

**St. Lawrence University**

**Fall 2007**

**Summary of Proposed Pilot Projects**

<b>Department &amp; Program</b>	<b>Selected Learning Goals for Pilot Project</b>	<b>Assessment Project (method)</b>
Anthropology	<ul style="list-style-type: none"> <li>• The extent to which anthropology majors and minors study a foreign language or languages.</li> <li>• The extent to which anthropology majors and minors take part in off-campus programs.</li> </ul>	<p>Data:</p> <ol style="list-style-type: none"> <li>1. Our own – we do not keep formal records of which of our majors study foreign languages and study abroad, though we are fully aware of this on an individual level during the advising process.</li> <li>2. The basic data will be obvious on student transcripts, so this is where we will access it. We may also decide to have informal conversations with majors, or have them fill in short questionnaires addressing the issue of how they feel their studies of foreign languages and study abroad have contributed to their understanding of anthropology.</li> <li>3. If it is possible to set up programs that will cross-tabulate anthropology majors with foreign language courses and overseas study, that would make our data collection much simpler – in which case we would seek assistance from Institutional Research and the Registrar’s office.</li> </ol>

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Biology	<ul style="list-style-type: none"> <li>• Biology students learn fundamental concepts in three major areas: cell and molecular biology, organismal biology, and ecology and evolution.</li> <li>• Biology students develop an appreciation for the integration of knowledge from different academic disciplines, in particular chemistry and math. Students who major in biochemistry, neuroscience, biology-environmental studies, or biophysics strongly integrate knowledge of biology with chemistry and physics, psychology and chemistry, environmental studies, and physics, respectively.</li> </ul>	<p>We plan to assess student outcomes for the fundamental concepts learning goal in two ways:</p> <ol style="list-style-type: none"> <li>1. We can use a transcript analysis to determine student course selection in the three major areas of cell and molecular biology, organismal biology, and ecology and evolution.</li> <li>2. We plan to use for our first learning goal is student performance on the Major Field Test in Biology administered by ETS. As part of our biology major requirements for the class of 2011, we plan to add a seminar course for seniors that will require students to attend the department seminar series and take the ETS Major Field Test in Biology which will provide us with an outcomes assessment on our students' basic knowledge in biology and their ability to solve problems and interpret data, including graphical representations. (We may also add questions to the standard test that will help us to assess our fifth student learning goal of quantitative literacy, including the application of statistical methods to analyze and interpret data).</li> </ol> <p>We will assess our second learning goal by surveying SYE proposals and papers to determine if students are using modern laboratory and field research techniques to conduct research.</p> <p>By having biology faculty working to construct a scoring rubric for this learning goal and actually having a team of faculty members examining SYE proposals and papers, we as a department will gain the requisite experience we need to begin to tackle the assessment of our more complex learning goals.</p>

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Chemistry	<p>The learning goals listed below are particularly applicable to the SYE.</p> <p>Chemistry majors will:</p> <ul style="list-style-type: none"> <li>• Have completed a faculty-mentored research project and effectively communicated the nature of their investigation, its context and significance, and progress towards its completion in two oral seminars and a final written research report. [Learning Goal 19, with project dependent incorporation of Learning Goals 16 &amp; 17]</li> <li>• Be able to assimilate large amounts of data, present it clearly and make well reasoned and supported conclusions based upon it in formal reports of varying formats. [Learning Goal 15]</li> <li>• Be familiar with the scope, structure and content of the primary and secondary literature and possess a facility with some of the tools utilized to access it. [Learning Goal 18]</li> <li>• Understanding how structure relates to both physical properties and chemical reactivity. [Learning Goal 2, with project dependent incorporation of Learning Goals 1 &amp; 3]</li> <li>• Appreciate scientific inquiry and the tools and practices of that endeavor, specifically how chemists devise and test theories which seek to explain the how and why, rather than just the what, of chemical reactivity and chemical structure. [Learning Goal 5,</li> </ul>	<p>Each student</p> <ul style="list-style-type: none"> <li>• Presents a brief seminar to the department providing an overview of the goals and methods of the SYE.</li> <li>• Presents a more substantial final seminar communicating data, results and conclusions from their research. Seminars are also attended by the department's entire faculty and majors, and involves a Q&amp;A period.</li> <li>• Submits a written report on their accomplishments.</li> </ul> <p>We will be instituting a more formal set of guidelines that students will follow in preparing both the final seminar and the written report. These written and oral presentations will be expected to frame the question(s) addressed and put the work into context with respect to significance and how it fits into the current state of the scientific art.</p> <p>Formal evaluative rubrics have been developed for the use of students and faculty. Student seminars will now be viewed and assessed by the entire department faculty. The written report will be read and assessed by the student's research advisor plus one additional member of the faculty. The final grade will still be determined by the student's SYE advisor. Data from this more formal and global evaluation will be used to analyze how our learning goals for the SYE match with the materials produced by our students.</p> <p><b>Update:</b> We have prepared and employed assessment tools both written and oral components of the SYE. Additionally, we have prepared a "handbook" for the SYE which includes the assessment tools, so students are aware of our expectations. We</p>

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	<p>with project dependent incorporation of Learning Goals 3,4, 6-14]</p> <ul style="list-style-type: none"> <li>• Appreciate the applicability and relevance of chemical concepts, tools, and investigative methods to the solution of a wide variety of social and scientific problems. [Learning Goal 20]</li> </ul>	<p>have collated the data from Spring 2007 oral assessment sheets, and circulated the collated data within the department as an excel file. Attended CTL program on Rubrics.</p> <p>Use the oral assessment form to evaluate fall semester presentations given by SYE students. Give all SYE students a copy of the "handbook".</p> <p>Discuss collated data for Spring &amp; Fall of 2007.</p>

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Economics	Our students must be able to read empirical research and conduct simple empirical investigation.	<p>Does our Quantitative Methods course (Econ 200) help us achieve our objectives?</p> <p>Through a series of meetings, the department developed an outline of topics that we expect faculty teaching this course will cover.</p> <p>To evaluate our students' proficiency in the use of skills developed in the quantitative methods course, we will ask each individual faculty member to evaluate each class' success in demonstrating these skills.</p> <p>To evaluate our success in this endeavor, we have developed a rubric that each faculty member will be asked to complete for each upper level elective courses regarding class performance in using the relevant skills.</p> <p><b>Update:</b> In April 2007, the department developed a pilot assessment project focusing that redesigned Econ 200 better achieve the department's learning objectives, and is being offered for the first time in the current semester (Fall 2007). During this semester, we will take the first steps in gathering preliminary data. Faculty giving empirically-oriented assignments in any upper division courses will be asked to report on the student's ability to complete these assignments. The data gathered in the next two to four semesters (including the current semester) will largely provide baseline data, as few students will have completed the newly designed quantitative methods course. In the semesters following the development of the baseline, we will understand how the revisions to Economics 200 have begun to enhance student understanding of empirical methodology. Therefore, reporting in December 2007 will be limited to a single semester of feedback by faculty assessing students' ability to</p>

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Education	Full TEAC Report Submitted	apply material taught in the course prior to the revisions.

