

Draft
2004-2005 Results Data
Request for information – Due August 31, 2005

College/School or Administrative Unit_ College of Juvenile Justice – Department of Psychology_____

Using data from your college/school or administrative unit's assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2004-2005 academic year, please provide the information as requested below. Please provide at least three responses for each question. Examples are provided on page 2.

1. What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

The Major Field tests provide an index of student performance in content areas covered by the Department of Psychology's curriculum. These tests suggest that students scored highest in the clinical and abnormal content areas of the curriculum. On average our students responded correctly to 43% of the items of this test. In addition, our students responded correctly to 40%, 38%, 31 %, 32 %, and 25% of items on the social, measurement, memory, developmental, and sensory and physiological assessment measures. Only one student scored greater than 60% on an assessment measure of a content area of our curriculum. Further, 6 of the 30 students assessed responded correctly to greater than 50% of the items in one or both assessment measures. By and large, our survey of students indicates that our learning objectives are clear but some students do question how our faulty explicate learning.

2. How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.

The objective data that we have collected will allow us to:

- Begin serious discussions on assessing student learning;
- Begin to develop additional assessment methods that permit accurate diagnosis of our student's strengths and weakness. Some examples include follow-up surveys, attendance patterns and student evaluations;
- Begin to develop a system of monitoring our students' progress by a broad range of methods;
- Assess attitudes and values that are being taught;
- Consider assessing basic skills at an earlier stage (i.e., the intro level courses);
- Include additional exercises on critical thinking in courses; and
- Assess areas in the curriculum that are in need of modification or change

2004-2005 Results Data
Request for information – Due August 31, 2005

College of Engineering

Using data from your college/school or administrative unit's assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2004-2005 academic year, please provide the information as requested below. Please provide at least three responses for each question. Examples are provided on page 2.

3. What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

The departments in the College of Engineering have used two assessment methods to assess student performance in College and program outcomes for the various departments. The assessment of the program outcomes was done by direct measurement of students' performances in the various courses. The students' performance in each of the eleven outcomes is provided below.

College & Programs Outcome (a): *Ability of students to apply the knowledge of mathematics, science, and engineering.*

- The average performance for all students in the Engineering programs for the 2004-2005 academic year in this outcome was **68.4%**
- The acceptable/expected average in this outcome set by the College was **75%**
- **The College did not meet the expectation in this outcome.**

College & Programs Outcome (b): *Ability of students to design and conduct experiments, as well as to analyze and interpret data*

- The average performance for all students in the Engineering programs for the 2004-2005 academic year in this outcome was **83.5%**
- The acceptable/expected average in this outcome set by the College was **75%**
- **The College exceeded the expectation in this outcome.**

College & program Outcome (c): *Ability of students to design a system, a component, or a process to meet desired need*

- The average performance for all students in the Engineering programs for the 2004-2005 academic year in this outcome was **84.7%**
- The acceptable/expected average in this outcome set by the College was **75%**
- **The College exceeded the expectation in this outcome.**

College & Programs Outcome (d): *Ability of students to function on multi-disciplinary teams*

- The average performance for all students in the Engineering programs for the 2004-2005 academic year in this outcome was **86.9%**
- The acceptable/expected average in this outcome set by the College was **75%**
- **The College exceeded the expectation in this outcome.**

College & Programs Outcome (e): *Ability of students to identify, formulate, and solve engineering problems.*

- The average performance for all students in the Engineering programs for the 2004-2005 academic year in this outcome was **68.7%**
- The acceptable/expected average in this outcome set by the College was **75%**
- **The College did not meet the expectation in this outcome.**

College & Programs Outcome (f): *An understanding of professional and ethical responsibility by students*

- The average performance for all students in the Engineering programs for the 2004-2005 academic year in this outcome was **77.8%**
- The acceptable/expected average in this outcome set by the College was **75%**
- **The College barely met the expectation in this outcome.**

College & Programs Outcome (g): *Ability of students to communicate effectively (written and Oral)*

