Academic Program Assessments
Undergraduate Programs Summary
2016-2017

Program/Major	Student Learning Outcome(s)	Measure(s)	Performance Criteria Analyses/Findings	Actions	Assessment Process Completion
Humanities					
English	Continued work with student learning outcomes (reading, writing process, and genre and rhetorical situation) to specifically figure out how to redesign major.	Assess success of literature and writing senior capstone projects	Qualitative review by faculty to ascertain the levels of mastery. Over the past six years, our faculty annually has assessed the success of our Literature and Writing senior capstone projects. We have learned that students consistently struggle to apply theoretical and critical ideas to literary texts, which further weakens their overall argumentation and research outcomes. Students need more practice in reading and applying literary theory and criticism before embarking on their culminating independent research project. Thus, ENGL 400 (Studies in Theory and Criticism) was established.	Assess newly developed ENGL 400 (pre-capstone course) as effective bridge to the capstone. Advise majors, including transfers, regarding the new curriculum.	Yes
Languages and Literatures	Use of critical theory in senior capstone project	Written and oral presentation rubrics	Success: students to demonstrate at the achieving or excelling level Outcome: 4 emerging, 7 achieving, 6 excelling (76% achieving or excelling)	Introduce assignment where students demonstrate a close reading of primary text	Yes
Philosophy	1) For students to better identify and stick with topic throughout capstone process 2) For students to work independently, meet deadlines, be self-critical, lead discussions, identify presuppositions, have critical sense, show links to other classes, demonstrate argumentative charity and tolerance as well as scholarly autonomy.	1)informal observation by faculty in 16-17, with emphasis on formal evaluation in 17-18 2) assessment of capstone courses	1) – 2) found that students not well enough prepared and versed in the Western historical tradition and prep uneven.	1)- 2) Will send revised curriculum to EPC 17-18.	Yes
Religion	1)Demonstrate advance undergrad writing abilities	Rubrics for capstone presentations and papers	Student exceeds, satisfies, mostly satisfies, or does not satisfy	One learning outcome that is not assessed is "demonstrate the master of factual and	Yes

	2)Demonstrate competence in discussing, evaluating, and presenting complex ideas 3)Demonstrate mastery of factual and conceptual frameworks 4)Use scholarly tools and methods of the discipline 5)Present capstone research publicly in an engaging and persuasive manner	deployed at the end of the semester	Average for all students: 3.96/5 for presentations 4/5 for papers Satisfied with findings; prove that majors are largely achieving the learning outcomes	conceptual frameworks". Do we keep the outcome?	
Natural Sciences					
Biology	From Biology Department Learning Objectives - Revised 09/06/13 1) Students will demonstrate an understanding of the following key biological concepts: a) The diversity of life evolved from a common ancestor over time by processes of mutation, selection, and genetic change. b) Structure and function are related at all levels of organization. c) The growth and behavior of organisms are regulated through the expression of genetic information in context. d) Biological systems are governed by the laws of thermodynamics and chemical transformation pathways. e) Living systems are interconnected and interacting. 2) Students will apply the process of science to ask and answer questions both collaboratively and independently.	Outcomes 2&3 assessed via writing through the major assessment. Other outcomes assessed using a new PLU Graduating Biology Majors Survey. Transfer student success addressed through a faculty retreat.	Used rubrics. Assessment committee reviewing results of writing assessment, and will be presented at the annual assessment retreat held the week before fall semester. 30% response rate on major survey.	Will review results in 17-18. Tools being developed for transfer students.	Yes

