

Student Outcomes Assessment and Success Report AY2019-20 Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.

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

Part 1a: Summary of Student Learning Outcomes Assessment

<p>a. What learning outcomes did you assess this past year?</p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.</p>	<p>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?</p>	<p>c. What were your expectations for student performance?</p>	<p>d. What were the actual data/results? <i>Fails, Developing, Meets, Exceeds Expectations</i></p> <p style="text-align: center;">F D M E</p>	<p>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? Can expand on this in Part 2.</p>
<p>I. Research Outcomes:</p> <p>a. Students will demonstrate the ability to effectively locate and utilize primary source material to properly support their assertions.</p> <p>b. Students will demonstrate the ability properly cite found information following the appropriate APA7 format.</p>	<p>CIMT800 Spring '20 All written assignments culminating with 3 Chapter Research Proposal Assignment</p> <p>CIMT 860 Fall '19 All written assignments culminating with Curricular Theorist Paper and Presentation</p> <p>CIMT 862 Fall '19 All written assignments culminating with Learning Theorist Paper and Presentation</p> <p>CIMT 868 Spring'20 All written assignments culminating with Professional Portfolio containing documents evidencing scholarship such as a conference presentation or draft paper ready for publication</p>	<p>Pursue research of significance in a prescribed and appropriate discipline 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. Supporting all suppositions and contentions with appropriate citation.</p> <p>800 level classes Meet = 90% or better in skills to be classified in the Exceeds Expectations level. At the 800 level, students should exceed a minimum of 80% or better in skills.</p>	<p style="text-align: center;">0 0 0 1</p> <p style="text-align: center;">0 0 1 5</p> <p style="text-align: center;">0 0 0 5</p> <p style="text-align: center;">0 0 0 7</p>	<p>Moving to a skills-based assessment rather than a simple points-based assessment. Each student was assessed for each project based on the achievement of skills that determine their readiness to assume to role of scholar educator.</p>

<p>2.Critical Thinking and Analysis</p> <p>a. Critically apply theories, methodologies, and knowledge to address fundamental questions in their primary area of study.</p>	<p>CIMT800 Spring '20 All written assignments culminating with 3 Chapter Research Proposal Assignment</p> <p>CIMT 860 Fall '19 All written assignments culminating with Curricular Theorist Paper and Presentation</p> <p>CIMT 862 Fall '29 All written assignments culminating with Learning Theorist Paper and Presentation</p> <p>CIMT 868 Spring '20 All written assignments culminating with Professional Portfolio</p>	<p>Critically apply theories, methodologies, and knowledge to address fundamental questions in their primary area of study.</p> <p>800 level classes Meet = 90% or better in skills to be classified in the Exceeds Expectations level. At the 800 level, students should exceed a minimum of 80% or better in skills.</p>	<p>0 0 0 1</p> <p>0 0 1 5</p> <p>0 0 0 5</p> <p>0 0 0 7</p>	
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<p>3.Content Knowledge</p> <p>a. Demonstrate a mastery of content knowledge at a level required for college and university teaching in their discipline and assessment of student learning</p>	<p>CIMT800 Spring '20 All written assignments culminating with 3 Chapter Research Proposal Assignment</p> <p>CIMT 860 Fall '19 All written assignments culminating with Curricular Theorist Paper and Presentation</p> <p>CIMT 862 Fall '19 All written assignments culminating with Learning Theorist Paper and Presentation</p> <p>CIMT 868 Spring '20 All written assignments culminating with Professional Portfolio. Knowledge of the process of completing your first tenure track year as a new faculty including Teaching, Service and Scholarship.</p>	<p>800 level classes Meet = 90% or better in skills to be classified in the Exceeds Expectations level. At the 800 level, students should exceed a minimum of 80% or better in skills.</p>	<p>0 0 0 1</p> <p>0 0 1 5</p> <p>0 0 0 5</p> <p>0 0 0 7</p>	
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<p>4. Professional Communication</p> <p>a. Demonstrate skills in oral and written communication enough to publish and present work in their field and to prepare grant proposals</p>	<p>CIMT800 Spring '20 All written assignments culminating with 3 Chapter Research Proposal Assignment</p> <p>CIMT 860 Fall '19 All written assignments culminating with Curricular Theorist Paper and Presentation</p> <p>CIMT 862 Fall '19 All written assignments culminating with Learning Theorist Paper and Presentation</p> <p>CIMT 868 Spring '20 All written assignments culminating with Professional Portfolio</p>	<p>800 level classes Meet = 90% or better in skills to be classified in the Exceeds Expectations level. At the 800 level, students should exceed a minimum of 80% or better in skills.</p>	<p>0 0 0 1</p> <p>0 0 1 5</p> <p>0 0 0 5</p> <p>0 0 0 7</p>	
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<p>5. Teaching</p> <p>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.</p> <p>b. Planning for presentations</p> <p>c. Effective delivery of presentations</p> <p>d. Involvement in peer instruction during class discussions and presentations</p>	<p>CIMT800 Spring '20 All written assignments culminating with 3 Chapter Research Proposal Assignment</p> <p>CIMT 860 Fall '19 All written assignments culminating with Curricular Theorist Paper and Presentation</p> <p>CIMT 862 Fall'19 All written assignments culminating with Learning Theorist Paper and Presentation</p> <p>CIMT 868 Fall '19 All written assignments culminating with Professional Portfolio</p>	<p>800 level classes Meet = 90% or better in skills to be classified in the Exceeds Expectations level. At the 800 level, students should exceed a minimum of 80% or better in skills.</p>	<p>0 0 0 1</p> <p>0 0 1 5</p> <p>0 0 0 5</p> <p>0 0 1 6</p>	
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Note: If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.

