

**College or Unit Level Annual Assessment Report
Final Template and Guidelines**
(Rev. June 11, 2017)

College or Unit Name: [College of Arts and Sciences](#)

Report Year: [2016-17](#)

Submitted by: [Doug Baker](#)

Submitted on (date): [June 12, 2017](#)

EMU's Mission and Expectation for Assessment

[\(https://www.emich.edu/assessment/\)](https://www.emich.edu/assessment/)

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.

Expectation

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

Purpose of Unit Reports on Assessment of Student Learning

The nine units that report on assessment of student learning (see the list below), list their goals for the academic year, describe what goals were accomplished, and provide examples of how assessment data were used to enhance programs (i.e., to “close of the loop” of the assessment cycle).

Unit Reports and Final Preparation for HLC's Campus Visit (October 23-24, 2017)

EMU is preparing its self-study and accreditation report for the Higher Learning Commission. By the beginning of July, a draft of the report will be submitted to the Board of Regents, the University President, and Provost. A final draft should be ready by September 1. The information you provide will be useful to the HLC Planning Teams, particularly teams #3 (Teaching and Learning: Quality, Resources, and Support) and #4 (Teaching and Learning: Evaluation and Support).

For links to the assessment page for each of the following, go to

<https://www.emich.edu/assessment/unitsaessment.php>

- College of Arts and Sciences
- College of Business
- College of Education
- College of Health and Human Services
- College of Technology
- General Education
- Graduate School
- Student Affairs & Student Services
- University Library

1. **Description of Council/Committee.** Briefly describe how your assessment council or committee is organized, *provide a list of the faculty and staff* who directly contribute to it. Please describe any changes to the structure that were based on analysis and observations of assessment processes or practices.

Overview. The CAS Assessment Committee (CASAC) is faculty-led and designed to coordinate efforts to assess student learning from programmatic perspectives across the college and to coordinate with the University Assessment Committee, General Education Subcommittee on Assessment (GESA), IRIM, College of Education (COE), and the University Library, among other groups.

Interim Dean Kathleen Stacey, Associate Dean of Programs Kate Mehuron, and Interim Associate Dean of Budget and Facilities Steve Pernecky support CASAC by ensuring that the college's mission, policy, practices, and resources include allocations for the committee's work and by advocating for assessment of student learning across the college and university. All three administrative leaders and their office staff, particularly Sally Lucas and Wanda Monks, are committed and willing to negotiate and secure resources for assessment of student learning—ensuring space for the committee to meet, encouraging department heads to participate in the process, training instructional staff, and recognizing the value of faculty leadership and participation.

In particular, Kate Mehuron has supported CASAC from its inception five years ago in multiple, timely, and critical ways: engaging as ex-officio and attending committee meetings, informing and encouraging department heads, arguing for funding or released time for faculty, listening to committee (and department head) concerns and offering experienced counseling, especially in terms of college procedures and student and instructor advocacy. Furthermore, in coordination with the Dean, she revised the college's Program Review template to include assessment of student learning, generating a systemic opportunity and expectation for degree programs to describe their processes and progress in assessing student learning from programmatic perspectives.

CASAC meets one to two times a month, although the work of soliciting and responding to assessment plans and reports is an ongoing, negotiated process that demands sustained energy, time, and resources. Currently, CASAC includes four faculty members, the CAS Associate Dean of Programs, three department heads, and liaisons for COE and University Library. Below is the list of members.

Faculty

- Doug Baker (Chair), English <douglas.baker@emich.edu>
- John Dunn, English <jdunnjr@emich.edu>
- Jenny Kindred, CMTA <jkindred@emich.edu>
- Cynthia Macknish, World Languages <cmacknis@emich.edu>

Department Heads

- Jacqueline Goodman, Women's & Gender Studies <jgoodma9@emich.edu>
- David Klein, Political Science <d Klein2@emich.edu>
- Richard Sambrook, Geography & Geology <rsambroo@emich.edu>

Ex-Officio & Liaisons

- Kate Mehuron, Associate Dean, ex-officio <kmehuron@emich.edu>
- Suzanne Gray, University Library <sgray17@emich.edu>
- Beth Kubitskey, College of Education <mkubitske1@emich.edu>

Planned Changes. Based on committee discussions and analysis of findings from degree-program assessment reports, and in consultation with the CAS Dean's office, CASAC recommends two changes for 2017-18: (1) Continued rotation of department heads on the committee in order to better acquaint administrative leaders with CASAC and to solicit critical support and perspectives from them; and, (2) request of College Advisory Council (CAC) to solicit interest and appoint four new faculty members to the committee, one from each of the following departments: Sociology, Anthropology, and Criminology; Art *or* Music and Dance; and Economics *or* Political Science; and Computer Science. CASAC recognizes the value of continued department head input and how increased departmental participation leads to more effective assessment practices and useful reports.

2. **Assessment Goals.** In addition to the primary goals of assessing student learning and using gathered information to improve programs and opportunities for students to learn, list other 2016-17 unit goals that were designed to support student learning or assessment of student learning. (Please note whether these were direct, indirect or operational.)
Aside from the principal goals of sustaining and improving a system for assessing student learning from programmatic perspectives, CASAC has three perennial goals to influence the efficacy of the assessment system:
- Build on CASAC's strengths.
 - Solicit reports from underrepresented programs (i.e., based on past years), including increased support of department heads.
 - Generate a five-year plan, one that prepares CAS for accreditation assessment demands beyond the approaching HLC site visit (October 2017).

CASAC's strengths begin with the coordination among the CAS Dean's office, the committee, departments, and degree programs, particularly to secure necessary resources to engage in and complete the following objectives, among related expectations:

- Encourage and develop a culture of assessment;
- Solicit and respond to assessment plans and reports;
- Archive documents (making plans and reports retrievable by programs);
- Train instructors and administrators;
- Develop and maintain a useful Web site;
- "Close the loop" on all aspects of the assessment system, and
- Stay current on assessment scholarship and policy.

Over the five years of its existence, CASAC has strived to initiate and build a culture of assessment. One place, beyond annual assessment reports, where evidence of the culture of assessment in the college can be observed is in reports for Program Review. As mentioned, in 2014, Kate Mehuron, in coordination with the CAS Dean, redesigned the Program Review template (for all degree programs) to include the five criteria of the Higher Learning Commission; therefore, assessment of student learning (Criterion 4) became a systemic opportunity and expectation. According to Mehuron, Program Review reports now consistently describe a program's assessment efforts and achievements, and many reports

cite interactions with or feedback from CASAC. This type of coordination among administration and faculty has been critical in building a system and culture of assessment in the college and encouraging participation.

This past academic year, CASAC also focused on enhancing its electronic submission system, including archiving all past assessment plans and reports, minutes, and other pertinent documents. The archive provides programs access to their previous assessment plans and reports, and responses to both from CASAC; and the Web site (https://www.emich.edu/cas_assessment/) will soon provide recent example assessment practices from across the college, in addition to other information and resources. The Web site might become particularly useful to programs that have viewed assessment of student learning as a challenge, or to new faculty who will learn how to design and conduct assessments; however, CASAC plans for the site to become a focal point for all college assessment activities.

CASAC continued to solicit plans from underrepresented departments. In an effort to further support all programs, the committee decided to move to a rotating submission system (i.e., programs may submit assessment reports annually or biannually, depending on Program Review). CASAC has firmly established expectations for programs to submit assessment plans/reports; and because programs use that information as an integral of part of their Program Review report, the committee decided to allow programs to rotate when they turn in complete assessment reports and plans. CASAC elected to institute a rotation of reporting as follows:

- Programs preparing for and going through Program Review need only to notify CASAC, not turn in additional or duplicate materials.
- Programs that recently (the previous year) completed Program Review need to submit only assessment plans.
- Other programs are expected to submit assessment plans for the current academic year and a report from the previous year's assessments.

CASAC is striving to enhance available resources on its Web site, particularly so that programs have a range of examples of, or templates for, how to effectively incorporate assessment, or to use them to foster decision-making processes. Furthermore, through the site, CASAC plans to offer training, including the use of report templates, preferred assessment practices, examples of "closing the loop" etc. During the past two academic years, CASAC has discussed with Faculty Development Center (Peggy Liggitt), e-Learning (Bill Jones, Garrett Whitehead, and Matt King), and members of the General Education Subcommittee on Assessment (GESA) the potential of using Canvas, the university's course management system, to assist in assessment efforts. The assessment tool has increased assessment participation among instructors in the General Education Program and the numbers of students assessed, and the technology may have the potential to do so for CAS.

3. **Summary of Accomplishments.** Summarize the accomplishments your unit achieved during 2016-17 toward assessing student learning and “closing the loop” of the assessment cycle. Next, summarize the activities your unit engaged in during 2016-17 toward meeting other assessment goals listed above in #2.

