Scott College of Business

Number of Programs Reporting: 10
Total Number of Programs: 11

Participation Rate: 90% (up from 63%)
**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.

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		
BS Management	M	D	D	M	**Developing**	
BS Business Administration	M	M	M	D	**Mature**	
MBA Business Administration						
BS Accounting	M	D	M	M	**Mature**	Mature
BS Finance	M	M	M	M	**Mature**	Mature
BS Insurance & Risk Management	M	M	M	M	**Mature**	Mature
BS Marketing	M	D	M	U	**Developing**	Mature
BS Operations & Supply Chain Management	M	D	D	U	**Developing**	Mature
BS Human Resource Development	M	E	M	M	**Mature**	Mature
MS Human Resource Development	M	M	M	D	**Mature**	
BS Organizational Leadership & Supervision	M	M	M	M	**Mature**	Mature
Mode Score	**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.

SLO Achievement

Legend: ■ Met All ■ Met Most ■ Met Half ■ Met Few ■ Met None ■ No Data ■ Cannot Evaluate
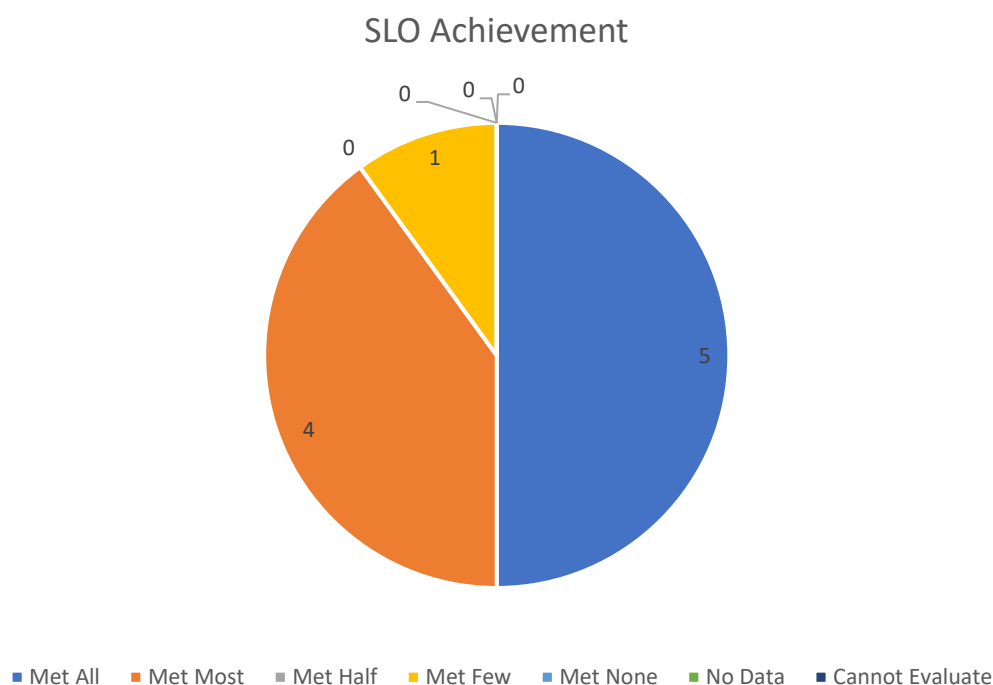
Key:
Met all = All expectations* for student learning outcomes achievement were met or exceeded.
Met most = More than half but not all expectations* for student learning outcomes achievement were met or exceeded.
Met half = Half of all expectations* for student learning outcomes achievement were met 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.

INDIANA STATE UNIVERSITY

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.**

Updated May 2024

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Academic Program:	Accounting		Date:	Dec. 4, 2024
Author(s):	Jin Park			
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.				
How is this program offered? If "Both," data should be disaggregated by campus and distance students.			___ Campus ___ Distance _X_ Both	

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

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
1.1 Students are able to describe the language and procedures associated with financial accounting	ACCT 302	Exam questions	See Appendix A.	A score of 75% or better will be achieved by at least 70% of the students.	58.3% (7 out of 12) of the students achieved the target score of 75% or better. Tarket did not meet.	
1.3 Students are able to define the terminology of tax accounting	ACCT 404	Exam questions	See appendix B	A score of 75% or better will be achieved by at least 70% of the students.	100% (21 out of 21) of students achieved a score no lower than the target of 75%. Target met.	AY 2021-22 7 students out of 10 students have a score of 75% or better. The desired target of 75% was met by 70% of the students.
1.4 Students are able to identify audit and assurance concepts.	ACCT 415	Exam questions	See Appendix C	A score of 75% or better will be achieved by at least 70% of the students.	75% (6 of 8) of students scored 75% or more of the topic exam #01 and Final Exam. Target achieved.	AY 2020-21 18 out of 20 students (90%) scored 75% or better The target of 70% was met.

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2.2 Students are able to analyze, evaluate, and synthesize information to solve cost accounting problems.	ACCT 302	Exam questions	See Appendix A.	A score of 75% or better will be achieved by at least 70% of the students.	58.3% (7 out of 12) of the students achieved the target score of 75% or better. Tarket did not meet.	AY 2020-21 6 out of 6 students (100%) scored 83.3% or better The target of the satisfactory level (70 – 85%) was met.
2.4 Students are able to consider internal controls to properly plan an audit and assess the financial statements for risk of material misstatement due to errors or fraud.	ACCT 415	Exam questions	See Appendix C.	A score of 75% or better will be achieved by at least 70% of the students.	75% (6 of 8) of students scored 75% or more of the topic exam #02 points. Target achieved.	AY 2020-21 7 out of 20 students scored 75% or better (35%) The target of 70% was not met.

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?	Most Learning Outcomes appear to be meeting current and prior performance goals from the information provided as of 11/22/24. Seeking more enrollment is a priority. Although not conclusive from the current assessment, the program faculty might as well review both ACCT 301 and 302 together as ACCT 301 is a prerequisite for ACCT 302.

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.

INDIANA STATE UNIVERSITY

Degree Awards

Acct, Fin, Ins & Risk Mgt, All Distance Program Indicators, All Student Levels, 2023-24, Bachelor

	Degree Conferred Count	Distinct Graduates	Avg Final GPA for Degree	Avg Total Credits for Degree	Avg Years to Graduation
Accounting (7030)	37	37	3.46	144.5	3.5
Finance (7034)	23	23	3.28	134.1	3.5
Financial Services (7021)	7	7	3.48	141.4	3.6
Insurance & Risk Management (7032)	10	10	3.28	143.3	3.7

Cohort 1yr Retention by latest college & dept (Fall, Full Time, First Time Freshman (FTFR), Baccalaureate Degree, Year 2, All Cohort Dist Program Indicators)

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024
	Cohort Total	Cohort Retention %	Cohort Total	Cohort Retention %	Cohort Total	Cohort Retention %	Cohort Total	Cohort Retention %	Cohort Total	Cohort Retention %	Cohort Total
Accounting (7030)	12	100.00%	15	100.00%	11	100.00%	11	100.00%	7	100.00%	17
Finance (7034)	22	95.45%	15	100.00%	17	100.00%	10	100.00%	4	75.00%	21
Financial Services (7021)	4	100.00%	3	100.00%							
Insurance & Risk Management (7032)	6	100.00%	6	100.00%	6	100.00%	9	100.00%	6	100.00%	12

Trend Enrollment by Cur Col Dept

All Distance Program Indicators, Fall, All Student Levels, Enrolled, Primary, Census

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Accounting (7030)	92	75	61	61	84
Finance (7034)	44	41	32	39	71
Financial Services (7021)	11	12	11	7	
Insurance & Risk Management (7032)	28	17	14	20	44

Updated May 2024

INDIANA STATE UNIVERSITY

Cohort 4yr Graduation by latest college & dept (Fall, First Time Freshman (FTFR), Baccalaureate Degree, Full Time, Year 5, All Cohort Dist Program Indicators

| | Fall 2015 | | Fall 2016 | | Fall 2017 | | Fall 2018 | | Fall 2019 | | Fall 2020 | |
	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %
Accounting (7030)	37	29.73%	39	35.90%	33	36.36%	19	52.63%	12	83.33%	15	86.67%
Finance (7034)	33	63.64%	33	63.64%	19	42.11%	17	88.24%	22	81.82%	15	53.33%
Financial Services (7021)	3		6	33.33%	2	50.00%	3	66.67%	4	75.00%	3	100.00%
Insurance & Risk Management (7032)	15	86.67%	10	90.00%	17	70.59%	4	75.00%	6	83.33%	6	83.33%

Cohort 5yr Graduation by Latest College & Dept (Fall, First Time Freshman (FTFR), Full Time, Baccalaureate Degree, Year 6, All Cohort Dist Program Indicators)

| | Fall 2014 | | Fall 2015 | | Fall 2016 | | Fall 2017 | | Fall 2018 | | Fall 2019 | |
	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %
Accounting (7030)	22	59.09%	37	48.65%	39	56.41%	33	45.45%	19	68.42%	12	100.00%
Finance (7034)	23	73.91%	33	78.79%	33	69.70%	19	57.89%	17	94.12%	22	95.45%
Financial Services (7021)	4	75.00%	3	66.67%	6	33.33%	2	50.00%	3	66.67%	4	100.00%
Insurance & Risk Management (7032)	13	61.54%	15	86.67%	10	100.00%	17	76.47%	4	75.00%	6	100.00%

What student success indicators are strong or trending positively?	• Cohort Retention percentages for all years are 100%. These retention percentages are well above the University target goals. • 4yr graduation rates appear to be trending up from 35.90% in fall 2016 to 86.67% in the fall 2020. This is remarkable due to the recent average student graduating in 3.5 years with 144.5 credit hours and an average GPA of 3.46. • 5yr graduation rates are trending up from 49% in Fall 2015 to 100% in Fall 2019.
What student success indicators are concerning?	Low recent reported enrollment. Past enrollment in the college major was suppressed by the administration which was beyond program control program. This concern is denying entering freshman and sophomores to declare Scott Majors. This temporary issue was resolved, and current entering first year students are allowed to declare their major (Accounting). This is apparent as enrollment dipped in fall 2020 from 92 accounting majors to 61 through fall 2022 and fall 2023 and recovering in fall 2024 at 84 majors (37.7% increase over fall 22 and 23).
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/).*	• Additional data on Accounting course DFDr rate Information is shared with the program faculty. • Based on DFDr data reviewed, both accounting course sequencing and relatively low recent DFDr counts seem to be positive contributions to this success.

