



# EASTERN MICHIGAN UNIVERSITY

College of Arts & Sciences  
2020-21 Annual Assessment Report  
Submitted by CAS Assessment Committee (CASAC)  
August 2, 2021

## University Assessment Committee: Overview

### Mission

EMU creates a culture of assessment through collaborative planning, systematic implementation, and rigorous analysis of collected data to make informed decisions that enhance opportunities for students to learn and to strengthen all curricular and co-curricular areas for the campus community.

### Expectation

EMU expects all curricular and co-curricular areas to generate and implement student learning goals, collect relevant data, close the loop, and use on-going assessment processes for continuous improvement.

There are **FIVE MAIN PURPOSES** for assessing students, in terms of learning outcomes, from programmatic perspectives.: (1) to observe how well students have met the outcomes; (2) to use that information to make improvements to the course, program, instructional approach, etc.; (3) to consistently (re)examine the learning outcomes; (4) to demonstrate how curricular and co-curricular areas “close the loop” of assessment within and across academic years; and (5) to set future goals for assessing student learning toward continuous improvement.

### CASAC's Mission Statement

In collaboration with the University Assessment Committee, CAS Dean's office and CAC, the College of Arts and Sciences Assessment Committee (CASAC) is faculty-led and focused on assisting administrators, faculty, staff and programs in building systems to evaluate student learning from programmatic perspectives.

### 2020-21 CASAC Committee Members

#### Faculty

- John Dunn, English, [jdunnjr@emich.edu](mailto:jdunnjr@emich.edu)
- Cynthia Macknish, World Languages, [cmacknis@emich.edu](mailto:cmacknis@emich.edu)
- Cam McComb, Art & Design, [cmccomb@emich.edu](mailto:cmccomb@emich.edu)
- Tricia McTague, SAC, [tmctague@emich.edu](mailto:tmctague@emich.edu)
- Greg Plagens, Political Science, [gplagen1@emich.edu](mailto:gplagen1@emich.edu)

#### Department Heads

- David Klein, Political Science, [dklein2@emich.edu](mailto:dklein2@emich.edu)
- Julian Murchison, SAC, [jmurch1@emich.edu](mailto:jmurch1@emich.edu)

#### Ex-Officio

- W. Douglas Baker, Associate Dean, [wbakerii@emich.edu](mailto:wbakerii@emich.edu)

## 1. Assessment Processes

Provide an overview of your unit's assessment program. Briefly describe expectations of programs or units in observing, charting and representing how well students have met selected learning outcomes. Provide a representative template used by programs to report assessment findings.

CAS has 18 departments or schools and 150 degree programs (96 undergraduate and 54 graduate) and all are expected to submit assessment reports describing how students are assessed from programmatic perspectives. Programs may elect to combine assessment efforts and bundle reports for similar programs (e.g., Biology bundles all of its undergraduate programs). Accredited programs are welcome to submit updates on their accreditation processes, which would help them avoid duplication of efforts (e.g., the School of Art & Design must periodically compile a comprehensive accreditation report, including assessment of student learning).

All reports are reviewed by at least two committee members, and programs receive responses from the committee, mainly offering commendations and suggestions for future efforts to assess student learning. The reports and responses are posted to an electronic archive, accessible by program coordinators.

Because of the COVID-19 disruption, programs had the choice of what and how to address the expectation of assessing student learning and reporting on results.

### *(1) Direct Assessment of Student Learning (see Template in Appendix, pp. 6-12)*

Continue with the program's current assessment process and practices: Submit a report on how student learning was assessed in 2019-20 and describe the plans for 2020-21. (CASAC will send the revised template.)

### *(2) Indirect Assessment of Student Learning: Focus on Students' Experiences*

Meet with your colleagues and discuss *how students have responded*, or are responding, to various formats of instruction offered this academic year, particularly in terms of how well students appear to be meeting the program's learning outcomes or goals.

- Since nearly 80% of courses are currently delivered in some type of online format, what opportunities and challenges are students experiencing?
- How have students adjusted? How well are students meeting the program's learning outcomes or goals?
- Provide aggregate data, composite sketches, or specific examples.

