

**Documenting A-E-C: Improving Student Learning  
Course Level Assessment and Evaluation (Fall 2016 Assessment Workshop)**

<b>Course</b>	<b>Describe the Change Made to the Course which you believe will improve student learning</b>	<b>Describe the Assessment Data You Used to inform that change (Qualitative or Quantitative)</b>	<b>Describe the Assessment Measure (Direct/Indirect) you will use to assess whether the change improved student learning</b>
GEO 101/102	Made lectures available to students online	Quantitative/Qualitative: Quiz scores and in-class observation of student participation	Direct: scores on chapter quizzes Indirect: seeing more students answer questions without hesitation
BIO 102	Made lectures available to students online	Quantitative/Qualitative: Quiz scores and in-class observation of student participation	Direct: scores on chapter quizzes Indirect: seeing more students answer questions without hesitation
MAT 095, 110, 119, 120	1. Changed publisher software used to integrate fully with LMS 2. Changed organizational structure in LMS	Quantitative/Qualitative: 1) student feedback; 2) administration suggestion during LMS training; 3) student scores	Direct: higher scores from students Indirect: feedback from students
CMN 227	Adjusted one production assignment from 'out of class' to individual, supervised, 'timed' assignment	Qualitative: concern that some students could be getting outside help on out of class assignments. Quantitative: poor scores on exams did not match scores on projects	Direct: rubric of production assignment Indirect: student interviews to assess perception of learning on the project
MUS 116	Additional homework (worksheets, short answer)	Quantitative: quality of writing and test scores	Direct: Reflection paper assignment and test score increases
MUS 141	In-class peer review (additional)	Qualitative	Direct: homework completion scores
PSY 208	More specific rubric given in advance of photo journal assignment	Qualitative: students had numerous requests for more specific assignment expectations	Indirect: Fewer student comments/requests for direction
CMN 101	Shorter Speeches (but more)/outlines	Qualitative: student feedback and course evaluations	Indirect: student reflections Direct: speech evaluations
EDU 113	More writing and critical thinking incorporated into the course	Qualitative	Direct: increased scores on final portfolio
SIT 403	Added reflective essay	Qualitative	Direct: increased scores on capstone portfolio and assessment paper
CJS 108	Added oral presentation to research paper	Qualitative: how well can the student summarize the paper, present key points?	Indirect: students seem to better understand the importance of oral presentation as related to courtroom testimony.
SOC 101	Implementing more sources (reading	Qualitative	Indirect: open ended questions to

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	materials) to help explain/demonstrate diversity within our society		assess reading comprehension/fluency
HIS 205	Implement video on historical event (Bombing of Pearl Harbor) for students to visually reference in comparison to reading material	Qualitative/Quantitative	Indirect: general open ended questions for comprehension and understanding Direct: increase on test scores
MAT 119	Start the semester with an assignment reviewing multiplication of binomials	Qualitative: Interaction with students in and out of the classroom combined with homework. Many of them seemed to have trouble with factoring related to FOIL-type multiplication	Direct: fewer mistakes on homework and tests?
MAT 091	I have always done graphing on a wipe off board. I actually did a huge graph on the gym floor and made them physically graph.	Quantitative	Direct: how they showed they understood graphing concepts to physically do it themselves Indirect: my perception of how they did
MAT 110	In the statistics project, we moved the analysis writing for all the questions to be grouped at the end phase of the project	Qualitative: During fall semester, the analysis writing was too early for the students to understand.	Direct: Comparison of fall semester projects analysis to spring semester projects on writing in one particular question.
ENG 302 (Abe)	Changed an assignment	Qualitative: verbal reaction from students Quantitative: low scores on assignment	Indirect: observations of reactions Direct: scores on assignment
ENG 101 (ABE)	Assigning more online 'instruction' through existing 'video'	None – 'pressure' from administration to have more 'on-line' instruction	Indirect: student reaction – verbal Direct: student scores on papers
ENG 101	Changed informative assignment to include group work and use technology	Qualitative: ability to provide helpful peer marks to suggest improvements	Direct: Written assessment Indirect: Reflection to demonstrate collaborative efficacy
ENG 105	Included analysis of song lyrics and included an oral presentation	Quantitative: poor work on poetry papers	Direct: student wrote analysis of poetic elements in songs and gave oral presentation
ENG 201	Inclusion of study of Native American tribes with canon works	Qualitative: complaints about literature not representing minorities and engage in research essay	Direct: Adopt a tribe project included with written and oral presentation on the tribe.
MAT 095	Restructure course design where students are	Quantitative: Success/Failure on homework,	Direct: test and final exam

