

College of Arts & Sciences

Number of Programs Reporting: 52
Total Number of Programs: 52

Participation Rate: 100% (up from 96%)
Average Rating: Mature

Score Summary

Data reflects evaluation of assessment practice as described by each academic program in their Student Outcomes Assessment and Success Report (SOASR). A new rubric was designed for evaluation starting with this AY 2021-22 assessment cycle that shifts from a numerical score to an evaluative rating. The range of ratings is Exemplary (E) (highest), Mature (M), Developing (D), Undeveloped (U), and Cannot Evaluate (CE).

Program	Dimensions of Assessment Practice Evaluated with the SOASR Rubric				Overall Score	Prior AY Overall Score
	Learning Outcomes	Performance Measures & Benchmarks	Results & Analysis	Continuous Improvement		
BS Leadership & Professional Development	M	M	M	E	Mature	Mature
BA Art Education	M	M	E	E	Mature	Mature
BA/BS/BFA Art	M	M	E	E	Mature	Mature
MA/MFA Art	CE	CE	CE	CE	Cannot Evaluate	Mature
BS Biology	M	E	M	E	Mature	Cannot Evaluate
BS Biology Medical Lab Science	M	E	M	E	Mature	Cannot Evaluate
MS Biology	M	E	CE	D	Mature	Cannot Evaluate
PhD Biology	M	E	M	D	Mature	Cannot Evaluate
BS Chemistry	M	E	E	E	Exemplary	Exemplary
BS Physics	M	E	E	E	Exemplary	Exemplary
BA Communication	CE	CE	CE	CE	Cannot Evaluate	Developing
MA Communication	CE	CE	CE	CE	Cannot Evaluate	Developing
BS Criminology & Criminal Justice	M	M	M	M	Mature	Developing
BS Cybersecurity Studies	M	D	D	D	Developing	Developing
BS Intelligence Analysis	M	M	M	M	Mature	Cannot Evaluate
MS Criminology & Criminal Justice	M	M	M	M	Mature	Mature
BA Anthropology	M	M	M	M	Mature	Mature
BA Environmental Geoscience	M	D	M	M	Mature	Mature
BA Geography & Sustainability	M	D	M	D	Developing	Mature

Evaluation Summary

Student Outcomes Assessment

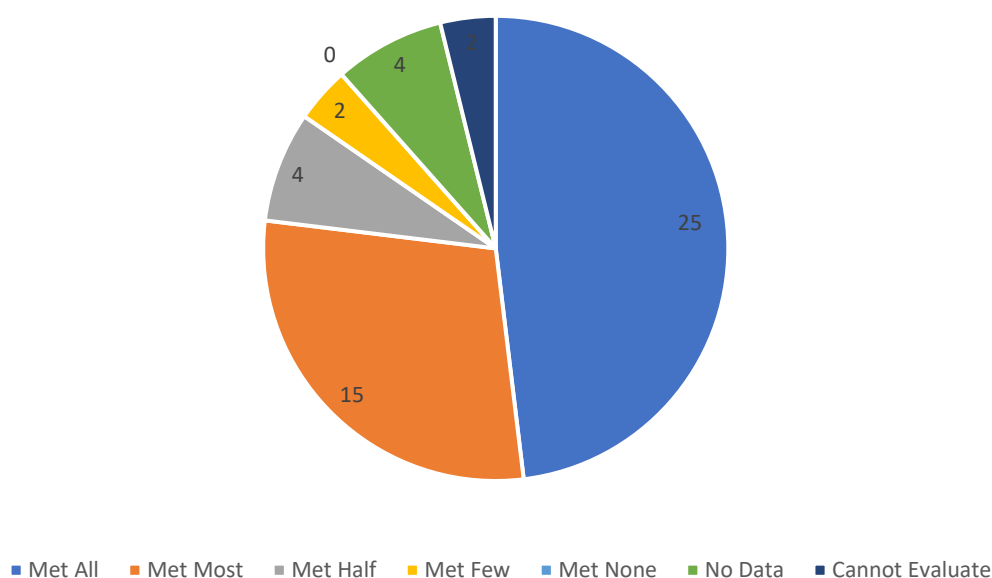
AY 2023-2024

BS Geology	M	D	M	M	Mature	Mature
MA Geography	CE	E	M	E	Exemplary	Mature
MS Earth & Quaternary Science	CE	E	M	E	Exemplary	Mature
PhD Spatial & Earth Sciences	CE	E	M	E	Exemplary	Mature
BS Economics	M	M	D	M	Mature	Mature
BA English	M	M	M	M	Mature	Cannot Evaluate
BA English Teaching	M	M	M	M	Mature	Cannot Evaluate
MA English	M	E	M	M	Mature	Cannot Evaluate
BA African & African American History	M	E	E	M	Exemplary	Exemplary
BA History	M	E	E	E	Exemplary	Exemplary
BS Social Studies Teaching	U	CE	M	D	Cannot Evaluate	Exemplary
MS History	M	M	M	D	Mature	Mature
BA Language Studies	M	M	D	M	Mature	Exemplary
BA Language Studies Teaching	M	M	M	M	Mature	Mature
MA TESL/Linguistics	M	M	D	D	Mature	Mature
BS Mathematics	M	M	M	E	Mature	Developing
BS Mathematics Teaching	M	M	M	E	Mature	Mature
BS Middle School Math Teaching	M	M	M	M	Mature	Mature
MS Mathematics	M	M	D	M	Mature	Developing
BA Multidisciplinary Studies	M	D	M	M	Mature	Mature
BA Philosophy	M	M	M	M	Mature	Mature
BA Music Liberal Arts	M	M	M	M	Mature	
BM Music Perform/Comp	M	M	M	M	Mature	
BME Music Education	M	M	M	M	Mature	
BS Music Business	M	M	M	M	Mature	
BS Political Science	M	M	D	M	Mature	Mature
BS Legal Studies	D	D	D	D	Developing	Developing
MPA Public Administration	M	M	E	E	Exemplary	Exemplary
BS Psychology	M	M	M	M	Mature	Exemplary
MS Experimental Psychology	E	E	M	E	Exemplary	Exemplary
PsyD Clinical Psychology	M	E	E	E	Exemplary	Exemplary
BS Science Education	M	E	E	E	Exemplary	Exemplary
BA Theater	M	M	M	M	Mature	
Mode Score	Mature	Exemplary	Mature	Mature	Mature	Mature

Student Learning Outcome Achievement Summary

This data represents student achievement of learning outcomes that were evaluated this cycle in aggregate. It is not evaluated, and it is not included in the evaluation of assessment practice scores above. Faculty are encouraged to report accurate findings in order to best pinpoint issues and plan for improvement. As such, these data should be used only for reference and planning, rather than as a proxy for program success/strength.

SLO Achievement



Key:

Met all = All expectations* for student learning outcomes achievement were met or exceeded.

Met most = More than half but not all expectations* for student learning outcomes achievement were met or exceeded.

Met half = Half of all expectations* for student learning outcomes achievement were met or exceeded.

Met few = Less than half of all expectations* for student learning outcomes achievement were met or exceeded.

Met none = No expectations* for student learning outcomes achievement were met or exceeded.

Cannot evaluate = Some aspect of the information provided made it impossible to evaluate data fairly

**Faculty of each program set program-specific expectations for student achievement of learning outcomes. Expectations vary widely from program to program; however, they are generally found to be reasonable.*

AY 23-24 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT

Academic Program:	African and African American Studies	Date:	11/08/2024
Author(s):	Colleen Haas, Senior Instructor		
Verify that each of the following documents is correct and current on the ISU Assessment Results Webpage by marking with an "X." Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Director of Assessment & Program Effectiveness, at kelly.woods-johnson@indstate.edu .		<input type="checkbox"/> Learning Outcomes <input type="checkbox"/> Curriculum Map <input checked="" type="checkbox"/> Assessment Plan	
How is this program offered? If "Both," data should be disaggregated by campus and distance students.		<input checked="" type="checkbox"/> Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed <small>Include actual outcome language; enter one per line, add lines as needed</small>	Assessment Strategies Used			Established Benchmark for Proficiency	Actual Student Performance Relative to Benchmark	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool <small>i.e. rubric, exam key, preceptor evaluation, etc.</small>			
Learning Objectives 1-5 on Critical Thinking	AFRI 222 African Cultural Traditions	Reflective Essay on Kwame Nkrumah, using class discussion in preparation and a video documentary as the source.	Rubric for Critical Thinking (see APPENDIX 3)	Students at the 200 level must obtain a score of 2 or 3 to be deemed proficient. We expect that at least 75% of our students at the 200 level can achieve this benchmark in each Learning Objective (LO).	See APPENDIX 1 at the bottom of this report for data analysis and overall scores from both courses combined.	This was our first year for assessing critical thinking, so no prior data is yet available for comparison.
Learning Objectives 1-5 on Critical Thinking	HIST 213 The Harlem Renaissance	Research paper – covering the development, themes and end of the Harlem Renaissance, including a works cited page.	Rubric for Critical Thinking (see APPENDIX 3)	Students at the 200 level must obtain a score of 2 or 3 to be deemed proficient.	See APPENDIX 2 at the bottom of this report for data analysis of individual courses. APPENDIX 3 contains a detailed wholistic rubric that we use for Critical Thinking.	This was our first year for assessing critical thinking.
Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?			Student work samples were comprised of written communication (essays/papers) assessed within a critical thinking assessment framework. Since we are only assessing AFRI majors and minors at the 200 level, our dataset is small, but the findings are meaningful. We are meeting our targets in many areas of assessment (see APPENDIX 1) scores are lowest: organizing ideas and paper unity.			

2. Student Success Data Trends

Department Chairs will receive and disseminate Program Data Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	Success rates in retention and timely graduation are the best for AFRI minors, though we do have one AFRI major right now who is also an honors student and is reaching the highest levels of persistence and academic success. We are planning some new initiatives with recruitment with local high schools and being strategic about marketing our program. We also are involved with curriculum revisions to attract more departmental partnerships, to repackage course content and L.O. all aimed at attracting more students and increase enrollment in our courses.
What student success indicators are concerning?	Retention rates fluctuate for AFRI majors, with sometimes students leaving out of their concern for the applicability of this major to their job prospects when they leave ISU. We are working on ways to equip students with an awareness of what's possible as well as coaching them how to communicate those possibilities to their families. This we hope will help re-vitalize the relevancy of an AFRI major or minor and empower students to pursue this as their focus of study. Persistence rates for majors can be high to low depending on the student. Sometimes AFRI majors take longer to graduate, 5 years instead of 4. This can be due to AFRI being a found major, or students shifting focus and thus affecting their set of requirements.
Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).</i>	<p>Cohort Retention & Graduation for AFRI Majors: F2019 = 100%, F 2020 = 100%, F 2021 = 100%. No numbers are available for AFRI majors for 2022, 2023. Perhaps this is because the numbers are too small to patch together a cohort.</p> <p>Last academic year we had 23 AFRI minors. What has dropped off is our numbers in terms of new majors. The contribution of courses from AFRI studies to the Foundational Studies curriculum introduces many students to our faculty and content areas which sometimes results in obtaining new majors and minors. Though many changes are occurring with requirements in the FS curriculum at ISU and the reduction or in some cases the elimination of requirements for UDIE courses for Transfer students. All of these changes, and more are impacting the enrollment numbers in many AFRI courses, especially at the 300 level. We have some AFRI cross-listed courses which help to increase the visibility and enrollment of our program. For example: AFRI 340/ENG 340, AFRI 383/ENG 346, AFRI 334/ARTH 388, AFRI 496/ARTH 489, AFRI 329/MUS 329, etc.</p>

3. Continuous Quality Improvement

<p>Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.</p>	<p>The previous AFRI report (AY 2022-23) was dedicated to assessing analytical writing at the 200 level, and the data showed that students did quite well with selecting relevant points for discussion and did a good job at explaining those ideas in combination with their own perspectives. But last year we noticed that work samples also showed that they needed <u>more direction</u> and <u>practice</u> with paper organization, and crafting an overall unity of ideas in their essays. This is still the case with the student work sampled for this assessment cycle. Though we assessed critical thinking this past year, this area of student academic development still warrants our attention. The students from this assessment cycle, AY 2023-24 comprised of 2 AFRI majors, and 6 AFRI minors and originated from 2 Seniors (including an honors student), 2 Juniors, 3 Sophomores, and one Freshman.</p>
<p>Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?</p>	<p>These recommendations come from the assessment coordinator: <i>AFRI program members and affiliated faculty should:</i> 1. Continue to work on curriculum, 2. Formulate overarching Goals and Objectives for what we want our students to gain 3. Prioritize areas for improvement in student learning and 4. Discuss pedagogical strategies with a concrete plan for implementation. <i>Every 3 years members should reexamine priorities for LOs as outlined in the program's Overall and Annual Assessment Plan and make revisions when desired.</i></p>
<p>What support/resources/partnerships (if any) will be explored to achieve these? Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</p>	<p>The History Department has made a renewed commitment to continue to house the AFRI program in the department. The AFRI committee has often been understaffed, which in the last few years has been reduced to 3 core faculty with occasional support from a history faculty member with ongoing strong support from the Chair. This year AFRI has expanded its membership to include two faculty members from history, one faculty member from MST, and the director of the Charles E. Brown African American Cultural Center. If faculty show interest in pedagogical strategizing and deep curricular planning, then perhaps funding, outside consultation or workshops would be helpful as well.</p>
<p>What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?</p>	<p>For AY 2024-25 AFRI studies will continue to measure Critical Thinking skills by only assessing course work from our majors and minors in the program. We are using an assessment rubric which was designed in part from the rubric used by AACU and modified to fit our learning goals and our program. Critical thinking can be assessed from a variety of assignments, not just in essay writing. (*Options for assignments could be the following: student writing, oral presentations, group work, experiential learning or culminating projects, etc.)</p>
<p>Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?</p>	<p>Every fall term faculty have an opportunity to examine the rubric and have an opportunity to determine which course(s) this type of learning can take place. Then the faculty of each course will select which assignment in that course they can assess critical thinking skills. Then we have a separate assessment rubric workflow, as explained in our timetable document and the use of a spreadsheet to evaluate the level of critical thinking skills in that assignment. This is done for majors and minors only. It was determined by Kelly and Colleen Haas that faculty can assess their own student artifacts, and then they share that data with the coordinator of assessment, Colleen Haas. Following that step more discussions can take place during our AFRI program</p>

APPENDIX 1 - Data Analysis

For 200 level coursework our expectations reside in Milestone 2 “Acceptable” or Milestone 3 “Good,” however student work can be ranked at the “Very Good-Capstone level of 4” if student artifacts display that level of skill and competency. Students at the 200 course level must obtain a score of 2 or 3 to be deemed proficient. We expect that at least 75% of our students at the 200 level can achieve this benchmark in each Learning Objective (LO). The students from AY 2023-24 comprised of 2 AFRI majors, and 6 AFRI minors / which originated from 2 Seniors (including an honors student), 2 Juniors, 3 Sophomores, and one Freshman.

TOTALS For AFRI Majors and minors in 200 level courses

Learning Outcome 1- Student work shows a range of Acceptable to Good on an explanation of pertinent issues

87.5 % of the student samples reached at least a 2 or higher on this skill set. (50 % of the student samples reached a score of 3 or higher.)

Learning Outcome 2- Student work shows a range of Acceptable to Good using evidence for analysis and/or synthesis

87.5 % of the student samples reached at least a 2 or higher on this skill set. (50 % of the student samples reached a score of 3 or higher.)

Learning Outcome 3- Student work shows a range of Acceptable to Good discussing the influence of Context and/or Assumptions

87.5 % of the student samples reached at least a 2 or higher on this skill set. (62.5 % of the student samples from reached a score of 3 or higher.)

Learning Outcome 4- Student work shows a range of Acceptable to Good with the ability to state a position.

75 % of the student samples reached at least a 2 or higher on this skill set. (62.5 % of the student samples reached a score of 3 or higher.)

Learning Outcome 5 – Student work shows a range of Acceptable to Good on providing some form of summary or conclusion that is tied to outcomes. (reflecting the results and/or implications of information)

75 % of the student samples reached at least a 2 or higher on this skill set.(50 % of the student samples reached a score of 3 or higher.)

APPENDIX 2 - DATA from the AFRI Assessment Rubric on Critical Thinking

AFRI 222 African Cultural Traditions Sp 2024

Assignment: *Reflective Essay on Kwame Nkrumah*, using class discussions in preparation, and a video documentary as the source

STUDENT NAME	Explanation of <u>Issues</u>	use of <u>Evidence</u> gathered for analysis and/or synthesis	discussion of the influence of <u>Context</u> and/or <u>Assumptions</u>	ability to state a <u>Position</u> .	Has a <u>Conclusion</u> that is <u>tied</u> to <u>outcomes</u> . (results and implications of information)	Notes
[REDACTED]	4	4	4	4	4	[REDACTED]
[REDACTED]	4	4	4	3	4	[REDACTED]
[REDACTED]	2	3	3	2	2	[REDACTED]
[REDACTED]	4	3	4	3	3	[REDACTED]
[REDACTED]	3	2	3	3	3	[REDACTED]

AFRI Assessment on Critical Thinking - HIST 213 Harlem Renaissance Sp 2024 - Assignment: *Research Paper on the Harlem Renaissance*

STUDENT NAME	Explanation of <u>Issues</u>	use of <u>Evidence</u> gathered for analysis	discussion of the influence of <u>Context</u>	ability to state a <u>position</u> .	Has a <u>Conclusion</u> that is <u>tied</u> to	Notes
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		and/or synthesis	and/or <u>Assumptions</u>		<u>outcomes.</u> (results and implications of information)	
Artifact 1	2	1	2	1	1	
	1	2	1	0	1	
	2	2	2	3	2	

APPENDIX 3 – Detailed AFRI Assessment Plan for AY 2023-24 & Next Assessment Cycle AY 2024-25

CRITICAL THINKING - AFRI STUDIES ASSESSMENT RUBRIC

The CORE learning outcome in AFRI for Assessment cycle (AY 2023-2024)

Critical Thinking at the 200 level. Possible courses include:

AFRI 212 African American Traditions, AFRI 222 African Cultural Traditions, HIST 215 Harlem Renaissance

We expect that at the 200 level, our students (majors and minors in AFRI) will have the opportunity to develop the habits of mind that comprehensively explore issues, ideas, artifacts and/or events before accepting or formulating an opinion or conclusion as demonstrated by ...

- ...an explanation of issues.
- ...the use of evidence that is to be gathered for analysis and/or synthesis.
- ...a discussion of the influence of Context and/or Assumptions.
- ...an ability to state a position.
- ...the presence of a Conclusion that is tied to outcomes. (results and implications of information)

For 200 level coursework our expectations reside in Milestone 2 or 3, however the work can be ranked at the Capstone level of 4 if student artifacts display that level of skill and competency.

(For later assessment cycles, 300 level courses expectations will be Milestone 3 or Capstone 4, 400 level course expectations: Capstone 4)

Levels of achievement	Very Good, Capstone 4	Good, Milestone 3 Proficient, meets expectations	Acceptable, Milestone 2 Meets some levels of expectations	Benchmark - 1 Under-developed in terms of expectations
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				(appropriate for 100 level courses)
The student has explained the Issue(s)	4 pts Issues/problems to be considered critically are stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	3 pts Issues/problems to be considered critically are stated, described, and clarified so that understanding is not seriously impeded by omissions.	2 pts Issues/problems to be considered critically are stated but description leaves <i>some</i> terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown	1 pt Issues/problems to be considered critically are stated – but without clarification or description.
The student has made use of sufficient Evidence (Selecting and using information to investigate a point of view or conclusion)	4 pts Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned. The student has made use of sufficient Evidence (Selecting and using information to investigate a point of view or conclusion)thoroughly.	3 pts Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to some level of questioning.	2 pts Information is taken from source(s) with some interpretation /evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	1 pt Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
The student addresses the Influence of context or assumptions	4 pts Carefully evaluates the relevance of contexts when presenting a position and/or Thoroughly (systematically and methodically) analyzes own and others' assumptions	3 pts Identifies several relevant contexts as well as one's own and others' assumptions when presenting a position.	2 pts Identifies several relevant contexts and/or questions some assumptions when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	1 pt Begins to identify some contexts when presenting a position and/or shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions) but is underdeveloped and more could be said.
The student has stated a position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective,	3 pts Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are	2 pts Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	1 pt Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.

	thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	acknowledged within position (perspective, thesis/hypothesis).		
The Conclusions include a priority of ideas and has tied that to outcomes (implications and consequences)	4 pts Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	3 pts Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	2 pts Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	1 pt Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: African & African American Studies BA Evaluation: Exemplary

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	Excellent use of multiple points of data to inform observations on student LO mastery. Excellent use of a well-developed analytical rubric for evaluating student performance.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Exemplary

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>	<p>Excellent reporting of results, not only at the performance goal but also the share of those who exceeded it. This gives a much more nuanced understanding of mastery.</p>	<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>	<p>For future reports, please redact student names, as the evaluated reports are publicly available (I have done so for this report).</p>	<p>Exemplary</p>
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>	<p>Demonstrated commitment to ongoing assessment of student learning and student success.</p> <p>Clear, actionable goals for ongoing assessment and program support.</p>	<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		<p>Mature</p>

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports

Annual Reporting Guidelines for Academic Programs

AY 22-23 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT

OPTION A: TABLE FORMAT

Academic Program:	Anthropology Program	Date:	10/11/2024
Author(s):	Alex Elvis Badillo		
Verify that each of the following documents is correct and current on the ISU Assessment Results Webpage by marking with an "X." Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Assessment & Accreditation Coordinator at kelly.woods-johnson@indstate.edu .			<input checked="" type="checkbox"/> Learning Outcomes <input type="checkbox"/> Curriculum Map <input type="checkbox"/> Assessment Plan
Is this program offered on-campus <u>AND</u> distance? If "Yes," reported data should include students of both, disaggregated.			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Hybrid

Student Learning Outcomes Assessment Expand table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed <small>Include actual outcome language; enter one per line, add lines as needed</small>	Assessment Strategies Used			Established Benchmark for Proficiency	Actual Student Performance Relative to Benchmark	Prior Results for Comparison (if applicable)
	Course	Assignment/Activity	Evaluation Tool <small>i.e. rubric, exam key, preceptor evaluation, etc.</small>			
1. Effectively synthesize and communicate both orally and in writing.	ENVI 451: Digital Heritage	Final project/presentation	Rubric	We expect our students to score a C or better.	ENVI 451 Of a group of 8 students: 90 – 100 = 7 80 – 89 = 0 70 – 79 = 1 60 – 69 = 0 50 – 59 = 0 1 – 49 = 0 100% of the total students passed with a score above 69%.	<small>(Data from SOAS 22-23)</small> ENVI 451 Of a group of 9 students: 90 – 100 = 9 80 – 89 = 0 70 – 79 = 0 60 – 69 = 0 50 – 59 = 0 1 – 49 = 0 100% of the total students passed with a score above 69%.
2. Become proficient in a field or laboratory method for data recovery,	ENVI 345: Archaeological Methods	Final project	Rubric	We expect our students to score a C or better.	ENVI 345 Of a group of 8 students: 90 – 100 = 7 80 – 89 = 0	<small>(Data from SOAS 21-22)</small> ENVI 345 No data to compare



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and Accreditation

analysis, and/or preservation/curation.					70 – 79 = 1 60 – 69 = 0 50 – 59 = 0 1 – 49 = 0 100% of the total students passed with a score above 69%.	
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Student Success Activities

Use the “Academic Chair” tab in [Blue Reports](#) to view your program’s data related to retention, persistence, time to/rates of graduation, etc., as applicable (undergraduate v. graduate). Share reflections and activities of program faculty in the table below. Consider curricular, pedagogical, advising, co-curricular, and student support efforts.

Describe current student success activities that are working well.	We offer hands-on learning experiences to our students, which has contributed significantly to student learning and career readiness. We have created opportunities for students to engage in anthropological research projects and work with groups and institutions outside of ISU. This has contributed to student opportunities after graduation.
Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?	1) Program Majors Majors in Anth program since Fall 2018. Fall 2018 = 6 Fall 2019 = 15 Fall 2020 = 24 Fall 2021 = 26 Fall 2022 = 11 Fall 2023 = 18 2) Freshman cohort sizes since Fall 2014 Fall 2014 = 1 Fall 2015 = 3 Fall 2016 = 2 Fall 2017 = 5 Fall 2018 = 7 Fall 2019 = 6 3) Latest Year-to-Year Retention According to the Blue Reports, we have a retention rate of 100% since Fall 2018, with the exception of the Covid year when retention dropped to 50%.



Office of Assessment
and Accreditation

4) Graduation Rate (undergraduate); Average time to completion shows that we have stayed under a four year graduation rate since AY 2019-20 with our most recent rate (AY 2022-23) at 3.3.

Next year we will be rolling out a new curriculum for our Archaeology and Applied Anthropology program. We must continue our trajectory of growth and maintain our current numbers for retention and graduation. For our new program to thrive we must put effort into actively recruiting student to join the program. Our new curriculum should facilitate this as it is intended to capitalize on current dept strengths, but also strengthen other aspects of our program, namely career readiness.

If you don't have a Blue Reports account, you can request one using the webpage link, or your Department Chair, Associate Dean, or College Assessment Director can assist you.

Continuous Quality Improvement

Describe primary insights gained from analysis of findings. <i>What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?</i>	We should be recruiting more students at an earlier stage and working to building healthier cohorts that are at least 10 students per cohort. New course offerings at lower levels (ENVI 202, 214, and 243) may attract new majors.
What findings-based actions are planned to maintain strong performance and/or improve student learning and success?	Continue to provide engaging projects that get students excited about writing and/or presenting their research.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	We will keep an eye on criteria 1 as the percent of students dropped from the previous assessment.
Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?	I will talk to the one other faculty within the program next time I see them. We will discuss ways to improve our assessment strategy.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Anthropology BA

Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Mature

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		Mature
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		Mature

Contact Kelley Woods-Johnson at kelly.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do

For assistance contact
Kelley Woods-Johnson:
kelly.woods-johnson@indstate.edu or
at extension 7975.

AY 23-24 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT

OPTION A: TABLE FORMAT

Academic Program:	Art and Design; BA art	Date:	12/06/2024
Author(s):	Assessment Committee: Mark Cela (Chair), Chester Burton		
Verify that each of the following documents is correct and current on the ISU Assessment Results Webpage by marking with an "X." Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Director of Assessment & Program Effectiveness, at kelly.woods-johnson@indstate.edu .		<input checked="" type="checkbox"/> Learning Outcomes <input checked="" type="checkbox"/> Curriculum Map <input type="checkbox"/> Assessment Plan	
How is this program offered? If "Both," data should be disaggregated by campus and distance students.		<input checked="" type="checkbox"/> Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Benchmark for Proficiency	Actual Student Performance Relative to Benchmark	Prior Results for Comparison
	Course	Assignment/ Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
Outcome 3.1: Conceived, designs, and creates works: Conceives, designs, and creates works in the chosen concentration. [Relates to NASAD standard H.IX.h.3c] Outcome 3.2: Utilizes technologies and equipment applicable to [two-dimensional; intermedia] art. [NASAD H.VIII.B3] Outcome 4.2: Works independently on [2-D; intermedia] art problems; works independently on a variety of [two-dimensional; intermedia] problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology. [NASAD H.VIII.B4] Outcome 4.4: Work that demonstrate perceptual acuity: Presents work that demonstrates acuity, conceptual understanding, and technical facility at a professional entry level. [NASAD H.VIII.Ba.2]	BA - 2D BA - 3D BA - Intermedia BA - Graphic Design	Final Exhibition for Fall 2023 Final Exhibition for Spring 2024	Senior Portfolio Assessment Survey, a 12-point holistic scale evaluating work presented for the student's final exhibition.	Target range (BFA) 10 -12 total points	9 - 11 average numerical score with 75% or more of students falling within the range.	Please reference Appendix C for a comparison of Student Success for AY22/23-AY23-24
				Target range (BA/BS) 9 -11, total points	8 - 11 average numerical score with 75% or more of students falling within the range.	Please reference Appendix C for a comparison of Student Success for AY22/23-AY23-24

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	This evaluation takes place during the BA/BS/BFA Final Exhibition, and as part of the ARTP 496: Final Exhibition (<i>for BA [1 cr] and BFA [3 cr]</i>) and ARTD 490: Graphic Design Portfolio courses that students take in their final semester. A rotating schedule of three faculty members representing the 2D, 3D, Graphic Design, Art History, and Art Education areas review the work presented for exhibition based on the rubric. The chart below (appendix A) represents average scores for students graduating Fall 23 / Spring 24. BS/Art Education and BFA concentrations are doing well and are scoring above expected averages. The BA concentrations however appear to be underserved and are scoring at or below expected averages.
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Data Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	First year retention rates increased from (55.56% to 62.50%) and is a positive indicator.
What student success indicators are concerning?	First year retention rates are still slightly lower than university average of (65.85%). In addition, general enrollment is lower than the previous years and efforts to improve these numbers are warranted.
Share additional relevant student success data not included in the Program Data Profile. If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).	

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	The rubric (Appendix B) has utilized during the last four semesters to evaluate final exhibition student work. This rubric requires reviewers to score senior portfolios in three categories – Professional Presentation, Technical Expertise, and Concept/Critical Thinking – and has been beneficial for clarifying strengths and weaknesses. Additional assessment collection in the form of a Visual Verbal assessment (test) has been initiated and will be another strategic layer in helping to assess the growth in a common knowledge set. Additionally, the exit survey for graduate feedback on the department's program has also be reinstated. There is currently not enough complete
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	data from either of these new implementations to be of current use for this report. This will of course change as more data is collected in coming semesters.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	<p>In general, Enrollment/Recruitment along with program awareness would appear to be of great priority. The department is working on the development of strategies to improve these issues already, and more effort is being placed on direct marketing of the program to regional High Schools and their pool of potential students.</p> <p>The assessment committee will review data following the assessment and communicate with the faculty for identified weakness. The current deficiency in the BA concentrations, primarily in the areas of 2D and Graphic Design, are of current priority. As a result, much of the department's curriculum has undergone revisions that should address a number of the issues hindering the potential success rates for students in the BA program in coming semesters.</p>
What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i>	One observed potential impact on student performance on the rubric could be student choice in preparing and presenting their final exhibition. Students making choices based on the financial cost of presenting their work could potentially be reflected in their assessment (for data purposes) in the presentation area of the rubric. Faculty are continuing to seek out potential funding sources to support student presentation. One potential source could be the Center for Student Research & Creativity (Whitney Messer), we are continuing development in this area.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	We will continue to compare year after year progress for the same Learning Outcomes (3.1, 3.2, 4.2 and 4.4 for all areas) in AY '24/'25, and improve data collection for the Visual/Verbal test and the Graduating Survey for all students. These two new assessment tools should help to give a more complete picture with regards to student success and departmental improvements.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	A rotating schedule of three faculty members representing the 2D, 3D, Graphic Design, Art History, and Art Education areas review the work presented for exhibition. The Form below (Appendix B) includes the assessment rubric used by faculty. The Assessment Committee average scores for the graduating students, and the data is tabulated in a report (Appendix A) that is distributed to the faculty.

Appendix A: Final Exhibition Data Report - Fall 23 and Spring 24

Enter Degree Options Here	Enter Semester Here	Enter Target Goals and Outcomes Here	
BA - 2D BA - 3D BA - Intermedia BA - Graphic Design BFA - 2D BFA - Graphic Design BFA - Intermedia BS - Art Education	Fall 2023	Target range (BFA)	10 - 12 total points per Reviewer 9 - 11 avg. Expected per Reviewer
	Enter Report Date Here	with 75% or more of students falling within the range	
	12/12/2023	Target range (BA/BS):	9 - 11 total points per Reviewer 8 - 10 avg. Expected per Reviewer
		with 75% or more of students falling within the range	
	Rubric Scoring Range =		1 to 4
	Reviewers Participating =		3
	<p>This is a basic representation of the Data generated for the Final Exhibition for the given semester. The only thing that is "fixed" are the scores used to generate the reports. Everything else can be adjusted, reworked, fine-tuned, or completely removed if it is not of use. It is also possible to find new ways to use the existing data to generate more meaningful results.</p> <p>In all the report pages you will see values which relate to an "Expected" Average and also values based on a "Potential Perfect" score. This reflects the numbers above taken in part from a preexisting rubric. Whether they are both necessary is open for discussion. Also, there may need to be some discussion as to the need, or not, for a different scale for the BA/BS vs. the BFA.</p> <p>For the moment, the actual score sheets have not been included in this report simply because they are analog and the data sheet in the spreadsheet used to generate the report is not formatted for printing that particular information readily. If copies of those sheets are ever required, they are archived and can be made available.</p>		

Fall 2023 Final Exhibition Assessment Data Departmental Overall Scoring		
Departmental Total Score for Professional Presentation	Departmental Total Score for Technical Expertise	Departmental Total Score for Concept/Critical Thinking
29	26	24
Potential Perfect Score = 36	Potential Perfect Score = 36	Potential Perfect Score = 36
Presentation Success Rate based on Perfect Score = 81%	Tech. Expertise Success Rate based on Perfect Score = 72%	Critical Thinking Success Rate based on Perfect Score = 67%
Departmental Overall Score	BA/BS Individual Student Target Range	BFA Individual Student Target Range
79	9 - 11 Points	10 - 12 Points
Expected Avg. Score = 99	Expected Avg. Score = 9	Expected Avg. Score = 10
Success Rate based on Expected Avg. = 80%	Current BA/BS Avg. = 9	Current BFA Avg. = 0
Potential Perfect Score = 108	No. of BA/BS Students meeting Target Range = 2	No. of BFA Students meeting Target Range = 0
Success Rate based on Perfect Score = 73%	Pct. of BA/BS Students within Target Range = 67%	Pct. of BFA Students within Target Range = 0%
Percentage of BA Students within this Data Set	Percentage of BS Students within this Data Set	Percentage of BFA Students within this Data Set
3 Students	0 Students	0 Students
100%	0%	0%

Fall 2023					
Final Exhibition Assessment Data					
Exhibition Stats					
Percentage of BA Students within this Data Set		Percentage of BS Students within this Data Set		Percentage of BFA Students within this Data Set	
3 Students		0 Students		0 Students	
100%		0%		0%	
Degree Areas	Number of Students	Percentage of Representation	Score Avg.	Success Rate	
BA - 2D	1	33%	8	=	64%
BA - 3D	0				
BA - Intermedia	2	67%	9	=	78%
BA - Graphic Design	0				
BFA - 2D	0				
BFA - Graphic Design	0				
BFA - Intermedia	0				
BS - Art Education	0				

Fall 2023

Final Exhibition Assessment Data

BS (Art Education) Overall Scoring

BS (Art Education) Total Score for Professional Presentation	BS (Art Education) Total Score for Technical Expertise	BS (Art Education) Total Score for Concept/Critical Thinking
0 Student(s)	0 Student(s)	0 Student(s)
Potential Perfect Score = 0	Potential Perfect Score = 0	Potential Perfect Score = 0
Actual Score = 0	Actual Score = 0	Actual Score = 0
Success Rate <i>based on Perfect Score</i> = 0%	Success Rate <i>based on Perfect Score</i> = 0%	Success Rate <i>based on Perfect Score</i> = 0%
BS (Art Education) Overall Score		BS (Art Education) Individual Student Target Range
0		9 - 11 Points
Expected Avg. Score = 0		Expected Avg. Score = 9
Success Rate <i>based on Expected Avg.</i> = 0%		Current BS (Art Education) Avg. = 0
Potential Perfect Score = 0		No. of BS (Art Education) Students meeting Target Range = 0
Success Rate <i>based on Perfect Score</i> = 0%		Pct. of BS (Art Education) Students within Target Range = 0%

Fall 2023		
Final Exhibition Assessment Data		
BA (2D) Overall Scoring		
BA (2D) Total Score for Professional Presentation	BA (2D) Total Score for Technical Expertise	BA (2D) Total Score for Concept/Critical Thinking
1 Student(s)	1 Student(s)	1 Student(s)
Potential Total = 12	Potential Total = 12	Potential Total = 12
Actual Score = 9	Actual Score = 7	Actual Score = 7
Success Rate = 75%	Success Rate = 58%	Success Rate = 58%
BA (2D) Overall Score		BA (2D) Individual Student Target Range
23		9 - 11 Points
Expected Avg. Score = 27		Expected Avg. Score = 9
Success Rate based on Expected Avg. = 85%		Current BA (2D) Avg. = 8
Potential Perfect Score = 36		No. of BA (2D) Students meeting Target Range = 0
Success Rate based on Perfect Score = 64%		Pct. of BA (2D) Students within Target Range = 0%

Fall 2023

Final Exhibition Assessment Data

BA (Intermedia) Overall Scoring

BA (Intermedia) Total Score for Professional Presentation	BA (Intermedia) Total Score for Technical Expertise	BA (Intermedia) Total Score for Concept/Critical Thinking
2 Student(s)	2 Student(s)	2 Student(s)
Potential Total = 24	Potential Total = 24	Potential Total = 24
Actual Score = 20	Actual Score = 19	Actual Score = 17
Success Rate = 83%	Success Rate = 79%	Success Rate = 71%
BA (Intermedia) Overall Score		BA (Intermedia) Individual Student Target Range
56		9 - 11 Points
Expected Avg. Score = 54		Expected Avg. Score = 9
Success Rate <i>based on Expected Avg.</i> = 104%		Current BA (Intermedia) Avg. = 9
Potential Perfect Score = 72		No. of BA (Intermedia) Students meeting Target Range = 2
Success Rate <i>based on Perfect Score</i> = 78%		Pct. of BA (Intermedia) Students within Target Range = 100%

Fall 2023		
Final Exhibition Assessment Data		
BA (Graphic Design) Overall Scoring		
BA (Graphic Design) Total Score for Professional Presentation	BA (Graphic Design) Total Score for Technical Expertise	BA (Graphic Design) Total Score for Concept/Critical Thinking
0 Student(s)	0 Student(s)	0 Student(s)
Potential Total = 0	Potential Total = 0	Potential Total = 0
Actual Score = 0	Actual Score = 0	Actual Score = 0
Success Rate = 0%	Success Rate = 0%	Success Rate = 0%
BA (Graphic Design) Overall Score		BA (Graphic Design) Individual Student Target Range
0		9 - 11 Points
Expected Avg. Score = 0		Expected Avg. Score = 9
Success Rate based on Expected Avg. = 0%		Current BA (Graphic Design) Avg. = 0
Potential Perfect Score = 0		No. of BA (Graphic Design) Students meeting Target Range = 0
Success Rate based on Perfect Score = 0%		Pct. of BA (Graphic Design) Students within Target Range = 0%

Fall 2023		
Final Exhibition Assessment Data		
BFA (Graphic Design) Overall Scoring		
BFA (Graphic Design) Total Score for Professional Presentation	BFA (Graphic Design) Total Score for Technical Expertise	BFA (Graphic Design) Total Score for Concept/Critical Thinking
0 Student(s)	0 Student(s)	0 Student(s)
Potential Total = 0	Potential Total = 0	Potential Total = 0
Actual Score = 0	Actual Score = 0	Actual Score = 0
Success Rate = 0%	Success Rate = 0%	Success Rate = 0%
BFA (Graphic Design) Overall Score		BFA (Graphic Design) Individual Student Target Range
0		10 - 12 Points
Expected Avg. Score = 0		Expected Avg. Score = 11
Success Rate <i>based on Expected Avg.</i> = 0%		Current BFA (Graphic Design) Avg. = 0
Potential Perfect Score = 0		No. of BFA (Graphic Design) Students meeting Target Range = 0
Success Rate <i>based on Perfect Score</i> = 0%		Pct. of BFA (Graphic Design) Students within Target Range = 0%

Enter Degree Options Here	Enter Semester Here	Enter Target Goals and Outcomes Here									
BA - 2D BA - 3D BA - Intermedia BA - Graphic Design BFA - 2D BFA - Graphic Design BFA - Intermedia BS - Art Education	Spring 2024	Target range (BFA)	<table border="1"> <tr> <td>10</td> <td>-</td> <td>12</td> <td>total points per Reviewer</td> </tr> <tr> <td>9</td> <td>-</td> <td>11</td> <td>avg. Expected per Reviewer</td> </tr> </table>	10	-	12	total points per Reviewer	9	-	11	avg. Expected per Reviewer
	10	-	12	total points per Reviewer							
	9	-	11	avg. Expected per Reviewer							
	Enter Report Date Here	with 75% or more of students falling within the range									
	5/5/2024	Target range (BA/BS):	<table border="1"> <tr> <td>9</td> <td>-</td> <td>11</td> <td>total points per Reviewer</td> </tr> <tr> <td>8</td> <td>-</td> <td>10</td> <td>avg. Expected per Reviewer</td> </tr> </table>	9	-	11	total points per Reviewer	8	-	10	avg. Expected per Reviewer
	9	-	11	total points per Reviewer							
	8	-	10	avg. Expected per Reviewer							
	with 75% or more of students falling within the range										
	Rubric Scoring Range =		1 to 4								
	Reviewers Participating =		3								
<p>This is a basic representation of the Data generated for the Final Exhibition for the given semester. The only thing that is "fixed" are the scores used to generate the reports. Everything else can be adjusted, reworked, fine-tuned, or completely removed if it is not of use. It is also possible to find new ways to use the existing data to generate more meaningful results.</p> <p>In all the report pages you will see values which relate to an "Expected" Average and also values based on a "Potential Perfect" score. This reflects the numbers above taken in part from a preexisting rubric. Whether they are both necessary is open for discussion. Also, there may need to be some discussion as to the need, or not, for a different scale for the BA/BS vs. the BFA.</p> <p>For the moment, the actual score sheets have not been included in this report simply because they are analog and the data sheet in the spreadsheet used to generate the report is not formatted for printing that particular information readily. If copies of those sheets are ever required, they are archived and can be made available.</p>											

Spring 2024		
Final Exhibition Assessment Data		
Departmental Overall Scoring		
Departmental Total Score for Professional Presentation	Departmental Total Score for Technical Expertise	Departmental Total Score for Concept/Critical Thinking
200	107	108
Potential Perfect Score = 252	Potential Perfect Score = 252	Potential Perfect Score = 252
Presentation Success Rate based on Perfect Score = 79%	Tech. Expertise Success Rate based on Perfect Score = 42%	Critical Thinking Success Rate based on Perfect Score = 43%
Departmental Overall Score	BA/BS Individual Student Target Range	BFA Individual Student Target Range
570	9 - 11 Points	10 - 12 Points
Expected Avg. Score = 693	Expected Avg. Score = 9	Expected Avg. Score = 10
Success Rate based on Expected Avg. = 82%	Current BA/BS Avg. = 9	Current BFA Avg. = 12
Potential Perfect Score = 756	No. of BA/BS Students meeting Target Range = 9	No. of BFA Students meeting Target Range = 3
Success Rate based on Perfect Score = 75%	Pct. of BA/BS Students within Target Range = 50%	Pct. of BFA Students within Target Range = 100%
Percentage of BA Students within this Data Set	Percentage of BS Students within this Data Set	Percentage of BFA Students within this Data Set
17 Students	1 Students	3 Students
81%	5%	14%

Spring 2024					
Final Exhibition Assessment Data					
Exhibition Stats					
Percentage of BA Students within this Data Set		Percentage of BS Students within this Data Set		Percentage of BFA Students within this Data Set	
17 Students		1 Students		3 Students	
81%		5%		14%	
Degree Areas	Number of Students	Percentage of Representation	Score Avg.	Success Rate	
BA - 2D	5	24%	8	=	68%
BA - 3D	1	5%	12	=	100%
BA - Intermedia	2	10%	10	=	82%
BA - Graphic Design	9	43%	8	=	67%
BFA - 2D	1	5%	12	=	100%
BFA - Graphic Design	2	10%	12	=	97%
BFA - Intermedia	0				
BS - Art Education	1	5%	10	=	83%

Spring 2024		
Final Exhibition Assessment Data		
BS (Art Education) Overall Scoring		
BS (Art Education) Total Score for Professional Presentation	BS (Art Education) Total Score for Technical Expertise	BS (Art Education) Total Score for Concept/Critical Thinking
1 Student(s)	1 Student(s)	1 Student(s)
Potential Perfect Score = 12	Potential Perfect Score = 12	Potential Perfect Score = 12
Actual Score = 11	Actual Score = 11	Actual Score = 8
Success Rate <i>based on Perfect Score</i> = 92%	Success Rate <i>based on Perfect Score</i> = 92%	Success Rate <i>based on Perfect Score</i> = 67%
BS (Art Education) Overall Score		BS (Art Education) Individual Student Target Range
30		9 - 11 Points
Expected Avg. Score = 27		Expected Avg. Score = 9
Success Rate <i>based on Expected Avg.</i> = 111%		Current BS (Art Education) Avg. = 10
Potential Perfect Score = 36		No. of BS (Art Education) Students meeting Target Range = 1
Success Rate <i>based on Perfect Score</i> = 83%		Pct. of BS (Art Education) Students within Target Range = 100%

Spring 2024		
Final Exhibition Assessment Data		
BA (2D) Overall Scoring		
BA (2D) Total Score for Professional Presentation	BA (2D) Total Score for Technical Expertise	BA (2D) Total Score for Concept/Critical Thinking
5 Student(s)	5 Student(s)	5 Student(s)
Potential Total = 60	Potential Total = 60	Potential Total = 60
Actual Score = 43	Actual Score = 37	Actual Score = 42
Success Rate = 72%	Success Rate = 62%	Success Rate = 70%
BA (2D) Overall Score		BA (2D) Individual Student Target Range
122		9 - 11 Points
Expected Avg. Score = 135		Expected Avg. Score = 9
Success Rate based on Expected Avg. = 90%		Current BA (2D) Avg. = 8
Potential Perfect Score = 180		No. of BA (2D) Students meeting Target Range = 2
Success Rate based on Perfect Score = 68%		Pct. of BA (2D) Students within Target Range = 40%

Spring 2024		
Final Exhibition Assessment Data		
BA (Intermedia) Overall Scoring		
BA (Intermedia) Total Score for Professional Presentation	BA (Intermedia) Total Score for Technical Expertise	BA (Intermedia) Total Score for Concept/Critical Thinking
2 Student(s)	2 Student(s)	2 Student(s)
Potential Total = 24	Potential Total = 24	Potential Total = 24
Actual Score = 20	Actual Score = 20	Actual Score = 19
Success Rate = 83%	Success Rate = 83%	Success Rate = 79%
BA (Intermedia) Overall Score		BA (Intermedia) Individual Student Target Range
59		9 - 11 Points
Expected Avg. Score = 54		Expected Avg. Score = 9
Success Rate based on Expected Avg. = 109%		Current BA (Intermedia) Avg. = 10
Potential Perfect Score = 72		No. of BA (Intermedia) Students meeting Target Range = 2
Success Rate based on Perfect Score = 82%		Pct. of BA (Intermedia) Students within Target Range = 100%

Spring 2024

Final Exhibition Assessment Data

BA (Graphic Design) Overall Scoring

BA (Graphic Design) Total Score for Professional Presentation	BA (Graphic Design) Total Score for Technical Expertise	BA (Graphic Design) Total Score for Concept/Critical Thinking
9 Student(s)	9 Student(s)	9 Student(s)
Potential Total = 108	Potential Total = 108	Potential Total = 108
Actual Score = 78	Actual Score = 69	Actual Score = 70
Success Rate = 72%	Success Rate = 64%	Success Rate = 65%
BA (Graphic Design) Overall Score		BA (Graphic Design) Individual Student Target Range
217		9 - 11 Points
Expected Avg. Score = 243		Expected Avg. Score = 9
Success Rate <i>based on Expected Avg.</i> = 89%		Current BA (Graphic Design) Avg. = 8
Potential Perfect Score = 324		No. of BA (Graphic Design) Students meeting Target Range = 3
Success Rate <i>based on Perfect Score</i> = 67%		Pct. of BA (Graphic Design) Students within Target Range = 33%

Spring 2024		
Final Exhibition Assessment Data		
BFA (Graphic Design) Overall Scoring		
BFA (Graphic Design) Total Score for Professional Presentation	BFA (Graphic Design) Total Score for Technical Expertise	BFA (Graphic Design) Total Score for Concept/Critical Thinking
2 Student(s)	2 Student(s)	2 Student(s)
Potential Total = 24	Potential Total = 24	Potential Total = 24
Actual Score = 24	Actual Score = 24	Actual Score = 22
Success Rate = 100%	Success Rate = 100%	Success Rate = 92%
BFA (Graphic Design) Overall Score		BFA (Graphic Design) Individual Student Target Range
70		10 - 12 Points
Expected Avg. Score = 54		Expected Avg. Score = 11
Success Rate based on Expected Avg. = 130%		Current BFA (Graphic Design) Avg. = 12
Potential Perfect Score = 72		No. of BFA (Graphic Design) Students meeting Target Range = 2
Success Rate based on Perfect Score = 97%		Pct. of BFA (Graphic Design) Students within Target Range = 100%

Spring 2024		
Final Exhibition Assessment Data		
BA (3D) Overall Scoring		
BA (3D) Total Score for Professional Presentation	BA (3D) Total Score for Technical Expertise	BA (3D) Total Score for Concept/Critical Thinking
1 Student(s)	1 Student(s)	1 Student(s)
Potential Total = 12	Potential Total = 12	Potential Total = 12
Actual Score = 12	Actual Score = 12	Actual Score = 12
Success Rate = 100%	Success Rate = 100%	Success Rate = 100%
BA (3D) Overall Score		BA (3D) Individual Student Target Range
36		9 - 11 Points
Expected Avg. Score = 27		Expected Avg. Score = 9
Success Rate based on Expected Avg. = 133%		Current BA (3D) Avg. = 12
Potential Perfect Score = 36		No. of BA (3D) Students meeting Target Range = 1
Success Rate based on Perfect Score = 100%		Pct. of BA (3D) Students within Target Range = 100%

Spring 2024		
Final Exhibition Assessment Data		
BFA (2D) Overall Scoring		
BFA (2D) Total Score for Professional Presentation	BFA (2D) Total Score for Technical Expertise	BFA (2D) Total Score for Concept/Critical Thinking
1 Student(s)	1 Student(s)	1 Student(s)
Potential Total = 12	Potential Total = 12	Potential Total = 12
Actual Score = 12	Actual Score = 12	Actual Score = 12
Success Rate = 100%	Success Rate = 100%	Success Rate = 100%
BFA (2D) Overall Score		BFA (2D) Individual Student Target Range
36		10 - 12 Points
Expected Avg. Score = 27		Expected Avg. Score = 11
Success Rate based on Expected Avg. = 133%		Current BFA (2D) Avg. = 12
Potential Perfect Score = 36		No. of BFA (2D) Students meeting Target Range = 1
Success Rate based on Perfect Score = 100%		Pct. of BFA (2D) Students within Target Range = 100%

Appendix B: Final Exhibition Assessment Rubric

FINAL PORTFOLIO / FINAL PRESENTATION				
	Inadequate = 1 Point	Developing = 2 Points	Competent = 3 Points	Accomplished = 4 Points
Professional Presentation	Student shows little or no understanding of professional standards of presentation in his/her discipline; work is poorly presented or presented in such a way as to serve as a detraction.	Student exhibits a developing understanding of presentation and professionalism in his/her discipline; presentation has clearly been considered and does not detract from the effectiveness of the work.	Student shows a level of professionalism with regard to presentation that is acceptable for the discipline.	Student exhibits an impeccable grasp on the professional standards of his/her discipline with regard to presentation.
Technical Expertise / Technique / Craftsmanship	Student shows little to no ability to manipulate the material with purpose and sensitivity; work shown is shoddy and/ or seems under-resolved; there is little or no perceptible connection between the materials and processes and the content/concept of the work.	Student shows an ability to manipulate his/her materials sensitively and with a reasonable degree of craft. Techniques and processes seem appropriate for the subject matter. Work shows room for improvement.	Student exhibits a satisfactory ability to manipulate materials with sensitivity and fitness to the subject. A relatively high level of craft is evident, and work typically feels complete and cohesive.	Student shows sensitivity to materials, and makes material choices that complement the subject and/or concept. There is clearly a high level of craftsmanship and concern for the success of the work, and a high degree of finish is consistently evident.
Concept / Critical Thinking	Concept and critical thinking are obviously lacking in the overall body of work. The written statement lack sufficient development.	Concepts may be considered to be "developing" and not fully realized. The written statement is substantive but still needs development.	Concepts show some depth of thinking and are generally successfully articulated. The written statement supports these concepts.	Critical thought is well apparent and a unique "voice" is evident throughout the body of work. The written statement is articulate and more than supports the work.

Appendix C: AY22/23 – AY23/24 Success Comparison Chart

Assessment AY 22/23 and AY 23/24 Comparison Totals			
BFA Success Rate - Breakdown Based on Concentration:			
(BFA) 2D Concentration:			
AY 22/23	2 Students with an Avg. Success Rate of:	84.00%	
AY 23/24	1 Students with an Avg. Success Rate of:	100.00%	
Reresenting a 50% Decrease in Graduating 2D Students and a 19% Increase in Student Success overall.			
(BFA) 3D Concentration:			
AY 22/23	Students with an Avg. Success Rate of:		
AY 23/24	Students with an Avg. Success Rate of:		
Reresenting a in Graduating 2D Students and a in Student Success overall.			
(BFA) Intermedia Concentration:			
AY 22/23	2 Students with an Avg. Success Rate of:	88.00%	
AY 23/24	0 Students with an Avg. Success Rate of:	0.00%	
Reresenting a 100% Decrease in Graduating 2D Students and a 0% Change in Student Success overall.			
(BFA) Graphic Design Concentration:			
AY 22/23	2 Students with an Avg. Success Rate of:	94.00%	
AY 23/24	2 Students with an Avg. Success Rate of:	97.00%	
Reresenting a 0% Change in Graduating 2D Students and a 3% Increase in Student Success overall.			

Assessment AY 22/23 and AY 23/24 Comparison Totals

BA Success Rate - Breakdown Based on Concentration:

(BA) 2D Concentration:

AY 22/23	10 Students with an Avg. Success Rate of:	71.50%
AY 23/24	6 Students with an Avg. Success Rate of:	66.00%

Reresenting a 40% **Decrease** in Graduating 2D Students and a 8% **Decrease** in Student Success overall.

(BA) 3D Concentration:

AY 22/23	0 Students with an Avg. Success Rate of:	0.00%
AY 23/24	1 Students with an Avg. Success Rate of:	100.00%

Reresenting a 100% **Increase** in Graduating 2D Students and a 100% **Increase** in Student Success overall.

(BA) Intermedia Concentration:

AY 22/23	10 Students with an Avg. Success Rate of:	84.50%
AY 23/24	6 Students with an Avg. Success Rate of:	80.00%

Reresenting a 40% **Decrease** in Graduating 2D Students and a 5% **Decrease** in Student Success overall.

(BA) Graphic Design Concentration:

AY 22/23	13 Students with an Avg. Success Rate of:	72.00%
AY 23/24	9 Students with an Avg. Success Rate of:	67.00%

Reresenting a 31% **Decrease** in Graduating 2D Students and a 7% **Decrease** in Student Success overall.

Assessment AY 22/23 and AY 23/24 Comparison Totals

BS Art Education Success Rate - Breakdown:

(BS) Art Education:

AY 22/23	2 Students with an Avg. Success Rate of:	76.00%
AY 23/24	1 Students with an Avg. Success Rate of:	83.00%

Representing a 50% **Decrease** in Graduating 2D Students and a 9% **Increase** in Student Success overall.

Assessment AY 22/23 and AY 23/24 Comparison Totals

Overall Enrollment of Students Completing the Program

(BA Degree) All Concentrations:

Total Students Graduating with a BA in AY	22/23	=	28
Total Students Graduating with a BA in AY	23/24	=	18

Representing a 36% **Decrease** in Graduating BA Students.

(BFA Degree) All Concentrations:

Total Students Graduating with a BFA in AY	22/23	=	6
Total Students Graduating with a BFA in AY	23/24	=	3

Representing a 50% **Decrease** in Graduating BFA Students.

(BS Degree) Art Education:

Total Students Graduating with a BFA in AY	22/23	=	2
Total Students Graduating with a BFA in AY	23/24	=	1

Representing a 50% **Decrease** in Graduating BA Students.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Art & Design BA/BFA

Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.	Clear alignment noted to NASAD accreditation standards	At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) – somewhat; see notes for feedback Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	Using the final exhibition as the point of assessment and a rubric for evaluation is a great strategy. If rubric dimensions align with each of the 4 LOs measured this cycle, then reporting those dimension scores will give you more precise data than reporting the cumulative rubric score. That allows you to see if there is a specific area in which students are struggling, even if the overall score would mask this. It could be really helpful as you try to determine where to target intervention with your concentrations students as well.	Mature

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>	<p>Excellent work organizing, reporting, and discussion analysis of the data. Your breakdown of the rubric scores by degree/concentration and color-coded indicators of achievement and comparison make it so easy to process the data and generate findings.</p>	<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		<p>Exemplary</p>
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>	<p>Insightful note about the cost of preparing and showing a final exhibition and its possible influence on the overall quality of the work produced. Good thoughts on how to mitigate this issue.</p>	<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>	<p>A potential plan to improve performance in the concentrations could include earlier points of assessment to see if it's possible to remediate before the final exhibition.</p>	<p>Exemplary</p>

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do

For assistance contact
Kelley Woods-Johnson:
kelly.woods-johnson@indstate.edu or
at extension 7975.