### *(3) Indirect Assessment of Student Learning: Focus on Instruction*

Meet with your colleagues and discuss *instructional approaches and strategies* that appear to have enhanced how well students are meeting program learning outcomes or goals.

- Since nearly 80% of courses are currently delivered in some type of online format, what opportunities and challenges have faculty experienced, or are experiencing?
- How have faculty adjusted? What innovations or improvements have you observed, particularly in terms of students' achievements toward meeting the program's learning outcomes or goals?
- Provide aggregate, composite sketches, or specific examples.

*(4) Program's Choice of a Different Approach.* If none of the above fits with your program's plan to reflect on assessing student learning, describe an approach you plan to use for this academic year, and describe how the plan will encourage faculty to reflect on how well students are meeting program learning outcomes or goals.

Because of the COVID-19 pandemic, most programs elected to examine indirect assessments, particularly how the pandemic and the shift to online courses affected students and instructors. Twelve of the 18 departments/schools submitted assessment reports, representing at least 50 degree programs (so about one-third of the CAS degree programs completed an assessment report during this challenging year). (See appendix for a chart of the reports/responses, pp. 13-15.)

## **2. Specific examples of improvements made to courses, programs, instructional approach, etc.:**

Describe illustrative examples of how your unit "closed the loop" on assessment in the past year, particularly implementing changes designed to improve student learning informed by data from assessment in AY 2019-2020.

The faculty in the Department of Mathematics & Statistics offer illustrative examples of how they reflected on their approach to online instruction and made changes based on their observations of students' responses toward meeting the SLOs. Many of the programs elected to focus on a survey of faculty and how they adjusted to the COVID-19 interruption, especially the sudden demand to deliver courses in online formats.

The survey of the mathematics faculty focused on those teaching mathematics majors, secondary education majors, and mathematics graduate students. The indirect assessment of instructional approaches and observations of students' responses to the shift to online delivery were critical in providing suggestions for improvements.

*Overview of Survey Results:* In terms of "primary challenges, three responses were cited in shifting to online instruction: 50% cited a "lack of in-person interactions with students"; and 16.7% each for "increased workload" and "online diffusion of motivation." In terms of secondary challenges, 33% cited "increased workload." Finally, 33% stated they adjusted well and 33% marked "things are good, but not great"; 16.7% marked, "not so well."

*Closing the Loop of the Cycle:* Based the survey and observations of the shift to online instruction, faculty offered the following examples of how they plan to continuing to adjust:

In part, the natural move towards online homework systems brought about some new possibilities.

- "making the writing projects even more regular. Moving the routine practice part of the course to MyOpenMath has freed up some time for me to work on the writing projects (although the proof problems have to be graded by hand)."
- "switching from traditional exams in...Calculus classes to 'Short Technical Interviews,' basically oral quizzes, administered one-on-one via Zoom."

**3. Changes made to student learning outcomes and/or assessment processes (if any):**

Describe any changes to student learning outcomes or assessment processes in the last year designed to improve the assessment program.

Easily the main change to how students were assessed was based on electronic approaches to testing. For example, for Chemistry 121/122, the built-in quiz function in Canvas was used. Faculty in the Department of Chemistry also used a variety of apps to assist students (e.g., Padlet, a free online tool that is sometimes used as an online notice board and a supplement to the course material, allowing collaborative learning within the class). Furthermore, Videos accessible through Canvas were used over an entire course. Faculty also made adjustments with students on accessing materials from coursepacks, etc., particularly via cell phones or other devices students had at their disposal.

**4. Continuous improvement over time:**

To demonstrate continuous improvement over time, provide 2-3 examples of a program's effort to "close the loop" of a 2-3 year assessment cycle. That is, use examples from programs that show evidence of assessing student learning, implementing changes, and demonstrating how the changes improved student learning.

We offer *two illustrative examples* of programs examining student learning over multiple years and striving to "close the loop" of the assessment cycle. This category is the most challenging to examine over time and represent. Both examples show the intent to use assessment data to suggest and make changes or improvements; however, both provide only implicit information about how curricular improvements have led students to perform better in subsequent years. Furthermore, the COVID-19 interruption encouraged most programs to submit indirect assessments of students' achievement toward meeting program SLOs.

