

College of Health & Human Services

Number of Programs Reporting: 21
Total Number of Programs: 21

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

Score Summary

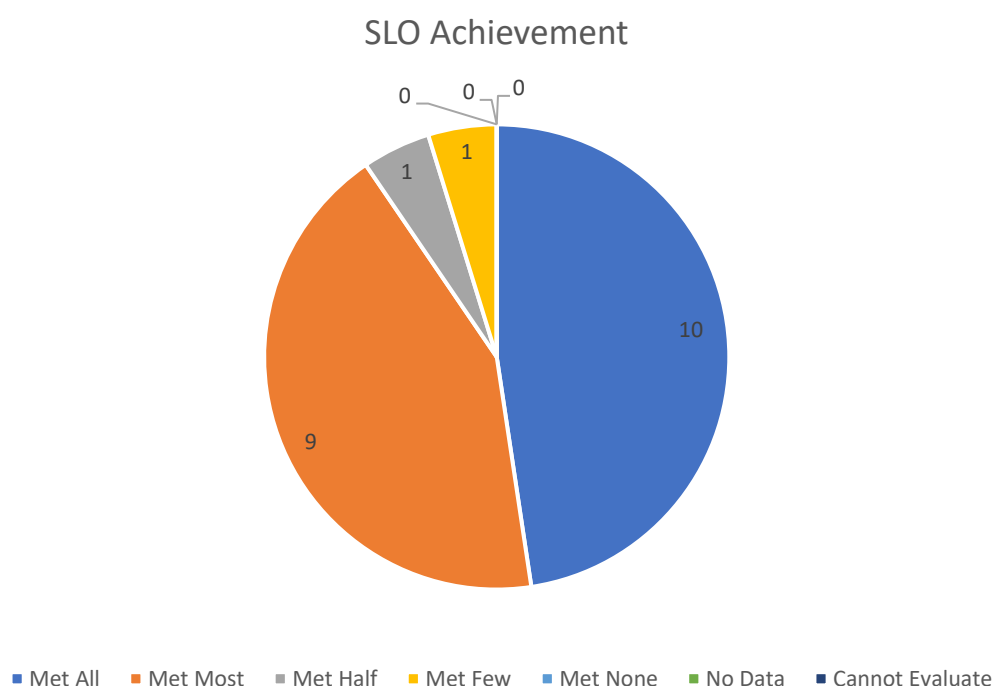
Data reflects evaluation of assessment practice as described by each academic program in their Student Outcomes Assessment and Success Report (SOASR). A new rubric was designed for evaluation starting with this AY 2021-22 assessment cycle that shifts from a numerical score to an evaluative rating. The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

Program	Dimensions of Assessment Practice Evaluated Using the SOASR Rubric				Overall Score	Prior AY Overall Score
	Learning Outcomes	Performance Measures & Benchmarks	Results & Analysis	Continuous Improvement		
DAT Athletic Training	M	E	E	E	Exemplary	Exemplary
MAT Athletic Training	M	M	M	E	Mature	Mature
MS Occupational Therapy	E	E	E	E	Exemplary	Exemplary
DPT Physical Therapy	M	M	M	M	Mature	Mature
MS Physician Assistant Studies	CE	CE	M	M	Mature	Mature
BS Applied Medicine	M	M	M	M	Mature	Mature
BS Nutrition & Wellness	M	D	M	M	Mature	Mature
BPH Public Health	M	M	D	M	Mature	Mature
MPH Public Health	M	M	M	M	Mature	Mature
BS Kinesiology – Exercise Science	M	D	M	D	Developing	Developing
MS Kinesiology – Exercise Science	M	M	U	D	Developing	Developing
MS Kinesiology – Coaching	M	M	M	M	Mature	Developing
BS Sport Management	D	CE	M	M	Developing	Mature
MS Sport Management	D	CE	M	M	Developing	Mature
DNP Nursing Practice	M	M	M	M	Mature	Mature
MSN Family Nurse Practitioner	M	M	M	E	Mature	Mature
BSN Traditional	M	M	E	M	Mature	Exemplary
BSN Accelerated	M	M	M	M	Mature	Exemplary
LPN-BSN	M	M	D	M	Mature	

BSW Social Work	M	E	M	E	Exemplary	Exemplary
MSW Social Work	M	E	M	E	Exemplary	Exemplary
Mode Score	Mature	Mature	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.



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.*

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:	Applied Medicine	Date:	11/18/2024
Author(s):	John Henry Pommier		
<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 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 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>			
Students will describe the professional licensing process within the infrastructure of their desired profession	ATTR 110	Licensing Assignment	rubric	80% of students will receive a 4 or better each criteria on the assignment rubric	93% of students received a 4 or better for each criteria	93% of students received a 4 or better for each criteria
Student will develop a professional growth plan	ATTR 110	My Future Professional Growth Plan Assignment (Three Phase Assignment in AMR 110)	rubric	90% of students will receive a 4 or better on each criteria of the rubric for professional growth development	96% of students will receive a 4 or better on each criteria	95% of students will receive a 4 or better on each criteria
Student will demonstrate basic knowledge of structure and function of the human body	ATTR 444	Exams	Exam key	80% of students receive 75% or higher on human anatomy exams	88% of students receive 75% or higher on human anatomy exams	83% of students receive 75% or higher on human anatomy exams

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?	The students are doing well with understanding licensing requirements and experiences that will assist with getting acceptance into professional programs or career paths. Students are doing better with the (3) unit exams plus final exam for human cadavers. Having consistent faculty teach the materials appear to enable student success.
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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?	Total AM students have increased from 2.01% to 2.35% of total ISU UG enrollment. Black or African American UG students are at the highest level (31), since 2020. The number of new freshman enrolled as AM are at the highest level (36); fall 2023 reflected (20) new freshman. Major degrees are at the highest level (52); over twice as many graduate as 19-20 (23), contributing to 3.56% of UG degrees. 64% cohort graduate in four years – up from 44% for previous year. Average years to graduate with AM degree is 3.7; university average is 4.1. Average cost per student credit hour \$110 (fall, 2023) vs. average cost per student credit hour university overall (\$181).
What student success indicators are concerning?	White students have declined to (96) from (115) in 2021. Female students have declined (105) since 2021 (119) though higher than the past three years. SCH production for UG and GR declined for fall 2023.
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>	Student acceptance into professional programs (i.e., PT, PA, OT, AT, medicine, etc.) and practice (i.e. massage therapy) are high.

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.	AM is doing better at retention and graduation though faculty continue to discuss ways of increasing retention and graduation rates. Experiential education was enhanced in fall 2021 and continues to be a focus with courses offered. Engaged learning is desired to enhance retention and graduation rates. Collaborating in creating an introduction to healthcare course for college. Will have faculty in exercise science
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	and nursing providing more application-based curriculum/experiences for students with diverse healthcare path interests.
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 plan to continue to have seasoned faculty teach introduction course. Insight to clinical practice and acceptance into professional programs will be important. Discussions with professional programs and involvement with selection committees will assist with insight.
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>	Inviting local practitioners into class to discuss student employment opportunities in health-related fields. Working with Emergency Department at Union to introduce medicine profession and medical scribing for students to engage as undergraduate students. Creating proposal with Union and Progressive Health to provide rehabilitation services in SCWAM Rehabilitation Clinic.
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 Advanced Anatomy course is designed to increase student competency and acceptance into professional programs. New courses are being offered / revised to increase student engagement in AM with a focus of getting students the skills and knowledge needed to get accepted into professional programs in healthcare and/or increase competency to practice as a healthcare professional.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Applied Medicine faculty will contribute information to AM Curriculum Committee for analysis and discussion. Information will be communicated to advising and Admissions.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Applied Medicine 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 there a reason that the threshold for mastery differs between the outcomes? It's not an issue, but it just stood out.</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.

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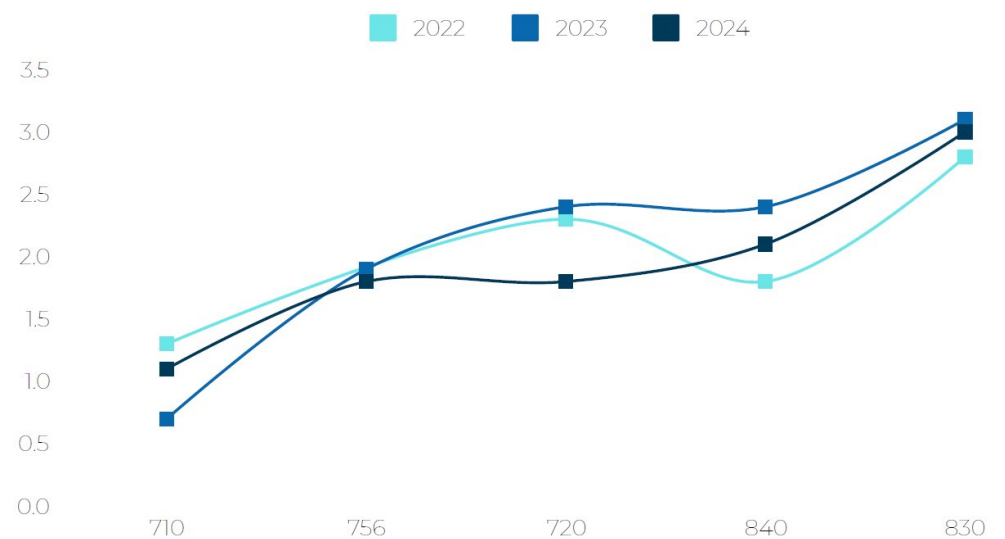
Academic Program:	Doctorate in Athletic Training	Date:	XX/XX/2024
Author(s):	Lindsey Eberman, Justin Young		
<p>Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning 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>___ Campus ___ Distance <u> X </u> Both</p>	

1. Student Learning Outcomes Assessment – Standardized Patient Encounters

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	Prior Results for Comparison
	Course	Learning Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
<i>Patient-Centered Care</i> Students will demonstrate the ability to provide patient-centered care.	ATTR 710	Standardized Patient	Standardized Patient Evaluation Tool (SPET) – The SPET is a validated, 6 point Likert ranging from 0 (Critically Deficient) to 5 (Expert)	This assessment criterion for this activity is included in the standardized patient for ATTR 830.	See the analysis associated to the standardized patient in ATTR 830, below.	N/A
<i>Healthcare Informatics</i> Students will demonstrate the ability to integrate healthcare informatics skills into clinical practice.	ATTR 810	Standardized Patient	SPET	80% of students score "competent" in overall healthcare core competence	Class of 2025: 12% of students (n=2/17) scored "competent" in overall healthcare core competence (M=1.8/5; Advanced Beginner)	N/A – This was the first time we have completed this standardized patient with our learners.
<i>Interprofessional and Collaborative Practice</i> Students will demonstrate the ability to engage in collaborative practice.	ATTR 756	Interprofessional and Collaborative Practice Standardized Patient	SPET	80% of students score "competent" in overall healthcare core competence	Class of 2025: 7% of students (n=15) scored "competent" in overall healthcare core competence (M=2.1/5; Advanced Beginner)	Three-year aggregate data demonstrates that 6% (n=3/47) of students have demonstrated a score "competent" in overall healthcare

						core competence (grand mean = 1.96; Advanced Beginner)
<i>Evidence- Based Practice</i> Students will demonstrate the ability to engage in evidence-based practice.	ATTR 720	Hypothesis Driven SP	SPET	80% of students score “competent” in overall healthcare core competence	Class of 2025: 29% of the students (n=4/14) of students scored “competent” in overall healthcare core competence (M=2.5; between Advanced Beginner and Competent)	Three year aggregate data demonstrates that that 13% (n=4/46) of students scored “competent” in overall healthcare core competency (grand mean = 2; Advanced Beginner)
<i>Evidence- Based Practice</i> Students will demonstrate the ability to engage in evidence-based practice.	ATTR 840	Manual Therapy Standardized Patient	SPET	80% of students score “competent” in overall healthcare core competence	Class of 2024: 20% of students (n=15) scored “competent” in overall healthcare core competence (M=2.1/5; Advanced Beginner)	Three-year aggregate data demonstrates that 15% (n=8/53) of students scored “competent” in overall healthcare core competency (grand mean = 2.1; Advanced Beginner)
<i>Patient-Centered Care</i> Students will demonstrate the ability to provide patient-centered care.	ATTR 830	Standardized Patient	SPET	80% of students demonstrate 20% improvement on overall healthcare core competence	Class of 2024: 100% of students (n=13) demonstrate 20% improvement on overall healthcare core competence	Three-year aggregate data demonstrates that 94% (n=49/52) of students have demonstrated 20% improvement on overall healthcare core competency

*Goals highlighted in red were unmet.

<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>Throughout the DAT, we use standardized patients', and the SPET, to analyze our learners' clinical practice knowledge and skills, as they change over the course of the program. Our findings generally demonstrate that learners are not meeting our established performance goals related to the standardized patient, though we are meeting end of program benchmarks. Further analysis (Table 1) demonstrates that while we are not meeting our current metrics, learners are making notable progress from Novice to Competent. Due to this, as a part of strategic planning in 2024, the faculty will review this data, and strategize the realignment of SPET performance goals to match anticipated learner performance.</p> <p>Table 1. Progression of Student SPET Scores Across the Program</p>  <p><i>*The y-axis ranges from 0-3.5 (Critically Deficient to Competent/Proficient)</i></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.

Goals/Objective	Primary Action Steps	Data Informing Progress	Data Results
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Graduation rate – 75% students will graduate from the program	All students have a degree map. This is maintained by the Program Director on DegreeWorks.	Graduation rate calculation.	Three year aggregate: 79% (52/66) of students graduated from the program. Class of 2024: 78% (14/18) of students graduated from the program.
Program retention rate – 75% of students will be retained from the end of Summer 1 to the end of Summer 2	Students placed on academic probation have individualized remediation plans and meet with academic advisors regularly. Students are required to demonstrate continued progress toward a 3.0 GPA. Students are expected to graduate with a 3.0 GPA.	Retention rate calculation.	Three year aggregate: We retained 80% (53/66) of students from the end of Summer 1 to the end of Summer 2. Class of 2024: We retained 83% (15/18) of students from the end of Summer 1 to the end of Summer 2
Professional advancement or placement – 100% of graduates in full-time employment will meet their personal or professional goals stated at the onset of the program and 100% of graduates in part-time employment will gain full-time employment upon program completion.	Career readiness activities integrated into ATTR 726 (resume building, interviewing, feedback, negotiating, etc.). The course instructor is responsible for this learning activity. Program faculty also serve as references and provide professional mentoring.	Program faculty remain in contact with graduates to determine employment status, change in title/pay.	Two-year aggregate data show that students who entered the program with full-time employment (n=10) 80% agreement that the program met their personal goals and 83% agreement that the program met their professional goals (measured on a 100 point scale) Three-year aggregate data shows that 28 students entered the program with part-time employment. Upon graduation, 28 of 28 students (100%) have accepted full-time Athletic Training positions aligned with their professional goals.
Students will indicate significant improvements in contemporary athletic training skills, the core competencies and the program's points of distinction.	Student perception of professional advancement calculated and analyzed as a change from entrance to exit survey.	Program faculty calculate changes from the entrance and exit survey to inform student confidence and integration of contemporary athletic training skills, the core competencies, and the program's points of distinction (Class of 2023).	Prevention and health promotion; Class of 2024 +19.8% ($t_{13}=-3.24$, $p=.003$, Cohen's $d=0.83$) Clinical examination and diagnosis; Class of 2024 +18.7% ($t_{13}=-1.98$, $p=.035$, Cohen's $d=1.22$) Acute care of injury and illness; Class of 2024 +9.9% ($t_{13}=-1.36$, $p=.104$, Cohen's $d=1.01$) Therapeutic interventions; Class of 2024 +31.8% ($t_{13}=-4.37$, $p<.001$, Cohen's $d=0.92$)

		<p>Psychological Strategies and Referral; Class of 2024 +44.3% ($t_{13}=-3.98$, $p<.001$, Cohen's $d=1.28$)</p> <p>Healthcare administration; Class of 2024 +1.6% ($t_{13}=-0.22$, $p=.41$, Cohen's $d=1.21$)</p> <p>Patient-centered care; Class of 2024 +17.0% ($t_{13}=-1.92$, $p=.038$, Cohen's $d=1.35$)</p> <p>Interprofessional and collaborative practice; Class of 2024 +12.4% ($t_{14}=-1.10$, $p=.145$, Cohen's $d=1.64$)</p> <p>Evidence-based practice; Class of 2024 +35.3% ($t_{14}=-3.85$, $p<.001$, Cohen's $d=1.21$)</p> <p>Quality improvement; Class of 2024 +38.1% ($t_{14}=-4.46$, $p<.001$, Cohen's $d=1.10$)</p> <p>Healthcare informatics; Class of 2024 +53.8% ($t_{14}=-4.79$, $p<.001$, Cohen's $d=1.19$)</p> <p>Professionalism; Class of 2024 -1.4% ($t_{14}= 0.24$, $p=.409$, Cohen's $d=1.10$)</p> <p>Education; Class of 2024 +17.0% ($t_{14}=-2.09$, $p=.028$, Cohen's $d=1.23$)</p> <p>Leadership; Class of 2024 +13.7% ($t_{14}=-1.52$, $p=.075$, Cohen's $d=1.36$)</p> <p>Advocacy; Class of 2024 +16.7% ($t_{14}=-1.60$, $p=.066$, Cohen's $d=1.45$)</p> <p>Integrative approach to providing healthcare; Class of 2024 +20.3% ($t_{14}=-2.13$, $p=.026$, Cohen's $d=1.34$)</p> <p>Measuring outcomes; Class of 2024 +28.9% ($t_{14}=-3.38$, $p=.002$, Cohen's $d=1.22$)</p>
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			<i>Data analyzed for the class of 2024. Significant changes are bolded.</i>
<p>Publications and Presentations – Students are engaged in the dissemination of their scholarly work.</p> <p>Research and Professional Publications – We aim to have 50% of graduates experience publications related to student and faculty collaborations annually</p> <p>Presentations – We aim to have 80% of graduates experience local, district, national, or international presentations related to student and faculty collaborations annually</p>	<p>Data collection is continuous and ongoing.</p>	<p>Publications and presentations are documented and maintained on a shared research progress document on the L-Drive.</p>	<p><i>Professional Publications</i></p> <p>Three year aggregate: Student and faculty collaborations have resulted in XX published or accepted manuscripts; XX collaborations are in review; XX collaborations are in process (XX publications per year).</p> <p>Class of 2024 (as of 7/29/2024): 3 students (21%) have accepted publications, 6 students (43%) have publications in review, and 5 (36%) are revising their manuscripts for resubmission.</p> <p><i>Presentations</i></p> <p>Three year aggregate: Student and faculty collaboration has resulted in 47 published or accepted presentations (15.7 presentations per year)</p> <p>Class of 2024 (as of 7/29/2024): 93% (13/14) have experienced either local, district, national, or international presentations related to student and faculty collaboration.</p>
<p>Instructor effectiveness – Faculty course ratings will exceed a 3.5/5 on a continuing basis.</p>	<p>Faculty are in regular communication about course instruction.</p> <p>We will engage in efforts to improve student response rates.</p>	<p>Instructor evaluations are maintained through the University.</p>	<p>Four-year aggregate data suggests that all core and affiliate faculty are meeting or exceeding this program goal. Aggregate course ratings indicate students are satisfied with course instruction (grand mean=4.56±0.36).</p> <p>Core and affiliate faculty course evaluations for 2023-2024 were 4.67/5±0.18</p>

What student success indicators are strong or trending positively?	Single cohort data demonstrates that learners are making significant perceived improvements across a variety of clinical practice behaviors critical to advanced practice care in the profession of athletic training,
What student success indicators are concerning?	

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 time we have analyzed learning outcomes related to our standardized patient curriculum. The analyses of these outcomes does not directly relate to the findings or action planning from last year's analysis. We determined the need to analyze this data through annual strategic planning and ongoing conversations among core and affiliate faculty.
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?	<i>SPET Analysis</i> <i>Student Success</i>
What support/resources/partnerships (if any) will be explored to achieve these?	Based on our findings, there is no institutional support needed to achieve our desired benchmarks. We will continue to seek external pedagogical resources and support through best practice guidelines and affiliate faculty, as necessary.
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?	In the next analysis cycle, we will focus on advocacy, education, and leadership. This outcome has been a core tenant of the program since its birth but has evolved over time due to profession and industry adaptations. An analysis of healthcare administration, professionalism, professionalism, leadership, and advocacy outcomes indicated that learners in our most recent cohort did not perceive significant changes in those areas across their time in the program. The analysis of advocacy, education and leadership components of our curriculum will provide foundational information that helps guide and shape the program going forward, as our learners, and the greater healthcare space continues to evolve. We will continue to gather information based on student performance and retention within the program.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	All faculty are involved in annual discussions of assessment data and action planning. All faculty are consulted on curricular revisions. Programmatic data will be shared with our Medical Director as well as the Department Chairperson, Associate Dean of the College of Health and Human Services, the University Assessment Office, and the Commission on Accreditation of Athletic Training Education on or before October X, 2024 .

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Athletic Training DAT

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.		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>Clear and thoughtful analysis provides actionable insights for faculty to understand student mastery and plan for improvement</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>Clearly demonstrated, continuous commitment to assessment and improvement</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:	Masters of Science in Athletic Training	Date:	10/22/2024
Author(s):	Timothy Demchak		
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.			
<i>Simulation in Healthcare</i> <i>Students will demonstrate the ability to utilize simulation to improve patient care.</i>			Didactically (D) or Clinically (C)			
	ATTR 529	Practical Skills Assessments (D)		90% of students score 70% or higher on each assignment.	85% of students scored 70% or higher	100% of students scored 70% or higher
		Written Examinations (D)		90% of students score 70% or higher on each assignment.	85% of students scored 70% or higher	100% of students scored 70% or higher
	ATTR 532	Practical Skill Assessments (D)		90% of students score 70% or higher on each assignment.	100% of students scored 70% or higher	100% of students scored 70% or higher
		Written Examinations (D)		90% of students score 70% or higher on each assignment.	83% of students scored 70% or higher	66% of students scored 70% or higher

		Standardized Patient Encounter ©		90% of students score 70% or higher on each assignment.	100% of students scored 70% or higher	100% of students scored 70% or higher
	ATTR 633	Practical Skill Assessments (D)		90% of students score 70% or higher on each assignment	100% of students scored 70% or higher	100% of students scored 70% or higher
		Written Examinations (D)		90% of students score 70% or higher on each assignment	100% of students scored 70% or higher	100% of students scored 70% or higher
		Standardized Patient Encounter (C)		90% of students score 70% or higher on each assignment	100% of students scored 70% or higher	100% of students scored 70% or higher
		Case Study Project (D)		90% of students score 70% or higher on each assignment	100% of students scored 70% or higher	100% of students scored 70% or higher
	ATTR 634	Written and Final Examinations (D)		90% of students score 70% or higher on each encounter	100% of students scored 70% or higher	100% of students scored 70% or higher
		Practical Skill Assessment (C)		90% of students score 70% or higher on each encounter	100% of students scored 70% or higher	100% of students scored 70% or higher
	ATTR 635	Standardized Patient Encounter (C)		90% of students score 70% or higher on each encounter.	100% of students scored 70% or higher	88% of students scored 70% or higher
		Clinical Case Report Project (C)		90% of students score a 70% or higher.	83% of students scored 70% or higher	88% of students scored 70% or higher
		Written Examinations (D)		90% of students score 70% or higher on each examination.	100% of students scored 70% or higher	100% of students scored 70% or higher
	ATTR 541/642/644/645/646	Standardized Patient Encounter (C)		90% of students score 70% or higher on each encounter	100% of students scored 70% or higher	100% of students scored 70% or higher

		Preceptor Evaluation (C)		90% of students score 80% or higher on clinical reasoning preceptor evaluation rubric	100% of students scored 70% or higher	100% of students scored 70% or higher
		SYCAmore Inventory (C)		100% of students complete the inventory each semester	100% of students complete the inventory each semester	100% of students scored 70% or higher

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>ATTR 529 occurs during the students first semester. It is the students' first setoff practical exams where they are applying the information they have learned in class to clinical situations. They are forced to critically think and apply proper care for "emergent" situation.</p> <p>Possible changes include mini-practice scenario at set periods throughout the course to prepare students for the final practical exam</p> <p>ATTR 532 This course covers the basics of rehabilitation, manual therapy, and lower extremity evaluation and rehabilitation. Students learn about specific injuries, special tests to determine injury, and then develop rehabilitation plans for each injury. The students are developing their study skills and learning how to study the information. ATTR 633 focuses on upper extremity evaluation and rehabilitation. 100% of the students score 70% or greater for the outcomes associated with the class. We may provide students with low stakes assignments during the summer course (ATTR 531) to help prepare them for ATTR 532.</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?	1. Students Retention 83%
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	2. Graduation Rate: 100%
What student success indicators are concerning?	<ol style="list-style-type: none"> 2024 BOC Exam Pass Rates- 50% first time, 25% second time pass rate Student recruitment: Class of 2025 n=6 and Class of 2026 n=3; Class of 2027 is currently 6 confirmed- goal is 10.
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"> Employment Rate 100% in Athletic Training Average Salary for graduating class \$55,000 Maintained accreditation 12,900 Community Engagement hours with an estimated worth of \$516,000 in coverage and care for athletes and patients

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>Based on student feedback received from course teaching evaluations and from the listening sessions, several revisions were made:</p> <p>ATTR 531- first 3 weeks online were utilized for Acute inflammation and pain physiology so 8 weeks on campus were spent on palpation, ROM, MMT, and neuro assessment. 1 body area per week. We will see if this impacts ATTR 532 outcomes</p> <p>ATTR 530- Teach whole class in person instead of hybrid/team teaching. Currently being taught in-person.</p> <p>ATTR 645- extend immersion period to 10 weeks to allow students more time with team during fall season</p> <p>ATTR 646- shift immersion to last 8 weeks. This will allow students to focus on studying for their BOC exam during the first 8 weeks, when their clinical requirements are 100 hours in 8 weeks.</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>	<ol style="list-style-type: none"> 1. BOC Preparation <ul style="list-style-type: none"> • Shifted ATTR 646 8-week immersion to the last 8 weeks to allow students to focus on studying for their BOC exam during the first 8 weeks. • Add specific review presentations for areas students need help with during ATTR 650 • ATTR 650 add more formal assignments and in-person class to help with review instead of on-line meetings 2. Recruitment <ul style="list-style-type: none"> • Give program Presentations in specific ISU Course • Target school for direct recruitment through presentations • Invite undergraduate health professions clubs to ISU For “visitation” days. • Develop articulation agreements for admission into MSAT form other schools • Develop observation or AT aid program
<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"> • Guidance in developing articulation agreements • Marketing Budget does not exist • Working with Graduate Program Recruiters for MSAT specific recruitment help • Articulation agreements for Eastern Illinois University, DePauw University, Hanover College, Southern Illinois University, Vincennes University • Explore articulation with other Junior Colleges • Explore recruiting in Local High Schools • Connect with alumni for Give to Blue Day to fund raise
<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><i>Disablement Models</i> <i>Students will demonstrate the ability to utilize disablement models with the goal of improving patient care.</i></p> <ul style="list-style-type: none"> • Future assessment data will be gathered at the end of each semester instead of waiting until the end of the year. • We will utilize outcome data when discussing curricular changes and course pedagogy
<p>Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?</p>	<p>Outcomes were gathered from faculty who teach courses. Ideas were discussed on how to improve outcomes.</p>

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>			
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: Athletic Training 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.	Excellent use of multiple points of clinical and didactic assessment to examine student learning mastery.	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.)	<<What are the tools used to determine student scores/mastery? Rubrics? Evaluations? Test keys? 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>Clear and thoughtful analysis provides easily digestible current and trend data for faculty consideration. Good analysis of different options for targeting student mastery improvement.</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

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 21-22**. 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. **NEW FOR 2022:** 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

To accommodate demands on faculty time and programs undergoing accreditation or program review, SOASR will be accepted on a rolling basis.

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

Early Submission:
September 1, 2022

Last Day to Submit:
November 23, 2022

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 x7975, or visit Fall Office Hours in the FCTE, Tuesdays 8:30a-9:30a & Wednesdays 3:30p-4:30p or by appt.



Office of Assessment
and Accreditation

Academic Program:	Kinesiology – Exercise Science (undergraduate)	Date:	10/24/2024
Author(s):	Thomas Nesser		
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 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>			
Obj. 1. Explain acute and chronic physiological responses to aerobic or resistance training	KIN 381, Physiology of Exercise	Exam question	Students asked to identify three neuromuscular adaptations to resistance training	80% of students will receive a 4 out of 6 points or higher	7/21 (29%) received a 4/6 or higher	
Obj. 5. Exhibit understanding of motor control and motor learning processes.	KIN 366, Human Motor Learning	Final paper - reflect on and analyze the practice conditions under which you learned a motor skill	Rubric	The class average will be 80% or higher	32 students completed the assignment. The class average was 87%	

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.	There are no student success activities that are working well. Kinesiology faculty are working to correct the situation by realigning course objectives.
Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?	Year to year retention and graduation rates continue to be primary along with student learning.

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>	Faculty are tasked with reviewing course objectives and highlighting those objectives within class lectures and labs (when applicable).
What findings-based actions are planned to maintain strong performance and/or improve student learning and success?	Evaluation of course materials and delivery for all curriculum courses.
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 will be reevaluated based on a review of the course objectives. Students ability to analyze kinetic and kinematic variables in on the docket for next year.
Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?	Kinesiology faculty meet weekly to discuss program strategies leading to improved student learning and graduation rates.

Academic Program:		Date:	
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, Assessment & Accreditation Coordinator at kelly.woods-johnson@indstate.edu .		<input 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 type="checkbox"/> No <input type="checkbox"/> Hybrid	

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 Benchmark for Proficiency
- Actual Student Performance Relative to Established Benchmark (provide specific data rather than general observations)
- Comparison to any Prior Data, if Available

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 primary insights gained from analysis of findings. *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?*

Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?

Continuous Quality Improvement

Describe primary insights gained from analysis of findings. *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?*

What findings-based actions are planned to maintain strong performance and/or improve student learning and success?



Office of Assessment
and Accreditation

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 this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Kinesiology 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) >>somewhat; see notes Overall assessment strategy relies primarily on direct assessment measure(s) >>somewhat; 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.)	<<If the test questions measuring LO1 are close-ended, they aren't a direct measure of the LO that requires students "explain." Consider this if you are using closed or open ended questions.	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>	<p>Given student performance concerns for LO1, I was surprised not to see more information about addressing that LO specifically, rather than reviewing all course materials and delivery.</p>	Developing

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:	Graduate Kinesiology - Coaching	Date:	11.22.24
Author(s):	Heather Abbott		
<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>Objective 1.2 Conduct a Research Project:</p> <p>-Conduct a research project and articulate the project through a written form and/or an oral presentation.</p> <p><u>Graduate Student outcome G1:</u> Students demonstrate professional communication proficiencies.</p>	PE 629 or PE 699 (No student elected to complete a thesis ie 699)	Students will develop, conduct and present a research project which includes the problem, literature review, research methodology, and analysis, results, and discussion in the area of sport coaching or sport science.	Rubric	85% of students will earn 80% or higher	<p>Fall 2023 2/2 Coaching Students earned an 85% or higher</p> <p>Spring 2024 1/1 Coaching Student earned an 85% or higher</p>	
<p>Outcome 4.1 Leadership and Ethics</p> <p>- Develop a Leadership Philosophy and</p>	SPM 631	Through reflection and introspection, the students will prepare a comprehensive, two-part statement of	Rubric Exam	85% of the students will earn a grade of B+ or better.	<p>Summer 2022 (n=8) - 86%</p> <p>Fall 2022 (n=23) - 89%</p> <p>Summer 2023 (n=6) - 97%</p> <p>Fall 2023 (n=29) - 91%</p> <p>Fall 2024 (n=17) - 87%</p>	This is a new LO, and course for program

Professional Ethics Statement <u>Graduate Student outcome G3:</u> Recognize and act on professional and ethical challenges that arise in their field or discipline.		leadership philosophy and professional ethics. Students will be assessed understanding of key concepts via examination.			This Data contains SPM and Coaching Students. In the future it was need to be broken down into coaching only to better represent the performance of major only students.	
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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?	Outcome 1.2 has demonstrated consistent success, with all students earning a grade of B+ or higher in both Fall 2023 and Spring 2024. Outcome 4.1, introduced after recent curriculum changes, will need to be broken down by the Sport Management (SPM) and Coaching majors in the future to better assess the distinct learning experiences and outcomes for each group. This breakdown will provide more granular insights into the effectiveness of the new curriculum changes.
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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.

Data on Major

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
University Grad Enrollment	1,891	1,755	1,693	1,636	1,671
Major	0	0	0	1	5
Percentage Grad Enrollment	0.00%	0.00%	0.00%	0.06%	0.30%

What student success indicators are strong or trending positively?	I believe it is important to note that the Kinesiology – Coaching program has recently undergone a name change. The Blue Reports referenced do not reflect data from the previous program, Physical Education – Coaching. As a result, the year-to-year data should not be considered a full representation of our historical data. The coaching program will officially transition to an online format starting Spring 2025, and we are hopeful that this change in delivery will increase enrollment.
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What student success indicators are concerning?	Although not necessarily concerning, the tuition discount rate in our program is notably higher than that of other university graduate programs. This is largely due to the significant number of Graduate Assistants supported within our department and across the institution, such as Athletics.
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>	Our coaching students are highly successful after graduation, securing employment within their field of study. Recently, we had a student pursue admittance to a doctoral program in education. We are proud that our graduates obtain positions directly related to coaching, reflecting the strong reputation and practical foundation of our program.

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 action plan from the previous year focused on improving the clarity and alignment of learning outcomes, stabilizing the assessment process despite faculty turnover. The impact of faculty turnover on assessment data has been an ongoing challenge. However, we are working closely with new faculty members, and hope to see the benefits of this in the next cycle. These efforts should provide more consistent and comprehensive data moving forward.
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 moving forward is to focus on educating and training new faculty members to integrate effective and consistent assessment procedures into their courses. Continued efforts will be made to stabilize the process of collecting assessment data in a timely manner.
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>	As a department we are exploring the possibility of attending both the Illinois and Indiana High School Athletic Directors conferences in an effort to get in front of target audiences who might be interested in our online Sport Management and newly online Coaching graduate programs.
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, our assessment plan will focus on reviewing and realigning all program learning objectives with their corresponding assignments. We recognize the need to revisit our assessment schedule and ensure that each learning outcome is accurately aligned with the curriculum.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	SOAS are upload to department Teams site, and results are discussed at program meetings.