Updated May 2024

INDIANA STATE UNIVERSITY

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	• Top priorities are to increase enrollment in all majors, to update the major curriculum, and to replace retiring tenured faculty. • While the current assessment is not conclusive, it may be beneficial for the program faculty to review both ACCT 301 and ACCT 302 together, considering that ACCT 301 serves as a prerequisite for ACCT 302.
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 accounting program is planning to revitalize its advisory council, comprising alumni and industry partners. This collaborative group will work closely with the accounting program and department to offer valuable support, create internship opportunities to enhance student success, and provide industry insights to inform curriculum development and address other pertinent issues.
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?	• Learning Outcome 2.1 – Students are able analyze, evaluate, and synthesize information for financial reporting. (ACCT 301) • Learning Outcome 3.1 – Students are able to determine technological threats to the accounting systems and identify applicable controls to mitigate risks. (ACCT 313) • Learning Outcome 3.2 – Students are able to use applicable technology tools to evaluate and present accounting information. (ACCT 313) • Learning Outcome 3.3 – Students are able to execute business processes involved in an accounting cycle essential to using integrated accounting software. (ACCT 313)
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	The program's assessment report is shared with the program's regular faculty for their review and feedback. All regular accounting faculty actively participate in assessing one or more learning goals by collecting, analyzing, and discussing data. Any proposed curriculum changes are first deliberated among the faculty and the department chair. Input is then sought from other key stakeholders to ensure a comprehensive and inclusive approach to program improvement.

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Appendix A: The assessment outcomes data for Learning Goal 1.1 and 2.2

Question #'s:	Student #	Student											
	Major *(if applicable)*	1	2	3	4	5	6	7	8	9	10	11	12
1	1	D	D	D	D	B	D	D	D	D	D	D	D
2	1	D	D	D	D	D	D	D	D	D	D	D	D
3	1	A	A	A	A	A	A	B	A	B	A	A	A
4	1	A	A	B	B	C	A	B	C	C	D	A	A
5	1	A	A	A	A	A	A	C	A	C	A	A	A
6	1	C	C	A	C	C	C	C	C	C	C	C	C
7	1	A	A	C	A	B	A	A	A	A	A	A	A
8	1	C	C	D	C	A	C	C	C	D	C	C	C
9	1	B	B	B	B	B	B	B	B	A	A	B	B
10	1	D	D	D	D	B	B	A	D	D	D	B	D
11	1	D	D	D	D	D	D	B	D	D	D	D	D
12	1	A	A	B	A	A	A	A	A	A	A	A	A
13	1	B	B	B	B	D	B	B	B	D	D	B	B
14	1	A	A	A	C	A	A	A	A	A	A	C	A
15	1	B	B	C	B	C	B	C	B	B	B	B	B
16	1	A	A	A	A	A	A	A	A	B	C	B	A
17	1	A	A	C	A	A	A	A	A	A	C	A	A
18	1	C	C	C	D	C	C	C	C	B	C	B	C
19	1	A	A	A	D	A	A	A	A	A	D	A	A
20	1	C	C	C	C	C	C	C	C	C	B	C	C
Total points earned	20	20	20	13	16	13	19	14	19	12	13	16	20
		100%	100%	65%	80%	65%	95%	70%	95%	60%	65%	80%	100%

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Appendix B: The assessment outcomes data for Learning Goal 1.3

Course:	ACCT 404-001 (Introduction to Federal Income Taxation)						
Data	Outcome 1.3						
Assignment	Question	Student Name	Possible Points	Points Correct	Score	Goal 75%	Success
Exam	Tax Terminology	1	60	60	100%	75%	Yes
Exam	Tax Terminology	2	60	59	98%	75%	Yes
Exam	Tax Terminology	3	60	51	85%	75%	Yes
Exam	Tax Terminology	4	60	52	87%	75%	Yes
Exam	Tax Terminology	5	60	56	93%	75%	Yes
Exam	Tax Terminology	6	60	57	95%	75%	Yes
Exam	Tax Terminology	7	60	58	97%	75%	Yes
Exam	Tax Terminology	8	60	56	93%	75%	Yes
Exam	Tax Terminology	9	60	59	98%	75%	Yes
Exam	Tax Terminology	10	60	59	98%	75%	Yes
Exam	Tax Terminology	11	60	59	98%	75%	Yes
Exam	Tax Terminology	12	60	54	90%	75%	Yes
Exam	Tax Terminology	13	60	56	93%	75%	Yes
Exam	Tax Terminology	14	60	50	83%	75%	Yes
Exam	Tax Terminology	15	60	58	97%	75%	Yes
Exam	Tax Terminology	16	60	57	95%	75%	Yes
Exam	Tax Terminology	17	60	57	95%	75%	Yes
Exam	Tax Terminology	18	60	56	93%	75%	Yes
Exam	Tax Terminology	19	60	56	93%	75%	Yes
Exam	Tax Terminology	20	60	58	97%	75%	Yes
Exam	Tax Terminology	21	60	53	88%	75%	Yes

Appendix C: The assessment outcomes data for Learning Goal 1.4 and 2.4

ACCT 415: Fall
2023 (F2F)

Student #	Exam #01 (CH's: 01, 03, 04)	Exam #02: (CH's: 05 & 06)	Final Exam (CH's: 15 & 16)

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1	80%	63%	88%
2	91%	89%	80%
3	91%	82%	86%
4	66%	79%	80%
5	83%	87%	90%
6	89%	92%	90%
7	83%	92%	94%
8	54%	84%	50%
Average	80%	84%	82%

Student #01 scored 10/17 for chapter 05 and 14/21 for chapter 06.
Student #01 scored 59% on Chapter 05 but scored above 75% for Exam 01 and Final Exam.

Student #01 Exam Score evenly weighted for Outcome 1.4)
80% + 59% + 88% / 3 = 75.67%

Exam #	Exam Topic's
Exam #01	CH 01: Into & Overview of Audit Assurance
Exam #01	CH 03: Risk Assessment Part 1: Audit Risk and Audit Strategy
Exam #01	CH 04: Risk Assessment Part 2: Understanding the Client
Outcome 1.4) Students are able to identify audit and assurance concepts	

Exam #02	CH 05: Audit Evidence		
Exam #02	CH 06: Gaining an Understanding of the Client's System of Internal Control		
Exam #01	Multiple Choice Q's were weighted for CH 05 @ 44.7% (17 Q's) and for CH 06 @55.3% (21 Q's).	0.447368	0.552632
Outcome 1.4) Students are able to identify audit and assurance concepts			

Outcome 2.4) Students are able to consider internal controls to properly plan an audit and assess the Financial statements for risk of material misstatement due to errors or fraud.

Final Exam	CH 15: Completing the Audit
Final Exam	CH 16: Reporting on the Audit
Outcome 1.4) Students are able to identify audit and assurance concepts	

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Results for Outcome 1.4) Students are able to identify audit and assurance concepts: 75% (6 of 8) of students scored 75% or more of the topic exam #01 and Final Exam points. **Target achieved**.

Results for Outcome 2.4) Students are able to consider internal controls to properly plan an audit and assess the Financial statements for risk of material misstatement due to errors or fraud concepts: 75% (6 of 8) of students scored 75% or more of the topic exam #02 points. **Target achieved**.

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Student Outcomes Assessment & Success Report Evaluation AY 23-24   Program: Accounting 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: <u>Exemplary</u>=Meets all standards, exceeds some; <u>Mature</u>=Meets all/most standards, no serious concerns; <u>Developing</u>=Meets some standards, multiple recommendations for improvement; <u>Undeveloped</u>=Meets few/no standards, serious concerns noted; <u>Cannot Evaluate</u>=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 understanding student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.) *<<in some cases; see notes*	<<The appendix shows great analysis of question success rates, but doesn't show which questions align with which LO (e.g., Appendix A shows scores associated with both LO 1.1 and	Developing

			LO 2.2. Showing which questions go with which LO, and then only reporting the scores on those questions for the aligned LO will provide more accurate insights into student LO mastery.	
Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used

The established performance goal reflects reasonably high expectations for students in the program

Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used

Faculty insights gained from findings are discussed in thoughtful detail

When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)

When applicable, missing data or significant limitations to how data may be interpreted or applied are described | | Mature |
| **Continuous Improvement** Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine | | Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.)

Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings

Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty

Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed | | Mature |

our interventions, using findings to plan for the future, and sharing what we have learned.		A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders		

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

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

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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.

Academic Program:	Business Administration		Date:	11-25-24
Author(s):	Cindy Crowder, Associate Dean			
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.				
How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.			___ Campus ___ Distance _x__ 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.			
Objective 1 - Effective Communication; exhibit good verbal communication skills	BUS 351	Presentation	Rubric	80% enrolled will earn at least a 70 score	100% of the students achieved a score of 70 or higher	First year for measurement plan and this objective since curriculum revision

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 instructor found it less complex to assess the elements tone, notes, and empathy in the on-campus course than in the web sections. Expectations for these elements could be better explained in the assignment description.

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?	Communication is a key skill identified by employers, so the positive results of this objective indicate our students will be prepared to communicate well in the workplace.

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What student success indicators are concerning?	The decline in enrollment and retention of students over the past 4 years may have been COVID-19 related because many of our students work full-time and have families – especially those completing their degree online.
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/).*	Traditionally, Business Administration does not have a lot of first-time, full-time freshmen as undergraduate majors. Students tend to find the major as juniors and seniors after they have decided against another major with the college. Therefore, the data on the program profile are based do not reflect the student population within the major.

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	This is the first year for the new measurement plan and this objective since curriculum revision was approved. Since targets were met, the faculty will move ahead with another assessment cycle with the same target, assignment, and rubric, with the clarification on the 3 primary elements of tone, notes, and empathy.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	The first priority for the program was the curriculum revision and update of the measurement plan. The faculty will focus on implementing the new plan and evaluating the results on an annual basis to ensure student learning is achieved at the appropriate level.
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.).*	With the curriculum update complete, the faculty can focus on rebranding the program to campus and community partners to increase enrollment. The college needs to revisit the transfer-friendly programs at local community colleges and reestablish articulation agreements.
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?	Objective 1 - Effective Communication; demonstrate fluency in written communication Objective 3 - Ethical Decision-making; understand ethical issues and decisions as it applies to managing organizations and/or people. Faculty will be notified of the data collection before the semester begins to ensure they have included the appropriate assignment in their syllabus.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Assessment results will be shared with faculty, Department Chairs, Associate Dean, Dean, and University's Assessment and Accreditation Coordinator via Teams and will be discussed at College CAAC.

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

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

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?

Updated August 2024

INDIANA STATE UNIVERSITY

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.

