

College of the Sciences Assessment Plan

January, 2009

College Goals	Related AA Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who/What Assessed (population, item)	When Assessed (term, dates)	Criterion of Achievement (Expectation of how good things should be?)
<p>I. Provide for an outstanding academic and student experience in the College of the Sciences.</p>	<p>1-9</p>	<p>1, 5</p>	<p>Percentage of COTS students graduating with university and dept-level honors</p> <p>SEOI Survey Results</p> <p>Instructional Awards received</p> <p>Program Review (Student Surveys and external reviewer comments) and occasional university-wide graduate survey questions</p> <p>Accreditations</p>	<p>Graduating COTS seniors</p> <p>Students in courses with N of 5 or greater</p> <p>Faculty</p> <p>Students and graduates</p> <p>Depts & programs</p>	<p>Annual</p> <p>Quarterly</p> <p>Annual Activity Reports, Fall Program Review, every 5th year</p> <p>Every 5th Year, Varies</p> <p>Varies</p>	<p>5 percent of the total receive honors of either kind</p> <p>A majority of courses in each department approach or exceed College Mean on items 28, 29 (roughly 4.2)</p> <p>As a special honor success would constitute any COTS faculty reporting such an award</p> <p>A majority of students/graduates will report satisfaction with the education they received in both major coursework and general education coursework</p> <p>A majority of external reviewer evaluations will assess the department or program positively</p> <p>Program is Accredited without recommendations</p>

College Goals	Related AA Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who/What Assessed (population, item)	When Assessed (term, dates)	Criterion of Achievement (Expectation of how good things should be?)
			Major Field Area Test	Graduating Seniors in some depts & programs	Annually: but reported every 5 th year in program review	Dept/program reports its graduates met department goals for exam performance
			Enrollment Growth	Dept or program	Annually	Increased FTES relative to prior year or years: increase in student enrollment constitutes an indirect measure of quality dept/program
			Enrollment Growth in diverse population groups including international students	Dept, program and college enrollment numbers (Safari and Institutional Research datasets)	Annually	Increased FTES in these populations relative to prior years; preferred rate of growth would be 1-5% increase over a 5 year period
			Faculty Growth	FTEF (esp TT faculty) at dept and colleges levels	Annually Every 5 th year	Increased FTEF, esp. TT lines relative to NTT
			Produces:			
			1. Greater course scheduling predictability	COTS scheduling reports and Dept self studies (dept self reflection and external reviewer's evaluation)	Annual, Every 5 th year,	Fewer course cancellations Depts report fewer problems with course scheduling and fewer students failing to meet graduation requirements
			2. Increased availability of faculty advisors (only TT faculty	Self Study reports on Students—senior and graduate surveys	Every 5 th year, and occasional university-wide	Students report greater degree of satisfaction with advisement and success in getting the courses they

College Goals	Related AA Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who/What Assessed (population, item)	When Assessed (term, dates)	Criterion of Achievement (Expectation of how good things should be?)
			provide advising)		graduate survey	need in a timely fashion
<p>II.</p> <p>Provide for an outstanding academic and student life in college programs and courses at the university centers.</p>	1-7,9	2, 5	<p>SEOI Survey Results</p> <p>Program Review (Student Surveys and external reviewer comments) and occasional university-wide graduate survey questions</p> <p>Accreditations</p> <p>Major Field Area Test</p> <p>Enrollment Growth</p>	<p>Students in courses with N of 5 or greater</p> <p>Students and graduates</p> <p>Depts & programs</p> <p>Graduating Seniors in some depts & programs</p> <p>Dept or program</p>	<p>Quarterly</p> <p>Every 5th Year, Varies</p> <p>Varies</p> <p>Annually: but reported every 5th year in program review</p> <p>Annually</p>	<p>A majority of courses in each department approach or exceed College Mean on items 28, 29 (roughly 4.2)</p> <p>A majority of students/graduates will report satisfaction with the education they received in both major coursework and general education coursework</p> <p>A majority of external reviewer evaluations will assess the department or program positively</p> <p>Program is Accredited without recommendations</p> <p>Dept/program reports its graduates met department goals for exam performance</p> <p>Increased FTES relative to prior year or years: increase in student enrollment constitutes an indirect</p>

