OPTION A: TABLE FORMAT

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

					Date:	November 18, 2022		
Author(s): Larry Tinnerman, D.Ed.								
Werify 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 . Learning Outcomes Curriculum Map Assessment Plan								
ampus <u>AND</u> dis	tance? If "Yes," reported o	data should include	students of bo	th, disaggregated	. _X_ \	es No Hybrid		
	Assessment Strategies U	sed	Fstahlished		•			
Course	Assignment/Activity	i.e. rubric, exam key, preceptor evaluation, etc.	Benchmark for Proficiency	Performance R	elative to	Prior Results for Comparison (if applicable)		
CIMT 860 Fall 2021	Analysis of weekly article (written and discussion) Summarization and analysis of book chapter (written and discussion) Contentions Discussion Posts (written discussion) Teaching and presentation of school of Curricular thought	7-students Exceeds Expectations A+ 7-students Exceeds Expectations A+ 7-students Exceeds Expectations A+ NA	82% for each of the Outcome	grade of A+, or e	exceeds			
)	course CIMT 860	Course Climated and current or any updated documents and/or corrections coordinator at kelley.woods-johnson@incompus AND distance? If "Yes," reported to Assessment Strategies U Course Assignment/Activity CIMT 860 Fall 2021 Analysis of weekly article (written and discussion) Summarization and analysis of book chapter (written and discussion) Contentions Discussion Posts (written discussion) Teaching and presentation of school	Assignment/Activity Course Assignment/Activity CIMT 860 Fall 2021 Clare (written and analysis of book chapter (written and discussion) Contentions Discussion Contentions Discussion Contentions Con	Assignment/Activity Course Assignment/Activity CIMT 860 Fall 2021 Climarization and discussion) Summarization and analysis of book chapter (written and discussion) Contentions Discussion Contentions Discussion Contentions Discussion Contentions Discussion Course Course Course Assignment/Activity Course Assignment/Activity Assignment/Activity Course Assignment/Activity Course Assignment/Activity Course Assignment/Activity Course Assignment/Activity Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc. Fall 2021 Course Course Assignment/Activity Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc. Fatablished Benchmark for Proficiency Proficiency Assignment/Activity For Proficiency Proficiency T-students Exceeds Expectations A+ Contentions Discussion Contentions Discussion Posts (written discussion) Teaching and presentation of school NA	Assessment Strategies Used Course Assignment/Activity CIMT 860 Fall 2021 Summarization and discussion) Summarization and analysis of book chapter (written and discussion) Contentions Discussion Posts (written discussion) Contenting and presentation of school Contenting and presentation of school Course (written discussion) Contenting and presentation of school	Assessment Strategies Used Course Assignment/Activity CIMT 860 Fall 2021 CIMT 860 Fall 2021 Commarization and analysis of book chapter (written and discussion) Contentions Discussion Posts (written discussion) Contentions Contentions Contentions Contentions Contentions Contentions Contentions Contention of school Co		



CIMT 862 Spring 2022	Analysis of weekly article (written and discussion) Summarization and analysis of book chapter (written and discussion)	8-students Exceeds Expectations A+ 8-students Exceeds Expectations A+	82% for each of the Outcome	8 students achieved a grade of A+, or exceeds expectations on this criterion	
	Contentions Discussion Posts (written discussion) Teaching and presentation of school of Curricular thought	8-students Exceeds Expectations A+ 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			



Section 1 - School Students will incomposed professional art conference presentation incomposed an abstract with proper professional anguage and Al citational supposed	clude a exceeded expectations A+ and one student met expectations A expectation A expectation A expectation A expectation A expectation A exp	
Section 2 – Tead Students will se one of the topic the book and pra lesson, includi lesson plan. The teaching assigns will focus on communication student involve accuracy, assess strategies both formative and summative.	lect s from epare ng a ement ment,	
Section 3 – Service rendere service rendere either profession or in the common Students will resupon impacts of both on the recoff service and the student, the profession of the service.	lect a exceeded expectations A+ and one student unity. met flect expectations A eade pients ne	



		Final critique and	5- students			
		reflection on the project.	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) Summarization and analysis of book chapter (written and discussion)	7-students Exceeds Expectations A+ 7-students Exceeds Exceeds Expectations A+	82% for each of the Outcomes	7 students achieved a grade of A+, or exceeds expectations	
		Contentions Discussion Posts (written discussion) Teaching and presentation of school of Curricular thought	7-students Exceeds Expectations A+ NA			
	CIMT 862 Spring 2022	Analysis of weekly article (written and discussion) Summarization and analysis of book chapter (written and discussion)	8-students Exceeds Expectations A+ 8-students Exceeds Exceeds Expectations A+		8 students achieved a grade of A+, or exceeds expectations on all criteria	



