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ABSTRACT

This report presents the results of a survey of student assessment activities conducted by departments at Boise State University in Idaho. The university's 55 departments were asked to provide information on the evaluation process for their majors and for any core courses they offered. The survey found that most of the departments had completed mission statements and nearly three-fourths had goals and objectives for student learning. Less than half, however, had developed plans that show where each goal is addressed, and only about one-fourth have ways to measure how well each goal is being met. While over 90 percent of departments indicated that they used program review, student surveys of courses and faculty, and internships with performance feedback to collect assessment information, there were many differences in which other methods they employed. Departments were not nearly as advanced in developing assessment plans for the core courses they offered, with less than half having completed mission statements and only 9 percent having ways to measure how each goal is being met. Appendixes include a copy of the survey instrument and departmental listings of the stages in the development of assessment processes. (MDM)

Who's Doing What?
A Report on Assessment Activities at the Departmental Level

Research Report 96-05

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Boise State University
November 1996

Abstract

Who's Doing What?
A Report on Assessment Activities at the Departmental Level

This report covers the findings from a survey of departments on where they are in formalizing their assessment process and which ways of gathering information they have been using to judge the effectiveness of their programs. Seven stages in the assessment process were outlined beginning with developing a mission statement and ending with using the results to make program decisions. Though the process was assumed to be hierarchical, it was noted that some departments may find it more beneficial to first tackle a pressing issue and later return to developing mission statements when the usefulness of the process has been more firmly established and motivation is higher. Departments were asked to provide information on the process for their majors and for any core courses they offered.

A majority of departments are well underway in establishing an assessment process for their majors. Most (86%) have completed mission statements and almost three-fourths have goals and objectives for student learning. Less than half, however, have developed plans that show where each goal is addressed, and only about one-fourth have ways to measure how well each goal is being met.

The methods which departments employ to collect assessment information on their majors are varied. While over 90% indicate that they use program review, student surveys of courses and faculty, and internship experiences with performance feedback, there are many differences in which other methods they employ. These include senior capstone courses (53% using), standardized tests with national norms (38% using), portfolio reviews (31% using), common departmental tests (24% using), and surveys of programs and faculty that receive the department's completers (16% using).

Departments are not nearly as advanced in developing an assessment plan for the core courses they offer. Less than half have completed mission statements. Only two departments (9%) have

ways to measure how well each goal is being met. The most frequently used assessment methods are student surveys of courses and faculty (71% using) and course content consistency checks (67% using). About one-fourth use common departmental tests while 20% use retention figures.

Findings from the survey point to several places where action might occur. It is clear that general education core components will require more work than courses for departmental majors. In addition, greater clarity about what we want students to be able to do, know, and value is probably needed. A number of departments are well into the assessment process and could serve as exemplars and coaches for departments at earlier stages. As a start, the dialogue about assessment should be pursued in the upcoming academic year with particular attention to core courses. This dialogue is particularly timely as the University seeks ways to improve the one-year retention rate of 55% for new freshmen. More careful monitoring and assessment of core courses offer a significant opportunity to discover how to help more students succeed the first time in meeting core course requirements without lowering standards or changing important course goals. Currently, almost all new freshmen enroll in one or more core courses their first fall term and as much as 40% of the grades in some courses end as a D, F, or W.

Who's Doing What?
A Report on Assessment Activities at the Departmental Level

The recent history of assessment activities at Boise State University has been one of starts and stops. In the early 1990's, a director was hired who put together an outcomes assessment committee to oversee the development of assessment in the major and core courses. Departments wrote assessment plans, and some received seed money to undertake assessment activities. With the departure of the director in 1993 and other concerns pressing for attention, however, a concerted effort to undertake assessment was sidelined.

A visit by the Northwest Association of Schools and Colleges team in 1994 reactivated the concern for a more systematic approach to assessing institutional effectiveness and student outcomes. Legislation at the state level further emphasized the need to return to assessment activities. Toward this end, I was hired as Coordinator of Institutional Assessment in 1995. In my first year, in order to better understand what was happening at the departmental level in terms of assessment, I visited the departments within each college and followed up with a survey to summarize the state of assessment at the departmental level. This report is based on the results of that survey. I hope that by better understanding current departmental assessment practices what we should do next will become clearer.

The survey covered both assessment of the departmental major and of any pertinent core courses for which the department was responsible. It was completed by all departments (though some departments had multiple programs that were not always shown separately). Though limited to self-report and in some cases open to varying interpretations, the survey provides an overview of both the structure of the assessment process and the ways information is gathered to judge program effectiveness. A copy of the survey can be found in Appendix A.

Stages of Assessment or Developing a Mature Assessment Process

What does a mature assessment process look like? Departments with a mature process can tell you why they do what they do, what they expect of students, where in the program each goal is addressed, and how they know whether or not students have met departmental expectations. These departments can explain what they have learned through the assessment process and typically can point to programmatic decisions they have made based on the feedback they have received.

As departments start an assessment process, they usually will begin with a mission statement or statement of purpose, which may be considered Stage 1 of the process. By developing a mission or purpose statement, programs gain clarity about what is important to them and a touchstone for the further explication of the assessment process. A philosophy or belief statement that guides instruction usually is developed next; this can be thought of as Stage 2. In Stage 3, goals and objectives for student learning are developed. These lay out what students will do, not simply what faculty will teach. Stage 4 entails taking each objective and specifying where it will be met. Will it be in the classroom or laboratory? Does the student need to experience it through an internship? To further round out the picture of the assessment process, program managers then specify how to measure the extent to which each goal is being met (Stage 5). Will it be through classroom testing? Producing a product? Delivering a presentation? Making observations in a work setting?

Programs which have reached stage 5 have a fully developed assessment process. This is simply busywork, however, if no one attends to the results. A method to use the data to make judgments about the effectiveness of the program is needed. This can be as simple as a department meeting devoted to discussing findings or a committee to review and present results to the full faculty. Programs which have such a feedback mechanism are at Stage 6. Finally, Stage 7 programs have made decisions about the program as a result of reviewing data and are at the highest functioning level.

These stages are summarized below:

Stage:	Description:
1	Begins to develop mission statement
2	Has mission statement and/or philosophy/belief statement
3	Has completed goals and objectives for student learning
4	Has developed plan for where and how each goal is addressed
5	Has ways to measure how well each goal is being met
6	Has a formal process for reviewing and feeding back the information that has been gathered
7	Decisions have been made about the program as a result of reviewing data

The formal process is assumed to be a hierarchical one. Thus, a department that has goals and objectives, but lacks either a mission statement or a philosophy/belief statement to guide instruction, will be placed at stage 1. Even if a department indicates decisions have been made as a result of reviewing data, the department will be placed at an earlier stage unless all of the previous steps have also been completed. Departments, for example, that have goals and objectives and ways to measure them, but lack a plan that articulates where each goal is addressed will probably return to that step when results show that students are not doing well in a particular area. The department will have to ask, "Where is this being taught?" in order to adjust the program. In other words, even if a department does not start at stage 1 before the assessment process is fully developed and functional, the department will need to return to the earlier stages. And for many departments, the very beginning is not the place to start. Departments beginning the assessment process may find it more engaging and beneficial to first tackle a pressing issue. This may provide the motivation and momentum needed to get off dead center which are not found in debating mission and goals. Later, departments may choose to complete the process by returning to stage 1.

Assessment of the Major

Departments were first asked on the survey where they currently stood in the development of a mission statement, philosophy/belief statements that guide instruction, goals and objectives for student learning, a plan that shows where each goal is addressed, and ways to measure how well

each goal is being met. For each of these components, departments were to indicate whether the component had been completed, was currently under review, in the planning stages but not yet begun, or not being considered. The results are shown in Table 1.