INDIANA STATE UNIVERSITY

Student Outcomes Assessment & Success Report Evaluation AY 23-24   Program: Business Administration BBA
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: <u>Exemplary</u>=Meets all standards, exceeds some; <u>Mature</u>=Meets all/most standards, no serious concerns; <u>Developing</u>=Meets some standards, multiple recommendations for improvement; <u>Undeveloped</u>=Meets few/no standards, serious concerns noted; <u>Cannot Evaluate</u>=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 understanding 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.)	<<So long as the rubric is isolating just the LO, in this case communication skills, and not other aspects relevant to the measure (presentation)	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.		The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used The established performance goal reflects reasonably high expectations for students in the program Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used Faculty insights gained from findings are discussed When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described		Mature
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.		Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.) Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders		Developing

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

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

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

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

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

Instructions

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

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

Updated May 2024

INDIANA STATE UNIVERSITY

Academic Program:	Finance		Date:	12/4/2024
Author(s):	Jin Park			
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.				
How is this program offered? If "Both," data should be disaggregated by campus and distance students.			_X_ Campus ___ Distance ___ Both	

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

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
1.1 Students master the key concepts in asset pricing and can measure risk and return for one security and for a portfolio of securities.	FIN 333	Exam questions	See Appendix A.	70% of the students will achieve a 75% or better.	77.8% (7 of 9) of students got 75% or more points. Target achieved.	AY 2021-22 11 out of 12 students have a score of 75% or better. The desired target of 75% was met by 91.67% of the students.
1.2. Students know the elements that are necessary to define investment goals in a policy statement.	FIN 434	Investment Management Project	See Appendix B.	70% of the students will achieve a 75% or better.	100% (11 of 11) of students got 75% or more points. Target achieved.	AY 2021-22 11 out of 12 students have a score of 75% or better. The desired target of 75% was met by 91.67% of the students.
5.1 Students know the different types of risks to which financial institutions are exposed and can apply financial techniques to reduce those risks.	FIN 440	Exam questions	See Appendix C.	70% of the students will achieve a 75% or better.	85.72% (6 out of 7) students got 75% or more points. Target achieved.	AY 2019-20 17 out of 24 students scored 70% or better (71%) The target of 75% was not met

Updated May 2024

INDIANA STATE UNIVERSITY

5.2 Students are able to complete a comprehensive financial analysis of the performance of a financial institution.	FIN 440	Not performed this AY.		70% of the students will achieve a 75% or better.	Students downloaded Balance Sheet and Income Statement from Financial Institutions websites and the important ratios from there. Due to this, a different case study was given, and the assessment of this goal will be measured AY26-27.	AY 2020-21 16 out of 22 students scored 75% or better (72.73%). The target of 70% was met.

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?	• All Learning Outcomes appear to be meeting current and prior performance goals from the information provided as of 11/22/24. Seeking more enrollment is a priority.

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.

Degree Awards

Acct, Fin, Ins & Risk Mgt, All Distance Program Indicators, All Student Levels, 2023-24, Bachelor

	Degree Conferred Count	Distinct Graduates	Avg Final GPA for Degree	Avg Total Credits for Degree	Avg Years to Graduation
Accounting (7030)	37	37	3.46	144.5	3.5
Finance (7034)	23	23	3.28	134.1	3.5
Financial Services (7021)	7	7	3.48	141.4	3.6
Insurance & Risk Management (7032)	10	10	3.28	143.3	3.7

INDIANA STATE UNIVERSITY

Cohort 1yr Retention by latest college & dept (Fall, Full Time, First Time Freshman (FTFR), Baccalaureate Degree, Year 2, All Cohort Dist Program Indicators)

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024
	Cohort Total	Cohort Retention %	Cohort Total	Cohort Retention %	Cohort Total	Cohort Retention %	Cohort Total	Cohort Retention %	Cohort Total	Cohort Retention %	Cohort Total
Accounting (7030)	12	100.00%	15	100.00%	11	100.00%	11	100.00%	7	100.00%	17
Finance (7034)	22	95.45%	15	100.00%	17	100.00%	10	100.00%	4	75.00%	21
Financial Services (7021)	4	100.00%	3	100.00%							
Insurance & Risk Management (7032)	6	100.00%	6	100.00%	6	100.00%	9	100.00%	6	100.00%	12

Trend Enrollment by Cur Col Dept

All Distance Program Indicators, Fall, All Student Levels, Enrolled, Primary, Census

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Accounting (7030)	92	75	61	61	84
Finance (7034)	44	41	32	39	71
Financial Services (7021)	11	12	11	7	
Insurance & Risk Management (7032)	28	17	14	20	44

Cohort 4yr Graduation by latest college & dept (Fall, First Time Freshman (FTFR), Baccalaureate Degree, Full Time, Year 5, All Cohort Dist Program Indicators)

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %
Accounting (7030)	37	29.73%	39	35.90%	33	36.36%	19	52.63%	12	83.33%	15	86.67%
Finance (7034)	33	63.64%	33	63.64%	19	42.11%	17	88.24%	22	81.82%	15	53.33%
Financial Services (7021)	3		6	33.33%	2	50.00%	3	66.67%	4	75.00%	3	100.00%
Insurance & Risk Management (7032)	15	86.67%	10	90.00%	17	70.59%	4	75.00%	6	83.33%	6	83.33%

Cohort 5yr Graduation by Latest College & Dept (Fall, First Time Freshman (FTFR), Full Time, Baccalaureate Degree, Year 6, All Cohort Dist Program Indicators)

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %
Accounting (7030)	22	59.09%	37	48.65%	39	56.41%	33	45.45%	19	68.42%	12	100.00%
Finance (7034)	23	73.91%	33	78.79%	33	69.70%	19	57.89%	17	94.12%	22	95.45%
Financial Services (7021)	4	75.00%	3	66.67%	6	33.33%	2	50.00%	3	66.67%	4	100.00%
Insurance & Risk Management (7032)	13	61.54%	15	86.67%	10	100.00%	17	76.47%	4	75.00%	6	100.00%

Updated May 2024

INDIANA STATE UNIVERSITY

What student success indicators are strong or trending positively?	• The Degree awarded for all concentrations in Finance appear to have an average GPA above a 3.25 and the average years to graduation are less than four years (3.6). These indicators appear very positive. Course sequencing and relative low recent DFDr student counts (percentages are misleading) all seem to be positive contributions to this success.
What student success indicators are concerning?	• Low reported enrollment. Past enrollment in the major was suppressed by the administration which was beyond program control program. This concern was denying entering freshman and sophomores to declare Scott Majors. This temporary issue was resolved, and current entering first year students are allowed to declare their Scott Major (Finance). This is apparent in the Cohort 1 year Retention enrollment dipping in fall 2020 through Fall 2023 and recovering in Fall 2024. Cohort Retention percentages for all years are close to 100% except for fall 2023 which is 75%. Retention percentages are at or well above the University target goals.
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/).*	• Additional data on Finance course DFDr rate Information is shared with the program faculty. • Recent Cohort 4yr graduation rates appear to have dipped. Fall 2020 Cohort seems to be an outlier at 53.33%. More time is required to see if the 5yr Cohort graduation rate is higher. • Covid related issues caused student internships to be canceled and possibly other hardships. 4yr graduation rates from fall 2018 through fall 2019 appear very strong at above 80%.

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?	The DFDr rates for major required courses appear to be in line with those of the other two majors. Although the overall number of enrollments has recently declined, causing the ratio to increase, the actual number of DFDr has remained fairly consistent.
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 finance program is planning to review all 300/400 level courses to better streamline its courses by revising prerequisites.

INDIANA STATE UNIVERSITY

What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	**Outcome 2.1 -** Students show that they can study the financial and economic conditions, perform industry analysis and company analysis and select the best securities for their investment portfolios. (FIN 434) **Outcome 2.2 -** Students show that they can monitor and manage their investment and update the investment as the conditions of the investor and/ or the markets change. (FIN 434) **Outcome 3.2 -** Students analyze, evaluate, and synthesize information to solve corporate financial problems faced by firms. (FIN 471) **Outcome 3.3 -** Students can conduct cash flow calculations and make capital budgeting decisions. (FIN 471)
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	The program's assessment report is shared with the program's regular faculty for their review and feedback. All regular finance faculty actively participate in assessing one or more learning goals by collecting, analyzing, and discussing data. Any proposed curriculum changes are first deliberated among the faculty and the department chair. Input is then sought from other key stakeholders to ensure a comprehensive and inclusive approach to program improvement.

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Appendix A: The assessment outcomes data for Learning Goal 1.1

FIN 434 Exam	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Total	Total as a %
	1	1	1	1	1	1	1	1	1	1	10	
Student 01	0	0	0	0	0	0	0	0	0	0	0	0.00%
Student 02	1	1	1		1		1		1	1	7	70.00%
Student 03	1	1	1	1	1	1	1	1	1	1	10	100.00%
Student 04	1	1	1	1	1	1	1	1	1	1	10	100.00%
Student 05		1	1	1	1	1	1	1	1	1	9	90.00%
Student 06	1	1	1	1	1	1	1	1	1		9	90.00%
Student 07	1	1	1	1	1		1		1	1	8	80.00%
Student 08	1	1	1	1	1	1	1	1	1	1	10	100.00%
Student 09	1	1		1	1	1	1	1	1	1	9	90.00%
Target achievement per concept in points:	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	7.5	75.00%
Number of students achieving target:	7	8	7	7	8	6	8	6	8	7	7	7
Percentage of students achieving target:	77.78%	88.89%	77.78%	77.78%	88.89%	66.67%	88.89%	66.67%	88.89%	77.78%	77.78%	77.78%

Appendix B: The assessment outcomes data for Learning Goal 1.2

LG 1.2		
Enter Target pecentage of students in the class (e.g: 70% = .7):	**70%**	

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	FIN 434 Project	Total as a %
Enter Achievement target (e.g. 75% = .75)	**75%**	
In this row, substitute your project name and identify each major component of the project. **Insert additional columns between concept 2 and 4.**	**FIN 434 Project**	**Total as a %**
"1 indicates correct, blank indicates incorrect		
	Student 01	88.00%
	Student 02	87.00%
	Student 03	80.00%
	Student 04	80.00%
	Student 05	88.00%
	Student 06	87.00%
	Student 07	90.00%
	Student 08	87.00%
	Student 09	90.00%
	Student 10	80.00%
	Student 11	88.00%
Total students in the class:	11	
Target achievement per concept in points:		75.00%
Number of students achieving target:		11
Percentage of students achieving target:		100.00%

Appendix C: The assessment outcomes data for Learning Goal 5.1

Exam	Questions	Students							Frequency Correct
		1	2	3	4	5	6	7	
1	TB MC Qu. 02-46 The term structure of interest rates…	1	1	1	1	1	1	0	6