	3) Students will use quantitative and qualitative data to draw reasonable conclusions based on evidentiary support. 4) Students will apply biological concepts to topical issues concerning society and the environment. 5) Students will communicate effectively in written and oral forms. In addition to these learning outcomes, the Biology Department investigated transfer student success to better understand the following: ▪ What are their backgrounds? ▪ What are their strengths and weaknesses (both skills and content)?				
Chemistry	Critical Evaluation and Expression	Criteria for professional formal writing established by the American Chemical Society (ACS)	Final "accepted-for-publication" quality capstone papers: 92% Department comfortable with the results	Will repeat same assessment protocol in 17-18 as used in 16-17	Yes
Computer Science	1. An ability to apply mathematics and the scientific method to solving computing problems 2. An ability to critically analyze a problem and to design, implement, and evaluate a computing solution that meets requirements 3. An ability to work effectively in small groups on medium scale computing projects 4. An ability to use current tools and methodologies in computing practice	Rubric used to assess a specific assignment	An average score of less than 2 in any category or overall average score of less than 2.5 triggers the formation of a department committee to review the issue. No score was below 3. Satisfied.	Will continue to assess impact of recent curricular changes. For 2017-18, three outcomes will be assessed: 1. An ability to use oral and written communication effectively 2. A recognition of the need to engage in lifelong learning 3. An ability to understand the social and ethical implications of working as a professional in the field of computer science	Yes
Geosciences	1. Ask effective questions and integrate scientific knowledge and problem solving skills to demonstrate how earth's history,	Rubric for evaluation of GEOS 498 and GEOS 499 (capstone paper and oral presentation)	Goal to have the vast majority of students perform well using the rubric evaluation process.	Will be reviewing and providing the course assignment rubrics to students in the syllabi of both courses for better clarity	Yes

	products and processes impact their lives 2. Demonstrate the ability to apply data collection, observation and analytic skills in field-based and lab-based geologic studies 3. Demonstrate the ability to communicate as a geoscientist at both lay and professional levels 4. Apply geologic methods of inquiry such as observations, description, comparison, and technical, cutting edge analytical techniques to explain macro- to micro-scale geologic projects and processes 5. Collaborate effectively with peers and colleagues		The nine students in general performed quite well, producing and presenting projects that were of high quality. In general students were able: To step up and take ownership of their projects To formulate and articulate a question scientifically and to carry that question through the scientific process To improve their professional communication skills in both writing and oral modes To understand they have applied the scientific method Some students were weak on the ability to connect their research to the scientific literature	Will adjust the timing of when student need to produce their work plans and the first graded draft Will include description of all course components into the 499 syllabus Will formalize the initial and reflective prices Will be more deliberate in building a sense of ownership as professional development Will frame more so that students see as building valuable professional skills	
Math	Critical thinking and logic, application, and communication	Capstone Exit Survey	Analysis of each capstone paper by two faculty members. Some have mastered learning objectives; other merely made progress.	Encourage students to take Math 317 before 331 Use LaTex earlier in the curriculum Use communication methods students like Students should select capstone topics early Provide more guideline on writing a math paper	Yes
Physics	1. Graduates will have a broad understanding of the core concepts of classical and modern physics, and will have developed a set of problem-solving skills that incorporate these concepts. 2. Graduates of the physics department will be able to effectively communicate scientific ideas to other scientists and to a general audience. 4. Graduates of the Physics Department will develop computer skills appropriate for employment or for graduate-level study and research in the 21st century. They will be able to solve	Capstone	Measures 1&5: GRE exam administered to 10 students in semester one capstone class Measures 2,4,8: Exit survey to semester two capstone class 1. BS students 1-27%; BA students 1-7% 2. Students need more guidance in the use of technology to solve physical problems	Conversations started regarding the GRE exam results.	Yes

