

2016 Student Learning Assessment Report for Indiana State University

Office of Assessment and Accreditation

Fall 2016

Purpose

ISU's faculty engages in assessment to understand and improve student learning. This work also provides evidence to the Higher Learning Commission, the university's regional accrediting agency, that ISU adheres to Criterion Four, Teaching and Learning: Evaluation and Improvement:

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.

I. Student Learning Assessment in the Foundational Studies Program

The Foundational Studies (FS) program is designed to support students' attainment of ten learning goals that span the undergraduate curriculum:

1. Locate, critically read, and evaluate information to solve problems.
2. Critically evaluate the ideas of others.
3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history).
4. Demonstrate an appreciation of human expression through literature and fine and performing arts.
5. Demonstrate the skills for effective citizenship and stewardship.
6. Demonstrate an understanding of diverse cultures within and across societies.
7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context.
8. Demonstrate an understanding of the ethical implications of decisions and actions.
9. Apply principles of physical and emotional health to wellness.
10. Express themselves effectively, professionally, and persuasively both orally and in writing.

In Academic Year 2015-16, the university conducted assessments that provided indirect information about students' achievement of these learning goals: Course evaluations, the

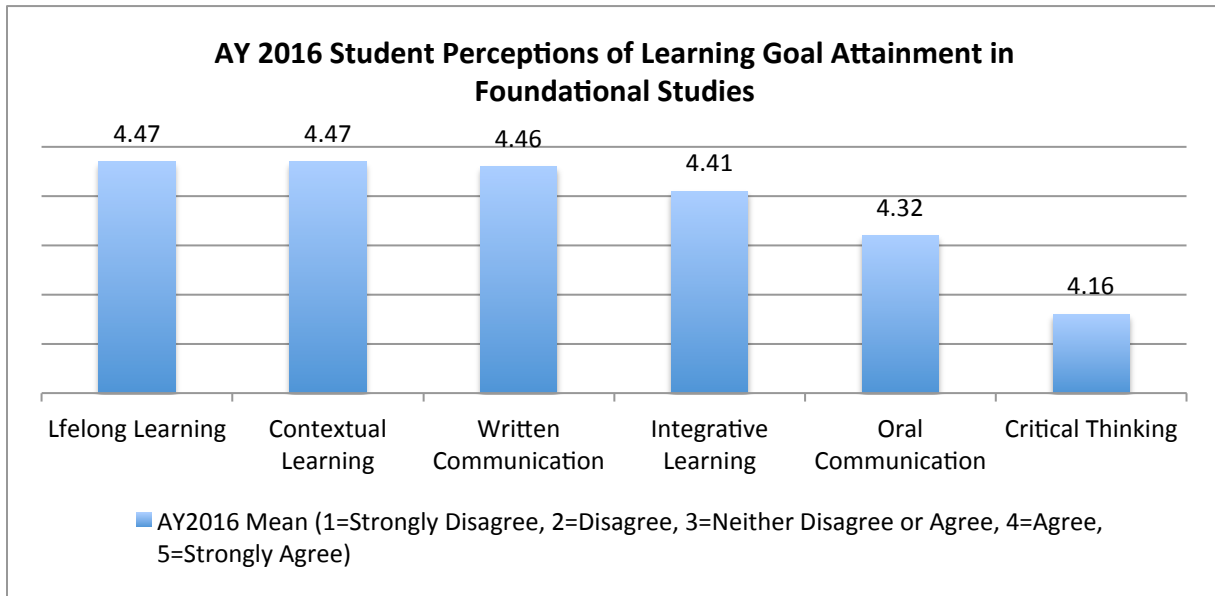
National Survey of Student Engagement (NSSE), and the Faculty Survey of Student Engagement (FSSE).

Course Evaluations

Course evaluations are administered in all classes at ISU. Since fall 2015, many evaluations have included statements designed to ascertain how well FS courses enable students to develop skills pertinent to established learning goals. Examples follow:

- This class helped me improve my public speaking skills.
- I developed skills for small group communication.
- This course improved my ability to find, use, and cite evidence.
- I learned how to make a persuasive argument.
- This course helped me learn about and practice the various stages of the writing process.
- The assignments strengthened my ability and confidence as a writer.
- The instructor incorporated writing into the course through essay questions on exams and/or paper(s).
- This course improved my ability to think critically.
- In the laboratory part of this course, I gathered and analyzed data.
- The laboratory part of this course increased my ability to come up with hypotheses.
- This course helped me to understand the scientific method.
- I was required to complete an extended project or presentation that asked me to analyze the course.
- This course helped me use an historical perspective to understand the world today.
- This course helped me understand the origins and consequences of historical events and developments.
- This course helped me to think independently about the subject matter.
- This course challenged me to think about things in new ways.
- This course helped me to understand the course topic(s) from multiple perspectives.
- This course gave me insights and skills that I can use in other courses.
- This course has made me more curious about the world, and it has stimulated my desire to learn.

The fall 2015, spring 2016, and summer 2016 course evaluations provided data from sixty-one lower- and upper-division FS courses (at least one per college, with the preponderance coming from Arts & Sciences). Nearly 11,000 responses were recorded (note, however, that this number includes duplicate headcounts). Responses were geared to a five-point Likert scale: 1=Strongly disagree, 2=Disagree, 3=Neither disagree or agree, 4=Agree, 5=Strongly agree. To facilitate analysis, responses were aggregated into five categories: Written communication, oral communication, critical thinking, historical/contextual learning, integrative learning, and lifelong learning. A summary of the results of Academic Year 2016 evaluations is shown below. Detailed results are included in Appendix 1.



As the chart shows, students agreed that their FS courses addressed key learning goals. Analysis shows that there were no significant differences between fall and spring responses. Summer responses generally were higher (and the N's much smaller), though the only three courses students rated below "3" were summer courses. The Office of Assessment and Accreditation will continue to analyze course evaluation data annually and to share the results with the University College Council. Over time, trends may become apparent that warrant additional scrutiny.

National Survey of Student Engagement/Faculty Survey of Student Engagement

In spring 2016, ISU administered both the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE). Five hundred-sixteen freshmen, 477 seniors, and 262 faculty members participated. While NSSE and FSSE do not focus specifically on FS courses, survey responses do provide additional information about students' attainment of institutional learning goals most likely associated with the FS program.

As the chart below shows, neither faculty nor students indicated a significantly high level of agreement that they taught/made gains in these ten areas. Upper-division faculty and students noted above-average attention to writing clearly and effectively. Faculty members' responses suggest that they emphasized quantitative reasoning less than the other skills (though these results may reflect respondents' disciplines more than anything else); student responses suggest they made the fewest gains in citizenship. The learning goal faculty and students agreed that they emphasized/developed the most is critical thinking-- though there is a fairly large gap in the percentage selecting "very much" or "quite a lot" (i.e., 96% of upper-division faculty v. 80% of seniors).