- The average performance for all students in the Engineering programs for the 2004-2005 academic year in this outcome was **79.2%**
- The acceptable/expected average in this outcome set by the College was **75%**
- **The College barely met the expectation in this outcome.**

College & Programs Outcome (h): *The broad education necessary to understand the impact of engineering solutions in a global and societal context*

- The average performance for all students in the Engineering programs for the 2004-2005 academic year in this outcome was **89.9%**
- The acceptable/expected average in this outcome set by the College was **75%**
- **The College exceeded the expectation in this outcome.**

College & Programs Outcome (i): *A recognition of the need for, and the ability to engage in life-long learning*

- The average performance for all students in the Engineering programs for the 2004-2005 academic year in this outcome was **85.3%**
- The acceptable/expected average in this outcome set by the College was **75%**
- **The College exceeded the expectation in this outcome.**

College & Programs Outcome (j): *Knowledge of Contemporary Issues*

- The average performance for all students in the Engineering programs for the 2004-2005 academic year in this outcome was **86.8%**
- The acceptable/expected average in this outcome set by the College was **75%**
- The College met the expectation in this outcome.

College & Programs Outcome (k): *An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice*

- The average performance for all students in the Engineering programs for the 2004-2005 academic year in this outcome was **79.9%**
- The acceptable/expected average in this outcome set by the College was **75%**
- The College met the expectation in this outcome.

4. How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.

Using the assessment results, the possible causes of students' poor performance in outcomes were identified. Plans were then made to address these problems. The plans made are to be implemented in the 2005-2006 academic year. The problems identified, and the plans to be adopted for each outcome needing improvement are summarized below

College & Programs Outcome (a): *Ability of students to apply the knowledge of mathematics, science, and engineering.*

Students' performance in this outcome has been persistently below expectation in most of the departments in the College of Engineering.

Perceived Problems

The perceived problems include:

- Lack of basic understanding of differential and integral calculus
- Inability of students to solve basic problems whose formulation results in having to solve algebraic equations.
- Lack of ability to solve problems numerically
- Lack of linear algebra and vector analysis

Plans for addressing the Perceived Problems

Short term Plans In the short term, instructors are being advised to review mathematical topics needed for a particular course in the beginning of the semester. This will be done by using few class time, or through instructor provided tutorial section followed by a test on those mathematical topics.

Long Term Plans A long term solution planned involves setting up a Mathematics review committee consisting of faculty from Engineering and the Mathematics Department to review the content, delivery, and testing of engineering students taking mathematic courses.

College & Programs Outcome (e): *Ability of students to identify, formulate, and solve engineering problems.*

Students' performance in this outcome has been persistently below expectation in most of the departments in the College of Engineering.

Perceived Problems

The perceived problems include:

- Inability of students to conceptualize and identify the relevant engineering topics from which information should be drawn to formulate a problem.

- Inability to identify physical and conservative laws needed to solve various problems that are different from example problems they have seen before.
- Inability of students to analyze and solve open ended problems because they lack the ability to identify and gather relevant data needed to solve such problems.
- There appears to be lack of well defined procedure in the college for students on the steps needed to formulate and solve engineering problems

Plans for addressing the Perceived Problems

- While most text book problems have closed form solution, instructors will be requested to include open ended problems in assignments in all courses taught in the college.
- The college will develop a problem solving methodology that requires students to (1) paraphrase a problem, (2) state all the known parameters in the problem, (3) identifies parameters to find, (4) provides a conceptual schematics, (5) list assumptions and basic conservative laws and constitutive equations, (6) lists properties, and(7) identifies a solution plan. Students will then be required to present all major problem formulation and solving assignments using this methodology.

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College/School or Administrative Unit - College of Business

Using data from your college/school or administrative unit's assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2004-2005 academic year, please provide the information as requested below. Please provide at least three responses for each question. Examples are provided on page 2.

