistry that is appropriate for each successive chemistry course. This content will allow them to continue in successive chemistry courses, as well as relate the knowledge to real-world situations.
  o Content goals will be identified for each course, and be agreed upon by all faculty teaching the course.

ASSESSMENT:
• Student scores on course exams that address each of those content goals.
• Student scores on ACS exams when appropriate.
• Student scores on MFAT (Major Field Assessment Test) when appropriate

GOAL:
• Students will demonstrate basic laboratory skills appropriate to each chemistry course.
  o Appropriate laboratory skills will be identified for each course, and be agreed upon by all faculty teaching the course.

ASSESSMENT:
• Student lab notebooks will be collected and analyzed when appropriate.
• Students will submit a “best” lab report from each course that will represent their achievement of identified laboratory skills.
• Students will engage and submit a final project for appropriate courses.
• Collect instrument log
• Quantitative analysis of unknown compounds

Goals for MAJORS

GOAL:
• Students will be able to communicate ideas and processes of chemistry, clearly and precisely, both orally and in writing.

ASSESSMENT:
• Students will prepare and present a 30 minute seminar on chemistry research.
• Faculty and student evaluations of the presentation will be collected.
• The talk will be video-taped.
• Presentations on chemistry topics as part of courses
• A written paper will be submitted for projects when appropriate.
• Standards/Assessment rubrics will be developed for the assessment of the literature review/research proposal in Chem 391 and for the Senior Thesis paper and oral presentation in CHEM 491.

GOAL:
• Students will demonstrate the processes and skills associated with chemistry research, including an integrated working knowledge of instrumentation and chemical processes. This will occur through participation in a research project as part of an upper-level chemistry course and/or as part of an individual research experience.
  o Appropriate skills and processes will be identified by the research mentor?

ASSESSMENT:
• Students will prepare and present a poster of their research.
• Student lab notebooks will be collected and analyzed when appropriate.
• A written paper will be submitted for projects when appropriate.
• Post-graduate surveys
The University Assessment Committee had several concerns regarding your proposal which led to a reduction in your funding request:

- Only one learning outcome addressed and it is broadly phrased.
- Only one course assessed and the link to overall program level assessment was unclear.
- Part of the work involves writing and using a survey, an indirect assessment measure, which is not covered under this RFP.

We hope you will use the comments provided by the committee to improve your proposal as there likely will be another request for proposals during fall 2005. Please contact me if you have any questions.
I. Title of the assessment project: CIM Undergraduate Program Assessment

II. Department learning outcomes: A copy of, or web address linking to, Department learning outcomes served by the proposal:
http://www.stcloudstate.edu/cim/undergraduate/major/default.asp

III. Description of the project
Specific student learning outcome(s) to be addressed by the project

Information Media Student Learning Outcomes

Standard 1: DESIGN
Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics.

Standard 2: DEVELOPMENT
Candidates demonstrate the knowledge, skills, and dispositions to select or develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies.

Standard 3: UTILIZATION
Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy-making.

Standard 4: MANAGEMENT
Candidates demonstrate knowledge, skills, and dispositions to assess, acquire, plan, organize, manage, integrate, apply, coordinate, and supervise instructional technology by applying principles of knowledge organization, information management, project, resource, delivery system, and service delivery.

Standard 5: EVALUATION
Candidates demonstrate knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.

*Adapted from AECT initial standards.

IV. How the grant relates to departmental assessment plans or general education:
This project will assist in the implementation of the assessment plan (see Appendix A IM Undergraduate Program Assessment Plan and Data System Plan Appendix B) through collection and organization of data prior to input into the data system (which is not yet ready for data entry).
V. Details of project activities – method(s) of assessment, number of students and classes to be assessed, etc.

A. Method(s) of assessment Evidence of student ability to design, develop, use process and resources to create learning media, manage and evaluate instructional technology will be assessed at four transition points in a student’s progress through assessment of products created in IM260, IM420, IM444 and IM486 using rubrics developed for that purpose (available upon request).

B. Number of students: The IM undergraduate programs currently have the following number of students. IM major (33), minor (33) and certificate (42). Total 108 students

C. Classes to be assessed: IM260, IM420, IM444 and IM486

VI. A statement indicating how your project will lead to a sustainable assessment endeavor (i.e., assessments will continue with little or no additional funding)

Once we put systems and processes in place to collect and organize data, and the backlog of assessment work has been dealt with, regular departmental student assistants will be able to input the current data into the system each term with no additional funding. Evidence of student ability to design, develop, use process and resources to create learning media, manage and evaluate instructional technology will be the focus of assessment. Assessment results will be used to revise and improve the programs.

VII. How the success of the project will be assessed (i.e., how you will determine attainment of the project goals)

We will deem the project successful when we have systems, processes and adequate information to make data-based decisions about program improvement.

VIII. A timeline
Field test rubrics September 7-30
Create and organize electronic data collection system
September 20 –
October - 28
Collect assessment data October 3-28
Create data analysis systems and test October 15- November 15
Enter assessment data November 15 - December 5
Analyze assessment data December 1 - 12
A detailed budget including any support provided by your department (in-kind)

In-kind Contribution

Faculty time: 3 faculty, 2 hours per week x 12 weeks = $3083
Computer hardware and software $6/hr x 250 hrs = $1500

Total In-kind Contribution: = $4582

Grant Request

One term graduate assistant 10 hrs per week $2250
One term student assistance $7.00/hr, 15 hrs per week $1575

Total requested from grant $3825

Previous support from the Assessment Office – grant title, amount of award,
We are not aware of any previous support at this time.

____________________________          _________________________
CIM Coordinator                                Date

____________________________          _________________________
LR&TS Dean                                   Date

APPENDIX A

IM Undergraduate Assessment Plan
I. Initial Assessment
   A. Student must have a 2.75 cumulative GPA at SCSU to be admitted to the IM major. Student GPA for all undergraduate programs (major, minor, certificate) will be tracked and tabulated.

II. Continuation Assessment
   A. Student must complete IM260. Class project will be assessed using rubrics.
   B. Student must complete IM420, the designated upper division writing course meeting the requirements including review, revision and finishing relative to the professional expectations in the discipline (see UDWR rubric for departmental criteria). IM420 papers will be assessed using rubrics.
   C. Student successfully completes all courses specified in Major Program form up to IM444 and IM486 Seminar: Designing and Developing the E-folio. Student maintains a 2.75 cumulative GPA (C+ average) in all undergraduate graduate courses taken. The GPA will be monitored and tabulated by the Center for Information Media (CIM).
   D. Student may complete an internship, in which case an internship experience is assessed using rubrics.
      1. During the semester before the internship, the student makes initial contact with CIM internship supervisor to receive informational handouts, Internship Planning Guide (including student self-assessment form), and the assessment guide and internship rubric.
      2. Student completes internship and the required papers.
      3. The site supervisor and SCSU internship supervisor evaluate the student’s internship experience. (SCSU internship supervisor uses internship rubric to evaluate the internship.)

III. Final Assessment
   A. At the time of graduation, if the IM major student does not have the requisite 2.75 cumulative GPA, the student will not graduate. Student GPA for all programs will be tracked and tabulated.
   B. Student takes and successfully completes IM486 Seminar: Designing and Developing the E-folio. This E-Folio should include examples of types of media and writing appropriate to the discipline. Writing should include design documents, memoranda, website (hypermedia) writing (See portfolio rubric). Media should include multimedia presentations and web sites, and may also include text instructional materials, digital photography and video. E-folios will be assessed.

IV. Follow-Up Assessment
   A. Student is followed up via a Web survey to determine job satisfaction and program satisfaction
Deadlines and Milestones
Undergraduate programs

Start

Fill out an inquiry form

Adviser is assigned

Meet with adviser regarding career goals and program requirements

Cumulative GPA at SCSU \( \geq 2.75 \)

Yes

Fill out the Major Program form

Major Program form is filed with Records & Registration

Major Program form specifies courses to be taken

No

Warning: 2.75 GPA is required for admission to the IM major

End

2
Deadlines and Milestones
Undergraduate programs

3

Complete and return the Internship Planning Guide the semester prior to the internship

Complete Internship and the required papers

Get evaluations from the site and SCSU internship supervisors

Take and successfully complete IM 486 Seminar: Designing and Developing the E-folio.

Complete E-folio

Complete Web survey (job and program satisfaction)

End
Title: Assessment Across the Core

Proposers: Michelle Kukoleca Hammes, Political Science/Core 5 Director
            Carolyn Hartz, Philosophy/Core 4 Director
            David H. Robinson Math/Statistics

Program Learning Outcomes Served by this Proposal: This project will assess learning outcomes for the Core 3, Core 4 and Core 5 areas.

Project Description:
This project will address assessment of the Core in the General Education Program. To date, the General Education Program has had no systematic, continuing assessment. This project seeks to rectify this by creating a comprehensive, sustainable, collaborative method of assessing most of the Core areas with a single instrument. The bulk of the project will involve designing this instrument.

We have three main guidelines for developing this instrument. First, it should provide a direct measure on each of the learning outcomes it assesses (specified below). Second, it should be course-embedded, to ensure that students perceive themselves as having a stake in successfully demonstrating their abilities and to minimize extra grading effort. Third, it should facilitate meaningful program changes—changes in how material is presented in the four Core areas, for example.

We 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 four 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. 4) Developing rubrics for each of the Core’s learning outcomes being assessed in order to facilitate grading.

The specific learning outcomes we hope to assess are the following:

**Core 3:**
Students will learn to use reasoning and mathematical tools to communicate and defend their solutions to real problems.

**Core 4:**
Students will recognize arguments.

Students will analyze arguments (distinguish premises and conclusions).

Students will evaluate deductive arguments (judge validity, use propositional logic).

Students will evaluate nondeductive arguments (use and assess inductive generalizations).

Students will recognize informal fallacies.
**Core 5:**
Students will analyze the citizen's role in society and critically examine diverse values about people, society, and the environment.

Students will integrate knowledge from several disciplines and demonstrate understanding that citizenship and responsibility have multiple facets within a pluralistic society.

Students will evaluate ethical responsibilities in their personal, professional and public lives and relate these values to other people, to society, and to the biophysical environment.

The complete set of each Core’s learning objectives is at the end of this document.

Once the instrument and rubrics are in place, the only additional funding required would be perhaps two duty days each year for the Core representatives to complete the grading.

We will judge our project’s success on the basis of our satisfying the accompanying timeline.

**Budget:** $10,000 for duty days to be divided among the three participants in the project. Hammes: 11.01 duty days; Hartz: 10.25 duty days; Robinson: 7.36 duty days.

**Signoffs:**
Dean Roland Specht-Jarvis (COFAH) _________________________
Dean Ronald A. Farrell (COSS) _________________________
Dean David DeGroote (COSE) _________________________
Dean Mark Nook (Undergraduate Studies) _________________________

**Previous Support from the Assessment Office:**
Carolyn Hartz (Philosophy):
  grant title: Philosophy Department Assessment Project Funding
  amount of award: $2000
  date: 1995: 5/29-31, 6/1-2, 6/5-9, part of 6/10

**Complete set of each Core’s learning objectives**
Core 3:
Students will understand and implement problem solving and decision making strategies. They will use mathematical tools that have broad applications to solve real problems. They will learn to use reasoning and mathematical tools to communicate and defend their solutions. These experiences will provide a foundation for mathematical literacy.

Core 4:
To improve the ability of SCSU students to reason well about any subject.
Def.: Critical reasoning includes 1) skills such as conceptual analysis; identifying, analyzing, and evaluating arguments both for deductive validity and inductive strength; spotting and identifying fallacious reasoning; and 2) examination of some of the fundamental assumptions about the nature and role of reasoning itself, by examining one or more of the following: values relevant to reasoning, epistemological
issues relevant to reasoning, theories of our place in the scheme of things as they pertain to reasoning.

Learning Objectives:
1. Students will:
   - recognize arguments
   - analyze arguments, e.g.,
     - distinguish premises and conclusions
     - diagram complex arguments
   - evaluate deductive arguments, e.g.,
     - judge validity and soundness
     - employ truth tables
     - use propositional and predicate logic
   - evaluate nondeductive arguments, e.g.,
     - use and assess statistical syllogisms
     - use and assess inductive generalizations
     - use and assess causal arguments
     - use and assess analogical arguments
   - recognize and understand fallacies

2. Students will:
   - comprehend, and reason about the nature and role of reasoning itself by examining one or more of the following:
     - values relevant to reasoning
     - epistemological issues relevant to reasoning
     - theories of our place in the scheme of things as they pertain to reasoning

Core 5:
In all sections of Democratic Citizenship, students will demonstrate the knowledge, values and skills of citizenship in a democracy by covering the following five goals.

A. Students will understand and appreciate that an important and primary purpose of higher education and of general education is preparation for citizenship and for participation in a democratic society.

B. Students will identify the skills needed for responsible citizenship and demonstrate the ability to apply those skills to contribute to the common welfare of society.

C. Students will analyze the citizen's role in society and critically examine diverse values about people, society, and the environment.

D. Students will integrate knowledge from several disciplines and demonstrate understanding that citizenship and responsibility have multiple facets within a pluralistic society.

