

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

Academic Program:	Curriculum and Instruction – PhD			Date:	November 18, 2022	
Author(s):	Larry Tinnerman, D.Ed.					
Verify that each of the following documents is correct and current on the ISU Assessment Results Webpage by marking with an “X.” Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Assessment & Accreditation Coordinator at kelley.woods-johnson@indstate.edu .					<input type="checkbox"/> Learning Outcomes <input type="checkbox"/> Curriculum Map <input type="checkbox"/> Assessment Plan	
Is this program offered on-campus <u>AND</u> distance? If “Yes,” reported data should include students of both, disaggregated.					<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Hybrid	
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 (if applicable)
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
Critically apply theories, methodologies, and knowledge to address fundamental questions in their primary area of study. (Research, Critical Thinking, Content Knowledge)	CIMT 860 Fall 2021	Analysis of weekly article (written and discussion)	7-students Exceeds Expectations A+	82% for each of the Outcome	7 students achieved a grade of A+, or exceeds expectations on this criterion	
		Summarization and analysis of book chapter (written and discussion)	7-students Exceeds Expectations A+			
		Contentions Discussion Posts (written discussion)	7-students Exceeds Expectations A+			
		Teaching and presentation of school of Curricular thought	NA			



	CIMT 862 Spring 2022	Analysis of weekly article (written and discussion)	8-students Exceeds Expectations A+	82% for each of the Outcome	8 students achieved a grade of A+, or exceeds expectations on this criterion	
		Summarization and analysis of book chapter (written and discussion)	8-students Exceeds Expectations A+			
		Contentions Discussion Posts (written discussion)	8-students Exceeds Expectations A+			
		Teaching and presentation of school of Curricular thought	NA			
	CIMT 868	Students will engage in a mock preparation of a professional portfolio.		82% for each of the Outcome	4-students exceeded expectations A+ and one student met expectations A	
		Vitae/Cover letter of application	4-students exceeded expectations A+ and one student met expectations A			
		Chapter of Teaching in which they will teach a lesson to the class derived from the text	NA			

		<p>Section 1 - Scholarship Students will include a self-composed professional article or conference presentation including an abstract with proper professional language and APA7 citational support.</p> <p>Section 2 – Teaching Students will select one of the topics from the book and prepare a lesson, including a lesson plan. The teaching assignment will focus on communication, student involvement, accuracy, assessment strategies both formative and summative.</p> <p>Section 3 – Service Students will select a service rendered either professionally or in the community. Students will reflect upon impacts made both on the recipients of service and the student, the provider of the service.</p>	<p>4- students exceeded expectations A+ and one student met expectations A</p> <p>NA</p> <p>4- students exceeded expectations A+ and one student met expectations A</p>			
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		Final critique and reflection on the project.	5- students exceeded expectations A+			
Explore and analyze research of significance in a prescribed and appropriate discipline. Research, Critical and Creative Thinking)	CIMT 860 Fall 2021	Analysis of weekly article (written and discussion)	7-students Exceeds Expectations A+	82% for each of the Outcomes	7 students achieved a grade of A+, or exceeds expectations	
		Summarization and analysis of book chapter (written and discussion)	7-students Exceeds Expectations A+			
		Contentions Discussion Posts (written discussion)	7-students Exceeds Expectations A+			
		Teaching and presentation of school of Curricular thought	NA			
CIMT 862 Spring 2022	Analysis of weekly article (written and discussion)	8-students Exceeds Expectations A+	8 students achieved a grade of A+, or exceeds expectations on all criteria			
	Summarization and analysis of book chapter (written and discussion)	8-students Exceeds Expectations A+				

