

# ***Lists of Outcomes and Assessment Methods Assimilated from Other Educational Institutions***

The following outcomes and assessment methods were assimilated from plans from 42 institutions. The institutions had the following Carnegie classification:

- 4 had Associate of Arts status
- 7 had Baccalaureate II status
- 8 had Baccalaureate I status
- 3 had Master's II status
- 8 had Master's I status
- 5 had Doctoral I or II status
- 7 had Research I or II status

Following are three sections:

- Sample Outcomes and Assessment Methods (pages 2-7)
- Sample Departmental Statements of Purpose (page 8)
- Example of an Institutional Effectiveness Plan (pages 9-11)

**ENGLISH MAJOR**  
**Synthesis of Outcomes and Assessment Techniques**

| <b>Academic Learning Outcomes<br/>By the time they graduate, students will be able to...</b>             | <b>Assessment Method</b>  |
|--|---|
| demonstrate superior command of English grammar, mechanics, and style                                    | ACT CAAP test given in course ENG 390   |
| write in different poetic modes and style  | portfolio review - three faculty review all portfolios using developed set of standards |
| recognize literary forms, analyze texts of various types and periods                                     | projects in capstone course   |
| discuss literary texts from various theoretical and critical perspectives                                | exit interview/oral exam  |
| write short essays, and long research papers   | portfolio review  |
| illustrate knowledge of the development of British and United States literary traditions                 | national standardized exam  |
| identify the genres, rhetorical features and identity of fiction, poetry, playwriting, and screenwriting | departmental developed exam; each faculty submits 3 questions                           |
| compare different linguistic terminologies and methodologies   | departmental developed exam given in course ENG 401                                     |
| analyze features of works written in English from earliest times to present                              | projects in capstone course   |
| use critical thinking to read and apply variety of theoretical approaches                                | written essay   |
| relate analyses and interpretations of texts to one another  | written exam graded by experts in the field   |
| explain how literature differs from other forms of communication   | written essay test in capstone course   |
| demonstrate awareness of ways in which literature enriches life  | exit interview  |
| use electronic search system and Internet to conduct scholarly research                                  | portfolio review by two English professors  |
| construct clear and supported statements of a position in writing  | selected paper for review   |

**FINE ART MAJOR**  
**Synthesis of Outcomes and Assessment Techniques**

| <b>Academic Learning Outcomes<br/>By the time they graduate, students will....</b>  | <b>Assessment Method</b>   |
|---|--|
| be accepted to graduate institutions  | self-reported acceptances through survey of alumni, contact with faculty   |
| demonstrate by portfolio advanced technical skills in their discipline  | 80% will score average or above average on their presentations during their senior year/capstone experience  |
| critique their work in oral and written form discussing formal, technical, and conceptual elements  | 80% will score average or above average: on 2 written proposals and 1 written report which synthesizes technical and art concepts into actual work |
| complete a written proposal with thumbnails, comprehensives to re-design a potential client's corporate identity.   | written proposal during junior and senior years  |
| complete a written proposal with mockette for consideration for art in public places  | written proposal during junior and senior years  |
| be familiar with varied methodologies used to study art historically  | exit examination must be undertaken within one year of the proposed graduation   |
| have general knowledge of artistic media and techniques   | exit examination must be undertaken within one year of the proposed graduation   |
| demonstrate the ability to relate individual artistic pieces to their historical and cultural context by identifying technique, style, and subject matter | oral evaluation of finished works of art and design  |
| have the ability to interpret historical and critical information about works of art, artists, and related issues   | exit examination must be undertaken within one year of the proposed graduation   |
| show the ability to organize and communicate concepts and data pertaining to the history of art   | written paper  |
| have a familiarity with a wide range of stylistic approaches  | journal writings, and written examinations   |
| know the history, technical language, and repertoire of their fields  | national standardized exam   |

| <b>Academic Learning Outcomes<br/>By the time they graduate, students will....</b>   | <b>Assessment Method</b>   |
|--|--|
| demonstrate the ability to analyze their own works of art in terms of form and content   | a written artist's statement of no more than 400 words to be assessed by the studio faculty and other faculty from the department. |
| be able to exercise value judgments concerning artistic merit appropriate to their disciplines                                       | a written paper reviewed by at least three faculty members.  |
| demonstrated artistic prowess and technical proficiency in one chosen medium   | exhibition of five works reviewed by outside experts in the field  |
| demonstrate in-depth knowledge of one discipline of studio art   | senior show of exhibited work judged by three members of the faculty using the rubric designed by the art department               |
| show their abilities to articulate to lay audiences the significance of artistic works and the value of arts to society              | oral evaluation of finished works of art and design embedded in course XYZ   |
| understand the non-verbal language of art and design   | individual and group studio critiques  |
| evaluate contemporary thinking about art or design   | standardized test  |
| place works of art in historical and stylistic context and have some understanding of the cultural milieu in which they were created | content of written research paper assignment   |
| understand practical context and educational theories and strategies related to artistic experiences                                 | exit interview rated by two faculty members using standard scoring sheet   |