2016 FSSE/NSSE: Focus on Institutional Learning Goals

Percentage of faculty who reported substantially structuring their selected course section so that students learn and develop in the following areas:			Percentage of students indicating that the institution has contributed to their knowledge, skills, and personal development in the following areas:		
		Very much or quite a lot			Very much or quite a lot
Writing clearly and effectively	LD	55%	Writing clearly and effectively	FY	67%
	UD	76%		SR	73%
Speaking clearly and effectively	LD	50%	Speaking clearly and effectively	FY	62%
	UD	61%		SR	64%
Thinking critically and analytically	LD	90%	Thinking critically and analytically	FY	73%
	UD	96%		SR	80%
Analyzing numerical and statistical information	LD	33%	Analyzing numerical and statistical information	FY	55%
	UD	40%		SR	59%
Acquiring job- or work-related knowledge and skills	LD	49%	Acquiring job- or work-related knowledge and skills	FY	60%
	UD	73%		SR	70%
Working efficiently with others	LD	60%	Working efficiently with others	FY	67%
	UD	67%		SR	69%
Developing or clarifying a personal code of values and ethics	LD	43%	Developing or clarifying a personal code of values and ethics	FY	57%
	UD	59%		SR	64%
Understanding people of other backgrounds(economic, racial/ethnic, political, religious, nationality, etc.)	LD	57%	Understanding people of other backgrounds(economic, racial/ethnic, political, religious, nationality, etc.)	FY	63%
	UD	58%		SR	60%
Solving complex real-world problems	LD	56%	Solving complex real-world problems	FY	56%
	UD	67%		SR	60%
Being an informed and active citizen	LD	62%	Being an informed and active citizen	FY	58%
	UD	60%		SR	52%

We expect to see some differences in students' perceptions of what they learned and faculty members' perceptions of what they taught, just as we expect to see more agreement as students mature (and we do). The question is, how large a gap in perception is acceptable? The answer depends on how crucial a learning goal is to the university's mission and how comparable ISU students' responses are to those of students at peer institutions.

The chart below compares ISU students' responses to those of their peers at the Great Lakes Public universities and Carnegie Class institutions (Doctoral/Moderate Research). It shows that ISU students rated their gains in critical thinking three to four percentage points lower than their peers did:

2016 NSSE Results: Focus on Institutional Learning Goals				
Percentage of students indicating that the institution has contributed to their knowledge, skills, and personal development in the following areas:				
		Indiana State	Great Lakes Public	Carnegie Class
		Very much & Quite a bit	Very much & Quite a bit	Very much & Quite a bit
Writing clearly and effectively	FY	67%	62%	70%
	SR	73%	68%	76%
Speaking clearly and effectively	FY	62%	55%	61%
	SR	64%	66%	68%
Thinking critically and analytically	FY	73%	76%	77%
	SR	80%	83%	84%
Analyzing numerical and statistical information	FY	55%	57%	54%
	SR	59%	64%	63%
Acquiring job- or work-related knowledge and skills	FY	60%	55%	55%
	SR	70%	67%	68%
Working efficiently with others	FY	67%	64%	66%
	SR	69%	71%	74%
Developing or clarifying a personal code of values and ethics	FY	57%	55%	60%
	SR	64%	58%	66%
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc)	FY	63%	59%	62%
	SR	60%	60%	64%
Solving complex real-world problems	FY	56%	54%	56%
	SR	60%	61%	64%
Being an informed and active citizen	FY	58%	53%	55%
	SR	52%	52%	58%

Responses to most of these survey items vary so much from group to group and class level to class level that it is difficult to make other valid generalizations about the results. But one other

generalization is worth noting: ISU students rated their gains in acquiring job- or work-related knowledge and skills two to five percentage points higher than their peers did.

Next Steps

The University College Council recently implemented a four-year schedule to directly assess four key Foundational Studies learning goals: Critical thinking, quantitative literacy, written communication, and oral communication. In 2016-17, the focus will be critical thinking, and at least one hundred student artifacts will be collected from selected UF courses this fall. In spring, the Assessment Council will score the artifacts using the critical thinking VALUE rubric developed by the Association of American Colleges and Universities. In addition, a survey currently is underway that asks FS instructors to identify the learning goals they're addressing in their courses. The goal is to use this information to map Foundational Studies courses to the program's learning outcomes so that UF leaders can identify gaps and inconsistencies.

Coincidentally, ISU recently re-engaged with the Multi State Collaborative to Advance Quality Student Learning, and as part of that initiative is required to collect at least one hundred student artifacts annually for each of three learning goals: Critical thinking, writing, and quantitative reasoning. The campus-based project will work in tandem with the statewide project, and the artifacts collected for the former will be submitted to the state for assessment as well. These direct assessments of ISU students' critical thinking (and other) skills will complement the indirect assessments provided by the course evaluations and NSSE/FSSE surveys and help determine ISU's next steps.

II. Student Learning Assessment in the Major

Background

In spring 2016, the University Assessment Council approved revisions to ISU's student learning assessment process that shifted its focus from compliance to quality, in addition to making it simpler, more transparent, and more cost effective. The new process requires each program to develop and maintain an outcomes library and a curriculum map and to submit a single annual report called "The Student Learning Summary Report" (See Appendix 2).

"The Student Learning Summary Report" (SLSR) has two parts. In Part One, the assessment contact (program director, chair, or assessment coordinator) lists 1) the program-level learning outcomes that were assessed in the previous academic year; 2) the methods used to assess them; 3) expectations for student performance; 4) actual results; 5) individuals responsible for collecting and analyzing assessment information; and 6) means of sharing the results.

In Part Two, the contact explains the discoveries, changes, and improvements the program has made or plans to make in light of what the faculty has discovered about their students' learning in particular, but also about the curriculum, departmental practices or processes, the assessment plan itself, and so on. Many programs are able to complete the new SLSR form in as few as two or three pages.

Note that the SLSR is not an assessment *plan*: It is a summary of the program’s assessment-related activities, results, reflections, and plans for future improvements.

Process

The associate deans in each of the colleges provided their programs’ SLSRs to the Coordinator of Assessment and Accreditation, who assessed the reports using a rubric that addresses four key areas: Student learning outcomes, measures and performance goals, results, and engagement and improvement. Primary traits associated with each category are grouped by levels of achievement: 0=“Undeveloped,” 1=“Developing,” 2=“Mature,” and 3=“Exemplary.” (See the rubric in Appendix 3.) The Coordinator also provided each program with a summary of strengths, concerns, and recommendations for improvement.

Overview

The Coordinator reviewed ninety-eight SLSRs, fifty-six from undergraduate programs, forty-one from graduate programs, and one report from Cunningham Memorial Library. A summary is shown below; a complete list is available in Appendix 4.

2016 ISU Student Learning Summary Reports

College	Undergraduate Reports	Graduate Reports	Total
Bayh College of Education	3	15	18
College of Arts and Sciences	27	10	37
College of Health and Human Services	14	14	28
College of Technology	1	1	2
Scott College of Business	11	1	12
Cunningham Memorial Library			1

In 2015-16, these programs assessed a total of 685 outcomes using a variety of direct and indirect methods. Students met established performance expectations for 79% of the outcomes for which results were reported. Overall, the colleges’ reports earned an average rating of 1.93 (between “Developing” and “Mature”). Details are provided below.

Analysis

In May 2016, the National Institute for Learning Outcomes Assessment (NILOA) issued “[Higher Education Quality: Why Documenting Learning Matters](#),” a policy statement on effective assessment. This paper identifies five key elements of effective student learning assessment:

1. Develop specific, actionable learning outcomes statements.
2. Connect learning goals with actual student assignments and work.
3. Collaborate with the relevant stakeholders, beginning with the faculty.
4. Design assessment approaches that generate actionable evidence about student learning that key stakeholders can understand and use to improve student and institutional performance.

