

Appendix 4. Review of the OIRP Assessment Database: Assessment Methods and the Use of Assessment Data.
The information in this table has been provided by the departments and programs listed. It is based on assessment information included on the Portland State Program Review database (<http://www.programreview.pdx.edu>).

School	Dept		Direct Evidence of Student Learning (student work samples, etc.)	Indirect Evidence of Student Learning (surveys, self report, course evals, etc.)	How Assessment Process or Data Has Resulted in Program or Curriculum Changes	
SBA	Single Plan		Case studies of randomly selected students, based on examination of work samples. Work sample assessment is on hold while the Curriculum Committee revises our distinctive competencies grid.	Focus groups on the student experience of the school. We ask some questions about the academic experience. We are also revising a student self-report exit survey for all seniors that speaks to our stated competencies.	Student work samples gathered to this point will be used in summer 2005 at a core faculty retreat in an effort to achieve consistency in student learning outcomes throughout our curriculum.	
	GSE	EPFA	Administrative Licensure:	Initial	Grading based on learning objectives for assignments completed during the practicum (6 written assign. and 3 observations) and of the Education Leadership Project, using TSPC standards; Professional Portfolio Presentation	Quarterly Practicum Verification Form; reflective journals; exit survey of graduates
Cont in- uing				Rubric-based assessment of knowledge attainment and field-based project	Course evaluations; analysis of oral and written student comments; exit survey of graduates	One change in the CAL program is being formulated based on verbal and written student comments at the end of each class.
PACE			Rubric-based scoring of comprehensive project	Reflective narrative on comprehensive project included student learning	No information on how data has been used is available at this time.	
C & I		BTP	Rubric-based scoring of student-designed units for classroom use	Focus groups with students, faculty and school district on program assessment	The goals, materials and/or activities have been analyzed for their effectiveness and a determination made as to whether they should be continued, modified, or deleted in the future.	
		GTEP	Rubric-based scoring of pre-and post student teaching work samples		A process for reflecting on the results leading to program improvement includes: A GTEP Assessment Team will be assembled during the first four-week session of summer school to compile and review work sample results from that previous academic year. The Team will conclude with prioritized recommendations for Program and Assessment improvement. (Recommendations have not been made yet since we are still in the data collection process for 2004-2005 Academic Year).	
		Literacy	Rubric-based scoring of students' intervention and interview project		The faculty has decided to revise the curriculum according to IRA standards.	
		MA/MS Program	Rubric-based assessments within courses	Web-based survey completed at beginning and end of program. Focus on: Diversity and Research Inquiry Practice	Demographic student survey has been developed recently. A pilot study of this survey is currently being implemented.	

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	SPED & Counseling	SPED	Grading based on learning objectives throughout program; scoring sheet-based observations of field experiences; rubric-based scoring of two key-written assignments		When we have encountered an area where we need to further develop our student's skills, we have developed tools to give student's needed feedback. For example, we found that our students lacked skills in professional writing. We examined the key writing assignments across the curriculum where we could give feedback on professional writing. We developed a set of instructional guides for students regarding professional writing as well as a Writing Rubric. Then, we used the Writing Rubric to assess each of the writing assignments across the courses. Use of this process is improving student's writing over time.
		Counseling		Program evaluation survey, pre- and post-program	No information on how data has been used is available at this time.
	Doctoral Program (EdD)		Rubric-based scoring of selection of Core Comprehensive Papers	Focus group, interview, and/or survey of doctoral students, to include participant assessment of program components and possible self-report of student learning	No information on how data has been used is available at this time for change.
XS	Continuing Education:	Added Elementary	Rubric-based grading based on learning objectives of written elements of final report on the practicum	Student self-assessment elements of the final report on the practicum	Will be collecting data with the Graduate Teacher Education Preparation Program.
		Addicti on Grad Cert	Rubric-based evaluation of student projects at mid-point and end of program		Usable data will be available soon.
		CREA DE	Rubric-based grading based on learning objectives of written elements of final report on the practicum.	Student self-assessment elements of the final report on the practicum.	Usable data will be available soon.
		CTL	Rubric-based evaluation of the Professional Teacher Portfolios and the oral Portfolio presentations	Student reflection included in the Professional Teacher Portfolios	Assessment data has been used to make curricular changes to the Continuing Teacher Licensure program in light of Teacher Standards and Practices decision to make the license optional.

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	Ed media	Rubric-based analysis of observations of use of technology in the practicum	Survey of former students regarding uses made of program learning.	<ul style="list-style-type: none"> • The advisory group for the educational media programs chose the specific area of technology infusion to assess due to feedback we had received from students about the need for more technology in the programs. Upon looking at the syllabi for the courses in the program, we noted that technology is used throughout the program and addressed in a variety of ways. Therefore, we decided to explore whether or not the issue is that the faculty have not been explicit about the uses of technology, so students are not aware that we are learning how to use it to enhance learning, or whether or not we need to address the issue in more depth. The data collected will definitely drive curriculum redesign. • We determined that we need to be much more specific about our instructions for the work samples, so that we address our objective(s). We are working with faculty on that point. We also determined that we should let students know that their work sample will be assessed for specific learning objectives. • We went through the current rubric and made some changes based on more knowledge about assignments and work samples (both in terms of language and appropriateness), course content, etc. We also added a couple of master's courses where the learning objectives pertaining to technology could be assessed. • We decided that in the practicum, the university supervisors will use the check off list to determine if someone has met the competencies even though there is a huge range of available technology in different sites.

