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Honors	<p>Based on the original CCTST results, it appeared that Honors Students were not demonstrating the level of critical thinking regarding evaluation of information that we would like to see.</p> <p>Honors FYE specifically addressed critical thinking and information evaluation through deliberately designed class activities and course assignments. . This continued with Honors 1105. Not all first year Honors Students were enrolled in Honors FYE, and those who did not take Honors FYE struggled significantly with the research skills and information evaluation in HOPR 1105. The result is that next fall we have two sections of Honors FYE so that all Honors Students will have the introductory research skills course.</p> <p>The CCTST was administered both fall and spring semesters. The results have not yet been returned from ETS. Once</p>	<p>Last year's assessment indicated problems with a number of senior theses. Using our thesis assessment rubrics there were a number of unacceptable aspects in theses. The creative theses were consistently outstanding, but the empirical theses demonstrated some problems with writing and with use of appropriate methodologies.</p> <p>Thesis rubrics were provided for each student who was working on a thesis this year. 15 students completed senior theses. This year there were no unacceptable ratings on theses. Outstanding marks for theses were spread out across each of the 4 types of theses. The empirical theses showed a significant improvement over the previous year, with better writing as well as better methodologies.</p>	<p>Writing assessment rubrics have been used and revised for each of the honors courses. Honors faculty are asked to allow rewrites of at least one paper each semester in order to demonstrate to students how to improve their papers. In HOPR 1105 only 11 out of 23 students completed a rewrite of their midterm paper. Of those 11, only 7 improved their score on the paper. This assessment suggests that we are not adequately clarifying the importance of rewriting and editing.</p> <p>The change resulting from this finding will be that students will be required to rewrite at least one paper, and they will need to continue rewriting until they have improved their score. Additional time will be spent reviewing the elements of the rubric in order to insure that students understand what is expected. These changes will be implemented in HOPR 1104, HOPR 1105,</p>

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B.S., B.A. in Biology / B.S. in Aquatic Biology	<p>For the student learning outcome “Write a primary research article,” most faculty plan to have more formalized discussions on the various components of a research project. Furthermore, we will have more regular meetings so students can better understand the process of doing science.</p>	<p>For the student learning outcome “Examine the mechanisms of evolution,” faculty will do a better job of reviewing this material throughout the semester rather than in just a few individual lectures. Clearer examples and perhaps other forms of media might better illustrate this concept.</p>	
B.S. in Economics	<p>Based on the assessment results, faculty in the economics program are going to adopt the Student Assessment of Learning Gains to assess student learning directly for individual classes.</p>	<p>Syllabi have been updated in the upper level classes and course work has been modified to better address critical thinking, writing, data analysis, and comprehension and applicationsn</p>	
B.S. in Environmental Studies	<p>It was determined that students are doing acceptably for this outcome, but there is room for improvement. A paper with required first and second drafts will be part of ENVR/ECON 3040 in Fall 2014. This is a required course for Environmental Studies majors. Assessment will be done for this course for Objective 6 again in 2014-2015.</p>	<p>It was determined that students are doing acceptably for this outcome, but there is room for improvement. Two presentations with considerable feedback and requirements for improvement will be part of ENVR 4920 in Fall 2014. This is a required course for Environmental Studies majors. Assessment will be done for this course for Objective 6 again in 2014-2015.</p>	

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B.A. Sociology	<p>1. More time was spent in the Social Statistics course helping students understand factors affecting the choice of descriptive statistics, interpreting computer output, reporting results in table format, and discussing the interpretation of results. Student performance improved greatly over the previous year. Unfortunately, that learning was short terms and continual effort will need to be done to solidify student learning.</p>	<p>2. Students taking the research methods course during fall 2013 and capstone course spring 2014 were encouraged to choose a senior project that they could begin in one semester and then continue in the next. Projects begun earlier were substantially better than those that were started and finished during spring semester. This change was based on suggestions from assessment results during 2012-2013.</p>	<p>3. In Education and Careers and in the Capstone course, students submitted drafts for review. The quality of the end product improved greatly as a result.</p> <p>4. One item that popped up in this year's evaluation across several courses is the challenge students have providing answers on essay questions that show depth and synthesis of course materials. That will be something to address in future assessments.</p>

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B.A./B.S. in Chemistry	<p>Four outcomes had similar action plans. These outcomes included the following chemical concepts: equilibrium (outcome 1.2), kinetics and reaction rates (outcome 1.3), thermodynamics (outcome 1.4) and acid/base chemistry (outcome 1.7). These topics will be stressed at all opportunities in courses throughout the academic year in order to reinforce the outcomes. This increased reinforcement should increase the percentage of students mastering the outcome. Students will be asked to work problems on these topics on homework sets and quizzes. Also, the instructors will provide additional example problems in lecture and discussion sections.</p>	<p>During this assessment period students performed poorly on Outcomes 1.5 and 1.6 (Inorganic Chemistry concepts). Upon further reflection, this particular measure is not appropriate for this outcome because the content of the exam is intended for an "In Depth" course in inorganic chemistry as defined by the 2008 ACS Committee on Professional Training (CPT). The CPT guidelines categorize chemistry courses as the following:</p> <p>Introductory/General Chemistry: First year chem course (CHEM 2211/2212)</p> <p>"Foundational" Courses: Exist at a level between Introductory and In Depth courses. These would be the First Semester courses in the five areas of Organic, Analytical, Inorganic, Physical, and Biochemistry.</p> <p>"In-Depth" Courses: Build on the material developed in the foundational courses. These would be the second semester of</p>	
B.A. in English	<p>Students will be required to apply world literary criticism to a specific text.</p>	<p>Student mastery of SLOs will be measured through examinations consisting of different types of queries and through application of critical thinking skills in interpretative essays and research projects.</p>	<p>Student presentations that measure critical reading and thinking and familiarity with literary conventions and world literature.</p>