	computational physics and/or engineering problems using commonly available software packages such as spreadsheets, matrix manipulation tools, or symbolic manipulation (computer algebra) systems. 5. Graduating physics majors should be adequately trained to apply their knowledge of physics to analyze new situations and solve problems. Their analytical reasoning skills should be transferable, so they can be also applied to areas other than physics. They should be able to evaluate new information, ideas, or assumptions by formulating critical questions. 8. Graduates will be able to collaborate effectively in a team environment.				
Social Sciences					
Anthropology	Better preparation for the capstone courses 480 and 499. (Each of the upper division courses leading up to the capstone have specific assessment measures, benchmarks, outcomes and findings.)	Students' response to question regarding approach to cultural ecology (separate assignment and mid-term question)	Analysis of how clearly explain cultural ecology and culture core Outcome: 12 of 17 (71%). The 5 who did not have a clear understanding were confused by the material.	Sample actions: Modified assignment instructions for clarity (ANTH 376) More actual application of theory to specific examples (ANTH 352) Revisions to course and assignment structure (ANTH 357)	Yes
Economics	Ability to find, summarize, and synthesize relevant articles	Is there a literature review? Is there an introductory paragraph laying out all the themes to be covered in the review? Is there a proper citation for every paper mentioned in the review?	Regressed the number and percentage of correct paragraphs on various key parameters, looking for tends over time. At end of 2017, capstone instructors still refining results.	After preliminary review, decided to include two new exercises in the literature review section of the capstone class	Yes

		Is there a mention in the review for every paper in the list of citations? Does every paragraph in the review have a proper topic sentence and at least two distinct sources, each properly cited?			
History	1. Read and learn to distinguish between primary and secondary written texts (sources) in the field of History 2. Learn and practice skills of critical oral expression and dialogue through interpreting and analyzing primary and secondary sources in small-group and large-group discussions 3. Develop the ability to write a clear, cogent, and formal paper that uses a thesis statement to make an appropriate evidence-based argument about a selected topic or question in history (evidence may include primary and secondary sources)	As part of the course evaluations, History attached several questions, some of which provide information about how History courses meet these learning objectives. The questions were: 1. It was important in this class to understand the distinction between primary and secondary sources in the field of history. 2.This class helped me gain confidence and skills related to verbal participation in discussions and/or presentations. 3.The instructor and this course challenged me to improve my writing.	Since first year using these questions, not sure what to expect. No specific benchmark of success set, but rather interested in data as itself a beginning point. 1. 67% of respondents (121 students) Strongly Agree; 23% (42) Agree; 5% (9) Neither Agree nor Disagree; none Disagree; none Strongly Disagree 2. 54% of respondents (97 students) Strongly Agree; 28% (51) Agree; 7% (12) Neither Agree nor Disagree; less than 1% (1) Disagree; none Strongly Disagree 3. 63% of respondents (113 students) Strongly Agree; 59% (33) Agree; 8% (15) Neither Agree nor Disagree; 4% (7) Disagree; none Strongly Disagree	Do a better job of emphasizing verbal skills in presentations and discussions.	Yes
Politics and Government	Improvement of writing, analytical, and research skills	Online survey tool in senior capstone. Students rate whether or not they felt that they had improved on the metrics.	Students felt department served them well: Writing – 79% strongly agree or agree; Analytical – 64% SA or A; Research skills – 64% SA or A	Plan to spend 2017-18 working with outcomes of survey	Yes
Psychology	APA Guidelines for Quality Undergraduate Programs 2.0 Goal 3: Ethical and Social Responsibility in a Diverse World Outcome 3.1: Students will apply ethical standards to evaluate psychological science and practice	Students involved in research required to complete and stay current in C collaborative Institutional Training Initiative (CITI) Assessed spring 2017 using online survey of students enrolled in 400-level psych courses	3.1 and 3.2: 90% responded very much or somewhat 3.3: 50% very little or not at all	1. Create assignments that address the adoption of values for building community at local, national and global levels so that students make clearer connections with values and responsibilities 2. Future assessments could compare lower division courses with upper division courses.	Yes