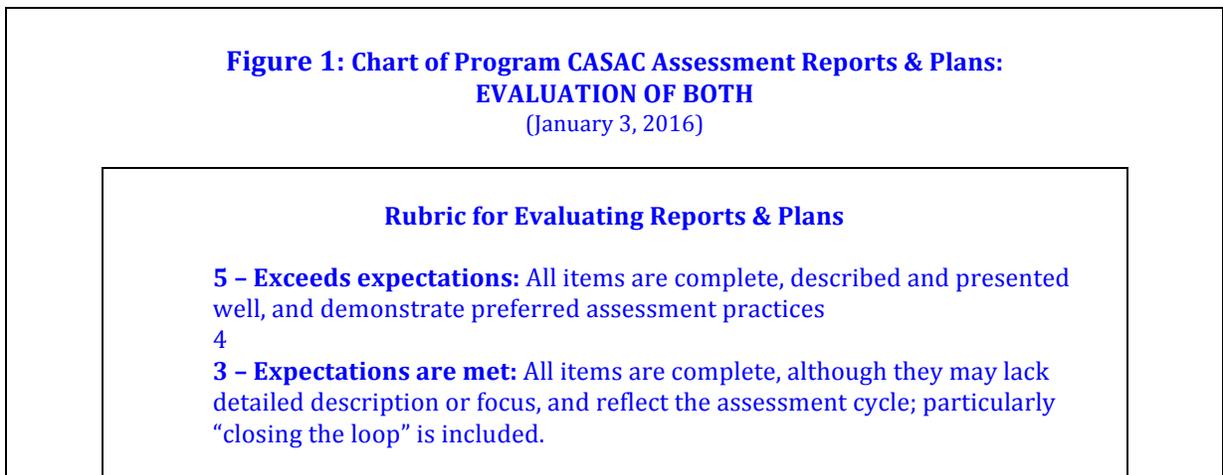
CASAC Accomplished Four Main Goals.

Further Developed Rotating Basis for Submitting Reports. As mentioned, now that Program Review includes a section on the program’s efforts and achievements of assessing student learning, CASAC formally notified department heads and program coordinators of their choices, especially for purposes of decreasing perceived burdens and avoiding duplication. Impressively, many programs that needed to turn in only assessment plans, or only Program Review, turned in assessment reports. Nearly 70% of programs turned in reports, which is the average over the five years (62% in Fall 2013 was the low; 75% in Fall 2015 was the high)*. Nearly 61% of programs preparing for Program Review and, therefore, not expected to turn in reports, also did so.

For a complete list of programs that turned in documents, see Appendix I: List of CAS Programs and Plans/Reports, 2016-17, pp. 13-20.*

***Note:** The percentages are based on 130-134 CAS degree programs; the total number actually differs each year depending on a number of factors (e.g., whether or not a program is offered; changes in leadership or assessment personnel; changes in departmental leadership; a program’s accreditation demands—e.g., education programs linked with the Initial Teacher Preparation Program, which completed its recent accreditation report to the Council for the Accreditation of Educator Preparation (CAEP) in Winter 2017).

Encouraged and Observed Increased Efforts to “Close the Loop.” Through reading and responding to program assessment plans and reports, CASAC observed improvements in how well programs were describing and engaging in actions to close the loop of an assessment cycle. In fact, CASAC, in conjunction with the University Assessment Committee, observed the previous year’s assessment reports and recognized the need to further encourage diligent efforts to close the loop. Through the review process, CASAC maintained an internal rubric for scoring program reports; particularly noting how well the program closed the loop—an essential quality of reports that earned the highest score (“5,” based on 1-5). For examples, see Figure 1: Chart of Program CASAC Assessment Reports & Plans.



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1 - Expectations were not met: Some items are incomplete, or lack detail to observe the assessment cycle, particularly "closing the loop."

REPORTS for 2015-16 & PLANS for 2016-17

Africology and African American Studies

620 Pray-Harrod 734.487.3460, Victor Okafor, vokafor@emich.edu

| Programs | Contact | Report | Plans | Reviewed | Score |
|--------------|--------------------|--------|-------|----------|-------|
| AAS AAS (UG) | Victor Okafor (DH) | X | X | X | 5 |

Biology

441 Science Complex 734.487.4242, Marianne LaPorte, [<mlaporte@emich.edu>](mailto:mlaporte@emich.edu)

| Programs | Contact | Report | Plans | Reviewed | Score |
|--------------------------|---|--------|-------|----------|-------|
| BIO BIO BIOT (UG) | Bob Winning rwinning@emich.edu | X | X | X | 5+ |
| BIO BIOG, EEOB, MCBI (G) | Bob Winning rwinning@emich.edu | X | X | X | 5+ |

Chemistry

541 Science Complex 734.487.0106, Deborah Heyl-Clegg, [<dheycle@emich.edu>](mailto:dheycle@emich.edu)

| Programs | Contact | Report | Plans | Reviewed | Score |
|----------------------------------|--|--------|-------|----------|-------|
| CHEM CHM CHMT CHMP BCHG BCH (UG) | Heather Holmes hholmes1@emich.edu | X | X | X | 5 |
| CHEM CHM (G) | Heather Holmes | X | X | X | 5 |

Interdisciplinary Environmental Science & Society (IESS)

734.487.4398 Thomas Kovacs

| Programs | Contact | Report | Plans | Reviewed | Score |
|-----------|--|--------|-------|----------|-------|
| IESS IESS | Michael Scoville jscovill@emich.edu | X | X | X | 5 |

Mathematics

515 Pray-Harrod 734.487.1444, Debbie Ingram, [<dingra12@emich.edu>](mailto:dingra12@emich.edu)

| Programs | Contact | Report | Plans | Reviewed | Score |
|-------------------------|--|--------|-------|----------|-------|
| MATH MTH MTHS MTHT (UG) | Andrew Wilfong awilfon2@emich.edu | X | X | X | 4/5 |
| MTHE (UG) | Carla Tayeh ctayeh@emich.edu | X | X | X | 5+ |
| MATH MTH MTAS (G) | Bingwu Wang bwang@emich.edu | X | X | X | 4 |

Programs are Consistently Striving to Close the Loop. Through analysis of the assessment reports, CASAC observed continued improvement in programs' capacity to recognize the value of data and analysis of it, and how to use both to close the loop of the assessment cycle. Table 1 is a representative list of the ways that programs chose to close the loop, and these actions derived from analysis of assessment data.

For a representative list of quotations that demonstrate programs' efforts to close the loop, see Appendix II: Representative Plans for "Closing the Loop, pp. 21-25.

Table 1: Representative and Selected Ways Programs Chose to Close the Loop of the Assessment Cycle:

- Based on successful results, continue with assessment processes (e.g., PSYB)
- Encourage use of campus resources (e.g., Writing Center & WAC) (e.g., CRM)
- Revise assessment (e.g., CHEM; PHY)
- Item analysis of assessments (e.g., BIO)
- Share instructional material among instructors (e.g., BIO; Math; JPN)
- Create curricula that would further support student learning (e.g., ECON; IEES; Math; JPN)
- Generate an earlier assessment that prepares students for the final one (e.g., CHEM; Earth Science)
- Use data to inform decisions about online vs. face-to-face course offerings (e.g., COMM)
- Revise data collection process (e.g., MUSD BMEI & BMEV)
- Change admission policy (e.g., MUSD Music Core)

Improved Electronic Submission System. Through the efforts of Jenny Kindred and the technical support of Xunhang (Hank) Zhou of IRIM, the CASAC submission system continued to improve, particularly designed to encourage programs to electronically submit assessment plans and reports that can be archived and retrieved.

Archived Assessment Documents. As CASAC developed its system, assessment documents were housed on individual computers, but in 2015-16 Kate Mehuron began to archive them through the CAS Dean's office. This year, Jenny Kindred and Cynthia Macknish diligently archived all reports of past two years (on the CASAC webpage), and plan to complete the task by September 2017. The archive now allows programs to retrieve all submitted documents and CASAC's response to them. This process becomes especially critical for new coordinators and department heads.

Observed Some Departments Continued Improvement of Assessment System: Biology, Chemistry, IEES, Mathematics, Music & Dance, Psychology, and World Languages all demonstrated improvements in processes and practices of assessing students, including presenting exemplary assessment reports of all or select programs. Some of these departments now have assessment councils or committees (Biology, Chemistry, Geography & Geology, IEES), and most departments now have at least one liaison who works closely with CASAC.