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	ESL	Rubric-based evaluation of practicum experience; review of work samples for inter-rater reliability and students competency	Course evaluations; focus groups of graduating students; survey of former students reporting on competencies	<ul style="list-style-type: none"> • Emphasize Assessment as a Theme in All Coursework: Due to the students' perceived deficit in confidence in understanding and using assessment in their work, all faculties, in all courses were instructed to address and to create an assignment related to assessment in their curriculum. It is hoped that added exposure and practice with assessment in the many facets of ESL/Bilingual Education that make up this course series will strengthen the students' confidence in working with assessments. • Retool Practicum/Capstone Experience: We retooled our practicum/capstone scoring guide and assignments to be a rubric with a 4-level rating scale and determined what our minimum allowable score would be for licensure. We emphasized the importance of practicing assessment in the practicum experience. Follow-up evaluation of practicum experience and review of work samples revealed satisfactory inter-rater reliability; however, student competency relative to TSPC established standards was inconsistent. This resulted in faculty discussions regarding effective approaches for demonstration of student competence relative to TSPC standards addressed within each course in the program. • Inform All Students of Program's Learning Outcomes: At the start of all classes a copy of the TSPC competency standards is passed out and discussed. TSPC competencies are also included in each course syllabus and discussed in each course. • Facilitate Demonstration of Student Competence: Faculty will include written assignments in each course that allow for student reflection of learning related to TSPC standards. Final work sample at time of practicum will be revised to provide a more relevant demonstration of student knowledge and skills as related to TSPC competency standards
	SSCBT	Using work samples from randomly selected students; rubric-based analysis of written responses to case studies; field observation; comprehensive oral review		No usable assessment data is available yet.
	IELP	Rubric-based analysis of essays, research papers and oral presentations	Student self-assessments	No usable assessment data is available yet.

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	Professional Development:	Human Resources		<ul style="list-style-type: none"> • Interview with faculty on program strengths, weaknesses and recommendations • End of Course student evaluations - both paper and on-line versions • Focus Groups (typically about just one or two issues) • Email surveys (typically about just one or two issues) 	<ul style="list-style-type: none"> • Offer new Organizational Development (OD) Course • Reduce number of different courses offered in a given year • Meet with instructors to review program strengths, weaknesses, and to make recommendations • Offer 2nd and 3rd new OD Course to complete the "OD Series" and the "OD Specialization" within the Human Resource Management Program • Meet with instructors to review program strengths, weaknesses, and to make recommendations
		Project Management			Assessment materials are not yet loaded for this program.
		VA Management		Written and oral course evaluations; survey of former students	<ul style="list-style-type: none"> • We used the knowledge gained from evaluations to fine-tune the curriculum, the training schedule, and the training setting. All evaluation feedback was shared with instructors, and we were asked to modify their presentations in accordance with feedback while maintaining the original intent of the program. • We added new topics, changed the focus and length of sessions, and eliminated both instructors and sessions that participants found unhelpful. The order in which material was presented was altered to give participants basic knowledge in preparation for understanding the more sophisticated concepts. We simplified unnecessarily technical sessions and added practical applications to those that were overly abstract or theoretical. • Where possible, we replaced lecture format with interactive and discussion formats, as 40 hours of training within a week is a lot of seat time. We scheduled sessions with more active participant involvement in the afternoon (dead time) and the more academic topics in the morning to accommodate students' body rhythms. • The assessment's ongoing contribution to the program was the confirmation that instructors needed to include scenarios, case studies, and real financial information to address internal issues and processes at the VA. To address this, instructors were required to familiarize themselves with VA issues through on-site research and interviews of knowledgeable persons and to develop their training sessions around these issues.

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MCECS	Civil Engineering	(1) CEE Capstone Design course: CE 484 and CE 494 Civil and Environmental Engineering Project Management and Design I and II. This course results in student group design projects. Work samples and project presentations are direct evidence of student work. (2) Nationally administered test of Engineering Fundamentals for PSU CEE Seniors. This is the FE (Fundamentals of Engineering) examination. Consistently over the last 10 years, PSU CEE students passing rate of over 90% is well above the national average of close to 70%.	(1) Course evaluations (2) Class exit interview (3) Alumni Surveys (4) Senior and Junior Class Surveys	Curriculum/program changes in last 2 years: <ol style="list-style-type: none"> 1. CE484 and CE494 combined into a 2-term capstone project course starting Winter-Spring 2005. Prior to this, the 2 courses were independent and the design project was only 1 quarter. 2. CE315 class started fall 2003 in order to have a class dealing with ethics, showing the need for professional registration, and having students write an essay. 3. CE321 Materials class was started fall 2004. This replaced the EAS215 Properties of Materials class taught by Mechanical Engineering. 4. Entrance and graduation GPA requirements were raised for 2004-2005 academic year.
	Computer Science	Grading based on learning objectives of Capstone course projects	Course evaluations; exit survey.	No information on how data has been used is available at this time.

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	Electrical & Computer Engineering		Course evaluations; Capstone student survey; exit survey; alumni survey.	<ul style="list-style-type: none"> • This survey is taken by students taking senior design project series of courses (also known as Capstone sequence). Originally, survey was done at the beginning as well as at the end of the series; we are re-evaluating the need for both surveys. This year we are starting to distribute the same survey to the Capstone industrial leaders who are involved in day-to-day operation of the projects. • Since our industrial partners have identified effective communication (written and oral) as one key area that needs improvement, we have formalized assessment of student presentations and reports. Once the analysis is done, we will be able to identify the areas for further improvement. • Outcomes assessment: based on a web-based assessment tool (author P. Van Halen). Faculty are required to keep track of all materials (exams, quizzes, homeworks, etc) that influence student's grade. For example, for each question on an exam, instructor has to identify which course outcome does that question "measure." Based on the aggregate of such statistics, it is possible to identify some problem area (or areas where students excel) which, after some analysis, should lead to corrective actions. • In 2004-2005 this process will be extended to all ECE courses. At the end of the year we will need to assess whether it is necessary to do this for all courses or some form of e.g. two or three year rotation would be sufficient.
	Engineering & Technology Management	We use exams, group projects, individual project reports, and student presentations to measure student learning.	Course evaluations, interviews and alumni surveys provide indirect evidence of student learning	<ul style="list-style-type: none"> • Based on student feedback we started offering ETM-WEST in Washington County. • In interviews with our students and other stakeholders we heard that they would like us to redesign the Master of Engineering in Engineering Management degree programs (Project Management, Technology Management, and Manufacturing Engineering). The redesign will bring those degree programs on the same level as our flagship program of Master of Science in Engineering Management. • We are in the process of establishing a new Ph.D. program in Technology Management as a direct result of student requests.

