

## **Diversification: Assessment Plan**

*Plan crafted by the assessment team that attended the AAHE workshop "Developing Institutional Strategies for Assessing and Improving Student Learning" ( March 2004). Team members: Dave Stegenga, Jeanne Oka, Mrytle Yamada, Randy Hensley, Monica Stitt-Bergh*

1. Interview faculty.  
Goal: Determine current level of curriculum alignment with the Diversification learning outcomes.
2. Collect evidence of excellent or satisfactory student work that demonstrates how the Diversification learning outcomes are being achieved.  
Reason: Collecting test questions, writing assignments, etc., will help the assessment committee create a scoring rubric to judge student work.
3. Form three faculty Diversification assessment committees (Arts, Humanities, Literatures; Sciences; Social Sciences).  
Goal: Get qualified faculty to judge student work.
4. Assessment committees review student work and develop rubrics to judge work. The rubric will be a simple, 3-level rubric (unsatisfactory, satisfactory, and excellent).  
Goal: Create clear standards/expectations.
5. Introduce additional faculty to the rubric; train them to apply the rubric; modify the rubric as needed  
Goal: Rubric must be easy to understand and workable.
6. Randomly select classes (or students); collect samples of student work; assess the quality of the work using the rubric.
7. Interpret results and use the results to improve student learning.

## **DIVERSIFICATION LEARNING OUTCOMES**

### **ARTS**

Students will be able to

- use the terminology of the visual, performative, or creative arts;
- identify the artifacts, texts, performances, concepts, processes, theories, or issues of concern in studies of visual, performative, or creative arts;
- understand the qualitative, argumentative, kinetic, production, and/or quantitative methods employed in studies of visual, performative, or creative arts.

### **HUMANITIES**

Students will be able to

- use the terminology of historical, philosophical, language or religious studies;
- identify the texts, artifacts, concepts, processes, theories or issues of concern in these studies;
- understand the methods of study, reflection, evidence-gathering, and argumentation that are employed in these studies.

### **LITERATURES**

Students will be able to

- use the terminology of literary and/or cultural representations;
- identify the texts, concepts, forms, figures, styles, tonalities, processes, theories, or issues relating to literary and/or cultural representations;
- understand the qualitative, argumentative, and/or quantitative methods employed in literary and/or cultural representations.

### **SOCIAL SCIENCES**

Students will be able to

- use the terminology of theories, structures, or processes in the social or psychological sciences;
- identify the concepts, models, practices, or issues of concern in the scientific study of these structures, or processes;
- understand the quantitative and/or qualitative methods employed in the scientific study of structures, or processes of these sciences.

### **BIOLOGICAL SCIENCES**

Students will be able to

- use the terminology of the biological sciences;
- identify the knowledge and theories relating to processes in the biological sciences;
- understand that inquiry is guided by observation/experiment and reasoning/mathematics.

### **PHYSICAL SCIENCE**

Students will be able to

- use the terminology of the physical sciences;
- identify the knowledge and theories relating to processes in the physical sciences;
- understand that inquiry involves observation/experiment and reasoning and mathematics.

### **SCIENCE LABORATORY**

Students will be able to

- use the laboratory methods of the biological or physical sciences;
- identify processes and issues of design, testing, and measurement;
- understand strengths and limitations of the scientific method.