AY 23-24 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT

OPTION A: TABLE FORMAT

Academic Program:	Art and Design; BS Art Education	Date:	12/06/2024
Author(s):	Assessment Committee: Mark Cela (Chair), Chester Burton		
Verify that each of the following documents is correct and current on the ISU Assessment Results Webpage by marking with an "X." Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Director of Assessment & Program Effectiveness, at kelly.woods-johnson@indstate.edu .		<input checked="" type="checkbox"/> Learning Outcomes <input checked="" type="checkbox"/> Curriculum Map <input type="checkbox"/> Assessment Plan	
How is this program offered? If "Both," data should be disaggregated by campus and distance students.		<input checked="" type="checkbox"/> Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Benchmark for Proficiency	Actual Student Performance Relative to Benchmark	Prior Results for Comparison
	Course	Assignment/ Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
Outcome 3.1: Conceived, designs, and creates works: Conceives, designs, and creates works in the chosen concentration. [Relates to NASAD standard H.IX.h.3c] Outcome 3.2: Utilizes technologies and equipment applicable to [two-dimensional; intermedia] art. [NASAD H.VIII.B3] Outcome 4.2: Works independently on [2-D; intermedia] art problems; works independently on a variety of [two-dimensional; intermedia] problems by combining, as appropriate to the issue, their capabilities in studio, analysis, history, and technology. [NASAD H.VIII.B4] Outcome 4.4: Work that demonstrate perceptual acuity: Presents work that demonstrates acuity, conceptual understanding, and technical facility at a professional entry level. [NASAD H.VIII.Ba.2]	BS - Art Education	Final Exhibition for Fall 2023 Final Exhibition for Spring 2024	Senior Portfolio Assessment Survey, a 12-point holistic scale evaluating work presented for the student's final exhibition.	Target range (BFA) 10 -12 total points	9 - 11 average numerical score with 75% or more of students falling within the range.	Please reference Appendix C for a comparison of Student Success for AY22/23-AY23-24
				Target range (BA/BS) 9 -11, total points	8 - 11 average numerical score with 75% or more of students falling within the range.	Please reference Appendix C for a comparison of Student Success for AY22/23-AY23-24

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	This evaluation takes place during the BA/BS/BFA Final Exhibition, and as part of the ARTP 496: Final Exhibition (for BA [1 cr] and BFA [3 cr]) and ARTD 490: Graphic Design Portfolio courses that students take in their final semester. A rotating schedule of three faculty members representing the 2D, 3D, Graphic Design, Art History, and Art Education areas review the work presented for exhibition based on the rubric. The chart below (appendix A) represents average scores for students graduating Fall 23 / Spring 24. BS/Art Education is doing well and scores are above expected averages.
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Data Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	BS- Art Education student average years to graduation is 3.4, lower than the University BA programs (general). The current BS Art Education has the same or lower average credits to degree” as the University average (135.8). 1 st year retention increased by better than 50%.
What student success indicators are concerning?	General enrollment is lower than the previous years and efforts to improve these numbers are warranted.
Share additional relevant student success data not included in the Program Data Profile. If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).	One student graduated in AY23/24. Waiting on additional data on job placement from Malea

3. Continuous Quality Improvement

Review the action plan from the previous year’s report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	<p>The rubric (Appendix B) has utilized during the last four semesters to evaluate final exhibition student work. This rubric requires reviewers to score senior portfolios in three categories – Professional Presentation, Technical Expertise, and Concept/Critical Thinking – and has been beneficial for clarifying strengths and weaknesses.</p> <p>Specific to the BS in Art Education new review criteria have been developed and will be implemented in the next round of assessment data collection.</p> <p>Additional assessment collection in the form of a Visual Verbal assessment (test) has been initiated and will be another strategic layer in helping to assess the growth in a common knowledge set. Additionally, the exit survey for graduate feedback on the department’s program has also be reinstated. There is currently not enough complete</p>
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	<p>data from either of these new implementations to be of current use for this report. This will of course change as more data is collected in coming semesters.</p>
<p>Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?</p>	<p>In general, Enrollment/Recruitment along with program awareness would appear to be of great priority. The department is working on the development of strategies to improve these issues already, and more effort is being placed on direct marketing of the program to regional High Schools and their pool of potential students. With the addition of new Art Education faculty the program can begin to rebuild. This should also help with the retention rates as permean faculty should help with advising and program guidance.</p> <p>In the area of assessment for Art Education, students were performing at a success rate at or exceeding 75%. The assessment committee will review data following the assessment and communicate weakness to the faculty for identified weakness.</p>
<p>What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i></p>	<p>One observed potential impact on student performance on the rubric could be student choice in preparing and presenting their final exhibition. Students making choices based on the financial cost of presenting their work could potentially be reflected in their assessment (for data purposes) in the presentation area of the rubric. Faculty are continuing to seek out potential funding sources to support student presentation. One potential source could be the Center for Student Research & Creativity (Whitney Messer), we are continuing development in this area.</p>
<p>What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?</p>	<p>We will continue to compare year after year progress for the same Learning Outcomes (3.1, 3.2, 4.2 and 4.4 for all areas) in AY '24/'25, and improve data collection for the Visual/Verbal test and the Graduating Survey for all students. These two new assessment tools should help to give a more complete picture with regards to student success and departmental improvements.</p>
<p>Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?</p>	<p>A rotating schedule of three faculty members representing the 2D, 3D, Graphic Design, Art History, and Art Education areas review the work presented for exhibition. The Form below (Appendix B) includes the assessment rubric used by faculty. The Assessment Committee average scores for the graduating students, and the data is tabulated in a report (Appendix A) that is distributed to the faculty.</p>

**Appendix A: Final
Fall 23 and Spring 24**

Enter Degree Options Here	Enter Semester Here	Enter Target Goals and Outcomes Here	
BA - 2D BA - 3D BA - Intermedia BA - Graphic Design BFA - 2D BFA - Graphic Design BFA - Intermedia BS - Art Education	Fall 2023	Target range (BFA)	10 - 12 total points per Reviewer 9 - 11 avg. Expected per Reviewer
	Enter Report Date Here	with 75% or more of students falling within the range	
	12/12/2023	Target range (BA/BS):	9 - 11 total points per Reviewer 8 - 10 avg. Expected per Reviewer
		with 75% or more of students falling within the range	
	Rubric Scoring Range =		1 to 4
	Reviewers Participating =		3
	<p>This is a basic representation of the Data generated for the Final Exhibition for the given semester. The only thing that is "fixed" are the scores used to generate the reports. Everything else can be adjusted, reworked, fine-tuned, or completely removed if it is not of use. It is also possible to find new ways to use the existing data to generate more meaningful results.</p> <p>In all the report pages you will see values which relate to an "Expected" Average and also values based on a "Potential Perfect" score. This reflects the numbers above taken in part from a preexisting rubric. Whether they are both necessary is open for discussion. Also, there may need to be some discussion as to the need, or not, for a different scale for the BA/BS vs. the BFA.</p> <p>For the moment, the actual score sheets have not been included in this report simply because they are analog and the data sheet in the spreadsheet used to generate the report is not formatted for printing that particular information readily. If copies of those sheets are ever required, they are archived and can be made available.</p>		

Exhibition Data Report -

Fall 2023 Final Exhibition Assessment Data Departmental Overall Scoring		
Departmental Total Score for Professional Presentation	Departmental Total Score for Technical Expertise	Departmental Total Score for Concept/Critical Thinking
29	26	24
Potential Perfect Score = 36	Potential Perfect Score = 36	Potential Perfect Score = 36
Presentation Success Rate based on Perfect Score = 81%	Tech. Expertise Success Rate based on Perfect Score = 72%	Critical Thinking Success Rate based on Perfect Score = 67%
Departmental Overall Score	BA/BS Individual Student Target Range	BFA Individual Student Target Range
79	9 - 11 Points	10 - 12 Points
Expected Avg. Score = 99	Expected Avg. Score = 9	Expected Avg. Score = 10
Success Rate based on Expected Avg. = 80%	Current BA/BS Avg. = 9	Current BFA Avg. = 0
Potential Perfect Score = 108	No. of BA/BS Students meeting Target Range = 2	No. of BFA Students meeting Target Range = 0
Success Rate based on Perfect Score = 73%	Pct. of BA/BS Students within Target Range = 67%	Pct. of BFA Students within Target Range = 0%
Percentage of BA Students within this Data Set	Percentage of BS Students within this Data Set	Percentage of BFA Students within this Data Set
3 Students	0 Students	0 Students
100%	0%	0%

Fall 2023					
Final Exhibition Assessment Data					
Exhibition Stats					
Percentage of BA Students within this Data Set		Percentage of BS Students within this Data Set		Percentage of BFA Students within this Data Set	
3 Students		0 Students		0 Students	
100%		0%		0%	
Degree Areas	Number of Students	Percentage of Representation	Score Avg.	Success Rate	
BA - 2D	1	33%	8	=	64%
BA - 3D	0				
BA - Intermedia	2	67%	9	=	78%
BA - Graphic Design	0				
BFA - 2D	0				
BFA - Graphic Design	0				
BFA - Intermedia	0				
BS - Art Education	0				

Fall 2023

Final Exhibition Assessment Data

BS (Art Education) Overall Scoring

BS (Art Education) Total Score for Professional Presentation	BS (Art Education) Total Score for Technical Expertise	BS (Art Education) Total Score for Concept/Critical Thinking
0 Student(s)	0 Student(s)	0 Student(s)
Potential Perfect Score = 0	Potential Perfect Score = 0	Potential Perfect Score = 0
Actual Score = 0	Actual Score = 0	Actual Score = 0
Success Rate <i>based on Perfect Score</i> = 0%	Success Rate <i>based on Perfect Score</i> = 0%	Success Rate <i>based on Perfect Score</i> = 0%
BS (Art Education) Overall Score		BS (Art Education) Individual Student Target Range
0		9 - 11 Points
Expected Avg. Score = 0		Expected Avg. Score = 9
Success Rate <i>based on Expected Avg.</i> = 0%		Current BS (Art Education) Avg. = 0
Potential Perfect Score = 0		No. of BS (Art Education) Students meeting Target Range = 0
Success Rate <i>based on Perfect Score</i> = 0%		Pct. of BS (Art Education) Students within Target Range = 0%

Fall 2023		
Final Exhibition Assessment Data		
BA (2D) Overall Scoring		
BA (2D) Total Score for Professional Presentation	BA (2D) Total Score for Technical Expertise	BA (2D) Total Score for Concept/Critical Thinking
1 Student(s)	1 Student(s)	1 Student(s)
Potential Total = 12	Potential Total = 12	Potential Total = 12
Actual Score = 9	Actual Score = 7	Actual Score = 7
Success Rate = 75%	Success Rate = 58%	Success Rate = 58%
BA (2D) Overall Score		BA (2D) Individual Student Target Range
23		9 - 11 Points
Expected Avg. Score = 27		Expected Avg. Score = 9
Success Rate based on Expected Avg. = 85%		Current BA (2D) Avg. = 8
Potential Perfect Score = 36		No. of BA (2D) Students meeting Target Range = 0
Success Rate based on Perfect Score = 64%		Pct. of BA (2D) Students within Target Range = 0%

Fall 2023

Final Exhibition Assessment Data

BA (Intermedia) Overall Scoring

BA (Intermedia) Total Score for Professional Presentation	BA (Intermedia) Total Score for Technical Expertise	BA (Intermedia) Total Score for Concept/Critical Thinking
2 Student(s)	2 Student(s)	2 Student(s)
Potential Total = 24	Potential Total = 24	Potential Total = 24
Actual Score = 20	Actual Score = 19	Actual Score = 17
Success Rate = 83%	Success Rate = 79%	Success Rate = 71%
BA (Intermedia) Overall Score		BA (Intermedia) Individual Student Target Range
56		9 - 11 Points
Expected Avg. Score = 54		Expected Avg. Score = 9
Success Rate <i>based on Expected Avg.</i> = 104%		Current BA (Intermedia) Avg. = 9
Potential Perfect Score = 72		No. of BA (Intermedia) Students meeting Target Range = 2
Success Rate <i>based on Perfect Score</i> = 78%		Pct. of BA (Intermedia) Students within Target Range = 100%

Fall 2023		
Final Exhibition Assessment Data		
BA (Graphic Design) Overall Scoring		
BA (Graphic Design) Total Score for Professional Presentation	BA (Graphic Design) Total Score for Technical Expertise	BA (Graphic Design) Total Score for Concept/Critical Thinking
0 Student(s)	0 Student(s)	0 Student(s)
Potential Total = 0	Potential Total = 0	Potential Total = 0
Actual Score = 0	Actual Score = 0	Actual Score = 0
Success Rate = 0%	Success Rate = 0%	Success Rate = 0%
BA (Graphic Design) Overall Score		BA (Graphic Design) Individual Student Target Range
0		9 - 11 Points
Expected Avg. Score = 0		Expected Avg. Score = 9
Success Rate <i>based on Expected Avg.</i> = 0%		Current BA (Graphic Design) Avg. = 0
Potential Perfect Score = 0		No. of BA (Graphic Design) Students meeting Target Range = 0
Success Rate <i>based on Perfect Score</i> = 0%		Pct. of BA (Graphic Design) Students within Target Range = 0%

Fall 2023		
Final Exhibition Assessment Data		
BFA (Graphic Design) Overall Scoring		
BFA (Graphic Design) Total Score for Professional Presentation	BFA (Graphic Design) Total Score for Technical Expertise	BFA (Graphic Design) Total Score for Concept/Critical Thinking
0 Student(s)	0 Student(s)	0 Student(s)
Potential Total = 0	Potential Total = 0	Potential Total = 0
Actual Score = 0	Actual Score = 0	Actual Score = 0
Success Rate = 0%	Success Rate = 0%	Success Rate = 0%
BFA (Graphic Design) Overall Score		BFA (Graphic Design) Individual Student Target Range
0		10 - 12 Points
Expected Avg. Score = 0		Expected Avg. Score = 11
Success Rate <i>based on Expected Avg.</i> = 0%		Current BFA (Graphic Design) Avg. = 0
Potential Perfect Score = 0		No. of BFA (Graphic Design) Students meeting Target Range = 0
Success Rate <i>based on Perfect Score</i> = 0%		Pct. of BFA (Graphic Design) Students within Target Range = 0%

Enter Degree Options Here	Enter Semester Here	Enter Target Goals and Outcomes Here									
BA - 2D BA - 3D BA - Intermedia BA - Graphic Design BFA - 2D BFA - Graphic Design BFA - Intermedia BS - Art Education	Spring 2024	Target range (BFA)	<table border="1"> <tr> <td>10</td> <td>-</td> <td>12</td> <td>total points per Reviewer</td> </tr> <tr> <td>9</td> <td>-</td> <td>11</td> <td>avg. Expected per Reviewer</td> </tr> </table>	10	-	12	total points per Reviewer	9	-	11	avg. Expected per Reviewer
	10	-	12	total points per Reviewer							
	9	-	11	avg. Expected per Reviewer							
	Enter Report Date Here	with 75% or more of students falling within the range									
	5/5/2024	Target range (BA/BS):	<table border="1"> <tr> <td>9</td> <td>-</td> <td>11</td> <td>total points per Reviewer</td> </tr> <tr> <td>8</td> <td>-</td> <td>10</td> <td>avg. Expected per Reviewer</td> </tr> </table>	9	-	11	total points per Reviewer	8	-	10	avg. Expected per Reviewer
	9	-	11	total points per Reviewer							
	8	-	10	avg. Expected per Reviewer							
	with 75% or more of students falling within the range										
	Rubric Scoring Range =		1 to 4								
	Reviewers Participating =		3								
<p>This is a basic representation of the Data generated for the Final Exhibition for the given semester. The only thing that is "fixed" are the scores used to generate the reports. Everything else can be adjusted, reworked, fine-tuned, or completely removed if it is not of use. It is also possible to find new ways to use the existing data to generate more meaningful results.</p> <p>In all the report pages you will see values which relate to an "Expected" Average and also values based on a "Potential Perfect" score. This reflects the numbers above taken in part from a preexisting rubric. Whether they are both necessary is open for discussion. Also, there may need to be some discussion as to the need, or not, for a different scale for the BA/BS vs. the BFA.</p> <p>For the moment, the actual score sheets have not been included in this report simply because they are analog and the data sheet in the spreadsheet used to generate the report is not formatted for printing that particular information readily. If copies of those sheets are ever required, they are archived and can be made available.</p>											

Spring 2024		
Final Exhibition Assessment Data		
Departmental Overall Scoring		
Departmental Total Score for Professional Presentation	Departmental Total Score for Technical Expertise	Departmental Total Score for Concept/Critical Thinking
200	107	108
Potential Perfect Score = 252	Potential Perfect Score = 252	Potential Perfect Score = 252
Presentation Success Rate based on Perfect Score = 79%	Tech. Expertise Success Rate based on Perfect Score = 42%	Critical Thinking Success Rate based on Perfect Score = 43%
Departmental Overall Score	BA/BS Individual Student Target Range	BFA Individual Student Target Range
570	9 - 11 Points	10 - 12 Points
Expected Avg. Score = 693	Expected Avg. Score = 9	Expected Avg. Score = 10
Success Rate based on Expected Avg. = 82%	Current BA/BS Avg. = 9	Current BFA Avg. = 12
Potential Perfect Score = 756	No. of BA/BS Students meeting Target Range = 9	No. of BFA Students meeting Target Range = 3
Success Rate based on Perfect Score = 75%	Pct. of BA/BS Students within Target Range = 50%	Pct. of BFA Students within Target Range = 100%
Percentage of BA Students within this Data Set	Percentage of BS Students within this Data Set	Percentage of BFA Students within this Data Set
17 Students	1 Students	3 Students
81%	5%	14%

Spring 2024					
Final Exhibition Assessment Data					
Exhibition Stats					
Percentage of BA Students within this Data Set		Percentage of BS Students within this Data Set		Percentage of BFA Students within this Data Set	
17 Students		1 Students		3 Students	
81%		5%		14%	
Degree Areas	Number of Students	Percentage of Representation	Score Avg.	Success Rate	
BA - 2D	5	24%	8	=	68%
BA - 3D	1	5%	12	=	100%
BA - Intermedia	2	10%	10	=	82%
BA - Graphic Design	9	43%	8	=	67%
BFA - 2D	1	5%	12	=	100%
BFA - Graphic Design	2	10%	12	=	97%
BFA - Intermedia	0				
BS - Art Education	1	5%	10	=	83%

Spring 2024		
Final Exhibition Assessment Data		
BS (Art Education) Overall Scoring		
BS (Art Education) Total Score for Professional Presentation	BS (Art Education) Total Score for Technical Expertise	BS (Art Education) Total Score for Concept/Critical Thinking
1 Student(s)	1 Student(s)	1 Student(s)
Potential Perfect Score = 12	Potential Perfect Score = 12	Potential Perfect Score = 12
Actual Score = 11	Actual Score = 11	Actual Score = 8
Success Rate <i>based on Perfect Score</i> = 92%	Success Rate <i>based on Perfect Score</i> = 92%	Success Rate <i>based on Perfect Score</i> = 67%
BS (Art Education) Overall Score		BS (Art Education) Individual Student Target Range
30		9 - 11 Points
Expected Avg. Score = 27		Expected Avg. Score = 9
Success Rate <i>based on Expected Avg.</i> = 111%		Current BS (Art Education) Avg. = 10
Potential Perfect Score = 36		No. of BS (Art Education) Students meeting Target Range = 1
Success Rate <i>based on Perfect Score</i> = 83%		Pct. of BS (Art Education) Students within Target Range = 100%

Spring 2024		
Final Exhibition Assessment Data		
BA (2D) Overall Scoring		
BA (2D) Total Score for Professional Presentation	BA (2D) Total Score for Technical Expertise	BA (2D) Total Score for Concept/Critical Thinking
5 Student(s)	5 Student(s)	5 Student(s)
Potential Total = 60	Potential Total = 60	Potential Total = 60
Actual Score = 43	Actual Score = 37	Actual Score = 42
Success Rate = 72%	Success Rate = 62%	Success Rate = 70%
BA (2D) Overall Score		BA (2D) Individual Student Target Range
122		9 - 11 Points
Expected Avg. Score = 135		Expected Avg. Score = 9
Success Rate based on Expected Avg. = 90%		Current BA (2D) Avg. = 8
Potential Perfect Score = 180		No. of BA (2D) Students meeting Target Range = 2
Success Rate based on Perfect Score = 68%		Pct. of BA (2D) Students within Target Range = 40%

Spring 2024		
Final Exhibition Assessment Data		
BA (Intermedia) Overall Scoring		
BA (Intermedia) Total Score for Professional Presentation	BA (Intermedia) Total Score for Technical Expertise	BA (Intermedia) Total Score for Concept/Critical Thinking
2 Student(s)	2 Student(s)	2 Student(s)
Potential Total = 24	Potential Total = 24	Potential Total = 24
Actual Score = 20	Actual Score = 20	Actual Score = 19
Success Rate = 83%	Success Rate = 83%	Success Rate = 79%
BA (Intermedia) Overall Score		BA (Intermedia) Individual Student Target Range
59		9 - 11 Points
Expected Avg. Score = 54		Expected Avg. Score = 9
Success Rate based on Expected Avg. = 109%		Current BA (Intermedia) Avg. = 10
Potential Perfect Score = 72		No. of BA (Intermedia) Students meeting Target Range = 2
Success Rate based on Perfect Score = 82%		Pct. of BA (Intermedia) Students within Target Range = 100%

Spring 2024

Final Exhibition Assessment Data

BA (Graphic Design) Overall Scoring

BA (Graphic Design) Total Score for Professional Presentation	BA (Graphic Design) Total Score for Technical Expertise	BA (Graphic Design) Total Score for Concept/Critical Thinking
9 Student(s)	9 Student(s)	9 Student(s)
Potential Total = 108	Potential Total = 108	Potential Total = 108
Actual Score = 78	Actual Score = 69	Actual Score = 70
Success Rate = 72%	Success Rate = 64%	Success Rate = 65%
BA (Graphic Design) Overall Score		BA (Graphic Design) Individual Student Target Range
217		9 - 11 Points
Expected Avg. Score = 243		Expected Avg. Score = 9
Success Rate <i>based on Expected Avg.</i> = 89%		Current BA (Graphic Design) Avg. = 8
Potential Perfect Score = 324		No. of BA (Graphic Design) Students meeting Target Range = 3
Success Rate <i>based on Perfect Score</i> = 67%		Pct. of BA (Graphic Design) Students within Target Range = 33%

Spring 2024		
Final Exhibition Assessment Data		
BFA (Graphic Design) Overall Scoring		
BFA (Graphic Design) Total Score for Professional Presentation	BFA (Graphic Design) Total Score for Technical Expertise	BFA (Graphic Design) Total Score for Concept/Critical Thinking
2 Student(s)	2 Student(s)	2 Student(s)
Potential Total = 24	Potential Total = 24	Potential Total = 24
Actual Score = 24	Actual Score = 24	Actual Score = 22
Success Rate = 100%	Success Rate = 100%	Success Rate = 92%
BFA (Graphic Design) Overall Score		BFA (Graphic Design) Individual Student Target Range
70		10 - 12 Points
Expected Avg. Score = 54		Expected Avg. Score = 11
Success Rate based on Expected Avg. = 130%		Current BFA (Graphic Design) Avg. = 12
Potential Perfect Score = 72		No. of BFA (Graphic Design) Students meeting Target Range = 2
Success Rate based on Perfect Score = 97%		Pct. of BFA (Graphic Design) Students within Target Range = 100%

Spring 2024

Final Exhibition Assessment Data

BA (3D) Overall Scoring

BA (3D) Total Score for Professional Presentation	BA (3D) Total Score for Technical Expertise	BA (3D) Total Score for Concept/Critical Thinking
1 Student(s)	1 Student(s)	1 Student(s)
Potential Total = 12	Potential Total = 12	Potential Total = 12
Actual Score = 12	Actual Score = 12	Actual Score = 12
Success Rate = 100%	Success Rate = 100%	Success Rate = 100%
BA (3D) Overall Score		BA (3D) Individual Student Target Range
36		9 - 11 Points
Expected Avg. Score = 27		Expected Avg. Score = 9
Success Rate based on Expected Avg. = 133%		Current BA (3D) Avg. = 12
Potential Perfect Score = 36		No. of BA (3D) Students meeting Target Range = 1
Success Rate based on Perfect Score = 100%		Pct. of BA (3D) Students within Target Range = 100%

Spring 2024			
Final Exhibition Assessment Data			
BFA (2D) Overall Scoring			
BFA (2D) Total Score for Professional Presentation		BFA (2D) Total Score for Technical Expertise	
1 Student(s)		1 Student(s)	
Potential Total = 12		Potential Total = 12	
Actual Score = 12		Actual Score = 12	
Success Rate = 100%		Success Rate = 100%	
BFA (2D) Overall Score		BFA (2D) Individual Student Target Range	
36		10 - 12 Points	
Expected Avg. Score = 27		Expected Avg. Score = 11	
Success Rate based on Expected Avg. = 133%		Current BFA (2D) Avg. = 12	
Potential Perfect Score = 36		No. of BFA (2D) Students meeting Target Range = 1	
Success Rate based on Perfect Score = 100%		Pct. of BFA (2D) Students within Target Range = 100%	

Appendix B: Final Exhibition Assessment Rubric

FINAL PORTFOLIO / FINAL PRESENTATION				
	Inadequate = 1 Point	Developing = 2 Points	Competent = 3 Points	Accomplished = 4 Points
Professional Presentation	Student shows little or no understanding of professional standards of presentation in his/her discipline; work is poorly presented or presented in such a way as to serve as a detraction.	Student exhibits a developing understanding of presentation and professionalism in his/her discipline; presentation has clearly been considered and does not detract from the effectiveness of the work.	Student shows a level of professionalism with regard to presentation that is acceptable for the discipline.	Student exhibits an impeccable grasp on the professional standards of his/her discipline with regard to presentation.
Technical Expertise / Technique / Craftsmanship	Student shows little to no ability to manipulate the material with purpose and sensitivity; work shown is shoddy and/ or seems under-resolved; there is little or no perceptible connection between the materials and processes and the content/concept of the work.	Student shows an ability to manipulate his/her materials sensitively and with a reasonable degree of craft. Techniques and processes seem appropriate for the subject matter. Work shows room for improvement.	Student exhibits a satisfactory ability to manipulate materials with sensitivity and fitness to the subject. A relatively high level of craft is evident, and work typically feels complete and cohesive.	Student shows sensitivity to materials, and makes material choices that complement the subject and/or concept. There is clearly a high level of craftsmanship and concern for the success of the work, and a high degree of finish is consistently evident.
Concept / Critical Thinking	Concept and critical thinking are obviously lacking in the overall body of work. The written statement lack sufficient development.	Concepts may be considered to be "developing" and not fully realized. The written statement is substantive but still needs development.	Concepts show some depth of thinking and are generally successfully articulated. The written statement supports these concepts.	Critical thought is well apparent and a unique "voice" is evident throughout the body of work. The written statement is articulate and more than supports the work.

Appendix C: AY22/23 – AY23/24 Success Comparison Chart

Updated May 2023

Appendix C: AY22/23 – AY23/24 Success Comparison Chart

Assessment AY 22/23 and AY 23/24 Comparison Totals			
BFA Success Rate - Breakdown Based on Concentration:			
(BFA) 2D Concentration:			
AY 22/23	2 Students with an Avg. Success Rate of:	84.00%	
AY 23/24	1 Students with an Avg. Success Rate of:	100.00%	
Reresenting a 50% Decrease in Graduating 2D Students and a 19% Increase in Student Success overall.			
(BFA) 3D Concentration:			
AY 22/23	Students with an Avg. Success Rate of:		
AY 23/24	Students with an Avg. Success Rate of:		
Reresenting a in Graduating 2D Students and a in Student Success overall.			
(BFA) Intermedia Concentration:			
AY 22/23	2 Students with an Avg. Success Rate of:	88.00%	
AY 23/24	0 Students with an Avg. Success Rate of:	0.00%	
Reresenting a 100% Decrease in Graduating 2D Students and a 0% Change in Student Success overall.			
(BFA) Graphic Design Concentration:			
AY 22/23	2 Students with an Avg. Success Rate of:	94.00%	
AY 23/24	2 Students with an Avg. Success Rate of:	97.00%	
Reresenting a 0% Change in Graduating 2D Students and a 3% Increase in Student Success overall.			

Assessment AY 22/23 and AY 23/24 Comparison Totals

BA Success Rate - Breakdown Based on Concentration:

(BA) 2D Concentration:

AY 22/23	10 Students with an Avg. Success Rate of:	71.50%
AY 23/24	6 Students with an Avg. Success Rate of:	66.00%

Reresenting a 40% **Decrease** in Graduating 2D Students and a 8% **Decrease** in Student Success overall.

(BA) 3D Concentration:

AY 22/23	0 Students with an Avg. Success Rate of:	0.00%
AY 23/24	1 Students with an Avg. Success Rate of:	100.00%

Reresenting a 100% **Increase** in Graduating 2D Students and a 100% **Increase** in Student Success overall.

(BA) Intermedia Concentration:

AY 22/23	10 Students with an Avg. Success Rate of:	84.50%
AY 23/24	6 Students with an Avg. Success Rate of:	80.00%

Reresenting a 40% **Decrease** in Graduating 2D Students and a 5% **Decrease** in Student Success overall.

(BA) Graphic Design Concentration:

AY 22/23	13 Students with an Avg. Success Rate of:	72.00%
AY 23/24	9 Students with an Avg. Success Rate of:	67.00%

Reresenting a 31% **Decrease** in Graduating 2D Students and a 7% **Decrease** in Student Success overall.

Assessment AY 22/23 and AY 23/24 Comparison Totals

BS Art Education Success Rate - Breakdown:

(BS) Art Education:

AY 22/23	2 Students with an Avg. Success Rate of:	76.00%
AY 23/24	1 Students with an Avg. Success Rate of:	83.00%

Representing a 50% **Decrease** in Graduating 2D Students and a 9% **Increase** in Student Success overall.

Assessment AY 22/23 and AY 23/24 Comparison Totals

Overall Enrollment of Students Completing the Program

(BA Degree) All Concentrations:

Total Students Graduating with a BA in AY	22/23	=	28
Total Students Graduating with a BA in AY	23/24	=	18

Representing a 36% **Decrease** in Graduating BA Students.

(BFA Degree) All Concentrations:

Total Students Graduating with a BFA in AY	22/23	=	6
Total Students Graduating with a BFA in AY	23/24	=	3

Representing a 50% **Decrease** in Graduating BFA Students.

(BS Degree) Art Education:

Total Students Graduating with a BFA in AY	22/23	=	2
Total Students Graduating with a BFA in AY	23/24	=	1

Representing a 50% **Decrease** in Graduating BA Students.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Art Education BS

Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.	Clear alignment noted to NASAD accreditation standards	At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) – somewhat; see notes for feedback Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	Using the final exhibition as the point of assessment and a rubric for evaluation is a great strategy. If rubric dimensions align with each of the 4 LOs measured this cycle, then reporting those dimension scores will give you more precise data than reporting the cumulative rubric score. That allows you to see if there is a specific area in which students are struggling, even if the overall score would mask this. It could be really helpful as you try to determine where to target intervention with your concentrations students as well.	Mature

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>	<p>Excellent work organizing, reporting, and discussion analysis of the data. Your breakdown of the rubric scores by degree/concentration and color-coded indicators of achievement and comparison make it so easy to process the data and generate findings.</p>	<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		<p>Exemplary</p>
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>	<p>Insightful note about the cost of preparing and showing a final exhibition and its possible influence on the overall quality of the work produced. Good thoughts on how to mitigate this issue.</p>	<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>	<p>A potential plan to improve performance in the concentrations could include earlier points of assessment to see if it's possible to remediate before the final exhibition.</p>	<p>Exemplary</p>

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Early Submission:

September 9, 2024

Last Day to Submit:

November 22, 2024

CONSULT YOUR ASSOCIATE DEAN OR ASSESSMENT DIRECTOR REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be provided to chairs no later than September 9.

How to Submit:

Consult your college Associate Dean or Assessment Director, as guidelines vary by college.

For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Academic Program:	BA/BS Biology, BS Medical Laboratory Science, & Pre-Professional Programs	Date:	8/5/2024
Author(s):	Undergraduate		
<p>Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.</p>			
How is this program offered? If "Both," data should be disaggregated by campus and distance students.		<input checked="" type="checkbox"/> Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
LO #2: Students will use data and observations to generate informed, testable hypotheses and predictions.	BIO-330L General Physiology Laboratory, BIO-350L, Ecology and Evolution Laboratory, and BIO-374L Cellular & Microbial Biology Laboratory	Pre Labs/Lab Reports evaluating student's ability to generate informed, testable hypotheses and predictions in laboratory activities as described in the LO #2 rubric.	Rubric assessing hypothesis generation on assignments will be developed based upon the activities described.	An average score of 3 or greater for assessed activity will be initially used as the assessment criteria which meets "most expectations" for hypothesis generation:	BIO-330/L General Physiology Average = 2.41 Meets some expectations n=7 BIO-350L, Ecology and Evolution Laboratory Average = 2.2 Meets some expectations n=6 BIO-374L Cellular & Microbial Biology Laboratory Average = 2.41 Meets some expectations n=34	None. Rubric was developed last year and implemented this year.
LO #5 Students will critically evaluate information utilizing content knowledge, analytical skills, and primary sources.	BIO 490 Seminar in the Life Sciences	Evaluation of student responses from research seminars (BIO 490) - determines student mastery separate from assignment grade.	Rubric assessing student evaluation of the research seminar will be produced and applied to course activities.	An average score of 3 or greater for assessed activity will be initially used as the assessment criteria which meets most expectations for the evaluation	Average = 3.1 Meets most expectations n=14	None. Rubric was developed last year and implemented this year.

				of scientific content.		

<p>Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?</p>	<p>Our initial assessment of the LO #2 and LO #5 was challenging due to the diverse nature of the learning material and pedagogies within our discipline.</p> <p>For LO#2, the introductory textbook definition for hypothesis is “An explanation based upon data and observations that lead to a testable prediction which can be experimentally investigated; a hypothesis is narrow in scope and is falsifiable.” The highest score of 5 which exceed expectations identifies the following criteria:</p> <ul style="list-style-type: none"> • The hypothesis is based on data and observations • The hypothesis states the predicted results • The hypothesis is narrow in scope • The hypothesis is testable and falsifiable and considers alternative explanations • The hypothesis is novel, demonstrates critical thinking integrating the data/observations, predictions, and/or identifies experimental approaches. <p>Overall, the laboratory assignments evaluated our 300-level core courses did assess a subset of the hypothesis rubric criteria ranging from describing the background and experimental method, interpreting the results, and critically applying the results. The best performing examples of this assessment are the research proposal assignment in BIO-350/L. In these assignments, a hypothesis was identified with deficiencies according to the rubric involving a lack of background information and rational. The poor performing assignments for this assessment are the laboratory investigations in BIO-374/L. The poor performance is due to the assignment structure assessed experimental method, data interpretation and analysis, and critical thinking; hypothesis generation was not a specific learning objective for this laboratory exercise. The recommendation of the committee for LO #2 is to generate a hypothesis-generation exercise guides and rubrics that can be utilized in future assignments by laboratory instructors in the department that better align with this learning objective. This method will enhance our future assessment of these activities.</p> <p>For LO#5, the students are tasked with critically evaluating information using content knowledge, analytical skills, and primary sources. The highest score of 5 which exceed expectations identifies the following criteria:</p> <ul style="list-style-type: none"> • Student identifies and describes the scientific hypothesis underlying the nature of the research topic
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	<ul style="list-style-type: none"> • Student <u>identifies and provides</u> evidence that the experimental and analytical methods are valid • Student identifies the primary sources supporting the research <p>Our evaluation involves assessment of student reports from research seminars by both internal and external scientists within the BIO 490 Seminar in the Life Sciences course. The overall score for our assessment is 3.1 (meets some expectations). Our assessment notes that students performed well in understanding the research topic and basic experimental methods but did not perform well in describing the hypothesis(es) or analytical methods or evaluating the primary resources presented. We recommend that the instructor modifies the worksheet and instruction to better lead the student evaluating the methods and literature sources of the research presentation.</p> <ul style="list-style-type: none"> • Adjust question #1 or add a question to help students identify the speaker's research question(s) or hypothesis(es) from the researcher's main purpose. • Add a question to assignment to have students identify any primary sources cited during the research presentation that support the research performed. <p>These improvements will allow us to better guide the student's assessment of the research discussed in the seminar and enhance our understanding of student learning.</p> <p>From this assessment, the committee hopes to collaborate with these course instructors to improve assignments and rubrics tools to better capture student performance regarding the LOs in our courses since we are concerned that not all aspects of our assessments are congruent between courses and may not reflect student performance.</p>
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	After an initial surge in students identifying as Black/African American, the positive trend of recruiting these students has continued in the Fall 2024 semester. Despite a reduction in student numbers with the Fall 2019 cohort, student numbers have improved with the Fall 2020 cohort. First year retention rates have increased greatly in the Fall 2022 and Fall 2023 terms, from about 40% to between 70-80%.
What student success indicators are concerning?	The number of returning students, and students overall, in the program declined after the Fall 2020 semester and continues to remain at a level barely

	about half of the 2020 level. Also, the 4-year graduation rate of this program has fallen to 23%, more in line with the graduation rate in 2015, after briefly surging in 2018.
Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).</i>	Overall, student progress in the major is good, with only 3/163 students on academic probation and 4/163 students being dismissed. The course completion ratio was 84.65% in the lower division and 95% in the upper division, for the most recent data available (20-21 AY). For the college as a whole, the comparable rates were 81.69% and 87.12%, respectively; in the university as a whole, those rates were 83.14% and 90.84%. The percentage of Biology students completing the competitive Biology/Medical Lab Sciences degree in the 23-24 term was 13.6% of the total biology degrees granted, whereas it was only 3.4% in 22-23 and 9.7% in 21-22. Since there is still a relatively small number of students seeking and obtaining this specialization, there are likely some students who would otherwise be interested in this program who are unaware of its existence. With regards to student progress in the program, in the fall 23 term there were 18 students in the program, with 2 on academic probation and 16 in good standing. By the Spring 2024 term, this number was reduced to 14, with all students in good standing. This is consistent with numbers from last year.

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	Last year, all faculty were involved in developing the assessment and will continue to do so moving forward. The committee successfully generated rubrics for LO#2 and LO#5 and then obtained artifacts for assessment. Our assessment has identified difficulties in assessing both LOs due to inconsistencies between the rubrics and the laboratory activities. Although a subset of the artifacts demonstrated significant overlap with the assessment rubrics, the committee will seek input and faculty collaboration for improvement of the assessment process.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	The development of LO implementation guides for assessment may be useful for future laboratory activities and seminar comment worksheets. A guide would be helpful for instructors in adapting specific activities aimed at introducing and reviewing these concepts in future assessment cycles.
What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be</i>	Faculty discussions during meetings would be helpful so the committee can better identify improvements or other activities/assignments that align with these learning objectives. This may include discussing and/or learning new strategies from the Center for Teaching Excellence and the assessment office.

<i>followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i>	
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	<p>The assessment plan for the academic year 2024-2025 will focus on the learning outcomes (LOs) from the BS Biology and BS Biology – Medical laboratory Science Specialization Assessment Plan that was effective as of Fall 2023.</p> <p>The LOs to be assessed are #1 (Students will acquire comprehensive knowledge in genetics, cell and molecular biology, organismal biology, ecology, and evolutionary biology to serve as a foundation for informed practice of the biological sciences), 3 (Students will select, design, and apply appropriate experimental and analytical techniques and tools appropriate for an inquiry), and 6 (Students will use appropriate modalities to effectively communicate scientific information to different audiences).</p> <p>We are currently in the process of determining access to ETS testing for LO #1, as well as developing rubrics to evaluate lab assignments for LO #3 and #6 from the core courses. LO #5 will be completed this year also.</p>
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	<p>The Undergraduate Assessment Committee developed to perform assessment and data analysis include Dr. Kris Schwab, Dr. Michael Thompson, and Dr. Charity Taboas, and Dr. Shaad Ahmad with guidance from Dr. Rusty Gonser. All findings will be shared with all other faculty.</p>

Academic Program:		Date:	
Author(s):			
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How is this program offered? If "Both," data should be disaggregated by campus and distance students.		<input type="checkbox"/> Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both	

Instructions: The narrative format of this report will contain the same information as the table format, but the structure of the narrative is flexible. An outline has been provided for guidance on what to include, but the structure of the narrative need not follow the outline. When applicable, detailed notes from program faculty meetings where assessment was discussed may be copied into this report as the narrative. Please cite to indicate when this is the case.

Student Learning Outcomes Assessment

Program Student Learning Outcomes Assessed this Year

For Each Student Learning Outcome Assessed:

- Assessment Strategies for Each Student Learning Outcome (courses where learning took place, assignments used, tools for evaluation – i.e. rubrics, etc.)
- Established Performance Goal
- Actual Student Performance Relative to Established Goal (provide specific data rather than general observations)
- Comparison to any Prior Data, if Available

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?

Student Success Activities

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?

What student success indicators are concerning?

Share additional relevant student success data not included in the Program Data Profile. *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (<https://irt2.indstate.edu/ir/>).*

Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.

Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?

What support/resources/partnerships (if any) will be explored to achieve these? *Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).*

What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?

Describe faculty involvement in assessment and data analysis, and how findings will be shared with faculty and applicable stakeholders.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Biology BA/BS

Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	It is exciting to see your strategy in action! Good use of tools and benchmarks to promote internal consistency in evaluation.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Exemplary

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		Mature
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>	<p>Your department sets a really high standard for what faculty collaboration looks like in assessment work.</p> <p>Great observations on the limitations of the assessment strategy related to the diversity in the curriculum and among your pedagogies. Clear strategy to address this moving forward.</p>	<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		Exemplary

Contact Kelley Woods-Johnson at kelly.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Early Submission:

September 9, 2024

Last Day to Submit:

November 22, 2024

CONSULT YOUR ASSOCIATE DEAN OR ASSESSMENT DIRECTOR REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be provided to chairs no later than September 9.

How to Submit:

Consult your college Associate Dean or Assessment Director, as guidelines vary by college.

For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Academic Program:	BA/BS Biology, BS Medical Laboratory Science, & Pre-Professional Programs	Date:	8/5/2024
Author(s):	Undergraduate		
<p>Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.</p>			
How is this program offered? If "Both," data should be disaggregated by campus and distance students.		<input checked="" type="checkbox"/> Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
LO #2: Students will use data and observations to generate informed, testable hypotheses and predictions.	BIO-330L General Physiology Laboratory, BIO-350L, Ecology and Evolution Laboratory, and BIO-374L Cellular & Microbial Biology Laboratory	Pre Labs/Lab Reports evaluating student's ability to generate informed, testable hypotheses and predictions in laboratory activities as described in the LO #2 rubric.	Rubric assessing hypothesis generation on assignments will be developed based upon the activities described.	An average score of 3 or greater for assessed activity will be initially used as the assessment criteria which meets "most expectations" for hypothesis generation:	BIO-330/L General Physiology Average = 2.41 Meets some expectations n=7 BIO-350L, Ecology and Evolution Laboratory Average = 2.2 Meets some expectations n=6 BIO-374L Cellular & Microbial Biology Laboratory Average = 2.41 Meets some expectations n=34	None. Rubric was developed last year and implemented this year.
LO #5 Students will critically evaluate information utilizing content knowledge, analytical skills, and primary sources.	BIO 490 Seminar in the Life Sciences	Evaluation of student responses from research seminars (BIO 490) - determines student mastery separate from assignment grade.	Rubric assessing student evaluation of the research seminar will be produced and applied to course activities.	An average score of 3 or greater for assessed activity will be initially used as the assessment criteria which meets most expectations for the evaluation	Average = 3.1 Meets most expectations n=14	None. Rubric was developed last year and implemented this year.

				of scientific content.		

<p>Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?</p>	<p>Our initial assessment of the LO #2 and LO #5 was challenging due to the diverse nature of the learning material and pedagogies within our discipline.</p> <p>For LO#2, the introductory textbook definition for hypothesis is “An explanation based upon data and observations that lead to a testable prediction which can be experimentally investigated; a hypothesis is narrow in scope and is falsifiable.” The highest score of 5 which exceed expectations identifies the following criteria:</p> <ul style="list-style-type: none"> • The hypothesis is based on data and observations • The hypothesis states the predicted results • The hypothesis is narrow in scope • The hypothesis is testable and falsifiable and considers alternative explanations • The hypothesis is novel, demonstrates critical thinking integrating the data/observations, predictions, and/or identifies experimental approaches. <p>Overall, the laboratory assignments evaluated our 300-level core courses did assess a subset of the hypothesis rubric criteria ranging from describing the background and experimental method, interpreting the results, and critically applying the results. The best performing examples of this assessment are the research proposal assignment in BIO-350/L. In these assignments, a hypothesis was identified with deficiencies according to the rubric involving a lack of background information and rational. The poor performing assignments for this assessment are the laboratory investigations in BIO-374/L. The poor performance is due to the assignment structure assessed experimental method, data interpretation and analysis, and critical thinking; hypothesis generation was not a specific learning objective for this laboratory exercise. The recommendation of the committee for LO #2 is to generate a hypothesis-generation exercise guides and rubrics that can be utilized in future assignments by laboratory instructors in the department that better align with this learning objective. This method will enhance our future assessment of these activities.</p> <p>For LO#5, the students are tasked with critically evaluating information using content knowledge, analytical skills, and primary sources. The highest score of 5 which exceed expectations identifies the following criteria:</p> <ul style="list-style-type: none"> • Student identifies and describes the scientific hypothesis underlying the nature of the research topic
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Academic Program:			Date:	
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Share additional relevant student success data not included in the Program Data Profile. *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (<https://irt2.indstate.edu/ir/>).*

Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.

Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?

What support/resources/partnerships (if any) will be explored to achieve these? *Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).*

What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?

Describe faculty involvement in assessment and data analysis, and how findings will be shared with faculty and applicable stakeholders.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Biology BA/BS

Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	It is exciting to see your strategy in action! Good use of tools and benchmarks to promote internal consistency in evaluation.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Exemplary

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		Mature
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>	<p>Your department sets a really high standard for what faculty collaboration looks like in assessment work.</p> <p>Great observations on the limitations of the assessment strategy related to the diversity in the curriculum and among your pedagogies. Clear strategy to address this moving forward.</p>	<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		Exemplary

Contact Kelley Woods-Johnson at kelly.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Submit any time, no later than **November 22, 2024**

CONSULT YOUR ASSOCIATE/ASSISTANT DEAN REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be available on the Assessment & Accreditation Sycamore Root & in Blue Reports around September 9.

How to Submit:

Consult your college Associate/Assistant Dean, as guidelines vary.

For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Academic Program:	MS Biology (thesis and non-thesis options), Ph.D. Biology (thesis)	Date:	10/18/2024
Author(s):	Department Biology Graduate Affairs Committee (Drs. Cho, Gooley, Akiyama, Andrea, Hosseini)		
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.			
How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.		___ Campus ___ Distance <u> X </u> Both	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
1. Students will be able to communicate the design, results, and interpretation of scientific inquiries in written and oral forms appropriate to the audience. (thesis)	- BIO 640 (Research presentation) - Proposal Defense - GTA Teaching Experience (Thesis only)	Presentation	- BIO 640: Rubric assessing the LO. -Proposal Defense: Pass Rate -GTA Teaching Experience: Evaluation score	An average score of 3 or greater for assessed activity will be initially used as the assessment criteria which meets "most expectations".	- BIO 640: N/A, A rubric was just created for this LO this year. - Proposal Defense: 100% pass rate (3/3). - GTA Teaching Experience Evaluation score: 4.67 / 5 (satisfactory 5, Need improvement 3, unsatisfactory 1)	None. Rubric was developed this year.
1. Students will be able to communicate the design, results, and interpretation of scientific inquiries in written and oral forms appropriate to the audience. (Non-thesis)	- Culminating Experience	Project Presentation	Rubric assessing the learning outcome	An average score of 3 or greater for assessed activity will be initially used as the assessment criteria which	None. Rubric was developed this year.	None. Rubric was developed this year.

				meets “most expectations”.		
2. Students will master the content of their discipline and stay current with biological literature (thesis option)	<ul style="list-style-type: none"> - Area Seminars BIO 670: Microbiology BIO 680: Evolution and Genetics - Proposal defense 	Presentation	<ul style="list-style-type: none"> - Area Seminars (BIO 620, 630, 650, 670, 680): Rubric assessing the learning outcome - Proposal defense: Pass rate 	An average score of 3 or greater for assessed activity will be initially used as the assessment criteria which meets “most expectations”.	<ul style="list-style-type: none"> - Area Seminars: N/A, Rubric was developed this year. - Proposal defense: 100% pass rate (3/3) 	None. Rubric was developed this year.
2. Students will master the content of their discipline and have the ability to evaluate current biological literature (non-thesis option)	<ul style="list-style-type: none"> - Area Seminars (BIO 670, 680) -Culminating Experience 	Presentation	<ul style="list-style-type: none"> - Area Seminars (BIO 620, 630, 650, 670, 680): Rubric assessing the learning outcome - Culminating Experience: Pass rate 	An average score of 3 or greater for assessed activity will be initially used as the assessment criteria which meets “most expectations”.	<ul style="list-style-type: none"> - N/A, Rubric was developed this year. - Culminating Experience: 100% pass rate (1/1) 	None. Rubric was developed and implemented this year.

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	No data, Rubrics were developed this year.
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1. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	The average graduation times for Ph.D. and M.S. students are 5 years and 2 years, respectively, which are nearly the same as the university average. The online M.S. program has supported student enrollment and graduation.
What student success indicators are concerning?	The number of on-campus graduate students has declined over the past two years (2023 and 2024) and PhD students have become more difficult to recruit than MS students due to noncompetitive stipends. This results in increased teaching duties for the TAs, less focus on their theses, and decreased research opportunities for undergraduate students, who often assist with graduate projects. The department is actively working to recruit more students to meet the demand for lab teaching responsibilities.
Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).</i>	Recruiting international students for our online master's program would be beneficial to our graduate program.

Biology Ph.D.

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Major	19	18	19	21	16	12	13
Continuing	16	14	17	17	9	10	10
New Graduate	3	4	2	7	11	2	3
Returning	0	0	0	0	1	0	0
Full-time	16	17	17	19	16	12	12
Part-time	10	11	10	10	5	0	1

Degrees Awarded	18-19	19-20	20-21	21-22	22-23	23-24
Major	4	2	2	7	3	2

Biology MS (distance and face to face)

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Major (campus + distance)	15	15 (5+10)	19 (5+14)	14 (5+9)	15 (5+10)	17 (7+10)
Continuing	9	7	16	8	12	10
New Graduate	6	8	3	5	3	7
Returning	0	0	0	1	0	0
Full-time	8	5	2	5	5	6
Part-time	7	10	17	9	10	11

Degrees Awarded	2019-20	2020-21	2021-22	2022-23	2023-24
Major (campus + distance)	9 (9+0)	2 (2+0)	14 (6+8)	6 (2+4)	2 (1+1)

2. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	N/A The rubrics to assess the learning outcomes were developed this year.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	N/A The rubrics to assess the learning outcomes were developed this year.
What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i>	Faculty discussions during meetings will be valuable in helping the committee better identify areas for improvement or additional activities and assignments that align with the learning objectives. This may involve exploring new strategies through discussions or learning from the Center for Teaching Excellence and the Assessment Office.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	The assessment plan for the academic year 2024 -2025 will focus on the learning outcomes (LOs) below. For Ph.D students <ul style="list-style-type: none"> - LO3. Students will utilize their knowledge to synthesize novel, testable theories and hypotheses and conduct research. (Proposal Defense, BIO 899 (Dissertation)) - LO4. Students will apply ethical standards in research. (BIO 692) For MS Thesis students

	<ul style="list-style-type: none"> - LO3. Students will utilize their knowledge to synthesize novel, testable theories and hypotheses and conduct research. (Proposal Defense). - LO4. Students apply ethical standards in research. (BIO 692) <p>For MS non-thesis students</p> <ul style="list-style-type: none"> - LO3. Students will utilize their knowledge to evaluate novel, testable theories and hypotheses. (Culminating Experience) - LO4 Students will understand the elements of ethical standards in research. (BIO 692) <p>The Graduate Assessment Committee will develop rubrics for the assessment of these LOs and share them with all other faculty.</p>
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	The Graduate Committee (Drs. Cho, Gooley, Akiyama, Grunst, Hosseini) performed assessment and data analysis. All findings will be shared with all other faculty.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Biology MS

Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	It's great seeing your plans go into action! Comprehensive strategy with multiple points of data from significant assessments, using evaluative tools to improve data quality.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Exemplary

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		Mature
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		Developing (limited only due to the limited dataset this early on in the new assessment plan)

Contact Kelley Woods-Johnson at kelly.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

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Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Submit any time, no later than **November 22, 2024**

CONSULT YOUR ASSOCIATE/ASSISTANT DEAN REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be available on the Assessment & Accreditation Sycamore Root & in Blue Reports around September 9.

How to Submit:

Consult your college Associate/Assistant Dean, as guidelines vary.

For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Academic Program:	MS Biology (thesis and non-thesis options), Ph.D. Biology (thesis)	Date:	10/18/2024
Author(s):	Department Biology Graduate Affairs Committee (Drs. Cho, Gooley, Akiyama, Andrea, Hosseini)		
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.			
How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.		___ Campus ___ Distance <u> X </u> Both	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
1. Students will be able to communicate the design, results, and interpretation of scientific inquiries in written and oral forms appropriate to the audience. (thesis)	- BIO 640 (Research presentation) - Proposal Defense - GTA Teaching Experience (Thesis only)	Presentation	- BIO 640: Rubric assessing the LO. -Proposal Defense: Pass Rate -GTA Teaching Experience: Evaluation score	An average score of 3 or greater for assessed activity will be initially used as the assessment criteria which meets "most expectations".	- BIO 640: N/A, A rubric was just created for this LO this year. - Proposal Defense: 100% pass rate (3/3). - GTA Teaching Experience Evaluation score: 4.67 / 5 (satisfactory 5, Need improvement 3, unsatisfactory 1)	None. Rubric was developed this year.
1. Students will be able to communicate the design, results, and interpretation of scientific inquiries in written and oral forms appropriate to the audience. (Non-thesis)	- Culminating Experience	Project Presentation	Rubric assessing the learning outcome	An average score of 3 or greater for assessed activity will be initially used as the assessment criteria which	None. Rubric was developed this year.	None. Rubric was developed this year.

				meets “most expectations”.		
2. Students will master the content of their discipline and stay current with biological literature (thesis option)	<ul style="list-style-type: none"> - Area Seminars BIO 670: Microbiology BIO 680: Evolution and Genetics - Proposal defense 	Presentation	<ul style="list-style-type: none"> - Area Seminars (BIO 620, 630, 650, 670, 680): Rubric assessing the learning outcome - Proposal defense: Pass rate 	An average score of 3 or greater for assessed activity will be initially used as the assessment criteria which meets “most expectations”.	<ul style="list-style-type: none"> - Area Seminars: N/A, Rubric was developed this year. - Proposal defense: 100% pass rate (3/3) 	None. Rubric was developed this year.
2. Students will master the content of their discipline and have the ability to evaluate current biological literature (non-thesis option)	<ul style="list-style-type: none"> - Area Seminars (BIO 670, 680) -Culminating Experience 	Presentation	<ul style="list-style-type: none"> - Area Seminars (BIO 620, 630, 650, 670, 680): Rubric assessing the learning outcome - Culminating Experience: Pass rate 	An average score of 3 or greater for assessed activity will be initially used as the assessment criteria which meets “most expectations”.	<ul style="list-style-type: none"> - N/A, Rubric was developed this year. - Culminating Experience: 100% pass rate (1/1) 	None. Rubric was developed and implemented this year.

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	No data, Rubrics were developed this year.
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1. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	The average graduation times for Ph.D. and M.S. students are 5 years and 2 years, respectively, which are nearly the same as the university average. The online M.S. program has supported student enrollment and graduation.
What student success indicators are concerning?	The number of on-campus graduate students has declined over the past two years (2023 and 2024) and PhD students have become more difficult to recruit than MS students due to noncompetitive stipends. This results in increased teaching duties for the TAs, less focus on their theses, and decreased research opportunities for undergraduate students, who often assist with graduate projects. The department is actively working to recruit more students to meet the demand for lab teaching responsibilities.
Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).</i>	Recruiting international students for our online master's program would be beneficial to our graduate program.

Biology Ph.D.

