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Plan 0708

Year:

Department: Example

Unit: CLAS

Department Keston Fulcher

Head:

Liaison: Keston Fulcher

Congruency Of Outcomes: Our department established intended learning outcomes for students that are congruent with elements of CNU's Vision 2010, and our own departmental goals. Regarding the Strategic Plan our intended learning

outcomes load on at least two of its goals: IA: Provide an intellectually challenging and dynamic liberal learning curriculum and IB: Support learning that cultivates critical and innovative thinking. Our criteria for success for all our learning outcomes are intended to be challenging, setting the bar high for our students and faculty. Our 2nd and 3rd learning outcomes relate to students creating and evaluating research studies. Both of these activities require critical thinking skills. The goals for our department are (1) Provide students with foundational knowledge in measurement theory, (2) Train students to apply their knowledge of measurement by creating and evaluating research, and (3) Prepare students for jobs in measurement or graduate school. Our first learning outcome is directly related to our 1st departmental goal; we're assessing foundational knowledge in measurement. Our 2nd and 3rd learning outcomes directly relate to the 2nd departmental goal – students' ability to create and evaluate research. Finally, all of our intended learning outcomes are related to a student's future prospects. The foundation we emphasize and the ability to create and evaluate research are major components of any job or graduate school curriculum in measurement. In essence, assessment results of our intended learning outcomes help indicate this department's success relative to CNU's Strategic Plan and our own departmental goals.

Outcome I

Description: Students will identify and distinguish among basic measurement concepts and practices including reliability, validity, performance assessment, sampling, and fairness in testing.

First Instrument:	ETS' Concepts in Measurement Test - The test was chosen by the department because (1) it covers all of the topics stated in this learning outcome, (2) the publisher provides considerable validity evidence for its use with college students, and (3) it has national norms.
Criteria For Success:	We would like our students' average post score overall and each component therein to be 30 percentage points higher than the pre score (e.g., from the 30th percentile to the 60th percentile), which would be a slight improvement over past gains for most areas.
Data Collection Methods:	We use a pre-post design to assess how much majors have gained on this outcome from their early junior to senior years. As juniors, students take the test at the beginning of METH 321, Intro to Research Methods. As seniors, they take the test at the end of METH442, Senior Seminar in Research and Statistics. The test is a requirement for both courses and participation is typically around 100%. The test is administered per ETS' instructions.

Second Instrument:	departmental graduate exit survey - This survey was co-designed by department faculty and the Director of Assessment & Evaluation. A survey item corresponds to each of the topics stated in the intended learning outcome: reliability, performance assessment, validity, sampling, and fairness in testing. Students are asked to rank order which of these areas they learned the most in the major.
Criteria For Success:	Because the department values learning in all of these topics, we would prefer that no topic is ranked consistently lower than others, which we define as .5 or more difference in average ranking.
Data Collection Methods:	All seniors are required to take the exit survey. It's administered in METH 442, the senior seminar, and takes approximately 10 minutes for students to complete.

Outcome II

Description: Seniors will be able to conduct research appropriately including review of the literature, methodology, results, and interpretation.

First Instrument:	A rubric for evaluating mini-studies was developed. Literature, methodology, results, and interpretation are all represented as different traits and rated using a five-point scale ranging from (1) Beginning, (2) Developing, (3) Meets Minimum Expectations, (4) Exceeds Expectations, and (5) Superior. Each of these scale points is "anchored" by behavioral descriptors to assist raters in determining a score. In addition, raters go through an hour-long training session to improve inter-rater reliability. Past studies using adjacent-rater reliability revealed 85% agreement across all elements, demonstrating a relatively high degree of consistency
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Criteria For Success:	between raters. As the criteria for success, the department would like students to average 3.5 or higher across all elements and for each element, a score which translates into somewhat exceeding our minimum expectations.
Data Collection Methods:	In Meth 442, our required capstone class, all graduating seniors submit a 10-15 page mini-study that contains a literature review, a methods section, results, and interpretation and discussion. Because this assignment counts for 20% of the final course grade, students typically take the project seriously. Teams of two faculty members will evaluate each mini-study using a locally designed rubric.
Second Instrument:	An item on the exit survey asks students to report if any of their work had been accepted at a peer-reviewed regional or national conference or journal. In our department, students are encouraged to submit and, if accepted, present or publish their research. Almost all of these venues require research in the lit review/methodology/results/interpretation format. Students self-report on the Graduate Exit survey if they had any research work accepted, and the number of presentations they had given.
Criteria For Success:	In the past several years, participation has held steady at about 50%. Given that this rate is higher than the national average for similar programs, we are satisfied with a rate of 50% as our criteria for success.
Data Collection Methods:	All seniors are required to take the exit survey. It's administered in METH 442, the senior seminar, and takes approximately 10 minutes for students to complete.

Outcome III

Description: Seniors will be able to evaluate social science articles, specifically identifying areas of strengths and weaknesses in each of these major sections: the lit review, methodology, results, and discussion.

First Instrument:	A rubric is used to evaluate each seniors' critique of an article. The rubric was originally created by the University of Oklahoma's Measurement department. It was selected as an evaluation instrument because (1) it covers all of the topics stated in this learning outcome, (2) created by group of experts, and (3) provides behavioral anchors that aid with rating. Each item is rated on a four-point scale, from poor to excellent.
Criteria For Success:	Considering the rubric, the department decided that an average score of "3" or "good" across all traits and for each trait would indicate success.
Data Collection	Students submit a critique of an article of their choosing.

Methods: The assignment is submitted by all graduating seniors as part of their capstone class, Meth 442. Because this assignment is 20% of their grade, students typically put forth good effort.

Second Instrument: For an item on the exit survey, all seniors indicate how the department can make them more competent in evaluating the methodology sections of articles. In the past, the faculty's review of students' critiques has revealed relative weakness in evaluating the methodology section. This question is meant to probe students about this problem in the hopes that their suggestions may inform future curriculum planning.

Criteria For Success: Criteria for success are not applicable to this assessment.

Data Collection Methods: All seniors are required to take the exit survey. It's administered in METH 442, the senior seminar, and takes approximately 10 minutes for students to complete.

Outcome IV (Optional)

Description:

First Instrument:
Criteria For Success:
Data Collection Methods:

Second Instrument:
Criteria For Success:
Data Collection Methods:

Outcome V (Optional)

Description:

First Instrument:
Criteria For Success:
Data Collection Methods:

Second Instrument:
Criteria For Success:
Data Collection Methods:

Outcome VI (Optional)

Description:

First Instrument:
 Criteria For
 Success:
 Data Collection
 Methods:

Second Instrument:
 Criteria For
 Success:
 Data Collection
 Methods:

Outcome VII (Optional)

Description:

First Instrument:
 Criteria For
 Success:
 Data Collection
 Methods:

Second Instrument:
 Criteria For
 Success:
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 Methods:

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