Continued to Meet with Department Heads. Critical to increasing participation, department heads (DHs) recognize the challenges of service-related work and the role faculty must play. New DHs must be introduced to CASAC and assessment expectations. Kate Mehuron continued to encourage DHs to identify a faculty member who might act as an assessment liaison, or to consider generating a council or standing committee devoted to assessment (for small programs this latter suggestion is a challenge). In January, Doug Baker met with David Klein, the new Political Science DH for purposes of developing a “telling case” of the role DHs play in assessment and the challenges they face. A telling case allows for a more in-depth exploration of practices and theories that underlie phenomena of interest. The productive meeting led CASAC to become increasingly aware of the need for CASAC to support departments by offering online resources (e.g., examples of assessments), streamlined processes, and offer messages and talking points informed by assessment data and practices.

4. **Examples.** Provide 2-3 descriptive examples from your unit’s activities that highlight how you (1) assessed student learning and, (2) “closed the loop.” (This is a critical part!)
- The examples might be ones that *indirectly* influenced student learning (e.g., reorganizing assessment councils, revising templates or outcomes, etc.).
 - At least one example should describe a *direct* measure or approach to assessing student learning and *how you closed the loop of assessment* to improve the program or opportunities students will have for learning.

“Closing the loop” of an assessment cycle is a critical component emphasized by the University Assessment Committee and CASAC. As described above, CASAC made structural changes to the submission system, which continues to improve, based on committee’s observations and feedback from faculty. As it has done for the past two years, CASAC maintained an internal rubric of the reports, as mentioned. This process led reviewers to better examine specific ways that programs are closing the loop of assessment: revising curriculum, enhancing instructional strategies, and restructuring of core curriculum.

Below are examples of programs that exemplified closing the loop from assessments implemented and analyzed (see Appendix II, pp. 21-25, for further examples). The examples were chosen purposefully: they were exemplary and reflected departments with assessment committees; and they represent departments with notable differences—e.g., departments that designed assessments across undergraduate or graduate programs (Biology & Chemistry); an interdisciplinary program (IESS); and an example accredited program (Elementary Math).

Biology (undergraduate programs): Revision of Curricular Plans. The following includes excerpts from the assessment report written by Bob Winning and his colleagues. CASAC reviewers recognized this report as exemplary.

Description of Assessment: “The assessment [of 20 questions based on SLO 3.1] was administered without prior notification at the beginning of WI 2016 semester (“pre-test”) in two sections of BIO 301 – Genetics (70 students total) and in one section of BIO 305 – Cell and Molecular Biology (36 students total). It was administered again without prior notification late in the semester (“post-test”) to the same course sections (64 students in BIO 301; 32 students in BIO 305). The lack of warning to the students allowed us to assess their base level of knowledge without having studied beforehand.” Although the program observed that students improved in both (15% in 301 and 3% in 305), Winning and colleagues analyzed further and discovered reasons for the larger vs. smaller improvement.

Their conclusions led to two planned actions to close the loop: “Because BIO 301 is successful at meeting the SLO, there is little to do to “close the loop” other than to ensure course quality is maintained, particularly across sections with different instructors. *To close the loop in BIO 305, two approaches will be taken. First, an item analysis will be done on the assessment to identify the questions that were least successfully answered, so that we can target those areas of the course for improvement. Second, the results will be discussed at an upcoming faculty meeting, to get input from the entire faculty on how best to bring about improvement of BIO 305 [italics added].*”

Chemistry (graduate programs): Enhanced Instructional Strategies. The following description of how the graduate Chemistry program closed the loop of the assessment cycle includes excerpts from Heather Holmes and her colleagues (of the Chemistry Assessment Committee) report. CASAC recognized this report as exemplary.

“The Assessment Committee collected data from 32 papers written by Chemistry and Biochemistry graduate students, including 9 first-draft Master's theses, 2 first-draft research progress reports, and 21 class assignments (6 research project proposals, 4 annotated bibliographies with project description, and 11 journal article summary and critiques). All papers were evaluated using the AAC&U Value Rubric for Writing, which was modified slightly to include level designations along with point assignments.” In particular, students were assessed on how well they articulated the purpose of their investigation within the broader context of the discipline and how well they evaluated the relevance of selected literature.”

After analyzing the results, the Chemistry Assessment Committee found: “In general, this assessment indicates that a large proportion of the students are able to reasonably understand and explain why an investigation is significant to the scientific community, both for their own research project, and non-related projects developed for class assignments. Also, more than half are able to identify appropriate sources to support their writing, to explain why particular journal articles are significant to an area of study, and to explain how specific sources relate to a proposed research project that they are developing. Most of the remaining papers were rated as ‘Developing,’ indicating that the students are able to meet some of the expectations with respect to learning objectives 5a and 5b. Very few were rated as ‘Beginning’.”

In terms of closing the loop, the “Assessment Committee has begun working with IT to develop one or more course shells into which graduate students will be enrolled. The intent is that each graduate student will build a portfolio of ‘first-draft writing.’ Students will upload the first draft of each end-of-semester research progress report, and their Master’s thesis. This will create a record of their writing, prior to any editing by faculty, that will allow assessment of progress over their time in the program. In addition, CHEM 530 (Introduction to Science Writing for Chemists) will be offered for the first time in Winter 2017. The Assessment Committee will initiate a dialog with the instructor(s) regarding the opportunity for additional data collection to provide insight on various aspects of graduate student writing.”

Interdisciplinary Environmental Science and Society Program (IESS): Revise Assignment, Modify Types of Assignments, or Revise Core Curriculum. In this report Michael Scoville and his colleagues (of the program’s assessment committee) elected to focus on four of the program’s eight learning outcomes. Below are excerpts from the report. CASAC reviewers recognized this report as exemplary.

“The [IESS] Assessment Committee read and scored the final papers from ENVI 305W (Winter 2016). As planned, we assessed [students on] four SLOs. The rationale for the focus on the particular SLOs we assessed was, first, that these SLOs are very important program SLOs; second, that no other course, besides ENVI 305W, would provide comparable artifacts for assessing the relevant program SLOs; and, third, that these SLOs were apt given the original course proposal for ENVI 305W.” The committee adapted a rubric from AAC&U Values Rubrics and two members of the committee read each student paper.

Based on analysis of the constructed data, the committee found the following (for more detail, the report is available through CASAC or IESS): “It is evident from the data that the IESS program has room to improve in all of the areas correlating to the four SLOs that were the focus of this assessment. That said, it appears that the program needs to give particular attention to the following four areas”: (1) “strategies to enable students to show relevant sensitivity to the importance of diverse worldviews”; (2) “explore ways to foster critical thinking abilities among students”; (3) “work on refining students’ ability to integrate relevant perspectives on environmental problems or issues”; and, (4) “data suggest that students have difficulty clearly identifying and constructing problem statements.”

Therefore, the Assessment Committee outlined the following actions to close the loop of this assessment cycle:

- (1) Develop greater sensitivity to a relevant diversity of perspectives concerned with conceptualizing and understanding environmental issues, and their possible solutions;
- (2) Develop and refine [students’] critical thinking skills, particularly with regard to identifying and analyzing assumptions (their own and others’) and relevant contexts (in particular, social, cultural, historical, political, and normative-theoretical contexts);
- (3) Develop and refine their skill at integrating different perspectives, particularly with regard to transferring skills, abilities, theories, or methodologies gained in one situation to a new situation; and
- (4) Develop and refine their ability to clearly identify and construct problem statements.

Most importantly, these recommendations were followed with descriptions of *how* the committee will urge or suggest changes (e.g., revise a main assignment, modify the assignment type, and potentially revise the core curriculum).

Elementary Education Mathematics, Comprehensive Major

Carla Tayeh and her colleagues elected to focus on two main areas: “Modeling” and “Math Teaching Practices,” and each assessment included specific learning outcomes, rubrics, detailed analyses, and a list of suggestions to “close the loop” of this assessment cycle—for three assessments. CASAC reviewers rated this report as exemplary.

To assess students from a programmatic perspective instructors contributed to two assessments: Statistical models demonstrated through a “Modeling Project” in MATH 301, where students (n=21) “used their models to investigate relationships within and between

sequences and solve a variety of problems related to the sequences”; and instructional practices developed through a “Teaching Project” in MATH 381, which provides teacher candidates (n=75) opportunities to teach math to selected K-6 students, and candidates are assessed as to how well they guide students to learn. As a third assessment, faculty examined students’ scores on a standardized test, the MTTC.

The list of ways the program plans to close the loop was clearly linked to analyses and findings, and included the following:

- For MATH 381, instructors agreed to “redouble” their efforts to share instructional material and digital resources for K-6 and provide “timely feedback,” especially important for students/teacher candidates in their preparation for the classroom.
- For MATH 301, instructors will work closer together to ensure integration of modeling across all relevant courses and alignment with the MTTC.