	Outcome 3.2: Students will build and enhance interpersonal relationships Outcome 3.3: Students will adopt values that build community at local, national, and global levels				
Social Work	Three competencies from the Council on Social Work Education: 1) Students will demonstrate professional and ethical behavior, including ethical decision-making, using reflection & self-regulation, demonstrating professional demeanor. 2) Students will engage in practice-informed research and research-informed practice by using practice experience and theory to inform scientific inquiry and research, applying critical thinking in the analysis of research, and translating research evidence to inform practice. 3) Students will intervene with individuals, families, groups, organizations and communities by critically choosing and implementing interventions to achieve practice goals, applying knowledge of human behavior and the social environment and other theoretical frameworks, facilitating effective the development and advancement of mutually agreed upon goals.	Measured by: 1) completing a formal presentation of a case from their internship 2) asking a questions related to a social work practice issue, completing annotated bibliography on evidence-informed practice and using that information to develop a plan for intervention 3) completion of in-class role play where students either facilitate a simulated family session or group therapy session	85% benchmark on rubrics 1) 91.62% 2) 87.35% 3) 91.37%	Not clear that students make the connection between the two case summaries, so dept will more clearly articulate how skills build upon each other across semesters. Instructors will continue to discuss the assignment in class, post an example for the students, and post the rubric for the students Instructors will explore ways of assessing performance more rigorously.	Yes
Sociology	Improving students' proficiency in writing literature reviews and consistency of student presentations.	Newly developed Capstone Rubric, including a specific literature review metric and performance criteria related to capstone presentations.	Trial run in 2016-2017.	Fine-tune rubric and continue analysis and work on learning outcomes, include some broader learning outcomes. Better advising students about their oral presentations	Yes
Arts and Communication					

Art – Studio Arts	Since preparing for multi-year goal for major curricular revision, exhaustive list of common learning objectives, degree-specific learning objectives	Qualitative review, with faculty contributing observations. Values and strategies examined against departmental learning objectives and ILOs.	Two faculty will carry out analysis through fall 2017.	Intermediate conclusions: Keystone/Capstone process needs additional continuity and connection to the students' overall progress through the rest of the major. Portfolio requirement added as a test basis fall 2017. Add an event participation requirement?	Yes
Art - History	Since preparing for multi-year goal for major curricular revision, exhaustive list of common learning objectives, degree-specific learning objectives		Two faculty will carry out analysis through fall 2017.	Event participation requirement. Consider moving the Art History Capstone entirely out of the Studio Capstone process in order to minimize confusion.	
Communication	Using the Capstone: 1. To clarify and express your learning experience with an emphasis on vocation. 2. To clarify and express your own skills, abilities, foci, interests and future goals. 3. To demonstrate mastery of your discipline within the SOAC vision.	Current grading rubric first used spring 2017			No
Theatre	Develop and execute a portfolio that will reflect both the academic and practical knowledge gained through the study of the art of theatre	Assessment rubric of capstone		Develop production manual. Change capstone from spring to fall for students; reposition THEA 299 (The Profession).	No
Music	For conducting, students will demonstrate competency in: 1. basic and advanced conducting gestures 2. score preparation and functional analysis 3. planning a rehearsal 4. diagnosing musical problems within a rehearsal 5. prescribing solutions to those musical problems	Jury panel	Grade for each course. While pass rate has been very high, was 100% in 2016-17	Find strategies to help students connect more to what they hear. Coaching on clarity of expression and voice volume. Give student greater tools and provide them with strategies for more prescriptive instruction.	Yes