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>			
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: Kinesiology – Coaching 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) 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 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:	Kinesiology - Exercise Science (H271 & H270)	Date:	11/22/24
Author(s):	Heather Abbott		
<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.			
Outcome 5.1 Completion of culminating experiential learning	KIN 629 or KIN 699	Students will demonstrate Effective applied theory and research techniques in Exercise Science through the completion of a culminating experience that may include either an Exercise Science internship in the field or the execution and completion of a research project.	Rubric	100% of Student will complete culminating experience requirement	Fall 2023 (0/0) Spring 2024 (1/1)	SOAS 2022-2023 100% (7/7) exercise science students earned completed their culminating experience.

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 mentioned in last year's report, we have hired new faculty and are working to update the assignments and activities linked to our learning outcomes. Our first new hire, who started last year, has worked on updating the assignments associated with Outcomes 2 and 3, which will be assessed in the 2024-2025 cycle. We also have another new hire who started in Fall 2024, and we are collaborating with her to update the assignments associated with Outcomes 1 and 5. I believe we are currently in a cycle of modification and continuous improvement.
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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.

Data on Major

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
University Grad Enrollment	1,891	1,755	1,693	1,636	1,671
Major	23	19	7	5	9
Percentage Grad Enrollment	1.21%	1.08%	0.41%	0.30%	0.53%

Degrees Awarded

Trends

	2019-20	2020-21	2021-22	2022-23	2023-24
University Grad Total Degrees	648	660	632	646	561
Major	5	7	14	6	1
Percentage of University Grad Degrees	0.78%	1.06%	2.24%	0.93%	0.18%

Progress to Degree

Average Total Credits to Degree

	AY 2020-21	AY 2021-22	AY 2022-23	AY 2023-24
Major	33	35	33	33

Average Years to Graduation

	AY 2020-21	AY 2021-22	AY 2022-23	AY 2023-24
Major	2.0	2.2	1.7	1.3

What student success indicators are strong or trending positively?	The Kinesiology - Exercise Science graduate program is experiencing a positive rebound in enrollment from 2022 to 2023, and we remain focused on continuing to grow our student numbers. Despite transitioning to a 30-credit hour degree program, the total credits required to graduate remained steady at 33 for AY 2022-23 and AY 2023-24, due to overlapping cohorts. We are proud to see significant progress in reducing the average time to graduation. The program has improved from 2.2 years in AY 2021-22 to 1.7 years in AY 2022-23, and now to just 1.3 years in AY 2023-24. This remarkable improvement reflects
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	our commitment to student success, as well as the positive impact of our updated curriculum, which allows students to complete their degree at an accelerated pace if they choose.
What student success indicators are concerning?	<p>Although not necessarily concerning, the tuition discount rate in our program is notably higher than that of other university graduate programs. This is largely due to the significant number of Graduate Assistants supported within our department and across the institution. Our Graduate Assistants play an integral role in the operation of key courses and labs. They contribute substantially to the foundational studies Health and Wellness classes, various activity courses, and undergraduate lab-based courses in biomechanics, exercise physiology, exercise testing, and motor learning. Their involvement not only supports the undergraduate curriculum but also enhances their professional development, making them essential to the success of our program and the broader educational mission of the university.</p> <p>Enrollment remains an ongoing area for improvement. While we have made progress in some areas, we are focused on implementing strategies to attract more students and ensure the continued growth of the program. We are also researching avenues to increase international student enrollment as part of our broader recruitment efforts.</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>	Our students are highly successful after graduation, securing employment or doctoral placements within their field of study. Many of our graduates gain positions in roles directly related to kinesiology and exercise science, reflecting the strong reputation and practical foundation of our program.

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 reviewing the action plan from the previous year's report and the most recent assessment of the learning outcomes, we realize that we need to made significant progress in updating and refining our course activities and assignments.
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 were asked to focus on the refinement of assessment measures by ensuring that the assessment tools are aligned with the learning outcomes. Additionally, faculty were encouraged to contribute to enhanced data analysis

	and reporting by using clear assessment procedures. A top priority moving forward is to focus on educating and training new faculty members to integrate effective and consistent assessment procedures into their courses. Also, as the program director I will make a continued effort to stabilize the process of collecting assessment data in a timely manner.
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 key strategy will be encouraging faculty to utilize the Faculty Center for Teaching Excellence, which provides support for refining teaching methods, enhancing course design, and improving assessment strategies.
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 outcomes 2 and 3 next cycle.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	SOAS are upload to department Teams site, and results are discussed at program 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: Kinesiology – Exercise Science MS 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)	This language in the assignment description, “Students will demonstrate Effective applied theory and research techniques in Exercise Science,” is the actual LO compared to what is listed as the LO	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

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>	Completion of a culminating experience does not indicate learning occurred or the mastery of a learning outcome.	Undeveloped
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>		Developing

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:	Baccalaureate Nursing Campus Track	Date:	10/14/2024
Author(s):	Linda McQuiston, PhD, RN		
<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	Actions for program development, maintenance, or revision
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.				
The baccalaureate prepared student will provide safe and holistic patient centered care	NURS 490- National Licensure Preparatory Course	Evaluation of the Kaplan Secure Predictor exam as defined by the operational definition. Operational Definition: Students shall score at or higher than a 72% on the <u>Kaplan Secure Predictor Exam</u> .	Kaplan Secure Predictor	90% of students shall meet or exceed the 60% score on the Kaplan Secure Predictor by the second attempt.	<p>Fall 2023: TWO ATTEMPTS: N= 29 >72% = 3 <71.4% = 26 <u>100% are at or above the 60% score for Secure Predictor</u></p> <p>Spring 2024: TWO ATTEMPTS: N= 43 >72% = 5 < 71.4% = 38 <u>100% are at or above the 60% score for Secure Predictor.</u></p>	<p>Fall 2022: Two Attempts N = 49 >60 = 40 <59.4% = 9 82% are at or above the 60% score for Kaplan Secure Predictor</p> <p>Spring 2023: Two Attempts N = 34 >60 = 31 <59.4% = 3</p>	<p>Fall 2023: Kaplan changed the S.P. assessment and the benchmark. In the previous semesters (Fall 22 and Spring 23) Kaplan asked if we could have the students complete these 5 challenge exams. They were being used to build the new S.P. Well in looking back, due to we offered them as extra credit after they</p>

						91% are at or above the 60% score for Kaplan Secure Predictor	passed the course, only the high achieving students completed these exams. So the instructors feel that this bumped the benchmark up which made it impossible to achieve. We offered a different grading scale, required 6 hours remediation and anyone that scored below 60% was required to retake the assessment. Spring 2024: Continue to re-evaluate the benchmark and possible change of end of program standardized testing. Will continue to monitor outcomes.
The baccalaureate prepared student will provide safe and holistic patient centered care.	NURS 484 Reflective Nursing Practice	Evaluation of clinical assessment evaluation tool of senior reflective nursing course as defined by the operational definition Operational Definition: Clinical Evaluation shall reflect a satisfactory or better	Clinical Evaluation Tool	100% of the students shall achieve a satisfactory or better score on the clinical assessment evaluation tool in the senior reflective nursing course.	Fall 2023: N = 29 Satisfactory = 29 Unsatisfactory = 0 <u>100% of students</u>	Fall 2022: N = 49 Satisfactory = 100% Unsatisfactory = 0%	Will be re-evaluating the clinical assessment tool for Spring 2024 to better represent the

		score on clinical assessment evaluation tool in the senior reflective nursing course. Please see attached			<p><u>achieved at or above satisfactory score on the clinical evaluation tool</u></p> <p>Spring 2024: N = 42 Satisfactory =42 Unsatisfactory =0 <u>100% of students achieved at or above satisfactory score on the clinical evaluation tool</u></p>	<p>100% of students achieved at or above satisfactory score on the clinical evaluation tool.</p> <p>Spring 2023: N = 34 Satisfactory = 34 Unsatisfactory = 0 100% of students achieved at or above satisfactory score on the clinical evaluation tool</p>	skills, knowledge, and attitudes of the graduate nurse as reflected in the American Association of Colleges (AACN) of Nursing: The Essentials
The baccalaureate prepared student will work effectively in inter-professional teams to enhance patient outcomes.	NURS 484 Reflective Nursing Practice	<p>Evaluation of the midterm clinical assessment evaluation tool of senior reflective nursing course as defined by the operational definition</p> <p>Operational Definition: Clinical Evaluation shall reflect a satisfactory or better score on the <u>midterm</u> clinical assessment evaluation tool in the senior reflective nursing course. Please see</p>	Midterm evaluation tool	100% the students shall achieve a satisfactory or better score on the midterm clinical assessment evaluation tool in the senior reflective nursing course for the following area: inter-professional teams.	<p>Fall 2023: N = 29 Satisfactory =29 Unsatisfactory =0 100 % of <u>students achieved at or above satisfactory score on the clinical evaluation tool</u></p>	<p>Fall 2022: N = 49 Satisfactory = 100% Unsatisfactory = 0% 100% of students achieved at or above satisfactory</p>	No action taken. Spring 2025 Update new midterm evaluation tool to reflect the American Association of Colleges (AACN) of Nursing: The Essentials

		attached.			<p>Spring 2024: N =42 Satisfactory =42 Unsatisfactory =0</p> <p><u>100% of students achieved at or above satisfactory score on the clinical evaluation tool</u></p>	<p>score on the clinical evaluation tool.</p> <p>Spring 2023: N = 34 Satisfactory = 34 Unsatisfactory = 0 100% of students achieved at or above satisfactory score on the clinical evaluation tool.</p>	
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The baccalaureate prepared student will employ evidence-based practice.	NURS 444 Community Health Nursing	Evaluation of scores on EBP paper will be examined in the Community course as defined by the operational definition. Operational Definition: Student in the Community Nursing practice course will complete an EBP paper scoring at or above an 85%. Please see the attached rubric.	Healthy People 2030 Paper	90% of the students will score at or above an 85% on the EBP project and paper as defined in the operational definition.	Fall 2023: N = 43 90-100% = 100% 80-89% = 0 75-79% = 0 <74% = 0 <u>% of students scored at or above 85% on the EBP project and paper.</u> Spring 2024: N = 18 90-100% = 18 80-89% = 0 75-79% = 0 <74% = 0 <u>100% of students scored at or above 85% on the EBP project and paper</u>	Fall 2022: N = 36 90-100% = 36 80-89% = 0 75-79% = 0 <74% = 0 <u>100% of students scored at or above 85% on the EBP project and paper.</u> Spring 2023: N = 29 90-100% = 29 80-89% = 0 75-79% = 0 <74% = 0 <u>100 % of students scored at or above 85% on the EBP project and paper.</u>	Faculty expect to see 90% of students have achieved due to the importance of evidence-based in the community setting. Healthy People 2030 helps to provide the foundation for the assignment. Will continue to monitor.
The baccalaureate prepared student will apply quality improvement principles.	NURS 484 Reflective Nursing Practice	Scores on problem-based service project and paper assignment will be examined in the Reflective Practice course as defined by the operational definition Operational Definition: Students in the Reflective Practice course will complete a problem-based service project scoring at or	Teaching and Learning/ Analysis Paper	90% of students will score at or above 85% on the problem-based service project as defined in the operational definition.	Fall 2023: N = 29 90-100% = 28 >85-89% =0 80- 84% =1 75-79% =0 <74% =0 <u>96.6% of students scored at or above 85% on the EBP</u>	Fall 2022: N = 49 90-100% = 46 >85-89% = 1 80- 84% = 1 75-79% = 1 <74% = 0 <u>95.9% of students</u>	Faculty expect to see 90% of students are able to identify a clinically-focused teaching/learnin g need that is demographically

		above an 85%. Please see attached rubric.			<p><u>project and paper.</u></p> <p>Spring 2022: N =42 90-100% =41 >85-89% =3 80-84% =0 75-79% =0 <74% =0 <u>100% of students scored at or above 85% on the EBP project and paper</u></p>	<p><u>scored at or above 85% on the EBP project and paper.</u></p> <p>Spring 2023: N = 34 90-100% = 33 >85-89% = 1 80-84% = 0 75-79% = 0 <74% = 0 <u>97% of students scored at or above 85% on the EBP project and paper.</u></p>	appropriate in applying quality improvement principles. Continue to monitor.
The Baccalaureate prepared student will utilize informatics.	NURS 484 Reflective Nursing Practice	<p>Assessment committee representative in conjunction with the adult health course faculty</p> <p>Operational Definition: Students will demonstrate effective use of informatics to store, retrieve, and input information as reflected in the clinical evaluation tool in the reflective practice course.</p>	<p>Evaluation of clinical assessment evaluation tool of final adult health course as defined by the operational definition. From Evaluation tool:</p> <p>1. Distinguish information systems, communication, and technology methods in the management of</p>	<p>100% of the students shall achieve a satisfactory or better score regarding informatics on clinical assessment evaluation tool in the reflective practice course.</p>	<p>Fall 2023: N = 29 Satisfactory = 29 Unsatisfactory = 0 <u>100% of students achieved or above satisfactory on the clinical assessment evaluation tool.</u></p> <p>Spring 2024: N =42 Satisfactory = 42</p>	<p>Fall 2022: N = 49 Satisfactory = 49 Unsatisfactory = 0 <u>100% of students achieved at or above satisfactory on the clinical assessment evaluation tool.</u></p>	<p>Faculty expect 100% due to students will be graduating soon and informatics is an important aspect in providing competent care to patients. Having the ability to integrate, communicate, and use technology in a</p>

			Safe nursing practice. 2. Use data from multiple relevant sources, including technology, to deliver care. Describe ethical principles related to patient information		Unsatisfactory = 0 <u>100% of students achieved at or above satisfactory on the clinical assessment evaluation tool.</u>	Spring 2023: N = 34 Satisfactory = 34 Unsatisfactory = 0 <u>100% of students achieved at or above</u>	safe manner is expected in their new role. Continue to monitor
The baccalaureate prepared student will demonstrate leadership skills.	NURS 470 Leadership and Management in Nursing Practice	Collection and evaluation of the Kaplan Management/ Professional Issues exam scores as defined by the operational definition Operational Definition: Students shall score at or above 73% on the <u>Kaplan Leadership/Management exam.</u>	Kaplan Integrated Leadership/ Management Exam	90% of students will achieve at or above the operational definition by the second attempt on the <u>Kaplan Management/Professional Issues exam.</u>	Fall 2023: TWO ATTEMPTS (>73%) Kaplan Leadership : N= 43 >73% = 44% <73% = 79% <u>achieved at or above the 73.3% benchmark.</u> Spring 2024: TWO ATTEMPTS (>73%) Kaplan Leadership : N= 18 >73% = 9 <73% = 0 <u>50% achieved at or above the 73.3% benchmark</u>	Fall 2022: TWO ATTEMPTS (>73%) Kaplan Leadership: N= 36 >73% = 14 <73% = 22 <u>38.88%</u> <u>achieved at or above the 73.3% benchmark.</u> Spring 2023: TWO ATTEMPTS (>73%) Kaplan Leadership: N= 29 >73% = 12 <73% = 17	Will change to alternate method of measuring student outcomes for this course beginning Fall 2024

						41% achieved at or above the 73.3% benchmark.	
The baccalaureate prepared student will demonstrate health promotion.	NURS 444 Community Health Nursing	Collection and evaluation of the Community Health Promotion project as defined by the operational definition. Operational Definition: Student will score a grade of 85% or better on the Health Promotion Project in the Community Nursing course. Please see attached.	Public Service Announceme nt (PSA)	90% of students will score a grade of 85% or better on the Health Promotion Project in the Community Nursing course.	Fall 2023: N = 43 90-100% = 43 80-89% = 0 75-79% = 0 <74% = 0 <u>% of students scored at or above 85% on health promotion project and paper.</u> Spring 2024: N = 18 90-100% = 18 80-89% = 0 75-79% = 0 <74% = 0 <u>100% of students scored at or above 85% on the health promotion project and paper</u>	Fall 2022: N = 36 90-100% = 36 80-89% = 0 75-79% = 0 <74% = 0 100% of students scored at or above 85% on the health promotion project and paper. Spring 2023: N = 29 90-100% = 29 80-89% = 0 75-79% = 0 <74% = 0 100% of students scored at or above 85% on the health promotion project and paper	The implementation of this project involves time- relevant information as well as the necessary means to deliver current quality evidence-based research to the community. The expectation was for 90% would achieve 85% or better; however, students have embraced the project and exceeded the goals and expectations at 100%.
The baccalaureate	NURS 484 Reflective	Evaluation of clinical assessment evaluation tool of the senior reflective	Midterm evaluation	100% students shall achieve a satisfactory or	Fall 2023: N = 29 Satisfactory	Fall 2022: N = 49	Spring 2025 update midterm

prepared student will display professional behaviors.	Nursing Practice	nursing course as defined by the operational definition. Operational Definition: Clinical Evaluation shall reflect a satisfactory score on the <u>midterm</u> clinical assessment evaluation tool in the senior reflective nursing course.	tool	better score on midterm clinical assessment evaluation tool in the senior reflective nursing course for the following areas: professional, timeliness, attitude, and accountability.	<p>= 29 Unsatisfactory = 0 <u>100% of students achieved at or above satisfactory on the clinical assessment evaluation tool.</u></p> <p>Spring 2024: N = 42 Satisfactory = 42 Unsatisfactory = 0 <u>100% of students achieved at or above satisfactory on the clinical assessment evaluation tool.</u></p>	<p>Satisfactory = 49 Unsatisfactory = 0 <u>100% of students achieved at or above satisfactory on the clinical assessment evaluation tool.</u></p> <p>Spring 2023: N = 34 Satisfactory = 34 Unsatisfactory = 0 <u>100% of students achieved at or above satisfactory on the clinical assessment evaluation tool.</u></p>	clinical assessment tool to reflect AACN essentials
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Campus Traditional Track (New Curriculum)										DATE UPDATED:	7/2/2024
Admission Term	Number Admitted into the Major	Currently Enrolled	Graduated	Dropped	Dismissed	Graduated or Projected to Graduate					
						5 semesters	Percent in Stated Program Length	6-8 semesters	Percent within 150% of Stated Program Length	> 8 semesters	Percent Completed Eventually
Summer 2012	1	0	1	0	0	0	0%	0	0%	1	100%
Spring 2013	49	0	44	2	3	38	78%	6	90%	0	90%
Summer 2013	1	0	1	0	0	0	0%	1	100%	0	100%
Fall 2013	49	0	42	5	2	26	53%	16	86%	0	86%
Spring 2014	48	0	45	3	0	42	88%	3	94%	0	94%
Summer 2014	1	0	1	0	0	0	0%	1	100%	0	100%
Fall 2014	48	0	44	1	3	38	79%	6	92%	0	92%
Spring 2015	50	0	48	1	1	41	82%	7	96%	0	96%
Fall 2015	51	0	47	3	1	36	71%	11	92%	0	92%
Spring 2016	50	0	49	1	0	46	92%	3	98%	0	98%
Fall 2016	46	0	43	2	1	36	78%	7	93%	0	93%
Spring 2017	50	0	47	3	0	42	84%	5	94%	0	94%
Fall 2017	48	0	41	2	5	34	71%	7	85%	0	85%
Spring 2018	50	0	46	2	2	38	76%	7	90%	1	92%
Summer 2018	2	0	1	0	1	0	0%	1	50%	0	50%
Fall 2018	47	0	42	1	4	29	62%	12	87%	1	89%
Spring 2019	40	0	32	5	3	27	68%	5	80%	0	80%
Summer 2019	1	0	1	0	0	0	0%	1	100%	0	100%
Fall 2019	44	0	38	3	3	25	57%	13	86%	0	86%
Spring 2020	49	0	41	4	4	34	69%	7	84%	0	84%
Summer 2020	3	0	3	0	0	0	0%	3	100%	0	100%
Fall 2020	48	0	44	4	0	38	79%	6	92%	0	92%
Spring 2021	44	0	38	4	2	30	68%	8	86%	0	86%
Fall 2021	24	0	22	1	1	21	88%	1	92%	0	92%
Spring 2022	50	4	40	1	5	39	78%	5	88%	0	88%
Fall 2022	21	18	0	0	3	15	71%	3	86%	0	86%
Spring 2023	25	24	0	1	0	21	84%	3	96%	0	96%
Fall 2023	30	25	0	1	4	18	60%	7	83%	0	83%
Spring 2024	48	41	0	4	3	29	60%	12	85%	0	85%
Updated August 2024	29	29	0	0	0	29	100%	0	100%	0	100%

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?	AY 23-24 Student learning outcomes will be revised for Fall 2024, implementing the new American Association of Colleges (AACN) of Nursing: The Essentials. Traditional track NCLEX-RN licensure exam first time pass rates for 2023 were 90.36%. As of the third quarter for 2024 traditional track NCLEX-RN first time pass rates are 89.04%. The national average first time pass rate for 2023 was 79.16%, and the current 2024 is 86.06. ISU School of Nursing is above the national average for 2023 and 2024.
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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?	Continued implementation of NURS 490 pre- and post-graduation coaching by three faculty members. Faculty meet with their assigned group of students at the beginning of the semester, after graduation, and as needed throughout the semester to encourage, review test taking skills, determine strengths and weaknesses. Moving NURS 309 to the first semester in Fall of 2022 has given the students a better foundation, understanding and confidence in their ability to assess their patients moving forward through the medical-surgical nursing course.
What student success indicators are concerning?	Students decline in their overall understanding of anatomy and physiology coming into the program. This deficit adds to the decrease in retention and ability of the students to apply their knowledge. SON applications and retention.
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 addition of the student success coordinator in August 2023 has added to our student success. The student success coordinator also employs nursing student tutors at different levels within the program. Evening events such as study tips and test taking strategies are offered face-to-face and online to assist students with being more successful in their nursing courses.

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>1. Fall of 2022 three faculty members implemented a mandatory study course for the first semester nursing students, the goal was to increase overall success related to time management, study tips, and test taking strategies. Fall 2024 the team evaluated the surveys, test scores, and retention and found that this needed to be more than a one-time experience. During the new student orientation some of the time management and study skills were addressed with a more hands-on approach, such as handwritten notes taken during the presentation. Continued promotion of other strategies for success have been emphasized in the course, along with referrals to the Student Success Coordinator and student tutors.</p> <p>2. The continuation of the Senior Coaching pre- and post-graduation continues to support students through the transition from classroom to independent studying for success. Most students feel prepared to test 4-6 weeks after graduation due to the NURS 490 prep course and the continuation of faculty support post-graduation.</p> <p>3. Guaranteed admission program for nursing students brings ISU SON bright and energetic students who demonstrate a measure of high achievement and drive. The retention of this group of students, once admitted into the program there is a high rate of retention of those students entering the nursing program.</p> <p>Since inception in 2016: 85 students have been offered freshman guaranteed admission 73 students accepted 63 entered ISU 49 started BSN program (plus 5 are still PRBs) 27 graduated with BSN (plus 21 currently in program and 5 still PRBs) The team of staff and faculty continue to bring new ways to introduce this program option (Guaranteed Admission) to high school and guidance counselors around Indiana.</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>A continued focus on overall student success across the curriculum in the School of Nursing by encouraging the use of our Student Success Coordinator and student tutors. For the remainder of the 2024-2025 general goals are an increase in applications and retention.</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>Faculty will continue to visit high schools to promote the ISU School of Nursing through presentations and distribution of guaranteed admission certificates to seniors committed to coming to Indiana State University. Faculty promotion of our student success coordinator throughout the program.</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>AY 22-23 faculty reviewed the curriculum and our posted learning outcomes and identified that there was a need for improving these objectives. American Association of Colleges of Nursing (AACN) Essentials. The Essentials identify the expected competencies of graduates from a baccalaureate, master's, and doctoral program. The traditional baccalaureate program reviewed and developed new student learning outcomes and implemented them into the Fall 2023 courses. A clinical assessment tool was also developed to align with the new student learning outcomes, which was trialed Spring 2023. Further development of the clinical assessment tool continues to best validate student progress and competency as they move through the program to achieve the end of program student learning outcomes.</p>
<p>Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?</p>	<p>Assessment plans are introduced to all faculty during the curriculum meeting at the beginning of the fall semesters. Faculty were involved in the analysis and development of the new student learning outcomes over the 22-23 academic year, identifying the course specific student learning outcomes. The School of Nursing holds an annual advisory meeting each summer, inviting all stakeholders and advisory board members. Faculty are invited to participate in this advisory meeting. School of Nursing information is posted and updated regularly on our Indiana State University website.</p>

Academic Program:	Baccalaureate Nursing Campus Track	Date:	10/14/2024
Author(s):	Linda McQuiston PhD, RN		
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 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.)
 - Assessment plans are reviewed and voted on in the curriculum/assessment committee each year. This includes a review of the previous years results the format/plan for the upcoming year.
 - The curriculum/assessment committee completed a revision of the end-of-program student learning outcomes (EPSLO) for implementation in fall 2024 based on the American Association of Colleges of Nursing (AACN). The new EPSLOs represent what Indiana State University School of Nursing graduates' competencies for a newly graduated baccalaureate prepared nurse.
- Established Performance Goal
 - The established program learning outcomes are reviewed each fall in the curriculum and assessment committee. The newly revised EPSLOs were developed by the faculty and identified by course leaders to define student competencies through the continuum of the curriculum.
- Actual Student Performance Relative to Established Goal (provide specific data rather than general observations)
 - Students for 2023 in the traditional program cohorts exceeded the national average on first time pass rates on NCLEX- RN with 90.36%.
 - Students in the first three quarters of 2024 in the traditional program cohort exceeded the national average of first time pass rates on NCLEX-RN with 89.04.
 - Faculty will continue to address student competencies across the curriculum. Faculty have put into practice a new clinical assessment tool that reviews the clinical competencies of students based on the AACN essentials and our new EPSLOs. The development of this tool is being assessed to determine the optimum level of competency as the students' progress through the program.
- Comparison to any Prior Data, if Available

- New student learning outcomes have been put in place to better identify student competencies upon graduation Fall 2023.

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?

Review of the student learning outcomes has directed the faculty and curriculum/assessment committee to develop new End-of-Program learning outcomes the better align with the baccalaureate prepared nurse. Fall 2024 will be our first look into the new assessment tools.

Pass rates continue to be at or above the national average. The new NCLEX-RN format contained diverse methods of testing such as case studies and use of clinical judgment/critical thinking. This format was implemented in April 2023 for the first time. Faculty continue to challenge students with case studies throughout the program to better prepare them for the transition into practice and NCLEX-RN. Second, pre-and post-coaching for success continues with success. Third, we also encouraged students to come to the 3rd floor and simulate a quiet testing environment by using some of our empty offices. This gave the students a quiet space to study and test without interruption. Transitioning from a totally on campus format to one that contains two hybrid courses leaves some students looking for the stability and structure of a campus format. Offering this space encourages the students to be in a comfortable space. We are continuing that to this date. We will continue to monitor.

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?

Degrees Awarded are trending negatively in 2023-2024 for the Traditional Campus BSN track. There was a decrease from 5.27% to 4.93%, which aligns with the overall decline in University UG total degrees for the 2023-2024 academic year. The SON is continuing to reach out to the community to promote Indiana State University SON, through faculty lead tours and preview days; guaranteed admission program, high school information sessions conducted by faculty members, and counselors' awareness and campus preview opportunities.

Degrees Awarded:

Trends

	2019-20	2020-21	2021-22	2022-23	2023-24
University UG Total Degrees	1,956	1,863	1,719	1,574	1,459
Major (BSN 9250)	85	76	80	83	72
Percentage of University Degrees	4.33%	4.07%	4.65%	5.27%	4.93%

1st Year Retention:

Latest Department

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
University	68.72%	60.55%	64.27%	68.55%	65.83%
Major (BSN 9250)	64.35%	53.65%	59.02%	65.54%	57.53%

Admission Application:

Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall Rank 2023	1-year percentage change
1,614	1,223	1,619	1,280	2 nd	-21%

The above data of Admission Applications reflects both Traditional BSN (9250) and Accelerated BSN (9255) programs.

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?

We continue to engage with students throughout the program as well as post-graduation. To support successful completion of NCLEX-RN.

We continue to promote positive testing strategies, time management, and study skills.

We continue to provide a student success coordinator for tutoring and other areas for student success.

Continuation of the faculty mentor program which gives faculty a list of students with a nursing major. Faculty have access to the MySam plans of students in the nursing program. Students will have access to a faculty mentor to assist in success throughout the program.

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.).*

The SON continues to work with community partners to give students additional time and resources to further their education as a confident and well rounded nurse upon graduation.

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?

Focus this year is the implementation of new End-of-program learning outcomes that demonstrate our students' competences as a baccalaureate prepared nurse and implement them in the Fall of 2024.

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

Faculty in the undergraduate program have been directly involved in the development of the new assessment tools, both end-of-program learning outcomes and the development of an evaluation tool that demonstrates student growth across the curriculum.

Attachments

Clinical Performance Evaluation Tool

School of Nursing

Department of Baccalaureate Nursing

Nursing 484 – Reflective Nursing Practice

Student Name: _____

Preceptor Name: _____

Instructor: _____

Final Evaluation:

The second and final evaluation will occur at the conclusion of the clinical experience. The clinical faculty will award either a “Meets or Exceeds Expectations” or “Does not Meet Expectations”. A student whose final evaluation reflects a “Does not Meet Expectations” in any category will not pass the course. Clinical faculty or course faculty is expected to comment on any item for which a “Does not Meet Expectations” is awarded.

Learning Outcome	Meets or exceeds expectations	Does not meet expectations	Not Observed
Use theoretical concepts, research findings, and other ways of knowing to guide nursing practice with clients from diverse cultural backgrounds who have complex care needs in various phases of the life span. (1.1f, 1.2f, 3.1f, 7.1f, 8.1f)	9-16pnts	0	0
Practice in a caring, responsible, and accountable manner in accordance with professional ethics and accepted standards of practice. (5.3f, 7.1f, 8.1f, 8.2f, 8.3f, 8.4f)	9-16pnts	0	0

Integrate critical thinking skills into the practice of professional nursing with clients experiencing complex care needs. (1.5f, 4.1f, 3.1f)	9-16pnts	0	0
Apply appropriate leadership and management principles in designing, coordinating, managing, and advocating for meeting the complex health care needs of individuals, families, and groups in various phases of the life span. (4.1f, 6.2f, 6.4f, 7.1f, 8.1f)	9-16pnts	0	0
Demonstrate an ability to reflect on interpersonal and interactional processes with individuals, families, and groups and critically analyze own role in relation to them. (1.5f, 8.1f, 8.2f)	9-16pnts	0	0
Intervene independently and in collaboration with other health professionals using appropriate nursing strategies and actions. (2.1f, 2.2f, 7.2f)	8-15pnts	0	0
Evaluate the outcomes of therapies in nursing interventions and plan further interventions accordingly. (5.1f, 5.2f, 3.3f)	8-15pnts	0	0
Create, implement, and evaluate a tool to address a clinical learning need of a targeted population. (1.4f, 1.5f, 2.1f, 3.2f, 5.2f)	8-15pnts	0	0

Comments: _____

Quality and Independence

Quality of Performance (check one of following)		Level of Independence (check one of following)	
	Exceptional performance and provision and/or delivery of nursing care. Student functions to meet criteria in a manner		Decisions and actions are independent and well supported. Rarely requires validating feedback.

Student Signature: _____ Date: _____

Preceptor Signature: _____

Clinical Instructor Signature: _____

NURS 484 Mid-Completion (approximately 60 hours) Feedback/Evaluation

Student Name: _____ Date: _____

Preceptor Name: _____ Facility: _____ Unit: _____

This form is to provide feedback to the student after completion of approximately 60 precepted clinical hours.

	Yes	No	Comments
Timeliness? (Always on time to clinical, attends all planned dates, completes tasks?)			
Attitude? (Self-directed, eager, cooperative, accepts feedback?)			
The student displays professional behaviors? (Arrives on time. Displays a professional appearance: clean, neat, uniformed. Demonstrates accountability and responsibility for own actions. Demonstrates ethical decisions and behavior. Serves as an advocate for the nursing profession.)			
The student provides safe and holistic patient-centered care? (Integrates patients' differences, values expressed needs. Conducts comprehensive and focused assessments of health and illness. Formulates plans of care. Communicates effectively with patients, families, groups. Demonstrates appropriate patient teaching.)			
The student works effectively in inter-professional teams? (Contributes nursing perspective to enhance patient outcomes. Incorporates effective interprofessional communication, negotiation, and conflict resolution to delivery care.)			
The student employs evidence-based practice? (Integrates best research with clinical expertise for safe care Proposes mechanisms to resolve identified discrepancies between standards and practices that impact patient outcomes.)			

The student applies quality improvement principles? (Demonstrates leadership skills to effectively implement patient safety in the identification of variances and hazards in health care.)			
The student utilizes informatics? (Integrates information systems, communication, and technology in safe nursing practice. Evaluates data from all relevant sources to deliver care. Upholds ethical principles when using patient care technologies).			
The student demonstrates leadership skills? (Applies leadership concepts, skills, and decision-making in the provision of high quality safe nursing care.)			
The student demonstrates health promotion? (Advocates for health promotion and disease prevention to improve health and wellness).			

Signatures:

Student: _____

Preceptor: _____

Instructor: _____

Healthy People 2030 Paper

This assignment meets course/clinical objective for NURS 444:

#2: Conduct comprehensive holistic assessments and formulate plans of care for community based populations across the health care continuum.

- Students must work within their clinical groups with a max of four (4) to five (5) students per group.
- TBA students will work with their clinical instructor to determine their zip code for their Windshield Survey and Healthy People 2030 paper.
- Use the Windshield Survey zip code/community for developing this paper.
- Groups will select a topic from the Healthy People 2030 National Objectives website:
<https://health.gov/healthypeople/objectives-and-data/browse-objectives>
- The group will process information and prepare one paper which demonstrates the nursing process to develop a Community Health Nursing Diagnosis based on one (1) of the topic areas from the above Healthy People 2030 website.
- This paper should enhance self-awareness of your groups chosen topic area, as well as stimulate feelings of empowerment in promoting the improved health care from the group's Windshield Survey community.
- The group paper should be at least 1000 words in length using APA 7th edition format.

- At least three (3) Evidence-Based Practice (EBP) references are required from peer-reviewed journal articles (not including the course text). Articles should be within the last five (5) to ten (10) years. EBP websites can be used in addition to the journal articles. Wikipedia CANNOT be used as a reference! If using websites, they must come from .edu, .gov, or .org websites. Please cite electronic references properly according to APA guidelines.
- The typed paper should be double-spaced with no more than five (5) pages (excluding the title and reference pages). No abstract is needed for this assignment.
- One (1) paper is to be submitted via the Turn-it-in link in the course Blackboard site. Please choose one (1) group member to upload the paper for everyone. Please do NOT submit via email or provide a paper copy to the instructor or clinical instructors. Place all group member names on the title page according to APA 7th ed. guidelines.
- Papers are due according to the course calendar in the syllabus.

