

University of Cincinnati
2008 Assessment Summary by College

College/Unit	Assessment in Action	Closing the Assessment Loop	Action Steps
Allied Health Sciences (AHS)	Students are meeting or exceeding GenEd competencies. AHS is focusing on knowledge integration & service learning through interdisciplinary projects. NSSE results not meaningful due to small sample size and the need to show distance learners as a separate category.	With the consideration of GenEd capstone data, accreditation assessment, and alumni data, AHS has developed and implemented a PRaISE program (Presentations of Research & Scholarly Endeavors) where students present their research projects in a formal poster session. Projects are assessed by faculty.	AHS will continue to focus on interdisciplinary & service learning pedagogy in their curricular reform as semester conversion approaches. The next NSSE in 2011 will include a larger sample size and the separation of distance learning students. A new alumni survey instrument will be identified.
Applied Science (CAS)	The GenEd capstone survey needs more faculty participation to help data validity. CAS utilizes multiple assessment measures such as student portfolios, graduate surveys, Industrial Advisory Board assessment, and I-LEAP (Employer assessment of student's co-op work). The data gathered for ABET accreditation also shows GenEd competencies.	From survey data from alumni co-op employers, other alumni, and advisory boards, curriculum revisions were made. I-LEAP employer data showing lower scores in the application of classroom learning to work situations, has led to the increase of contextual learning in teaching pedagogy.	CAS will work to increase faculty participation for the 2009 GenEd capstone survey. The next NSSE in 2011 will include a larger sample size and the separation of distance learning students. The Provost Office will work with CAS to map GenEd throughout the curriculum to blend with ABET requirements. CAS will be expanding the use of the I-LEAP instrument (employer assessment of co-op students) to include service learning student assessment.
Arts & Sciences (A&S)	Capstone students are meeting or exceeding GenEd competencies. Some of the larger programs did not participate in the capstone assessment, such as Communication and Psychology. (PSYCH sat out the year as they are revamping their capstone.) NSSE data from seniors indicated less theory/practice integration compared to other UC seniors. The I-LEAP pilot of community partner assessment of service learning students shows promising results.	A&S is in the process of re-visioning their degree requirement and are considering new courses to improve knowledge integration.	A&S will be evaluating the I-LEAP instrument for undergraduate research and other experiential learning projects. A&S would like to implement an alumni survey. A&S is interested in mapping GenEd competencies throughout curricula. With the upcoming semester conversion, A&S will continue to revision curriculum.

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Business (COB)	<p>The GenEd capstone data is meaningful. COB is undertaking curricular mapping to identify competencies throughout curriculum. I-LEAP employer data showed that students scored lower in teamwork/project questions. NSSE data from freshman showed less assigned reading compared to other UC freshman. COB has a well developed alumni survey instrument.</p>	<p>COB has changed their curriculum to include more team-based assignments earlier in the curriculum to better prepare students for their first co-op assignment. From the NSSE findings, COB is reviewing the number of reading assignments during freshman year.</p>	<p>COB is collecting data for the AACSB accreditation visit in 2010. This data will be added to the COB assessment folder web page. COB will be providing one FYE and one capstone course section to pilot the CLA test. With the upcoming semester conversion, COB is re-visioning their curriculum.</p>
Conservatory of Music (CCM)	<p>While students are meeting or exceeding GenEd competencies, CCM finds it a challenge to embed social responsibility into curriculum. CCM curricula are structured with limited room for Breath of Knowledge (BoK) courses. NSSE results not meaningful due to small sample size.</p>	<p>CCM is introducing a FYE as part of semester conversion and may use this touch point to introduce and embed the GenEd competency social responsibility.</p>	<p>To increase GenEd integration, CCM is considering a reflection assignment within GenEd (BoK) courses. The next NSSE in 2011 will include a larger sample size. With the upcoming semester conversion, CCM is re-visioning their curriculum. Music Theory and Music History are being considered for the student's BoK requirement.</p>

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Design Architecture Art & Planning (DAAP)	Most capstone students are meeting or exceeding GenEd competencies. More data is needed from programs such as Architecture. Fine Art students showed inadequacy in knowledge integration and social responsibility. I-LEAP employer data shows a "ceiling effect" where high achieving students enter at a high score and exit with a similar score.	DAAP is developing an extensive redesign of curricula with a focus on understanding the process & perception of innovation. DAAP will be evaluating I-LEAP for their assessment instrument and may modify I-LEAP questions to avoid ceiling effect and gather data related to innovation.	DAAP will work to increase faculty participation in the GenEd capstone assessment. DAAP would like an alumni survey (currently differs by department). Faculty will begin conversations about embedding social awareness in the curricula such as service learning or other projects. With the upcoming semester conversion, DAAP is re-visioning their curriculum.
Education Criminal Justice & Human Services (CECH)	The GenEd capstone data showed lower scores for written communication in Criminal Justice. The NSSE data from senior students showed the students wrote less papers compared to other UC seniors. CECH implements several assessment tools for NCATE accreditation. Evaluators include faculty, mentors, employers, and student self-assessment.	The Criminal Justice program is revisiting the writing component and reviewing class size to facilitate writing assignments. CECH utilizes several external assessment data to drive curricular revision.	CECH is working toward using the I-LEAP survey as part of student teaching assessment. CECH will be using the I-LEAP instrument for service learning courses. With the upcoming semester conversion, CECH is re-visioning their curriculum.
Engineering (COE)	Capstone students are meeting or exceeding GenEd competencies. Some of the larger programs did not participate, such as Mechanical Engineering. NSSE results showed freshman & senior students reported lower engagement in oral presentations, critical thinking, and knowledge integration compared to other UC students.	The I-LEAP employer data showed that student's writing ability deteriorated significantly over the co-op years. The Computer Engineering and Electrical Engineering will work with the English department to reconsider the content and placement of technical writing in the curriculum.	COE is working toward curricular reform to place emphasis on GenEd competencies which are especially important to employers (co-op and future employers). COE is interested in expanding I-LEAP to assess service learning. With the upcoming semester conversion, COE is re-visioning their curriculum.

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Libraries	Capstone pedagogy reports show significant emphasis on library research and undergraduate research. CECH and Nursing showed less emphasis. The NSSE data does not have enough information literacy data.	With the consideration of freshman orientation and GenEd capstone survey data, the Library has proactively sought ways to increase information literacy.	The Library will begin conversations with CECH and Nursing to include more library research. With the upcoming semester conversion, the Library has an opportunity to emphasize information literacy throughout the curricula. The 2011 NSSE will include a section on information literacy.
Nursing	GenEd capstone data is meaningful. Nursing is using GenEd assessment in context with other benchmarking information for total quality improvement. The HESI test is a mid-collegiate assessment tool that includes GenEd & discipline specific evaluation. Nursing uses a variety of assessment instruments for CCNE accreditation.	Nursing has utilized GenEd assessment data for fine tuning their capstone course. The data has also driven the alignment of accreditation skill sets with GenEd competencies.	Nursing would like to use I-LEAP as part of clinicals and service learning assessment. The next NSSE in 2011 will include a larger sample size. With the upcoming semester conversion, Nursing is re-visioning their curriculum.