5. **Closing the Loop: Over Time Analysis.** For the past few years, we have focused on how information collected and analyzed during assessment of student performances is used to close the loop of assessment. Peruse your past two or three annual reports and describe how programs in your unit have strived to close the loop. You might consider processes coordinated by your assessment council/committee (e.g., how you ensured quality across assessments, etc.); patterns of actions; or how you have improved upon the process of closing the loop over time.

Over the past few years CASAC has closed the loop of annual assessment cycles in at least four ways.

CASAC Responds to Each Assessment Report and Uses an Internal Rubric. CASAC diligently has responded to all assessment reports it receives and provides reviews from two committee members, who maintain an internal rubric (i.e., CASAC) to observe exemplary reports and ones that need improvements. The internal review process has led CASAC to revise templates to solicit additional information (e.g., the reporting template emphasized closing the loop this year) and to meet with individual programs to assist in assessment practices.

CASAC Continues to Develop an Electronic Submission System. Recognizing the need to archive retrievable program assessment reports, CASAC designed (with IRIM) an electronic submission system. By archiving past reports, CASAC has created the potential for programs to access their previous reports and reviews. This becomes especially useful for new faculty coordinators or new department heads.

CASAC Coordinates Efforts and Resources with the CAS Dean’s Office and Department Heads. As mentioned earlier in this report, CASAC and the Dean’s office continue to develop an effective working relationship. Kate Mehuron is consistently apprised of all developments across the committee and assessment system, and communication among the committee, Dean’s office, departments, and program coordinators continues to improve and grow.

Exemplary Programs as Templates for Closing the Loop. As mentioned in Section 4 (and illustrated in Appendix II, pp. 21-25), programs have demonstrated multiple ways of closing the loop of their assessment cycles, including revising curricula, enhancing and sharing instructional strategies, generating tools for students, or revising core aspects of a program, among other planned actions.

6. **Next Year's Goals.** As you turn toward the next academic year (2017-18), list and briefly describe goals that emerged from the current year and that you will focus on next year? CASAC met twice in April (one meeting consisted of only the four faculty members—for purposes of reflexively considering faculty positions) in order to reflect on progress through the academic year—and past four years—and to develop goals below for 2017-18.
- *Encourage Participation.* CASAC's goal is for at least 90% of programs to submit assessment reports each year on a rotating basis. (Note: The reason for 90% is that some programs experience major changes and need a year or more to incorporate those changes; therefore, CASAC has found it most productive to encourage those programs, not impose a demand.) David Klein, Political Science DH, suggested that CASAC ensures that departments realize that assessment “doesn't mean more for the sake of more” (e.g., more assignments to assess, or more assessments of students); rather, assessment can lead us to recognize necessary changes in a program, including, for example, reducing the number of learning outcomes and how students are assessed based on them. So, CASAC will continue to prepare a more effective message, talking points, and examples to encourage participation.
 - *Add More Faculty to CASAC and Rotate DHs.* As mentioned, CASAC plans to request more faculty members from CAC, particularly in areas of high need (e.g., Art, Economics, Political Science, and SAC).
 - *Continue to Solicit Support for Faculty Engage in Assessment.* Support for assessment is needed from the university Provost and President, who could each demonstrate support through their messages and talking points (e.g., links between assessing student learning and retention/persistence and completion initiatives). The CAS Dean's office continues to support CASAC through committees, DH meetings, among other strategies, and by offering limited, released time for some assessment leaders. CASAC will continue to work with administration to ensure support at all levels of scale, ***especially for purposes of demonstrating alignment of mission, policy, practices, and resources.***
 - *Complete Archive of Assessment Reports, Meeting Agendas/Minutes, and Other Documents*
 - *Update Website:* front page, examples, tutorials (e.g., “5 steps toward building systemic assessments”)
 - *Offer More Training,* especially on high needs areas (e.g., “closing the loop” and using archival information for Program Review)
 - *Continue to Contribute to College and University Assessment Activities,* including conferences, scholarship, and accreditation.
7. **Provide the Template used for Reporting.** Finally, please provide a copy of a representative template that you used for programs to report their assessment findings.
- Appendix III: Template for Reporting (pp. 26-30)
 - Appendix IV: Template for Responding to Reports (pp. 31-34)

Appendix I: List of CAS Programs and Plans/Reports, 2016-17

COLLEGE OF ARTS AND SCIENCES ASSESSMENT COMMITTEE UPDATE Chart of Program Assessment CAS Assessment Reports for 2015-16 & Plans for 2016-17 (Rev. June 7, 2017)

Overview: Although one of CASAC's goals each year is to provide support and developmental feedback on assessment reports and plans, we are working to avoid duplication of efforts. Therefore, last year CASAC proposed a cycle of reporting: Programs submitting documents for Program Review (or accreditation) do not need to submit report/plans to CASAC, unless they would like developmental feedback; programs who completed Program Review last academic year need to submit only assessment plans this year.

CAS Degree Programs

- 19 CAS departments
- 82* BACC (UG) programs; 45 Specialized Accreditation programs
- 56* GRAD programs; 15 Specialized Accreditation

*According to March 2014 list from the Dean's office, there are 134 degree programs (the number does not include three programs in G&G, which are not being used; nor does it include the English Language degree. The number does include a new program in CMTA (ED&T). The total programs may be as high as 140, particularly because WLNG and MUSD have extra programs that are part of other ones. Therefore, the percentages below are approximate.

Program Reports/Plans Received by expected programs: 36/52 = 69%

- Art 0/5 (ART VAED, UG & G, working toward accreditation)
- BIO 5/5
- CHEM 6/6
- COSC 0/2 (Invited to department meeting, Doug met with them in March.)
- ECON 3/7
- MATH 7/7
- SAC 2/6
- WLNG 13/14

Programs working on accreditation: Some education (e.g., Secondary Ed History = 5 programs; CMTA U032; ART VAED)

Programs preparing for program review, which suffices for report: 20/33 = 61%

- AAAS* 1/1
- HIST/PHIL 0/9
- IESS* 1/1
- MUSD* 7/10
- P&A* 8/8
- PSYCH* 3/4

*Programs submitted plans anyway.

Programs waiting to hear results from 2015-16 Program Review before turning in reports (only assessment plans are expected): 19/45 = 42%

- CMTA 2/11
- ENGL 7/14
- G&G 3/12
- PLSC 5/6
- W&GS 2/2

This is the category that will hopefully grow once departments have received response from Program Review.

The following color designate what is described.

Program Review: Programs planning for Program Review for 2016-17 do not need to submit a report or plans because the review asks for more comprehensive information.

Program Review—2015-16: Programs that submitted report for Program Review during the past academic year needs to submit only plans for 2016-17. Note: Some programs are still waiting for feedback, so have elected to postpone submitting plans until feedback is received.

Accredited Programs: If programs are currently preparing a report for their accrediting bodies, assessment reports or plans for CASAC need to include only a brief statement about their progress.

Programs that do not fall under the above three, and were expected to turn in reports, were contacted through email for an update.

ASSESSMENT REPORTS for 2015-16 & PLANS for 2016-17

Africology & African American Studies

620 Pray-Harrod 734.487.3460, Victor Okafor, vokafor@emich.edu

-1 program; 0 Grad

NOTE: Program Review due W2017.

| Programs | Contact | Report | Plans | Reviewed | Reviewers |
|--------------|--------------------|--------|-------|----------|------------------|
| AAS AAS (UG) | Victor Okafor (DH) | X | X | X | Baker & Macknish |

Art

114 Ford Hall 734.487.1268, Sandra Murchison, <smurchis@emich.edu>

4 programs (1 SA); 3 Grad (1 SA)

| Programs | Contact | Report | Plans | Reviewed | Reviewers |
|----------------|-------------------------------|--------|-------|----------|-----------|
| ART ART (BFA) | | | | | |
| ART ARTH (UG) | | | | | |
| ART SAR (G) | | | | | |
| ART SARF (MFA) | | | | | |
| ART STAR (UG) | | | | | |
| ART VAED (UG) | Working on CAEP accreditation | | | | |
| ART VAED (G) | | | | | |

Biology

441 Science Complex 734.487.4242, Marianne LaPorte, <mlaporte@emich.edu>

2 programs (1 SA); 3 Grad

| Programs | Contact | Report | Plans | Reviewed | Reviewers |
|--------------------------|-----------------------------------|--------|-------|----------|------------------|
| BIO BIO BIOT (UG) | Bob Winning rwinning@emich.edu | X | X | X | Baker & Macknish |
| BIO BIOG, EEOB, MCBI (G) | Bob Winning rwinning@emich.edu | X | X | X | Baker & Macknish |

Chemistry

541 Science Complex 734.487.0106, Deborah Heyl-Clegg, <dheycle@emich.edu>

5 programs (3 SA); 1 Grad

| Programs | Contact | Report | Plans | Reviewed | Reviewers |
|--|--------------------------------------|--------|-------|----------|------------------|
| *CHEM CHM CHMT CHMP BCHG BCHP (UG) | Heather Holmes hholmes1@emich.edu | X | X | X | Baker & Macknish |
| CHEM CHM (G) | Heather Holmes | X | X | X | Baker & Macknish |

Communication, Media, and Theatre Arts

124 Quirk 734.487.3131, (Interim) Don Ritzenhein, <dritzenhein@emich.edu>, 136 Quirk

7 programs (1 SA); 5 Grad (NOTE: CMTA PUPL was completed by ENGL PR—the program is listed under CMTA PUPL; there is no listed program ENGL PR. Journalism is now in CMTA.