Grading Rubric for Healthy People 2030 paper	Points
Introduction ♦ Introduces topic & purpose of paper. (1)	5
♦ Provides evidence-based rationale for importance of topic to nursing practice.(3) ♦ Introduces Windshield Survey Community. States Windshield Zip code/area. (1)	
♦ s of data and Application of Nursing Process Synthesizes all assessment data – statistical, topic area & creates a clear statement of the problem in the form of a Community Health Nursing diagnosis using a topic area from Healthy People 2030 (Assessment, Diagnosis). This is from the Windshield Survey PPT. (5) Demonstrates understanding of applying the nursing process to create a proposed community aggregate assessment based on the identified HP 2030 topic area. (5) Determines <u>one</u> short-term goal that is measurable & timed that fits the chosen community (Planning). This is from the Windshield Survey PPT. (5) What are the current nursing interventions for this problem? Which ones have worked and have not worked? (Intervention). What interventions have been used in the literature? Will a previously used intervention in another city work for your zip code/area? (5) Provides supportive evidence-based data throughout paper. (Evaluation). How would you evaluate your intervention to see if it worked in your zip code/area? (5)	25

Format & APA <ul style="list-style-type: none"> ◆ Flows clearly & logically with professional appearance and tone. (2) ◆ Minimum length of five (5) pages using 1000 words. (2) ◆ Free of grammar, spelling, punctuation errors. (3) ◆ Cites in text references using APA 7th edition. (5) Proper title page. (1) ◆ Uses <u>three</u> EBP references from professional, peer-reviewed journals written within last past five to ten years. (2) 	15
Conclusion <ul style="list-style-type: none"> ◆ Synthesize key points in paper. (2) ◆ Conveys the larger implications of your topic. (1) ◆ Demonstrates importance of your findings. (2) 	5
Total	50

Points: _____ NURS 484

Teaching/Learning/Analysis Project

Purpose: The purpose of this senior project is to identify a clinically-focused teaching/learning need, create a tool to address the need, and implement the use of the tool with the targeted population.

Total Point value: 140 points

Directions and Process:

1. Collaborate with your preceptor and possible other healthcare professionals at your facility to identify a clinically significant teaching/learning need and the target population. (NOTE: this may be a patient need, family need, or professional health care provider need).
2. Post a clear description about your project in the Discussion Board forum titled "Service Teaching/Learning/Analysis projects part 1" (worth 35 points) by the due date (see calendar in syllabus). In this post you are to provide required details about your project: Introduce your project; explain what you will be doing; describe how it is related to the population you are working with; describe how you collaborated with your preceptor, unit manager, and/or facility to identify the need for this project; and describe how your project should benefit the target population.
3. Conduct a literature review on the topic to support the development of a specific learning tool (Powerpoint, brochure, or poster). References must be no older than 5 years. You must have at least 3 references.

4. Submit your reference list in APA format by the due date (see calendar in syllabus) (worth 35 points). See the Assignments tab in Blackboard for file upload.
5. Develop the teaching/learning tool and present/deliver the tool to the target population. (NOTE: plagiarism will NOT be tolerated. Copying and pasting from other sources without making direct quotes and citing appropriately is plagiarism! Using a brochure or handouts from another source is plagiarism. Using pictures and/or diagrams from sources without including proper citations/references is plagiarism.)
6. Upload your tool for grading (worth 35 points) by the due date (see calendar in syllabus).
7. You are required to actually administer the learning tool to the intended population. For example, if you created a Powerpoint presentation, you must do the presentation and evaluate how the population responded to it. Or, if you created a patient brochure, you must give the brochure to some of the intended patients and evaluate how they responded to it.
8. Post an evaluation/discussion of your completed project in the Discussion Board forum titled "Service Teaching/Learning/Analysis projects part 2" (worth 35 points) by the due date (see calendar in syllabus). In this post you are to provide the required details about your project: Evaluate whether or not your project resulted in the benefit you hoped for; describe how well your project was received by the target population (did they like it? Did they learn what you wanted them to learn? How do you know whether or not they actually learned from it?); discuss the strengths of your project; discuss the weaknesses of your project; and discuss what could be done to make the learning tool better if used again in the future.

Public Service Announcement (PSA) Guidelines

This assignment correlates with the following course/clinical outcomes for NURS 444:

- #3. Utilize a diverse range of communication approaches including technology to facilitate effective communication with individuals, families and groups, with a particular emphasis on communities.
- #7. Participate in the development and implementation of imaginative and creative strategies to enable systems to change in a community setting.
- #8. Advocate for culturally sensitive health promotion and disease prevention at the individual and population level necessary to improve population health, wellness, and the promotion of healthy lifestyles.

After completing this PSA assignment, students will be able to:

- Describe the purpose of a PSA.
- Collect EBP information to support conveying information to the target audience.
- Plan creative-thinking and problem solving ideas for the community.
- Create an effective positive social change as a member of the healthcare team.

PSA's are short, "non-commercial" announcements that provide information to the public. They are used to inform the public about issues such as health and safety tips and to influence public opinion. They contain information that is beneficial to the community and sometimes cover controversial topics. The PSA must be persuasive enough to convince the viewer to feel or change something.

You will create a PSA that will educate an audience about a Public Health-related topic. You may choose from the attached list or create your own topic, with instructor approval.

1. Develop an idea or topic for a health-related message targeting a public health concern.
2. Develop a plan for your PSA.
3. Plan a strategy for how you wish to convey your message.

Things to consider:

- This is a group project. No more than four (4) to five (5) students per group!!!
- Ideas should express a single, obvious theme or message to be communicated.
- Be original, creative, and effective!!!!
- Be school appropriate in language and content.
- Provide an anti-use message for risky behaviors or a supportive message for healthy behaviors.
- Provide EBP references and discuss data or statistics in the PSA to support your message. These should be within 5-7 years.
- The PSA should be between 30-60 seconds in length.
- Use graphics or sound/music to assist in communicating your message. Just make sure the sound does not overpower your voice or distract from the message.
- Record your PSA on TikTok, iPhone, iMovie, Youtube, or any other device/media.
- You can sign-out models or props from the lab with Rhonda Reed for your video.
- All group members must be included in the video and participate in the development of this project.
- See attached Rubric to grading purposes.
- Upload your PSA recording to the Turn-It-in Link in Blackboard. If you are just providing the link to the recording, you must put the link on a blank word document with at least 20 words or you will receive an error message and it will not attach correctly, so put your group member names here. If you post to TikTok, make sure to put your account to public so that faculty can view the recording. Have fun!!!

Topics/Ideas:

Drinking & Driving	Chewing Tobacco	Prescription Drug Abuse	Polypharmacy	Date Rape	Date Rape Drugs
Road Rage	Peer Pressure	Bullying	Bomb Threats	Active Shooter	Graffiti
Seat Belts	Car Seat Safety	STD's/STI's	Therapy Dogs	Anger Management	OTC drug abuse
Opioid Epidemic	Heroin Epidemic	Fake ID's	Binge Drinking	Homelessness	School Bus safety
Nutrition in schools	Suicide Prevention	Helmet Safety	Weapons in schools	Littering	Smoking
Fire Safety	Stress Management	Inhalants	Postpartum Depression	Tired Driving	Texting & Driving
Elderly driving	Teen depression	Acne	Exercise	Unintended pregnancy	Child Abuse
Elder Abuse	Internet safety	Cyber-bullying	Drug testing in athletes	E-Cigs	Drug Abuse
Cyber Safety	Depression	Energy Conservation	Hate Crimes	Fighting in school	Speeding/MVA's
Diabetes	Underage drinking	Voting	Respect	Peer Pressure	Racism
Sex Trafficking	Intimate Partner Violence/Domestic Violence	Defund the Police	Teenage driving	Needle Exchange Program	AIDS/HIV
Any Chronic Health Problem	Stroke	Public Policy	Access to Healthcare	Food Safety	Immunizations
LGBTQIA+	Transgender	Oral health	Lead Poisoning	Secondhand Smoke	Radon Gas
Food desert	Infant mortality	Prenatal care	Smoking during pregnancy	Breastfeeding	Safe to sleep campaign
Smoke detectors	Unintentional drownings	Childhood obesity	Obesity	Leaving children in a car unattended	Child neglect
HPV	Homeless children	Runaways	Foster Care	Legalization of Marijuana	ADD/ADHD
Poverty	Overuse of the ER	Complementary Medicine/Herbals	Gender inequality	Arthritis	Breast cancer in males
Menopause	Condom use or Abstinence	Stigma of depression in males	Elderly suicide	Advanced Directives	Medicare ABCD
Medicaid or HIP 2.0	Sleep	Falls	Hypothermia/Hyperthermia	Elderly crime victims/Scams	Alzheimer's Disease
Sandwich Generation	Homeless Veterans	PTSD	Eating Disorders	Munchausen syndrome by proxy (MSBP)	Mental Health Disorders

Category	4	3	2	1
1. Timing	PSA is between 30-60 seconds in length.	PSA is less than 25 seconds and more than 1 min 15 sec. in length.	PSA is less than 20 seconds and more than 1 min 30 sec. in length.	PSA is less than 15 seconds and more than 1 min. 45 sec. in length.

Updated August 2024

Mental Health in Prisons	Communicable Diseases	Steroids use in athletes	Stalking	Workplace Violence	Lateral Violence in Nursing
Gangs	Terrorism	Firearm safety	Disaster Preparation	Tattoo/Body Piercing	Trauma/Golden Hour

Group Public Service Announcement (PSA) Rubric

Total Score _____/40

2. Purpose	The purpose of the PSA is clear. Call to action is clear.	The purpose of the PSA is mostly clear. Call to action is mostly clear.	The purpose of the PSA is somewhat clear. Call to action is somewhat clear.	The purpose of the PSA is unclear. Call to action is unclear.
3. EBP Information	Demonstrates full grasp of content. Presents complete accurate EBP information.	Is at ease with topic and presents accurate EBP information.	Is uncomfortable with information, leaves out important details and/or presents inaccurate EBP information.	Does not have grasp of information. Statements are incorrect or unsupported.
4. Technical Quality	A high degree of technical skill. Effects are powerful and add to the impact of the PSA topic. Background sounds do not distract from the message.	Technical skill is evident in PSA and adds to the quality of the topic. Background noise somewhat distracts the PSA message.	Some technical skill is evident in the creation of the PSA, but adds little to effectiveness of the topic. Background noise mostly distracts from the message.	Very little technical skill is evident in the production of the PSA. Background sound is heard over the message.
5. Originality/Creativity	PSA reflects an exceptional degree of student creativity and use of original ideas.	PSA reflects the student creativity and the use of original ideas.	PSA reflects some creativity, but lacks originality.	PSA reflects a lack of creativity or originality.
6. Message effectiveness	Delivers a strong message on selected topic. Engages the audience throughout the recording. Is compelling. Presents a sense of perceived seriousness and susceptibility (HBP).	PSA catches listener attention early, but does not engage audience throughout the recording. Mostly compelling. Mostly a sense of perceived seriousness and susceptibility.	The intent of the PSA is understood, but has little motivational value. PSA engages audience for brief moments. Somewhat compelling with sense of seriousness or susceptibility.	The message is not clear in the PSA. PSA does not engage the audience. Not compelling at all with no evidence of seriousness or susceptibility.
7. Persuasive Techniques	Makes an impact on audience with emotion (shock, anger, sadness, surprise, or guilt).	Mostly makes an impact on audience with emotion.	Somewhat makes an impact on audience with emotion.	Lacks emotion.
8. Communication	All group in video speak clearly.	Most in the video speak clearly.	Some group members in video speak clearly.	Few group members in video speak clearly.
9. Followed Guidelines	PSA includes all required elements, including additional information.	All required elements are included in the PSA.	All but ONE of the required elements are included in the PSA.	Several required elements are missing.
10. Collaboration	Members show respect to one another working equally on the project.	Members get along well and work equally on the project. Stay on task most of the time.	Group members need constant reminders to complete parts of the project. Share some of the work equally.	One group member does most of the work. Do not share equal responsibility for completing work.

Clinical Evaluation Tool:

Indiana State University SON (Undergraduate Tracks)

Student Name:

Faculty:

Hospital/Facility:

Focus/Level of Care:

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SPHERES OF CARE <ul style="list-style-type: none"> ● Wellness, Disease Prevention ● Chronic Disease Care ● Regenerative/Restorative Care ● Hospice/Palliative Care 	TRADITIONAL <input type="radio"/> NUR 209 <input type="radio"/> NUR 218 <input type="radio"/> NUR 224 <input type="radio"/> NUR 309 <input type="radio"/> NUR 324 <input type="radio"/> NUR 338 <input type="radio"/> NUR 364 <input type="radio"/> NUR 424 <input type="radio"/> NUR 444 <input type="radio"/> NUR 484	LPN-to-BSN <input type="radio"/> NURC 304 <input type="radio"/> NURC 324 <input type="radio"/> NURC 338 <input type="radio"/> NURC 346 <input type="radio"/> NURC 424 <input type="radio"/> NURC 444 <input checked="" type="radio"/> NURC 484	ACCELERATED <input type="radio"/> NURC 209 <input type="radio"/> NURC 228 <input type="radio"/> NURC 304 <input type="radio"/> NURC 328 <input type="radio"/> NURC 330 <input type="radio"/> NURC 338 <input type="radio"/> NURC 350 <input type="radio"/> NURC 380 <input type="radio"/> NURC 444 <input checked="" type="radio"/> NURC 484	BLOOMS TAXONOMY	Remember/recall	Understand concepts	Apply, analyze	Evaluate
DOMAINS and Core Competencies								
DOMAIN 1: Knowledge for Nursing Practice The baccalaureate prepared graduate will: apply discipline specific concepts, foundational theories, and historical perspectives to enhance clinical judgement in the exercise of evidence-based practice for safe patient care.		Student self-evaluation and comments:						
1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.		Sub-Competencies						
Comment:		1.2b Demonstrate intellectual curiosity.						
Comment:		1.2e Demonstrate ethical decision making.						
1.3 Demonstrate clinical judgment founded on a broad knowledge base.		Sub-Competencies						
Comment:		1.3a Demonstrate clinical reasoning.						
Comment:		1.3c Incorporate knowledge from nursing and other disciplines to support clinical judgment.						

DOMAIN 2: Person-Centered Care.	Student self-evaluation and comments:					

The baccalaureate prepared graduate will: integrate patient centered care by providing empathetic, compassionate relationships, therapeutic communication, coordination, and management of care through the implementation of the nursing process.						
2.1 Engage with the individual in establishing a caring relationship.						
2.2 Communicate effectively with individuals.						
2.3 Integrate assessment skills in practice.	Sub-Competencies					
Comment: See Skills Checklist per course	2.3d Perform point of care screening/diagnostic testing (e.g. blood glucose, PO2, EKG).					
Comment:	2.3e Distinguish between normal and abnormal health findings.					
Comment:	2.3g Communicate findings of a comprehensive assessment.					
2.4 Diagnose actual or potential health problems and needs.	Sub-Competencies					
Comment:	2.4a Synthesize assessment data in the context of the individual's current preferences, situation, and experience.					
Comment:	2.4b Create a list of problems/health concerns.					
Comment:	2.4d Understand and apply the results of social screening, psychological testing, laboratory data, imaging studies, and other diagnostic tests in actions and plans of care.					
Comment:	2.4e Contribute as a team member to the formation and improvement of diagnoses.					

2.5 Develop a plan of care.	Sub-Competencies					
Comment:	2.5a Engage the individual and the team in plan development.					
Comment:	2.5b Organize care based on mutual health goals.					
Comment:	2.5c Prioritize care based on best evidence.					
Comment:	2.5d Incorporate evidence-based intervention to improve outcomes and safety.					
Comment:	2.5e Anticipate outcomes of care (expected, unexpected, and potentially adverse).					

Comment:	2.5f Demonstrate rationale for plan.					
Comment:	2.5g Address individuals' experiences and perspectives in designing plans of care.					
2.6 Demonstrate accountability for care delivery.	Sub-Competencies					
Comment:	2.6d Monitor the implementation of the plan of care.					
2.7 Evaluate outcomes of care.	Sub-Competencies					
Comment:	2.7a Reassess the individual to evaluate health outcomes/goals.					
Comment:	2.7b Modify plan of care as needed.					
2.8 Promote self-care management.	Sub-Competencies					
Comment:	2.8a Assist the individual to engage in self-care management.					
Comment:	2.8b Employ individualized educational strategies based on learning theories, methodologies, and health literacy.					
Comment:	2.8c Educate individuals and families regarding selfcare for health promotion, illness prevention, and illness management.					

Comment:	2.8d Respect individuals and families' selfdetermination in their healthcare decisions.					
Comment:	2.8e Identify personal, system, and community resources available to support self-care management.					
2.9 Provide care coordination.	Sub-Competencies					
Comment:	2.9a Facilitate continuity of care based on assessment of assets and needs.					
Comment:	2.9d Recognize when additional expertise and knowledge is needed to manage the patient.					
DOMAIN 3: Population Health The baccalaureate prepared graduate nurse will: Manage the care for diverse populations, regarding health equity and social determinants of health across a variety of settings.	Student self-evaluation and comments:					
3.2 Engage in effective partnerships.	Sub-Competencies					
Comment:	3.2b Demonstrate effective collaboration and mutual accountability with relevant stakeholders.					

Comment:	3.6e Implement infection control measures and proper use of personal protective equipment.					
Domain 4: Scholarship for the Nursing Discipline The baccalaureate prepared graduate nurse will: Retrieve, appraise, and integrate sound ethical research and evidence-based practice to improve healthcare outcomes.	Student self-evaluation and comments:					
4.2 Integrate best evidence into nursing practice	Sub-Competencies					
Comment:	4.2a Evaluate clinical practice to generate questions to improve nursing care.					
Comment:	4.2c Use best evidence in practice.					

DOMAIN 5: Quality and Safety The baccalaureate prepared graduate nurse will: Apply quality and safety principles and strategies to improve patient outcomes in the healthcare environment.	Student self-evaluation and comments:						
5.1 Apply quality improvement principles in care delivery.	Sub-Competencies						
Comment:	5.1a Recognize nursing's essential role in improving healthcare quality and safety.						
Comment:	5.1c Implement standardized, evidence-based processes for care delivery.						
Comment:	5.1f Identify strategies to improve outcomes of patient care in practice.						
5.2 Contribute to a culture of patient safety.							
5.3 Contribute to a culture of provider and work environment safety.							
DOMAIN 6: Interprofessional Partnerships The baccalaureate prepared graduate nurse will: Through the nursing perspective, demonstrate mutual respect and understanding when communicating in healthcare teams to improve outcomes.	Student self-evaluation and comments:						
6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.							
6.2 Perform effectively in different team roles, using principles and values of team dynamics.	Sub-Competencies						
Comment:	6.2a Apply principles of team dynamics, including team roles, to facilitate effective team functioning.						
Comment:	6.2b Delegate work to team members based on their roles and competency.						
Comment:	6.2c Engage in the work of the team as appropriate to one's scope of practice and competency.						

Comment:	6.2d Recognize how one's uniqueness (as a person and a nurse) contributes to effective interprofessional working relationships.					
Comment:	6.2e Apply principles of team leadership and management. performance to improve quality and assure safety.					
Comment:	6.2f Evaluate performance of individual and team to improve quality and promote safety.					
6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values.	Sub-Competencies					
Comment:	6.4d Collaborate with interprofessional team members to establish mutual healthcare goals for individuals, communities, or populations.					
Domain 7: Systems-based Practice The baccalaureate prepared graduate nurse will: Respond to and lead systems-based approaches to improve outcomes.	Student self-evaluation and comments:					
7.2 Incorporate consideration of costeffectiveness of care.	Sub-Competencies					
Comment:	7.2b Recognize the impact of health disparities and social determinants of health on care outcomes.					
Domain 8: Informatics and Healthcare Technologies The baccalaureate prepared graduate will: Integrate innovative and established technologies to evaluate and deliver confidential, ethical care.	Student self-evaluation and comments:					
8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations.	Sub-Competencies					
Comment:	8.1a Identify the variety of information and communication technologies used in care settings.					

Comment:	8.1c Effectively use electronic communication tools.					
8.2 Use information and communication technology to gather data, create information, and generate knowledge.	Sub-Competencies					
Comment:	8.2a Enter accurate data when chronicling care.					
Comment:	8.2c Use appropriate data when planning care.					
Comment:	8.2d Demonstrate the appropriate use of health information literacy assessments and improvement strategies.					
8.5 Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.	Sub-Competencies					
Comment:	8.5c Comply with legal and regulatory requirements while using communication and information technologies.					
Comment:	8.5e Discuss how clinical judgment and critical thinking must prevail in the presence of information and communication technologies.					
Domain 9: Professionalism The baccalaureate prepared graduate nurse will: Demonstrate ethical/legal practice surrounding healthcare outcomes while promoting justice, diversity, equity, and inclusion.	Student self-evaluation and comments:					
9.1 Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society.						
9.2 Employ participatory approach to nursing care.	Sub-Competencies					
Comment:	9.2c Demonstrate empathy to the individual's life experience.					

Comment:	9.2d Advocate for practices that advance diversity, equity, and inclusion.					
Comment:	9.2e Demonstrate cultural sensitivity and humility in practice.					
Comment:	9.2g Communicate in a professional manner.					
9.3 Demonstrate accountability to the individual, society, and the profession.	Sub-Competencies					
Comment:	9.3c Demonstrate professional and personal honesty and integrity.					
Comment:	9.3d Take responsibility for one's roles, decisions, obligations, actions, and care outcomes.					
9.4 Comply with relevant laws, policies, and regulations.						
9.5 Demonstrate the professional identity of nursing.						
9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.						
Domain 10: Professional and Leadership Development The baccalaureate prepared graduate nurse will: Participate in activities and self-reflection that enhance personal health, well-being and resilience while contributing to life-long learning and the acquisition of leadership skills.	Student self-evaluation and comments:					
10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.	Sub-Competencies					
Comment:	10.2a Engage in guided and spontaneous reflection of one's practice.					
Comment:	10.2b Integrate comprehensive feedback to improve performance.					
Comment:	10.2c Commit to personal and professional development.					

10.3 Develop capacity for leadership.						

Post Clinical Faculty Comments:

Post Clinical Student's Comments:

My signature below indicates that I have read this clinical performance review.

Student_____ Date_____

Faculty_____ Date_____

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Nursing Accelerated BSN

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>	Thoughtful reflection on the modality changes for the curriculum and faculty monitoring of any impacts on student learning and success	<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:	Baccalaureate Nursing Campus Track	Date:	10/14/2024
Author(s):	Linda McQuiston, PhD, RN		
<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	Actions for program development, maintenance, or revision
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.				
The baccalaureate prepared student will provide safe and holistic patient centered care	NURS 490- National Licensure Preparatory Course	Evaluation of the Kaplan Secure Predictor exam as defined by the operational definition. Operational Definition: Students shall score at or higher than a 72% on the <u>Kaplan Secure Predictor Exam</u> .	Kaplan Secure Predictor	90% of students shall meet or exceed the 60% score on the Kaplan Secure Predictor by the second attempt.	<p>Fall 2023: TWO ATTEMPTS: N= 29 >72% = 3 <71.4% = 26 <u>100% are at or above the 60% score for Secure Predictor</u></p> <p>Spring 2024: TWO ATTEMPTS: N= 43 >72% = 5 < 71.4% = 38 <u>100% are at or above the 60% score for Secure Predictor.</u></p>	<p>Fall 2022: Two Attempts N = 49 >60 = 40 <59.4% = 9 82% are at or above the 60% score for Kaplan Secure Predictor</p> <p>Spring 2023: Two Attempts N = 34 >60 = 31 <59.4% = 3</p>	<p>Fall 2023: Kaplan changed the S.P. assessment and the benchmark. In the previous semesters (Fall 22 and Spring 23) Kaplan asked if we could have the students complete these 5 challenge exams. They were being used to build the new S.P. Well in looking back, due to we offered them as extra credit after they</p>

						91% are at or above the 60% score for Kaplan Secure Predictor	passed the course, only the high achieving students completed these exams. So the instructors feel that this bumped the benchmark up which made it impossible to achieve. We offered a different grading scale, required 6 hours remediation and anyone that scored below 60% was required to retake the assessment. Spring 2024: Continue to re-evaluate the benchmark and possible change of end of program standardized testing. Will continue to monitor outcomes.
The baccalaureate prepared student will provide safe and holistic patient centered care.	NURS 484 Reflective Nursing Practice	Evaluation of clinical assessment evaluation tool of senior reflective nursing course as defined by the operational definition Operational Definition: Clinical Evaluation shall reflect a satisfactory or better	Clinical Evaluation Tool	100% of the students shall achieve a satisfactory or better score on the clinical assessment evaluation tool in the senior reflective nursing course.	Fall 2023: N = 29 Satisfactory = 29 Unsatisfactory = 0 100% of students	Fall 2022: N = 49 Satisfactory = 100% Unsatisfactory = 0%	Will be re-evaluating the clinical assessment tool for Spring 2024 to better represent the

		score on clinical assessment evaluation tool in the senior reflective nursing course. Please see attached			<p><u>achieved at or above satisfactory score on the clinical evaluation tool</u></p> <p>Spring 2024: N = 42 Satisfactory =42 Unsatisfactory =0 <u>100% of students achieved at or above satisfactory score on the clinical evaluation tool</u></p>	<p>100% of students achieved at or above satisfactory score on the clinical evaluation tool.</p> <p>Spring 2023: N = 34 Satisfactory = 34 Unsatisfactory = 0 100% of students achieved at or above satisfactory score on the clinical evaluation tool</p>	skills, knowledge, and attitudes of the graduate nurse as reflected in the American Association of Colleges (AACN) of Nursing: The Essentials
The baccalaureate prepared student will work effectively in inter-professional teams to enhance patient outcomes.	NURS 484 Reflective Nursing Practice	<p>Evaluation of the midterm clinical assessment evaluation tool of senior reflective nursing course as defined by the operational definition</p> <p>Operational Definition: Clinical Evaluation shall reflect a satisfactory or better score on the <u>midterm</u> clinical assessment evaluation tool in the senior reflective nursing course. Please see</p>	Midterm evaluation tool	100% the students shall achieve a satisfactory or better score on the midterm clinical assessment evaluation tool in the senior reflective nursing course for the following area: inter-professional teams.	<p>Fall 2023: N = 29 Satisfactory =29 Unsatisfactory =0 100 % of <u>students achieved at or above satisfactory score on the clinical evaluation tool</u></p>	<p>Fall 2022: N = 49 Satisfactory = 100% Unsatisfactory = 0% 100% of students achieved at or above satisfactory</p>	No action taken. Spring 2025 Update new midterm evaluation tool to reflect the American Association of Colleges (AACN) of Nursing: The Essentials

		attached.			<p>Spring 2024: N =42 Satisfactory =42 Unsatisfactory =0</p> <p><u>100% of students achieved at or above satisfactory score on the clinical evaluation tool</u></p>	<p>score on the clinical evaluation tool.</p> <p>Spring 2023: N = 34 Satisfactory = 34 Unsatisfactory = 0 100% of students achieved at or above satisfactory score on the clinical evaluation tool.</p>	
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The baccalaureate prepared student will employ evidence-based practice.	NURS 444 Community Health Nursing	Evaluation of scores on EBP paper will be examined in the Community course as defined by the operational definition. Operational Definition: Student in the Community Nursing practice course will complete an EBP paper scoring at or above an 85%. Please see the attached rubric.	Healthy People 2030 Paper	90% of the students will score at or above an 85% on the EBP project and paper as defined in the operational definition.	Fall 2023: N = 43 90-100% = 100% 80-89% = 0 75-79% = 0 <74% = 0 <u>% of students scored at or above 85% on the EBP project and paper.</u> Spring 2024: N = 18 90-100% = 18 80-89% = 0 75-79% = 0 <74% = 0 <u>100% of students scored at or above 85% on the EBP project and paper</u>	Fall 2022: N = 36 90-100% = 36 80-89% = 0 75-79% = 0 <74% = 0 <u>100% of students scored at or above 85% on the EBP project and paper.</u> Spring 2023: N = 29 90-100% = 29 80-89% = 0 75-79% = 0 <74% = 0 <u>100 % of students scored at or above 85% on the EBP project and paper.</u>	Faculty expect to see 90% of students have achieved due to the importance of evidence-based in the community setting. Healthy People 2030 helps to provide the foundation for the assignment. Will continue to monitor.
The baccalaureate prepared student will apply quality improvement principles.	NURS 484 Reflective Nursing Practice	Scores on problem-based service project and paper assignment will be examined in the Reflective Practice course as defined by the operational definition Operational Definition: Students in the Reflective Practice course will complete a problem-based service project scoring at or	Teaching and Learning/ Analysis Paper	90% of students will score at or above 85% on the problem-based service project as defined in the operational definition.	Fall 2023: N = 29 90-100% = 28 >85-89% =0 80- 84% =1 75-79% =0 <74% =0 <u>96.6% of students scored at or above 85% on the EBP</u>	Fall 2022: N = 49 90-100% = 46 >85-89% = 1 80- 84% = 1 75-79% = 1 <74% = 0 <u>95.9% of students</u>	Faculty expect to see 90% of students are able to identify a clinically-focused teaching/learnin g need that is demographically

		above an 85%. Please see attached rubric.			<u>project and paper.</u> Spring 2022: N =42 90-100% =41 >85-89% =3 80-84% =0 75-79% =0 <74% =0 <u>100% of students scored at or above 85% on the EBP project and paper</u>	<u>scored at or above 85% on the EBP project and paper.</u> Spring 2023: N = 34 90-100% = 33 >85-89% = 1 80-84% = 0 75-79% = 0 <74% = 0 <u>97% of students scored at or above 85% on the EBP project and paper.</u>	appropriate in applying quality improvement principles. Continue to monitor.
The Baccalaureate prepared student will utilize informatics.	NURS 484 Reflective Nursing Practice	Assessment committee representative in conjunction with the adult health course faculty Operational Definition: Students will demonstrate effective use of informatics to store, retrieve, and input information as reflected in the clinical evaluation tool in the reflective practice course.	Evaluation of clinical assessment evaluation tool of final adult health course as defined by the operational definition. From Evaluation tool: 1. Distinguish information systems, communication, and technology methods in the management of	100% of the students shall achieve a satisfactory or better score regarding informatics on clinical assessment evaluation tool in the reflective practice course.	Fall 2023: N = 29 Satisfactory = 29 Unsatisfactory = 0 <u>100% of students achieved or above satisfactory on the clinical assessment evaluation tool.</u> Spring 2024: N =42 Satisfactory = 42	Fall 2022: N = 49 Satisfactory = 49 Unsatisfactory = 0 <u>100% of students achieved at or above satisfactory on the clinical assessment evaluation tool.</u>	Faculty expect 100% due to students will be graduating soon and informatics is an important aspect in providing competent care to patients. Having the ability to integrate, communicate, and use technology in a

			Safe nursing practice. 2. Use data from multiple relevant sources, including technology, to deliver care. Describe ethical principles related to patient information		Unsatisfactory = 0 <u>100% of students achieved at or above satisfactory on the clinical assessment evaluation tool.</u>	Spring 2023: N = 34 Satisfactory = 34 Unsatisfactory = 0 100% of students achieved at or above	safe manner is expected in their new role. Continue to monitor
The baccalaureate prepared student will demonstrate leadership skills.	NURS 470 Leadership and Management in Nursing Practice	Collection and evaluation of the Kaplan Management/ Professional Issues exam scores as defined by the operational definition Operational Definition: Students shall score at or above 73% on the <u>Kaplan Leadership/Management exam.</u>	Kaplan Integrated Leadership/ Management Exam	90% of students will achieve at or above the operational definition by the second attempt on the <u>Kaplan Management/Professional Issues exam.</u>	Fall 2023: TWO ATTEMPTS (>73%) Kaplan Leadership : N= 43 >73% = 44% <73% = 79% <u>achieved at or above the 73.3% benchmark.</u> Spring 2024: TWO ATTEMPTS (>73%) Kaplan Leadership : N= 18 >73% = 9 <73% = 0 <u>50% achieved at or above the 73.3% benchmark</u>	Fall 2022: TWO ATTEMPTS (>73%) Kaplan Leadership: N= 36 >73% = 14 <73% = 22 38.88% <u>achieved at or above the 73.3% benchmark.</u> Spring 2023: TWO ATTEMPTS (>73%) Kaplan Leadership: N= 29 >73% = 12 <73% = 17	Will change to alternate method of measuring student outcomes for this course beginning Fall 2024

						41% achieved at or above the 73.3% benchmark.	
The baccalaureate prepared student will demonstrate health promotion.	NURS 444 Community Health Nursing	Collection and evaluation of the Community Health Promotion project as defined by the operational definition. Operational Definition: Student will score a grade of 85% or better on the Health Promotion Project in the Community Nursing course. Please see attached.	Public Service Announceme nt (PSA)	90% of students will score a grade of 85% or better on the Health Promotion Project in the Community Nursing course.	Fall 2023: N = 43 90-100% = 43 80-89% = 0 75-79% = 0 <74% = 0 <u>% of students scored at or above 85% on health promotion project and paper.</u> Spring 2024: N = 18 90-100% = 18 80-89% = 0 75-79% = 0 <74% = 0 <u>100% of students scored at or above 85% on the health promotion project and paper</u>	Fall 2022: N = 36 90-100% = 36 80-89% = 0 75-79% = 0 <74% = 0 100% of <u>students scored at or above 85% on the health promotion project and paper.</u> Spring 2023: N = 29 90-100% = 29 80-89% = 0 75-79% = 0 <74% = 0 100% of <u>students scored at or above 85% on the health promotion project and paper</u>	The implementation of this project involves time- relevant information as well as the necessary means to deliver current quality evidence-based research to the community. The expectation was for 90% would achieve 85% or better; however, students have embraced the project and exceeded the goals and expectations at 100%.
The baccalaureate	NURS 484 Reflective	Evaluation of clinical assessment evaluation tool of the senior reflective	Midterm evaluation	100% students shall achieve a satisfactory or	Fall 2023: N = 29 Satisfactory	Fall 2022: N = 49	Spring 2025 update midterm

prepared student will display professional behaviors.	Nursing Practice	nursing course as defined by the operational definition. Operational Definition: Clinical Evaluation shall reflect a satisfactory score on the <u>midterm</u> clinical assessment evaluation tool in the senior reflective nursing course.	tool	better score on midterm clinical assessment evaluation tool in the senior reflective nursing course for the following areas: professional, timeliness, attitude, and accountability.	<p>= 29 Unsatisfactory = 0 <u>100% of students achieved at or above satisfactory on the clinical assessment evaluation tool.</u></p> <p>Spring 2024: N = 42 Satisfactory = 42 Unsatisfactory = 0 <u>100% of students achieved at or above satisfactory on the clinical assessment evaluation tool.</u></p>	<p>Satisfactory = 49 Unsatisfactory = 0 <u>100% of students achieved at or above satisfactory on the clinical assessment evaluation tool.</u></p> <p>Spring 2023: N = 34 Satisfactory = 34 Unsatisfactory = 0 <u>100% of students achieved at or above satisfactory on the clinical assessment evaluation tool.</u></p>	clinical assessment tool to reflect AACN essentials
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Campus Traditional Track (New Curriculum)										DATE UPDATED:	7/2/2024
Admission Term	Number Admitted into the Major	Currently Enrolled	Graduated	Dropped	Dismissed	Graduated or Projected to Graduate					
						5 semesters	Percent in Stated Program Length	6-8 semesters	Percent within 150% of Stated Program Length	> 8 semesters	Percent Completed Eventually
Summer 2012	1	0	1	0	0	0	0%	0	0%	1	100%
Spring 2013	49	0	44	2	3	38	78%	6	90%	0	90%
Summer 2013	1	0	1	0	0	0	0%	1	100%	0	100%
Fall 2013	49	0	42	5	2	26	53%	16	86%	0	86%
Spring 2014	48	0	45	3	0	42	88%	3	94%	0	94%
Summer 2014	1	0	1	0	0	0	0%	1	100%	0	100%
Fall 2014	48	0	44	1	3	38	79%	6	92%	0	92%
Spring 2015	50	0	48	1	1	41	82%	7	96%	0	96%
Fall 2015	51	0	47	3	1	36	71%	11	92%	0	92%
Spring 2016	50	0	49	1	0	46	92%	3	98%	0	98%
Fall 2016	46	0	43	2	1	36	78%	7	93%	0	93%
Spring 2017	50	0	47	3	0	42	84%	5	94%	0	94%
Fall 2017	48	0	41	2	5	34	71%	7	85%	0	85%
Spring 2018	50	0	46	2	2	38	76%	7	90%	1	92%
Summer 2018	2	0	1	0	1	0	0%	1	50%	0	50%
Fall 2018	47	0	42	1	4	29	62%	12	87%	1	89%
Spring 2019	40	0	32	5	3	27	68%	5	80%	0	80%
Summer 2019	1	0	1	0	0	0	0%	1	100%	0	100%
Fall 2019	44	0	38	3	3	25	57%	13	86%	0	86%
Spring 2020	49	0	41	4	4	34	69%	7	84%	0	84%
Summer 2020	3	0	3	0	0	0	0%	3	100%	0	100%
Fall 2020	48	0	44	4	0	38	79%	6	92%	0	92%
Spring 2021	44	0	38	4	2	30	68%	8	86%	0	86%
Fall 2021	24	0	22	1	1	21	88%	1	92%	0	92%
Spring 2022	50	4	40	1	5	39	78%	5	88%	0	88%
Fall 2022	21	18	0	0	3	15	71%	3	86%	0	86%
Spring 2023	25	24	0	1	0	21	84%	3	96%	0	96%
Fall 2023	30	25	0	1	4	18	60%	7	83%	0	83%
Spring 2024	48	41	0	4	3	29	60%	12	85%	0	85%
Updated August 2024	29	29	0	0	0	29	100%	0	100%	0	100%

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?	AY 23-24 Student learning outcomes will be revised for Fall 2024, implementing the new American Association of Colleges (AACN) of Nursing: The Essentials. Traditional track NCLEX-RN licensure exam first time pass rates for 2023 were 90.36%. As of the third quarter for 2024 traditional track NCLEX-RN first time pass rates are 89.04%. The national average first time pass rate for 2023 was 79.16%, and the current 2024 is 86.06. ISU School of Nursing is above the national average for 2023 and 2024.
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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?	Continued implementation of NURS 490 pre- and post-graduation coaching by three faculty members. Faculty meet with their assigned group of students at the beginning of the semester, after graduation, and as needed throughout the semester to encourage, review test taking skills, determine strengths and weaknesses. Moving NURS 309 to the first semester in Fall of 2022 has given the students a better foundation, understanding and confidence in their ability to assess their patients moving forward through the medical-surgical nursing course.
What student success indicators are concerning?	Students decline in their overall understanding of anatomy and physiology coming into the program. This deficit adds to the decrease in retention and ability of the students to apply their knowledge. SON applications and retention.
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 addition of the student success coordinator in August 2023 has added to our student success. The student success coordinator also employs nursing student tutors at different levels within the program. Evening events such as study tips and test taking strategies are offered face-to-face and online to assist students with being more successful in their nursing courses.