Table 1

Developing an Assessment Plan for Majors

Components of Assessment	Percent Who				
	Completed	Under Review	Planning	Not Considered	No Response
A mission statement or statement of purpose	85.5	9.1	1.8	1.8	1.8
Philosophy/belief statements that guide instruction	70.9	12.7	3.6	7.3	5.5
Goals and objectives for student learning	72.7	10.9	1.8	5.5	9.1
A plan that shows where each goal is addressed	49.1	10.9	20.0	12.7	7.3
Ways to measure how well each goal is being met	27.3	14.5	34.5	14.5	9.1

*Based on 55 departments

Most departments (85%) have completed mission statements. Fully 70% indicate that they followed this with a philosophy statement that would guide instruction, while 72% said they have identified goals for student learning. Only a few of the departments indicate that they are not considering these components of assessment. Much of this activity is probably due to the assessment initiatives begun in the early 90's.

Completion of the next two steps--specifying where each goal will be addressed and developing ways to measure how well each goal is being attained--is less common. Only about half the departments indicate that they have completed such a plan, though an additional 30% are either reviewing a plan or in the process of developing one. Even fewer have developed ways to measure how well each goal is being met; 15 departments or 27% say they have measures while slightly less than half are either reviewing this process or planning on starting it.

At the end of the survey departments were asked if a formalized mechanism existed in their department to make use of information gathered to improve programs. About 60% answered affirmatively. This process typically involves technical advisory committees (especially in the College of Technology), student evaluations which are reviewed by the instructor (though many

other departments besides these undoubtedly also use this process), and department meetings or departmental curriculum committees where data are discussed. The Military Science department probably has the most extensive process that includes annual internal and external audits, capstone assessment, and annual program review.

Departments were also asked if they had made any decisions about the program as a result of reviewing data, and about 75% indicated that they have. This is somewhat surprising since a number of these departments had previously indicated that they didn't have student goals or even a formal process for reviewing data. Probably the data are things such as instructor reports and student grades since most departments indicate that data have been used to conduct curriculum updates. There were some exceptions. Accounting, for example, has used a needs assessment to determine the needs for their new MS-taxation degree, and its advisory board helped revise the curriculum.

Table 2 shows the number and percent of the departments that are at each stage of the formal process. Note that the stages range from the initial step of developing a mission statement all the way to completing the process and using the data to make decisions. Only a few (13% or 7) departments are still at stage 1, in need of finalizing a mission statement or philosophy/beliefs statement. Almost half of the departments are at Stage 3 (developing goals for student learning) or stage 4 (preparing a plan that shows where each goal is addressed in the curriculum). There are ten departments at stage 7, the final stage of the assessment process They are Music, Nursing, Respiratory Therapy, Health Studies, Electrical Lineworker, Professional Truck Driving, the Public Affairs Program, Social Work, Military Science, and Refrigeration, Heating and Air Conditioning. The main commonality among this group is that most have strong accrediting boards or oversight boards for their programs. For a full listing of the departments at each stage, see Appendix B.

On the second half of the survey, departments were asked to indicate which methods of assessment they used and how frequently they were used. As shown by Table 3, almost all

departments (95%) indicate that they use internal program review at least occasionally. And slightly more use student surveys of courses and/or faculty. These data indicate that the internal program review process is well underway, even though the formal University-wide

Table 2

Percent of Departments at Each Stage in Assessing their Majors

Stage	Frequency	Percent
1 Mission	7	12.7
2 Philosophy/Beliefs	8	14.5
3 Goals & Objectives	14	22.5
4 Where Goal Addressed	13	23.6
5 Measuring Goals	1	1.8
6 Review Process	2	3.6
7 Action from Findings	10	18.2

process has just completed its first year. It also shows how widely student course evaluations are used. For a full listing of departments who indicate that they use each assessment method at least occasionally, see Appendix C.

Over 90% of departments also have internship experiences (with performance feedback) for their majors. This brings a "real world" component to assessment. Ultimately, the success of this form of assessment depends on how extensively students are observed in the work environment and how well feedback matches program objectives (e.g., it is probably less helpful from a program perspective to hear that the student was punctual and productive than it is to hear that the student was able to use the software available at the work site and develop a new database).

Over one-third (38% or 21 departments) use a standardized test with national norms. This includes departments such as Biology, Modern Languages, Nursing, and Social Work. Somewhat fewer (31% or 17 departments) use portfolio assessment. As expected, departments such as Art

Table 3
Methods of Collecting Assessment Information for Majors
(N=55)

	MAJOR	
Method	N Selecting	% Selecting
Student surveys of courses/faculty	53	96%
Internal program review	52	95%
Internship experiences (with performance feedback)	51	93%
External program review	48	87%
Informal student feedback (group sharing, committee participation)	48	87%
Course sequencing review	48	87%
Alumni surveys/follow up of completers	47	85%
Individual instructor exams tied to objectives	47	85%
Performance activities/skills demonstrations	46	84%
Completer/Graduate surveys	45	82%
Community needs assessment	45	82%
Course content consistency checks	45	82%
Graduation figures	43	78%
Student surveys of needs	40	73%
Student surveys of support services (advisement, labs, facilities)	39	71%
Retention figures	38	69%
Advisory committee feedback	37	67%
Grading consistency checks	34	62%
Employer surveys of graduates	33	60%
Community surveys of program perceptions	32	58%
Course progression success rates	32	58%
Followup of leavers	31	56%
Senior capstone courses/projects	29	53%
Standardized tests with national norms	21	38%
Portfolios that are reviewed and judged	17	31%
Common departmental tests	13	24%
Surveys of faculty/departments who receive course/program completers	9	16%

and English are on this list, but so are Anthropology, Radiologic Sciences and technical programs such as Fire Service Technology and Refrigeration and Heating.

Two methods that are the least likely to be used are common departmental tests (in use by 13 or 24% of departments) and surveys of faculty or programs who receive students after they have completed the program or core course(s) offered by the department (in use by 9 or 16% of the departments).

Assessment of the Core Courses Offered

Of the 55 departments, 22 offer one or more core courses. Students can choose among 26 approved courses in Area I Arts and Humanities, among 23 approved courses in Area II Social Sciences, and among 29 approved courses in Area III Natural Science and Mathematics. Responsibility for core courses resides in the department, and a coordinated approach to assessing the impact of core courses as a whole on student learning has not been attempted.

As shown by Table 4, departments are not nearly as far in developing an assessment plan for their core courses as they are for their majors. Less than half indicate that they have completed mission statements while less than one-third have either philosophy statements to guide instruction or goals and objectives for student learning. Practically no one has a plan that shows where each goal is being addressed (3 departments or 14%) or have ways to measure how well each goal is being met (2 departments or 9%).

Table 4

Developing an Assessment Plan for Core Courses

	Percent Who				
	Completed	Under Review	Planning	Not Considered	No Response
A mission statement or statement of purpose	45.5	9.1	4.5	18.2	22.7
Philosophy/belief statements that guide instruction	31.8	18.2	4.5	13.6	31.8
Goals and objectives for student learning	31.8	18.2	4.5	9.1	36.4
A plan that shows where each goal is addressed	13.6	13.6	18.2	22.7	31.8
Ways to measure how well each goal is being met	9.1	22.7	13.6	22.7	31.8

*Based on 22 departments

Thus, it is not surprising to find most departments (50%) are still at stage 1--in need of a mission statement. Only four departments (or 18%) have completed goals and objectives for student learning. Only one department, Social Work, has a fully developed assessment process for its core courses and is at Stage 7. More details can be found in Table 5. A listing of departments at each stage is in Appendix D.

Table 5

Percent of Departments at Each Stage in Assessing their Core Offerings

(N=22)

Stage	Frequency	Percent
1 Mission	11	50.0
2 Philosophy/Beliefs	4	18.2
3 Goals & Objectives	4	18.2
4 Where goal addressed	2	9.1
7 Action from findings	1	4.5

The method most frequently used (71%) to collect assessment information is student surveys of courses/faculty (see Table 6). About two-thirds of the departments use course content consistency checks to ensure that similar material or objectives are being met in all the various sections of the same course. These figures can be compared to those for methods of assessing majors where 95% of the departments use student surveys and 82% use course consistency checks in some form or other.

