

Department	What is one change your department has implemented in recent years as a result of assessment data?
Biology	Some faculty have increased learning activities associated with analysis and interpretation of data. No large or comprehensive changes have yet been made as the Curriculum Committee has not yet reviewed the data or made recommendations to the department.
Chemistry & Biochemistry	This was the first year of revised curriculum based on the new requirements of the ACS-CPT. Revisions to physical chemistry seemed to work smoothly. Senior seminar presentations have led the Department to modify the biological track of the biochemistry major; specifically, more chemistry courses will be required in the future.
Communication	Another major change is the development of a new camera and lighting course for the video major. Previous direct and indirect assessment highlighted a need for students to hone their skills as videographers.
Computer & Information Sciences	We have incorporated into our curriculum some more applied elements to help students perform better in job interviews and in their early months in their jobs. These include some practical network management skills (including network security), database administration, and significant coverage of design patterns and UML.
Modern Languages & Literature	We standardized the oral presentation and analytical paper for all senior seminars and developed a rubric that was specific and detailed.
Music	The current assessment procedure was put into place after our revision of musicianship training in music curricula. The current curricular design was put together by agreeing on what we meant by musicianship, an articulation of the objectives, the courses in which these materials would be primarily taught, and an identification of what could be measured in a meaningful way in terms of quantifiable data. The faculty agreed that if we thought that this was our intention, we needed evidence to show the goals were being accomplished.
Philosophy	Creation of PHIL 331 Eastern Thought as a result of perceived and genuine lack of coverage of topics in Eastern Philosophy.
Physics	When we first administered the assessment test in 2006, it was noticed that students answered questions on circular motion poorly – concepts we expected all students would know. It was pointed out that we were not doing any experiments involving circular motion in the University Physics lab. Such a lab had been done historically, but dropped some time ago because data were of bad quality. A new lab that overcame the technical difficulties was devised and implemented in Spring 2007. Students taking the assessment test in 2009 and beyond have experienced this lab.
Political Science	Our initial assessment in earlier years of the Capstone was that students did not have enough specialized knowledge in a core area to ask substantive research questions. Previously, our program required students to take one course in each of six areas. Now, they must specialize in a core concentration, and this year all capstone students operated under new curricula. Most students scored quite well on basic knowledge of the discipline, and of their own specialized topic. This indicates the restructuring of the major was appropriate and helpful.
Psychology	Changes in the process of grading and providing feedback on writing in psychology lab have been made. Increased emphasis upon the importance of writing at the start of lab has been adopted so students are not surprised by the impact of writing on grades. The returning of papers with writing feedback in advance of the due date for the subsequent paper to facilitate improvement has been incorporated into the scheduling of assignments.
Sport Management	Over this past year, we mostly engaged in 'cleaning-up' of our curricula with regard to pre-requisites, creating 400-level courses, determining a sequence of courses. We did these based on conversations with faculty (departmental meetings and e-mail) and students who recognized that there were deficiencies in the programs.
Theatre & Dance	In both the BFA Acting and BFA Musical Theatre programs, changes were made to add more courses in acting so that students in those programs would have an acting studio every semester. In the BA program, we created more courses in every area as well as adding a number of 300-level courses for students to take. In the BFA Technical Production and Design area, we re-vamped course sequencing and re-structured our Theatre Production and Design courses to allow those students to attain higher level of basic technical skills and better manage their time.
Visual Arts & New Media	Initiated and implemented a new course focusing extensively on written communication for the Arts.