College Goals	Related AA Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who/What Assessed (population, item)	When Assessed (term, dates)	Criterion of Achievement (Expectation of how good things should be?)
			<p>Enrollment Growth in diverse population groups including international students</p> <p>Faculty Growth</p> <p>Produces:</p> <p>1. Greater course scheduling predictability</p> <p>2. Increased availability of faculty advisors (only TT faculty provide advising)</p> <p>SEOI Survey Results</p>	<p>Dept, program and college enrollment numbers (Safari and Institutional Research datasets)</p> <p>FTEF (esp TT faculty) at dept and colleges levels</p> <p>COTS scheduling reports and Dept self studies (dept self reflection and external reviewer's evaluation)</p> <p>Self Study reports on Students—senior and graduate surveys</p>	<p>Annually</p> <p>Annually Every 5th year</p> <p>Annual, Every 5th year,</p> <p>Every 5th year, and occasional university-wide graduate survey</p>	<p>measure of quality dept/program</p> <p>Increased FTES in these populations relative to prior years; preferred rate of growth would be 1-5% increase over a 5 year period</p> <p>Increased FTEF, esp. TT lines relative to NTT</p> <p>Fewer course cancellations Depts report fewer problems with course scheduling and fewer students failing to meet graduation requirements</p> <p>Students report greater degree of satisfaction with advisement and success in getting the courses they need in a timely fashion</p>
<p>III.</p> <p>Provide for outstanding graduate programs that</p>	<p>1-7,9</p>	<p>1, 2, 5</p>	<p>SEOI Survey Results</p>	<p>Students in courses with N of 5 or greater</p>	<p>Quarterly</p>	<p>A majority of courses in each department approach or exceed College Mean on items 28, 29 (roughly 4.2)</p>

College Goals	Related AA Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who/What Assessed (population, item)	When Assessed (term, dates)	Criterion of Achievement (Expectation of how good things should be?)
meet focused regional needs and achieve academic excellence.			Program Review (Student Surveys and external reviewer comments) and occasional university-wide graduate survey questions	Students and graduates	Every 5 th Year, Varies	A majority of students/graduates will report satisfaction with the education they received in major coursework A majority of external reviewer evaluations will assess the department or program positively
			Accreditations	Depts & programs	Varies	Program is Accredited without recommendations
			Enrollment Growth	Dept or program	Annually	Increased FTES relative to prior year or years: increase in student enrollment constitutes an indirect measure of quality dept/program
			Enrollment Growth in diverse population groups including international students	Dept, program and college enrollment numbers (Safari and Institutional Research datasets)	Annually	Increased FTES in these populations relative to prior years; preferred rate of growth would be 1-5% increase over a 5 year period
			Faculty Growth	FTEF (esp TT faculty) at dept and colleges levels	Annually Every 5 th year	Increased FTEF, esp. TT lines relative to NTT
			Produces: 1. Greater course scheduling predictability	COTS scheduling reports and Dept self studies	Annual,	Fewer course cancellations Depts report fewer problems with

College Goals	Related AA Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who/What Assessed (population, item)	When Assessed (term, dates)	Criterion of Achievement (Expectation of how good things should be?)
			<p>2. Increased availability of faculty advisors (only TT faculty provide advising) SEOI Survey Results</p> <p>Applied Research Studies commissioned for public and private entities</p>	<p>(dept self reflection and external reviewer's evaluation)</p> <p>Self Study reports on Students—senior and graduate surveys</p> <p># of such studies completed and # of faculty involved</p>	<p>Every 5th year,</p> <p>Every 5th year, and occasional university-wide graduate survey</p> <p>Annually-Faculty Activity Reports, every 5th year in program review</p>	<p>course scheduling and fewer students failing to meet graduation requirements</p> <p>Students report greater degree of satisfaction with advisement and success in getting the courses they need in a timely fashion</p> <p>Increased # of studies requested and completed and increased % of COTS faculty involved in such studies (= an additional component of teacher/scholar model alongside of traditional academic research)</p>
<p>IV. Develop a diversified funding base to support curriculum and academic facilities, student and faculty research and scholarships, as well as faculty development, service and applied research in college</p>	<p>1-6,8,9</p>	<p>3</p>	<p>Grants/Contracts Awarded</p> <p>Graduate Assistantships</p> <p>COTS Specific Scholarship Funding</p> <p>COTS Specific Scholarships Awarded</p>	<p>\$ and #</p> <p># and \$ level</p> <p># and \$ Amount in total COTS Scholarship Accounts</p> <p># and \$ Amount distributed to students</p> <p># of publications and presentations by each</p>	<p>Annually</p> <p>Annually</p> <p>Annually</p> <p>Annually</p>	<p>Increase in \$</p> <p>Increase in # or \$ level</p> <p>Increased # or \$ level</p> <p>Increased # or \$ level</p> <p>Increased # and % of faculty</p>