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B.F.A. in Creative and Professional Writing	Students attended genre specific craft talks.	Providing a specific rationale for selection of materials in the creative portfolio with regard to audience and purpose.	
B.A./B.S. in Geography and B.A.S. in Wilderness Management	<p>Qualitative Research Methods: This research project has several objectives including collaboration, surveying and applying the methodologies and theoretical foundations introduced in class to an on-the-ground project developed by the students. In addition to the research, these interactive skills are essential to future success in the work place. The primary problem the consistently presents is a late start to the project and not completely appreciate the magnitude of a term project. Action Plan: While benchmarks and intermediate deadlines are in place, reinforce this throughout the course with subtle and not so subtle reminders. As these are graduating seniors (typically) the expectations of them are high. No project should earn less than a C+.</p>	<p>Cartography - Geospatial skills and Project Development: This assignment has similar expectations and challenges to Qualitative Research Methods. While not a collaborative assignment, group work and students assisting each other is very much a part of the experience. The biggest challenge is the late start to the data collection. Students have trouble deciding what they're interested in mapping; this comes from courses where the problem and data are all provided. Action Plan: Introduce an assignment where students make a decision about what to map with provided data. This means that each map will be individual, but it will reinforce the techniques of coming up with a question to answer. This is essential to the final project. No student should earn less than a B on this assignment.</p>	<p>Introduction to GIS Skills Test: There are two key problems that consistently present during this exam beyond simply not reading the directions. Limited note taking by students is a problem; they discover this when they are reminded that this exam is open note. It is basically a simulation of an employer asking for a map in a short period of time. (1) Students by the end of the course may still be unfamiliar with the GIS terminology relating to choropleth maps. Many confuse "classification method" with "map type" and thus do not produce two choropleth maps showing the data differently but instead produce two different thematic maps. (2) Students have trouble with basic math, calculating a percentage change using the GIS software. Action Plan: Through the use of quizzes and within the lecture, use the terminology more frequently so students hear it and become comfortable using the GIS language. This terminology should not be a surprise at the</p>

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B.A./B.S. in History	<p>The assessment results for 2013-14 were strongly positive. Thinking only about the assessment criteria and this year's results, nothing would seem needing to be done. But the record of previous years has not been nearly as positive. Also there was data gathered in the course of the assessment process that raised concern. The high number of WDs from HST 1304 & HST 1305 is a concern and we are trying to get data on why exactly this happens (because it did not happen in HST 1105 in the Spring of 2014.) History faculty will look for ways to reduce WDs from introductory courses going forward. We will review methods to increase student engagement in these courses.</p>	<p>Adjustments in some lower-division history courses are being implemented (or attempted) based on student input. In the Fall Semester, Dr. McManus is attempting a radical revision of HST 1304 based on elements of the "Reacting to the Past" pedagogy. The concept is to increase student collaboration and engagement with each other through the attraction of role-playing in factions. The hypothesis is, the more students are engaged with each-other in such a structure, the more they will learn _and_ the more committed they will be to finishing out the course. If this works it would represent a serious adjustment our approach to teaching history. More modest adjustments will also be implemented in the other section of HST 1304 including a different instruction for the writing assignment and a global list of ID terms for exams.</p> <p>Dr. Ellis has made some changes in the schedule of HST 1104 & 1105, reducing</p>	

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BA in Humanities	<p>Humanities had no assessment results from 2013-14 as there were no theses or portfolios presented for the B.A./B.S. in Humanities. Therefore we took no action in regard to results. However, the Humanities faculty decided to add student response to the SLOs for the Humanities B.A./B.S. Three questions will be required to be asked of students in HUM 1100 Human Culture & Ideas and HUM 2107 Studies in the Humanities. This mirrors the assessment program for History.</p>	<p>Again reflecting consideration of the same issues in the History B.A./B.S. program, the Humanities Department has decided to make curricular changes in the Humanities major to give students the option to complete the major either through a substantive project such as a thesis or some other capstone project, or through a portfolio of work produced over (at least) the last two years of a student's college career that will demonstrate the student having achieved the Learning Outcomes of the Humanities Major. This will entail creation of a "course" to be called "Humanities Portfolio" in which a student will assemble these works and (briefly) caption them. Currently, the curriculum does not reflect the portfolio requirement and we anticipate there may be some students who will not be able to produce a portfolio because they have not held onto an archive of their graded works from which to draw.</p>	
B.A. in Spanish	<p>As a result of assessments in SPAN 3311, students should demonstrate the required proficiency levels to continue to SPAN 3312. Students are advised of areas that need their attention in order to successfully complete the following SPAN 3312 level course (SPAN 3311 and 3312 are required for all majors and minors).</p>	<p>Assessment findings in SPAN 3311 follow the student into SPAN 3312 and the course itself is modified according to student needs.</p>	<p>Students are also informally assessed during the semester and prior to final assessment in order to familiarize themselves with proficiency expectations</p>