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English	<p>1. Students will expand their knowledge of narrative models:</p> <ul style="list-style-type: none"> <li>• By reading literature in a wide variety of styles and historical periods, students accumulate disciplinary knowledge of specific texts, genres, authors, and movements.</li> <li>• Through coursework focused upon gender, ethnicity and nation, students gain an appreciation for the aesthetic of diversity as both readers and writers.</li> </ul> <p>2. Students will increase the sophistication of their written work:</p> <ul style="list-style-type: none"> <li>• By reading literature in a wide variety of styles and historical periods, students develop their rhetorical voice and ability to present interpretive analysis of a central thesis.</li> <li>• Through experiencing and reflecting on different kinds of literary and non-literary texts, students learn that writing is always an interpretive act.</li> <li>• Through coursework focused upon gender, ethnicity and nation, students encounter diverse points of view and styles of expression, allowing them to deepen the artistry of their own written expression and criticism.</li> </ul> <p>3. Students will gain the enhanced interpretive proficiency valuable in both professional and personal contexts :</p>	<p>The pilot project is two-pronged:</p> <ol style="list-style-type: none"> <li>1. The assessment of student learning through the use of portfolios and student/advisor conferencing.</li> <li>2. The use of a survey instrument to provide exit information on the current senior class.</li> </ol> <p>This pilot project will serve two purposes:</p> <ol style="list-style-type: none"> <li>1. It will provide us with preliminary data on the effectiveness of the curriculum in meeting learning goals, and</li> <li>2. It will allow us to judge the effectiveness of using portfolios as assessment tools before deciding to institute them as a requirement for all majors beginning with next year's sophomore class, who declare their majors in the spring semester.</li> </ol> <p>The exit survey will be in place this spring semester for the graduating seniors. We are in the process of drafting the survey and expect to consult with some of our colleagues in the social sciences, where the use of such devices is more commonplace.</p> <p><b>Update:</b> At the end of the spring semester, the assessment committee of the department assembled a sample survey to be administered to graduating seniors. Because of mishaps in distributing the surveys, we ended up with a total of only twenty-one completed documents, but these gave us enough responses to allow us at least to assess our assessment tool, as well as to try to understand (as well as English professors can) what the data the surveys give us means. The committee will continue to meet to interpret our sample data, to critique the instrument, and to decide what we need to add to it for its distribution to this year's</p>

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	<ul style="list-style-type: none"> <li>• Methods of Critical Analysis begins the progression of coursework through which students continually practice and improve: critical and analytical skills; disciplinary knowledge; and research skills.</li> </ul> <p>This process culminates in the choosing of a specific area of specialization and, ultimately, the senior seminar, in which students showcase their mastery of the three skill areas bulleted above.</p>	<p>seniors. The important information that the second semester survey can provide has to do with the effectiveness of the departmental SYE—the effectiveness of allowing majors to take it outside the department, for one thing. With the department’s input, by early November we’ll have a more substantial survey ready to administer to seniors in May, and our preliminary report will discuss the revised survey and the ways in which it better fulfills the recommendations of the Assessment Committee’s feedback than the original version did.</p>

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Environmental Studies	<ul style="list-style-type: none"> <li>• Capacity to analyze and evaluate how human activities influence the environment on local, regional, and global scales.</li> <li>• Understand the underlying scientific basis for environmental issues and the need to utilize interdisciplinary approaches for both analyzing the complexity of environmental issues and developing solutions.</li> <li>• Understand the evolution of environmental thought in North America as a basis for the contemporary environmental movement.</li> <li>• Recognize patterns of distributional justice as they relate to environmental resources and patterns of unequal responsibility for environmental degradation.</li> <li>• Understand how the scientific understanding of environmental issues is translated into environmental policy (understand the science-policy process) and be able to assess the effectiveness of those policies and their implementation.</li> <li>• Gain an appreciation of and knowledge base for understanding major emerging environmental issues.</li> <li>• Develop the capacity to conduct research and to communicate findings to enhance public understanding and to contribute to environmental problem-solving.</li> </ul>	<p>Preliminary data collection for several years in three areas:</p> <ol style="list-style-type: none"> <li>1. Initiate a self-efficacy/assessment survey of graduating seniors to have each senior reflect upon her/his own development of critical skills pertaining to their work within their major .</li> <li>2. Develop and maintain an Excel spreadsheet database of relevant academic information about each graduating major, including type of major, second major or minor (if any), courses taken in various categories of major requirements (e.g. Pollution/Policy) and electives.</li> <li>3. Collect information on recent SYEs completed by seniors, including types, titles, final products for later review by core faculty when a sufficient number have been accumulated to give a reasonably representative and inclusive sample.</li> </ol> <p><b>Update:</b> In Spring semester of 2007, the Department agreed upon a plan to collect data for several years to be used in assessing student performance toward attaining departmental learning goals.</p> <ul style="list-style-type: none"> <li>• A senior self-assessment survey was completed by 39 of 43 seniors.</li> <li>• The Chair started an Excel spreadsheet with academic information on the seniors of the class of 2007. Although a little of this has been entered into Excel, the Chair needs some advice on the best way to organize the spreadsheet so as to be able to query subsets of data. She will seek such advice and ask the departmental secretary to continue entry.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Cultivate a personal environmental ethic that informs and includes effective advocacy for and stewardship of the environment.</li> <li>• Envision the elements and strategies necessary to achieve a just and sustainable society</li> </ul>	<ul style="list-style-type: none"> <li>• Compilation of student names and project titles for SYEs in the academic year 2006-2007 has begun. Plans include keeping a repository for copies of final products of these projects (if such are papers or files) for future review when enough have accumulated to make comparisons worthwhile.</li> <li>• Core faculty will plan to review results (even if still in progress) of the above at one or more department meetings in the spring semester. As part of the department's mentoring strategy for new faculty, two meetings per year will be scheduled to discuss content of our upper level core courses and the academic skills developed in each.</li> </ul>