**PSYCHOLOGY MAJOR**  
**Synthesis of Outcomes and Assessment Techniques**

| <b>Academic Learning Outcomes</b><br><b>By the time they graduate, students will be able to...</b>  | <b>Assessment Method</b>                                   |
|---|--|
| demonstrate a reasonable integrated historical overview of modern psychology, including the major subdivisions of the discipline and their interrelations | ETS Major Field Exam in Psychology                         |
| critically evaluate research designs, results, and interpretations  | final exam in Psy 351 Research Methods                     |
| know when to use basic statistical tests to formulate hypotheses, collect and analyze data, draw conclusions, and clearly communicate research findings   | departmental exam developed by faculty                     |
| assess the characteristics of social situations and measure the psychological attributes of individuals   | case study exam in Psy 421                                 |
| place current psychological concerns into an appropriate overarching conceptual framework that encompasses the entire field                               | senior project in capstone courses                         |
| demonstrate understanding of physiological psychology, research and statistics, theories of personality, abnormal psychology and psychological counseling | ETS Major Field Exam                                       |
| discuss the social and biological background of human nature  | oral interview with random selection of graduating seniors |
| demonstrate knowledge in learning, cognition, perception, comparative and physiological and clinical and abnormal psychology                              | ETS Major Field Exam - subscores match outcomes            |
| understand major concepts and principles used in the field of psychology  | GRE Psychology test  |
|   |  |

| <b>Academic Learning Outcomes</b><br><b>By the time they graduate, students will be able to...</b> | <b>Assessment Method</b>                       |
|--|--|
| make evaluative judgments  | ACT COMP subtest "Clarify Values"              |
| organize a framework for understanding human behavior  | report on internship experiences in psychology |
| summarize and evaluate published literature  | lab exam in Research Methods courses           |
| show respect for cultural diversity and the role of culture in human behavior                      | three reports on three diverse cultures        |

**SPANISH MAJOR**  
**Synthesis of Outcomes and Assessment Techniques**

| <b>Academic Learning Outcomes</b><br><b>By the time they graduate, students will be able to...</b>   | <b>Assessment Methods</b>   |
|--|---|
| demonstrate an adequate level of oral/aural competency in the language they are studying, which includes a reasonable level of accuracy in pronunciation | students go off-campus to American Council on Teaching of Foreign Languages certified oral proficiency interviews<br><br>reading: use of nationally normed computer adaptive placement exam |
| ask and answer questions as needed for communication   | department oral exam in capstone course   |
| be understood by sympathetic native speakers   | interview by native speaker   |
| speak on a variety of topics including personal history, leisure time and professional activities, current events, and likes and dislikes                | departmental comprehensive oral examination   |
| write essays that are reasonably free of systematic structural, grammatical, and stylistic errors  | complete an essay, at least eight pages in length, in the language in which they majored  |
| critique literary works in the language they are studying  | portfolio of projects completed in junior and senior level courses  |
| use and understand correct forms and structures  | an examination of grammar that test use of advanced grammatical structures, accurate spelling and accentuation  |
| develop an understanding, appreciation, and respect for Spanish cultures   | essay related to cultural aspects; written in Spanish   |
| display a reading knowledge that allows for comprehension  | departmental developed exam in the capstone course  |
| integrate the language, linguistics and literature   | ETS Major Field Exam  |

# ***Samples of Departmental Statements of Purpose Compiled from Other Educational Institutions***

## **English**

The department of English supports and contributes to the purpose of the College and its commitment to combine liberal arts with professional preparation. Majors in this discipline are exposed to literary works of excellence, in a variety of genres, thus cultivating their appreciation of these works. The department also teaches the skills of written and oral communication, critical thinking and analysis, and research necessary for students to lead professional lives.

## **Fine Arts**

The department of fine arts seeks to provide quality education consistent with the standards of the College and is designed to prepare students for professional careers in arts and education. The department maintains a course of studies which will provide the fine arts graduate with a historic context and practical projects for the theories, applications, processes, and judgmental skills which are involved in the production and effective utilization of visual forms and concepts. The ability to synthesize visual and cultural forms is essential to the fine arts expression. This preparation should allow the fine arts graduate to be an eligible candidate for graduate programs or entry qualification as a professional artist.