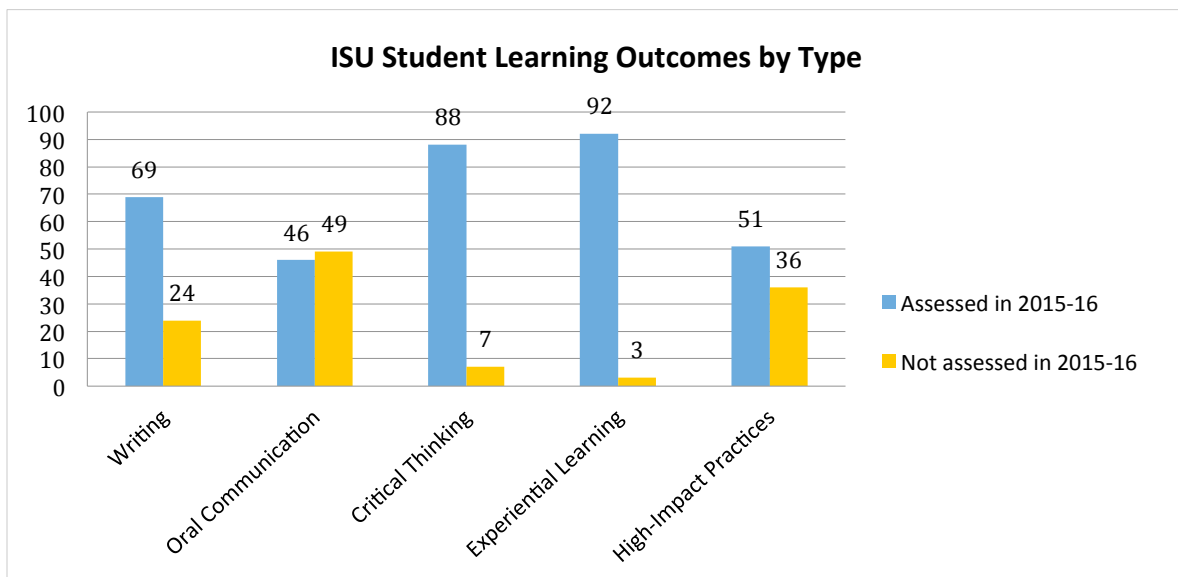
5. Focus on improvement and compliance will take care of itself.

It thus provides an appropriate and timely framework for examining ISU’s SLSRs.

1. Develop specific, actionable learning outcomes statements.

To provide direction for improvement, learning outcomes must be clear, specific, and measurable. Fifty-three of ninety-seven academic program reports (55%) earned a score of 2.0 or better for developing outcomes that met these criteria, in addition to being important, student-centered, program-level outcomes. Overall, the university’s programs earned an average score of 1.93 in this category. The most common weaknesses were failing to identify the learning outcomes; using vague verbs that cannot be measured (as in, “Students will *understand* ethical principles and practices”) and thus that do not make expectations clear (compare, “Students will recognize, articulate, and apply ethical principles to real world situations”); and assessing narrow, course-level outcomes rather than broader program-level outcomes (e.g., “Students will analyze a political position,” as opposed to “Students will analyze and critique a wide range of political issues using social scientific reasoning and theories”).

ISU programs assessed 685 outcomes in 2015-16. The number ranged from a high of forty-one (Social Work) to a low of one; the average was seven. The primary focus of the university’s learning outcomes is to ensure that students have ample experiential learning opportunities. Almost half of ISU’s programs assessed their outcomes using high-impact practices proven to increase student learning and students’ retention of what they learn (e.g., field experiences, internships, capstone course, and collaborative projects). As the chart below shows, many programs also addressed key institutional learning goals:



Please note that this chart is not comprehensive: It reflects only those outcomes assessed in 2015-16. Most programs assess their learning outcomes in a three-to four-year cycle.

2. Connect learning goals with actual student assignments and work.

One key to ensuring that assessment is both effective and efficient is to base it on faculty-developed assignments that clearly align with program learning outcomes. Overall, the colleges' programs earned an average rating of 1.94 for their assessment measures and expectations. Sixty-one of ninety-seven (about 63%) earned a 2.0 or better; the range was .5 to 2.75.

At ISU, the most commonly used direct assessment measures are exams and field experiences (clinicals, internships, student teaching, etc.). Other common measures include papers, presentations, lesson plans, projects, lab reports, and portfolios. Programs that performed exceptionally well in the "measures" category described their assessment methods clearly (not "group project" but "Collaborative presentation of project management plan assessed by a set rubric") to demonstrate that the measure was appropriate to the outcome. They also summarized the assessment rubrics' content to clarify the specific kinds of knowledge and skills students were required to demonstrate, in addition to including the rubrics in the college's assessment site in Blackboard.

A new requirement this year is that each program must employ an indirect assessment measure. Twenty-eight programs identified indirect measures, most commonly exit surveys and interviews. Many other programs indicated that they had plans to develop them.

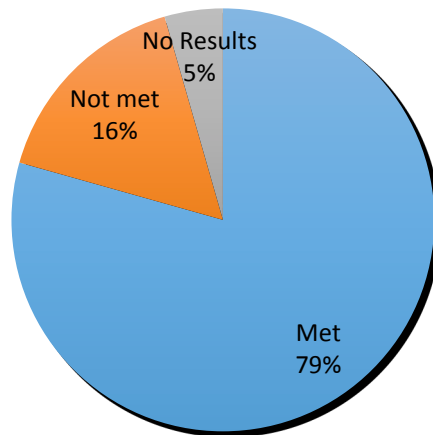
3. Collaborate with the relevant stakeholders, beginning with the faculty.

This criterion is included among several assessed as part of the "engagement and improvement" category. Most programs provided evidence that assessment information was shared widely and regularly with the faculty, though much of the work of analyzing results and developing recommendations to address them solely was the responsibility of the program coordinator. Three of the five colleges at ISU have an assessment committee and an assessment coordinator to support the faculty's work. Very few programs mentioned involving students or external stakeholders (alumni, advisory board members, etc.) in assessment activities, though they may in fact do so.

4. Design assessment approaches that generate actionable evidence about student learning that key stakeholders can understand and use to improve student and institutional performance.

In the results section of the reports, the average score was 1.90; sixty-three of ninety-seven or about 65% of programs earned a "Mature" rating. Altogether, programs used 916 methods to assess their outcomes and reported 880 results. Students met 79% of all performance goals (or 83% of those for which results were available).

Attainment of ISU's 2015-16 Learning Outcomes



Meeting a performance goal is not in itself evidence of quality, of course. Some programs set standards too low, so that it is inevitable students will meet them. Others set aspirational standards students are unlikely to meet. Any judgments about the “quality” of assessment results thus are program-dependent.

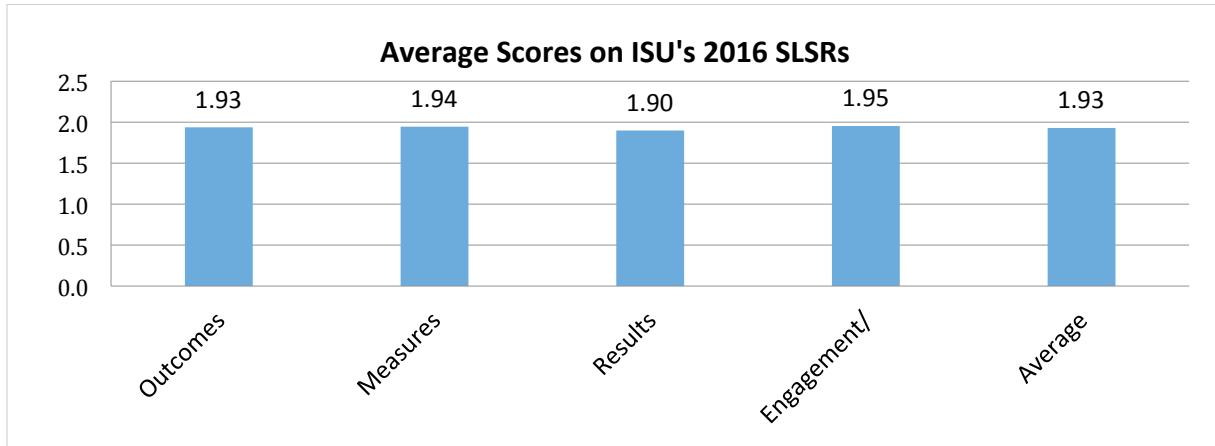
The most “Mature” SLSRs provided enough detail to demonstrate that results were accurate, valid, and pertinent to the outcome assessed—evidence that cannot be demonstrated solely by a general summary of how many students met the outcome. The feedback most commonly offered on this section of the SLSR was that programs should *interpret* the numerical results, not just list them. A program cannot improve student learning if it doesn’t know *precisely* what students know/can do and don’t know/can’t do. Conversely, the more specific the results, the more likely the program is to be able to develop actionable plans for improvement.