	CIMT 868	<p>Contentions Discussion Posts (written discussion)</p> <p>Teaching and presentation of school of Curricular thought</p> <p>Students will engage in a mock preparation of a professional portfolio.</p> <p>Vitae/Cover letter of application</p> <p>Chapter of Teaching in which they will teach a lesson to the class derived from the text</p> <p>Section 1 - Scholarship Students will include a self-composed professional article or conference presentation including an abstract with proper professional language and APA7 citational support.</p>	<p>8-students Exceeds Expectations A+</p> <p>NA</p> <p>5-students exceeded expectations A+</p> <p>NA</p> <p>4- students exceeded expectations A+ and one student met expectations A</p>		<p>4 students achieve a grade of A+, or exceeds expectations on all criteria</p>	
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		<p>Section 2 – Teaching Students will select one of the topics from the book and prepare a lesson, including a lesson plan. The teaching assignment will focus on communication, student involvement, accuracy, assessment strategies both formative and summative.</p> <p>Section 3 – Service Students will select a service rendered either professionally or in the community. Students will reflect upon impacts made both on the recipients of service and the student, the provider of the service. Final critique and reflection on the project.</p>	<p>NA</p> <p>4- students exceeded expectations A+</p>			
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Demonstrate skills in oral and written communication enough to publish and present work in their field and to prepare grant proposals. (Communication)	CIMT 860	Analysis of weekly article (written and discussion)	7-students Exceeds Expectations A+	82% for each of the listed Outcomes	7 students achieved a grade of A+, or exceeds expectations
		Summarization and analysis of book chapter (written and discussion)	7-students Exceeds Expectations A+		
		Contentions Discussion Posts (written discussion)	7-students Exceeds Expectations A+		
		Teaching and presentation of school of Curricular thought	NA		
	CIMT 862	Analysis of weekly article (written and discussion)	8-students Exceeds Expectations A+	82% for each of the listed Outcomes	8 students achieved a grade of A+, or exceeds expectations on all criteria
		Summarization and analysis of book chapter (written and discussion)	8-students Exceeds Expectations A+		
		Contentions Discussion Posts (written discussion)	8-students Exceeds Expectations A+		
		Teaching and presentation of school of Curricular thought	NA		



	CIMT 868	<p>Students will engage in a mock preparation of a professional portfolio.</p> <p>Vitae/Cover letter of application</p> <p>Chapter of Teaching in which they will teach a lesson to the class derived from the text</p> <p>Section 1 - Scholarship Students will include a self-composed professional article or conference presentation including an abstract with proper professional language and APA7 citational support.</p> <p>Section 2 – Teaching Students will select one of the topics from the book and prepare a lesson, including a lesson plan. The teaching assignment will focus on communication, student involvement, accuracy, assessment strategies both</p>	<p>5-students exceeded expectations A+</p> <p>NA</p> <p>4- students exceeded expectations A+ and one student met expectations A</p> <p>NA</p>	82% for each of the listed Outcomes	4 students achieve a grade of A+, or exceeds expectations on all criteria	
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		<p>formative and summative.</p> <p>Section 3 – Service Students will select a service rendered either professionally or in the community. Students will reflect upon impacts made both on the recipients of service and the student, the provider of the service.</p> <p>Final critique and reflection on the project.</p>	<p>4- students exceeded expectations A+</p> <p>5-students exceeded expectations A+</p>			
<p>Demonstrate, through service, the value of their discipline to the academy and community at large. (Service, Content Knowledge)</p>	CIMT 860	<p>Analysis of weekly article (written and discussion)</p> <p>Summarization and analysis of book chapter (written and discussion)</p>	<p>7-students Exceeds Expectations A+</p> <p>7-students Exceeds Expectations A+</p>	82% for each of the listed Outcomes		

		Contentions Discussion Posts (written discussion)	7-students Exceeds Expectations A+		
		Teaching and presentation of school of Curricular thought	NA		
	CIMT 862	Analysis of weekly article (written and discussion)	8-students Exceeds Expectations A+	82% for each of the listed Outcomes	
		Summarization and analysis of book chapter (written and discussion)	8-students Exceeds Expectations A+		
		Contentions Discussion Posts (written discussion)	8-students Exceeds Expectations A+		
		Teaching and presentation of school of Curricular thought	NA		
	CIMT 868	Students will engage in a mock preparation of a professional portfolio.		82% for each of the listed Outcomes	
		Vitae/Cover letter of application	5-students exceeded expectations A+		
		Chapter of Teaching in	NA		

		<p>which they will teach a lesson to the class derived from the text</p> <p>Section 1 - Scholarship Students will include a self-composed professional article or conference presentation including an abstract with proper professional language and APA7 citational support.</p> <p>Section 2 – Teaching Students will select one of the topics from the book and prepare a lesson, including a lesson plan. The teaching assignment will focus on communication, student involvement, accuracy, assessment strategies both formative and summative.</p> <p>Section 3 – Service Students will select a service rendered either professionally or in the community. Students will reflect upon impacts made</p>	<p>4- students exceeded expectations A+ and one student met expectations A</p> <p>NA</p> <p>4- students exceeded expectations A+</p>			
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		both on the recipients of service and the student, the provider of the service. Final critique and reflection on the project.	5-students exceeded expectations A+			
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)	CIMT 860	Analysis of weekly article (written and discussion)	NA	82% for each of the listed Outcomes		
		Summarization and analysis of book chapter (written and discussion)	NA			
		Contentions Discussion Posts (written discussion)	NA			
		Teaching and presentation of school of Curricular thought	8-students Exceeds Expectations A+			
	CIMT 862	Analysis of weekly article (written and discussion)	NA	82% for each of the listed Outcomes		
		Summarization and analysis of book chapter	NA			