NOTE: Department submitted program review in 2015-16; therefore, only assessment plans are requested for this year.

| Programs | Contact | Report | Plans | Reviewed | Reviewers |
|----------------|---|--------|-------|----------|------------------|
| CMTA COMM (UG) | Nick Romerhausen nromerha@emich.edu Jenny Kindred jkindred@emich.edu | X | X | X | Macknish & Baker |
| CMTA COMM (G) | Jenny Kindred | | X | X | Macknish & Baker |
| CMTA CTA (UG) | Dennis Patrick | | | | |
| CMTA ADTY (G) | Patricia Zimmer | | | | |
| CMTA JRNL | Carol Schlagheck | | | | |
| CMTA ARTM (UG) | Susan Badger Booth | | | | |
| CMTA U032 (UG) | Working on CAEP accreditation | | | | |
| CMTA THAR (UG) | Lee Stille | | | | |
| CMTA THAR (G) | Lee Stille | | | | |
| CMTA EMFS (UG) | Keith Damron | | | | |
| CMTA PUPL (UG) | (SEE ENGL PR) | | | | |
| CMTA DTYF (G) | (SEE ENGL CDTY) | | | | |

| | | | | | |
|----------------|--|--|--|--|--|
| CMTA ED&T (UG) | Melanie Schuessler mschuess@emich.edu | | | | |
|----------------|--|--|--|--|--|

Computer Science

511 Pray-Harrod 734.487.1063, Augustine (Gus) Ikeji, aikeji@emich.edu

2 programs; 1 Grad

| Programs | Contact | Report | Plans | Reviewed | Reviewer(s) |
|----------------------|--------------|--------|-------|----------|-------------|
| COSC CSCA, CSCC (UG) | Susan Haynes | | | | |
| COSC CSC (G) | Pamela Moore | | | | |

Economics

703 Pray-Harrod 734.487.3395, James Saunoris, <jsaunori@emich.edu> & Kathleen Stacey,

2 programs; 5 Grad

| Programs | Contact | Report | Plans | Reviewed | Reviewer(s) |
|-----------------------------|----------------|--------|-------|----------|------------------|
| ECON ECNA (G) | | | | | |
| ECON ECNH (G) | | | | | |
| ECON ECNI (G) | | | | | |
| ECON ECN (G) | | | | | |
| ECON ECBB* ECN ASEC*(UG) | James Saunoris | X | X | X | Baker & Macknish |
| ECON TRDV (G) | | | | | |

*ECBB is housed in the College of Business; ASEC is shared with the Mathematics Department.

English Language and Literature

612 Pray-Harrod 734.487.4220, Mary Ramsey, mr Ramsey6@emich.edu

8 programs (1 SA); 6 Grad **NOTE: PR is actually listed under CMTA PUPL.**

NOTE: Department submitted program review in 2015-16; therefore, only assessment plans are requested for this year.

| Programs | Contact | Report | Plans | Reviewed | Reviewer(s) |
|------------------------|--|--------|----------------------|----------|------------------|
| ENGL CDTY (CHL & CMTA) | Ramona Caponegro | | | | |
| ENGL CLT (G) | Ramona Caponegro | | | | |
| ENGL CW (UG) | Carla Harryman charryma@emich.edu | | X X (combined) | X | Macknish & Baker |
| ENGL CW (G) | Carla Harryman | | | X | Macknish & Baker |
| ENGL LING & ENGL (UG) | Veronica Grondona | | | | |
| ENGL LING (G) | Veronica Grondona | | | | |
| ENGL LITR & LLW | Natasa Kovacevic nkovacev@emich.edu | | X | X | Macknish & Baker |
| ENGL LITR (G) | Natasa Kovacevic | | X | X | Macknish & Baker |
| ENGL LLWT (UG) | John Staunton & Doug Baker | X | X | X | Macknish & Baker |
| ENGL EST (G) | John Staunton Staunton | X | | X | Macknish & Baker |
| ENGL PUPL (UG) | Regina Luttrell rluttrell@emich.edu | | | | |

| | | | | | |
|----------------|-------------------|--|--|--|--|
| ENGL WRCM (UG) | Steve Benninghoff | | | | |
| ENGL WRCM (G) | Steve Benninghoff | | | | |

Geography and Geology

205 Strong 734.487.0218, Rick Sambrook, rsambroo@emich.edu

6 programs (3 SA); 6 Grad (4 SA)

NOTE: Submitted Program Review in 2015-16; therefore, only assessment plans due this year.

| Programs | Contact | Report | Plans | Reviewed | Reviewer(s) |
|--|---|--------|-------|----------|---------------------|
| G&G HP (G) HPRS, HPCT, HPHI, HPPP (four tracks) | Ted Ligibel Dan Bonenberger Nancy E.V. Bryk nbryk@emich.edu | | | | |
| G&G URPL (UG) | Robert Jones | | | | |
| G&G URPL (G) | Robert Jones | | | | |
| G&G ESC ESCT GEL (UG) | Tom Kovacs tkovacs@emich.edu Katherine Ryker kryker | X | X | X | Baker & Macknish |
| G&G GEOG (UG) | Zachary Moore | | | | |
| G&G GHT (UG) | | | | | |
| G&G GIS (G) | Hugh Semple | | | | |

History and Philosophy

701 Pray-Harrod 734.487.1018, Jim Egge, [<jegge@emich.edu>](mailto:jegge@emich.edu)

7 programs (5 SA); 2 Grad

NOTE: CAS Program Review to be submitted this year; therefore, will suffice for report for 16-17.

| Programs | Contact | Report | Plans | Reviewed | Reviewer(s) |
|--|---|---|-------|----------|-------------|
| HIST&PHIL HST (G) | Ronald Delph rdelph@emich.edu | | | | |
| HIST&PHIL PHIL (G) | John Koolage wkoolage@emich.edu | | | | |
| HIST&PHIL HST (UG) | Jesse Kauffman jkauffma@emich.edu | | | | |
| HIST&PHIL PHIL (UG) | Jill Dieterle jdieterle@emich.edu | | | | |
| HIST&PHIL SOCS (G) | Ronald Delph | | | | |
| HIST&PHIL HGT, SSET, SSGT, SSHT, SSPT (UG) | TBA | Accredited program: CAEP report DUE F2016 | | | |

Interdisciplinary Environmental Science & Society (IESS)

734.487.4398 Program Coordinator: Thomas Kovacs; Program Administrator: Marianne Laporte

Note: Going through Program Review, so will suffice for 2016-17.

| Programs | Contact | Report | Plans | Reviewed | Reviewer(s) |
|-----------|--|--------|-------|----------|---------------------|
| IESS IESS | Michael Scoville jscovil1@emich.edu | X | X | X | Macknish & Baker |

Mathematics

515 Pray-Harrold 734.487.1444, Debbie Ingram, <dingra12@emich.edu>

4 programs (2 SA); 2 Grad

| Programs | Contact | Report | Plans | Reviewed | Reviewer(s) |
|-------------------------------|--------------------------------------|--------|-------|----------|---------------------|
| MATH MTH MTHS MTHT (UG) | Andrew Wilfong awilfon2@emich.edu | X | X | X | Baker & Macknish |
| MTHE (UG) | Carla Tayeh ctayeh@emich.edu | X | X | X | Baker & Macknish |
| MATH MTH MTAS (G) | Bingwu Wang bwang@emich.edu | X | X | X | Baker & Macknish |
| ASEC* | John Curran Jcurran3@emich | X | X | X | Baker & Macknish |

*ASEC is shared with the Economics Department.