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Major	19	18	19	21	16	12	13
Continuing	16	14	17	17	9	10	10
New Graduate	3	4	2	7	11	2	3
Returning	0	0	0	0	1	0	0
Full-time	16	17	17	19	16	12	12
Part-time	10	11	10	10	5	0	1

Degrees Awarded	18-19	19-20	20-21	21-22	22-23	23-24
Major	4	2	2	7	3	2

Biology MS (distance and face to face)

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Major (campus + distance)	15	15 (5+10)	19 (5+14)	14 (5+9)	15 (5+10)	17 (7+10)
Continuing	9	7	16	8	12	10
New Graduate	6	8	3	5	3	7
Returning	0	0	0	1	0	0
Full-time	8	5	2	5	5	6
Part-time	7	10	17	9	10	11

Degrees Awarded	2019-20	2020-21	2021-22	2022-23	2023-24
Major (campus + distance)	9 (9+0)	2 (2+0)	14 (6+8)	6 (2+4)	2 (1+1)

2. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	N/A The rubrics to assess the learning outcomes were developed this year.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	N/A The rubrics to assess the learning outcomes were developed this year.
What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i>	Faculty discussions during meetings will be valuable in helping the committee better identify areas for improvement or additional activities and assignments that align with the learning objectives. This may involve exploring new strategies through discussions or learning from the Center for Teaching Excellence and the Assessment Office.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	The assessment plan for the academic year 2024 -2025 will focus on the learning outcomes (LOs) below. For Ph.D students <ul style="list-style-type: none"> - LO3. Students will utilize their knowledge to synthesize novel, testable theories and hypotheses and conduct research. (Proposal Defense, BIO 899 (Dissertation)) - LO4. Students will apply ethical standards in research. (BIO 692) For MS Thesis students

	<ul style="list-style-type: none"> - LO3. Students will utilize their knowledge to synthesize novel, testable theories and hypotheses and conduct research. (Proposal Defense). - LO4. Students apply ethical standards in research. (BIO 692) <p>For MS non-thesis students</p> <ul style="list-style-type: none"> - LO3. Students will utilize their knowledge to evaluate novel, testable theories and hypotheses. (Culminating Experience) - LO4 Students will understand the elements of ethical standards in research. (BIO 692) <p>The Graduate Assessment Committee will develop rubrics for the assessment of these LOs and share them with all other faculty.</p>
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	The Graduate Committee (Drs. Cho, Gooley, Akiyama, Grunst, Hosseini) performed assessment and data analysis. All findings will be shared with all other faculty.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Biology MS

Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	It's great seeing your plans go into action! Comprehensive strategy with multiple points of data from significant assessments, using evaluative tools to improve data quality.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Exemplary

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		Mature
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		Developing (limited only due to the limited dataset this early on in the new assessment plan)

Contact Kelley Woods-Johnson at kelly.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Biology PhD

Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	It's great seeing your plans go into action! Comprehensive strategy with multiple points of data from significant assessments, using evaluative tools to improve data quality.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Exemplary

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		Mature
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		Developing (limited only due to the limited dataset this early on in the new assessment plan)

Contact Kelley Woods-Johnson at kelly.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Early Submission:

September 9, 2024

Last Day to Submit:

November 22, 2024

CONSULT YOUR ASSOCIATE DEAN OR ASSESSMENT DIRECTOR REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be provided to chairs no later than September 9.

How to Submit:

Consult your college Associate Dean or Assessment Director, as guidelines vary by college.

For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Academic Program:	Chemistry	Date:	Sept. 21, 2024
Author(s):	Jennifer Inlow		
<p>Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.</p>			
<p>How is this program offered? If "Both," data should be disaggregated by campus and distance students.</p>		<p><input checked="" type="checkbox"/> Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both</p>	

1. Student Learning Outcomes Assessment

Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
1. Outcome #3: Laboratory Procedures Students pursuing a baccalaureate degree in chemistry will carry out basic laboratory procedures demonstrating appropriate use of instrumentation, quantitative measurement, and data analysis.	1. Data for these assessments are derived from four courses taught by three instructors. Courses that had input in this assessment cycle were CHEM 351L, 352L, 355, and 431L. CHEM 355 and 431L are populated by juniors and seniors, who should be relatively mature in their lab skills. CHEM 351L and 352L are sophomore-level courses, so these students have relatively less lab experience.	1. The three participating chemistry faculty members each assessed student performance in their respective courses based on student lab reports, results students obtained from procedures, and students' interpretation of data.	1. The assignments that were assessed were grouped into 5 categories of laboratory skills: <u>Categories</u> 1) Synthesize compounds. 2) Perform purity procedures. 3) Operate instruments and interpret results. 4) Assess accuracy and precision. 5) Use software for analysis. This is a slight change from our previous assessment of Outcome #3 (2021-22) in which we assessed a total of 6 categories of lab skills. This year we were not able to assess one category which involved analytical/quantitative chemistry lab skills—this resulted from the	1. In the previous cycle when Outcome #3 was assessed (2021-22), our stated benchmark was based on a method of calculating weighted means for each category. This seemed unnecessarily complicated. In this cycle, we have chosen to simplify the data analysis and proficiency benchmark. Our expectation this year is as follows: At least 80% of the students will perform at a level of "Fair" or better in each category. This new chosen benchmark was	1. Our benchmark was met in 4 of the 5 categories. Student performance in the 5 categories was as follows (also shown below in Table 1): Category 1: 73% Fair or better 73% Good/Very Good Category 2: 96% Fair or better 87% Good/Very Good Category 3: 100% Fair or better 96% Good/Very Good Category 4: 100% Fair or better 100% Good/Very Good Category 5: 81% Fair or better 58% Good/Very Good Average across 5 categories: 90% Fair or better 83% Good/Very Good	1. In the previous cycle when Outcome #3 was assessed (2021-22), we used a more complicated scoring system with weighted means based on the number of students assessed per category. In that cycle, our benchmark was met in all 6 categories. Using our new, simpler system in this cycle (and assessing only 5 categories instead of 6), our benchmark was met in 4 of the 5 categories. We found that over 80% of students were performing at a "Fair" or better level for categories 2-5, with nearly 60% performing at the "Good" or "Very Good" levels in all 5 categories. Although performance in category 1 met the benchmark in the previous cycle, it was below benchmark in this cycle. We do not feel this is cause for serious concern, but student performance in

	Data was collected over two academic years: 2022-23 and 2023-24 (because we assess Outcome #3 every other year.)		<p>fact that we made significant changes to the experiments covered in our analytical chemistry lab course this year.</p> <p>Each student was evaluated on each assignment by the three participating faculty according to the following scoring scheme. Faculty were allowed to define these categories themselves according to standards they typically expect of students in their particular course:</p> <p>Not Acceptable Fair Good Very Good</p>	informed by discussions with our physics colleagues about the benchmark they use for assessing lab skills.		<p>category 1 warrants closer scrutiny going forward. In this cycle we assessed category 1 based on only 11 students in one course. In future cycles we will try to collect data for additional courses.</p> <p>We note that multiple factors from one cycle to the next, such as different courses used for assessment and different faculty performing the assessment, add variability and can bias assessment results.</p>
<p>2. Outcome #4: Communication</p> <p>Students pursuing a baccalaureate degree in chemistry will be able to demonstrate professional communication skills. (Oral and written)</p>	<p>2. Data for these assessments are derived from four courses taught by three instructors. Courses that had input in this assessment cycle were CHEM 405, 431L, 432, and 487. These courses are populated by juniors and seniors, who should be relatively mature in their communication skills. Data was collected over</p>	<p>2. The three participating chemistry faculty members assessed student performance on a variety of written and oral assignments in their respective courses: written abstracts, final papers, written research proposals, written cumulative lab reports, formal oral presentations, and oral poster presentations.</p>	<p>2. The assignments that were assessed were grouped into 2 categories of communication skills:</p> <p><u>Categories</u></p> <p>1) Written communication. 2) Oral communication.</p> <p>Each student was evaluated on each assignment by the three participating faculty according to the following scoring scheme. Faculty were allowed to define these categories themselves according to standards they typically expect of students in their particular course:</p>	<p>2. In the previous cycle when Outcome #4 was assessed (2021-22), our stated benchmark was based on a method of calculating weighted means for each category. This seemed unnecessarily complicated. In this cycle, we have chosen to simplify the data analysis and proficiency benchmark. Our expectation this year is as follows:</p> <p>At least 80% of the students will perform at</p>	<p>2. Our benchmark was met in each of the 2 categories, and we are satisfied with student communication skills observed in this cycle.</p> <p>Student performance in the 2 categories was as follows (also shown below in Table 2):</p> <p>Category 1 (written): 91% Fair or better 60% Good/Very Good</p> <p>Category 2 (oral): 94% Fair or better 76% Good/Very Good</p>	<p>2. In the previous cycle when Outcome #4 was assessed (2021-22), we used a more complicated scoring system with weighted means based on the number of students assessed per category. In that cycle, our benchmark was met.</p> <p>Using our new, simpler system in this cycle, our benchmark was also met. We found that well over 80% of students were performing at a "Fair" or better level for both written and oral communication, with at least 60% performing at the "Good" or "Very Good" levels.</p> <p>While the faculty feel that there is still considerable room for improvement in student writing, we are generally satisfied with</p>

	one academic year: 2023-24.		Not Acceptable Fair Good Very Good	a level of “Fair” or better in each category. This new chosen benchmark was informed by discussions with our physics colleagues about the benchmark they use for assessing communication.		overall student performance in communication. We continue to look for new ways to incorporate writing into our courses to give students more practice developing their skills.
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Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	<p><u>Outcome #3: Laboratory Procedures</u></p> <p>The faculty feel that student performance on laboratory procedures has remained stable over the past few years; we do not believe there has been a significant change when comparing the current cycle to the previous cycle. Students usually enjoy the hands-on nature of laboratory work, and we have found in past assessment cycles that they tend to perform better on laboratory procedures than on problem solving and written communication. Based on the high placement rate of our graduates in chemical industry positions, as well as placement of current students in internship positions, we believe our laboratory instruction is preparing them well to carry out laboratory procedures on the job. In future cycles, we intend to pay careful attention to student performance in category 1 (synthesis) since the benchmark was not met in that category this year. Continued poor performance may indicate that we need to make changes in instructional methods. This year we were not able to assess one category that focused on analytical/quantitative chemistry lab skills—we hope to assess this category in future cycles to ensure that students are meeting benchmarks in this important area.</p> <p><u>Outcome #4: Communication</u></p> <p>The faculty feel that student performance on communication has remained stable over the past few years; we do not believe there has been a significant change when comparing the current cycle to the previous cycle. However—despite the fact that over 90% of students performed at the “Fair” or better level in this cycle (exceeding our benchmark)—we are still not entirely satisfied with student writing performance. The majority of students could benefit from additional writing opportunities to build their skills. We will encourage faculty to build more opportunities for writing into their courses. This should not be too difficult in advanced lecture and lab courses, but poses a much bigger challenge in freshman/sophomore-level courses.</p>
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Data Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	<p>The number of chemistry majors as a percentage of the total undergraduate enrollment had an upward trend from Fall 2020 to Fall 2024, going from 0.69% to 0.88%.</p> <p>Our first-year retention rate (from latest department) has been quite good for the past few years. Fall 2022 was 75.00%, and Fall 2023 was 82.35%. (Data obtained from Blue Reports)</p>
What student success indicators are concerning?	<p>The number of new freshmen chemistry majors is down in 2023 and 2024 (7 each year) compared to 2021 and 2022 (12 and 11). While this is somewhat concerning, we tend to attract students to the chemistry major from other majors (or from undecided students) when they are enrolled in CHEM 105/106 as freshmen or CHEM 351/352 as sophomores. It is likely that we will draw additional students from the 2024 freshmen class to the chemistry major in the coming months.</p> <p>Our 4-year graduation rate for first-time freshmen (by latest department) has varied a bit over the past 5 cohorts, but has averaged about 40% over this time span. This is lower than we would like to see.</p> <p>The average total credits to degree for chemistry majors has trended upward over the past 4 years, from 143 to 153. Considering that the degree requirements for the major have not changed during this time, the trend is difficult to explain. It may be that more students are choosing the chemistry major “late” after switching from a different major, so it takes more credits for them to complete the degree.</p>
Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).</i>	<p>For the past 6 years, the average cumulative GPA of chemistry majors has been above the average cumulative GPA of College and University undergraduates (3.23 compared to 2.99). (Data obtained from Blue Reports)</p>

3. Continuous Quality Improvement

Review the action plan from the previous year’s report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	<p><u>Outcome #3: Laboratory Procedures</u></p> <p>When we last assessed lab procedures (2021-22), we were concerned that student performance might have declined slightly due to pandemic restrictions resulting in fewer total hours spent doing hands-on lab work, compared to “normal” semesters. At that time, our only action plan was to resume normal lab working hours as soon as pandemic restrictions were lifted. Student performance on lab procedures now seems to be on par with performance prior to the pandemic.</p> <p><u>Outcome #4: Communication</u></p> <p>When we last assessed communication (2021-22), we noted that CHEM 405 (Senior Seminar) had just been approved as a Foundational Studies HIP course. To meet the HIP learning objectives, we planned to incorporate more writing assignments into the course, and we hoped that these additional writing opportunities would help to build student writing skills. Since</p>
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	then, we have indeed added the additional writing assignments to CHEM 405 as planned; these assignments were included in the student data that was assessed in the current cycle.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	<p><u>Outcome #3: Laboratory Skills</u> As noted above, we intend to closely monitor student performance in category 1 (synthesis), since the benchmark was not met this cycle. Our sample size was small for this category, so we will try to assess a larger number of students across several lab courses to obtain data that is more representative of true student performance.</p> <p><u>Outcome #4: Communication</u> As noted above, we desire to see stronger written communication skills in our students. We recently added additional writing assignments to CHEM 405 (Senior Seminar) as a result of the course being approved for Foundational Studies HIP credit. We will also encourage all faculty to try to incorporate more writing assignments into their courses. One faculty member has been doing this in the past year in CHEM 431L and 432, and we hope to see other faculty adopt similar writing assignments (formal lab reports, research papers, etc.)</p>
What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i>	<p>We will focus on promoting activities that correlate strongly with student retention and success. For example, hands-on research is a high-impact experience for students and is one of the most influential factors in determining retention and persistence of students through the four years of their Chemistry Major. Students have such research opportunities through the SURE program and the ISU Advantage program. Participating in research means students spend more hours in the lab, and consequently, they have more opportunity to improve their laboratory skills (Outcome 3). Writing about and presenting their work is an important component of student research, so these students also have more opportunity to improve their communication skills (Outcome 4).</p> <p>We provide free walk-in tutoring for freshman-level and sophomore-level chemistry at the Science Help Center. This resource helps ensure the success of Chemistry Majors through their freshmen and sophomore course sequences. During the past three to four years we noted a trend of fewer students utilizing the Science Help Center. We will explore ways to promote or advertise the Help Center more widely, or to offer expanded hours if funding is available.</p>
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	Our assessment process measures four outcomes, with two measured on alternating years. Next year we will assess Outcome #1 (fundamental concepts) and Outcome #2 (problem solving). As discussed in last year's assessment report, there were concerns about the reliability of data collected for Outcome #1, so we made specific plans to collect more reliable data for this outcome going forward.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	<p>The Department Chairperson asks most of the faculty who teach the junior- and senior-level chemistry courses (and certain sophomore-level courses) to participate in data collection each semester, and most have complied. This results in a reasonably sized sample of student work from a variety of courses in most/all of the five traditional sub-disciplines of chemistry.</p> <p>Information contained in this assessment report will be discussed at a departmental faculty meeting in Fall 2024. Feedback from the Office of Assessment will also be addressed at future</p>

Departmental Assessment Committee meetings as well as departmental meetings of the full faculty. This report will be posted on our departmental Canvas site so all chemistry faculty can review it at any time.

Table 1: Percentages of Assessed Chemistry Majors Performing at an Acceptable Level in Five Laboratory Procedures Categories*

Student Performance	Category 1 (N scores = 11)	Category 2 (N scores = 46)	Category 3 (N scores = 28)	Category 4 (N scores = 20)	Category 5 (N scores = 31)	Average (N scores = 136)
Fair or better	73%	96%	100%	100%	81%	90%
Good or Very Good	73%	87%	96%	100%	58%	83%

*Categories:

- 1) Students are able to synthesize moderately complex compounds using contemporary techniques.
- 2) Students are able to perform standard chemical compound purity procedures.
- 3) Students are able to operate standard modern chemical instruments and interpret the results.
- 4) Students are able to assess both accuracy and precision of analytical results.
- 5) Students are able to use commercially available software for scientific calculations and data analysis.

Table 2: Percentages of Assessed Junior/Senior Chemistry Majors Performing at an Acceptable Level in Two Communication Categories*

Student Performance	Category 1 (N scores = 42)	Category 2 (N scores = 33)	Average (N scores = 75)
Fair or better	91%	94%	92.5%
Good or Very Good	60%	76%	68%

*Categories:

- 1) Written communication.
- 2) Oral communication.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Chemistry BS

Evaluation: Exemplary

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	Comprehensive assessment approach relies on data from multiple sources, over two years for each LO. Evaluation tools and procedures improve the quality of the data and its use for informing continuous improvement.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Exemplary

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>	<p>Reporting of results not only indicates share of students meeting the established performance goal, but also the share exceeding it, helping faculty to better understand the distribution of degree of mastery.</p> <p>Rich, thoughtful discussion of faculty interpretation of findings, comparison to prior data, and areas for monitoring or attention.</p>	<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		Exemplary
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>	<p>The faculty demonstrate a consistent, shared commitment to understanding student learning, mastery of outcomes, and progress in the program. Faculty have designed and implemented a sustainable, informative approach to assessment and use findings to inform practice. They take a measured approach in determining whether potential issues require immediate action or ongoing monitoring. Faculty are willing to adapt the plan as needed to improve the manageability of the process and the quality of the results.</p>	<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		Exemplary

Contact Kelley Woods-Johnson at kelly.woods-johnson@indstate.edu or x7975 with questions or for support.

Academic Program:	Psy.D. Program in Clinical Psychology	Date:	10/28/2024
Author(s):	Liz O'Laughlin		
<p>Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.</p>			
<p>How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.</p>		<p><input checked="" type="checkbox"/> X Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both</p>	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
Students will demonstrate the independent ability to formulate research that is of sufficient quality and rigor needed to contribute to the scientific, psychological, or professional knowledge base.	Psy 602 Psy 604 Psy 680	Dissertation proposal and final defense (direct)	Dissertation Proposal Defense Rubric (DPDR); Dissertation Final Defense rubric (DFDR)	Mean rating of 3 (4-point scale) or higher on Dissertation Proposal Evaluation Rubric (DPER)	9/9 students defended their proposals successfully with mean ratings between 3 and 4 (4 pt. scale) on the DPDR 6/6 students defended their final dissertations successfully with mean ratings between 3 and 4 (4 pt. scale) on the DFDR	100% met minimum levels of achievement (MLA) in 2022-2023
2. Students will demonstrate the ability to recognize ethical and legal dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas in	Psy 690J Psy 663	Oral preliminary Exam (Ethics Case Study)	Prelim Performance Form (PPF)	Mean rating of 2.75 or higher on PPF (Ethics)	8/8 students successfully passed oral prelims	100% met minimum levels of achievement (MLA) In 2022-2023

all professional activities.						
3. Students will demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities).	Psy 696 Psy 627 Psy 663 Psy 668 Psy 690J	Clinical work in ISU Psychology Clinic (2-3 rd year) Clinical work at practicum (3-4 th year) Cultural Formulation interview (1 st year students)	Semester Evaluation Form (direct) Practicum Progress Report (direct) Cultural Formulation Report rubric	Rating of meets or exceeds (Cultural and individual Diversity items) Ratings of meets or exceeds (Cultural and Individual Diversity items) Score of 80% or higher	100% of students met or exceeded expectations on items related to diversity 100% met or exceeded expectations on items related to diversity 4. 7/7 first year students obtained scores of 80% or higher	100% met minimum levels of achievement (MLA) in 2022-2023
4. Students will produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated.		Written and verbal communication across academic and clinical work.	Semester Evaluation Form (4 items specific to written/oral communication).	Rating of meets or exceeds on items specific to written/oral communication for 100% of 2 nd -4 th year students (3 or higher on 5 pt. scale).	95% of 2 nd -4 th year students rated as meeting or exceeding expectations on items assessing written/oral communication at the end of the Spring 2024 semester.	100% met minimum levels of achievement in 2022-2023
5. Students will demonstrate competence in conducting evidence-based assessment consistent with the scope of Health Service Psychology (specific objectives cover knowledge/skills in diagnosis, test administration, interpretation and report writing).	Psy 664 Psy 666 Psy 696	Clinical work in ISU Psychology clinic and/or external practicum	Semester evaluation form (direct) Practicum Progress Report (each semester; direct)	Rating of meets or exceeds on semester evaluation form (assessment, Report writing skills) Ratings of acceptable performance on External Practicum evaluation (items related to assessment,	19/20(95%) rated as meets or exceeds expectations. 15/15 students on external practicum rated as meets or exceeds expectations.	100% met minimum levels of achievement in 2022-2023 100% met minimum levels of achievement in 2022-2023

			Oral Preliminary Exam	diagnosis and report writing) Mean of 2.75 or higher (Assessment case study).	8/8 passed oral preliminary exam (Assessment case study)	100% met minimum levels of achievement in 2022-2023
6. Students will demonstrate competence in the delivery of evidence-based interventions consistent with the scope of Health Service Psychology. (specific objectives cover therapy skills, treatment planning, selecting and implementing evidence-based interventions and evaluating outcomes). GSLO: Mastery of Knowledge. Mastery of Skills)	Psy 665 Psy 650 Psy 676 Psy 696	Clinical work in ISU Psychology clinic and/or external practicum	Master's Portfolio Form (direct)	Portfolio with documentation of proficiency (endorsement by faculty member) and work samples as necessary for each of 14 Clinical skills.	7/7 2 nd year portfolios endorsed by faculty (using checklist of competencies)	100% met minimum levels of achievement in 2022-2023
			Semester Evaluation Form (direct)	Rating of meets or exceeds on student evaluation form (therapy items, 2, 3 rd year students)	13/13 2 nd and 3 rd year students rated as meets or exceeds for therapy items.	100% met minimum levels of achievement in 2022-2023
			Practicum Progress Report (direct)	Ratings of acceptable performance on Practicum evaluation form (therapy, professionalism)	15/15 students on external practicum rated as meets or exceeds expectations.	100% met minimum levels of achievement in 2022-2023
			Psy 696 Case study rubric	Average rating of 3 or higher (1-5) scale for Psy 696 Case Presentation Rubric	6/6 average rating of 3 or higher on Case Presentation Rubric. One student rated below on cultural competence.	100% average of 3 or higher in 2022-2023. Two students rated as needs improvement in case conceptualization, one in cultural competence.

			3 rd year Clinical Case Study Evaluation form	rating of 2 or higher (3 point scale) intervention related areas	2 students rated below proficient in Assessment/Diff diagnosis (prior to revisions). Revisions--focused on how/why assessment data supports diagnosis and/or more info on client current level of functioning and areas of deficit.	Two students had initial ratings below 2 in 1-2 areas (Diversity/Multicultural, Treatment/Intervention). Revised case study report rated as 2 or higher in all areas.
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Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	<p>Program outcome for 2023-2024 were generally similar to 2022-2023. This was the second year for collecting data on two performance-based measures--the 2nd year Case Study presentation and 3rd year Clinical Case Study Report. Similar to 2022-2023, one student was rated below expectation in cultural competence on the 2nd year case study report. This student will do another case study report in Fall 2024. Similarly, several students were required to provide edits to the 3rd year Case Study Report before being rated as meeting expectations in all areas. The clinical faculty generated several ideas to improve performance on the Case Study reports (to minimize needs for rewrites) including introducing students to the Case Study Report template during the 2nd year in the program, and encouraging 3rd year students to start the Case Study Report in the spring semester of the 3rd year (to allow more time to write and edit the report prior to Aug. 1st submission deadline). In last year's assessment report, it was noted that students may need more guidance/feedback for incorporating and presenting on client multicultural considerations in case presentation (written and verbal). We are continuing to provide more opportunities and feedback in this area, most recently by having 3rd year students prepare a draft of an essay on multicultural competence (which is required for 4th year internship applications) for the Psy 627 Cultural Diversity in Clinical Psychology course.</p>
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	For the large majority of outcome measures, 100% of students have met or exceeded expectations.
What student success indicators are concerning?	Nothing of concern. As mentioned above, we'd like to minimize need for rewrites on the 3 rd year Case Study Report and hope to increase quality of the first submission by encouraging students to start on the report several months in advance of the deadline, and to ask for feedback from their clinical supervisor.
Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).</i>	As mentioned in last year's report, the number of "part-time" students in the blue report is misleading. Students enroll for less than 9 hours during the 4 th year of the program, when they are working 16-20 hours at an external practicum site, working on their dissertation, and finishing up coursework. Similarly, students are enrolled less than full time while completing the required one-year internship.

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	<p>Our plan from the 2022-2023 Assessment report was to:</p> <ol style="list-style-type: none"> 1) Continue to explore possible changes in sequencing to avoid students needing to meet three culminating experiences within the same 2-3 month period (Case Study Report, oral preliminary exam, defense of dissertation proposal) in order to apply for internship in the fall of the 4th year. 2) Continue to focus on program climate and inclusiveness 3) Potentially developing greater supports for students in the process of developing their dissertation proposal. <p>In the spring of 2024, faculty strongly encouraged 3rd year students to plan ahead and complete at least one of the culminating experiences during the summer, rather than waiting till fall semester. A few students did this, however the majority of the students ended up completing all three culminating experiences in the same 4-6 week period near the start of the fall semester, which put strain on both students and faculty since committee member involvement is required for all three experiences. To encourage students to complete one of the experiences earlier, we have set a January deadline</p>
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	<p>for 3rd year students to submit a brief summary of their selected client and timeline for completing the Case Study Report by the Aug 1st deadline (and ideally earlier).</p> <p>The program administers a survey to students and faculty focused on diversity-focused training every 2-3 years. Results of the spring 2024 survey revealed that students are generally satisfied with the diversity related training provided in the program. Student suggestions included in this survey were discussed during our clinical faculty outcomes meeting in May of 2024 and also during our first Diversity Training Committee meeting in the fall. We have implemented several initiatives to increase student sense of belonging including development of an Instagram account for the program, Google doc to share information about social and community outreach activities that students can participate in, and adding information on community resources into the same Google doc with activities. The program will assess the influence of these initiative through responses on a Cultural Climate survey, scheduled to be administered in spring or fall of 2025.</p> <p>The clinical faculty are also continuing to discuss how we might provide greater support for students in the process of developing their dissertation proposal. We are changing the sequence of our research courses starting in the Fall of 2026 to better coordinate with general Master's program). We are discussing the possibility of building in proposal-related assignments in one of the research courses.</p>
<p>Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?</p>	<p>Top priorities/actions for 2024-2025</p> <ol style="list-style-type: none"> 1. Discuss sequence and content of required research courses with goal of including greater application (e.g., dissertation proposal-related content such as writing an abstract, APA style tables) as well as perhaps assignments that could facilitate more timely completion of dissertation proposals in spring/summer prior to 4th year. 2. Implement Program Climate survey/assess for changes in program climate and student sense of belonging and inclusiveness. 3. Continue to monitor performance on the Case Study report (culminating experience).
<p>What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i></p>	<p>Discussion and problem solving among clinical faculty, also including experimental faculty that serve on dissertation committees for Psy.D. students.</p>

What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	<p>We do not have any plans at present for adding any outcomes or changing the outcomes we currently monitor (which are required by our accrediting body). We have an anticipated accreditation site visit in Spring of 2025, thus we may make changes based on the feedback we receive from the site visitors and APA response to the site visit report.</p>
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	<p>Program outcomes are discussed among the Clinical Faculty at a scheduled Program Evaluation meeting typically held in May or June. In addition, program outcomes are shared with students in the program during a program-wide meeting near the start of the fall semester. This assessment report will be shared with the full faculty during a departmental meeting in early spring. Program evaluation information is also shared with our accrediting body, American Psychological Association (Committee on Accreditation) through our annual report and annual update of required tables on Student Admissions and Outcomes (posted on program website). As mentioned above, the program anticipates a site visit in Spring of 2025, We will be providing updated information to the site visitors (since self-study was submitted in 2023) in Spring of 2025 and respond any questions or concerns from the site visitor team.</p>

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Clinical Psychology PsyD

Evaluation: Exemplary

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	Comprehensive assessment strategy includes rich, relevant, and experiential displays of student learning. Many LOs are assessed using multiple points of assessment. Evaluation tools are clearly designed to generate data specific only to the LO being assessed.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Exemplary

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>	<p>Detailed discussion of results, comparisons to prior year results, and notes of actions taken or to be taken to address and/or monitor any areas of concern.</p>	<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		Exemplary
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>	<p>Faculty demonstrate an ongoing commitment to high-quality, ongoing assessment and use of findings to inform student learning improvement and success.</p> <p>It is evident that faculty place high value on student mastery of program LOs, with existing structures in place to remediate deficiencies and provide ongoing feedback to faculty and students.</p>	<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		Exemplary

Contact Kelley Woods-Johnson at kelly.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Submit any time, no later than **November 22, 2024**

CONSULT YOUR ASSOCIATE/ASSISTANT DEAN REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be available on the Assessment & Accreditation Sycamore Root & in Blue Reports around September 9.

How to Submit:

Consult your college Associate/Assistant Dean, as guidelines vary.

For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Academic Program:	Communication- BA	Date:	10/28/2024
Author(s):	Natasha Rascon; Malynnda Johnson; Shana Kopaczewski		
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.			
How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.		_X_ Campus ____ Distance ____ Both	

1. Student Learning Outcomes Assessment

Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	As noted in last year's report, the department was in an assessment rebuilding year in order to establish an assessment plan that is in line with best practices. As such, the work of the committee and the department was to review and update the plan, outcomes, and assessment rubric. Given that we are transitioning to 4 new programs (available for the 2024-2025 academic year) we have transitioned the assessment materials to reflect that change. Please see attached materials.
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	<ul style="list-style-type: none"> Higher percentage of students graduated in 23-24 4-year graduation rates and first year freshman went up from 24.5% to 33% First time transfer students remain stable from previous year at 50% Average credits to degree 128.8 credits to degree are still lower than university average at 136.1credits, and relatively close to the target of 120 credits. We
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	<p>take this to mean that there are not a lot of inherent roadblocks to completion in the department. We tend to be a found major, so we also have transfer students who are able to complete the degree within a reasonable number of credits.</p> <ul style="list-style-type: none"> • Average years to graduation, we are right on target with 4 and remain consistent from previous year.
What student success indicators are concerning?	<ul style="list-style-type: none"> • We noticed an area of opportunity is with our first-year retention of students. We noted a fairly significant drop in first year retention, but it appears it may be an outlier, and we anticipate a bounce back in the fall 2024 cohort. If this persists, then the committee plans to have a more targeted strategy for improving the persistence numbers. • In fall 2023, the DFDR rates for the department data are in line with all course sections. The Department has a slightly higher DFDR rate • Given the university's focus on DFDR rates as a means of student retention, the Department will continue to monitor and determine if adjustments need to be made.
Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).</i>	<ul style="list-style-type: none"> • The department is the sole deployment in the communication foundational studies category, and the data does not give us all the information, we suspect that the DFDR rate in freshman may be elevated due to the learning curve that happens with freshmen with not being in their areas of specialty. This may account for the slight bump in the department's rates in comparison to the University. (Note: Our foundational studies in fall 2023, had a DFDR rate of 18% and F rates of 11.17%; D rate of 4%; and 2% drop rate, out of 761 students; we also had more students in FS in the spring 24; we had 19.76 DFDR rates, 2.89% D rate, 11.8% F rate, and 5 % drop rate, with 830 students) It is reasonable to assume numbers are inflated by this group. <ul style="list-style-type: none"> ○ In spring 24, for courses in our major, our DFDR rate was less than the university at 12%, D rate of 2.3%, F rate of 6.65%, and drop rate of 3%. ○ In fall 23, for courses in our major, our DRDR rate was less than the university at 14.61%, D rate 3.37%, F rate of 7.3%, and drop rate of 3.9%.

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	In a rebuilding year we do not have data to reflect on this. However, we have developed the materials as indicated in last year's report to support a more robust review of assessment for this year.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	<p>Developing assessment aligned assignments for the courses identified as capstone touchpoints for assessment and collecting data to review.</p> <p>Additionally we plan to maintain our efforts to engage students in the department and the communication discipline through departmental events, support for students to attend disciplinary conferences, career relevant field trips, continued support for and efforts to re-grow a population of engaged students in our co-curricular groups (Society of Professional Journalists, Public Relations Student Society of America, and Lambda Pi Eta).</p>
What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i>	NA
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	Per the newly designed assessment plan, we will assess LO's 1 and 2 which are common to all programs as well as LO 3/4 which are differentiated by concentration/program.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	<p>Faculty will participate in the assessment as arranged by members of the assessment committee. Results will be discussed with faculty in one or more department meetings and shared in the next SOAS report with the CAS and the University.</p> <p>We had Dr. Kelley Woods-Johnson the University's Assessment/Program Effectiveness Director present to the Department on February 7th 2024, and used information from that session to inform the development of our new assessment plan.</p>

Assessment Materials Developed in 2023-2024

Academic Program Assessment Plan Indiana State University Office of Assessment & Accreditation

Using this template:

- This plan is meant to be a multi-year guide to assessing student learning outcomes of your curriculum.
- This plan should be completed collaboratively with the faculty in your program.
- This plan, along with the program curriculum map and assessment timeline, should be reviewed at the beginning of each academic year to ensure that the courses, measures, and performance goals are still relevant and to notify the responsible faculty of the expectation and means to collect and communicate the needed performance data from the listed measures.
- If you would like assistance developing your assessment plan or discussing best practices for determining courses and designing measures for assessment, the Director of Assessment & Program Effectiveness is at your service. Call x7975 or email Kelley.Woods-Johnson@indstate.edu.

Program: COMM undergraduate programs (DCM, CC, JOUR, PR)	Department: Communication
Primary Author: Shana Kopaczewski	Date: 9/10/2024

PART ONE					
For each program student learning outcome determine the following to assess student achievement of the learning outcome: <ul style="list-style-type: none">• Which course(s) aligned with this outcome (check your curriculum map) will be used for assessing this outcome?• Which semester(s) is this course being taught during the year for assessment?• Which measure(s) (parts of/full assignments, tests, projects, licensure exams) will we use to evaluate student performance of learning outcomes?• What level of performance do we expect from students to indicate they achieved the learning outcome?• Which faculty will be responsible for sharing student performance on these measures with the program or department chair or assessment coordinator?					
It is not necessary to assess all outcomes every year. It is best practice to assess all outcomes at least once per student cohort, so every 3-4 years.					
An example is given in the first line that should be deleted when you complete the form. Continue to add cells as needed until you have created a plan for all student learning outcomes in your program.					
Learning Outcome	Course(s) for Assessment	Semester(s) Taught	Measure(s)	Performance Goal(s) (update as needed)	Faculty Responsible (update as needed)
All LO's (See attached)	COMM 495	Fall/spring	Assignments for the capstone course particularly reflections and portfolio assignments. Assignment prompts currently being developed.	All students will demonstrate Milestone 2 or Capstone level for each learning objective.	Rotating

PART TWO	
Use the space below to indicate how findings will be <i>analyzed</i> , <i>shared</i> , and <i>used to improve/support student learning</i> . Examples are given in italics. These can be deleted when you fill out the table with your own plans.	
Who will be responsible for analyzing findings each AY?	Program/Department chair, assessment committee
How will findings be shared with program faculty and others (as appropriate)?	Regular dept meetings, and/or specific assessment meetings, as well as on departmental Canvas site.
How will faculty engage in using findings to improve student learning?	Assessment workshop scheduled in the week prior to the fall semester. Ongoing and as needed meetings of the department and assessment committee.

Learning Outcomes New Programs

DCM

Learning outcomes for Digital Communication and Media

1. Describe the theories, perspectives, principles, and concepts in Digital Communication and Media.
2. Create content that meets ethical expectations for communication and adapts to the diverse needs of individuals, groups, and contexts.
3. Adopt a professional media workflow of production, preparation, and distribution to create messages for multiple communication modalities and contexts
4. Utilize digital communication to frame local, national, and global issues of contemporary digital culture

CC

Learning outcomes for Cultural Communication

1. Describe the theories, perspectives, principles, and concepts in cultural communication.
2. Create content that meets ethical expectations for communication and adapts to the diverse needs of individuals, groups, and contexts.
3. Utilize theories of power and privilege to frame local, national, and global issues of contemporary communication culture.

Jour

Updated August 2024

Learning outcomes for Journalism

1. Describe theories, perspectives, principles, and concepts in Journalism.
2. Create content that meets ethical expectations for communication and adapts to the diverse needs of individuals, groups, and contexts.
3. Utilize reporting practices to frame local, national, and global issues of contemporary journalism.

PR

Learning outcomes for Public Relations

1. Describe the theories, perspectives, principles, and concepts of Public Relations.
2. Create content that meets ethical expectations for communication and adapts to the diverse needs of stakeholders.
3. Utilize strategic communication approaches to frame local, national, and global issues of contemporary public relations.

Sport Comm

Learning outcomes for Sport Communication

1. Describe the theories, perspectives, principles, and concepts of Sport Communication.
2. Create content that meets ethical expectations for communication and adapts to the diverse needs of individuals, groups, and contexts.
3. Utilize digital tools and platforms to frame local, national, and global issues of contemporary sport communication.

Department Of Communication Learning Outcomes Rubric

Learning Objective	Capstone	Milestone 2	Milestone 1	Benchmark
1. Describe the theories, perspectives, principles, and concepts in Digital Communication and Media.(/cultural communication/ journalism/ public relations)	Student can synthesize multiple communication theories and perspectives to develop a comprehensive understanding of communication, critically analyze and evaluate the effectiveness of communication strategies in various contexts, and demonstrate original thinking and creativity in applying	Student can critically evaluate the strengths and weaknesses of various communication theories and perspectives. apply communication principles and concepts to solve complex communication challenges, and communicate their understanding clearly and effectively in written and oral formats.	Student can explain the relationships between different communication theories and perspectives, analyze how communication principles and concepts influence human interaction, and provide evidence to support their explanations.	Student can identify and define key terms related to communication theories, perspectives, principles, and concepts and provide basic examples of how these elements are applied in real-world contexts.

	communication concepts to new situations.			
2. Create content that meets ethical expectations for communication and adapts to the diverse needs of individuals, groups, and contexts.	Student exhibits mastery of ethical communication principles and their application in complex contexts, adapts content seamlessly to diverse audiences and contexts, and demonstrates a high level of cultural sensitivity and inclusivity in communication.	Student demonstrates a deep understanding of ethical communication principles and their application, adapts content effectively to a wide range of audiences, and consistently addresses diverse needs and demonstrates sensitivity to cultural differences.	Student applies ethical communication principles consistently, adapts content to a variety of audiences and shows awareness of diverse needs and makes some efforts to accommodate them.	Student demonstrates basic understanding of ethical communication principles, attempts to adapt content to a limited range of audiences, but may struggle with identifying or addressing diverse needs.
(DCM Only) 3. Adopt a professional media workflow of production, preparation, and distribution to create messages for multiple communication modalities and contexts	Student demonstrates mastery of media production tools and techniques, including advanced editing and post-production skills, can create highly sophisticated media content that effectively communicates complex messages to diverse audiences, develop and implement comprehensive distribution plans that maximize reach and impact and lead/manage a professional media workflow, ensuring efficiency, quality, and alignment with organizational objectives.	Student demonstrates proficiency in using a variety of media production tools and techniques to create high-quality content, creates complex media content for multiple modalities and adapt content to diverse audiences and contexts, develop and implement effective distribution strategies for reaching target audiences across multiple platforms, and develop/manages a complex media workflow, including project planning, scheduling, and resource allocation.	Student uses more advanced media production tools and techniques to create basic content, creates media content for multiple modalities (e.g., text, images, audio) and adapt content to different audiences, understands the importance of audience targeting and can select appropriate distribution channels, and plans and organizes a basic media workflow.	Student demonstrates basic understanding of media production tools and techniques, creates simple media content (e.g., text, images) for a single modality, knows how to share content through basic channels (e.g., email, social media), and shows a general awareness of the steps involved in media production.
(DCM Only)	Student can creatively and strategically use digital tools	Student can critically evaluate and use digital tools	Student can effectively use a variety of digital tools for	Student can use basic digital tools and understand

4 (a). Utilize digital communication to frame local, national, and global issues of contemporary digital culture	to address complex problems, conduct independent research, analyze complex data, and synthesize information to contribute to ongoing discussions about digital culture, and demonstrate a deep understanding of the global implications of digital culture and advocate for responsible digital practices.	for complex tasks, analyze and synthesize information from various sources to provide a nuanced understanding of digital issues, and effectively connect local, national, and global issues related to digital culture.	communication and analysis, identify, analyze, and present issues related to digital culture in a clear and organized manner, and begin to consider the national and global implications of digital issues.	fundamental concepts of digital culture, identify some basic issues related to digital culture but may struggle to analyze them in depth, primarily focus on local issues which have limited global implications.
(CC Only) 4 (b) Utilize theories of power and privilege to frame local, national, and global issues of contemporary communication culture.	Student can develop nuanced arguments about the role of power and privilege in shaping communication culture, draw on knowledge from other fields (e.g., sociology, history, political science) to support their analysis, and propose solutions to communication challenges based on an understanding of power and privilege.	Student can evaluate the strengths and limitations of different theories of power and privilege, and analyze complex, contemporary communication issues through the lens of power and privilege	Student can explain complex theories of power and privilege and their historical context and analyze how power and privilege shape communication in different local, national, and global settings.	Student can define power and privilege and identify basic examples and recognize how power and privilege might influence communication in a limited context.
(JOUR Only) 4(c) Utilize reporting practices to frame local, national, and global issues of contemporary journalism.	Student demonstrates exceptional ability to frame local, national, and global issues through in-depth, original reporting. Uses a variety of sources, including primary sources, to provide a nuanced and comprehensive understanding of the topic. Analyzes the issue from	Student effectively frames local, national, and global issues through thorough reporting. Uses a variety of sources to support claims and provides a balanced perspective. Demonstrates understanding of the broader context of the issue and analyzes it from multiple viewpoints.	Student frames local, national, and global issues with some success, but may lack depth or breadth in reporting. Uses a limited range of sources and may not fully consider the broader context of the issue.	Student struggles to effectively frame local, national, and global issues through reporting, and may rely heavily on secondary sources and does not demonstrate a clear understanding of the topic.

	multiple perspectives and considers the broader social, political, and economic implications.			
(PR Only) 4(d) Utilize strategic communication approaches to frame local, national, and global issues of contemporary public relations.	Student demonstrates strategic communication and its application to public relations, critiques the strategic communication practices of organizations, and develops innovative strategic communication solutions for challenging public relations problems.	Student demonstrates critical thinking about strategic communication challenges in a public relations context, evaluates the effectiveness of various strategic communication approaches, and creates comprehensive strategic communication plans for complex public relations issues.	Student demonstrates knowledge of strategic communication theories and their relevance to public relations, analyzes strategic communication approaches used in real-world examples and develops basic strategic communication plans for simple public relations scenarios.	Student demonstrates basic understanding of strategic communication concepts and their application to public relations, identifies key elements of strategic communication plans, and applies simple strategic communication techniques in limited contexts.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Communication BA

Evaluation: Cannot Evaluate

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	No recommendations, but do let me know if you want me to review the new assessment plan as you're putting it into action.	

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		

Contact Kelley Woods-Johnson at kelly.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Submit any time, no later than **November 22, 2024**

CONSULT YOUR ASSOCIATE/ASSISTANT DEAN REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be available on the Assessment & Accreditation Sycamore Root & in Blue Reports around September 9.

How to Submit:

Consult your college Associate/Assistant Dean, as guidelines vary.

For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Academic Program:	Communication- MA	Date:	10/28/2024
Author(s):	Natasha Rascon; Malynnda Johnson; Shana Kopaczewski		
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.			
How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.		_X_ Campus ____ Distance ____ Both	

1. Student Learning Outcomes Assessment

Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
Not Complete						

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	As noted in last year's report, the department was in an assessment rebuilding year in order to establish an assessment plan that is in line with best practices. As such, the work of the committee and the department was to review and update the plan, outcomes, and assessment rubric. We have transitioned the assessment materials to reflect those goals. Please see attached materials.
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	The Total Credits to Degree and Time to Degree for our master's students is in line with expectations. In the last two years our graduate students complete the degree with an average of 34 credits which is very close to the 31-33 credit degree we offer for students. Additionally the average time to completion is 1.8 years which means we are providing courses and clear paths to completion which are well within the standard two-year MA framework.
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What student success indicators are concerning?	We have had a fairly significant drop in MA students from fall 2022 to fall 2023 year (from 13 to 9). As noted in last year's report this was likely due in part to an unnatural inflation in our MA students because of athletes who were applying to our program to take advantage of their extra year of eligibility due to COVID. Many of those athletes did not choose to persist in our program beyond the one year of eligibility. We also had a fairly high percentage of those 13 students who graduated as 5 degrees were awarded in 22-23 (compared to two the previous year). In Fall 2024 our enrollment seems stable (up to 11 from 9 in fall 2023) with 3 degrees awarded in 2023-2024. Still our program seems to struggle to grow significantly though we are stable in our enrollment.
Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).</i>	The program data does not include information on our certificate programs. We have 4 graduate level certificate programs and last year (23-24) we had two students in the Digital Media Communication Certificate and one in our Health COMM certificate. This year (Fall 2024) we have 2 new students in the Leadership Certificate.

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	Given the identified issues with our process and rubric this year we are not able to evaluate student learning, but as previously noted the success markers that we are able to review based on department metrics, show that we are serving MA students well in credits to completion and years to completion. An ongoing concern is to increase enrollment in our MA and our graduate certificates.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	<p>Right now we have developed a streamlined assessment process in our department in light of university expectations and standards. This was a multi-step process:</p> <ol style="list-style-type: none"> 1) Review program LO's and identify 3-4 (from the 6 we have currently) that will be the focus going forward. 2) Design student centered rubrics to assess student learning in those LO's 3) Plan departmental assessment sessions for graduate faculty to participation in the assessment process even if they are not on the assessment committee. <p>Additionally we plan to maintain our efforts to engage students in the department and the communication discipline through departmental events, support for students to attend disciplinary conferences, career relevant field trips, continued support for and efforts to re-grow a population of engaged students in our co-curricular groups (Society of Professional Journalists, Public Relations Student Society of America, and Lambda Pi Eta), and for grad students in particular we will continue to provide</p>

	membership to our national disciplinary organization NCA which provides full access to NCA journals, provides financial benefits to support conference attendance, and access to the NCA career center materials.
What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i>	NA
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	Per the newly designed assessment plan, we will assess LO's 1, 2, and 3
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Graduate Faculty will participate in the assessment as arranged by members of the assessment committee. Results will be discussed with faculty in one or more department meetings and shared in the next SOAS report with the CAS and the University. Per last year's plan we had Dr. Kelley Woods-Johnson the University's Assessment/Program Effectiveness Director present to the Department on February 7th 2024, and used information from that session to inform the development of our new assessment plan.

Assessment Materials Developed in 2023-2024

Grad Assessment Plan

Program: Graduate MA		Department: Communication
Primary Author: Malynnda Johnson		Date: *Updated 4/21/2023
<p>Attach the Assessment Timeline (template is located at www.indstate.edu/assessment) for the program/department to this plan to indicate in which academic years each outcome will be assessed.</p> <p>It is not necessary to assess all outcomes every year. It is best practice to assess all outcomes at least once per student cohort, so every 3-4 years.</p>		

PART ONE

For each program student learning outcome determine the following to assess student achievement of the learning outcome:

- Which **course(s)** aligned with this outcome (check your curriculum map) will be used for assessing this outcome?
- Which **semester(s)** is this course being taught during the year for assessment?
- Which **measure(s)** (parts of/full assignments, tests, projects, licensure exams) will we use to evaluate student performance of learning outcomes?
- What **level of performance** do we expect from students to indicate they achieved the learning outcome?
- Which **faculty will be responsible** for sharing student performance on these measures with the program or department chair or assessment coordinator?

Learning Outcome	Course(s) for Assessment	Semester(s) Taught	Measure(s)	Performance Goal(s) <i>(update as needed)</i>	Faculty Responsible <i>(update as needed)</i>
Graduate General Assessment LO – 1, 2, 3	Graduate Capstone Projects/exam	Spring of each year	Student final projects	All students will demonstrate Milestone 2 or Capstone level for each learning objective.	Assessment Committee

PART TWO	
Who will be responsible for analyzing findings each AY?	Program/Department chair, assessment committee, appointed faculty for assessment
How will findings be shared with program faculty and others (as appropriate)?	Regular program/dept. meetings, regular assessment/curriculum meetings. Information shared with stakeholders/ alumni via recruiting and career placement.
How will faculty engage in using findings to improve student learning?	Reporting findings is the responsibility of the chair of the assessment committee with oversight by the Chair of the dept. Based on reporting, the assessment plan materials may be amended and additional measures added to collect more data. The assessment committee will refer to the previous years' report to determine areas of improvement needed and address in meetings, plans, and continued measures.

Curriculum Map Graduate (Revised SP 2023)

[NCA assessment goals of Introducing, Practicing (developed), and Reinforcing (Mastered)]

Graduate Studies- Core	LO1	LO2	LO3
601	I	I	I
602	I	I	I
603	I	I	I
604	I	I	I
Graduate Studies- Electives	LO1	LO2	LO3
611	P	P	P
612	P	P	P
614	P	P	P
620	P	P	P
626	P	P	P
633	P	P	P
664	P	P	P
Graduate Studies- Culminating Experience	LO1	LO2	LO3
699	R	R	R
696	R	R	R

690	R	R	R
693	R	R	R

Student Learning Outcomes Library

Communication MA

Proposal for Consideration - Fall 2023

Outcomes

- Skills, behaviors, or sets of knowledge used to assess this outcome.

Outcomes- Skills, behaviors, or sets of knowledge used to assess this outcome.
<p>Learning Outcome One:</p> <p>Describe the communication discipline including its essential theories, perspectives, principles, and concepts</p>
<p>Learning Outcome Two:</p> <p>Engage in communication research and/or creative projects that critically analyze messages, diverse needs of individuals, groups, and contexts</p>
<p>Learning Outcome Three:</p> <p>Demonstrate self-efficacy and ability to improve communication skills that apply ethical communication principles across diverse needs of individuals, groups, and contexts</p>

Rubric for Communication Learning Outcomes MA

Learning Outcome	Capstone	Milestone 2	Milestone 1	Benchmark
Describe the communication discipline including its essential theories, perspectives, principles, and concepts	Thoroughly describes the communication discipline, demonstrating a deep understanding of essential theories, perspectives, principles, and concepts. Provides comprehensive examples and critical analysis.	Clearly describes the communication discipline, showing a good understanding of essential theories, perspectives, principles, and concepts. Provides relevant examples and some analysis.	Describes the communication discipline with a basic understanding of essential theories, perspectives, principles, and concepts. Provides limited examples and minimal analysis.	Describes the communication discipline with minimal understanding of essential theories, perspectives, principles, and concepts. Examples and analysis are either missing or very limited.
Engage in communication research and/or creative projects that critically analyze messages, diverse needs of individuals, groups, and contexts	Conducts thorough research and/or creative project that critically analyzes messages and address diverse needs of individuals, groups, and contexts. Demonstrates originality and depth in analysis.	Conducts research and/or creative project that analyzes messages and consider diverse needs of individuals, groups, and contexts. Shows good analytical skills and some originality.	Conducts basic research and/or creative project that analyzes messages with some consideration of diverse needs of individuals, groups, and contexts. Analysis is basic and lacks depth.	Conducts minimal research and/or creative project with little to no analysis of messages or consideration of diverse needs of individuals, groups, and contexts.
Demonstrate self-efficacy and ability to improve communication skills	Demonstrates high self-efficacy, significant improvement, confidence, and/or commitment to	Demonstrates good self-efficacy and noticeable improvement in communication skills.	Demonstrates some self-efficacy and basic improvement in communication skills.	Demonstrates minimal self-efficacy and little improvement in communication skills.

Learning Outcome	Capstone	Milestone 2	Milestone 1	Benchmark
that apply ethical communication principles across diverse needs of individuals, groups, and contexts	continuous improvement in communication skills; regularly seeks and applies constructive feedback. Consistently applies ethical communication principles in a situation involving diverse needs of individuals, groups, and contexts.	Shows confidence and a proactive approach in improving communication skills; occasionally seeks and applies feedback. Applies ethical communication principles in a situation involving diverse needs.	Displays moderate confidence in communication abilities; applies feedback with some initiative. Somewhat applies ethical communication principles in a situation involving diverse needs.	Displays limited confidence in communication abilities; applies feedback with minimal initiative. Minimally applies ethical communication principles.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Communication MA

Evaluation: Cannot Evaluate

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	No recommendations – Just let me know if I can help with implementation of the new assessment plan!	

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		

Contact Kelley Woods-Johnson at kelly.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Submit any time, no later than **November 22, 2024**

CONSULT YOUR ASSOCIATE/ASSISTANT DEAN REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be available on the Assessment & Accreditation Sycamore Root & in Blue Reports around September 9.

How to Submit:

Consult your college Associate/Assistant Dean, as guidelines vary.

For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Academic Program:	MS/MA – Criminology and Criminal Justice	Date:	11/01/2024
Author(s):	Shannon Barton		
<p>Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.</p>			
<p>How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.</p>		<p>___ Campus ___ Distance ___x_ Both</p>	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed <small>Include actual outcome language; enter one per line, add lines as needed</small>	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool <small>i.e. rubric, exam key, preceptor evaluation, etc.</small>			
1.1 Students will articulate knowledge about criminal behavior (students will understand and interpret the research others to identify causes/predictors of criminal behavior.	Comprehensive Exam	Examination	Rubric	Students will be assessed in each category in the following manner: 0 = does not meet expectation 1 = meets expectation 2 = exceeds expectation <i>Target: 80% of students will receive a 1 or higher on this objective</i>	Both on-campus and distance students were assessed during Fall 2023 and Spring 2024. A total of 4 students were assessed. Of those evaluated, all students met or exceeded expectations.	N/A

1.1 Students will articulate knowledge about criminal behavior (students will understand and interpret the research of others to develop research based responses to crime (e.g., strategies and policies).	CRIM 427	Final Paper	Rubric	Students will be assessed in each category in the following manner: 0 = does not meet expectation 1 = meets expectation 2 = exceeds expectation <i>Target: 80% of students will receive a 1 or higher on this objective</i>	Both on-campus and distance students were assessed during Fall 2023 and Spring 2024. A total of 2 distance students and 2 on-campus students were assessed. Of those evaluated all students met or exceeded expectations.	N/A
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Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	Students are well-prepared for the culminating experience.
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	While this cohort was small, all students sitting for the comprehensive examination were well prepared for success.
What student success indicators are concerning?	At this time, our only concern is increasing enrollments to enhance the number of course offerings in the program.
Share additional relevant student success data not included in the Program Data Profile. If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data	N/A

by student demographic, contact Kelley Woods-Johnson or Institutional Research (<https://irt2.indstate.edu/ir/>).

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	This is the first year that we have compared online students to on-campus students writing. The results indicate that our students are performing at the same level. As our on-campus enrollment increases, it will be important to monitor the outcomes for both types of students in the future to see whether any differences appear.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	A top priority is to continue to focus on writing and critical thinking skills.
What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i>	None
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	We will focus on the same outcomes next year as a basis for comparison.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Findings will continue to be shared with faculty during faculty meetings. Faculty in all three majors and the graduate program continue to be involved in the assessment process.

Academic Program:	MS/MA – Criminology and Criminal Justice	Date:	11/01/2024
Author(s):	Shannon Barton		
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.			
How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.		___ Campus ___ Distance <u>X</u> Both	

Instructions: The narrative format of this report will contain the same information as the table format, but the structure of the narrative is flexible. An outline has been provided for guidance on what to include, but the structure of the narrative need not follow the outline. When applicable, detailed notes from program faculty meetings where assessment was discussed may be copied into this report as the narrative. Please cite to indicate when this is the case.

1. Student Learning Outcomes Assessment

Program Student Learning Outcomes Assessed this Year

For Each Student Learning Outcome Assessed:

- Assessment Strategies for Each Student Learning Outcome (courses where learning took place, assignments used, tools for evaluation – i.e. rubrics, etc.)
- Established Performance Goal
- Actual Student Performance Relative to Established Goal (provide specific data rather than general observations)
- Comparison to any Prior Data, if Available

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?

2. Student Success Activities

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?

The Criminology and Criminal Justice Masters program experienced a 26.5% increase in enrollment from Fall 2023 to Fall 2024. This is in comparison to the university enrollment which increased by 2.13%. We find that these trends are positive for our major given the nature of the nationwide decline in

enrollment. As a department, we have focused heavily on recruiting students into our programs and creating partnership agreements with agencies. The plan is for these efforts to continue in the future. We anticipate that our student enrollment numbers will continue to climb.

Our majors graduate, on average, with only two additional credits.

Overall, we are seeing an increase in the number of students enrolled in on-campus programs. We view this as a positive trend and anticipate this will continue.

What student success indicators are concerning?

Share additional relevant student success data not included in the Program Data Profile. *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (<https://irt2.indstate.edu/ir/>).*

The average number of years to graduate has increased slightly. This could be an artifact of students leaving the program for a short amount of time and returning later, not a problem with the structure of the program itself.

While our four-year cohort graduate rates were three percent lower than the university, this appears to be an anomaly. Our majors typically graduate at the same percentage rate as other majors or slightly below (less than one percent). We will continue to monitor this in the future. Transfer graduation rates are the same in our department as the university.

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.

Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?

This is the first year that we have compared online students to on-campus students writing. The results indicate that our students are performing at the same level. As our on-campus enrollment increases, it will be important to monitor the outcomes for both types of students in the future to see whether any differences appear. A top priority is to continue to focus on writing and critical thinking skills.

What support/resources/partnerships (if any) will be explored to achieve these? *Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).*

None

What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?

We will focus on the same outcomes next year as a basis for comparison.

Describe faculty involvement in assessment and data analysis, and how findings will be shared with faculty and applicable stakeholders.

Findings will continue to be shared with faculty during faculty meetings. Faculty in all three majors and the graduate program continue to be involved in the assessment process.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Criminology & Criminal Justice MS

Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	Good use of multiple methods to assess a single LO – provides good triangulation of data to enhance confidence in the findings	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Mature

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		Mature
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		Mature

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Submit any time, no later than **November 22, 2024**

CONSULT YOUR ASSOCIATE/ASSISTANT DEAN REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be available on the Assessment & Accreditation Sycamore Root & in Blue Reports around September 9.

How to Submit:

Consult your college Associate/Assistant Dean, as guidelines vary.