		(written and discussion)			
		Contentions Discussion Posts (written discussion)	NA		
		Teaching and presentation of school of Curricular thought			
	CIMT 868	Students will engage in a mock preparation of a professional portfolio.	NA	82% for each of the listed Outcomes	
		Vitae/Cover letter of application	NA		
		Section 1 - Scholarship Students will include a self-composed professional article or conference presentation including an abstract with proper professional language and APA7 citational support.	4 students achieve a grade of A+, or exceeds expectations on all criteria, One Met Criteria A		
		Section 2 – Teaching Students will select one of the topics from the book and prepare a lesson, including a lesson plan. The	4 students achieve a grade of A+, or exceeds expectations on		

		<p>teaching assignment will focus on communication, student involvement, accuracy, assessment strategies both formative and summative.</p> <p>Section 3 – Service Students will select a service rendered either professionally or in the community. Students will reflect upon impacts made both on the recipients of service and the student, the provider of the service.</p> <p>Final critique and reflection on the project.</p>	<p>all criteria, One Met Criteria A</p> <p>4- students exceeded expectations A+</p> <p>5-students exceeded expectations A+</p>			
Interact productively with people from diverse backgrounds as both leaders/mentors and team members with integrity and professionalism. (Communication, Leadership/Mentorship)	CIMT 860	<p>Analysis of weekly article (written and discussion)</p> <p>Summarization and analysis of book chapter (written and discussion)</p>	<p>All student Exceeded Expectations A+</p> <p>All student Exceeded Expectations A+</p>	82% for each of the listed Outcomes		



		Contentions Discussion Posts (written discussion)	All student Exceeded Expectations A+		
		Teaching and presentation of school of Curricular thought	All student Exceeded Expectations A+		
	CIMT 862	Analysis of weekly article (written and discussion)	All student Exceeded Expectations A+	82% for each of the listed Outcomes	
		Summarization and analysis of book chapter (written and discussion)	All student Exceeded Expectations A+		
		Contentions Discussion Posts (written discussion)	All student Exceeded Expectations A+		
		Teaching and presentation of school of Curricular thought	All student Exceeded Expectations A+		
	CIMT868	Students will engage in a mock preparation of a professional portfolio.		82% for each of the listed Outcomes	
		Vitae/Cover letter of application	NA		
		Chapter of Teaching in which they will teach a lesson to the class derived from the text	NA		

		<p>Section 1 - Scholarship Students will include a self-composed professional article or conference presentation including an abstract with proper professional language and APA7 citational support.</p>	<p>All student Exceeded Expectations A+</p>			
		<p>Section 2 – Teaching Students will select one of the topics from the book and prepare a lesson, including a lesson plan. The teaching assignment will focus on communication, student involvement, accuracy, assessment strategies both formative and summative.</p>	<p>All student Exceeded Expectations A+</p>			
		<p>Section 3 – Service Students will select a service rendered either professionally or in the community. Students will reflect upon impacts made both on the recipients of service and the</p>	<p>All student Exceeded Expectations A+</p>			



		student, the provider of the service. Final critique and reflection on the project.				
Follow the principles of ethics in their field and in academia. (Ethics)	CIMT 860 CIMT 862 CIMT868	All work must follow ethical criteria for scholarly work	100%		100%	