5. Focus on improvement and compliance will take care of itself.

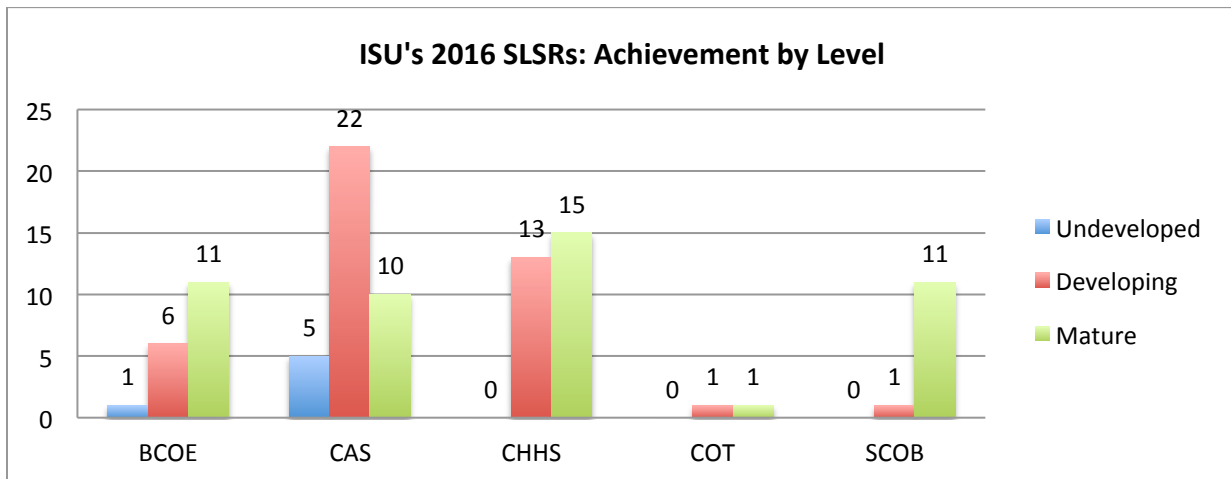
Programs assess student learning primarily because they want to know if students are meeting their learning goals (and if not, to develop means of helping them do so), and only secondarily to satisfy their accreditors. A few programs in each college reported improvements in student learning (typically improved skills or exam scores). While there is no expectation that student learning will improve in every program every year, there *is* the expectation that programs will *try* to improve learning. And indeed, a majority of programs reported *plans* to improve learning (e.g., increasing emphasis on the outcomes students perform less well in, revising assignments to clarify expectations, providing students with additional and/or earlier feedback, revising the curriculum) or more often, related assessment processes (e.g., collecting more meaningful data to drive plans for improvement, simplifying the assessment plan, increasing faculty participation in assessment).

Summary

As a whole, ISU programs earned their highest scores in the “Engagement/Improvement” section of the SLSR and their lowest scores in the “Results” section. However, as the chart below shows, the university average was only slightly below 2.0 (“Mature”) in all four categories as well as overall:



The next chart shows programs’ level of achievement by college. Altogether, six programs (6%) earned ratings below 1 (“Undeveloped”), forty-three programs (44%) earned ratings between 1 and 2 (“Developing”), and forty-eight programs (50%) earned ratings of two or higher (“Mature”):



Programs that earned the “Mature” designation are acknowledged in the appendix.

Recommendations

In the spirit of continuous improvement, all programs have been encouraged to review the SLSR feedback they received from the Assessment and Accreditation Coordinator and to develop a plan to address program-specific recommendations as soon as possible. Certain recommendations were common to many programs:

1. Ensure that learning outcomes are clear, measurable, important, program-level outcomes.
2. Provide brief but thorough, relevant, supported analysis and reflection.
3. Clarify the connections among outcomes, measures, results, and plans for improvement.
4. Focus on student learning. Be exact about what students know and can do/don't know and can't do. Identify relevant new plans for increasing their achievement, and discuss the impact of previous changes. Demonstrate that the programs are using the information they collect.
5. Involve additional stakeholders in the assessment process.
6. Make learning outcomes and results accessible by including them on web sites and other appropriate venues.

Two additional recommendations are crucial to strengthen the university's assessment structure and system.

1. Three colleges have invested in in-college leadership in the form of an Assessment Coordinator and/or Assessment Council, and the positive impact of these structures is visible in the quality of their reports and the timeliness of their submissions. All colleges should invest in assessment leadership and structures.
2. All colleges should ensure that every program documents its assessment efforts by submitting an SLSR. Ninety-seven academic programs submitted SLSRs in 2016. This represents about 70% of the programs ISU offers.

2015-2016 Foundational Studies Class Evaluation Summary

ORAL COMM	<i>This class helped me improve my public speaking skills.</i>					
	Course	Term	Number of Ratings	Mean	Median	SD
	COMM 101	Fall 2015	981	4.19	4.00	0.98
		Spring 2016	677	4.2	4.00	0.93
		Summer 2016	29	4.45	5.00	0.95
		TOTAL	1687	4.28	4.33	0.95

ORAL COMM	<i>This class helped me improve my interpersonal communication and relationship skills.</i>					
	Course	Term	Number of Ratings	Mean	Median	SD
	COMM 101	Fall 2015	981	4.20	4.00	0.98
		Spring 2016	677	4.18	4.00	0.96
		Summer 2016	29	4.62	5.00	0.82
		TOTAL	1687	4.33	4.33	0.92

ORAL COMM	<i>I developed skills for small group communication.</i>					
	Course	Term	Number of Ratings	Mean	Median	SD
	COMM 101	Fall 2015	981	4.20	4.00	0.99
		Spring 2016	677	4.19	4.00	0.94
		Summer 2016	29	4.52	5.00	0.87
		TOTAL	1687	4.30	4.33	0.93

ORAL COMM	<i>This course improved my ability to find, use, and cite evidence.</i>					
	Course	Term	Number of Ratings	Mean	Median	SD
	COMM 101	Fall 2015	981	4.15	4.00	1.02
		Spring 2016	677	4.12	4.00	1.01
		Summer 2016	29	4.52	5.00	0.89
		TOTAL	1687	4.26	4.33	0.97

ORAL COMM	<i>I learned how to make a persuasive argument.</i>					
	Course	Term	Number of Ratings	Mean	Median	SD
	COMM 101	Fall 2015	981	4.16	4.00	1.01
		Spring 2016	677	4.21	4.00	0.94
		Summer 2016	29	4.55	5.00	0.87
		TOTAL	1687	4.31	4.33	0.94