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>1. Fall of 2022 three faculty members implemented a mandatory study course for the first semester nursing students, the goal was to increase overall success related to time management, study tips, and test taking strategies. Fall 2024 the team evaluated the surveys, test scores, and retention and found that this needed to be more than a one-time experience. During the new student orientation some of the time management and study skills were addressed with a more hands-on approach, such as handwritten notes taken during the presentation. Continued promotion of other strategies for success have been emphasized in the course, along with referrals to the Student Success Coordinator and student tutors.</p> <p>2. The continuation of the Senior Coaching pre- and post-graduation continues to support students through the transition from classroom to independent studying for success. Most students feel prepared to test 4-6 weeks after graduation due to the NURS 490 prep course and the continuation of faculty support post-graduation.</p> <p>3. Guaranteed admission program for nursing students brings ISU SON bright and energetic students who demonstrate a measure of high achievement and drive. The retention of this group of students, once admitted into the program there is a high rate of retention of those students entering the nursing program.</p> <p>Since inception in 2016: 85 students have been offered freshman guaranteed admission 73 students accepted 63 entered ISU 49 started BSN program (plus 5 are still PRBs) 27 graduated with BSN (plus 21 currently in program and 5 still PRBs) The team of staff and faculty continue to bring new ways to introduce this program option (Guaranteed Admission) to high school and guidance counselors around Indiana.</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>A continued focus on overall student success across the curriculum in the School of Nursing by encouraging the use of our Student Success Coordinator and student tutors. For the remainder of the 2024-2025 general goals are an increase in applications and retention.</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>Faculty will continue to visit high schools to promote the ISU School of Nursing through presentations and distribution of guaranteed admission certificates to seniors committed to coming to Indiana State University. Faculty promotion of our student success coordinator throughout the program.</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>AY 22-23 faculty reviewed the curriculum and our posted learning outcomes and identified that there was a need for improving these objectives. American Association of Colleges of Nursing (AACN) Essentials. The Essentials identify the expected competencies of graduates from a baccalaureate, master's, and doctoral program. The traditional baccalaureate program reviewed and developed new student learning outcomes and implemented them into the Fall 2023 courses. A clinical assessment tool was also developed to align with the new student learning outcomes, which was trialed Spring 2023. Further development of the clinical assessment tool continues to best validate student progress and competency as they move through the program to achieve the end of program student learning outcomes.</p>
<p>Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?</p>	<p>Assessment plans are introduced to all faculty during the curriculum meeting at the beginning of the fall semesters. Faculty were involved in the analysis and development of the new student learning outcomes over the 22-23 academic year, identifying the course specific student learning outcomes. The School of Nursing holds an annual advisory meeting each summer, inviting all stakeholders and advisory board members. Faculty are invited to participate in this advisory meeting. School of Nursing information is posted and updated regularly on our Indiana State University website.</p>

Academic Program:	Baccalaureate Nursing Campus Track	Date:	10/14/2024
Author(s):	Linda McQuiston PhD, RN		
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 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.)
 - Assessment plans are reviewed and voted on in the curriculum/assessment committee each year. This includes a review of the previous years results the format/plan for the upcoming year.
 - The curriculum/assessment committee completed a revision of the end-of-program student learning outcomes (EPSLO) for implementation in fall 2024 based on the American Association of Colleges of Nursing (AACN). The new EPSLOs represent what Indiana State University School of Nursing graduates' competencies for a newly graduated baccalaureate prepared nurse.
- Established Performance Goal
 - The established program learning outcomes are reviewed each fall in the curriculum and assessment committee. The newly revised EPSLOs were developed by the faculty and identified by course leaders to define student competencies through the continuum of the curriculum.
- Actual Student Performance Relative to Established Goal (provide specific data rather than general observations)
 - Students for 2023 in the traditional program cohorts exceeded the national average on first time pass rates on NCLEX- RN with 90.36%.
 - Students in the first three quarters of 2024 in the traditional program cohort exceeded the national average of first time pass rates on NCLEX-RN with 89.04.
 - Faculty will continue to address student competencies across the curriculum. Faculty have put into practice a new clinical assessment tool that reviews the clinical competencies of students based on the AACN essentials and our new EPSLOs. The development of this tool is being assessed to determine the optimum level of competency as the students' progress through the program.
- Comparison to any Prior Data, if Available

- New student learning outcomes have been put in place to better identify student competencies upon graduation Fall 2023.

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?

Review of the student learning outcomes has directed the faculty and curriculum/assessment committee to develop new End-of-Program learning outcomes the better align with the baccalaureate prepared nurse. Fall 2024 will be our first look into the new assessment tools.

Pass rates continue to be at or above the national average. The new NCLEX-RN format contained diverse methods of testing such as case studies and use of clinical judgment/critical thinking. This format was implemented in April 2023 for the first time. Faculty continue to challenge students with case studies throughout the program to better prepare them for the transition into practice and NCLEX-RN. Second, pre-and post-coaching for success continues with success. Third, we also encouraged students to come to the 3rd floor and simulate a quiet testing environment by using some of our empty offices. This gave the students a quiet space to study and test without interruption. Transitioning from a totally on campus format to one that contains two hybrid courses leaves some students looking for the stability and structure of a campus format. Offering this space encourages the students to be in a comfortable space. We are continuing that to this date. We will continue to monitor.

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?

Degrees Awarded are trending negatively in 2023-2024 for the Traditional Campus BSN track. There was a decrease from 5.27% to 4.93%, which aligns with the overall decline in University UG total degrees for the 2023-2024 academic year. The SON is continuing to reach out to the community to promote Indiana State University SON, through faculty lead tours and preview days; guaranteed admission program, high school information sessions conducted by faculty members, and counselors' awareness and campus preview opportunities.

Degrees Awarded:

Trends

Updated August 2024

	2019-20	2020-21	2021-22	2022-23	2023-24
University UG Total Degrees	1,956	1,863	1,719	1,574	1,459
Major (BSN 9250)	85	76	80	83	72
Percentage of University Degrees	4.33%	4.07%	4.65%	5.27%	4.93%

1st Year Retention:

Latest Department

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
University	68.72%	60.55%	64.27%	68.55%	65.83%
Major (BSN 9250)	64.35%	53.65%	59.02%	65.54%	57.53%

Admission Application:

Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall Rank 2023	1-year percentage change
1,614	1,223	1,619	1,280	2 nd	-21%

The above data of Admission Applications reflects both Traditional BSN (9250) and Accelerated BSN (9255) programs.

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?

We continue to engage with students throughout the program as well as post-graduation. To support successful completion of NCLEX-RN.

We continue to promote positive testing strategies, time management, and study skills.

We continue to provide a student success coordinator for tutoring and other areas for student success.

Continuation of the faculty mentor program which gives faculty a list of students with a nursing major. Faculty have access to the MySam plans of students in the nursing program. Students will have access to a faculty mentor to assist in success throughout the program.

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.).*

The SON continues to work with community partners to give students additional time and resources to further their education as a confident and well rounded nurse upon graduation.

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?

Focus this year is the implementation of new End-of-program learning outcomes that demonstrate our students' competences as a baccalaureate prepared nurse and implement them in the Fall of 2024.

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

Faculty in the undergraduate program have been directly involved in the development of the new assessment tools, both end-of-program learning outcomes and the development of an evaluation tool that demonstrates student growth across the curriculum.

Attachments

Clinical Performance Evaluation Tool

School of Nursing

Department of Baccalaureate Nursing

Nursing 484 – Reflective Nursing Practice

Student Name: _____

Preceptor Name: _____

Instructor: _____

Final Evaluation:

The second and final evaluation will occur at the conclusion of the clinical experience. The clinical faculty will award either a “Meets or Exceeds Expectations” or “Does not Meet Expectations”. A student whose final evaluation reflects a “Does not Meet Expectations” in any category will not pass the course. Clinical faculty or course faculty is expected to comment on any item for which a “Does not Meet Expectations” is awarded.

Learning Outcome	Meets or exceeds expectations	Does not meet expectations	Not Observed
Use theoretical concepts, research findings, and other ways of knowing to guide nursing practice with clients from diverse cultural backgrounds who have complex care needs in various phases of the life span. (1.1f, 1.2f, 3.1f, 7.1f, 8.1f)	9-16pnts	0	0
Practice in a caring, responsible, and accountable manner in accordance with professional ethics and accepted standards of practice. (5.3f, 7.1f, 8.1f, 8.2f, 8.3f, 8.4f)	9-16pnts	0	0

Integrate critical thinking skills into the practice of professional nursing with clients experiencing complex care needs. (1.5f, 4.1f, 3.1f)	9-16pnts	0	0
Apply appropriate leadership and management principles in designing, coordinating, managing, and advocating for meeting the complex health care needs of individuals, families, and groups in various phases of the life span. (4.1f, 6.2f, 6.4f, 7.1f, 8.1f)	9-16pnts	0	0
Demonstrate an ability to reflect on interpersonal and interactional processes with individuals, families, and groups and critically analyze own role in relation to them. (1.5f, 8.1f, 8.2f)	9-16pnts	0	0
Intervene independently and in collaboration with other health professionals using appropriate nursing strategies and actions. (2.1f, 2.2f, 7.2f)	8-15pnts	0	0
Evaluate the outcomes of therapies in nursing interventions and plan further interventions accordingly. (5.1f, 5.2f, 3.3f)	8-15pnts	0	0
Create, implement, and evaluate a tool to address a clinical learning need of a targeted population. (1.4f, 1.5f, 2.1f, 3.2f, 5.2f)	8-15pnts	0	0

Comments: _____

Quality and Independence

Quality of Performance (check one of following)		Level of Independence (check one of following)	
	Exceptional performance and provision and/or delivery of nursing care. Student functions to meet criteria in a manner		Decisions and actions are independent and well supported. Rarely requires validating feedback.

Student Signature: _____ Date: _____

Preceptor Signature: _____

Clinical Instructor Signature: _____

NURS 484 Mid-Completion (approximately 60 hours) Feedback/Evaluation

Student Name: _____ Date: _____

Preceptor Name: _____ Facility: _____ Unit: _____

This form is to provide feedback to the student after completion of approximately 60 precepted clinical hours.

	Yes	No	Comments
Timeliness? (Always on time to clinical, attends all planned dates, completes tasks?)			
Attitude? (Self-directed, eager, cooperative, accepts feedback?)			
The student displays professional behaviors? (Arrives on time. Displays a professional appearance: clean, neat, uniformed. Demonstrates accountability and responsibility for own actions. Demonstrates ethical decisions and behavior. Serves as an advocate for the nursing profession.)			
The student provides safe and holistic patient-centered care? (Integrates patients' differences, values expressed needs. Conducts comprehensive and focused assessments of health and illness. Formulates plans of care. Communicates effectively with patients, families, groups. Demonstrates appropriate patient teaching.)			
The student works effectively in inter-professional teams? (Contributes nursing perspective to enhance patient outcomes. Incorporates effective interprofessional communication, negotiation, and conflict resolution to delivery care.)			
The student employs evidence-based practice? (Integrates best research with clinical expertise for safe care Proposes mechanisms to resolve identified discrepancies between standards and practices that impact patient outcomes.)			

The student applies quality improvement principles? (Demonstrates leadership skills to effectively implement patient safety in the identification of variances and hazards in health care.)			
The student utilizes informatics? (Integrates information systems, communication, and technology in safe nursing practice. Evaluates data from all relevant sources to deliver care. Upholds ethical principles when using patient care technologies).			
The student demonstrates leadership skills? (Applies leadership concepts, skills, and decision-making in the provision of high quality safe nursing care.)			
The student demonstrates health promotion? (Advocates for health promotion and disease prevention to improve health and wellness).			

Signatures:

Student: _____

Preceptor: _____

Instructor: _____

Healthy People 2030 Paper

This assignment meets course/clinical objective for NURS 444:

#2: Conduct comprehensive holistic assessments and formulate plans of care for community based populations across the health care continuum.

- Students must work within their clinical groups with a max of four (4) to five (5) students per group.
- TBA students will work with their clinical instructor to determine their zip code for their Windshield Survey and Healthy People 2030 paper.
- Use the Windshield Survey zip code/community for developing this paper.
- Groups will select a topic from the Healthy People 2030 National Objectives website:
<https://health.gov/healthypeople/objectives-and-data/browse-objectives>
- The group will process information and prepare one paper which demonstrates the nursing process to develop a Community Health Nursing Diagnosis based on one (1) of the topic areas from the above Healthy People 2030 website.
- This paper should enhance self-awareness of your groups chosen topic area, as well as stimulate feelings of empowerment in promoting the improved health care from the group's Windshield Survey community.
- The group paper should be at least 1000 words in length using APA 7th edition format.

- At least three (3) Evidence-Based Practice (EBP) references are required from peer-reviewed journal articles (not including the course text). Articles should be within the last five (5) to ten (10) years. EBP websites can be used in addition to the journal articles. Wikipedia CANNOT be used as a reference! If using websites, they must come from .edu, .gov, or .org websites. Please cite electronic references properly according to APA guidelines.
- The typed paper should be double-spaced with no more than five (5) pages (excluding the title and reference pages). No abstract is needed for this assignment.
- One (1) paper is to be submitted via the Turn-it-in link in the course Blackboard site. Please choose one (1) group member to upload the paper for everyone. Please do NOT submit via email or provide a paper copy to the instructor or clinical instructors. Place all group member names on the title page according to APA 7th ed. guidelines.
- Papers are due according to the course calendar in the syllabus.

Grading Rubric for Healthy People 2030 paper	Points
Introduction ♦ Introduces topic & purpose of paper. (1)	5
♦ Provides evidence-based rationale for importance of topic to nursing practice.(3) ♦ Introduces Windshield Survey Community. States Windshield Zip code/area. (1)	
♦ s of data and Application of Nursing Process Synthesizes all assessment data – statistical, topic area & creates a clear statement of the problem in the form of a Community Health Nursing diagnosis using a topic area from Healthy People 2030 (Assessment, Diagnosis). This is from the Windshield Survey PPT. (5) Demonstrates understanding of applying the nursing process to create a proposed community aggregate assessment based on the identified HP 2030 topic area. (5) Determines <u>one</u> short-term goal that is measurable & timed that fits the chosen community (Planning). This is from the Windshield Survey PPT. (5) What are the current nursing interventions for this problem? Which ones have worked and have not worked? (Intervention). What interventions have been used in the literature? Will a previously used intervention in another city work for your zip code/area? (5) Provides supportive evidence-based data throughout paper. (Evaluation). How would you evaluate your intervention to see if it worked in your zip code/area? (5)	25

Format & APA <ul style="list-style-type: none"> ◆ Flows clearly & logically with professional appearance and tone. (2) ◆ Minimum length of five (5) pages using 1000 words. (2) ◆ Free of grammar, spelling, punctuation errors. (3) ◆ Cites in text references using APA 7th edition. (5) Proper title page. (1) ◆ Uses <u>three</u> EBP references from professional, peer-reviewed journals written within last past five to ten years. (2) 	15
Conclusion <ul style="list-style-type: none"> ◆ Synthesize key points in paper. (2) ◆ Conveys the larger implications of your topic. (1) ◆ Demonstrates importance of your findings. (2) 	5
Total	50

Points: _____ NURS 484

Teaching/Learning/Analysis Project

Purpose: The purpose of this senior project is to identify a clinically-focused teaching/learning need, create a tool to address the need, and implement the use of the tool with the targeted population.

Total Point value: 140 points

Directions and Process:

1. Collaborate with your preceptor and possible other healthcare professionals at your facility to identify a clinically significant teaching/learning need and the target population. (NOTE: this may be a patient need, family need, or professional health care provider need).
2. Post a clear description about your project in the Discussion Board forum titled "Service Teaching/Learning/Analysis projects part 1" (worth 35 points) by the due date (see calendar in syllabus). In this post you are to provide required details about your project: Introduce your project; explain what you will be doing; describe how it is related to the population you are working with; describe how you collaborated with your preceptor, unit manager, and/or facility to identify the need for this project; and describe how your project should benefit the target population.
3. Conduct a literature review on the topic to support the development of a specific learning tool (Powerpoint, brochure, or poster). References must be no older than 5 years. You must have at least 3 references.

4. Submit your reference list in APA format by the due date (see calendar in syllabus) (worth 35 points). See the Assignments tab in Blackboard for file upload.
5. Develop the teaching/learning tool and present/deliver the tool to the target population. (NOTE: plagiarism will NOT be tolerated. Copying and pasting from other sources without making direct quotes and citing appropriately is plagiarism! Using a brochure or handouts from another source is plagiarism. Using pictures and/or diagrams from sources without including proper citations/references is plagiarism.)
6. Upload your tool for grading (worth 35 points) by the due date (see calendar in syllabus).
7. You are required to actually administer the learning tool to the intended population. For example, if you created a Powerpoint presentation, you must do the presentation and evaluate how the population responded to it. Or, if you created a patient brochure, you must give the brochure to some of the intended patients and evaluate how they responded to it.
8. Post an evaluation/discussion of your completed project in the Discussion Board forum titled "Service Teaching/Learning/Analysis projects part 2" (worth 35 points) by the due date (see calendar in syllabus). In this post you are to provide the required details about your project: Evaluate whether or not your project resulted in the benefit you hoped for; describe how well your project was received by the target population (did they like it? Did they learn what you wanted them to learn? How do you know whether or not they actually learned from it?); discuss the strengths of your project; discuss the weaknesses of your project; and discuss what could be done to make the learning tool better if used again in the future.

Public Service Announcement (PSA) Guidelines

This assignment correlates with the following course/clinical outcomes for NURS 444:

- #3. Utilize a diverse range of communication approaches including technology to facilitate effective communication with individuals, families and groups, with a particular emphasis on communities.
- #7. Participate in the development and implementation of imaginative and creative strategies to enable systems to change in a community setting.
- #8. Advocate for culturally sensitive health promotion and disease prevention at the individual and population level necessary to improve population health, wellness, and the promotion of healthy lifestyles.

After completing this PSA assignment, students will be able to:

- Describe the purpose of a PSA.
- Collect EBP information to support conveying information to the target audience.
- Plan creative-thinking and problem solving ideas for the community.
- Create an effective positive social change as a member of the healthcare team.

PSA's are short, "non-commercial" announcements that provide information to the public. They are used to inform the public about issues such as health and safety tips and to influence public opinion. They contain information that is beneficial to the community and sometimes cover controversial topics. The PSA must be persuasive enough to convince the viewer to feel or change something.

You will create a PSA that will educate an audience about a Public Health-related topic. You may choose from the attached list or create your own topic, with instructor approval.

1. Develop an idea or topic for a health-related message targeting a public health concern.
2. Develop a plan for your PSA.
3. Plan a strategy for how you wish to convey your message.

Things to consider:

- This is a group project. No more than four (4) to five (5) students per group!!!
- Ideas should express a single, obvious theme or message to be communicated.
- Be original, creative, and effective!!!!
- Be school appropriate in language and content.
- Provide an anti-use message for risky behaviors or a supportive message for healthy behaviors.
- Provide EBP references and discuss data or statistics in the PSA to support your message. These should be within 5-7 years.
- The PSA should be between 30-60 seconds in length.
- Use graphics or sound/music to assist in communicating your message. Just make sure the sound does not overpower your voice or distract from the message.
- Record your PSA on TikTok, iPhone, iMovie, Youtube, or any other device/media.
- You can sign-out models or props from the lab with Rhonda Reed for your video.
- All group members must be included in the video and participate in the development of this project.
- See attached Rubric to grading purposes.
- Upload your PSA recording to the Turn-It-in Link in Blackboard. If you are just providing the link to the recording, you must put the link on a blank word document with at least 20 words or you will receive an error message and it will not attach correctly, so put your group member names here. If you post to TikTok, make sure to put your account to public so that faculty can view the recording. Have fun!!!

Topics/Ideas:

Drinking & Driving	Chewing Tobacco	Prescription Drug Abuse	Polypharmacy	Date Rape	Date Rape Drugs
Road Rage	Peer Pressure	Bullying	Bomb Threats	Active Shooter	Graffiti
Seat Belts	Car Seat Safety	STD's/STI's	Therapy Dogs	Anger Management	OTC drug abuse
Opioid Epidemic	Heroin Epidemic	Fake ID's	Binge Drinking	Homelessness	School Bus safety
Nutrition in schools	Suicide Prevention	Helmet Safety	Weapons in schools	Littering	Smoking
Fire Safety	Stress Management	Inhalants	Postpartum Depression	Tired Driving	Texting & Driving
Elderly driving	Teen depression	Acne	Exercise	Unintended pregnancy	Child Abuse
Elder Abuse	Internet safety	Cyber-bullying	Drug testing in athletes	E-Cigs	Drug Abuse
Cyber Safety	Depression	Energy Conservation	Hate Crimes	Fighting in school	Speeding/MVA's
Diabetes	Underage drinking	Voting	Respect	Peer Pressure	Racism
Sex Trafficking	Intimate Partner Violence/Domestic Violence	Defund the Police	Teenage driving	Needle Exchange Program	AIDS/HIV
Any Chronic Health Problem	Stroke	Public Policy	Access to Healthcare	Food Safety	Immunizations
LGBTQIA+	Transgender	Oral health	Lead Poisoning	Secondhand Smoke	Radon Gas
Food desert	Infant mortality	Prenatal care	Smoking during pregnancy	Breastfeeding	Safe to sleep campaign
Smoke detectors	Unintentional drownings	Childhood obesity	Obesity	Leaving children in a car unattended	Child neglect
HPV	Homeless children	Runaways	Foster Care	Legalization of Marijuana	ADD/ADHD
Poverty	Overuse of the ER	Complementary Medicine/Herbals	Gender inequality	Arthritis	Breast cancer in males
Menopause	Condom use or Abstinence	Stigma of depression in males	Elderly suicide	Advanced Directives	Medicare ABCD
Medicaid or HIP 2.0	Sleep	Falls	Hypothermia/Hyperthermia	Elderly crime victims/Scams	Alzheimer's Disease
Sandwich Generation	Homeless Veterans	PTSD	Eating Disorders	Munchausen syndrome by proxy (MSBP)	Mental Health Disorders

Category	4	3	2	1
1. Timing	PSA is between 30-60 seconds in length.	PSA is less than 25 seconds and more than 1 min 15 sec. in length.	PSA is less than 20 seconds and more than 1 min 30 sec. in length.	PSA is less than 15 seconds and more than 1 min. 45 sec. in length.

Mental Health in Prisons	Communicable Diseases	Steroids use in athletes	Stalking	Workplace Violence	Lateral Violence in Nursing
Gangs	Terrorism	Firearm safety	Disaster Preparation	Tattoo/Body Piercing	Trauma/Golden Hour

Group Public Service Announcement (PSA) Rubric

Total Score _____/40

2. Purpose	The purpose of the PSA is clear. Call to action is clear.	The purpose of the PSA is mostly clear. Call to action is mostly clear.	The purpose of the PSA is somewhat clear. Call to action is somewhat clear.	The purpose of the PSA is unclear. Call to action is unclear.
3. EBP Information	Demonstrates full grasp of content. Presents complete accurate EBP information.	Is at ease with topic and presents accurate EBP information.	Is uncomfortable with information, leaves out important details and/or presents inaccurate EBP information.	Does not have grasp of information. Statements are incorrect or unsupported.
4. Technical Quality	A high degree of technical skill. Effects are powerful and add to the impact of the PSA topic. Background sounds do not distract from the message.	Technical skill is evident in PSA and adds to the quality of the topic. Background noise somewhat distracts the PSA message.	Some technical skill is evident in the creation of the PSA, but adds little to effectiveness of the topic. Background noise mostly distracts from the message.	Very little technical skill is evident in the production of the PSA. Background sound is heard over the message.
5. Originality/Creativity	PSA reflects an exceptional degree of student creativity and use of original ideas.	PSA reflects the student creativity and the use of original ideas.	PSA reflects some creativity, but lacks originality.	PSA reflects a lack of creativity or originality.
6. Message effectiveness	Delivers a strong message on selected topic. Engages the audience throughout the recording. Is compelling. Presents a sense of perceived seriousness and susceptibility (HBP).	PSA catches listener attention early, but does not engage audience throughout the recording. Mostly compelling. Mostly a sense of perceived seriousness and susceptibility.	The intent of the PSA is understood, but has little motivational value. PSA engages audience for brief moments. Somewhat compelling with sense of seriousness or susceptibility.	The message is not clear in the PSA. PSA does not engage the audience. Not compelling at all with no evidence of seriousness or susceptibility.
7. Persuasive Techniques	Makes an impact on audience with emotion (shock, anger, sadness, surprise, or guilt).	Mostly makes an impact on audience with emotion.	Somewhat makes an impact on audience with emotion.	Lacks emotion.
8. Communication	All group in video speak clearly.	Most in the video speak clearly.	Some group members in video speak clearly.	Few group members in video speak clearly.
9. Followed Guidelines	PSA includes all required elements, including additional information.	All required elements are included in the PSA.	All but ONE of the required elements are included in the PSA.	Several required elements are missing.
10. Collaboration	Members show respect to one another working equally on the project.	Members get along well and work equally on the project. Stay on task most of the time.	Group members need constant reminders to complete parts of the project. Share some of the work equally.	One group member does most of the work. Do not share equal responsibility for completing work.

Clinical Evaluation Tool:

Indiana State University SON (Undergraduate Tracks)

Student Name:

Faculty:

Hospital/Facility:

Focus/Level of Care:

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SPHERES OF CARE	TRADITIONAL	LPN-to-BSN	ACCELERATED	BLOOMS TAXONOMY	Remember/recall	Understand concepts	Apply, analyze	Evaluate
	<input type="radio"/> NUR 209 <input type="radio"/> NUR 218 <input type="radio"/> NUR 224 <input type="radio"/> NUR 309 <input type="radio"/> NUR 324 <input type="radio"/> NUR 338 <input type="radio"/> NUR 364 <input type="radio"/> NUR 424 <input type="radio"/> NUR 444 <input type="radio"/> NUR 484	<input type="radio"/> NURC 304 <input type="radio"/> NURC 324 <input type="radio"/> NURC 338 <input type="radio"/> NURC 346 <input type="radio"/> NURC 424 <input type="radio"/> NURC 444 <input checked="" type="radio"/> NURC 484	<input type="radio"/> NURC 209 <input type="radio"/> NURC 228 <input type="radio"/> NURC 304 <input type="radio"/> NURC 328 <input type="radio"/> NURC 330 <input type="radio"/> NURC 338 <input type="radio"/> NURC 350 <input type="radio"/> NURC 380 <input type="radio"/> NURC 444 <input checked="" type="radio"/> NURC 484					
DOMAINS and Core Competencies								
DOMAIN 1: Knowledge for Nursing Practice The baccalaureate prepared graduate will: apply discipline specific concepts, foundational theories, and historical perspectives to enhance clinical judgement in the exercise of evidence-based practice for safe patient care.	Student self-evaluation and comments:							
1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.	Sub-Competencies							
Comment:	1.2b Demonstrate intellectual curiosity.							
Comment:	1.2e Demonstrate ethical decision making.							
1.3 Demonstrate clinical judgment founded on a broad knowledge base.	Sub-Competencies							
Comment:	1.3a Demonstrate clinical reasoning.							
Comment:	1.3c Incorporate knowledge from nursing and other disciplines to support clinical judgment.							

DOMAIN 2: Person-Centered Care.	Student self-evaluation and comments:					

The baccalaureate prepared graduate will: integrate patient centered care by providing empathetic, compassionate relationships, therapeutic communication, coordination, and management of care through the implementation of the nursing process.						
2.1 Engage with the individual in establishing a caring relationship.						
2.2 Communicate effectively with individuals.						
2.3 Integrate assessment skills in practice.	Sub-Competencies					
Comment: See Skills Checklist per course	2.3d Perform point of care screening/diagnostic testing (e.g. blood glucose, PO2, EKG).					
Comment:	2.3e Distinguish between normal and abnormal health findings.					
Comment:	2.3g Communicate findings of a comprehensive assessment.					
2.4 Diagnose actual or potential health problems and needs.	Sub-Competencies					
Comment:	2.4a Synthesize assessment data in the context of the individual's current preferences, situation, and experience.					
Comment:	2.4b Create a list of problems/health concerns.					
Comment:	2.4d Understand and apply the results of social screening, psychological testing, laboratory data, imaging studies, and other diagnostic tests in actions and plans of care.					
Comment:	2.4e Contribute as a team member to the formation and improvement of diagnoses.					

2.5 Develop a plan of care.	Sub-Competencies					
Comment:	2.5a Engage the individual and the team in plan development.					
Comment:	2.5b Organize care based on mutual health goals.					
Comment:	2.5c Prioritize care based on best evidence.					
Comment:	2.5d Incorporate evidence-based intervention to improve outcomes and safety.					
Comment:	2.5e Anticipate outcomes of care (expected, unexpected, and potentially adverse).					

Comment:	2.5f Demonstrate rationale for plan.					
Comment:	2.5g Address individuals' experiences and perspectives in designing plans of care.					
2.6 Demonstrate accountability for care delivery.	Sub-Competencies					
Comment:	2.6d Monitor the implementation of the plan of care.					
2.7 Evaluate outcomes of care.	Sub-Competencies					
Comment:	2.7a Reassess the individual to evaluate health outcomes/goals.					
Comment:	2.7b Modify plan of care as needed.					
2.8 Promote self-care management.	Sub-Competencies					
Comment:	2.8a Assist the individual to engage in self-care management.					
Comment:	2.8b Employ individualized educational strategies based on learning theories, methodologies, and health literacy.					
Comment:	2.8c Educate individuals and families regarding selfcare for health promotion, illness prevention, and illness management.					