## **Psychology**

Psychology is the scientific study and application of knowledge concerning the behavioral and cognitive processes of humans and other animals. In keeping with the mission of the College, the department of psychology seeks to provide students majoring in psychology with a deeper understanding of the factors which contribute to human behavior and attitudes and assist in the development of interpersonal communication skills. Graduates are prepared to enter graduate schools, professional training programs, or employment in a wide variety of fields in which they are required to apply the knowledge, research experience and analytical skills learned in the program.

## **Spanish**

The mission of the department of Spanish is to develop in students the ability to use Spanish with grammatical accuracy and to develop students' communication skills in speaking, listening, reading, and writing. Graduates learn to appreciate the interrelationships between language, literature, history, and culture. The department supports the College's commitment to the liberal arts by blending language, history, and culture throughout the departmental curriculum.

# ***Example of an Institutional Effectiveness Plan for a History Major***

## **Institutional Effectiveness Plan History Major**

### **I. Statement of Program Purpose**

The department of history supports the mission of the College and strives to graduate students who possess a clear view of the past in the United States, Europe, Asia, Latin America, and the Middle East. The department provides its majors with instruction which can lead to history-related careers including government service, law, journalism, management, and public relations. Graduates also possess the ability to write clearly, think and analyze critically, and appreciate a diversity of cultures at different points in time.

### **II. Academic Learning Outcomes**

Knowledge Outcome:

1. By the time history majors graduate, they will be able to explain topics in the political, social, cultural, and economic history of the United States, from the 1700's to the present.

Think/attitudinal Outcome:

2. By the time history majors graduate, they will be able to use another perspective to analyze historical events and cultural practices.

Do/skills Outcome:

3. By the time history majors graduate, they will be able to analyze historical questions and issues clearly and precisely, formulate historical information accurately, distinguish the relevant from irrelevant, recognize key questionable historical assumptions, use key historical concepts effectively, identify relevant competing historical points of view, and reason carefully from clearly stated historical premises.

### III. Evaluation Procedure

1. By the time history majors graduate, they will be able to explain topics in the political, social, cultural, and economic history of the United States, from the 1700's to the present.

#### Assessment Method:

Eight essay questions related to the political, social, cultural and economic history of the United States will be developed by the faculty in the history department (one question for each topic will focus on the past and one on the present). This exam will be the final exam of HIS 440 and given by the professor of this course, which all graduating history majors must take. Each question will be graded on a 10 point scale by the faculty who developed the question. The average score (across all students) of each question will be entered into the matrix below.

|         | Political | Social | Cultural | Economic |
|---------|-----------|--------|----------|----------|
| Past    |           |        |          |          |
| Present |           |        |          |          |

#### Performance Standard:

Each matrix square should have an average of 8 points or higher.

#### Proposed Use of Results:

The faculty of the history department will review the results. If any square shows an average of less than 8 points, then the courses related to that topic will be reviewed.

2. By the time history majors graduate, they will be able to use another perspective to analyze historical events and cultural practices.

#### Assessment Method:

A random selection of 30% of the graduating history major students will be selected. This sample of students will be given an oral assessment during March of each year. The assessment will be to use one of three perspectives to analyze historical events. There will be three faculty members who will judge the oral assessment using a rubric developed by the history faculty.

#### Performance Standard:

For each of the three perspectives, on each item on the rubric, the average rating will be 3 points or higher (on a five-point scale).

### Proposed Use of Results:

If any perspective has a lower rating than any other perspective, then the courses related to that perspective will be analyzed for content and concepts.

3. By the time history majors graduate, they will be able to analyze historical questions and issues clearly and precisely, formulate historical information accurately, distinguish the relevant from irrelevant, recognize key questionable historical assumptions, use key historical concepts effectively, identify relevant competing historical points of view, and reason carefully from clearly stated historical premises.

### Assessment Method:

Fifteen percent of the papers submitted by senior history majors in senior level courses will be randomly selected for grading by the department's Undergraduate Studies Committee, independently read by all five members.

A rubric will be developed by the faculty of the department. Each paper will be graded by each the five members and the average for each item on the rubric will be used for assessment purposes.

### Performance Standard:

An average rating across all students of 7 points or higher on each item on the rubric, using a ten-point scale.

### Proposed Use of Results:

At the end of the assessment, all full-time department faculty will consider curricular changes that may be appropriate in the light of assessment results, assigning further investigations, course development or other needs to the curriculum or other committee as needed.

## **IV. 2000-2001 Objectives**

1. During the fall of the 2000-2001 academic year, the department chair will select members from the community to be on an Advisory Board.
2. During the spring of the 2000-2001 academic year, the Advisory Board will meet at least once to review the current curriculum.
3. All members of the faculty will score 3.5 points or above (on a five-point scale) on the overall score of the *Student Evaluation of Instructor and Course Instrument*.