INDIANA STATE UNIVERSITY

Item								Total
TB MC Qu. 02-33 Of the following, which is…	1	1	0	1	1	1	0	5
Problem 2-17 (LG 2-8)	1	0	0	1	1	0	0	3
Problem 2-8 (LG 2-7)	0	1	1	1	1	1	0	5
TB MC Qu. 03-53 Suppose you owned stock in a…	1	1	1	1	1	1	0	6
TB MC Qu. 03-61 You bought a stock three years…	1	1	1	1	1	1	0	6
TB MC Qu. 03-31 A 15-year corporate bond pays $40…	1	0	1	1	1	1	0	5
TB MC Qu. 03-50 The duration of a 180-day T-Bill…	1	1	1	1	1	1	0	6
TB MC Qu. 03-48 A bond that pays interest semiannually…	0	1	1	1	1	1	0	5
TB MC Qu. 04-43 Which of the following is not…	0	1	1	1	0	1	0	4
TB TF Qu. 04-14 According to the FOMC…	1	1	0	1	0	1	0	4
Problem 4-7 (LG 4-3)	1	1	1	1	1	1	0	5
TB TF Qu. 01-13 Financial intermediation provides direct transfer of…	1	1	1	1	1	1	0	6
TB TF Qu. 01-04 The NYSE is an example of…	1	1	1	1	1	1	0	6
TB MC Qu. 01-23 Depository institutions…	1	1	1	0	1	1	0	5
TB TF Qu. 01-12 The Volcker Rule prohibits U.S. depository…	1	1	1	1	1	1	0	6
TB MC Qu. 05-47 The most active and important participant…	1	1	1	0	1	0	0	4
TB MC Qu. 05-17 Money market securities exhibit which of…	1	1	1	1	1	1	1	7
TB MC Qu. 05-38 A 90-day T-bill is selling for…	1	1	0	1	1	1	1	6
TB TF Qu. 08-03 Stock splits change the divisor in…	1	1	1	1	1	1	1	7
TB TF Qu. 08-06 At year-end, a firm has assets…	1	1	1	1	1	1	1	7
TB MC Qu. 08-25 With _____ voting, all directors up…	1	1	0	0	1	1	1	5
TB MC Qu. 08-32 A shelf registration allows firms the…	1	1	1	1	1	1	1	7
Problem 8-7 (LG 8-5)	1	1	1	1	1	1	1	7
Problem 8-1 (LG 8-1)	0	1	1	1	1	1	1	6
TB TF Qu. 09-14 The dollar's value increased when the…	1	0	1	1	1	1	0	5
TB MC Qu. 09-41 You can buy or sell the…	1	1	1	1	1	1	1	7
TB MC Qu. 09-48 The value of the euro changed…	1	1	1	1	1	1	1	7
TB MC Qu. 09-35 The largest center for trading in…	1	1	1	1	1	1	0	6
Problem 9-1 (LG 9-4)	1	1	1	1	1	1	1	7
TB MC Qu. 11-18 In comparison to small banks, larger…	0	1	1	0	0	0	0	2
TB MC Qu. 11-17 Bank assets tend to have _____…	0	1	1	1	1	1	1	6

The row group labeled **2** spans from "TB MC Qu. 05-47" to "TB MC Qu. 11-17".

	TB MC Qu. 11-33 Which of the following is the…	1	1	1	1	1	1	1	**7**	
	TB TF Qu. 11-03 Banks have an average total debt…	1	1	1	1	1	1	0	**6**	
3	TB MC Qu. 12-29 The lower the interest expense ratio,…	1	1	1	1	1	1	0	**6**	
	TB MC Qu. 12-45 A(n)…	1	1	0	1	1	1	1	**6**	
	Problem 12-1 (LG 12-4)	1	1	1	1	1	1	1	**7**	
	TB TF Qu. 13-02 The layers of regulation imposed on…	0	1	1	1	1	1	1	**6**	
	TB MC Qu. 13-40 A bank has Tier I capital…	1	1	1	1	1	1	1	**7**	
	TB MC Qu. 13-27 Major provisions of the Financial Services…	1	1	1	1	1	1	1	**7**	
	TB MC Qu. 13-42 In the United States, regulators currently…	1	1	1	0	1	1	1	**6**	
	TB MC Qu. 13-24 U.S. depository institutions may be subject…	1	1	1	1	1	1	1	**7**	
	TB MC Qu. 14-30 Credit unions are:	1	1	1	1	1	1	1	**7**	
	TB MC Qu. 14-38 Sales finance companies:	1	1	1	0	1	1	1	**6**	
	TB TF Qu. 14-09 The National Credit Union Administration is…	1	1	1	1	1	1	1	**7**	
	TB MC Qu. 14-35 Rank the following from greatest to…	1	1	1	1	1	1	1	**7**	
	TB MC Qu. 14-43 Home equity loans are popular with…	1	1	1	1	1	0	1	**6**	
	TB MC Qu. 15-45 An insurance line has a loss…	1	1	1	1	1	0	1	**6**	
	TB MC Qu. 15-24 Policy reserves are a(n):	1	1	1	1	1	1	1	**7**	
Final Exam	TB TF Qu. 17-03 A hedge fund that goes long…	1	1	1	1	1	1	0	**6**	
	TB MC Qu. 17-48 You are considering purchasing shares in…	1	0	1	1	0	1	0	**4**	
	TB MC Qu. 17-39 The primary regulator of mutual funds…	1	1	1	1	1	1	0	**6**	
	Problem 17-6 (LG 17-5)	1	1	1	1	1	1	0	**6**	
	Problem 20-6 (LG 20-1)	1	1	1	1	1	0	0	**4**	
	Problem 20-1 (LG 20-1)	1	1	1	1	1	1	0	**4**	
	TB MC Qu. 21-35 Big Valley's fixed…	1	1	1	1	1	1	0	**6**	
	TB MC Qu. 21-50 Which ratio measures the firm's ability…	1	1	1	1	1	1	0	**6**	
	TB MC Qu. 21-33 Big Valley has…	1	0	1	1	1	1	0	**5**	
	TB MC Qu. 21-40 A firm with a low Z-score…	1	1	1	1	1	1	0	**6**	
	TB MC Qu. 21-30 A corporate loan applicant has cash…	1	1	1	1	0	1	0	**5**	
	TB TF Qu. 21-14 Asset management ratios are used in…	1	1	1	1	1	1	0	**6**	
	Problem 17-3 (LG 17-5)	1	1	1	1	1	1	0	**4**	
	Problem 17-6 (LG 17-5)	1	1	0	1	1	1	0	**5**	
	TB TF Qu. 17-01 Funds that specialize in municipal bonds…	1	1	1	1	1	1	0	**6**	
	TB MC Qu. 17-25 As the economy weakens, one would…	1	1	1	1	1	1	0	**6**	

INDIANA STATE UNIVERSITY

		56.8	59.5	57.0	57.7	59.0	57.8	26.5	
	% Correct	0.87	0.92	0.88	0.89	0.91	0.89	0.41	

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Finance 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: <u>Exemplary</u>=Meets all standards, exceeds some; <u>Mature</u>=Meets all/most standards, no serious concerns; <u>Developing</u>=Meets some standards, multiple recommendations for improvement; <u>Undeveloped</u>=Meets few/no standards, serious concerns noted; <u>Cannot Evaluate</u>=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 understanding 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.		The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used The established performance goal reflects reasonably high expectations for students in the program Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used Faculty insights gained from findings are discussed in thoughtful detail When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described		Mature
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.		Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.) Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders		Mature

Contact Kelley Woods-Johnson at 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.

INDIANA STATE UNIVERSITY

Academic Program:	Human Resource Development B.S.				Date:	11-15-24
Author(s):	Barbara Eversole, Aruna Chandra					

Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.

How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.	___ Campus ___ Distance _x__ 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.			
OBJECTIVE # 1: Demonstrate mastery of technical skills including analyzing, designing, developing, implementing, and evaluating organizational performance improvement initiatives. Outcome 1: analyze organizational performance improvement initiatives	HRD 369	Training program. The students: 1. Write a needs assessment. 2. Analyze content. 3. Write goals and objectives. 4. Identify the target audience. 5. Explore assessment and evaluation strategy ideas.	Rubric. The rubric requires the students to focus on understanding learning needs, goals, and challenges to create a targeted and efficient training program.	75% enrolled will earn at least a 70 score	**22 of 26** students completing the assignment scored 70 or higher.	**51 of the 52** students completing the assignment scored 70 or higher**.**
OBJECTIVE # 1: Demonstrate mastery of technical skills including analyzing, designing, developing, implementing, and evaluating organizational performance	HRD 369	Training program. The students: 1. Use the ABCD method to write performance objectives. 2. Design assessments.	Rubric. The rubric requires the students to craft a blueprint for their planned instruction.	75% enrolled will earn at least a 70 score	**23 of 26** students completing the assignment scored 70 or higher.	**51 of the 52** students completing the assignment scored 70 or higher.

INDIANA STATE UNIVERSITY

improvement initiatives. Outcome 2: design organizational performance improvement initiatives		3. Create a budget for their training programs. 4. They Forecast user experience and delivery.				
OBJECTIVE # 1: Demonstrate mastery of technical skills including analyzing, designing, developing, implementing, and evaluating organizational performance improvement initiatives. Outcome 3: develop organizational performance improvement initiatives	HRD 369	Training program. The students: 1. Create content. 2. Create media. 3. Integrate technology into their programs. 4. Prototype development with a pilot test. 5. Refinement before implementation. 6. Check for quality. 7. Create guides and materials for content delivery.	Rubric. The rubric requires the students to generate all the content for their training programs, to develop guidance for their students and trainers, to show formative revisions, and to conduct a pilot test.	75% enrolled will earn at least a 70 score	**17 of 26** students completing the assignment scored 70 or higher.	**49** of the 52 students completing the assignment scored 70 or higher.
OBJECTIVE # 1: Demonstrate mastery of technical skills including analyzing, designing, developing, implementing, and evaluating organizational performance improvement initiatives. Outcome 4: implement organizational performance improvement initiatives	HRD 369	Training program. The students: 1. Preparation and setup. 2. Facilitator training. 3. Learner Orientation. 4. Delivery of instruction is outlined since the students are in the classroom and	Rubric. The rubric requires the students to create a facilitation plan, a train-the trainer plan, outline a training schedule, create a learner plan, identify learning styles and prerequisites,	75% enrolled will earn at least a 70 score	**22 of 26** students completing the assignment scored 70 or higher.	**52** of the 52 students completing the assignment scored 70 or higher.

		not in a place of employment.	outline pre-courseware, logistics, and confirm all courseware is functional.			
OBJECTIVE # 1: Demonstrate mastery of technical skills including analyzing, designing, developing, implementing, and evaluating organizational performance improvement initiatives. Outcome 5: evaluate organizational performance improvement initiatives	HRD 369	Training program. The students: 1. Create a formative revisions chart. 2. Create a summative revisions chart. 3. Create evaluation tools using Kirkpatrick's model. 4. Address gaps, areas of improvement, and make recommendations for future implementation.	Rubric. The rubric requires the students to identify the who, what, when, how, where, and why of revisions, create evaluation instruments, provide rational for the instruments chosen.	75% enrolled will earn at least a 70 score	24 of 26 students completing the assignment scored 70 or higher.	**51** of the 52 students completing the assignment scored 70 or higher.
OBJECTIVE # 3: Demonstrate professional, ethical, and socially responsible behavior. Outcome 1: evaluate the ethical dimension of performance improvement initiatives in organizational workplaces	HRD 425	Ethical Decision-Making Assessment. This assignment requires students to resolve an ethical dilemma using a professional standard of ethics that they have chosen as appropriate for that particular dilemma.	Rubric. The rubric requires the student to correctly identify the dilemma; correctly identify an appropriate professional standard of ethics; use those ethical standards to	75% enrolled will earn at least a 70 score		**28** out of the 37 students completed the assignment with 70 score or higher.

