

Student Outcomes and Success Report AY2020-21

Consult with your college dean's office regarding due date and how to submit. Deans will submit Reports to the Office of Assessment and Accreditation annually by October 15th

Unit/Program Name: PhD – Curriculum and Instruction. **Contact Names(s) and Email(s):** Dr. Larry Tinnerman larry.tinnerman@indstate.edu

Part 1a: Summary of Student Learning Outcomes Assessment

a. What learning outcomes did you assess this year?	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 expectation for student performance?	d. What were the actual data/Results? <i>Fails, Developing, Meets, Exceeds Expectations</i> F D M E	e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous years report? <i>Can expand on this in part 2)</i>
<p>1. Scholarly Communication Outcomes:</p> <p>a. Students will demonstrate in a scholarly manner regarding voice, support and citation, grammar.</p> <p>b. Students will involve themselves in analytical and synthetic thinking when communication in both written and verbal presentation</p>	<p>CIMT860 – Fall 2020 All written assignments culminating with Theorist Paper and Presentation</p> <p>CIMT868 - Spring 2021 All written assignments culminating Portfolio Presentation</p> <p>CIMT862 - Summer 2021 All written assignments culminating with instructional theory Paper and Presentation</p> <p>CIMT868 - Fall 2020 All written assignments culminating with Portfolio Presentation</p> <p>CIMT800 - Spring 2021 All written assignments culminating with most research proposal</p>	<p>Prepare both final papers and verbal presentation in a professional and scholarly manner. Consideration included grammar structure, Voice, strength of presentation, use of analysis instead of just presenting. 90% skill demonstration for meets, above 90% skill demonstration for Exceeds Expectations</p> <p>90% of students will be at the meets or exceeds level.</p>	<p>0 0 5 1</p> <p>0 0 1 5</p> <p>0 0 2 0</p> <p>0 0 2 3</p> <p>0 0 4 1</p> <p>100% of students across all courses were at the meets or exceeds level.</p>	<p>More attention given to scholarship communication skills including the strength of presentation and analysis. Moving to a greater progressive skill building /. Intervention strategy. 2. Students who fail a project are required to contact instructor via zoom for more implicit feedback.</p>

<p>2. Critical thinking and analysis</p> <p>a. Critically apply theories, methodologies, and knowledge to address fundamental question raised in the review and preparation of papers and presentations</p>	<p>CIMT860 – Fall 2020 All written assignments culminating with Theorist Paper and Presentation</p> <p>CIMT868 - Spring 2021 All written assignments culminating Portfolio Presentation</p> <p>CIMT862 - Summer 2021 All written assignments culminating with instructional theory Paper and Presentation</p> <p>CIMT868 - Fall 2020 All written assignments culminating with Portfolio Presentation</p> <p>CIMT800 - Spring 2021 All written assignments culminating with most research proposal</p>	<p>Critically apply theories, methodologies, and knowledge to address fundamental question raised in the review and preparation of papers and presentations. 90% skill demonstration for meets, above 90% skill demonstration for Exceeds Expectations</p> <p>.</p> <p>90% of students will be at the meets or exceeds level</p>	<p>0 0 6 0</p> <p>0 0 5 0</p> <p>0 0 2 0</p> <p>0 0 2 3</p> <p>0 0 4 1</p> <p>100% of students across all courses were at the meets or exceeds level.</p>	<p>More attention given to critical thinking skills including the strength of analysis. Moving to a greater progressive skill building /. Intervention strategy. 2. Students who fail a project are required to contact instructor via zoom for more implicit feedback.</p>
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<p>3. Content Knowledge</p> <p>a. Demonstrate a mastery of content knowledge a level required for university teaching in their discipline and assessment of student learning</p>	<p>CIMT860 – Fall 2020 All written assignments culminating with Theorist Paper and Presentation require the use of content knowledge and integration.</p> <p>CIMT868 - Spring 2021 All written assignments culminating Portfolio Presentation. One of the assignments is the preparation of a syllabus and teaching demonstration that provides evidence of content knowledge</p> <p>CIMT862 - Summer 2021 All written assignments culminating with Theorist Paper and Presentation require the use of content knowledge and integration.</p> <p>CIMT868 - Fall 2020 All written assignments culminating Portfolio Presentation. One of the assignments is the preparation of a syllabus and teaching demonstration that provides evidence of content knowledge</p> <p>CIMT800 - Spring 2021 All written assignments culminating with most research proposal which demonstrates the knowledge of both content area and research protocols.</p>	<p>Drawing upon content knowledge and the use of applied theory, methodologies, and knowledge to address fundamental question; raised in the review and preparation of papers and presentations. 90% skill demonstration for meets, above 90% skill demonstration for Exceeds Expectations</p> <p>90% of students will be at the meets or exceeds level</p>	<p>0 0 6 0</p> <p>0 0 5 0</p> <p>0 0 2 0</p> <p>0 0 4 1</p> <p>0 0 4 1</p> <p>100% of students across all courses were at the meets or exceeds level.</p>	<p>More attention given to content knowledge including the strength of integration of factual content material in the production of reports and presentations. Moving to a greater progressive skill building /. Intervention strategy. 2. Students who fail a project are required to contact instructor via zoom for more implicit feedback.</p>
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Part 1b: Review of Student Success Data & Activities