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	Mechanical Engineering		Student learning outcomes are assessed in each class, with key indicator classes identified for a set of twenty program outcomes. These are assessed annually through evaluation of projects, exams, homework, and testing of prototypes.	Students are asked to complete self-assessment surveys upon graduation. Additionally, program objectives are assessed by surveying alumni who have graduated 3-5 years previously. A half-day meeting is convened during May of each year to discuss student learning; attendance includes students, faculty, alumni, administrators, and members of the industrial advisory board.	Outcomes have been assessed for five years. Student learning has improved as course contents have been adjusted to alleviate shortcomings. Program curriculum has been modified in response to assessment meetings. Specifically, the curriculum has changed by adding a course in technical writing, deleting the third course in chemistry, changing the content of the Engineering Statistics course, and changing the content of the Fundamentals of Electric Circuits course.
FPA	Architecture		Second-year portfolio review; course syllabi and work samples compiled and collected each year; mid-term and final juries.		<ul style="list-style-type: none"> • It is general practice for faculty to discuss with invited critics their pedagogic strategies and subsequently evaluate and adjust their approach. • Each faculty makes necessary adjustments to her/his course content and pedagogic strategy based on student performance in the preceding studio. • The third year curriculum is adjusted in response to student performance in second year. • Graduating seniors participate in the design and construction of a senior installation in the spring quarter of their senior year. The installation showcases the students' acquired abilities and skills at the end of their undergraduate education. Members of the professional and wider design community are invited to this event to engage with the students and the faculty in discussing the work. This event provides a comprehensive overview and an important opportunity for curriculum assessment and student performance evaluation
	Art	Art History	<ul style="list-style-type: none"> • Rubric-based scoring of research papers and research skills; rubric-based scoring of exams. Rubrics are based on learning objectives. Pilot - a slide-identification exam has been administered along with a questionnaire to try to correlate student performance with a set of variables including the number of art history courses previously taken. • We are planning during spring 	Pilot - a slide-identification exam has been administered along with a questionnaire to try to correlate student performance with a set of variables including the number of art history courses previously taken.	<ul style="list-style-type: none"> • At the level of curriculum, we have added two courses this year to address goals 1 and 4 respectively: offered for the first time were ArH 199, under the omnibus title Special Studies, as a gateway course to prepare students for the 200-level chronological survey of Western art, and ArH 449/549, Methods in Art History. • Departmental goals were amended during the course of our work on assessment to include: acquire research skills particular to our field that will enable the students' use, reuse, and creation of knowledge.

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		<p>term 2005 to compare research papers produced in an upper-division modern art history class by students with prior instruction in library research with those by students without such prior instruction last term. The results of this project will not be available until summer 2005.</p>		
	<p>Founda tion</p>	<p>Rubric based on learning objectives used to score projects and written work included in class portfolios.</p>	<p>Student feedback on portfolio</p>	<ul style="list-style-type: none"> • We are in the process of re-writing the topical outlines for ART 115 and 116 based on their experience developing the assessment rubrics over the past year. This is of no small importance for them because foundation classes are taught almost exclusively by adjunct faculty and graduate teaching assistants, and topical outlines are the major means for ensuring consistent course objectives. Drafting, discussing and testing the rubrics generated welcome critical discussions on standards, scope and methods of delivery. Like the graphic design faculty, we came to value these sessions as professional development opportunities. In addition to assessment, these meetings resulted in the development of a collection of teaching resources related to foundation. It has been especially helpful for GTAs, we believe, because the meetings provided continued opportunities for mentoring. • Based on anecdotal assessment information from art history, we are concerned that students are not retaining formal vocabulary introduced in ART 115 and 116. During their winter quarter meeting we polled for whether and how writing was used to evaluate vocabulary acquisition (vocabulary quizzes, written analysis of student's own or other work, written responses to critique sessions). During spring quarter 2005, each faculty will institute some kind of dedicated vocabulary evaluation. At the end of the quarter we will look at samples and begin to devise guidelines/rubric for writing/vocabulary components.
	<p>Graphi c Design</p>	<p>Rubric-based scoring of sophomore portfolios. Seniors prepare a portfolio of work to document their ability to enter into the profession or graduate programs. The criteria for review address the same broad categories however the focus of this review is on the more nuanced and individualistic areas of impact and</p>		<ul style="list-style-type: none"> • Comments from the Senior Portfolio Review have been fed back to the sophomore level, informing the program about changes necessary to minimize deficiencies in students' upper-division work. • There have also been unforeseen faculty development benefits to the Sophomore Portfolio Review. Adjunct faculty have begun to feel we are part of the team. Opportunities were created for them to interact not only with one another but with regular faculty as well, leading to constructive dialog and an ongoing exchange of

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		sophistication of performance.		<p>ideas.</p> <ul style="list-style-type: none"> In addition to the above, the following points have recently been identified as improvements or action items as a result of the Sophomore Portfolio Review. Informal meetings among faculty teaching sections of the same course have proven useful. Projects are now collaboratively designed by regular and adjunct faculty, rather than either being all different, or being dictated down from one faculty member. Coursework should consist of more than exercises; application of techniques and concepts to finished products will improve teaching and learning. Grades and rubric scores need to be reconciled. The best practices in terms of projects, reading assignments and research procedures are to be identified and infused into other courses. The faculty need to be further coordinated in terms of giving students examples of outstanding sophomore-level portfolios. Portfolio reviews in Graphic Design at the sophomore and senior levels have been very effective in enlightening the faculty about the strengths of and areas of improvement necessary in their program, in increasing cohesiveness across the curriculum, in giving students a true indication of their level of achievement and a valid tool for advancing their careers, and in informing faculty about their students and peers.
	Studio Art	Guideline-based assessment of curated show, including judgment of statement, work, and documentation.	Alumni survey	No information on how assessment process and data are being used
	Music	<ul style="list-style-type: none"> Quarterly juried performance; keyboard and aural testing; public performances; oral critiques. evaluation/review 	<ul style="list-style-type: none"> Grid of prerequisites Public performance (outside evaluation) In the process of developing an alumni survey with AI. Grades: SAT, GRE, GPA 	We have determined that our curriculum is basically valid and strong and that our weaknesses often have their roots in funding. We sadly need instruments, new music, travel money, and additional faculty of course, but we also need to realize that we are doing an exemplary job of producing a product that reflects the spirit and content of excellence. The Department will be developing newer tools for assessment among other improvement attempts. We have learned that streamlining is becoming more important to our department, and in this regard, we are redefining two areas of concentration in the Bachelor's curriculum. We have also agreed internally that regular reviews of our curriculum need to be continued and strengthened with more faculty taking part.