Music and Dance

N101 Alexander 734.487.4380, Diane Winder, dwinder@emich.edu

6 programs (5 SA); 4 Grad (4 SA)

NOTE: Program Review this year; therefore, sufficient for report for 16-17.

| Programs | Contact | Report | Plans | Reviewed | Reviewer(s) |
|---|---|--------|-------|----------|---------------------|
| MUSD DANC (UG) | Joanna McNamara jmcnamara@emich.edu | | | | |
| MUSD "Music Core" –all UG majors History Core (Pierce & Zirk) (HCORE) Theory Core | Whitney Prince & Marilyn Saker jprince@emich.edu; msaker@emich.edu David Pierce dpierce@emich.edu Willard Zirk wzirk@emich.edu | X | X | X | Baker & Macknish |
| MUSD BMEV & BMEI (UG) | Heather Shouldice hshouldi@emich.edu | X | X | X | Baker & Macknish |
| MUSD MMED (G) | Heather Shouldice hshouldi@emich.edu | X | X | X | Baker & Macknish |
| MUSD MPRF (UG & G) | Joel Schoenhals Joel.schoenhals@emich | X | X | X | Baker & Macknish |
| MUSD MUSC (UG) | D. Babcock, J. Dorsey, C. Eggers, D. Foster dbabcock@emich.edu, jdorsey@emich.edu, ceggers@emich.edu, dfoster@emich.edu | | | | |
| MUSD MUTR (UG) | Theresa Merrill tmerril1@emich.edu | | | | |
| MUSD MCOM (G) | Diane Winder | | | | |
| MUSD MUPP (G) | Garik Pedersen gpetersen@emich.edu | X | X | X | Baker & Macknish |

Physics and Astronomy

303 Strong Hall 734.487.4144, Alex Oakes, aoakes@emich.edu

5 UG programs (4 SA); 3 Grad

NOTE: Currently doing Program Review, so that will suffice for 2016-17.

| Programs | Contact | Report | Plans | Reviewed | Reviewer(s) |
|-------------------------------------|---|--------|-------|----------|---------------------|
| P&A ISST/PSGT/PSC T/PHYT (UG) | Bonnie Wylo bwyl@emich.edu (CAEP accreditation) | X | X | X | Macknish & Baker |
| P&A PHY (G) | M. Thomsen jthomsen@emich.edu | X | X | X | Macknish & Baker |
| P&A PHY/PHYR/EN GR (UG) | M. Thomsen | X | X | X | Macknish & Baker |

Political Science

601 Pray-Harrold 734.487.3113, David Klein, <dklein2@emich.edu>

5 programs; 1 Grad (1 SA)

NOTE: Program Review submitted in 2015-16; therefore, only assessment plans due this year.

| Programs | Contact | Report | Plans | Reviewed | Reviewer(s) |
|--|-------------|--------|-------|----------|---------------------|
| PLSC PLS, PADM, INTA, PLWG, PSAD (UG) | David Klein | | X | X | Baker & Macknish |
| PLSC PADM (G) | | | | | |

Psychology

341 Science Complex 734.487.1155, Keti Freedman-Doan, cfreedman@emich.edu

1 program; 3 Grad + 1 Clinical (PhD)

Note: Currently doing Program Review, so will suffice for 2016-17.

| Programs | Contact | Report | Plans | Reviewed | Reviewer(s) |
|--------------|---|--------|-------|----------|---------------------|
| PSY PSY (UG) | Tamara Loverich tpeix@emich.edu | X | X | X | Macknish & Baker |
| PSY PSYC (G) | Alissa Huth-Bocks ahuthboc@emich.edu | X | X | X | Macknish & Baker |
| PSY PSY (G) | Rusty McIntyre (Doug talked with him on Feb. 16 re assessment plans for experimental program) | | | | |
| PSY PSYB (G) | Thomas Waltz twaltz1@emich.edu | X | X | X | Macknish & Baker |

Sociology, Anthropology, and Criminology

712 Pray Harrold 734.487.0012, Julian Murchison, <jmurchi1@emich.edu>

3 programs; 3 Grad

| Programs | Contact | Report | Plans | Reviewed | Reviewer(s) |
|---------------|--|--------|-------|----------|---------------------|
| SAC ANTH (UG) | Anthropology Com.; Brad Ensor bensor@emich.edu | X | X | X | Baker & Macknish |
| SAC CRM (G) | Marilyn Corsianos mcorsiano@emich.edu | | | | |
| SAC CRM (UG) | Brian Sellers Bseller3@emich.edu | X | X | X | Baker & Macknish |

| | | | | | |
|--------------|-----------------|--|--|--|--|
| SAC SOC (G) | Robert Orrange | | | | |
| SAC SOC (UG) | Roger Kernsmith | | | | |
| SAC SSV (G) | | | | | |

*SAC CRM submitted plans in December; the report for 2016-17 was submitted by DH and responded to by CASAC in June 2017. In the archive, all of these have been uploaded.

Women's and Gender Studies

714 Pray-Harrod 734.487.1177, Jacqueline Goodman, jgoodma9@emich.edu 1 program; 1 Grad

NOTE: Program Review submitted in 2015-16; therefore, only assessment plans are due for this year.

| Programs | Contact | Report | Plans | Reviewed | Reviewer(s) |
|---------------|----------------|--------|-------|----------|-------------|
| WGST WGS (UG) | Jackie Goodman | | X | X | Baker |
| WGST WGS (G) | Jackie Goodman | | X | X | Baker |

World Languages

219 Alexander 734.487.0130, Rosemary Weston, rweston3@emich.edu

9 programs (9 SA); 5 Grad (5 SA)

| Programs | Contact | Report | Plans | Reviewed | Reviewer(s) |
|---|--|----------|----------|----------|------------------|
| WLNG FRNH & FRNT (UG) | Geneviève Peden gpeden@emich.edu | X | X | X | Baker & Macknish |
| WLNG FRNH (G) | Geneviève Peden | X | X | X | Baker & Macknish |
| WLNG GRLL GRNT (UG) | Carla Damiano and Margrit Zinggeler | | | | |
| WLNG GERN (G) | Carla Damiano | X | X | X | Baker & Macknish |
| WLNG JPN JPNT LGIT (UG) | Hitomi Oketani | X | X | X | Baker & Macknish |
| WLNG SPNH & SPNT (UG) | Mónica Millán mmillan@emich.edu Marisol Garrido mgarrido@emich.edu | X | X | X | Baker & Macknish |
| WLNG SPNH (G) | Mónica Millán mmillan@emich.edu | X | X | X | Baker & Macknish |
| WLNG LIC (UG) Language and International Careers | FRNH, GERN & SPNH Ron Cere, Margrit Zinggeler, Genevieve Peden | X (FRNH) | X (FRNH) | X (FRNH) | Baker & Macknish |
| WLNG LGIT (G) Language and International Trade | See German (Margrit Zinggeler) & Japanese (Hitomi Oketani) reports | X | X | X | Baker & Macknish |
| WLNG TSL (G) | Cynthia Macknish | X | X | X | Baker & Macknish |

Appendix II: Representative Plans for “Closing the Loop”

CAS Degree Programs – Representative Plans for “Closing the Loop”

(June 11, 2017)

Overview. For assessment reports, CAS degree programs were asked to describe results and implications of the assessments and answer the following question: What action does the program plan for purposes of enhancing opportunities for student learning?

Brief Description of Chart. The following chart presents selected programs and their answers to the question and the type of “closing the loop” represented. (Note: some of the listed answers are partial—to see the complete answer, see the program’s report).

| Program | Quotation on “Closing the Loop” | Type of Action |
|-----------|---|---|
| AAAS | Usage deficits [in students’ writing] were probably due to inadequate proof-reading. The department will have to address this deficit and consider and adopt appropriate remedial measures. | Instructional planning |
| BIO – UG | An item analysis will be done on the assessment to identify the questions that were least successfully answered, so that we can target those areas of the course for improvement. Second, the results will be discussed at an upcoming faculty meeting, to get input from the entire faculty on how best to bring about improvement of BIO 305. | Item analysis and curricular changes based on analysis & Instructional planning |
| BIO – G | To ensure continued progress toward meeting the SLO, students will continue to receive individual observation and feedback in class, which should help them continue to develop their communication skills..... The assessment committee and the faculty will continue to look for opportunities to assess students later in their programs. | Continue present actions & Instructional planning |
| CHEM – UG | Instructors for CHEM 121 have already met with a representative of the Assessment Committee and discussed the results presented in this report. They have agreed to revise the final exam, including possible changes to or deletion of some questions to more accurately reflect the manner in which the material is currently taught. A calculation and a short-answer question will be added. These changes will be implemented in at least one section for Fall 2016, and are expected to be used in all sections for Winter and Summer 2016. | Revised assessment (exam, in this case) |