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	building on concepts from unit to unit	quizzes, tests and final exam.	(comprehensive) scores
MAT 110	Revise order of phases in project	Quantitative: grading phases in previous semesters showed student difficulties from phase to phase	Direct: improvement in grades on each phase
MAT 123	Timeline for course content adjusted	Quantitative: student difficulties on homework/test in the previous semester (including the final exam)	Direct: compare student scores on homework/tests after the change.
BUS 310 (ABE)	Added standard time quiz calculations, in class problem set, and included in company analysis group project	Qualitative: student feedback	Direct: online quiz results, exam questions and artifacts produced by group project
BUS 205 (ABE)	Added several case studies along with student presentations covering <i>Good to Great</i> and <i>Carnegie</i>	Qualitative: another instructor's course syllabus (Pat Lepper)	Indirect: Question and answer of cases Direct: Rubric evaluation
BUS 203	Student presentations covering effective/ineffective advertisements	Qualitative: student feedback Quantitative: GELO rubric data	Direct: evaluation of student's conclusions regarding selected marketing materials
BUS 105	Decreased size of groups of 5 to 3 for the 'Find a Need' project	Quantitative: Students have to grade their group members in terms of completing group work. I found that groups of 5 would have at least on student receiving a low score.	Direct: I found that with smaller groups, students were more involved and group grading increased.
BUS 318 (ABE )	Increase the amount of direct business-related examples or organizational behavior principles and concepts	Qualitative: course evaluations in previous semesters indicated students want more real-life application of organizational behaviors as opposed to just textbook content	Indirect: results of student course evaluation forms in future BUS 318 (ABE) courses. I want to ensure students are receiving real-life application of course content.
HIS 205	Altered the research paper format and expectations to make it more relatable	Quantitative: results from the research paper	Direct: overall grades and improved quality of the paper
PHL 302 (ABE)	Added an online forum discussion to help students engage in greater critical assessment (which has been a weak point in not only PHL 302, but also PHL 103 and PHL 107)	Qualitative: students responded to my posted questions, offered their assessment of a given practical solution to an issue, e.g., capital punishment, and then engaged with other students' critical assessments	Indirect: while many exchanges remained at a very general (non-critical) level, there were discussions where students genuinely critically assessed their positions and those of their classmates. Overall, it's a work in progress, but the goal is to see that

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			students not only understand a given argument/theory, but can critically assess its merits and failures, and possibly offer new ideas on how to address a practical problem.
SOC 101	Added in reading quizzes to be completed online before each chapter	Qualitative: Student responses to whether they read the textbook.	Indirect – measure classroom discussions and whether there is evidence of reading before class.
PER 150	Improving content by adding more equipment – had only basketball and volleyball	Qualitative: Observed only playing 2 activities in the class	Indirect – measure of skill – will be able to have more short quizzes
CMN 130	Granular description of assignment	Qualitative: Student comments	Indirect and Direct: Survey and Rubrics
HUM 106	Added more written reflection question to tests	Quantitative: Test scores were not reflective of students’ knowledge – they needed to work with the concept, not just answer the objective questions. I learned this in class discussions.	Direct: Compare scores from objective questions to essay questions.
CJS 108	Changed from 3 exams to 4 exams	Quantitative: low exam scores and overall course scores. Qualitative: Student feedback – too much info on each exam.	Direct: Overall exam average, final grade Indirect: Meetings with students
CRT 303 (ABE)	Solidified the Rubric for the final research proposal by specifying the content and requirements of each subsection.  Divided the course into research exercises which are completed in class and out of class to build the research proposal	Quantitative: low scores on the Literature review (which takes the most time) and on the out of class exercises (especially in terms of inferential statistical analysis exercises)	Direct: application of the new rubrics to determine whether an increase in scores occurs.