INDIANA STATE UNIVERSITY

			resolve the dilemma and state what they would do in that situation.			

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?	Our technical competence SLOs are doing mostly well. However, we have an opportunity to do better with our ethical dimension SLO. This is an extremely important SLO and dimension, and we can definitely do better as we barely made the benchmark during this assessment cycle. The regular instructor was on sabbatical and a substitute taught the course this cycle, so that may account for the lower scores obtained. However, we do need to be vigilant on obtaining good scores on this SLO as it is very important.

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 technical competence SLOs are doing mostly well. The goals for each outcome were met last year, as were these outcomes in the last cycle. The results indicate students are able to understand the instructional design process and apply the concepts to a detailed training program.
What student success indicators are concerning?	We continue to struggle with declining enrollment, as are other programs across the colleges and across the nation. As mentioned previously, we have moved to the Scott College of Business to improve the experience for our HRD students. This is the first year that our students will be taking the Business Core and fewer HRD concentrated courses. It is too early to see the impact that adding a business element to our program will have on enrollment and student success.
Share additional relevant student success data not included in the Program Data Profile. *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).*	The move to the College of Business will help attract students into the major and allow the faculty to tie more business-related themes into the coursework. The new curriculum has been approved, so the new courses will be used in future assessment years.

INDIANA STATE UNIVERSITY

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	The goals for each outcome were met last year, as were these outcomes in the last cycle. The results indicate students are able to understand the instructional design process and apply the concepts to a detailed training 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?	The HRD 369 course will remain in the new curriculum, so it is a good source to evaluate student learning. Some students select non-professional topics to build their training plan (making a pizza), so more direction could be provided to ensure the principles of the ADDIE model are demonstrated in real work examples.
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.).*	Instructor will add additional requirements to the assignment description to challenge students to design more business-environment training 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?	The new curriculum began in the fall of 2024, so the next year's assessment plan will reflect the new program. HRD 420 will be used to measure Objective 2, Outcome 1, 2, 3, Objective 3, Outcome 1, and Objective 4, Outcome 1.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	The results are shared with the HRD faculty, Department Chair, and Associate Dean via email for discussion and uploaded to the College Team's site.

INDIANA STATE UNIVERSITY

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.		___ Campus ___ Distance ___ Both	

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

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?

Updated August 2024

INDIANA STATE UNIVERSITY

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.

INDIANA STATE UNIVERSITY

Student Outcomes Assessment & Success Report Evaluation AY 23-24   Program: Human Resource Development BS
Evaluation: Mature

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

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

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)		Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understanding 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 an analytical rubric to evaluate student performance across multiple LOs in one course. This gives the quality of granularity needed to feel confident in interpreting the results.	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

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

Contact Kelley Woods-Johnson at 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.**

INDIANA STATE UNIVERSITY

Academic Program:	Human Resource Development M.S.			Date:	11-15-24
Author(s):	Barbara Eversole, Aruna Chandra				
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.					
How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.				___ Campus ___ Distance _x__ 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		Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.	Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity				
2.**SLO 1.1 analyze organizational performance issue(s)**	HRD 605	Assignment on needs analysis. Assessment required students to assess the need for training, the performance gap, the use of survey methods to determine the gap, costs of closing the gap, needed tasks to close the gap and needed knowledge and tools to close the gap.	Rubric	80% enrolled will earn at least a 80 score	76% (13/17) of students earned 80% or better on the Needs Analysis which required them to perform a needs and task analysis to identify and close performance gaps in an organization	100% (23/23) of students earned 80% or better on the Needs Analysis which required them to perform a needs and task analysis to identify and close performance gaps in an organization.
3.**SLO 1.2 design organizational performance improvement initiatives**	HRD 605	Assignment on design and delivery project. Assessment included the design and delivery of a training program intended to improve organizational performance.	Rubric	80% enrolled will earn at least a 80 score	76% (13/17) of students earned 80% or better on the Training Program which required them to design and deliver a training program to improve organizational performance	100% (23/23) of students earned 80% or better on the Training Program which required them to design and deliver a training program to improve

INDIANA STATE UNIVERSITY

						organizational performance
4.**SLO 1.3 develop organizational performance improvement initiatives**	HRD 605	Assignment on design and delivery project. Assessment included the design and delivery of a training program intended to improve organizational performance.	Rubric	80% enrolled will earn at least a 80 score	76% (13/17) of students earned 80% or better on the Training Program which required them to design and deliver a training program to improve organizational performance	100% (23/23) of students earned 80% or better on the Training Program which required them to design and deliver a training program to improve organizational performance
5. **SLO 1.4 implement organizational performance improvement initiatives**	HRD 605	Assignment on implementation project (lesson plan). Assessment included the development of a lesson plan to implement the training program to improve organizational performance.	Rubric	80% enrolled will earn at least a 80 score	76% (13/17) of students earned 80% or better on the Lesson Plan which required them to implement a plan to improve organizational performance.	100% (23/23) of students earned 80% or better on the Lesson Plan which required them to implement a plan to improve organizational performance.
6.**SLO 1.5 evaluate organizational performance improvement initiatives**	HRD 695	Assignment on evaluation. Assessment was a comprehensive paper requiring students to define, identify, provide examples of, and apply models of evaluation of performance improvement in organizations.	Rubric. The rubric requires the student to correctly identify the dilemma; correctly identify an appropriate professional standard of ethics; use those ethical standards to resolve the dilemma and state what they	80% enrolled will earn at least a 80 score	88% (7/8) students earned 80% or better on the comprehensive paper which required them to show proficiency in applying different models of evaluation to organizational performance improvement initiatives.	100% (7/7) students earned 80% or better on the comprehensive paper which required them to show proficiency in applying different models of evaluation to organizational performance improvement initiatives.

INDIANA STATE UNIVERSITY

			would do in that situation.			
7.**SLO 6.4 develop a strategic initiative**	HRD 670	Assignment on strategic choice. This assignment was to decide on what strategy to pursue based upon a SWOT analysis that was performed on a company of the students' choosing. Students chose one from among growth, diversification, turnaround, and retrenchment strategies and needed to justify their choices. They then needed to support their strategic choice with HRD initiatives.	Rubric. The rubric first asked students to identify the importance of choosing an organizational strategy; then to identify the SWOT for their organization; then to choose the correct strategy for their organization based on their SWOT; then use HRD initiatives to support their strategy.	80% enrolled will earn at least a 80 score		93% of students earned greater than a 70% score on an assignment which required students to choose a strategic plan based upon a SWOT analysis of a company that they had analyzed.

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 HRD students have no difficulty converting the content from the course modules into concepts and ideas for the assignments. They understand the tenets of HRD and can apply theories to workplace scenarios.

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 distance enrollment continues to be steady, and the HRD concentration for the MBA has just won 8th place by Forbes, so there is good news for our Master's level courses.

INDIANA STATE UNIVERSITY

What student success indicators are concerning?	We continue to struggle with declining enrollment, as are other programs across the colleges and across the nation. As mentioned previously, we have moved to the Scott College of Business to improve the experience for our HRD students. We will be looking at making changes to the MS due to changes in the market, such as closing down our on-campus program, going to an 8-week format, and redesigning our capstone 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/).*	The rebranding of the program will present challenges to the types of assignments we currently include in our curriculum and use for assessment if the courses are going to be converted to 8-week formats. It will be impossible to grade research papers in that timeline.

3. Continuous Quality Improvement

Review the action plan from the previous year's report and/or the last assessment of these learning outcomes. Provide a brief update of whether these activities appear to have influenced student learning and/or success outcomes.	We have decided to change the benchmark to a score of 80 rather than 70, based on the fact that we have been meeting our benchmarks.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	Students currently meet most of the goals, so the significant change in length of the courses will force the faculty to consider new assignments when redesigning each course. A new measurement plan will need to be developed as well.
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 HRD faculty will need to review other HRD programs and utilize University staff to assist in the redevelopment of the assignments/courses. Most have never taught an 8-week course. A survey will also be sent to graduates of the program for input on the new curriculum.
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?	With the focus on redesigning and rebranding the program, the faculty will use the 2025-26 academic year to conduct a new curriculum audit with the new program and write a new measurement plan.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Results from this report will be shared with HRD faculty, Department Chair, and Associate Dean for discussion and uploaded to the College Teams site.

INDIANA STATE UNIVERSITY

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.		___ Campus ___ Distance ___ Both	

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

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?

Updated August 2024

INDIANA STATE UNIVERSITY

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.

INDIANA STATE UNIVERSITY

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Human Resource Development 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 understanding 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.		The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used The established performance goal reflects reasonably high expectations for students in the program Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used Faculty insights gained from findings are discussed in thoughtful detail When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described		Mature
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.		Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.) Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders	Given most expectations for performance were not met, I was surprised to see it noted that there were no concerns about student LO mastery. The missed threshold was close and the sample size was small, but it would seem to warrant discussion of the issue. I noted that 76% was the attainment rate in multiple cases. That made me wonder if the same students are struggling across the various assessments, and if so, how that intervention might look.	Developing

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

Student Outcomes Assessment & Success Reports 2023-24

Annual Reporting Guidelines for Academic Programs

Purpose

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

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

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

Instructions

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

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

INDIANA STATE UNIVERSITY

Academic Program:	Insurance and Risk Management		Date:	Nov. 21, 2024
Author(s):	Jin Park			
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.				
How is this program offered? If "Both," data should be disaggregated by campus and distance students.			___ Campus ___ Distance __X_ Both	

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

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Performance Goal	Actual Student Performance Relative to Goal	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
1.1 Students are able to demonstrate a working knowledge of the language and procedures associated with risk management.	INS 430	Multiple-choice questions in an exam.	See Appendix A. for assessment questions and data.	A score of 70% or better will be achieved by at least 75% of the students.	84.62% (11 out of 13) of IRM students achieved a score no lower than the target of 70%. Target met.	AY 2022-23 100% (8 out of 8) students achieved a score no lower than the target of 70%
1.2 Students are able to perform risk management review for individuals and organizations.	INS 430	Group project	See Appendix A. for assessment project and rubric.	A score of 70% or better will be achieved by at least 75% of the students.	100% (13 out of 13) of IRM students achieved a score no lower than the target of 70%. Target met.	AY 2022-23 100% (8 out of 8) students achieved a score no lower than the target of 70%
2.1 Students are able to analyze information to determine if a loss exposure may be covered by property insurance contract(s).	INS 343	Multiple-choice questions in the final exam.	See Appendix B. for assessment questions and data.	A score of 70% or better will be achieved by at least 75% of the students.	70% (7 out of 10) of IRM students achieved a score no lower than the target score of 70%. Target did not meet.	AY 2020-21 3 of 3 students (100%) scored better than 70% The target of 75% is met.