| | | |
|------------|--|--|
| CHEM – G | The Assessment Committee has begun working with IT to develop one or more course shells into which graduate students will be enrolled. The intent is that each graduate student will build a portfolio of “first-draft writing.” Students will upload the first draft of each end-of-semester research progress report, and their Master’s thesis. This will create a record of their writing, prior to any editing by faculty, that will allow assessment of progress over their time in the program. | Addition assignment to prepare for assessment |
| COMM – UG | The results of this assessment indicate that students at least meet SLO #1 with similar regularity as students in face-to-face courses. Slightly more students in online courses meet SLO #2. The results of this assessment are very helpful for future decisions about course offerings and design. [For example]: <ul style="list-style-type: none"> • Faculty now have data to know that offering online sections of classes intended to SLOs #1 and #2 still allow students to effectively meet those outcomes. • This sample of papers included 50% of papers from part-time faculty. Students in online sections with part time faculty are meeting SLOs #1 and #2. | Use data to make decisions re online and face-to-face course offerings |
| ECON – UG | Based on the outcome of the focus group the program plans to take a number of steps to ensure the program is meeting their SLOs. First, we will work to improve our new curriculum map. Second, we are working with the graduate committee to formulate a rotation schedule to help students and instructors plan. Finally, we have expanded our offerings of the core courses (ECON 411 and 412) to the summer, and also offered more writing intensive courses. | Improve curriculum map & Support planning of students and instructors & Expand offerings of core courses |
| ESC & ESCT | Learning outcomes of the current "library project" will be assessed on one of the course quizzes. | Revision of curriculum – to include an earlier assessment to prepare for the final one. |
| IESS | The [Assessment] Committee thinks the inclusion of more writing in relevant core courses, or the modification of existing core courses to be writing-intensive, would very likely be a benefit to IESS students. In short, students need more practice at writing...so they can refine their capacities for clear | Consider curricular revisions to better support students toward meeting the SLOs. |

| | | |
|------------------|--|--|
| | <p>communication about, and critical assessment of, complex environmental problems and issues. A second possibility is for the program to consider revising its core curriculum.</p> | |
| MATH – G | <p>SLO B: Encourage more use of LaTeX in the graduate courses, and also work to fix some common (although minor) problems in writing such as forgetting spaces after mathematical notations, not labeling theorems, definitions, etc. correctly, and not using section headings.</p> <p>SLO D: Provide more support on resource use in mathematics by providing research seminars or research study groups. Also, more direct instruction needs to be given regarding the use of non-peer reviewed materials posted online (like other student papers, course lecture notes from other universities, etc.) and how to find peer-reviewed articles using the library’s journal subscriptions.</p> | <p>Revise curriculum to include more use of technological tools and research seminars or study groups.</p> |
| MATH – UG | <p>We would like to create a set of problems that require creative and independent mathematical thought. We plan to collect such problems from instructors of calculus (Calc I, Calc II, and Multivariable Calculus) and share these problems with all instructors using Canvas.</p> <p>There are several ways in which we plan to close the loop on student abilities to successfully apply logic towards constructing proofs. For courses requiring MATH 211 (Introduction to Mathematical Proof) as a prerequisite, the Math Area Committee recommends that we change the requirement to earning a “C” or higher in MATH 211. We would also like to use Canvas to share successful worksheets and activities among instructors.</p> | <p>Create curricula that can be shared with all instructors.</p> <p>Change required grade for pre-req course.</p> <p>Share “successful” worksheets and activities among instructors.</p> |
| MUSD BMEI & BMEV | <p>In order to evaluate the effectiveness of the third focus SLO, we will need to find a way to collect the data from the cooperating teacher evaluations into one complete dataset to enable analysis and interpretation in the future.</p> | <p>Revise data collection process</p> |
| MUSD Theory Core | <p>The music theory faculty will share these findings with our colleagues and recommend that applicants be screened for deficiencies evident in entrance exam grades below 90%.</p> | <p>Change to admission policy</p> |

| | | |
|----------|---|--|
| PHY – G | Conceptual questions were added to the M1, M2, and M3 modules in the PHY 529/530/531 cluster. When PHY 662 is next taught (Winter 2018) we can see if these additions have any positive impact on student performance. | Revise assessment |
| PSYB – G | Our SLO2 data indicates that our students are performing in line with expectations. In instances where students fail to demonstrate adequate knowledge regarding evidence-based practices, PSY 627 and its term paper assignment serve as an important source of quality control and evaluating these outcomes have strengthened program faculty’s confidence in the importance of ensuring students have demonstrated an adequate knowledge base before going out on external practicum. | Based on successful results, continue with assessment processes |
| CRM – UG | For SLO 1... While the [assessment] committee is impressed with these results we also agree that some improvements can be made. More specifically we plan to share teaching tools, writing assignments and activities with all faculty, part-time, and full-time lecturers. We also want to share with all faculty, part-time, and full-time lecturers the need to improve student understanding and comprehension in the area of theoretical foundations of punishment and types of sanctions. For SLO 2... Our plan for improvement includes: suggesting to all that are teaching in the program to include the Writing Center information on syllabi; attend the Writing Across the Curriculum Workshop; share successful writing assignments with all faculty. | Share curricula with instructional staff Encourage campus resources |

| | | |
|----------|--|--|
| WLNG JPN | It is also recommended to develop level-appropriate reading and writing activities that align with students' interests to make these tasks meaningful for students, thereby supporting motivation. Currently we have only one composition class (JPNE343W) available, but we may also be able to integrate writing work in, for example JPNE448, as extension of JPNE343W class. Finally we need to disseminate this result to all members of Japanese section including the adjunct lectures and assistants, and intentionally integrate the tasks matching to the improvement of those skills mentioned above. | Create additional curricula to better support students' development & Disseminate assessment results to all instructional staff and integrate curricula to improve instruction |
|----------|--|--|

Representative and selected ways programs chose to close the loop of the assessment cycle:

- Based on successful results, continue with assessment processes (e.g., PSYB)
- Encourage use of campus resources (e.g., Writing Center & WAC Institute) (e.g., CRM)
- Revise assessment (e.g., CHEM, PHY)
- Item analysis of assessments (e.g., BIO)
- Share instructional material among instructors (e.g., BIO, Math, JPN)
- Create curricula that would further support student learning (e.g., ECON, IESS, Math, JPN)
- Generate an earlier assessment that prepares students for the final one (e.g., CHEM, Earth Science)
- Use data to inform decisions about online vs. face-to-face course offerings (e.g., COMM)
- Revise data collection process (e.g., MUSD BMEI & BMEV)
- Change admission policy (e.g., MUSD Music Core)

Appendix III: CASAC Template for Reporting

College of Arts and Sciences Assessment Committee (CASAC) Assessment of Student Learning from Programmatic Perspectives

Welcome back!

The College of Arts and Sciences Assessment Committee (CASAC) is beginning its fifth year of coordinating efforts to assess student learning across CAS degree programs. Thank you for your participation and contributions.

Similar to last year, your program will submit an assessment report for 2015-16 and assessment plans for 2016-17, *together*. (See the templates below.) These are due September 26 – October 28. Thanks to Jenny Kindred and Hank Zhou (IRIM), you will submit your reports to a new link, https://irim.emich.edu/cas_assessment/logon.php, and you will soon be able to access all of your program's previous reports.

Attached to this message are the following:

- A cover sheet
- Part I: Template for Report on the Assessment of Student Learning for 2015-16
- Part II: Template for Plans for Assessing Student Learning for 2016-17
- Part III: Information on a recommended Curriculum Map

Your program's participation and contributions are critical to the effectiveness of CAS programs and the assessment system, and to EMU's success in meeting expectations from its accrediting body, the Higher Learning Commission (HLC). For more information, see HLC Criteria (especially 4B), <https://www.hlcommission.org/Criteria-Eligibility-and-Candidacy/criteria-and-core-components.html>. HLC's official campus visit will take place October 23-24, 2017, so faculty and administrators across campus are striving to compile and write a final report that is due in August 2017. On November 10, 2016, two invited reviewers will conduct a preliminary visit to assist EMU with the accreditation process.

Please let us know how we can continue to support your efforts.