For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Academic Program:	BS – Criminology and Criminal Justice	Date:	11/01/2024
Author(s):	Shannon Barton		
<p>Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.</p>			
<p>How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.</p>		<p><input type="checkbox"/> Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both</p>	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
3.3 (To demonstrate written and oral communication skills applicable to the field of criminal justice—provide written information)	CRIM 427	Presentation	Rubric	Students will be assessed in each category in the following manner: 0 = does not meet expectation 1 = meets expectation 2 = exceeds expectation <i>Target: 80% of students will receive a 1 or higher on this objective</i>	Distance students were assessed during Spring, 2024. A total of 28 students were assessed. Of those evaluated, 85.7% (n=24) did met or exceeded expectations. 14.3% did not meet expectations.	N/A

4.5 (to demonstrate critical thinking skills—analyze current research methodologies)	CRIM 427	Final Paper	Rubric	Students will be assessed in each category in the following manner: 0 = does not meet expectation 1 = meets expectation 2 = exceeds expectation <i>Target:</i> 80% of students will receive a 1 or higher on this objective	Both on-campus and distance students were assessed during Spring, 2024. A total of 28 distance students were assessed. Of those evaluated (n=28), 71.4% (n=20) met or exceeded expectations. 28.6% (n=8) did not meet expectations. A total of 27 on-campus students were assessed. Of those evaluated, 60.7% (n=17) either met or exceeded expectations while 37.3% (n=10) did not meet expectations.	N/A
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Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	Although students did not meet the expectations required for demonstrating critical thinking or research skills, they were approaching meeting expectations. We will continue to monitor student success in this category, providing more developmental assignments to improve their writing skills. Students did meet the expectations for oral skills. This suggests they were more comfortable presenting in front of one another as opposed to the written word.
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	Student oral communication skills are trending positively. While there is still room for improvement with writing skills, we anticipate the incorporation of more opportunity for developmental writing assignments will help improve writing.
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What student success indicators are concerning?	We continue to focus our attention on writing skills. This will continue to be a focus within the department as the criminal justice profession is writing intensive.
Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).</i>	N/A

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	This is the first year that we have compared online students to on-campus students writing. The results indicate that online students are performing at a higher level than the on-campus students. This could be an anomaly rather than a trend. The same professor taught both courses using the same requirements. It will be important to monitor the outcomes for both types of students in the future to see whether anything can be identified as a similarity or a difference.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	A top priority is to continue to provide developmental writing assignments as a comparison.
What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i>	None
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	We will focus on the same outcomes next year as a basis for comparison.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Findings will continue to be shared with faculty during faculty meetings. Faculty in all three majors and the graduate program continue to be involved in the assessment process.

Academic Program:	BS – Criminology and Criminal Justice	Date:	11/01/2024
Author(s):	Shannon Barton		
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.			
How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.		<input type="checkbox"/> Campus <input type="checkbox"/> Distance <input checked="" type="checkbox"/> Both	

Instructions: The narrative format of this report will contain the same information as the table format, but the structure of the narrative is flexible. An outline has been provided for guidance on what to include, but the structure of the narrative need not follow the outline. When applicable, detailed notes from program faculty meetings where assessment was discussed may be copied into this report as the narrative. Please cite to indicate when this is the case.

1. Student Learning Outcomes Assessment

Program Student Learning Outcomes Assessed this Year

For Each Student Learning Outcome Assessed:

- Assessment Strategies for Each Student Learning Outcome (courses where learning took place, assignments used, tools for evaluation – i.e. rubrics, etc.)
- Established Performance Goal
- Actual Student Performance Relative to Established Goal (provide specific data rather than general observations)
- Comparison to any Prior Data, if Available

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?

2. Student Success Activities

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?

The Criminology and Criminal Justice major experienced a 1.34% increase in enrollment from Fall 2023 to Fall 2024. This is in comparison to the university enrollment which decreased by 6.67%. We find that these trends are positive for our major given the nature of the nationwide decline in

enrollment. As a department, we have focused heavily on recruiting students into our programs. The plan is for these efforts to continue in the future. We anticipate that our student enrollment numbers will continue to climb.

We also experienced a rise in the number of students graduating with CCJ degrees of 3.37%. This is in comparison to the University graduation rate decreasing by 6.70%. We view this as a positive trend in our department.

Our majors graduate with fewer credits, on average, than other university students. Overall, students take one extra semester of credits (8.3) to graduate. Our retention rates remain high and comparable to the university. Our majors tend to drop fewer courses than students across campus.

The CCJ major generates 13% of the revenue for the College of Arts and Sciences and approximately 7% of all revenue for the university. This number has been relatively consistent for the past four years.

What student success indicators are concerning?

Share additional relevant student success data not included in the Program Data Profile. *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (<https://irt2.indstate.edu/ir/>).*

While our four-year cohort graduate rates were three percent lower than the university, this appears to be an anomaly. Our majors typically graduate at the same percentage rate as other majors or slightly below (less than one percent). We will continue to monitor this in the future. Transfer graduation rates are the same in our department as the university.

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.

Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?

This is the first year that we have compared online students to on-campus students writing. The results indicate that online students are performing at a higher level than the on-campus students. This could be an anomaly rather than a trend. The same professor taught both courses using the same requirements. It will be important to monitor the outcomes for both types of students in the future to see whether anything can be identified as a similarity or a difference.

What support/resources/partnerships (if any) will be explored to achieve these? *Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).*

None

What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?

We will focus on the same outcomes next year as a basis for comparison.

Describe faculty involvement in assessment and data analysis, and how findings will be shared with faculty and applicable stakeholders.

Findings will continue to be shared with faculty during faculty meetings. Faculty in all three majors and the graduate program continue to be involved in the assessment process.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Criminology & Criminal Justice BS Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	It was noted that the first LO includes oral and written communication. Does the presentation capture both, or should another measure (the research paper, for instance) be added to capture written communication effectiveness?	Mature

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		Mature
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		Mature

Contact Kelley Woods-Johnson at kelly.woods-johnson@indstate.edu or x7975 with questions or for support.

Academic Program:	BS Cybercriminology and Security Studies	Date:	11/14/24
Author(s):	Dr. Jason E James		
Verify that each of the following documents is correct and current on the ISU Assessment Results Webpage by marking with an "X." Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Director of Assessment & Program Effectiveness, at kelly.woods-johnson@indstate.edu .		<input type="checkbox"/> Learning Outcomes <input type="checkbox"/> Curriculum Map <input type="checkbox"/> Assessment Plan	
How is this program offered? If "Both," data should be disaggregated by campus and distance students.		<input type="checkbox"/> Campus <input type="checkbox"/> Distance <input checked="" type="checkbox"/> Both	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed <small>Include actual outcome language; enter one per line, add lines as needed</small>	Assessment Strategies Used			Established Benchmark for Proficiency	Actual Student Performance Relative to Benchmark	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool <small>i.e. rubric, exam key, preceptor evaluation, etc.</small>			
Objective 1: Students will demonstrate knowledge about the Cyber and Security Studies. 1.2 To demonstrate the ability to develop research-based responses to specific security threats."	CSS 130 Cyber Fundamentals 1 CSS 131 Cyber Fundamentals II CSS 235 Computer Forensics I CSS 236 Computer Forensics II CSS 310 Cybercrime CSS 332 Information Systems Security	Hands on Labs	Graded Labs	65% of students will achieve a score of 1 (meets expectations) or higher in this category.	Data were collected for students' ability to demonstrate knowledge about digital forensics and security during Fall 2023 and Spring 2024 for the following classes: CSS 130 Cyber Fundamentals I (95% met or exceeded the expectation of digital forensics and security knowledge (23 out of 24) CSS 131 Cyber Fundamentals II (84% met or exceeded the expectation of digital forensics and security knowledge (21 out of 25) CSS 235 Computer Forensics (81% met or exceeded the expectation of digital forensics and security knowledge (22 out of 27)	Faculty continue to update courses with the ever-changing cybersecurity realm. New labs and new assignments are created and updated, and lectures are changed.

					<p>CSS 236 Mobile Forensics (84% met or exceeded the expectation of digital forensics and security knowledge (32 out of 38))</p> <p>CSS 310 Cybercrime (87% met or exceeded the expectation of digital forensics and security knowledge (20 out of 23))</p> <p>CSS 332 Information Systems Security (96% met or exceeded the expectation of digital forensics and security knowledge (27 out of 28))</p>	
<p>Objective 2: Students will demonstrate knowledge about the intelligence community.</p> <p>2.2 To identify the best methods of collecting information and intelligence pertinent to homeland security</p>	<p>CSS 130 Cyber Fundamentals 1</p> <p>CSS 131 Cyber Fundamentals II</p> <p>CSS 235 Computer Forensics I</p> <p>CSS 236 Computer Forensics II</p> <p>CSS 310 Cybercrime</p> <p>CSS 332 Information Systems Security</p>	Hands on Labs	Graded Labs	<p>65% of students will achieve a score of 1 (meets expectations) or higher in this category.</p>	<p>Data were collected for students' ability to demonstrate knowledge about digital forensics and security during Fall 2022 and Spring 2023 for the following classes:</p> <p>CSS 130 Cyber Fundamentals I (95% met or exceeded the expectation of digital forensics and security knowledge (23 out of 24))</p> <p>CSS 131 Cyber Fundamentals II (84% met or exceeded the expectation of digital forensics and security knowledge (21 out of 25))</p> <p>CSS 235 Computer Forensics (81% met or exceeded the expectation of digital forensics and security knowledge (22 out of 27))</p> <p>CSS 236 Mobile Forensics (87% met or exceeded the expectation of digital forensics</p>	<p>Faculty continue to update courses with the ever-changing cybersecurity realm. New labs and new assignments are created and updated, and lectures are changed.</p>

					and security knowledge (32 out of 38) CSS 332 Information Systems Security(96% met or exceeded the expectation of digital forensics and security knowledge (27 out of 28) CSS 310 Cybercrime (87% met or exceeded the expectation of digital forensics and security knowledge (20 out of 23)	
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Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	Face to Face students excel in hands on labs while online student do not perform as well. A different strategy needs to be employed for online students.
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Data Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	Face to Face students excel in hands on labs while online student do not perform as well. A different strategy needs to be employed for online students.
What student success indicators are concerning?	Face to Face students excel in hands on labs while online student do not perform as well. A different strategy needs to be employed for online students.
Share additional relevant student success data not included in the Program Data Profile. If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).	

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	The findings suggest that the current practices are working. We will continue to enhance learning through labs and agency out reach.
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Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	Faculty continue to update courses with the ever-changing cybersecurity realm. New labs and new assignments are created and updated, and lectures are changed
What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i>	None
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Findings will continue to be shared with faculty at the first faculty meeting of the year. Faculty in all three majors and the graduate program continue to be involved in the assessment process.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Cybercriminology & Security Studies BS Evaluation: Developing

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	<<Given the same assignments are used and the same scores are reported for both of the LOs assessed, it seems that overall scores on the labs are being reported, rather than subscores	Developing

			for the sections that align solely to the LOs being assessed. Refining this approach to using subscores will greatly improve data accuracy relative to each LO. This can also help faculty determine what to target in order to improve performance in online labs.	
Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>	<p><<65% of students meeting expectations seems like a low goal. The goal should reflect what faculty determine to be mastery of the LO, not what might be reflective of past student performance.</p> <p><<Given the notes on performance concerns for online students, it would be helpful to see the scores of campus and online students disaggregated in the results.</p>	Developing
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current		<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p>	<p><<Given the notations about concerns with online student performance, I expected to see more details on how faculty will address this concern.</p>	Developing

results to examine our interventions, using findings to plan for the future, and sharing what we have learned.		A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders		
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Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Early Submission:

September 9, 2024

Last Day to Submit:

November 22, 2024

**CONSULT YOUR ASSOCIATE
DEAN OR ASSESSMENT
DIRECTOR REGARDING ANY
INTERNAL DEADLINES.**

Program Profile data for Part 2 of the report is finalized after fall semester census and will be provided to chairs no later than September 9.

How to Submit:

Consult your college Associate Dean or Assessment Director, as guidelines vary by college.

For assistance contact

Kelley Woods-Johnson:

kelley.woods-johnson@indstate.edu or
at extension 7975.

AY 23-24 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT
OPTION A: TABLE FORMAT

Academic Program:	Earth and Quaternary Science MS, Geography MA	Date:	11-22-24
Author(s):	Jeffery Stone, Jennifer Latimer		
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.			
How is this program offered? If "Both," data should be disaggregated by campus and distance students.		<input checked="" type="checkbox"/> X Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed <small>Include actual outcome language; enter one per line, add lines as needed</small>	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool <small>i.e. rubric, exam key, preceptor evaluation, etc.</small>			
Professional Communication Proficiencies	ENVI-588/611	Students are assigned presentations for 2-3 papers associated with their research area and a presentation for their final proposal.	An instructor's critical review based upon presentation content, time management, and response to audience questions.	Increasing performance between the 1 st and 2 nd presentations, with an overall minimum score of 80% or better.	We had 4 students in the course. On the first presentation students scored between 92-100%. On the second presentation, all students scored 95% or higher.	These results are in the typical range for the course. Most students showed a moderate improvement between the first and second presentation – particularly on graphical design elements.
Professional Communication Proficiencies	ENVI-699 or ENVI-697	All students obtaining a MS thesis are expected to present a proposal defense and a final defense of their thesis. Non-thesis MS students are expected to present their research in some format in a public setting.	Each committee member submits a defense evaluation form: an aspect of this is communication performance, discussion, and overall score	All students are expected to have an overall score higher than 80% on proposal defense and thesis defense.	All of our students completed their evaluations with an overall score higher than 80%. Discussion and communication components typically averaged between 4-5 out of 5.	This is the third full year we have implemented this tool. Results have been similar each year.

Professional Communities	ENVI-690	Students are required to attend seminar speaker presentations and to develop their own presentations for discussion.	Students are expected to present bi-weekly on readings for the course and to engage with guest speakers.	Students are expected to complete these tasks with a score of 80% or better.	All students involved in the course this year presented each week, engaged with speakers, and were given a score of "A" for presentations.	Student performance was similar this year to last.
Professional Communities	Department Brown Bag Seminar	Student are expected to attend the seminar, typically every other week. Guest speakers and student speakers present research and occasionally faculty discuss professional development	Students are not explicitly graded, other than attendance, but students are expected to participate as a speaker and are encouraged to ask questions	Students are expected to attend 80% of the events and contribute 1 presentation each year.	Our students attend the seminar at 80% or higher annually and each student and while not explicitly scored for their presentation performance, the students do receive critical evaluations and feedback over their own presentations by department faculty.	We have not previously considered this part of the evaluation process, since it is a new development, but participation in this seminar series was good.
Professional Ethics	ENVI-588/611	Students are assigned a task to complete ethics training via the NSF-funded CITI responsible conduct in research training	Upon completion, students are provided a certificate verifying their competence.	CITI training requires 90% competency to complete each section.	All students in the course were issued a certificate of completion.	No changes.
Professional Ethics	ENVI-588/611	Students are assigned a reading assignment on ethics in science and assigned a task to lead a discussion over the paper.	Each taking on different aspects of ethics and responsible conduct in research, evaluated by the instructor.	Students are expected to complete this task with an 80% or better to display competency.	All students in the course were scored at 100% for the discussion on this topic.	No changes.
Disciplinary Knowledge	ENVI-588/611	Students are assigned multiple tasks that include displaying their mastery of a topic. This includes both presentations described	Display mastery of papers within their discipline and provide a critical review of a paper –	Students are expected to complete this task with an 80% or better	All students scored greater than 95% on this assignment.	Compared to prior years the student performance was slightly higher.

		above and a critical review of a scientific paper.	both evaluated by the instructor.	to display competency.		
Disciplinary Knowledge	ENVI-699 or ENVI-697	Students are expected to display a mastery of their discipline during proposal and thesis defenses (as well as non-thesis defenses) in the form of literature review.	Each committee member submits a defense evaluation form: an aspect of this is knowledge/mastery of subject and overall score	All students are expected to have an overall score higher than 80% on proposal defense and thesis defense.	All of our students completed their evaluations with an overall score higher than 80%. components typically averaged between 4-5 out of 5.	This is the second full year we have implemented this tool. All scores are similar to prior years for this element.
Discipline skills	ENVI-588/611	Students are given background on common tools used for analyses and presentation of data in our discipline, including Word, Excel, PowerPoint, and other computer applications.	Students are given a specific task of completing an assignment using Excel to plot and interpret data for this course.	Students are expected to complete the assignment with a score of 80% or better.	All students that submitted the assignment performed better than 95%.	Slight differences in the prior year, with a general performance that was better.
Discipline skills	ENVI-699 or ENVI-697	Students work with individual mentors to develop discipline skills related to their own projects. Theses range widely based upon the student project.	Each committee member submits a defense evaluation form: the mastery and overall scores reflects these skills	All students are expected to have an overall score higher than 80% on proposal defense and thesis defense.	All of our students completed their evaluations with an overall score higher than 80%. Mastery components typically averaged between 4-5 out of 5.	This is the second full year we have implemented this tool. Students seem to perform similarly year-to-year.

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?

Generally speaking, our graduate student activities are working well, as far as we can discern. Our courses and assessments are designed to develop graduate students that are prepared for the next step in their careers – whether that involve academic or professional careers. Our graduate student assessment tool has been doing a good job of tracking the relative success of students in our program – because we have been

	applying it to both proposal and final defenses. We are currently working on a way to streamline the this process – including making a digital survey in the form of a link that faculty can use to provide their assessment. We are also hoping this will allow us to better track the year-to-year variability in these assessment reports more or less automatically since it will also (if it works as intended) create an archive.
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	Our assessments are largely the same from year to year with respect to success. Any differences between what we observe is probably just a product of the size of the classes where we evaluate students and the individual strengths or weaknesses of students being evaluated.
What student success indicators are concerning?	None of the assessment scores observed in the past year are troubling.
Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).</i>	This is the first year since we have combined our MS and MA programs down into a single program. Because we used to combine the assessment reports into a single report previously, there probably isn't any direct differences resulting from this, but it does play a role in the way that our numbers are reported (in Blue Reports, for example).

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	There hasn't been any measurable differences between last year's student activities and this years. Although our students have performed better overall with respect to the evaluations from the more recent report before this one, it is likely an effect of the smaller class size associated with our Research Design course where most of the evaluations occur.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	We believe that the development of an electronic feedback survey form would probably greatly enhance our ability to track the student assessment activities associated with thesis proposals and thesis defenses (ENVI-699, for example). It may also provide us some avenues to evaluate the Brown Bag seminar activities for students enrolled in our MS program.
What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be</i>	We are trying to develop this tool in-house using something like Survey 1-2-3, with which some of our faculty are already familiar – but if we cannot make that work, we may use google tools. We probably don't need any outside assistance for these (yet).

<i>followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i>	
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	We are hoping that for next year we will change the feedback process mentioned above for thesis proposals and defenses.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Nearly all of our faculty are involved in the assessment process, as long as they either chair a MS thesis committee, are a member of one of these committees, or advise a non-thesis MS student. The results of each student evaluated during this process is shared within the committee, but not more broadly with the department as a whole (other than GPD and Department Chair). For students enrolled in our Research Methods / Research Design course, these results are usually generated by a few faculty members (Stone, Latimer, Westover). These are not shared across the general faculty. Any general findings and trends (or lack thereof) are discussed during faculty meetings.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: EES Master's Programs MA/MS Evaluation: Exemplary

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		<p>At least one outcome is assessed this cycle</p> <p>Outcome(s) is specific as to what students will be able to know/do as a result of their learning</p> <p>Outcome(s) is measurable</p> <p>Outcome(s) is consistent across modes of delivery (if applicable)</p>	Be sure to include the full learning outcome language in future reports, as the general headings provided do not indicate what students should be able to know/do relative to this area.	Cannot Evaluate
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	<p>Comprehensive measures of student learning demonstrate rich and relevant knowledge and skills related to LO areas.</p> <p>Many LOs are assessed using multiple points of data in one or more courses.</p> <p>Evaluation tools are clearly described.</p>	<p>Assessment measure(s) is designed for precise alignment to designated outcome(s)</p> <p>Overall assessment strategy relies primarily on direct assessment measure(s)</p> <p>Indirect assessment measure(s) is included to provide supplemental perspectives</p> <p>Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum</p> <p>Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.)</p> <p>Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)</p>		Exemplary

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		Mature
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>	<p>Comprehensive approach to involving program faculty in assessment of student learning and use of findings to support ongoing success/note areas for monitoring or improvement.</p> <p>Clear attention to ways to ensure the assessment plan is of sufficient quality, but also sufficient practicality to ensure ongoing engagement and practice.</p>	<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		Exemplary

Contact Kelley Woods-Johnson at kelly.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

AY 23-24 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT

OPTION B: NARRATIVE FORMAT

Academic Program:	Economics	Date:	4/10/2025
Author(s):	Debra Israel		
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.			
How is this program offered? If "Both," data should be disaggregated by campus and distance students.		___ Campus ___ Distance <u>x</u> Both	

Instructions: The narrative format of this report will contain the same information as the table format, but the structure of the narrative is flexible. An outline has been provided for guidance on what to include, but the structure of the narrative need not follow the outline. When applicable, detailed notes from program faculty meetings where assessment was discussed may be copied into this report as the narrative. Please cite to indicate when this is the case.

Student Learning Outcomes Assessment

Program Student Learning Outcomes Assessed this Year

Objective 2: Graduates should understand the role of economic activity in the human experience and in the functioning of societies.

Student Learning Outcomes	Assessment Method(s)
2.1 Understand the application of microeconomic theory to individuals and firms/agencies	ETS Exit Exam (Microeconomic Subscore) and Senior Capstone Position Papers
2.2 Understand the application of macroeconomic theory to governments	ETS Exit Exam (Macroeconomic Subscore) and Senior Capstone Position Papers
2.3 Understand the application of international economic theory to international issues	Senior Capstone Position Papers

For Each Student Learning Outcome Assessed:

The Senior Seminar is the focus for assessing these outcomes. The students took the ETS exit exam and the results for the past three years are below. Since international economic theory results are not separately assessed in the exam, during the seminar students read a scholarly paper on international trade and

analyzed it during class. The ability to analyze and apply trade theory, particularly to recent tariff experiences in the United States, was assessed in this manner. The level of understanding ranged from average to superior.

	ISU Economics Graduates 2022-2024 (N=11)				
	micro ets	macro ets	overall ets		
	77	63	173		
	59	57	158		
	52	63	156		
	59	50	155		
	54	38	148		
	47	53	147		
	47	44	144		
	42	41	140		
	37	44	138		
	52	26	138		
	29	44	133		
	50.45455	47.54545	148.1818		
avg*	43-68	45-67	144-166		
*based on Sept 2014 to June 2023 for all test takers in U.S.					

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?

We are pleased that our senior economics majors for the 3 year period 2022-24 are within the average range of Economics majors taking this national standardized test in microeconomics and macroeconomics concepts. These tests are used to assess the goals 2.1 and 2.2, respectively.

Students were given more latitude in choice of topics for research papers, position papers, and original research presentations, so not all students wrote these about an international topic. Students were, therefore, assessed on goal 2.3 through class discussion after having read a scholarly paper by Amiti, Redding, and Weinstein on “The Impact of the 2018 Tariffs on Prices and Welfare” from the *Journal of Economic Perspectives*, v. 33, n. 4, Fall 2019. The competence of students in applying economic theory to these issues ranged from average to excellent. With probing, additional details and complexities were recognized. In the future the analysis of this particular learning outcome may be better off in the specific internationally focused classes, or utilizing a specific assignment.

Student Success Activities

What student success indicators are strong or trending positively?

We are pleased that we continue to attract international students and hope with improved outreach and recruiting of international students that will also be beneficial for our major (currently out of our 9 majors, 3 are international students). We are pleased with our student years to graduation, less than 4 on average, although this is including transfer students. Our cohort fall 2020, although only 3 students, had a four year graduation rate of 100%, a good result for those starting during the pandemic.

What student success indicators are concerning?

We continue to be concerned that our major and minor numbers are lower than they were pre-pandemic. However, we appear to be holding steady in the fall enrollment number comparison from Fall 2021-Fall 2024.

Share additional relevant student success data not included in the Program Data Profile.

A course-related faculty-led student trip to attend the 88th Annual Meetings of the Midwest Economics Association took place on March 21-24, 2023 in Chicago, IL. Specifically, a group of 9 undergraduate students, 1 graduate student and 3 faculty participated in the field experience, attending a large number of inspiring sessions in a variety of Economics topics. Two of the ISU faculty members, Senior Instructor Katrina Babb and Fulbright Visiting Scholar Marcelo Echague Pastore presented their ongoing research while also acting as Chairs and Discussants for other sessions. Besides the MEA sessions, cultural and integration activities, such as a tour around downtown Chicago as well as visits to Mindworks and The Metropolitan Club, took place during the field trip and were highly appreciated/enjoyed by both faculty and students. Networking among students was encouraged by participating in the receptions offered by MEA throughout the event. These indeed were great opportunities for ISU students to meet and interact with other Economics students and faculty from several colleges and universities across the US. These student trips continue to spark curiosity and empower students to pursue further studies and ambitious academic projects. In addition, one of our senior students presented her research at the Issues in Political Economy undergraduate conference held in conjunction with the Eastern Economic Association conference in Boston, MA. This is the fourth time ISU has successfully had a student paper accepted for presenting at this conference. This shows the continued high caliber of our student involvement in research.

In terms of curricular development, the Quantitative Economics major was approved by the state and we look forward to this new major serving our students well, particularly if they are interested in continuing with graduate study in economics. We also revised our Economics major to add flexibility for Business majors interested in further Economics study. Economics teaching is far more than teaching our majors as we participate in Foundational Studies, the Business core, Social Studies Education, Music Business, and attract minors from a variety of majors.

Our Economics department had extensive outreach on campus and in the community through the Center for Economic Education programming, Social Science Research Seminars, participation in Women's History Month, Earth Day, Human Rights Day, and collaboration with our visiting Fulbright Scholar from Paraguay, including a panel presentation at IU-Bloomington.

Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.

- Marcelo Echague Pastore, our visiting Fulbright Scholar from Paraguay added breadth to our students' experience in AY 2023-24, as was described in our plan. As predicted, this helped our campus and departmental goals of providing international opportunities for our students. We continue to collaborate with Mr. Echague Pastore to develop connections with institutions in Paraguay with the first faculty-led course with a 10 day travel experience in Paraguay scheduled for May 2025.
- As planned, last year we gave our first Economics scholarship to an incoming Economics major, and we are continuing this process for admitted students with the upcoming cohort.
- We continue to offer opportunities for students to work in our department with teaching, research and program assistance positions. These positions help students gain valuable experience.
- We also view the work of the Center for Economic Education as an excellent outreach activity, and along those lines, Center Director Katrina Babb has explored offering seminars in new venues and make current economic topics accessible to students.
- We continue to focus on outreach with alumni and these connections provide positive connections for our students. These include Homecoming gatherings and the annual Creason lecture, last year given by alum Pat Martin.

Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?

Our students graduate and find varied and interesting career pathways as well as graduate studies. Our curricular development is designed to contribute to these successes. The challenge we continue to face is faculty retirements. We are excited to welcome visiting scholars/teachers to our campus and that continues to be part of our commitment with a visiting scholar scheduled to teach the Chinese Economy class in Fall 2025.

What support/resources/partnerships (if any) will be explored to achieve these?

We constantly seek support where beneficial for our students, through scholarships, funding for experiential learning, supplemental wage funding from the university for students, etc. We are also grateful to past donors for their generosity. We look forward to being able to hire new Economics faculty in future years and continue to offer up-to-date Economics learning at ISU.

What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?

Outcome 3: Basic Understanding—Graduates should have a basic understanding of government and of how government policies affect economic activity and income distribution, whether these policies are explicitly economic or not.

Outcome 4: Analytical Ability—Graduates should possess analytical ability that can be brought to bear on practical economic problems faced by various actors in a market economy, such as households, firms, governments, and non-profit organizations.

Outcome 5: Economic Research— Graduates should have a basic understanding of how to conduct and present economic research.

Describe faculty involvement in assessment and data analysis, and how findings will be shared with faculty and applicable stakeholders.

While the instructor for the Senior Seminar primarily provides data, all faculty are involved in discussion of the assessment results and ways to improve the process. Sharing occurs in written form and through discussion.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Economics BABS

Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Mature

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>	<p>Is the performance goal for students to score within the range of average performance for the ETS exams? What is the performance goal for the course-based assignment measure?</p> <p>What were the actual results for the assignment measure?</p>	<p>Developing</p>
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		<p>Mature</p>

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Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Economics BABS

Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Mature

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>	<p>Is the performance goal for students to score within the range of average performance for the ETS exams? What is the performance goal for the course-based assignment measure?</p> <p>What were the actual results for the assignment measure?</p>	Developing
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		Mature

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AY 23-24 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT OPTION B: NARRATIVE FORMAT

Academic Program:	English BA & English Ed BS	Date:	12/10/2024
Author(s):	Brian Stone (Chair, Assessment Committee) James F. Wurtz (Department Chair)		
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.			
How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.		<input checked="" type="checkbox"/> X_ Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both	

Instructions: The narrative format of this report will contain the same information as the table format, but the structure of the narrative is flexible. An outline has been provided for guidance on what to include, but the structure of the narrative need not follow the outline. When applicable, detailed notes from program faculty meetings where assessment was discussed may be copied into this report as the narrative. Please cite to indicate when this is the case.

1. Student Learning Outcomes Assessment

Program Student Learning Outcome Assessed this Year:

"Explore complex ideas through clear expository and creative writing, developing skills as readers, writers, editors, and critics."

Courses Where Learning Took Place

For this year's assessment of our English and English Teaching concentration in the English major, we assessed capstone courses in each concentration in order to better understand the effectiveness of our curriculum. These include Creative Writing, Literary Studies, and English Teaching.

Those courses include the following:

- ENG 425: Advanced Poetry Writing Workshop
- ENG 484: Interrelations of Literature
- ENG 486: Teaching English

Course enrollments varied from four student to nine students. The included table of results displays the exact number of artifacts taken from each course.

Assignments Used

The Chair of the Assessment Committee asked faculty to provide the culminating project they used in each of these courses. A brief description of those assignments is provided below:

- ENG 425: A portfolio of poetry with revisions
- ENG 484: A traditional research paper
- ENG 486: A reflection on an interview with a K-12 English teacher

Tools for Assessment

The Chair of the Assessment Committee created a rubric for the assessment process. For all three courses the same learning outcome was assessed, and the same rubric was used for each course. This rubric was reviewed by the department Assessment committee. Rubric is attached below.

The Assessment Committee used the American Association of Colleges and Universities VALUE rubrics as a model. This included five categories: Capstone (4), Milestone (3), Milestone (2), Benchmark (1), and Below Benchmark (BB).

Assessment Process

Members of the Assessment Committee were paired up so that each artifact was assessed twice. Interrater reliability was established through a norming discussion prior to the assessment, which was conducted virtually. Our goal was to be within 1 score. In the case, for example, a reader assessed a score of 3, while the other assessed a score of 2, we settled on 2.5. There were no instances of disagreement beyond 1 score.

As a result, any category with a whole number represents immediate consensus, and any category with a decimal number represents a difference between scores.

Student Performance

The assessment rubric and assessment results are included below.

LO 3: Explore complex ideas through clear expository and creative writing, developing skills as readers, writers, editors, and critics.

Capstone 4	Demonstrates deep engagement with complex ideas, offering nuanced and insightful analysis. Explores multiple perspectives with originality and sophistication.
Milestone 3	Engages with complex ideas effectively, showing clear understanding and analysis. Limited exploration of alternative perspectives or depth.
Milestone 2	Addresses ideas adequately but lacks depth or complexity. Limited engagement with multiple perspectives.
Benchmark 1	Student explores complex ideas through clear expository and creative writing
Below Benchmark BB	Superficial engagement with ideas; lacks critical analysis or meaningful exploration of topics.

ENG 425 Artifact	Rater 1	Rater 2	Rater 3	Final Score
1	2		2	2
2	2	1		1.5
3		3	3	3
4	1		1	1
5	2	2		2
6		2	3	2.5

7	2		2	2
8		2	2	2
				AVG SCORE 2

ENG 484 Artifact	Rater 1	Rater 2	Rater 3	Final Score
1	2		3	2.5
2	3	3		3
3		2	2	2
4	2		2	2
				AVG SCORE 2.375

ENG 486 Artifact	Rater 1	Rater 2	Rater 3	Final Score
1	3		3	3
2	1	1		1
3		3	2	2.5
4	1		1	1
5		2		2
6		3	3	3
7	2		2	2
8	1	1		1
				AVG SCORE 2.05

The assessment results demonstrate a good deal of consistency in performance across areas of concentration. As for the average scores, the committee is satisfied that in these upper-division courses students scored in a milestone category. There were no below benchmark or benchmark scores. For capstone courses, we would like to see Milestone 2 or Capstone. However, in some instances this is due to artifacts that are not ideal for assessment or not ideal for assessment of this particular LO.

Overall, these scores suggest that our students are meeting our expectations for this outcome.

2. Student Success Activities

Four-year graduation rates for the most recent cohorts of English and English Teaching majors stand at 38% and 35%, respectively. Considering that the University's 4-year graduation rate for the same cohort (all majors) was 33%, these numbers indicate that while there is clearly room for growth, our curriculum has attained a degree of success in advancing students to graduation. Students entering in Fall 2023 were the first cohort on the revised and streamlined curriculum, which we anticipate will lead to further improvements in the 4-year graduation rate. I would also note that the English Teaching major has traditionally been a difficult major to complete in 4 years, as the last semester is reserved for student teaching, and the demands of teacher licensure require scaffolded classes and a significant amount of time spent preparing for student teaching. If a student declares the English Teaching major after a semester or two at ISU, it frequently results in added time to graduation.

Our admissions numbers show that a significant number of our majors do not declare English or English Teaching at admission, but our programs – particularly the English BA – function at least in part as discovery programs. Our retention numbers last year were split; the Teaching major had 100% retention while the English BA was at 50%. As with programs across the University, retention is an area of focus for improvement. The DFD rates were reported Departmentally, not programmatically, so it's a little unclear whether those numbers include Foundational Studies classes or only major classes. The high departmental SCH numbers suggest that departmental data comprises major and Foundational Studies classes, including freshman composition. Regardless, the DFD rate held steady across both Fall and Spring, with F grades at 9%.

Moving forward, areas of concern include retention and DFD rates, and we have been discussing strategies here. Before we can take action, we need more data, and we will be developing a faculty survey that attempts to capture the reasons for the number of F grades – how many were due to students not submitting work? Or were students who “ghosted” the class partway through the semester? Alternatively, how many were due to student underperformance? That information will be crucial in any steps we take to address these issues moving forward.

Finally, as with the University as a whole, enrollment remains an ongoing concern for our undergraduate programs. We participate in recruiting events and have been aggressive in promoting our events and activities. We have also recently launched social media pages and we are ramping up our engagement through things like Instagram and TikTok to try and reach students where they are.

3. Continuous Quality Improvement

Based on these assessment results, the Assessment Committee will take on two initiatives for AY 2024-2025.

First of all, only the first part of LO 3 (Explore complex ideas through clear expository prose and creative writing) can be operationalized and assessed, whereas the second part (developing skills as readers, writers, editors, and critics) could stand alone as a separate LO. As a result of conversations held throughout this year's assessment process, the Assessment Committee will review our program LOs and discuss possible revisions.

Along these lines, we will also share the results of this year's assessment with our colleagues and discuss the ways in which assignments can be designed with the assessment process in mind so that we can better measure student learning, especially in our capstone courses.

Faculty will discuss SOAS reports for AY 2023-2024 in a department meeting during the Spring 2025 semester. We will devote one meeting to discuss the report for the MA program, and a subsequent meeting for our undergraduate reports.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: English BA/English Ed BS

Evaluation: Mature

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Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Mature

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		Mature
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		Mature

Contact Kelley Woods-Johnson at kelly.woods-johnson@indstate.edu or x7975 with questions or for support.

AY 23-24 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT OPTION B: NARRATIVE FORMAT

Academic Program:	English MA	Date:	12/10/2024
Author(s):	James M. Greene (Director of Graduate Studies) James F. Wurtz (Department Chair)		
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.			
How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.		<input checked="" type="checkbox"/> X Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both	

Instructions: The narrative format of this report will contain the same information as the table format, but the structure of the narrative is flexible. An outline has been provided for guidance on what to include, but the structure of the narrative need not follow the outline. When applicable, detailed notes from program faculty meetings where assessment was discussed may be copied into this report as the narrative. Please cite to indicate when this is the case.

1. Student Learning Outcomes Assessment

Program Student Learning Outcome Assessed this Year:

"Students achieve mastery of the knowledge required in their discipline or profession."

Courses Where Learning Took Place

Given the small size of our program due to declining enrollment and the broad nature of this learning outcome, the department Assessment committee decided that gathering the widest possible sample would be most beneficial. The Director of Graduate Studies therefore collected final assignments from all graduate level English courses offered and enrolled in AY 23-24.

Those courses include the following:

- ENG 524: Graduate Fiction Writing Workshop
- ENG 525: Graduate Poetry Writing Workshop
- ENG 527: Graduate Nonfiction Writing Workshop
- ENG 547: Seminar in American Literature
- ENG 600: Bibliography & Research Methods

- ENG 635: Literary Theory & Criticism
- ENG 649: Studies in American Literature
- ENG 685A: Seminar in Teaching Composition

Course enrollments varied from one student to five students. The included table of results displays the exact number of artifacts taken from each course.

Assignments Used

The Director of Graduate Studies asked faculty to provide the culminating project they used in each of these courses. A brief description of those assignments is provided below:

- ENG 524: An original short story authored by the student
- ENG 525: A collection of poems authored by the student along with a reflection on how their writing fits within contemporary discourse on their topic
- ENG 527: A book review of a work of creative nonfiction
- ENG 547: A research-based argumentative paper
- ENG 600: A prospectus for a potential research project
- ENG 635: A report on contemporary theoretical trends on a chosen literary text
- ENG 649: A research-based argumentative paper
- ENG 685A: A teaching portfolio demonstrating the student's approach to first-year composition

Tools for Assessment

The Director of Graduate Studies created two rubrics for assessing these artifacts, one for courses from the creative writing concentration and one for courses from the literary studies concentration. These rubrics were reviewed by the department Assessment committee and Creative Writing committee.

Rubrics are attached as Appendices 1 and 2.

Categories were assessed at three levels: *Exceeds Expectations*, *Meets Expectations*, and *Falls below Expectations*. For comparison purposes, these levels were then assigned a numerical score in descending order of 3, 2, and 1.

Assessment Process

The Director of Graduate Studies (Jim Greene) and the Director of Undergraduate Studies (Chris Drew) assessed each artifact using one of the rubrics. Drew and Greene previously collaborated on assessment for AY 21-22, so they have an established pattern of interrater reliability.

Following their individual reviews, Drew compared all rubric scores and recorded all categories where he and Greene were not in initial agreement. Because these disagreements never varied by more than one level, Drew and Greene agreed to award a score of 2.5 to those categories. Greene then compiled all scores into a spreadsheet for comparison.

As a result, any category with a whole number represents immediate consensus, and any category with a decimal number represents a difference between *Meets Expectations* and *Exceeds Expectations*.

Student Performance

Assessment results are included below for the three creative writing courses and for the five literary studies courses.

Creative Writing					
Artifacts	Rubric Criteria				
	Depth of Knowledge	Application of Knowledge	Research and Evidence Use	Communication and Presentation	Engagement with the Discipline
524 Artifact 1	3	2	N/A	2.5	2
524 Artifact 2	3	3	3	3	3
524 Artifact 3	3	3	3	3	3
525 Fall Artifact 1	3	3	3	3	3
525 Fall Artifact 2	2.5	2.5	2.5	2.5	2.5
525 Spring Artifact 1	3	2	2.5	3	2.5
525 Spring Artifact 2	2	2	2.5	2	2.5
525 Spring Artifact 3	3	3	3	3	3
525 Spring Artifact 4	3	2.5	3	3	3
525 Spring Artifact 5	3	2.5	3	2.5	2.5
527 Artifact 1	2	2.5	2	2.5	2.5
Average Scores	2.77272727	2.5454545	2.75	2.7272727	2.68182

Literary Studies					
Artifacts	Rubric Criteria				
	Depth of Knowledge	Application of Knowledge	Research and Evidence Use	Communication and Presentation	Engagement with the Discipline
547 Artifact 1	3	2	3	3	3
600 Artifact 1	3	2	2.5	2.5	2.5
600 Artifact 2	3	3	2	2	2
600 Artifact 3	2	2	2	2	2
600 Artifact 4	2	2	2	2	2
600 Artifact 5	2	2	2	2	2
635 Artifact 1	2.5	2	2.5	2	2
635 Artifact 2	2	2	2	3	2
635 Artifact 3	2.5	3	3	2.5	2.5
635 Artifact 4	2	2.5	2	2	2
649 Artifact 1	2.5	2	3	2	2.5
649 Artifact 2	2.5	2.5	2.5	2.5	2.5
649 Artifact 3	2	2	2.5	2.5	2.5
649 Artifact 4	2	2.5	2	2	2.5
649 Artifact 5	2.5	2.5	2.5	2.5	2.5
685A Artifact 1	2	3	2.5	2.5	2.5
685A Artifact 2	2.5	2.5	2	2.5	2.5
685A Artifact 3	3	3	3	3	3
685A Artifact 4	2.5	2	2	2	2.5
Average Scores	2.3947368	2.342105	2.3684211	2.3421053	2.368421

These results suggest a slightly higher performance from creative writing courses than from literary studies courses. This difference should be qualified by student demographics, however.

Due to declining enrollment, our literary studies courses included almost entirely first-year students during AY 23-24. In contrast, two second-year students are also represented in the creative writing data, and their greater experience likely accounts for the elevated scores.

On the whole, these scores suggest that our students are meeting our expectations for this outcome. By the end of each of their graduate courses, students demonstrate an understanding of the knowledge required by literary studies and creative writing.

2. Student Success Activities

There are a number of positive student success indicators drawn from the program profile and from Blue Reports. The average time to degree, measured both by credit hours and by years, is lower than the University-wide average for Masters programs in 2023-24, and we had a 96% completion rate for graduate credits attempted last year, which is slightly higher than the University average graduate completion rate.

Net revenue from Fall 2022 to Fall 2023 declined about 9% while the overall University net revenue declined by less than half of a percent. The revenue/SCH and cost/SCH numbers reflect the number of TAs that we have in English. We prepare our students for careers in education, and TA responsibilities are thus a key part of their graduate experience. From a budgetary perspective, while TAs receive tuition waivers, they also teach classes for the Dept., which saves instructional costs elsewhere. Further, as grad students, they necessarily work primarily with our tenured and tenure-track faculty, which also speaks to the higher cost/SCH.

The primary concern regarding the MA program has to do with the size of the cohort, and we have implemented or are in the process of implementing programs that we anticipate will help with our enrollment. We have launched a new online certificate designed for high school teachers to earn a credential qualifying them to teach dual credit classes, and our accelerated MA program (4+1) is in the final stages of the curriculum approval process. We anticipate enrolling students for this beginning next Fall.

The enrollment challenges facing our MA program reflect wider trends, both at Indiana State University and nationwide. We are moving to address the issue through programs targeted to our core audience. With our support for our graduate students, as seen in our high completion rate and on-point time to graduation, we know that students who choose to enroll in our program will be successful.

3. Continuous Quality Improvement

Based on these assessment results, we are generally satisfied with student learning for this outcome.

Students in both types of courses appear to engage effectively with the discipline, and that result marks an improvement from our assessment results in AY 21-22, when many students struggled with Disciplinary Understanding.

This improvement likely emerges primarily from the strengths of our current cohort, which includes two graduates of the Indiana State U. Honors College. It could also be a result of the larger sample we collected for assessment in comparison with AY 21-22. Rather than selecting artifacts from a specific course, we should likely continue to assess samples from all MA classes.

The lowest-rated category in both concentrations is Application of Knowledge. As defined by our rubric, this category describes the originality and innovativeness of student work. While we would love to see improvement in this category, a lower score here makes sense in a master's program. Unlike in a terminal degree program where students should be expected to offer unique interventions in their field as scholars or artists during coursework, students in a MA program are still developing the disciplinary knowledge needed for such interventions. In that respect, the overall strength of our assessment here suggests that our students are making the appropriate progress in their academic careers.

Faculty will discuss SOAS reports for AY 2023-2024 in a department meeting during the Spring 2025 semester. We will devote one meeting to discussing the report for the MA program, and a subsequent meeting for our undergraduate reports.

During the Fall 2024 semester, the university Graduate Studies Council decided to no longer require programmatic review in addition to annual SOAS reports. Thanks to this decision, the department will now be able to revise the MA learning outcomes to make them more specific for our discipline, rather than the broader outcomes we were using to align with the outcomes set by the former College of Graduate and Professional Studies.

The department Graduate Studies committee prepared a draft of new learning outcomes for the MA program during this semester. Once these outcomes have been approved by the graduate faculty of the department, we will share them with the university Director of Assessment.

Appendix 1

Learning Outcome: Students achieve mastery of the knowledge required in their discipline or profession

Literary Studies	Exceeds Expectations	Meets Expectations	Falls Below Expectations
Depth of Knowledge	Demonstrates comprehensive and nuanced understanding of key concepts, theories, and methodologies in the discipline. Integrates knowledge from multiple sources and perspectives.	Shows thorough understanding of major concepts and theories. Applies knowledge accurately and effectively.	Limited understanding of basic concepts and theories. Significant inaccuracies or omissions.
Application of Knowledge	Applies knowledge creatively and effectively to new situations or problems. Demonstrates originality and critical thinking. Develops an original thesis that challenges existing interpretations and supports it with well-chosen evidence.	Applies knowledge accurately to familiar situations. Shows some critical thinking and problem-solving skills. Constructs a solid thesis and supports it with appropriate evidence, though it may not be particularly original.	Unable to apply knowledge to new or familiar situations. Lacks problem-solving skills. Fails to develop a coherent thesis or support it with relevant evidence.
Research and Evidence Use	Conducts thorough and sophisticated research. Uses a wide range of high-quality sources effectively to support arguments.	Conducts solid research. Uses appropriate sources to support arguments.	Conducts minimal or no research. Uses inappropriate or no sources.
Communication and Presentation	Communicates ideas clearly, coherently, and persuasively. Uses appropriate academic conventions and style.	Communicates ideas clearly and coherently. Generally follows academic conventions and style.	Unable to communicate ideas clearly. Significant issues with academic conventions and style.
Engagement with the Discipline	Actively engages with current debates, trends, and issues in the discipline. Shows a strong commitment to ongoing learning and professional development.	Engages with current debates and issues in the discipline. Shows commitment to learning and professional development.	No engagement with the discipline. No evidence of commitment to learning or professional development.

Appendix 2

Creative Writing	Exceeds Expectations	Meets Expectations	Falls Below Expectations
Depth of Knowledge	Demonstrates comprehensive and nuanced understanding of key concepts, theories, and methodologies in the discipline. Creates a text that reflects a sophisticated understanding of genre conventions and literary techniques, incorporating elements from various literary traditions.	Shows thorough understanding of major concepts and theories. Writes a text that effectively uses genre conventions and literary techniques, though it may not integrate multiple influences.	Limited understanding of basic concepts and theories. Produces a text that shows little understanding of genre conventions or literary techniques, with significant errors or omissions.
Application of Knowledge	Applies knowledge creatively and effectively to new situations or problems. Demonstrates originality and critical thinking. Crafts a unique and innovative text that explores new themes or experimental forms.	Applies knowledge accurately to familiar situations. Shows some critical thinking and problem-solving skills. Writes a coherent and engaging text that adheres to familiar themes and forms.	Unable to apply knowledge to new or familiar situations. Lacks problem-solving skills. Produces a text that lacks coherence or fails to engage with the chosen themes or forms.
Research and Evidence Use	Incorporates well-researched historical or cultural details to enhance the complexity of the text.	Includes some researched details that add depth to the text.	Lacks appropriate researched details, resulting in a less complex text.
Communication and Presentation	Produces a polished and compelling text with a strong voice and minimal errors.	Creates a coherent text with a clear voice, though it may have some minor errors.	Writes a text that is unclear or confusing, with frequent errors.
Engagement with the Discipline	Reflects contemporary issues or trends in the text, showing awareness of the current discourse within the writer's chosen genre.	Demonstrates some awareness of the current discourse within the writer's chosen genre, though that influence may not be fully integrated.	Demonstrates little to no awareness of the current discourse within the writer's chosen genre.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: English MA

Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	Excellent decision to use a wide sampling strategy given the small number of students in the program	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Exemplary

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		Mature
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		Mature

Contact Kelley Woods-Johnson at kelly.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Submit any time, no later than **November 22, 2024**

CONSULT YOUR ASSOCIATE/ASSISTANT DEAN REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be available on the Assessment & Accreditation Sycamore Root & in Blue Reports around September 9.

How to Submit:

Consult your college Associate/Assistant Dean, as guidelines vary.

For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Academic Program:	Environmental Geoscience and Geology	Date:	11/22/2024
Author(s):			
<p>Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.</p>			
<p>How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.</p>		<p><input checked="" type="checkbox"/> Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both</p>	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
<p>Students will be able to collect, evaluate, manipulate, and present scientific data (EG).</p> <p>Students will be able to apply geologic techniques to interpret geologic conditions (Geology)</p> <p>Note these are different learning outcomes, but they use the same assignment for assessment.</p>	ENVI 389	Environmental Consulting Project. Students are given an environmental problem, asked to develop a proposal to evaluate the problem, given "data" to analyze, and write a report with recommendations for subsequent remediation efforts.	Series of assignments that culminate in a report. The report includes graphs, tables, and maps the students create.	65% of students will meet expectations (earn a "B") for this set of assignments.	<p>EG (n = 11) – 10/11 (91%) met or exceeded expectations.</p> <p>Geology (n=1) – 1/1 (100%) met or exceeded expectations.</p>	Results are comparable to previous years. There is often one student who does not do as well as the other students on this assignment – usually related to attendance and not understanding all of the requirements and expectations.
Students will demonstrate effective written and oral communication skills.	ENVI 389	Multiple assignments where students write reports	Performance on assignments	65% of students will meet expectations (earn a "B")	EG (n=8) 11/11 (100% met or exceeded expectations.	Results are similar to previous years. Students are able to effectively

				for this set of assignments.	Geology (n=1) 1/1 (100%) met or exceeded expectations.	communicate the concepts and ideas.
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Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	The overall number of majors has stayed fairly consistent, although we had a significant drop in Fall 2023 in Environmental Geoscience, the number rebounded in 2024.
What student success indicators are concerning?	Retention rates are highly variable, but most of the majors in EES are found majors. Few of our majors start out as freshmen in our department. This isn't in the data, but generally speaking, students who change their major from geology, often move to Environmental Geoscience or Geography and Sustainability. The number of geology majors may be at an all time low of 5. While this is concerning, there is so much overlap between geology and environmental geoscience that it doesn't hurt us to continue to offer this degree. The biggest difference between these degree programs is the extra requirements for cognates in geology.
Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).</i>	We are starting to have more students ask about undergraduate research and internships. Being engaged in department activities in a significant driver of student success and retention, but student involvement dropped significantly during and after COVID. We are starting to see (anecdotally) that student engagement outside of the classroom is increasing.

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update	Last year we said that we wanted students to become more engaged in the department, and I think we have seen that. We had a record number of students attend our holiday luncheon, for example. The Earth Science Club has become more
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of whether these activities appear to have influenced student learning and/or success outcomes.	active. We had open houses during registration for students to drop by and ask questions about classes.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	We need to continue to try to get students more engaged in department activities, including undergraduate research.
What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i>	The SURE Program is instrumental in getting students involved in undergraduate research. With the change in funding for students moving to experience grants, it is unclear how this might impact student involvement.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	Next year we will continue to focus on the same learning outcomes, but we will also include objective 3 - Students will be able to recognize, describe, and explain short- and long-term environmental issues and risks faced by humans and induced by human activities.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	We are trying to come up with ways that more faculty can be involved in data collection for assessment. Results of the assessment reports will be discussed at a faculty meeting in spring 2025.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Geology & Environmental Geosciences BS Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) <i>In some cases; see notes.</i> Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	If the assignment grades for the LO of mastery of oral and written communication include assessment of anything else (e.g., accuracy, conceptualization, etc.), then the scores are not a precise, accurate measure of communication alone. Isolating the communication score with a rubric is one way to do this using the same assignment sets.	Developing

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		Mature
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		Mature

Contact Kelley Woods-Johnson at kelly.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Submit any time, no later than **November 22, 2024**

CONSULT YOUR ASSOCIATE/ASSISTANT DEAN REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be available on the Assessment & Accreditation Sycamore Root & in Blue Reports around September 9.

How to Submit:

Consult your college Associate/Assistant Dean, as guidelines vary.

For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Academic Program:	M.A./M.S. in Experimental Psychology	Date:	31 October 2024
Author(s):	Ted Maldonado		
<p>Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.</p>			
<p>How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.</p>		<p><input checked="" type="checkbox"/> Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both</p>	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
Students will be able to design, conduct, analyze, and interpret data for a psychological research study (GSLO 5: Mastery of skills)	PSY 602 PSY 699	Final Paper Thesis Proposal Final Thesis	Rubric	Students must obtain at least 12.8/16 on the PSY 602 paper and 19.2/24 on the written evaluation of the thesis proposal and thesis	PSY 602 Paper – 100% of students met the benchmark ($n = 1$). Thesis Proposal – 100% of students who defended met the benchmark ($n = 2$).	PSY 602 Paper – 100% of students met the benchmark ($n = 3$). Thesis Proposal – 100% of students who defended met the benchmark ($n = 2$).
Students will demonstrate competence in the analysis and critique of scholarly work in their area of expertise in psychology (GSLO 4: Mastery of knowledge)	PSY 699	Thesis Proposal Final Thesis	Rubric	Students must obtain at least 19.2/24 on the written evaluation of the thesis proposal and thesis	Thesis Proposal – 100% of students who defended met the benchmark ($n = 2$).	Thesis Proposal – 100% of students who defended met the benchmark ($n = 2$).