	Contentions Discussion Posts (written discussion) Teaching and presentation of school of Curricular thought	8-students Exceeds Expectations A+ NA		
CIMT 868	Students will engage in a mock preparation of a professional portfolio. Vitae/Cover letter of	5-students	4 students achieve a grade of A+, or exceeds expectations on all criteria	
	application	exceeded expectations A+		
	Chapter of Teaching in which they will teach a lesson to the class derived from the text	NA		
	Section 1 - Scholarship Students will include a self-composed professional article or conference	4- students exceeded expectations A+ and one student met		
	presentation including an abstract with proper professional language and APA7 citational support.	expectations A		



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. Section 3 – Service Students will select a service rendered	A- students exceeded expectations A+		
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.			



Demonstrate skills	CIMT 860	Analysis of weekly	7-students	82% for each	7 students achieved a
in oral and written		article (written and	Exceeds	of the listed	grade of A+, or exceeds
communication		discussion)	Expectations A+	Outcomes	expectations
enough to publish					
and present work in		Summarization and	7-students		
their field and to		analysis of book	Exceeds		
prepare grant		chapter	Expectations A+		
proposals.		(written and			
(Communication)		discussion)			
		Contentions	7-students		
		Discussion Posts	Exceeds		
		(written discussion)	Expectations A+		
		Teaching and	NA		
		presentation of school			
		of Curricular thought			
	CINAT OCO	A malusia ofaaldu	O atualanta	020/ fam aaah	O atual anta a abiaca d
	CIMT 862	Analysis of weekly	8-students	82% for each	8 students achieved a
		article (written and	Exceeds	of the listed	grade of A+, or exceeds
		discussion)	Expectations A+	Outcomes	expectations on all criteria
		Summarization and	8-students		
		analysis of book	Exceeds		
		chapter	Expectations A+		
		(written and	Expectations A:		
		discussion)			
		ansoussiony			
		Contentions	8-students		
		Discussion Posts	Exceeds		
		(written discussion)	Expectations A+		
		, ,	'		
					1
		Teaching and	NA		
		Teaching and presentation of school	NA		
		_	NA		



CIMT 868	Students will engage in a mock preparation		82% for each of the listed	4 students achieve a grade of A+, or exceeds	
	of a professional		Outcomes	expectations on all criteria	
	portfolio.		Outcomes	expectations on all criteria	
	portiono.				
	Vitae/Cover letter of	5-students			
	application	exceeded			
		expectations A+			
	Chapter of Teaching in	NA			
	which they will teach a				
	lesson to the class				
	derived from the text				
	Section 1 - Scholarship	4- students			
	Students will include a	exceeded			
	self-composed	expectations A+			
	professional article or	and one student			
	conference	met			
	presentation including	expectations A			
	an abstract with	•			
	proper professional				
	language and APA7				
	citational support.				
	Section 2 – Teaching	NA			
	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. 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.	4- students exceeded expectations A+		
		Final critique and reflection on the project.	5-students exceeded expectations A+		
Demonstrate, through service, the value of their discipline to the academy and community at large. (Service, Content Knowledge)	CIMT 860	Analysis of weekly article (written and discussion) Summarization and analysis of book chapter (written and discussion)	7-students Exceeds Expectations A+ 7-students Exceeds Exceeds Expectations A+	82% for each of the listed Outcomes	



