Crime, Law, & Society - Minor

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

Student learning was assessed through questions in two different response papers written during the semester as well as their evaluation from their site supervisor. Based on the assessment this year, the prompt for the first outcome, understanding the origins of criminal behavior, will be changed. Students related theories to their internship in very broad terms; more specific answers would address the outcome better. The prompt will be changed for the next assessment cycle.

Environmental Studies - Minor

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

The data collected in this assessment cycle will become "baseline" data for all 3 SLOs of the program. As such, no longitudinal changes are able to be reported. However, assessment undertaken in fall of 2015 on the 3 SLOs did result in some immediate changes that impacted spring 2016 assessment of SLOs.

1) For the mid-term measure on the essay about ENVT as an interdisciplinary program, a change was made in ENVT 200 lecture content, where more time was spent on discussing interdisciplinarity and giving examples.

2) For the measure on Food, Inc., a change was made in the assessment rubric.

3) For the assessment on the interdisciplinary nature of ENVT by the memo, the memo was changed.
Film Studies - Minor

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

The gateway course, ENGL 212: Cinema: History & Criticism, is taught every semester, making it possible to collect data every semester. However, the remaining courses are not taught as regularly. Some courses are taught once a year, others even less frequently. As we move forward and begin assessing SLO #2, which targets students’ knowledge of important and emerging trends in non-traditional and non-American cinema, and the role of cinema in the representation of world cultures and in social and political change, we will work with the School of Languages, Culture, and World Affairs to ensure the timely collection of data. The semester after each artifact is collected, the Film Studies Committee will meet to analyze where the courses were effective, where they were not effective, and what we need to change in the classes to better meet our objectives.

The Film Studies committee will meet at the end of each year to review the assessment artifacts from both semesters of that academic year and to collate the findings from this review.

Once the materials are reviewed, the Film Studies Committee will determine what changes need to be made to which courses, and then the Film Studies Committee will follow-up with the individual instructors to make sure that the changes have been made, implemented, and re-evaluated.

The Film Studies Committee will prepare a brief report based on the assessment evaluative meeting at the end of the year that will explore the assessment results for that year.

Neuroscience - Minor

Assessment Report Summary

7. Summary of Assessment Results with Focus on Program Improvement: Describe evidence-based changes that have taken place within the last few assessment cycles because of assessment. Statements must be supported by evidence from the assessment report(s).

According to the new guidelines for reaffirmation, during the Fall semester of 2015 we revised the mission statement and the assessment measures for each student learning outcome (SLO). As required, for each SLO we introduced at least two quantitative measures during 2015-2016.

We expanded on the 2014-2015 creation and implementation of standardized tests entirely in Qualtrics at College of Charleston. We continued using these tools to assess graduating seniors on core neuroscience knowledge and neuroscience research methods identified potential weaknesses in the curriculum.

Recommendations based on 2015-2016 assessment

1. Given the breadth of neuroscience that is an interdisciplinary field spanning biology,
psychology, philosophy, physics, mathematics, computer science, etc. and that it covers specializations such as pharmacology, electrophysiology, neuroimaging, etc. we recommend adding more conceptual questions to the ten used this 2015-2016 assessment cycle.

2. Since some targets were not met for conceptual knowledge, we also recommend practicing more concept questions during BIOL 351/PSYC 351, BIOL 352/PSYC 352 and other neuroscience-related lectures/labs to make sure all students have a solid understanding of the concepts.

3. We also recommend adjusting some of the 2015-2016 measures. In particular, Measure 2.1 should be split into two distinct measures: (1) “At least 80% of the students to get a score of 100% on the post-test.” and (2) We expect 90% of the students that did not score a 5 (all correct) on the pre-test to improve their scores on the post-test.”

4. Conceptual Knowledge Measure 1.2 was augmented to "at least 75% of neuroscience students will score 75% or higher on conceptual questions related to sensory and motor systems, neural regulatory systems, functional neuroanatomy and behavioral/cognitive neuroscience." This is because, based on assessment results from 2015-2016, 73% of the students scored at 70% or above.

5. Research Methods Measure 2.1 was augmented to "at least 85% of the students to get a score of 100% on the post-test." The new target is set based on 2015-2016 assessment results that showed that 82% (n = 9 out of 11 students) scored 100% on the post-test.

6. Research Methods Measure 2.1 was also split into two distinct measures: (1) "at least 85% of the students to get a score of 100% on the post-test." and (2) "We expect all students that did not score a 5 (all correct) on the pre-test to improve their scores on the post-test."

7. Research Methods Measure 2.3 was augmented to "At least 80% of neuroscience students will score 80% or higher on the discussions and presentations of the recent literature as part of their capstone seminar course BIOL/PSYC 447." The new target is set based on 2015-2016 assessment results that showed that all (n = 11 out of 11) students scored over 70%.

8. Technical Writing Skills Measure 3.1 was augmented to "85% of the students to score 85% or higher on the assessment of their written component from the BIOL/PSYC 448 course (Bachelor’s Essay in Neuroscience)." The new target is set based on 2015-2016 assessment results that showed that all students scored 80% or higher on the written part of Bachelor’s.

9. Technical Writing Skills Measure 3.2 was augmented to "at least 85% of neuroscience students will score 85% or higher on the oral presentation of their Bachelor’s Essay in Neuroscience." The new target is set based on 2015-2016 assessment results that showed that all students (n = 11 out of 11) scoring over 80% or higher.

As required, for all SLO that met the specified 2015-2016 targets we augmented them to new, higher, levels.

Caveats. All numerical results presented in this report are affected by the small population size of this class (n = 11). Therefore, the fluctuations could be significant. For a usual 95% confidence interval in our population standard deviation (std. dev.) with n = 11, the error in estimation the std. dev. is 40%.