The only other methods that more than half the departments currently use are internal program review (62%), external program review (52%) and individual instructor exams which have been tied to common course objectives (52%). Admittedly, some of the methods do not appear to relate very well to core course evaluation (e.g., senior capstone courses/projects, employer surveys of graduates). Departments which selected these were probably thinking of their majors instead of core course completers.

Table 6
Methods of Collecting Assessment Information for Core
(N=22)

Method	N Selecting	% Selecting
Student surveys of courses/faculty	15	71%
Course content consistency checks	14	67%
Internal program review	13	62%
External program review	11	52%
Individual instructor exams tied to objectives	11	52%
Grading consistency checks	10	48%
Course sequencing review	9	43%
Performance activities/skills demonstrations	7	33%
Informal student feedback (group sharing, committee participation)	7	33%
Common departmental tests	5	24%
Portfolios that are reviewed and judged	4	19%
Student surveys of support services (advisement, labs, facilities)	4	19%
Retention figures	4	19%
Standardized tests with national norms	3	14%
Student surveys of needs	3	14%
Alumni surveys/follow up of completers	3	14%
Community needs assessment	3	14%
Internship experiences (with performance feedback)	2	10%
Completer/Graduate surveys	2	10%
Graduation figures	2	10%
Advisory committee feedback	2	10%
Senior capstone courses/projects	1	5%
Community surveys of program perceptions	1	5%
Employer surveys of graduates	1	5%

Summary and Conclusions

Departments at Boise State University are at all stages of the assessment process. Some still need mission statements. Others have the process in place but need better ways of reviewing and acting on the information they have gathered. It is very clear, however, that much more progress has been made in assessing departmental majors than in assessing student outcomes in general education core courses.

Departments have also chosen a variety of methodologies to assess educational goals. Some methods are common to almost all departments (e.g., more than 90% indicated they used internal program review, student surveys of courses/faculty, and internship experiences with performance feedback). Other methods, however, are being used by a smaller subset of departments (e.g., portfolios, common departmental tests, senior capstone courses/projects, community and employer surveys).

Throughout this report, the assessment process was assumed to be a hierarchical one, with later stages depending upon the completion of earlier ones. This is an oversimplification of the data which show that some departments have completed later stages (e.g., goals and objectives) but not earlier ones (e.g., mission statements). It is more accurate to say that there are several places in the process that departments might begin. However, to have a fully developed process, departments would need to complete the earlier steps eventually.

It is also likely that we are not always speaking the same language. It sometimes seemed respondents had different things in mind even when using the same language. It would probably be helpful to work on gaining some common understandings of what we mean when we say "goals and objectives" or "individual instructor exams tied to objectives" or "portfolios." Again, part of this process could also include attention to details on how different departments use various methods to gain results that best fit their needs.

Clearly, Boise State University has further work to do with regard to development and implementation of assessment. One critical area highlighted by the survey is the assessment of core courses. This will be a major topic when the next reaccreditation visit takes place in 1999, so work must begin soon in this area. In addition, any efforts to address the retention of new students should undoubtedly involve attention to the assessment of core courses. More careful monitoring and assessment of core courses offer a significant opportunity to discover how to help more students succeed the first time in meeting core course requirements without lowering standards or changing important course goals. Currently, almost all new freshmen enroll in one or more core courses their first fall term and as much as 40% of the grades in some courses end as a D, F, or W.

We also probably need to gain more clarity about what we want students to achieve. What should they be able to do? What should they know and what should they value? A dialogue on these questions will need to take place at department meetings but also within the committee appointed to re-visit the general education core and in other college-wide and university-wide forums.

Findings show that we already have a number of exemplars in departments which have fully developed assessment processes. Perhaps it is time, then, to learn from one another. A cadre of departments who would be willing to help others at earlier stages in the process could be very effective. Especially with regard to less commonly used methodologies, departments could serve as resources for each other. Discussion of how to handle senior capstone courses and/or projects could be particularly effective since this process provides an excellent opportunity for programs to affirm that their majors have accomplished intended goals and to evaluate various program components.

Though Boise State University has much work that remains to be done in the area of assessment, the University is not lagging behind the pack when compared to assessment activities at other four-year institutions. A recent national study (Steele, 1996) indicates that 14% of the institutions

that responded still have no clear commitment or mandate to initiate an assessment program. The bulk of the respondents (56%) are exactly where Boise State University is: at the planning/startup stage, mainly reflecting administrative initiative and exploration of options. A fourth of the institutions are at the implementation stage, reflecting commitment to at least one standardized instrument and/or systematic data collection process. The remaining 5% are at the utilization/acceptance stage, reflecting an institutionalized assessment program with faculty involvement and use of results. No responding institutions are at the commitment stage, reflecting integration of assessment into decision-making and the change process with widespread faculty involvement.

Because we have few resources to devote to assessment--both in terms of time and dollars--we will need to work smart. That will be the goal in the coming academic year.

Steele, J. M. Postsecondary Assessment Needs: Implications for State Policy. In *Assessment Update,* March-April 1996, Vol 8, No 2, pp. 1,2,12-13, 15.

Appendix A

Appendix A

Survey of Departmental Assessment Activities
Spring, 1995

Assessment works best if it occurs within a context and structure. The following questions are designed to discover how formalized the process is for viewing the delivery of curricula within your department. *For each of the following, indicate whether the task has been ①completed, ②currently under review, ③in the planning stages but not yet begun, or ④not being considered. Respond for both the program you offer your majors and for any core courses which your department may offer; if your department does NOT offer any core courses, leave that section blank.*

	Major	Core
1. A mission statement or statement of purpose	① ② ③ ④	① ② ③ ④
2. Philosophy/belief statements that guide instruction	① ② ③ ④	① ② ③ ④
3. Goals and objectives for student learning	① ② ③ ④	① ② ③ ④
4. A plan that shows where each goal is addressed	① ② ③ ④	① ② ③ ④
5. Ways to measure how well each goal is being met	① ② ③ ④	① ② ③ ④

Please attach any documentation available on mission, goals, assessment plans, etc.

The following list covers many of the ways information can be gathered on how well a program is working and whether students are learning the things you expect. *Please indicate which of the following methods your department uses and how frequently. Select ①if the activity occurs every term; select ②if this is something that is done annually; select ③if your department has occasionally gathered this kind of information but not on a regular basis; pick ④if you never use this method.* First indicate what you do to assess your majors, then indicate what you do to assess the core offerings you provide, if any.

	Major	Core
1. Internal program review	① ② ③ ④	① ② ③ ④
2. External program review	① ② ③ ④	① ② ③ ④
3. Standardized tests with national norms	① ② ③ ④	① ② ③ ④
4. Common departmental tests	① ② ③ ④	① ② ③ ④
5. Individual instructor exams tied to objectives	① ② ③ ④	① ② ③ ④
6. Portfolios that are reviewed and judged	① ② ③ ④	① ② ③ ④
7. Senior capstone courses/projects	① ② ③ ④	① ② ③ ④
8. Internship experiences (with performance feedback)	① ② ③ ④	① ② ③ ④
9. Performance activities/skills demonstrations	① ② ③ ④	① ② ③ ④
10. Student surveys of courses/faculty	① ② ③ ④	① ② ③ ④
11. Student surveys of support services (advisement, labs, facilities)	① ② ③ ④	① ② ③ ④
12. Student surveys of needs	① ② ③ ④	① ② ③ ④
13. Completer/Graduate surveys	① ② ③ ④	① ② ③ ④
14. Alumni surveys/follow up of completers	① ② ③ ④	① ② ③ ④

	Major	Core
15. Followup of leavers	① ② ③ ④	① ② ③ ④
16. Community needs assessment	① ② ③ ④	① ② ③ ④
17. Community surveys of program perceptions	① ② ③ ④	① ② ③ ④
18. Employer surveys of graduates	① ② ③ ④	① ② ③ ④
19. Surveys of faculty/departments who receive course/program completers	① ② ③ ④	① ② ③ ④
20. Retention figures	① ② ③ ④	① ② ③ ④
21. Graduation figures	① ② ③ ④	① ② ③ ④
22. Course progression success rates	① ② ③ ④	① ② ③ ④
23. Advisory committee feedback	① ② ③ ④	① ② ③ ④
24. Informal student feedback (group sharing, committee participation)	① ② ③ ④	① ② ③ ④
25. Course sequencing review	① ② ③ ④	① ② ③ ④
26. Course content consistency checks	① ② ③ ④	① ② ③ ④
27. Grading consistency checks	① ② ③ ④	① ② ③ ④

28. Other:_____

_____

_____

Please attach an example of one of the assessment activities/processes you indicated that you have done at least occasionally.