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Geology	<ol style="list-style-type: none"> <li>1. Specific factual/conceptual knowledge relating to the Earth Sciences that anyone majoring in Geology should acquire as part of his/her undergraduate education.</li> <li>2. Intellectual skills specific to the Earth Sciences such as the ability to read and interpret geological and topographic maps and the ability to make detailed and accurate observations of rocks in the field.</li> <li>3. Intellectual skills/habits that are non-specific to the Earth Sciences such as facility in verbal and written communication, critical thinking and intellectual honesty.</li> </ol>	<p>Our Assessment Pilot Project has two components:</p> <ol style="list-style-type: none"> <li>1. A survey sent to all Geology alumni to obtain a better sense of the answers to such questions as: <ul style="list-style-type: none"> <li>▪ What our students do (or don't do) with their geology degree.</li> <li>▪ How many attend graduate school?</li> <li>▪ How many obtain graduate degrees?</li> <li>▪ Are they currently employed in an Earth Sciences-related field?</li> <li>▪ If so, what?</li> <li>▪ Were they prepared sufficiently by the SLU Geology Department to be successful in graduate school or an Earth Sciences-related job?</li> </ul> </li> <li>2. The development of a mandatory SYE in the form of Geology comprehensive exams to find out if students retain knowledge and skills beyond a single semester and integrate and apply them in a broader sense.</li> </ol> <p>In order to design the SYE comprehensive exams, our first step has been a re-examination of our stated goals and cross-checking these with our curriculum by examining and discussing course syllabi in order to know whether and to what extent our stated goals are being covered within our current curriculum. Our next step will be to plan the logistics and specifics of implementing the comprehensive exams. These cannot be required for students prior to the class of 2010.</p> <p><b>Update:</b> We have been collecting completed surveys over the previous academic year, a few still trickle in on a regular basis.</p> <p>We have included the SYE in the most current catalog, although the details of the course have yet to be developed and approved</p>

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		<p>by Academic Affairs because it was critical that current first year students who may be interested in a geology major know of this requirement. This is because the course will involve comprehensive exams, for which students will need to keep a portfolio of notes, exams, papers, etc. and also texts from all their geology courses in order to properly prepare for the comprehensive.</p> <p>This semester we will collate the results of the surveys that have so far been returned. We will also continue to discuss the details and format of this SYE.</p> <p>We will be able to report the survey responses and we will be able to report on at least a first draft of the form of the SYE.</p>

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Government	<p>We decided to review the linchpin of our curriculum – our 290 research seminar is a requirement for all Government majors. It is intended as a bridge between the introductory courses in the four subfields (American, comparative, international relations, and political theory) and our upper-level, more advanced courses.</p> <p>The 290 is supposed to provide students with the tools they need to write research papers they are likely to be assigned in upper-division courses.</p> <p>These tools include but are not exclusive to:</p> <ul style="list-style-type: none"> <li>▪ Testing hypotheses</li> <li>▪ Identifying independent and dependent variables</li> <li>▪ Operationalizing variables</li> </ul>	<ul style="list-style-type: none"> <li>• Is 290 serving as a bridge between our lower and upper-level courses?</li> <li>• Is it preparing students for the research paper assignments they typically receive in our more advanced courses?</li> </ul> <p>In order to gain a sense of the diversity of approaches we as a department employ, Government faculty reviewed and discussed the syllabi of all the 290 courses offered in the department. We propose to assess 290’s success by distributing a survey in all our upper-level courses that assign research papers to see whether students actually recognize and put to use the tools they are supposed to have learned in 290.</p> <p><b>Update:</b> The assessment was to be done through a survey of our students in upper-division courses in which research papers are assigned. The survey will be handed out at the end of the semester with the student evaluation forms from the Associate Dean's office. Consequently, we will not be able to gather data until that point. I will tabulate the survey results over the mid-semester break and we will review the results in relation to our 290 seminars in the spring.</p>

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History	<ul style="list-style-type: none"> <li>• Understanding of the historical content.</li> <li>• Understanding of historiographical debates.</li> <li>• Ability to critically analyze primary and secondary source material.</li> <li>• Ability to express themselves with clarity and force of argument in writing.</li> </ul>	<p><b>Spring 2007:</b> Faculty teaching 299 and senior seminars will collect final papers in both HIST 299 (primary source analysis/historiography) and 400 level senior seminars (final paper which includes a historiography). The department secretary will keep a file of these papers by student name, and gather data on what history courses they've taken. 299 and senior seminar final papers will continue to be collected and filed each semester.</p> <p><b>Fall 2007:</b> We will use this rubric to score papers (excellent, good, average, and below average). This work will be divided equally among department members. In late fall semester 2007 the department will have discussion about what the results indicate about the strengths and weaknesses of our curriculum, and possible ways to address the weaknesses. An assessment sub-committee will work with the chair of the department to draft a preliminary report by Dec. 1, 2007. Another similar discussion will be held in late spring semester 2008.</p> <p><b>Update:</b> The History department began collecting seminar papers (both from the 299 and the 400-SYE courses) last spring; and placing them on our ANGEL site.</p> <p>In our first September meeting we will hear a report from two colleagues who attended the workshops on 'rubrics' and then we will develop one specific to our assessment needs as outlined in our plan. We will then assess the collected papers based on that 'rubric.'</p>

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Mathematics, Computer Science and Statistics	In particular, we are gathering information on writing, oral presentations, collaboration, and multiple forms of technology use. A copy of the questionnaire is attached.	<p><b>Step 1:</b> Faculty questionnaire to obtain some information about what we are currently doing in our classes to address certain aspects of our departmental learning goals.</p> <p><b>Step 2:</b> Design a questionnaire to be given to our senior majors in May'08. There will probably be at least two different questionnaires: one for math and one for CS, with many overlap questions.</p> <p><b>Step 3:</b> We have just this year moved to a required SYE of all senior math majors. (An SYE has always been required of all senior CS majors.) We are discussing a plan to hold a departmental retreat in May to have a broad discussion about the Senior Year Experiences we offer our students, and to talk about how to make the experience even more valuable for the students and how to enable us to use the SYE as a better assessment tool for program assessment and learning goals assessment.</p> <p><b>Step 4:</b> After completing the faculty questionnaire and the senior exit survey, we hope to design a survey instrument to send to our alumni majors who are 2 – 4 years out. We feel that this is an extra critical piece of the puzzle that would help us talk about how to make our program even better.</p> <p><b>Step 5:</b> Our Math 280 course titled A Bridge to Higher Mathematics is a required course for all math and CS majors. We have talked about having a retreat to talk in some depth about this course and how it currently fits in with our learning goals and other ways that it might fit in with our learning goals and our aspirations for the department.</p> <p>Further thoughts:</p> <ol style="list-style-type: none"> <li>1. Other than through surveys, we have not yet talked in any</li> </ol>

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		<p>substantive way in how to engage students in this process.</p> <p>2. Our assessment discussions thus far have centered on our departmental majors. Our learning goals document, however, explicitly also addresses our 100-level courses. Future work may revolve around possible assessment work centered on the introductory and service courses in the department.</p>