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B.S. in Mathematics	Administer the Major Field test in spring 2015. Department will discuss ways to improve student participation numbers and student attitude regarding seriousness of test.	Writing assignments will be given and assessed using a rubric in MATH 2490, 3710, and 3720. In STAT 3631, STAT 3632, and STAT 3610 research paper writing assignments will be created and given.	The department will conduct an alumni survey during the 2014-2015 academic year. The department is discussing updating the 2010 survey to get more pointed information regarding our program.
B.S. in Computer Science	We have restructured the curriculum in CS 3528. In the past the first 3-4 weeks were spent learning programming in C++ and the remainder of the semester was dedicated to exploring algorithm development techniques. We have restructured the course so that the focus on C++ is spread out over 7-8 weeks and the material on algorithm development is started in the second week. We made this change based on the data collected from evaluating both the student problem solving and their exam performance.	Based on the evaluation of coding projects in both CS 2322 and CS 3528, we have decided to make upper class students with experience in Python available for eight hours each week to provide support for students working on their Python programs. These tutors will have drop in availability.	
B.A. in Music	<ol style="list-style-type: none"> 1. Review findings with faculty 2. Create conversations that lead to higher inter-juror reliability in scoring 3. Consider and develop list of changes that came come in our lessons and recital preparation for future degree recital candidates (and lower-level students) 	<p>Work with the instructors in Theory III and IV to continue the assessment of each student</p> <p>Use solfège for all students in sight-reading. ‘La’-based minor. Use Curwen hand-signs for Theory I.</p> <p>Focus on syllables for rhythm reading</p>	

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	<p>4. Encourage a thoughtful approach to the scoring and record keeping after recitals</p> <p>5. Continue this assessment for several years to see the trends and areas of strengths and weaknesses in the recital results of our teaching</p>		
BS in Criminal Justice	<p>For goal #1 we used a different scantron form that currently is supported and administered the assessment fall 2013 to CRJS 1120 and the CRJS 4920 capstone course. Department was able to collect usable data this year.</p>	<p>Goals #2 and #5: The department did initiate three (3) FYE courses fall semester 2013. The purpose of the FYE for Criminal Justice students is to incorporate a culture of learning and responsibility for learning among students. Ideally the FYE students will extend those skills/attitude into the rest of their courses. Hopefully the FYE will result in improvements in communication skills. The results will take several years to cycle through.</p>	<p>The department is engaging in a significant curriculum revision. The revision is partly in response to student learning data indicating students demonstrate learning gains in courses they perceive as practical and do not demonstrate learning gains in courses they perceive as theoretical. The new major curriculum structure is intended to make stronger distinctions in career tracks (or emphasis?) so that students can more clearly self-select their major identify in a way that reflects their self-perception.</p>

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<p>BS in Physical Education, Teacher Licensure</p>	<p>Use of Discussion & Questioning Techniques - 2013 -2014 assessment findings:</p> <p>The 3 most experienced students (have taken most methods courses) demonstrated the use of questioning. Two of the students used questioning only once during the lesson. One student used it during hte introductory activity and again during game play at the end of the lesson. Half of the students reviewed showed no use of discussion or questioning techniques.</p> <p>As a result of these findings, students in PHED 3505: Teaching Elementary Physical Education, offered Spring 2015, will be asked to include questions specific to content delivered during the closure of their lesson. In addition, the instructor will focus on how these questions are delivered to students during closure.</p>	<p>Visual Reinforcement of Cues & Integration of Spelling</p> <p>Findings from the 2013-2014 assessments demonstrate the following:</p> <ol style="list-style-type: none"> 1. All students included a list of cues in their lesson plans. 2. Two of the female majors specified the skill and the cues specific to that skill. Half of the students demonstrated descriptive cues while the other 3 students utilized key words that were more difficult to visualize or focus to the skill. 3. All students utilized the cues in the explanation/demonstration of the skill. <p>Two students introduced the cues in their opening activity prior to their skill introduction. Only 2 students reinforced the cues during practice drills.</p>	

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BS in Exercise Science	<p>In an attempt to assess "Students will identify a professional development strategy, including certifications and experiences to improve employability." A PDP assignment for PHED xxxx Senior Seminar was developed. However, no useful assessment data could be gathered through the initial use of the assignment, other than a need to revise and pilot the assignment before using it again as an assessment tool. The revisions and piloting to part during the 2013/2014 academic year. The current form of the assignment is attached.</p>	<p>Internship evaluation tool was modified to get more detailed information on the strength and weaknesses of our interning students. A happy median between keeping the tool short, so intern supervisors will complete the evaluation and our need for more detailed information had to be found. Therefore, we continued to employ a 5-point Likert scale for evaluation purposes, but provided subcategories in each evaluation topic (e.g. instead of just listing interpersonal skills more specific aspects of interpersonal skills were listed). In addition space was provided for additional comments about strength and weaknesses of the intern. The current form of the intern evaluation form is attached.</p>	<p>Classes were modified to provide writing and speaking assignments for students and improve the ability to provide them with feedback for improvements. However, an inventory of these classes and assignments is needed to better coordinate these efforts than what currently is the case.</p>
BS in Community Health	<p>Students will be asked to complete assignments (in seminar and other required course) to foster improved writing skills. Specifically, students will get feedback on quality of grammar, spelling and depth of content.</p>	<p>Students will be required to complete a qualitative self-evaluation using the rubric provided to internship supervisors. Students will be asked to reflect on the experiences encountered during the internship and how they helped them grow as a professional and if they positively impacted skills and abilities (intrapersonal communication, etc.) needed in today's workplace.</p>	