E. Students will evaluate ethical responsibilities in their personal, professional and public lives and relate these values to other people, to society, and to the biophysical environment.
Review Objectives for Each CORE Area
Examine Possible Readings
Choose Reading
Write Instructions
Develop Rubrics for Each CORE Area
Develop Questionnaire
Finalize Sections to Administer Essay
Develop Distribution & Collection Process
Administer Pre-test Essay
Administer Post-Test Essay
Read Essays
Analyze Results
Develop Outline for Report
Write Report
Submit Summary Report
For future reference, I have included a few comments the University Assessment Committee had regarding your proposal:

- There was a question about the status of an assessment plan for general education.
- You did not include even an approximate number of students that the proposal would impact.
- Details of measures to be developed and project design not completely clear. Will content of essays be analyzed?
- What types of questions will be on the pre-/post-test?
- Sequence of administering instruments was confusing.
- Timeline did not specify when questionnaire will be administered.
Proposal for Assessment Grant 2005

English Department Proposal Members: Michael Connaughton, Judy Dorn, Catherine Fox, Raymond Philippot, Jim Robinson, Chris Gordon

1. Title of Assessment Project: English Graduate Program Assessment

2. Specific Student Learning Outcomes to be Addressed by the Project: English Department Graduate Program Goals:

The English Department at St. Cloud State University offers programs in:
• English, Master of Arts
• English, Master of Science
• Teaching English as a Second Language, (TESL) Master of Arts

Each academic program is dedicated to reasoning, critical thinking, and effective oral and written communication. Although no specific goals can define the Masters in English for every student, the following goals guide areas of emphasis:

1. Students analyze discourse from a variety of theoretical perspectives, as they pertain to the appropriate fields of rhetoric/composition, linguistics, literary study, and/or creative writing.

2. Students articulate connections between theories and practices.

3. When possible, students demonstrate their understanding of theory and practice connections through teaching/tutoring/service learning in departmental or external programs.

4. Students develop an understanding of rhetorical situations including ability to respond to those situations through writing.

5. Students develop multicultural awareness through course content, readings, teaching opportunities, and professional development opportunities.

6. Students develop intercultural communication skills through activities such as international or multicultural experiences within and outside course work including teaching opportunities in multicultural classrooms.

7. Students develop an awareness of professional options available to them and the types of preparation necessary for succeeding in their chosen career.

8. Students bring together critical, theoretical knowledge and reflective practice in a variety of contexts.

9. Depending on emphasis area, students conduct a culminating scholarly or creative achievement or research project and report the results for an academic audience.

(Approved by English Department 09/04)

3. Description of Project:

This proposal involves development of graduate program assessment and development of course-embedded assignments suitable for program assessment through application of our graduate program goals. We will be guided by ACT materials specifically prepared
for NCTLA. These materials, presented at a Chicago Assessment Institute, focus on assessments that show student development over time, measure goals through a variety of assessments which are embed in course assessments. We are looking at setting up a reporting plan for approximately 150 students in the program while also collecting program assessment to be used for program improvement. (Please refer to the sample charts at end of grant application).

* Specific learning outcomes to be addressed:

1. Students analyze discourse from a variety of theoretical perspectives, as they pertain to the appropriate fields of rhetoric/composition, linguistics, literary study, and/or creative writing. (Identify courses, assignments and assessment)

2. Students articulate connections between theories and practices. (Identify courses, assignments and assessment)

3. When possible, students demonstrate their understanding of theory and practice connections through teaching/tutoring/service learning in departmental or external programs. (Identify courses, assignments and assessment)

4. Students develop an understanding of rhetorical situations including ability to respond to those situations through writing. (Identify courses, assignments and assessment)

5. Students develop multicultural awareness through course content, readings, teaching opportunities, and professional development opportunities. (Identify courses, assignments and assessment)

6. Students develop intercultural communication skills through activities such as international or multicultural experiences within and outside course work including teaching opportunities in multicultural classrooms. (Identify courses, assignments and assessment)

7. Students develop an awareness of professional options available to them and the types of preparation necessary for succeeding in their chosen career. (Identify courses, assignments and assessment)

8. Students bring together critical, theoretical knowledge and reflective practice in a variety of contexts. (Identify courses, assignments and assessment)

9. Depending on emphasis area, students conduct a culminating scholarly or creative achievement or research project and report the results for an academic audience. (Identify courses, assignments and assessment)

* How does the grant relate to departmental assessment plans?
The English department has both undergraduate BA and BS assessments in place. We have no formal English Graduate Program assessment. This fall, the aforementioned goals were approved, but as of yet, we have no program assessments and no clear way to chart student progress through the program. In light of the upcoming North Central Accreditation visit, we need an assessment plan.

* Details of project activities:
We will first gather and analyze syllabi from English 602, 606, 607, 608, 609, 610, 611,
This analysis will show where graduate program goals are embedded and identify assignments which assess the aforementioned goals. We will also need to develop rubrics to access each assignment and charts to track student progress from entry to mid-point to exit level (sample chart attached).

* Statement indicating how project will lead to a sustainable assessment endeavor that will continue with little or no funding.

Because program assessment will be charted and embedded into each required course, funding will not be required once these assessments are established. However, program directors will have an increased workload as they chart student progress. The committee’s aim will be to streamline and equalize this work, but it will entail additional workload.

* How the success of the project will be assessed

Based on a content-analysis of course syllabi, we will determine where assessments are embedded, or, as the case may be, where they need to be embedded. The success of the project will be attained when we have located—in all courses—how we can assess our program goals. And how we can chart student progress. Identifying meaningful performance indicators that reflect the complexity of what graduate students learn in our program will mean success.

* Timeline:
March 28, 2005: proposal due
April 12, 2005: awards announced
Early May, 2005 on non-duty day: one day of committee work to analyze syllabi, link assignments and embedded assessments, establish charts, cover all program emphasis areas
Early July, 2005 on non-duty day: one day of committee work to complete work on syllabi, link assignments and assessments, finalize flow charts, cover all program emphasis areas and write final report
August workshop, 2005: share results with English Department Graduate Faculty
Sept 1, 2005: final assessment report given to University Assessment Officer

4. Budget:
(Major cost would be two extra duty days at normal rate of salary for five faculty members).
Michael Connaughton: base salary divided by 168 days = $431.93 x 2 days = $863.86
Judy Dorn: base salary divided by 168 days = $325.00 x 2 days = $650.00
Catherine Fox: base salary divided by 168 days = $262.69 x 2 days = $525.38
Raymond Philippot: base salary divided by 168 days = $288.78 x 2 days = $577.55
Jim Robinson: base salary divided by 168 days = $392.90 x 2 days = $785.80
Chris Gordon: base salary divided by 168 days = $365.95 x 2 days = $731.90
Duplication cost: $20.00 (paper for duplication of project)

Total amount requested: $4154.49

5. Previous support:
Michael Connaughton

Judy Dorn
* Service on BA English assessment task force
* Created online survey for graduating seniors

Raymond Philippot
* Spring 2002 College of Education Assessment Grant for Communication Arts and Literature
* Spring 2003 Assessment grant to evaluate English 191 – Assessment Office

Chris Gordon:
* Spring 2002 Assessment Mini-grant for Programmatic Assessment of Communication Arts and Literature - COE $666
* Spring 2001 Assessment grant for Communication Arts and Literature upper level writing and portfolio assessment - Assessment Office $300
* Spring 2000 Assessment grant for assessing English B.A. - Assessment Office – one reassigned time

6. Signatures:

English Department
Chair ______________________________ date __________

FAH
Dean ______________________________ date __________

The University Assessment Committee had several concerns regarding your proposal which led to a reduction (reduced all applicants by 0.5 duty days) in your funding request:

- Although the learning outcomes were well written, it seems that your workload could be reduced by focusing on one or two outcomes at any one time.
- It was unclear (not justified) why it would take 6 people to analyze course
syllabi.

• Development of rubrics was included in the project description, but not listed on the timeline.
• You state in your proposal that “….we need an assessment plan.” The RFP clearly stated that money was not available for writing plans.

We hope you will use the comments provided by the committee to improve your proposal as there likely will be another request for proposals during fall 2005. Please contact me if you have any questions.
Assessment of Applied Sociology Senior Projects

Proposal for Assessment Grant for Fall 2005

St. Cloud State University

James Sherohman
Department of Sociology and Anthropology

March 23, 2005
Summary and Background

All sociology majors, except those in the Bachelor of Elective Studies program, are required to complete the Senior Project course (SOC 477). Upon completion of this course, each student submits her or his senior project to the department, as well as to the instructor of the course, as partial evidence of the student’s sociological competence. The department has collected student senior projects since 1996, several years after the senior project course became a requirement for majors. Although we began collecting them largely for the purpose of assessment, we never have found the time to use them for that purpose. Currently, the department has 155 senior projects on file. I estimate that about 50 to 60 of these were written by students in the Applied Sociology program.

The objectives of the senior project course have been stable over time, but the structure of the course changed dramatically in 1998 with the conversion from quarters to semesters. Under the quarter system, the senior project was a stand-alone four-credit course; after semester conversion, it became a one-credit course closely linked to 400-level electives. Usually, students take the senior project course concurrently with a 400-level elective. Each 400-level elective course is designed to provide a foundation and structure (theory, methods, substantive content) from which students can conduct a senior project. In essence, the senior project spins off the elective course. The instructor of the elective course also is the instructor for the one-credit senior project. Although the senior project is implemented differently across 400-level electives, faculty members are expected to adhere to the course description and to implement criteria for the senior project that have been approved by the department. The course description, criteria for the senior project, and learning objectives for the Applied Sociology Concentration all are attached to this proposal.

The proposed project will establish and implement procedures for using senior projects to assess selected learning objectives for the Applied Sociology Concentration. The goals of the proposed project are to develop reliable measures for assessing the extent to which these learning objectives are met, to assess the extent to which the learning objectives actually are met, and to identify strategies for improvement in the course and program.

Requested Information About the Project

1. Title of the Project: Assessment of Applied Sociology Senior Projects

2. Department Learning Outcomes Served by the Proposal. A list of learning objectives for the Applied Sociology Concentration is attached.

3. Description of the Project.

   A. Specific Learning Outcomes Addressed by the Project.

      The following three learning objectives (4c, 6a, and 7a on the attached list of learning objectives for the program) are most closely connected to the course description and criteria for the senior project (also attached):

      1) Students in the program will be familiar with the discipline of sociology,
such that they will be able to adopt a sociological perspective toward a situation or problem and explain how this perspective is sociological.

2) Students in the program will be familiar with sociological theory and its relationship to sociological practice, such that they will understand the value, as well as the limitations, of sociological theories as tools for examining issues & making recommendations for change.

3) Students in the program will be familiar with research methods and their relationship to sociological practice, such that they will understand the value, as well as the limitations, of research methods as tools for examining issues & making recommendations for change.

These three objectives are the focus of the proposed assessment project. The specific measures used to determine the extent to which these objectives are met will be developed in the assessment project.

B. Relation to Department Assessment Plans.

The Applied Sociology Concentration is the only accredited program in the department (and the only one for which accreditation is available). The accrediting body requires periodic assessment of the degree to which the program meets its learning objectives. Student senior projects are one of the most important sources of assessment data available to the department. Results from the proposed project, together with assessment data from other sources (focus groups, questionnaires, alumni surveys, and so on) will help us to maintain the accreditation of the Applied Sociology program.

C. Project Activities.

Project activities are summarized below. The timeline for completing these activities is provided in section 3F below.

1) Inventory all senior projects in department files and create a database including student name, name of instructor, semester of graduation, title of senior project, assessment results (from this project), and date that assessment results were recorded. Although this project will assess only the senior projects of applied sociology students, all senior projects will be included in the database. This will make it easier to expand assessment to students in other sociology programs in the future. Work study students will do most or all of the data entry, but I will supervise their work and monitor it for accuracy.

2) In consultation with the Applied Sociology Committee (a committee of faculty members who teach courses in the program), I will develop measures and coding instructions for assessing the degree to which senior projects meet selected learning objectives of the program (see section 3A above). Since the
data are qualitative, I will develop the indicators using an inductive method. I will code all of the senior projects myself, and I will ask an advanced work study student to code some of them as well, in order to test the clarity of the coding instructions and to see whether my coding is reliable.

3) Assess the degree to which senior projects meet the selected learning objectives of the program and present these assessment findings to the Applied Sociology Committee.

4) Facilitate a discussion with the Applied Sociology Committee as to whether these results indicate a need to make changes in the senior project, in other parts of the program, or in assessment methods.

5) Write the report for this assessment grant and disseminate it to the department.

D. Sustainability.

I will propose that future assessment of senior projects of Applied Sociology graduates become part of the responsibility of the Applied Sociology Committee. Perhaps a rotating subcommittee might assess the senior projects each year. Since this assessment relates directly to maintaining accreditation for the program, such a policy is consistent with the goals of the Applied Sociology Committee. Because the methods developed in the proposed assessment project would be used, the workload would be manageable. The policy would have to be approved by the Applied Sociology Committee before it could be implemented. I will chair the Committee next year, and I would recommend strongly that the Committee adopt this task as one of its duties.

E. Assessment of the Success of the Project.

These are the goals of the project and the method I will use to determine the extent to which each goal is attained:

1) **Develop reliable methods for assessing the extent to which the three learning objectives listed in section 3A above are met.** I will ask an advanced work study student to use my coding instructions to independently assess a small number of senior projects. To the extent that this student obtains results similar to those obtained by me, I will conclude that the methods are reliable and can be used effectively by faculty members other than myself in the future.

2) **Assess the extent to which the three learning objectives listed in section 3A above are met.** I will conclude that this goal is met if I develop measures that are acceptable to the Applied Sociology Committee and if I use these measures to assess the extent to which the three learning objectives are met in student senior projects.