Contentions Discussion Posts (written discussion) Teaching and presentation of school of Curricular thought CIMT 862 Analysis of weekly article (written and discussion) Summarization and analysis of book chapter (written and discussion) Contentions Discussion Posts (written discussion) Contentions Discussion Posts (written discussion) Teaching and presentation of school of Curricular thought CIMT 868 Students Exceeds Expectations A+ Exceeds Expectations A+ NA 8-students Exceeds Expectations A+ Exceeds Expectations A+ Exceeds Expectations A+ NA 8-students Exceeds Expectations A+ NA Students Exceeds Expectations A+ NA Feaching and presentation of school of Curricular thought CIMT 868 Students will engage in a mock preparation of a professional portfolio. Vitae/Cover letter of application Students exceeded expectations A+ Contentions Posts (written discussion) Students will engage in a mock preparation of a professional portfolio.		Contontions	7 atu da ata		
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of Curricular thought CIMT 862 Analysis of weekly article (written and discussion) Summarization and analysis of book chapter (written and discussion) Contentions Discussion Posts (written discussion) Teaching and presentation of school of Curricular thought CIMT 868 C		presentation of school			
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discussion) Summarization and analysis of book chapter (written and discussion) Contentions Discussion Posts (written discussion) Teaching and presentation of school of Curricular thought CIMT 868 Students Exceeds Expectations A+ Teaching and presentation of school of Curricular thought CIMT 868 Students Exceeds Expectations A+ NA 8-students Exceeds Expectations A+ NA Rability A Provided Provi	CIIVIT 602				
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analysis of book chapter (written and discussion) Contentions Discussion Posts (written discussion) Teaching and presentation of school of Curricular thought CIMT 868 Students will engage in a mock preparation of a professional portfolio. Vitae/Cover letter of application Exceeds Expectations A+ NA NA 82% for each of the listed Outcomes Outcomes		discussion)	Expectations A+	Outcomes	
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(written and discussion) Contentions Discussion Posts (written discussion) Expectations A+ Teaching and presentation of school of Curricular thought CIMT 868 Students will engage in a mock preparation of a professional portfolio. Vitae/Cover letter of application Vitae/Cover letter of application S-students exceeded expectations A+		analysis of book	Exceeds		
(written and discussion) Contentions Discussion Posts (written discussion) Expectations A+ Teaching and presentation of school of Curricular thought CIMT 868 Students will engage in a mock preparation of a professional portfolio. Vitae/Cover letter of application Vitae/Cover letter of application S-students exceeded expectations A+		chapter	Expectations A+		
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Discussion Posts (written discussion) Teaching and presentation of school of Curricular thought CIMT 868 Students will engage in a mock preparation of a professional portfolio. Vitae/Cover letter of application Vitae/Cover letter of application Exceeds Expectations A+ NA 82% for each of the listed Outcomes Outcomes		discussion			
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Teaching and presentation of school of Curricular thought CIMT 868 Students will engage in a mock preparation of a professional portfolio. Vitae/Cover letter of application Vitae/Cover letter of application NA 82% for each of the listed Outcomes Outcomes 5-students exceeded expectations A+					
presentation of school of Curricular thought CIMT 868 Students will engage in a mock preparation of a professional portfolio. Vitae/Cover letter of application Students will engage in a mock preparation of the listed Outcomes S-students exceeded expectations A+		(written discussion)	Expectations A+		
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CIMT 868 Students will engage in a mock preparation of a professional portfolio. Vitae/Cover letter of application Students will engage in a mock preparation of the listed Outcomes S-students exceeded expectations A+		of Curricular thought			
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in a mock preparation of a professional portfolio. Vitae/Cover letter of application S-students exceeded expectations A+	CIMT 868	Students will engage		82% for each	
of a professional portfolio. Vitae/Cover letter of application S-students exceeded expectations A+	5				
vitae/Cover letter of application S-students exceeded expectations A+					
Vitae/Cover letter of application		1		Outcomes	
application exceeded expectations A+		portfolio.			
application exceeded expectations A+					
expectations A+					
		application	exceeded		
			expectations A+		
Charten of Tanking in NA					
Chapter of Teaching In NA		Chapter of Teaching in	NA		
Charatan of Tanahina in NA					



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which they will teach a			
lesson to the class			
derived from the text			
Section 1 - Scholarship	4- students		
Students will include a	exceeded		
self-composed	expectations A+		
professional article or	and one student		
conference	met		
presentation including	expectations A		
an abstract with			
proper professional			
language and APA7			
citational support.			
Section 2 – Teaching	NA		
Students will select			
one of the topics from			
the book and prepare			
=			
-			
formative and			
Section 3 – Service	4- students		
Students will select a	exceeded		
service rendered	expectations A+		
either professionally	,		
Students will reflect			
an abstract with proper professional language and APA7 citational support. 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. Section 3 – Service Students will select a service rendered either professionally or in the community.	NA 4- students		



