Faculty Assessment Day II: May 5, 2009

Prior to FAD II, departments were given notes on the action item identified at FAD I and any items that were not completed from FAD I. The purpose of FAD II was to examine the data that was collected over the term and to reflect upon the learning outcome in terms of what strengths and weaknesses are revealed.

Humanities:
- Reported on the action item to assess the outcome, “student will prepare a written report, organized in coherent manner, presented in logical sentences and paragraphs, arguing a substantive point.
- Presented data from Fall 2008 and Spring 2009 terms.
- Will report again during FAD III.
- Action item is to assess the objective, “pursue an independent research project & use primary and secondary source material, including an evaluation of these materials.
  - Need for department-wide policy to ensure consistency in relation to primary/secondary source materials

MES
- Prior to the meeting, Professor Warkentine submitted an assessment for Learning Outcomes 2 and 4, the action item of FAD based on BIOL 416 (Fisheries Science). Failure by students to meet the outcome was attributed to forgotten mathematical or computer programming skills. The skills will be refreshed at the beginning of the term, when BIOL 416 is taught again.
- Outcomes 2 & 4 were assessed in OCEA 308 during the Spring 2009 term.
- The course - ranking matrix was reviewed by MES faculty. The revised grid now has a “4” assigned to one course in the MES disciplines of Biology (BIOL 315), Meteorology (METE 350) and Oceanography (OCEA 415/416) as well as one MES capstone course (ES 420).
- Action item – Assess learning outcome 1: “use fundamental concepts and/or basic laboratory skills to understand and apply the disciplines that constitute the foundation upon which the MES curriculum is built,” during the Fall 2009 semester in BIOL 315, METE 350/350L and OCEA 303/303L. Measuring protocols will be developed by each of the three instructors and will include both an assessment of application of basic knowledge to the specific discipline within the lecture portion of the courses in either exams or research assignments and an assessment of basic lab skills in the lab section.
- CHEM 212 – Material Sciences: Student learning objectives were developed and the curriculum was modified to reflect the objectives. Action item was to teach the course cognizant of the objectives and to develop a plan to assess those objectives.

MT
- Objectives:
  - Create an assessment tool
  - Use the first time pass rate for license as a bench mark
  - Analyze results and discuss how to better meet our objectives
• Results: Presented a table comparing first time pass rates in each test component taken in December 2007 with test results from January 2009.

• Action Items:
  • Create a common syllabus format for all MT classes specifying learning objectives and assessment methods.
  • Increase license first time pass rate.

GBAT
• The 20 course objectives were condensed to 5 course objectives to be embedded within every GBAT course. The objectives are, “Every course is to have a communications, ethics, global emphasis, leadership, and mastery of content component.”
  • Five specific courses were selected, covering freshman to senior years, for faculty assessment of inclusion of teaching objectives and progression. Level I: GBUS 100, Introduction to Business; Level II: GBAC 315, Managerial Accounting; Level III: Organizational Management; Level IV: the two capstone courses.

• Action items:
  • Full-time GBAT faculty and staff will constitute the assessment committee for GBAT
  • Measurement tools will be created over the summer and included in fall ‘09 courses
  • Administer assessment and measurement tools (course-level, student survey, entrance and exit exams).

• Topics for Faculty Day December 2009
  • Review links between lower and upper division courses
  • Results of measurements of outcomes in fall classes
  • Review the ITT Internship program
  • Continue the Panel of Successful Grads as a way of beginning to measure the success of the ITT program

Professional Education & Training
• Assessed learning outcome, “track and measure student success rate on the UCCG license exam.”
  • First time pass rate = 60%; Second time pass rate = 100%.
• Reviewed data from the MTSVO-D Survey previously developed and sent to 2004-2008 program graduates.
• Created course objectives for courses that are currently taught within the PET Department to include: MTDO 524, MTDO 525, NS 410, NS 411, PS 111 and PS 112.
• Action item: post program objectives on the website; work on Learning Outcome #2: “Track and measure program graduate employment success rate in the maritime industry.”

Engineering:
In addition to working on the upcoming ABET visit, the faculty members met with science and math faculty to collaborative assessment activities in physics and calculus.

General Education:
American History:
• Humanities faculty resolved to add new, fourth learning outcome
Executive Summary FAD II

- Addition of geography of U.S. to department criteria
- Addition of chronology of America’s territorial acquisitions

- In History and English courses there is a need for individualized course evaluations. This will allow for student-generated feedback and better faculty assessment
  - Professors are encouraged to create and apply evaluation around midterms and again at the end of the semester.
  - Faculty will “assess the assessment” at the next FAD and try to refine the instrument, as a step in creation of department-wide template

Office of Student Life:
- Assessed the Student Life Value of self-knowledge using a chart of ‘First to Second Year Retention Statistics’ and ‘Growth of Student Organizations.’
- Assessed the Student Life Value of leadership and communication using a chart of SAIL enrollment and SGA participation.
- Assessed the Student Life Value of social responsibility using a chart of judicial cases and a Campus Climate Survey.
- Assessed the Student Life Value of life skills’ application using a chart of pass rate of the National Alcohol Education Online Program and Academic Board referrals.
- Presented a chart comparing attendance in the areas of health services, learning center, student activities/MAP, and summer orientation over the academic years 2006/2007 through 2008/2009.

Respectfully submitted,

Linda Sturges