29. Does a formalized mechanism exist to feedback information gathered to improve programs? Yes ① No ②

If yes, please describe the process._____

_____

_____

30. Have you made any decisions about the program as a result of reviewing data? Yes ① No ②

If yes, give one example._____

_____

_____

Name of Department: _____ *Location:* _____

Person Completing Survey: _____ *Phone:* _____

Please return this survey to Marcia Belcher, B319 by 2-28-96. Call extension 1117 if you have questions or comments.

Appendix B

Appendix B
Stages in Developing an Assessment Process for Majors by Department

Stage 1
UNDERGRADUATE CORE TEAM - (COB)
PSYCHOLOGY
FIRE SERVICE TECHNOLOGY
MODERN LANGUAGES
ACCOUNTING
ART
COMPUTER INFORMATION SYSTEMS & PRODUCTIONS MANAGEMENT

STAGE 2
CHEMISTRY
PHYSICS
THEATRE ARTS
ECONOMICS
CRIMINAL JUSTICE
ENGLISH
CONSTRUCTION MANAGEMENT
LEGAL ASSISTANT PROGRAM

STAGE 3
HPER
ELEMENTARY EDUCATION
COUNSELING
ANTHROPOLOGY
INDUSTRIAL MECHANICAL
MANAGEMENT
SOCIOLOGY
COMMUNICATION
POLITICAL SCIENCE
INSTRUCTIONAL & PERFORMANCE TECHNOLOGY
BIOLOGY
GEOSCIENCES
SEC. ED./FOUNDATION AND TECHNOLOGY
HEALTH & SERVICES (VOCATIONAL EDUCATION)

STAGE 4
WELDING METAL FABRICATION
HEAVY DUTY MECHANICS
AUTOMOTIVE TECHNOLOGY
INDUSTRIAL MAINTENANCE TECHNOLOGY
RECREATIONAL AND SMALL ENGINE REPAIR
MACHINE TOOL TECHNOLOGY
AUTO BODY
HISTORY
RADIOLOGIC SCIENCES
MATHEMATICS & COMPUTER SCIENCE
MARKETING/MGT. TECH
BUSINESS TECHNOLOGY
FINANCE & MARKETING

Appendix B
Stages in Developing an Assessment Process for Majors by Department

STAGE 5

INDUSTRIAL TECHNOLOGY

STAGE 6

ADULT FARM MANAGEMENT
PHILOSOPHY

STAGE 7

MUSIC
NURSING
REFRIGERATION, HEATING AND AIR CONDITIONING
ELECTRICAL LINEWORKER
PROFESSIONAL TRUCK DRIVING
PUBLIC AFFAIRS PROGRAM
MILITARY SCIENCE
RESPIRATORY THERAPY
HEALTH STUDIES
SOCIAL WORK

Appendix C

Appendix C

Departments Using Each Assessment Approach for their Majors Courses

INTERNAL PROGRAM REVIEW (N=52)

ACCOUNTING	FIRE SERVICE TEC	MUSIC
ADULT FARM MANAG	GEOSCIENCES	NURSING
ANTHROPOLOGY	HEALTH & SERVICES	PHILOSOPHY
ART	HEALTH STUDIES	PHYSICS
AUTO BODY	HEAVY DUTY MECHA	POLITICAL SCIENC
AUTOMOTIVE TECHN	HISTORY	PROF. TRUCK DRIVING
BIOLOGY	HPER	PSYCHOLOGY
BUSINESS TECH	INDUSTRIAL MAINT	PUBLIC AFFAIRS P
CHEMISTRY	INDUSTRIAL MECHA	RADIOLOGIC SCIEN
CIS/PM	INDUSTRIAL TECHN	RECREATIONAL AND
COMMUNICATION	INSTR. & PERF. TECH.	REFRIG. & HEATING
CONSTRUCTION MAN	LEGAL ASSISTANT	RESPIRATORY THER
COUNSELING	MACHINE TOOL TEC	SEC. ED./FOUNDAT
CRIMINAL JUSTICE	MANAGEMENT	SOCIAL WORK
ELEC. LINEWORKER	MARK./MGT. TECH.	SOCIOLOGY
ELEMENTARY ED	MATHEMATICS & CO	THEATRE ARTS
ENGLISH	MILITARY SCIENCE	WELDING METAL FA
FINANCE & MARKET		

EXTERNAL PROGRAM REVIEW (N=48)

ACCOUNTING	FINANCE & MARKET	MILITARY SCIENCE
ADULT FARM MANAG	FIRE SERVICE TEC	NURSING
ANTHROPOLOGY	GEOSCIENCES	PHYSICS
ART	HEALTH & SERVICES	POLITICAL SCIENC
AUTO BODY	HEALTH STUDIES	PROF. TRUCK DRIVING
AUTOMOTIVE TECHN	HEAVY DUTY MECHA	PSYCHOLOGY
BIOLOGY	HISTORY	PUBLIC AFFAIRS P
BUSINESS TECH	HPER	RADIOLOGIC SCIEN
CHEMISTRY	INDUSTRIAL MAINT	RECREATIONAL AND
COMMUNICATION	INDUSTRIAL MECHA	REFRIG. & HEATING
CONSTRUCTION MAN	INDUSTRIAL TECHN	RESPIRATORY THER
COUNSELING	LEGAL ASSISTANT	SEC. ED./FOUNDAT
CRIMINAL JUSTICE	MACHINE TOOL TEC	SOCIAL WORK
ECONOMICS	MANAGEMENT	SOCIOLOGY
ELEC. LINEWORKER	MARK./MGT. TECH.	THEATRE ARTS
ELEMENTARY ED	MATHEMATICS & CO	WELDING METAL FA

STANDARDIZED TESTS WITH NATIONAL NORMS (N=21)

ADULT FARM MANAG	HPER	PHYSICS
BIOLOGY	INDUSTRIAL MECHA	POLITICAL SCIENC
CHEMISTRY	INDUSTRIAL TECHN	PUBLIC AFFAIRS P
COUNSELING	MANAGEMENT	RADIOLOGIC SCIEN
ELEMENTARY ED	MATHEMATICS & CO	RESPIRATORY THER
FIRE SERVICE TEC	MODERN LANGUAGES	SOCIAL WORK
HEALTH & SERVICES	NURSING	SOCIOLOGY

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Appendix C

Departments Using Each Assessment Approach for their Majors Courses

COMMON DEPARTMENTAL TESTS (N=13)

ACCOUNTING	INDUSTRIAL TECHN	PROF. TRUCK DRIVING
CHEMISTRY	INSTR. & PERF. TECH.	REFRIG. & HEATING
ELEC. LINEWORKER	MODERN LANGUAGES	RESPIRATORY THER
ELEMENTARY ED	MUSIC	SEC. ED./FOUNDAT
HEALTH & SERVICES		

INDIVIDUAL INSTRUCTOR EXAMS TIED TO OBJECTIVES (N=47)