***Example 1: Undergraduate Biology (BIO) Programs***

Currently, as part of a three-year study, faculty of BIO undergraduate programs assessed how well students met two main learning outcomes (2019-20 was year two of the study). The program seeks to better understand how well BIO 110 prepares students for BIO 121, versus transfer students who take BIO 120. We focus on one of the SLOs and assessment processes used for the illustrative example.

*SLO 1.6/1.7 (Part of the "Practicing the Scientific Method" category):*

"Interpret observations and experimental results; assemble and analyze data."

*Methods of Assessing Students on SLO 1.6/1.7:* Assessment was administered to BIO 400-level students in 2018-19; in 2019-20, the assessment was administered to BIO 121 students. The purpose was to conduct a contrastive analysis to observe how well BIO 121 students were prepared, based on taking either BIO 110 or 120, and how well BIO 121 appears to prepare students for BIO 400-level courses.

*Findings:* The program presented data demonstrating how students who had taken BIO 110 at EMU, vs. students who had transferred and taken BIO 120, met the expected SLO at a higher rate than the transfer students. As stated in the report: "Ultimately, this work suggests that students are well served by enrolling in Bio 110 at EMU prior to moving on in the curriculum and that biology faculty

may need to focus some remedial education regarding data analysis for groups of students transferring in introductory biology credit.”

*Closing the Loop of the Cycle:* Based on a survey of BIO 400-level students the previous year, including their preparation through taking BIO 110 or 120, the program states: “Weak students who participated in the survey at the Bio 120 level are less likely to meet the pre-requisites for enrolling in 400-level courses. Enrollment in Bio 120, however, does require a passing grade in Bio110 implying that many of these students display the capacity to progress through introductory courses and eventually enroll in the upper-division Biology courses. Our work does suggest that it may be important to consider student introductory biology background (i.e., EMU Introductory bio versus non-EMU introductory bio) when considering competencies for results interpretation exercises.”

***Example 2: Undergraduate Anthropology***

Since 2013, the Anthropology program has charted students’ capacity to meet programmatic SLOs. For this example, we focus on one of the SLOs. This example actually demonstrates a positive result and the program saw no need for curricular revisions.

*SLO 1:* Students will be able to demonstrate a basic knowledge of anthropological foundational concepts (i.e., differing perspectives on cultures and cultural practices) [low level SLO]

*Method of Assessment:* For 2019-20, ten multiple-choice questions were given to students in exams in one section of ANTH135 and in a pop quiz in one section of ANTH210. For consistency, those were the same questions used in the 2013-2018 assessments.

*Findings:* Among the 88 students who completed all of the exams, only one was an Anthropology major. The score curve was bimodal, which reflected the bimodal final grade curve for the course. The range of scores was 1 to 10. The mean was 6.8. The median was 7.0. The standard deviation was 2.1. Despite the worrying bimodal curve, the mean and median were similar to prior years.

*Closing the Loop of the Cycle:* The 2013-2019 results among samples of students taking ANTH135 demonstrate strong consistency across cohorts in the successful learning of foundational concepts in anthropology. The program is generally effective in addressing this learning outcome and has been consistent in doing so since 2013; therefore, no substantive curricular changes were made.

**5. Goals for AY 2021-2022:**

List and briefly describe goals for the next academic year, particularly noting how the goals emerged from observations from the current year. This section sets up the foundation for next year’s action and will serve as a reference for next year’s report (see item #2 above).

Based on this past year, CAS plans the following:

- Expand the membership or replace members of the committee: Mainly, the committee needs representation from more departments, and some members have served more than five years.
- Develop recommended approaches to programmatic assessment of student learning through online formats. Although faculty used a variety of approaches to assess students’ toward meeting SLOs, how faculty programmatically assess students appeared challenging during the COVID-19 interruption.