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	Theater Arts	<ul style="list-style-type: none"> Rubric-based script analysis. Student work samples archived since 1/1/04 for the following courses (major core): TA 111, 112, 141, 142, 301, 311, 321, 454, 464, and 465. 	<ul style="list-style-type: none"> Course evaluations required (and archived since 1985) for all courses taught in the program, all terms. Survey (interview) of acting program conducted 2/02. Survey (interview) of incoming students conducted since winter 2003. Student engagement survey conducted 11/03 and 2/04 to be repeated winter term, even numbered years. 	<ul style="list-style-type: none"> Course reviews conducted annually, spring term., for fall curricular implementation and/or submission to University curriculum committee. To date, assessment has resulted in: 1) realignment of TA 141, 142 classes, to delete non-majors.; 2) reduction in size of 141, 142 classes to improve learning outcomes.
CLAS	Anthropology	Scoring of class portfolios using "Applications of Anthropology" rubric.		<p>Changes based on development of learning objectives:</p> <ul style="list-style-type: none"> We identified a weakness in our program, namely that very few core courses explicitly address the interrelations between the three subfields of anthropology. We discussed this deficit at length and proposed several possible solutions, which we will pursue in the coming year. Faculty discussed the low score garnered by goal III.2: interrelation between subfields. We feel strongly that this is an important student learning objective, but few courses address it directly. The faculty noted that students are required to take core courses in all three subfields at the 300-level and are required to take electives at the 300-400 levels in at least two different subfields. The three-field emphasis is built into the curriculum, but we recognize the lack of explicit discussion in specific courses. <p>SUGGESTED ACTIONS:</p> <ul style="list-style-type: none"> --The department could offer a one-credit course with presentations from all three subfields illustrating interconnections. This would allow interested students to explore this goal in more detail, but adding this course would only address the low score of goal III.2 if the course were mandatory (and made part of the core curriculum). The department could offer one credit for students attending the three-subfield journal club, but again, this would not cure the III.2 problem unless the course was made mandatory. We could consider adding a course on this topic when we do our External Review. We could remove this goal from our list.
	Applied Linguistics	Analysis of work samples from courses with content tied to specific	Course evaluations. The student self report of learning is included	<ul style="list-style-type: none"> A number of individual courses have already been modified to

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		<p>learning objectives. The work samples are assignments and in class exams associated with particular courses (not all the courses presented in our portfolio). This is outlined in the “Assessment Plan” section of the Objectives and Plans folder of our Assessment Portfolio (http://www.programreview.pdx.edu/assessment/), and in more detail under each of the five courses we report on in the Portfolio (the Tools and Data folder).</p>	<p>in the course evaluations, as described in the “Assessment Plan” section of the Objectives and Plans folder of our Assessment Portfolio (http://www.programreview.pdx.edu/assessment/), and in more detail under each of the five courses we report on in the Portfolio (the Tools and Data folder). We asked particular questions of our students, across all courses, in relation to our two learning outcome goals (the focus of this stage of our assessment project), as well as particular self report questions for certain courses.</p>	<p>strengthen contributions to the two learning objectives identified for this assessment exercise. With regard to the learning objective of Internationalization, goals have been modified and content has been re-evaluated in an attempt to enhance the students’ exposure to the rest of the world. For each of the two departmental goals, we describe some concrete steps that have been taken in individual courses. For example, the instructors of LING 477/478 TESOL Methods . . . found that there was an insufficient representation from international voices in the course readings. The reading list was subsequently altered to include a focus on non-U.S. teaching settings. Also, the department feels that consonant with our departmental goals students should be able to see how current theoretical models have evolved and to understand the underlying assumptions and the guiding philosophies. LING 412/512 “Phonology” has been altered to reflect that evaluation, including a preliminary few lectures on this topic along with appropriate readings.</p> <ul style="list-style-type: none"> The faculty has reassessed which courses are required and which are optional/elective for the three core programs: the BA in Applied Linguistics, the TESL Certificate, and the MA TESOL. The work of the Curriculum Committee has been particularly significant in this regard. In order to maximize our efficiency, for example, we have laid out preferred sequences of courses and passed on the information to the Advising Committee, who subsequently incorporated those “best practices” into the Advising Handbook. Thus, in light of discoveries and decisions concerning course goals and required courses, the faculty should will now recommend (via course advising) or mandate (via new course prerequisites) the sequencing for courses that will best enhance student achievement of the Department’s learning objectives.
	Biology	Pre- and post-test, using multiple choice exams in Genetics and Cell Biology	Course evaluations in all courses taught	We have added an additional required course to the curriculum (“Evolution”) based on our initial assessment efforts. Changes in content and methodology in required core courses has been slowed by faculty turnover in the form of retirements and deaths.
	Black Studies			No assessment process or data currently available on the assessment web site.