ACCOUNTING	FINANCE & MARKET	MUSIC
ADULT FARM MANAG	FIRE SERVICE TEC	NURSING
ANTHROPOLOGY	HEALTH & SERVICES	POLITICAL SCIENC
ART	HEALTH STUDIES	PROF. TRUCK DRIVING
AUTO BODY	HEAVY DUTY MECHA	PSYCHOLOGY
AUTOMOTIVE TECHN	HISTORY	PUBLIC AFFAIRS P
BIOLOGY	HPER	RADIOLOGIC SCIEN
BUSINESS TECH	INDUSTRIAL MAINT	RECREATIONAL AND
CIS/PM	INDUSTRIAL MECHA	REFRIG. & HEATING
COMMUNICATION	INDUSTRIAL TECHN	RESPIRATORY THER
CONSTRUCTION MAN	INSTR. & PERF. TECH.	SEC. ED./FOUNDAT
COUNSELING	LEGAL ASSISTANT	SOCIAL WORK
ECONOMICS	MACHINE TOOL TEC	SOCIOLOGY
ELEC. LINEWORKER	MANAGEMENT	THEATRE ARTS
ELEMENTARY ED	MARK./MGT. TECH.	WELDING METAL FA
ENGLISH	MILITARY SCIENCE	

PORTFOLIOS THAT ARE REVIEWED AND JUDGED (N=17)

ADULT FARM MANAG	ENGLISH	RADIOLOGIC SCIEN
ANTHROPOLOGY	FIRE SERVICE TEC	REFRIG. & HEATING
ART	INDUSTRIAL TECHN	RESPIRATORY THER
CHEMISTRY	MATHEMATICS & CO	SEC. ED./FOUNDAT
COMMUNICATION	MUSIC	SOCIAL WORK
COUNSELING	POLITICAL SCIENC	

SENIOR CAPSTONE COURSES/PROJECTS (N=29)

ANTHROPOLOGY	FINANCE & MARKET	MUSIC
ART	ENGLISH	NURSING
CHEMISTRY	GEOSCIENCES	PHYSICS
CIS/PM	HEALTH STUDIES	PSYCHOLOGY
COMMUNICATION	HPER	PUBLIC AFFAIRS P
CONSTRUCTION MAN	INDUSTRIAL TECHN	RESPIRATORY THER
COUNSELING	INSTR. & PERF. TECH.	SEC. ED./FOUNDAT
CRIMINAL JUSTICE	MANAGEMENT	SOCIOLOGY
ECONOMICS	MILITARY SCIENCE	THEATRE ARTS
ELEMENTARY ED	MODERN LANGUAGES	

Appendix C

Departments Using Each Assessment Approach for their Majors Courses

INTERNSHIP EXPERIENCES (WITH PERFORMANCE FEEDBACK) (N=51)

ACCOUNTING	FINANCE & MARKET	MODERN LANGUAGES
ANTHROPOLOGY	FIRE SERVICE TEC	MUSIC
ART	GEOSCIENCES	NURSING
AUTO BODY	HEALTH STUDIES	PHYSICS
AUTOMOTIVE TECHN	HEAVY DUTY MECHA	POLITICAL SCIENC
BIOLOGY	HISTORY	PROF. TRUCK DRIVING
BUSINESS TECH	HPER	PSYCHOLOGY
CHEMISTRY	INDUSTRIAL MAINT	PUBLIC AFFAIRS P
CIS/PM	INDUSTRIAL MECHA	RADIOLOGIC SCIEN
COMMUNICATION	INDUSTRIAL TECHN	RECREATIONAL AND
CONSTRUCTION MAN	INSTR. & PERF. TECH.	REFRIG. & HEATING
COUNSELING	LEGAL ASSISTANT	RESPIRATORY THER
CRIMINAL JUSTICE	MACHINE TOOL TEC	SEC. ED./FOUNDAT
ECONOMICS	MANAGEMENT	SOCIAL WORK
ELEC. LINEWORKER	MARK./MGT. TECH.	SOCIOLOGY
ELEMENTARY ED	MATHEMATICS & CO	THEATRE ARTS
ENGLISH	MILITARY SCIENCE	WELDING METAL FA

PERFORMANCE ACTIVITIES/SKILLS DEMONSTRATIONS (N=46)

ACCOUNTING	HEALTH & SERVICES	NURSING
ADULT FARM MANAG	HEALTH STUDIES	PHILOSOPHY
ANTHROPOLOGY	HEAVY DUTY MECHA	PHYSICS
ART	HISTORY	POLITICAL SCIENC
AUTO BODY	HPER	PROF. TRUCK DRIVING
AUTOMOTIVE TECHN	INDUSTRIAL MAINT	PUBLIC AFFAIRS P
BUSINESS TECH	INDUSTRIAL MECHA	RADIOLOGIC SCIEN
CIS/PM	INDUSTRIAL TECHN	RECREATIONAL AND
COMMUNICATION	INSTR. & PERF. TECH.	REFRIG. & HEATING
CONSTRUCTION MAN	MACHINE TOOL TEC	RESPIRATORY THER
COUNSELING	MANAGEMENT	SEC. ED./FOUNDAT
ELEC. LINEWORKER	MARK./MGT. TECH.	SOCIAL WORK
ELEMENTARY ED	MILITARY SCIENCE	SOCIOLOGY
FINANCE & MARKET	MODERN LANGUAGES	THEATRE ARTS
FIRE SERVICE TEC	MUSIC	WELDING METAL FA
GEOSCIENCES		

Appendix C

Departments Using Each Assessment Approach for their Majors Courses

STUDENT SURVEYS OF COURSES/FACULTY (N=53)

ACCOUNTING	FINANCE & MARKET	MODERN LANGUAGES
ADULT FARM MANAG	FIRE SERVICE TEC	MUSIC
ANTHROPOLOGY	GEOSCIENCES	NURSING
ART	HEALTH & SERVICES	PHILOSOPHY
AUTO BODY	HEALTH STUDIES	PHYSICS
AUTOMOTIVE TECHN	HEAVY DUTY MECHA	POLITICAL SCIENC
BIOLOGY	HISTORY	PROF. TRUCK DRIVING
BUSINESS TECH	HPER	PSYCHOLOGY
CHEMISTRY	INDUSTRIAL MAINT	PUBLIC AFFAIRS P
CIS/PM	INDUSTRIAL MECHA	RADIOLOGIC SCIEN
COMMUNICATION	INDUSTRIAL TECHN	RECREATIONAL AND
CONSTRUCTION MAN	INSTR. & PERF. TECH.	REFRIG. & HEATING
COUNSELING	LEGAL ASSISTANT	RESPIRATORY THER
CRIMINAL JUSTICE	MACHINE TOOL TEC	
ECONOMICS	MANAGEMENT	SEC. ED./FOUNDAT
ELEC. LINEWORKER	MARK./MGT. TECH.	SOCIOLOGY
ELEMENTARY ED	MATHEMATICS & CO	THEATRE ARTS
ENGLISH	MILITARY SCIENCE	WELDING METAL FA

STUDENT SURVEYS OF SUPPORT SERVICES (Advisement, labs, facilities) (N=39)

ADULT FARM MANAG	HEALTH & SERVICES	NURSING
ANTHROPOLOGY	HEALTH STUDIES	PHYSICS
ART	HEAVY DUTY MECHA	POLITICAL SCIENC
AUTO BODY	HPER	PROF. TRUCK DRIVING
AUTOMOTIVE TECHN	INDUSTRIAL MAINT	PUBLIC AFFAIRS P
BUSINESS TECH	INDUSTRIAL MECHA	RADIOLOGIC SCIEN
COMMUNICATION	INDUSTRIAL TECHN	RECREATIONAL AND
COUNSELING	LEGAL ASSISTANT	REFRIG. & HEATING
ECONOMICS	MACHINE TOOL TEC	RESPIRATORY THER
ELEC. LINEWORKER	MANAGEMENT	SEC. ED./FOUNDAT
ELEMENTARY ED	MARK./MGT. TECH.	SOCIOLOGY
FIRE SERVICE TEC	MATHEMATICS & CO	THEATRE ARTS
GEOSCIENCES	MODERN LANGUAGES	WELDING METAL FA

STUDENT SURVEYS OF NEEDS (N=40)