## Appendix

**(1) Example Email to Faculty and Template for Reporting (pp. 6-12)**

**(2) Chart of Reports/Responses (pp. 13-15)**

### **(1) Example Email Message to Faculty and Template for Reporting**

November 12, 2020

Re: Assessment of Student Learning: Programmatic Perspective

Dear Faculty,

**Thank you** for contributing to the College of Arts & Science's system of evaluating student learning from degree programmatic perspectives! The CAS Assessment Committee (CASAC), a faculty-led group, will continue to work with you to do the following: (1) evaluate student learning from programmatic perspectives; (2) document your findings, and (3) report them, particularly describing how you used the information (or plan to) to improve the program or enhance students' opportunities for learning.

**We know you are all very busy!** Therefore, we have developed plans encouraging you wherever you are in the process of designing ways to better understand what and how well students are achieving goals of your program.

#### ***For Accredited Degree Programs***

If your program is an accredited degree program, you will need to only submit a document briefly describing where you are in the process (see p. 2).

#### ***For Non-Accredited Degree Programs***

If your program is NOT accredited but has consistently reported on assessment of student learning, you will complete the normal template (see pp. 3-4).

For more information about CASAC and EMU's accrediting body, the Higher Learning Commission (HLC), please go the appendix of this document (see pp. 5-7).

We look forward to working with you this year.

CASAC

Faculty: John Dunn, Cynthia Macknish, Cam McComb, & Greg Plagens

Department Heads: David Klein & Julian Murchison

Associate Dean: Doug Baker

## Accredited Programs

If your program is accredited by national (or international) organization, and part of the process involves assessing student learning, please complete the following. Upload to the link below two documents: (1) the completed chart below, and (2) a curriculum map.

**(1) Please complete and upload this chart.**

Accredited Degree Program & Program Code	
Department	
Submitted by	
Email Address	
Accrediting Body	
Date of Next Report (due to accrediting body)	
List of Student Learning Outcomes or Objectives	
Type of Student Work Analyzed	
How information from analysis of student work is used to enhance the program	
One example (in particular, please show how the change led to improvement in student learning)	

**(2) Please upload your program's curriculum map (for information about curriculum maps, see appendix).**

**Please submit parts to:** [https://irim.emich.edu/cas\\_assessment/logon.php](https://irim.emich.edu/cas_assessment/logon.php)

Directions: Scroll to the bottom, select department & academic year; add contact information; upload files & save submission.

**DUE: DECEMBER 2020 – January 2021**

**Programs Consistently Contributing Plans & Reports**

Your program has consistently submitted assessment plans and reports. Please use the template below to resubmit assessment plans for 2019-20, the report for 2019-20, the plans for 2020-21, and the program's curriculum map.

<b>Degree Program &amp; Program Code</b>	
<b>Department</b>	
<b>Submitted by</b>	
<b>Email Address</b>	

*Please submit completed parts to:* [https://irim.emich.edu/cas\\_assessment/logon.php](https://irim.emich.edu/cas_assessment/logon.php)

Directions: Scroll to the bottom, select department & academic year; add contact information; upload files & save submission.

**DUE: DECEMBER 2020 – January 2021**

**Assessment Plans 2019-20**

--

**Report for 2019-20**

**ANALYSIS OF STUDENT PERFORMANCES, DESCRIPTION OF FINDINGS, AND  
ACTIONS FOR "CLOSING THE LOOP"**

Describe the results of analyzing student performances toward the goals (or learning outcomes) highlighted for this year.



Describe the “so what” of the analysis (i.e., what did you learn from the process and what changes did you make, or plan to make?).

Based on the observations above, described how you “closed the loop” of the process. For example, did the process lead you to improve the way you analyzed student work? Did you notice changes from the last time you analyzed student work?

### Assessment Plans for 2020-21

#### PLANS FOR ASSESSING STUDENT LEARNING TOWARD MEETING PROGRAMMATIC LEARNING OUTCOMES

List (or copy and paste) your program’s goals for students.

List the goals or outcomes your program will focus on for 2020-21.

Describe the student artifacts or performances the program will use to assess how well students met selected program goals and how these will be collected.