Use Blue Reports to generate the following information (as well as any other information helpful to you):

- 1) Cohort Sizes 2) Year-to-Year Retention 3) 5-Year Graduation Rate

53 total students

in program

95%

54%

During the AY2020-21 there were 14 students enrolled in non-dissertation 800 level classes

Due to the COVID19 virus, recruiting activities were limited thus causing a decrease in overall enrollment and growth.

Prelim Data AY2020

6 Students

2.7/4.0 Average Score

Defense / AY2020

6 Students

Graduated / 7

What worked well in supporting student success this year?

Continuing to develop a skills-based assessment model. Extensive communication with class members as to what was expected. Focus on those skills needed for successful completion of a dissertation and further, becoming a true scholar, in particular professional, scholarly writing skills

What are the most significant opportunities for improvement upon which to focus in the coming year?

Expanding the skills-based assessment model to include more appropriate job-related skills including, university teaching internships, professional involvement in the field including publication and presentation activities, service to the field by performing peer reviews for conferences and publications, and an expansion of ethical concerns necessary for success in the profession. It has been pointed out through student interviews that the program still is lacking in preparing students for the professional writing and analysis skills necessary for a smooth completion of a dissertation. Currently, under discussion, is the possibility of the inclusion of a scholarly researched based work sample into all 800 level classes with a standardized rubric of skills all directed toward the dissertation. The main focus will be and continuation of the efforts to better prepare students in both the Research and Professional Communications category by the inclusion of standard work samples into all 800 level classes which focus upon preparing students more formally for skills to complete dissertations. It is noted that there are currently 22 students in the dissertation phase with over half of them taking over two years.

Part 1c: Does not apply to graduate students.

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?)

As graduate students enter the program, many are lacking the skills needed to be a successful doctoral student and subsequently needed to prepare their final program assessment (dissertation). These skills are carefully assessed, and feedback provided to the students to help them with the

following skills. It is particularly noted that PhD student's failure to complete the dissertation process is primarily due to the necessity of time intensive revisions. Students are learning profession analysis and communication skills largely at this late hour in their program. The average length of a dissertation should be from 3 to 4 semesters at most. The average length of time presently is in excel of 7 semesters. The global expectations can be summed up by the following statement:

All PhD. Graduate students from Indiana State University will be able to:

1. Critically apply theories, methodologies, and knowledge to address fundamental questions in their primary area of study. (Research, Critical Thinking, Content Knowledge)
2. Pursue research of significance in a prescribed and appropriate discipline (Dissertation). Students plan and conduct this research or implement this project under the guidance of an advisor while developing the intellectual independence that typifies true scholarship. (Research, Critical and Creative Thinking)
3. Demonstrate skills in oral and written communication enough to publish and present work in their field and to prepare grant proposals. (Communication)
4. Follow the principles of ethics in their field and in academia. (Ethics)
5. Demonstrate, through service, the value of their discipline to the academy and community at large. This will include local, regional or national conference presentation or co-presentation (Service, Content Knowledge)
6. Demonstrate a mastery of skills and knowledge at a level required for college and university teaching in their discipline and assessment of student learning. (Content Knowledge, Teaching)
7. Interact productively with people from diverse backgrounds as both leaders/mentors and team members with integrity and professionalism. (Communication, Leadership/Mentorship)
8. Social Issues in Education

Key assessments will be completed in select courses that build a record of these outcomes as evidence of successful progress in the program and will be used, in part, to consider candidacy. A great many opportunities remain under development due to operational issues related to the COVID19 virus.