ACCOUNTING	GEOSCIENCES	NURSING
ADULT FARM MANAG	HEALTH & SERVICES	PHYSICS
ANTHROPOLOGY	HEALTH STUDIES	POLITICAL SCIENC
ART	HPER	PROF. TRUCK DRIVING
AUTO BODY	INDUSTRIAL MAINT	PUBLIC AFFAIRS P
AUTOMOTIVE TECHN	INDUSTRIAL MECHA	RADIOLOGIC SCIEN
CIS/PM	INDUSTRIAL TECHN	RECREATIONAL AND
COMMUNICATION	INSTR. & PERF. TECH.	REFRIG. & HEATING
CONSTRUCTION MAN	LEGAL ASSISTANT	RESPIRATORY THER
COUNSELING	MACHINE TOOL TEC	SOCIOLOGY
CRIMINAL JUSTICE	MANAGEMENT	THEATRE ARTS
ELEC. LINEWORKER	MATHEMATICS & CO	WELDING METAL FA
ELEMENTARY ED	MILITARY SCIENCE	
FIRE SERVICE TEC	MUSIC	

Appendix C

Departments Using Each Assessment Approach for their Majors Courses

COMPLETER/GRADUATE SURVEYS (N=45)

ACCOUNTING	GEOSCIENCES	PHILOSOPHY
ADULT FARM MANAG	HEALTH & SERVICES	PHYSICS
ANTHROPOLOGY	HEALTH STUDIES	POLITICAL SCIENC
AUTO BODY	HEAVY DUTY MECHA	PROF. TRUCK DRIVING
AUTOMOTIVE TECHN	HPER	PSYCHOLOGY
BIOLOGY	INDUSTRIAL MAINT	PUBLIC AFFAIRS P
CHEMISTRY	INDUSTRIAL MECHA	RADIOLOGIC SCIEN
CIS/PM	INDUSTRIAL TECHN	RECREATIONAL AND
COMMUNICATION	INSTR. & PERF. TECH.	REFRIG. & HEATING
CONSTRUCTION MAN	LEGAL ASSISTANT	RESPIRATORY THER
COUNSELING	MACHINE TOOL TEC	SEC. ED./FOUNDAT
ECONOMICS	MANAGEMENT	SOCIAL WORK
ELEC. LINEWORKER	MATHEMATICS & CO	SOCIOLOGY
ELEMENTARY ED	MUSIC	WELDING METAL FA
ENGLISH	NURSING	
FIRE SERVICE TEC		

ALUMNI SURVEYS/FOLLOW-UP OF COMPLETERS (N=47)

ACCOUNTING	FINANCE & MARKET	MUSIC
ANTHROPOLOGY	FIRE SERVICE TEC	NURSING
AUTO BODY	GEOSCIENCES	PHILOSOPHY
AUTOMOTIVE TECHN	HEALTH & SERVICES	PHYSICS
BIOLOGY	HEALTH STUDIES	POLITICAL SCIENC
BUSINESS TECH	HEAVY DUTY MECHA	PROF. TRUCK DRIVING
CHEMISTRY	HISTORY	PSYCHOLOGY
CIS/PM	HPER	PUBLIC AFFAIRS P
COMMUNICATION	INDUSTRIAL MAINT	RADIOLOGIC SCIEN
CONSTRUCTION MAN	INDUSTRIAL MECHA	RECREATIONAL AND
COUNSELING	INDUSTRIAL TECHN	REFRIG. & HEATING
CRIMINAL JUSTICE	LEGAL ASSISTANT	RESPIRATORY THER
ECONOMICS	MACHINE TOOL TEC	SOCIAL WORK
ELEC. LINEWORKER	MANAGEMENT	THEATRE ARTS
ELEMENTARY ED	MARK./MGT. TECH.	WELDING METAL FA
ENGLISH	MATHEMATICS & CO	

FOLLOW-UP OF LEAVERS (N=31)

ANTHROPOLOGY	FIRE SERVICE TEC	MARK./MGT. TECH.
AUTO BODY	GEOSCIENCES	NURSING
AUTOMOTIVE TECHN	HEALTH & SERVICES	PHILOSOPHY
BIOLOGY	HEALTH STUDIES	PROF. TRUCK DRIVING
BUSINESS TECH	HEAVY DUTY MECHA	PUBLIC AFFAIRS P
COMMUNICATION	INDUSTRIAL MAINT	RECREATIONAL AND
CONSTRUCTION MAN	INDUSTRIAL MECHA	REFRIG. & HEATING
COUNSELING	INDUSTRIAL TECHN	RESPIRATORY THER
ECONOMICS	INSTR. & PERF. TECH.	THEATRE ARTS
ELEC. LINEWORKER	LEGAL ASSISTANT	WELDING METAL FA
	MACHINE TOOL TEC	

Appendix C

Departments Using Each Assessment Approach for their Majors Courses

COMMUNITY NEEDS ASSESSMENT (N=45)

ACCOUNTING	FINANCE & MARKET	MUSIC
ADULT FARM MANAG	FIRE SERVICE TEC	NURSING
ANTHROPOLOGY	GEOSCIENCES	PHYSICS
AUTO BODY	HEALTH & SERVICES	POLITICAL SCIENC
AUTOMOTIVE TECHN	HEALTH STUDIES	PROF. TRUCK DRIVING
BIOLOGY	HEAVY DUTY MECHA	PUBLIC AFFAIRS P
BUSINESS TECH	HISTORY	RADIOLOGIC SCIEN
CIS/PM	HPER	RECREATIONAL AND
COMMUNICATION	INDUSTRIAL MAINT	REFRIG. & HEATING
CONSTRUCTION MAN	INDUSTRIAL MECHA	RESPIRATORY THER
COUNSELING	INDUSTRIAL TECHN	SEC. ED./FOUNDAT
CRIMINAL JUSTICE	LEGAL ASSISTANT	SOCIAL WORK
ECONOMICS	MACHINE TOOL TEC	SOCIOLOGY
ELEC. LINEWORKER	MARK./MGT. TECH.	THEATRE ARTS
ENGLISH	MATHEMATICS & CO	WELDING METAL FA

COMMUNITY SURVEYS OF PROGRAM PERCEPTIONS (N=32)

ADULT FARM MANAG	FIRE SERVICE TEC	NURSING
AUTO BODY	GEOSCIENCES	PHYSICS
AUTOMOTIVE TECHN	HEALTH & SERVICES	POLITICAL SCIENC
BIOLOGY	HEALTH STUDIES	PROF. TRUCK DRIVING
CIS/PM	HEAVY DUTY MECHA	PUBLIC AFFAIRS P
COUNSELING	HPER	RADIOLOGIC SCIEN
ELEC. LINEWORKER	INDUSTRIAL MAINT	RECREATIONAL AND
ELEMENTARY ED	INDUSTRIAL MECHA	REFRIG. & HEATING
ENGLISH	INDUSTRIAL TECHN	RESPIRATORY THER
FINANCE & MARKET	LEGAL ASSISTANT	THEATRE ARTS
	MACHINE TOOL TEC	WELDING METAL FA

EMPLOYER SURVEYS OF GRADUATES (N=33)

ACCOUNTING	FIRE SERVICE TEC	MILITARY SCIENCE
ADULT FARM MANAG	GEOSCIENCES	MUSIC
AUTO BODY	HEALTH & SERVICES	NURSING
AUTOMOTIVE TECHN	HEALTH STUDIES	POLITICAL SCIENC
BIOLOGY	HEAVY DUTY MECHA	PROF. TRUCK DRIVING
CIS/PM	INDUSTRIAL MAINT	PUBLIC AFFAIRS P
CONSTRUCTION MAN	INDUSTRIAL MECHA	RADIOLOGIC SCIEN
COUNSELING	INDUSTRIAL TECHN	RECREATIONAL AND
ELEC. LINEWORKER	LEGAL ASSISTANT	REFRIG. & HEATING
ELEMENTARY ED	MACHINE TOOL TEC	RESPIRATORY THER
FINANCE & MARKET	MATHEMATICS & CO	WELDING METAL FA