3) **Identify strategies for improvement.** These strategies may include changes in methods of assessment for the senior project, changes in the criteria for the senior project, changes in the senior project course, or changes elsewhere in the program. The strategies for improvement will be developed in consultation with the Applied Sociology Committee. To the
extent the Applied Sociology Committee identifies such strategies based upon the assessment data, I will conclude that this goal is met.

F. Timeline.

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Step Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 29 – September 30</td>
<td>Step 1 above (see section 3C)</td>
</tr>
<tr>
<td>September 19 – November 11</td>
<td>Step 2 above (see section 3C)</td>
</tr>
<tr>
<td>November 14 – December 2</td>
<td>Step 3 above (see section 3C)</td>
</tr>
<tr>
<td>December 5 – December 14</td>
<td>Step 4 above (see section 3C)</td>
</tr>
<tr>
<td>December 15 – December 27</td>
<td>Step 5 above (see section 3C)</td>
</tr>
</tbody>
</table>

4. Budget. I request one course reassignment, with adjunct replacement, in Fall 2005 to complete this project. My department will provide all supplies and clerical help for the project. Below is an estimate of costs and in-kind support from the department.

Adjunct salary (based on COSS policy for PhD-level replacement)
$3500.00
Adjunct FICA (7.65% of salary)
267.75
Work study help (approximately $350, provided by department)
0.00
Office manager help (approximately $200, provided by department)
0.00
Copying and supplies (approximately $25, provided by department)
0.00

Total
$3767.75

5. Previous Support from Assessment Office. These are the assessment grants and mini-grants that I have received in the past:


Assessment Mini-Grant to design and implement assessment by the Applied Sociology Alumni Advisory Board, St. Cloud State University, 1998, $1000.

Assessment Mini-Grant to specify learning goals and develop a collective resume for the sociology major, St. Cloud State University, 1997, $1000.

Assessment Mini-Grant to construct an alumni questionnaire and newsletter, St. Cloud State University, 1996, $1000.

Assessment Grant to assess study in depth in sociology major, St. Cloud State University, 1995, $3823.42.

Signoffs
Learning Goals for the Applied Sociology Concentration

Skill Goals

1. Students in the program will exhibit communication and research skills, such that they will:
   a) successfully complete at least one literature review, one summary, one analytical paper, and one
      research report.
   b) successfully complete at least one oral presentation to an appropriate audience.
   c) participate effectively in group processes and function as a working member of a team.
   d) be able to identify and describe major patterns in statistical and narrative data.
   e) understand how to use computer hardware and software to conduct online library searches, to
      conduct web searches, to enter information into databases, and to analyze statistical and narrative data.

Value Goals

2. Students in the program will develop a professional orientation, such that they will:
   a) identify themselves as sociological practitioners.
   b) adhere to the ethical standards of the discipline, as outlined in the ethics codes of the Sociological

3. Students in the program will be responsible citizens, such that they will:
   a) be able to critically evaluate evidence about social conditions.
   b) be prepared to act to change social conditions that they determine are unjust or oppressive.

Knowledge Goals

4. Students in the program will be familiar with the discipline of sociology, such that they will:
   a) be able to describe what sociology is and how it differs from other social sciences.
   b) be able to describe and provide examples of the social construction of reality at the micro, meso, and
      macro levels of analysis.
   c) be able to adopt a sociological perspective toward a situation or problem and explain how this
      perspective is sociological.

5. Students in the program will be familiar with the nature of sociological practice, such that they will:
   a) understand how applied sociology differs from academic sociology.
   b) understand the social and political constraints on practice.
   c) be able to describe how sociology may be useful in careers of interest to them.
   d) be able to describe the relationship between sociological practice and the larger discipline of
      sociology.

6. Students in the program will be familiar with sociological theory and its relationship to sociological
   practice, such that they will:
   a) understand the value, as well as the limitations, of sociological theories as tools for examining issues
      & making recommendations for change.
   b) be able to describe, compare, and critique sociological theories at the micro, meso, and macro level.
   c) be able to explain and provide examples of how theory influences practice and how practice
      influences theory.
   d) be able to use concepts and theories as tools for action in work or community settings.

7. Students in the program will be familiar with research methods and their relationship to sociological
   practice, such that they will:
   a) understand the value, as well as the limitations, of research methods as tools for examining issues &
making recommendations for change.
b) be able to describe, compare, and critique research methods, especially those most often used in sociological practice.
c) be able to use research methods as tools for action in work or community settings.

8. Students in the program who elect to have a substantive emphasis will:
a) be familiar with current policies and trends in social policy in the area.
b) be familiar with important theories and methods in the area.

Revised February 21, 2002

Course Description

SOC 477. Senior Project
A research experience for students majoring in sociology. Students will produce research involving a library search and qualitative or quantitative analysis of data. Integrated Lab. Lab. Prereq.: 302, 304, 365, consent of adviser. Coreq.: Must be taken concurrently with 400 level course. 1 Cr. F, S.

CRITERIA FOR SENIOR PROJECT

• Before taking the senior project class, students should discuss potential projects with the professor who is teaching the class.
• Although students in the same class normally will have projects that are related in significant ways, students shall be given some control over the nature of their projects.
• The project shall make use of recognized (at least within an area of sociology) sociological methods.
• The project shall involve the use of “data,” broadly defined. Any unit of analysis (individuals, organizations, nations, previous studies, texts of various kinds) is acceptable, as long as the units are used sociologically. “Use” may include induction, description, comparison, critique, and application, as well as more traditional forms of sociological analysis.
• The project shall be grounded in relevant theory and prior research. The degree of emphasis on theory and prior research will vary, depending on the nature of the project. However, these will be explicitly considered, and they will be incorporated to the extent that they are relevant.
• Upon completion of the project, students shall submit a document of some sort that
they can use to provide evidence of their skills to employers and graduate schools. Normally this will be in the form of a paper, but it could take some other form (such as a video or a technical report).

- The document shall follow accepted standards for that type of document. In some cases this will mean that the document will not include a description of the methods and theory upon which the project is based, even though these will be part of the project.

- The document shall focus on a single theme or problem statement. If the student’s project is part of a larger project, the document that the student produces shall connect the smaller project with the larger one.

- Students shall submit two copies of the document—one that will be returned with comments by the instructor, and one that will be kept on file in the department.

- The documentation submitted will include a written component of at least five pages.
Embedded Assessment in the Biology Core Curriculum

Abstract and Impact Statement

The Biology department currently employs an end-point assessment tool that is given during the “capstone” (upper-division writing, Senior level) courses. This test is composed by and graded by the Educational Testing Service (ETS). The data obtained from this Major Field Test (also described as a mini subject GRE) provides a good indication of learning outcomes compared to a nationwide pool of students. What the department does not currently have is a tool to measure learning outcomes during the course of student programs. This proposal aims to generate a tool that the department will incorporate as part of our assessment plan to improve the education of our students. With this embedded question tool, we will be able to track learning of specific objectives at different levels of the curriculum. End outcomes will be used in curricular decision-making within the department. This proposal aims to create a set of multiple choice content and critical thinking questions that will be administered in five core courses required for any Biology major. All instructors involved in the core courses will participate in writing and administering the questions as part of the syllabus of each course. All questions will be linked to desired student outcomes from the Biology Department Assessment Plan. The resulting data set will be used to provide guidance in future curricular decisions at the departmental level. As the Biology Department has no professional accreditation agency as a guide for such curricular decisions, this proposal not only will yield valuable assessment data for student growth and development, it will guide the department in its quest for compliance with future guidelines being established by the National Academy of Science described in a publication called Biology 2010.


Website Address

A detailed list of student learning outcomes for all Biology graduates served by this proposal


Description of the Project

Specific Student Learning Outcomes

The Biology Department Student Outcome website details specific learning objectives for its graduates. This proposal encompasses core course all graduates must complete. As such, the learning outcomes listed on the web site can be cross-referenced to one the core courses in this proposal (an abbreviated version cross-referencing is included in this proposal). Thus, in an effort at brevity, the content of the website is synopsized with the Departmental Mission Statement followed by some specific core curriculum goals. A complete list of student outcomes is available on the website.
Biology Department Mission Statement

The department is dedicated to providing scientific understanding in the Biological Sciences for all students. Our students include those enrolled in general education courses, pre-professional programs and major programs at the undergraduate and graduate levels. We accomplish this with an effective curriculum in the areas of Biology education, field and laboratory science. Through this curriculum we equip our students with knowledge and skills that enable them to choose among opportunities for careers or continued professional and graduate education. At every level we prepare our students to apply scientific knowledge to their personal lives and responsibilities as citizens. Specific Learning Outcomes are described in the following section.

How this grant relates to department assessment plans

Preliminary Embedded Assessment Plan Developed By the Department

Ultimately it is assumed that assessment will be embedded in a large number of biology courses. The portion of the departmental plan shown below is the first phase of this activity. Because we have at least six active undergraduate major programs, we are looking at common requirements to meet the goal of implementing assessment. Therefore, we refer to this preliminary effort as "embedded assessment in the core curriculum". Although we are focusing on the core curriculum, this preliminary embedded assessment plan does succeed in assessing student skills in major categories at three stages in their academic career. Furthermore, the core courses outlined here coincides with much of the recommended Biology core curriculum contained in the Biology 2010 proposal published recently by the National Academy of Sciences. After leaving the 100-200 series of courses, there are few commonly required courses. So, we begin with the majors introductory Biology sequence BIOL 151 and 152 since they are required by all biology programs. BIOL 262 (Genetics) is a common requirement at the 200 level. At the 300 level, we would select a course specific for certain majors for providing assessment information (BIOL 312 for "field" biology programs and 360 for “laboratory” biology programs are listed below as examples of such courses).
### Table One. Preliminary Embedded Assessment Plan Cross-Reference to Detailed Student Learning Outcomes Developed By the Department

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Specific Course(s)</th>
<th>Assessment Target</th>
<th>Alignment with Undergraduate Student Outcomes*</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 (First Year)</td>
<td>BIOL 151, 152 (Cell Function and Inheritance, Organismal Diversity)</td>
<td>Laboratory and Written Assignment Critical Thinking Assignment Content Testing (Embedded Pre and Post Test Questions)</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>200</td>
<td>BIOL 262 (Genetics)</td>
<td>Laboratory and Written Assignment Critical Thinking Assignment Content Testing (Embedded Pre and Post Test Questions)</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>300</td>
<td>BIOL 360 (Cell Biology) BIOL 312 (General Ecology)</td>
<td>Written Assignment Laboratory Skills Current Literature (Embedded Pre and Post Test Questions)</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
</tbody>
</table>

* Undergraduate student outcomes cross-referenced to Departmental Website. Example of cross-referencing student outcomes with core courses below.

### Objectives for All Undergraduate Programs

The following is outcome “1”, part “a” of 7 multi-part objectives from the website. These outcomes have been cross-referenced to the courses in this proposal. This list is representative of our strategy, not all inclusive, nor exclusive.

1. Students will demonstrate the ability to make appropriate inferences and deductions from biological information across the following content areas.
   a. From biology and supporting courses within the major, students will demonstrate an understanding of key concepts relating to the complexity of biology.
      i. molecular interactions, signaling and control mechanisms
         1. BIOL 151
         2. BIOL 262
         3. BIOL 360
      ii. evidence supporting the cell theory
         1. BIOL 151
         2. BIOL 262
         3. BIOL 360
      iii. cellular organization and interactions
         1. BIOL 151
         2. BIOL 262
         3. BIOL 360
      iv. physiological interactions among tissues
         1. BIOL 151
         2. BIOL 262
         3. BIOL 360
v. organismal function based on structural, behavioral, physiological features
   1. BIOL 152
   2. BIOL 312

vi. ecological interactions
   1. BIOL 152
   2. BIOL 312

vii. evolutionary change and mechanisms
   1. BIOL 152
   2. BIOL 312

viii. definition and application of the scientific method and interpretation of scientific information
   1. BIOL 151
   2. BIOL 152
   3. BIOL 262
   4. BIOL 312
   5. BIOL 360

Sample materials will be retained at each level providing a "horizontal" and "vertical" archive. For each course level, the horizontal archive would provide views of the range of performance (poor to exceptional) for the assessment target. The vertical archive would provide a view of both horizontal performance (poor to exceptional) as well as a view of maturity that is presumed to develop for each particular major.

Details of Project Activities
Number of Students and Classes to be Assessed

The courses included in this proposal are BIOL 151 (Cell Function and Inheritance), BIOL 152 (Organismal Diversity), BIOL 262 (Genetics), BIOL 312 (Ecology), and BIOL 360 (Cell Biology). The 2004-2005 academic year enrollment for these five courses is approximately 1200 students. There are eight faculty currently responsible for instruction in these course in the fall of 2005.

Method of Assessment

Methodology:

We propose to include several multiple choice questions as part of pre-test and post-test assessment tools of each course in our core curriculum. At the beginning of each semester, a pre-test is given to assess student knowledge upon entering the course. This test is used on an individual course basis for the instructor to gauge the level of the students and see what they have retained from pre-requisite coursework. A post-test is given during the final exam. The students will be informed that the pre-test is not graded and that several questions on the final exam will not be graded but will be used for assessment purposes. The student will not be informed as to which questions are used of assessment. The questions will comprise approximately one half hour of the first lecture session and one-half hour of the final exam, roughly 20 questions chosen from the pool of assessment questions.
The pool of assessment questions will be developed as the aim of this proposal. Faculty currently teaching these courses will gather to write a pool of questions covering both content and critical thinking skills. Sample questions are included below. These questions will not be the questions instructors already use in theses courses, but more over-arching questions developed by this faculty group. Results will be reported as percentage of correct answers by individual students, with codes to protect identity. Data will be gathered by one coordinating faculty member to compile for analysis by the group. The instructors will gather again at the end of the proposed period (and yearly thereafter) to analyze the data. Analysis will include the percentage of students scoring in each percentile (90-100%, 80-90%, etc) and the mean and standard deviation for each class. Questions will be broken down into general topic so that analysis can include which subject areas may need refinement.