Updated May 2024

INDIANA STATE UNIVERSITY

Describe primary insights gained from analysis of findings of student learning outcomes assessment. What is going well, and what needs to be monitored or addressed?	Students are demonstrating strong performance in risk management knowledge, and all students successfully completed their group projects, showing effective application of their knowledge in practical settings. However, there was a slight decline in the percentage of students meeting the target in LO 1.1. Additionally, only 70% of students met the target for analyzing loss exposure in property insurance contracts, which is below the desired 75%. One possible reason for the decline in LO 2.1 could be that students took the prerequisite course, INS 340, during the COVID era.

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.

Degree Awards

Acct, Fin, Ins & Risk Mgt, All Distance Program Indicators, All Student Levels, 2023-24, Bachelor

	Degree Conferred Count	Distinct Graduates	Avg Final GPA for Degree	Avg Total Credits for Degree	Avg Years to Graduation
Accounting (7030)	37	37	3.46	144.5	3.5
Finance (7034)	23	23	3.28	134.1	3.5
Financial Services (7021)	7	7	3.48	141.4	3.6
Insurance & Risk Management (7032)	10	10	3.28	143.3	3.7

Trend Enrollment by Cur Col Dept

All Distance Program Indicators, Fall, All Student Levels, Enrolled, Primary, Census

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Accounting (7030)	92	75	61	61	84
Finance (7034)	44	41	32	39	71
Financial Services (7021)	11	12	11	7	
Insurance & Risk Management (7032)	28	17	14	20	44

INDIANA STATE UNIVERSITY

Updated May 2024

Cohort 1yr Retention by latest college & dept (Fall, Full Time, First Time Freshman (FTFR), Baccalaureate Degree, Year 2, All Cohort Dist Program Indicators)

	Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024
	Cohort Total	Cohort Retention %	Cohort Total	Cohort Retention %	Cohort Total	Cohort Retention %	Cohort Total	Cohort Retention %	Cohort Total	Cohort Retention %	Cohort Total
Accounting (7030)	12	100.00%	15	100.00%	11	100.00%	11	100.00%	7	100.00%	17
Finance (7034)	22	95.45%	15	100.00%	17	100.00%	10	100.00%	4	75.00%	21
Financial Services (7021)	4	100.00%	3	100.00%							
Insurance & Risk Management (7032)	6	100.00%	6	100.00%	6	100.00%	9	100.00%	6	100.00%	12

Cohort 4yr Graduation by latest college & dept (Fall, First Time Freshman (FTFR), Baccalaureate Degree, Full Time, Year 5, All Cohort Dist Program Indicators

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %
Accounting (7030)	37	29.73%	39	35.90%	33	36.36%	19	52.63%	12	83.33%	15	86.67%
Finance (7034)	33	63.64%	33	63.64%	19	42.11%	17	88.24%	22	81.82%	15	53.33%
Financial Services (7021)	3		6	33.33%	2	50.00%	3	66.67%	4	75.00%	3	100.00%
Insurance & Risk Management (7032)	15	86.67%	10	90.00%	17	70.59%	4	75.00%	6	83.33%	6	83.33%

Cohort 5yr Graduation by Latest College & Dept (Fall, First Time Freshman (FTFR), Full Time, Baccalaureate Degree, Year 6, All Cohort Dist Program Indicators)

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %
Accounting (7030)	22	59.09%	37	48.65%	39	56.41%	33	45.45%	19	68.42%	12	100.00%
Finance (7034)	23	73.91%	33	78.79%	33	69.70%	19	57.89%	17	94.12%	22	95.45%
Financial Services (7021)	4	75.00%	3	66.67%	6	33.33%	2	50.00%	3	66.67%	4	100.00%
Insurance & Risk Management (7032)	13	61.54%	15	86.67%	10	100.00%	17	76.47%	4	75.00%	6	100.00%

What student success indicators are strong or trending positively?	• Cohort 1yr retention for all years are 100%. • 4yr and 5yr graduation rates are generally higher than department average and 4 yr graduate rate are trending up from Fall 2017 (70.59%) to Fall 2020 (83.33%). • Enrollment has increased from 17 Fall 21 to 44 in Fall 24. • Graduating in 3.7 years with 143.3 credit hours and an average GPA of 3.28.
What student success indicators are concerning?	• Low enrollment. Although the major enrollment is trending up, and the most recent year over year change is 120%, it is still the smallest program in the department.
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*	• Additional data on Insurance course DFDr rate Information is shared with the program faculty. • Based on DFDr data reviewed, DFDr rate is higher with web classes than f2f classes.

Updated May 2024

INDIANA STATE UNIVERSITY

by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).	• Gamma Iota Sigma, a student organization primarily for IRM students, stands out as the most active group on campus, offering a wide range of professional development events. These include activities both on campus and at professional association meetings, providing students with invaluable opportunities to connect classroom learning to real-world applications. These experiences significantly enhance students' prospects for internships and permanent job placements.

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.	• As noted in last year's report, the program faculty revised the assessment plan for L.O. 3.1 from INS 437, which is not a required course, to INS 430, a capstone course for 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?	• To enhance the student learning experience in both face-to-face and online classes, one of the insurance faculty members has expressed the need for regular meetings among program faculty. These meetings would provide an opportunity to share insights, discuss class experiences, and explore strategies for improving student learning outcomes and other key performance indicators. • To address the identified areas, we will provide additional resources such as tutorials or workshops to help students improve their understanding and analysis of property insurance contracts.
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.).*	• As noted in last year's report, the IRM program awarded a program scholarship to one of the finalists for the Gongaware Scholarship who was not selected as a recipient. Furthermore, the IRM program faculty are planning to reinstate the international and domestic trips.
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?	• Learning Outcome 2.2 – Students are able to design a life insurance program appropriate for the income replacement needs of insureds with differential circumstances. (INS 341) • Learning Outcome 2.4 – Students are able to evaluate the use of insurance contracts in employee benefit programs. (INS 432) • Learning Outcome 3.4 – Students can demonstrate their knowledge of the three critical functions of an insurer: marketing, underwriting, and claim settlement. (INS 430) • Learning Outcome 3.5 – Students are able to explain the purpose, structure, and functions of insurance regulation in the United States. INS (430)

INDIANA STATE UNIVERSITY

| Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders? | The program's assessment report is shared with the program's regular faculty for their review and feedback. All regular IRM faculty actively participate in assessing one or more learning goals by collecting, analyzing, and discussing data. Any proposed curriculum changes are first deliberated among the faculty and the department chair. Input is then sought from other key stakeholders to ensure a comprehensive and inclusive approach to program improvement. |

INDIANA STATE UNIVERSITY

Appendix A: The assessment outcomes data for Learning Goal 1.1 and 1.2

Learning Outcome 1.1

The assessment outcomes for the IRM program's LO 1.1 using twelve exam questions Q1-Q12 (please see detailed information for the assessment questions in section D of this report) are listed in the following table [Notations: "Si" (i=1,2,…,13) denotes student, "Qj" (j=1,2, …, 12) denotes question. "I" denotes "Incorrect", and for simplicity an empty cell denotes "Correct" answer in that question.]:

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	% of questions answered correctly by a particular student
S1	I												91.67
S2	I	I			I							I	66.67
S3	I	I	I										75
S4	I	I											83.33
S5													100
S6	I	I								I			75
S7		I			I		I						75
S8	I	I	I				I						66.67
S9	I	I	I										75
S10	I	I											83.33
S11	I						I						83.33
S12	I	I											83.33
S13	I	I											83.33
% of students who correctly answered a particular question	15.4	23.1	76.9	100	84.6	100	76.9	100	100	92.3	100	92.3	**11 (84.62%) of 13 students earned a score of at least 70%**

Notes: (1) For the assessed exam questions for **Learning Outcome 1.1, 11 (84.62%) of 13 students earned a score of at least 70%;** (2) Only 15.4% of students answered Q1 correctly, and 23.1% of students answered Q2 correctly.

Exam questions (for assessing LOs 1.1)

Twelve multiple-choice questions in the quizzes listed below were utilized to assess students' mastery of Learning Outcomes 1.1.

1. Which of the following is NOT a post-loss risk management objective?

*A) Compliance to the legal requirements
B) Continued growth of the firm
C) Survival of the firm

INDIANA STATE UNIVERSITY

D) Continue the business operations

2. **True or false:** In terms of techniques of risk treatment, non-insurance risk transfers such as through contractual clauses is one example of risk control rather than risk financing.

A) True
*B) False

3. Which of the following is NOT a risk identifications technique?
A) Developing knowledge of the organization and its operations
B) Physical inspections
C) Checking and analyzing the firm's financial statements
*D) Developing measures to reduce the likelihood of the loss occurrence

4. Which of the following is NOT a focus of traditional risk management in an organization?
A) Loss exposures that may result in property damage
B) Loss exposures that may lead to liabilities to third parties
*C) Risks that may provide opportunities for growth of the firm
D) Loss exposures that may result in personal injuries of employees

5. **True or false:** The ultimate objective of enterprise risk management is to minimize the risks facing an organization.

A) True
*B) False

6. **True or false:** SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis is totally irrelevant to the enterprise risk management.

A) True
*B) False

7. Which of the following classification of risks *in risk quadrant* is a speculative risk?
A) Operational risk
B) Hazard risk
C) Subjective risk
*D) Strategic risk

8. Which one of the following is a type of risk that enterprise risk management (ERM) would treat but that traditional risk management would not?
A) Risk of property damage to the organization's assets
B) Risk of liability for damage or injury to a third party
*C) Risk of changes in commodity prices, such as fuel or raw materials

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D) Risk of business interruption due to natural hazards such as flood or earthquake

9. Risk management is concerned with
*A) the identification and treatment of loss exposures.
B) the management of speculative risks only.
C) the management of pure risks that are uninsurable.
D) the purchase of insurance only.

10) All of the following are potential advantages of retention EXCEPT
A) lower expenses.
B) increased cash flow.
C) encouragement of loss prevention.
*D) protection from catastrophic losses.

11) A restaurant owner leased a meeting room at the restaurant to a second party. The lease specified that the second party, not the restaurant owner, would be responsible for any liability arising out of the use of the meeting room, and that the restaurant owner would be "held harmless" for any damages. The restaurant owner's use of the hold-harmless agreement in the lease is an example of
A) retention.
B) self-insurance.
C) insurance.
*D) noninsurance transfer.