Thank you, CASAC

Doug Baker, Faculty Chair, English
John Dunn, Faculty, English
Jenny Kindred, Faculty, CMTA
Cynthia Macknish, Faculty, World Languages
Jacqueline Goodman, Department Head, Women's & Gender Studies
David Klein, Department Head, Political Science
Richard Sambrook, Department Head, Geography & Geology
Kate Mehuron, Associate Dean, ex-officio
Chris Foreman, Liaison, General Education Program
Suzanne Gray, Liaison, Halle Library
Beth Kubitskey, Liaison, College of Education

**COLLEGE OF ARTS AND SCIENCE
ASSESSMENT OF STUDENT LEARNING
Report for 2015-16
and
Plans for 2016-17**

DUE: SEPTEMBER 26 - OCTOBER 28, 2016

Overview. The CAS Assessment Committee (CASAC), with the approval of the College Advisory Council (March 2015), revised its process for degree programs reporting on assessment of student learning and for planning next steps.

| | |
|--------------------------------|--|
| Degree Program | [Please include name of the program and program code, if you know it.] |
| Department | |
| Submitted by | |
| Phone/email | |
| Date Submitted to CASAC | |

You will submit TWO REQUIRED PARTS and ONE RECOMMENDED:

- ___ Report on Assessment of Student Learning for 2015-16
- ___ Plans for Assessing Student Learning for 2016-17
- ___ Curriculum Map (*recommended*)

Please submit completed form to: https://irim.emich.edu/cas_assessment/logon.php

If you have questions, please contact Doug Baker or Cynthia Macknish, or one of the other members of the CASAC. Thank you.

| | |
|-----------------------|--|
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PART ONE
Report on Assessment of Student Learning
for 2015-16

Based on the assessment plans you submitted in 2015-16 (or based on the assessment section of Program Review), describe the analysis of the student performances you selected, discuss the “so what” of your findings, and describe or list the actions you planned for “closing the loop.” (“Closing the loop” of the assessment cycle refers to the actions that will lead to program improvement or opportunities students will have for learning, especially toward meeting the programmatic learning outcomes.)

COPY AND PASTE
ASSESSMENT PLANS SUBMITTED IN 2015-16
HERE

Report for 2015-16

ANALYSIS OF STUDENT PERFORMANCES, DESCRIPTION OF FINDINGS, AND
ACTIONS FOR “CLOSING THE LOOP”

Describe the results of analyzing student performances on the selected learning outcomes.

Describe the “so what” of the results for the program in terms of student learning.

Based on findings of the above process, describe actions the program plans to “close the loop” (i.e., how the program will use assessment findings to make improvements).

PART TWO
Plans for Assessing Student Learning
for 2016-17

As you prepare students to meet programmatic learning outcomes (among other instructional goals), and based on previous assessment findings, discussions among faculty, and visions toward improving your program, describe assessments plans your program has decided on for this academic year (2016-17).

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

List (or copy and paste) your program's Student Learning Outcomes (SLOs).

SLOs should be written in a way that specifies what students should be able to demonstrate (e.g., from Earth Science: Students will synthesize problems in Earth System Science using conceptual and quantitative approaches.)

List the Student Learning Outcomes your program will focus on for 2016-17.

(Select *at least two* outcomes from your list above.)

Students will be able to...

Describe the student artifacts or performances that the program will use to assess how well students met each SLO, and how these will be collected.

Describe the methods or processes the program will use to analyze the artifacts or performances in order to determine how well students met the selected SLOs.

**PART THREE - RECOMMENDED
Curriculum Map***

(for examples, see,

http://www.emich.edu/cas_assessment/resources.php)

*A curriculum map shows in which courses in the program students will have access to learn and meet the learning outcomes. A curriculum map can help you uncover gaps or opportunities in the program.

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CASAC Response

The CASAC will respond to your program's assessment reports and plans. The purpose of the 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 the 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) must submit plans and a 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.

Programs with outside accreditation, mainly ones that must address student learning (e.g., education programs with specialized professional associations that coordinate with NCATE—soon to be CAEP) should use the template to present representative plans. Contact Doug Baker if you have questions.

Rev. September 19, 2016

Appendix IV: CASAC Template for Response to Plans/Reports

**College of Arts and Sciences Assessment Committee (CASAC)
Response to Assessment Report for 2015-16
&
Response to Assessment Plans for 2016-17**

DEPARTMENT/PROGRAM:

Department and Program Codes:

Date:

Thank you for your continued participation in supporting CASAC's efforts toward EMU's reaccreditation process and meeting expectations of the Higher Learning Commission. If you would like information on the HLC, particularly about its assessment expectations (Criterion #4), please visit <https://www.hlcommission.org/Criteria-Eligibility-and-Candidacy/criteria-and-core-components.html>.

Overview to Response from CASAC to Program's Assessment Report & Plans

In Winter 2016, CAS degree programs submitted plans to assess student learning on selected learning outcomes from a programmatic perspective. CASAC responded to those plans. In Fall 2016, your program submitted an assessment report for 2014-15 and/or plans for 2016-17.

Note: If your department submitted a CAS Program Review report in Winter 2016, your program needed to submit only assessment plans for 2016-17. If your department is currently preparing a CAS Program Review report for Winter 2017, your program will complete section four of the review template (on assessment of student learning), and this will be sufficient for your program's assessment report for this academic year.

Types of Responses to Report

Since CASAC's goal is to support your efforts in sustaining a system to evaluate student learning from a programmatic perspective, the responses include observations, commendations, and suggestions. CASAC recognizes that your program faculty are the experts in what students should learn, how they should learn it, and how well students have met programmatic learning outcomes.

PART ONE: Assessment Report for 2015-16

1. Describe the findings of the assessments.

- Program has described results of analyzing student performances on SLOs.
- Program needs to describe results of analyzing student performances on SLOs.

Observations, Commendations, or Suggestions:

2. Describe the implications of the findings. That is, describe the “so what” of the findings.

Program has described what the results of analysis mean or suggest for improving the program or enhancing opportunities for students to learn.

Program has not described what the results of analysis mean or suggest for improving the program or enhancing opportunities for students to learn.

Observations, Commendations, or Suggestions:

3. State what your program plans to do with the information. In other words, state how your program plans to “close the loop” of assessment to improve the program.

Based on findings, the program has described actions it plans to implement.

The program has described actions it plans to implement, although the plans are not clearly related to the findings.

The program has provided no evidence that the assessment plans informed decisions.

Observations, Commendations, or Suggestions: The information on students’ performances toward meeting selected learning outcomes gathered by the program and discussed among its faculty should inform curricular and programmatic decisions (in terms of assessing student learning, the latter process is often called, “closing the loop” of the assessment cycle).

PART TWO: Plans for Assessing Student Learning for 2016-17

4. List (or copy and paste) your program’s Student Learning Outcomes (SLOs).

SLOs should be written in a way that specifies what students should be able to demonstrate.

Program has a list of programmatic SLOs.

Program needs to include a list of programmatic SLOs.

Observations, Commendations, or Suggestions:

5. List the SLOs your program will focus on for 2016-17?

(Select *at least two* outcomes from your approved list in section I.)

Students will be able to...

Program has selected ___ of the SLOs to focus on for the year.

Program has not selected SLOs to focus on for the year.

Observations, Commendations, or Suggestions:

6. Describe the student work (e.g., documents, exams, essays, performances, etc.) that the program will use to assess how well students met each SLO listed in the section above?

- Planned activities or performances *are aligned* with focal SLOs in #5.
- Planned activities or performances are *partially* aligned with focal SLOs in #5.
- Planned activities or performances do not appear aligned with focal SLOs in #5.

Observations, Commendations, or Suggestions:

7. Describe how the program will collect and analyze selected student work.

Describe how the program plans to collect and analyze student performance samples (e.g., essays, projects, other artifacts, etc.) for purposes of assessing how well students met the selected learning outcome. Also, consider how the program will distinguish levels of performance.

- Planned methods of collection and analysis *are aligned* with SLOs and activities or performances, and appear to have potential to yield useful results.
- Planned methods of collection and analysis are *partially* aligned with SLOs and activities or performances, and appear to have potential to yield useful results.
- Planned methods of collection and analysis do not appear to be aligned with SLOs and activities or performances, or appear to need rephrasing to help yield useful results.

Observations, Commendations, or Suggestions: Crucial for the effectiveness of the student learning assessment plans is the capacity for program faculty, including full and part-time lecturers, to meet, analyze and discuss data from the assessments. Each program will select the most productive approach for achieving this goal. Keys to remember: although assessments might initially occur in individual classrooms, the goal is to meet as a program to observe and discuss analysis of representative student work and findings, and to offer suggestions for programmatic improvements for next year, especially for purposes of enhancing students' opportunities for learning.

PART THREE - OPTIONAL: Curriculum Map

- The program's curriculum map shows in which courses the students will have access to learn and meet the learning outcomes.
- The program did not include a curriculum map.

Observations, Commendations, or Suggestions:

CASAC Peer Reviewers:

Voluntary Response to CASAC

If you would like to respond, comment or raise questions about the response to your program's report, please email Doug Baker (douglas.baker@emich.edu) or Cynthia Macknish (cmacknis@emich.edu). CASAC's goal is to support all CAS programs through this process. If you have suggestions, feel free to include that information also.

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