Appendix C
Departments Using Each Assessment Approach for their Majors Courses

SURVEYS OF FACULTY/DEPARTMENTS WHO RECEIVE COURSE/PROGRAM COMPLETERS (N=9)

ANTHROPOLOGY	FINANCE & MARKET	MUSIC
BIOLOGY	GEOSCIENCES	RESPIRATORY THER
COUNSELING	INDUSTRIAL TECHN	SOCIOLOGY

RETENTION FIGURES (N=38)

ADULT FARM MANAG	HEALTH & SERVICES	PHYSICS
ART	HEAVY DUTY MECHA	POLITICAL SCIENC
AUTO BODY	INDUSTRIAL MAINT	PROF. TRUCK DRIVING
AUTOMOTIVE TECHN	INDUSTRIAL MECHA	PSYCHOLOGY
BUSINESS TECH	INDUSTRIAL TECHN	PUBLIC AFFAIRS P
CIS/PM	INSTR. & PERF. TECH.	RADIOLOGIC SCIEN
COMMUNICATION	LEGAL ASSISTANT	RECREATIONAL AND
CONSTRUCTION MAN	MACHINE TOOL TEC	REFRIG. & HEATING
COUNSELING	MARK./MGT. TECH.	RESPIRATORY THER
ELEC. LINEWORKER	MILITARY SCIENCE	SEC. ED./FOUNDAT
ELEMENTARY ED	MUSIC	THEATRE ARTS
FIRE SERVICE TEC	NURSING	WELDING METAL FA
GEOSCIENCES	PHILOSOPHY	

GRADUATION FIGURES (N=43)

ADULT FARM MANAG	HEALTH & SERVICES	NURSING
ANTHROPOLOGY	HEALTH STUDIES	PHYSICS
ART	HEAVY DUTY MECHA	POLITICAL SCIENC
AUTO BODY	HISTORY	PROF. TRUCK DRIVING
AUTOMOTIVE TECHN	INDUSTRIAL MAINT	PSYCHOLOGY
BUSINESS TECH	INDUSTRIAL MECHA	PUBLIC AFFAIRS P
CIS/PM	INDUSTRIAL TECHN	RADIOLOGIC SCIEN
COMMUNICATION	INSTR. & PERF. TECH.	RECREATIONAL AND
CONSTRUCTION MAN	LEGAL ASSISTANT	REFRIG. & HEATING
COUNSELING	MACHINE TOOL TEC	RESPIRATORY THER
ECONOMICS	MARK./MGT. TECH.	SEC. ED./FOUNDAT
ELEC. LINEWORKER	MATHEMATICS & CO	SOCIOLOGY
ELEMENTARY ED	MILITARY SCIENCE	THEATRE ARTS
FIRE SERVICE TEC	MUSIC	WELDING METAL FA
GEOSCIENCES		

Appendix C

Departments Using Each Assessment Approach for their Majors Courses

COURSE PROGRESSION SUCCESS RATES (N=32)

ACCOUNTING	FIRE SERVICE TEC	NURSING
ADULT FARM MANAG	HEALTH & SERVICES	PHYSICS
ANTHROPOLOGY	HEALTH STUDIES	PROF. TRUCK DRIVING
AUTO BODY	HEAVY DUTY MECHA	PSYCHOLOGY
AUTOMOTIVE TECHN	INDUSTRIAL MAINT	PUBLIC AFFAIRS P
BUSINESS TECH	INDUSTRIAL MECHA	RADIOLOGIC SCIEN
CIS/PM	INDUSTRIAL TECHN	RECREATIONAL AND
CONSTRUCTION MAN	MACHINE TOOL TEC	REFRIG. & HEATING
COUNSELING	MARK./MGT. TECH.	RESPIRATORY THER
ELEC. LINEWORKER	MATHEMATICS & CO	WELDING METAL FA
FINANCE & MARKET	MILITARY SCIENCE	

ADVISORY COMMITTEE FEEDBACK (N=37)

ACCOUNTING	FIRE SERVICE TEC	MUSIC
ADULT FARM MANAG	GEOSCIENCES	NURSING
ART	HEALTH & SERVCICES	PROF. TRUCK DRIVING
AUTO BODY	HEALTH STUDIES	PUBLIC AFFAIRS P
AUTOMOTIVE TECHN	HEAVY DUTY MECHA	RADIOLOGIC SCIEN
BUSINESS TECH	INDUSTRIAL MAINT	RECREATIONAL AND
CIS/PM	INDUSTRIAL MECHA	REFRIG. & HEATING
CONSTRUCTION MAN	INDUSTRIAL TECHN	RESPIRATORY THER
COUNSELING	LEGAL ASSISTANT	SEC. ED./FOUNDAT
CRIMINAL JUSTICE	MACHINE TOOL TEC	SOCIAL WORK
ELEC. LINEWORKER	MARK./MGT. TECH.	THEATRE ARTS
ELEMENTARY ED	MILITARY SCIENCE	WELDING METAL FA
FINANCE & MARKET		

INFORMAL STUDENT FEEDBACK (Group Sharing, committee participation) (N=48)

ACCOUNTING	FINANCE & MARKET	MUSIC
ADULT FARM MANAG	FIRE SERVICE TEC	NURSING
ANTHROPOLOGY	GEOSCIENCES	PHILOSOPHY
ART	HEALTH & SERVICES	PHYSICS
AUTO BODY	HEALTH STUDIES	POLITICAL SCIENC
AUTOMOTIVE TECHN	HEAVY DUTY MECHA	PROF. TRUCK DRIVING
BIOLOGY	HISTORY	PUBLIC AFFAIRS P
BUSINESS TECH	HPER	RADIOLOGIC SCIEN
CIS/PM	INDUSTRIAL MAINT	RECREATIONAL AND
COMMUNICATION	INDUSTRIAL MECHA	REFRIG. & HEATING
CONSTRUCTION MAN	INDUSTRIAL TECHN	RESPIRATORY THER
COUNSELING	INSTR. & PERF. TECH.	SEC. ED./FOUNDAT
ECONOMICS	MACHINE TOOL TEC	SOCIAL WORK
ELEC. LINEWORKER	MARK./MGT. TECH.	SOCIOLOGY
ELEMENTARY ED	MATHEMATICS & CO	THEATRE ARTS
ENGLISH	MILITARY SCIENCE	WELDING METAL FA

Appendix C

Departments Using Each Assessment Approach for their Majors Courses

COURSE SEQUENCING REVIEW (N=48)

ACCOUNTING	FIRE SERVICE TEC	MODERN LANGUAGES
ADULT FARM MANAG	GEOSCIENCES	MUSIC
ANTHROPOLOGY	HEALTH & SERVICES	NURSING
ART	HEALTH STUDIES	PHILOSOPHY
AUTO BODY	HEAVY DUTY MECHA	PHYSICS
AUTOMOTIVE TECHN	HISTORY	POLITICAL SCIENC
BIOLOGY	HPER	PROF. TRUCK DRIVING
BUSINESS TECH	INDUSTRIAL MAINT	PUBLIC AFFAIRS P
CIS/PM	INDUSTRIAL MECHA	RADIOLOGIC SCIEN
COMMUNICATION	INDUSTRIAL TECHN	RECREATIONAL AND
CONSTRUCTION MAN	INSTR. & PERF. TECH.	REFRIG. & HEATING
COUNSELING	LEGAL ASSISTANT	RESPIRATORY THER
ELEC. LINEWORKER	MACHINE TOOL TEC	SOCIAL WORK
ELEMENTARY ED	MARK./MGT. TECH.	SOCIOLOGY
ENGLISH	MATHEMATICS & CO	THEATRE ARTS
FINANCE & MARKET	MILITARY SCIENCE	WELDING METAL FA

COURSE CONTENT CONSISTENCY CHECKS (N=45)