		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	CIMT 860	Analysis of weekly article (written and discussion)	NA	82% for each of the listed Outcomes	
required for college and university teaching in their discipline and assessment of student learning. (Content Knowledge,		Summarization and analysis of book chapter (written and discussion)	NA		
Teaching)		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	NA		
	Discussion Posts			
	(written discussion)			
	,			
	Teaching and			
	presentation of school			
	of Curricular thought			
CIMT 868	Students will engage	NA	82% for each	
	in a mock preparation		of the listed	
	of a professional		Outcomes	
	portfolio.			
	Vitae/Cover letter of	NA		
	application			
	Section 1 - Scholarship	4 students		
	Students will include a	achieve a grade		
	self-composed	of A+, or		
	professional article or	exceeds		
	conference	expectations on		
	presentation including	all criteria, One		
	an abstract with	Met Criteria A		
	proper professional			
	language and APA7			
	citational support.			
	Section 2 – Teaching	4 students		
	Students will select	achieve a grade		
	one of the topics from	of A+, or		
	the book and prepare	exceeds		
	a lesson, including a	expectations on		
	lesson plan. The			



		teaching assignment will focus on communication, student involvement, accuracy, assessment strategies both formative and summative.	all criteria, One Met Criteria A		
		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.	4- students exceeded expectations A+		
		Final critique and reflection on the project.	5-students exceeded expectations A+		
Interact productively with people from diverse backgrounds as both leaders/mentors and team members with integrity and professionalism. (Communication, Leadership/Mentorship)	CIMT 860	Analysis of weekly article (written and discussion) Summarization and analysis of book chapter (written and discussion)	All student Exceeded Expectations A+ All student Exceeded Expectations A+	82% for each of the listed Outcomes	



Г		T			
		Contentions	All student		
		Discussion Posts	Exceeded		
		(written discussion)	Expectations A+		
		Teaching and	All student		
		presentation of school	Exceeded		
		of Curricular thought	Expectations A+		
		5	'		
	CIMT 862	Analysis of weekly	All student	82% for each	
		article (written and	Exceeded	of the listed	
		discussion)	Expectations A+	Outcomes	
		discussion	Expectations 711	Outcomes	
		Summarization and	All student		
		analysis of book	Exceeded		
		chapter	Expectations A+		
		(written and	Expectations A+		
		•			
		discussion)			
		Carlantina	All at all at		
		Contentions	All student		
		Discussion Posts	Exceeded		
		(written discussion)	Expectations A+		
		Teaching and	All student		
		presentation of school	Exceeded		
		of Curricular thought	Expectations A+		
	CIMT868	Students will engage		82% for each	
		in a mock preparation		of the listed	
		of a professional		Outcomes	
		portfolio.			
		Vitae/Cover letter of	NA		
		application			
		Chapter of Teaching in	NA		
		which they will teach a	INA		
		lesson to the class			
		derived from the text			



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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.	All student Exceeded Expectations A+	
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.	All student Exceeded Expectations A+	
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	All student Exceeded Expectations A+	



		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 <u>Blue Reports</u> 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 a	nd participation as an emerging scholar/educator.	
Based on Blue Reports data and review of current activities, what	Enrollment	Degrees Conferred	
are the primary areas to focus on improving next year?	Fall 2021 = 54	Fall 2021 = 2	
	Spring 2022 = 52	Spring 2022 = 1	
	students graduating. I and the last group to be made because of lack of Starting in the Fall of 2 the upper 800 level cladiscussion using the Sci Plans for all 800 level of face sections and synchological based assessment syst measurement were all achievement ranging for the last section of the systems.	ble with the drop from Fall to Spring being the result of 2 in the Fall of 2022, it was decided to suspend the program be admitted set for the Spring of 2023. The decision was of faculty support. 2021 a mode of instruction for PhD students enrolled in asses was introduced based on discussion focuses ocratic Method. Students began to work collaboratively. Classes to be taught in simultaneously occurring face-to-hronous zoom sessions were instituted. Also, a citation-tem using the rubric was instituted. The levels of figned to the ISU grading system, but focused on areas of from Failing to Meet Criterion, Developing, Meets Criteria. Due to graduate school guidelines, the D grade	



was merged with the F grade. A greater emphasis on collaborative work among
the emerging scholars was utilized through peer review.

If you don't have a Blue Reports account, you can request one using the webpage link, or your Department Chair, Associate Dean, or College Assessment Director can assist you.

Continuous Quality Improvement

Describe primary insights gained from analysis of findings. 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?	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.	
What findings-based actions are planned to maintain strong	Continue to treat students with the respect as intelligent results. Feedback and critical	
performance and/or improve student learning and success?	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	
What leaving outcomes will vary accommon plan force an acut	professor. Students may resubmit materials until criteria is mastered.	
What learning outcomes will your assessment plan focus on next	Continue you to focus on critical thinking and analysis, relating content material to real	
year, and what changes, if any, are planned to improve assessment	world events and issues.	
strategies and yield stronger data?		
Describe faculty involvement in this assessment, and how will	Open discussion.	
findings be shared with faculty/stakeholders (as applicable)?		



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

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

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