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	Center for Science Education	Inquiry papers, poster presentations, and a common assignment scored with rubrics.	Standardized science literacy test	The ultimate purpose of assessment is to inform curricular and program design using measured achievements of course and program goals. The previous academic year's assessment results are presented to all program faculty and staff during the last half of the annual Center for Science Education Retreat. Feedback on the results during the retreat helps generate action items for the upcoming year's assessment study and begins the planning process. The program faculty, staff, and graduate students will identify steps proposed to strengthen the program's efficacy in areas indicated by assessment results.
	Chemistry	<ul style="list-style-type: none"> • Workshop effectiveness studies were carried out in the organic chemistry class over a 5-year period and have been submitted for publication. These data include tracking student success, persistence, and performance in the class (using the normal grading process to indicate performance levels), for students who did or did not take the optional workshops. • The comparative exam is a standardized exam with nationwide norms, given every year in organic chemistry. • The course portfolio is being developed as a tool to use in the new advanced laboratory course. The portfolios will be specifically evaluated with respect to the stated learning goals for chemistry majors. 	Survey on workshop effectiveness.	<ul style="list-style-type: none"> • Workshops have been offered for five full years now, and assessment results indicate that we have been successful in improving student success, performance, and retention (see data below). The next step is to affirm departmental commitment to continuance of the workshop program, then develop improved support systems for the workshops. Course descriptions need to be inserted in the PSU Bulletin to encourage students to enroll in a timely fashion. A clear line of financial resources need to be available to allow for fair compensation for workshop leaders (who currently receive course credit only and must pay for their credits themselves). • The Chemistry Department has been redesigning the laboratory offerings at the advanced level, developing a capstone experience that better meets the higher level learning objectives and prepares our majors to be effective in a research environment, specifically addressing "hands-on knowledge of chemistry, with ... self-confidence and competence ...". This assessment project aims to determine the extent to which our majors finish their degree program with the knowledge and skills established in our student learning objectives. • Findings from [integrated laboratory project] will be used to guide course modifications.
	Child and Family Studies	Evaluation of course portfolios		

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	Chicano/Latino Studies	Student work samples	<ol style="list-style-type: none"> 1. Student interviews 2. End-of-term student surveys on perceived achievement 3. Qualitative and quantitative analysis of student evaluations. 4. Periodic self-study, including multi-year study of course and section characteristics associated with a pattern of successful enrollment. 	<ol style="list-style-type: none"> 1. Substantial revision of Chicano/Latino Studies curriculum (courses added, courses dropped, courses renamed, courses renumbered, requirements changed, permanent numbers sought for omnibus-numbered courses, University Studies designation obtained for upper-division courses). All of these changes were approved by the Faculty Senate in the winter of 2005. 2. Hiring of a full-time fixed-term faculty with a Ph.D. to elevate and maintain a consistent quality in courses formerly covered on a course-by-course basis.
	Communication Studies	Rubric-based analysis of work samples from most of the core courses for competent communicator skills and competent scholarship (two of the learning objectives).	Alumni survey.	Curriculum revision is currently in process. It appears likely that the program's learning objectives will be organized in sub-groups that can be identified with clusters of faculty members who subscribe to similar views about the discipline, and that these sub-groups of learning objectives will be developed in a more systematic way in identifiable sequences of courses. (We are currently working on revisions to incorporate what we learned from round 2. We will likely be ready to start the next round by next fall.)
	Conflict Resolution (Graduate Program)	Currently (Winter '05) in the process of collecting work samples from four core courses. Developing a rubric to assess learning objective #4 (students will demonstrate ability to integrate intercultural and interdisciplinary perspectives). Data to be analyzed by faculty in spring term.	Course evaluations.	<ul style="list-style-type: none"> • The assessment work that we have done has been useful and interesting. Probably the most important improvement to our curriculum is the transition to explicit learning outcomes that will be measured through student evaluations and student-writing samples.
	Economics	Rubric-based scoring of a short-answer question on exams in four core courses (micro and macro sequence). Rubric is based upon Bloom's Cognitive taxonomy. Knowledge of economic concepts.	Alumni survey	<ul style="list-style-type: none"> • The most positive outcome of the process to date may be the discussion among the members of the Assessment Committee as to what constitutes a good short answer on an economics exam, as well as other pedagogical issues that arose.

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	English	Rubric-based analysis of writing samples.	Alumni survey	Already the incorporation of assessment as a way of analyzing programmatic and curricular excellence is bearing fruit. Initial use of the rubrics developed in early stages of the assessment cycle has provided the occasion for productive reflection on assumptions we have about students, on our expectations for their learning, and on our teaching methods in both individual courses and more widely in the configuration of the major requirements. Thus far assessment has helped us engage in reflection about ourselves as a learning community.
	Environmental Science			No assessment process or data available on web site at this time.
	Foreign Languages & Literature	<ol style="list-style-type: none"> 1. Oral interviews 2. Writing samples 3. Student portfolios 4. Cultural literacy inventories 5. Computer assisted language skill assessment (Web C.A.P.E.) 	<ol style="list-style-type: none"> 1. Surveys 2. Quarterly course evaluations 3. Self report (student reflections) 	<ol style="list-style-type: none"> 1. Redesign of third-year French 2. Development of language learning lab & incorporation of computer-based learning activities 3. Modifications to instruction in first & second-year Spanish (See FLL Assessment Page in the PSU on-line Portfolio)
	Geography	<ul style="list-style-type: none"> • Analysis of research papers and projects tied to specific learning objectives; rubric-based analysis of poster session. • Geog 311 -- Climatology Research Assignment in which students demonstrated understanding of concepts and processes in that course as well as skills and knowledge from pre-requisite courses. • Geog 485 -- Map Design Student poster presentations demonstrated skills and concepts from this course as well as the skills and knowledge acquired in previous courses. 	<ul style="list-style-type: none"> • Course evaluations – We do them, look at them, and proceed. • Student satisfaction surveys – We are administering them to graduating seniors during spring term. 	<ul style="list-style-type: none"> • Climatological analysis: very few students come into the upper division physical geography classes (such as this one) with an adequate basis in the field. This points to an obvious problem in the departmental requirements, which make it too easy for students to avoid the initial pre-requisite of Geog 210 – Physical Geography. This introductory course should probably be expanded, adhered to as a pre-requisite and routinely taught by our most effective faculty. This will form the basis of some interesting departmental discussions as we re-evaluate the requirements for the major yet again. • For the most part, we are confident in our understanding of changes that need to be made in the program – in particular curricular changes. And, we continue to fine tune as resources and faculty availability permit.
	Geology			No assessment process or data available on web site at this time.