Students will demonstrate the skills necessary to write an APA-style research paper (GSLO 1 & 5: Professional communication and Mastery of skills)	PSY 602 PSY 603 PSY 607 PSY 699	Final Paper Final Paper Final Paper Thesis Proposal and Final Thesis	Rubric	Students must obtain at least 12.8/16 on the PSY 602 paper and 19.2/24 on the written evaluation of the thesis proposal and thesis	Papers in PSY 602, 603, and 607 were assessed for this outcome. 100% of students met the benchmark ($n = 1$). Thesis Proposal – 100% of students who defended met the benchmark ($n = 2$).	PSY 602 Paper – 100% of students met the benchmark ($n = 3$). Thesis Proposal – 100% of students who defended met the benchmark ($n = 2$).
Students will evaluate and demonstrate understanding of main theories and/or issues in at least two areas of psychology (GSLO 4: Mastery of knowledge)	PSY 603 PSY 607 PSY 608 PSY 590	Final papers from at least two of the listed courses	Rubric	Students must obtain at least 12.6/16 on each of the two papers	Papers in PSY 603 and 607 were assessed for this outcome. 100% of students ($n = 1$) met the benchmark.	Only one paper has been assessed for this outcome. 67% of students ($n = 3$) met the benchmark.
Students will present their research clearly and effectively to at least two audiences (GSLO 1: Professional communication)	PSY 690J PSY 699	Presentation Thesis proposal defense and final thesis defense	Rubric	Students must obtain at least 9.6/12 on the oral evaluation of the presentation or defense	Thesis Proposal – 100% of students who defended met the benchmark ($n = 2$).	Thesis Proposal – 100% of students who defended met the benchmark ($n = 2$).
Students will demonstrate the ethical principles of research in psychology (GSLO 3: Recognize ethical challenges)	IRB Training PSY 699	Complete the CITI Program (Research Ethics Training) for research with human participants, Social/Behavioral modules	IRB Certificate of Completion IRB Letter of Approval	Students must have letter of approval from IRB	100% ($n = 1$) of students have completed the CITI Program. 100% ($n = 2$) have had their thesis proposals approved. A third student is close to	100% ($n = 4$) of students have completed the CITI Program. 75% ($n = 4$) have had their research projects approved

					defending the thesis proposal.	
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Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	Overall, students are meeting the benchmarks for all of our learning outcomes.
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	Students are consistently demonstrating that they can gather and synthesize existing data in several areas in psychology, use that information to design and collect new data, and can interpret their findings, in APA style, all while upholding the standards necessary to conduct ethical research. Additionally, one of the action plan items we continue to work on was to provide additional opportunities to present research. Master students practice presenting on their thesis work by presenting at departmental brown bags, where they are provided with constructive feedback they can use to enhance their thesis proposal. This was in addition to attendance at regional and national conferences in their respective areas of expertise, gaining feedback from area experts.
What student success indicators are concerning?	Although we interviewed 3 students for fall 2024 enrollment, none were offered a spot in our program. Once again, the pool of students who were qualified was not very large. We are taking steps to try and increase the number of students who apply to our program. We again emailed about 80 psychology department chairpersons at small liberal arts colleges in Illinois, Indiana, Kentucky, Ohio, and Michigan with information on our Master's Program. We will track how many students from those universities apply to determine whether the emails are effective. In addition, Dr. Veanne Anderson wrote a draft proposal for an accelerated (4+1) Master's Program in our department. It is now in curiculog for approval and possible implementation in fall 2025. Dr. Maldonado has worked on improving the MS in psychology, expanding the multidiscipline nature of the program, which should attract and support students hoping to gain applied skills useful for entering or continuing

	<p>nonacademic careers. We have had discussions with the experimental faculty. There is support for such a program among the faculty and with some revisions to the proposal, we should be able to proposal and complete a full faculty department vote in Spring 2025 to move forward with a submission. The earliest such a program could begin is fall 2026. We are also searching for a new faculty member who started this fall 2025. We are hoping the hire attracts more applicants to our program by conducting research in relevant areas of interest. We have also reached out the Graduate Recruitment Coordinator for CAS to improve our visibility to students interested in a Master's (MA and MS) in Psychology.</p>
<p>Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).</i></p>	<p>Two of our MA students have submitted abstracts to present their thesis research at conferences in Spring 2024. Additionally, two students who have completed all degree requirements except for their thesis defense already gained employment. One works as a Research Assistant for Southern Illinois University collecting data and providing resources for underserved families. Another student is a Legal Researcher at a law firm who complies relevant information for legal proceedings.</p>

3. Continuous Quality Improvement

<p>Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.</p>	<p>The PSY 602, PSY 603, thesis proposal and defense indicators are relatively strong, with most students doing well. As indicated in previous reports, students work closely with their thesis advisors on the design, analysis, and interpretation aspects of their project. They also generally write several drafts before submitting their thesis proposal and thesis to the committee before their defenses. Therefore, the evidence that is evaluated for the assessment is usually already of good quality. One student had some difficulty with the final paper in PSY 602 as English is not their first or primary language; however, their advisor is working with them to improve on their final MA research paper. We are also continuing to make changes to increase recruitment, including directed recruitment efforts (Emails, Coordination with Graduate Recruitment Coordinator) and modifications to the degree programs (addition of 4+1 Accelerated Program and Expanded MS in Psychology Program).</p>
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<p>Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?</p>	<p>We do need to be more vigilant in assessing the fourth learning outcome, “Students will evaluate and demonstrate understanding of main theories and/or issues in at least two areas of psychology.” This could be addressed by evaluating papers/projects among the core courses required by all master’s students. Additionally, there are two students who have taken longer than the usual two years (plus a couple of months) to finish. One gave birth and the other found employment, which have interfered with a speedier completion. However, both are also set to complete their research projects soon and graduate in spring 2024. Moving forward, we will work on having students complete the degree program in 2 years. As mentioned earlier, we will be focusing on recruitment and on modifying the MS in Psychology Program. In addition, we will monitor the effectiveness of outreach to small liberal arts colleges via email regarding our program and additional recruitment strategies suggested by the CAS Graduate Recruitment Coordinator.</p>
<p>What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i></p>	<p>Once the 4+1 proposal is approved and the revised MS in Psychology is submitted and approved, we may seek support from the College of Arts and Sciences Dean and others, as needed.</p>
<p>What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?</p>	<p>We will continue to improve opportunities for students to practice research presentations. Additionally, we will look to improve on Learning Outcome 4 by reviewing final paper grades among core courses requiring a final paper.</p>
<p>Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?</p>	<p>We will continue to discuss and share the results with psychology faculty at meetings in the fall and spring. Feedback on the MS in Psychology proposal at our October experimental faculty meeting was helpful in clarifying potential issues that will be addressed in the final draft.</p>

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Experimental Psychology MAMS Evaluation: Exemplary

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.	Alignment to GSLOs, demonstrating clear connection to institutionally-defined expectations for graduate-level learning.	At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Exemplary
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	Comprehensive assessment strategy includes multiple measures for each LO, with data generated from evaluation of rich and relevant displays of student learning. Evaluative tools are clearly described and designed to report on each LO independently.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	<<The use of the CITI certification is more of an indirect measure of “students will demonstrate the ethical...” since it can test knowledge but not capture demonstration. This isn’t an issue, but something to consider if you really want to see if they can demonstrate ethical principles (e.g., combined with another measure, such as methodology from a thesis or research paper).	Exemplary

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		Mature
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>	<p>Clear commitment to ongoing assessment of student learning and use of findings to support student learning achievement/improvement and student success in the program.</p> <p>Assessment approach is truly focused on student learning, with faculty observing point-in-time mastery, as well as looking at trends when determining what to address and what to monitor.</p>	<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		Exemplary

Contact Kelley Woods-Johnson at kelly.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Submit any time, no later than **November 22, 2024**

CONSULT YOUR ASSOCIATE/ASSISTANT DEAN REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be available on the Assessment & Accreditation Sycamore Root & in Blue Reports around September 9.

How to Submit:

Consult your college Associate/Assistant Dean, as guidelines vary.

For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Academic Program:	Geography & Sustainability	Date:	12/17/2024
Author(s):	Jennifer Latimer		
<p>Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.</p>			
<p>How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.</p>		<p><input checked="" type="checkbox"/> Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both</p>	

1. Student Learning Outcomes Assessment

Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
1. Understand geographic patterns and issues of our time across cultures & environments in order to understand how human behavior is, or is not, sustainable.	Completion of core courses (as applicable to concentration).(2) ENVI211/ENVI110, ENVI130, ENVI272	Successful completion of course.	Students will be assessed on a scale of 0 to 2 (0= not meeting; 1=meeting; 2=exceeding expectations). Target: 65% of students will receive a 1 or higher on this objective	65% of students will meet expectations (earn a "B") for this set of courses.	ENVI 110 (n=17) – 100% of students met or exceeded expectations. ENVI 130 (n=4) – 100% met or exceeded expectations. ENVI 272 (n=7) – 100% met or exceeded expectations.	All G&S students in these classes earned an A or B. This is a significant improvement over last year.
Effectively synthesize and communicate research findings both orally and in writing	Student projects/final reports from the program's culminating experience options (ENVI 460,		Students will be assessed on a scale of 0 to 2 (0= not meeting; 1=meeting; 2=exceeding expectations).	65% of students will meet expectations (earn a "B") for this set of courses.	ENVI 496 (n=3) – 100% met or exceeded expectations.	Interestingly, no G&S students completed ENVI 460 or ENVI 492, but they did successfully complete undergraduate research projects.

	ENVI 492, or ENVI 496.		Target: 65% of students will receive a 1 or higher on this objective			
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Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	Fewer G&S students are taking the classes that we have identified for assessment. The classes are still being offered, they are populated with students from other majors. We need to re-evaluate which classes and assignments we will use for assessment.
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	Retention is higher than the university average but lower than we would like. G&S is a found major for many students, so we do not have many majors who declare G&S as first time freshman.
What student success indicators are concerning?	The numbers of majors is low. In Fall 2025, we will have a revised major called Sustainability and Environmental Studies. Most of the G&S majors identify as interested in sustainability rather than geography. Hopefully, the change in curriculum and name of the major will attract more students.
Share additional relevant student success data not included in the Program Data Profile. If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).	

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	With the new major, we need to re-think which classes and which assignments we will use for assessment.
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Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	G&S students do not really know each other. This group of students is probably the least engaged in department activities of all of our majors. We need to identify ways to improve their engagement in the department to improve retention.
What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i>	
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	We will continue to assess the learning outcomes listed above, but we will also assess communication skills.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	We need to continue to work on ways to get more faculty engaged in data collection and report writing. The results will be shared at a faculty meeting in Spring 2025.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Geography & Sustainability BA Evaluation:

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	Course grades are not good measures for specific learning outcomes, as they are composite evaluations of multiple outcomes, and often non-outcome evaluations as well (e.g., late work deductions, missing work, etc.). It is unclear if the project report scores as reported isolate only the written/oral communication performance of students or the overall assignment score. The former is preferable to ensure accurate assessment of the learning outcome.	Developing

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		Mature
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		Developing

Contact Kelley Woods-Johnson at kelly.woods-johnson@indstate.edu or x7975 with questions or for support.

Academic Program:	History, Graduate (Master's Degree)	Date:	Nov 20, 2024
Author(s):	Lisa Phillips (Lisa.Phillips@indstate.edu)		
Verify that each of the following documents is correct and current on the ISU Assessment Results Webpage by marking with an "X." Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Assessment & Accreditation Coordinator at kelly.woods-johnson@indstate.edu .			<input checked="" type="checkbox"/> Learning Outcomes <input type="checkbox"/> Curriculum Map <input checked="" type="checkbox"/> Assessment Plan
Is this program offered on-campus <u>AND</u> distance? If "Yes," reported data should include students of both, disaggregated.			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Hybrid

Part 1a: Summary of Student Learning Outcomes Assessment

a. What learning outcomes did you assess this past year? If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.	b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What were your expectations for student performance?	d. What were the actual data/results?	e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? <i>Can expand on this in Part 2.</i>
1. Analytical and informational skills (G4 and G5)	Final papers from Hist 600 (first semester), Hist 621 (midway through the program), and students' culminating projects were scored to assess progress from the beginning to the end of the program (score sheet below).	Novice at entry-level, some progress at mid-level (some analysis but in need of guidance from expert faculty member, more research) to mastery at completion	Only two students defended successfully—to defend requires mastery of these skills; both received high scores, one achieving mastery, the other close (scores of 4 out of 5).	We analyzed written work from Hist 600, Hist 621, and students' final master's projects, our goal for several years as was suggested to us in previous assessment office feedback.
2. Hands-on experience with the "inquiry practices," of the discipline (G3 and G4)	Papers submitted at earlier points in the program (Hist 600, Hist 621) were COMPARED with completed master's projects.	Progress from Mid-level (some analysis but in need of guidance from expert faculty member, more research) in Hist 621 to Mastery at completion of degree	Both performed above what was expected; they made use of a significant number of primary and secondary sources.	This is the second year we've had material from students' first semester through mid-point of the program to completion. With only two, we hope for a larger cohort for 2024-25.
3. Integrative thinking including all of the skills listed above and the ability to communicate findings effectively to an audience (G1 and G4)	Papers submitted at earlier points in the program (Hist 600, Hist 621) were COMPARED with completed master's projects.	Good (demonstrate an ability to synthesize information from a number of sources) to Mastery	Both were able to synthesize information from a number of sources, both primary and secondary.	Same as above

Part 1b: Review of Student Success Data and Activities



We admit, now, less than 4 students each semester (6/year) down from 10/year and graduate 3-5 each semester (Blue Reports show 4-5-6-7-9-9-2 graduates for AYs 2018-2024). At the moment, we have 6 active, matriculated students; the number is decreasing dramatically. We took the assessment office's advice to heart and made a concerted effort over the last three years to keep our students on task. As a result, our graduation rates dramatically improved. Now, however, our master's degree competes with other in-state options that are cheaper and easier to accomplish (most don't require a significant culminating project, akin to our 18 hour certificate rather than a bona fide degree). Once in the program, our students are trained well. Recruiting them, however, is proving increasingly difficult. We are working hard to develop recruitment strategies and are discussing the methods used successfully by ISU's MBA program to determine which are applicable.

Student Success Activities

Use the "Academic Chair" tab in [Blue Reports](#) to view your program's data related to retention, persistence, time to/rates of graduation, etc., as applicable (undergraduate v. graduate). Share reflections and activities of program faculty in the table below. Consider curricular, pedagogical, advising, co-curricular, and student support efforts.

Describe current student success activities that are working well.	The addition of Hist 600 as an entry-level graduate course is working well.
Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?	We serve our students well but needed a better way to track progress from Hist 600 to Hist 621 to the completed master's project; we now have a checklist in place based upon the skills listed in the table above. Faculty who teach Hist 600 complete it for each student at the end of the term, as will faculty who teach Hist 621 (taught at the mid-way point) and by the chair of the student's master's committee upon completion of the degree. The results below reflect our first cohort to start with Hist 600. We look forward to learning more from our continuing 3-stage assessment process with at least five students/year.

If you don't have a Blue Reports account, you can request one using the webpage link, or your Department Chair, Associate Dean, or College Assessment Director can assist you.

Continuous Quality Improvement

Describe primary insights gained from analysis of findings. <i>What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?</i>	We are too new to the 3-stage assessment to draw any conclusion we wouldn't have predicted, i.e. that student improve from the beginning of the program to a successful completion. More data will help us identify exactly where "more" or "most" of our students are lacking and at what stage in the process.
What findings-based actions are planned to maintain strong performance and/or improve student learning and success?	We need at least two more years of 3-stage data for five or more students to compare with our first round, included in the this report (again, just to reiterate, this was the first group of students available to assess from beginning (Hist 600) to end (successful defense of culminating project).
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	History is a consistent discipline in that the learning outcomes listed in the student outcomes table are required for successful historical research. Our faculty work tirelessly with our graduate students on improving these skills. We do not anticipate changing what we focus on with regard to the learning outcomes but we will continue to assess from Hist 600 through Hist 621 (mid-point) and their master's culminating projects and see where problems arise.
Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?	Faculty who teach Hist 600, Hist 621, and those who serve on master's committees guiding students through the culminating project were included in this 3-stage assessment. All faculty in the Department of History are more than aware of the skills required of students to successfully complete the program. Data and reports are shared first with the graduate committee then with the larger department.



Office of Assessment
and Accreditation

SAMPLE Worksheet (to be completed by faculty members teaching Hist 600, Hist 621 and/or chairing master's committee)

Hist 600 (first semester)	Student 1	Student 2
1. Analytical and informational skills (G4 and G5)	4	3
2. Hands-on experience with the "inquiry practices," of the discipline (G3 and G4)	3	2
3. Integrative thinking including all of the skills listed above and the ability to communicate findings effectively to an audience (G1 and G4)	3	2

Hist 621 (second semester)	Student 1	Student 2
1. Analytical and informational skills (G4 and G5)	4	3
2. Hands-on experience with the "inquiry practices," of the discipline (G3 and G4)	3	4
3. Integrative thinking including all of the skills listed above and the ability to communicate findings effectively to an audience (G1 and G4)	4	4

Master's Project (completion)	Student 1	Student 2
1. Analytical and informational skills (G4 and G5)	5	4
2. Hands-on experience with the "inquiry practices," of the discipline (G3 and G4)	5	5
3. Integrative thinking including all of the skills listed above and the ability to communicate findings effectively to an audience (G1 and G4)	5	4

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: History MA

Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	Incorporation of two points of data to show improvement over the course of study is a strong measure	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Mature

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		Mature
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>	This area is not a concern, as it is noted that faculty are collecting more data before determining any plans for improvement.	Developing

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Early Submission:

September 9, 2024

Last Day to Submit:

November 22, 2024

CONSULT YOUR ASSOCIATE DEAN OR ASSESSMENT DIRECTOR REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be provided to chairs no later than September 9.

How to Submit:

Consult your college Associate Dean or Assessment Director, as guidelines vary by college.

For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Academic Program:	Intelligence Analysis	Date:	11/15/24
Author(s):	Arif Akgul & Shannon Barton		
<p>Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.</p>			
<p>How is this program offered? If "Both," data should be disaggregated by campus and distance students.</p>		<p><input type="checkbox"/> Campus <input type="checkbox"/> Distance <input checked="" type="checkbox"/> Both</p>	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
1. To provide students with a comprehensive understanding of the principles, methodologies, and challenges of intelligence analysis, and prepare them to critically analyze intelligence information and learn how to communicate effectively.	INAN 200	<p>Historical Analysis Report: Students examine a pivotal intelligence operation in history, analyzing its outcomes and implications. Deliverables: 5-10 minutes oral presentation in the class and written report in the Canvas. Rubric: Measures understanding of historical context, critical analysis, and integration of course concepts.</p> <p>Scenario-Based Analysis: Students are given a contemporary intelligence scenario (criminal intelligence, national security threats or military intelligence etc.) requiring evaluation and recommendations.</p>	Rubric	At least 80% of students will achieve a grade of B or higher in all assignments, which demonstrate a strong understanding of course content and apply them effectively.	<p>Intelligence Foundations: 88% of students demonstrated a strong grasp of key historical and functional concepts.</p> <p>Critical Analysis: 75% of students applied analytical frameworks to evaluate intelligence scenarios.</p> <p>Data Synthesis: 82% of students successfully integrated multiple information sources to produce coherent intelligence report.</p> <p>Ethical and Legal Awareness: 68% of students demonstrated adequate understanding and application of ethical and legal principles in intelligence field.</p>	N/A

		<p><i>Deliverables:</i> A 400-word analytical report and oral presentation in the classroom.</p> <p><i>Rubric:</i> Assesses clarity of analysis, quality of recommendations, and application of frameworks.</p> <p>Ethical Reflection Paper:</p> <p>Students evaluate an ethical dilemma in intelligence work.</p> <p><i>Deliverables:</i> 400-500 -word essay in a weekly assignment in Canvas.</p> <p><i>Rubric:</i> Assesses ethical dilemma, understanding of legal principles, and application to real-world scenarios.</p> <p>Final Project:</p> <p>Students create a comprehensive mind map (concept map) using selected software tools. The project visually illustrates key concepts and topics in intelligence analysis, highlighting their interconnections. Students submit a written report that explains the rationale behind their mapping and provides evidence-based analysis of these relationships.</p> <p><i>Rubric:</i></p> <p>The project will be assessed based on organization, clarity of visualization, quality of delivery, strength of evidence-based arguments, and</p>				
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		effectiveness in addressing questions through the written report.				

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	<p>Students are successful at grasping key historical and functional concepts. They are also able to integrate multiple information sources to produce coherent intelligence. This is important to understand and be successful in future courses.</p> <p>Students did not meet the benchmark for applying analytical frameworks to evaluate intelligence scenarios or demonstrate an adequate understanding and application of ethical and legal principles in intelligence field. We will continue to incorporate applied exercise along with oral and written assignments to improve in these areas.</p>
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	Our number of majors remains stable. We did experience an increase of 57% in new student enrollments between Fall 2023 and 2024. We additionally awarded 41% more degrees from the previous year.
What student success indicators are concerning?	Although our 4-year graduation rate was lower than the overall university percentage, we believe this may be an anomaly given a review of the previous years. We will watch these numbers to determine whether this is a trend or an anomaly.
Share additional relevant student success data not included in the Program Data Profile. If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).	N/A

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update	The outcome of Intelligence Foundations and Critical Analysis improved by 15% compared to the previous year's assessment.
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of whether these activities appear to have influenced student learning and/or success outcomes.	Ethical and Legal Awareness outcomes remained relatively stable
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	<p>Action Plan: Introduce simulation-based exercises to develop critical analysis skills in real-world contexts. Enhance course materials with additional content on ethical and legal issues such as case studies.</p> <p>Faculty Development: Explore strategies and training programs for faculty member to integrate new tools and programs to address new challenges in intelligence analysis.</p>
What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i>	None
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	We will focus on the same outcomes next year as a basis for comparison.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Findings will continue to be shared with faculty during faculty meetings. Faculty in all three majors and the graduate program continue to be involved in the assessment process.

Academic Program:		Date:	
Author(s):			
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.			
How is this program offered? If "Both," data should be disaggregated by campus and distance students.		<input type="checkbox"/> Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both	

Instructions: The narrative format of this report will contain the same information as the table format, but the structure of the narrative is flexible. An outline has been provided for guidance on what to include, but the structure of the narrative need not follow the outline. When applicable, detailed notes from program faculty meetings where assessment was discussed may be copied into this report as the narrative. Please cite to indicate when this is the case.

Student Learning Outcomes Assessment

Program Student Learning Outcomes Assessed this Year

For Each Student Learning Outcome Assessed:

- Assessment Strategies for Each Student Learning Outcome (courses where learning took place, assignments used, tools for evaluation – i.e. rubrics, etc.)
- Established Performance Goal
- Actual Student Performance Relative to Established Goal (provide specific data rather than general observations)
- Comparison to any Prior Data, if Available

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?

Student Success Activities

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?

What student success indicators are concerning?

Share additional relevant student success data not included in the Program Data Profile. *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (<https://irt2.indstate.edu/ir/>).*

Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.

Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?

What support/resources/partnerships (if any) will be explored to achieve these? *Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).*

What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?

Describe faculty involvement in assessment and data analysis, and how findings will be shared with faculty and applicable stakeholders.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Intelligence Analysis BS

Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)	<<These LOs are extremely compound, which make measurability challenging. The rubric strategy you have can improve this, but can also be cumbersome. If it's working for you, keep it. If not, consider streamlining the LOs.	Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on	Strong rubric alignment for each LO across different assignments	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent		Mature

related tenants and strategies.		outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		
Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used The established performance goal reflects reasonably high expectations for students in the program Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used Faculty insights gained from findings are discussed in thoughtful detail When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described		Mature
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.		Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.) Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders		Mature

Contact Kelley Woods-Johnson at kelly.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

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Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Submit any time, no later than **November 22, 2024**

CONSULT YOUR ASSOCIATE/ASSISTANT DEAN REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be available on the Assessment & Accreditation Sycamore Root & in Blue Reports around September 9.

How to Submit:

Consult your college Associate/Assistant Dean, as guidelines vary.

For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Academic Program:	Language Studies Major	Date:	November 22, 2024
Author(s):	Melanie D'Amico and Scott Sterling		
<p>Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.</p>			
<p>How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.</p>		<p>X Campus ___ Distance ___ Both</p>	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
4. Culture: Demonstrate the ability to compare and analyze cultural perspectives, behaviors and products.	JAPN 201, SPAN 201	Cultural essay	Rubric	As this is the first time that we are assessing this learning outcome, we do not yet have an established goal.	60% of students assessed were at Benchmark 40% of students achieved Milestone 1	As the LLL learning objectives were revised last year (approved in spring 2024), we do not have prior results for comparison.
4. Culture: Demonstrate the ability to compare and analyze cultural perspectives, behaviors and products.	JAPN 202, SPAN 202	Cultural essay	Rubric	As this is the first time that we are assessing this learning outcome, we do not yet have an established goal.	37.5% of students assessed were at Milestone 2 25% of students were at Benchmark 12.5% of students were at Below Benchmark 12.5% of students were at Milestone 1	As the LLL learning objectives were revised last year (approved in spring 2024), we do not have prior results for comparison.

					12.5% of students were at Capstone	
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<p>Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?</p>	<p>For assistance in understanding our findings, the levels are described here:</p> <p>Benchmark: Describes one's own culture and others in terms of opinions and not through disciplinary lenses</p> <p>Milestone 1: Explains and connects own and other cultures with some evidence of at least one disciplinary lens of analysis</p> <p>Milestone 2: Analyzes substantial connections between one's own and other cultures using multiple disciplinary lenses</p> <p>Capstone: Demonstrates a deep understanding of one's own and global culture(s) using all appropriate disciplinary lenses in an engaging analysis</p> <p>At the Intermediate 1 level, the findings show the majority of students are at the Benchmark level and the remaining students scored one level above at Milestone 1. Based on these findings, we could conservatively set our goal for the 201, Intermediate 1 level, to have the expected outcome of Benchmark level.</p> <p>At the Intermediate 2 level, the findings are much more mixed. While the majority of students have achieved Milestone 2, the next largest group only achieved Benchmark level, which is perhaps lower than expected given the results of the Intermediate 1 students. Additionally, there were students found at each of the other levels: Below Benchmark, Milestone 1, and Capstone. This indicates that while some students are high achieving in cultural learning, there is a great deal of variation at the Intermediate 2 level, and this should be discussed by the department. It would make sense to attempt to set the expectation for this level as Milestone 1, as this is one level up from Benchmark and Intermediate 1. Nevertheless, additional evaluation of student work as this level is needed to establish our cultural learning goal.</p>
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	<p>We see positive trends in the areas of 4-year graduation rates and first-time transfers. For students entering the university in Fall 2020 we saw a graduation rate of 75%, by far the highest graduation rate we have seen as compared to the previous five cohorts. Likewise, our first-time transfer graduation rate was 66.67% again demonstrating a much higher rate than previously seen. The rates should be interpreted with caution however as we must remember that the cohort sizes were much smaller than in previous years due to several factors, the global pandemic in particular.</p> <p>We can also see that our retentions rates are consistently high, showing that when students begin our Language Studies major, they are likely to complete it. For example, for Fall of 2023, for 'latest major' our first year retention rate is 80% and our 'original major' retention rate is 71.43%, both above the university's level of 68.55%.</p>
What student success indicators are concerning?	<p>Somewhat concerning for us is our DFDR rate for the Fall 2023 (22.47%) and Spring 2024 (20.89%) semesters. Both rates are higher than the university trends of 16.74% and 14.86%. However, it should be noted that these include courses which are not part of the Language Studies major, most notably the Foundational Studies 101 and 102 language courses which tend to have a higher DFDR rate when compared to our major courses.</p>
Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).</i>	

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update	<p>As this is the first time this new learning outcome was assessed, there is little to update here. The main update is the usefulness of having an LLL assessment day at the</p>
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of whether these activities appear to have influenced student learning and/or success outcomes.	end of the Spring 2024 semester which allowed us to have a better understanding of assessment as a department. In addition, it provided a method for which to collect artifacts from a variety of courses in a timely and efficient manner. This allowed for a smoother transition as we began assessing the new learning objectives.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	<p>Our top priority to address is establishing our expectations for the levels of cultural learning that we hope our students can achieve at various levels of instruction. The next step would be to collect and assess student work at higher levels (300 and 400-level classes) as a means to explore the achievement of students in higher proficiency courses.</p> <p>We also suggest that we look closer at DFDR rates in our major courses to continue to understand how these compare to our overall DFDR rates. If we see similar patterns at higher levels, this would be important to address.</p>
What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i>	We will be exploring and using the assessment tools and rubrics provided by the American Council of the Teaching of Foreign Languages as a means to assess students' language proficiency beyond the means of standardized testing. This is the leading organization for language education in the U.S.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	We plan to assess our new Learning Objective 1: "Language: Communicate in one or more non-native language at the highest level of course work." As this is the first time we will be assessing this learning object, we will be putting in place a new rubric for assessment based on the American Council of the Teaching of Foreign Languages proficiency scale and utilizing a form of their assessment tools. As with this year, our assessment will be exploratory in nature and will allow us to set reasonable goals for various levels of language courses.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	In helping the department faculty assessment, we intend to continue with greater faculty involvement in assessment, whether as part of a yearly assessment day, or simply through continued artifact analysis activities throughout the academic year. As we will be creating new assessment tools, it will be necessary to provide faculty training with these tools. The goal is to create a system that is easy to use for faculty when doing the analyses and one that provides data that is valuable to the Assessment Committee for the preparation of the yearly report.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Language Studies BA Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	Excellent development and implementation of rubrics in your assessment process	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Mature

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>	<p>When considering what the performance goal will be, focus more on what faculty would consider sufficient mastery of the LO than on what student performance data tells you. Put differently, sufficient mastery should drive the goal.</p>	<p>Developing</p>
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		<p>Mature</p>

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Submit any time, no later than **November 22, 2024**

CONSULT YOUR ASSOCIATE/ASSISTANT DEAN REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be available on the Assessment & Accreditation Sycamore Root & in Blue Reports around September 9.

How to Submit:

Consult your college Associate/Assistant Dean, as guidelines vary.

For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Academic Program:	Language Studies Teaching Major	Date:	November 22, 2024
Author(s):	Melanie D'Amico and Scott Sterling		
<p>Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.</p>			
<p>How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.</p>		<p>X Campus ___ Distance ___ Both</p>	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
1.1 Proficient in target language 2. Candidates demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency.	N/A	Oral Proficiency Interview – standard oral exam for pre-service teachers	ACTFL Certified Rating System	Advanced Low Proficiency	Graduating LST majors all achieved Advanced Low Proficiency	Data in previous report was taken from a different test (Avant Stamps) and could not be disaggregated from the LS major data.

<p>Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?</p>	<p>The findings are very positive as Advanced Low proficiency is seen as the standard proficiency level needed for pre-service language teachers in secondary education. This is above the national average of Intermediate High that university-level students achieve in language as a whole when studying in a 4-year language degree program. Our goal of Advanced Low proficiency was established based on recommendations from the American Council on the Teaching of Foreign Language (ACTFL) guidelines.</p> <p>The official description of Advanced Low proficiency is provided here:</p>
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	<p>Speakers at the Advanced Low level are able to handle a variety of communicative tasks, although somewhat haltingly at times. They participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance.</p> <p>Advanced Low speakers demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but control of aspect may be lacking at times. They can handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar, though at times their discourse may be minimal for the level and strained. Communicative strategies such as rephrasing and circumlocution may be employed in such instances. In their narrations and descriptions, they combine and link sentences into connected discourse of paragraph length. When pressed for a fuller account, they tend to grope and rely on minimal discourse. Their utterances are typically not longer than a single paragraph. Structure of the dominant language is still evident in the use of false cognates, literal translations, or the oral paragraph structure of the speaker's own language rather than that of the target language.</p> <p>Advanced Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion, and it can be understood by native speakers unaccustomed to dealing with nonnatives, even though this may be achieved through repetition and restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.</p>
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3. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	Currently, we have two LST-Spanish majors and one LST-French. LST majors must have a 2.75 in LLL to graduate. The 3 majors have GPAs of 2.92, 3.1, and 4.0 within the department. A minimum 2.5 GPA is required in CIMT for the Bayh College of Education, and our students have GPAs of 2.95, 3.33, and 3.65 in CIMT coursework. This info shows that the current students are on track to complete the LST major.
What student success indicators are concerning?	As this is a small major, retentions rates may at first seem to be concerning, but this is mostly due to the fact that often just one student leaving the major has significant impact on the overall rate. The major reason for our low retention rates has to do with the fact that students often confuse the Language Studies and Language Studies Teaching major. These errors are caught and students are placed into the correct major, but not always prior to their data being captured in the reports. In the last several years, the LLL faculty could not remember any students who made a serious effort at completing the LST major but then dropped out of the program.
Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).</i>	

4. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	OPI data was not available during the last report and instead Avant Stamps (used for other department assessments) was used. We were not able to disaggregate the data last time and so reported full departmental data. However, we do not have any knowledge of recent LST graduates who were unable to obtain a teaching license due to not meeting the advanced low level. This, along with the data from this report, indicates that our teaching practices and policies are supportive of students who wish to become teachers.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	The findings show that the LST program is producing successful students who are achieving the recommended proficiency level in their given languages in order to become effect teachers in K-12 education. We believe that we should maintain current practices for our teaching majors to continue this level of success.

<p>What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i></p>	<p>We will continue to seek guidance from the American Council of the Teaching of Foreign Languages as a means for following establish assessment practices in the area of language teaching.</p>
<p>What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?</p>	<p>We intend to assess Learning Objective 2.1 Understand connections among perspectives of a culture and it's practices: Candidates demonstrate that they understand the connections among the perspectives of a culture and it's practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices.</p>
<p>Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?</p>	<p>In helping the department facility assessment, we intend to continue with greater faculty involvement in assessment, whether as part of a yearly assessment day, or simply through continued artifact analysis activities throughout the academic year. As we will be continuing to work with newer assessment tools, it will be necessary to provide faculty with additional training using these tools. The goal is to create a system that is easy to use for faculty when doing the analyses and one that provides data that is valuable to the Assessment Committee for the preparation of the yearly report.</p>

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Language Studies Teaching BA Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Mature

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		Mature
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		Mature

Contact Kelley Woods-Johnson at kelly.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

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Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Early Submission:

September 9, 2024

Last Day to Submit:

November 22, 2024

CONSULT YOUR ASSOCIATE DEAN OR ASSESSMENT DIRECTOR REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be provided to chairs no later than September 9.

How to Submit:

Consult your college Associate Dean or Assessment Director, as guidelines vary by college.

For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Academic Program:	Leadership & Professional Development	Date:	10/24/2024
Author(s):	Lindsey Eberman		
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.			
How is this program offered? If "Both," data should be disaggregated by campus and distance students.		<input type="checkbox"/> Campus <input checked="" type="checkbox"/> Distance <input type="checkbox"/> Both	

1. Student Learning Outcomes Assessment

Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
Engage in Career Planning	LEAD 301	Job Search Analysis	Rubric	75% of students will score a 75% or higher	Fall 2023 (301) – 100% of students achieved a 75% or higher – avg score = 92% Fall 2023 (302) – 100% of students achieved a 75% or higher – avg score = 92% Spring 2024 (301) – 95% of students achieved a 75% or higher – avg score = 84% Spring 2024 (302) – 100% of students achieved a 75% or higher – avg score = 92% Summer 2024 – 100% of students achieved a 75% or higher – avg score = 100%	Fall 2022 Students earned an average of 94% and 100% of students earned a 75% or higher Spring 2023 Students earned an average of 86% and 71% of students earned a 75% or higher Summer 2023 Students earned an average of 89.5% and 100% of students earned a 75% or higher Fall 2023

						Students earned an average of 97% and 100% of students earned a 75% or higher
Develop transferable leadership skills	LEAD 350	Contemporary Leadership Case-Based Exam	Examination	75% of students will demonstrate a 75% or higher	<p>Fall 2023 – 94% of students earned a 75% or higher – avg score = 100%</p> <p>Spring 2024 – 94% of students earned a 75% or higher – avg score = 100%</p> <p>Summer 2024 – 100% of students achieved a 75% or higher – avg score = 100%</p>	Students earned an average of 97% and 100% of students scored a 75% or higher
		Leadership Philosophy			<p>Fall 2023 – 80% of students earned a 75% or higher – avg score = 81.5%</p> <p>Spring 2024 – missing data</p> <p>Summer 2024 – 77% of students earned a 75% or higher – avg score = 100% (for those that completed the assignment)</p>	Students earned an average of 94.0% and 77.8% of students scored a 75% or higher
Demonstrate skills in collaboration and community building	LEAD 302	Community Engagement Project	Completion & Reflection	100% of students will complete the project	100% of students completed the community engagement project	100% of students completed the community engagement project
Curate a purposeful collection of work respective to the program that exhibits effort, progress, achievements, and rising proficiency in the areas of leadership	LEAD 401	Professional Portfolio	Rubric	75% of students will demonstrate a 75% or higher	<p>Fall 2024 – missing data</p> <p>Spring 2024 – missing data</p> <p>Summer 2024 – 80% of students earned a 75% or higher – avg score = 88.5%</p>	Students earned an average of 93.8% and 100% of students scored a 75% or higher

and the student's chosen track						
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<p>Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?</p>	<p>Students are performing well on these assignments; however exit data do suggest students lack confidence around career planning and curating a purposeful collection of their work. Similarly, these are also the perceived areas where the program could improve effectiveness.</p> <p>Confidence Engage in career planning (mean = 4.40/5) Develop transferable leadership skills (mean = 4.20/5) Demonstrate skills in collaboration (mean = 4.40/5) Demonstrate skills in community building (mean = 4.40/5) Curate a purposeful collection of work respective to the program that exhibits effort, progress, achievements, and rising proficiency in the areas of leadership (mean = 4.20/5) Curate a purposeful collection of work respective to the program that exhibits effort, progress, achievements, and rising proficiency in your chosen track (mean = 4.00/5)</p> <p>Program Effectiveness Engage in career planning (mean = 4.17/5) Develop transferable leadership skills (mean = 4.50/5) Demonstrate skills in collaboration (mean = 4.33/5) Demonstrate skills in community building (mean = 4.33/5) Curate a purposeful collection of work respective to the program that exhibits effort, progress, achievements, and rising proficiency in the areas of leadership (mean = 4.00/5) Curate a purposeful collection of work respective to the program that exhibits effort, progress, achievements, and rising proficiency in your chosen track (mean = 4.17/5)</p> <p>92.9% of graduates who completed the exit survey have indicated they are extremely satisfied with their experience within the Leadership & Professional Development program.</p>
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

<p>What student success indicators are strong or trending positively?</p>	<p>Enrollment is trending upwards (Fall 2022 – 3, Fall 2023 – 18, Fall 2024 – 25). In addition, degrees conferred are trending upwards (2022-2023 – 8, 2023-2024 – 23). Average credits to the degree has gone down (2022-2023 – 148, 2023-2024 – 140). This is likely an indication we are recruiting students closer to the 75 credit mark than the 90+ credit mark that were targeted in year 1 of the program.</p> <p>Course instructor effectiveness remains high: Higdon – 5.00/5 MacDonald – 4.23/5 Caruthers – 4.63/5 Stone – 4.79/5 Eberman – 4.85/5</p> <p>We were unable to acquire data from one faculty after several attempts and I will need to be more proactive in communicating needs for the SOAS report as we introduce new faculty.</p>
<p>What student success indicators are concerning?</p>	<p>None</p>
<p>Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).</i></p>	<p>We have added LEAD 399 Leadership Fusion to potential electives for students in this program. I asked the course instructors from this year to share their insights.</p> <p>From Nathan Higdon who taught a course on politics and leadership:</p> <p>“This was so much fun, and the students really put in the effort. I could tell in the beginning that they were a little hesitant to discuss politics and government, but we kept a razor-sharp focus, so it did not devolve. It never even came close to being a political science class because the students evaluated the content around leadership and the individuals rather than political tribalism. I provided feedback to continually direct the students to self-reflection on leadership, and this structure and course delivery guided the outcomes.</p>

I firmly believe that having the students submit most of their work via video reflections, instead of all written, led to deep thought. I came to this conclusion because the individuals treated it like a presentation (informal) they might give in class. By this I mean, they spent more time to curate the videos with elements that wouldn't impact a paper submission. Therefore, there was more thought put into what was delivered, after they had messed around with setting, lighting, and volume. I could see a much higher level of polish, as working professionals, from their videos over the papers; this seems spot on for working professionals these days who deliver most of their reports in-person.

The course delivery seemed to work. I take an active role in making sure they're signing into the LMS, completing work, giving quick and constructive feedback, and posing probing questions. I firmly believe that a fully developed interaction and rapport can be developed with students who engage remotely, but the onus is upon the instructor to guide that process.

The students have individually thanked me for pushing them to think more and engage with topics that seem scary. This was an enjoyable opportunity. In review of the semester, I think the special topic, whatever it is each time, could benefit from either a longer duration or more rigor in an additional credit hour, although I think the format, as is, would be most beneficial for Summer. For some reason, Summer classes seem to "feel" better in the shortest format. Ultimately, it could continue as an 8 week, 1 credit, and still deliver high quality and positive outcomes."

From Chris MacDonald who taught a course on leadership during crisis:
"I think my section of LEAD 399 went relatively well, for a first-time course. Students mostly showed up and engaged. The ones who did not were mostly first-year students (some on probation) who took the course simply because they needed a second 8 weeks course. It is clear that I need to include more information about what counts as violations of academic integrity next time, especially in this era of generative AI."

3. Continuous Quality Improvement

<p>Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.</p>	<p>Last year we observed, "The LEAD 302 Community Engagement project may not be effective and the program should seek feedback on the value of this assignment. Thus, we used the exit survey to evaluate the learning activity effectiveness.</p> <p>Results to the question "Please describe how effective the program was in helping you improve your performance in 'demonstrating skills in community building'," the spring 24 and summer 24 data indicate very to extremely effective (mean=4.33/5). Data from the previous year was collected on a different scale, but a majority of respondents indicated the program helped them improve on this outcome 4.5/7 moderately to a great deal.</p> <p>We also asked the students what the degree to which you believe this assignment allowed them to practice their leadership skills. Responses included:</p> <p>"The community engagement assignment allowed me to be proactive in my role. I was able to be seen as a forethought, engaging, and visionary leader... Overall the project was a great task and most of all I completed what I said I would do. In fact we are adding to the project."</p> <p>"It helped me organize my train of thought on the project and focus on the goal."</p> <p>"I don't believe I practiced my leadership skills any more so because of this assignment. It just made me aware that some of the skills I was using were in leadership."</p> <p>"The community engagement project is an essential part of the program. However, the eight weeks may not provide the time to execute and record outcomes."</p>
<p>Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?</p>	<p>Similar to some of the qualitative data, it seems like the project is whatever the student makes of it. For some, it can be really influential and for others, it can simply be another hurdle to graduation. To address this, Dr. Eberman will be using her "Just One" pedagogical strategy of tapping into the WHY of the assignment to try and get learners to appreciate why the assignment is part of the program.</p>
<p>What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be</i></p>	<p>Faculty Center for Teaching Excellence; commitment to better pedagogy with the program instructors.</p>

<i>followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i>	
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	Some of the exit data suggested that learners still lacked confidence as they plan their next steps. The goals that could be improved are engagement in career planning and the curation of a purpose collection of their work. Dr. Eberman will meet with Janise Stone and Tara Armstrong to review the assignments surrounding this coursework to brainstorm and implement focused resources, particularly as students prepare to exit the program (LEAD 401).
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	One on one meetings with Janise Stone and Tara Armstrong.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Leadership & Professional Development BS Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)	<<For the most part. Some are more vague about this, but could be refined by the rubric used for evaluation.	Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Mature

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>	<p>Clear reporting of the data from each semester in the reporting year</p>	<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		<p>Mature</p>
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>	<p>Faculty demonstrate a clear commitment to improving student learning and considering a variety of data when determining how students are doing and what they need to move forward successfully.</p> <p>Clear, relevant plans for acting on data to improve student experience and learning in the program.</p>	<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		<p>Exemplary</p>

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Early Submission:

September 9, 2024

Last Day to Submit:

November 22, 2024

CONSULT YOUR ASSOCIATE DEAN OR ASSESSMENT DIRECTOR REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be provided to chairs no later than September 9.

How to Submit:

Consult your college Associate Dean or Assessment Director, as guidelines vary by college.

For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Academic Program:	Legal Studies	Date:	11/10/2024
Author(s):	Department of Political Science		
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.			
How is this program offered? If "Both," data should be disaggregated by campus and distance students.		<input checked="" type="checkbox"/> Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
1. Analytical / Problem Solving Skills Students should seek courses and other experiences that will engage them in critical thinking about important issues, challenge their beliefs and improve their tolerance for uncertainty. Legal education will demand that students structure and evaluate arguments for and against propositions that are susceptible to reasoned debate. Good legal education will teach the student to "think like a lawyer", but the analytic and problem-solving skills required of lawyers are not fundamentally different from those employed by other professionals. The law school experience will develop and refine those crucial skills, but	PSCI 419	Legal Studies Assessment Part 1 exam. Questions 1 thru 25 are practice LSAT exam questions that cover logic, quantitative comparisons, and reading comprehension.	Multiple choice exam	60% correct minimum (15 / 25)	2 out of 5 scored over 60%.	Five practice LSAT test takers in 2022-2023. Of those with scores, they ranged from 131-145 with four being in the 140s. A score of 152 on the LSAT is around 60% correct.

students must enter law school with a reasonably well-developed set of analytic and problem-solving abilities.						
<p>2. Critical Reading</p> <p>Preparation for legal education should include substantial experience with close reading and critical analysis of complex textual material –much of what the law student does involves careful reading and comprehension of judicial opinions, statutes, documents, and other written materials. As with the other skills discussed in this Statement, students must develop the ability to effectively read and interpret complex material in literature, political and economic theory, philosophy, and history. The particular nature of the materials examined is not crucial - what is important is that law school should not be the first time that one is rigorously engaged in the enterprise of carefully reading and understanding, and critically analyzing, complex written material of substantial length.</p>	PSCI 317 and PSCI 418	Supreme Court judicial opinions assigned.				
<p>3. Writing and Research Skills</p> <p>As one prepares for a legal education, one should develop a high degree of skill at written communication. Language is the most important tool of the lawyer, who must learn to express themselves clearly and</p>	PSCI 419	In PSCI 419 (Senior Seminar), students composed a research paper on a political science topic.	UDIE/AAC&U Written Communication rubric, A committee scored student papers.	In PSCI 419, using the professor-developed rubric combining the AAC&U Written	Of the 6 student papers evaluated in PSCI 419, 5 students averaged 12 points or higher on the research paper. The average score across the 6 papers on this learning outcome is 14.6.	First year scoring senior Legal Studies students in this manner.

<p>concisely in writing. Fundamental writing skills must be acquired and refined before entering law school. The pre-law student should seek as many experiences as possible that will require rigorous and analytical writing, including preparing original pieces of substantial length and revising written work in response to constructive criticism. Although there are many research sources and techniques that are specific to the law, one need not have developed a strong familiarity with these specific skills or materials before entering law school. However, it would be to the student's advantage to enter law school having had the experience of undertaking a project that requires significant library research and the analysis of large amounts of information obtained from that research.</p>				<p>Communication rubric a committee scored student papers on this learning outcome. 1 = benchmark and 4 = capstone. Zero scores were given as well for those showing no match with the learning outcome.</p>		
<p>4. Oral Communication / Listening Skills The ability to speak clearly and persuasively is another skill that is essential to success in law school and beyond. Excellent listening skills are also required if one is to understand clients and others.</p>						
<p>5. Task Organization/Management Skills</p>	PSCI 424	Mock Trial Simulation (end of the semester service learning exercise)	Preceptor Evaluation, Professor Bolk	B grade or higher	4 students in the class, but only 1 was a Legal Studies major. This one student earned an A grade. 4/4	15/15 earned B grade or higher in 2021-2022. 9/9 earned B

<p>To study and practice law, one must be able to organize large amounts of information, identify objectives, and create a structure for applying that information in an efficient way in order to achieve desired results. Many law school courses, for example, are graded primarily on the basis of one examination at the end of the course, and many projects in the practice of law require the compilation of large amounts of information from a wide variety of sources. The law student will need to be able to prepare and assimilate large amounts of information in an effective and efficient manner. Some of the requisite experience here can be obtained through undertaking school projects that require substantial research and writing, or through the preparation of major reports for an employer, a school, or a civic organization.</p>					earned this grade overall in the course.	grade or higher in 2022-2023.
<p>6. Public Service/Promotion of Justice</p> <p>Each member of the legal profession should be dedicated both to the objectives of serving others honestly, competently, and responsibly, and to the goals of improving fairness and the quality of justice in the legal system. If you are thinking of entering the legal profession, you should</p>						

seek some significant experience, before coming to law school, in which you may devote substantial effort toward assisting others. Participation in public service projects or similar efforts at achieving objectives established for common purposes can be particularly helpful.						
<p>7. Substantive Knowledge of the Law</p> <p>There are some basic areas of knowledge that are helpful to a legal education and to the development of a competent lawyer.</p> <p>7.1 A broad understanding of history, including the various factors (social, political, economic, and cultural) that have influenced the development of our society in the United States.</p> <p>7.2 A fundamental understanding of political thought and of the contemporary American political system.</p> <p>7.3 Some basic mathematical and financial skills, such as an understanding of basic pre-calculus mathematics and an ability to analyze financial data.</p> <p>7.4 A basic understanding of human behavior and social interaction.</p> <p>7.5 An understanding of diverse cultures within and beyond the United States, of international institutions and</p>	PSCI 419	Legal Studies Assessment Part 2 exam is all content knowledge questions. Part 1 exam, questions 26 thru 58 covers this substantive knowledge of the law as well.	Exam Part 2 is fill in the blank. Part 1 exam is multiple choice.	60% correct minimum (20.5 / 34) on Part 2 exam and (14 / 23) on Part 1 exam.	1 of 6 students was above 60% on Part 2 exam. 3 out of 5 students scored above 60% on Part 1 exam (questions 26 thru 58).	First year using.

issues, of world events, and of the increasing interdependence of the nations and communities within our world.						
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Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	<ul style="list-style-type: none"> + Two course Freshmen Learning Community for the Legal Studies, Political Science, and Pre-Law students provides immediate familiarity with department faculty and relevant subject materials. +Phi Alpha Delta group remains active with extra-curricular activities relevant to Legal Studies content, professionalization, and program goals. +Careers in Washington DC trip seen in Fall 2023. All students in PSCI 317 course invited. Met with alumni in Washington DC, discussed careers in the city. + LSAT practice exams - worked with LSAC for the first time to have their paid practice exams administered to students. Dept. paid for the practice tests. +Mock Trial exercise seen in PSCI 424 (Spring 2024). + Law School Fair visit in Bloomington, IN. + Many other events for students to meet the Public Service/Promotion of Justice learning outcome (e.g. Women's Equality Day, Take Back the Night, Indiana Court of Appeals visit, Black History Month events, ADP Events, etc).
What student success indicators are concerning?	Legal Studies Assessment exams that cover content knowledge concerning. Some revisions of the questions posed is needed as some questions are outdated or cover content that is no longer emphasized in the program.
Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).</i>	See table below.

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	Legal Studies Assessment Part 1 and Part 2 exam were new to Spring 2024. Legal Studies students took this exam while the Political Science students took the ETS exam (two day commitment, completed in Senior Seminar class). These two exams need some further adjustments.
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Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	Dept. faculty encouraged to use Civitas. Dept. meeting agenda item held on Civitas training. Pass/Fail options for Dept. students discussed, will be encouraged for selected students in AY 2024 – 2025. Legal Studies curriculum being discussed for revisions.
What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i>	CAS Dean's Office.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	Edits to Content Knowledge examination.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Data shared with Dept. via email and on L Drive, Dept. meetings on student success ongoing. Open call for contributions to add to this report.

Table 1: Political Science 4 YR and 6 YR Graduation Rates (First Year Freshmen)											
Entered Fall 2015		Entered Fall 2016		Entered Fall 2017		Entered Fall 2018		Entered Fall 2019		Entered Fall 2020	
University = 28.29 = 41.10		University = 32.59 = 44.02		University = 30.18 = 40.98		University = 32.83 = 42.81		University = 33.72		University = 33.71	
Cohort Total	4 YR Grad Rate and 6 YR Grad Rate	Cohort Total	4 YR Grad Rate and 6 YR Grad Rate	Cohort Total	4 YR Grad Rate and 6 YR Grad Rate	Cohort Total	4 YR Grad Rate and 6 YR Grad Rate	Cohort Total	4 YR Grad Rate	Cohort Total	4 YR Grad Rate
20	25.0 25.0	23	34.78 52.17	16	25.0 31.25	10	40.0 40.0	16	18.75	9	44.4
Legal Studies Graduation Rates (First Year Freshmen)											
Entered Fall 2015		Entered Fall 2016		Entered Fall 2017		Entered Fall 2018		Entered Fall 2019		Entered Fall 2020	
University = 28.29 = 41.10		University = 32.59 = 44.02		University = 30.18 = 40.98		University = 32.83 = 42.81		University = 33.72		University = 33.71	
Cohort Total	4 YR Grad Rate and 6 YR Grad Rate	Cohort Total	4 YR Grad Rate and 6 YR Grad Rate	Cohort Total	4 YR Grad Rate and 6 YR Grad Rate	Cohort Total	4 YR Grad Rate and 6 YR Grad Rate	Cohort Total	4 YR Grad Rate	Cohort Total	4 YR Grad Rate
14	50.0 64.2	25	32.0 56.0	21	28.57 33.3	14	35.7 42.8	11	45.45	16	37.5

Table 2: Political Science 1st Year Retention Rates							
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
University	61.97	65.24	68.72	60.55	64.27	68.55	65.85
Latest Major	56.25	70.0	62.5	66.67	69.23	80.0	87.5
Legal Studies 1st Year Retention Rates							
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
University	61.97	65.24	68.72	60.55	64.27	68.55	65.85
Latest Major	76.19	78.57	81.8	56.25	100	90.91	83.3

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Legal Studies BS

Evaluation: Developing

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)	What is included in the LO sections are lengthy descriptions about curriculum and program content. While specific, these are not specific enough to indicate which LOs among the many possible described are being measured in this cycle.	Developing
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) <<in some cases, see notes Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	Because the LOs are framed more descriptively than specifically in terms of what students should master, it is hard to determine what is being measured, and therefore hard to determine whether the assessment is precisely aligned. In some cases, like the writing evaluated by rubric, it is clearer.	Developing

Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>	<p><<Is 60% correct on course-based assessments (not the practice LSAT) a reasonably high expectation? Note that the performance goal is what faculty deem as sufficient mastery of the LO, not what they think students may achieve based on historical data. We want them striving toward mastery rather than the average of past performance.</p>	Developing
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.		<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>	<p><<Given the number of students who did not meet the expectation on either of the exams administered, I would have expected to see more discussion of this in the report, even if just to note and discuss whether it is a concern.</p>	Developing

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Submit any time, no later than **November 22, 2024**

CONSULT YOUR ASSOCIATE/ASSISTANT DEAN REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be available on the Assessment & Accreditation Sycamore Root & in Blue Reports around September 9.

How to Submit:

Consult your college Associate/Assistant Dean, as guidelines vary.

For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Academic Program:	Master of Public Administration	Date:	10-9-2024
Author(s):	Nathan Myers		
<p>Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.</p>			
<p>How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.</p>		<p>___ Campus ___ Distance ___X_ Both</p>	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
Articulate a public service perspective to colleagues and the public	PA 697-Capstone	Final Capstone Paper	Qualitative Analysis	85% of students will score an 85% or better on this component of the assignment	67% of students (6/9) provided a satisfactory articulation of a public service perspective. Three papers lack a satisfactory articulation.	This is a decrease compared to last year. 88% of students met the 85% or better standard in PA 605 last year (n=12), while 74% of students met the 85% or better standard in PA 607 (n=14) last year.
Recognize and act on professional and ethical challenges that arise within public administration	PA 697-Capstone	Final Capstone Paper	Qualitative Analysis	85% of students will score an 85% or better on this component of the assignment	100% of the students (9/9) addressed a professional challenge related to public administration in their paper.	This is an improvement over the previous assessment. 83% of students met the 85% or better standard for the discussion board assignment addressing ethical frameworks for public policy in the previous cycle.

Think and act critically, in ways that bear on solutions to public problems	PA 697- Capstone	Final Capstone Paper	Review of Statistical Analysis; Qualitative Analysis	85% of students will score an 85% or better on this component of the assignment	77% of students (7/9) received an 85% or better on the rubric for the critical thinking category.	This was an improvement over the last assessment where 50% of students in the course met the 85% or better benchmark for the statistical analysis/interpretation portion of the paper (n=6). It should be noted that this was the first time where students were actively encouraged to pursue an applied research project as opposed to a strictly quantitative approach.
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Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	Throughout their courses in the program, MPA students do well in regard to identify relevant challenges in the public and nonprofit sector and recommending ways to address them. This was evident in the capstones, as well as projects students completed in other courses.
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	The “Average Total Credits to Degree” metric is holding steady, and the “Average Years to Graduation” for both on-campus and distance students are decreasing.
What student success indicators are concerning?	The most concerning metric is the trend in regard to decreasing enrollments. The program has taken a number of proactive steps to try to increase those numbers and currently has a marketing budget under consideration by the graduate studies director (see below for more information).

<p>Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).</i></p>	<p>One of the approaches to trying to address the decreasing enrollment number is to highlight success of MPA graduates in a variety of fields, including social services, community/economic development, higher education, emergency management, real estate development and health care policy. This was done through a series of panel discussions that were advertised via Handshake and other means and have been posted on the MPA program's YouTube channel as well: https://www.youtube.com/@IndStateMPA. Graduates were also asked to complete a survey posing questions about how their study of public administration has been applicable to and helped their career. Student responses were shared on the MPA program's Linked In page: linkedin.com/in/indstate-mpa-266617143. You can find all the relevant posts by searching "IndState MPA we are proud."</p>
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3. Continuous Quality Improvement

<p>Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.</p>	<p>As noted above, the Critical Thinking metric has improved considerably from the last assessment cycle. This can be attributed in part to taking a wider view of how to look at critical thinking, as previously suggested by Associate Dean Chris Fischer. Recognizing that some students choose to do statistical research for their capstones because the process is familiar, not because it is best suited to their skillset or their project, MPA students during this period were encouraged to consider more applied research projects not involving quantitative methods. Students who did so applied evidence from the academic literature, other published sources, and their own experiences to propose potential policy solutions to public problems. In the end, only 1 out of 9 students completing a capstone in Spring 2024 completed a non-quantitative project. However, this project as well as a previous capstone project show the potential of students engaging in applied research while maintaining rigor.</p> <p>In regard to improving performance in the articulating a public service perspective, unlike the previous cycle which used discussion boards in the Public Budgeting course as artifacts, capstone papers were used this time. Students are instructed to engage in research (at least statistical research) in an objective fashion. This tends to discourage explicit statements articulating a public service perspective as such statements are often normative. Moving forward, students will be encouraged to articulate such statements in the "Policy Implications" section, where more normative statements would be appropriate.</p>
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	MPA students generally do an excellent job in their capstone papers and other assignments of addressing key professional challenges related to public administration. In my view it was one of the most significant strengths of the program.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	Based on the results, the top priority will be to improve meeting the goal of articulating a public service perspective by being more mindful when designing capstone assignments and assignments in other courses to build in opportunities to make such statements. We will continue to work on improving performance in the critical thinking category as well. One potential strategy would be to try to draw more of a connection between statistical findings and findings arrived at through other types of critical thinking.
What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i>	Utilizing more materials from the American Society of Public Administration in course work could help to stress the importance of differentiating the public service perspective from private sector perspectives.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	<p>Next year we will assess the following outcomes:</p> <ol style="list-style-type: none"> 1. Articulate public service perspective to colleagues and the public 2. Master an appropriate literature in public administration 3. Think and act critically, in ways that bear on solutions to public problems
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Dr. Myers assembled and analyzed the data and drafted the report. The results will be shared with members of the MPA advisory committee, Dr. Nathan Schaumleffel and Dr. Julia Valdes, as well as Political Science department chair Matt Bergbower.

Academic Program:		Date:	
Author(s):			
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.			
How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.		<input type="checkbox"/> Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both	

Instructions: The narrative format of this report will contain the same information as the table format, but the structure of the narrative is flexible. An outline has been provided for guidance on what to include, but the structure of the narrative need not follow the outline. When applicable, detailed notes from program faculty meetings where assessment was discussed may be copied into this report as the narrative. Please cite to indicate when this is the case.

1. Student Learning Outcomes Assessment

Program Student Learning Outcomes Assessed this Year

For Each Student Learning Outcome Assessed:

- Assessment Strategies for Each Student Learning Outcome (courses where learning took place, assignments used, tools for evaluation – i.e. rubrics, etc.)
- Established Performance Goal
- Actual Student Performance Relative to Established Goal (provide specific data rather than general observations)
- Comparison to any Prior Data, if Available

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?

2. Student Success Activities

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?

What student success indicators are concerning?

Share additional relevant student success data not included in the Program Data Profile. *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (<https://irt2.indstate.edu/ir/>).*

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.

Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?

What support/resources/partnerships (if any) will be explored to achieve these? *Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).*

What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?