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Modern Languages and Literatures	<p>Helping our students</p> <ul style="list-style-type: none"> <li>▪ write well</li> <li>▪ conduct research</li> <li>▪ and think critically</li> </ul> <p>as they attempt to understand the diverse cultures that are an integral part of the Spanish, French, Multi-Language and German majors at St. Lawrence University.</p>	<p>We surveyed all our majors (French, German, Multi-Language and Spanish) from 1970-2005. We mailed 868 requests for participation and received 263 responses, which represents a return rate of approximately 30%. The results of this survey (enclosed here), entitled “Modern Language Majors: Thirty-Five Years of Outcomes (Survey of Majors from 1970-2005)”, have provided a fruitful point of departure for our department-wide conversation about assessment during the current academic year as we formulated the pilot project in keeping with the Guidelines for Assessment Plan Submission.</p> <p>During our discussion of the pilot project, department members highlighted the importance for our majors of the interpretation of literary texts, the understanding of social and historical contexts, the appreciation of literary forms and traditions, as well as the ability to locate, evaluate and properly integrate primary and secondary sources for the purpose of constructing a cohesive analysis of a particular thesis in written form.</p> <p>To that end, the MLL department has voted to establish an electronic writing portfolio of 4 samples for all department majors. These best-work samples will be collected and stored electronically on the S-Drive from the time of the declaration of the major during the sophomore year, and will include work undertaken on campus, while studying abroad and also from the senior year, particularly when the student engages in an SYE experience.</p> <p>A weighted rubric will be created with categories that reflect the learning goals stated above. One member of each language section will evaluate a final writing sample in the electronic portfolio from each of the graduating majors as an internal means of evaluating this important aspect of our program over the</p>

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		<p>course of time for all our students. We will also be able to gauge the progress of our majors over a 2 ½ year period as they move from declaring the major to completing the major, we hope, with distinction.</p> <p><b>Update:</b> We created a folder in the Language Resource Center folder on the T: Drive to locate the electronic copies of our majors' writing over the course of their time at SLU.</p> <p>The members of the MLL department are in the process of developing a rubric to grade the writing samples from our majors from the time they declare to the time they graduate. These samples would also include a sample of writing produced on our abroad programs. In developing the rubric we will take into account the following six criteria which could be applied to each writing sample with a grade from 0.0 - 4.0.</p> <ol style="list-style-type: none"> <li>1. Does the student fulfill the scope of the assignment?</li> <li>2. Is there a clear thesis statement?</li> <li>3. Is the thesis developed in a logical, well-organized way?</li> <li>4. Does the essay read free of grammatical and other sentence-level concerns?</li> <li>5. Is the student's language creative, varied and sophisticated?</li> <li>6. Does the student incorporate appropriate secondary sources smoothly and cite from them properly, according to MLA style?</li> </ol> <p>We will have the final version of the rubric to be used in evaluating each writing sample from our majors.</p>

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Music	<p>Students engage in close active listening.</p> <p>The ability to listen in a focused manner is a key element in the continued growth of a learned person.</p> <p>We encourage what may be a different slant on the act of listening. We feel that it is crucial to begin critical listening with a phase in which one aspires to listen without presumption. While we understand that such an act is almost impossible, we think that to do otherwise does a disservice to the presenter/ performer. In our model, critical thinking takes place after careful, clean observation. It is crucial step in our research and analysis.</p>	<p>Once we have established criteria for judging competency in active listening and developed a standardized form for testing competency we will plan to send and e-mail a questionnaire to graduates who were involved in 3 or more units of music.</p> <p>We will need:</p> <ul style="list-style-type: none"> <li>• addresses and contact information from the Alumni Office.</li> <li>• help from Christine Zimmerman’s office in compiling the data we collect.</li> <li>• the help of Robert Warholic, Information Consultant, in developing our questionnaire and form for student testing.</li> <li>• we also have some copies of graded materials from classes and we have observations gathered from informal conversation and in-class work.</li> </ul> <p><b>Update:</b> We'll develop 4 questions that we feel might help us determine the degree to which we have been successful in leading former students toward close, active listening as a regular part of their lives. We see this as a two-part process:</p> <ol style="list-style-type: none"> <li>1. Develop a set of four questions (an instrument?) to send to a small sample of grads to see if we've targeted the issue we want to explore.</li> <li>2. Revise the instrument and send it to graduates who were involved in 3 or more units of music.</li> </ol> <p>We expect to give you the finalized instrument with a developed description of the information we hope to obtain.</p>

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Performance & Communication Arts	<p><b>Reading texts.</b> Before graduating, majors must demonstrate the ability to attribute reasonable meanings to texts, as well an understanding of why they attribute the meanings they do to texts.</p> <p><b>Creativity.</b> Majors must demonstrate the ability to engage in creative problem-solving strategies and a facility in creative expression.</p> <p><b>The production of knowledge.</b> Majors must demonstrate an understanding of what inquiry entails, the ability to initiate and successfully pursue a line of inquiry, and an understanding of knowledge as constructed, embodied in individuals, and embedded within larger structures of power which value different types of knowledge differently.</p> <p><b>Audience-centered performance/communication.</b> Majors must demonstrate the ability to accurately analyze an audience and the ability to adapt messages and performance/communication strategies to meet the exigencies of particular audiences.</p> <p><b>Solo and collaborative endeavors.</b> Majors must demonstrate the ability to conceive and execute a solo project and the ability to collaborate successfully with others.</p> <p><b>Critique and self-reflexivity.</b> Majors must demonstrate the ability to critically respond to others' work in a manner that is informed, informative, constructive, and humane, as well as the ability to engage in sustained and meaningful assessment of their own work and the</p>	<p><b>Update:</b> We will be mapping our student learning goals onto our curriculum for majors to assess the extent to which the curriculum affords students sufficient opportunities to meet those goals. Courses are divided into tracks (performance studies/theatre &amp; rhetoric/communication studies), and these tracks are further divided into intro and advanced courses. All faculty members who teach each course will use rubric scoring to determine the extent to that course attends to each of our stated student learning goals. Scoring will probably be: 0 for no attention; 1 for minimal attention; 2 for some attention; and 3 for a good deal of attention. The mapping and our conclusions based on it will be completed by December 1.</p>

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	<p>processes involved in the generation of that work.</p> <p><b>Communication and performance ethics.</b> Majors must demonstrate an understanding of the responsibility communicators/performers have to themselves, their audiences and society; the ability to interrogate the ethics underlying the communication/ performance of others' texts; and the ability to construct/communicate/perform texts in an ethical and responsible manner.</p>	