12) A risk manager is concerned with which of the following?
I.   Identifying potential losses
II. Selecting the appropriate techniques for treating loss exposures
A) I only
B) II only
*C) both I and II
D) neither I nor II

Group project for assessing LO 1.2

Each group submits one written report (please clearly identify the course title, and names of group members in the report).

The purpose of this project is to give students an opportunity of applying the principles covered in the course to a real-world organization's risk-management strategies. Since the project will be a group effort, you will gain experience in teamwork including honing skills of effectively coordinating and integrating each group member's individual efforts.

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Following a holistic enterprise risk management perspective, write a minimum 10 pages (Word file with Times New Roman 12-point-font double-space) report of risk management analysis for **Indiana State University** (and you may extend the arguments and analyses to similar higher education institutions in general) with at least the following components in the analysis:

- *Risk identification*: Describe ISU and its strategic environment in the higher education landscape. What are the major risk exposures facing the organization? Please also especially take into account the impact of the low college-going rate in Indiana, the recent demographic predictions, and the aftereffect of the covid-19 pandemic. Also, please don't focus too narrowly only on negative risks, but also include the opportunity risks in that being too conservative may undermine an organization's strategic position. (15 points)

- *Risk evaluation*: What are the reasonable estimates for the probability and magnitude of potential losses for each risk exposure identified in step 1? How costly or consequential would it be if not managed or not properly managed? Surely, the answers to these questions depend on many factors. What are the essential factors that affect the probability and magnitude of potential losses for each risk exposure? In reaching a reasonable estimate, what sources of information do you use? What consequences will the low college-going rate in Indiana (will the trend continue?), the predicted demographic shift, and the aftereffect of the covid-19 pandemic cause to the ISU's operations and its long-term strategic goals? Using the evidence-based measurement and analysis done you may rank the major risk exposures according to their importance and priority to be treated. (15 points)

- *Risk management alternatives*: What are the alternative means to cope with the identified risk exposures? What are the costs and effectiveness of these alternative methods in treating risk? What are the advantages and disadvantages of each alternative? Not just the passive and reactive management of risk, but please discuss the proactive strategies ISU might take to facilitate achieving its strategic objectives. (10 points)

- *Risk management strategy formulation*: Based on the above analysis, what are the optimal risk management strategy (or strategies) for each risk exposure? Why? (10 points)

- *Overall risk management summary*: Take a comprehensive look at the risk management strategies you recommended in step 4 for all the risk exposures, evaluate the overall risk management philosophy in a holistic way, e.g., are there possible conflicts in your recommended risk management strategies across different risk exposures? How costly are those risk management strategies in aggregation for the organization? Are there any possible innovations in risk management such as treating two risks with one bundled policy (and any innovative risk management strategy you may design or construct)? (10 points)

INDIANA STATE UNIVERSITY

Appendix B: The assessment outcomes data for Learning Goal 2.1

As part of the final exam, students will complete 10 multiple-choice questions to assess this learning goal. Students are informed in the exam which specific questions will be used for the purpose of this learning goal assessment, and they are required to answer all questions, which are equally weighted.

Student Information	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Score	Score in Percent
	(O for correct and X for incorrect response)										Score	Percent
IRM Major students												
Student 1	X	X	O	O	X	O	O	O	O	X	6	60%
Student 2	O	O	X	O	O	O	O	X	X	O	7	70%
Student 3	X	O	O	O	O	O	O	X	O	X	7	70%
Student 4	O	X	O	O	O	O	O	O	O	O	9	90%
Student 5	O	O	O	O	O	O	O	O	O	O	10	100%
Student 6	O	O	X	O	X	O	O	X	O	O	7	70%
Student 7	O	X	O	O	X	O	O	O	O	O	8	80%
Student 8	O	X	O	O	X	O	O	X	X	X	5	50%
Student 9	X	O	X	O	X	O	O	O	X	O	6	60%
Student 10	O	O	O	O	X	O	O	O	X	X	7	70%
Non IRM Major Student												
Student 1	O	O	O	O	X	O	O	O	O	O	9	90%
Student 2	O	X	O	O	O	O	O	X	X	X	6	60%
Student 3	X	O	O	O	O	O	X	X	O	X	6	60%
Student 4	O	O	X	X	O	O	O	X	O	O	8	70%
==Percentage of IRM Major students scored 70% or better==											==70.0% (7 of 10)==	
Percentage of all students scored 70% of better											64.3% (9 of 14)	

Assessment Questions

1. Which of the following property is NOT excluded property from commercial property insurance (BPP form)?
    a. Land
    b. Bridges
    c. Foundation
    d. Property of others

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    e.   Retaining walls that are not a part of a building

2. Which of the following perils is not one of named perils in a named peril policy?
    a.   Fire
    b.   Riot
    c.   Falling objects
    d.   Theft
    e.   Vandalism

3. Money is not a covered property under commercial property insurance (i.e., BPP form). Which of the following policies cover loss to money by theft?
    a.   Commercial Crime Insurance
    b.   Builders Risk Insurance
    c.   Business Income and Extra Expenses insurance
    d.   Equipment Breakdown Insurance
    e.   Difference in Condition Insurance

4. Which of the following policies cover buildings under construction?
    a.   Builders Risk Policy
    b.   Title Insurance
    c.   Standard Property Policy
    d.   Commercial Property Policy
    e.   Blanket Insurance

5. Which of the following insurance policies is associated with inland cargo loss exposures?
    a.   Title Insurance
    b.   Standard property policy
    c.   Trip Transit insurance
    d.   Hull insurance
    e.   Protection and Indemnity policy

6. Business Income and Extra Expenses insurance covers
    a.   Loss of business income and extra expenses during the recession
    b.   Loss of business income and extra expenses during the period of restoration
    c.   Loss of business income and extra expenses during the slow business season
    d.   Loss of business income and extra expenses during the union strike

INDIANA STATE UNIVERSITY

e. None of the above

7. What is the standard valuation method under the Building and Personal Property Coverage Form (BPP)?
   a. Actual Cash Value
   b. Replacement Cost
   c. Agreed Value
   d. Selling Price
   e. Selling Price less discounts

8. Which of the following coverages is not typically provided in a businessowners policy?
   a. Building coverage
   b. Business income coverage
   c. Commercial general liability coverage
   d. Business personal property coverage
   e. Commercial auto coverage

9. Which of the following form/endorsement would be useful for a business whose inventory value fluctuates during the policy period?

   i. Value reporting form
   ii. Peak season limit of insurance endorsement
   iii. Functional personal property endorsement

   a. I only
   b. II only
   c. I and II only
   d. I and III only
   e. All of them.

10. Which of the following perils is NOT a covered peril by Causes of Loss Form - Basic?
    a. Vandalism
    b. Explosion
    c. Water damage
    d. Sprinkler leakage
    e. Volcanic action

INDIANA STATE UNIVERSITY

Student Outcomes Assessment & Success Report Evaluation AY 23-24   Program: Insurance & Risk Management 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 understanding 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 charting of which exam question scores were aligned and reported for each LO	Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	For LO 2.1, consider adding another point of course-based assessment that is not multiple choice. This might help you get a more direct measure of student mastery and better information about how to remediate any issues. This can be true for any closed-choice exam assessments, but it might be most helpful in this case since students did not meet the goal.	Mature

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

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

Student Outcomes Assessment & Success Reports 2022-23

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 22-23**. 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.

INDIANA STATE UNIVERSITY

Updated May 2023

Academic Program:	Management B.S.			Date:	
Author(s):	Wei He; Aruna Chandrasekaran				
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 kelley.woods-johnson@indstate.edu.				_X__ Learning Outcomes _X_ Curriculum Map _X__ Assessment Plan	
How is this program offered? If "Both," data should be disaggregated by campus and distance students.				___ Campus __X_ 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 Benchmark for Proficiency	Actual Student Performance Relative to Benchmark	Prior Results for Comparison
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
LB 1.2. Students will have an understanding of the vocabulary and concepts associated with the management of people in the workforce.	MGT 343	A module quiz for Chapter 1 What Does It Mean to Be a Leader? which included 20 multiple choice questions (1 point each question, quiz total 20 pints)	Exam key	75% of students achieved 70% or more (14 out of 20 points)	▪ 86% of students (32/37) achieved the benchmark of 14 points or above; ▪ 14% (5/37) students achieved less than 70% (13 points or less); ▪ 4 student missed the quiz (students were given the option to take any 10 out of the 15 module quizzes over the semester). ▪ Class size: 41	Cf. Fall 2021: ▪ 100% of students (41/41) achieved the benchmark of 14 points or more; ▪ 0% (0/41) students achieved less than 70% (13 points or less); ▪ 2 students missed the quiz. ▪ Class size: 43

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?	Benchmarks are appropriate and have been achieved. Students did well in both Fall 2022 and Fall 2021.

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?	The enrollment growth in the major has been trending positively going from 40 in Fall 2020 to 151 in Fall 2024. The 4yr graduation rates for the	

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	major has improved for recent cohorts with graduation rates for campus students increasing to 71.43% in recent years.
What student success indicators are concerning?	The average years to graduation for the major has increased to 4.5 in the most recent academic year, higher than the university average of 4.1 years. While the major has lower DFDr rates compared to the university average, the rates in management courses remain an area of concern, with Fall 2023 showing a 13% DFDr rate, which could impact student success and course completion.
Share additional relevant student success data not included in the Program Data Profile. *If faculty need access to or assistance in navigating Blue Reports to view additional data or disaggregate data by student demographic, contact Kelley Woods-Johnson or Institutional Research (https://irt2.indstate.edu/ir/).*	The Scott College of Business offers dedicated programming that complements the curriculum via the Meis Center and mentoring through the Boulet Center. They contribute in many ways to student success that is not captured in Blue Reports data.

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.	None
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?	Retention is a high priority in a climate of falling enrollments. We are working to identify and develop appropriate interventions in Freshmen / Sophomore classes to address this issue.
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.).*	We are exploring mentoring , peer-mentoring options along with better use of Canvas Analytics to address retention. A faculty group is also exploring curricular / pedagogical approaches to improve student motivation and retention.
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?	Students should be able to demonstrate an ability to apply the concepts and theories that guide the practice of people management and apply some of the problem-solving, decision-making, and leadership skills required for effective people management; demonstrate an ability to analyze, interpret, and solve leadership problems using inductive or deductive reasoning, where relevant.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Faculty conducted the assessment and data analysis; findings will be presented to other faculty at meetings.