Describe faculty involvement in assessment and data analysis, and how findings will be shared with faculty and applicable stakeholders.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Master of Public Administration MPA Evaluation: Exemplary

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	Good use of rich, relevant displays of student learning as measures for assessment.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	<<<Because the results differ for each LO using the same measure, I assume that the “qualitative analysis” used for evaluation scores each LO separately in the	Mature

			assignment, though this was unclear from the description itself.	
Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.	Thoughtful analysis of results, including how they compare to prior year's results.	<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		Exemplary
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.	<p>Demonstrated commitment to thoughtful analysis of student learning outcomes data in order to understand and improve student learning.</p> <p>Demonstrated commitment to ongoing assessment.</p>	<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>	If concerns with specific LOs persist over time, consider an additional, earlier point of assessment to inform faculty on whether issues could be mitigated sooner or if concepts could be integrated/scaffolded earlier in the curriculum.	Exemplary

Contact Kelley Woods-Johnson at kelly.woods-johnson@indstate.edu or x7975 with questions or for support.

AY 23-24 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT

Academic Program:	Math Teaching Majors	Date:	November 24, 2024
Author(s):			
Verify that each of the following documents is correct and current on the ISU Assessment Results Webpage by marking with an "X." Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Director of Assessment & Program Effectiveness, at kelly.woods-johnson@indstate.edu .		<input type="checkbox"/> Learning Outcomes <input type="checkbox"/> Curriculum Map <input type="checkbox"/> Assessment Plan	
How is this program offered? If "Both," data should be disaggregated by campus and distance students.		<input checked="" type="checkbox"/> Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed <small>Include actual outcome language; enter one per line, add lines as needed</small>	Assessment Strategies Used			Established Benchmark for Proficiency	Actual Student Performance Relative to Benchmark	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool <small>i.e. rubric, exam key, preceptor evaluation, etc.</small>			
1. Candidates identify and use students' individual and group differences when planning rigorous and engaging mathematics instruction that supports students' meaningful participation and learning.	Math 388 (Spring 2024)	Unit Plan Assignment	Unit Plan Rubrics	We hoped that 80% or more would meet the level of 2 (developing candidate) or higher.	83% of candidates (n =6) met the level of 2 (developing candidate) or higher.	Though the sample size is small, it does appear that these students are meeting the desired milestones. We will continue to seek and implement a variety of simulated and real-world classroom experiences to enhance student learning.
2. Candidates identify and use students' mathematical strengths to plan rigorous and engaging mathematics instruction that supports students' meaningful participation and learning.	Math 388 (Spring 2024)	Unit Plan Assignment	Unit Plan Rubrics	We hoped that 80% or more would meet the level of 2 (developing candidate) or higher.	67% of candidates (n =6) met the level of 2 (developing candidate) or higher.	Though the sample size is small, it does appear that these students are meeting the desired milestones. We will continue to seek and implement a variety of simulated and real-

						world classroom experiences to enhance student learning.
3. Candidates understand that teachers' interactions impact individual students by influencing and reinforcing students' mathematical identities, positive or negative, and plan experiences and instruction to develop and foster positive mathematical identities	Math 388 (Spring 2024)	Unit Plan Assignment	Unit Plan Rubrics	We hoped that 80% or more would meet the level of 2 (developing candidate) or higher.	83% of candidates (n =6) met the level of 2 (developing candidate) or higher.	Though the sample size is small, it does appear that these students are meeting the desired milestones. We will continue to seek and implement a variety of simulated and real-world classroom experiences to enhance student learning.
4. Candidates establish rigorous mathematics learning goals for students based on mathematics standards and practices.	Math 388 (Spring 2024)	Unit Plan Assignment	Unit Plan Rubrics	We hoped that 80% or more would meet the level of 2 (developing candidate) or higher.	100% of candidates (n =6) met the level of 2 (developing candidate) or higher.	Though the sample size is small, it does appear that these students are meeting the desired milestones. We will continue to seek and implement a variety of simulated and real-world classroom experiences to enhance student learning.
5. Candidates select or develop and implement high cognitive demand tasks to engage students in mathematical learning experiences that promote reasoning and sense making.	Math 388 (Spring 2024)	Unit Plan Assignment	Unit Plan Rubrics	We hoped that 80% or more would meet the level of 2 (developing candidate) or higher.	83% of candidates (n =6) met the level of 2 (developing candidate) or higher.	Though the sample size is small, it does appear that these students are meeting the desired milestones. We will continue to seek and implement a variety of

						simulated and real-world classroom experiences to enhance student learning.
6. Candidates select mathematics-specific tools, including technology, to support students' learning, understanding, and application of mathematics and to integrate tools into instruction.	Math 388 (Spring 2024)	Unit Plan Assignment	Unit Plan Rubrics	We hoped that 80% or more would meet the level of 2 (developing candidate) or higher.	83% of candidates (n =6) met the level of 2 (developing candidate) or higher.	Though the sample size is small, it does appear that these students are meeting the desired milestones. We will continue to seek and implement a variety of simulated and real-world classroom experiences to enhance student learning.
7. Candidates select and use mathematical representations to engage students in examining understandings of mathematics concepts and the connections to other representations.	Math 388 (Spring 2024)	Unit Plan Assignment	Unit Plan Rubrics	We hoped that 80% or more would meet the level of 2 (developing candidate) or higher.	100% of candidates (n =6) met the level of 2 (developing candidate) or higher.	Though the sample size is small, it does appear that these students are meeting the desired milestones. We will continue to seek and implement a variety of simulated and real-world classroom experiences to enhance student learning.
8. Candidates use multiple student responses, potential challenges, and misconceptions, and they highlight students' thinking as a central	Math 388 (Spring 2024)	Unit Plan Assignment	Unit Plan Rubrics	We hoped that 80% or more would meet the level of 2 (developing	67% of candidates (n =6) met the level of 2 (developing candidate) or higher.	Though the sample size is small, it does appear that these students are meeting the desired milestones. We will continue to seek and

aspect of mathematics teaching and learning.				candidate) or higher.		implement a variety of simulated and real-world classroom experiences to enhance student learning.
9. Candidates use conceptual understanding to build procedural fluency for students through instruction that includes explicit connections between concepts and procedures.	Math 388 (Spring 2024)	Unit Plan Assignment	Unit Plan Rubrics	We hoped that 80% or more would meet the level of 2 (developing candidate) or higher.	83% of candidates (n =6) met the level of 2 (developing candidate) or higher.	Though the sample size is small, it does appear that these students are meeting the desired milestones. We will continue to seek and implement a variety of simulated and real-world classroom experiences to enhance student learning.
10. Candidates pose purposeful questions to facilitate discourse among students that ensures that each student learns rigorous mathematics and builds a shared understanding of mathematical ideas.	Math 388 (Spring 2024)	Unit Plan Assignment	Unit Plan Rubrics	We hoped that 80% or more would meet the level of 2 (developing candidate) or higher.	33% of candidates (n =6) met the level of 2 (developing candidate) or higher.	Though the sample size is small, this is an area where we can focus for next year to continue to encourage candidates to critically examine simulations and classroom work to see how they can better plan for facilitating discourse in their classroom.
11. Candidates accurately identify and apply content and process standards for middle school mathematics.	Math 391 (Fall 2023)	Lesson Plan Assignment	Lesson Plan Rubrics	We hoped that 80% or more would meet the level of 2	100% of candidates (n =1) met the level of 2 (developing candidate) or higher.	<ul style="list-style-type: none"> With the small sample size, it is challenging to draw general conclusions from these results.

				(developing candidate) or higher.		<ul style="list-style-type: none"> We will continue providing students with diverse readings and simulated classroom experiences to help them improve in these areas.
12. Candidates clearly relate middle school mathematics curriculum standards to student learning.	Math 391 (Fall 2023)	Lesson Plan Assignment	Lesson Plan Rubrics	We hoped that 80% or more would meet the level of 2 (developing candidate) or higher.	100% of candidates (n =1) met the level of 2 (developing candidate) or higher.	<ul style="list-style-type: none"> With the small sample size, it is challenging to draw general conclusions from these results. We will continue providing students with diverse readings and simulated classroom experiences to help them improve in these areas.
13. Candidates use high-level cognitive demand tasks for rich mathematical learning experiences.	Math 391 (Fall 2023)	Lesson Plan Assignment	Lesson Plan Rubrics	We hoped that 80% or more would meet the level of 2 (developing candidate) or higher.	100% of candidates (n =1) met the level of 2 (developing candidate) or higher.	<ul style="list-style-type: none"> With the small sample size, it is challenging to draw general conclusions from these results. We will continue providing students with diverse readings and simulated classroom experiences to help them improve in these areas.

14. Candidates incorporate a variety of strategies and differentiated instruction.	Math 391 (Fall 2023)	Lesson Plan Assignment	Lesson Plan Rubrics	We hoped that 80% or more would meet the level of 2 (developing candidate) or higher.	100% of candidates (n =1) met the level of 2 (developing candidate) or higher.	<ul style="list-style-type: none"> • With the small sample size, it is challenging to draw general conclusions from these results. • We will continue providing students with diverse readings and simulated classroom experiences to help them improve in these areas.
15. Candidates provide students with opportunities to communicate about mathematics.	Math 391 (Fall 2023)	Lesson Plan Assignment	Lesson Plan Rubrics	We hoped that 80% or more would meet the level of 2 (developing candidate) or higher.	100% of candidates (n =1) met the level of 2 (developing candidate) or higher.	<ul style="list-style-type: none"> • With the small sample size, it is challenging to draw general conclusions from these results. • We will continue providing students with diverse readings and simulated classroom experiences to help them improve in these areas.
16. Candidates guide meaningful mathematical discussions.	Math 391 (Fall 2023)	Lesson Plan Assignment	Lesson Plan Rubrics	We hoped that 80% or more would meet the level of 2 (developing candidate) or higher.	100% of candidates (n =1) met the level of 2 (developing candidate) or higher.	<ul style="list-style-type: none"> • With the small sample size, it is challenging to draw general conclusions from these results. • We will continue providing students with diverse readings and simulated

						classroom experiences to help them improve in these areas.
17. Candidates accurately identify key mathematical ideas related to middle school mathematics.	Math 391 (Fall 2023)	Lesson Plan Assignment	Lesson Plan Rubrics	We hoped that 80% or more would meet the level of 2 (developing candidate) or higher.	100% of candidates (n =1) met the level of 2 (developing candidate) or higher.	<ul style="list-style-type: none"> • With the small sample size, it is challenging to draw general conclusions from these results. • We will continue providing students with diverse readings and simulated classroom experiences to help them improve in these areas.
18. Candidates demonstrate the ability to identify and address students' misconceptions.	Math 391 (Fall 2023)	Lesson Plan Assignment	Lesson Plan Rubrics	We hoped that 80% or more would meet the level of 2 (developing candidate) or higher.	100% of candidates (n =1) met the level of 2 (developing candidate) or higher.	<ul style="list-style-type: none"> • With the small sample size, it is challenging to draw general conclusions from these results. • We will continue providing students with diverse readings and simulated classroom experiences to help them improve in these areas.
19. Candidates use a range of questioning strategies.	Math 391 (Fall 2023)	Lesson Plan Assignment	Lesson Plan Rubrics	We hoped that 80% or more would meet the level of 2	100% of candidates (n =1) met the level of 2 (developing candidate) or higher.	<ul style="list-style-type: none"> • With the small sample size, it is challenging to draw general conclusions from these results.

				(developing candidate) or higher.		<ul style="list-style-type: none"> We will continue providing students with diverse readings and simulated classroom experiences to help them improve in these areas.
20. Candidates use appropriate formative assessment to inform instruction.	Math 391 (Fall 2023)	Lesson Plan Assignment	Lesson Plan Rubrics	We hoped that 80% or more would meet the level of 2 (developing candidate) or higher.	100% of candidates (n =1) met the level of 2 (developing candidate) or higher.	<ul style="list-style-type: none"> With the small sample size, it is challenging to draw general conclusions from these results. We will continue providing students with diverse readings and simulated classroom experiences to help them improve in these areas.
21. Candidates use appropriate summative assessments to inform instruction.	Math 391 (Fall 2023)	Lesson Plan Assignment	Lesson Plan Rubrics	We hoped that 80% or more would meet the level of 2 (developing candidate) or higher.	100% of candidates (n =1) met the level of 2 (developing candidate) or higher.	<ul style="list-style-type: none"> With the small sample size, it is challenging to draw general conclusions from these results. We will continue providing students with diverse readings and simulated classroom experiences to help

						them improve in these areas.
22. Candidates include a reflection on appropriate mathematical proficiencies essential for all students.	Math 391 (Fall 2023)	Lesson Plan Assignment	Lesson Plan Rubrics	We hoped that 80% or more would meet the level of 2 (developing candidate) or higher.	100% of candidates (n =1) met the level of 2 (developing candidate) or higher.	<ul style="list-style-type: none"> • With the small sample size, it is challenging to draw general conclusions from these results. • We will continue providing students with diverse readings and simulated classroom experiences to help them improve in these areas.
23. Candidates exhibit knowledge of adolescent learning, development, and behavior.	Math 391 (Fall 2023)	Lesson Plan Assignment	Lesson Plan Rubrics	We hoped that 80% or more would meet the level of 2 (developing candidate) or higher.	100% of candidates (n =1) met the level of 2 (developing candidate) or higher.	<ul style="list-style-type: none"> • With the small sample size, it is challenging to draw general conclusions from these results. • We will continue providing students with diverse readings and simulated classroom experiences to help them improve in these areas.
24. Candidates demonstrate a positive disposition toward mathematical processes and learning.	Math 391 (Fall 2023)	Lesson Plan Assignment	Lesson Plan Rubrics	We hoped that 80% or more would meet the level of 2 (developing candidate) or higher.	100% of candidates (n =1) met the level of 2 (developing candidate) or higher.	<ul style="list-style-type: none"> • With the small sample size, it is challenging to draw general conclusions from these results. • We will continue providing students with diverse

						readings and simulated classroom experiences to help them improve in these areas.
25. Candidates accurately use algebraic language to describe the meaning of functions and equations in mathematics.	Math 402 (Spring 2024)	Content Knowledge for Teaching Middle School Mathematics Assessment	Content Knowledge for Teaching Middle School Mathematics Assessment Rubrics	We hoped that 80% or more would meet the level of 2 (developing candidate) or higher.	The candidate who took Math 391 in Fall 2023 later decided to change their major to mathematics in Spring 2024.	NA
26. Candidates accurately use algebraic notation and symbols to solve equations and inequalities.	Math 402 (Spring 2024)	Content Knowledge for Teaching Middle School Mathematics Assessment	Content Knowledge for Teaching Middle School Mathematics Assessment Rubrics	We hoped that 80% or more would meet the level of 2 (developing candidate) or higher.	The candidate who took Math 391 in Fall 2023 later decided to change their major to mathematics in Spring 2024.	NA
27. Candidates accurately simplify and manipulate rational expressions.	Math 402 (Spring 2024)	Content Knowledge for Teaching Middle School Mathematics Assessment	Content Knowledge for Teaching Middle School Mathematics Assessment Rubrics	We hoped that 80% or more would meet the level of 2 (developing candidate) or higher.	The candidate who took Math 391 in Fall 2023 later decided to change their major to mathematics in Spring 2024.	NA
28. Candidates accurately use properties of linear functions, inequalities, systems of linear equations.	Math 402 (Spring 2024)	Content Knowledge for Teaching Middle School Mathematics Assessment	Content Knowledge for Teaching Middle School Mathematics Assessment Rubrics	We hoped that 80% or more would meet the level of 2 (developing candidate) or higher.	The candidate who took Math 391 in Fall 2023 later decided to change their major to mathematics in Spring 2024.	NA

29. Candidates successfully pass the licensure exam.	Spring 2024	Indiana Math Licensure Exam	Indiana Math Licensure Exam Rubrics	We expect that at least 80% of our students should successfully pass the licensure exam.	We did not have any candidate graduating in Spring 2024.	NA
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Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	Although the sample size is small, it appears that these candidates are meeting the desired milestones. We will continue to seek and implement a variety of both simulated and real-world classroom experiences to further enhance candidates' learning.
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Data Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	We are not yet able to draw conclusions based solely on the performance of the small group of students who have completed our program.
What student success indicators are concerning?	We are not yet able to draw conclusions based solely on the performance of the small group of students who have completed our program.
Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).</i>	See the table below.

			Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Year 1	Fall	Enrolled at Census	7	4	6	6	6	8
		Cohort Graduates						
		Cohort Retention %	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
		Cohort Graduation %						
	Spring	Enrolled at Census	5	3	6	5	6	3
		Cohort Graduates						
		Cohort Retention %	71.43%	75.00%	100.00%	83.33%	100.00%	37.50%
		Cohort Graduation %						
Year 2	Fall	Enrolled at Census	4	3	6	5	5	
		Cohort Graduates						
		Cohort Retention %	57.14%	75.00%	100.00%	83.33%	83.33%	
		Cohort Graduation %						
	Spring	Enrolled at Census	3	3	6	5	5	
		Cohort Graduates						
		Cohort Retention %	42.86%	75.00%	100.00%	83.33%	83.33%	
		Cohort Graduation %						
Year 3	Fall	Enrolled at Census	3	3	6	5		

		Cohort Graduates				
		Cohort Retention %	42.86%	75.00%	100.00%	83.33%
		Cohort Graduation %				
		Enrolled at Census	3	3	6	4
	Spring	Cohort Graduates				
		Cohort Retention %	42.86%	75.00%	100.00%	66.67%
		Cohort Graduation %				
		Enrolled at Census	3	2	6	
Year 4	Fall	Cohort Graduates		1		
		Cohort Retention %	42.86%	50.00%	100.00%	
		Cohort Graduation %		25.00%		
		Enrolled at Census	3	2	5	
	Spring	Cohort Graduates		1		
		Cohort Retention %	42.86%	50.00%	83.33%	
		Cohort Graduation %		25.00%		
		Enrolled at Census	1			
Year 5	Fall	Cohort Graduates	2	3		

		Cohort Retention %	14.29%	
		Cohort Graduation %	28.57%	75.00%
	Spring	Enrolled at Census	1	
		Cohort Graduates	2	3
		Cohort Retention %	14.29%	
		Cohort Graduation %	28.57%	75.00%
Year 6	Fall	Enrolled at Census		
		Cohort Graduates	3	
		Cohort Retention %		
		Cohort Graduation %	42.86%	
	Spring	Enrolled at Census		
		Cohort Graduates	3	
		Cohort Retention %		
		Cohort Graduation %	42.86%	

3. Continuous Quality Improvement

<p>Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.</p>	<ul style="list-style-type: none"> • All candidates receive individualized assistance to prepare for the licensure exam at various stages throughout the program. This support is provided by both their faculty content advisors and the faculty teaching their upper-division major courses. Additionally, candidates are informed that faculty resources remain available after graduation to assist them if they need to retake the licensure exam.
<p>Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?</p>	<ul style="list-style-type: none"> • We will continue to recruit middle school mathematics teaching majors to serve as mathematics coaches for the math lab. These coaches will receive timely support to develop essential skills for their future teaching careers, including learning various methods to effectively explain mathematical reasoning. • Serving as mathematics coaches will also help these middle school mathematics teaching majors practice asking diverse types of questions to enhance students' understanding of mathematics. Additionally, they will gain valuable experience in guiding students to engage in productive struggle.
<p>What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i></p>	<ul style="list-style-type: none"> • All mathematics education academic and content advisors meet regularly with their advisees to ensure they are making steady progress throughout the semester. This proactive approach helps mathematics teaching majors receive the necessary support, maintain strong academic performance, and successfully complete the program. • Mathematics teaching majors who have successfully completed Math 131 and Math 132 are strongly encouraged to serve as mathematics coaches for the math lab. In this role, they assist undergraduate students enrolled in courses such as Math 035, Math 102, Math 105, Math 115, Math 131, Math 132, and Math 241. This position offers valuable opportunities for teaching majors to interact with undergraduate students, apply their mathematical content knowledge, and develop the skills needed to become effective mathematics teachers in the future. • Additionally, most mathematics education courses emphasize student-centered instruction. This approach creates a learning environment where mathematics teaching majors can develop critical thinking skills by solving problems independently, enhance their communication skills by explaining mathematical ideas to small groups and entire classes, collaborate effectively with peers in small groups, and appreciate diverse perspectives when sharing mathematical reasoning • In Math 388 and Math 391, mathematics teaching majors participate in activities designed to further prepare them for teaching. These include writing detailed lesson plans, solving mathematical problems using multiple strategies, and providing written feedback on middle school students' mathematical work. These experiences help teaching majors prepare lessons, anticipate students' questions, responses, and

	thought processes, and provide constructive feedback to support secondary school students' mathematical learning in their future teaching careers.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	<ul style="list-style-type: none"> • We plan to integrate additional sample questions from the Indiana licensure exam into our math education courses to better support candidates in obtaining their teaching licenses.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	<ul style="list-style-type: none"> • During mathematics education curriculum meetings, we will share candidates' learning outcomes and discuss additional types of assessment data to collect from our courses. • Furthermore, the results of all assessments gathered and analyzed for our program's annual assessment report will be shared with the mathematics education program faculty during these meetings.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Math Teaching BS

Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		<p>At least one outcome is assessed this cycle</p> <p>Outcome(s) is specific as to what students will be able to know/do as a result of their learning</p> <p>Outcome(s) is measurable</p> <p>Outcome(s) is consistent across modes of delivery (if applicable)</p>	<p>LOs are quite compound, making it hard to ensure measurement of all aspects of each LO. Just review your assessment strategy and findings to determine if you think it is effective at measuring all aspects of each LO.</p> <p>It isn't necessary to report on all LOs every year. It's fine to do so, and I know you might in terms of collecting data for accreditation; but if it's easier to report on LOs over a cycle of 3 years or so, that's fine and quite common, too.</p>	Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They	Good use of rich, relevant displays of student learning as sources for assessment measures.	<p>Assessment measure(s) is designed for precise alignment to designated outcome(s)</p> <p>Overall assessment strategy relies primarily on direct assessment measure(s)</p> <p>Indirect assessment measure(s) is included to provide supplemental perspectives</p> <p>Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum</p> <p>Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.)</p>	For the areas where students are not meeting the performance goal, consider adding another point of assessment earlier in the curriculum. This may provide insight into areas where improvement can be targeted before students engage in these more significant assignments, as well as help count in or rule out the persistence of issues (given the small sample size with one measure for each LO).	Mature

do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		
Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used The established performance goal reflects reasonably high expectations for students in the program Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used Faculty insights gained from findings are discussed in thoughtful detail When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described	The small sample sizes are certainly a challenge in terms of meeting the performance goals as set. Is there a different way to conceive of the performance goal that isn't based on the proportion of the sample?	Mature
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan	Thoughtful discussion of ongoing commitment to assessing student learning and success, as well as using findings to inform practices that support student learning and improvement.	Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.) Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment		Exemplary

for the future, and sharing what we have learned.		Assessment findings are shared with program faculty and any applicable stakeholders		
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Contact Kelley Woods-Johnson at kelly.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Submit any time, no later than **November 22, 2024**

CONSULT YOUR ASSOCIATE/ASSISTANT DEAN REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be available on the Assessment & Accreditation Sycamore Root & in Blue Reports around September 9.

How to Submit:

Consult your college Associate/Assistant Dean, as guidelines vary.

For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Academic Program:	Mathematics	Date:	12/5/24
Author(s):	Vin Isaia, Russell Lodge		
<p>Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.</p>			
<p>How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.</p>		<p>_y__ Campus ____ Distance ____ Both</p>	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
A.1 Proof: Students construct the following types of proofs: direct proof, proof by contradiction, proof by contrapositive, proof by induction, and epsilon-delta proofs.	MATH 320	Direct Proof	Rubric	50% Execution 80% Recognition	70.59% Execution 94.12% Recognition	38.46% Executed 92.31% Recognition
A.4 Proof: Students construct the following types of proofs: direct proof, proof by contradiction, proof by contrapositive, proof by induction, and epsilon-delta proofs.	MATH 320	Induction Proof	Rubric	60% Execution 80% Recognition	70.59% Execution 94.12% Recognition	53.85% Executed 92.31% Recognition
B.1a Computation: Students perform	MATH 131	Chain Rule Computation	Exam Key	70% Execution	52.94% Execution	81.72% Execution

computational problems accurately in analytic geometry, calculus, statistics, linear algebra, discrete math, analysis, and abstract algebra.				80% Recognition	74.51% Recognition	87.10% Recognition
B.1b Computation: Students perform computational problems accurately in analytic geometry, calculus, statistics, linear algebra, discrete math, analysis, and abstract algebra.	MATH 132	Determine Convergence or Divergence of Sequences	Exam Key	70% Execution 80% Recognition	70.49% Execution 100% Recognition	83.33% Execution 83.33% Recognition
B.3a Computation: Students perform computational problems accurately in analytic geometry, calculus, statistics, linear algebra, discrete math, analysis, and abstract algebra.	MATH 313	Linear Independence of Vectors	Rubric	50% Execution 70% Recognition	47.06% Execution 94.12% Recognition	50% Execution 85.71% Recognition
B.3b Computation: Students perform computational problems accurately in analytic geometry, calculus, statistics, linear algebra, discrete math, analysis, and abstract algebra.	MATH 313	Basis Construction	Rubric	50% Execution 70% Recognition	68.75% Execution 100% Recognition	(this was not assessed in the 20-21 cycle, probably due to oversight)
C.1b Application: Students apply mathematics in solving real-world problems and apply mathematics to other problems in mathematics.	MATH 131	Position/Velocity/Acceleration	Exam Key	70% Execution 90% Recognition	58.17% Execution 83.66% Recognition	40.43% Execution 76.60% Recognition

C.2b Application: Students apply mathematics in solving real-world problems and apply mathematics to other problems in mathematics.	MATH 412	Linear Algebra Computation of Ring Extensions	Rubric	50% Execution 70% Recognition	83.33% Execution 100% Recognition	71.43% Execution 76.60% Recognition
D Oral Communication: Students effectively present mathematical ideas orally.	MATH 494	Senior Project Presentation	Rubric	70% Execution 90% Recognition	50% Execution 50% Recognition	66.67% Execution 83.33% Recognition

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	<p>In general, execution and recognition results exceeded thresholds in both service courses and upper-level math courses. The indication is that Mathematics faculty who teach these courses understand their roles as facilitators in the learning of their students. This is part and parcel with the high historical averages for the department that are shown in the course evaluations.</p> <p>There seem to be three LOs that were just assessed whose results deserve mentioning, now that a second cycle's worth of data is available. These will be discussed below. While they provide insight into classroom phenomena, they may be indicative of external forces (pandemic, for example) rather than internal (the faculty's delivery of material, for example).</p>
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	A1, A4, B.1b, B.3b, C.1b, C.2b
What student success indicators are concerning?	B.1a, and very mildly B.3a and D
Share additional relevant student success data not included in the Program Data Profile. If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data	

by student demographic, contact Kelley Woods-Johnson or Institutional Research (<https://irt2.indstate.edu/ir/>).

3. Continuous Quality Improvement

<p>Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.</p>	<p>The previous cycle was the first cycle, so no action plan other than monitoring was invoked. However, over time the characteristics that define execution vs recognition only (recognition = recognition only + execution) vs unaware have been refined. If an error occurs at the level of a previous class's material, the result is in the execution category (for example, making an arithmetic error in a calculus problem). Recognition only implies an error took place in the material being assessed, but enough of what should be there to indicate the student knew what was supposed to happen. This hasn't changed the sizes of the categories very much (based on scoring two different section's worth of data the old way and the new way). More importantly, the change standardizes the process of how students' work is placed into the different categories. This is important for when the results are to be interpreted.</p>
<p>Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?</p>	<p>Maintaining strong performance appears to be the norm for the faculty who teach these courses not only because of the dept's historical averages on course evaluations, but also if one looks across different cycles, thresholds are met.</p> <p>Concerning B.1a, this one is troubling but not on the faculty side. Understanding the chain rule requires adeptness at several concepts simultaneously, which is difficult, but is easy enough to execute once those concepts are understood and mastered. These occur lightly in middle school but are taught seriously during high school. The previous cycle was the start of the pandemic, arguably the worst part as far as trying to execute teaching normally, but that didn't affect what students learned during high school. However, the current cycle involves students who went through the bulk of high school during the pandemic. Since the faculty can't control what students bring with them from high school (other than through acceptance and nonacceptance), and since the curriculum is packed so that extra attention during the course isn't feasible, it can be discussed if there are strategies that are feasible that might be implemented prior to the students' exposure to the material. That poses a logistic problem since many of the students take MATH 131 Fall freshman year, the only options are during the course, or before they arrive at ISU and historically school before school starts has always been difficult to achieve.</p> <p>Concerning B.3a, recognition is above threshold, and better than last cycle. Execution is below threshold, but barely, while the previous cycle was only at the threshold itself,</p>

	<p>so some monitoring is in order during the next cycle. Also, while linear algebra is a bit more concrete than not, personal experience from the 90s to present, linear independence is one of the trickier concepts. So in a sense, this is not surprising but at the same time should be monitored to ensure this is typical, and does not trend downward significantly.</p> <p>Concerning D, three students inexplicably took incompletes and did not do oral presentations. The course only had five students. Since this is very atypical behavior for students who reach 494, presumably, this reverts to normal in the future. Particularly, since this is the capstone course, it will be brought to attention if incompletes reoccur next year or the year after that and if the dept has any influence over that.</p>
<p>What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i></p>	<p>That would depend on where the department lands with respect to the chain rule discussion. If someone has a clever idea that tries to close the gap on those high school skills that can be implemented in a way prior to students' exposure to the chain rule, then a grant could be considered since presumably either time and/or materials would be needed.</p>
<p>What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?</p>	<p>Sampling the chain rule LO informally next year would be prudent along with linear independence which would allow an action plan to develop, if need be, before the next cycle.</p>
<p>Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?</p>	<p>Clearly a discussion about the chain rule results is in order, which will be done either in a department meeting or the instructors meeting for MATH 131 in the Spring semester and may move to a committee depending on where the department or instructors land.</p>

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Mathematics BA/BS

Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Mature

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>	<p>What is the rationale for the variation in performance goal targets? If it's based on what is predicted students can achieve rather than what they should achieve to demonstrate mastery, consider editing goals to the latter to be a better reflection of mastery.</p>	<p>Mature</p>
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>	<p>Thoughtful analysis and discussion of performance concerns, as well as limitations in how to interpret the data</p>	<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		<p>Exemplary</p>

Contact Kelley Woods-Johnson at kelly.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Submit any time, no later than **November 22, 2024**

CONSULT YOUR ASSOCIATE/ASSISTANT DEAN REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be available on the Assessment & Accreditation Sycamore Root & in Blue Reports around September 9.

How to Submit:

Consult your college Associate/Assistant Dean, as guidelines vary.

For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Academic Program:	Mathematics MA/MS	Date:	11/22/2024
Author(s):	Dr. Jodi Frost		
<p>Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.</p>			
<p>How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.</p>		<p><input type="checkbox"/> Campus <input checked="" type="checkbox"/> Distance <input type="checkbox"/> Both</p>	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
Objective 1: Students will learn to use and construct mathematical proofs. G4, G5	MATH 512	Final Assessment Midterm Assessment			88% of students were able to construct at least two different valid proof structures. 88% of students were able to provide an accurate, relevant example. 88% of students were able to provide an appropriate counter-example.	100% of students were able to construct at least two different valid proof structures. 94% of students were able to provide an accurate, relevant example. 89% of students were able to provide an appropriate counter-example.
Objective 2: Students will communicate mathematics effectively.	MATH 695	Student interview with course professor		80% of the students completing and passing the course with a grade of B or higher	88% of the students completed the course with a grade of B or higher.	93% of the students completed the course with a grade of B or higher

Objective 3: Students will demonstrate that they are ready to use their mathematical skills in a post-master's position.	All MATH courses	Grade point average in mathematics and related coursework			Average GPA: 3.60	Average GPA: 3.63
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Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	Overall, our students are succeeding. However, we would like to provide more scaffolding to the students at the lower end; for example the students who failed to meet Objective 1.
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	Enrollment has been consistently strong for the past five years and the number of new graduate students increased significantly for Fall 2024 (31 vs. 17 in Fall 2023). We also showed substantial increase in our SCH Production for graduate studies.
What student success indicators are concerning?	The number of completed degrees has been declining for the last two years.
Share additional relevant student success data not included in the Program Data Profile. If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).	

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	<p>Our previous action items were multi-year projects. Specifically:</p> <ol style="list-style-type: none"> 1. adjust the course offerings and program marketing to make the program more attractive, for instance by emphasizing the faculty strengths in fields such as data science, machine learning, and mathematical physics. 2. As faculty gain experience in student advising, it is also hoped that there will be an increase in the number of publications that students produce in collaboration with professors.
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	<p>3. To facilitate this, we plan to launch an online research seminar for the department so that the remote learners can have a better idea of the research areas of the various faculty members.</p> <p>The benefits of these action items will likely continue into the next year.</p> <p>1. When we adjusted the course offerings we also eliminated the prerequisite language that was inaccurate and hindered priority registration. This has enhanced the registration process for our students.</p> <p>2. Fruitful and productive partnerships between our graduate students and faculty continue.</p> <p>3. Despite personnel changes and an early retirement, the online research seminar has continued and led to fruitful interactions.</p>
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	<p>The goal for the next year is to continue these three priorities.</p> <p>Removing the registration impediments and increasing our number of students has resulted in our introductory courses filling up quickly and demand is outpacing supply. We are currently developing an additional introductory course to alleviate some of the demand.</p>
What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i>	<p>We have a search underway for another graduate faculty member, the demand for courses continues to outpace our staffing ability, particularly for the introductory courses.</p>
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	<p>We want to reevaluate and restructure our assessment plan this year. There have been significant changes in departmental personnel and course offerings, and we need to ensure our assessment plan reflects that. We have also reviewed the suggestions for our previous assessment report and while we were unable to make significant improvements to our assessment plan in time for this report to due personnel issues, we plan to make them in time for future cycles.</p>
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	<p>Our graduate faculty meet regularly and any changes to assessment and student success initiatives will be discussed and approved by that body. Findings (especially program data) will continue to be communicated to the graduate faculty and our department as a whole.</p>

Academic Program:		Date:	
Author(s):			
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.			
How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.		<input type="checkbox"/> Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both	

Instructions: The narrative format of this report will contain the same information as the table format, but the structure of the narrative is flexible. An outline has been provided for guidance on what to include, but the structure of the narrative need not follow the outline. When applicable, detailed notes from program faculty meetings where assessment was discussed may be copied into this report as the narrative. Please cite to indicate when this is the case.

1. Student Learning Outcomes Assessment

Program Student Learning Outcomes Assessed this Year

For Each Student Learning Outcome Assessed:

- Assessment Strategies for Each Student Learning Outcome (courses where learning took place, assignments used, tools for evaluation – i.e. rubrics, etc.)
- Established Performance Goal
- Actual Student Performance Relative to Established Goal (provide specific data rather than general observations)
- Comparison to any Prior Data, if Available

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?

2. Student Success Activities

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?

What student success indicators are concerning?

Share additional relevant student success data not included in the Program Data Profile. *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (<https://irt2.indstate.edu/ir/>).*

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.

Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?

What support/resources/partnerships (if any) will be explored to achieve these? *Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).*

What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?

Describe faculty involvement in assessment and data analysis, and how findings will be shared with faculty and applicable stakeholders.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Mathematics MS

Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) <<In most cases; see notes Overall assessment strategy relies primarily on direct assessment measure(s) <<In most cases; see notes Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	Course grades are indirect measures of learning outcomes, at best, given they represent mastery of multiple learning outcomes and, often, non-outcome measures (e.g., tardiness, missing work, etc.). A culminating project might be a better representation of the 3 rd LO.	Mature

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used <<when included</p> <p>The established performance goal reflects reasonably high expectations for students in the program<<when included</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>	<p>Performance goals are missing for 2 of 3 LOs</p>	<p>Developing</p>
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		<p>Mature</p>

Contact Kelley Woods-Johnson at kelly.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

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Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Early Submission:

September 9, 2024

Last Day to Submit:

November 22, 2024

CONSULT YOUR ASSOCIATE DEAN OR ASSESSMENT DIRECTOR REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be provided to chairs no later than September 9.

How to Submit:

Consult your college Associate Dean or Assessment Director, as guidelines vary by college.

For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Academic Program:	Multidisciplinary Studies	Date:	11/18/2024
Author(s):	Amanda Lubold, Lain Mathers		
<p>Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.</p>			
<p>How is this program offered? If "Both," data should be disaggregated by campus and distance students.</p>		<p><input checked="" type="checkbox"/> Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both</p>	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
SLO 1.2: Students use proper techniques for the form of communication in which they are engaged	MST 401, Spring 24	Discussion board posts	Students were provided instructions for evaluation. They had to answer all three of the following questions: Question 1: For all four of your sources that you will submit with your finalized research question, provide the full bibliographic citations (that go on a references page). Be sure to clarify the citation style you are using before you provide your citations. Question 2: For all four of your sources, illustrate how you would cite each of them in the body of your paper. Provide examples both of how you would cite them when paraphrasing as well as how you would cite them in text after a direct quote. Be sure to	80% of MST students who complete the assignment will earn at least a B on the discussion board	8 of the 9 MST students who completed the discussion board (88.9%) earned a B or higher	In AY 18-19, this SLO was assessed. Only 60% of the students (3 of 5) received a "sufficient" or "well done" grade on the assignment assessed in MST 401. Given the increase in students achieving the benchmark this AY, it appears that student success is trending upwards.

			<p>identify when examples are for in-text citations of paraphrased content versus a direct quote.</p> <p>Question 3: In your own words, explain the importance of using appropriate citations in your research paper.</p>			
SLO 2.2: Students understand the theoretical basis of interdisciplinarity	MST 401	Discussion board posts	<p>Students were provided instructions for evaluation. They had to answer all three of the following questions:</p> <p>Question 1: <i>In your own words</i>, explain what you think constitutes interdisciplinary research.</p> <p>Question 2: Consider one of the topics you submitted last week. Explain how approaching that research topic through an interdisciplinary lens would shape the research process.</p> <p>Question 3: What specific disciplines might you draw on to inform your research into this topic and why? How would you relate those disciplines to each other through your research project?</p>	80% of MST students who complete the assignment will earn at least a B on the discussion board	6 of the 7 MST students who completed the discussion board (85.7%) earned a B or higher	In AY 18-19, this SLO was assessed. Only 40% of the students (2 of 5) received a “good” or “excellent” grade on the assignment assessed in MST 401. Given the increase in students achieving the benchmark this AY, it appears that student success is trending upwards.
SLO 3.2: Students assess problems or situations to determine which skills may be useful in addressing them	MST 401	Discussion board post; Methodology section of final paper	<p>Students were provided instructions for evaluation. In the discussion board, they were asked to answer all of the following questions:</p>		9 of the 9 MST students who completed the discussion board (100%) earned a B or higher	In AY 18-19, this SLO was assessed. Only 40% of the students (2 of 5) received a “good” or “excellent” grade

			<ol style="list-style-type: none"> 1. What is your final research question? 2. Which methodological approach that were covered in the readings for last week (or that you learned about in another class) do you think is most appropriate to use in order to answer this question? Why that methodological approach? 3. What and/or who would be included in your sample for your research project? How would you go about recruiting those people or gathering that data based on the methodology you selected? 4. Every study and methodology has limitations. What might be some of the limitations of your proposed study based on the methodology you selected? <p>For the methodology section of the final paper, students were assessed with these measures:</p>		<p>8 of the 8 MST students who completed the methodology assignment (100%) earned a B or better.</p>	<p>on the assignment assessed in MST 401. Given the increase in students achieving the benchmark this AY, it appears that student success is trending upwards.</p>
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			<p>50 points – Do you clearly outline the method you would use for your study? Do you explain your sample and who would/wouldn't be included?</p> <p>50 points – Do you provide your research instrument (interview or survey questions? Experimental protocols?) at the end of your Methodology section?</p>			
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<p>Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?</p>	<p>The course assessed is a joint MST/GS capstone course. This is the last year that the course will be combined for the regular semester (we will continue to combine MST 401 and GS 499 in the summer session). It is clear from the data that the MST students in the course are meeting the learning objectives at a rate much greater than the GS 499 students. There were 29 total students in the class, and 9 of those students were MST students. All of the benchmarks were met or exceeded for MST students. However, when you look at the GS students, the percentage of students who met the benchmarks is much lower. For example, only 10 of the 18 GS499 students who completed the interdisciplinary research discussion board (55.6%) earned a B or above. This data shows that a joint GS499/MST401 capstone class may not be in the best interest of students in either group. We are excited that this spring (2025) will be the first year that MST 401 is a standalone course. It will also be conducted in person, which will allow us to guide students through all stages of their research proposal in a more hands-on manner. Last year's feedback recommended that the rubric for the final paper should evaluate only the part of the assignment related to the specific learning objective. We did respond to this part of the feedback and the rubric for only the methodology section of the final paper was used for assessment this year.</p>
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	The Multidisciplinary Studies major (all concentrations) has 13 total majors. This is down from a high of 21 majors last year, but it is notable that we had 8 students graduate last year. According to Blue Reports, the average GPA of MST graduating seniors was 3.54, and we had 1 student graduate Magna Cum Laude and 2 students graduate Summa Cum Laude. MST also has 119 total minors (with 30 of those in sociology, the highest count). We are working to reach out to minors and find ways to encourage them to major in MST (see sections below).
What student success indicators are concerning?	Our DFDr grades in the department are a bit higher than the university average. It appears as though the students who drop are contributing to the overall trend. We are hopeful that with our new advising model, our primary University advisor will be able to advise students with full knowledge of the department.
Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).</i>	We continue to have a robust number of minors across the department, but the number of majors is still lower than we would like. Last year, we completed a complete overhaul of the sociology MST concentration to make the major doable in 33 total credit hours. The goal of trimming the major is to make it attractive to students who may want to double major. We also tend to be a “found” major; that is, students do not enroll in ISU as first time, full time freshmen and declare an MST major. Because of this, we wanted to make our majors doable in two years.

3. Continuous Quality Improvement

Review the action plan from the previous year’s report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	We are pleased to report that this year MST 401 will be a standalone course that occurs in person in the spring. This way, we are able to have all of our majors take the capstone course together and focus solely on the learning objectives for MST 401 and not have to also address learning objectives for GS 499. Given that this will be the first year for the standalone capstone course, the assessment for this coming year will be illustrative.
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	<p>Last year it was recommended that we use a rubric for only the portion of the final paper that is being assessed in the learning objectives. We responded to this feedback and had a separate rubric for the methodology section of the final paper in MST401.</p>
<p>Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?</p>	<p>We are excited to see how the standalone MST 401 class helps to maintain strong performance among our majors. Our top priority for this academic year is to get more majors. Again, given that we have so many minors, we already have a foothold into this group of students. We hired a new Assistant Professor of Sociology, Dr. Mushahid Hussain, and with a full complement of sociologists now, we are able to offer a robust course schedule in a variety of modalities.</p> <p>We also are working on revisions to the Liberal Arts Business Minor concentration in MST (and hopefully finding a better name). We are making this concentration much more flexible and we are hoping to advertise it to students who may have started in Business but then dropped that degree path. We also think it will be attractive to students who are General Studies majors, since much of the coursework overlaps.</p>
<p>What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i></p>	<p>We are continuing to work closely with our University Advisor, Holly Hobaugh, who has been invaluable in advising our majors well, given that we have so many concentrations in the MST major. We also will be working with Darcy Tayler, the College of Arts and Sciences Marketing director, to help advertise our programs and develop brochures and signage that reflect the most current departmental offerings.</p>
<p>What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?</p>	<p>We will assess Dr. Amanda Lubold's MST 401 course in Spring 24. The learning objectives we will assess are:</p> <p>SLO: 1.3 Students persuade, inform, explain, or perform for (as appropriate to their course of study) their audiences.</p> <p>In order to assess SLO 1.3, students will complete a class presentation on their research proposal. The rubric for the presentation will be separate from the paper rubric.</p> <p><u>Benchmark:</u> 80% of the students who complete the presentation will earn at least a B.</p> <p>SLO 2.3 Use different disciplines in conjunction with one another to explore and explain intellectual problems.</p> <p>In order to assess SLO 2.3, students will complete a discussion board where they will use concepts from at least two separate academic programs to tackle an issue.</p> <p><u>Benchmark:</u> 80% of the students who complete the discussion board will earn at least a B.</p>

	<p>SLO 3.3 Apply a variety of skills in addressing problems or situations.</p> <p>In order to assess SLO 3.3, students will complete a discussion board on methodology. The discussion board will require students to use a variety of methodologies to address their research problem.</p> <p><u>Benchmark:</u> 80% of the students who complete the discussion board will earn at least a B.</p>
<p>Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?</p>	<p>Chairperson Amanda Lubold and faculty member Lain Mathers contributed to this report. This report and the resultant feedback will be shared with all faculty members in the department at a full department meeting</p>

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Multidisciplinary Studies BS Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Developing

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>	<p>Nice job incorporating evaluation techniques to ensure LOs are independently evaluated</p>	<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		<p>Mature</p>
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		<p>Mature</p>

Contact Kelley Woods-Johnson at kelly.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Early Submission:

September 9, 2024

Last Day to Submit:

November 22, 2024

CONSULT YOUR ASSOCIATE DEAN OR ASSESSMENT DIRECTOR REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be provided to chairs no later than September 9.

How to Submit:

Consult your college Associate Dean or Assessment Director, as guidelines vary by college.

For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Annual Reporting Guidelines for Academic Programs

AY 23-24 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT

OPTION A: TABLE FORMAT

Academic Program:	All undergraduate music programs (Music Education, Music Business, Music Performance, Music Composition, Music Liberal Arts)	Date:	October 28, 2024
Author(s):	Terry Dean (Terry.Dean@indstate.edu) & Peggy Moran (Peggy.Moran@indstate.edu)		
<p>Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.</p>			
<p>How is this program offered? If "Both," data should be disaggregated by campus and distance students.</p>			<input checked="" type="checkbox"/> Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both

1. Student Learning Outcomes Assessment

Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
Students will synthesize an understanding of the context and structure of music through analysis, research and writing. (All programs)	MUS 350 (Music of the 18 th and 19 th Centuries)	Final research paper	Music History Rubric based on the AAC&U VALUE rubrics for Written Communication and Critical Thinking	100% of students will earn at least of Milestone 3 (Acceptable) or 35 out of 50 possible points (70%) using the Music History Rubric.	Altogether, 76.5% (n=17) met or exceeded expectations.	During the 2021-22 assessment period, nearly all students (n=17) met or exceeded expectations--70.6% (n=12) met expectations and 23.5% (n=4) exceeded expectations. Only 5.9% of the group (n=1) failed to meet expectations. The greatest challenges for students are related to details of disciplinary conventions and using evidence. Both are new experiences for students, and need additional work prior to MUS 350.

Students will synthesize an understanding of musical concepts and structures through the creation and realization of music. (All programs)	Piano Proficiency Exam (Degree requirement; Not tied to an individual course)	Piano Proficiency Exam	Piano Proficiency Exam (Live exams scored by two faculty members)	100% of students will achieve at least a score of 70 out of 100 possible points (70%) on the Piano Proficiency Rubric for their degree program.	Altogether, 100.0% (n=17) met or exceeded the benchmark.	During the 2021-22 assessment period, nearly all students (n=19) met or exceeded expectations— 78.9% (n=15) met expectations and 15.8% (n=3) exceeded expectations. Only 5.3% (n=1) failed to meet expectations.
Students will complete an Exit Survey upon completion of their degree program. (All programs)	N/A (Indirect assessment)	Exit survey issued to all graduating and recently graduated students.	Exit survey	100% of students will respond to the survey to provide qualitative data about their perception of their time in the School of Music	Students (n=9) identified numerous concerns related to advising, curriculum, facilities, and recruitment initiatives.	In response to student exit survey data, the School of Music will continue to optimize our advising practices and to address teaching challenges associated with individual faculty members.

<p>Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?</p>	<p>Student performance on the piano proficiency exam is trending positively. All students successfully met the expectations. In part this due to a change in the administration of the exam, which allows students to redo those sections of the exam that they did not pass rather than making them wait another semester and complete the exam in its entirety again.</p> <p>Regarding the assessment of students in music history, there has been a decrease in performance. During the assessment period in question, all students who did not meet expectations did not submit a final research paper, which was a significant change from previous semesters. It is unclear what the impetus for this change was, but the course instructors are revising the project is staged throughout the semester.</p> <p>Likewise, we have seen little change in student exit survey responses related to student advising and satisfaction with faculty performance. However, the new Director of the School of Music is working to address the climate and create a more student-centered environment. Moreover, it is believed that with pending arrival of a new Associate Provost for Student Success and Advising will come a more effective and streamlined advising process that addresses student concerns and complaints.</p>
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	Student enrollments have started to increase, which is one of the most promising positive trends for the School of Music. New faculty hires have helped to recruit and retain students at a greater rate than in previous years. With other new faculty planned to join the faculty in the fall, we hope to see enrollment and retention numbers increase.
What student success indicators are concerning?	Student retention is often an issue for the School of Music; however, this is an issue for most music programs around the country. Students often do not know what the systematic study of music involves, especially those coming from programs where music study entails ensemble performance exclusively. The addition of academic courses of study in music and the demands of applied study on a primary instrument are new challenges for many students, and sometimes difficult to adapt to. As such, our retention numbers, while increasing, do not meet our goals, especially retention numbers from the second to third year of study.
Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).</i>	A recent topic of discussion related to program assessment centers are specific challenging courses for music majors. For music students, MUS 103 appears to be a course that poses difficulties with roughly half of students completing the course successfully. A change in course instructor and pedagogical approach will hopefully help address many of the challenges that students have shared in recent semesters.

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	<p>The revision of the Piano Proficiency experience appears to have yielded positive results. Students are meeting the expectation of the exam more quickly and regularly. It is the belief of School of Music faculty that these changes better account for the lack of prior piano experience that students bring with them as they begin their program. Fewer and fewer families are providing students with access to applied piano instruction; therefore, it is essential that we account for this trend in both through the instruction of our students and their assessment at the end of their program.</p> <p>No significant changes were initiated regarding the teaching of writing and analysis in the music history sequence. Nearly all students have met or exceeded expectations for</p>
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	several years. However, it is also clear students are arriving on campus with less experience writing than in previous years. We are considering ways to better approach the teaching of writing across the unit.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	We anticipate little need for change at present; however, we are resetting our assessment schedule and increasing the frequency with which we assess certain learning outcomes due to decreases in enrollment; we want to have more data to make better informed decisions. In particular, this involves assessing applied juries throughout the undergraduate degree program to address students changing majors/concentrations as well as assessing all students in internships and presenting final recitals due to low enrollment numbers in these programs.
What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i>	We are not exploring the possibility of partnerships with any unit on campus; however, we have revisited the topic of using the ETS subject tests to provide an assessment of student content knowledge in music theory, music history, and aural skills. Some colleagues are concerned that adding yet another exam experience will overwhelm students who are already putting a lot of energy and effort into completing their degree requirements.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	<p>For the 2024-25 academic year, we are scheduled to assess outcomes related to the student teaching experience, student internships, performance and composition recitals, and music theory and aural skills as well as our annual exit survey for graduating students. The Administrative Advisory Committee and Dr. Moran are discussing ways to reset our assessment schedule to address the imbalance of outcomes planned for assessment this year; the current schedule is the result of postponements that occurred because of the COVID pandemic.</p> <p>Additionally, as referenced above, there are plans to gather data for some outcomes on a semesterly basis rather than biannually. This is to have more information for degree programs with low enrollments.</p>
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	At present, the involvement of faculty in the School of Music is limited. Outside of the Director, only two individuals are involved in the analysis of data and writing of annual reports. Applied faculty are involved in the collection of data for juries and recitals; however, the collection of data is sometimes challenging due to varying levels of commitment to and understanding for the assessment process and purpose.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: School of Music Programs

Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	Consider whether a formative assessment in MUS 350 or in an earlier course that is mapped to that first LO in the report could be used as another point of data to indicate where students are at before they get to MUS 350. That may help identify areas that can be targeted for improvement.	Mature

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		Mature
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>	<<While this still remains an area of concern, it is clear the department is making every effort to improve engagement.	Mature

Contact Kelley Woods-Johnson at kelly.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: MS Occupational Therapy

Evaluation: Brandi Andrae, OTD, MSOT, OTR/L

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: **Exemplary**=Meets all standards, exceeds some; **Mature**=Meets all/most standards, no serious concerns; **Developing**=Meets some standards, multiple recommendations for improvement; **Undeveloped**=Meets few/no standards, serious concerns noted; **Cannot Evaluate**=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
<p>Provide safe and effective standards of care for a diverse client population.</p> <p>NBCOT Learning Outcomes at Domain Level: <u>Domain 1</u>: Acquire info <u>Domain 2</u>: Formulate conclusions, needs/ priorities <u>Domain 3</u>: Select Inter-ventions <u>Domain 4</u>: Manage/ direct OT Services</p>	<p>(1) NBCOT report of certification exam results: ISU Cohort Group (after successful completion of course requirements (didactic and clinical fieldwork))</p>	<p>Overall pass rate: 90%</p> <p>Overall mean score: 480 (mean all US OT programs=473; passing score 450)</p>	<p>Overall NBCOT pass rate: Class of 2023 (n=24) =100% Class of 2022 (n=29) = 100% Exceeds benchmark</p> <p>Score distribution: (NBCOT Passing score = 450) Cohort group mean score = 480 US programs mean score = 473 Maintained compared to Class of 2022 Meets benchmark</p>	<p>Provided Increased exposure and practice opportunities to board-type questions through purchase of OTKE pre-Board exams through NBCOT</p> <p>Integrated evidence-based educational resources</p>

	(2) NBCOT Reporting of Correct Responses at domain level	>70% all domains	<p>Breakdown: NBCOT Reporting of correct responses at domain level: All met expected 70% except Domain 1, 2</p> <p><u>Domain 1: Eval/assess</u> (2023: 65%, 55%, 70%) (2022: data unknown due to PD on FMLA) (2021: 82%, 74%) (2020: 78%, 63%) (2019: 78%, 72%) (2018: 75%, 66%) (2017: 77%, 75%)</p> <p>Decreased: Identify the influence of development and acquire information are below 70%. Determine influence of task demands/context is at benchmark.</p> <p>Partially met benchmark</p> <p><u>Domain 2: Formulate conclusions, needs/priorities to develop/monitor intervention plan</u> (2023: 78%, 68%, 71%) (2022: data unknown due to PD on FMLA) (2021: 71%) (2020: 65%) (2019: 68%) (2018: 73%) (2017: 77%)</p> <p>Increased/Decreased: Increased and maintained for 2/3 categories; collaborate with client/others is at 68% which</p>	<p>NBCOT exam changed formatting and domain percentages in Jan 2024. Plan to update for AY 2023-24 as will affect Class of 2023/2024 that take NBCOT after Dec 2023.</p> <p>Changed 50% of NBCOT like exam questions to 3 options to simulate new NBCOT format.</p> <p>Will continue to offer OTKE practice exam, TherapyEd course, and AOTA NBCOT Exam Prep to students while in the program. Additionally exploring possible addition of hosting NBCOT's feelReady Workshop on campus.</p>
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			<p>is below benchmark.</p> <p>Partially met benchmark</p> <p><u>Domain 3: Intervention Management</u> (2023: 70%, 76%, 58%, 76%, 75%, 73%) (2022: data unknown due to PD on FMLA) (2021: 70%, 73%, 69%) (2020: 71%, 71%, 81%) (2019: 72%, 72%, 71%) (2018: 69%, 69%, 59%) (2017: 70%, 71%, 65%)</p> <p><u>Increased/Decreased:</u> All met benchmark except manage interventions for improving ROM/strength/activity tolerance, etc.</p> <p>Partially met benchmark</p>	<p>Significant simulation scaffolding approach changed for Class of 2023. Simulations start in semester 3, continue in semester 5 and semester 6 with intention to promote growth in clinical reasoning and readiness for FW, clinical practice. This percentage increased, but still did not meet benchmark. Additional competencies and number of simulations added starting Fall, 2021. Impact to continue to be monitored for Class of 2024.</p> <p>Shortened program and timing/scaffolding of simulations will change with implementation of 2 year program for CO 2027, will continue to monitor impact</p>
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			<p><u>Domain 4: Manage/direct OT Services:</u> (2023: 66%, 73%, 74%) (2022: data unknown due to PD on FMLA) (2021: 81%, 70%, 78%) (2020: 86%, 69%, 90%) (2019: 76%, 76%) (2018: 70%, 73%) (2017: 77% 67%)</p> <p>Decreased: Manage professional development activities Exceeds: Maintain risk management techniques to protect self/clients. Manage OT services in according with laws/regulations/ accreditation guidelines</p> <p>Partially met benchmark</p>	<p>Managing professional development activities continues to be a decreased benchmark, will make additional lecture during OTH 751; with change in curriculum, students will receive class assignment/lectures/readings in final semester of program vs. currently where they receive the information 8 months prior graduation. This impact to be seen for CO 2027 and will monitor impact.</p>
	<p>(3) Overall student scores on AOTA Fieldwork Performance Evaluation to demonstrate skills consistent with entry level practice</p>	>88%	<p>Class of 2023: 88% Maintained (88% 2022; 86.9% 2021; 85.5% 2020 83% 2019/88% 2018/85% 2017) Benchmark MET</p>	

2. Utilize critical thinking with the knowledge derived from the biological, behavioral, and clinical sciences for clinical decision-making.	(1) Case study synthesis based on data-driven decision-making model/use of evidence-based practice (group project) (2) OCTH 741, OCTH 750	Overall average point score > 88% (per rubric)	Class of 2023 (n=21): OCTH 741: 94.05% Class of 2024 (n=21) OCTH 750, Sim Eval: 95% OCTH 750, Sim Tx: 93% Exceeds benchmark	Outcome measure representing a final project that requires application/integration of the OT process. New data included OCTH 750 final competencies: eval and tx, plan to continue to monitor for Class of 2024
3. Demonstrate continuing personal and professional growth to maintain professional competence, advance career development, and contribute to the development of the profession.	(1) Final group project community based (2) OCTH 751	Overall average point score > 88% (per rubric)	Class of 2023 (n=21) OCTH 751: 95% Exceeds benchmark	Threaded throughout curriculum; new benchmark compared to previous years after faculty input
4. Analyze trends in health care and advocate for community-based initiatives related to health and well-being.	(1) Final group project community based (2) OCTH 751	Overall average percentage point score > 88% (per rubric)	Class of 2024 (n=21) OCTH 751 (2 nd yr): 95% (2022: 90.38%; 2021: 95.6%; 2020: 96.6%; 2019: 96%) Exceeds benchmark	Topics chosen for deep study of community-based OT. Community-based projects vary and several factors including site contacts, etc could affect student overall scores.
5. Demonstrate ethical behavior consistent with professional and legal standards.	(1) AOTA Fieldwork Performance Evaluation: Section I. Ethics (#1-3) I. Fundamentals of Practice (2021) (2) OCTH 774 – FW II	Overall average percentage point score > 88%	Class of 2023 (n=24) Average percentage: Ethics: 93% (2022: 91%; 2021: 91%; 2020: 82.5%) (FWPE data demonstrated Maintained, exceeds benchmark) *Average of 3 random samples	Only 2 nd year for new format of the FWPE using Formstack.
6.	(1) AOTA Fieldwork		Class of 2023 (n=24)	<i>Emotional Intelligence curriculum for OT students</i>

Communicate effectively with clients, families, colleagues, other health care workers, and the general public orally and in writing.	Performance Evaluation: Section VI. Communication & Professional Beh. (#29-37)	Overall average point score > 88%	Average percentage: 93% Maintained, exceeds benchmark Communication/Professional Behaviors Class of 2023 (n=24) Average percentage: 92% Maintained, exceeds benchmark	implemented Summer 2020, perhaps impacting scores for Class of 2023.
7. Provide guidance and interventions to promote wellness, health promotion and enhance the physical performance of persons in the community.	(1) Ergonomic assessment in community Simulation lab (RHIC) encounter with standardized patient (2) OCH 624, OCH 742	Average percentage score (per rubric) > 88% Average percentage score Encounter 2 (per rubric) > 88%	Class of 2024: 96.2% OCH 625 Ergonomic assessment: (2022: 92.78%; 2021: 92.2%; 2020: 95.6%) Exceeds Benchmark Class of 2025: OCH 624 (1 st yr): Encounter 1: 86% Encounter 2: 90% Encounter 3: 89% OCH 622 Encounter 1 (2022: 89%; 2021: 89%; 2020: 88%); OCH 622 Encounter 2 (2022: 92.3%; 2021: 91.5%; 2020: 91.3%) Meets benchmark Class of 2024 OCH 742 (2 nd yr): Encounter 1: 91%	Class of 2023/2024 data reflect student assessments vs previous assessments on community members OCH 624 had change in faculty (1 st time teaching the course) teaching reflecting slight decrease in average percentage score for Encounter 1 and 2. Including Encounter 3 into data as it culminates the experiences with encounters 1 and 2. Increased number of opportunities for 1 st and 2 nd yr students to participate in SIM

			<p>Encounter 2: 91%</p> <p>OCTH 742 Encounter 1 (2022: 91%; 2021: 86%; 2020: 85.8%)</p> <p>OCTH 742 Encounter 2: (2022: 91%; 2021: 91%; 2020: 90.4%)</p> <p>Exceeds benchmark</p>	<p>lab encounters, rubric standards/criteria have been increased in OCTH 742 (2nd yr) to challenge clinical skill set prior to FW II experiences. Simulation scaffolding has been established and will impact Class of 2023/2024/2025.</p>
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8. Plan and execute research, disseminate research findings, and critically evaluate the professional literature to promote evidence-based practice	(1) Assignment: Critical assessment of 2 journal articles (2) Final presentation group research project ATTR 691, OCTH 798	Average score on critical assessment of journal article (per rubric)> 88% Average score on final presentation (per rubric)> 88%	Class of 2024: ATTR 691 (1 st yr): 95% OCTH 798 (2 nd yr): 100% (2022: 100%; 2021: 100%; 2020: 98%; 2019: 97.6%) Exceeds benchmark	Specific assignments for ATTR 691 for both quantitative and qualitative research studies added to syllabus
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Part 1b: Review of Student Success Data & Activities

Use Blue Reports to generate the following information (as well as any other information helpful to you). A dashboard has been created in the Chairs view: 1) Cohort Sizes 2) Year-to-Year Retention 3) 5-Year Graduation Rate (undergraduate); Average time to completion (graduate)

Cohort sizes/Year-to-Year Retention:

OT Master's Program Class	2017	2018	2019	2020	2021	2022	2023	2024
Number of students starting/ number of students graduating	27/27	30/28	29/29	30/26	30/30	30/29	25/24	19/21

5-Year Graduation Rate: 95.3%

Average time to completion (graduate): 30 months

Other: Review of the data indicated a very slight change in diversity reflected in the Class of 2023. Whites made up 95.8% and other (Asian, Black/African American, Hispanic, two or more races), made up 4.2% of the Class of 2023 (compared to 93% and 7% for Class of 2021). Also males made up 8% of the class of 2023, decreased from a high of 13% in Class of 2022. Recruiting and graduating a diverse pool of students is an initiative of the American Occupational Therapy Association.