Comment:	2.8d Respect individuals and families' selfdetermination in their healthcare decisions.					
Comment:	2.8e Identify personal, system, and community resources available to support self-care management.					
2.9 Provide care coordination.	Sub-Competencies					
Comment:	2.9a Facilitate continuity of care based on assessment of assets and needs.					
Comment:	2.9d Recognize when additional expertise and knowledge is needed to manage the patient.					
DOMAIN 3: Population Health The baccalaureate prepared graduate nurse will: Manage the care for diverse populations, regarding health equity and social determinants of health across a variety of settings.	Student self-evaluation and comments:					
3.2 Engage in effective partnerships.	Sub-Competencies					
Comment:	3.2b Demonstrate effective collaboration and mutual accountability with relevant stakeholders.					

Comment:	3.6e Implement infection control measures and proper use of personal protective equipment.					
Domain 4: Scholarship for the Nursing Discipline The baccalaureate prepared graduate nurse will: Retrieve, appraise, and integrate sound ethical research and evidence-based practice to improve healthcare outcomes.	Student self-evaluation and comments:					
4.2 Integrate best evidence into nursing practice	Sub-Competencies					
Comment:	4.2a Evaluate clinical practice to generate questions to improve nursing care.					
Comment:	4.2c Use best evidence in practice.					

DOMAIN 5: Quality and Safety The baccalaureate prepared graduate nurse will: Apply quality and safety principles and strategies to improve patient outcomes in the healthcare environment.	Student self-evaluation and comments:						
5.1 Apply quality improvement principles in care delivery.	Sub-Competencies						
Comment:	5.1a Recognize nursing's essential role in improving healthcare quality and safety.						
Comment:	5.1c Implement standardized, evidence-based processes for care delivery.						
Comment:	5.1f Identify strategies to improve outcomes of patient care in practice.						
5.2 Contribute to a culture of patient safety.							
5.3 Contribute to a culture of provider and work environment safety.							
DOMAIN 6: Interprofessional Partnerships The baccalaureate prepared graduate nurse will: Through the nursing perspective, demonstrate mutual respect and understanding when communicating in healthcare teams to improve outcomes.	Student self-evaluation and comments:						
6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.							
6.2 Perform effectively in different team roles, using principles and values of team dynamics.	Sub-Competencies						
Comment:	6.2a Apply principles of team dynamics, including team roles, to facilitate effective team functioning.						
Comment:	6.2b Delegate work to team members based on their roles and competency.						
Comment:	6.2c Engage in the work of the team as appropriate to one's scope of practice and competency.						

Comment:	6.2d Recognize how one's uniqueness (as a person and a nurse) contributes to effective interprofessional working relationships.					
Comment:	6.2e Apply principles of team leadership and management. performance to improve quality and assure safety.					
Comment:	6.2f Evaluate performance of individual and team to improve quality and promote safety.					
6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values.	Sub-Competencies					
Comment:	6.4d Collaborate with interprofessional team members to establish mutual healthcare goals for individuals, communities, or populations.					
Domain 7: Systems-based Practice The baccalaureate prepared graduate nurse will: Respond to and lead systems-based approaches to improve outcomes.	Student self-evaluation and comments:					
7.2 Incorporate consideration of costeffectiveness of care.	Sub-Competencies					
Comment:	7.2b Recognize the impact of health disparities and social determinants of health on care outcomes.					
Domain 8: Informatics and Healthcare Technologies The baccalaureate prepared graduate will: Integrate innovative and established technologies to evaluate and deliver confidential, ethical care.	Student self-evaluation and comments:					
8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations.	Sub-Competencies					
Comment:	8.1a Identify the variety of information and communication technologies used in care settings.					

Comment:	8.1c Effectively use electronic communication tools.					
8.2 Use information and communication technology to gather data, create information, and generate knowledge.	Sub-Competencies					
Comment:	8.2a Enter accurate data when chronicling care.					
Comment:	8.2c Use appropriate data when planning care.					
Comment:	8.2d Demonstrate the appropriate use of health information literacy assessments and improvement strategies.					
8.5 Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.	Sub-Competencies					
Comment:	8.5c Comply with legal and regulatory requirements while using communication and information technologies.					
Comment:	8.5e Discuss how clinical judgment and critical thinking must prevail in the presence of information and communication technologies.					
Domain 9: Professionalism The baccalaureate prepared graduate nurse will: Demonstrate ethical/legal practice surrounding healthcare outcomes while promoting justice, diversity, equity, and inclusion.	Student self-evaluation and comments:					
9.1 Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society.						
9.2 Employ participatory approach to nursing care.	Sub-Competencies					
Comment:	9.2c Demonstrate empathy to the individual's life experience.					

Comment:	9.2d Advocate for practices that advance diversity, equity, and inclusion.					
Comment:	9.2e Demonstrate cultural sensitivity and humility in practice.					
Comment:	9.2g Communicate in a professional manner.					
9.3 Demonstrate accountability to the individual, society, and the profession.	Sub-Competencies					
Comment:	9.3c Demonstrate professional and personal honesty and integrity.					
Comment:	9.3d Take responsibility for one's roles, decisions, obligations, actions, and care outcomes.					
9.4 Comply with relevant laws, policies, and regulations.						
9.5 Demonstrate the professional identity of nursing.						
9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.						
Domain 10: Professional and Leadership Development The baccalaureate prepared graduate nurse will: Participate in activities and self-reflection that enhance personal health, well-being and resilience while contributing to life-long learning and the acquisition of leadership skills.	Student self-evaluation and comments:					
10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.	Sub-Competencies					
Comment:	10.2a Engage in guided and spontaneous reflection of one's practice.					
Comment:	10.2b Integrate comprehensive feedback to improve performance.					
Comment:	10.2c Commit to personal and professional development.					

10.3 Develop capacity for leadership.						

Post Clinical Faculty Comments:

Post Clinical Student's Comments:

My signature below indicates that I have read this clinical performance review.

Student_____ Date_____

Faculty_____ Date_____

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Nursing Traditional BSN

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.)	For LO "The baccalaureate prepared student will demonstrate leadership skills," instead of switching the measure from the Kaplan exam, consider adding a course based assessment and collect both. The Kaplan exam has become a baseline in your data collection, so unless the tool itself is bad, it's helpful to keep it and add an additional diagnostic from another assessment to help pinpoint where the issues are occurring.	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>	Excellent analysis of findings and notes for actions to be taken in response	<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

To accommodate demands on faculty time and programs undergoing accreditation or program review, SOASR will be accepted on a rolling basis.

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

Early Submission:
September 1, 2024

Last Day to Submit:
November 17, 2024

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:	Indiana State University MSN, Family Nurse Practitioner Concentration	Date:	12/29/2024
Author(s):	Dr.Jessica Durbin,DNP, FNP-BC		
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 checked="" 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 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 <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>			
PROFESSIONAL PRACTICE 1-3 1. Demonstrate clinical competency in assessing health status and managing needs of individuals/families in primary care settings reflective of evidence-based practice. 2. Evaluate the impact of culture and environment on the health practices of individuals/families. Actively participate in an interdisciplinary approach to the delivery of health care, including provisions for appropriate	670	Student Clinical Performance Feedback Form by preceptor(s) based on 0-4 Likert Scale and Patient case review	1. Student Clinical Performance Feedback Form 2. Patient case review	1. Achieve a 2 or better on the clinical performance feedback form 2. 83% or better on the final clinical component	Fall 2023: N= 21 21/21 (100%) Achieved a 2 or better on the clinical performance feedback form and completion of the final clinical component Spring 2024: N= 15/15 (100%) achieved a 2 or better on the clinical performance feedback forms submitted by preceptors and completed the final clinical component	Fall 2022: N= 24 24/24 (100%) Achieved a 2 or better on the clinical performance feedback form and completion of the final clinical component Spring 2023: N= 32 32/32 (100%) achieved a 2 or better on the clinical performance feedback forms submitted by preceptors and

consultation, collaboration, referral and continuity of care.					(Medatrax Review #2)	completed the final clinical component (Medatrax Review #2)
<p>COLLABORATION</p> <ol style="list-style-type: none"> 1. Demonstrate clinical competency in assessing health status and managing needs of individuals/families in primary care settings reflective of evidence-based practice. 2. Evaluate the impact of culture and environment on the health practices of individuals/families. 3. Actively participate in an interdisciplinary approach to the delivery of health care, including provisions for appropriate consultation, collaboration, referral and continuity of care. <p>Evaluate health promotion and disease prevention strategies across the lifespan.</p>	670	APN 670 Clinical Data Documentation reflects utilization of available resources appropriate to encounters Successful completion is defined by 83% or greater on final Clinical Data Documentation Evaluation	Clinical Data Documentation Evaluation	83% or greater on final Clinical Data Documentation Evaluation	<p>Fall 2023: N= 21/21 (100%) Successful completion (receiving 83% or greater) on final Clinical Data Documentation Evaluation</p> <p>Spring 2024: N= 15/15 (100%) Successful completion (scored 83% or greater) on final Clinical Data Documentation Evaluation</p>	<p>Fall 2022: N=24 24/24=100% Successful completion (receiving 83% or greater) on final Clinical Data Documentation Evaluation</p> <p>Spring 2023: N= 32 32/32= 100% Successful completion (scored 83% or greater) on final Clinical Data Documentation Evaluation</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?	
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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?	Currently our graduation rates/completion metrics are excellent. Our number of graduates fall 2023 who completed within 150% of the stated program length was 100%, up from 87% in fall 2022. For Spring 2024 it was 100%. In order to facilitate the continuation of this trend we have reviewed curriculum and condensed courses where appropriate, implementing multiple 8 week courses and are redesigning curriculum to help students matriculate more smoothly. This is also attractive with regards to retention.
What student success indicators are concerning?	<p>Our enrollment had been down for multiple admission cycles in a row. We have increased recruitment efforts at local and regional events and continue to brainstorm for creative ideas for recruitment. We have adapted admissions to a once per year admission cycle.</p> <p>We also implemented a guaranteed admission program for our undergraduate students who are excelling in their final program semester.</p> <p>For the 2022-2023 AY we only admitted 24 students</p> <p>For the 23-24 AY we admitted 45.</p> <p>Fall 2023 we admitted 20, Spring 2024 we admitted 25 so we almost doubled the admissions of the academic year prior.</p> <p>We are continually exploring partnerships in the local community. We now have a faculty member who serves as our community coordinator. This coordinator works with stakeholders in the community to develop relationships and facilitate experiences for our local students.</p>
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/).	<p>Board pass rates for the prior academic year are currently at 89% overall for all test takers. Our largest certifying body (AANP) has a national average pass rate of 74%.</p> <p>Our 2022 pass rates were 86%</p>

The second certifying body (ANCC) has a three year average. Our overall pass rate with this certifying body was 75% in 2021 and 80% in 2022.

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 percentage of students who met the metric for the professional practice metric is 100% I believe some of the curricular edits that have been made and also having smaller cohorts have allowed better delivery of our course content and resulted in increased student success.</p> <p>Last year we also reviewed our Communication outcome and the number of students who have met the benchmark has increased over the past 2 academic years.</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 adopting new criteria from our accreditation organizations and we are in the process of creating new programmatic outcomes as well as reviewing and revising the metrics as needed.</p> <p>With regards to the SLO of Professional practice the metric has been achieved at an increasing rate the past 2 academic years. Faculty will continue to mold and shape our students to successfully meet these outcomes through revisions of curriculum and presentation of materials and experiences. We will continually review our outcomes within the guidelines of our accrediting body as well. We continually communicate with preceptors and encourage students to communicate their individual needs to their preceptors to facilitate their learning.</p> <p>The graduate nursing assessment plan will focus on gathering data for all of graduate outcomes and it will evaluate the changes implemented from last academic year including increasing benchmark thresholds and changing course requirements. Implementing new strategies for student success is always at the forefront of the short term goal list. Implementation of patient simulation is one way we have given our students the opportunity to practice skills in a nonthreatening setting as they work towards completion of their degree and prepared for clinical experiences followed by national certification.</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>We are continually exploring partnerships in the local community. We now have a faculty member who is a community coordinator who works with stakeholders in the community to develop relationships and facilitate experiences for our local students. Also, increasing communication with preceptors and site coordinators regarding the program layout and expectations is a critical step to obtaining accurate information about our student's clinical performance. This allows faculty to facilitate good relationships with our preceptors and sites. Personal and frequent communications improves and solidifies the on-going preceptor, student, and faculty relationships leading to increasing student success. Trusted clinical</p>

	relationships allows for students to establish and maintain successful clinical experiences that are necessary to complete the program. Stable clinical sites facilitates successfully meeting the criteria to sit for national certification and increases the accuracy of the clinical performance feedback given by preceptors.
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 leadership and ethics outcomes. We have adopted new criteria from our accrediting bodies and are re-writing our outcomes in order to facilitate curricular/programmatic growth and produce high quality NPs who will practice in an ever evolving healthcare environment.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	We continually work to maintain our positive student and community reputation and strive for excellence in our graduates. Our assessment data is shared with internal stakeholders at regular intervals throughout the academic year. It is shared with our external stakeholders annually at a stakeholders meeting after compiling our assessment data for the previous academic year. We review all learning outcomes monthly as well as at the end of the academic year so there is consistent, thorough and thoughtful assessment of all outcomes and ensure that any curricular or programmatic changes are data driven. We are continually working as a team to ensure our curriculum's rigor and we share our assessment data every summer with all of our stakeholders.

Academic Program:		Date:	
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 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 Benchmark for Proficiency
- Actual Student Performance Relative to Established Benchmark (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 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?

What student success indicators are concerning?

Updated May 2023

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: Nursing FNP 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) 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>	Documented commitment to ongoing assessment and data-informed improvement	<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

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:	LPN-BSN	Date:	10/15/24
Author(s):	Ami Stone		
<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 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.			
The baccalaureate prepared student will provide safe and holistic patient centered care	NURC 490	Kaplan Secure Predictor Exam	Kaplan Secure Predictor exam	60% is the minimum score for Kaplan.	<p>Fall 2023: 90%(18 of 20 students) met benchmark by 2nd attempt or adjustment.</p> <p>Spring 2024: 27 of 29 students met which is 93%</p> <p>Summer 2024: N = 36 Kaplan's benchmark = 72% Our benchmark for grading purposes = 55% - if student fell below this, they must do 6 hours remediation and a retake. >72% = 17 55%- 71.4% = 19, 6 hours remediation, and a certain number of additional questions added to their personal remediation. <55% = 0, no retakes 47% met the original benchmark.</p>	There is not a report for 2022-2023 for LPN-BSN

					<u>100% met the original/revised benchmark.</u> Summer 2024: Benchmark adjusted due to assessment was changed to S.P. NGN, and no one was passing. We opted to change due to when you look at previous cohort, the test was not reflective of who passed NCLEX and who did not. I.E., several students in this cohort got 75% on S.P. and failed NCLEX, where the lower scoring students all passed NCLEX.	
The baccalaureate prepared student will provide safe and holistic patient centered care	NURC 484	135 clinical hours.	Evaluation of the clinical assessment evaluation tool of senior reflective nursing course (NURS 484) as defined by the operational definition.	Satisfactory	Fall 2023: 100% Spring 2024: 100% using new evaluation form Summer 2024: 100% (new evaluation form)	
The baccalaureate prepared student will work effectively interprofessional teams to enhance patient outcomes.	NURC 484 Reflective Nursing Practice	Clinical evaluation shall reflect a satisfactory or better score on the clinical assessment evaluation tool in the senior reflective nursing course.	Evaluation of the clinical assessment evaluation tool of senior reflective nursing course (NURS 484) as defined by the operational definition.	100% of the students shall achieve a satisfactory or better score on the clinical assessment tool.	Fall 2023: 100% Spring 2024: 100% Summer 2024: 100%	
The baccalaureate prepared student will employ evidence-based practice	NURC 444 Community Nursing	Evaluation of scores on EBP paper will be examined in the Community course as defined by the operational definition.	Rubric		Fall 2023: N = 22- 1= 21 (1 did not submit) 85-100% = 81% <85% = 19%	

					<p>% of students scored at or above 85% on the EBP project and paper</p> <p>Spring 2024: N = 45- 2 = 43 (2 did not submit and received a 0) 85-100% = 83.7% <85% = 16.3% % of students scored at or above 85% on the EBP project and paper</p> <p>Summer 2024: N = 23- 2 = 21 (2 did not submit and received a 0) 85-100% = 85.7 % <85% = 14.3 % % of students scored at or above 85% on the EBP project and paper</p>	
The baccalaureate prepare student will apply quality improvement principles.	NURC 484 Reflective Nursing Practice	Students in the Reflective Nursing Practice course will complete a problem-based service project at or above 85%.	Scores on problem-based service project and paper assignment will be examined in the Reflective Practice course as defined by the operational definition.	Rubric.	<p>Fall 2023: 15 of 17 students are > 85% so overall = 88%</p> <p>Spring 2024: 17 of 19 students are > 85% so overall =89.9%</p> <p>Summer 2024: 38 of 40 students are > 85% so overall = 95% ;</p>	
The Baccalaureate prepared student will utilize informatics.	NURC 424 Nursing Care of Adults III	Students will demonstrate effective use of informatics to store, retrieve, and input information as reflected in the clinical evaluation tool in the reflective nursing practice course.	<p>Evaluation of clinical assessment evaluation tool of final adult health course as defined by the operational definition.</p> <p>From Evaluation tool:</p> <ol style="list-style-type: none"> 1. Distinguish information systems, communication, and 	Satisfactory	<p>Fall 2023 33/35 94% of students achieved at or above satisfactory on the clinical evaluation tool.</p> <p>Spring 2024 51/52</p>	

			<p>technology methods in the management of Safe nursing practice.</p> <p>2. Use data from multiple relevant sources, including technology, to deliver care.</p> <p>3. Describe ethical principles related to patient information.</p>		98% of students achieved at or above satisfactory on the clinical evaluation tool.	
The baccalaureate prepared student will demonstrate leadership skills.	NURC 470 Leadership and Management in Nursing	Collection and evaluation of the Leadership/Kaplan Management/ Professional Issues exam scores as defined by the operational definition.	Collection and evaluation of the Leadership/Kaplan Management/ Professional Issues exam scores as defined by the operational definition.		<p>Fall 2023: N = 51- 2= 49 (1 student was given a zero for academic integrity violation, 1 student did not take the exam) At or above the benchmark % = 63.3% Below the benchmark % = 36.7% % of students scored at or above the benchmark on the first attempt Out of the 36.7% (N=18) who did not meet the benchmark on the first attempt, 38.9% (N=7) met the benchmark after remediation % of students who met the benchmark after 1st and 2nd attempts = 77.6%</p> <p>Spring 2024 N = 32 At or above the benchmark % = 68.8% Below the benchmark % = 31.2% % of students scored at or above the benchmark on the first attempt</p> <p>Out of the 31.2% (N=10) who did not meet the benchmark on the first attempt, 70% (N=7) met the benchmark after remediation</p>	

					<p>% of students who met the benchmark after 1st and 2nd attempts = 90.6%</p> <p>Summer 2024 N = 13 At or above the benchmark % = 46.1% Below the benchmark % = 53.9% % of students scored at or above the benchmark on the first attempt Out of the 53.9% (N=7) who did not meet the benchmark on the first attempt, 57% (N=4) met the benchmark after remediation % of students who met the benchmark after 1st and 2nd attempts = 76.9 %</p>	
The baccalaureate prepared student will demonstrate health promotion.	NURC 444 Community Nursing	Collection and evaluation of the Community Health Promotion project as defined by the operational definition.			<p>Fall 2023: N = 21- 1= 20 (1 did not submit- dropped out of course) 85-100% = 100% <85% = 0% % of students scored 85% or better on the Health Promotion Project</p> <p>Spring 2024: N = 45 85-100% = 95.6% <85% = 4.4% % of students scored 85% or better on the Health Promotion Project</p> <p>Summer 2024: N = 23 85-100% = 95.7% <85% = 4.3%</p>	

					% of students scored 85% or better on the Health Promotion Project	
The baccalaureate prepared student will display professional behaviors.	NURC 484 Reflective Nursing Practice	Clinical Evaluation shall reflect a satisfactory score on the midterm clinical assessment evaluation tool in the senior reflective nursing course.			Fall 2023: 100% Spring 2024: 100% Summer 2024: 100%	
National Licensure Exam (NCLEX) - RN Pass Rates		Results provided by National Council of State Boards of Nursing (NCSBN). Post-graduation Licensure exam.	National Counsel Licensure Exam (NCLEX-RN).			

National Average NCLEX Pass rates 2023

Jan. – March	80.48%
April – June	94.32%
July – Sept	90.69%
Oct. – Dec.	88.63%
YTD	88.56%

First Time Takers – 1st Quarter 2023

1st Quarter 2023	First time Pass	First time Fail	Total	Total Pass Rate
LPN to BSN	17	3	20	85.00%

First Time Takers – 2nd Quarter 2023

2nd Quarter 2023	First time Pass	First time Fail	Total	Total Pass Rate
LPN to BSN	24	1	25	96.00%

First Time Takers – 3rd Quarter 2023

3rd Quarter 2023	First time Pass	First time Fail	Total	Total Pass Rate
LPN to BSN	42	2	44	95.45%

First Time Takers – 4th Quarter 2023

4th Quarter 2023	First time Pass	First time Fail	Total	Total Pass Rate
LPN to BSN	7	3	10	70.00%

National Average NCLEX Pass rates 2024

Jan. – March	94.15%
April – June	92.72%
July – Sept	89.19%
YTD	92.10%

First Time Takers – 1st Quarter 2024

1st Quarter 2024	First time Pass	First time Fail	Total	Total Pass Rate
LPN to BSN	18	0	18	100%

First Time Takers – 2nd quarter 2024

2 nd Quarter 2024	First time Pass	First time Fail	Total	Total Pass Rate
LPN to BSN	17	5	22	77.3%

First Time Takers – 3rd Quarter 2024

3rd Quarter 2024	First Time Pass	First Time Fail	Total	Total Pass Rate
LPN to BSN	33	7	40	82.50%

Distance LPN-BSN Track										DATE UPDATED:	7/12/2024
Admission Term	Number Admitted into the Major	Currently Enrolled	Graduated	Dropped	Dismissed	Graduated or Projected to Graduate					
						9 or less	Percent in Stated Program Length	10-14 semesters	Percent within 150% of Stated Program Length	> 14 semesters	Percent Completed Eventually
Spring 2020	55	0	48	6	1	45	82%	3	87%	0	87%
Fall 2020	52	2	46	4	0	46	88%	2	92%	0	92%
Spring 2021	52	2	38	12	0	37	71%	3	77%	0	77%

Fall 2021	56	6	41	7	2	43	77%	4	84%	0	84%
Spring 2022	48	6	36	5	1	39	81%	3	88%	0	88%
Fall 2022	49	36	9	3	1	44	90%	1	92%	0	92%
Spring 2023	50	46	0	4	0	46	92%	0	92%	0	92%
Fall 2023	52	47	0	3	1	47	90%	0	90%	0	90%
Spring 2024	54	52	0	2	0	51	94%	1	96%	0	96%
Fall 2024						0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
Spring 2025						0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
Fall 2025						0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
Spring 2026						0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
Fall 2026						0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
Spring 2027						0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
Fall 2027						0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
Spring 2028						0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
Combined											
2020-21	104	4	84	16	0	83	80%	5	85%	0	85%
2021-22	104	12	77	12	3	82	79%	7	86%	0	86%
2022-23	99	82	9	7	1	90	91%	1	92%	0	92%
2023-24	106	99	0	5	1	98	92%	1	93%	0	93%
2024-25	0	0	0	0	0	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
2025-26	0	0	0	0	0	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
2026-27	0	0	0	0	0	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
2027-28	0	0	0	0	0	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!

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?	The findings indicate that a high percentage of students are meeting benchmarks in core courses (e.g., Kaplan Secure Predictor Exam in NURC 490 and clinical assessment in NURC 484). Areas requiring monitoring include consistency in achieving satisfactory performance across all learning outcomes, especially in summer cohorts where adjustments to benchmarks were made due to unexpected assessment results. Additionally, we have a Student Success Strategist who provides invaluable support, teaching students how to study effectively. However, this resource needs to be utilized more fully to maximize its impact on student success.
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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?	Positive trends include strong performance in clinical evaluations across multiple terms, with 100% of students achieving satisfactory ratings in courses like NURC 484. Health promotion projects and evidence-based practice assignments also show consistently high performance.
What student success indicators are concerning?	Variability in Kaplan Management/Professional Issues exam results for NURC 470, particularly during the summer term. Our assessment tool has been changed to better assess student outcomes in alignment with our new end of program student learning outcomes. Additionally, NCLEX pass rates have shown some inconsistency, suggesting the need for more targeted support measures.
Share additional relevant student success data not included in the Program Data Profile. If faculty need access to or assistance in	A notable data point is the adjustment in the Kaplan predictor benchmark in summer 2024 due to a new exam released by the company with an

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/).	<p>inappropriate benchmark recommendation by Kaplan. Faculty modified the benchmark to better align with student outcomes and predictability. With continued analysis by Kaplan, the benchmark was changed to better reflect student predictability in September of 2024, echoing faculty concerns.</p> <p>Integrating the Coordinator of Student Success resources for students scoring below 75% could further support exam preparation.</p>
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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.	Initiatives from the prior year, such as additional remediation hours and personalized study assignments, seem to have positively influenced success rates, though summer term results indicate that further improvements in exam preparation may be needed. The Coordinator of Student Success role has already positively impacted some students' study habits, and her involvement is essential moving forward.
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?	Priorities include stabilizing Kaplan assessment outcomes and enhancing NCLEX preparation. Making a 75% exam score a critical component to passing all clinical courses would reinforce standards. Additionally, requiring a 75% on exams as a threshold for success could serve as a trigger for referral to the Coordinator of Student Success, providing students with targeted study support to improve outcomes.
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.).	Utilizing the Coordinator of Student Success more extensively will support students in learning study skills and preparing for exams. Exploring additional partnerships, such as with NCLEX preparatory resources, could further strengthen student outcomes. Update: one faculty member has implemented a requirement of referring the students to the Coordinator of Student Success when the exam grade was below 75% and has made a positive impact on subsequent exam scores.
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?	Upcoming assessments will continue focusing on clinical safety, informatics, and leadership. Plans include refining benchmarks and requiring a minimum 75% exam score for passing. This change, combined with expanded referral to the Success Strategist, aims to improve student preparation and readiness for clinical settings.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Faculty remain deeply involved in assessment processes, discussing findings and action plans in faculty meetings. Data and insights are shared with stakeholders to ensure consistent alignment of resources with identified needs.

Academic Program:	LPN-BSN	Date:	10/18/24
Author(s):	Ami Stone RN, MSN		
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	

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.)
 - Assessment plans are reviewed and voted on in the curriculum/assessment committee each year. This includes a review of the previous years results the format/plan for the upcoming year.
 - The curriculum/assessment committee completed a revision of the end-of-program student learning outcomes (EPSLO) for implementation in fall 2024 based on the American Association of Colleges of Nursing (AACN). The new EPSLOs represent what Indiana State University School of Nursing graduates' competencies for a newly graduated baccalaureate prepared nurse.
- Established Performance Goal
 - The established program learning outcomes are reviewed each fall in the curriculum and assessment committee. The newly revised EPSLOs were developed by the faculty and identified by course leaders to define student competencies through the continuum of the curriculum.
- Actual Student Performance Relative to Established Goal (provide specific data rather than general observations)
 - Students for 2023 in the LPN-BSN cohorts exceeded the national average on first time pass rates on NCLEX- RN with 90.91%.
 - Students in the first three quarters of 2024 in the LPN-BSN cohort exceeded the national average of first time pass rates on NCLEX-RN with 85%.
 - Faculty will continue to address student competencies across the curriculum. Faculty have put into practice a new clinical assessment tool that reviews the clinical competencies of students based on the AACN essentials and our new EPSLOs. The development of this tool is being assessed to determine the optimum level of competency as the students' progress through the program.
- Comparison to any Prior Data, if Available
 - New student learning outcomes have been put in place to better identify student competencies upon graduation Fall 2023.

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?

The analysis reveals that students are generally meeting benchmarks in key courses. For example, in NURC 490, a high percentage of students met the benchmark in the Kaplan Secure Predictor Exam by their second attempt or through adjustments. Additionally, clinical assessments in NURC 484 have shown consistent satisfactory ratings across multiple terms. Areas to monitor include maintaining performance consistency across different terms, particularly during the summer cohort, where benchmark adjustments were necessary due to unexpected assessment results. The Coordinator of Student Success support for students scoring below 75% has been valuable, although there is room for more consistent utilization of this resource to maximize its impact.

What Needs to Be Monitored or Addressed:

Efforts should focus on ensuring consistent performance on assessments. Curriculum and assessment committee revised the end of program student learning outcomes implemented Fall 2024 based upon the American Association of College of Nurses (AACN) Essentials. Additionally, NCLEX pass rates indicate some fluctuation, suggesting a need for targeted exam preparation support. Continued monitoring different methods of student success related to NCLEX pass rates.

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?

Indicators trending positively include strong clinical evaluation scores, with 100% of students in NURC 484 achieving satisfactory ratings. High performance was also observed in health promotion projects and evidence-based practice assignments, with most students meeting or exceeding performance expectations.

	Degree Conferred Count				
	2019-20	2020-21	2021-22	2022-23	2023-24
	All Degrees				
Baccalaureate Nursing (9250)	85	76	80	83	72
Baccalaureate Nursing (9321)	4	8	3	5	
Baccalaureate Nursing (9322)	91	89	89	103	85

We have been consistent in our degree conferred count in our LPN-BSN program.

What student success indicators are concerning?

Areas of concern include variability in performance on the Kaplan Management/Professional Issues exam, particularly during summer, and inconsistency in NCLEX pass rates. These fluctuations highlight the need for additional support and strategies to enhance exam preparation.

1-yr Retention:

		Spring 2022			Fall 2022			Spring 2023			Fall 2023		
		n	1-Yr n	1-Yr %	n	1-Yr n	1-Yr %	n	1-Yr n	1-Yr %	n	1-Yr n	1-Yr %
Baccalaureate Nursing (9255)	New Transfer	0	n/a	n/a	5	0	0%	1	1	100%	2	1	50%
Baccalaureate Nursing (9322)	New Transfer	129	74	57%	109	51	47%	68	45	66%	97	53	55%

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/>).

An important data point is the adjustment of the Kaplan predictor benchmark in summer 2024 due to low pass rates. This adjustment was a response to the NCLEX results from prior cohorts, indicating a disconnect between predictor scores and actual NCLEX outcomes. Consistent integration of resources from the Coordinator of Nursing Student Success for students below the 75% threshold could bolster exam preparation efforts.

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 prior year's action plan included additional remediation hours and personalized study assignments, which contributed positively to student success rates. However, summer term results suggest that further exam preparation improvements may still be needed. The Coordinator of Nursing Student Success involvement has had a positive effect on some students' study habits, emphasizing her ongoing importance in 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?

Priorities include stabilizing Kaplan assessment outcomes, enhancing NCLEX preparation, and establishing a minimum 75% score requirement in exams as a critical component for passing clinical courses. This threshold will serve as a referral point for Coordinator of Nursing Student Success intervention, offering targeted support to help improve outcomes.

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.).

Expanding the use of the Coordinator of Nursing Student Success will be key in providing study skills and exam preparation support. Partnerships with NCLEX preparatory resources may also be considered to further strengthen student outcomes.

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's assessments will continue focusing on clinical safety, informatics, and leadership. Planned changes include refining benchmarks and setting a 75% exam score as the minimum passing requirement. Expanded referrals to the Coordinator of Nursing Student Success will further aid in preparing students for clinical and exam challenges.

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

Faculty are deeply involved in the assessment process, discussing findings and action plans in regular faculty meetings. Data and insights are shared with stakeholders to ensure alignment of resources with identified needs, maintaining transparency and fostering a collaborative approach to continuous improvement.

Clinical Evaluation Tool:

Indiana State University SON (Undergraduate Tracks)

Student Name:

Faculty:

Hospital/Facility:

Focus/Level of Care:

SPHERES OF CARE <input checked="" type="radio"/> Wellness, Disease Prevention <input checked="" type="radio"/> Chronic Disease Care <input checked="" type="radio"/> Regenerative/Restorative Care <input checked="" type="radio"/> Hospice/Palliative Care	TRADITIONAL <input type="radio"/> NURS 209 <input type="radio"/> NURS 218 <input type="radio"/> NURS 224 <input type="radio"/> NURS 309 <input type="radio"/> NURS 324 <input type="radio"/> NURS 338 <input type="radio"/> NURS 364 <input type="radio"/> NURS 424 <input type="radio"/> NURS 444 <input checked="" type="radio"/> NURS 484	LPN-to-BSN <input type="radio"/> NURC 304 <input type="radio"/> NURC 324 <input type="radio"/> NURC 338 <input type="radio"/> NURC 346 <input type="radio"/> NURC 424 <input type="radio"/> NURC 444 <input checked="" type="radio"/> NURC 484	ACCELERATED <input type="radio"/> NURC 209 <input type="radio"/> NURC 228 <input type="radio"/> NURC 304 <input type="radio"/> NURC 328 <input type="radio"/> NURC 330 <input type="radio"/> NURC 338 <input type="radio"/> NURC 350 <input type="radio"/> NURC 380 <input type="radio"/> NURC 444 <input checked="" type="radio"/> NURC 484	BLOOMS TAXONOMY Remember/recall Understand concepts Apply, analyze Evaluate
	DOMAINS and Core Competencies Indicate Satisfactory (S) or Unsatisfactory (U) Provide comment for Unsatisfactory.			
DOMAIN 1: Knowledge for Nursing Practice The baccalaureate prepared graduate will: apply discipline specific concepts, foundational theories, and historical perspectives to enhance clinical judgement in the exercise of evidence-based practice for safe patient care.	Student self-evaluation and comments:			

1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.	Sub-Competencies					
Comment:	1.2b Demonstrate intellectual curiosity.					
Comment:	1.2e Demonstrate ethical decision making.					
1.3 Demonstrate clinical judgment founded on a broad knowledge base.	Sub-Competencies					
Comment:	1.3a Demonstrate clinical reasoning.					
Comment:	1.3c Incorporate knowledge from nursing and other disciplines to support clinical judgment.					
DOMAIN 2: Person-Centered Care. The baccalaureate prepared graduate will: integrate patient centered care by providing empathetic, compassionate relationships, therapeutic communication, coordination, and management of care through the implementation of the nursing process.	Student self-evaluation and comments:					
2.1 Engage with the individual in establishing a caring relationship.						
2.2 Communicate effectively with individuals.						
2.3 Integrate assessment skills in practice.	Sub-Competencies					
Comment: See Skills Checklist per course	2.3d Perform point of care screening/diagnostic testing (e.g. blood glucose, PO2, EKG).					
Comment:	2.3e Distinguish between normal and abnormal health findings.					
Comment:	2.3g Communicate findings of a comprehensive assessment.					
2.4 Diagnose actual or potential health problems and needs.	Sub-Competencies					
Comment:	2.4a Synthesize assessment data in the context of the individual's current preferences, situation, and experience.					
Comment:	2.4b Create a list of problems/health concerns.					
Comment:	2.4d Understand and apply the results of social screening, psychological testing, laboratory data, imaging studies, and other diagnostic tests in actions and plans of care.					