Data Handling

The Center for Information Systems at SCSU provides faculty with item response lists and student response lists from automated exam processing. Within this context all embedded question responses will be forwarded to the coordinator. The coordinator will assemble and compile the data and report to the Department in December 2005.

The testing center also provides an analysis of what proportion of students chose each choice on a multiple choice test. Thus, if a question were to include a common misconception as a possible choice answer, this tool would allow monitoring of the percentage of students who retain this misconception throughout their program. Such monitoring will allow refinement of course content to address such misconceptions within the core curriculum.

Sample Questions

**Content/Knowledge BIOL 151, 262, 360**

*Biology Department Assessment Plan Student Outcome 1, goal a.iii.*

Which organelle is the transport and processing center of a cell?

A. Nucleus
B. Mitochondria
C. Endoplasmic Reticulum
D. Golgi Apparatus
E. Lysosome

**Biology Department Assessment Plan Student Outcome 3.**

Which organelle would not be present in a plant root?

A. Nucleus
B. Mitochondria
C. Endoplasmic Reticulum
D. Golgi Apparatus
E. Chloroplast

The second question requires critical thinking because students are provided content as to the function and color of chloroplasts in the courses, but they must deduce that root cells would not contain them as they are the wrong color and location for their function.
Sustainability

Once in place the set of questions for use in the embedded strategy will become part of a department core curriculum assessment only test bank for use by all instructors. As such, without additional cost, this plan can continue in the spring of 2006 and academic year 2006-2007. The cost of this proposal factored over the 1200 students in core courses is ~$6 per student. Currently the ETS purchased Major Field Test (MFT) costs $20 per student and a smaller number of students are assessed than proposed here. The cost-benefit of the proposed method of assessment versus the MFT is unmistakable. This is not to suggest that this proposal supplant the ETS Major Field Test, but supplement it. Knowledge gained from implementation of this proposal can be used in the future to design end-point assessment tools that are less expensive. We will continue to use the ETS purchased MFT for the next two years.

Once a set of questions is generated and the faculty gather the data and analyze the results, it will be a simple matter to keep using the tool. The pool of questions may be added to or refined over time with little workload input. Data analysis will continue to be a workload issue, therefore many faculty will rotate the responsibility of collecting data and meet as a group for the analysis, thus keeping the workload investment of each individual faculty member low. With little cost to the department, we will be able to continue using this tool indefinitely.

How success will be determined

Success will be determined by analysis of the total numbers of respondents consistent in pre-test and post-test in each course and by the numbers of questions answered on each test. If over 90% of the questions are answered, that will be an indication of success. Similarly, if over 80% of the students taking the pre-test assessment also take the post-test assessment, the results will be deemed valid. Success can also be determined on an individual question basis as the pool is refined over the years. If students continually choose a wrong answer over the course of a curriculum, it may be an indication of confusing wording in the question choices. Questions so identified will be tagged for modification.
Timeline
August 2005.
The eight instructors meet to plan the embedded question strategy for Fall 2005 and write the embedded assessment use only pre- and post-test questions for use in all participating courses in Fall 2005. In addition, the faculty will agree on the reporting system used for the coordinating faculty member to receive and assemble the data set.

Fall Semester 2005.
Each lecture exam in the five impacted courses will include embedded assessment use only pre- and post-test questions designed in August 2005.

December 2005.
All embedded question results will be assembled and processed. A report will be given to the Biology department and the Assessment office regarding the results.

Budget
This proposal requests $7724 for 18 additional duty days for faculty to design, implement, and process embedded questions for assessment in the Biology Core Curriculum. The detailed budget is below.

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Course</th>
<th>Rate*</th>
<th>Days</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christopher Kvaal, (Coordinator)</td>
<td>151, 262</td>
<td>391</td>
<td>4</td>
<td>1564</td>
</tr>
<tr>
<td>Matthew Julius</td>
<td>151, 152</td>
<td>371</td>
<td>2</td>
<td>742</td>
</tr>
<tr>
<td>Maureen Tubbiola</td>
<td>151</td>
<td>428</td>
<td>2</td>
<td>856</td>
</tr>
<tr>
<td>Timothy Schuh</td>
<td>151, 360</td>
<td>471</td>
<td>2</td>
<td>942</td>
</tr>
<tr>
<td>Jorge Arriagada</td>
<td>152</td>
<td>482</td>
<td>2</td>
<td>964</td>
</tr>
<tr>
<td>Sandra Turner</td>
<td>152, 312</td>
<td>518</td>
<td>2</td>
<td>1036</td>
</tr>
<tr>
<td>JoAnn Meerschaert</td>
<td>360</td>
<td>419</td>
<td>2</td>
<td>838</td>
</tr>
<tr>
<td>New Faculty</td>
<td>262</td>
<td>391</td>
<td>2</td>
<td>782</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td></td>
<td>18</td>
<td><strong>7724</strong></td>
</tr>
</tbody>
</table>

* includes 35% fringe benefits

Previous Support by the assessment office
none
Signatures

Department Chair

Dean
Assessment Grant Proposal 2005

Submitted by: Jeanne Lacourt, Ph.D.
Coordinator, Racial Issues Colloquium
Associate Professor, Department of Ethnic Studies

I. Title: Racial Issues Pre- and Post-Assessment Instrument: What can we learn from it and can it be used for North Central Accreditation?

II. Learning Outcomes

The Racial Issues requirement at St. Cloud State University intends students to gain knowledge, understanding, awareness and growth in issues of race, racism, oppression, and discrimination as experienced in the lives of African Americans, American Indians, Asian Americans and Latino/a populations. Central to this requirement is providing students with a variety of courses, from multiple disciplines, offered during their first year on campus. Since there are currently five departments offering racial issues courses, the learning outcomes addressed by departments may vary considerably. Because racial issues is a general education requirement and is not a self-contained program, the proposed learning outcomes directly relate to and draw from the four established criteria courses must meet in order to receive a racial issues designation. These criteria have gone through our curricular process and have been accepted by Faculty Senate.¹ As such, a pre- and post-assessment instrument was created taking into account these specific criteria. The instrument was developed by the Racial Issues Colloquium (RIC), a group comprised of faculty teaching racial issues courses, during the past two annual RIC summer seminars. The learning outcomes specifically attempt to measure student knowledge, understanding, awareness and growth. For instance, questions in the assessment instrument seek to measure students’ understanding and knowledge of race as a social construct, ethnicity, racism, institutional discrimination, assimilation and racial oppression.²

III. Description of Project

This project is an on-going university-wide effort as we prepare for North Central Accreditation (NCA) visits. In addition, independent of NCA, assessment of racial issues courses is needed in order to give feedback to faculty regarding the status of student learning of this material. This particular assessment is merely one piece of a larger assessment strategy of the Racial Issues requirement at St. Cloud State University. Specific to this project are the results from the pre- and post-assessment instrument that have already

¹ See http://web.stcloudstate.edu/ric for a more thorough description of the Racial Issues course criteria.
² See questions 1-6 of the Racial Issues Course Pre-assessment Survey instrument (attached).
been collected for the 2003-2004 academic year and that are currently being gathered for this academic term. There are eleven identified racial issues courses offered by 5 departments from the colleges of Social Science and Education. At the beginning of each semester faculty, who teach racial issues courses, volunteer to implement a “pre-assessment survey” to their students. This same assessment instrument is implemented again at the semester’s end (post-assessment survey). In addition, several non-racial issues faculty from the departments of English, History and Spanish, volunteer their courses to serve as “control groups” when implementing the racial issues assessment instrument to their students thereby serving the purpose of comparative analysis. The instrument requires the use of bubble-sheets for scoring purposes. While results are being gathered from both previous and current racial issues courses implementing pre- and post-assessment instruments, data analysis of the gathered results has yet to be seriously undertaken. This project calls for continued support in implementing the assessment instrument as well as data analysis of results gathered and a final written report of the findings. The budget below identifies what is needed for the continued implementation, analysis, and written report to occur.

IV. Budget

Given that at least 4 semesters of data have already been gathered and future semesters’ courses will need to be assessed, expertise and time is needed to clean the data, run the data, analyze its results, and report the findings. In addition, help is needed to further institutionalize this effort thereby creating an on-going, seamless and longitudinal study. Organizing the faculty, assembling the instrument, identifying and contacting voluntary control groups are essential to the success of this assessment. Since our goal is to survey as many racial issues courses possible, supplies are also necessary to implement the assessment instrument. The budget suggests three (3) different faculty positions, one part-time graduate assistantship and supplies for the following accommodations:

$3,300 3 Credit reassigned time for faculty for Fall semester 2005. Purpose: data analysis and final written report of findings.

$3,300 4 Credit reassigned time for Racial Issues Colloquium Coordinator for Fall semester 2005. Purpose: to serve as the facilitator of all work done in the area of assessment of Racial Issues courses. This includes, but is not limited to: work with faculty in data analysis, written report, continued assessment implementation, oversee the work of the graduate assistant, compile data and coordinate all

3 Faculty who “opt out” of implementing the pre- and post-assessment instrument are assessing their courses in other ways.

4 In addition to the usual duties assumed by the Racial Issues Coordinator throughout the year, the academic year 2005-2006 will undoubtedly require exceptionally more work than previous years as demands for university-wide assessment are made. Currently the Coordinator receives 1/8 reassigned time (5 hours a week). As Coordinator for the past 5 years, it is clear that 5 hours a week to work on assessment will not be nearly enough time to adequately commit to this important task. If reassigned time cannot be provided for the Coordinator, then extra duty days should at least be considered for Summer 2005 in anticipation of the enormous work that will need to be prepared for Fall 2005 and Spring 2006.
assessment efforts of the more than 35 racial issues adjunct, fixed-term, probationary and tenured faculty.

$1,500 Extra duty days for faculty to assist in analysis of data and writing of report.

$4,100 Part-time graduate assistant for Summer 2005. Purpose: organize faculty to implement assessment instrument, organize “control group” courses of non-racial issues faculty, clean bubble sheets, maintain files, and work with Racial Issues Coordinator and faculty with analysis of data.

$400.00 Supplies (see itemized list)

2 cases of paper (photocopies of assessment instruments)  120.00
4 boxes of bubble sheets (for assessment)             100.00
4 boxes hanging file folders (storage of instrument)  50.00
6 hanging file frames (storage of instrument)        25.00
    case of file folders (manila)                    15.00
4 3-Ring binders                                     40.00
    2 boxes of sheet protectors                     50.00

$12,500 Total requested budget

For the past 5 years the university has committed limited funds to the Racial Issues requirement. Each year the burden of locating funds rests with the Coordinator. Whether the support comes from the College of Social Sciences, the College of Education or the Graduate school, the work of the Racial Issues Colloquium continues. Specifically the Colloquium anticipates seeking and receiving continued funding for our annual summer seminar, reassigned time for the Colloquium Coordinator during the academic year, and our graduate assistantship. The work of the Colloquium is essential to the success of the racial issues requirement and we feel certain that funding is necessary.

V. Signatures

Coordinator, Racial Issues Colloquium – Jeanne A. Lacourt

Since an electronic version of the proposal was requested, signatures and attachments will follow in hard copy.
VI. Attachments

1. Pre-assessment Instrument created by the Racial Issues Colloquium.
2. List of 2005 adjuncts, fixed-term, probationary and tenured faculty teaching racial issues courses.

The University Assessment Committee felt that your proposal related to a very important area of general education assessment and deserved some support (primarily reassigned time for the Racial Issues Colloquium Coordinator – which we assumed is you). However, the committee had several concerns which led to a reduction in your funding request:

- The pre-/post-test questions provided are primarily indirect measures.
- Budget Items - Money is not available under this RFP for data analysis. A faculty member would need to be identified in order for us to provide reassigned time. It is not clear how the funding for a part-time graduate assistant was calculated as it appears to be much higher than a typical assistantship.

We hope you will use the comments provided by the committee to improve your proposal as there likely will be another request for proposals during fall 2005. Please contact me if you have any questions.
Comprehensive Assessment and Data Base Strategies for Distance and On-Campus Students: M.S. in Behavior Analysis

Eric Rudrud, Ph.D. Educational Leadership and Community Psychology
Kim Schulze, Ph.D. Educational Leadership and Community Psychology

M.S. in Behavior Analysis Learning Outcomes:
http://www.stcloudstate.edu/elcp/handbooks/distanceed/general.asp

Project Narrative
The M.S. in Behavior Analysis received accreditation Spring 2005 by the Association of Behavior Analysis (ABA) (http://www.abainternational.org), the Behavior Analyst Certification Board (http://www.bacb.com), and by Minnesota On-Line (http://www.minnesotaonline.org). The M.S. in Behavior Analysis is the first graduate degree to be offered on-line at St. Cloud State University and is the only graduate program in behavior analysis offered in Minnesota. Currently the M.S. in Behavior Analysis program has 90 students who come from 25 states, 4 provinces in Canada, and has students enrolled in New Zealand, Australia, India, and England. Approximately 450 plus students inquire about the distance program each year. The number of students in our program will very likely maintain or increase because of a severe shortage of behavior analysts to work with persons with autism and other disabilities. According to the Center for Disease Control, the prevalence of Autism Spectrum Disorders has increased from one person in every 2000 to 2500 persons in the 1960s to recent estimates of one in every 166 persons, creating an unprecedented need for treatment and educational services. Applied Behavior Analysis is the most effective and well-established treatment for persons with autism.