What worked well in supporting student success this year?

All courses were reviewed with changes implemented per the annual strategic plan and pre and post-semester faculty retreats. Students were monitored closely in all course work during weekly/biweekly faculty meetings and as needed. All core faculty and instructors are responsible for monitoring and addressing changes as needed in content/assignments to support student success throughout the program. These decisions are based on student performance, teaching evaluations, course evaluations, and qualitative feedback by students at the end of each semester.

Specific strategies used to support student success this year:

- Students participated in a total of ten simulations through RHIC Sim Center over the two year didactic portion on campus. These opportunities provide

individual feedback with students placed in a clinical scenario with a standardized patient. This experience requires integration of clinical reasoning skills and practice of clinical skills which are scaffolded throughout the sequence of simulations to provide a “just right” learning opportunity. Three simulations provided an experience for interprofessional education, exposing OT students to working on a health care team and learning the roles of other clinicians in the process.

- Exploration of evidence-based virtual learning opportunities for the students, precipitated by the pandemic mandate. Students benefitted with extra resources provided by our program (ClinEdWeb, OTU.Health, and International Clinical Educators Learning Resource Center), which are used by many OT programs to supplement learning through modeling of use of clinical reasoning.
- On Level IIA and IIB Fieldwork, students are required to take AOTA NBCOT Exam Prep quizzes weekly to prepare for the NBCOT boards at the completion of the OT program.

What are the most significant opportunities for improvement upon which to focus in the coming year?

- Improving teaching face to face through the experiential learning: We learned the importance and necessity of connecting learning objectives and standards to all assessment in the form of assignments, formative, and summative assessments. We learned about the importance of effective communication, both verbally and in writing, to support our students’ educational process.
- Students will have an opportunity to take the Occupational Therapy Knowledge Exam (OTKE) at the end of the didactic year just prior to initiating two three-month fieldwork experiences with fieldwork educators. This data was implemented into our assessment process starting with the Class of 2021 and has continued to guide faculty in supporting students in areas where focus is needed. It also serves to inform individual students of performance in all domains and to reflect on their learning.
- Faculty discussed need to implement professional behaviors policy and learning contracts for academic and professional behavior support for professional preparation. A contract between student and faculty will result in consistent meetings to monitor and strategize techniques for improved performance in both areas. Professional behaviors will be monitored in all courses with use of a rubric which will outline expectations of students in a professional health graduate program. We hope this strategy will improve performance in ethics, professional behaviors, and communication as evidenced by the Fieldwork Performance Evaluation completed by fieldwork educators. The objective data provided by occupational therapy practitioners in the field is valued highly in this assessment process. We have found success with the implementation of the professional behaviors rubric in all courses with an increase in behaviors including decreased absences and tardiness and professional email responses.
- Faculty recognized the impact of external stressors on academic performance. Faculty has no objective quantitative data to support this in our program, but based on recent studies in other occupational therapy programs who have researched this situation, students’ have demonstrated increased anxiety to perform well in school. Faculty have discussed and implemented strategies to help to decrease this impact by taking time to listen and help students address problems including referrals to Sycamores Care, available mental health services on campus and Hamilton Center, and ISU Foundation financial assistance. The number of referrals for these services used by our students has dramatically increased. Faculty continue to offer face-to-face meetings to support students. Additionally, students have been encouraged to seek accommodations through AARO.

Part 2: Continuous Quality Improvement

Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:

- 1) the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)**
- 2) findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
- 3) what your assessment plan will focus on in the coming year**
- 4) how this information will be shared with other stakeholders**

1. Assessment and data review demonstrate objective evidence of learning through points along the continuum of didactic and clinical skill performance culminating with objective data provided by occupational therapy practitioners in student Level II Fieldwork experiences. Rich sources of data derive from performance of integrative case studies, group projects, and culminating research project from a faculty perspective; inclusion of Board-type questions in formative and summative assessments for all courses; analysis provided by NBCOT with individual breakdown of domains on student performance on the actual Boards exam; quantitative and qualitative feedback provided for all Level I and Level II Fieldwork performances. Many established benchmarks were met, and faculty will continue to focus on weaknesses to improve preparation and support of our students through this process. Career readiness based on attempted data collection of employers of graduates remains extremely difficult to obtain, but contact through informal sources (LinkedIn, Facebook, emails) indicates that many students are satisfied with employment in their chosen field. During AY 2023-2024, change in program director, assistant professor, and academic fieldwork coordinator impacted data review.
2. Actions:
 - Simulation scaffolding was implemented to increased experiential learning each semester added for Class of 2022 and continues to be monitored. This percentage increased, but still did not meet benchmark.
 - Additional competencies and number of simulations added starting Fall, 2021 and continue to impact Class of 2022/2023/2024/2025.
 - With Increased number of opportunities for 1st and 2nd yr students to participate in SIM lab encounters, rubric standards/criteria have also been increased in OCH 742 and OCH 750 (2nd yr) to challenge clinical skill set prior to FW II experiences. Increased number and rigor of competencies have been added 2022-2024. Adjustments to simulation scaffolding will be made with implementation of new curriculum beginning May 2025.
 - Addition of OTKE (practice NBCOT exam) to improve NBCOT pass rate, improve domain scoring as benchmark is partially met, but updated data was not available at time of this evaluation. Additionally for AY 2024-2025, the NBCOT has changed with different percentage of domains being utilized and may impact scores for AY 2023-2024 when Class of 2023 may take the new NBCOT exam beginning in January 2024. We did not see any significant changes in exam performance at this time, but continued effects may be seen for Class of 2024 who will not take NBCOT
 - Developed new 24 month, 69 credits vs our current curriculum of 30 months, 81 credits to meet USDE/ACOTE requirements. Will be implemented May 2025.
3. Focus of assessment plan: Strategies to make improvements in exposure to efficient opportunities within existing courses to address benchmarks not met (NBCOT exam domain scores) and weaknesses reported by faculty (lack of carryover to apply foundational knowledge in more advanced coursework, such as decreased performance in locating and applying evidence-based practice through multiple available resources). This may require creating new assessment data points to monitor this more consistently throughout program. Additionally, the OT program plans to implement a new curriculum deployed AY 2025-2026 that eliminates 8 months of the curriculum to meet USDE/ACOTE standards. New assessment points will need to be added at that time.
4. Stakeholders in supporting success of graduates of the OT program: All courses are reviewed with changes implemented per the annual strategic plan and pre and post-semester faculty retreats. Students are monitored closely in all course work during biweekly faculty meetings and as needed. All core faculty and instructors are responsible for monitoring and addressing changes as needed in content/assignments to support student success throughout the program with opportunities for students to provide input during office hours, advising meetings, and real time email communications. These decisions are based on student performance, teaching evaluations, and course evaluations. Dean Mallory, Dr. Pommier, student liaisons from each class, faculty, and community advisors meet yearly for an OT Advisory Board meeting to gain outside perspective and guidance for improving the program. The Program Director and Fieldwork Coordinator attend Academic Leadership Council meetings twice yearly sponsored by the American Occupational Therapy Association to keep up to date on current trends and developments on a national perspective and share this information at meetings. Due to budget constraints within the program, during the AY 2023-2024 and 2024-2025, the PD and AFWC only attend the Spring ALC meeting.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Occupational Therapy MS Evaluation: Exemplary

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	Comprehensive assessment strategy uses multiple points of assessment for most learning outcomes. Rich and relevant displays of student learning are included. Tools for evaluating mastery are clearly described and designed to generate data that align only to the LO being assessed.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Exemplary

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>	<p>Excellent analysis of data, including coding scheme that makes it readily apparent for faculty and other readers which LOs performance goals were met or not, as well as which trended up, held steady, or decreased compared with prior data.</p>	<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		<p>Exemplary</p>
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>	<p>Demonstrated ongoing commitment to comprehensive assessment that involves multiple faculty members in collecting data, analyzing data, and generating action plans to address student learning deficiencies and support ongoing student success.</p>	<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		<p>Exemplary</p>

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Early Submission:

September 9, 2024

Last Day to Submit:

November 22, 2024

CONSULT YOUR ASSOCIATE DEAN OR ASSESSMENT DIRECTOR REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be provided to chairs no later than September 9.

How to Submit:

Consult your college Associate Dean or Assessment Director, as guidelines vary by college.

For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Academic Program:	Philosophy	Date:	11/18/24
Author(s):	Amanda Lubold, Namita Goswami		
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.			
How is this program offered? If "Both," data should be disaggregated by campus and distance students.		_x_ Campus ___ Distance ___ Both	

1. Student Learning Outcomes Assessment

Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
SLO 3.1: Develop open-mindedness, including understanding opposing views and appreciating the need for this understanding	PHIL 401 (Fall 23); PHIL 324 (Spring 24)	PHIL 401: Commentary Question One PHIL 324: Paper Two	PHIL 401: Students were evaluated on the following criteria: "In his discussion of moral luck, the philosopher Thomas Nagel argues that moral responsibility presents a genuine paradox. On the one hand, we view ourselves (and others) as morally responsible for our actions —those things we say and do, and even what we think or choose. On the other hand, our actions are part of a universal causal flow that determines everything that ever happens. From this perspective, our moral agency itself seems illusory and our actions are revealed to depend on many things that lie well beyond our control. Our view of ourselves as moral agents is thus deeply suspect, yet essential for our conception of moral responsibility, along with all that makes us blameworthy or praiseworthy. In our discussion so far, we have wondered about	PHIL 401 Goal: 80% of the students who turned in the paper will earn a B or higher PHIL 324 Goal: 80% of the students who turned in the paper will earn a B or higher.	PHIL 401: 3 of the 3 students (100%) who turned in the paper received a B or higher PHIL 324: 6 of the 9 students (66.7%) who completed Paper Two earned a B or higher	N/A – no previous report on this assessed LO

			<p>notions of moral value and whether our moral values (and ethical principles) are objective or whether they are somehow relative. Perhaps the moral values we happen to acknowledge are to be included among the many things that lie well beyond our control. After all, no one ever chooses the circumstances of their own birth and social upbringing. Given considerations such as these, how should we understand moral responsibility and the broader practice of making moral judgments?</p> <p>Commentary Question. Write a short commentary that addresses the argument in Nagel's paper. What exactly is moral luck? Why does Nagel think the way we attribute moral responsibility is genuinely paradoxical? Do you agree there is a deep puzzle here? In your view, how should we think about moral value, moral agency, and ethical responsibility? Consider some examples —of a right action and a wrong action. What exactly is the difference, in your view? Can you see moral luck playing a role in your examples? Commentaries should be brief (about 1-2 pages in length) and your discussion should be well-focused on the given questions. Commentaries are due by the following Monday."</p> <p>PHIL 324: Students were evaluated on the following criteria: "Length: 4-5 pages double spaced (Must be at least 4 full pages.)</p> <p>Feminist Philosophy examines the pitfalls of dualistic thinking for the production of knowledge.</p>			
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			<p>Examples of dichotomies include: normal/pathological; nature/culture; mind/body; young/old; western/non-western; white/black; American/European; public/private; masculine/feminine; reason/emotion; individual/social; sickness/health, etc.</p> <p>Please select an image found in popular culture (magazine advertisements, etc.).</p> <p>Advertisements often <i>seem</i> to be conveying bold and revolutionary images but that boldness is in fact held back through other aspects of the image to reinforce the ideal of the “same” and the “normal.”</p> <p>Therefore, in this assignment you will demonstrate how your selected image seems to challenge stereotypes but still homogenizes and normalizes through the play of dualities.</p> <p>You do not have to restrict yourself to the dualities mentioned above.</p> <p>Avoid all editorial, general, and vague statements about society, culture, patriarchy, capitalism, etc.</p> <p>Please do not describe your selected image because you will submit the image with your paper.</p> <p>No introduction or conclusion is required.</p> <p>Only your name should be in the paper heading.</p> <p>Do not hesitate to contact me should you have any questions. (Namita.Goswami@indstate.edu)”</p>			
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<p>SLO 4.1: Recognize the myriad ways that ethical and other philosophical principles apply to everyday experiences and life</p>	<p>PHIL 401 (Fall 23); PHIL 324 (Spring 24)</p>	<p>PHIL 401: Commentary Question 3</p> <p>PHIL 324: Final Project</p>	<p>PHIL 401: Students were evaluated on the following criteria: “It has seemed to many that modern ethical theory is too simple and abstract to be applied directly to our lived circumstances in a way that helps us decide what we ought to do. Philosophical debate notwithstanding, the Kantian categorical imperative and the utilitarian greatest happiness principle may provide a theoretical understanding of what ultimately makes an action right or wrong. However, these abstract principles are problematic as practical guides —they seem poorly designed to tell us how we ought to act in many particular situations. Moral philosophers have responded in a variety of ways to this problem. According to principlism, a useful ethical theory provides a set of practical principles, which can be refined indefinitely to suit the decision making needs of a diversity of situations. This approach to ethics is an important part of professional and applied ethics, where it is used to help resolve various kinds of real world moral conflict. According to pluralism, there is no unique set of moral principles that apply everywhere, to all situations. On this view, our ethical decision making does indeed rely on principles, but different sets of ethical principles may themselves conflict. According to particularism, our actual ethical decision making does not rely on moral principles. Instead, in deciding what ought to be done, we make use of the relevant moral facts in the context of the actual situation. The philosopher W. D. Ross offers an ethical theory, the theory of prima facie duty, that combines some of these insights to address key difficulties associated with Kantian and</p>	<p>PHIL 401 Goal: 80% of the students who turned in the paper will earn a B or higher</p> <p>PHIL 324 Goal: 80% of the students who turned in the paper will earn a B or higher.</p>	<p>PHIL 401: 3 of the 3 students who turned in the paper (100%) earned a B or higher</p> <p>PHIL 324: 10 of the 10 students who turned in the paper (100%) earned a B or higher</p>	<p>This SLO was assessed in AY 18-19. At that time, 70% of students met the benchmark of “exhibits strong evidence of this outcome.”</p>
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			<p>Utilitarian accounts of ethics. Ross' theory itself is a form of deontology. However, prima facie duties are neither strict nor absolute in the Kantian sense. Prima facie duties are guiding principles that are defeasible, given facts about the actual situation to which they are applied. In situations where our perceived prima facie duties come into conflict, we decide the right thing to do by recognizing which prima facie duty is most pressing.</p> <p>Question. Explore the ethical theory Ross offers by describing and discussing a concrete situation where prima facie duties are in conflict. What ought a person do in the situation you describe? Applying Ross' theory, in such cases of moral conflict, how does a person know which prima facie duty really is most pressing? Suppose that different people disagree about this. What would that imply about our knowledge of right and wrong? Is this a problem for Ross' theory? Why or why not? Commentaries should be brief (about 1-2 pages in length) and your discussion should be well-focused on the given questions. Commentaries are due by Monday."</p> <p>PHIL 324: Students were evaluated on the following criteria: "Final Project + 2-3 page Exposition (300 points).</p> <p>Exposition of Final Project (submitted on Canvas) and Final Project (submitted to me at HH248) due Friday, May 10, 2024</p> <p>The final project is not an "assignment" with a rubric but the very heart and soul of the class. It comprises of something you make. It has nothing to do with</p>			
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			<p>“requirements” but is supposed to be something that is meaningful to you. You are lovingly and caringly being asked to honor and acknowledge a side of you that never finds expression as you run the institutional treadmill, or are placed in various categories, leaving only letters and numbers behind as the trace that you were ever here.</p> <p>What you do to decompress? What is your passion? How do you express yourself outside of your academic identity? People paint, cook, keep journals, make things with play dough, write poetry, work out, make music, make sculptures, go camping, do photography, etc.—all of which express who they are outside of their identity categories or institutional and/or social functions. What do you do as you trudge up the hill to actually live?</p> <p>Accompanying your final project is a 2-3 page exposition (submitted via Canvas) that explains why you chose that particular project and what it means to you.”</p>			
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Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	<p>We met the benchmarks for performance in three of the four assessed course sections. One valuable insight is that all of the students in Dr. Harris’ PHIL 401 class were Philosophy majors, and all of those students met or exceeded the benchmarks. Dr. Goswami’s PHIL 324 class has a mix of Philosophy majors and non-majors, and the philosophy majors in Dr. Goswami’s class all met or exceeded the benchmarks.</p>
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	<p>Our Philosophy graduates continue to graduate with very high GPAs and with job prospects. This year, one of our Philosophy graduates earned Summa Cum Laude Latin Honors and was one of the very prestigious Hines Medal recipients.</p>
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What student success indicators are concerning?	We still have only 6 majors; our top priority is to increase the number of majors in the program.
Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).</i>	This academic year, we hired a new Assistant Professor of Philosophy, Dr. Eliana Luxemburg-Peck. Dr. Luxemburg-Peck has been working with Dr. Namita Goswami and Dr. Steve Harris to completely overhaul the Philosophy curriculum, a task that has not been done in almost ten years. The new Philosophy major will be streamlined and include a common (non-sequenced) core supplemented with a variety of interdisciplinary electives.

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	The Philosophy program was given a "mature" rating in all of the evaluative standards last academic year. Our students graduate well-prepared for the job market and for higher education. The only recommendation from last year's assessment is to ensure that LOs are able to be independently assessed (separate from other LOs). Philosophy as a discipline is challenging to assess with a rubric format; however, we did choose assignments this year to assess that have clear connections with each specific LO. In the future, we will be sure to include a prompt in each paper that isolates a specific LO.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	Our top priority this year is to grow the Philosophy major. Hiring Dr. Luxemburg-Peck was a great resource to the department. We are creatively crosslisting our Philosophy classes with Sociology, Honors, and/or Gender Studies prefixes, which allows for us to serve a variety of students and help to recruit students to the major and minor. We also will be working with Darcy Tayler, the College of Arts and Sciences Marketing director, to help advertise our programs and develop brochures and signage that reflect the most current departmental offerings
What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i>	We continue to rely on the expertise of Dr. Steven Harris, a part-time temporary faculty member in the department. His expertise is in Analytical philosophy, which allows him to teach key upper-division Philosophy major classes. Philosophy students need to be trained in both Analytical Philosophy and Continental Philosophy, and the two full-time faculty members in Philosophy are experts in Continental Philosophy. We are also in talks with the Department of Political Science to crosslist classes (currently the Political Philosophy class is planned to be crosslisted with Political Science's Survey of Political Thought class, for instance). We want Philosophy to be an integral part of various majors on campus. Finally, we are working on connecting with recent alumni as resources for current students.

<p>What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?</p>	<p>We will assess learning outcomes:</p> <p>SLO 5.1: Cultivating critical and analytical thinking: penetrate deeply and critically into issues, rather than merely settling for a superficial understanding. Synthesize and contrast various ideas.</p> <p>SLO 6.1: Communicating clearly and succinctly in writing.</p> <p>Both learning outcomes will be assessed with Dr. Goswami's PHIL 430 class in Fall 24 and Dr. Luxemburg-Peck's PHIL 401 class in Spring 25. Each SLO will be assessed with a major writing assignment. The benchmark for both is that 80% of the students signed up for the Philosophy section (PHIL430 is crosslisted with honors) will earn at least a B on the paper.</p>
<p>Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?</p>	<p>Chairperson Amanda Lubold and Philosophy faculty member Namita Goswami contributed to this report. Philosophy faculty member Eliana Luxemburg-Peck was consulted on the assignments in her PHIL401 class that will be used for assessment next semester. This report and the resultant feedback will be shared with all faculty members in the department at a full department meeting</p>

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Philosophy BA

Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Mature

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>	<p>Nice job independently evaluating the LOs. If rubrics aren't a good fit for philosophy, there are other strategies we can discuss.</p>	<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		<p>Mature</p>
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		<p>Mature</p>

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Early Submission:

September 9, 2024

Last Day to Submit:

November 22, 2024

CONSULT YOUR ASSOCIATE DEAN OR ASSESSMENT DIRECTOR REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be provided to chairs no later than September 9.

How to Submit:

Consult your college Associate Dean or Assessment Director, as guidelines vary by college.

For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Academic Program:	Physics	Date:	Sept. 21, 2024
Author(s):	Joseph West and Jennifer Inlow		
<p>Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.</p>			
How is this program offered? If "Both," data should be disaggregated by campus and distance students.		<input checked="" type="checkbox"/> Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both	

1. Student Learning Outcomes Assessment

Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
1. Outcome #3: Laboratory Procedures Students pursuing a baccalaureate degree in physics will carry out basic laboratory procedures demonstrating appropriate use of instrumentation, quantitative measurement, and data analysis	1. Data for these assessments are derived from multiple courses and instructors. Courses that had input in this assessment cycle were PHYS 105L, 115L, 116L, 306, and 308L. They were assessed during the 2022-2023 and 2023-2024 academic years (because we assess Outcome #3 every other year).	1. The three participating physics faculty and staff members each assessed student performance in their respective courses based on student lab reports, results students obtained from procedures, and students' interpretation of data.	1. The "Laboratory Procedures Rubric" consists of the following categories: 1) Preparation for Lab; 2) Performance in Lab; 3) Lab Report Writing; 4) Interpretation of Experimental Results; 5) Team Work.	1. A score of ≥ 3 in a given category, using a 5-point scale, is considered "satisfactory." We expect $\geq 80\%$ of the students to be rated satisfactory in each category of the rubric.	1. Our benchmark was met in 3 of the 5 categories. Student performance in the 5 categories was as follows, showing percent of students rated "satisfactory" or better: Category 1: 85% Category 2: 85% Category 3: 71% Category 4: 60% Category 5: 85% Average for all 5 categories: 78%	1. There is limited data available for comparison. In this cycle (2023-24), we chose to examine performance in all of the laboratory courses students take in their first two years as Physics Majors. In previous cycles, we did not evaluate performance in these freshman/sophomore-level courses. Rather, we examined only performance in advanced laboratory courses that students take as juniors/seniors. This change is motivated by significant issues observed in the performance of students in the freshman/sophomore-level courses, indicating a possible need for revision of these courses in the short term. Because of deficiencies in the performance of our current freshmen and sophomores, it may also be necessary to modify the instructional approach in our upper-level lab courses for the next few

						<p>years, to accommodate this cohort.</p> <p>Student performance in all five categories has decreased by at least half of a standard deviation compared to scores from the previous assessment cycles. The significance of this is unclear, however, since we are comparing freshman/sophomore performance (this cycle) with junior/senior performance (previous cycle). In any case, we are committed to closely scrutinizing student lab performance—beginning in the freshman year—to ensure that students are building the early skills they need to be successful in the major.</p>
<p>2. Outcome #4: Communication</p> <p>Students pursuing a baccalaureate degree in physics will be able to demonstrate professional communication skills. (Oral and written)</p>	<p>2. Data for these assessments are derived from multiple courses and instructors. Assessment was conducted during the 2022-2023 and 2023-2024 academic years (because we assess Outcome #4 every other year).</p> <p>(a) Oral: Courses that had input in this assessment were PHYS 306, 308L, 499, as well</p>	<p>2.</p> <p>(a) Oral: All physics faculty members complete the "Oral Communication Rubric" based on direct observations of student presentations in PHYS 306, 308L, 499 and at professional meetings.</p> <p>Note: For one student, a score of zero was entered (on a 1-5 point scale), as the student failed to give a required oral presentation for PHYS 308L.</p> <p>(b) Written: All physics faculty members complete the "Written Communication Skills Rubric" based on student writing on laboratory reports, exams, and other assignments.</p> <p>The rubrics and summary data are shown in the Appendix submitted with this report.</p>	<p>2.</p> <p>(a) The "Oral Communication Rubric" consists of the following 5 categories:</p> <ol style="list-style-type: none"> 1) Knowledge of material; 2) Style; 3) Use of poster/slides; 4) Ability to answer questions from the audience; 5) Viewability of poster/slides. <p>(b) The "Written Communication Skills Rubric" consists of the following 4 categories:</p> <ol style="list-style-type: none"> 1) Documentation/ Research; 2) Analysis/ Evaluation; 	<p>2. A score of ≥ 3 in a given category, using a 5-point scale, is considered "satisfactory." We expect $\geq 80\%$ of the students to be rated satisfactory in each category of the rubric.</p>	<p>2. Our benchmark was not met in any of the 5 categories for oral communication, nor for the 4 categories in written communication. We are very concerned with student communication skills observed in this cycle.</p> <p>(a) Oral Student performance in all 5 categories was the same (75%).</p> <p>Categories 1 – 5: 75%</p> <p>(b) Written Student performance in all 4 categories was the same (75%).</p> <p>Categories 1 – 4: 75%</p>	<p>2. There is limited data available for comparison. In this cycle (2023-24), we chose to examine performance in courses students take in their first two years as Physics Majors. In previous cycles, we did not evaluate performance in these freshman/sophomore-level courses. Rather, we examined only performance in advanced courses that students take as juniors/seniors.</p> <p>The consensus of the physics faculty is that most of the students who participated in oral presentations displayed a high level of comfort and ability, but a small number of students seem to have a significant aversion to public speaking, coupled with great difficulty in organizing a public presentation.</p>

	as oral presentations at professional meetings. (b) Written: Courses that had input in this assessment are PHYS 105L, 115L, 116L, 306, 308L.		3) Presentation/ Organization 4) Style.			We are concerned that writing performance is below benchmark and feel that improvement is needed.
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Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	<p>The assessment data for this cycle, as noted above, was gathered from freshman/sophomore-level courses, rather than advanced courses. We chose to assess these earlier courses because the physics faculty and staff noticed a disturbing pattern in student behavior and performance among a sizeable subset of our freshmen and sophomores. The students seem to fit into two categories: those who are performing well in courses and progressing through the major as expected; and those who are having very significant issues in and out of the classroom, resulting in performance issues in all their courses. The faculty suspect that much of this can be attributed to the negative social/educational effects of COVID on those students. The subset of students who are struggling with various external issues and performing poorly in their classes has skewed our assessment data so that overall/average student performance is below our desired benchmarks.</p> <p><u>Outcome #3: Laboratory Procedures</u> There was a consistent pattern of good performance on tasks that students undertake in person in the laboratory. However, a significant group of students consistently did not produce evidence of work or effort on tasks expected of them outside of the laboratory (Categories 1, 3, 4: Preparation for Lab, Lab Report Writing, Interpretation of Experimental Results).</p> <p><u>Outcome #4: Communication</u> Although our data indicated that student performance in oral communication was below benchmark, the faculty feel that student performance in this area is acceptable and has not changed significantly in the past few years. On the other hand, faculty are concerned about student writing performance. While many students are doing well in this category, a significant fraction do not seem to be adapting to the increased expectations for writing in the sophomore-level courses. This includes an increase in the amount of writing, more complex content, and more advanced data analysis. As for the freshman-level courses, some students seem to be struggling to adapt to the fact that the expectations of a university-level course are greater than those of a high school physics course.</p>
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Data Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	<p>The number of physics majors as a percentage of the total undergraduate enrollment increased over 2022 to 2024, compared to 2020-2021. It is 0.16% for Fall 2024 (compared to 0.06% in 2021).</p> <p>We currently have a total of 8-10 physics majors. Six years ago (Fall 2018), we also had 8 physics majors. While overall university undergraduate enrollments have trended downward during this 6-year span, the number of physics majors has remained stable.</p>
What student success indicators are concerning?	<p>The total number of physics majors is small (currently 8-10 students). The number of new freshmen physics majors is always small-- there was only 1 new freshman physics major in 2023, and none in 2024. However, we usually are able to recruit a few new physics majors each year from the new classes of PHYS 105 and 115 students, so we hope to draw additional new physics majors in the coming months.</p> <p>Our 4-year graduation rates for first-time freshmen and transfer students are not really meaningful, given the small cohort size (1-4 students). For example, a delayed graduation for a single student has an outsized impact on the 4-year graduation percentage. However, we have recently had quite a few students who are taking longer to graduate than we would like, for various reasons that are largely outside our control. Here are a few examples of situations that have caused recent students to take longer than 4 years to complete their degree: financial difficulties that prevent them from taking a full load of courses each semester; poor performance and lack of commitment in courses so that they have to repeat multiple courses; medical issues that have necessitated withdrawal from some or all classes. The physics faculty and advisors try to work with individual students to help ensure they can graduate in as timely a manner as possible.</p>
Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).</i>	<p>Our recent graduates have been accepted to highly regarded graduate programs (Purdue, Texas A&M University, University of Oregon).</p>

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update	<p>When we last assessed lab procedures (2021-22), the primary concern was a perceived weakness in student understanding and use of "experimental uncertainties" and "error</p>
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<p>of whether these activities appear to have influenced student learning and/or success outcomes.</p>	<p>bounds” when they finished PHYS 306 and 308L (the sophomore level “transition courses”). While these remain issues of concern, they are currently superseded by new issues with student performance in freshman- and sophomore-level courses. In particular, a significant fraction of students seem to be struggling with work they must perform outside of the classroom. This work, according to anecdotal reports from students, is significantly impacted by serious external issues (physical and mental health issues, some likely exacerbated by COVID social effects).</p>
<p>Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?</p>	<p><u>Outcome #3: Laboratory Procedures</u> As discussed above, many students in the freshman/sophomore-level courses performed poorly on tasks/assignments that they need to perform outside of the laboratory class period (Categories 1,3, and 4). We are considering the possibility of making revisions to these courses in the short term. Perhaps some of the tasks that are traditionally done outside the lab can be shifted to inside the lab period (e.g., data analysis). Because of deficiencies in the performance of our current freshmen and sophomores, it may also be necessary to modify the instructional approach in our upper-level lab courses for the next few years, to accommodate this cohort. We will continue to closely monitor student lab performance to ensure that students are building the skills at each level that they need to be successful as they progress to more advanced courses.</p> <p><u>Outcome #4: Communication</u> Next year we intend to include small (low stakes) speaking assignments early in the semester in PHYS 306 and 308L in order to acclimate students to public speaking in the class environment. To give students more opportunities to develop their writing skills as early as possible, we plan to incorporate more short written assignments early in the semester.</p>
<p>What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i></p>	<p>The total number of Physics Majors is small, so we are always looking for ways to recruit new Physics Majors, and retain those that we have. We will focus on promoting activities that correlate strongly with student retention and success. For example, hands-on research is a high-impact experience for students and is one of the most influential factors in determining retention and persistence of students through the four years of their Physics Major. Students have such research opportunities through the SURE program and the ISU Advantage program. Participating in research means students spend more hours in the lab, and consequently, they have more opportunity to improve their laboratory skills (Outcome 3). Writing about and presenting their work is an important component of student research, so these students also have more opportunity to improve their communication skills (Outcome 4).</p> <p>We provide free walk-in tutoring for freshman-level physics at the Science Help Center. This resource helps ensure the success of Physics Majors through their freshmen course sequence. During the past three to four years we noted a trend of fewer students utilizing the Science Help Center. We will explore ways to promote or advertise the Help Center more widely, or to offer expanded hours if funding is available.</p>

	<p>We also note that the Science Help Center is staffed by junior/senior Physics Majors. In addition to being a worthwhile employment option for our students, it is an important opportunity to practice their written and oral communication skills, and to become more proficient with topics from their first-year courses.</p>
<p>What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?</p>	<p>Our assessment process measures four outcomes, with two measured on alternating years. Next year we will assess Outcome #1 (knowledge of fundamental concepts) and Outcome #2 (problem-solving skills).</p>
<p>Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?</p>	<p>All members of the physics faculty participate in data collection each semester. This results in a reasonably sized sample of student work from a variety of courses. Faculty have been discussing the results of the data analysis informally over the summer of 2024.</p> <p>Information contained in this assessment report will be discussed at a departmental faculty meeting in Fall 2024. Feedback from the Office of Assessment will also be addressed at future Departmental Assessment Committee meetings as well as departmental meetings of the full faculty. This report will be posted on our departmental Canvas site so all physics faculty can review it at any time.</p>

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Physics BS

Evaluation: Exemplary

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	Comprehensive assessment approach relies on data from multiple sources, over two years for each LO. Evaluation tools and procedures improve the quality of the data and its use for informing continuous improvement. Excellent discussion of rationale for changing which students were assessed.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Exemplary

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>	<p>Rich, thoughtful discussion of faculty interpretation of findings, comparison to prior data, and areas for monitoring or attention.</p>	<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		Exemplary
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>	<p>The faculty demonstrate a consistent, shared commitment to understanding student learning, mastery of outcomes, and progress in the program. Faculty have designed and implemented a sustainable, informative approach to assessment and use findings to inform practice.</p> <p>Clear, actionable plans for addressing concerns via teaching and support strategies and reassessing over time to monitor change.</p>	<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		Exemplary

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

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Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Early Submission:

September 9, 2024

Last Day to Submit:

November 22, 2024

CONSULT YOUR ASSOCIATE DEAN OR ASSESSMENT DIRECTOR REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be provided to chairs no later than September 9.

How to Submit:

Consult your college Associate Dean or Assessment Director, as guidelines vary by college.

For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Academic Program:	Political Science	Date:	11/20/2024
Author(s):	Department of Political Science		
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.			
How is this program offered? If "Both," data should be disaggregated by campus and distance students.		<input checked="" type="checkbox"/> Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
1. Written Communication - Effective written communication of ideas and views on political issues, both in shorter essays and longer research or policy analysis papers. 1.1 Persuasive essay: Students will develop the skill of writing a persuasive argument supported by relevant evidence. Included here are the presentation of a clear argument, logical flow of the argument, good organizational structure to the whole essay, and comprehension of primary documents or data. 1.2 Papers: Students will develop the ability to write essays/papers with minimal grammatical and	PSCI 499 / 419	In PSCI 499 / 419 (Senior Seminar), students composed a research paper on a political science topic.	UDIE/AAC&U Written Communication rubric. A committee scored student papers.	Students should average 12 points out of 20 possible points for each paper using the UDIE/AAC&U Written Communication rubric. 1 = benchmark and 4 = capstone. Zero scores were given as well for those showing no match with the learning outcome. The specific categories ranked 1 thru 4 are (1) Context and Purpose, (2)	Of the 5 student papers evaluated in PSCI 499 / 419, all students averaged 12 points or higher on the papers. The average score across the 5 papers on this learning outcome is 16.02.	In 2020-2021, of the 8 student papers evaluated in PSCI 340, 6 students averaged 12 points or higher on the papers. In 2021-2022, of the 6 student papers evaluated in PSCI 499, 4 students averaged 12 points or higher on the papers. In 2022 – 2023, of the 5 student papers evaluated in PSCI 499, 4 students averaged 12 points or higher on the papers. The average score across the 5 papers on this learning outcome is 15.15.

<p>typographical errors. This may be done through revisions or through learning careful proofreading.</p> <p>1.3 Appropriate citation methods for papers: Students will learn appropriate citation methods for papers in Political Science. Different faculty may prefer different citation methods; the important objective is that students learn how to properly cite in their written work.</p> <p>1.4 Different styles of papers in Political Science: Students will develop a facility with different styles of papers in Political Science, including but not limited to analytical, persuasive, and research papers.</p>				<p>Content Development, (3) Organization, (4) Sources / Evidence, and (5) Technical Matters.</p>		
<p>2. Critical Thinking and Analysis - Students will demonstrate the ability to not only articulate political theories and concepts, but to apply these ideas to “real world” scenarios for evaluative purposes.</p> <p>2.1 Comparing and contrasting different perspectives: Comparing and contrasting different perspectives on politics and policy issues.</p>	<p>PSCI 499 / 419</p>	<p>1. Critical Thinking is partly measured by the department’s use of the Major Field Test (MFT) managed through the Educational Testing Service (ETS). That test is given in PSCI 499 / 419 every Spring semester.</p> <p>2. In PSCI 499 / 419 (Senior Seminar), students composed a research paper on a political science topic</p>	<p>1. ETS Exam. See ETS Description below for more details.</p> <p>2. UDIE / AAC&U Written Communication rubric, A committee scored student papers.</p>	<p>1. Over 60% correct (group score). See Table 4 for more details.</p> <p>2. 2. In PSCI 499 / 419, using the professor-developed rubric combining the AAC&U Critical Thinking rubric</p>	<p>1. Group score at 65 for Critical Thinking. See Table 4 for more details.</p> <p>2. Of the 5 student papers evaluated in PSCI 499 / 419, all students averaged 24 points or higher on the empirical research paper. The average score across the 5 papers on this learning outcome is 33.42.</p>	<p>1. See Table 4 for more details on previous ETS results.</p> <p>2. In 2021-2022, of the 7 student papers evaluated in PSCI 499, 4 students averaged 24 points or higher on the empirical research paper. The average score across the 9 papers on this learning</p>

<p>2.2 Identifying the strengths/weaknesses of policies: Identifying the strengths/weaknesses of policies or political practices/behaviors.</p> <p>2.3 Drawing connections between scholarly works: Drawing connections between scholarly works addressing different facets of political issues.</p> <p>2.4 Applying theory to current political events and situations: Applying theory from scholarly books/articles to current political events and situations.</p> <p>2.5 Analyze specific political issues or events: Identifying appropriate social science methods to analyze specific political issues or events.</p>				<p>a committee scored student papers on this learning outcome. 1 = benchmark and 4 = capstone. Zero scores were given as well for those showing no match with the learning outcome.</p>		<p>outcome is 23.42. In 2023-2024, of the 5 student papers evaluated in PSCI 499, 4 students averaged 24 points or higher on the empirical research paper. The average score across the 5 papers on this learning outcome is 30.4.</p>
<p>3. Qualitative and Quantitative Research Skills</p> <p>3.1 Understand the importance of theory in guiding research: Students will understand the importance of theory in guiding research by developing well-thought-out explanations of expected findings.</p> <p>3.2 Students will be expected to apply an appropriate methodology to their research projects:</p>	PSCI 499 / 419	<p>1. Qualitative and Quantitative Research Skills is partly measured by the department's use of the Major Field Test (MFT) managed through the Educational Testing Service (ETS). That test is given in PSCI 499 / 419 every Spring semester.</p> <p>.</p>	<p>1. ETS Exam. See Appendix for more details.</p> <p>2. UDIE/AAC&U Written Communication rubric, A committee scored student papers.</p>	<p>1. Over 60% correct (ETS group score). See Table 2 for more details.</p> <p>2. Over 2.0 (Milestones) area.</p>	<p>1. ETS group score at 53. See Table 5 for more details.</p>	<p>1. See Table 5 for more details on comparable data with other ISU seniors from the past.</p>

<p>Students will be introduced to a variety of ways of analyzing information, including case study, statistical analysis, and qualitative analysis. Students will also be expected to apply an appropriate methodology to their research projects.</p> <p>3.3 Students will understand the basic terms associated with empirical research: Students will understand the basic terms associated with empirical research (e.g., independent and dependent variables, unit of analysis, hypothesis) and be able to use these terms appropriately.</p> <p>3.4 Students will understand the importance of prior research: Students will understand the importance of prior research for informing their own project and will demonstrate an understanding of existing Political Science literature relevant to their research projects.</p> <p>3.5 Students will understand the importance of organizing and presenting their research findings: Students will understand the importance of organizing and</p>						
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presenting their research findings in tables, text, or other appropriate formats. The presentation of the research should be understandable to non-specialists.						
<p>4. Content Knowledge</p> <p>4.1 American political system: Demonstrate an understanding of the institutions and processes of politics in the American political system.</p> <p>4.2 Comparative politics: Demonstrate an understanding of the institutions and processes of politics in the political systems of other countries and be able to compare them.</p> <p>4.3 International politics: Demonstrate an understanding of the institutions and processes of politics in the international political system.</p> <p>4.4 Intellectual frameworks, concepts, and theories in political science: Demonstrate an understanding of classic and contemporary intellectual frameworks, concepts, and theories in political science.</p>	PSCI 419 / 499	Content knowledge is obviously a central component to all PSCI courses. Written assignments and exams, for example, all examine a student's ability to know and understand the applicability of a vast array of political concepts. For years the department reports content knowledge from a Major Field Test (MFT) managed through the Educational Testing Service (ETS). That test is given in PSCI 499 / 419 every Spring semester.	ETS exam. See Appendix for more details.	Average score of peers (150.7 total). See Table 7.	See attached form below on ETS results, especially Table 7. Very high at 158.	See attached form below on ETS results (Table 3 and Table 7).
5. Oral Communication - Effective oral communication of ideas	PSCI 315 presentations	Professor composed rubric provided.				

and views on political issues. 5.1 Engage in civil discussions: Students will be able to effectively engage in disciplinarily informed civil discussions on complex, contentious topics. 5.2 - Effective oral presentations: Students will be able to deliver effective oral presentations, either as part of a group or individually, and either using PowerPoint or similar visual aids or not using such aids.						
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Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	Last year the Dept. discussed the need for quality global politics instruction since the retirements of Dr. Fernandez and Dr. Rashid. That observation and challenge remains. In 2023-2024 semester Dept. had to share its sole global politics professor with the School of Music. Dept. is ramping up opportunities for students to learn via co-curricular activities.
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	For most semesters the graduation rates and retention rates are higher than the university averages. Dept. will look to continue these high numbers. See Tables 1 and 2 below for specifics.
What student success indicators are concerning?	Number of students is low, so these retention and graduation numbers can fluctuate dramatically based on shifts in just one or two students. Major Field Test subscores of International Relations is (only) slightly above that of private and peer public universities (see Table 7).
Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue</i>	See tables below.

Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (<https://irt2.indstate.edu/ir/>).

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	Getting students to visit their FAM is a struggle, University Advising does an excellent job of course but now the Dept. needs to think about instilling in our students long-term career goals and the educational pathway most appropriate, what FAMs are now assigned to do. Internship numbers going well. Connections with ISU alumni (guest lectures, meetings, PSCI 315 course, etc.) still strong. Offering Freshmen Learning Community, working to get these Freshmen students engaged / familiar with Dept.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	Dept. looking to take advantage of Sycamore Advantage Grants and experiences with students. One is the Greece / Rome trip with Dr. Schmitt. Another is a 2026 planned trip to Vietnam with Dr. Chambers. Dept. needs to find a way to streamline Sycamore Advantage Grants for the Statehouse Internship program for those students wanting to do that with this financial support pool of money available to them.
What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i>	University Engagement grants, see notes above. Trips to DC and PSCI 315 course exposes students to alumni and their work.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	Oral communication course components seen in the Fall 2024 semester with PSCI 340 and PSCI 410, at least. Seen in Spring 2025 with PSCI 315. Rubric discussed for PSCI 340 and oral communication learning objective.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Dept. meeting, email sharing, and dept. share drive. Discussions on student success ongoing.

Table 1: Political Science 4 YR and 6 YR Graduation Rates (First Year Freshmen)											
Entered Fall 2015		Entered Fall 2016		Entered Fall 2017		Entered Fall 2018		Entered Fall 2019		Entered Fall 2020	
University = 28.29 = 41.10		University = 32.59 = 44.02		University = 30.18 = 40.98		University = 32.83 = 42.81		University = 33.72		University = 33.71	
Cohort Total	4 YR Grad Rate and 6 YR Grad Rate	Cohort Total	4 YR Grad Rate and 6 YR Grad Rate	Cohort Total	4 YR Grad Rate and 6 YR Grad Rate	Cohort Total	4 YR Grad Rate and 6 YR Grad Rate	Cohort Total	4 YR Grad Rate	Cohort Total	4 YR Grad Rate
20	25.0 25.0	23	34.78 52.17	16	25.0 31.25	10	40.0 40.0	16	18.75	9	44.4
Legal Studies Graduation Rates (First Year Freshmen)											
Entered Fall 2015		Entered Fall 2016		Entered Fall 2017		Entered Fall 2018		Entered Fall 2019		Entered Fall 2020	
University = 28.29 = 41.10		University = 32.59 = 44.02		University = 30.18 = 40.98		University = 32.83 = 42.81		University = 33.72		University = 33.71	
Cohort Total	4 YR Grad Rate and 6 YR Grad Rate	Cohort Total	4 YR Grad Rate and 6 YR Grad Rate	Cohort Total	4 YR Grad Rate and 6 YR Grad Rate	Cohort Total	4 YR Grad Rate and 6 YR Grad Rate	Cohort Total	4 YR Grad Rate	Cohort Total	4 YR Grad Rate
14	50.0 64.2	25	32.0 56.0	21	28.57 33.3	14	35.7 42.8	11	45.45	16	37.5

Table 2: Political Science 1st Year Retention Rates							
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
University	61.97	65.24	68.72	60.55	64.27	68.55	65.85
Latest Major	56.25	70.0	62.5	66.67	69.23	80.0	87.5
Legal Studies 1st Year Retention Rates							
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
University	61.97	65.24	68.72	60.55	64.27	68.55	65.85
Latest Major	76.19	78.57	81.8	56.25	100	90.91	83.3

Table 3: Class Average Scores on the Major Field Test – Topical (2012-2024)

	Overall	American Gov.	Comparative Politics	International Relations
2024 class average	158	61	58	53
2023 class average	159	62	59	56
2022 class average	154	55	55	56
2021 class average	153	56	50	52
2020 class average	COVID ☹			
2019 class average	152	54	53	52
2018 class average	154	56	57	53
2017 class average	139	40	40	39
2016 class average	153	56	54	53
2015 class average	146	47	46	49
2014 class average	156	56	56	58
2013 class average	157	58	55	56
2012 class average	159	59	59	58

Subscores are reported for individual students on most Major Field Tests, on a scale of 20–100. For every major there are subfields. The number of questions on the exam and the breadth of the subfield determine if a reliable subscore can be reported for an individual. Because subscores require 30 questions for a specific subfield to be completed, not all Major Field Tests provide subscores.

How scores for the Major Field Test in Political Science are reported

- Total Score – Reported for each student and summarized for the group
 - Subscores – Reported for each student and summarized for the group
- Comparative Government and Politics (22–30)
- International Relations (22–30)
- United States Government and Politics (48–56)

Numbers in parentheses are the approximate number of questions in each category.

Table 4: Class Average Scores on the Major Field Test – Assessment Indicators (2012-2024)

	Analytical & Critical Thinking Questions	Methodology Questions	Political Thought Questions
2024 class average	65	53	57
2023 class average	69	53	58
2022 class average	61	61	42
2021 class average	63	47	52
2020 class average			
2019 class average	62	52	45
2018 class average	61	50	49
2017 class average	47	37	42
2016 class average	63	38	46
2015 class average	55	36	46
2014 class average	66	44	56
2013 class average	67	45	58
2012 class average	67	45	58

Assessment Indicators are reported only for groups of students. Assessment Indicators report the average percent of correct answers, in a particular subject area, for all students tested so you can determine if your students are having difficulty with specific clusters of questions. Content areas for which assessment indicator scores are reported typically have approximately 15 questions on the exam.

How scores for the Major Field Test in Political Science are reported

- Assessment Indicators – Reported for the group* only
 - Analytical and Critical Thinking (20–26)
 - Methodology (7–14)
 - Political Thought (11–20)

Numbers in parentheses are the approximate number of questions in each category.

Table 5: Class Average Scores on the Major Field Test – Comparative Assessment Indicators (2021 - 2024)

	Analytical & Critical Thinking Questions		Methodology Questions		Political Thought Questions	
	ISU Mean % Correct	National Mean % Correct	ISU Mean % Correct	National Mean % Correct	ISU Mean % Correct	National Mean % Correct
2024 class average	65	59.5	53	51.4	57	51.4
2023 class average	69	59.5	53	51.4	58	51.4
2022 class average	61	59.5	61	51.4	42	51.4
2021 class average	63	59.5	47	51.4	52	51.4

Assessment Indicators are reported only for groups of students. Assessment Indicators report the average percent of correct answers, in a particular subject area, for all students tested so you can determine if your students are having difficulty with specific clusters of questions. Content areas for which assessment indicator scores are reported typically have approximately 15 questions on the exam.

How scores for the Major Field Test in Political Science are reported

- Assessment Indicators – Reported for the group* only
- Analytical and Critical Thinking (20–26)
- Methodology (7–14)
- Political Thought (11–20)

Numbers in parentheses are the approximate number of questions in each category.

Table 6: Class Scores on the Major Field Test Per Student (2024)

Students (last 3 digits of 991 #)	Overall	American Gov.	Comparative Politics	International Relations
836	151	58	47	42
381	176	73	87	69
928	148	51	47	42
742	166	69	57	63
999	149	54	50	48
2024 class average	158	61	58	53

*Total score and subscores are reported as scale scores. The scale range for the total score is 120-200.

Table 7: Comparing ISU Political Science Results to Other Universities (2016 – 2024)

	Overall	American Gov.	Comparative Politics	International Relations
2024 class average	158	61	58	53
Peer Public Institutions ^a	150.7	51.4	50.6	51.4
Private Institutions ^b	151.9	51.1	53.3	52.9

^a Public Institutions include scores from 2016 to 2023 for the following colleges/universities: Austin Peay State University, Ball State University, Missouri State University, South Carolina State University, Tennessee State University, Truman State University, University of Central Florida, University of Southern Indiana, University of Tennessee at Martin, and Wichita State University.

^b Private Institutions include scores from 2016 to 2023 for the following colleges/universities: Barry University, Lake Forest College, Quincy University, Texas Christian University, Hope College, University of Evansville, University of St. Thomas (MN), Westminster College (MO), Xavier University, Virginia Wesleyan University.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Political Science BS

Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Mature

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>	<p><<Is 60% on course-based measures (not the ETS exams) a reasonably high expectation? Note that the performance goal is what faculty deem as sufficient mastery of the LO, not what they think students may achieve based on historical data. We want them striving toward mastery rather than the average of past performance.</p>	<p>Developing</p>
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		<p>Mature</p>

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

Reporting Guidelines for Academic Programs

AY 23-24 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT

OPTION A: TABLE FORMAT

Academic Program:	B.S. in Psychology	Date:	November 2024
Author(s):	Jennifer Schriver & Rachel Rasley		
<p>Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.</p>			
<p>How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.</p>		<p><input type="checkbox"/> Campus <input type="checkbox"/> Distance <input checked="" type="checkbox"/> Both</p>	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
2.1: Know strengths and weaknesses of different research methods	PSY 376	Written research assignment	Rubric	Score of at least 73% (a 'C').	73.4% of students who submitted the written research assignment earned at least a 'C' across two semesters (FA23, SP24). Two students (1.5%) did not submit the assignment.	67% of students earned at least a 'C' the last time we assessed this outcome (FA19, SP20). Only 50% earned a 'C' or better in FA19, though (presumably due to COVID changes), which brought down the overall percentage.
2.2: Evaluate research findings	PSY 376	Written research assignment	Rubric	Score of at least 73% (a 'C').	73.4% of students who submitted the written research assignment earned at least 73% across two semesters (FA23, SP24). Two students (1.5%)	67% of students earned at least a 'C' the last time we assessed this outcome (FA19, SP20). Only 50% earned a 'C' or better in FA19,

					did not submit the assignment.	though, which brought down the overall percentage.
2.3: Demonstrate knowledge of research ethics	PSY 376	IRB certification test	CITI IRB test	At least 80% of students will successfully complete the IRB training.	98.5% of students completed the IRB test across two semesters (FA23, SP24).	95% of students completed the IRB test the last time this outcome was assessed (FA19, SP20).

<p>Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?</p>	<p>A positive finding is that a) even across different instructors and different modalities (campus v. distance), students are consistently getting the same kinds of learning experiences, and b) these consistent experiences are contributing to students achieving the learning outcomes that were assessed this year. All students are required to perform literature reviews and develop methodologies for their own research studies, through which they can show their understanding of strengths and weaknesses of different research methods. All students must select and execute appropriate statistical tests for data collected from research participants, which requires them to evaluate research findings. And all students take the same IRB certification test to demonstrate their knowledge of research ethics.</p> <p>Another positive is that compared to when these outcomes were assessed four years ago, there has been an increase in the proportion of students meeting each performance goal. The proportion of students earning at least a 'C' on the final written research assignment increased by about 6.4% and the proportion of students who completed the IRB training increased by about 3.5%. It is difficult to determine, however, how much of this comparative increase is due to instructor effort versus the impact that COVID-19 had on performance the last time these outcomes were assessed. Instructors can continue to monitor and discuss student performance on these assignments.</p>
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	Although absolute numbers of psychology majors decreased significantly from fall 2023 to fall 2024 (500 to 472), the percentage of ISU students with a psychology major remained consistent at 7.5% for both years. The average total credits to degree is 128.3 for psychology majors, which is 8 credits lower than for the university average. Additionally, this is consistent for both on-campus and distance psychology majors. The Psychology Department's percentage of successfully completed lower division courses was 84.92% in fall 2023, and this is about 5% higher than the university average. Similarly, the percent of successfully completed undergraduate and graduate courses is higher in psychology than for the university.
What student success indicators are concerning?	The 4-year graduation rate of psychology majors was 28.49% for those students entering as first-year freshman in fall 2020 and this rate decreased from 32.35%, which was the rate for those entering in fall 2019. The 4-year graduation rate is very poor (15.38%) for distance psychology majors entering as first-year freshman, and this seems partly due to a low retention rate for these students. One-year retention rates for first time freshman psychology majors entering in fall 2023 were 54% for students with psychology as their latest major and 58% for students with psychology as their original major. This is considerably lower than the university average of 65.85%
Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).</i>	Retention rates of specific subpopulations in psychology are noteworthy. For example, for the 2023 first time freshman cohort, students with a high school gpa of less than 2.99 had a retention rate of approximately 33%.