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	History	<p>Rubric-based scoring of research papers, in concert with library faculty. Mixed method project to assess 407 seminars in relation to Departmental Learning objectives (Spring 2004, Spring 2005), including:</p> <ol style="list-style-type: none"> 1) Developed cognitive rubric to assess historical knowledge, use of sources, and research writing. Student work samples are 407 papers. 2) Content analysis of 407 syllabi. 3) Focus groups with 407 students. 	<p>Alumni survey; focus group-based comparison of online and classroom-based courses.</p>	<ul style="list-style-type: none"> • The “gateway” course for the History major, HST 300 Historical Imagination, was subsequently identified for the first tier of assessment . . . Evidence was mixed on the degree to which both general knowledge and critical thinking skills were developed in HST 300. However, a follow-up survey of grades in HST 407 seminars showed that students who had taken 300 prior to taking a seminar received higher grades in the seminars than those who had not. This discovery led to a significant change: HST 300 was made a “hard” prerequisite for seminars. • We decided to assess the 407 seminars as major requirements . . . in fall, 2003 and winter, 2004, we collected seminar papers as work samples. These were analyzed according to a holistic cognitive rubric developed from the disciplinary perspective of history. The results demonstrate a high level of sophistication according to the rubric, but also suggest that we may want to consider two different kinds of seminars: reading seminars and research seminars. We plan to collect more 407 syllabi and address this distinction next year.
	International Studies	<p>Rubric-based scoring of work samples from Sophomore Inquiry course.</p>	<p>Course evaluations; pre-post course student self-evaluation on relativism and global awareness.</p>	<p>No information on how data has been used available at this time.</p>
	Mathematical Science	<ul style="list-style-type: none"> • Rubric-based scoring for three learning objectives, using work samples from the Capstone (UNST 421). (Learning objectives: independent learning; written communication of mathematics; making connections to concrete situations) • Rubric-based scoring for three learning objectives of gateway course (MTH 344). (Learning objectives: proficiency in written mathematics; building new systems from given ones; using functions to study mathematical systems) 	<p>Senior seminar portfolio and/or journal; alumni survey; graduating student survey.</p>	<ul style="list-style-type: none"> • Once we had learning objectives, we mapped them to our course offerings. The result was a recognition that our math majors could graduate without any experience with data analysis. This gap has been discussed by the department but never remedied. Other weaknesses in our course offerings involved communication, teamwork, and independent learning. • Independent learning objectives caught the attention of the faculty and meshed well with ideas for end-of-program assessment. The result was the development of a capstone course, offered for the first time in Winter/Spring 2004. We plan to offer the capstone course at least once a year and expect the student work samples generated in that course to provide us information about our students’ abilities in a range of learning objectives. • Student work samples from the 2004 capstone course also revealed gaps in some students’ understanding of mathematics. Also, we felt that the depth of the mathematical content in the capstone final papers was insufficient and we are adjusting the course to address that problem.

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	Philosophy	<ul style="list-style-type: none"> Quarter-long research/writing seminar – paper – written & oral; comments written and oral. There are research paper options for students in all of our 400 level classes. These papers, as well as the papers in the honors seminar, are evaluated with a rubric and the rubric is tied to their student learning objectives. A statement of the objectives and the rubric should be on their assessment (or program review) webpage. 	Multiple-choice exam for philosophical competency. (The multiple choice exam turned out not to be particularly useful. We have discontinued it. The reasons are explained on our assessment (or program review) webpage.)	Our analysis of the shorter writing samples helped us more precisely to identify areas in which our students' writing needs improvement. Our analyses of the substantial research projects helped us identify skills in which even our better students need work (for example, developing a clear sense of the range of positions on a question and organizing a complicated set of arguments). Reflections on these matters have prompted us to rethink our requirements in certain courses and to consider new curricular alternatives (for example, writing intensive course options for Honors students).
	Physics	<p>Pre and post test (Physics 200) based upon theoretical and experimental learning goals. (Pre-post test analysis has also been done for PH 375U and is on the web site)</p> <p>Planned:</p> <ol style="list-style-type: none"> Multiple choice test of seniors Research paper work sample Lab manual work samples 	Survey of Physics 203 students to assess new textbook	<ul style="list-style-type: none"> We are revising the core for the B.S. program in response to the assessment self analysis. Under discussion (as a result of initial self analysis): <ul style="list-style-type: none"> Adding a formal course in research and writing B.S./M.S. 3-2 programs within PSU and in partnership with other local universities Stronger and more purposeful dual majors tracks, some based on polling local industry needs An honors program (proposal completed)
	Psychology	Our direct evidence of student learning focuses on the Research Methods dimension of our curriculum. A faculty team developed a 40-item multiple choice test with 10 items linked to specific objectives within each of the four Research Methods dimensions: a) Research Design, b) Psychological Measurement, c) Statistical Analysis, and d) Foundations of Psychological Research. We compared test scores in three areas: a) degrees of exposure to the psych curriculum, b) degrees of exposure to psych course work in	Focuses on survey data collected on Application of Psychology and Student Engagement Domains as well as the learning context. The survey was completed by approximately 600 students, many of whom also completed the research methods assessment described in the "direct evidence" column.	<p>Numerous changes either already implemented or currently in progress.</p> <ol style="list-style-type: none"> Several changed to introductory psych course sequence – developed standard sets of lecture notes to provide in-depth coverage of important topics in research methods. Review of the topical coverage of its undergraduate research methods course. Faculty who teach these courses took on this responsibility after their interest was stimulated by assessment data. Indirect assessment work has also stimulated changes. For example, an undergraduate committee has been reviewing & improving our advising process, revising our practicum requirements to reflect our goals, and incorporating assessment data into decisions about course offerings & course scheduling.