The number of our students has increased dramatically along with assessment demands created by accrediting bodies. This has created a need for an efficient, on-line assessment environment. The purpose of the assessment grant is to develop the appropriate quantitative and qualitative data templates to provide a comprehensive student assessment program that can be hosted in an on-line environment. Assessment data will be collected for all students (on-campus and distance learning, a total of 120 students) and will be sustained by the use of an on-line data collection format where students will enter quantitative and qualitative data which then can be summarized by the faculty of the M.S. in Behavior Analysis program. Grant activities will be directed at developing appropriate assessment data and protocols. Program assessment requires the development of appropriate data entry, storage, and management to be effective.

The transfer of assessment data protocols to an on-line environment will be coordinated with SCSU Instructional Technology Services after the protocols have been field tested. This program will serve as a model for other distance and on-campus programs that are developed at St. Cloud State University.
**M.S. in Behavior Analysis Coursework**

Students complete the following courses for the M.S. in Behavior Analysis:

Plan A- Thesis option  
Plan B – Non Thesis option – Comprehensive Exam

<table>
<thead>
<tr>
<th>Research</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 641  Single Case Design</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 678  Graduate Statistics</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 699  Thesis (Plan A)</td>
<td>6</td>
</tr>
<tr>
<td>Plan A: 12</td>
<td></td>
</tr>
<tr>
<td>Plan B: 6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 630  Advanced Applied Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 597  Practicum in Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 633  Behavior Therapy I</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 635  Behavior Therapy II</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 634  Behavior Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 643  Social Bases of Behavior</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internship</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 697 Supervised Internship</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 530 Seminar (Plan A)</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 530 Seminar (Plan B)</td>
<td>3</td>
</tr>
<tr>
<td>Plan A: 3</td>
<td></td>
</tr>
<tr>
<td>Plan B: 6</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits  Plan A = 39 Credits**  
**Plan B = 36 Credits**

**Comprehensive Assessment Information**

A variety of qualitative and quantitative data will be collected for M.S. in Behavior Analysis students. Information will include the following:

**Student Demographic Information**

- Name
- Address
- Tech I.D.
- Age
- Sex
- Ethnicity (optional)
- Advisor
- Date of Application
- Date of Acceptance
Intends to enroll
Date of Enrollment
Program approval form completed (blue form)
Course Enrollment by Semester
Plan A or Plan B (thesis or non-thesis option)
Thesis Topic
Thesis advisor
Date of Preliminary Thesis
Date of IRB Approval
Date of Thesis Completion
Date of Passing Comprehensive Exam
Retake passing date

Course Assessment Data

Qualitative Data

Course evaluation rating on a 1-5 point Scale

Course Content
1. The reading level of the material was appropriate
2. The level of difficulty of the material was appropriate
3. The amount of material covered was appropriate
4. The course was well organized
5. The layout of the course material was appropriate
6. The concepts were explained clearly
7. The readings/articles were relevant
8. The pairing of readings to assignments was appropriate
9. The practice quizzes were helpful
10. The study guides were helpful
11. The course supplements were helpful
12. The discussion feature in d2l was helpful

Assessment
13. The test items were representative of course material
14. The test items were difficult
15. The test items were easy
16. The test items were relevant to the course material
17. Course papers/projects were relevant to the course
18. Course papers/projects were graded fairly

Distance Access
19. I have easy access to a computer
20. I was able to access course material easily
21. I was able to access SCSU electronic reserves easily
22. I was able to access SCSU Library resources easily
23. I was able to access SCSU Help Desk easily
24. I was able to contact the instructor easily
Quantitative Data
Assessment of student outcomes will include the following quantitative data for each course:
1. Pre and Post Test over material for each course.
2. Individual and class averages for assignments and test scores for each class.
3. Individual and class averages for overall grades.
4. Sample Papers and Projects in electronic format

Practicum and Internship Data
Graduate students must complete practicum and a 600 hour supervised internship.
The following information will be collected for Practicum and Internship:
1. Location
2. Agency
3. Supervisor Contact Information
4. Dates of Services
5. Practicum/Internship Contract with responsibilities and outcomes
6. Weekly Case Notes
7. Supervisor Evaluations

Follow-up Data
The following data will be collected on each student:
1. Employment
   a. Job Title
   b. Job Agency
   c. Job Location
   d. Salary Range
2. Admitted to doctoral program
   a. Date earned doctorate
   b. Employment following doctorate.
3. Presentations at state, regional, and national conferences
4. Publications in refereed journals
5. Behavior Analyst Certification – National BCAB examination
   a. Date taken
   b. Date Passed

Development of Interactive Data Base
Assessment data will be incorporated into an interactive data base so faculty can retrieve information for accreditation and programmatic purposes. To this end faculty members will explore the use of two different data base programs: ACCESS and File Maker Pro. Information fields will be categorized for data entry and access. Students will be able to enter data into most fields through the internet, i.e., course evaluations, demographic information, practicum and internship activities and evaluations, etc. However, not all data field summaries will be available only to faculty so no confidential nor identifying information will available to un-authorized persons, i.e., students will be able to access information regarding their own performance in a class and the class summaries, but will not be able to access other individual student information.
Project Objectives and Activities

1.0 Development of Student Demographic Data Fields - May, June, July 2005
   1.1 Meet with Graduate Studies to determine which data fields are collected.
   1.2 Identify additional Data fields.
   1.3 Discuss data transfer policies, procedures, and implementation strategies.

2.0 Development of On-Line Qualitative and Quantitative Outcome Measures for Each Course – July, August, Sept 2005
   2.1 Develop On-Line Course Evaluations for each course
   2.2 Develop Pre and Post Tests for each course
   2.3 Develop authentic assessments protocols for course papers and projects
   2.4 Develop student assessment for satisfaction with on-line environment, i.e. access to course materials.
   2.5 Develop student assessment for satisfaction with SCSU’s on-line registration and support programs.
   2.6 Meet with SCSU Instructional Technology program to transfer assessment to an on-line environment.

3.0 Development of Interactive Data Base Protocol - August, September 2005
   3.1 Meet with SCSU Instructional Technology program to determine which data base program would be best suited for assessment program.
   3.2 Design Interactive Data Base Protocol
   3.3 Implement Interactive Data Base Protocol.

4.0 Implementation of Data Collection Procedures – September, October, November, December 2005
   4.1 Identify current Graduate Students in M.S. Program
   4.2 Enter Demographic Data into Data Base
   4.3 Incorporate On-Line Assessment Data Forms into existing courses
   4.4 Field Test On-Line Assessment Data Form collection
   4.5 Revise On-Line Assessment Data Forms
   4.6 Students complete On-Line Assessments for Fall Coursework
   4.7 Provide Summary of On-Lines Assessments

5.0 Complete Assessment Summary – December 2005
   5.1 Provide a description of project development and implementation
   5.2 Provide summary of student demographic information
   5.3 Provide summary of pre and post tests results
   5.4 Provide summary of course evaluations
   5.5 Provide a final copy of all evaluation assessments and on-line course evaluation shells
   5.6 Provide summary of how assessment information will be utilized to improve the M.S. in Behavior Analysis Program.
The committee had several concerns which led to a reduction in your funding request:

- Only one of your assessment measures is truly direct (pre- and post-test).
- Learning outcomes are broadly phrased.
- You did not clearly justify why so many duty days are needed for primarily creating a database.

We hope you will use the comments provided by the committee to improve your proposal as there likely will be another request for proposals during fall 2005. Please contact me if you have any questions.
Direct Assessment of Conceptual and Theoretical Learning Outcomes
Among Mass Communications Graduates: An Entry/Exit Exam

Principal Investigator: Roya Akhavan-Majid, Dept. of Mass Communications.

Background: The Department of Mass Communications recognizes assessment of student learning as an indispensable element in the educational process and is committed to continuous evaluation of learning outcomes.

During the last few years, in my position both as department chair and the chair of our Assessment Committee (established in Fall 2002), I have lead the development of a comprehensive assessment plan and implemented a series of indirect and direct measurements of learning outcomes at the department level. The complete assessment report (presented to the Accrediting Council on Education in Journalism and Mass Communication in Spring 2005) is attached. The evaluation report by the accreditation site visit team praised the assessment efforts at the department and commented that: “The department has done a good job of creating an assessment plan, and has developed a six-part assessment effort (alumni survey, employer survey, internship evaluations, student awards, entry/exit exam, and capstone project evaluation). The unit is using these tools to focus greater attention on its internship program and to make sure that the students gain academic and theoretical knowledge as well as skills knowledge. The unit is also revising some of these assessment tools, with the goal of getting better information on student learning.”

As indicated in the attached Assessment Report, one of the areas of direct assessment in the department has been the development and piloting of an Entry/Exit exam to measure the overall programmatic learning outcomes of the students in the conceptual and theoretical areas. (Other indirect measures focus primarily on professional competencies). The assessment results, and further reflection and discussion have indicated that the Entry/Exit exam needs to be substantially revised for greater validity.

The first iteration of the test was drawn largely from multiple-choice exam questions in COMM 220-Introduction to Mass Communication (required of all pre-majors). Subsequently, in Spring 2004 all incoming majors and the majority of graduating students took the test. The averages of correct responses for the two groups were similar, and stood at approximately 70%. Given the fact that most of the incoming majors had completed COMM 220 shortly prior to taking the assessment test, and the specificity of the test to the topics covered in that course, the results may indicate that the test, as developed and administered, does not provide a valid baseline for measuring the gains made by the graduating students in their overall theoretical and conceptual knowledge. A new exam, with items reflecting the full range of conceptual and theoretical issues taught in the program needs to be developed. In addition, the test needs to be administered to intended majors prior to taking COMM 220, to increase its validity as a baseline measurement.
Proposal: Based on the continuing need to develop a valid direct measure of learning outcomes in non-skill areas of the Mass Communications program, I plan to develop a new Entry/Exit exam. The exam will focus on the core areas of conceptual and theoretical knowledge expected of a graduate of the program.

Budget: The budget requested for this project is as follows:

1. Ten duty days pay for principal investigator: $4000
2. Exam printing costs: $100

Once this exam is developed, and its validity established, it can be used to measure and compare the knowledge levels of incoming and graduating students each semester. It is sustainable long term, without major investment of faculty time and resources.
The Department of Mass Communications recognizes assessment of student learning as an indispensable element in the educational process and is committed to continuous evaluation of learning outcomes.

During the last decade, the department has taken a series of steps toward formalizing this process. This report is intended to provide a brief history of assessment efforts at the department, present details of the most recent assessment tools and results, and discuss the changes that the department intends to make in response to these findings.

The first major attempt toward large-scale assessment at the Department of Mass Communications took place in Spring 1995, when a faculty committee developed a multi-faceted assessment plan, incorporating faculty seminars, student surveys, and focus group interviews. The phases of the project included, 1) learning about assessment, 2) evaluation of syllabi/curriculum/mission, 3) assessing student learning, perceptions, attitudes, and experiences, and 4) analysis of data. Reflecting, in part, the trend of the times, one of the major issues emerging from that assessment phase was the need for enhanced access to computer technology and skills for both the students and faculty. As a response, the department and the college placed high priority on this goal, leading to continuous upgrading of computer and broadcasting facilities and use of latest technology and software in Mass Communications courses.

More recently, in the Fall of 2002, the department launched a concerted effort to develop a comprehensive plan for ongoing assessment through the formation of a new Assessment Committee. The committee drew upon the ACEJMC Guide to Assessment of Student Learning, as well as the experience gained by the faculty at various workshops on the topic, to design a variety of assessment measures incorporating the core values and competencies in journalism and mass communication education.

The Committee began its work by asking the question: “What should mass communications students know and be able to do?” In response, the following components of core knowledge, competencies, and skills were developed as a guide for departmental assessment efforts:

**Academic skills and theoretical knowledge**

- Understand historical development of mass communication industries and professional practices.
- Understand role of media professionals in shaping public culture and democracy.
- Understand economic structure and political economy of media in a consumer society.
- Understand legal aspects (First Amendment and its meaning for professional practices and democracy) and regulatory environment.
- Understand ethical principles and their application in professional practice, including the core principles of truth, fairness, and diversity.
- Understand diversity in relation to communication, culture, and democracy in American society.
- Understand globalization in relation to communication and culture in the international sphere.

**Critical thinking**
• Be able to define and synthesize key concepts and theories in the field.
• Be able to apply concepts and theories to analysis of cases (i.e., move through levels of abstraction).
• Be able to conduct research using appropriate methodologies.
• Be able to raise pertinent and relevant questions that respond to historical moment and subject.
• Be able to evaluate information for accuracy, point of view, assumptions, and logic of argument.
• Have frameworks for understanding the historical and contemporary context of controversy concerning the power of mass communication, the rise of mass communications, the role information plays in a democracy and threats to expression posed by the diminishing number of alternative voices represented by the mainstream corporate media.

**Communication skills**

• Write correctly and clearly in forms and styles appropriate for the different professions, audiences, and purposes served.
• Know basic principles of editing and design for print and visual texts.
• Be able to deliver a concise, coherent, and interesting oral presentation.
• Understand storytelling and narrative techniques in written, visual, and oral communication.
• Be able to integrate verbal, written, and visual communication in the presentation of images and information for an audience, both orally and in written form.
• Be able to evaluate their own work and those of others for accuracy, grammar, fairness, clarity, and style.
• Apply basic numerical and statistical concepts.