ORAL COMM	<i>Class instruction contributed positively to my understanding of public speaking.</i>					
	Course	Term	Number of Ratings	Mean	Median	SD
	COMM 101	Spring 2016	677	4.26	4.00	0.92
		Summer 2016	29	4.59	5.00	0.87
		TOTAL	706	4.42	4.50	0.89

WRITTEN COMM	<i>This course helped me learn about and practice the various stages of the writing process.</i>					
	Course	Term	Number of Ratings	Mean	Median	SD
	ENG 101	Fall 2015	768	4.51	5.00	0.75
		Spring 2016	87	4.45	5.00	0.86
		Summer 2016	69	4.75	5.00	0.47
	ENG 105	Fall 2015	250	4.54	5.00	0.74
		Spring 2016	815	4.43	5.00	0.86
		Summer 2016	7	4.57	5.00	0.79
	ENG 107	Fall 2015	215	4.16	4.00	0.92
		Spring 2016	64	4.30	5.00	1.09
		Summer 2016	1	5.00	5.00	NA
	ENG 108	Fall 2015	69	4.41	5.00	0.88
		Spring 2016	17	4.59	5.00	0.62
	ENG 305	Fall 2015	245	4.19	4.00	0.95
		Spring 2016	251	4.23	5.00	1.02
		Summer 2016	30	4.13	5.00	1.20
	ENG 305T	Fall 2015	127	4.03	4.00	1.07

	Spring 2016	171	4.25	4.00	0.91
	Summer 2016	18	4.06	4.50	1.21
ENG 307	Fall 2015	20	4.70	5.00	0.57
ENG 308	Spring 2016	12	4.92	5.00	0.29
ENG 313	Spring 2016	19	4.47	5.00	0.90
	TOTAL	3255	4.43	4.78	0.85

WRITTEN COMM	<i>This course taught me to consider the importance of audience in writing.</i>					
	Course	Term	Number of Ratings	Mean	Median	SD
	ENG 101	Fall 2015	767	4.48	5.00	0.78
		Spring 2016	87	4.39	5.00	0.89
		Summer 2016	69	4.67	5.00	0.56
	ENG 105	Fall 2015	251	4.48	5.00	0.75
		Spring 2016	815	4.38	5.00	0.90
		Summer 2016	7	4.67	5.00	0.52
	ENG 107	Fall 2015	215	4.05	4.00	1.03
		Spring 2016	64	4.19	5.00	1.07
		Summer 2016	1	5.00	5.00	NA
	ENG 108	Fall 2015	69	4.3	5.00	0.90
		Spring 2016	17	4.47	5.00	0.62
	ENG 305	Fall 2015	245	4.28	5.00	0.94
		Spring 2016	251	4.25	5.00	1.00
		Summer 2016	30	4.23	5.00	1.07
	ENG 305T	Fall 2015	128	4.02	4.00	1.10
		Spring 2016	171	4.25	4.00	0.90
		Summer 2016	18	4.24	4.00	1.03
	ENG 307	Fall 2015	21	4.76	5.00	0.54
	ENG 308	Spring 2016	12	4.83	5.00	0.39
	ENG 313	Spring 2016	19	4.58	5.00	0.61
	TOTAL		3257	4.43	4.80	0.82

WRITTEN COMM	<i>The instructor incorporated writing into the course through essay questions on exams and/or paper(s).</i>					
	Course	Term	Number of Ratings	Mean	Median	SD

ECON 302	Fall 2015	17	4.59	5.00	0.62
ECON 331	Fall 2015	11	4.80	5.00	0.42
ECON 355	Fall 2015	4	4.75	5.00	0.50
	TOTAL	32	4.71	5.00	0.51

WRITTEN COMM	<i>The assignments strengthened my ability and confidence as a writer.</i>					
	Course	Term	Number of Ratings	Mean	Median	SD
	GNDR 450	Fall 2015	22	4.27	4.00	0.70

CRIT THINK	<i>This course improved my ability to think critically</i>					
	Course	Term	Number of Ratings	Mean	Median	SD
	ENG 239	Fall 2015	311	4.17	4.00	0.97
	ENG 338	Fall 2015	73	4.05	4.00	1.04
		TOTAL	384	4.11	4.00	1.01

CRIT THINK	<i>In the laboratory part of this course, I gathered and analyzed data.</i>					
	Course	Term	Number of Ratings	Mean	Median	SD
	BIO 112L	Fall 2015	136	4.64	5.00	0.56
		Spring 2016	184	4.62	5.00	0.66
		Summer 2016	2	4.00	4.00	0.00
	CHEM 100L	Fall 2015	169	4.47	4.00	0.67
		Spring 2016	188	4.59	5.00	0.57
		Summer 2016	7	4.29	5.00	1.50
	ENVI 110L	Fall 2015	208	4.35	4.00	0.75
		Spring 2016	225	4.61	5.00	0.61
		Summer 2016	4	3.75	4.50	1.89
	PHYS 101L	Fall 2015	20	4.55	5.00	0.83
	SCED 100L	Fall 2015	12	4.83	5.00	0.39
		TOTAL	1155	4.43	4.68	0.77

CRIT THINK	<i>The laboratory part of this course increased my ability to come up with hypotheses.</i>					
	Course	Term	Number of Ratings	Mean	Median	SD

BIO 112L	Fall 2015	136	4.41	5.00	0.84
	Spring 2016	184	4.45	5	0.81
	Summer 2016	2	2.50	2.50	2.12
CHEM 100L	Fall 2015	169	4.24	4.00	0.86
	Spring 2016	188	4.37	5	0.74
	Summer 2016	7	4.14	5.00	1.57
ENVI 110L	Fall 2015	208	4.03	4.00	1.06
	Spring 2016	225	4.32	5	0.90
	Summer 2016	4	3.25	3.50	1.71
PHYS 101L	Fall 2015	20	4.00	5.00	1.38
SCED 100L	Fall 2015	12	4.83	5.00	0.39
	TOTAL	1155	4.05	4.45	1.12

CRIT THINK	<i>This course helped me to understand the scientific method. . . .</i>					
	Course	Term	Number of Ratings	Mean	Median	SD
	BIO 112	Fall 2015	157	3.37	4.00	1.33
		Spring 2016	212	3.78	4.00	1.27
		Summer 2016	3	2.33	2.00	1.53
	CHEM 100	Fall 2015	146	3.99	4.00	0.86
		Spring 2016	191	4.04	4.00	0.90
		Summer 2016	11	4.27	5.00	1.27
	ENVI 110	Fall 2015	255	4.02	4.00	1.02
		Spring 2016	222	3.96	4.00	1.03
		Summer 2016	2	4.00	4.00	0.00
	PHYS 101	Fall 2015	20	4.05	4.00	1.15
	SCED 100	Fall 2015	12	4.83	5.00	0.39
		TOTAL	1231	3.88	4.00	0.98

CRIT THINK	<i>I was required to complete an extended project or presentation that asked me to analyze the course.</i>					
	Course	Term	Number of Ratings	Mean	Median	SD
	ACE 350	Fall 2015	39	4.32	5.00	0.93
		Spring 2016	60	4.59	5.00	0.56
		Summer	7	4.86	5.00	0.38