- 2) findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)
Examination of the data reveals that most of the students move from Fails to meet to Meets or Exceeded through a consistent program of reinforcement and feedback. Students, who lose points with early attempts are provided and increase in those points once a skill has improved. The trajectory is always an upward pattern of movement. If a student declines, a personal strategy is developed with that student to assure progress. Of particular note, the following continue to be trouble spots for PhD students... time management skills, Scholarly and professional communication skills, higher level analysis skills... many students across the program simply report and fail to provide a measure of analysis.
- 3) what your assessment plan will focus on in the coming year
 - Research
 - Critical Thinking & Analysis
 - Content Knowledge
 - Communication
 - Teaching
 - Ethics
 - Service
 - Leadership / Mentorship
 - Social Issues
- 4) how this information will be shared with other stakeholders
Through ongoing recruitment efforts, PhD committee meetings, Assessment office, Departmental Faculty meetings, shared by students

During the 2020-2021 academic year, there continues to be a steady movement to refocus the major outcomes involving the attainment of a PhD. This process is slowly continuing for the 2020-2021 academic year. Unlike many other levels of the educational process, the PhD is unique in that it is “The Love of Wisdom”, or more accurately a degree of inquiry (Research) rather than simple practice. In the PhD, the skills required, first to complete the Final Summative Assessment (the defense of one’s dissertation) is of primary importance. Since many of our graduates seek positions in Higher Education or positions involving curricular policy, it is critical that these individuals become independent thinkers capable of deep critical thought and possess analytical skills. While content knowledge is still important, it is the diverse way this content can be used to create divergent thought and thereby challenge the status quo. Of critical importance is communication using the professional language and style expected of professional scholars in the field. For those continuing into higher education, scholarly contribution is an expected skill through publication and presentation promoting new ideas through research and inquiry. This skills-based approach is a critical need to prepare our students for both dissertation and their careers that follow. Also, being a program of education, new and innovative teaching skills also need to be assessed and is therefore listed as one of the outcome measures suggested. The final three outcomes should not necessarily be mapped to a specific class but should also be evaluated in a wholistic manner prior to graduation. Have Ethical considerations presented a shadow over the work of this individual, has the student availed themselves of providing service to their field through participation in conferences and papers. It is sad to say that way too many students have graduated from the PhD program in curriculum and instruction with only dissertation in hand. Students should be presented opportunities of publishing and presenting, even at local venues, but also can co-publish and co-present with faculty. Students must also apply critical thinking to many of the social issues present in our post COVID world and consider issues such as diversity of thought and culture in making important educational decisions. Of final consideration, we must also measure those who take an active role in the areas of both Leadership and Mentorship. Only by drawing attention to those elements and activities accessing them, not just summative, but formative, can we assure the proper progress of our student PhD population.

Underway currently. Concentrations will be eliminated from the PhD in Curriculum and Instruction program. The program will be moved to a double cohort system and applications will be held for final review in the Spring and the Fall. Transfer credits from master’s programs will be discontinued and the total required credits be reduced to 45 credit hours plus 18 dissertation hours. Many of the supporting courses will be shared with other programs in the BCOE placing the main emphasis of the Department of Teaching and learning upon Curricular Theory classes and Dissertations.

Please prepare this report as a Word document. Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific—assessment results; rubrics; minutes; etc.), or upload them to the college’s assessment site in Blackboard.