**Technological competence**

• Know technologies and sources of information to access and gather relevant data/sources/research.
• Have competence in the use of computers.
• Have knowledge and skills in the use of technologies appropriate to their
chosen professional field.

- Have knowledge of cross media convergence.

In the context of this overall framework, the following measurement tools were developed. This process included enhancing and formalizing of existing assessment processes, as well as creating new ones.

**Alumni Survey**: Since the early 1990’s, the department had sent out a limited survey to 150-200 alumni every three years as a means of keeping in touch with the graduates and assessing their progress in the job market. Based on the renewed discussions on assessment, a new and expanded survey was developed, incorporating among other things, items corresponding to the above list of core competencies. (Please see Appendix A).

**Employer Survey**: One of the important indirect measures of the quality of education received by mass communication students is their on-the-job performance. An employer survey, containing at least one item from each of the above list of competencies, was developed as one of several components of the assessment plan. (Please see Appendix B).

**Internship Supervisor Evaluations**: For the last several years, faculty supervising the academic component of internships have used the evaluation provided by the on-site internship supervisors as an element of the final internship grade. Based on the importance and effectiveness of these performance evaluations as a measurement of learning outcomes, it was decided to formally incorporate the results as part of the departmental assessment process. (Please see Appendix C).

**Student Awards in Professional Competitions**: As another indirect measure of student learning and professional competence, the committee incorporated data on the awards won by mass comm. students in professional competitions.

**Entry/Exit Exam**: As a means of assessing the general conceptual and theoretical knowledge of mass comm. graduates, the department has embarked on developing a multiple-choice test to be taken by all incoming and graduating students. (Please see Appendix D).

**Student Capstone Project Evaluation Rubric**: At least three courses in the Mass Communications program (COMM 486, COMM 479, COMM 434) may be regarded as a capstone course, requiring the application of the full range of skills acquired in a sequence. As of 2003-2004, the instructors in each course began to collect samples of projects in these courses. A rubric was then developed by each sequence coordinator for evaluating the capstone projects. (Please see Appendix E).

**ASSESSMENT RESULTS**

**Alumni survey**: In addition to expanding the number of questions, the new survey was sent to a much larger number of alumni. A list of 2,123 alumni was compiled using address information from the department, Office of Records and Registration and the Alumni Office. The list included alumni from the last four decades, and the results were analyzed as a whole, as well as according to the decade of the alumni’s graduation. A total of 465 responses were received, indicating an initial response rate of 22%. After eliminating the incomplete and/or unusable surveys, 419 surveys were included in the analysis.

The respondents represented all four departmental sequences, as follows:

- Advertising: 86 respondents (20.5%)
The survey indicated that 90.8% of the alumni are currently employed. Of these, 75.4% found employment in mass communication or a related field within six months from graduation.

48.9% of the alumni indicated that they had completed internships through the departmental internship program. These internships, furthermore, resulted in tangible benefits as follows:

26.4% were later hired at the internship agency.
11.2% were referred to other positions by the internship agency.
13% developed a network at the internship site that led to employment.
28.4% developed critical skills through the internship which helped with finding employment.
10.3% listed other benefits from their internship experience.

82% of the respondents reported having participated in one or more of the student media organizations, such as the University Chronicle, KVSC, or UTVS. 46.7% indicated that participation was “very helpful” in later employability and 28.7% indicated that it was “helpful.”

The survey contained five questions about specific learning outcomes, using a five-category Likert scale of “strongly agree” to “strongly disagree.

70.8% agreed or strongly agreed that “courses made me aware of the influence of my profession in shaping public culture and democracy.”

78.5% agreed or strongly agreed that “courses taught me ethical principles that have guided my professional conduct.”

83.2% agreed or strongly agreed that “I learned to evaluate information for accuracy, point of view, and logic of argument.”

88.3% agreed or strongly agreed that “I learned the basic skills for effective written, oral, and visual communication.”
65% agreed or strongly agreed that “I learned to use technologies for gathering and presentation of information relevant to my chosen profession.”

In order to gain a better understanding of how the most recent graduates differed in their assessment from the others, the data were also analyzed by decade (i.e., 70’s, 80’s, 90’s, and 00’s). While most results remained relatively constant over the period studied, two distinct trends were visible from the analysis. First, the more recent graduates since AY 2000 rated the effectiveness of courses in teaching them the required professional values and competencies more highly than earlier graduates, indicating progressive improvement in the program, particularly in the last re-accreditation cycle. The results were as follows:

- 95.6% agreed or strongly agreed that “courses made me aware of the influence of my profession in shaping public culture and democracy.”
- 80.4% agreed or strongly agreed that “courses taught me ethical principles that have guided my professional conduct.”
- 85.1% agreed or strongly agreed that “I learned to evaluate information for accuracy, point of view, and logic of argument.”
- 88.2% agreed or strongly agreed that “I learned the basic skills for effective written, oral, and visual communication.”
- 82.8% agreed or strongly agreed that “I learned to use technologies for gathering and presentation of information relevant to my chosen profession.”

These evaluations are visibly higher than earlier periods for questions on professional responsibility, ethics, and technological competence.

On the other hand, the survey indicated a decline in the percentage of graduates who had gone through an internship in recent years. While the overall percentage for the last four decades was 48.9%, this had declined to 30% for the 2000-2003 period.

It is important to note that the data on internships indicate a greater tendency for alumni who have gone through internships to respond to the survey. The percentage of students reporting that they had internships is higher than expected based on
departmental records. This may also be the result of the fact that some students who go through internships get credit for them as “independent study,” and are, therefore, not counted in the departmental internship numbers.

In addition to responding to the survey questions, some respondents provided comments. The overall tenor of the comments was highly positive, indicating great satisfaction with the courses, professors, and the general educational experience. In particular, the respondents identified the many student media and professional organizations they had access to as a key strength of the program and very helpful in their future career development. They also emphasized the applicability of the range of communication skills learned in the program to both media and non-media professions. (Please see Appendix F).

**Employer Survey:** As part of the alumni survey results, we obtained addresses of employers of our graduates. In order to make the employer survey effective, however, it was important to identify the person in the supervisory position at these institutions. It was also important to send the survey to employers who had experience with a relatively large number of interns and graduates from the Department of Mass Communications. Working with the list developed from the alumni surveys, and using Bacon’s 2003 Directory, a student worker compiled a list of 27 media companies in and around the State for which the names of executive editors or managers were available. Nine employers responded to the survey, reflecting a 33% response rate. In addition, the surveys were handed out at the April 7, 2004 meeting of the Mass Communications Professional/Alumni Advisory Committee. Two responses were received from these committee members, resulting in a total of 11 employer surveys.

Eight out of the eleven respondents had worked with "more than 6" SCSU Mass Communications Dept. graduates, and seven out of eleven had "hired and/or recommended" SCSU Mass Communications Dept. graduates to be hired in their organization. Therefore, the overall pool of the respondents, though small in number, appeared to have had a reasonable level of experience with, and opportunity to observe, our graduates.

Averages of the responses to the Likert Scale survey were as follows:

“Please mark your assessment of the quality and effectiveness of mass communications education provided to SCSU graduates.”

Please circle your response to the following statements.

5-Strongly agree 4-Agree 3-Neutral 2-Disagree 1-Strongly disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCSU Mass Communications graduates are aware of how the mass</td>
<td>4</td>
</tr>
</tbody>
</table>
media impact society and culture.

Graduates understand the ethical principles that guide media conduct. 4

Graduates are able to assess information for accuracy. 3.82

Graduates have the basic skills for effective communication. 3.91

Graduates understand how to present a message effectively. 3.27

Graduates can write effectively in forms and styles appropriate for the different media professions and audiences. 3.5

Graduates know methodologies for gathering relevant information. 3.72

Graduates are familiar with presentation technologies relevant to their chosen professional field. 4

Graduates understand the roles of the mass media in a free, open, and democratic society. 3.81

Graduates demonstrate knowledge of the inter-disciplinary nature of modern mass media. 3.81

Graduates have a basic understanding of effective problem-solving. 3.46

National Accreditation is a factor in our hiring of SCSU graduates. 2.72

As these averages indicate, the respondents tended to agree with most of these statements. The clear exception is the last question regarding the importance of Accreditation in making hiring decisions.

Overall, the Employer Survey indicates that the employers are satisfied with the SCSU Mass Communications Dept. graduates' performance, particularly with their awareness of ethical and social responsibility issues and basic communication skills.

**Internship Supervisor Evaluations:** The full set of internship evaluations covering Summer 2000 through Summer 2003 were included in the assessment, yielding a total of 51 evaluations. The responses reflect a five-point scale, ranging from “definitely so” (5) and “most of the time” (4) to “not at all” (1). Average responses were as follows:

Did the intern fulfill your expectations? 4.78

Did the intern work well with peers? 4.9
Did the intern work well under supervision?  4.88
Was the intern cooperative?  4.92
Did the intern have a positive attitude?  4.92
Did the intern express himself/herself clearly and well?  4.51
Was the intern enthusiastic about his/her work?  4.63
Did the intern seek tasks?  4.45
Was the intern dependable?  4.7
Was his/her work of high quality?  4.7
Did the intern understand your instructions?  4.6
Did the intern learn quickly?  4.67
Did the intern retain what he/she learned?  4.67
Was the intern’s background sufficient for the work?  4.45
Could the intern put experience and theory together well?  4.55
Did the intern communicate well?  4.62
Did the intern identify with interests of the agency?  4.64
Was the intern able to do needed problem solving?  4.58
Was the intern aware of her faults and abilities?  4.48
Was the intern successful in his/her work?  4.7

As these average responses indicate, the evaluations received by the Mass Communications Dept. students at internship sites were strikingly complimentary in all areas, particularly with respect to their positive attitude, dependability, quality of work, and overall success in the internship process. The results indicate that the interns fulfill these media organizations’ highest expectations in terms of their preparation, skills, and abilities.

**Student Awards in Professional Competitions**: During the last several years, SCSU Mass Communications students have continued to receive major honors and awards at regional and national competitions for the work produced through their participation in various student media, including the University Chronicle, UTVS, and KVSC radio. The most recent awards for the years 2002 and 2003 are listed below:

**UTVS Awards**

**2003**
Society of Professional Journalists

Mark of Excellence Awards for:

1st place: “UTVS NEWS” - Best Daily Newscast

2nd place: “UTVS NEWS: Rocori school shooting” – Best in-depth reporting

1st place: News pkg: “Rocori School shooting” – TV Spot News

Honorable Mension: News pkg: “Locks of Love” – TV Feature

2002

Telly Award: Entertainment Feature


Society of Professional Journalists

Mark of Excellence Award for daily Television Newscast

1st Place: “UTVS News”

University Chronicle Awards

2002-2003

MNA Better College Newspaper

2nd Place: Typography/Design
2nd Place: Editorial Page
2nd Place: Best Use of Photography

Society of Professional Journalists

Mark of Excellence Award for daily Television Newscast

1st Place: “UTVS News”

Mark of Excellence Award

1st Place: Best All-Around Non-Daily Newspaper
(Published 2-3 times weekly)
Student Awards (Chronicle)

2002-2003

Minnesota Newspaper Association

Regina Eckes

Honorable Mention, General Reporting

Adam Masloski
First Place, News Photography

First Place, Portrait and Personality Photography
Second Place, Best Photographer’s Portfolio

Blair Schlichte
Second Place, Sports Action/Feature Photography

Carol Seavey
Second Place, Feature Writing

Scott Theisen
First Place, Photo Story Photography
First Place, Best Photographer’s Portfolio

Thien Tran
Second Place, Best Cartoon

Society of Professional Journalists

Kristen J. Kubisiak
Third Place, Column Writing

Eric O’Link
First Place, In-Depth Reporting
First Place, Feature Reporting
Student Awards (KVSC FM)

2003

Minnesota AP Broadcasters Awards

Michael Davies-Venn
First Place, Documentary/Investigative

Mike Frey
First Place, Sports Reporting

Chad Roberts
Honorable Mention, Series/Special

Mike Frey with Jim Hanggi and Chad Roberts
Honorable Mention, Sports Play-by-Play

2002

Michael Davies-Venn
First Place, In-Depth Reporting
Best In Show/Lone Ranger Award

Katari Wozny
Honorable Mention, In-Depth Reporting

Jim Olander and Jim Hanggi
First Place, Sports Reporting
Honorable Mention, Sports Play-by-Play

Entry/Exit Exam: In an attempt to develop a means of measuring the overall theoretical and conceptual knowledge of the students regarding the field of mass communications, a multiple-choice test is being developed. The first iteration of the test was drawn largely from exam questions in COMM 220- Introduction to Mass Communication (required of all pre-majors). Subsequently, in Spring 2004 all incoming majors and the majority of graduating students took the test. The averages of correct responses for the two groups were similar, and stood at approximately 70%. Given the fact that most of the incoming majors had completed COMM 220 shortly prior to taking the assessment test, and the specificity of the test to the topics covered in that course, the results may indicate that the test, as developed and administered, does not provide a valid baseline for measuring the gains made by the graduating students in their overall theoretical and conceptual knowledge. Additional items reflecting the contents of other courses in the department are required. In addition, the test needs to be administered to intended majors prior to taking COMM 220, to increase its validity as a baseline measurement.

The process of developing this test, and the initial results, however, have been very helpful in starting a conversation among the faculty regarding what and how much the students are learning in the theoretical and conceptual areas. The interaction between the process of refining the test and reflecting on the results has focused the faculty on the potential need for greater emphasis in courses on theoretical and conceptual issues.