ACCOUNTING	FIRE SERVICE TEC	NURSING
ADULT FARM MANAG	GEOSCIENCES	PHILOSOPHY
ANTHROPOLOGY	HEALTH & SERVICES	PHYSICS
ART	HEALTH STUDIES	POLITICAL SCIENC
AUTO BODY	HEAVY DUTY MECHA	PROF. TRUCK DRIVING
AUTOMOTIVE TECHN	HISTORY	PUBLIC AFFAIRS P
BIOLOGY	HPER	RADIOLOGIC SCIEN
CHEMISTRY	INDUSTRIAL MAINT	RECREATIONAL AND
CIS/PM	INDUSTRIAL MECHA	REFRIG. & HEATING
CONSTRUCTION MAN	INDUSTRIAL TECHN	RESPIRATORY THER
COUNSELING	INSTR. & PERF. TECH.	SEC. ED./FOUNDAT
ELEC. LINEWORKER	MACHINE TOOL TEC	SOCIAL WORK
ELEMENTARY ED	MATHEMATICS & CO	SOCIOLOGY
ENGLISH	MILITARY SCIENCE	THEATRE ARTS
FINANCE & MARKET	MODERN LANGUAGES	WELDING METAL FA

GRADING CONSISTENCY CHECKS (N=34)

ACCOUNTING	GEOSCIENCES	MODERN LANGUAGES
ANTHROPOLOGY	HEALTH & SERVICES	PHILOSOPHY
AUTO BODY	HEALTH STUDIES	PHYSICS
AUTOMOTIVE TECHN	HEAVY DUTY MECHA	PROF. TRUCK DRIVING
BIOLOGY	HISTORY	PUBLIC AFFAIRS P
CHEMISTRY	INDUSTRIAL MAINT	RADIOLOGIC SCIEN
COMMUNICATION	INDUSTRIAL MECHA	RECREATIONAL AND
CONSTRUCTION MAN	INDUSTRIAL TECHN	REFRIG. & HEATING
ELEC. LINEWORKER	MACHINE TOOL TEC	RESPIRATORY THER
ELEMENTARY ED	MATHEMATICS & CO	SOCIOLOGY
FINANCE & MARKET	MILITARY SCIENCE	WELDING METAL FA
FIRE SERVICE TEC		

Appendix D

Appendix D
Stages in Developing an Assessment Process for Core by Department

STAGE 1
CHEMISTRY
THEATRE ARTS
PSYCHOLOGY
SOCIOLOGY
PHILOSOPHY
COMMUNICATION
MODERN LANGUAGES
ART
SEC. ED/FOUNDATION TECHNOLOGY
HEALTH & SERVICES
FINANCE & MARKETING

STAGE 2
MUSIC
PHYSICS
ECONOMICS
ENGLISH

STAGE 3
ANTHROPOLOGY
POLITICAL SCIENCE
BIOLOGY
GEOSCIENCES

STAGE 4
HISTORY
MATHEMATICS & COMPUTER SCIENCE

STAGE 7
SOCIAL WORK

Appendix E

Appendix E
Departments Using Each Assessment Approach for their Core Courses

INTERNAL PROGRAM REVIEW (N=13)
ANTHROPOLOGY
ART
CIS/PM
COMMUNICATION
ECONOMICS
ENGLISH
GEOSCIENCES
HISTORY
PHYSICS
POLITICAL SCIENCE
SOCIAL WORK
SOCIOLOGY
THEATRE ARTS

EXTERNAL PROGRAM REVIEW (N=11)
ART
BIOLOGY
COMMUNICATION
ECONOMICS
GEOSCIENCES
HISTORY
NURSING
PHYSICS
POLITICAL SCIENCE
SOCIAL WORK
SOCIOLOGY

STANDARDIZED TESTS WITH NATIONAL NORMS (N=3)
ECONOMICS
MODERN LANGUAGES
POLITICAL SCIENCE

COMMON DEPARTMENTAL TESTS (N=5)
COMMUNICATION
GEOSCIENCES
MATHEMATICS & CO
MODERN LANGUAGES
SOCIAL WORK

Appendix E
Departments Using Each Assessment Approach for their Core Courses

INDIVIDUAL INSTRUCTOR EXAMS TIED TO OBJECTIVES (N=11)

ART
BIOLOGY
CIS/PM
COMMUNICATION
ECONOMICS
ENGLISH
HISTORY
PHYSICS
POLITICAL SCIENCE
SOCIOLOGY
THEATRE ARTS

PORTFOLIOS THAT ARE REVIEWED AND JUDGED (N=4)

ART
MATHEMATICS & CO
POLITICAL SCIENCE
SOCIAL WORK

SENIOR CAPSTONE COURSES/PROJECTS (N=1)

ART

INTERNSHIP EXPERIENCES (with performance feedback) (N=2)

ART
SOCIAL WORK

PERFORMANCE ACTIVITIES/SKILLS DEMONSTRATIONS (N=7)

ART
CIS/PM
COMMUNICATION
HISTORY
PHILOSOPHY
POLITICAL SCIENCE
SOCIOLOGY

Appendix E
Departments Using Each Assessment Approach for their Core Courses

STUDENT SURVEYS OF COURSES/FACULTY (N=15)
ANTHROPOLOGY
ART
BIOLOGY
CIS/PM
COMMUNICATION
ECONOMICS
ENGLISH
GEOSCIENCES
HISTORY
MATHEMATICS & CO
MODERN LANGUAGES
PHILOSOPHY
PHYSICS
POLITICAL SCIENCE
THEATRE ARTS

STUDENT SURVEYS OF SUPPORT SERVICES (advisement, labs, facilities) (N=4)"
ART
MODERN LANGUAGES
PHYSICS
POLITICAL SCIENCE

STUDENT SURVEYS OF NEEDS (N=3)
ART
COMMUNICATION
POLITICAL SCIENCE

COMPLETER/GRADUATE SURVEYS (N=2)
ENGLISH
POLITICAL SCIENCE

ALUMNI SURVEYS/FOLLOW-UP OF COMPLETERS (N=3)
ENGLISH
HISTORY
POLITICAL SCIENCE

COMMUNITY NEEDS ASSESSMENT (N=3)
CIS/PM
HISTORY
SOCIAL WORK

Appendix E
Departments Using Each Assessment Approach for their Core Courses

COMMUNITY SURVEYS OF PROGRAM PERCEPTIONS (N=1)

POLITICAL SCIENCE

EMPLOYER SURVEYS OF GRADUATES (N=1)

POLITICAL SCIENCE

RETENTION FIGURES (N=4)

ART
PHILOSOPHY
POLITICAL SCIENCE
THEATRE ARTS

GRADUATION FIGURES (N=2)

ART
POLITICAL SCIENCE

ADVISORY COMMITTEE FEEDBACK (N=2)

ART
SOCIAL WORK

INFORMAL STUDENT FEEDBACK
(group sharing, committee participation) (N=7)"

ART
CIS/PM
ECONOMICS
GEOSCIENCES
MATHEMATICS & CO
POLITICAL SCIENCE
SOCIOLOGY

COURSE SEQUENCING REVIEW (N=9)

ANTHROPOLOGY
ART
HISTORY
MATHEMATICS & CO
MODERN LANGUAGES
POLITICAL SCIENCE
SOCIAL WORK
SOCIOLOGY
THEATRE ARTS

Appendix E
Departments Using Each Assessment Approach for their Core Courses

COURSE CONTENT CONSISTENCY CHECKS (N=14)
ANTHROPOLOGY
ART
BIOLOGY
CIS/PM
COMMUNICATION
GEOSCIENCES
HISTORY
MATHEMATICS & CO
MODERN LANGUAGES
PHILOSOPHY
POLITICAL SCIENCE
SOCIAL WORK
SOCIOLOGY
THEATRE ARTS

GRADING CONSISTENCY CHECKS (N=10)
ANTHROPOLOGY
BIOLOGY
COMMUNICATION
GEOSCIENCES
HISTORY
MATHEMATICS & CO
MODERN LANGUAGES
PHILOSOPHY
PHYSICS
SOCIOLOGY

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