INDIANA STATE UNIVERSITY

Student Outcomes Assessment & Success Report Evaluation AY 23-24

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

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Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understanding student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data for each outcome comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are appropriate for the type of assessment, effectively isolate independent outcome data, and are clearly described (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	Consider whether adding some open-ended questions to show students' direct knowledge of the concepts and vocabulary described in the LO. This will ensure they aren't just making lucky guesses on the forced-choice quiz.	Developing

Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used The established performance goal reflects reasonably high expectations for students in the program Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used Faculty insights gained from findings are discussed in thoughtful detail When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described	75% getting C or better on the assessment seems like a low expectation – is this based on prior performance, or on what faculty would expect for demonstrating mastery in this program? The latter is what we're aiming for.	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.		Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.) Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders		Mature

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Student Outcomes Assessment and Success Report AY2023-24   *Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.*

Degree Program Name: Marketing   **Contact Name and Email:** Sandeep Bhowmick sbhowmick@indstate.edu

Part 1a: Summary of Student Learning Outcomes Assessment

<mark>NOTE: If data is missing due to COVID-19 transition issues, please describe these issues, their impact on your ability to assess student learning, and what, if anything, will change as a result.</mark>

a. What learning outcomes did you assess this past year? If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.	b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What were your expectations for student performance?	d. What were the actual data/results?	e. Responsible instructor/methods for sharing results/suggested changes for improvement
1.Outcome 1.1: Students are able to demonstrate a working knowledge of various concepts in marketing research	Midsem, and final exam questions; MKTG338	A score of 70% or better will be earned by 70% of the students.	77% students scored more than 70% or better	- Marketing faculty (S. Bhowmick). Findings are shared and discussed with program faculty using canvas
2. Outcome 1.2: Students are able to identify business problems or opportunities to develop measurable research problems relevant to decision making in marketing	Request for research proposal identifying and describing specific research problems (RFP) assignment as part of a business project; MKTG338	A score of 80% or better will be earned by 70% of the students.	95% students scored more than 70% or better	- Marketing faculty (S. Bhowmick). Findings are shared and discussed with program faculty using canvas -specific directions and new examples have been referred in the fall 2023 coursework for improved understanding of conceptual models
3.Outcome 1.3: Students are able to develop measurement tools to collect data	A survey design assignment; MKTG338	A score of 70% or better will be earned by 70% of the students.	80% students scored more than 70% or better	-Marketing faculty (S. Bhowmick). Findings are shared and discussed with program faculty using canvas - -Web-based survey software, Qualtrics is taught extensively to achieve this goal. New videos on Qualtrics tutorials referred. -Apart from SPSS, R-studio is introduced
Outcome 1.4: Students are able to analyze, interpret, and present research findings	final project report presenting results in oral and written formats. MKTG338	A score of 70% or better will be earned by 70% of the students	80% students scored more than 70% or better	-Marketing faculty (S. Bhowmick). Findings are shared and discussed with program faculty using canvas.

Note: *If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.*

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)

Marketing

Number of Majors Enrolled			
	Cohort Graduation %		
Student Level	Fall 2022	Fall 2023	Fall 2024
Undergraduate			
Percentage changes			

Marketing ()

What worked well in supporting student success this year? **In person data labs, guided in class.**

What are the most significant opportunities for improvement upon which to focus in the coming year?
More low stake, ungraded data lab practices.

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?)

--Students are doing well on: understanding concepts, scale design and survey question development, working on SPSS. These are critical career skills needed in marketing jobs. Success measures in these learning outcomes provide greater opportunities for students to succeed in getting effectively employed.

--Since targets were met for Outcome 1.1, the current teaching strategies employed are meeting the desired results.

-- During AY 2023/24 Outcomes 1.1, 1.2, 1.3, and 1.4 were assessed. Targets were met or exceeded for all outcomes.

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: no significant changes**
4) **how this information will be shared with other stakeholders: Discuss with other area faculty**

Student Outcomes Assessment & Success Report Evaluation AY 23-24

Program: Marketing 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.

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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 understanding 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.)	<<Be sure that the exam scores used for LO 1.1 come only from the exam questions aligned to that LO, rather than the overall score on the exam that likely includes measures of other LOs as well. <<The form used is several years outdated. Please be sure to use the most current form next time, as it will prompt you to include this information that is missing. You can get this from your	Developing

			department chair or your Associate Dean.	
Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used The established performance goal reflects reasonably high expectations for students in the program Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used Faculty insights gained from findings are discussed When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described		Mature
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.		Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.) Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders	Very little information provided in Part 2 to evaluate this criterion	Undeveloped

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

a. What learning outcomes did you assess this past year? If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.	b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What were your expectations for student performance?	d. What were the actual data/results?	e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? *Can expand on this in Part 2.*
1. Apply problems solving methods: *Students will apply the processes and tools of business analytics to a wide range of problems to support informed decision making.*	OSCM 310, case study 3 (simulation case study, analysis and report), Fall 2023	Students should (A) demonstrate mastery of concepts; (B) apply concepts and make recommendations; (C) use tools effectively; and (D) communicate results in a clear and understandable manner	16 students enrolled; (A) Concepts: 81% Proficient, 19% Acceptable. 100% met expectations. (B) Application: 81% Proficient, 19% Acceptable. 100% met expectations. (C) Tools: 100% Proficient. 100% met expectations. (D) Communication: 63% Proficient; 31% Acceptable; 6% Deficient. 94% met expectations. Overall: 44% Proficient; 50% Acceptable; 6% Deficient. 94% met expectations	Overall, students performed at a satisfactory level in this cycle. Changes were made after the last assessment of this case study, including (1) new course materials (examples) posted to the LMS, (2) new videos to rehash important concepts and use of tools, and (3) class discussions focusing on results and implications of analyses. These changes appear to have had a positive impact on student success, as we see that all but one student (that is, 94% of the class) performed at a high level. This is an improvement over the last assessment cycle, where 91% met expectations. Moving forward, materials will be added to each unit, including videos of key concepts, so that students can go back and rewatch or rehash whenever they need to. In addition,

				discussions of results of implications will be continued.

Student Outcomes Assessment & Success Report Evaluation AY 23-24   Program: Operations & Supply Chain 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.		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 understanding 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.)	<<The form used is several years outdated. Please be sure to use the most current form next time, as it will prompt you to include this information that is missing. You can get this from your	Developing

			department chair or your Associate Dean.	
Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to performance goals, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used The established performance goal reflects reasonably high expectations for students in the program Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used Faculty insights gained from findings are discussed When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described	<<The expectations are qualitatively described, but give no clear information about what performance level constitutes sufficient mastery. This is hinted to in the way the results are described, but it unclear to the reader.	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.		Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.) Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders	This information is not provided. In the current form there are 3 total sections, and the report only addresses the first.	Undeveloped

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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.

INDIANA STATE UNIVERSITY

Academic Program:	Organizational Leadership and Supervision	Date:	11-25-24
Author(s):	Cindy Crowder, Associate Dean		
Given the ongoing changes to the university website, this year's report does not ask you to indicate whether assessment documents on the university website are up to date. If the program learning outcomes, curriculum map, or assessment plan have been updated in the past year, please submit copies of the updated documents with this report.			
How is this program offered? If "Both," data should be disaggregated by campus and distance students to ensure any outcome differences by modality can be examined.		___ Campus ___ Distance _x__ 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.			
Objective 1 - Solve Problems; Develop strategies to address work-life integration in organizations	HRD 355	Training Program	Rubric	80% enrolled will earn at least a 70 score	20 of the 24 students achieved a score of 70 or higher	Fall 2020: 86% 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?	The assignment introduced students to effective problem-solving techniques that were applied to a workplace scenario. The majority of students demonstrated their abilities to develop strategies to address work-life integration within the organizations.

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.

Updated August 2024

INDIANA STATE UNIVERSITY

What student success indicators are strong or trending positively?	There was an enrollment decline from 2018-2021, but the number of students in the major is increasing once again. Rebranding the program within the Scott College of Business is contributing to the enrollment growth and can be used to promote the program further.
What student success indicators are concerning?	Limited faculty resources resulted in the cancellation of 2 classes in the 2023-24 AY, so only 1 outcome is being measured. Providing consistency in the courses and the program are vital to student success. University requirements (45 hours @ 3/400 level, 30 hours of residency, and NNL pathway) tend to create hurdles for these adult learners who are transferring in 70-100+ credit hours.
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/).*	As a degree completion program, OLS does not have first-time, full-time freshmen as undergraduate majors. The students are working full-time and enroll primarily as part-time students, so the data on the program profile do not reflect the student population within the major.

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.	As with the annual review in 2020 for this outcome, students were able to demonstrate their abilities to assess the work/family life responsiveness of organizations and discuss the critical challenges facing individuals, families, employers, and society in managing work, family, and life. Through this assignment, students exhibited critical thinking as readers and writers by providing compelling arguments and recommendations to real-world situations in the workplace.
Based on the findings, what are the top priorities to address and what actions are planned to maintain strong performance and/or improve student learning and success?	The program must continue to offer practical assignments that provide opportunities for the students (who are current working adult) to practice what they have learned in class and enhance their career success, as well as prepare them to move to the next level.
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*	To improve the visibility of the program, the college needs to be clear about its purpose and aims. The university needs to restructure prior learning

INDIANA STATE UNIVERSITY

followed up with consultation with appropriate university officials (e.g., Deans, ISU Foundation, Enrollment Management, etc.).	assessment (PLA) to allow for credit at the 3/400 level requirement and allow credit toward the 30 hours of residency.
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?	Initially, only 1 outcome was on the measurement plan for 2024-25; however, 2 outcomes from 2023-24 will be added to the annual review due to cancellation of those courses. • Objective 3 - Think Critically; Achieve the ability to make objective decisions • Objective 1 - Solve Problems; Develop a comprehensive model for team • building • Objective 1 - Solve Problems; Interact with team members to communicate and solve problems Faculty will be notified of the data collection before the semester begins to ensure they have included the appropriate assignment in their syllabus.
Describe faculty involvement in assessment and data analysis, and how will findings be shared with faculty and applicable stakeholders?	Assessment results will be shared with faculty, Department Chairs, Associate Dean, Dean, and University's Assessment and Accreditation Coordinator via Teams and will be discussed at College CAAC.

INDIANA STATE UNIVERSITY

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.		___ Campus ___ Distance ___ Both	

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

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?

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INDIANA STATE UNIVERSITY

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.

INDIANA STATE UNIVERSITY

Student Outcomes Assessment & Success Report Evaluation AY 23-24   Program: Organizational Leadership & Supervision 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 understanding 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.		The established performance goal for each outcome is clearly stated relative to the measure/evaluation tool used The established performance goal reflects reasonably high expectations for students in the program Actual student performance data on assessment measures is shared relative to the established performance goal and (when applicable) the evaluation tool used Faculty insights gained from findings are discussed When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described		Mature
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.		Multiple program faculty are involved in the assessment process (ex: data collection, analysis, reporting, etc.) Plans for maintaining strong performance and/or improving student learning are clearly informed by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty Data from prior assessments of outcomes is reviewed, with changes over time and potential impact of prior interventions or other intervening factors discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders		Mature

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