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BA in Sport Management	<p>Skills and competencies received a rating of 3.9, just shy of the ideal target rating of 4.0. PHED 2109 Introduction to Sport Management is all about careers a sport management major could pursue within the sport management arena, and the skills and competencies required of sport managers. PHED 2109 will continue having a focus on skills and competencies required of sport managers; however, place a greater focus on (a) the professional interview assignment, and (b) article presentation assignment. Although a rating of 3.9 is very good, by taking these suggested steps within the coming semesters the sport management faculty are confident internship supervisors will rate our students knowledge in this area at the 4.0 or above in the future.</p>	<p>Developing goals received a rating of 3.5. PHED 4920 Senior Seminar is designed in helping students develop goals as they prepare for graduation and enter the working world as professionals. One step that can be taken to help students start developing goals earlier when they enter Bemidji State University is to have a developing goal assignment in PHED 2109 Introduction to Sport Management. It is believed students' goals could change from year-to-year as they pursue academic courses; however, students would have a deeper understanding how goals change and develop over time. Although a rating of 3.5 is very good, by taking this suggested step within the coming semesters the sport management faculty are confident internship supervisors will rate our students knowledge in this area at the 4.0 or above in the future.</p>	<p>Functions of management; planning, staffing, organizing, directing, controlling and evaluating received a rating of 3.6. PHED 2109 Introduction to Sport Management uses a textbook titled 'Contemporary Sport Management' and within this particular text there is a chapter with a focus on managerial leadership; which discusses the function of management in detail. One step that can be taken to help students understand the function of management better is to have a greater focus on the professional interview assignment. When students conduct their interviews with a professional in the sport management arena, questions can be specifically addressed on the functions of management within the professional's respective position. This assignment could then help students have a greater understanding of management functions when taking PHED 3509 Sport Facility Management and PHED 3519 Sport Event Management. These two classes</p>

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BS and BA in Psychology	<p>To insure that students are aware of basic research ethics, students in research labs have all received the Certificate of Completion of the National Institutes of Health (NIH) Office of Extramural Research Web-based training course "Protecting Human Research Participants".</p> <p>This change was made based on the lack of strong data showing that students had accomplished the learning goal of understanding research ethics. The inclusion of this activity in our research courses means both the addition of a specific ethical training module and evidence that students can answer questions regarding ethical research practices.</p>	<p>The senior level writing courses all require significant papers. These courses had varying requirements for APA formatting. All senior level papers are now required to be in APA format. The previous Writing Assessment Rubric indicated inconsistency in both the student products and the course assignments. This change should result in better performance .</p> <p>Students are now given the Revised Writing Assessment Rubric prior to writing their papers.</p> <p>Papers completed during spring 2014 will be assessed during summer 2014 to determine if these course changes resulted in improvements.</p>	<p>Student awareness of Diversity issues has been assessed informally up to this point, although the Ethics assessment in Pre-Internship demonstrates some need for improvement in diversity awareness. One action taken to address this issue was to include Multicultural Psychology as a permanent part of the department's curriculum. The course is now officially in the curriculum and will be offered each year. Continuing assessment will guide a decision on whether to require this course of our majors.</p>

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BS in Social Work	<p>On an annual basis, the Social Work Department examines assessment findings and makes appropriate curriculum changes to improve the delivery of educational services. Each fall semester, faculty review collated findings from the previous academic year. Discussion focuses on success towards achieving competencies/practice behavior benchmarks; identifying strengths and challenges of the evaluation tools and the curriculum. Practice behaviors in which students appear to be struggling are examined in detail. Strategies to address deficiencies are identified and implemented immediately or the following semester.</p> <p>During the 2013-2014 academic year, the Social Work Department did achieve the 75% benchmark for each of the ten competencies. Yet, there were three practice behaviors (PB) where the Department fell short of this benchmark.</p>	<p><u>PB17: View self as learners and engage those with whom they work as informants.</u></p>	

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	<p><u>PB10: Apply strategies of ethical reasoning to arrive at principled decisions.</u></p>	<p>The 2013-2014 data findings indicated that 73.5% of students achieved the benchmark for this practice behavior. While this is close to the 75% goal, student skills in this area appear to fall short of expectations. It was found that this practice behavior was mistakenly omitted from 15 of the Field Experience evaluation tool which would account for the lower scores. The tool has been corrected. In addition, faculty discussed the terminology of this specific practice behavior. <i>Informant</i> is not a practitioner-friendly term and the evaluation tool has used other comparable terms such as advisor or mentor. Yet, there still appears to be site supervisor misunderstanding of the intent of this practice behavior. If this practice behavior remains in the 2015 EPAS, the Social Work Department will obtain feedback from Practitioner Advisory Council members on wording that will be clearer for practitioners completing the</p>	

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	<p>According to the 2013-2014 data findings, only 57% of students achieved the benchmark for this practice behavior. This is a significant deficit resulting in extensive discussion by faculty. The theoretical model this practice behavior utilizes in the Reamer ethical decision-making framework. Based on years of practice experience by current faculty, the Reamer model provides a well-grounded foundation for how to address professional ethical dilemmas. It is taught in multiple courses across the curriculum before students are evaluated on their understanding of the framework in the senior capstone course.</p> <p>Two steps were implemented during the 2014-2015 academic year to better prepare students to understand and apply ethical reasoning. At a fall 2014 curriculum planning meeting, faculty reviewed social work ethical practice content across the</p>		

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B.S. in Mass Communication	<p>In the past, the Department of Mass Communication program has only required students to take either Media Research Methods or Media Theory & Criticism before registering for Senior Thesis/Project. The department has now approved curriculum change that will require students to take both Media Research Methods and Media Theory & Criticism before enrolling in Senior Thesis/Project.</p>	<p>Department members responsible for implementing this assessment objective have agreed to research a new method of senior thesis and project presentation that engages student projects on a much more critical and qualitative level. These faculty will report back to the department with a presentation method this academic year.</p>	
B.S. in Industrial Technology	<p>The CTM exam: The TADT faculty agreed on providing more opportunities for students to prepare for the exam by integrating the exam into an existing or new course.</p>	<p>The CTM exam: The TADT faculty agreed on providing more opportunities for students to prepare for the exam by providing more training sessions for the students.</p>	
B.S. In Art & Design	<p>Based on our assessment data, we discovered a need to update our current portfilio evaluation form to better measure the project C40 process.</p> <p>-This form will be updated to better measure the project management process.</p>	<p>Based on our assessment data, we discovered that students struggled giving critisism to other students.</p> <p>-Our current review form will be utilized throughout the semester to allow students to better understand the critique process and provide meaningful feedback to their peers.</p>	