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Philosophy	<p>The particular learning goals that our proposed project addresses include the following:</p> <ol style="list-style-type: none"> <li>1. The ability to answer major philosophical questions from at least two different philosophical perspectives, historical periods, or traditions</li> <li>2. Develop one or more of the following philosophical methods: <ul style="list-style-type: none"> <li>• Recognize patterns of reasoning (arguments).</li> <li>• Analyze and evaluate arguments, with awareness of one's methods of analysis and standards of evaluation. (This includes the ability to recognize consistency and inconsistency.)</li> <li>• Ability to unpack implications (e.g., logical, metaphysical, ethical) from ideas.</li> <li>• Construct an argument in support of a belief.</li> <li>• Develop (and argue for) answers to major philosophical questions.</li> <li>• Synthesize new philosophical ideas from existing philosophical ideas.</li> <li>• Living in light of one's values—that is, adopting an ethical orientation as a way of being in the world.</li> <li>• A habit of continuing to explore the questions, “Who</li> </ul> </li> </ol>	<p>The indirect data we plan to gather would consist of student responses to certain relevant questions on the HEDS Senior Survey. These questions ask students to rate how well their undergraduate education helped them to gain certain kinds of knowledge or develop certain abilities. This year, we will have a relatively large number of philosophy majors graduating. Because the senior survey asks students to designate their major, we would like to see if philosophy majors score higher on questions in comparison to non-philosophy majors.</p> <p><i>For example:</i>  Supplemental Question b: “Have you enlarged your knowledge of obligations and your capacity to perform?”</p> <p>Supplemental Question g: “Develop a meaningful philosophy of life”</p> <p>Supplemental Question h, with a focus on the following items in particular:</p> <ul style="list-style-type: none"> <li>• “Critical thinking”</li> <li>• “Self-understanding”</li> </ul> <p>For our direct data, we are collecting short essay assignments from students in our senior seminar, Phil 400: SYE: Metaphilosophy.</p> <p>Members of the philosophy department will review the following essays, and rate them according to how well they demonstrate fulfillment of the learning goals.</p> <p>In three separate essays, sketch out your own current</p> <ol style="list-style-type: none"> <li>1. metaphysical views,</li> <li>2. epistemological views, and</li> </ol>

Department & Program	Selected Learning Goals for Pilot Project	Assessment Project (method)
	<p>am I?" "Who are we?" "Who do I/we want to become?" (And: "With whom?" and "By what means?")</p> <p>In a world divided by the powerful into "us" and "them," this set of questions is crucially important, and a philosophical education prepares students well to live effectively into the integrative power of these questions.</p>	<p>3. ethical views.</p> <p>For each, list two philosophers who have influenced you the most in developing your own thinking about these questions. From a listing of 12 different philosophical methods, try out three of them. Submit each of these three. Then write a reflection essay on the methods.</p> <p>Which have you employed in other philosophy classes (and indicate which class(es))?</p> <p><b>Update:</b> We had planned to use student essays from our senior seminar (Phil 400: Metaphilosophy) in order to assess how well our seniors had fulfilled selected learning goals. Some of the essay assignments for this course last spring were written specifically so that the student essays would be helpful for us in this respect. We have now gathered all of these essays in order to read them and assess them.</p> <p>Our assessment plans for the current semester are:</p> <ul style="list-style-type: none"> <li>• To develop a specific plan for creating rubrics and protocols for assessing the student essays;</li> <li>• To read and assess the student essays according to the rubrics/protocols we develop;</li> <li>• To interpret our findings and decide from them what changes we may need to make in our learning goals, curriculum, and/or pedagogy to help us to set and meet our goals more effectively;</li> <li>• To write a summary of our process and findings in time to meet the December 1 deadline.</li> </ul>

Department & Program	Selected Learning Goals for Pilot Project	Assessment Project (method)
Physics	<p>Content.</p> <ul style="list-style-type: none"> <li>• a deeper understanding of the common concepts of physics developed through a core curriculum of physics courses consisting of introductory physics, modern (20th century) physics, classical mechanics, electricity and magnetism, and quantum mechanics;</li> <li>• an appreciation of the history of physics as a process of continually refining and revising our understanding of the world that has resulted in our current understanding of the universe;</li> <li>• the ability to apply their knowledge of this core curriculum to solve problems;</li> </ul> <p>Experimental techniques and methods</p> <ul style="list-style-type: none"> <li>• the ability to design an experiment to test a model;</li> <li>• the ability to quantify uncertainty in measurement and to follow the propagation of uncertainty through a calculation;</li> <li>• the ability to build and refine a simple model from the analysis of data;</li> </ul> <p>The methods of mathematical models</p> <ul style="list-style-type: none"> <li>• an understanding of mathematical relationships and a facility with mathematical manipulations from which physics models are built and physics problems are solved;</li> <li>• the ability to use the computer to collect, analyze, and display data;</li> </ul> <p>The Culture of Science.</p> <ul style="list-style-type: none"> <li>• the ability to communicate their own work effectively to appropriate audiences including oral presentations,</li> </ul>	<p>The senior research project required for all physics majors will serve as the basis for our initial assessment of our program for majors. Because every student completing the four-year major has to complete an independent project and present the results of that project in a variety of forms, we will begin by evaluating those projects according to the goals we have already listed for our majors. Since these projects are typically evaluated by all members of the department, this will provide us with a more systematic scheme for assessing these projects.</p> <p>We propose to assess the success of our majors' program by evaluating the required senior projects according to the rubric, based on our stated goals for our majors.</p> <p><b>Update:</b> We have developed a plan to assess the Physics major by evaluating the senior independent projects using a set of questions taken directly from our goals.</p> <p>We plan to rewrite the questions mentioned above in a format that we can share with the senior physics majors. We plan to begin to develop a rubric for each question to help us evaluate student performance.</p> <p>We will be able to share our progress towards developing a rubric and the questions that we provide to the physics majors. We will not be able to provide any assessment.</p>

<b>Department &amp; Program</b>	<b>Selected Learning Goals for Pilot Project</b>	<b>Assessment Project (method)</b>
	lab reports, and lab notebooks.	