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		research methods & statistical analysis, and c) psych majors vs. other majors.		
	Speech and Hearing	<ul style="list-style-type: none"> Grad program: student assessment management system (SAMS) – uses rubrics to assess work samples (papers and presentations). In addition to using rubrics to assess papers and presentations, we also use traditional examinations (essay, short answer and multiple choice formats) in our graduate program. 	Assessment of clinical (practicum) experiences.	<ul style="list-style-type: none"> Assessment data is being entered into a separate system (SAMS); no indication on OIRP site that data has been used to make changes. Our curriculum changed significantly two years ago in order to comply with the new standards of the American Speech-Language-Hearing Association. Those standards included rigorous requirements for assessment procedures, which we have instituted. This spring we will graduate our first class under the new system. We will closely examine the formative and summative assessment records of each student and will attempt to adjust our curriculum if we see patterns of weakness in any area.
	Sociology	Evaluation of portfolios from key courses.	Course evaluations; graduate survey; focus groups	No information on how data has been used available at this time.
	Women's Studies	Rubric-based analysis of work samples (essays from intro course – WS 101 and WS 315). Two rubrics – theory and praxis. The rubric analysis is based upon the learning objective regarding student understanding of the “matrix of oppression.”	Course evaluations; focus groups; alumni survey.	Learning objectives have been revised and faculty discussion has taken place based upon rubric data. We have integrated community based learning more fully throughout their core curriculum to give students the opportunity to implement what we have learned about the matrix of oppression into community work.
	Writing		<ul style="list-style-type: none"> Assessment of Student Writing Skills at PSU We have undertaken a systematic program of research and development to examine broadly the many sites in which writing instruction takes place throughout the PSU curriculum, to describe the current status of student writing abilities, and to gather the perspectives of all stakeholders—faculty, students, and community business partners. Our findings should provide a solid research-based foundation on which to improve existing 	No assessment process or data available on the web site at this time.

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			<p>methods of writing instruction and propose new ones. Our research program is moving through three stages in five years. Its goal is to survey students, faculty, and potential employers preparatory to designing experimental writing courses (and other venues), the effectiveness of which will be field-tested. These new approaches will further reform our recent curricular reform, that is, we will point to the next steps we need to take to improve further the model of decentralized writing instruction PSU adopted in 1994.</p> <ul style="list-style-type: none"> • Standards for Success Project: We are collaborating with several colleges and universities in the state of Oregon who have received a FIPSE grant to try to articulate better the transition from high school English skills to college level English skills. We are comparing a set of standards with the syllabi and other course materials of both college and high school level courses, a process preparatory to either developing new transitional courses or revising existing ones. • Business School Writing Assessment Project We are collaborating with the school of business in developing a 	

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			placement instrument that will help them determine what, if any, writing courses, their students should take.	
Interdisciplinary Programs	Honors	<ul style="list-style-type: none"> • Group grading of all core lower-division courses. • Group consideration of selected student work from upper-division courses. • Group grading of Baccalaureate thesis. <ul style="list-style-type: none"> ○ The Honors Program faculty's work actually starts <i>before</i> students' matriculation at PSU, during the evaluation of the application dossier. That dossier contains two writing samples, which are considered to determine precisely what kinds of work supplementary and complementary to the core course might be needed. In addition, an evaluation is made of the student's anticipated major or career interest in comparison with work achievements in high school (or college work, for the limited number of transfer students admitted.) <p><i>[Please see remainder of text two columns to the right.]</i></p>		<p>Numerous curricular revisions have been based on their group grading and assessment processes—e.g., the revision from the “senior paper” to the “baccalaureate thesis” (1970’s) and the design of a two-track system including a curriculum for science and technology students that begins with a consideration of the enlightenment in Europe (1990’s).</p> <p><i>[Direct Evidence of Student Learning, continued:]</i></p> <ul style="list-style-type: none"> ○ “Group grading” should be taken as shorthand for a discussion of each student’s work in the first-year core; since advancement to full status in the Honors Program (and therefore relief from general university baccalaureate requirements) hangs on that performance, the evaluation is taken very seriously. ○ Work samples have been submitted of writing done in the Honors core curriculum, along with an extensive inspection of instructor comment. The first of these work samples was removed because it was felt that it might offend the assessment visitors’ sensibilities. A second work sample, again accompanied by instructor comment, and an analysis of how the process moves concretely toward the realization of stated outcomes in the curriculum was provided.
	Systems Science			No information available on the web site at this time.

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	UNST	Program Summary			<p>Given that the primary source of most of University Studies data is student responses, one key question is how can learning be further documented and understood outside of the student experience. The preceding does not have to result in a paradigm shift from a program that is student-centered to one that is teacher-centered, or accreditation-centered. However, the question should be asked and additional methods created that complement and further corroborate the learning experiences of University Studies students and the community.</p>
		Freshman Inquiry	<p>Rubric-based review of end-of-year portfolios, conducted by faculty from throughout the institution.</p>	<p>Prior Learning Survey; early-term and end-of-term course evaluations.</p>	<ul style="list-style-type: none"> • Data collected from these surveys helped faculty understand students' backgrounds and base of knowledge and allowed University Studies to measure where entering students were in terms of program goals. • Another question is can the portfolio review process serve as a program-wide component to complement students' responses on learning. The portfolio review process as it currently is done only encompasses the freshman year. Extending the portfolio process to all years and asking the question how this can be done is will need to be answered by all University Studies stakeholders.
		Sophomore Inquiry	<p>Varies. Some Sophomore Inquiries: rubric-based analysis of work samples.</p>	<p>Early-term and end-of-term course evaluations.</p>	<p>The End-of-Term Course Evaluations and Portfolio reviews showed that the program is strong in terms of delivering quality instruction in FRINQ and SINQ. Students for the most part were guaranteed to have consistent educational experiences in acquiring skills for working with others, developing writing skills, learning to think critically, and exploring ethical issues. The course evaluations equally confirmed that faculty and mentors involved in the program improve as perceived by students over the course of the year. Students often cited that faculty and mentors continuously improved at delivering instruction that made it clear how mentor sessions fit into the course and the relevance of University Studies goals.</p>
		Cluster courses		<p>Survey on connectedness of cluster.</p>	<p>University Studies also learned that much of what is experienced in FRINQ and SINQ is experienced in Clusters and Capstones. In Clusters, students felt that the vast majority of instructors addressed inquiry and critical thinking, communication skills, diversity, and ethics and social responsibility. On average over 90 percent of students felt that Clusters courses were meeting University Studies standards.</p>