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B.A.S. in Applied Engineering	<p>The CTM exam:</p> <p>The TADT faculty agreed on providing more opportunities for students to prepare for the exam by integrating the exam into an existing or new course.</p>	<p>The CTM exam:</p> <p>The TADT faculty agreed on providing more opportunities for students to prepare for the exam by providing more training sessions for the students.</p>	
B.A.S. in Technology Management	<p>The CTM exam:</p> <p>The TADT faculty agreed on providing more opportunities for students to prepare for the exam by integrating the exam into an existing or new course.</p>	<p>The CTM exam:</p> <p>The TADT faculty agreed on providing more opportunities for students to prepare for the exam by providing more training sessions for the students.</p>	
M.S. Biology	<p>To better prepare students for designing their research projects, Biology is changing its course requirements for graduate students to include two courses in the Environmental Studies program (ENVR 6300 ADVANCED PROJECT IN LITERATURE REVIEW and ENVR 6400 ADVANCED PROJECT IN METHODOLOGY). Once completing these courses, the first part of a student's thesis should be completed.</p>	<p>To help prepare students in analyzing their data, Biology collaborate with faculty from Environmental Studies in teaching the statistics course that graduate students are required to take.</p>	
M.S. Mathematics	<p>Several of our students have commented that the research class they are required to take as part of our program (ED 6100) is not preparing them adequately to write a graduate research paper. This is also reflected in the quality of the writing, research questions, research and literature reviews noted in our findings report. The department will consider alternatives to our current requirement in this area.</p>	<p>No other action is planned.</p>	

Program	Describe one action your program has taken, based on your assessment work	Describe a second action your program has taken, based on your assessment work	Other actions
Criminal Justice BS CEL	<p>In a general sense, the department is engaging in a significant curriculum revision presumably effective fall 2015 as a result of overall assessment and related discussions occurring over the last two years. The revision is partly in response to student learning data indicating students demonstrate learning gains in courses they perceive as practical and do not demonstrate learning gains in courses they perceive as theoretical. The new major curriculum structure is intended to make stronger distinctions in career tracks (or emphasis?) so that students can more clearly self-select their major identify in a way that reflects their self-perception.</p>	<p>Assessment of the oral communication learning outcome failed in CRJS 4920 Directed Group Study. The department had planned to use Adobe Connect but htat process was not implemented. To date there has been no assessment of the oral communication learning objective in the online section of CRJS 4920 (or any other online course in the major).</p>	
B.S. Clinical Laboratory Science	<p>Fulton plans to re-examine the test questions to see if they are good indicators for the student learning outcome "Identify cell processes." If they are not, then different questions will be added to the pre- and post-test for F14.</p>	<p>For the student learning outcome "Apply basic hematology," Hamann intends to use a different textbook, which he believes is more approachable than the one he is currently using. Also, due to increased demand, Biology will try to offer this course once a year instead of every other year.</p>	<p>For the student learning outcome "Examine immune responses," Hamann anticipates changing the textbook for the course. The textbook will be more "whole system" based, meaning that the immune system will be covered in greater detail in regard to the organs and tissues where adaptive immune responses occur. Additional questions will be added regarding student understanding of the immune system in</p>

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Honors	<p>Honors FYE was team taught by 3 faculty members. The class was divided into 3 sections which remained together and alternated among the 3 faculty members. 1 faculty member worked with each group to complete a deep reading and critical discussion of a common book, The Omnivore's Dilemma. The second faculty member worked with each group to improve library research skills, identify scholarly research, and evaluate the quality of a number of different types of sources. The third faculty member introduced local resources for sustainable food sources, eco-friendly food practices, and multiple methods for student engagement.</p> <p>The purpose of this FYE was to enhance student research skills and critical evaluation of information. The continuation of this goal in the second semester with HOPR 1105 involved additional library research and a major</p>	<p>Writing for all students in HOPR 1104 and HOPR 1105 was graded using the Honors writing rubric. All papers in HOPR 1104 were re-written following rubric based feedback.</p> <p>Students in HOPR 1105 wrote a major paper which was graded using the writing rubric. Students generally demonstrated improvement from one course to the next, and there is an increase in the number of peer reviewed articles used as resources.</p> <p>Additional rewriting in HOPR 1105 is needed to continue with this goal.</p> <p>Approaching goal.</p>	<p>All senior students received a copy of the appropriate thesis grading rubric before submitting their thesis proposal to the Honors Council. 13 students completed and passed the thesis. No unacceptable scores were recorded by the thesis committees this year.</p> <p>The Honors Director will work directly with students in the pre-thesis class next year to continue improving thesis outcomes. The Director will serve as a consultant to both the pre-thesis instructor and to the students to increase student understanding of the thesis rubric for each type of thesis.</p> <p>Approaching goal.</p>