Helpful Hints for Completing this Table

- Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- Each outcome should 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 should be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses. Describe or attach any evaluation tools such as rubrics, scales, etc.
- 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.)
- 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).

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
- 72 total students
in program 95% 48%
- During the AY2019-20 there were 19 students enrolled in non-dissertation 800 level classes
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- Prelim Data AY2019 6 Students 3.0/4.0 Average Score
Defense / AY2019 6 Students
Graduated / 7 plus 2 in August

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 unsuccessful in preparing students for the professional writing and analysis skills necessary for a smooth completing 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 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 42 students in the dissertation phase with over half of them taking over two years.

Part 1c: Summary of Career Readiness Activities (OPTIONAL FOR GRADUATE PROGRAMS)

Please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. The template was sent to you with this form via email.

See skill building discussed above.

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 into 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)

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.

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 the vast majority 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 student 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

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 2019-2020 academic year, there has begun a slow move to refocus the major outcomes involving the attainment of a PhD. This process is slowing continuing for the 2019-2020 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 most 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 holistic 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 people 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. 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.

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 2019-20 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: Ph.D. Curriculum & Instruction	Overall Rating: Mature (2.50/3.00)
Strengths	Recommendations
<ul style="list-style-type: none"> • Learning outcomes are clear and measurable. • Using developmental writing in the new skills-based approach is an excellent form of scholarly mentorship, as well as a rich source of the insights provided in the report regarding student performance over time and the influence of formative assessment feedback. • Expected and actual performance are clearly stated, and expectations are appropriate for level of study. Actual performance is clearly reported by performance level, making it easy for faculty to understand the distribution of student performance rather than simply the achievement of the expected threshold. • Excellent discussion of insights gained about student performance over the assessment cycle, how it has influenced the skills-based approach, and considerations for future interventions to work toward program goals for student learning and performance. • Clear information is provided about how faculty are involved in the assessment process and how results are shared and used. 	<ul style="list-style-type: none"> • Note alignment of learning outcomes with Graduate Student Learning Outcomes to evidence level of graduate rigor (find the GSLOs at https://www.indstate.edu/assessment/learning-outcomes-library). • Consider providing information on how student performance is evaluated. Since the same measures are used for each outcome and the same scores are reported (with the exception of the scores for CIMT 868 F19 for outcome 5 – I'm not sure if this was in error or not), it is impossible to tell if the data reflect an aggregate score for the assignment or a disaggregated score specifically aligned with the outcome that is assessed. If rubrics are being used here, which I assume based on the breakdown of scores by performance level, reporting the scores only from the dimension on the rubric associated with the outcome will provide a more accurate representation of student performance and allow for greater insights into any specific areas for further improvement. • It is noted that areas of weakness for students persist in scholarly/professional communication, but the data do not support this – is this data signifying a hopeful turning point for students regarding this skill, as reflected by the new skills-based approach, or is this success achieved primarily through labor-intensive feedback and advising? It may be helpful to note for future considerations of how to continue to address this priority.

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, and rationale is provided for why it was selected for assessment.</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 (program) 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>

Analysis & Results	<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>
Sharing & Use of Results for Continuous Improvement	<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>
Overall Rating	<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped

Please see reviewer notes for more details.