Describe the methods or processes the program will use to analyze the student work in order to determine how well students met the selected goals or outcomes.

How do you plan to measure the effects of curricular changes chosen as a result of your program’s recent assessment efforts? Would you expect to see the effects reflected in the assessments of SLOs for the upcoming year? If so, where? If not, when would it make sense to begin to look for effects in upcoming assessments?

### Curriculum Map

**PART THREE**  
**Curriculum Map\***  
(for examples, see,  
[http://www.emich.edu/cas\\_assessment/resources.php](http://www.emich.edu/cas_assessment/resources.php))

## **CASAC Response**

The faculty serving on the CASAC will review and respond to your program's assessment reports and plans—wherever you are in the process. The review is not evaluative. Rather, the purpose of the review and response is to provide constructive and supportive feedback. The process also provides members of CASAC an opportunity to review reports and plans and to observe how well programs have designed systematic ways of assessing student learning, including how findings are used to improve programs and opportunities for students to learn (i.e., how well programs “close the loop”). Each year, CASAC submits a report to the CAS Dean and the University Assessment Committee summarizing the college's efforts in assessing student learning, and the Dean and UAC provide feedback for purposes of continuous improvement.

## **NOTES**

***The main purposes for constructing programmatic assessments of student learning are the following:***

- To provide evidence from programmatic perspectives for how well students are learning—mainly, toward achieving the program's learning outcomes;
- To enhance opportunities for students to learn and meet the learning outcomes;
- To gather and discuss information that helps programs to improve;
- To contribute to EMU's efforts to retain accreditation from the Higher Learning Commission.

***All degree programs (undergraduate and graduate) are encouraged to report.***

CASAC functions to coordinate and support department heads and faculty efforts toward creating a system of programmatic assessment of student learning on selected outcomes.

Rev. November 12, 2020

## **Appendix**

### **Brief History of CASAC**

The CAS Assessment Committee (CASAC), a faculty-led group that originated in 2012, works to support faculty to build systematic ways of observing and documenting how we know students are meeting learning goals of our programs. We are pleased that 50-75% of all CAS degree programs have contributed assessment reports over the years, and we are working to increase participation in all areas to demonstrate how faculty continuously improve learning opportunities for students.

### **Good News from EMU's Accrediting Body: The Higher Learning Commission (HLC)**

EMU is a respected university, in part, because it is accredited by the HLC. In its recent evaluation of EMU (Fall 2017), the HLC stated that we “Met” expectations for the criterion focused on student learning (Criterion 4B). In its response to EMU's accreditation report (Fall 2017), the HLC recognized that college-level assessment committees have established assessment tools and processes, and stated, “it is apparent that faculty are engaged in using assessment data to improve learning.” (For more information about 4B, go to <https://www.hlcommission.org/Policies/criteria-and-core-components.html>.) For this, the CASAC again thanks all who actively participated in past assessment efforts.

**HLC Critique – What EMU needs to do next, in terms of assessment of student learning.** *The HLC did, however, identify one area of assessment needing improvement: documenting how curricular or process changes actually enhanced student learning.*

Specifically, HLC has encouraged EMU (and the college)

to be more intentional about documenting changes made to improve learning (as opposed to improving assessment processes), as well as documenting results from subsequent assessments that will inform the institution about the effectiveness of the changes made.

### **Getting Started OR Continuing with the Cycle of Evaluating Student Progress**

While we want to take HLC's advice and begin to examine specific areas needing improvement, we also recognize many programs are already accomplishing goals of assessing student learning and continually improving students' opportunities for learning. Therefore, this year as you develop your assessment plans and routines we ask you to select one of three stages that best identifies your current program assessment efforts and plan accordingly (see cover letter).

It is helpful to consider three key terms collectively and decide how to engage in and represent "closing the loop." The following definitions of key terms are offered to guide our efforts.

**Assessment:** A term used to describe analysis of student performance (i.e., student created artifacts) in key areas of a course or program. Such assessments are not necessarily related to grades issued in a course; rather, they correspond to students' acquisition of specific knowledge or skills expected by program instructors.