	2016				
AET 330	Fall 2015	135	4.22	4.00	0.81
	Spring 2016	67	4.40	5.00	0.78
	Summer 2016	38	4.54	5.00	0.61
AFRI 312	Fall 2015	49	4.32	5.00	0.89
	Spring 2016	52	4.33	5.00	0.97
AHS 305	Fall 2015	55	4.39	5.00	0.79
	Spring 2016	62	4.36	4.00	0.73
	Summer 2016	10	3.90	4.00	0.99
BUS 401	Fall 2015	54	4.36	5.00	0.76
	Spring 2016	79	4.56	5.00	0.83
	Summer 2016	27	4.35	4.50	0.75
COUN 425	Spring 2016	18	4.39	4.00	0.50
CRIM 355	Fall 2015	3	4.67	5.00	0.58
ECON 302	Fall 2015	17	3.94	4.00	0.75
	Spring 2016	24	4.21	4.50	0.93
	Summer 2016	10	4.44	5.00	0.73
ECON 331	Fall 2015	11	4.55	5.00	0.52
	Summer 2016	4	4.50	4.50	0.58
ECON 355	Fall 2015	4	4.75	5.00	0.50
ELED 457	Fall 2015	8	4.88	5.00	0.76
	Spring 2016	24	4.17	4.00	0.96
ENG 335	Fall 2015	18	4.59	5.00	0.58
ENG 484	Fall 2015	20	4.60	5.00	0.35
	Spring 2016	6	4.83	5.00	0.41
ENG 486	Spring 2016	18	4.78	5.00	0.55
ENG 487	Fall 2015	12	4.42	4.50	0.67
	Summer 2016	2	5.00	5.00	0.00
ENVI 310	Spring 2016	23	4.18	5.00	1.22
	Summer 2016	9	4.56	5.00	0.73
ENVI 360	Fall 2015	15	4.13	4.00	0.83
	Spring 2016	33	4.06	4.00	0.93
ENVI 361	Fall 2015	32	3.59	4.00	1.31
	Summer 2016	4	3.75	4.00	0.50
ENVI 419	Fall 2015	13	3.33	3.50	1.30
	Summer	1	5.00	5.00	NA

	2016				
ENVI 423	Fall 2015	47	4.13	4.00	0.89
	Spring 2016	73	4.10	4.00	1.03
	Summer 2016	17	4.06	5.00	1.29
ENVI 460	Spring 2016	30	4.40	4.50	0.67
EPSY 401	Fall 2015	8	3.75	4.00	1.04
	Spring 2016	15	4.33	5.00	0.82
GNDR 402	Spring 2016	10	4.10	4.00	1.20
GNDR 450	Fall 2015	22	4.68	5.00	0.57
	Summer 2016	4	4.25	4.50	0.96
HIST 320	Fall 2015	23	4.17	4.00	0.98
	Summer 2016	4	3.75	3.50	0.96
HIST 336	Spring 2016	13	4.31	4.00	0.75
HIST 345	Spring 2016	23	3.77	4.00	1.19
	Summer 2016	7	4.67	5.00	0.82
LLL 350	Spring 2016	6	3.83	3.50	0.98
	Summer 2016	2	5.00	5.00	NA
MUS 300	Fall 2015	27	4.19	5.00	1.13
	Spring 2016	52	4.37	5.00	0.89
	Summer 2016	9	4.44	5.00	0.73
MUS 350	Fall 2015	8	4.88	5.00	0.35
NURS 486	Spring 2016	63	4.56	5.00	0.59
	Summer 2016	13	4.69	5.00	0.48
PE 333	Fall 2015	22	4.23	5.00	1.07
	Summer 2016	9	4.89	5.00	0.33
PHIL 313	Spring 2016	11	3.91	4.00	1.22
PHYS 360	Spring 2016	35	4.03	4.00	1.04
PSCI 479	Spring 2016	13	4.46	5.00	0.66
PSY 350	Spring 2016	39	4.66	5.00	0.58
PSY 485	Fall 2015	18	4.71	5.00	0.47
	Spring 2016	28	4.68	5.00	0.55
SOC 302	Fall 2015	25	4.40	4.00	0.58
	Spring 2016	23	4.65	5.00	0.49
	Summer 2016	7	4.14	4.00	0.69
SOWK 450	Spring 2016	14	3.86	5.00	1.88

SOWK 494	Spring 2016	36	4.67	5.00	0.63
TMGT 421	Fall 2015	32	4.42	5.00	0.67
	Spring 2016	27	4.41	5.00	0.93
	Summer 2016	3	3.33	4.00	2.08
	TOTAL	1881	4.35	4.61	0.80

CRIT THINK	<i>This course helped me to think independently about the subject matter.</i>					
	Course	Term	Number of Ratings	Mean	Median	SD
	NURS 486	Fall 2015	25	4.24	4.00	0.96

CRIT THINK	<i>This course challenged me to think about things in new ways.</i>					
	Course	Term	Number of Ratings	Mean	Median	SD
	ECON 302	Fall 2015	17	4.53	5.00	0.72
	ECON 331	Fall 2015	11	4.55	5.00	0.52
	ECON 355	Fall 2015	4	4.75	5.00	0.50
		TOTAL	32	4.61	5.00	0.58

CRIT THINK	<i>This course increased my ability to tell others about the importance of science and technology...</i>					
	Course	Term	Number of Ratings	Mean	Median	SD
	BIO 112	Spring 2016	212	3.70	4.00	1.30
		Summer 2016	3	2.67	3.00	1.53
	CHEM 100	Spring 2016	191	3.96	4.00	1.02
		Summer 2016	11	4.36	5.00	1.21
	ENVI 110	Spring 2016	222	4.04	4.00	1.07
		Summer 2016	2	3.00	3.00	2.83
		TOTAL	641	3.62	3.83	1.49

INTEGRATE	<i>This course helped me to understand the course topic(s) from multiple perspectives. . .</i>					
	Course	Term	Number of Ratings	Mean	Median	SD

ACE 350	Fall 2015	39	4.58	5.00	0.86
	Spring 2016	60	4.64	5.00	0.55
	Summer 2016	7	4.71	5.00	0.49
AET 330	Fall 2015	135	4.10	4.00	0.99
	Spring 2016	67	4.21	4.00	0.91
	Summer 2016	38	4.59	5.00	0.64
AFRI 312	Fall 2015	49	4.32	4.00	0.81
	Spring 2016	52	4.39	5.00	0.94
AHS 305	Fall 2015	55	4.26	4.50	0.96
	Spring 2016	62	4.16	4.00	1.01
	Summer 2016	10	4.40	4.00	0.52
BUS 401	Fall 2015	54	3.81	4.00	1.24
	Spring 2016	79	4.29	5.00	0.92
	Summer 2016	27	4.35	5.00	0.94
CRIM 355	Fall 2015	3	4.67	5.00	0.58
COUN 425	Spring 2016	18	4.17	4.00	0.71
ECON 302	Fall 2015	17	4.29	4.00	0.59
	Spring 2016	24	4.25	4.00	0.74
	Summer 2016	10	4.20	4.00	0.42
ECON 331	Fall 2015	11	4.45	5.00	0.69
	Summer 2016	4	4.25	4.00	0.50
ECON 355	Fall 2015	4	4.75	5.00	0.50
ELED 457	Fall 2015	8	4.63	5.00	0.74
	Spring 2016	24	3.39	3.00	0.99
ENG 335	Fall 2015	18	4.56	5.00	0.62
ENG 484	Fall 2015	20	4.55	5.00	0.51
	Spring 2016	6	4.83	5.00	0.41
ENG 486	Spring 2016	18	4.50	5.00	0.71
ENG 487	Fall 2015	12	4.58	5.00	0.51
	Summer 2016	2	5.00	5.00	0.00
ENVI 310	Spring 2016	23	4.39	5.00	1.03
	Summer 2016	9	4.78	5.00	0.44
ENVI 360	Fall 2015	15	4.00	4.00	1.13
	Spring 2016	33	4.24	4.00	0.87
ENVI 361	Fall 2015	32	3.56	4.00	1.27
	Summer	4	3.25	4.00	1.50