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	Capstone Program		<ul style="list-style-type: none"> • Small Group Instructional Diagnosis • Experience survey. 	The data for Capstones this year indicated significant educational gains. Student surveys evidenced the strongest gains in knowledge of people from different cultures, understanding of social problems, understanding of self, interpersonal skills, and in the ability to work cooperatively. Over 60 percent of students strengthened their leadership ability, increased awareness of their own biases and prejudices, enhanced commitment to civic responsibility, and increased intentions of volunteering in the community.
GSW	MSW	Rubric-based assessment of student work from "Generalist Social Work Practice" course; rubric-based assessment of work from final year.	<ul style="list-style-type: none"> • Pre-post competency assessment, first-year students, self-report; pre-post self-assessments for each second-year concentration. • A period survey of graduates asks for assessment of learning experiences 	The conclusion can be drawn from this assessment that the first year courses were resulting in mastery of key areas of the curriculum, as rated by both students in their self-assessments, and faculty in their rating of papers according to a rubric based on main indicators. The assessment also pointed to areas in which curricula need to be modified, specifically around evidence-based practice, which will be considered in the curricular review process. Also faculty members gained more evidence of the need to continue to foster student growth during the second year in such areas as program planning, policy development, and policy analysis.
	PhD			No formal assessment data available at this time.
CUP A	School of Community Health	Direct assessment of student work samples collected from PHE 471 class during spring term, 2005.	Satisfaction/exit survey, focus groups (03-04 cycle), undergraduate forum.	<ol style="list-style-type: none"> 1) Curriculum committee will be presented with assessment results for discussion and possible course adjustments. 2) Community building activities have been undertaken based on assessment outcomes. Some examples include; graduate parties, meeting with mentors, brown bag events, undergraduate feedback forums and Q & A sessions. 3) Day classes will be increased due to student assessment feedback. 4) Advisor hours have been increased (03-04 cycle) in response to assessment feedback.

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	Hatfield School of Government	Criminology & Criminal Justice	Evaluation of internship using feedback form connected to learning objectives. (Forms are completed by on-site supervisors in community agencies.)	<ul style="list-style-type: none"> Students previously were required to complete five to six courses in other departments as a way of rounding out their CCJ (AJ) education. Rather than allowing students the opportunity to select courses on their own, the division dictated specific courses that students needed to take. Surveys done with exiting seniors consistently showed that the students disliked this requirement. This led to the elimination of these supporting courses in the current degree requirements. Students are now free to select elective courses we feel best meet their educational goals on their way to the 180 credit hours needed for graduation. Surveys with exiting seniors suggested that some of the adjuncts used were not as highly regarded as the core CCJ faculty. The introduction of a review and approval process and standardized teaching evaluations appears to have increased the overall quality of instruction now provided by our adjunct faculty. Recent course evaluations suggest that the adjuncts are rated nearly as well as full-time faculty and senior exit interviews highlight a similar positive trend. Also, improved advising. Students majoring in CCJ are required to complete an 8-credit practicum in a local criminal justice agency during their senior year. Many of these positions require students to be proficient with computers, data analysis, and other types of research (e.g., library, internet, etc.). Feedback from practicum supervisors and exiting seniors highlighted these skills as areas needing further improvement. To this effect, a new course was developed that will provide students with education in these areas. The course, AJ 340 Crime Analysis, must now be completed by all those majoring in CCJ.
		Political Science	Analysis of mid-program work samples from one course per year, with reference to learning objectives.	<ul style="list-style-type: none"> The survey revealed some weaknesses, as did the writing samples. In particular, the survey suggests we should pay more attention to the availability and selection of classes, and provide better advising information. The results from the writing samples suggests that we may need to do more to improve student mastery of the discipline. In sum, we have learned that there are some things we seem to be doing quite well, especially in instruction, and others where there is room for improvement. Over time, we will bring the good and the bad into faculty meetings and discuss ways in which we can better do what we are doing.
		Public Administration	Analysis of reflective paper.	Survey of preceptors and students in culminating experience; alumni survey.

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	School of Urban Studies & Planning	Integration assignment scoring; assignment scoring—second year. (This is one project. The scoring rubric was being designed when the upload was required and therefore was not available.)	Survey/evaluation at end of core sequence; focus groups; internship evaluations. The survey was part of USP 303 course evaluation; We're uncertain about the focus groups – a couple were done in 303 as a "plus / delta" exercises; internships by CD internship coordinator.	<ul style="list-style-type: none"> • We have already made strategic changes in our curriculum due in large part to conversations with our students. In the key USP 301-302-303 sequence we have increased collaboration between faculty in an attempt to make the sequence more seamless for the students. We have introduced the syllabi for all three courses in 301. Professors of 302 & 303 spend one session of 301 explaining what lies ahead and how the three courses fit together. We have introduced students to their community partners earlier and moved the introduction of some necessary skills from 303 to 302 so students will be more prepared for the intensive field work necessary in 303. • We have also reviewed student perceived overlap of USP 301 and 428. Professors of those courses are collaborating more closely to reinforce key concepts and theories, broaden student understanding of other conceptual pieces, and introduce new conceptual pieces.
Millar Library	Library Instruction Team	Rubric-based assessment of librarian-designed and taught units incorporated into departmental/program courses. Data shared with departmental/program faculty.	Course evaluations for stand-alone library instruction courses.	What we have recognized in the assessment work that has been done so far is that while data is collected, little thought has been given to what that data means. For example, the student work in Art History 260 was graded by the Fine Arts Librarian and the Instruction Coordinator and scores were recorded. But in the aftermath of that exercise, no analysis of the data was done. The assessment measured student learning, but did not result in any changes to the curriculum.