**Closing-the-Loop:** A term used to explain actions taken after assessing student performance in which recommendations for curricular improvements or changes are recommended and implemented. For instance, curricular improvements or changes may include sequencing of content, or the addition of, or modifications to, instructional practices, etc.

**Curriculum Map:** A curriculum map is a visual layout of the learning goals or outcomes expected of students and when, during their program, the students will be introduced to the goals, when they will practice, and demonstrate proficiency in them.

### **Effective Ways of "Closing the Loop" of the Assessment Cycle**

The assessment of student learning loop gets "closed" in three main ways, particularly providing evidence for:

- Implemented curricular improvements;
- Improved processes of evaluating student work;
- Increased student learning based on curricular or process changes.

**Note:** Remember, the approach your program takes to observing and analyzing representative student work and developing evidence for how well students have met learning goals should be *humane* and *doable*. We know you are all very busy! Most likely, you and your colleagues are already engaged in observing how well students are doing in your programs. Now, *make those observation and evidence more visible*.

**One more suggestion:** As you and your colleagues are planning how to evaluate and provide evidence for student learning from a programmatic perspective, consider a two-three year cycle.

For example:

<p>Year One (2020-21)</p> <p><b>Y1</b></p>	<ul style="list-style-type: none"> <li>○ Make list of learning goals;</li> <li>○ Create curriculum map;</li> <li>○ Pilot analysis of selected student work;</li> <li>○ Report on process and any changes you make;</li> <li>○ Submit a report to CASAC.</li> </ul>
<p>Year Two (2021-22)</p> <p><b>Y2</b></p>	<ul style="list-style-type: none"> <li>○ Confirm list of learning goals;</li> <li>○ Review accuracy of curriculum map;</li> <li>○ Select representative student work and analyze it;</li> <li>○ Consider and implement changes necessary to support or improve student learning;</li> <li>○ Submit report to CASAC.</li> </ul>
<p>Year Three (2022-23)</p> <p><b>Y3</b></p>	<ul style="list-style-type: none"> <li>○ Confirm list of learning goals;</li> <li>○ Review accuracy of curriculum map;</li> <li>○ Select representative student work and analyze it;</li> <li>○ Evaluate Y2 changes or improvements to determine if they enhanced student learning;</li> <li>○ Recommend additional changes to support or improve student learning;</li> <li>○ Submit report to CASAC.</li> <li>○ Repeat this process for continuous improvement.</li> </ul>

**NOTE:** If appropriate for program outcomes and goals for students, you may combine programs under one assessment system and report.

## (2) Chart of Reports and Responses

### CASAC: Programs' Choices for Assessing Student Learning

Rev. July 2021

#### Progress

- Assessment Reports received for degree programs: 50 (12/18 dept/schools represented)
- Assessment Reports CASAC has responded to: 50
- Expected Reports (based on email communications): at least 15 more

**Note:** Sent list of suggestions for this academic year to assessment coordinators and DHs & SDs on November 11. Told them to make decision by December 4, and send their decision to Cynthia Macknish, who forwarded plans to me.

#### Choices Sent to DHs/SDs

**Directions:** Please choose one of the following four choices and email Cynthia Macknish ([cmacknis@emich.edu](mailto:cmacknis@emich.edu)) with your decision by December 4.

#### (1) Direct Assessment of Student Learning

Continue with the program's current assessment process and practices: Submit a report on how student learning was assessed in 2019-20 and describe the plans for 2020-21. (CASAC will send the revised template.)

#### (2) Indirect Assessment of Student Learning: Focus on Students' Experiences

Meet with your colleagues and discuss *how students have responded*, or are responding, to various formats of instruction offered this academic year, particularly in terms of how well students appear to be meeting the program's learning outcomes or goals.

- Since nearly 80% of courses are currently delivered in some type of online format, what opportunities and challenges are students experiencing?
- How have students adjusted? How well are students meeting the program's learning outcomes or goals?
- Provide aggregate data, composite sketches, or specific examples.

#### (3) Indirect Assessment of Student Learning: Focus on Instruction

Meet with your colleagues and discuss *instructional approaches and strategies* that appear to have enhanced how well students are meeting program learning outcomes or goals.