Department & Program	Selected Learning Goals for Pilot Project	Assessment Project (method)
Psychology	One of the department's goals is to encourage students "to acquire and use multiple perspectives (e.g., biological, cognitive, social) to understand behavior and mental processes from various levels of analysis."	<p>The study would use a random sample of psychology majors (N = 30), each of whom would be asked to write a short essay in 30 minutes on a real world problem.</p> <p>Specifically, the essays will be scored by multiple raters with respect to three areas: the students' abilities to use</p> <ol style="list-style-type: none"> <li>1. multiple perspectives for breadth of understanding,</li> <li>2. psychological information for depth of understanding, and</li> <li>3. relevance of the psychological content to the problem.</li> </ol> <p>In addition, we may be able to assess two other department goals (information literacy, and communication and cognitive skills) from the responses. The ratings would be recorded with a ranking system (Likert scales") and completed independently by each of three department faculty members in order to assess inter-rater reliability.</p> <p>The project seeks to assess whether taking more psychology courses predicts better student performance on a task requiring them to utilize diverse, psychological perspectives to explain a common, real-world phenomenon.</p> <p><b>Update:</b> The Department's Human Participant Committee has assigned roughly 30 to 40 students to the assessment project. In September, the Curriculum Committee will complete the construction and scoring rubric for an essay task that will be required of those students.</p> <p>By December 1 we expect to report on the relationship between the number of psychology courses completed and students'</p>

<b>Department &amp; Program</b>	<b>Selected Learning Goals for Pilot Project</b>	<b>Assessment Project (method)</b>
		<p>ability to address a psychological problem from multiple perspectives, with both adequate depth and relevance of knowledge. The essays will be scored by independent raters using Likert Scales for each of the three learning objectives (multiple perspectives, depth, and relevance).</p> <p>Our data should enable us to report on the validity of the Likert Scales in assessing the learning goals. The regression of Likert Ratings on the psychology courses completed will enable us to report evidence on the value added to the student's abilities by participation in the psychology major.</p>

<b>Department &amp; Program</b>	<b>Selected Learning Goals for Pilot Project</b>	<b>Assessment Project (method)</b>
Religious Studies	<p>Our learning goals statement focuses upon five goals that our students should achieve for understanding the key role religion plays in history, politics, culture, and in human life and for learning a variety of methodological and theoretical approaches in religious studies. For this pilot project, we aim to assess the learning goals listed below:</p> <ol style="list-style-type: none"> <li>1. Students learn that the academic study of religion treats spirituality as a human phenomenon.</li> <li>2. Students are able to utilize a variety of classical and contemporary methodological approaches, and employ, integrate, and articulate the perspectives of other academic fields when they interpret religious phenomena.</li> <li>3. Students learn to analyze different types of “texts,” including, for example, scriptures, religious literatures, rituals, sacred art objects and architecture, and film.</li> </ol>	<p>To assess student learning in department majors’ seminar, REL 360, ideally taken in the junior year, to prepare students for their own independent research in religious studies.</p> <p>Assessing whether this course has worked to foster our key learning goals is essential if students are to move from basic introductory and 200 level survey courses to an academic level where they can critically assess scholarship and produce their own critical perspectives on topics and issues of import in the field.</p> <p>Using regular course evaluations and (survey) Assessment Instrument #1 Religious Studies Majors in REL 360</p>

Department & Program	Selected Learning Goals for Pilot Project	Assessment Project (method)
Sociology	<p>Our goals and objectives statement focuses upon our students learning critical thinking skills through engagement with diverse cultures and social structures; emphasizing the dynamics of power and inequality on local, national and global levels; and thus their learning how power operates through class, race, ethnicity, gender and sexuality, among others.</p> <p>We also state that we aim to provide, within the context of the sociology major curriculum, an experiential component which allows our students opportunities to develop agency and a sense of social responsibility by critically engaging the social world outside the classroom experience by taking part in the practices of social justice, civic and community involvement through community based learning, international study, internships and service; and examining the rights and responsibilities of global citizenship.</p>	<p>Our proposed project addresses these issues in three phases.</p> <ol style="list-style-type: none"> <li>1. Obtaining student input via survey on our curriculum relative to our goals and objectives. Assessing the extent to which our SYEs, as synthetic experiences for majors, reflect our goals and objectives.</li> <li>2. Assessments of our theory and methods courses as prerequisites to the SYE, the instrument to be determined by the findings in Phase 1.</li> <li>3. Assessments of our substantive courses, drawing a sample of course syllabi and testing content and process against our goals and objectives. We will also review the work of students in these courses against the same criteria. This will provide information about the learning experiences of both majors and non-majors.</li> </ol> <p><b>Update:</b> We gave a survey to each of our seniors when they completed their SYE's. We received responses; they have been tallied, and are on the agenda for our next department meeting.</p> <p>The other part of our trial assessment process was to examine the actual SYE papers and code them against our goals. This is currently under way with a departmental subcommittee.</p>

Department & Program	Selected Learning Goals for Pilot Project	Assessment Project (method)
African Studies	<p>Because most of the students we teach in our courses come to us in order to fulfill distribution requirements rather than develop in-depth training in African Studies, we have determined to assess our first goal across all AFS courses taught on campus that do not require a prerequisite in African Studies, with the exception of Kiswahili 100. These include courses at the 100, 200 and 300 level.</p> <p>This goal states that students are “to confront and move beyond their preconceptions about Africa, Africans and people of African descent.”</p>	<p>In each of these courses, the professors will ask the students to take a preliminary survey about their prior knowledge of the Africa continent, its peoples, its history, and its cultures. By the end of the term, these same students will be given some kind of exit assessment of how their attitudes and preconceptions have been altered. The assessment tools that we have proposed as options are the following:</p> <ul style="list-style-type: none"> <li>• a designated question on a final examination,</li> <li>• a specific essay in which the students reflect on how what they have learned in the course has changed their sense of Africa,</li> <li>• a portfolio of journal responses that track changing attitudes and perceptions,</li> <li>• or oral presentations that demonstrate or explain how the students have moved from their initial sense of what they would be studying to a greater awareness of how much they didn't know at the beginning of the term and what they now know as a result of the course materials.</li> </ul> <p>A subcommittee comprised of at least four members of the AFS board who represent each of the four divisions of the university will read these assessment tools in light of the preliminary surveys and report back to the board. Our time table for this pilot project is three years because we want to ensure that we have enough data for assessing this first goal across all the courses we offer that students take to fulfill their diversity requirement.</p> <p><i>Future Assessment Plans:</i> Beginning in the Academic Year 2008-2009, we will assess our fifth goal – “to develop the ability to use an interdisciplinary approach to the study of Africa”—using data from three years of teaching the senior seminar, our SYE. This will enable us to gather the essays and final projects</p>

<b>Department &amp; Program</b>	<b>Selected Learning Goals for Pilot Project</b>	<b>Assessment Project (method)</b>
		<p>from three different groups of students from the spring 2009 – spring 2011. The subcommittee will read these essays to determine how well the students have developed an interdisciplinary methodology in their research and writing.</p> <p>Beginning in the Academic Year 2009-2010, we plan to assess how goals two through four are met in the courses offered in the Kenya Semester Program. We will ask the Director to develop a separate assessment plan in cooperation with the African Studies Board. One option we envision is that over the course of four semesters, from Fall 2009 through Spring 2012, students' work in their courses and fieldwork components will be gathered in portfolios that will be sent back to the home campus for review by a subcommittee of the board. This aspect of our plan is quite sketchy. It will need further discussions with the Director: about practicality of implementation, about how the goals of the program in Kenya fit with the African Studies Program goals for on-campus courses, about other options for assessing student work in courses taken in Nairobi.</p>