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B.S., B.A. in Biology / B.S. in Aquatic Biology	Based on the post-test scores in Introductory Biology II and Genetics, population genetics still needs to be given more time in class. We will determine as a department how many lecture periods this would entail. We will also discuss if a lab in Introductory Biology II needs to be added to increase performance in this area.	For the senior capstone project, more faculty will require group research projects and fewer individual research projects. The goal will be to create situations that are more representative of real-world research projects and to give students more experience cooperating with their peers.	Readings in Aquatic Biology: In future years, faculty will find ways to increase public speaking skills. One idea is to give multiple short presentations over the course of the semester rather than one long presentation at the end of the semester. It is possible that the length of the presentation is less important than the act of presenting when attempting to build confidence.
B.A. Sociology	Based on assessment results, we have noted that students have difficulties exhibiting sufficient depth of knowledge and integration of materials at the upper division. To address this challenge, the Sociology Program has made or is in the process of making the following changes. To address this challenge, the sociology department has revised the student learning outcomes effective fall 2016 and the appropriate level (1 = freshman, 2 = sophomore, 3 = junior, and/or 4 = senior) at which knowledge and skills will be presented and assessed.	To address challenges of synthesis/integration at the upper division, faculty also incorporated assignments in courses at the sophomore and junior level that will be of use to students as they do their upper division work. In Social Statistics, students had to construct and implement a survey in which questions served as indicators of variables. Students used data obtained from the survey to test hypotheses selecting appropriate statistics and then report findings as they would be asked to do in the analysis section of a research paper. To provide students with practice at close reading, Dr. Norris-Raynbird also had students summarize assigned readings. We look forward to seeing if these revisions bear fruit next year	

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B.A./B.S. in Chemistry	Equilibrium and thermodynamics will be reinforced at all opportunities in all courses.	The ACS Inorganic Chesting exam is not a good assessment tool for a couple of our outcomes.	
B.A./B.S. in Geography and B.A.S. in Wilderness Management	<p>Human Geography (Geog2200) - Several revisions to this course for Fall 2015 have been / will be completed. (1) I have rewritten the course objectives to better represent measurable objectives, removing vaguely stated objectives and / or non-measurable goals. (2) I have included a key objective of learning how Geographers examine space. Based on experience in upper division courses, I believe these concepts need to be better reinforced through exams and application. (3) I have updated materials to more current global and regional events. (4) I have adopted a new textbook for the fall. (5) I am seeking a Quality Matters certification for the online summer course.</p> <p>I believe these adjustments will improve results in upper division regional course.</p>	<p>The department continues to develop more measurable rubrics in the GIS coursework. This is particularly important as several instructors teach these courses and it ensures consistency without taking away from individual course development. Further, as GIS has a broad reach across several departments on campus, this consistency is important. Rubrics for Introduction to GIS are similar across both courses. Other course work in the GIS Major and Minor will be assessed for the first time in 2015-2016 academic year.</p>	<p>Several courses are now including "benchmark" assignments to ensure term projects are developed over the course of a term rather than shortly before the due date. The Cartography course will integrate this procedure in Fall 2015.</p>

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B.S. in Mathematics	<p>Program Outcome 5: Communication - Students will communicate mathematical ideas and understanding effectively.</p> <p>The assessment rubric data for this outcome does indicate a concern on the Mathematical Writing portion and steps are being taken to address this portion. In the 2014-2015 academic year progress in this area has been made. Writing assignments along with grading rubrics are starting to be used in some classes including in our lower level offerings (see attached document under our 2014-2015 action plan). Our Environmental Mathematics (MATH 1120) and Introduction to the Mathematical Sciences (MATH 1107) classes have multiple writing and oral presentation components built into them. The department is discussing ways to share best practices in implementing writing in our classes. Faculty will continue to integrate writing assignments and grading rubrics into our classes - both lower level and upper level.</p>	<p>Program Outcome 6: Career Readiness - Students will be prepared for careers in industry and further study in mathematics.</p> <p>The department conducted an alumni survey in the spring of 2015. The last survey was conducted in 2010. The 2015 survey was updated and administrated digitally opposed to mail. Alumni from the past 10 years were contacted to participate in the survey. The survey results are attached under our 2014-2015 action plan. This information will be analyzed and synthesized into our 5 year review which will occur next academic year.</p>	<p>The department has institutionalized annual assessment workshops where we discuss that year's assessment findings, discuss what assessment practices are working, not working, or need adjustment. We also discuss the coming year(s), departmental priorities, and directions.</p> <p>In the spring of 2015 the department spent considerable time discussing our remedial mathematics offerings and their effectiveness. The department has a plan to assess best practices in remedial mathematics, have all remedial mathematics instructors engage in conversation, and then update our offerings as appropriate. Multiple faculty in our department have been studying remedial mathematics delivery methods and attending talks on the subject at national conferences.</p>
B.S. in Computer Science	<p>We have made changes to what is emphasized CS 3528, Data Structures and Algorithms. We have used the information gathered last fall in assessing the problem solving strategies used by students.</p>	<p>We have determined from assessed results that two aspects of student core programming skills, documentation and run-time program testing, could benefit from greater emphasis over the semester. These changes in emphasis will be implemented in future iterations of applicable courses.</p>	
B.A. in Music	<p>Based on the data from this year's assessments, the department plans to make the following changes:</p>	<p>Based on the data from this year's assessment, the department plans to make the following changes:</p>	

Program	Describe one action your program has taken, based on your assessment work	Describe a second action your program has taken, based on your assessment work	Other actions
	<ol style="list-style-type: none"> 1. Redesign our assessment questions to 2. Consider developing assignments that can be focused more specifically to each students' major or emphasis. The instructor is open to the possibility of tailoring assignments to meet more specific career needs of the individual students. <ol style="list-style-type: none"> a. This action point can be used in other courses that include students from varying majors or skill levels as well. One example could be MUS 3110 World Music which is required of all music majors, is planned to be part of the International Studies degree program, and is also included in Areas 2 and 6 of the Liberal Education courses. Some of the course assignments could be divided easily to a "music major assignment" and a "non-music major assignment." 3. Coordinate with instructor, Greg Gaston, to begin using Finale or Notepad software in Theory I in the fall. Some of the assignments would be done on computer rather than by hand 4. Offer multiple sections of Music Tech I to ensure that all students can take the course within a four-year plan and to encourage younger students to take I (and then hopefully II as well). 	<ol style="list-style-type: none"> 1. Redesign our data chart to reflect 2. Collect data for the next several years until we have enough to see trends in how categories of students are doing in the different parts of this examination. 3. Give the same test to all students (both those passing the proficiency and those taking the six semester path) to see if we are effectively meeting the needs of the weaker keyboard students as well as the stronger ones. 	