Thank you so much for sharing your assessment process and findings for AY 2020-21 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment practice and use in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: PhD Curriculum & Instruction	Overall Rating: Mature (2.56/3.00)
Strengths	Recommendations
<ul style="list-style-type: none"> • Learning outcomes are clear and measurable. Though highly compound, the apparent use of an analytical rubric is a good tool to provide robust measurement. • Students are given the opportunity to develop skills over the course of the semester, with multiple opportunities for feedback and improvement. Anecdotal information is provided about the success of this approach on student learning overall. • Data on student learning outcome performance is taken from multiple points across the curriculum, with a focus on direct measures of final products. • Performance expectations are clear, and data is presented disaggregated to show distribution of student performance across levels of the rubric. This is very helpful for faculty to be able to make informed conclusions, especially in programs with small numbers of students. • Good information is given about the areas faculty have pinpointed for student improvement and strategies for doing so. • Clear information is provided about how results are shared. 	<ul style="list-style-type: none"> • Note alignment to the CGPS Graduate Student Learning Outcomes to demonstrate connection to university expectations for graduate level rigor. • Consider providing a baseline measure of data from the first drafts to the final drafts. This will provide more compelling evidence that the teaching strategies used in the courses is having a direct effect on student improvement. Not necessary, but would certainly be interesting information for you to be able to provide to your faculty, your chair, your dean, and your students. • I infer from the diversity of scores across outcomes that an analytical rubric was used where different outcomes were assessed on different criteria. If this is not the case, know that it would be improve your interpretations. • Referring to the comment above, providing specific information from the rubric that allowed you to interpret student weaknesses within their overall strong performance (data on the number of students scoring in the lower range, etc.) would be helpful in supporting rationale for the effort you will ask faculty to put forth for improvement.

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
<p>Student Learning Outcomes</p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes directly integrate institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>More than one outcome is assessed this cycle, and rationale is provided for why they were selected for assessment.</p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcome is assessed this cycle.</p>	<p>Learning outcomes are identified and alignment with courses is demonstrated.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcomes is assessed this cycle.</p>	<p>No learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).</p>
<p>Performance Goals & Measures</p>	<p>Performance goals are clear and appropriate, and rationale is provided for why these were selected.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and rationale and examples are provided (e.g. – rubrics, checklists, exam keys). Most are direct measures, and their design enhances the validity of findings.</p> <p>Licensure exams and high-impact practices are reflected in measures (if applicable).</p>	<p>Performance goals are clear and appropriate.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and examples are provided (e.g. – rubrics, checklists, exam keys). At least one direct measure is included.</p>	<p>Performance goals are identified with little rationale or clarity.</p> <p>Identified measures are poorly suited to performance goals, underdeveloped, or are solely indirect measures.</p>	<p>No goals for student performance of learning outcomes are identified, and/or no measures are provided.</p>

<p>Analysis & Results</p>	<p>Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.</p>	<p>Data collection process is clear and designed to produce valid/trustworthy results.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with some discussion of analysis.</p>	<p>Description of data collection is unclear as to process and quality.</p> <p>Some data is collected and analyzed with little rationale or description.</p> <p>Some results are provided with no discussion of analysis.</p>	<p>No information is provided about the data collection process, and/or no data is being collected.</p> <p>No results are provided.</p>
<p>Sharing & Use of Results for Continuous Improvement</p>	<p>A plan for sharing information and included program faculty and appropriate staff in discussion and planning is detailed and enacted. Outcomes and results are easily accessible on the program website or other appropriate designated area.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection is offered about results or plans moving forward, and compares prior year plans to current outcomes in an effort to foster continuous improvement as a result of assessment process.</p>	<p>A plan for sharing information broadly across program faculty is detailed and enacted.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection is offered about results or plans moving forward.</p>	<p>Information is provided about sharing results, but sharing is limited in scope or content.</p> <p>Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results.</p> <p>Little reflection is offered about results or plans moving forward.</p>	<p>No information is provided about sharing results and/or plans for improvement or change based on results.</p> <p>No evidence of reflection on results is provided.</p>
<p>Overall Rating</p>	<p><input type="checkbox"/> Exemplary</p>	<p><input checked="" type="checkbox"/> Mature</p>	<p><input type="checkbox"/> Developing</p>	<p><input type="checkbox"/> Undeveloped</p>