- Since nearly 80% of courses are currently delivered in some type of online format, what opportunities and challenges have faculty experienced, or are experiencing?
- How have faculty adjusted? What innovations or improvements have you observed, particularly in terms of students' achievements toward meeting the program's learning outcomes or goals?
- Provide aggregate, composite sketches, or specific examples.

**(4) Program's Choice of a Different Approach.** If none of the above fits with your program's plan to reflect on assessing student learning, describe an approach you plan to use for this academic year, and describe how the plan will encourage faculty to reflect on how well students are meeting program learning outcomes or goals.

Code	Program Name	Coordinator	Decision/Notes	Report	Resp
AAAS	Africology & African American Studies	Victor Okafor	#3: Instructional approaches & strategies; SLOs Survey – Fall 2020	X	X
ART	Art & Design programs	Cam McComb & Brian Spolans (bspolans)	Three-pronged plans submitted in Fall 2020. Emailed 3/24 Expect report at end of term (May 5)		
BIO	Undergrad programs BIO BIOT  Graduate programs BIOG EEOB MCBI	Brian Connolly <a href="mailto:bconnol3@emich.edu">bconnol3@emich.edu</a> Paul Price <a href="mailto:pprice5@emich.edu">pprice5@emich.edu</a> Peter Bednekoff	#1 Highest quality reports!  Both show over time analysis.	X	X
CHM	Chemistry BCHG BCHM CHMG CHM CHMT FERM	Larry Kolopajlo	#1  Submitted May 6	X	X
COM M	Communication, Media & Theatre Arts 16 programs	Jenny Kindred & Jessica Elton	#3 Described opportunities and challenges (4 p).	X	X 3/30
COSC	Computer Science	Gus Ikeji	Sent reminder 4/1		
ECON	Economics	Mehmet Yaya	#3 Sent reminder on 3/24		
ENGL	English	Joe Csicsila	Sent reminder 4/1		
ENVI	Dean's Office	Michael Scoville	#1 This was actually for 2019-20.	X	X
G&G	Geography & Geology	Rick Sambrook	Sent reminder 4/1		
HIST	BA History & Religious Studies	Jim Egge	#2	X	X
HIST	MA History & Social Sciences	Jim Egge	#3	X	X
PHIL	Philosophy (UG)	John Koolage (wkoolage)	#4 Survey of students about "learning adjacent metrics."	X	X 4/3

MATH	BS/MS Math & Math Secondary MTH MTHT	D. Jason Gibson (dgibso32)	#3	X	X 3/30
	BS Math Elementary MTHE	Gabriela Dumitrascu (gdumitra)	#3	X	X 3/30
	BS Statistics MTHS	Khairul Islam (kislam)	#1	X	X 3/30
	MS Statistics MTHS	Khairul Islam (kislam)	#1	X	X 3/30
MUSD	Music & Dance MEDI MEDV MUED Strings	Heather Shouldice	#2 Submitted May/Je	X	X
P&A	Physics & Astronomy	Marshall Thomsen (jthomsen)	Sent reminder 3/31	X	X
PLSC	Political Science	David Klein	Sent reminder 4/1		
PSY	Psychology (BS)	Angela Staples	#1 Plans	X	X 4/1
SAC	Anthropology	Brad Ensor	#1	X	X 4/1
	Sociology & Criminology	Julian Murchison	Sent reminder on 3/24.		
WGST	Women's and Gender Studies	Solange Simoes and Laura McMahan	Laura McMahan submitted report 6/25	X	X
WL		Jeff Popko			
JPN	Japanese Language	Hitomi Oketani hoketani	#1 Traditional	X	X 4/1

**Template: Reminder Email sent March 24 & 30 and April 1, 2021**

Dear ,

We are wondering when you anticipate [PROGRAM] will complete its planned assessments of student learning for this year. We know it's been more than a challenging year, and we will appreciate what you are able to accomplish.

Thank you.

Doug Baker & Cynthia Macknish  
CAS Assessment Committee