2.5 Develop a plan of care.	Sub-Competencies					
Comment:	2.5a Engage the individual and the team in plan development.					
Comment:	2.5b Organize care based on mutual health goals.					
Comment:	2.5c Prioritize care based on best evidence.					
Comment:	2.5e Anticipate outcomes of care (expected, unexpected, and potentially adverse).					
Comment:	2.5f Demonstrate rationale for plan.					
2.6 Demonstrate accountability for care delivery.	Sub-Competencies					
Comment:	2.6d Monitor the implementation of the plan of care.					
2.7 Evaluate outcomes of care.	Sub-Competencies					
Comment:	2.7a Reassess the individual to evaluate health outcomes/goals.					
Comment:	2.7b Modify plan of care as needed.					
2.8 Promote self-care management.	Sub-Competencies					
Comment:	2.8a Assist the individual to engage in self-care management.					
Comment:	2.8b Employ individualized educational strategies based on learning theories, methodologies, and health literacy.					
Comment:	2.8c Educate individuals and families regarding selfcare for health promotion, illness prevention, and illness management.					
Comment:	2.8d Respect individuals and families' self-determination in their healthcare decisions.					
Comment:	2.8e Identify personal, system, and community resources available to support self-care management.					
2.9 Provide care coordination.	Sub-Competencies					
Comment:	2.9a Facilitate continuity of care based on assessment of assets and needs.					
Comment:	2.9d Recognize when additional expertise and knowledge is needed to manage the patient.					

DOMAIN 3: Population Health The baccalaureate prepared graduate nurse will: Manage the care for diverse populations, regarding health equity and social determinants of health across a variety of settings.	Student self-evaluation and comments:								
3.2 Engage in effective partnerships.	Sub-Competencies								
Comment:	3.2b Demonstrate effective collaboration and mutual accountability with relevant stakeholders.								
Comment:	3.6e Implement infection control measures and proper use of personal protective equipment.								
Domain 4: Scholarship for the Nursing Discipline The baccalaureate prepared graduate nurse will: Retrieve, appraise, and integrate sound ethical research and evidence-based practice to improve healthcare outcomes.	Student self-evaluation and comments:								
4.2 Integrate best evidence into nursing practice	Sub-Competencies								
Comment:	4.2a Evaluate clinical practice to generate questions to improve nursing care.								
Comment:	4.2c Use best evidence in practice.								
DOMAIN 5: Quality and Safety The baccalaureate prepared graduate nurse will: Apply quality and safety principles and strategies to improve patient outcomes in the healthcare environment.	Student self-evaluation and comments:								
5.1 Apply quality improvement principles in care delivery.	Sub-Competencies								
Comment:	5.1a Recognize nursing's essential role in improving healthcare quality and safety.								
Comment:	5.1f Identify strategies to improve outcomes of patient care in practice.								
5.2 Contribute to a culture of patient safety.									
5.3 Contribute to a culture of provider and work environment safety.									
DOMAIN 6: Interprofessional Partnerships The baccalaureate prepared graduate nurse will: Through the nursing perspective, demonstrate mutual respect and understanding when communicating in healthcare teams to improve outcomes.	Student self-evaluation and comments:								
6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.									

6.2 Perform effectively in different team roles, using principles and values of team dynamics.	Sub-Competencies					
Comment:	6.2a Apply principles of team dynamics, including team roles, to facilitate effective team functioning.					
Comment:	6.2b Delegate work to team members based on their roles and competency.					
Comment:	6.2c Engage in the work of the team as appropriate to one's scope of practice and competency.					
Comment:	6.2d Recognize how one's uniqueness (as a person and a nurse) contributes to effective interprofessional working relationships.					
Comment:	6.2e Apply principles of team leadership and management. performance to improve quality and assure safety.					
Comment:	6.2f Evaluate performance of individual and team to improve quality and promote safety.					
6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values.	Sub-Competencies					
Comment:	6.4d Collaborate with interprofessional team members to establish mutual healthcare goals for individuals, communities, or populations.					
Domain 7: Systems-based Practice The baccalaureate prepared graduate nurse will: Respond to and lead systems-based approaches to improve outcomes.	Student self-evaluation and comments:					
7.2 Incorporate consideration of cost-effectiveness of care.	Sub-Competencies					
Comment:	7.2b Recognize the impact of health disparities and social determinants of health on care outcomes.					
Domain 8: Informatics and Healthcare Technologies The baccalaureate prepared graduate will: Integrate innovative and established technologies to evaluate and deliver confidential, ethical care.	Student self-evaluation and comments:					
8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations.	Sub-Competencies					
Comment:	8.1a Identify the variety of information and communication technologies used in care settings.					

Comment:	8.1c Effectively use electronic communication tools.					
8.2 Use information and communication technology to gather data, create information, and generate knowledge.	Sub-Competencies					
Comment:	8.2a Enter accurate data when chronicling care.					
Comment:	8.2c Use appropriate data when planning care.					
Comment:	8.2d Demonstrate the appropriate use of health information literacy assessments and improvement strategies.					
8.5 Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.	Sub-Competencies					
Comment:	8.5c Comply with legal and regulatory requirements while using communication and information technologies.					
Comment:	8.5e Discuss how clinical judgment and critical thinking must prevail in the presence of information and communication technologies.					
Domain 9: Professionalism The baccalaureate prepared graduate nurse will: Demonstrate ethical/legal practice surrounding healthcare outcomes while promoting justice, diversity, equity, and inclusion.	Student self-evaluation and comments:					
9.1 Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society.						
9.2 Employ participatory approach to nursing care.	Sub-Competencies					
Comment:	9.2c Demonstrate empathy to the individual's life experience.					
Comment:	9.2d Advocate for practices that advance diversity, equity, and inclusion.					
Comment:	9.2e Demonstrate cultural sensitivity and humility in practice.					
Comment:	9.2g Communicate in a professional manner.					
9.3 Demonstrate accountability to the individual, society, and the profession.	Sub-Competencies					

Comment:	9.3c Demonstrate professional and personal honesty and integrity.					
Comment:	9.3d Take responsibility for one's roles, decisions, obligations, actions, and care outcomes.					
9.4 Comply with relevant laws, policies. and regulations.						
9.5 Demonstrate the professional identity of nursing.						
9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.						
Domain 10: Professional and Leadership Development The baccalaureate prepared graduate nurse will: Participate in activities and self-reflection that enhance personal health, well-being and resilience while contributing to life-long learning and the acquisition of leadership skills.	Student self-evaluation and comments:					
10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.	Sub-Competencies					
Comment:	10.2a Engage in guided and spontaneous reflection of one's practice.					
Comment:	10.2b Integrate comprehensive feedback to improve performance.					
Comment:	10.2c Commit to personal and professional development.					
10.3 Develop capacity for leadership.						

Post Clinical Faculty Comments:

Post Clinical Student's Comments:

My signature below indicates that I have read this clinical performance review.

Student_____ Date_____

Faculty_____ Date_____

NURC 444

1. Public Service Announcement
2. Healthy People 2030 Paper

NURC 444 Public Service Announcement (PSA) Assignment Instructions

30 points

This assignment correlates with the following course/clinical outcomes for Nursing 444:

#3. Utilize a diverse range of communication approaches including technology to facilitate effective communication with individuals, families, and groups, with a particular emphasis on communities. (PLO 6, PLO 8)

#7. Participate in the development and implementation of imaginative and creative strategies to enable systems to change in a community setting. (PLO 3, PLO 4, PLO 7)

#8. Advocate for culturally sensitive health promotion and disease prevention at the individual and population level necessary to improve population health, wellness, and the promotion of healthy lifestyles. (PLO 2, PLO 8, PLO 9)

Overview:

A PSA is a short message (broadcast, or video) to raise awareness about an issue of public interest.

PSAs are short, “non-commercial” announcements that provide information to the public. They are used to inform the public about issues such as health and safety tips and to influence public opinion. They contain information that is beneficial to the community and sometimes cover controversial topics. The PSA must be persuasive enough to convince the viewer to feel or change something.

Updated May 2024

You will create a PSA that will educate an audience about a public health-related topic. You may choose from the attached list or find a different topic (email your clinical instructor for approval).

Assignment instructions:

- 1. Decide on a topic for your PSA
- 2. Collect EBP information to support the information you will convey to the target audience.
 - Provide EBP references and discuss data or statistics in the PSA to support your message. These should be within 5-7 years.
- 3. Ideas should express a single theme or message to be communicated.
- 4. Plan a strategy for how you wish to convey your message
 - Be original, creative, and effective!
 - Use graphics or sound/music to assist in communicating your message. Just make sure the sound does not overpower your voice or distract from the message.
 - You can use props, models, signs, etc. during your recording.
 - Record your PSA on TikTok, iPhone, iMovie, Youtube, or any other device/media.
 - Be creative! Have fun!!!
- 5. You must show your face in the video, so we know that you created the project.

The PSA should be an average of 30-60 seconds in length but no more than 2 minutes.

Please make sure your instructors can view your videos.

See the attached Rubric for grading purposes. Please make sure you address all the components of the assignment rubric.

Examples: (Note: Students' faces were blurred to maintain privacy. Your assignment submissions should show your face clearly).

Rubric:

Category					Points Total 30
Purpose	The purpose of the PSA is clear. The call to action is clear.	The purpose of the PSA is mostly clear. The call to action is mostly clear.	The purpose of the PSA is somewhat clear. The call to action is slightly clear.	The purpose of the PSA is unclear. The call to action is unclear.	2.5

EBP Information	Demonstrates full grasp of content. Presents complete accurate EBP information.	Is at ease with the topic and presents accurate EBP information.	Is uncomfortable with information, leaves out important details and/or presents inaccurate EBP information.	Does not have a grasp of information. Statements are incorrect or unsupported.	2.5
Technical Quality	A high degree of technical skill. Effects are powerful and add to the impact of the PSA topic. Background sounds do not distract from the message.	Technical skill is evident in PSA and adds to the quality of the topic. Background noise somewhat distracts the PSA message.	Some technical skill is evident in the creation of the PSA but adds little to the effectiveness of the topic. Background noise mostly distracts from the message.	Very little technical skill is evident in the production of the PSA. Background sound is heard over the message.	5
Originality/Creativity	PSA reflects an exceptional degree of student creativity and use of original ideas.	PSA reflects the student creativity and the use of original ideas.	PSA reflects some creativity, but lacks originality.	PSA reflects a lack of creativity or originality.	2.5
Message effectiveness	Delivers a strong message on selected topic. Engages the	PSA catches listener attention early but does not engage	The intent of the PSA is understood but has little motivational	The message is not clear in the PSA. PSA does not engage the	5

	audience throughout the recording. Is compelling. Presents a sense of perceived seriousness and susceptibility (HBP).	the audience throughout the recording. Mostly compelling. Mostly a sense of perceived seriousness and susceptibility.	value. PSA engages the audience for brief moments. Somewhat compelling with a sense of seriousness or susceptibility.	audience. Not compelling at all with no evidence of seriousness or susceptibility.	
Persuasive Techniques	Makes an impact on the audience with emotion (shock, anger, sadness, surprise, or guilt).	Mostly makes an impact on the audience with emotion.	Somewhat makes an impact on the audience with emotion.	Lacks emotion.	5
Communication	Speech is clear.	Most of the video can be heard clearly.	Some of the video is clear.	Video is hard to hear or there is no sound.	2.5
Followed Guidelines	PSA includes all required elements, including additional information.	All required elements are included in the PSA.	All but ONE of the required elements are included in the PSA.	Several required elements are missing.	2.5
Topic relevant to Community Health	The topic is very relevant	The topic is somewhat suitable for	Topic has limited importance in	The topic does not relate to	2.5

	to Community Health.	Community Health.	Community Health.	Community Health.	
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Healthy People 2030 Paper

This assignment meets course/clinical objective for NURC 444:

#2: Conduct comprehensive holistic assessments and formulate plans of care for community-based populations across the health care continuum. (PLO 1, PLO 2)

#5. Appraise the impact on communities through investigation of health care policies, including financial and regulatory. (PLO 7, PLO 9)

#7. Participate in the development and implementation of imaginative and creative strategies to enable systems to change in a community setting. (PLO 3, PLO 4, PLO 7)

8. Advocate for culturally sensitive health promotion and disease prevention at the individual and population level necessary to improve population health, wellness, and the promotion of healthy lifestyles. (PLO 2, PLO 8, PLO 9)

10. Collaborate effectively with peers, persons in the community, and members of the interdisciplinary health team. (PLO 1, PLO 6, PLO 7, PLO 8)

Watch the Healthy People 2030 Launch Video

<https://www.youtube.com/watch?v=atDcD86ChC8>

1. Based on the data you have gathered on your Community Assessment Project, chose a Goal and a corresponding objective from the Healthy People 2030 website that is (to your judgement) a PRIORITY for your community (it can be the same as the problem you have identified in your community nursing diagnosis or a different one but must be supported by data that you have collected on your community.

<https://health.gov/healthypeople>

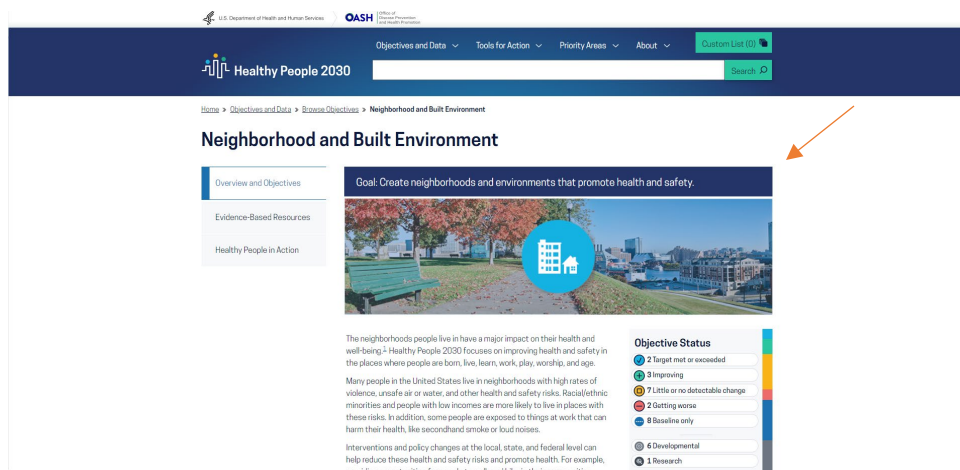


It may be from Health Conditions, Health Behaviors, Populations, Settings and Systems or Social Determinants of Health.

Example: Social Determinants of Health → Neighborhood and Built Environment

Goal: Create neighborhoods and environments that promote health and safety.

Objective: Reduce health and environmental risks from hazardous sites



Note: you will see the related objectives on your chosen goal as you scroll down on the web page

Discuss your chosen goal and objective in your paper using the data you have gathered you're your Community Assessment Project. Your paper should demonstrate self-awareness of the chosen topic area, as well as stimulate ideas to promote your community's health.

- Utilizing the resources on the website (if available for your chosen goal/objective) and evidenced-based peer reviewed articles discuss at least three feasible interventions that can be implemented in your community to achieve your goal/objectives. Include a discussion on the community stakeholders and resources involved in the collaboration to achieve the goal/objectives. An evaluation plan on how to measure if these objectives are met should also be included in your paper.

Paper mechanics:

- The paper should be between 1000-2000 words in length using APA 7th edition format.
- At least three (3) Evidence-Based Practice (EBP) references are required from peer-reviewed journal articles (not including the course text). Articles should be within the last five (5). Some resources on the website are older than 5 years, if that is the case, you would need to use other references that meet the criteria. EBP websites can be used in addition to journal articles. If using websites, they must come from .edu, .gov, or .org websites. Please cite electronic references properly according to APA guidelines.
- The typed paper should be double-spaced with a title and reference pages. No abstract is needed for this assignment.
- Submit your assignment as a Word document. **PDFs will not be accepted.**

Grading Rubric for Healthy People 2030 paper	Points
Introduction <ul style="list-style-type: none">Introduces the topic & purpose of the paper.Introduces chosen community. Concise and clear definition of the community that will be the focus of the paper.	2
Goal/Objective <ul style="list-style-type: none">Determines one goal and objective that is supported by data from Community Assessment Project.Synthesizes the data supporting the chosen goal and objective.Demonstrates how the data was collected.	6
Interventions <ul style="list-style-type: none">Lists and explains at least 3 nursing interventions that are applicable to the community to achieve the chosen goal/objective.	8

<ul style="list-style-type: none"> ◆ Adequately describes the roles of the stakeholders and/or community resources that will be utilized in the interventions. ◆ Clearly explains the evidenced based interventions implementation in the community. 	
Evaluation/Conclusion <ul style="list-style-type: none"> ◆ Describes a clear, reasonable, and practical evaluation plan (5) 	5
Paper Mechanics/Format/APA <ul style="list-style-type: none"> ◆ No Less 1000 no more than 2000 words in length using APA 7th edition format. ◆ At least three (3) Evidence-Based Practice (EBP) references within the last 5 years. ◆ Flows clearly & logically with a professional appearance and tone. 	4
Total	25 points

NURC 470

Sexual Orientation and Gender Identity Nursing Assignment

Sexual Orientation and Gender Identity Nursing Assignment:

<https://soginursing.ca/modules/students/>

40 points

This assignment correlates with the course learning outcomes in NURC 470:

4. The student will demonstrate and articulate leadership skills, quality improvement, quality control, and safe practices affecting patient safety and outcomes within the healthcare industry. (PLO 9, 10)

5. The student will point out advances in technology affecting patient care and outcomes in the healthcare industry. (PLO 7, 8)

6. The student will evaluate and explain health care policies, including financial, regulatory, and organizational mission, vision, and value statements; as well as different leadership concepts and decision-making processes generating positive outcomes in the diverse areas of nursing. (PLO 3, 7)

7. The student will prescribe to the roles and duties of the nursing profession including integration of advocacy, and ethical and legal principles. (PLO 9, 10)

Updated May 2024

Overview:

This activity aims to provide introductory knowledge in sexual identity and gender identity. This assignment is worth 40 points.

Learning resources (Lesson 1, recorded lecture, links, and teaching tools) available on the site will help the student gain a broader knowledge of sexual orientation and gender identity within the nursing profession

Simulations (Lesson 2 and 3)

Time requirement: About 3 hours

Consist of 3 lessons (Lessons 4 and 5 in SOGI training module excluded from assignment):

1. Lesson 1 Video/Lecture
2. Lesson 2 Simulation (Wolfgang's Story)
3. Lesson 3 Simulation (Cody's Story)

Assignment Instructions:

A. Go to the following website:

<https://soginursing.ca/modules/students/>

B. Access the lessons in the toolkit using the link on the web page: (<https://soginursing.ca/toolkit-entry-survey/>)

C. Complete the following lessons:

1. Lesson 1 - Consider Your Biases
2. Lesson 2 - Wolfgang's Story
 - Print your certificate (10 points)
3. Lesson 3- Cody's Story
 - Print your certificate (10 points)
4. Complete the 20-item quiz Sexual Orientation and Gender Identity Nursing Quiz (20 points) (Respondus Lockdown)

How to print the certificate:

At the end of the simulation, when you get to the page where you have the option to print the certificate, press CTRL+P and save the certificate as PDF.

The print

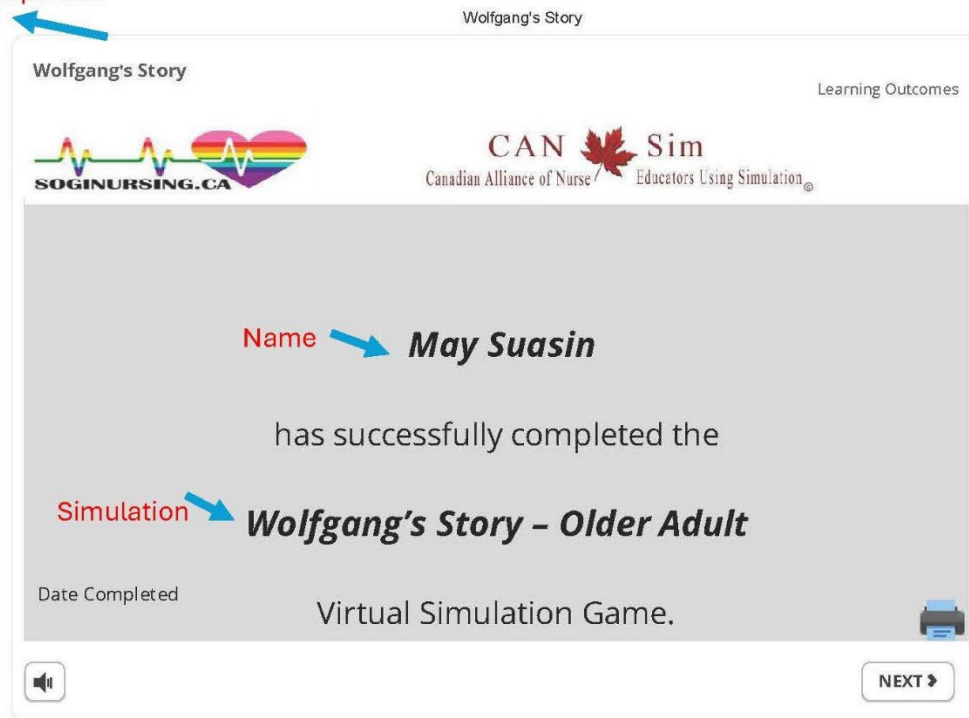


icon on the webpage **will NOT print.**

Certificate example: All three elements (date of completion, name of student, and name of simulation) should appear on the certificate

Date of completion

11/4/24, 9:18 PM



Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Nursing LPN-BSN

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.)	If Kaplan tools no longer seem like good measures, consider adding a course-based measure for comparison before fully getting away from Kaplan. It has provided a standard baseline, and course-based assessments can be used to triangulate to better pinpoint issues.	Mature

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>	<<missing in some cases <<missing in some cases	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>		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:	Post-MSN DNP	Date:	1030/2024
Author(s):	Dr. Susan Eley		
<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 <input checked="" type="checkbox"/> Distance ___ Both</p>	

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

<p>1. Student Learning Outcome: Integrate scientific knowledge to influence health policy and decision-making through leadership, collaboration, and interprofessional action at the organizational, local, regional, national, and global levels.</p> <p>DNP Essential I: Scientific Underpinning for Practice</p> <p>NONPF: Scientific Foundation</p>				<p>Operational Definition: Successful completion of Community Health Planning document</p> <p>Expected Level of Achievement/Decision Rule of Action: 90% of students will achieve a grade of B or better (83%) on community health assessment and chapter 1 in APN 810, chapter two in APN 881, and the finalized PICO(T) question assignment in APN 881 reflected in the literature review.</p> <p>Outcome: <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Partially Met</p>		
Process				Implementation		
Knowledge Skill or ability Attitude/Disposition	Documentation Located	Who has Responsibility	Time/ Frequency of Assessment	Assessment Method	Results of Data Collection and Analysis including actual levels of achievement	Actions For program Development, Maintenance, or Revision
1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.	Document development in APN 810 with continuation of project efforts in APN 881	DNP Faculty	Annually: March	Chapter one completion APN 810 Plan Includes: 1) Analysis of health needs at patient, population, community level 2) Identified stakeholders from community 3) Theoretical framework used to guide community project	Met 1 & 3. Fall 2022 The APN 810 course for the fall of 2021 had 2 students that enrolled and 2 successfully completed the course. The final	Action: Continue with this metric

3.Student Learning Outcome: Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for clinical practice. DNP Essential III: Clinical Scholarship & Analytical Methods for Evidence-Based Practice NONPF: Practice Inquiry				Operational Definition: Scores at or above 83% on grading tool for literature review activity in APN881 Expected Level of Achievement/Decision Rule of Action: 90% of students will achieve at or above the operational definition. Outcome: <u> X </u> Met <u> </u> Not Met <u> </u> Partially Met		
Process				Implementation		
Knowledge Skill or ability Attitude/Disposition	Documentation Located	Who has Responsibility	Time/ Frequency of Assessment	Assessment Method	Results of Data Collection and Analysis including actual levels of achievement	Actions For program Development, Maintenance, or Revision
1) Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends. 2) Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care. 3) Apply relevant findings to develop practice guidelines and improve practice and the practice environment. 4) Use information technology and research methods appropriately to: <ul style="list-style-type: none"> • collect appropriate and accurate data to generate evidence for nursing practice • inform and guide the design of databases that generate meaningful evidence for 	APN 881 DNP Scholarly Project II	DNP Faculty	Feb	1-3 Completion of systematic review based upon identified search terms, through RCT, and application of the best EBP for phenomenon of interest	MET Fall 2022 3 students enrolled in APN 881. One was a returning student. The focus of this course is the literature review 3/3 successfully completed the development of Chapter 2 (89%). Range of scores: Min 85, max 93 Mean was 89%	Action: Continue with this metric
	APN 881 DNP Scholarly Project II	DNP Faculty	Annually Feb	4. Use of database on- line search engines using Cochrane, Medline, CINAHL. Search strategies described in literature review and completion of	4. 3/3 (100%) students were introduced to the various databases and resources at the ISU library. All students demonstrated proficiency in searches and	

<p>nursing practice</p> <ul style="list-style-type: none"> • analyze data from practice • design evidence-based interventions • predict and analyze outcomes • examine patterns of behavior and outcomes • identify gaps in evidence for practice <p>5) Function as a practice specialist/consultant in collaborative knowledge-generating research.</p> <p>6) Disseminate findings from evidence-based practice and research to improve healthcare outcomes.</p>				<p>literature review table in APN 882</p> <p>5. Evidence and findings from the literature shared with project stakeholders</p> <p>6a. Completion of peer review process for scholarly project paper in APN 881</p> <p>6b. Dissemination of APN 881 findings to APN faculty and cohort.</p>	<p>were able to complete the literature review table.</p> <p>5. 3/3 (100%) students were able to present to project stakeholders regarding the findings from their literature review.</p> <p>6a. 3/3 (100%) students were able to successfully engage in peer review. One student reached out to faculty in regards to how to address another student's paper and peer review tips were provided to ensure the student wouldn't feel compelled to address all issues in her peer's paper.</p> <p>6b. 3/3 (100%) participated in the final presentations and were able to successfully present findings.</p>	
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4. Student Learning Outcome: Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems. DNP Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care NONPF: Technology & Information Literacy				Operational Definition: Incorporation of technology related element in DNP scholarly project in APN 822 course Expected Level of Achievement/Decision Rule of Action: 90% of students will achieve at or above the operational definition. Outcome: <u> X </u> Met <u> </u> Not Met <u> </u> Partially Met		
Process				Implementation		
Knowledge Skill or ability Attitude/Disposition	Documentation Located	Who has Responsibility	Time/ Frequency of Assessment	Assessment Method	Results of Data Collection and Analysis including actual levels of achievement	Actions For program Development, Maintenance, or Revision
1) Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology. 2) Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases. 3) Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology. 4) Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.	APN 822 Organizational Informatics	DNP Faculty	Annually November	1-4 Creation of an HIT related element to include in scholarly project for implementation in community and/or organization.	MET Spring 2023 All students (n=20) completed a PDSA cycle paper demonstrating integration into a technology centric project. Scores ranged from 150-185 with the mean of 181.84 with a mean percentage of 98.2%.	Action: Continue with this metric

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>This cohort of post MSN DNP students that entered into the scholarly course series was small. This was due to the pandemic that affected the number of applicants and likely discouraged students from applying during years of 2020-2022. All students applying and entering the post MSN DNP program are licensed RN's working in the healthcare arena. During the pandemic most were working more shifts, over-time and under increased stress that affected interest in continuing their education which was not required to continue in their current role. In addition, nurses faced pressure finding caregivers for their children as day care facilities closed and school age children were educated from home using distance technology. Multiple demands on nurses disheartened their intent on pursuing a postgraduate degree. This observation is supported by demands placed on our own ISU nursing faculty that also work in the healthcare setting to maintain licensure/certification requirements. In addition to teaching during the pandemic with increased pressures placed upon them not only as ISU faculty, but also as nurses working under crushing pressures.</p> <p>Towards the end of the pandemic, our applications increased and the next cohort of students entering the post MSN DNP will be the largest cohort to-date since the launch of the program in 2010.</p> <p>Applicant numbers, student acceptance, and enrollment rates are monitored on a continuous basis; applications are accepted and reviewed a rolling basis.</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>Student program satisfaction remains 5/5 with all students indicating they would recommend the ISU Post-MSN DNP program.</p> <p>Increased enrollment following the pandemic related decrease.</p> <p>Scholarly projects that are high quality improvement focused interventions with many addressing the healthcare crisis and/or population health.</p>
What student success indicators are concerning?	<p>None at this time. We will have faculty retiring next year that teach in the DNP program. This is a concern to continue to recruit and hire doctoral prepared faculty that share a passion in graduate education and are 12-</p>

	month appointments. The last replacement for a 12-month graduate faculty was for 10 months. The DNP program is a four semester sequential 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 by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).	Our student gender profile is reflective of nursing programs currently 20 of 23 students are female and 3 male students. In fall, 2023 there were 21 students in enrolled in the DNP program. Of the 21 students, there was increased diversity (28.5% of students identified as Asian, African American or multiracial). Although the majority of our students live in Indiana we have students from Florida, Utah, Washington, California, and from diverse professional backgrounds that enrich the educational experience. Nearly all of our DNP students are enrolled part-time, as they are licensed nurses and nurse practitioners that maintain practice during their enrollment. This is a positive as our program gains increased exposure with their peers and employer. Increased exposure enables the SON to identify “pockets” of potential students to recruit and market too. DNP flyers were sent to students to distribute during their scholarly project dissemination in their last semester.

Cohort Sizes				
Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
22	20	23	21	23

Fall to Fall Retention				
Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
80%	85.7%	90.9%	94.7%	

Average Time to Completion				
2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
2.6 years (8 semesters)	2.6 years (8 semesters)	4 years	1.9 years (6 semesters) Fall semester grad.	1.9 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.	Adopting the new curriculum for BSN to DNP in 2023 prompted a complete review of all DNP courses and mapping our curriculum. This prompted faculty to critically review SLO, ELA's, course objectives and related activities with revision of assignments or addition of grading rubrics to most accurately reflect the expected level of achievement and outcome of interest.
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?	For academic year 24-25 we are utilizing the new DNP Assessment Plan which aligns with the AACN 2021 Essentials and is congruent with the BSN to DNP Assessment plan where the DNP courses are collectively shared. In addition, continued marketing of the DNP program is needed to increase student interest, applications, and enrollment.
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 are in need of greater visibility. Competition for on-line DNP programs has increased significantly.</p> <p>In addition, there was a major negative social post by a student not in nursing but claimed to be that significantly affected our current students, faculty, and disparaged our School of Nursing that went unanswered by any member of ISU leadership. Faculty was told not to respond which only increased the concerns of faculty and students. The provost promised marketing help to mitigate the negative media influence however, to date there has been none.</p> <p>A new graduate programs recruiter has been hired as of fall 2024 and this should assist with and graduate School of Nursing faculty have sent program information to her to disseminate.</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?	DNP Essentials 6-10 these will be aligned with the new DNP Essentials and assessment plan.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	<p>Monthly meeting of the Graduate Nursing Curriculum and Assessment Committee and dissemination of meeting minutes ensures that SLO findings are shared among all faculty.</p> <p>Yearly community advisory meetings enable sharing of program information with community stakeholders while seeking input into community and population needs.</p>

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Nursing DNP

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.

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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.	Multiple strategies employed to address multiple aspects embedded in highly compound learning 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.)		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

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Student Outcomes Assessment & Success Reports 2023-24

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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.