Program	Describe one action your program has taken, based on your assessment work	Describe a second action your program has taken, based on your assessment work	Other actions
BS in Nursing	<p>Goal: Improve the overall ability of the nursing students to create a scholarly APA formatted paper.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Develop a professional writing rubric – with specific elements related to APA 2. Develop writing intensive courses. 3. RN-BS N3100 with an APA section and intensive writing experience implemented now a pre-req for this program <p>Results:</p> <p>Since the spring of 2013, grades for the senior paper have improved 24%</p> <p>Grades for the junior-level course paper have shown a slight improvement in this paper – 10%</p>	<p>Knowledge and retention of nursing pharmacology was determined by ATI Comprehensive predictor and NCLEX results –as areas of concern.</p> <p>Action: Pharmacology course will be required by all students in the 4-year nursing program, starting in the fall of 2015.</p>	
BS in Physical Education, Teacher Licensure	<p>Physical education teacher candidates deliver information in lessons predominantly focused on auditory learners.</p> <p>Managerial information is provided most often which means the focus of teaching is on managing the class more than an instructional focus on skills or concepts.</p>	<p>Students in PHED 4400: Curriculum & Assessment in Physical Education, Fall 2014 did not have the opportunity to work with the iPADS & Smartboard until late in the semester, due to the time it took to get the iPads and mobile learning lab set up for use. As a result, the assessment used in 2014 will be repeated with students in PHED 4400 in Fall 2015. The instructor</p>	<p>Findings demonstrate that physical education majors rely heavily on delivery of information through auditory means. As a result, students in PHED 4970: Practicum in PE Teaching and PHED 3607: Teaching Fitness will be asked to provide more visually focused strategies in their lesson planning and delivery.</p>

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	<p>Students in PHED 3604 will be asked to utilize a white board and/or projection unit as a part of their lesson plan preparation and delivery. The white board will be used by the teacher candidates to provide students with an overview of the lesson to be taught. The projection unit will be used to provide a visual demonstration of the skill or strategy focus of the lesson.</p>	<p>comments made on the presentation rubric from student presentations in Fall 2014, will be used to revise the rubric used with student presentations in PHED 4400 in Fall 2015.</p>	
<p>BS in Health Education, Teacher Licensure</p>	<p>Based on the assessment data from this year, implementation of enhanced instructional strategies will be used to focus on the areas where students scored at the beginning or developing level of the scoring rubric. Next years data will be reviewed in the same way to see if the same trends exist of if they improve.</p>	<p>Implementation of new instructional strategies will continue into the 2015-2016 academic year for the same assignment. This means taking more time to focus on the areas where students scored at beginning or developing levels on the scoring rubric. It is evident that the students are deficient in specific areas even though they successfully completed the assignment with a minimum score of 70% and above.</p>	

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BS in Community Health	<p>Based on the assessment data I will continue to require the CHES Portfolio project, as this addresses many of the competencies in Community Health. Cultural competence will continue to be covered in class, and examples of evidence and theory-based strategies will be shared. By having to research and use these concepts in for a mock program, students will be able to practice using this concepts in their profession.</p>	<p>A second change would be to have more emphasis on cultural competence in other courses or emphasizing HLTH 2800 be taken by most, if not all, students.</p>	<p>Other competencies for could be assessed in for the 2015-2016 academic year.</p>

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BA in Sport Management	<p>The rating scale used from year-to-year to rate sport management students ethical behavior and content knowledge has been a 5-point Likert scale. It was suggested during a department meeting when discussing program assessment findings to consider increasing the range of the Likert scale as this increase might show areas sport management students need a greater focus with regard to theories and concepts discussed in respective courses.</p> <p>After being shared assessment findings from other department academic programs (i.e., Exer Sci, Comm Hlth, Hlth Ed, Phy Ed) similar rating scales are also used (e.g., 4-point scale, 5-point scale). I am reluctant to increase the range of the current 5-point scale that has been consistently used for two reasons: (a) I would like to remain consistent among the academic programs within the department, and (b) I am aware internship site supervisors work more closely with a 4 or</p>	<p>Rather than simply providing open-ended questions for responses regarding ethical behavior and content knowledge, it was suggested during a department meeting when discussing program assessment findings to consider asking internship site supervisors to share examples s/he witness the intern exhibiting and / or displaying during the duration of the internship.</p> <p>This was an excellent suggestion. Therefore, sport management internship site supervisors will be asked to share specific examples on future assessment surveys. These collective examples would be valuable in assessing sport management students ethical behavior and content knowledge in future assessments.</p>	<p>It was shared during the department meeting when discussing program assessment findings, the instructor for PHED 4290 Senior Seminar did notice that students were having difficulty remembering all their civic engagement activities that spanned over a four or five year period.</p> <p>Sport mamnagement students are required to document 6-8 hours of civic engagement activites. Although the majority of sport management students exceeds this amount, as most documented 20 to 40 hours (and it was noted that one student documented over 1,000-hours), the sport management faculty will need to elaborate in their classes to encourage students to keep better records regarding their civic engagement activities. Thereby, when sport management students enroll in PHED 4290 Senior Seminar, they won't have to try and remember all their civic</p>