Student Success Activities

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

Describe current student success activities that are working well.	Discussion based / Socratic report provides all the flexibility of complete student involvement and participation as an emerging scholar/educator.						
Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?	<table border="0"> <tr> <td>Enrollment</td> <td>Degrees Conferred</td> </tr> <tr> <td>Fall 2021 = 54</td> <td>Fall 2021 = 2</td> </tr> <tr> <td>Spring 2022 = 52</td> <td>Spring 2022 = 1</td> </tr> </table> <p>Retention appears stable with the drop from Fall to Spring being the result of 2 students graduating. In the Fall of 2022, it was decided to suspend the program and the last group to be admitted set for the Spring of 2023. The decision was made because of lack of faculty support.</p> <p>Starting in the Fall of 2021 a mode of instruction for PhD students enrolled in the upper 800 level classes was introduced based on discussion focuses discussion using the Socratic Method. Students began to work collaboratively. Plans for all 800 level classes to be taught in simultaneously occurring face-to-face sections and synchronous zoom sessions were instituted. Also, a citation-based assessment system using the rubric was instituted. The levels of measurement were aligned to the ISU grading system, but focused on areas of achievement ranging from Failing to Meet Criterion, Developing, Meets Criteria, and Exceeds Criteria. Due to graduate school guidelines, the D grade</p>	Enrollment	Degrees Conferred	Fall 2021 = 54	Fall 2021 = 2	Spring 2022 = 52	Spring 2022 = 1
Enrollment	Degrees Conferred						
Fall 2021 = 54	Fall 2021 = 2						
Spring 2022 = 52	Spring 2022 = 1						



	was merged with the F grade. A greater emphasis on collaborative work among the emerging scholars was utilized through peer review.
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If you don't have a Blue Reports account, you can request one using the webpage link, or your Department Chair, Associate Dean, or College Assessment Director can assist you.

Continuous Quality Improvement

<p>Describe primary insights gained from analysis of findings. <i>What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?</i></p>	<p>PhD level students work better in a collaborative environment. The attitude of treating them like emergent colleagues rather than tradition students has the effect of motivation. In the past, students just provided the minimal level of compliance. It has been demonstrated the depth and quality of the discussion has improved based upon the collaborative approach. For example, in the past, discussion board posts were limited to one or two brief paragraphs. As a result of this approach, the smallest discussion board posts have been a minimum of 3 pages. Response discussion has also intensified. Students bring the most relevant issues for class of in class discussion and debate. There has been a much greater emphasis given to supporting suppositions via scholarly citation.</p>
<p>What findings-based actions are planned to maintain strong performance and/or improve student learning and success?</p>	<p>Continue to treat students with the respect as intelligent results. Feedback and critical analysis of the work is done as an opportunity for learning by the entire class. Students are encouraging to engage in scholarly debate with each other, and the professor. Students may resubmit materials until criteria is mastered.</p>
<p>What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?</p>	<p>Continue you to focus on critical thinking and analysis, relating content material to real world events and issues.</p>
<p>Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?</p>	<p>Open discussion.</p>

Student Outcomes Assessment & Success Report Evaluation AY 21-22

Program: PhD Curriculum & Instruction 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
<p>Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.</p>		<p>At least one outcome is assessed this cycle</p> <p>Outcome(s) is specific as to what students will be able to know/do as a result of their learning</p> <p>Outcome(s) is measurable</p> <p>Outcome(s) is consistent across modes of delivery (if applicable)</p>		Mature
<p>Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on some related tenants and strategies.</p>	<p>Good use of multiple points of assessment for each LO and from across the curriculum to provide multiple perspectives of student mastery.</p>	<p>Assessment measure(s) is designed for precise alignment to designated outcome(s)</p> <p>Overall assessment strategy relies primarily on direct assessment measure(s)</p> <p>Indirect assessment measure(s) is included to provide supplemental perspectives</p> <p>Assessment data comes from multiple sources, either within a significant course or across the curriculum</p> <p>Assessment measures include rich and/or relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.)</p> <p>Tools for evaluating student achievement are clearly described when necessary (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)</p>	<p>No information about evaluation tools used to determine student mastery on described assignments, so it is hard to give effective feedback on this item.</p>	Developing-Mature

<p>Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to thresholds of proficiency, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The threshold for proficiency for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The threshold for proficiency reflects reasonably high expectations for the program</p> <p>Actual student performance data on assessment measures is shared relative to the stated threshold for proficiency and (when applicable) the evaluation tool used</p> <p>Thoughtful discussion of faculty insights gained from findings is included</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>	<p>If there are two separate programs – an online and an on-campus – data for both programs should be included in the report to track for any inconsistencies in achievement between the two.</p>	<p>Mature</p>
<p>Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly driven by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>If data from prior assessments is provided, reflection on changes over time and the possible impact any prior interventions is discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>	<p>Knowing a bit about this program, I sense broad faculty involvement in assessment and discussion is challenging given the few faculty who support the program. Consider how to invite stakeholders to the table to at least engage in the conversation, even if they won't be fully involved in the planning and implementation of assessment.</p>	<p>Developing</p>

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