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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.
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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:

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

Academic Program:	Nutrition and Wellness	Date:	Nov. 22, 2024
Author(s):	Jennifer Yen		
<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 discuss the role of nutrition as it pertains to obtaining and maintaining optimal health.	AHS 458	Present the functions and benefits of nutrients for human health.	Rubric	90% of the students will earn 80% of the possible points or better on the assignment.	100% (1/1) of student met	100% (7/7) of students met
	AHS 475	Design and present a fact sheet on a controversial practice or ergogenic aid as it pertains to physical performance.	Rubric	90% of the students will earn 80% of the possible points or better on the assignment	100% (3/3) of students met	100% (6/6) of students met
Students will develop, implement and assess effective nutrition education programs in the community.	AHS 425	Develop and implement a nutrition education program for the assigned population.	Rubric	90% of the students will earn 80% of the possible points or	100% (2/2) of students met	100% (5/5) of students met

				better on the nutrition education project.		
Students will be able to demonstrate basic food science and food preparation techniques.	AHS 428	Design a food science research project on a specific food item while performing multiple variations on 1-2 ingredients from a standardized recipe.	Rubric	90% of the students will earn 80% of the possible points or better on the food science project.	Course was not offered in AY 23-24	Not available (the instructor left ISU)
Students will be able to effectively communicate nutrition needs for all stages of the lifecycle while considering different ethnic and cultural customs.	AHS 421	Identify needs for different populations based on life stages in a presentation.	Rubric	90% of the students will earn 80% of the possible points or better on the assignment.	100% (2/2) of students met	100% (6/6) of students met

<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 have consistently met or exceeded benchmarks in learning outcomes, showcasing effective teaching strategies and alignment between instruction and assessment. The curriculum, which includes practical assignments, effectively prepares students for their objectives.</p> <p>Although being managed by a single faculty member, the program has maintained a 100% success rate in assessed outcomes. However, the faculty member's workload can be substantial, especially in the final phase of the program. Providing administrative or adjunct support is important to allow focus on teaching.</p> <p>Ensuring all required courses are available in the final semesters is crucial, along with exploring online or hybrid formats if enrollment is low. Additionally, establishing a clear timeline for degree completion and maintaining open channels for student feedback are essential.</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>In nutrition courses, students apply their classroom learning through hands-on activities. The small class size allows students to present their work individually, fostering opportunities for interaction and enabling them to receive feedback from both peers and the instructor.</p> <p>Although the program is small, it is successfully attracting students from underrepresented groups, including African American and Hispanic students. This modest increase in enrollment demonstrates a positive trend toward greater diversity. For instance, the number of new freshmen enrolling has risen from 2 in Fall 2023 to 9 in Fall 2024.</p>
What student success indicators are concerning?	<p>We cannot identify the learning outcome in the food area due to lack of data for AHS 428.</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 academic year 2023-2024, student enrollment decreased to 11, compared to 2022-2023. In Fall 2024, the number increases to 14. Fall 2024 is the last semester in which students can declare Nutrition and Wellness as their major.</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>The regular use of practical assessment tools has led to high student achievement, with 100% students meeting the established benchmarks across assessed outcomes. This success demonstrates that previous efforts to align assignments with learning objectives have been effective. Additionally, streamlining assignments and prioritizing applicable skills have improved practical learning and directly contributed to students' success.</p> <p>Due to the program's impending closure, a formal curriculum revision was not pursued.</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>The priority is to ensure that the final cohort completes all program requirements on time. Clear communication and personalized advising will be essential to help students overcome any obstacles they may face. It is important to review and refine assessment strategies to guarantee effective data collection, even as the program comes to a close. Additionally, a comprehensive report should be compiled that summarizes trends in student success, highlights best practices in curriculum and assessment, and provides recommendations for future program development.</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>Having a greater number of faculty members with diverse teaching styles, along with guest speakers from various backgrounds, will be advantageous. Collaborating with the Career Center to provide tailored resources for graduating students, including resume workshops, job placement assistance, and guidance on graduate school applications. It is crucial to offer personalized advising for each student in the final cohort to address their course completion needs and career planning. Additionally, to work with administrators to ensure that all student needs are met during the closure process.</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>Ensure all chosen learning outcomes are evaluated using standardized tools. This will enable easy comparison across different student cohorts. Adjust for other data collection points when certain course offerings are discontinued.</p> <p>Compare the data from previous years with the final cohort's performance to identify trends and assess the overall effectiveness of the program. This analysis will provide valuable insights for institutional reporting.</p>
<p>Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?</p>	<p>Currently, there is one faculty in the program, therefore, inputs from department faculty at department meetings are the feedback.</p> <p>Collaborate with community organizations in the Terre Haute area and surrounding communities, as well as various stakeholders to promote nutrition education and health promotion initiatives.</p>

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>			
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: Nutrition & Wellness 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)	LOs are often compound, which can make them harder to measure. See note below for examples.	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, with limitations; 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.)	The 2 nd and 4 th LOs might be a little hard to measure directly. The 2 nd says students will “implement” but it doesn’t seem clear that the assignment allows for assessment of implementation. LO 4 discusses communication, but the assignment seems to focus on other aspects of the LO only.	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>		Exemplary

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:</u> Eval/assess (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:</u> Formulate conclusions, needs/priorities to develop/monitor intervention plan (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>Increased/Decreased: 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, OCH 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% OCH 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.	Clear alignment to professional 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)		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 strategy to examine learning outcome mastery using multiple points of data and trend comparisons	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 notation of year-over-year data to provide quick insight into student 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>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>Clear and documented commitment to assessment used to improve student learning</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

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:	Doctor of Physical Therapy	Date:	11-2-2024
Author(s):	Howell Tapley		
<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.			
DPT Program Student Outcome #2: Students will demonstrate competent entry-level patient care skills and will be able to critically reason in examination, evaluation, diagnosis, prognosis and intervention while functioning as autonomous practitioners. (neurological content area)	PHTH 841 Healthcare Systems	Scorebuilders Online Advantage 1 (standardized test) – Neuro content area (Direct Measure)	Exam is scored by Scorebuilders Staff... this is a product purchased by the program	Meet or Exceed Average for All Candidates Nationwide (2024: 65.3%)	2023: 67.3% (Fair)	<p>Scores Trending Up: 2019: 62.5% 2020: 57% 2021: 65.5% 2022: 62.7% 2023: 65.2%</p> <p>This formal test of knowledge has varied year to year but was just above our benchmark this year and last. Previous discussions with instructor pointed to need to improve in the area of neuro interventions. Note: these are separate cohorts so some</p>

						variation may be normal. We definitely want to be consistently in the “Fair Mastery” category on the standardized exam, similar to other content areas for our program. “Poor Mastery” as in year 2020 is unacceptable as these students have had all neuro content coursework prior to taking the exam. We have now met our benchmark 3 of last 4 years so we are being are trending up and being more consistent.
<i>DPT Program Student Outcome #2:</i> Students will demonstrate competent entry-level patient care skills and will be able to critically reason in examination, evaluation, diagnosis, prognosis and intervention while functioning as autonomous practitioners.	PHTH 712 PHTH 724 Applied Neuroscience 1&2	Practical Examination	Must score 80% to pass this case-based evaluation of hands-on clinical skills and critical thinking	90% of students will pass the practical exam on the first attempt	82% first-time pass rate	1 st year tracking this metric We added this direct measure mid-way through curriculum to assess clinical skills as per the suggestion in last year’s analysis of our report.

(neurological content area)						
<i>DPT Program Student Outcome #2:</i> Students will demonstrate competent entry-level patient care skills and will be able to critically reason in examination, evaluation, diagnosis, prognosis and intervention while functioning as autonomous practitioners. (neurological content area)	Not affiliated with a single class.	Curriculum Review Survey – End of Program. Students rate themselves on how confident they are in various areas at graduation. (Indirect Measure)	Survey Results of Self Rating	80% must score either 5 = exceptionally well prepared, 4 = well prepared, or 3 = adequately prepared (Neuromuscular Disorders)	2024: 100%	Trending up. 2020: 50% 2021: 76% 2022: 93% 2023: 92% Student perceptions of skills in this area have improved significantly. Considerable effort was made to provide feedback to the primary instructor for this content. Showing 3 years in a row meeting goal.
<i>DPT Program Student Outcome #2:</i> Students will demonstrate competent entry-level patient care skills and will be able to critically reason in examination, evaluation, diagnosis, prognosis and intervention while functioning as autonomous practitioners. (neurological content area)	PHTH 712 PHTH 724	Semester Summary Comment Form End of Semester Anonymous Online Survey	Subjective analysis by curriculum committee of student comments	<20% of students comment negatively on a specific issue with a course	2024: <20% of students stated they wanted more treatment/interventions and case studies in the neuro rehab courses	This has been a persistent trend over several years.. It appears we are trending in a positive direction since 3 years ago >50% students had this concern. Last 2 years there have been no concerns. This may have to do with new instructor and tweaks to the course.
<i>DPT Program Student Outcome #2:</i> Students will	Not affiliated with a single class	PEAT Exam 1 Standardized Board Practice Exam	Exam is scored by the Federation of	Score 600 or above which is considered	2024: 597.2	

demonstrate competent entry-level patient care skills and will be able to critically reason in examination, evaluation, diagnosis, prognosis and intervention while functioning as autonomous practitioners. (neurological content area)		Neuro Content Area (Direct Measure)	State Boards of Physical Therapy This is a product purchased by the program	"passing" on the board exam		2023: 588.3 2022: 675.5 2021: 623.5 There has been some drop in scores although we are close to our goal for 2024 Note: National exam has changed some in format in last few years so this may have an effect
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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>Very good improvement over last couple years in the student perception of their learning. Good, steady upward trend in the Scorebuilders Practice Exam for neuro content. We would like to see our mid-cycle direct measure of first time pass rate for practical exams improve to 90%, though all students ultimately passed the exam last year. Some downward trajectory in PEAT scores for neuro content, but the exam changed so this may be comparing apples to oranges for year-over-year. Generally we are right at 600 which would be a "passing" score on the real board exam.</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>The DPT program continues to improve with age. We graduated our 7th cohort in May of 2024. First time pass rates have been very good in the last few years and in July of 2024 our rate was 100% compared to 88% the year prior, 11.1 points above the national average of 88.9%. Student appreciate the focus on professionalism, community engagement and experiential learning. The program has 100% employment rate of graduates for all years. The neuro content was previously a weakness of the program and both direct and indirect</p>
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	measures indicate a positive trend. Remediation with faculty members plus hiring of a new faculty member has us on the right track. We feel that our major weakness from years previous (neuro rehab) has been resolved.
What student success indicators are concerning?	Nothing major. CAPTE updated their evaluation criteria and standards recently so we are in the process of assessing if we are in compliance or need to make curricular changes to match the new criteria.
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 receives well over 100 qualified and complete applications each year for 33 slots. Attrition appears to be less than the national average of 10%, and the program total enrollment stays pretty high at around 85-90 students for the 3 year program(3 cohorts).

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.	Tremendous improvement in neuro rehab content from direct and indirect measure perspectives. Student perceptions of learning are very high now for this area of practice. At this point, our efforts have paid off and only minor tweaks are needed in this area moving forward. There was significant change to the pedagogy and content of these courses with a new instructor and new energy.
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 continue to add new equipment and supplies to meet the needs of this content area. New guest speakers, including patients with real pathologies, have visited campus and we will continue to expand this as possible.
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 required at this time.
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 I anticipate we will assess a different area of practice. Currently we are reviewing new CAPTE criteria and we will need to assess if we are meeting the new criteria for student learning. There are some changes which will be totally new content moving forward with accreditation requirements.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Faculty reflect on student evaluations. The curriculum committee is made up of 3 DPT core faculty members and these individuals review the end of semester surveys and the end of program surveys to look for trends in student comments. An annual assessment retreat is held each year to discuss findings from all assessment data.

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: Physical Therapy DPT

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)	It's probably time to switch LOs for assessment, as these have been reported on at least the last 3 cycles. You should cycle through all LOs in the program within a 3-5 year timeline. (I saw this noted in Part 3 of the report) Outcomes are very compound, which makes measurement more challenging.	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		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

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>		Mature

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Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

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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.
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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.
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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:

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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 ___ 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.			

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

Academic Program:	Physician Assistant Program	Date:	October 2, 2024
Author(s):	Douglas Stevens, Chelsea Elwood, Brittany Edmondson, Mike Walls		
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"/> 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 will focus on student performance on the End of Rotation Exams (EOREs), End of Curriculum Exam (EOCE), the Physician Assistant National Certification Exam (PANCE), and our response to ARCPA citations obtained during our site visit. We want to ensure the ISU Assessment team is aware of our substantial work on all aspects of our program since undergoing a site visit from our accrediting body and being placed on probation. In section #3 of this report "Continuous Quality Improvement", we list our changes/improvements and cite our report to ARCPA when appropriate.

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

End of Rotation Exams (EOREs):

In the clinical year, we have 8 core rotations that require an End of Rotation Exam (EORE). These exams are designed by PAEA, are topic specific, and reflect topical content that correlates with the NCCPA blueprint for PANCE. We track the pass rate of each cohort's EOREs in total as well as pass rates for each exam by topic, and for each individual student. We utilize EORE failures to initiate academic probation (3 failures) and 5 failures result in a repeat of the entire clinical year. Note that the EORE is only part of the student's grade for a rotation. Other factors include preceptor evaluations, article assignments, logging of encounters, weekly Kaplan questions, mid-rotation evaluation, preceptor verification of logs, and an hour's timesheet via EXXAT. Our performance goal (Benchmark) is the national pass rate that is a normalized calculation set by the Physician Assistant Educations Association (PAEA).

The following data show the total number of EORE failures per cohort:

CO2021: 53 CO2022: 46 CO2023: 56 CO2024: 12 CO2025: 21 (after 7 rotations)

We combined EORE scores from our last 3 cohorts (CO2022-24). We found our correlation coefficient with PANCE (as a predictor of PANCE scores) is 0.84 (highly correlated), with a P-Value of <0.0001 (significant) with a Variance of 70.98% (Predictive value). See Table “Comparison of Predictors of PANCE scores” in the supporting documentation. This program specific data supports the continued use of EORE scores as an assessment tool as these scores correlate with PANCE success, are statistically significant, and have a predictive value (Variance).

This trend data shows significant improvement since CO2023. See detailed information for each student in CO20243 -CO2025 in the supporting documents (EORE Master Spreadsheets).

End of Curriculum Exam (EOCE):

This exam, provided by the PAEA (Physician Assistant Education Association) is taken by our students in course PASS 687 and is part of our Post-clinical Phase. We expect students to score at or above one standard deviation below the national average. This benchmark was created based on our analysis that ISU PA students who failed the PANCE of students who failed the PANCE were found to be below this score and overall positively correlated with PANCE success, and predicted students at risk. A strength is identified if 75% would score at or above the national average and/or 75% will score at or above the national average for each body system or task. The didactic coordinator collects and analyzes the information to:

- 1) Evaluate student competency
- 2) Determine readiness for practice
- 3) Identify areas for remediation
- 4) Determine level of preparedness for PANCE

PAEA literature has identified the EOCE as a predictor of PANCE success (J Physician Assist Educ 2022;33(1):59-63). This article is included in the supporting documents of this report.

We combined EOCE scores from our last 3 cohorts (CO2022-24). We found our correlation coefficient with PANCE (as a predictor of PANCE scores) is 0.86 (highly correlated), with a P-Value of <0.0001 (significant) with a Variance of 73.85% (Predictive value). See Table “Comparison of Predictors of PANCE scores” in the supporting documentation.

PANCE Pass Rate:

The Physician Assistant National Certifying Exam (PANCE) is taken by students after they have successfully complete program requirements (graduate). PANCE scores have a positive trend over the last three years (CO2022-CO2024). Our performance goal is to have students display a minimum level of competency with scores at or above the national average for pass rate and performance in each task and body systems category. Scores are summarized as seen in the 5 Year Pass Rate Document. Individual student scores are reviewed by the PAC every year. PANCE blueprint topics are reviewed yearly and trends are identified.

Useful information is utilized to help us identify areas of improvement in the delivery/content of areas of concern. Of note, any cohort with less than an 85% pass rate is flagged by our accrediting body (ARCPA) and additional oversight/reports/review is mandated. In depth review of PANCE variables are underway as part of our ongoing modified self-study report due to ARCPA in February of 2025. Cohort pass rates are summarized below and cohort and Individual student data and score percentages compared to the national average are found in the supporting documents “Program Report CO2022 PANCE, Program Report CO2023, and PANCE 5 Year First Time Pass Rate up to CO2024”. A Program Report for CO2024 is not yet available from NCCPA (National Commission on Certification of Physician Assistants).

PANCE pass rates for the last three cohorts: **CO2024: 100% CO2023: 93 % CO2022: 79%**

We combined data from our last 3 cohorts including CO2022-2024. We looked at undergraduate GPA (UnGPA), undergraduate science GPA (UnScGPA), Didactic GPA, PACKRAT 1 scores, End of Rotation Exam scores (EORE), PAKRAT 2 scores, Summative course PASS 687 (SUMM687), and End of Curriculum Exam (EOCE). As predictors of PANCE success, all variables we positively correlated with the highest correlations being EOCE (.86), PACKRAT 2 (.85), and EORE (.84). Further, all P-VALUES were significant (<0.0001) except undergrad GPA and Undergrad Science GPA. Of the significant variables, the highest predictive value (variance) was EOCE (73.85), PACKRAT 2 (73.21), and EORE (70.98). See the supporting document titled “Comparison of Predictors of PANCE scores”. We will continue to track these variables over time and apply instructional attention in the didactic and clinical phases of the program to support student success in these areas shown to correlate and predict student success.

Further, we compared the scores of our First Time Takers of PANCE for CO2022-2024 (2024 data is not yet available from NCCPA). Of the 22 graded categories within PANCE

Table: PANCE First Time Takers for our Program Compared to First Time PANCE Takers National Average.

*National Average Data from NCCPA regarding CO2024 is not yet available.

Class Year and Class Pass Rate	Below National Average	At National Average	Above National Average	ISU PAs At or Above National Average	Maximum difference in any topic
CO2022/79%	7	4	10	14 (64%)	6% (1= I.D.)
CO2023/93%	13	6	3	9 (41%)	4% (3= Dermatology, EENT, I.D.)
CO2024/100%	Not Avail from	NCCPA			

Note that Dermatology and Infectious Disease (I.D.) fell below benchmark in both cohorts and at the highest percentage. This will allow us to evaluate the content and delivery of this course content.

*EENT (Eyes, Ears, Nose, Throat)

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

Comments and information regarding faculty, staff, and student attrition, program fees and the loss of a cohort due to probationary status:

Regarding Faculty: We currently have 3 Faculty that are FTE and a program director and two open faculty lines. ARCPA does not recognize the program director as principal faculty. In 2024 we had two faculty resignations. As part of ISU's response to a concern from our accrediting body (ARCPA) during a site visit, an additional faculty line was approved. We have successfully filled one faculty line. This individual will begin in November 2024. Therefore, as of November 19th, 2024, and unless something changes, we have 4 full-time faculty members and a program director. We still have 2 open faculty lines. Officially, our faculty attrition rate for 2024 is 33%.

Regarding Staff: Our staff includes a full time Administrative Assistant, a full time Contract Coordinator (.7 FTE for PA program and the rest covered by OT/AT), and a part time (.70) Clinical Coordinator Assistant. Our Contract Coordinator and Clinical Coordinator Assistant both resigned this year. We have been fortunate enough to find a replacement for our Contract coordinator. As of October 2, 2024, our staff attrition rate is 41%.

Regarding Budget: The PA budget is reviewed, discussed, and revised, each fiscal year by the program director, Chair of Applied Medicine and Rehabilitation, and the Dean of Health and Human Services. The budget is also submitted to ARCPA every December as part of a required annual report. Through diligence and stewardship, we have maintained a positive balance to this point.

Budgetary Challenges have been/are many. Costs for supplies and required fees for memberships continue to increase year after year. The program has had to pick up more staff salaries with program fees. Further, we currently have a HRSA grant covering several thousand dollars of preceptor payments for our clinical students that will require coverage via program fees in the near future. Finally, due to our probationary status, ARCPA did not allow the program to take a cohort in January of 2024. The loss of this cohort has direct and significant effects on the financial health of this program. It is the hope of our PA team that we will be awarded a cohort to start in January of 2025. We did not include a copy of the budget in the supporting documents for this report as we feel it unnecessary. Should the Assessment Team feel it is necessary to review our program budget, please forward a request to the program director.

What student success indicators are strong or trending positively? As described above:

1. PANCE PASS Rate over 85% x 2 years.
2. End of Rotation Exam failures have decreased over the last 3 years and are a good variable to use for student assessment.
3. End of Curriculum Exam has shown to be a useful tool for identifying students at risk for failing PANCE.

What student success indicators are concerning?

1. We have many students asking for testing accommodations including extra time, etc. We have not collected data on this variable but we may consider doing so in future assessments.

3. Continuous Quality Improvement

The following represent the top priorities we are addressing as a program and some actions that are planned to maintain strong performance and/or improve student learning and success?

1. Continue to monitor our post clinical phase (PASS 686 and PASS 687) as these courses have proven to identify “at risk” students for failing the PANCE, thus allowing us to implement additional mentoring/tutoring.
2. Proposal for increased program fees (submitted August, 2024 for May 2025 start). Awaiting approval. This increase in funding will allow the program to remain financially viable.
3. New LOs and IOs for all courses. Due to ARCPAs review of our Learning Outcomes (LOs) and Instructional Objectives (IOs), we elected to rewrite all LOs and IO's for all courses. See citation 18, Standard B401b, page 29 of report to ARCPA May 15, 2024 and Citation #26, Standard B401b, on page 41.
4. Continue to monitor student performance with regard to End of Rotation Exams and EOCE as they have shown correlation with success on the PANCE.

J Physician Assist Educ. 2015 Sep; 26(3):144-6. Doi: 10.1097/JPA.0000000000000039

5. As discussed in the 2022-23 SOAS report, we have now dropped the GRE from our admissions requirement and will continue to monitor and consider adding the PA-CAT to our admissions process. Further, we continue to update our Admissions rubric to ensure our process is up to ARCPA standards.
6. In response to our probation from ARCPA citing insufficient faculty, ISU has authorized an additional faculty line. This makes our total faculty count at full deployment to be 6 plus the program director. We currently have 3 faculty plus a program director and a 4th faculty hired with a start date of November 19, 2024. See response to Citation #7, standard A2.03, page 12 of the report to ARCPA May 15, 2024.
7. Clarification of Program Goals with benchmarks. See response to citation #11, Standard A3.12b, page 20 of the report to ARCPA May 15, 2024.
8. Adaptation of new Program Competencies. As part of our accreditation visit, our site team informed us of terms that were wrongly being used variably and inconsistently in our handbooks, manuals, and some rubrics. We addressed this and made changes. See our response to citation #12, Standard A3.12g page 21 of the report to ARCPA May 15, 2024.
9. Program Policy regarding advanced placement. We defined and published our new policy on advanced placement. See our response to citation #13, Standard A3.13c, page 22 of the report to ARCPA May 15, 2024.
10. Adaptation of Technical Standards. Our program, though not required, did not have Technical standards. After our site visit, we voted to adopt technical standards.
11. Redefining of our Remediation and Deceleration policies. ARCPA recommended we better define our policies on remediation and deceleration. We have done so. See our response to citation #16, Standard A3.15c page 26 of the report to ARCPA May 15, 2024.
12. Redefining Course Goals. ARCPA recommended we redefine course goals for all courses. This is complete. See appendix 61 for didactic course goals/rationale and appendix 62 for course goals/rationale as noted in our response to Citation #17, Standard B1.03d page 28 of report to ARCPA May 15, 2024.

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

1. We implemented a DEI Plan for the program under the leadership of Professor Elwood and with consultation from Dr. Xavia Burton, Executive Director Office of Diversity, Inclusion, and Belonging, proved extremely helpful. See response to Citation #5, Standard A1.11a, page10 of the Report to ARCPA May 15, 2024.
2. We implemented Technical Standards for the program with the assistance of ISU Legal counsel Joyce Thompson-Mills, JD, Executive Director of Legal Services at ISU (12/18/2023).

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?

Due to ARCPAs review of our Learning Outcomes (LOs) and Instructional Objectives (IOs) leading to citations, we elected to rewrite all LOs and IO's for all courses. See citation 18, Standard B401b, page 29 of report to ARCPA May 15, 2024. With our newly defined IOs and LOs, we plan to monitor student outcomes through the successful completion of our course goals and ultimately our competencies. We continue to learn how to collect and utilize data and our assessment process to identify student predictors of success. The End of Curriculum Exam and End of Rotation Exams are examples of these predictors.

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

Our program continually assesses student performance throughout all phases of the program. The Physician Assistant Committee (PAC) holds monthly meetings under the titles of Program, Didactic, Clinical, Advising, and Admissions. All student matters, issues, and concerns are discussed as a group, handbooks are referenced and decisions are made. We utilize an assessment calendar to organize when our survey data is sent out, analyzed, and reviewed. Our data analyst compiles our data and is present during meetings to ensure faculty understanding of the presented data. We have been working on our remediation process and have been quick to refer students when anxiety or testing issues arise. We have also compiled numerous resources to assist any struggling student such as Sycamore Cares and the recent online mental health services provided by the college. Pertinent data is shared with our Advisory Council twice a year. With these meetings, we discuss challenges, successes, ideas for improvement and take votes on actionable items when appropriate. See our Assessment Calendar under "APP A Timeline" and "Advisory Council meeting minutes" in the supporting documents folder.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Physician Assistant Studies 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)	Specific program learning outcomes associated with the EORE and PANCE are not listed or at least not clearly discernable. Be sure to include these, as it's hard to determine the quality of the assessments as measures without the LOs.	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.		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

<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:	Bachelors of Public Health (BPH)	Date:	11/22/2024
Author(s):	Olabode Ayodele		
<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 <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>			
Students will be able to identify patterns of disease and injury in human populations and apply this knowledge to effectively manage and control health issues.	AHS 360- Epidemiology (Fall 2023)	Disease Pattern Analysis Report: Students analyzed and interpreted patterns of a specific disease or injury in a population, and proposed control measures. Students submitted a 2-page report summarizing disease patterns, analysis, and proposed control measures.	The assignment was assessed using an instructor-developed rubric	80% of the students completed the assignment with a C or better.	All three public health students in the class earned a grade of C or higher on the assignment, with an average score of 38 (95%).	The data showed positive alignment with last year's results (average score of 93.5%), with a slightly higher score this assessment year, though the difference was minimal.

Students will be able to identify important environmental factors, (including biological, physical, and chemical), affecting the health of a community.	AHS 210-Environmental Health (Fall 2023)	Environmental Health Case Study: Flint Water Crisis. The students submitted a 5-page report summarizing their analysis, with a focus on environmental health factors and proposed solutions.	The case study assignment was assessed using an instructor-developed rubric	80% of the students completed the case study with a C or better.	No data is available, as the former instructor has left the university.	N/A
Students will be able to plan for the design, development, implementation, and evaluation of strategies to improve individual and community health	AHS 433-Program Planning and Evaluation(Spring 2024)	Community Health Improvement Project Plan: Students designed a comprehensive plan to improve individual and community health by addressing a specific public health issue. Students submitted a written 8-10 page report detailing the project plan, supported by relevant research and community data.	The assignment was assessed using an instructor-developed rubric.	80% of the students completed the assignment with a C or better.	No data is available, as the former instructor has left the university.	N/A

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?	The analysis of student learning outcomes revealed several important insights. Overall, students demonstrate strong competency in core areas, with most achieving high scores—highlighting the effectiveness of current teaching and learning strategies. However, low program enrollment is a significant concern, as it limits the scope and robustness of the assessment process. Addressing this challenge could enhance future evaluations and program development.
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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>The analysis of student performance reveals consistent competency attainment scores across the cohort.</p> <p>Faculty feedback highlights improved clarity in expectations</p>
What student success indicators are concerning?	None that can be pointed out at this time
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.	<p>The proposed program revision from last year was not approved, which has significantly impacted the evaluation of the action plans. Without these updates, the program has continued to operate under the existing framework, limiting the ability to assess the effectiveness of new strategies or improvements. This has created challenges in identifying areas for growth and ensuring that the curriculum and teaching methods align with current educational standards and industry needs. Moving forward, revisiting and implementing these revisions could provide a more accurate assessment of program outcomes and enhance overall effectiveness.</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 BPH faculty will continue to evaluate student performance based on the proposed learning outcomes and benchmarks for AY 2024-2025, aligned with the National Commission for Health Education Credentialing (NCHEC) standards. With a proposed revision to enhance curriculum flexibility, the updated BPH curriculum was submitted to Curriculog on October 14, 2024.</p>

	<p>To support this revision, the BPH faculty will develop new learning outcomes mapped to the nine domains established by the Council on Education for Public Health (CEPH, 2021) as part of the accreditation criteria for schools and programs in public health.</p> <p>These new learning outcomes will guide faculty in refining teaching methodologies and ensuring that students develop core competencies essential for public health practice. These include mastery in program data collection, planning, implementation, and evaluation, as well as effective communication with community stakeholders, understanding healthcare systems, and applying principles of health policy, law, and ethics. Additionally, students will be equipped to identify key health determinants, assess their impact on human health, and address health disparities within diverse populations.</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 program experienced a decrease in enrollment. To address this decline, we will intensify efforts to enhance program visibility through targeted marketing and outreach initiatives. Strengthening partnerships with relevant community stakeholders, such as healthcare organizations, non-profits, and educational institutions, will be a priority to increase referrals and collaborative opportunities.</p> <p>Additionally, we will seek continued support for recruitment activities, such as participation in career fairs, hosting information sessions, and engaging with prospective students through digital platforms. Expanding event opportunities—like community workshops, webinars, and networking events—will help highlight the program's value and attract a broader audience interested in public health careers.</p> <p>These combined efforts aim to not only reverse the enrollment trend but also foster long-term growth and sustainability in the program.</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>The following learning outcomes are planned to be assessed next year:</p> <ol style="list-style-type: none"> 1. Students reflect and communicate how concepts learned in class provide the foundation for health careers (AHS 491). 2. Students will be able to identify important environmental factors, (including biological, physical, and chemical), affecting the health of a community (AHS 210)

	<p>3. Students will be able to plan for the design, development, implementation, and evaluation of strategies to improve individual and community health (AHS 433)</p> <p>4. Students will be able to identify behavioral, social, and cultural factors related to individual and population health and health disparities over the life course and to apply such knowledge to the development, administration, and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations.</p>
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Course instructors collected the assessment data and submitted it to the program director, who then compiled this report. The findings will be reviewed during our program meeting to gather feedback and identify areas for improvement.

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>			
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	

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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: Public Health BPH

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 <<in one case; see notes</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>Given the issues with missing data, it might be a good idea for the program coordinator to put a plan together to collect assessment data throughout the semester to prevent data loss from faculty departure.</p> <p>It is noted that assignment scores are reported (or used as performance goals) rather than rubric subscores related directly to the LO being assessed. The subscores are a more accurate reflection of LO mastery, as assignment scores typically include other measures.</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

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:	Social Work	Date:	11/22/24
Author(s):	Robin P Nering		
<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. <i>No changes</i></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.			

BSW Program Assessment details are reported in the accompanying Accreditation Self Study Document on pp. 152-171.

MSW Program Foundation Year – Assessment strategies based on EPAS 2022 Accreditation Requirements						
Competency 1: Demonstrate Ethical and Professional Behavior	SOWK 605	1. Field Evaluation, 2. Ethics Presentation	1. Field Instructor and Field Liaison evaluation 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	97.18% of students achieved the benchmark ($n = 7$)	96.42% of students achieved the benchmark ($n = 6$)
Competency 2: Advance Human Rights and Social, Racial, Economic, and	SOWK 605 SOWK 506	1. Field Evaluation, 2. Macro Project Proposal	1. Field Instructor and Field Liaison evaluation	80 percent of students will earn at least 80 percent on	92.42% of students achieved the benchmark ($n = 7$)	100% of students achieved the benchmark ($n = 6$)

Environmental Justice			2. Grading rubric	combined measures.		
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	SOWK 605 SOWK 504	1. Field Evaluation, 2. Midterm Exam Diversity Question	1. Field Instructor and Field Liaison evaluation 2. Exam key	80 percent of students will earn at least 80 percent on combined measures.	76.74% of students achieved the benchmark ($n = 7$)	100% of students achieved the benchmark ($n = 6$)
Competency 4: Engage in Practice-informed Research and Research-informed Practice	SOWK 605 SOWK 507	1. Field Evaluation, 2. Literature Review	1. Field Instructor and Field Liaison evaluation 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	93.3% of students achieved the benchmark ($n = 7$)	100% of students achieved the benchmark ($n = 6$)
Competency 5: Engage in Policy Practice	SOWK 605 SOWK 502	1. Field Evaluation, 2. Policy Paper	1. Field Instructor and Field Liaison evaluation 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	98.29% of students achieved the benchmark ($n = 7$)	100% of students achieved the benchmark ($n = 6$)
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	SOWK 605 SOWK 503	1. Field Evaluation, 2. Practice Framework Simulation #1	1. Field Instructor and Field Liaison evaluation 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	88.47% of students achieved the benchmark ($n = 7$)	100% of students achieved the benchmark ($n = 6$)
Competency 7: Assess Individuals, Families, Groups, Organizations,	SOWK 605 SOWK 503	1. Field Evaluation, 2. Needs Assessment assignment	1. Field Instructor and Field Liaison evaluation	80 percent of students will earn at least 80 percent on	98.7% of students achieved the benchmark ($n = 7$)	100% of students achieved the benchmark ($n = 6$)

and Communities			2. Grading rubric	combined measures.		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	SOWK 605 SOWK 503	1. Field Evaluation, 2. Biopsychosocial-Spiritual Assessment and Treatment Plan	1. Field Instructor and Field Liaison evaluation 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	82.22% of students achieved the benchmark ($n = 7$)	93.75% of students achieved the benchmark ($n = 6$)
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	SOWK 605 SOWK 505	1. Field Evaluation, 2. Photo Voice Project	1. Field Instructor and Field Liaison evaluation 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	92.33% of students achieved the benchmark ($n = 7$)	100% of students achieved the benchmark ($n = 6$)
Competency 10: Practice Effectively Within a Rural Social Work Context.	SOWK 605 SOWK 501	1. Field Evaluation, 2. Interview Paper	1. Field Instructor and Field Liaison evaluation 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	96.01% of students achieved the benchmark ($n = 7$)	93.33% of students achieved the benchmark ($n = 6$)

MSW Program Specialist Year – Assessment strategies based on EPAS 2022 Accreditation Requirements						
Competency 1: Demonstrate Ethical and Professional Behavior	SOWK 615	1. Field Evaluation, 2. Career-Long Learning Paper	1. Field Instructor and Field Liaison evaluation 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	94.05% of students achieved the benchmark ($n = 12$)	85% of students achieved the benchmark ($n = 14$)
Competency 2: Advance Human	SOWK 615	1. Field Evaluation, 2. Field Journal	1. Field Instructor	80 percent of students will	97.69% of students	100% of students

Rights and Social, Racial, Economic, and Environmental Justice			and Field Liaison evaluation 2. Grading rubric	earn at least 80 percent on combined measures.	achieved the benchmark ($n = 12$)	achieved the benchmark ($n = 14$)
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	SOWK 615 SOWK 620	1. Field Evaluation, 2. Student-led Learning Discussion	1. Field Instructor and Field Liaison evaluation 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	98.03% of students achieved the benchmark ($n = 12$)	100% of students achieved the benchmark ($n = 14$)
Competency 4: Engage in Practice-informed Research and Research-informed Practice	SOWK 615 SOWK 606	1. Field Evaluation, 2. Evidence Based Practice Paper	1. Field Instructor and Field Liaison evaluation 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	91.46% of students achieved the benchmark ($n = 12$)	100% of students achieved the benchmark ($n = 14$)
Competency 5: Engage in Policy Practice	SOWK 615 SOWK 607	1. Field Evaluation, 2. Social Policy Analysis Paper	1. Field Instructor and Field Liaison evaluation 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	93.86% of students achieved the benchmark ($n = 12$)	92.33% of students achieved the benchmark ($n = 14$)
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	SOWK 615 SOWK 603	1. Field Evaluation, 2. Facilitated Psychotherapy Module	1. Field Instructor and Field Liaison evaluation 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	95.06% of students achieved the benchmark ($n = 12$)	76.92% of students achieved the benchmark ($n = 14$)
Competency 7: Assess Individuals,	SOWK 615 SOWK 620	1. Field Evaluation,	1. Field Instructor and Field	80 percent of students will earn at least	95.85% of students achieved the	100% of students achieved the