5. What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

STUDENT LEARNING

1. In ACCT 2113 (Spring 2005), the success rate (percentage of students who understood the objective) in each of the ten course-embedded learning goals ranged from 32% to 91% with the average being 64%.
2. In ECON 2123 (Spring 2005), the success rate (percentage of students who understood the objective) in each of the ten course-embedded learning goals ranged from 56% to 90% with the average being 75.7%.

SERVICE DELIVERY

1. According to results from anonymous survey of student satisfaction, in spring 2005, 99% of the students found advising in the COB to be "satisfactory to highly satisfactory."
2. In the EBI national survey, 92% of the graduating seniors rated the performance of the COB staff as "good to excellent."
3. In the EBI national survey, 40% of the graduating seniors rated the COB Career Fair as "Excellent to Exceptional."

6. How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.

STUDENT LEARNING

1. The accounting faculty (as well as others) would work with their Discipline Coordinators to ensure a higher level of student learning in the accounting principles course.
2. The economics faculty (as well as others) would work with their Discipline Coordinators to ensure a higher level of student learning.

SERVICE DELIVERY

1. A new full time staff will be recruited as an academic advisor to further improve the student advising process. This is supported by a new fee that went into effect in fall 2005.
2. Regular staff meetings will be held to further improve services to the students.
3. Staff are being encouraged to attend training workshops.

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College/School or Administrative Unit Arts and Sciences/Chemistry

Using data from your college/school or administrative unit's assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2004-2005 academic year, please provide the information as requested below. Please provide at least three responses for each question. Examples are provided on page 2.

1. What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

Student Learning example (independent research)

2/3 of our undergraduate students in junior or senior year presented a satisfactory written research report at the completion of research.

50% of our graduate students were able to successfully defend the thesis at first attempt.

100% of chemistry majors in senior or junior year were participated in extramural research experience.

80% of chemistry majors who conducted research on or off campus presented their research at national or regional conference.

Our graduating seniors scored above 80% in standardized chemistry ETS exam (ETS Princeton NJ)

2. How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.

Independent Research:- Increase the number of organized departmental seminars to enhance exposure of our students to different research topics in chemistry

Advisors will continue to spend more time with graduate and undergraduate students in writing skills, and will incorporate writing reports in several courses.

All chemistry majors in the middle of their junior year would be required to take the ETS chemistry test

More fund will be provided for faculty and students to attend and present at professional meetings

2004-2005 Results Data
Request for information – Due August 31, 2005 (September 8, 2005)

College/School or Administrative Unit Department of Mathematics

Using data from your college/school or administrative unit's assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2004-2005 academic year, please provide the information as requested below. Please provide at least three responses for each question. Examples are provided on page 2.

1. **What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?**

Note: A new instrument was in place for calculus readiness test effecting July 1, 2005. Since then the test was given 19 times to accommodate all students during the orientation and fall registration. Since there is no teaching for taking this test and students do not belong to the Mathematics Department, there is no learning involved, the test only measures the knowledge of the test taker in the subjects of College Algebra and Trigonometry. It will indicate if the student taking the test may exempt College Algebra, Math 1113, Trigonometry, Math 1123, or both.

A total of 69 students took the test between July 1, 2005 and August 29, 2005. Out of this number

- 57, 82.61%, did not pass the minimum required for either of the subjects.
- 9, 13.04%, passed the minimum required for exemption of College Algebra, Math 1113.
- 3, 4.35%, passed the minimum required for both subjects.

The numbers clearly suggests that students are not prepared to take the test and take a chance taking it since there is no penalty for not passing.

2. **How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.**
- A student who does not pass either subject cannot exempt either course. If the student is eligible, he/she should enroll in College Algebra, Math 1113. Student may be advised to study trigonometry during the semester and if he/she thinks is prepared take the test again before registering for Math 1123.
 - A student who passes only College Algebra may enroll in Trigonometry, Math 1123. This student should be advised to start reviewing a calculus textbook and prepare for the course when enrolled.

- A student who passed both subjects may enroll in Calculus I, Math 1124. The student should be praised for doing the job well done. He/she should be advised to continue doing a good work.