	2016				
ENVI 419	Fall 2015	13	3.62	4.00	1.19
	Summer 2016	1	5.00	5.00	NA
ENVI 423	Fall 2015	47	4.36	5.00	0.90
	Spring 2016	73	4.34	5.00	1.00
	Summer 2016	17	4.35	5.00	0.79
ENVI 460	Spring 2016	30	4.17	4.00	0.87
EPSY 401	Fall 2015	8	4.13	4.50	1.13
	Spring 2016	15	4.53	5.00	0.64
GNDR 402	Spring 2016	10	4.90	5.00	0.32
GNDR 450	Fall 2015	22	4.68	5.00	0.57
	Summer 2016	4	4.00	4.00	0.82
HIST 320	Fall 2015	23	4.22	5.00	0.95
	Summer 2016	4	4.50	4.50	0.58
HIST 336	Spring 2016	13	4.23	4.00	0.83
HIST 345	Spring 2016	23	4.05	4.00	1.21
	Summer 2016	7	4.86	5.00	0.38
LLL 350	Spring 2016	6	3.67	4.00	1.63
	Summer 2016	2	5.00	5.00	NA
MUS 300	Fall 2015	27	4.65	5.00	0.56
	Spring 2016	52	4.71	5.00	0.67
	Summer 2016	9	4.56	5.00	0.53
MUS 350	Fall 2015	8	4.25	5.00	1.49
NURS 486	Fall 2015	25	4.00	4.00	0.97
	Spring 2016	63	4.37	4.00	0.77
	Summer 2016	13	4.77	5.00	0.44
PE 333	Fall 2015	22	4.57	5.00	0.98
	Summer 2016	9	4.67	5.00	0.50
PHIL 313	Spring 2016	11	4.45	4.00	0.52
PHYS 360	Spring 2016	35	4.09	4.00	1.12
PSCI 479	Spring 2016	13	4.62	5.00	0.51
PSY 350	Spring 2016	39	4.47	5.00	0.95
PSY 485	Fall 2015	18	4.76	5.00	0.56
	Spring 2016	28	4.18	4.00	0.86
SOC 302	Fall 2015	25	4.44	5.00	0.65

	Spring 2016	23	4.39	5.00	1.03
	Summer 2016	7	2.86	3.00	1.21
SOWK 450	Spring 2016	14	4.86	5.00	0.36
SOWK 494	Spring 2016	36	4.81	5.00	0.47
TMGT 421	Fall 2015	32	3.81	4.00	1.17
	Spring 2016	27	4.30	5.00	0.95
	Summer 2016	3	3.33	4.00	2.08
	TOTAL	1906	4.35	4.56	0.81

INTEGRATE	<i>This course gave me insights and skills that I can use in other courses.</i>					
	Course	Term	Number of Ratings	Mean	Median	SD
	ECON 302	Fall 2015	17	4.29	4.00	0.69
	ECON 331	Fall 2015	11	4.36	4.00	0.67
	ECON 355	Fall 2015	4	4.75	5.00	0.50
	TOTAL		32	4.47	4.33	0.62

LIFELONG LEARN	<i>This course has made me more curious about the world, and it has stimulated my desire to learn.</i>					
	Course	Term	Number of Ratings	Mean	Median	SD
	ECON 302	Fall 2015	17	4.29	4.00	0.61
	ECON 331	Fall 2015	11	4.36	4.00	0.67
	ECON 355	Fall 2015	4	4.75	5.00	0.50
	TOTAL		32	4.47	4.33	0.59

HIST CONTEXT	<i>This course helped me evaluate evidence with in the context of time, place, and culture.</i>					
	Course	Term	Number of Ratings	Mean	Median	SD
	HIST 102	Fall 2015	35	4.50	5.00	0.66
	HIST 113	Fall 2015	435	4.35	5.00	0.92
		Spring 2016	433	4.43	5.00	0.83
		Summer 2016	20	4.44	5.00	0.75
	HIST 313	Fall 2015	38	4.63	5.00	0.79
		Spring 2016	15	3.87	4.00	1.36
		Summer 2016	4	4.50	4.50	0.58
	MUS 351	Spring 2016	7	5.00	5.00	0.00

		TOTAL	987	4.46	4.81	0.74
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HIST CONTEXT	<i>This course helped me use an historical perspective to understand the world today.</i>					
	Course	Term	Number of Ratings	Mean	Median	SD
	HIST 102	Fall 2015	35	4.47	5.00	0.75
	HIST 113	Fall 2015	397	4.33	5.00	0.94
		Spring 2016	433	4.39	5.00	0.91
		Summer 2016	20	4.30	5.00	0.92
	HIST 313	Fall 2015	38	4.63	5.00	0.79
		Spring 2016	15	3.93	4.00	1.33
		Summer 2016	4	4.50	4.50	0.58
	MUS 351	Spring 2016	7	5.00	5.00	0.00
		TOTAL	949	4.45	4.81	0.78

HIST CONTEXT	<i>This course helped me understand the origins and consequences of historical events and developments.</i>					
	Course	Term	Number of Ratings	Mean	Median	SD
	HIST 113	Spring 2016	433	4.46	5	0.83
		Summer 2016	20	4.44	5.00	0.70
	HIST 313	Spring 2016	15	4.07	4.00	1.10
		Summer 2016	4	4.50	4.50	0.58
	MUS 351	Spring 2016	7	5.00	5.00	0.00
		TOTAL	479	4.49	4.70	0.64

Appendix 2 **Student Learning Summary Form AY2016-17**

Due to your dean by June 1
Due from dean to assessment office by June 15

Degree Program Name: _____ **Contact Name(s) and Email(s)** _____

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary. Templates are available on the [assessment website](#).

Part One

a. What learning outcomes did you assess this 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 expectations did you establish for achievement of the outcome?	d. What were the actual results?	e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?
1.				
2.				
3.				

* See <https://www2.indstate.edu/graduate/forms/review.pdf>.

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.

Notes

- a. Use your outcomes library as a reference.
- b. Each outcome must be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam must be included as one of the measures. At least one of the outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.
- c. Identify the score or rating required to demonstrate proficiency (e.g., "Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark.")
- d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., "85% of the 25 students whose portfolios were reviewed met the established benchmark).
- e. This may be a specific individual, a position (e.g., assessment coordinator), or a group such as the department assessment committee. Minutes should reflect that results are shared with members of the department at least annually.

Part Two

In no more than one page, summarize 1) the specific discoveries assessment has enabled you to make about your *students' learning*, the curriculum, departmental

Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University

Degree Program: Date:

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes were identified. <input type="checkbox"/> No Curriculum Map was provided.	<input type="checkbox"/> Outcomes were identified. <input type="checkbox"/> Some of the outcomes are specific, measurable, student-centered, program-level outcomes. <input type="checkbox"/> A Curriculum Map was provided.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered, program-level outcomes. <input type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed. <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input type="checkbox"/> Outcomes are important, specific, measurable, student-centered program-level outcomes that span multiple learning domains. <input type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). <input type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.) <input type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and

				offers evidence that students have sufficient opportunity to master the associated learning outcomes. <input type="checkbox"/> Two or more outcomes were assessed in this cycle.
2. Measures & Performance Goals	<input type="checkbox"/> No measures are provided. <input type="checkbox"/> No goals for student performance are identified.	<input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes. <input type="checkbox"/> Measures are primarily indirect. <input type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate. <input type="checkbox"/> Some performance goals are based on course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.	<input type="checkbox"/> At least one direct measure was provided for each outcome. <input type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed. <input type="checkbox"/> Clear and appropriate standards for performance are identified. <input type="checkbox"/> Some performance goals are based on course and/or assignment grades, and general information is provided to demonstrate that grades are calibrated to the outcomes. <input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were provided.	<input type="checkbox"/> Multiple measures were employed, and most are direct. <input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed. <input type="checkbox"/> Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.) <input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure. <input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course. <input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate that this is appropriate. <input type="checkbox"/> Clear and appropriate standards for performance are identified and justified.