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	The last time these outcomes were assessed (FA19, SP20), PSY 376 instructors were encouraged to meet to discuss and refine methods of student learning in the course and to determine if current methods for measuring learning outcomes were effective. Those instructors met in FA23 for that purpose. All agreed that the final research project is the best way to assess outcomes 2.1 and 2.2, as the process of the project requires students to consider the pros and cons of different methods, to evaluate the findings of other researchers in a literature review, and to analyze their own collected data in a results section.
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	The approach to evaluating outcome 2.3 was carefully considered, but ultimately, faculty concluded that the current assignment used for assessment (IRB Certification Test) is sufficient considering the rigor and extensive scope of the test.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	Students appear to struggle with the research paper more than other assignments in PSY 376. Instructors of the course have expressed their intentions to continually enhance coursework, course structure, and experiences in ways that will improve students' scientific writing skills.
What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i>	N/A
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	Next year, we will focus on outcomes 6.1: <i>Demonstrate understanding of the steps needed to attain desired career goal</i> ; 4.3: <i>Demonstrate quantitative literacy</i> ; and 6.2: <i>Identify and develop skills for career goals</i> . Faculty teaching PSY 375 (which provides data for outcome 4.3) and PSY 484 and 486 (which provide data for outcome 6.2) will complete surveys to identify overlap in course approach and assessments, then meet to discuss whether learning outcomes are optimally measured by those assessments. Faculty will then implement strategies that may yield stronger data.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Faculty who teach PSY 376 provided data from two semesters that informed this report and also met in FA23 to discuss how reliably the collected data assesses the intended learning outcomes. This report will be shared with the full faculty in a Department meeting in the spring 2025 semester.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Psychology BABS

Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.) <<in some cases; see note	<<Given the same score is reported for two different LOs assessed with the research paper, it is unclear if separate rubric component scores for each LO are being reported, or if the overall	Mature

			assignment score from the rubric is being reported. It should be the former to ensure that the data reported is only related to mastery of the LO in question.	
Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		Developing
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan		<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p>		Mature

for the future, and sharing what we have learned.		Assessment findings are shared with program faculty and any applicable stakeholders		
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Contact Kelley Woods-Johnson at kelly.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Submit any time, no later than **November 22, 2024**

CONSULT YOUR ASSOCIATE/ASSISTANT DEAN REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be available on the Assessment & Accreditation Sycamore Root & in Blue Reports around September 9.

How to Submit:

Consult your college Associate/Assistant Dean, as guidelines vary.

For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Academic Program:	Science Education Center	Date:	10/28/2024
Author(s):	Elsun Seung		
<p>Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.</p>			
<p>How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.</p>		<p><input checked="" type="checkbox"/> X_ Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both</p>	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Link for Rubric:

<https://docs.google.com/document/d/1qca2ZEfibwzHEXxmGc9hzUL7igPLLyp/edit?usp=sharing&oid=116551534941735160853&rtpof=true&sd=true>

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
1.3 (a). Science teacher candidates engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community	SCED398L (Science Teaching Methods II, Fall 2023)	Participating professional development activities in their content field	Rubric_ Professional development Activities (Rubric # 1)	All students enrolled in SCED 398L (6 students) should Meet (M) or Exceed Expectations (E) on the professional development activities: Content field	Professional Development Activities <ul style="list-style-type: none"> Content field: E(2) M(3) D(1) 	AY: 2020-2021 Professional Development activities: Content field: E(2) M(4) D(4)
1.3 (b). Science teacher candidates engage in professional	SCED398L (Science Teaching	Participating professional development	Rubric_ Professional development	All students enrolled in SCED 398L (6 students) should Meet (M) or Exceed	Professional Development Activities	AY: 2020-2021 Professional development

development opportunities in the Science Education field such as conferences, research opportunities, or projects	Methods II, Fall 2023)	activities in the science education field	Activities (Rubric # 1)	Expectations (E) on the professional development activities: Science Education field	<ul style="list-style-type: none"> Science Education field: E(6) M(0) D(0) 	activities: Science Education field: E(7) M(3) D(0)
3.1 (a) Science teacher candidates plan multiple lessons using a variety of inquiry-based approaches that demonstrate their knowledge and understanding of how all students learn science	SCED398L (Fall2023) SCED402 (Student teaching, Spring2024)	(1) Unit plan (2) Student teaching evaluation (3) Completer survey	Unit plan rubric (Rubric #2) Clinical practice rubric (Rubric #3) Survey (Rubric #4)	(1) All students enrolled in SCED 398L (6 students) should Meet (M) or Exceed Expectations (E) on related components of the unit plan evaluation (2) All students enrolled in SCED402 (3 students: 9 evaluations) should Meet (M) or Exceed Expectations (E) on related components of the clinical practice evaluation (3) All students enrolled in SCED402 (3 students) should report either Strongly satisfied (SS) or Satisfied (S) on the related component of the completer survey	Unit plan <ul style="list-style-type: none"> Variety of inquiry approaches E(3), M(3), D(0) Clinical Practice <ul style="list-style-type: none"> Inquiry 3.1 E(4), M(5), D(0) Completer Survey <ul style="list-style-type: none"> Q4. Inquiry SS(2), S(1), N(0), DS(0), SDS(0) 	AY: 2021-2022 Unit plan <ul style="list-style-type: none"> Variety of inquiry approaches E(2), M(0), D(0) Clinical Practice <ul style="list-style-type: none"> Inquiry 3.1 E(11), M(4), D(0) Completer Survey <ul style="list-style-type: none"> Q4. Inquiry SS(6), S(0), N(0), DS(0), SDS(0)

3.1 (b) Science teacher candidates develop active inquiry-based lessons where students collect and interpret data in order to develop concepts and understand scientific processes, relationships and natural patterns from empirical experiences	SCED398L (Fall2023) SCED402 (Spring2024)	(1) Unit plan (2) Student teaching evaluation (3) Completer survey	Unit plan rubric (Rubric #2) Clinical practice rubric (Rubric #3) Survey (Rubric #4)	(1) All students enrolled in SCED398L (6 students) should Meet (M) or Exceed Expectations (E) on related components of the unit plan evaluation (2) All students enrolled in SCED402 (3 students: 9 evaluations) should Meet (M) or Exceed Expectations (E) on related components of the clinical practice evaluation (3) All students enrolled in SCED402 (3 students) should report either Strongly satisfied (SS) or Satisfied (S) on the related component of the survey	Unit plan <ul style="list-style-type: none"> Active inquiry lessons E(3), M(3), D(0) Clinical Practice <ul style="list-style-type: none"> Inquiry 3.2 E(7), M(2), D(0) Completer Survey <ul style="list-style-type: none"> Q5. Inquiry SS(1), S(2), N(0), DS(0), SDS(0)	AY: 2021-2022 Unit plan <ul style="list-style-type: none"> Active inquiry lessons E(2), M(09), D(0) Clinical Practice <ul style="list-style-type: none"> Inquiry 3.2 E(10), M(5), D(0) Completer Survey <ul style="list-style-type: none"> Q5. Inquiry SS(4), S(2), N(0), DS(0), SDS(0)
3.1 (c) Science teacher candidates design instruction and assessment strategies that confront and address naïve concepts/preconceptions	SCED398L (Fall2023) SCED402 (Spring2024)	(1) Unit plan (2) Student teaching evaluation	Unit plan rubric (Rubric #2) Clinical practice rubric (Rubric #3)	(1) All students enrolled in SCED 398L (6 students) should Meet (M) or Exceed Expectations (E) on related components of the unit plan evaluation. (2) All students enrolled in SCED402 (3 students: 9 evaluations) should Meet (M) or Exceed Expectations (E) on related components of the clinical practice evaluation.	Unit plan <ul style="list-style-type: none"> Continuing naïve concepts and preconceptions E(2), M(4), D(0) Clinical Practice Evaluation <ul style="list-style-type: none"> Assessment 5.1. E(3), M(6), D(0)	AY: 2021-2022 Unit plan <ul style="list-style-type: none"> Continuing naïve concepts and preconceptions E(0), M(2), D(0) Clinical Practice Evaluation <ul style="list-style-type: none"> Assessment 5.1. E(6), M(9), D(0)

<p>Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?</p>	<p>Science teacher candidates (i.e., Science Education majors) are required to take two science methods courses: SCED396L and SCED398L, during their junior and senior years. After completing these two courses, they become eligible to enroll in the clinical practice course (i.e., student teaching: SCED402). In Fall 2023, six candidates were enrolled in SCED398L. In Spring 2024, three candidates were enrolled in SCED402.</p> <p>The learning outcomes assessed for this report focus on our candidates' engagement in professional development activities, as well as their knowledge and skills in inquiry-based science teaching and formative assessment. Most of these learning outcomes are evaluated through students' unit plans (SCED398L), student teaching evaluations (SCED402), and a completer survey (SCED402).</p> <p>The assessment of learning outcomes 1.3 (a) and 1.3 (b) indicates that our science teacher candidates actively engage in professional development opportunities in both their content field and the science education field. They are required to participate in various activities such as conferences, symposiums, research opportunities, or projects. According to NSTA standards, science teacher candidates should engage in professional development activities in both their content area and science education area. For professional development activities in the science education field, all six candidates received either Exceeds Expectations (E) or Meets Expectations (M). However, in their content field, one of the six candidates received a Does Not Meet Expectations (D). (Rubric #1)</p> <p>Regarding the assessment of 3.1(a), 3.1(b), and 3.1(c) (i.e., inquiry), our unit plan rubric (Rubric #2) includes specific elements aligned with National Science Teacher Association (NSTA) standards: variety of inquiry approaches, active inquiry lessons, and addressing naive concepts and preconceptions. These elements are used to evaluate our candidates' ability to create unit plans consisting of multiple lesson plans that demonstrate their understanding of how students learn science, actively engage students in inquiry to collect and interpret data, and confront and address students' naive concepts and preconceptions about science. Data from the SCED398L unit plans show that all students received either 'Exceeds Expectations' or 'Meets Expectations' for the three assessed elements. During the student teaching semester (SCED402), we observe and evaluate our students' teaching. For this evaluation, we include assessments from both the instructor and host teachers, resulting in a total of nine evaluation forms collected. The clinical practice rubric (Rubric #3) includes two elements of inquiry (3.1: Understanding inquiry methods and 3.2: Active inquiry lesson) and one element of assessment (5.1: Using assessment results). The student teaching evaluation data show that all students received either 'Exceeds Expectations' or 'Meets Expectations' for these three elements. At the end of the student teaching semester (SCED402), students are asked to complete a completer survey. The survey</p>
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	data also indicate that our students have a high level of self-efficacy regarding inquiry-based teaching (Q4 and Q5 of the survey; Rubric #4).
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	The number of our majors increased from 11 in Fall 2023 to 16 in Fall 2024, so the Percentage UG Enrollment increased from 0.16% to 0.26 %.
What student success indicators are concerning?	The overall enrollment numbers remain low.
Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).</i>	

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	<p>Due to our smaller class sizes, it is challenging to identify clear trends when comparing current data with previous years. Nonetheless, we have either maintained or improved our candidates' learning outcomes.</p> <p>One of the action plans from the previous report was to revise our curriculum to reduce the total credits required for graduation. We anticipated that this revision could help increase the number of our majors. Enrollment in our program rose from 11 in Fall 2023 to 16 in Fall 2024.</p>
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	<ul style="list-style-type: none"> • Student learning <p>Regarding professional development activities, we need to encourage our students to participate in opportunities within their content area and regularly monitor their participation. The Science Education Center will also continue to offer professional development activities for science education majors each semester.</p> <ul style="list-style-type: none"> • Student success

	<p>We plan to increase our efforts to recruit science education majors and minors by:</p> <ul style="list-style-type: none"> • Emailing current science majors and admitted high school students to introduce our program • Inviting education and science majors to the Science Education open house • Emailing faculty at two-year colleges to introduce our science education major and TSAP programs
<p>What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i></p>	
<p>What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?</p>	<p>In the coming year, our assessment will focus on general skills of teaching (3.2 (a), 3.2 (c)) and effects on student learning (4.1(a), 4.1(b), 4.1(c)).</p>
<p>Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?</p>	<p>Our assessment data will be used to prepare our program report for state and national accreditation. The data will also be shared with the Science Education Advisory Committee.</p>

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Science Education BS Evaluation: Exemplary

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)	LO 1.3 is not worded as a learning outcome. It notes that candidates will engage in professional development activities, but not what they are to learn from them. You don't have to reword this, but it could help you to ensure it is clear to students what they should be getting out of these opportunities.	Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	Excellent use of rich, relevant displays of student learning to assess LO mastery. Comprehensive assessment strategy includes multiple sources of data for each LO, enhancing the quality of data for analysis and interpretation. Excellent use of analytical rubrics to ensure reported results are specific only to the aligned LO.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Exemplary

<p>Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>	<p>Strong reporting of the results by all levels on the rubric – not just those that met or exceeded the goal. This provides much more transparency for faculty to draw insights into student learning, as well as compare trends and improvement year over year.</p>	<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		<p>Exemplary</p>
<p>Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>	<p>Comprehensive approach to assessment and use of findings to inform practice.</p>	<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		<p>Exemplary</p>

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

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How to Submit:

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For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Academic Program:	Social Studies Education	Date:	March 21, 2025
Author(s):	Daniel A. Clark		
<p>Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.</p>			
<p>How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.</p>		<p><input checked="" type="checkbox"/> X_ Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both</p>	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
<p>SSE Program Assessment #1—State Licensing Tests. Performance on State Licensing Test, to assess how well program completers grasped the concepts, knowledge and skills of the six content areas (Economics, Geography, Government, History, Psychology and Sociology) within the major.</p> <p>The SSE program has six (6) assessments for formal accreditation, but chose this year to only examine the most important of those 6, the</p>	<p>These exams are taken by program completers on their own, usually after graduation.</p>	<p>Students take content exams in one or more of the six content areas.</p>	<p>Not privy to exam key. The exam is administered by Education Testing Service (ETS), a national company.</p>	<p>The cut scores for each of the 6 content exams varies. Here they are: Economics-144 Geography-156 Government-149 History-148 Psychology-154 Sociology-154</p>	<p>National and state accreditors generally want to see a programs overall pass rate at 80%.</p> <p>For this report, we examined ISU SSE program completers taking licensing exams in 2023 (those not reported for the previous year's report) and 2024 up through September of 2024. (The program coordinator checked to see if any other grads had taken it after that date, since I'm not reporting until now, but none had been reported. The extra time did yield more data</p>	<p>Last year was the first cycle of data available after the state of Indiana returned to the Education Testing Service to administer the licensing exams (after a disastrous experiment with another company for several years). Below are listed the data from last year's report.</p> <p>Economics 2/4 for 50% Geography 3/3 for 100%</p>

State Licensing Test performances.					<p>on those taking the test and not reported earlier, however, which proved helpful).</p> <p>In the time frame noted above 22 ISU SSE graduates took SSE licensing exams with 18 passing, which yields an overall pass rate of 82%</p> <p>Below are listed the passing rates for ISU SSE program completers taking exams for each of the content areas.</p> <p>(# passing/# taking and pass rate)</p> <p>Economics: 1/3 for 33% Geography: 2/2 for 100% Government: 4/5 for 80% History: 8/9 for 89% Psychology: 2/2 for 100% Sociology: 1/1 for 100%</p> <p>Within each content area, the licensing test data further breaks down performance by subject categories within these disciplines, such as for Economics by performance in answering questions on Microeconomics versus Macroeconomics. I will</p>	<p>Government 7/8 for 88% History 16/20 for 80% Psychology 3/5 for 60% Sociology 2/2 for 100% Overall 79% passage rate</p> <p>The overall ISU SSE passage rate improved, which is satisfying, with History and Psychology showing content-area improvement, Geography holding steady at 100%, Government showing a slight decline, though still at 80%, and the only significant decline occurring in Economics.</p> <p>When examining the content categories (each test has anywhere from 3 to 6 different content categories), performance displayed a remarkable consistency of</p>
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					not share the actual results of these categories for this report, but will share it with affiliated departments in our annual stakeholder meeting (coming this spring) and will generally report on the findings compared to the previous year in the next column.	strengths and weaknesses.
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Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	I reported last year that the BCOE was concerned about passage rates and had initiated steps designed to address this by (for instance) working with programs to implement some kind of workshops as part of a methods course or during the student-teaching semester. These discussions have not proceeded. Even without this intervention, however, as reported this year, ISU SSE passage rates have increased above the 80% threshold, which I hope is the beginning of a good trend. I must report here, however, that the graduating cohort this spring is not only small, but with one exception not very high performing if judging from their gpa. Of the three that are set to graduate in May or August, two are barely above the 2.5 minimum for the major, while the other is a 3.99 (and stellar). I do not anticipate, then, that next year's data will continue the positive trend, though, this will hopefully be a one-year (COVID) related anomaly. The only think that the Coordinator can do (as reported in previous years) is to stress to students the importance of test preparation (of course I can only do that in classes, since I am no longer a primary advisor to any SSE majors). It would be nice if the professional advisors would emphasize this, though I have little confidence in such an outcome.
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

<p>What student success indicators are strong or trending positively?</p>	<p>According to the data, the most positive trends for the SSE major include the 4-year graduation rate (both for first-year freshmen and transfers), the average total credits to degree, the average years to graduation, and the number of degrees awarded. With regard to the 4-year graduation rates, for the last three cohorts (2018, 2019 and 2020) the rates have been consistently well above the university averages (52% to 33% for the 2018 cohort; and 58% to 34% for the 2020 cohort, with a slight negative blip for 2019). This after three consecutive cohorts well below the university averages. When adding in the First-Time Transfer data (each of the last six cohorts, save one year, well above the university averages), this would indicate that the SSE program is either attracting more committed and better students and/or that the program is doing a better job in seeing them across the finish line, with an assist from the Dean's office and their designated graduation specialist.</p>
<p>What student success indicators are concerning?</p>	<p>The two areas that are cause for concern are the number of majors and 1st-year Retention. As the reporting entity for the program, the coordinator must report these trends. Nevertheless, I would hope that the administration would concede that the program has very little control over reversing either of these trends, which I will explain. The fall in the number of SSE majors is a major concern. When I first became the coordinator of the SSE program at ISU, we counted around 140 majors. The numbers then fell but hovered for several years between 120 to 100, with a long stretch around 100. As you can see for yourself, as late as 2020, the SSE program boasted 99 majors. Last fall the count was 44. As I reported last year, since the SSE numbers as a percentage of ISU enrollment remained largely the same (1.1% to .9%), the decline seemed to reflect the overall enrollment decline for the institution. This year, however, that number represented only .7%. What explains this decline within the major? I have expressed concerns for over a decade that policymakers have implemented changes detrimental to the teaching profession (the "lost generation" of teacher faculty is one example as are legislation targeting teachers and what they can teach). Collectively, these trends have depressed interest in the teaching profession and helps to explain the swift decline in the SSE major. Who would advise their child to enter into a profession facing such a climate? The exceptionally small senior cohort this year represents the bitter harvest of years of a war against public education.</p>

	<p>Switching to 1st-year retention, From 2017 through 2021, the data for SSE majors showed retention rates above the university average. Beginning in the fall of 2022, they have been below the university average, except that the “Latest Major” stat for the fall of 2023 was slightly above the university average. As I have stated above, while as the program coordinator, I am reporting on this slightly negative trend, the SSE program has not “owned” or been directly involved with first-year advising for quite some time. Aside from orientation meeting with freshmen each year, I have no regularized contact nor interaction with SSE majors when they are freshmen. I often teach a mandatory class for sophomores, but that is it. I would be tempted to state that the downward trend coincides with the switch to professional advisors, but the University College advisors owned advising before that. My only guess for the negative trend would go back to the fact a harsh climate toward education majors in the state, and that perhaps this does not attract the most motivated of students (or only the most motivated and many wavering on the fence).</p>
<p>Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).</i></p>	<p>While not technically “data”, I will share two anecdotal examples of troubling trends, that I would imagine others have been sharing around the university. First, a junior-level SSE student enrolled in CIMT 400/400L wholly out of the acknowledged sequence of classes. She had not taken SS 305, the introductory methods course and had not enrolled in SS 306, which is meant to be taken with CIMT. The SSE coordinator did not learn of this until the semester was half over and could do nothing about it. The student struggled in that class and her clinical teaching experience because she had not taken enough content courses to prepare her for the rigors of high school teaching (the clinical experience is meant to be taken 1st semester senior year), nor had she benefited from the introductory methods course in SS 305. How had this happened? The professional advising model in action. While it is true that the program had not required SS 305 be taken before CIMT 400 nor had it required co-enrollment with SS 306, in the 20 years prior to the professional advising model, this type of major scheduling mishap had never happened, because advisors knew the program and knew the sequence of classes. It took all of one semester for this colossal mistake to occur, like clockwork. I do not think it was the current professional advisor’s fault. The student in question had had a different advisor, which only exemplifies the flaws in the system when it comes to</p>

	<p>complicated majors like secondary education. The professional advisors are overworked. I have tried to share more scheduling aids with the professional advisors, but I can say that as a “faculty mentor” I have spoken to ZERO students. The system is not working and, I fear, the major numbers will continue to decline for lack of a proper relationship between faculty and students.</p> <p>The other piece of anecdotal evidence to share does not concern professional advising, but rather the problem of apathy with our current student population. I am currently teaching the SS 305 course, a pre-professional methods course. Of the 12 enrolled students 2 have stopped attending or turning in assignments, and 2 others attend and turn in assignments when the mood strikes them. This is my 22nd year teaching at ISU and being involved with SSE courses/majors. In my years teaching SS 305, I might encounter a one weak student per year, but rarely (if ever) had to deal with students simply not attending. Three students in the SS 305 course last year earned D grades and had to repeat the course or be remediated in order to keep on track to graduate (one chose to change majors). This is clearly a trend related to what I noted earlier in the report—whether due to COVID or the poor climate toward education in the state, the SSE major is attracting more marginal students than ever, so that the decent 4-year graduation rate noted above will trend downward. I have emailed students in my SS 305 class repeatedly and contacted their advisor to no avail, but this is something that simply had never been a problem. Such students cannot be trusted to be placed in the field for teaching, so what is the answer? Programs can only work with the students who show up, though I can and do try to recruit students through teaching the best that I can in FS classes, etc. ISU has a long history of meeting students where they are at, but again, SSE majors have to represent the institution out in community schools, and I am one of the people entrusted to ensure they can meet such obligations. It feels like programs will be punished for upholding minimal standards of professionalism as we watch our numbers dwindle.</p>
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3. Continuous Quality Improvement

<p>Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.</p>	<p>I had been concerned with the subpar passage rates on the licensing test. This year's numbers trended up, for which I would love to take credit, but the reality is that students simply did better. I will try to continue to provide what advising and mentoring that I can, though (as noted above) I have minimal to no contact with SSE majors as an advisor or mentor owing to practice of professional advising as implemented on this campus. I will continue to teach the best that I can and build relationships that way, but that is about all this system allows.</p>
<p>Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?</p>	<p>Last year I reported my concern about the lack of contact owing to the professional advising model, and I have shared above the results of this—all negative. I have had next to no interaction with the professional advisor aside from an email now and then regarding petitions. It is a two-way street, I suppose, and I plan to review SSE advising plans and offer any advice. The reviews of such plans that I conducted so far this year, thankfully, have yielded no major mishaps as shared above, perhaps b/c I made my displeasure known (though my displeasure likely had little effect). As the head of the program under this current model, I have no deep, regular contact with SSE students until their second-semester junior year, so I'm at a loss to understand how to help first-year retention, and with the falling quality of students, I'm concerned that even the upwardly trending graduation rates will falter.</p>
<p>What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i></p>	<p>My main hope is that the incoming Vice Provost for Academic Advising and Success (I think that is the title) can offer some direction to an advising model that for this major has made the situation worse rather than better. I can only speak for myself, but the climate for those connected to secondary education programs on this campus right now, quite frankly, seems disheartening, and the professional advising model and leadership decisions have only hurt rather than helped the situation. Over the last several years, it is not just the advising model that has contributed to this negative climate, but also the cutting of course releases for coordinators/directors and the decrease in stipends (we were not even informed about the loss of summer stipends by the previous dean, at least I was not, which is on me for having faith in my administrative colleagues). This has all collectively sent a message that secondary education coordinators/directors are not valued nor supported as they had been in the past and not trusted to do their job with regard to advising (or now even mentoring, since I have talked to absolutely no students sent from the professional advisor), and then we will likely get the blame as our numbers and the quality of our programs decline.</p>
<p>What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?</p>	<p>Next year we will again monitor licensing test results and likely add a look at teaching quality (assessments 2 and 6) I noted last year that this would be a focus for this year, but with my having to compose the History SOAS and the SSE SOAS, which I obviously</p>

	did not do until now), we will examine two years' worth of data then to see if our students are stepping up.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Each spring in recent years, we have resumed the practice of calling an SSE Advisory Council meeting, where assessment data is shared, and update supplied, and any concerns made known. The council consists of department chairs or representatives of affiliated departments which supply the content courses in our six content areas (Economics, Earth and Environmental Systems, Political Science, History, Psychology, and someone who either teaches Sociology or the chair of Multidisciplinary Studies)

Academic Program:		Date:	
Author(s):			
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.			
How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.		<input type="checkbox"/> Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both	

Instructions: The narrative format of this report will contain the same information as the table format, but the structure of the narrative is flexible. An outline has been provided for guidance on what to include, but the structure of the narrative need not follow the outline. When applicable, detailed notes from program faculty meetings where assessment was discussed may be copied into this report as the narrative. Please cite to indicate when this is the case.

1. Student Learning Outcomes Assessment

Program Student Learning Outcomes Assessed this Year

For Each Student Learning Outcome Assessed:

- Assessment Strategies for Each Student Learning Outcome (courses where learning took place, assignments used, tools for evaluation – i.e. rubrics, etc.)
- Established Performance Goal
- Actual Student Performance Relative to Established Goal (provide specific data rather than general observations)
- Comparison to any Prior Data, if Available

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?

2. Student Success Activities

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?

What student success indicators are concerning?

Share additional relevant student success data not included in the Program Data Profile. *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (<https://irt2.indstate.edu/ir/>).*

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.

Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?

What support/resources/partnerships (if any) will be explored to achieve these? *Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).*

What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?

Describe faculty involvement in assessment and data analysis, and how findings will be shared with faculty and applicable stakeholders.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Social Studies Education

Evaluation: Cannot Evaluate

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)	These tests certainly generate critical data to inform program faculty about student success, and should be included in this report; however, be sure to include LO alignment to the tests and/or assess LOs in addition to reporting test scores to ensure we have continuous data on LO mastery (which should match up with test outcomes).	Undeveloped
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on	Incorporation of state licensing tests into the assessment strategy is a valuable way to ensure program outcomes support post-graduation outcomes.	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)		Cannot Evaluate

related tenants and strategies.				
Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		Mature
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.		<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>	<p><<Be sure to either map the test scores to program LOs, or, preferably, add LO direct assessment to the report. This might be especially helpful for courses that teach content related</p>	Developing

			to the Economics test and possibly the Government test since the score was right at the threshold. It's hard to say with the small number of scores reported.	
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Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Early Submission:

September 9, 2024

Last Day to Submit:

November 22, 2024

**CONSULT YOUR ASSOCIATE
DEAN OR ASSESSMENT
DIRECTOR REGARDING ANY
INTERNAL DEADLINES.**

Program Profile data for Part 2 of the report is finalized after fall semester census and will be provided to chairs no later than September 9.

How to Submit:

Consult your college Associate Dean or Assessment Director, as guidelines vary by college.

For assistance contact

Kelley Woods-Johnson:

kelley.woods-johnson@indstate.edu or
at extension 7975.

AY 23-24 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT
OPTION A: TABLE FORMAT

Academic Program:	Spatial and Earth Sciences (PhD)	Date:	11-22-24
Author(s):	Jeffery Stone, Jennifer Latimer		
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.			
How is this program offered? If "Both," data should be disaggregated by campus and distance students.		<input checked="" type="checkbox"/> _X_ Campus <input type="checkbox"/> ___ Distance <input type="checkbox"/> ___ Both	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed <small>Include actual outcome language; enter one per line, add lines as needed</small>	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool <small>i.e. rubric, exam key, preceptor evaluation, etc.</small>			
Professional Communication Proficiencies	ENVI-611	Students are assigned presentations for 2-3 papers associated with their research area and a presentation for their final proposal.	An instructor's critical review based upon presentation content, time management, and response to audience questions.	Increasing performance between the 1 st and 2 nd presentations, with an overall minimum score of 80% or better.	We had only 1 PhD student enrolled in this course last year. The student scored higher than 95% on this assignment.	These results are in the typical range for the course. It is difficult to evaluate these results against prior years because we only had 1 student, but they are typical for PhD students enrolled in this course.
Professional Communication Proficiencies	GEOG-899	All students obtaining a dissertation are expected to present a proposal defense and a final defense of their dissertation.	Each committee member submits a defense evaluation form: an aspect of this is communication performance, discussion, and overall score	All students are expected to have an overall score higher than 80% on proposal defense and thesis defense.	All of our students completed their evaluations with an overall score higher than 80%. Discussion and communication components typically averaged between 4-5 out of 5.	This is the third full year we have implemented this tool. Results have been similar each year.

Professional Communities	ENVI-711	Students are required to attend seminar speaker presentations and to develop their own presentations for discussion.	Students are expected to present bi-weekly on readings for the course and to engage with guest speakers.	Students are expected to complete these tasks with a score of 80% or better.	All students involved in the course this year presented each week, engaged with speakers, and were given a score of "A" for presentations.	Student performance was similar this year to last.
Professional Communities	Department Brown Bag Seminar	Students are expected to attend the seminar, typically every other week. Guest speakers and student speakers present research and occasionally faculty discuss professional development	Students are not explicitly graded, other than attendance, but students are expected to participate as a speaker and are encouraged to ask questions	Students are expected to attend 80% of the events and contribute 1 presentation each year.	Our students attend the seminar at 80% or higher annually and each student and while not explicitly scored for their presentation performance, the students do receive critical evaluations and feedback over their own presentations by department faculty.	We have not previously considered this part of the evaluation process, since it is a new development, but participation in this seminar series was good.
Professional Ethics	ENVI-611	Students are assigned a task to complete ethics training via the NSF-funded CITI responsible conduct in research training	Upon completion, students are provided a certificate verifying their competence.	CITI training requires 90% competency to complete each section.	We had only 1 PhD student enrolled in this course last year. The student achieved the certificate during the course.	No changes.
Professional Ethics	ENVI-611	Students are assigned a reading assignment on ethics in science and assigned a task to lead a discussion over the paper.	Each taking on different aspects of ethics and responsible conduct in research, evaluated by the instructor.	Students are expected to complete this task with an 80% or better to display competency.	We had only 1 PhD student enrolled in this course last year. They scored 100% on this discussion assignment.	No changes.
Disciplinary Knowledge	ENVI-611	Students are assigned multiple tasks that include displaying their mastery of a topic. This includes both presentations described	Display mastery of papers within their discipline and provide a critical review of a paper –	Students are expected to complete this task with an 80% or better	We had only 1 PhD student enrolled in this course last year. The student scored higher than 95% on this assignment.	Compared to prior years the student performance was slightly higher.

		above and a critical review of a scientific paper.	both evaluated by the instructor.	to display competency.		
Disciplinary Knowledge	ENVI-899	Students are expected to display a mastery of their discipline during proposal and thesis defenses (as well as non-thesis defenses) in the form of literature review.	Each committee member submits a defense evaluation form: an aspect of this is knowledge/mastery of subject and overall score	All students are expected to have an overall score higher than 80% on proposal defense and thesis defense.	All of our students completed their evaluations with an overall score higher than 80%. components typically averaged between 4-5 out of 5.	This is the second full year we have implemented this tool. All scores are similar to prior years for this element.
Discipline Skills	ENVI-611	Students are given background on common tools used for analyses and presentation of data in our discipline, including Word, Excel, PowerPoint, and other computer applications.	Students are given a specific task of completing an assignment using Excel to plot and interpret data for this course.	Students are expected to complete the assignment with a score of 80% or better.	We had only 1 PhD student enrolled in this course last year. The student scored higher than 95% on this assignment.	Slight differences in the prior year, with a general performance that was better.
Discipline Skills	ENVI-899	Students work with individual mentors to develop discipline skills related to their own projects. Theses range widely based upon the student project.	Each committee member submits a defense evaluation form: the mastery and overall scores reflects these skills	All students are expected to have an overall score higher than 80% on proposal defense and thesis defense.	All of our students completed their evaluations with an overall score higher than 80%. Mastery components typically averaged between 4-5 out of 5.	This is the second full year we have implemented this tool. Students seem to perform similarly year-to-year.
Disciplinary Knowledge	Comprehensive Exams	Students are expected to display a mastery of their discipline during comprehensive exams	Each committee member submits a defense evaluation form for mastery and overall score	All students are expected to have an overall score higher than 80% on proposal	Students completing this exam performed well in the past year.	All comprehensive exams this year were passed without issue with overall scores exceeding 80%.

				defense and thesis defense.		
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Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	<p>Generally speaking, our graduate student activities are working well, as far as we can discern. Our courses and assessments are designed to develop graduate students that are prepared for the next step in their careers – whether that involve academic or professional careers. Our graduate student assessment tool has been doing a good job of tracking the relative success of students in our program – because we have been applying it to both proposal and final defenses. As with prior years, we think it is critical that PhD students (and candidates) are given opportunities to present their research to improve their public speaking skills. Our Brown Bag Seminar provides them with an opportunity to get feedback and complete short presentations. Additionally, we have recommended that students take opportunities to present their research at national and international scientific conferences.</p> <p>In the past year we have also begun to re-evaluate the comprehensive exam format that we implement. In past years we have used a more traditional system of written and oral examinations, but in the coming year we are considering changing the written format to be less of an exam and integrating the written component into the proposal component. There are a few reasons why we believe that this would be a better approach: first, we think it would probably allow our students to focus more on their own research backgrounds and would be a better tool for evaluating (and improving) their writing skills; secondly, we think this redesigned approach might allow us to have a more even experience across our research disciplines; and thirdly, since this approach combines the proposal with the written comprehensive exam, the students would be more likely to complete their proposal sooner, allowing them to get better (more focused) feedback from their committee regarding their proposed research. Our current plans are to start integrating these changes in Spring 2025 so that we can explore how well they work.</p>
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	Our assessments are largely the same from year to year with respect to success. Any differences between what we observe is probably just a product
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	of the size of the classes where we evaluate students and the individual strengths or weaknesses of students being evaluated.
What student success indicators are concerning?	None of the assessment scores observed in the past year are troubling.
Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).</i>	None, other than to note that a greater percentage of our PhD students are current non-native English speaking students than in prior years, which may contribute somewhat to changes in the evaluation of their writing and presentation skills.

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	There hasn't been any measurable differences between last year's student activities and this year. Although our students have performed better overall with respect to the evaluations from the more recent report before this one, it is likely an effect of this course only having 1 PhD student participating in 2023-2024.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	We believe that the development of an electronic feedback survey form would probably greatly enhance our ability to track the student assessment activities associated with thesis proposals and thesis defenses (ENVI-899, for example). It may also provide us some avenues to evaluate the Brown Bag seminar activities for students enrolled in our PhD program. We also believe that the proposed changes to the PhD comprehensive exams should broadly lead to greater student successes, although the effects of this may not be observable for a few years.
What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i>	We are trying to develop this tool in-house using something like Survey 1-2-3, with which some of our faculty are already familiar – but if we cannot make that work, we may use google tools. We probably don't need any outside assistance for these (yet).
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	We are hoping that for next year we will change the feedback process mentioned above for thesis proposals and defenses. Additionally, in the Spring, when we change our written comprehensive exam format, we will need to explore changing the way that we approach some aspects of the written comprehensive exams, although we still intend to use a numeric system that would require students to perform with a score of 80% or better on this component, it would largely take the form of a paper evaluated for researched content and writing than an essay-style examination.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Nearly all of our faculty are involved in the assessment process, as long as they either chair a PhD dissertation committee. The results of each student evaluated during this process is shared within the committee, but not more broadly with the department (other than GPD and Department Chair). For students enrolled in our Research

	Methods / Research Design course, these results are usually generated by a few faculty members (Stone, Latimer, Westover). These are not shared across the general faculty. Any general findings and trends (or lack thereof) are discussed during faculty meetings.
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Academic Program:		Date:	
Author(s):			
Given the ongoing changes to the university website, this year’s report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.			
How is this program offered? If “Both,” data should be disaggregated by campus and distance students.		___ Campus ___ Distance ___ Both	

Instructions: The narrative format of this report will contain the same information as the table format, but the structure of the narrative is flexible. An outline has been provided for guidance on what to include, but the structure of the narrative need not follow the outline. When applicable, detailed notes from program faculty meetings where assessment was discussed may be copied into this report as the narrative. Please cite to indicate when this is the case.

Student Learning Outcomes Assessment

Program Student Learning Outcomes Assessed this Year

For Each Student Learning Outcome Assessed:

- Assessment Strategies for Each Student Learning Outcome (courses where learning took place, assignments used, tools for evaluation – i.e. rubrics, etc.)
- Established Performance Goal
- Actual Student Performance Relative to Established Goal (provide specific data rather than general observations)
- Comparison to any Prior Data, if Available

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?

Student Success Activities

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?

What student success indicators are concerning?



Share additional relevant student success data not included in the Program Data Profile. *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (<https://irt2.indstate.edu/ir/>).*

Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.

Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?

What support/resources/partnerships (if any) will be explored to achieve these? *Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).*

What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?

Describe faculty involvement in assessment and data analysis, and how findings will be shared with faculty and applicable stakeholders.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Spatial & Earth Sciences PhD Evaluation: Exemplary

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		<p>At least one outcome is assessed this cycle</p> <p>Outcome(s) is specific as to what students will be able to know/do as a result of their learning</p> <p>Outcome(s) is measurable</p> <p>Outcome(s) is consistent across modes of delivery (if applicable)</p>	Be sure to include the full learning outcome language in future reports, as the general headings provided do not indicate what students should be able to know/do relative to this area.	Cannot Evaluate
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.	<p>Comprehensive measures of student learning demonstrate rich and relevant knowledge and skills related to LO areas.</p> <p>Many LOs are assessed using multiple points of data in one or more courses.</p> <p>Evaluation tools are clearly described.</p>	<p>Assessment measure(s) is designed for precise alignment to designated outcome(s)</p> <p>Overall assessment strategy relies primarily on direct assessment measure(s)</p> <p>Indirect assessment measure(s) is included to provide supplemental perspectives</p> <p>Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum</p> <p>Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.)</p> <p>Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)</p>		Exemplary

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		Mature
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>	<p>Comprehensive approach to involving program faculty in assessment of student learning and use of findings to support ongoing success/note areas for monitoring or improvement.</p> <p>Thoughtful discussion of aspects of curriculum/assessment to possibly revise to better align with program goals.</p>	<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		Exemplary

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Submit any time, no later than **November 22, 2024**

CONSULT YOUR ASSOCIATE/ASSISTANT DEAN REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be available on the Assessment & Accreditation Sycamore Root & in Blue Reports around September 9.

How to Submit:

Consult your college Associate/Assistant Dean, as guidelines vary.

For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Academic Program:		Date:	
Author(s):			
<p>Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.</p>			
<p>How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.</p>		<p>___ Campus ___ Distance <u> X </u> Both</p>	

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
4. Resources Demonstrates ability to use appropriate resources such as library, interlibrary loan and the electronic media in order to successfully complete course work requirements and produce significant research projects and/or thesis.	LING 607 - Research in TESL and Linguistics	Systematic Review project	Rubric	We expected the majority of students to reach milestone (1 or 2) level.	Milestone 2 = 2 Milestone 1 = 1 Benchmark = 1 Below benchmark =1	

<p>Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?</p>	<p>The results of the assessment show that most students are trending in the right direction for this learning outcome. The assignment came early in the student's second semester (research methods) and is used to help teach students how to utilize library resources, be more systematic in their selection of literature, and begin to learn how to analyze and synthesis materials. Three students met milestone (1 or 2) while one was just emerging at the benchmark level. We did not expect students to reach the capstone level at this point in their academic</p>
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	careers. While one student's performance was below even a benchmark level, they were able to incorporate the feedback presented to them and improve their writing ability throughout the semester. The students' outcomes indicated a need to move this assignment into the first semester (introduction to linguistics) course so that students would have an earlier chance to work with literature and understand resources better.
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?	Enrollment has been stable to increasing over the last few years. Our online enrollments are the highest they have ever been (4 total students) and in-person students have stayed relatively stable at 9 total students. We have seen an increase in part-time students, likely due to our online option which attracts students who are already working full time.
What student success indicators are concerning?	Our overall numbers are lower than some might wish, though it has never been made clear what an ideal number of students in a program like ours is. We plan to continue to develop new recruitment methods, find methods or reducing barriers for students, and to make curricular updates that will hopefully attract more students to our program.
Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).</i>	Not included in our data is a relatively high number of students in our graduate certificate program. This program is used by in-service teachers to add ESL endorsement to their teaching license.

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	We do not see evidence that this learning objective has been evaluated in recent years.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	Our learning outcomes need to be revised with stronger connections drawn to the current program. We believe that strengthening our learning objectives will allow us to

	make curricular changes that will in turn allow us to better recruit students into the program.
What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i>	One possible partnership might be to work with the ISU Office of Assessment and Accreditation to update our learning objectives which we believe to be important work. However, our program is small (only four faculty) and much of our time is dedicated to teaching, recruitment, and running the program. Finding time to work on learning outcomes and then establishing an assessment plan is challenging. Having a year or two reprieve from reports like this might be helpful and provide us with more dedicated time in which we can establish quality assessment practices.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	This is unclear. We hope to spend considerable time in Spring 2025 revising our MA learning objectives.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Faculty working in the graduate program collected and analyzed data. They also wrote this report. Results will be shared with the remaining graduate faculty in the program during regular graduate meetings.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: TESL/Linguistics MA

Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	It may be helpful to consider a more summative point of assessment for this LO, in addition to the current point of assessment, so you can understand student mastery at the end of the program as well.	Mature

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>	<p>To the point above, a majority of students reaching the midpoint on the rubric would seem a low expectation for a graduate program, but understanding that you're sampling from a midpoint in the curriculum makes more sense. The goal typically refers to mastery of the LO at the end of the program, so if you do add a more summative point of assessment you may consider increasing that goal.</p>	<p>Developing</p>
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>	<p>Let me know how I can be of assistance as you revise your learning outcomes, and consider making it a point of review for your upcoming program review.</p>	<p>Developing</p>

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 23-24**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. Complete EITHER the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

For programs currently undergoing accreditation review: It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

Deadlines

Submit any time, no later than **November 22, 2024**

CONSULT YOUR ASSOCIATE/ASSISTANT DEAN REGARDING ANY INTERNAL DEADLINES.

Program Profile data for Part 2 of the report is finalized after fall semester census and will be available on the Assessment & Accreditation Sycamore Root & in Blue Reports around September 9.

How to Submit:

Consult your college Associate/Assistant Dean, as guidelines vary.

For assistance contact Kelley Woods-Johnson:
kelley.woods-johnson@indstate.edu or
at extension 7975.

Academic Program:	Theater	04/28/2025
Author(s):	Chris Berchild	
<p>Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.</p>		
<p>How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.</p>		<p><input checked="" type="checkbox"/> Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both</p>

1. Student Learning Outcomes Assessment Expand/add table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
Knowledge Application —Students will demonstrate knowledge and skills in a given discipline of theater	THTR396—THEATER HISTORY II	This core course for the major is usually taken in the final semester of the fourth year. As part of this class, students are asked to create a performance or presentation of original work based upon the theory examined and discussed in class. This practical approach (which can be adapted to any area within the discipline)	The performance/presentation is evaluated by rubric where various (total of seven) criteria are assessed on a scale from 0 to 5. This evaluation tool is made known to the student at the time of the project's assignment.	Students would meet expectations by achieving an average score of 28 of the possible 35 points (80%) on the project rubric (7 assessable categories on a scale of 0-5)	In a class of 12 (made up of second semester juniors and seniors), there was an average score of 87.0% (30.45). This is not including the single student who failed to complete the assignment and scored a zero, which would have brought the class average to 79.8% (27.93). 9 of the 12 students met the benchmark of 80%	In a class of 8 graduating seniors (which was our first matriculating class that was profoundly effected by the pandemic), there was an average score of 85.6% (29.96). 7 of 8 students met the benchmark score of 80%
Critical Thinking and Problem Solving —Students will develop and apply critical	THTR396—THEATER HISTORY II	After the completion of the aforementioned performance / presentation project,	The paper is evaluated by rubric that assesses their	Students would meet expectations by earning at	In a class of 12 (made up of second semester juniors and seniors), there was an average score of	In a class of 8 graduating seniors (which was our first matriculating class that was profoundly

thinking and imaginative problem-solving skills		students are asked to write a rigorous assessment of their work that asks them to evaluate their own skills in relation to the theory/material discussed in class. They are asked to reflect about their performance / presentation in hindsight and consider where they succeeded and what they might have done differently.	ability to consider their hands-on work from a critical perspective.	least 75% for the culminating paper. The rubric has 6 assessable categories on a scale of 0-5	89.7% . This is not including the single student who failed to complete the assignment and scored a zero, which would have brought the class average to 82.3%. All but one student met the benchmark score for the culminating paper.	effected by the pandemic), there was an average score of 85.63% (a range of 70 to 95%) on the culminating paper. All but one student met the benchmark score for the culminating paper.
Critical Thinking and Problem Solving— Successfully complete and respond to a production assignment on a produced play or production	THTR498/499— PERFORMANCE AND PRODUCTION PRACTICA	Students will be evaluated on their performance in a production practicum course. Faculty in charge of the individual student and their assessable skill set will use rubrics to assess “above the line”/ leadership roles.	The student’s participation in the performance is evaluated by rubric in a meeting with their faculty advisor for their area of participation.	We expect all students who receive credit for their performance roles to complete a rubric with a faculty member. An average score below 70% would indicate that the student did not meet expectations for the position. The rubric has 12 assessable categories on a scale of 0-	A total of 35 students were rubricked on their performance/production skills. There was an average score of 88.6% (4.43 out of 5) across the rubrics. The range of student averages across the assessed skills was 72% to 100%. All students assessed met the minimum score (with only 8 students averaging under 85%).	With the return to our previous established standards for production evaluation post-pandemic, 24 students were rubricked on their performance/production skills. There was an average score of 87.6% (4.38 out of 5) across the rubrics. The range of student averages across the assessed skills was 70% to 100%. All students assessed met the minimum score (with only 6 students averaging under 85%).

				5, except for and additional 3 areas where the scale is binary (yes/no).		
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<p>Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?</p>	<p>The Department of Theater is happy that the data associated with our Learning Outcomes has been consistent over the last two years. Additionally, we are encouraged that the shift of two of our assignments from one course (Theater Theory, which has been removed from our curriculum) to another (Theater History II) has resulted in very little disruption in our skills assessment tools. Despite the change in courses, the professor in charge of both courses has been able to transplant the assignments in an effective and useful way without altering the rigor or significance of the assessment data.</p> <p>While the average in our production skills area remains high at an 88.6% average and that all students met the benchmark, it is notable that 23% of these students barely met the benchmark with an average (between these 8) of 73.33%.</p> <p>Now that we can say that the <i>direct</i> effects of the pandemic on these specific skillsets has reduced, it is clear that many of these students are reinvesting in the areas assessed by our learning outcomes. We would suggest, however, that many of the students in our classes are suffering from latent effects of the pandemic and habits learned during that time. It is notable (both from the above data as well as from anecdotal evidence from most of our faculty) that students have developed habits like turning in assignments late (or not at all) and that despite the maintenance of the above numbers from the preceding year, that many would have fared better if their assignments had been turned in on time.</p> <p>This class was one that learned the discipline of theater largely during the pandemic, instead of being taken from a sense of normality into the pandemic</p>
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	<p>midstream. We feel that many of these students who largely never learned theater in high school in a “normal” way tend to be more malleable than the class that preceded them, despite their problematic academic habits.</p> <p>In the last three years, our enrollment has strongly returned after the pandemic and we have found that our numbers have returned to levels that preceded the pandemic—as we understand it we are one of the only departments to do so. In our last assessment, we mentioned that “their lack of theater exposure and training during the years surrounding the pandemic will lead to a process of exposing and re-educating students to our higher and more rigorous standards, which could potentially result in downward shifts in our assessed areas.” The data above seems to suggest the opposite and could indicate that many of these students appreciate the directly experiential nature of a theater education. As our numbers continue to expand, we are hoping that their more traditionally academic skills keep pace with the more “hands-on” elements of our program.</p>
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2. Student Success Data Trends

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

<p>What student success indicators are strong or trending positively?</p>	<p>The Department of Theater is ecstatic that our program numbers continue to be on the rise since the pandemic. The last assessment period showed that our number of majors had almost returned to 2019 numbers, and this year’s data shows that our number of majors has risen significantly in Fall 2023 from Fall 2022 (a rise from 32 majors to 43 majors). This maintenance of numbers is bittersweet, as this data suggests increasing first-year enrollment, despite a rise in first-year retention (discussed in the next section).</p> <p>In Fall 2024, we have been able to maintain our number of majors, despite a significant decline in university enrollment. We credit this to an aggressive recruitment strategy which includes a great deal of direct outreach throughout the region.</p>
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	<p>Finally, we note that both our lower-division and overall SCH production in our department has improved significantly for the second year—up another 30.5% in lower-division, and up an additional 26% overall—while the university’s SCH production fell for a second consecutive year.</p>
<p>What student success indicators are concerning?</p>	<p>While we have found that we have much to celebrate, there are certain metrics that concern us.</p> <p>In our last report, we were encouraged by our high first-year retention numbers (80% and 90% in 2021 and 2022, respectively), however this year we have noticed a decline that in many ways inversely matches our increase of enrollment (64.7% in 2023). While we are still attempting to understand this shift, we feel that a great deal of this is directly related to student preparedness in the wake of a pandemic education. Anecdotal evidence suggests a lack of attendance and ability to submit traditional academic work, with faculty reporting that students often report that they “never had to turn in anything on time in high school.” We are hoping that this trend turns around.</p> <p>After a short rise in 4-year graduation rates (which hit 50% in the last assessment report), we have returned to a 25% rate in this last year.</p> <p>Again, the low number of non-white students who are joining our program. In the past, we would usually have a strong number of African-American students in the major, and this number has continuously trended downward since 2018 to the lowest number in at least 6 years. We do have a racially diverse group of students, but this is largely due to our minors rather than our majors. In the Department of Theater, we actively seek to create an inclusive and diverse student body, and while we tend to serve some underrepresented populations well (LGBTQIA+), we are less successful in terms of racial diversity.</p> <p>Our cost per student credit hour is relatively high. However, the arts are usually more expensive areas due to many expectations and systems that other departments are not subject to. We hope that our efforts in expanding our number of majors upwards of 100 will change this metric, as many of our instructional expenses are completely independent of student numbers.</p>

<p>Share additional relevant student success data not included in the Program Data Profile. <i>If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).</i></p>	<p>According to Blue Reports, we have had a strong retention rate after first year—usually our Junior and Senior retention rates have been near or at 100%. We are curious to see what our stronger recruitment efforts will bear in this metric.</p> <p>Additionally, the Department of Theater maintains a significant trend of “contact” hours with students all over the university (not just theater majors and minors). Our productions bear hundreds of direct contact hours with our faculty and staff annually, and often this time goes uncredited. We do have data that supports our contact hours for production work and it is impressive how dedicated many students are to this process. Some of this is accounted for in our 299/499 practical courses, but a vast number of these courses and its positive outcomes (including serving as a significant route for new or double majors and minors).</p>
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3. Continuous Quality Improvement

<p>Review the action plan from the previous year’s report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.</p>	<p>We are encouraged by the trend that our data from year to year shows a level of continuity and that the negative effects of the pandemic did not result in as negative of a result in our assessment numbers as we had expected. As noted, we believe that our students tend to excel in the more experiential aspects of our curriculum, due to the highly experiential nature of our discipline, but still trend toward difficulties in traditional assignment-based coursework.</p> <p>Our intent is to add a more rigorously “academic” (in traditional terms) metric from another core course that might allow for further insight into our students’ strengths and challenges.</p> <p>The nature of the assessed assignment for the “Theater History” based project and paper has been altered in order to address shortcomings in the assignment in the past. The rubric process has become more rigorous and transparent, allowing students to better understand the criteria for their assessment but also engage in self-assessment as part of the project (and paper).</p> <p>In terms of our assessment tools, especially in terms of our first two outcomes, we have revised the nature of the rubric to be much more specific in nature, allowing</p>
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	students to better understand the nature of the assessed assignments. We would like to apply the same scrutiny to the rubric attached to our practicum courses as we believe that it will allow greater insight into what they are learning from these hands-on projects.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	We feel that our top priorities are three-fold. 1) To continue to strengthen our experiential elements, giving students greater opportunities and understanding of expectations within those opportunities; 2) To better assess and react to the challenges that a majority of our students have with written and theoretical analysis; and 3) To understand why our first-year students are not retained at an acceptable level, which may include a re-evaluation of our recruitment strategy.
What support/resources/partnerships (if any) will be explored to achieve these? <i>Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).</i>	The Department of Theater has teamed up with the Department of Communications and Student Media to create a minor in Media Production, which we feel is a significant area of growth in the current economy. Additionally, we are amid creating an interdisciplinary major in Media Production, which will be housed in the Department of Theater and will utilize courses and faculty from multiple other departments, including Communication, Student Media, English, Art and Design, and Music. We feel that this is a unique program which will draw elite students from throughout the region.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	<p>We would like to continue to address the fact that at least half of the work performed by the department (in terms of functional hours) is not credited, and therefore not subject to the same assessment criteria as the rest of our credit-bearing courses. We would like to research the idea of significant assessment in areas that would otherwise be considered “extra-curricular,” but serve as one of our most effective arenas for learning and mentorship.</p> <p>Additionally, as noted above, we would like to work toward a learning outcome that focuses clearly upon a non-experiential (or more traditionally academic) area so that we might be able to better understand the challenges that our students have with the fundamental areas of analysis and theoretical applications.</p>
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Most of the assessment and data analysis is being done by the Chair, Chris Berchild, due to his direct involvement with all the assessed learning outcomes. Julie Dixon and Alicia Jay have also been essential to the analysis of assessment and its goals. In the upcoming year, we would like Professor Dixon and Dr. Jay to have direct contact with the assessment process—Dixon in practical assessment and Jay in theoretical/academic assessment. As we assemble our findings we will place our assessment on the new university website (once we understand its mechanics) and discuss these findings in-depth in our regular faculty and staff meetings.

Academic Program:		Date:	
Author(s):			
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.			
How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.		<input type="checkbox"/> Campus <input type="checkbox"/> Distance <input type="checkbox"/> Both	

Instructions: The narrative format of this report will contain the same information as the table format, but the structure of the narrative is flexible. An outline has been provided for guidance on what to include, but the structure of the narrative need not follow the outline. When applicable, detailed notes from program faculty meetings where assessment was discussed may be copied into this report as the narrative. Please cite to indicate when this is the case.

1. Student Learning Outcomes Assessment

Program Student Learning Outcomes Assessed this Year

For Each Student Learning Outcome Assessed:

- Assessment Strategies for Each Student Learning Outcome (courses where learning took place, assignments used, tools for evaluation – i.e. rubrics, etc.)
- Established Performance Goal
- Actual Student Performance Relative to Established Goal (provide specific data rather than general observations)
- Comparison to any Prior Data, if Available

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?

2. Student Success Activities

Department Chairs will receive and disseminate Program Profiles at the beginning of each fall semester. The data in these profiles summarizes trends in institutional markers of student success such recruitment, enrollment, retention, persistence, and graduation. Department and program trends in staffing and finance are also shared for review of resources and program sustainability. Data should be reviewed and discussed by program faculty, and insights should be documented in this section.

What student success indicators are strong or trending positively?

What student success indicators are concerning?

Share additional relevant student success data not included in the Program Data Profile. *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (<https://irt2.indstate.edu/ir/>).*

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.

Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?

What support/resources/partnerships (if any) will be explored to achieve these? *Note – this is a planning/reporting tool, not a request for resources. Any potential support identified here should be followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).*

What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?

Describe faculty involvement in assessment and data analysis, and how findings will be shared with faculty and applicable stakeholders.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Theater BA

Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	<<Are all 7 parts of the rubric for the first LO related to it, or just certain parts? If the former, then the overall score is fine. If the latter, be sure the data reported is just for those part of the rubric.	Mature

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The established performance goal reflects reasonably high expectations for students in the program</p> <p>Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used</p> <p>Faculty insights gained from findings are discussed in thoughtful detail</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		Mature
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>	<<While this still remains an area of concern, it is clear the department is making every effort to improve engagement.	Mature

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.