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BS in Education	<p>The department reviewed the scores for the edTPA scores and concluded that an area of concern was in the topic of assessment. Because of this the department moved four standards associated with assessment from student teaching to ED 3350: Pedagogy. Additionally, the department embedded required "Signature Assessments" in courses across the spectrum of the program, including an assessment related to assessment. This was completed for the Spring of 2015, and initial data was collected for the purpose of identifying the best method to collect and analyze this data. This data will continue to be collected for program improvement as well as meeting required data collection for the Board of Teaching.</p>	<p>The department met in May of 2015 and analyzed the EDTPA scores from Fall of 2014 and Spring of 2015. Specifically, the department was looking at the scores of the three tasks of the edTPA for scores below the state cut score of 13, 13, and 12 respectively for Task 1, 2, and 3. Additionally, we were looking to determine the number of students that also scored a "1" on any of the 15 rubrics used to score the edTPA. It was determined that the department will begin require scores of 13, 13, and 12 to pass student teaching. This will be communicated to students in the Professional Education Handbook beginning in the fall of 2015 and take effect for the students that student teach in the spring of 2017. A remediation plan will be developed for students that do not meet the passing score to allow them to show proficiency in that particular area through other means such as interview with review committee, additional writing, portfolio of work, etc. The specifics of the remediation</p>	<p>The department Instituted a new admissions policy that will take effect in the spring of 2016. One component of this admissions policy is to increase the GPA requirement from a cumulative GPA to a GPA of 2.7 for the spring of 2016 and by the spring of 2017, the required GPA to enter the education department will be a 3.0. This decision was made based on the cumulative GPA of our current students, the rate of students passing the MTLE basic skills tests upon entry of the program, and also correlated with ACT scores. This change will also align the department standards for admittance into the program with expectations for CAEP requirements.</p>

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BS and BA in Psychology	<p>Personality theories is now being offered on a once/year basis.</p>	<p>A new faculty member was hired and began teaching in fall 2014. He has developed and now taught one section each of "behavioral neuroscience" and "perception and sensation".</p> <p>Enrollments in the courses were small this first semester, but behavioral neuroscience will be offered again in the fall, and enrollment is already strong.</p>	<p>Writing rubric has been callibrated and all faculty have been trained to produce consistent assessment results. Random selection of senior papers were graded by the faculty. A baseline of writing has now been established and future assessments will be compared to it.</p> <p>Additionally, specific faculty members have developed detailed in-class interventions to improve student writing. Travis Ricks has developed the following course plan:</p> <p>After administering the first exam in: Special topics: Study of sensation and perception I facilitated a class discussion about the lack of quality in students' answers to short answer questions and an integrative essay. Student responded that they were not skilled enough to provide written explanations about the concepts they were learning or write an integrative essay. They also reported that they would</p>

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BS in Social Work	<p>Students assessed in these two competencies include both seniors as well as students in their first year of the program. The Social Work Department is exceeding the benchmark set. This should be expected as the benchmark is the equivalent of 2.50 GPA and social work students are required to have this in order to graduate with a BSW degree. At this time the approaches used to instruct students as well as the student application of practice behaviors is working to achieve the desired goals.</p> <p>However, it is important to note that students did not meet the benchmark on two other practice behaviors (strategies for ethical reasoning and demonstration of effective oral and written communication). In both of these areas students fell below the benchmark. As a result several actions were taken. The first action was to discuss at a faculty meeting where we teach these specific practice behaviors,</p>	<p>Based on the data indicating that students were not demonstrating effective oral and written communication skills, a plan was developed to address this deficit. This practice behavior is now taught intentionally across the curriculum. Effective communication skills and particularly APA begins in the Intro to Social Welfare course. The teaching of APA as well as the proficiency with APA gradually increases throughout the program culminating in GP III and Research Seminar. As part of the plan, specific assignments have been created to teach and apply effective communication.</p>	

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M.S. Biology	<p>To better prepare students for their research, Biology changed its course requirements for graduate students to include the following three courses: Advanced Project in Literature Review, Advanced Project in Methodology, and Grants & Contracts. After completing these courses, our first year students had their research proposals completed by the end of the academic year. We had approximately 6-8 students in these courses during the 2014-2015 academic year, and we have seen a higher completion rate of the proposals. Furthermore, some students were able to write research grants (e.g. to the MN DNR) using the knowledge gained from Grants & Contracts.</p>	<p>Mark Fulton and Andy Hafs co-taught a graduate statistics course during spring 2015. Several Biology masters students have already applied the statistical analyses to their research projects. This has given students a better understanding of their research data.</p>	
Criminal Justice BS CEL	<p>The department has submitted a curriculum revision which currently is in the curriculum process. Overall, the department is attempting to revise and update the curriculum to emphasize both the learning objectives that students think are career related (and perform better on those) and also emphasize higher-order theory and abstract problem solving that students tend not to think is as important and do not perform as well on.</p> <p>This change primarily relates to the assessment data from the pre-post exam which resulted from last year's data.</p>	See above.	

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B.S. Clinical Laboratory Science	A different textbook was used in both Immunology and Introduction to Hematology. The students seemed to have done as well or perhaps slightly worse when compared to prior years. It may take another year with the new textbooks to determine if the scores reflect real problems with the material or just difficulties with a new approach to the course.	With the addition of a new microbiologist in fall 2015, some of the assessment tools may be revisited. For example, how basic lab procedure gets assessed may be modified. It has been challenging to assess some student learning outcomes for Medical Laboratory Sciences over the past several years because we have lacked a tenure-track microbiologist. We hope this will change once Holly LaFerriere begins in the fall	