Families, Groups, Organizations, and Communities		2. Student-led Learning Discussion	Liaison evaluation 2. Grading rubric	80 percent on combined measures.	benchmark ($n = 12$)	benchmark ($n = 14$)
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	SOWK 615	1. Field Evaluation, 2. Field Journal	1. Field Instructor and Field Liaison evaluation 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	97.87% of students achieved the benchmark ($n = 12$)	100% of students achieved the benchmark ($n = 14$)
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	SOWK 615 SOWK 620	1. Field Evaluation, 2. Student-led Learning Discussion	1. Field Instructor and Field Liaison evaluation 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	95.78% of students achieved the benchmark ($n = 12$)	100% of students achieved the benchmark ($n = 14$)
Competency 10: Practice Effectively Within a Rural Social Work Context.	SOWK 601	1. Rural Ethical Dilemma Simulation (telehealth), 2. Cultural Competence Paper	1. Grading rubric 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	96.38% of students achieved the benchmark ($n = 12$)	93.33% of students achieved the benchmark ($n = 14$)

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?	BSW As reported in the Assessment component of the Self Study, students did not achieve competency benchmarks in one area: <i>Competency 7 Assess Individuals, Families, Groups, Organizations, and Communities</i> . Only 53.8% of students achieving the 80% benchmark on the combined measures. Poor achievement was associated with low scores on an in-class assignment in SOWK 490 Generalist Practice II whereby students performed poorly on the assessment component of a simulated client session with a
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	<p>standardized patient. Course content has been revised to foster better competency mastery in this area. See details on pp. 166-167 of the Self Study.</p> <p>BSW students met competency benchmarks for all other assessment measures.</p> <p>MSW</p> <p>MSW students are achieving the benchmark competency levels on all measures except Competency 3 <i>Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</i> during the foundation year where only 76.74% earned 80% or better on combined measures. As noted in the table above, the assessment measure uses two sources, performance in the field internship and performance on an a diversity-related exam in SOWK 504 <i>Culturally Competent Practice</i>. Breaking down the measure into its two components, students performed well on the field internship measure with 97.83% earning at least 80% on the field evaluation; however, students did not perform well on the diversity exam with only 55.66% of students achieving at least 80%. Poor achievement levels are likely cohort-specific because the 2023-2024 cohort tended struggle academically. This trend is also evident in the modest benchmark declines noted from 2022-2023 to 2023-2024 in some competency areas. The Department will continue to monitor the performance of the cohort to promote competency achievement and also monitor trends in mastery of Competency 3 in future cohorts.</p> <p>On a positive note, MSW students at the clinical level made solid gains in benchmark achievement compared to 2022-2023 data, namely Competency 1 <i>Demonstrate Ethical and Professional Behavior</i> and Competency 6 <i>Engage with Individuals, Families, Groups, Organizations, and Communities</i>.</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>BSW</p> <p>Enrollment levels in the BSW program are trending upward although have not reached pre COVID-19 levels. The majority of students in the BSW or pre-BSW major are persons of color. In addition, F grades are lower than the average University level.</p> <p>MSW</p> <p>Half of the students enrolled in the MSW program are persons of color; time to degree completion is on target for both the traditional and advanced standing program.</p>
What student success indicators are concerning?	BSW

	<p>Although F grades are lower than the average University level, they are still of concern, particularly during Spring 2024 when there were 16 F's out of 249 students. Faculty are examining this indicator more closely to identify student and course-level factors associated with failing grades.</p> <p>MSW</p> <p>Enrollment levels in the MSW program still have not returned nor are they approaching pre COVID 19 levels.</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>Per the internal field internship evaluation, BSW and MSW students continue to report rigorous learning experiences in field internship settings. Field internship is considered the signature pedagogy of social work education, so positive field experiences are particularly important for the department.</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>BSW</p> <p>Last year's report focused on preparing for reaccreditation under EPAS 2022 with ongoing work to update syllabi to reflect new accreditation standards related to diversity, equity, and inclusion. This work was complete and the Self Study submitted on August 1, 2024.</p> <p>MSW</p> <p>During 2022-2023 assessment year, faculty were concerned about lower achievement of specialist year students in meeting Competency 1 <i>Demonstrate Ethical and Professional Behavior</i>. As noted above and discussed in last year's SOAS report, only 85% of students earned 80% on the combined measures for this competency. Although this met benchmarks, the faculty felt 85% was low for such a critical component of social work practice. Student achievement for Competency 1 did improve during 2023-2024 with 94.05% achieving the 80% benchmark.</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>MSW</p> <p>The MSW faculty is continuing to update syllabi to reflect new accreditation standards related to diversity, equity, and inclusion.</p> <p>The reduced performance of the 2023-2024 cohort relative to previous cohorts on some competencies during the foundation year is a current focus of the MSW faculty. Specific competencies of concern are: Competency 6 <i>Engage with Individuals, Families, Groups, Organizations, and Communities</i> and Competency 8 <i>Intervene with Individuals, Families, Groups, Organizations, and Communities</i> where 88.47% and 82.22% of students met benchmarks, respectively, which is considerably lower than 2022-2023</p>

	although it meets benchmarks. Reductions stems from performance on in-class assignments in SOWK 503 <i>Social Work Practice 1</i> rather than the field internship; faculty are examining whether or not this is a cohort anomaly before engaging in curricular change.
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 partner with the ISU's Multi-Cultural Center, ISU's instructional design team, ISU Faculty Center for Teaching Excellence, and the RHIC Simulation Center to further strengthen curriculum to reflect new accreditation standards for both the MSW and the BSW program.
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?	Faculty will continue to focus on the EPAS 2022 competencies for learning outcomes as required for accreditation; however, faculty examine current measurement strategies on an ongoing basis to ensure they are the most effective to capture students' mastery of the competencies for both the MSW and the BSW program.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Faculty teaching in the BSW program or the MSW program participate in designing assessment strategies and collecting outcomes data assigned to courses they are teaching. Program Directors complete data analysis with support from the Department Chair. Results are shared with all faculty during a dedicated Department Meeting where results are put into context; an abbreviated report is shared with Field Instructors during the Spring field instructor meeting and with the Advisory Council during the Spring meeting. Benchmark results are posted online for public access as required for accreditation.

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Social Work BSW

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 relies on multiple points of assessment from rich and relevant displays of student learning. Tools for evaluating student mastery effectively generate data aligned only with 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>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>	Assessment approach demonstrates ongoing commitment to student learning and success.	<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

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Student Outcomes Assessment & Success Reports 2023-24

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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:	Social Work	Date:	11/22/24
Author(s):	Robin P Nering		
<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. <i>No changes</i></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.			

BSW Program Assessment details are reported in the accompanying Accreditation Self Study Document on pp. 152-171.

MSW Program Foundation Year – Assessment strategies based on EPAS 2022 Accreditation Requirements						
Competency 1: Demonstrate Ethical and Professional Behavior	SOWK 605	1. Field Evaluation, 2. Ethics Presentation	1. Field Instructor and Field Liaison evaluation 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	97.18% of students achieved the benchmark ($n = 7$)	96.42% of students achieved the benchmark ($n = 6$)
Competency 2: Advance Human Rights and Social, Racial, Economic, and	SOWK 605 SOWK 506	1. Field Evaluation, 2. Macro Project Proposal	1. Field Instructor and Field Liaison evaluation	80 percent of students will earn at least 80 percent on	92.42% of students achieved the benchmark ($n = 7$)	100% of students achieved the benchmark ($n = 6$)

Environmental Justice			2. Grading rubric	combined measures.		
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	SOWK 605 SOWK 504	1. Field Evaluation, 2. Midterm Exam Diversity Question	1. Field Instructor and Field Liaison evaluation 2. Exam key	80 percent of students will earn at least 80 percent on combined measures.	76.74% of students achieved the benchmark ($n = 7$)	100% of students achieved the benchmark ($n = 6$)
Competency 4: Engage in Practice-informed Research and Research-informed Practice	SOWK 605 SOWK 507	1. Field Evaluation, 2. Literature Review	1. Field Instructor and Field Liaison evaluation 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	93.3% of students achieved the benchmark ($n = 7$)	100% of students achieved the benchmark ($n = 6$)
Competency 5: Engage in Policy Practice	SOWK 605 SOWK 502	1. Field Evaluation, 2. Policy Paper	1. Field Instructor and Field Liaison evaluation 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	98.29% of students achieved the benchmark ($n = 7$)	100% of students achieved the benchmark ($n = 6$)
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	SOWK 605 SOWK 503	1. Field Evaluation, 2. Practice Framework Simulation #1	1. Field Instructor and Field Liaison evaluation 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	88.47% of students achieved the benchmark ($n = 7$)	100% of students achieved the benchmark ($n = 6$)
Competency 7: Assess Individuals, Families, Groups, Organizations,	SOWK 605 SOWK 503	1. Field Evaluation, 2. Needs Assessment assignment	1. Field Instructor and Field Liaison evaluation	80 percent of students will earn at least 80 percent on	98.7% of students achieved the benchmark ($n = 7$)	100% of students achieved the benchmark ($n = 6$)

and Communities			2. Grading rubric	combined measures.		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	SOWK 605 SOWK 503	1. Field Evaluation, 2. Biopsychosocial-Spiritual Assessment and Treatment Plan	1. Field Instructor and Field Liaison evaluation 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	82.22% of students achieved the benchmark ($n = 7$)	93.75% of students achieved the benchmark ($n = 6$)
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	SOWK 605 SOWK 505	1. Field Evaluation, 2. Photo Voice Project	1. Field Instructor and Field Liaison evaluation 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	92.33% of students achieved the benchmark ($n = 7$)	100% of students achieved the benchmark ($n = 6$)
Competency 10: Practice Effectively Within a Rural Social Work Context.	SOWK 605 SOWK 501	1. Field Evaluation, 2. Interview Paper	1. Field Instructor and Field Liaison evaluation 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	96.01% of students achieved the benchmark ($n = 7$)	93.33% of students achieved the benchmark ($n = 6$)

MSW Program Specialist Year – Assessment strategies based on EPAS 2022 Accreditation Requirements						
Competency 1: Demonstrate Ethical and Professional Behavior	SOWK 615	1. Field Evaluation, 2. Career-Long Learning Paper	1. Field Instructor and Field Liaison evaluation 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	94.05% of students achieved the benchmark ($n = 12$)	85% of students achieved the benchmark ($n = 14$)
Competency 2: Advance Human	SOWK 615	1. Field Evaluation, 2. Field Journal	1. Field Instructor	80 percent of students will	97.69% of students	100% of students

Rights and Social, Racial, Economic, and Environmental Justice			and Field Liaison evaluation 2. Grading rubric	earn at least 80 percent on combined measures.	achieved the benchmark ($n = 12$)	achieved the benchmark ($n = 14$)
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	SOWK 615 SOWK 620	1. Field Evaluation, 2. Student-led Learning Discussion	1. Field Instructor and Field Liaison evaluation 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	98.03% of students achieved the benchmark ($n = 12$)	100% of students achieved the benchmark ($n = 14$)
Competency 4: Engage in Practice-informed Research and Research-informed Practice	SOWK 615 SOWK 606	1. Field Evaluation, 2. Evidence Based Practice Paper	1. Field Instructor and Field Liaison evaluation 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	91.46% of students achieved the benchmark ($n = 12$)	100% of students achieved the benchmark ($n = 14$)
Competency 5: Engage in Policy Practice	SOWK 615 SOWK 607	1. Field Evaluation, 2. Social Policy Analysis Paper	1. Field Instructor and Field Liaison evaluation 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	93.86% of students achieved the benchmark ($n = 12$)	92.33% of students achieved the benchmark ($n = 14$)
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	SOWK 615 SOWK 603	1. Field Evaluation, 2. Facilitated Psychotherapy Module	1. Field Instructor and Field Liaison evaluation 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	95.06% of students achieved the benchmark ($n = 12$)	76.92% of students achieved the benchmark ($n = 14$)
Competency 7: Assess Individuals,	SOWK 615 SOWK 620	1. Field Evaluation,	1. Field Instructor and Field	80 percent of students will earn at least	95.85% of students achieved the	100% of students achieved the

Families, Groups, Organizations, and Communities		2. Student-led Learning Discussion	Liaison evaluation 2. Grading rubric	80 percent on combined measures.	benchmark ($n = 12$)	benchmark ($n = 14$)
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	SOWK 615	1. Field Evaluation, 2. Field Journal	1. Field Instructor and Field Liaison evaluation 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	97.87% of students achieved the benchmark ($n = 12$)	100% of students achieved the benchmark ($n = 14$)
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	SOWK 615 SOWK 620	1. Field Evaluation, 2. Student-led Learning Discussion	1. Field Instructor and Field Liaison evaluation 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	95.78% of students achieved the benchmark ($n = 12$)	100% of students achieved the benchmark ($n = 14$)
Competency 10: Practice Effectively Within a Rural Social Work Context.	SOWK 601	1. Rural Ethical Dilemma Simulation (telehealth), 2. Cultural Competence Paper	1. Grading rubric 2. Grading rubric	80 percent of students will earn at least 80 percent on combined measures.	96.38% of students achieved the benchmark ($n = 12$)	93.33% of students achieved the benchmark ($n = 14$)

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?	BSW As reported in the Assessment component of the Self Study, students did not achieve competency benchmarks in one area: <i>Competency 7 Assess Individuals, Families, Groups, Organizations, and Communities</i> . Only 53.8% of students achieving the 80% benchmark on the combined measures. Poor achievement was associated with low scores on an in-class assignment in SOWK 490 Generalist Practice II whereby students performed poorly on the assessment component of a simulated client session with a
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	<p>standardized patient. Course content has been revised to foster better competency mastery in this area. See details on pp. 166-167 of the Self Study.</p> <p>BSW students met competency benchmarks for all other assessment measures.</p> <p>MSW</p> <p>MSW students are achieving the benchmark competency levels on all measures except Competency 3 <i>Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</i> during the foundation year where only 76.74% earned 80% or better on combined measures. As noted in the table above, the assessment measure uses two sources, performance in the field internship and performance on an a diversity-related exam in SOWK 504 <i>Culturally Competent Practice</i>. Breaking down the measure into its two components, students performed well on the field internship measure with 97.83% earning at least 80% on the field evaluation; however, students did not perform well on the diversity exam with only 55.66% of students achieving at least 80%. Poor achievement levels are likely cohort-specific because the 2023-2024 cohort tended struggle academically. This trend is also evident in the modest benchmark declines noted from 2022-2023 to 2023-2024 in some competency areas. The Department will continue to monitor the performance of the cohort to promote competency achievement and also monitor trends in mastery of Competency 3 in future cohorts.</p> <p>On a positive note, MSW students at the clinical level made solid gains in benchmark achievement compared to 2022-2023 data, namely Competency 1 <i>Demonstrate Ethical and Professional Behavior</i> and Competency 6 <i>Engage with Individuals, Families, Groups, Organizations, and Communities</i>.</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>BSW</p> <p>Enrollment levels in the BSW program are trending upward although have not reached pre COVID-19 levels. The majority of students in the BSW or pre-BSW major are persons of color. In addition, F grades are lower than the average University level.</p> <p>MSW</p> <p>Half of the students enrolled in the MSW program are persons of color; time to degree completion is on target for both the traditional and advanced standing program.</p>
What student success indicators are concerning?	BSW

	<p>Although F grades are lower than the average University level, they are still of concern, particularly during Spring 2024 when there were 16 F's out of 249 students. Faculty are examining this indicator more closely to identify student and course-level factors associated with failing grades.</p> <p>MSW</p> <p>Enrollment levels in the MSW program still have not returned nor are they approaching pre COVID 19 levels.</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>Per the internal field internship evaluation, BSW and MSW students continue to report rigorous learning experiences in field internship settings. Field internship is considered the signature pedagogy of social work education, so positive field experiences are particularly important for the department.</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>BSW</p> <p>Last year's report focused on preparing for reaccreditation under EPAS 2022 with ongoing work to update syllabi to reflect new accreditation standards related to diversity, equity, and inclusion. This work was complete and the Self Study submitted on August 1, 2024.</p> <p>MSW</p> <p>During 2022-2023 assessment year, faculty were concerned about lower achievement of specialist year students in meeting Competency 1 <i>Demonstrate Ethical and Professional Behavior</i>. As noted above and discussed in last year's SOAS report, only 85% of students earned 80% on the combined measures for this competency. Although this met benchmarks, the faculty felt 85% was low for such a critical component of social work practice. Student achievement for Competency 1 did improve during 2023-2024 with 94.05% achieving the 80% benchmark.</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>MSW</p> <p>The MSW faculty is continuing to update syllabi to reflect new accreditation standards related to diversity, equity, and inclusion.</p> <p>The reduced performance of the 2023-2024 cohort relative to previous cohorts on some competencies during the foundation year is a current focus of the MSW faculty. Specific competencies of concern are: Competency 6 <i>Engage with Individuals, Families, Groups, Organizations, and Communities</i> and Competency 8 <i>Intervene with Individuals, Families, Groups, Organizations, and Communities</i> where 88.47% and 82.22% of students met benchmarks, respectively, which is considerably lower than 2022-2023</p>

	although it meets benchmarks. Reductions stems from performance on in-class assignments in SOWK 503 <i>Social Work Practice 1</i> rather than the field internship; faculty are examining whether or not this is a cohort anomaly before engaging in curricular change.
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 partner with the ISU's Multi-Cultural Center, ISU's instructional design team, ISU Faculty Center for Teaching Excellence, and the RHIC Simulation Center to further strengthen curriculum to reflect new accreditation standards for both the MSW and the BSW program.
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?	Faculty will continue to focus on the EPAS 2022 competencies for learning outcomes as required for accreditation; however, faculty examine current measurement strategies on an ongoing basis to ensure they are the most effective to capture students' mastery of the competencies for both the MSW and the BSW program.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Faculty teaching in the BSW program or the MSW program participate in designing assessment strategies and collecting outcomes data assigned to courses they are teaching. Program Directors complete data analysis with support from the Department Chair. Results are shared with all faculty during a dedicated Department Meeting where results are put into context; an abbreviated report is shared with Field Instructors during the Spring field instructor meeting and with the Advisory Council during the Spring meeting. Benchmark results are posted online for public access as required for accreditation.

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	Comprehensive assessment strategy relies on multiple points of assessment from rich and relevant displays of student learning. Tools for evaluating student mastery effectively generate data aligned only with 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

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.	Assessment approach demonstrates ongoing commitment to student learning and success.	<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

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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:	Sport Management B.S.	Date:	11/21/2024
Author(s):	Chad Witkemper		
<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.			
2.1 Reflection Report (Communication).	SPM 490	Reflection Report:	Evaluation of responses	75% of students to score at least 80% on reflection report	The average score on reflection reports last year was 96.5% for communication skills. Overall, over 75% of students scored higher than an 80% on their reflection reports. This would mean communication has improved for SPM students in a professional setting. This is a major improvement from their freshman year as seen in the results from the last assessment cycle report on this outcome and similar to results the time this was measured in 490.	Reflection reports: This data was kept in Blackboard so I no longer have access to provide raw scores. What I can report is students struggle to communicate effectively. We continue to see massive grammar issues and overall a lack of professional communication and writing in assignments. Further in Fall 2021 SPM 190, students failed to turn in 419/1080 assignments.

						By the time students reach SPM 490 their communication skills have improved. Reflection report scores exceed 80%
2.2 Supervisor Evaluation (Communication).	SPM 490	Supervisor evaluation	Supervisor Evaluation	75% of students to score at least 4.0 on a 1-5 scale	100% of students were rated 4.0 or better by their supervisor. Students continue to show they can effectively communicate in a professional setting.	Based on supervisor evaluations students collectively are scoring 4.0 or better on their communication skills.
2.3 Career Capstone project (Communication items)	SPM 390	Mock Interviews	Evaluation	75% of students to score at least 80%	The average score for mock interviews was 87% and the target of 75% of students score 80% or better was achieved. This was measured differently than the previous assessment cycle as the mock interview was conducted by the IOR rather than the career center. Overall 75% of more students showed they could effectively communicate during a mock interview.	In SPM 390 during mock interviews the student average all together exceeded 3.0/4.0 for communication.
2.4 Graduating Student Survey (Communication items)	SPM 490	Exit Survey	Self Evaluation	75% of students to score at least 4.0 on a 1-5 scale	While we do survey students at the end of their internship class, we failed to address their communication in the survey.	Did not assess, the SPM program have not been able to implement this exit survey yet.
SLO 3: Students have a familiarity of issues related to diversity.						

3.1 Student Presentation (Diversity knowledge)	SPM 280	Student Presentation:	Rubric	75% of students to score at least 80% on presentation	The average score on presentations in fall 2023 was 82%. The class average has improved from the past assessment cycle however, overall 75% of students did not score an 80% or better on their presentation.	75% of students did not earn an 80% on their presentation. The class average was 75%.
3.2 Supervisor Evaluation (Diversity item).	SPM 490	Supervisor evaluation:	Supervisor evaluation:	75% of students to score at least 4.0 on a 1-5 scale	100% of students were rated 4.0 or better by their supervisor. Students continue to show they understand diversity in the workplace and are able to work in diverse organizations effectively..	Based on supervisor evaluations students collectively are scoring 4.0 or better on their communication skills.
3.3 Cultural Capstone project (Diversity items)	SPM 475	Country presentation	Evaluation	75% of students to score at least 80% or higher on presentation	Fall 23 the average score was 90.4% and Fall 22 the average score was 86.2%. We have seen improvements in this area based on the two years of data collected.	Students met this benchmark as their presentations all included
3.4 Graduating Student Survey (Diversity items)	SPM 490	Exit Survey	Self Evaluation	75% of students to score at least 4.0 on a 1-5 scale	100% of students achieved a target self-evaluation of 4 or better.	Did not assess, the SPM program have not been able to implement this exit survey yet.

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>Regarding learning outcome #2 for SPM the following insights seem clear: What is Going Well:</p> <ul style="list-style-type: none"> • Strong Communication Skills: <ul style="list-style-type: none"> ○ The average score of 96.5% on reflection reports indicates excellent communication skills among students, with over 75% scoring above 80%.
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- Supervisor ratings confirm professional communication competency, with all students scoring 4.0 or better.
- **Improvement Over Time:**
 - Students show notable progress in communication skills from their freshman year to the capstone course (490).
 - Mock interview performance improved, achieving the target of 75% of students scoring 80% or better.

What Needs to Be Monitored or Addressed:

- **Survey Gaps:**
 - Communication skills were not addressed in the internship survey, missing an opportunity to assess and validate real-world communication outcomes.
- **Mock Interview Process:**
 - The change in assessment methodology (conducting interviews through the Instructor of Record instead of the career center) could affect consistency and comparability of results across cycles. Monitoring this change for its impact on outcomes is essential.

Summary

Communication skills among SPM students have significantly improved, with strong outcomes in both professional and academic settings. Continued success is evident, but future assessments should ensure communication is explicitly addressed in internship surveys and evaluate whether changes in methodology influence findings.

Regarding outcome #3 for SPM the following insights seem clear:

What is Going Well:

- **Workplace Diversity Competence:**
 - All students received supervisor ratings of 4.0 or higher, demonstrating their ability to understand and effectively work in diverse organizations.
- **Improvement in Self-Evaluations:**
 - 100% of students achieved a target score of 4 or better in self-evaluations, indicating growth in self-awareness and professional reflection.

	<ul style="list-style-type: none"> • Year-Over-Year Progress: <ul style="list-style-type: none"> ○ The average score improved from Fall 2022 (86.2%) to Fall 2023 (90.4%), showing consistent gains over two years of assessment. <p>What Needs to Be Monitored or Addressed:</p> <ul style="list-style-type: none"> • Presentation Skills: <ul style="list-style-type: none"> ○ Despite an improved class average (82%) in Fall 2023, the number of students that scored 80% or better on their presentations was not achieved. This suggests a need to focus on enhancing presentation skills to help more students meet or exceed expectations. ○ Considering this outcome specifically looks at familiarity with diversity issues in the field, we need to parse out the data more specific to this in the presentations. <p>Summary Students are excelling in workplace diversity and self-reflection skills, with notable improvements over the past two years. However, presentation skills remain a challenge, as most students are not meeting the benchmark of 80% or higher. Targeted interventions, such as additional class time or feedback on presentations, should be implemented to address this area of need.</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>Several areas seem to be strong or trending positively within the SPM B.S. program. Here is a snapshot of several areas:</p> <p>Enrollment Growth</p> <p>The percentage of total university undergraduate enrollment attributed to the major has steadily increased from 1.38% in Fall 2020 to 2.55% in Fall 2024, reflecting growing student interest and retention in the program. While we recognize this is not major growth we think the</p>
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	<p>positive growth is still very strong when enrollments university wide have decreased.</p> <p>Diversity and Inclusion The number of students from underrepresented groups (e.g., Black or African American and Hispanic students) has shown positive growth over the past five years, indicating an increasingly diverse student body.</p> <p>Degree Completion Rates Degrees awarded within the program have increased consistently, from 9 in 2020-21 to 34 in 2023-24, showing improved progress to graduation and program retention. The program's 4-year graduation rates have also improved, trending positively compared to earlier cohorts.</p> <p>Progress to Degree The program has seen reductions in the average total credits to degree (down to 126.0) and average years to graduation (now at 3.6 years), indicating that students are completing their degrees more efficiently.</p> <p>Gender Representation Female enrollment in the program has nearly doubled, growing from 18 students in Fall 2020 to 31 in Fall 2024, signaling improved gender diversity.</p> <p>Student Success in Courses</p> <ul style="list-style-type: none"> The percentage of successfully completed undergraduate courses (grades A-C) is consistently high, exceeding 85% for the program, which demonstrates strong academic performance.
<p>What student success indicators are concerning?</p>	<p>Some areas of concern were found in the following:</p> <p>Retention Challenges in Recent Cohorts The retention rates for students in their first year dropped significantly in Fall 2023 compared to prior years, with only 56.25% of students retained. This decline deserves closer attention to identify and address barriers to first-year student success.</p> <p>Disparities in Degree Completion Despite growth in degrees awarded, the program's overall graduation rates for some cohorts are inconsistent, with gaps between entering students and those completing within the standard timeframe.</p>

	<p>Efficiency in Credit Hour Cost and Revenue</p> <p>The program's average revenue per student credit hour (\$267.10 in Fall 2023 and \$265.85 in Spring 2024) is significantly lower than the university average for undergraduate programs (\$311.72 and \$310.42, respectively).</p> <p>Challenges in Student Credit Hour Production</p> <p>The total student credit hours for the program have decreased slightly between Fall 2022 and Fall 2023 (from 2,042 to 2,985), which could reflect lower enrollment in specific courses or reduced course loads. This warrants closer attention to course enrollments to determine if a course should continue to be offered if there is declining need.</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>A significant percentage of our students are student-athletes. Recent coaching changes at the university have led to an increased number of student-athletes transferring away from ISU. This trend may negatively impact program retention rates and overall student success metrics in the future, justifying close monitoring.</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 action plan focused on evaluating the effectiveness of our assessment tools. Results from this cycle indicate that improvements are being made across all learning outcomes, suggesting that the tools in use are effective. Additionally, faculty have discussed whether the 80% benchmark is too high, given that students only need a 73% GPA to graduate. However, we believe maintaining higher standards is essential to ensure future student success and better prepare them for their careers.</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>	<ol style="list-style-type: none"> 1. Enhance Academic Support Introduce or expand course materials focused on improving presentation and communication skills. Implement additional mentoring and advising for first-year students to improve retention. 2. Optimize Curriculum and Instruction Evaluate and refine course offerings to ensure alignment with career readiness goals. Continue integrating experiential learning opportunities to enhance engagement and practical skills.

	<p>3. Strengthen Assessment Practices Use data from annual reviews to refine learning outcomes and ensure that benchmarks, like the 80% presentation goal, are realistic yet challenging. Regularly monitor retention, diversity, and financial performance metrics to identify and address emerging challenges.</p> <p>4. Promote Student Success Through Engagement Expand career preparation initiatives, such as internships, mock interviews, and self-evaluation tools, to ensure students are ready for professional environments.</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>1. University Resources Career Center Collaboration: Partner with the university's Career Center to enhance career readiness workshops, such as mock interviews, resume building, and communication skill development. Tutoring and Academic Support: Find out if there are academic support services available to offer tailored workshops on presentation skills and public speaking.</p> <p>2. Industry Partnerships Internship and Practicum Opportunities: Expand partnerships with local and regional sports organizations to provide real-world experiential learning opportunities. Guest Speakers and Mentors: Invite professionals from the sports management field to conduct workshops or mentoring sessions on diversity issues and communication skills. Advisory Board Engagement: Utilize program advisory board members to identify trends and align program objectives with industry needs. While this was being developed it was never fully implemented so perhaps revisiting this could be worthwhile.</p> <p>3. Community Partnerships Local Organizations: Work with local sports teams, community centers, and non-profits to create mutually beneficial experiential learning opportunities. Alumni Network: Engage alumni in mentoring programs, guest lectures, and potential internship placements.</p> <p>4. Faculty Development Provide professional development opportunities for instructors to learn new teaching techniques, particularly those focusing on experiential learning and student engagement</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>SLO 4 & 5</p> <ol style="list-style-type: none"> SLO 4: Students demonstrate the ability to select and engage technologies appropriate for use in the sport industry. <p>Career Core:</p> <ol style="list-style-type: none"> SLO 5: Students have developed critical thinking and problem-solving skills necessary for careers in the sport industry.
<p>Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?</p>	<p>Findings are shared during weekly SPM program meetings. All program faculty play a role in developing the assessment plan. All faculty also play a role in providing insight into the final report as the report is shared and discussed before submitting it.</p>

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>			
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: Sport Management 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.		<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>	List the full language of the LO in the future, as it is hard for me to review and give feedback on the subsequent areas without knowing what the LO says students will be able to know and/or do, and to what degree.	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.		<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>		Cannot Evaluate

<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:	MS, Sport Management	Date:	November 18, 2024
Author(s):	Craig Morehead		
<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.			
Marketing Plan: Students in groups develop a detailed marketing plan for an innovative sport-related product/service of their choice.	SPM 624	The students develop a marketing plan in groups for an organization.	Rubric	85% or higher	37 total students (Spring 2024 = 25; Summer 2024 = 12) ... with a mean score of 90.4.	This course was most recently assessed in AY2019-20 with a mean score of 92%, indicating student performance has been relatively unchanged at an A- average.
Media Guide: Students prepare a 20-page media guide for a preparatory or intercollegiate sport team.	SPM 637	The students create a media guide for a sport organization.	Rubric	85% or higher	25 total students (Fall 2023 = 19; Summer 2024 = 6) ... mean score of 91% on new assessment activity	To keep with industry norms and keep this course as relevant as possible, the media guide activity has been replaced with a project entitled "Public Relations Promotional Campaign – Choose a Cause." Therefore, no prior results to compare.

1. Philosophy Statement: Students articulate a statement of leadership philosophy in the sport setting. 2. Leadership: Demonstrate understanding or definitions, concepts, theories, and assessment of leadership in a sport setting.	SPM 631	1. Students will complete a leadership philosophy for themselves. The statements will also include an ethical code. 2. Students will be assessed understanding of key concepts via examination.	1. Rubric 2. Exam	85% or higher	Summer 2022 (n=8) - 86% Fall 2022 (n=23) - 89% Summer 2023 (n=6) - 97% Fall 2023 (n=29) - 91% Fall 2024 (n=17) - 87%	Since this course was last assessed, the previous two-part activity (separate Philosophy Statement and Leadership assignments) have been re-formatted as a comprehensive paper, graded on a rubric.
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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?	Assessment data from SPM 624 and SPM 631 indicate that students are meeting the established goals and surpassing the benchmarks of the SLO's related to Marketing and Organizational Leadership. As a program that regularly reflects on industry changes, we recognize the need to modify activities and assignments to keep our program up-to-date and relevant for our students, as well as competitive among our peers in the online Sport Management graduate program marketplace. This has certainly impacted our SLO related to Public Relations, and our faculty further recognize the need to re-evaluate our curriculum and assessment plan.
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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 enrollment continues to hold strong, and the faculty are pleased with the racial and ethnic diversity of the Sport Management graduate program. Our total credits to degree have held at 32 from AY 2022-23 to AY 2023-24, which is to be expected following our change to a 30-credit hour degree program. The
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	years toward graduation coming in at 1.6 years is a credit to our program's commitment to multiple entry points (Aug, Oct, Jan, Mar, May, June) and students having the capability of completing the degree program in as little as 3 terms, if they so choose.
What student success indicators are concerning?	Although not necessarily concerning, the tuition discount rate in our program is much higher than university graduate programs, but this is in large part due to the number of Graduate Assistants we serve across the institution in areas such as Athletics and Campus Recreation. We have also served several full-time staff members in our program, which is a perk that should assist with improved staffing, which is a benefit to the institution, overall. We would like to see more females enrolled in the program (although the 6 female students indicated in Fall 2024 is somewhat misleading since we had two female students begin the program in October 2024, and are therefore not counted in these numbers from the August 7, 2024 report). We continue to see some attrition from athletes who have exhausted their eligibility or otherwise departed from their teams (e.g., transfer portal). Although we do not believe there is a realistic opportunity for us to retain those students, we continue to stay in touch, especially the small group of former student-athletes who are within a semester of completing their degree.
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 above, the flexibility of our program has allowed multiple students to begin at unique starting points (October, March, May, June). This student-focused flexibility is one that has allowed us to admit three students for October 2024 start dates (two of whom are currently enrolled in classes). Additionally, we continue to see a number of students choosing "accelerated" paths toward degree completion, including 4 students who started the program in August 2024 and there on degree paths to finish their degree in Summer 2025.

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.	Although the MS Sport Management program was targeted for growth, that growth has not yet materialized. As mentioned above, the SPM faculty recognize there are elements of the curriculum that should be updated to meet industry needs; therefore SPM faculty have been in discussion about modification to the program curriculum, which will necessitate updates to SLOs and assessment tools in the near future.
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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?	SPM faculty have discussed modifications to SPM 604, SPM 621, and SPM 631, which would all relate to updating curriculum toward industry trends, which will keep our program relevant and position our students for industry success.
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>	As a department we are exploring the possibility of attending both the Illinois and Indiana High School Athletic Directors conferences in an effort to get in front of target audiences who might be interested in our online Sport Management and newly online Coaching graduate programs.
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?	As a first-time Graduate Program Coordinator last year, I (Craig Morehead) admittedly skipped a year in our assessment plan (I am very sorry!). Therefore, the current document represents the final year on the current assessment plan. Therefore, an updated assessment plan with modified SLOs, assessment methods, and data collection timeframes will be needed.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	SPM faculty have regular program meetings, where assessment, data analysis, industry trends, and curriculum are regularly discussed.

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: Sport Management MS

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.		<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>	The first two things listed in the LOs column are assignment descriptions, rather than LOs. The third, the philosophy statement, seems to have LOs listed below it. Be clear about the LOs being assessed in each case. It is difficult for me to evaluate the quality of the assessment strategy without these.	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.		<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>		Cannot Evaluate

<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

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