Student Capstone Project Evaluation Rubric: In order to increase the value of capstone project evaluations as an
assessment tool, the department plans to invite a number of media professionals in the area, including members of the Professional/Alumni Advisory Committee, to assist in evaluating the sample projects. This phase will be completed during the 2004-2005 academic year.

REFLECTION AND ACTION PLAN

Taken altogether, these assessment data suggest that, overall, the department is performing well in its efforts to provide the students with the knowledge and skills necessary to become socially responsible and professionally successful media communicators. The positive self-evaluations by the alumni and employer evaluations of graduates, as well as the highly complimentary internship performance evaluations and the large number of awards won by students in national and regional competitions, depict a favorable picture of learning outcomes.

At the micro level of analysis, these assessment results indicate the need for ongoing discussion and action in two areas, a) more active promotion of internships, and b) continued effort and vigilance to ensure that academic and theoretical knowledge gain by students is comparable to the high level of professional skills developed in the program.

Internships: The decline in the percentage of students going through internships in the last few years indicates the need for dedicating greater resources and effort toward informing students of internship opportunities, and matching students with potential internship providers. Traditionally, the Internship Coordinator position in the department has been a service position, with no reassigned time. Promotion of internships requires that the Internship Coordinator be allocated the time and resources needed to actively match students with internships, and be able to serve as the faculty supervisor for a much larger number of internships during the Fall and Spring semesters. As of Fall 2004, a 12.5% reassigned time has been allocated to the Internship Coordinator. In addition, the faculty has embarked on a concerted effort to create greater awareness among students of the importance and availability of internships.

Academic and theoretical knowledge: The initial iteration of the Entry/Exit exam has focused faculty discussion on the need to develop more valid measurement tools to assess the outcomes in conceptual and theoretical knowledge gain by students. This is an area for which a definitive assessment tool has not yet been established. However, the initial results of the test have sensitized the faculty to the need for greater vigilance in this area.

Based on the experience gained in the current assessment period, the Department of Mass Communication has committed itself to assessment as an ongoing process, to be progressively refined for greater validity and integrated with curriculum and program development.
APPENDIX A
Alumni Survey
APPENDIX C
Internship Supervisor Evaluation Form
APPENDIX D
Entry/Exit Exam
APPENDIX E
Capstone Project Evaluation Rubric
APPENDIX F

Selected Alumni Comments, 90's and 00's
I think having professors who have spent time in the industry is a big plus. They were able to relate classroom work to real-life scenarios. I also appreciated the access to all professors in the department and the counseling available.

The Mass Comm Department helped me gain excellent writing and oral communication skills to earn credibility in my field, although my current position is not specifically related to .

I have found working with many other graduates for various public and private universities that SCSU students have much better writing and editing skills than other students. I did not do my internship through SCSU. However, I found my internship through the office. My internship was excellent. It helped find me a job shortly after completing it and I was able to negotiate a higher salary for having it.

Transferring from the University of Minnesota to St. Cloud State University to pursue a degree in mass communications was the best decision I made. The professors and courses were top-notch. They, along with my involvement in SPJ and the Chronicle, prepared me well for a career in journalism.

Internships were very helpful as were student media and organizations. They provided extensive practical experience.

The “state of art” computer labs in the early 90’s gave me a working advantage over my peers. Also SCSU faculty (Mass Comm specifically) was excellent. They forced us to not only know the skills but actually “have the skills.”

Fantastic Program!!

Excellent program. Broad knowledge across all sequences is important. Also, knowledge and experience with software is critical.

My experience as a student of the Mass Comm Department was extremely valuable in preparing me for employment after school. While I didn’t get into my field immediately, the challenges I encountered were overcome more easily having my SCSU experience behind me. The classes were excellent and I’ve used much of what I learned on a daily basis. Thank you.

Although I’m not technically in the PR/Mass Communications field my education has helped me develop effective writing skills.

I think the Mass Comm Department and professors were very effective in teaching relevant useful information.

Program did an excellent job to prepare me for real world experience.
I have NO complaints. This was the best program I have ever been involved with.

I had a second major in speech. In those courses I learned a lot more about assessing communication whereas the Mass Comm classes were practical and emphasized applied learning and technique over critical thinking. In the end, I think the speech major was much more valuable because of its broad application and academic rigor. That said, I’m grateful for my news writing and design skills.

As an English major in addition to I feel that Mass Comm could strengthen its grammar instruction. I do feel that the SCSU Mass Comm instructors are some of the best educators (and people) at SCSU……..Overall, a tremendous experience and very good preparation.

While in college I never thought the courses would be as useful as they have proven to be. I felt the professors were knowledgeable, enjoyable, and forthright.

The Mass Comm department could provide advertising and PR sequence students more real world/hands-on job experience. What students learn in textbooks only can help so much. Making internships mandatory (if they aren’t already) would be extremely valuable.

I have found my education and experience at SCSU to be very helpful in my professional life. I have experience in programs that many of my co-workers do not.

After 12 since graduation, I continue to look back at the frat memories of my mass communications experience at SCSU. It had a family-like feeling. The practical course work drove home the fact that you had to pay attention to all of the details and work twice as hard as the person next to you. I cannot stress enough, the importance of my experience with SAA (OK, its now ADFED), the University Chronicle, the Sartell newspaper and the Central MN Direct Marketing Association (CMDMA). I guess the CMDMA died once I graduated. The hands-on experiences with those organizations were just as important as the course work, maybe even more important. Stay tough and drive the students hard—there is no free ride out here.

Even though I went straight to being self-employed in my subway business, the skills I learned from both the Mass Comm and business classes helped me greatly.

I feel the mass communication department did a great job in giving me an understanding of what mass comm all entailes. I also feel that all the preparation before graduation was very helpful. It was great to have such good professors to guide you and to provide whatever it took to (and that was a big job!) Keep up the great job mass comm department!

I fully support re-accreditation of the SCSU Mass Comm Dept. It provided numerous avenues for academic and professional development. The Dept. relationship with local media also led to my first job.

I chose SCSU because of the accreditation and the practical learning experiences, and the opportunity to get involved with the student newspaper. I never regretted it.
The SCSU mass comm department needs to do a better job of marketing itself with newspapers in the Midwest. Many newsroom managers think SCSU is just another university instead of one of only two nationally accredited “J” schools in Minnesota.

I’d say that anyone going through the M. Comm programs NEEDS to be involved in as many aspects of extra-curricular activity as possible. Chronicle, SPJ, PRSSA, etc. I began in journalism and have moved into the professional routes in Financial Services and now healthcare—as have many of my colleagues.

The accreditation status of SCSU influenced my choice of school. I gained a lot of experience during my degree program and I know that those experiences directly influenced my first employer to hire me over other candidates. Professors were great—I use what they taught me on a daily basis.

I feel my fellow grads from SCSU and I are far ahead of the profession on this matter. This is one of the areas of the education that sets the St. Cloud State experience apart from others.

After graduation I briefly worked in television production. After a brief stint in television, I moved into marketing, and have remained in that field ever since. I am grateful for my education at St. Cloud State which I believe assisted in development of my communication skills.

I enjoyed my time at SCSU! I think the Mass Communication Dept. is an excellent program that provides the foundation for a student to secure a job in their major sequence. For me, it was very easy to secure a TV job right after college and I realized that a lot of news directors have a lot of good things to say about SCSU students who they hired. I would have stayed in the field but I decided to go in on a family business. I can’t say enough about the Mass Comm program.

I owe a lot to SCSU for teaching me about TV journalism. I’d recommend the program to anyone and think its one of the best Mass Comm (UTVS) Dept. in the country!

My emphasis was TV, but I ended up in more of a AD/PR and general communications position. What was great about the program was that I sampled a little bit of everything in Mass Comm and that ended up being a huge asset when changing my professional focus. It’s a very well-rounded program.

It’s a wonderful program and I did work in video production for 1 year overseas after graduating.

Upon graduating from SCSU/Mass Comm, I was offered employment in the field immediately. My college education made that possible. Although at this time I am not working in the field, my education at SCSU and previous work experience did help me in securing the job that I have had for the past 10 years with my current employer.

It was a great experience and has helped me to be an excellent military instructor, by using multimedia skills I learned at SCSU.

The Mass Media Law course got me interested in learning more about legal issues, especially how
they relate to media. Less than one year after graduating from SCSU, I pursued an ABA approved paralegal certificate. I have been employed at an international law firm for 3 1/2 years. The skills I gained in the mass media program at SCSU has enabled me to do above average work in my present position (Research, fact gathering, details, problem solving, communication).

St. Cloud State seems to do a great job in staying on top of current trends/technology in the television industry. I would recommend educating students more in the different departments of a TV station. St. Could State should utilize former grads through a mentorship program.

My experiences at SCSU were excellent. I gained many job skills that have benefited my professional career. My organization involvement was a huge bonus for me as well!

My current job is not in a Mass Comm related field. I do believe though that the communications skills gained through the department serve me greatly in the everyday tasks of my job at the theatre.

My SCSU Mass Comm experiences helped direct me to my current PR career. I was very fortunate to have gone to college at SCSU with its nationally accredited mass comm department. Being involved in the PR programs, such as PRSSA, I witnessed first hand the other PR programs in other universities and SCSU’s program was definitely one of the best programs. I hope future SCSU mass comm students will continue to have the benefits of its nationally accredited department.

I believe because of my education at SCSU and my internship with a marketing firm, I am a valuable asset to this company, and as I continue to learn and develop my skills my company will continue to want me a as part of their team.

The department gave me the training, advising, and experiences I needed to be successful after graduation. The small class sizes, individual attention, and excellent faculty and staff made my education very enjoyable and invaluable. Much of what I learned I am able to apply daily in my job.

The organizations were extremely helpful. They provided practical applications of what we were discussing in the classroom.

The courses at SCSU prepared me for many job opportunities once I left school.

My news director says he has always been pleased with his hires from St. Cloud State!

I think St. Cloud State’s program’s biggest asset is its ability to provide the hands-on learning experience we need in this field. There’s no doubt that’s what helped me get to where I am today, and I hope this completed form will help you be able to provide that experience to other students in the future.

SCSU provided me with a unique hands on learning experience that I feel gave me an advantage. While at the internship at KSTP I worked closely with other interns. From other Twin City area universities and they had never been in a functioning studio/station, let alone a market 14 station. I
would strongly encourage an internship, because it is very difficult to secure a job and the internship I had landed me my job.

I have found the dept. to be very instrumental in educating me about my particular field of interest. I also thoroughly enjoy the many opportunities to get involved with organizations that have “real” contacts with the career world of . The friendliness of faculty is very good.

I’ve always felt I learned about 90% of what I needed to know through my involvement with student media (chronicle, KVSC). To me, the classes I was required to take were just a formality—something I had to do to get my diploma. No employer has ever asked what classes I took or my GPA. They’ve always wanted to see or hear my work from student media. If I had one recommendation for the dept., it would be to require involvement in student media or a similar internship that involved actual writing/editing etc.

My experience working as a photographer and then assistant news editor and then the editor of the University Chronicle was priceless. It helped me apply what I learned in class instruction. I believe I was hired at my current place of employment partly because they recognized my work that I performed while employed at the University Chronicle.

The University Assessment Committee had several concerns regarding your proposal which led to a reduction in your funding request:

- Some of the project methods and whether the project is sustainable were unclear.
- We were unsure how the assessment data collected will be used.
- No timeline was presented.
- Justification for the budget (duty days) was unclear.

We hope you will use the comments provided by the committee to improve your proposal as there likely will be another request for proposals during fall 2005. Please contact me if you have any questions.
Objective: The project envisages two major objectives related to Physics 23x assessment.

1. There currently exists a nationally standardized test for mechanics, the FCI. This standardized exam has been administered to our Physics 231/4 students this year, but the results have not been analyzed or distributed back to faculty as feedback to allow overall improvement of these courses. We would like to remedy this.

2. No nationally standardized test exists for the 2nd semester Physics 232/5 content. We would like to develop a similar standardized assessment tool for Physics 232/5 (which we informally call “FCI Prime”).

The “FCI Prime” test bank will be styled after the FCI and will consist of
• Conceptual questions which would test the basic concepts
• Numerical and short question type which would try to assess the comprehensive knowledge acquired by the students in that particular concept
• Questions involving laboratory experiments assess the application oriented learning capabilities.

The website for the “FCI Prime” can be a part of the departmental website, where we will restrict access to the content to faculty only.

Details of “FCI Prime” Project activities

• Test Bank generation: The initial “FCI Prime” test bank will come from the exam papers developed by faculty and other resources (making sure not to infringe on copyrights).

• A class consisting of approximately 60 students is to be assessed on the basis of scoring of points on the “FCI Prime” (broken down by the concepts we wish to assess).

• Methodology will involve the use of spreadsheet and data analysis using graphs. The result will allow feedback to 232/5 instructors, driving overall improvement in the courses.

Timeline
The Physics 231/4 assessment and feedback to instructors should be carried out within the first few weeks once funded. Once this has been done, we hope the process will be streamlined enough to allow future Physics 231/4 assessments to be much quicker. It will also allow important feedback to the construction of the “FCI Prime” question bank.

The Force Concept Inventory introduced by Dr. Hestenes, Professor, Arizona State University
The “FCI Prime” project will involve a generation of website for this purpose, creation of initial “FCI Prime” and carrying out an initial Physics 232/5 assessment. A nine month period can be thought to be a good estimation for first phase of the project.