Department & Program	Selected Learning Goals for Pilot Project	Assessment Project (method)
Asian Studies	<ul style="list-style-type: none"> <li>• To learn about Asia in a global context.</li> <li>• To gain understanding of cultural diversity/pluralism within Asia</li> </ul>	<p>1. We already have a list of our foundational courses and the faculty who teach them.</p> <p>2. We will gather/collect Syllabi, and teaching materials sample assignments; completed student assignments from three faculty teaching the courses; notes from interviews with faculty teaching these courses. This semester –Request and gather syllabi, and teaching materials from 3 program faculty</p> <p><b>Update:</b> These are two of our key foundational themes that the AS faculty developed in our last revisiting of our program. This project will give us a chance to see how well they are meeting the needs of the program and students since they have been developed and give us an opportunity to reflect on the curriculum we developed in the last 5 or 6 years.</p> <p>This will also give us occasion to revisit our criteria for our foundational courses, and make the necessary adjustments. We will begin a discussion of these criteria at this at a meeting on Sept. 25.</p> <p>We already have a current list of our foundational courses and the faculty who teach them...but given the change above, included in our assessment will be a re-visiting of the courses currently listed and the criteria for these courses.</p> <p>We intend to collect Syllabi, and teaching materials sample assignments; completed student assignments from three faculty teaching the courses; notes from interviews with faculty teaching these courses.</p> <p><b>FALL 2007</b> – As a program we will have interviews with the faculty in question in order to discuss how well our goals are</p>

<b>Department &amp; Program</b>	<b>Selected Learning Goals for Pilot Project</b>	<b>Assessment Project (method)</b>
		<p>being met in our core courses; a the entire ASP program will look at the materials and see how well they map onto our goals</p> <p>The entire program faculty will review and discuss the data this semester, and be able to report on this for the December 1 deadline.</p>

Department & Program	Selected Learning Goals for Pilot Project	Assessment Project (method)
Canadian Studies	How we did on teaching geographic knowledge in our Intro course.	<p>Accordingly we will assess how sophisticated student knowledge of Canadian geography has become as a result of the Intro to Canada course. While it might make sense to do it at the end of the Intro to Canada course, the drawback is that there is little that can be done to ameliorate deficiencies at that point. Accordingly, we will assess student geographic knowledge at the start of Canadian Studies 201, Canadian-American Relations. To do so we will rely upon one of the standard tools that are available on the Canadian market.</p> <p><b>Update:</b> We ran the first assessment of how we are teaching geographic knowledge in our Intro course. The next time we gather data will be at the beginning of the spring semester. In December we will be able to report on how we did on teaching geographic knowledge in our Intro course.</p>

Department & Program	Selected Learning Goals for Pilot Project	Assessment Project (method)
Caribbean & Latin American Studies	Revised goal #7: Be familiar with the theoretical bases and perspectives of at least three different disciplinary approaches to the study of the Caribbean and Latin America.	<p>Our main assessment objective for Spring 2007 is to gather some comprehensive information on our students, both minors and non-minors, since the last Middle States Review in 1997:</p> <ul style="list-style-type: none"> <li>• The total number of CLAS minors per year from 1997 to 2007.</li> <li>• The number of students per year who graduated with a CLAS minor from 1997 to 2007.</li> <li>• The total number of SLU students served by the introductory CLAS 104/HIST 115 course over the last 10 years.</li> </ul> <p>As a global (and very blunt assessment measure) we would like to know the overall GPAs of our CLAS minors over the last five years and the average GPAs achieved by students in CLAS courses.</p> <p>To begin to assess the breadth of interdisciplinarity among CLAS minors (goal # 7) we will gather information on the courses each of our minors has taken to complete his/her CLAS minor over the last five years.</p> <p>To begin assessing foreign language proficiency we will find out how many CLAS minors take foreign language courses, how many participated in study abroad programs both in and out of the CLAS region, and how many CLAS minors arrived at SLU having studied a foreign language or being bilingual.</p> <p><b>Update:</b> We have decided to rethink how we might assess students' work as minors. Our earlier plan proposed reviewing portfolios of student work at graduation. We are now thinking that may not be the best first step. Instead we may do some assessment in CLAS courses that all or most of our students take like the CLAS 104 Survey or Caribbean Literature.</p>

Department & Program	Selected Learning Goals for Pilot Project	Assessment Project (method)
European Studies	<p><b>Multidisciplinarity:</b> the opportunity to learn about multiple aspects of Europe from different disciplinary areas. These elective courses are drawn from both on and off campus study. This encourages students to:</p> <ul style="list-style-type: none"> <li>• Learn broadly as well as in depth.</li> <li>• Learn a respect for differing opinions and approaches and evaluate alternative points of view.</li> <li>• Move from their own biography through engagement with knowledge and worlds culturally, socially, historically, and physically different from their own.</li> </ul> <p><b>Intentionality:</b> Students have the opportunity to craft a unique approach that allows maximum agency and flexibility to design a course of study that is intentional and their own.</p> <p><b>Experiential learning:</b> The language requirement provides students the opportunity to learn, experience, and articulate worlds different from their own.</p> <p><b>The optional integration of an off-campus opportunity/experience:</b> Living and learning in places that are physically, historically, socially and culturally different yet viscerally relevant to the world in which students must live.</p> <p><b>An integrative and synthetic opportunity (SYE or “capstone” project) encourages students to:</b></p> <ul style="list-style-type: none"> <li>• draw on experiences across the curriculum and to critically reflect and integrate their knowledge and experiences. Through the SYE students learn to engage a critical perspective.</li> <li>• reflect on and analyze worlds different from their</li> </ul>	<p><b>Phase 1 (year 1):</b> Assess the extent to which the SYE/capstone meets the aims and goals stated above under “integrative and synthetic opportunity”. This includes a review of a random sample of student projects measured against SYE aims/goals criteria.</p> <p><b>Phase 2 (year 2):</b> Assess the extent to which on campus courses provide students with opportunities to learn relative to the aims and goals stated under “Multidisciplinarity” and “Intentionality”. This includes a review of a random sample of on campus courses cross listed with European Studies against aims/goals criteria.</p> <p><b>Phase 3 (year 3):</b> Assess the extent to which students studying language and/or participating in off campus study in Europe are provided opportunities to learn relative to the aims and goals stated under “Experiential learning” above. This includes a review of a random sample of European study abroad courses accepted for European Studies credit against aims/goals criteria.</p> <p><b>Update:</b> European Studies has an assessment plan involving collecting and analyzing independent study capstone projects to see how well they fulfill the program mission and goals. We have collected a sample of projects from the last year and a half, to have a good sample size. At our first meeting of the semester, we will form a subcommittee to evaluate them.</p> <p>The December report will include the subcommittee's results and program response to these results.</p> <p>We also have a three-year rotation of items to assess, so that the program will constantly be looking at other aspects of the program.</p>