Business	1. Effective communicators: student can write a well-0organized and grammatically correct paper, memo or case that is informative and professional. 2. Ethical perspective: student can recognize ethical issues in a scenario. 3. Global perspective: student can recognize how global issues impact business	1. Self-assessment essay (done in BUSA 305). 2. Course embedded essay in BUSA 303. 3. Course embedded short answer exam in BUSA 309.	At least 80% of students will meet the rubrics as satisfactory or higher Goal 1 data reported to faculty May 2017. 21 or 25 students performed at or above the standard in all aspects (84%). Data for goals 2 and 3 will be reported in the business school undergrad committee fall 2017. Recommendations for improvement will go before business school faculty for vote.	Committees will work on findings during 2017-2018 and take recommendations to the entire business school faculty.	Yes
Education and Kinesiology					
Education	Washington state standards (Standard 5) Effective Teaching Professional Development Teaching as a Profession Performance Assessment	Some of the measures: 1)WEST-E/NES: Endorsement content test 2) edTPA: Teacher Performance Assessment. Portfolio based assessment: video, teaching materials, and written commentaries about a lesson segment of usually 5 days. 3) Field Evaluation: This evaluation is completed during internship/student teaching by both the university supervisor and the cooperating/mentor teacher. This instrument is aligned directly to Standard 5 and candidates are rated as Not Acceptable, Emerging, Competent, or Exceptional.	1) Benchmark: WEST-E = 240; NES = 220 Outcome: WEST-E: ave = 264; range = 243-284 NES: ave = 248; range = 226-260.57 2) Benchmark = 35 Outcome = 44.9 (97% passed on first testing; 100% pass rate after retake); range = 31-49.25 3) Candidates must earn "Competent" (3) or "Exceptional" (4) in all areas as one measure for completing/passing student teaching. The measure is completed at mid-point for formative progress and end of student teaching for final evaluation. Outcome = ave = 3.34; range = 3.15-3.68	1. Faculty continuing to revise and refine learning experiences ad practice for candidates in the areas of academic language and providing feedback to students. 2. In 2017-18 doing a data retrieval in order to determine why candidates or color are not as successful as candidates overall. Trying to determine if here are any common themes/patterns.	Yes
Kinesiology	Graduate of Kinesiology will: 1) demonstrate a clear understanding of the basic disciplinary terminology, principles, theories, applications and practices expected of entry level professionals in the field 2) demonstrate a well-developed ability of critical reflection	All measured with senior exit survey, internship supervisor evaluations, and senior capstones	Benchmark on exit survey: 80% of two best categories on 5-point scale Benchmark on capstone Relative strengths and weaknesses discussed by faculty Exit survey: 12 items met at 80% or higher (4 items 90% or higher); 3 items not met (below 80%) Internship: Data not formally analyzed yet Capstone:	Some action steps: From Exit Survey: 1) Restructure survey 2) Rephrase diversity question 3) Develop webpage to help students begin grad school process 4) Reconsider KINS 277 (consider separate sections for traditional vs transfer students) From Internship:	Yes

	3) communicate effectively 4) demonstrate the ability to collaborate with others 5) develop strong personal and professional values 6) appreciate multiple perspectives and develop a strong understanding of diversity as it relates to the field		1) Students doing lit review often not capable or ready for the task. 2) Students doing defense of knowledge and evidence, did poor job responding to basic questions from faculty.	1) Redo evaluation form? From capstone: 1) Reorganize standards being used 2) Require application for Lit Review 3) Refocus paper and presentation	
Nursing	1. Demonstrate ability to incorporate the dimensions of person, nursing, and environment to promote health in a variety of nursing situations	1. BSN program completion rates	1. Benchmark: 90% Outcome: 100% (met)	Some actions: More consistent use of key assignment and portfolios as a way to evaluate accomplishment of programs outcomes in the aggregate, and improving student's self-rating of performance on some of the program outcomes. The key assignment mechanism for evaluating aggregate student performance on the program outcomes will continue to evolve. The portfolio is in need of some revision and better integration across the full curriculum. Increase the shard understanding (of faculty) of program-level assessment measures, increase time for faculty to process program-level data, and improve program infrastructure and resources for conducting program-level assessment.	Yes
	2. Provide evidence-based clinically competent care of individuals, families, and communities in a variety of settings across diverse populations	2. performance on BSN key assignments	2. Benchmark: 90% of students will achieve score of 80% or higher on each key assignment Outcome: 76% (not met)		
	3. Enact the role of service as a professionally educated member of society	3. Performance on BSN portfolios	3. 100% of students demonstrate achievement of all program outcomes (accomplished or exemplary) Outcome: 69% (not met)		
	4. Employ principles of ethical leadership, quality improvement, and cost effectiveness to foster the development and initiation of safety and quality initiatives within a microsystem o entire system	4. Student self-rating of BSN program outcome achievement	4. 75% of graduating students indicate they are "well prepared" or "extremely well prepared" Program outcomes 4-7 (not met) Program outcomes 1,2,3,5,6,8 (met)		
	5. Collaborate in the interprofessional design, management, and coordination of safe, quality care	5. NCLEX-RN time pass rates	5. Time pass rate is 90% or more Outcome: 93.6% (met)		
	6. Pursue practice excellence, lifelong learning, and professional engagement	6. Employment rates	6. Employment rates are 90% or more for each program Outcome: 100% (met)		
	7. Demonstrate knowledge of how healthcare policy, including financial and regulatory, affect	7. Employer satisfaction	7. 90% of employers indicate "satisfied" or "extremely satisfied" Outcome: 100% (met)		
		8. Alumni satisfaction	8. 80% of alumni rate overall program satisfaction as "satisfied" or "extremely satisfied" Outcome: 94.6% (met)		