College Goals	Related AA Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who/What Assessed (population, item)	When Assessed (term, dates)	Criterion of Achievement (Expectation of how good things should be?)
disciplines.			<p>Scholarship Output</p> <p>COTS Faculty Development Expenditures</p> <p>Number of known options for Internship/Field Placement opportunities</p> <p>Applied Research Studies commissioned for public and private entities</p>	<p>faculty member</p> <p>\$ of funds distributed to faculty members</p> <p>Agencies/institutions/businesses providing these opportunities as revealed in senior and graduate (and any employer) surveys and in Career Services' quarterly reports on cooperative field placements</p> <p># of such studies completed and # of faculty involved</p>	<p>Annually</p> <p>Annually</p> <p>Occasionally and every 5th year (program review self study)</p> <p>Annually-Faculty Activity Reports, every 5th year in program review</p>	<p>involved</p> <p>Increase in \$ distributed</p> <p>Increased options for students/graduates</p> <p>Increased # of studies requested and completed and increased % of COTS faculty involved in such studies (= an additional component of teacher/scholar model alongside of traditional academic research)</p>
<p>V.</p> <p>Build partnerships that support academic program quality and student</p>	1-3,5,6,9	4, 5	COTS Development Council Participation	Recruitment of and Retention of Members	Annually	Stable to increased membership

College Goals	Related AA Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who/What Assessed (population, item)	When Assessed (term, dates)	Criterion of Achievement (Expectation of how good things should be?)
experiences in the college of the sciences, including those with private, professional, academic, government, and community-based organizations.			<p>New partnerships established</p> <p>Number of known options for Internship/Field Placement and employment opportunities</p>	<p># of Formal MOUs (memorandum of understanding) executed with public and private agencies, <u>and</u> formal recruitment plans initiated (internally with Student Affairs and Enrollment Management; or externally with other universities [foreign and domestic] and community colleges)</p> <p>Agencies/institutions/businesses providing these opportunities as revealed in senior and graduate (and any employer) surveys For Internships only quarterly reports on cooperative field placements</p>	<p>Occasionally as these arrangements arise (ideally an annual report would collect these in one location)</p> <p>Occasionally and every 5th year (program review self study)</p> <p>Quarterly</p>	<p>Increase in the number and distribution of such agreements between COTS departments and programs with other units in and organizations outside the university</p> <p>Increased options for students/graduates</p>
VI. Strengthen the college's contributions to the field of education.	1-4,9	1, 2	<p>Count of Grants/Contracts Awarded</p> <p>Count of Scholarship Output</p>	<p>\$ and #</p> <p># of publications and presentations by each</p>	<p>Annually</p> <p>Annually</p>	<p>Increase in \$</p> <p>Increased # and % of faculty involved</p>

College Goals	Related AA Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who/What Assessed (population, item)	When Assessed (term, dates)	Criterion of Achievement (Expectation of how good things should be?)
			Count of Science Education Courses Count of Science Education Faculty	faculty member # of credit hours offered and FTES enrolled # of FTEF SCED faculty	Annually Annually	Increased CR and/or FTES Increased # of SCED faculty
VII. Create and sustain productive, civil, and pleasant learning environments.	1,4,6,9	6	Number of Complaints Filed or Received Count of Workshops and trainings available	Students, Faculty, Staff, Labor Unions, Parents # of such events and # participating	Occasionally Occasionally	Decrease in complaints may be an indication of better campus climate In theory increased offerings and/or participation rates should produce a better campus climate