				<input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were summarized as well as provided to demonstrate that the measure provides specific evidence of what students know/can do. <input type="checkbox"/> If performance goals are based on course and/or assignment grades, specific evidence is provided to demonstrate that grades are calibrated to the outcomes.
3. Results	<input type="checkbox"/> No data are being collected. <input type="checkbox"/> No information is provided about the data collection process. <input type="checkbox"/> No results are provided. <input type="checkbox"/> Students are meeting few of the performance standards set for them.	<input type="checkbox"/> Some data are being collected and analyzed. <input type="checkbox"/> Some results are provided. <input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid. <input type="checkbox"/> Students are achieving some of the performance standards expected of them.	<input type="checkbox"/> Data are being collected and analyzed. <input type="checkbox"/> Results are provided. <input type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful. <input type="checkbox"/> Students generally are achieving the performance standards expected of them.	<input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process. <input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve/achieve less well. <input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.
4. Engagement & Improvement	<input type="checkbox"/> No one is assigned responsibility for assessing individual measures.	<input type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment	<input type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results.	<input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results.

	<input type="checkbox"/> Assessment primarily is the responsibility of the program chair. <input type="checkbox"/> No improvements (planned or actual) are identified. <input type="checkbox"/> No reflection is offered about previous results or plans.	<p>results.</p> <input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis. <input type="checkbox"/> Plans for improvement are provided, but they are not specific and/or do not clearly connect to the results. <input type="checkbox"/> Little reflection is offered about previous results or plans.	<input type="checkbox"/> Results regularly are shared with the faculty. <input type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment. <input type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement. <input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.	<input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance goals and implement plans to adjust activities, expectations, outcomes, etc. according to established timelines. <input type="checkbox"/> Faculty and other important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement. <input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment. <input type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website. <input type="checkbox"/> Assessment is integrated with teaching and learning.
Overall Rating	<input type="checkbox"/> Level 0 – Undeveloped	<input type="checkbox"/> Level 1 - Developing	<input type="checkbox"/> Level 2 – Mature	<input type="checkbox"/> Level 3 – Exemplary

COMMENTS

Strengths, Concerns, Recommendations for Improvement

1. Learning Outcomes
2. Measures & Performance Goals
3. Results
4. Engagement & Improvement

Appendix 4
Completed Student Learning Summary Reports Submitted in 2016

Bayh College of Education

BS in Elementary Education
BS in Special Education
BS in Speech Language Pathology
MEd in Curriculum and Instruction
MEd in Elementary Education
MEd in School Administration
MEd in School Counseling
MS in Clinical Mental Health Counseling
MS in Educational Technology
MS in Student Affairs in Higher Education
MS in Special Education
MS in Speech Language Pathology
EdS in School Administration
EdS in School Psychology
PhD in Curriculum and Instruction
PhD in Higher Education Administration
PhD in Higher Education Administration K12
PhD in School Psychology

College of Arts and Sciences

BA/BS in African and African American Studies
BA/BS in History
BS/BFA in Art/Fine Art
BS/BFA in Art Education
MA/MFA in Art/Fine Art
BS in Biology with Medical Laboratory Science
BS in Chemistry
BS in Physics
BA/BS in Communication
MA in Communication
BS in Computer Science
MS in Computer Science
BS in Criminology and Criminal Justice
MS in Criminology and Criminal Justice
BS in Earth and Environmental Sciences
BS in Human and Environmental Systems
BA/BS in Economics
BA/BS in English
BA/BS in English Education
BA/BS in Language Studies
BA/BS in Language Studies Education
MA in Language Studies/TESL
BS in Legal Studies

BA/BS in Philosophy
BS in Multidisciplinary Studies
BA/BS in Political Science
Master of Public Administration
BS in Mathematics
BS in Mathematics Education
MS in Mathematics
BM in Music
MM in Music
BA/BS in Psychology
MS in Experimental Psychology
Psy. D. in Clinical Psychology
BS in Science Education
BS in Social Studies Education

College of Health and Human Services

BS in Athletic Training (Clinical)
Doctorate in Athletic Training
BS in Dietetics
MS in Dietetics
BS in Food Service Management
Certificate in Gerontology
BS in Health Sciences
MS in Health Sciences
Doctorate in Health Sciences
BAS in Health Services
BS in Human Development and Family Studies
BS in Nursing (LPN to BS)
BS in Nursing (RN to BS)
BS in Nursing (2nd Degree)
BS in Nursing (On Campus)
MS in Nursing (Family Nursing Practice)
MS in Nursing Administration
MS in Nursing Education
Doctorate in Nursing Practice
MS in Occupational Therapy
BS in Physical Education Teaching
MS in Physical Education (Coaching)
MS in Physical Education (Exercise Science)
MS in Physician Assistant
BS in Recreation Management (Non-profit)
MS in Sport Management
Bachelor of Social Work
Master of Social Work

College of Technology

BS in Construction Management

MS in Electronics and Computer Technology

Scott College of Business

BS in Accounting

BS in Business Administration

BS in Business Education

BS in Finance

BS in Financial Services

BS in Insurance

BS in Management

BS in Management Information Services

BS in Marketing

BS in Operations Supply Chain Management

Business Core

Master of Business Administration

Cunningham Memorial Library

Department of Public Services

Appendix 5

Student Learning Summary Reports Earning the “Mature” Designation

Bayh College of Education

MS in Clinical Mental Health Counseling
MEd in School Administration
EdS in School Administration
MEd in School Counseling
EdS in School Psychology
PhD in School Psychology
BS in Special Education
MS in Special Education
BS in Speech Language Pathology
MS in Speech Language Pathology
MS in Student Affairs in Higher Education

College of Arts and Sciences

BA/BS in Economics
BS in Chemistry
PsyD in Clinical Psychology
MS in Experimental Psychology
BS in Mathematics Education
BS in Physics
BA/BS in Psychology
Master of Public Administration
BS in Science Education
BS in Social Studies Education

College of Health and Human Services

BS in Athletic Training (Clinical)
Doctorate in Athletic Training
BS in Dietetics
MS in Dietetics
BS in Food Service Management
Certificate in Gerontology
BS in Health Sciences
MS in Health Sciences
Doctorate in Health Sciences
BAS in Health Services
BS in Human Development and Family Studies

BS in Nursing (LPN to BS)
BS in Nursing (RN to BS)
BS in Nursing (2nd Degree)
BS in Nursing (On Campus)

College of Technology

BS in Construction Management

Scott College of Business

BS in Accounting
Master of Business Administration
BS in Business Education
BS in Finance
BS in Financial Services
BS in Insurance and Risk Management
BS in Management
BS in Management Information Services
BS in Marketing
BS in Operations Supply Chain Management
Undergraduate Business Core