	the improvement of healthcare delivery and/or health outcomes 8. Demonstrate the use of information systems, patient care technologies, and interprofessional communication strategies in support of safe nursing practice				
Interdisciplinary Programs					
Environmental Studies	1. Using an array of theoretical and practical tools to examine the complex relationships between people and the environment 2. Gathering, assessing, and acting on data about local, regional, and global environmental issues 3. Critically and imaginatively interpreting the values, assumptions and language that structure human communities and their relationships with the earth's ecosystem 4. Integrating the methods and content of various academic perspectives to develop approaches to complex environmental challenges	Evaluation forms completed by faculty who attend capstone presentations and faculty who grade capstone papers. Faculty retreat focused on evaluation of classroom activities and assignments as relate to learning objectives. Survey of alumni.	Benchmark fourth learning objective. If student can demonstrate and self-reflect integration of multiple disciplines, they are demonstrating success. Responses on forms from the retreat complied. Need to strengthen the interdisciplinary experiences of students before reaching the capstone class. From alumni survey, preliminary data (full analysis in 2017-18)	Invite faculty from other disciplines to be part of a class panel Use common theme or topic in various classes Create Points of View video about a specific topic Create a Wiki for glossary of common words Be more intentional about asking students to pick a reading or assignment from another class	Yes
Global Studies	Apply approaches and methods of multiple disciplines to analyze specific global issues.	Disciplinary evaluation assignment, with rubric.	Each student was scored high (5 or 6), medium (3 or 4), low (1 or 2) on the following three categories: Functional understanding of specific disciplinary components Connection of the disciplinary components to the chosen research question Connection of the two disciplinary components to each other in context of the overall analysis. Three of seven students scored relatively low on all three of the row categories. Faculty recognized that he language about disciplinary components in the assignment questions were different from the rubric categories, thus causing some confusion.	Clarify what counts as components from two disciplines, and communicate this to capstone professors. Make language in students assignments and the syllabus consistent with the language in the assessment rubric.	Yes

| Women's and Gender Studies | That students in WMGS have adequate study of race/ethnicity and sexuality/queer topics | Evaluation of syllabi associated with the major (31) | Significant coverage, some coverage, little or no coverage

Significant coverage = 5 race; 3-5 sexuality
Some coverage = 6 race; 5-7 sexuality
Little or no = 19 race; 21 sexuality
Useful information for considering where curricular revisions are needed. | With some foundation of coverage (although not ideal), can work on revision of the major into a Gender, Sexuality, and Race Studies program over the 2017-18 year. | Yes |