<b>Department &amp; Program</b>	<b>Selected Learning Goals for Pilot Project</b>	<b>Assessment Project (method)</b>
	<p>own.</p> <ul style="list-style-type: none"> <li>• reflect on and engage their place as citizens in a larger world context.</li> <li>• learn to conduct research, think critically, evaluate information and articulate it through a project of their design.</li> <li>• demonstrate substantive knowledge from diverse disciplines, its integration, and synthesis.</li> <li>• share this experience with a wider audience.</li> </ul>	

Department & Program	Selected Learning Goals for Pilot Project	Assessment Project (method)
Gender Studies	<ol style="list-style-type: none"> <li>1. Acquaint students with the scholarly analysis of gender and gender relations.</li> <li>2. Promote an understanding of the social construction of gender in society.</li> <li>3. Help students become aware of the impact of gender in their own lives and in society.</li> <li>4. Enable students to analyze gender relationships through the use of feminist theories and methodologies.</li> </ol>	<p>Our project will address how well we are meeting learning goals in our introductory course, GNDR 103.</p> <p>We plan to collect all written materials from 4 students in each of the three sections of Gender and Society being taught this semester. Between now and the fall, we will work with the advisory board to create a rubric for assessing these materials. Next fall we will do the assessment.</p> <p><b>Update:</b> What follows is a new plan that is a more realistic given the current configuration of the program.</p> <p>We collected all class materials from Professor Egan’s spring 103 class. Our plan is to assess these materials to examine our program’s success or failure in providing an intersectional analysis of gender and its relation to the social world.</p> <p>After October 15th, we will conduct an initial review of materials with members of the Gender Studies Board to see if the syllabus, reading and materials from our 103 courses accurately reflect the goals we are trying to obtain within the program.</p> <p>Our report will include an evaluation of the materials we are assessing with a plan for a more intensive review in the spring.</p>

Department & Program	Selected Learning Goals for Pilot Project	Assessment Project (method)
Global Studies	Positionality and ethics: Students will engage in a sustained process of self-reflection designed to locate themselves as active members of the global community and recognize the ethical responsibilities that derive from their particular social locations.	<p>Indirect Assessment: Jobs upon Graduation—could use more information from Career Planning and Alumni Offices—we have some data.</p> <p>Direct Assessment: Content Analysis of SYEs, both oral and written</p> <ul style="list-style-type: none"> <li>• Rubric to Be Used in Content Analysis of Senior Projects Senior Projects</li> <li>• Description of Social, Geographical, Class, Gender, Race, and other relevant attributes of position from which the research and conclusions in the project are drawn.</li> <li>• Description of alternative viewpoints, especially those directly involved in and affected by the topic under consideration.</li> <li>• Acknowledgement of multiple perspectives within the locality under consideration.</li> <li>• Acknowledgement of ethical implications of the methodology used and the conclusions drawn.</li> </ul> <p>References to personal changes and developments gained in the process of learning and research for the project and/or to the implications of the research for personal behavior and commitments.</p> <p><b>Update:</b> We used rubric scoring forms at the SYE presentations in May. We will go over the forms and the presentations and we will also look at excerpts from the written projects.</p>

<b>Department &amp; Program</b>	<b>Selected Learning Goals for Pilot Project</b>	<b>Assessment Project (method)</b>
		In December, we will report on the outcomes of that discussion.

Department & Program	Selected Learning Goals for Pilot Project	Assessment Project (method)
Native American Studies	<p>What do graduating seniors report regarding the learning goals of identity, intercultural relations, and comparative analysis?</p> <p>How best might our program begin to measure our work toward achieving these?</p>	<p>To examine issues and concerns for the NAS Program at SLU, we propose conducting a “needs assessment” project.</p> <ol style="list-style-type: none"> <li>1. Examining the organization to understand the background and history of the primary focus of concern(s): describing the history of the program at SLU.</li> <li>2. Creating a statement of the problem which involves acquiring knowledge about the issues to be addressed: What do graduating seniors report regarding the learning goals of identity, intercultural relations, and comparative analysis? How best might our program begin to measure our work toward achieving these learning goals?</li> <li>3. Administering a needs assessment project, which in our case will include exit interviews with our graduating seniors to determine: <ul style="list-style-type: none"> <li>• what means of assessment will best help us to understand whether our program is meeting our learning goals</li> <li>• which of the three primary categories of learning goals (“identity,” “intercultural relations,” and “comparative analysis,”) are most suited for study.</li> </ul> </li> <li>4. Documenting the findings of the needs assessment project,</li> <li>5. Analyzing the data (both emic and etic forms) in order to draw conclusions, and</li> <li>6. Offering recommendations to the organization based on the analysis conducted.</li> </ol> <p>We will begin with this year’s seniors and conduct the interviews</p>

<b>Department &amp; Program</b>	<b>Selected Learning Goals for Pilot Project</b>	<b>Assessment Project (method)</b>
		in the Spring semester.

<b>Department &amp; Program</b>	<b>Selected Learning Goals for Pilot Project</b>	<b>Assessment Project (method)</b>
Outdoor Studies	<ol style="list-style-type: none"> <li>1. Students will be able to describe views of nature and the human place in nature from more than one culture or historical period.</li> <li>2. Students will be able to give an explanation of what is at stake in current threats to the natural world, including in their explanation scientific understanding of the importance of nature, cultural perspectives from more than one culture, and a personal perspective reflecting their individual beliefs and values.</li> </ol>	<p>The project proposed is a senior capstone course for all Outdoor Studies minors, both those who take the minor on campus and those who completed the Adirondack Semester.</p> <p>This course will be developed by a team of faculty who offer courses in the Adirondack Semester or for the Outdoor Studies minor on campus. It will be taught by a similar team, under the direction of a coordinator and principal instructor.</p> <p>The course will require students to draw upon their previous studies in the minor and to do additional research leading to essays and/or oral presentations about ideas of nature and the human place in nature from different cultures, their own beliefs about these topics, and their ideas about what is at stake in the ongoing anthropogenic changes to the natural world.</p> <p>These student writings and presentations will not only allow students who have taken different courses in the Minor to share their varied knowledge, it will also require them to synthesize their learning within the Minor with other relevant parts of their knowledge and experience. Additionally it will enable the faculty of the Minor to use student work in this seminar to assess achievement of the goals of the Minor.</p>