Assessment of the success of the project

1. We will complete the analysis of our results from the FCI for the 2004-5 academic year, comparing both pre- and post-course results and comparing ourselves to national results. Successful completion of this goal will be evident if we can offer clear guidelines on what topics (from the FCI) we saw as needing improvement in our Physics 231/4 instruction.

2. We will have written 30 questions for the “FCI Prime” covering topics of Waves, Electricity, Magnetism, Light, and Optics. We will develop the guidelines for administering the exam during the 2005-6 school year and how to assess the results (based in part on the assessment tools we develop for the FCI).

Sustainable Assessment Endeavor

Once the initial analysis of the FCI is done for the 2004-5 school year, we believe that analysis will be streamlined enough to allow future assessment to proceed much more quickly.

Once the tasks of development of “FCI Prime” Test Bank and Analysis are completed, we expect that there will need to be some modification of the “FCI Prime,” but we will be well on the way to a sustainable assessment tool for the 2nd semester introductory Physics courses.

Budget

<table>
<thead>
<tr>
<th>Duty days of</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aparna Gupta</td>
<td>800</td>
</tr>
<tr>
<td>Kevin Haglin,</td>
<td>800</td>
</tr>
<tr>
<td>Juan Cabanela</td>
<td>800</td>
</tr>
<tr>
<td>Maria Womack</td>
<td>800</td>
</tr>
<tr>
<td>Sneh Kalia</td>
<td>800</td>
</tr>
<tr>
<td></td>
<td>$4000</td>
</tr>
</tbody>
</table>

The University Assessment Committee had several concerns regarding your proposal which led to a reduction in your funding request:

- You stated general student learning outcomes, but provided no specific outcomes that will be measured.
- The department assessment plan was not articulated.
• Only 2 classes are being assessed and it is unclear how your project is related to program level assessment.
• Your timeline was not complete and only indicated that the first phase of the project should take nine months.

We hope you will use the comments provided by the committee to improve your proposal as there likely will be another request for proposals during fall 2005. Please contact me if you have any questions.
Title: Elementary Science Education & Science Cognate Assessment Project

Goals: In alignment with the Biology Department goals, this assessment project will measure the program’s effectiveness at promoting an understanding of the scientific processes.

Objectives to be addressed:
- The ability to gather and critically evaluate scientific information based on the data.
- An ability to communicate scientific information in multiple formats.
- An ability to state empirical conclusions, inferences and recommendations from scientific information.

This assessment project will specifically address student learning outcomes concerning science process skills, including observation, inference, prediction, measuring, classifying, experimental design, defining and controlling variables, data organization and data interpretation.

Project Description

Our Elementary Education Science Cognate program is embedded in the broader Elementary Education program at St. Cloud State University. Many elementary pre-service teacher candidates have little science background but are expected to teach inquiry science effectively in their classrooms. Teaching science using inquiry requires a fundamentally sound understanding of the basic skills needed to do science. The courses in our program are designed to model and teach those skills. This assessment project is designed to follow elementary education pre-service teachers, including the science cognate students, to determine the effectiveness of our program’s ability to teach science process skills to elementary teachers providing the basic tools for teaching elementary science effectively.

Assessment Project Design

Science Process Skills have been assessed in the past using a variety of validated assessment instruments including the Test of Integrated Process Skills (Padilla et al., 1985) and the Test of Science Processes. This project will review existing assessment instruments and revise appropriate items from those instruments to create an instrument that will effectively assess our student’s knowledge of and ability to use science process skills. This instrument will be developed in May and administered beginning in the fall 2005 semester. Validity and reliability information will be determined for this instrument. The new instrument will be a combination of paper/pencil and performance assessment. The instrument will be given as a pre-test in all Science 226 courses. In addition, the same instrument will be given as a post-test in all Science 226 and 227 courses and as a post-test in Science 420. This design will allow us to assess student’s science process skills throughout their program.

Courses:
Science 226 – 5 sections, 24 students each section  
Science 227 – 4 sections, 24 students each section  
Science 420 – 2 sections, 10-15 students each section (only science cognate students)  

The instruments will be scored by using a rubric for the performance assessment and scored electronically for the paper pencil assessment. All data will be analyzed using SPSS through the statistics consulting service at Miller Center.

**Sustainability Statement**

This assessment project will be continued for multiple years to monitor the effectiveness of our elementary education science program. Once the instrument is developed, it can be implemented in each of the course sections with little impact/cost. The statistical analysis can continue through the Miller Center. It is the intent of the Science Education Group to use this information to monitor and improve the program.

**Assessing Success of Project**

This project’s success will be measured by tracking the pre-post scores on the process skills assessment instrument for students as they progress through our program. By tracking the students skills development through the program, we can monitor and adjust our program to make improvements as needed. We will report the pre-post scores after the fall semester science 226/227/420 courses are completed.

**Budget:**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Daily Rate</th>
<th>Fringe Amt</th>
<th>Days Paid</th>
<th>Total Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patty Simpson</td>
<td>392.89</td>
<td>137.51</td>
<td>4</td>
<td>2121.60</td>
</tr>
<tr>
<td>Becky Krystniak</td>
<td>288.78</td>
<td>101.07</td>
<td>4</td>
<td>1559.40</td>
</tr>
<tr>
<td>Mark A. Minger</td>
<td>302.78</td>
<td>105.98</td>
<td>4</td>
<td>1635.04</td>
</tr>
<tr>
<td>Kathleen Lundgren</td>
<td>302.78</td>
<td>105.98</td>
<td>4</td>
<td>1635.04</td>
</tr>
</tbody>
</table>

**Equipment**

Performance Assessment Equipment and consumables  
300.00

**Assessment Instruments**

We may need to purchase rights of existing instruments to Develop our new instrument.  
200.00

**Printing**

We will need to print 4 copies of the instrument for each student  
For the implementation in each course section.  
400.00

**Total**  
$7851.08
**Time Line**

May 2005 – Revise/develop science process skills instrument. (3 day work session).
August 2005 – Complete development and print instruments (1 day work session).
September 2005 – Administer pre-science skills instrument/assessment.
January 2006 – complete analysis and interpretation of data.
Summer 2006 – Analyze and interpret data, review course material to determine if changes to courses could be proposed to be more effective on teaching science process skills.
It is our intent to continue to use/develop the instrument to help design more effective courses for our pre-service elementary science teachers.

Chair Signature:_________________ Dean Signature:_________________

Submitted by: ________________________________
Mark A. Minger, Biology/Science Education

The University Assessment Committee had several concerns regarding your proposal which led to a reduction in your funding request:
- Relationship to a departmental assessment plan unclear.
- Several parts of the project design were unclear – e.g., how will validity and reliability be determined? What type of “performance” will be examined?
- Budget – What type of equipment and consumables are needed? “May” need to purchase rights of existing instruments.
- We were unsure why it would take 16 duty days to accomplish this task – we needed a justification.

We hope you will use the comments provided by the committee to improve your proposal as there likely will be another request for proposals during fall 2005. Please contact me if you have any questions.
Converting Paper Portfolios to Electronic Portfolios

Gary S. Whitford, MSW, M.Div, Ph.D.

Social Work Department
St. Cloud State University
Title: Converting Paper Portfolios to Electronic Portfolios

Department Learning Outcomes:
http://www.stcloudstate.edu/socialwork/department/competencies.asp

Project Description:
- All nine department learning outcomes (noted above) are to be addressed
  by this project, since the Portfolio, which is a part of this assessment
  project, addresses all social work major classes. The final assessment of
  this Portfolio occurs during senior internship. There are three outcomes
  that are a special focus of the Portfolio:
  - Practice without discrimination, and with respect, knowledge,
    and skills, related to clients’ age, class, color, culture, disability,
    ethnicity, family structure, gender, marital status, national
    origin, race, religion, sex, and sexual orientation;
  - Understand the forms and means of oppression and
discrimination, and advocate for social, economic, and political
  justice;
  - Use all modes of communication skillfully and demonstrate
critical thinking skills in all professional encounters.
- Relationship of grant to departmental assessment plans or general
  education:
  - The Portfolio is part of a larger assessment strategy meant to assist
    students in developing knowledge and skills with regards to social
    justice and diversity issues. It also is meant to assist students in
    developing their writing and critical thinking skills. These
    outcomes relate directly to the three program objectives listed
    above, and these outcomes also relate directly to certain objectives
    of social work programs as delineated by the Council on Social
    Work Education, which accredits the social work program at
    SCSU. A comprehensive assessment plan is required by CSWE.
    During their recent site-visit, the Council praised our Portfolio
    Project. However, it needs updating, since the Portfolio is paper-
    based, and results in a cumbersome 3-ring binder. It is also
difficult for professors to evaluate.
- Project activities:
  - The Portfolio consists of one professionally written paper from
    each of the student’s major classes. The syllabus for each class
    describes the Portfolio assignment, and each paper is assessed
    using the following criteria:
    1. Writing demonstrates clear organization to achieve the
       defined purpose; its content flows logically to provide the
       necessary information for the task.
    2. Writing assumes an appropriate professional tone;
       its tone is formal or informal according to the defined
relationship with the reader.
3. Writing documents the original sources of information and ideas; it acknowledges which ideas belong to you and which have been adopted and adapted from elsewhere.
4. Writing follows the professionally accepted structure and format for this particular kind of document.
5. Grammar and spelling are accurate; editing has removed identifiable errors before the assignment is turned in.
6. Citations follow the APA format.

- The Portfolio also includes an essay incorporating information learned about each of the marginalized populations included in program objective number three (age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation). Each essay is to address the following points: (a) Describe the activity including date, time, place and type of activity; (b) Reflect critically on the new information about diversity that this activity provided you. Include analysis of the bias and stereotypes that you might have had about the issues or activity prior to completing this assignment; (c) In what ways will this assignment contribute to your social work knowledge and skills toward the goal of becoming a diversity sensitive and justice committed social worker?

- Therefore, for the current project, all classes are a part of the assessment, and all professors will be participating.
- The first activity will be to determine whether the assignments and evaluation criteria for the Portfolio project will remain the same or be changed once we adopt electronic Portfolios.
- The second activity will be to hire 5 student assistants who will help the project director with all work, and will also tutor other students in developing their electronic Portfolios. This number of assistants is necessary since we graduate 80 majors a year.
- Next the director and the assistants will research various options for electronic Portfolios, weight their strengths and weaknesses for our situation, and adopt a model.
- Then this team will determine how this model can be applied to our setting, and will develop 5 individual Portfolios (the Portfolios of the student assistants actually). At the same time, a rubric and method for teacher evaluation of the Portfolios will be developed.
- Once this has been streamlined, the assistants will teach other students.
- The director will instruct all professors on how to use the rubrics and strategies designed for evaluating the quality of the Portfolios.

• Sustainable assessment endeavor:
the project is to develop a model and strategy for implementing electronic Portfolios in the department. All of the money being spent for the project will go towards this effort. Any equipment, software, or hardware utilized for the project will now and in the future be provided by the social work department and the individual students.

- Assessment of project success:

<table>
<thead>
<tr>
<th>Project Outcomes</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Development of a model and strategy for utilizing electronic Portfolios in the social work program.</td>
<td>1. This outcome will be attained when the model is in place and being used successfully.</td>
</tr>
<tr>
<td>2. Development of student leaders.</td>
<td>2. A focus group will be held at the end of the project where the 5 student assistants will be assessed regarding the development of their leadership skills.</td>
</tr>
<tr>
<td>3. All students utilizing the electronic Portfolios.</td>
<td>3. This outcome will be assessed through the observations of the project director, who will look both for the participation level of students, as well as their ability to design electronic Portfolios.</td>
</tr>
<tr>
<td>4. All professors utilizing the rubrics and strategies designed for evaluating the quality of the Portfolios.</td>
<td>4. After faculty have utilized the rubrics and strategies for one semester a focus group will be held where they can share their opinions.</td>
</tr>
</tbody>
</table>

- Timeline:

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2005</td>
<td>Two duty days for the project director to begin work on the overall project.</td>
</tr>
<tr>
<td>September 2005</td>
<td>Hiring of the 5 project assistants.</td>
</tr>
</tbody>
</table>
| September - November 2005 | - Researching various Portfolio models.  
- Selecting a model and adapting it for our use.  
- Designing a rubric for the assessment of Portfolios. |
| November - December 2005 | - Project assistants complete their own electronic Portfolios.  
- Three duty days for the project director. |
| January – February 2006 | - Project assistants train social work majors on the utilization of the electronic Portfolios.  
- Project director trains social work professors on the use of the assessment rubric and strategy. |
### Budget

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Brief Description</th>
<th>Grant Request</th>
<th>Matching Funds</th>
<th>Total Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Director: Gary S. Whitford</td>
<td>Reassigned Time – Faculty member, to oversee the development and testing of the electronic Portfolio, and supervise student staff.</td>
<td>$1301.00</td>
<td>$1301.00 Salaried time spent overseeing the student assistants as they research and train others.</td>
<td>$2602.00</td>
</tr>
<tr>
<td>Materials/Supplies</td>
<td>Paper, copying and printer supplies.</td>
<td>$100.00</td>
<td>$100.00 from department budget</td>
<td>$100.00</td>
</tr>
<tr>
<td>Student Stipends</td>
<td>Hourly wage for researching, designing, and tutoring.</td>
<td>$1500.00</td>
<td>$1500.00</td>
<td>$1500.00</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>$2801.00</td>
<td>$4202.00</td>
<td></td>
</tr>
</tbody>
</table>

- **Sign-offs:**
  - Department Chair, Sandy Robin 
  - COSS Dean, Ronald Farrell.

- **Previous Support:** No previous support from the SCSU Assessment Office. MNSCU Assessment Grant, 2000.