

Student Outcomes Assessment and Success Report AY2017-18 *Completed reports due from the dean to the Assessment Office via Blackboard by October 15. Deans, assessment coordinators, and/or department chairs set their own internal deadlines for material review and request for refinement if not suitably addressing questions.*

Unit/Program Name: _EES – HES (Geography & Anthropology)___ **Contact Name(s) and Email(s)** __ Sandra Brake, Sandra.Brake@indstate.edu ___Shawn Phillips, Shawn.Phillips@indstate.edu ___ Susan Berta, Susan.Berta@indstate.edu ___

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

Part 1a: Summary of Assessment Activities

| <p>a. What learning outcomes did you assess this past year? 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?</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?</p> |
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| <p>1. Collect, analyze, interpret, qualitative and quantitative data collected in the field and laboratory</p> | <p>Instructor of ENVI460 assessed student projects for data collection, analysis, and interpretation. Projects must receive a B+ or better grade to demonstrate base proficiency. (2) ENVI460, the department's "culminating experience" course.</p> | <p>Final presentations will be presented by students and show clear evidence of the collection, analysis, and interpretation of qualitative and quantitative data collected in the field and/or laboratory.</p> | <p>84% of students (n = 13) received >B on personal final project and on group final project. 100% received an A or better on their final exam, and 12 of 13 (93%) received >B in the course. All students achieved the learning outcome.</p> | <p>(1) Instructor of ENVI460 in collaboration with Assessment Coordinator Aldrich. (2) They were shared with the program faculty through an open forum where faculty could view student presentations and also through the circulation of this report.</p> |
| <p>2. Comprehend how the environment contributes to the construct of cultures and societies worldwide</p> | <p>(1) Milestone courses. (2) ENVI201, ENVI 205, ENVI 308, ENVI 436, ENVI 440, ENVI 449, ENVI105</p> | <p>A quality grade (B or better) In one of the milestone courses shows a base level of content competency.</p> | <p>Every student (n = 17) achieved the expectation.</p> | <p>(1) Major advisors and/or Assessment Coordinator. (2) Circulation of this report.</p> |
| <p>3. To understand that environmental issues are fundamentally interdisciplinary</p> | <p>(1) Pre- and (2) Post-test comparison (identical tests administered during first year and last year of program)</p> | <p>Learning gain on pre-and-post-core exit exam/test.</p> | <p>All students (n=3) increased their percent correct on exit exam when compared with entry to the program. Average upon entry was 56% correct, and average upon application to graduate was 78%, an increase in performance of 22% on average.</p> | <p>(1) Assessment Coordinator. (2) Via circulation of this assessment report.</p> |

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.

Notes

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

Part 1b: Continuous Quality Improvement

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?); 2) what your assessment plan will focus on in the coming year; and 3) how will this information be shared with other stakeholders?

While our overall findings are that the learning outcomes assessed during this cycle are being adequately met, and that students are gaining skills they need to be successful in the job market and/or post-graduate education, assessment outcomes have led the faculty of the HES Major to undertake major revisions to our curriculum and our assessment efforts. The new program (and assessment plans) will be offered for the first time in Fall 2018, and will include a separation of Geography and Anthropology, the constituent disciplines of the HES Major. This separation and curricular revision, meant to enhance the visibility of our expertise and the careers and life pathways our majors may take, was indicated almost entirely through our formal and informal assessment efforts. Given entirely new curriculum, we also have entirely new assessment plans. These advanced with our curricular revisions as attachments in the Curriculog curriculum system.

Part 2a: Summary of Student Success Activities

Based on the results of your assessment of student learning outcomes from Part 1 above, reflect on how this data will impact student success within your unit/program.

| a. What goals/objectives were established this past year to aid student performance, retention, persistence, and completion? | b. What primary action steps were taken to make progress on each goal and who was responsible? | c. What data informs progress on each goal? | d. What were some accomplishments or achievements for each goal and/or challenges confronted? | e. Please indicate goals that are continuing and any goals that will replace a previous goal. Any additional goals can also be added on a new line. |
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| <p>In HES, our goals/objectives in this category are for students to engage in various experiential learning activities that apply methods and theories presented in course work. Such activities include, but are not restricted to conference presentations, internships, field schools, and other field experiences.</p> | <p>Through advising, course announcements, advisor emails, office hours, and dept social functions, faculty mentor students on the various experiential learning activities. Course work also provides such opportunities through planned field trips and study abroad field schools.</p> | <p>Records are kept on student participation in each activity. These data are cross listed with student success after graduation. Students that perform well in class and engage in more than one of the experiential learning activities have a greater than 90% rate of completing the program and being admitted to a grad school or finding desired employment.</p> | <p>In the past HES students participated in the following experiential learning activities: 6 conf/prof presentations, 13 in local field activities; 12 in study abroad field schools; 3 in internships; 1 recent grad accepted to IU Med School, 1 recent grad accepted to Grad School; 1 recent grad joined a police dept; 2 recent grads doing CRM archaeology</p> | <p>Beginning in AY 18/19 Geography and Anthropology became standalone programs and will be assessed separately. Geography and Sustainability will continue to use ENVI 460 to conduct our assessment as well as add a survey on an annual basis for input concerning the students' progress, interests, and preferences for/availability of class offerings. Assessment of the Anthropology program will be completed with a testing instrument that evaluates student mastery of the comprehension of application of core concepts and methods in the field as they progress from freshmen to seniors.</p> |

Notes

- a. These goals could be program/department wide but may also be focused on specific sub-populations of interest (e.g., service course student performance, transfer students, part-time students, students of a particular class year, students of color, etc.).
- c. Retention and completion data, D/F/drop rates, credit hour productivity (defined as credit hour enrollment at start of term versus credit hours earned at end of term) are common data examples. See [Blue Reports](#) database (access from Linda Ferguson in Institutional Research) or the [Office of Institutional Research](#) for ideas.

Part 2b: Continuous Quality Improvement

In no more than one page, summarize 1) the discoveries that attention to student performance, retention, persistence, and completion has enabled you to make about program/department systems, processes, and norms as it effects students; and 2) how this will positively impact student success, including with regard to the readiness of students for graduate study or a career?

Question 1 response: attention to student performance, retention, persistence, and completion

In HES student participation in experiential learning activities is a strong indicator of student success with regard to persistence and success upon graduation.

Student Success Discoveries

| Experiential Learning Activities | | | | | | |
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| Conference/Prof Presentations | 12 | Exposium Event | Night at the Museum | Applied Geog, Nat'l Conf | ISU Honors Symposium | American AssoC of Geography, Nat'l Conf |
| Field Work | 15 | Forensic Investigations | Indian Orchard Cemetery Project | Fowler Park, Vigo Co. Parks System | Oubache Land Conservancy | |
| Field Schools | 6 | Bethel Cemetery Project | Poland Bioarchaeology Field School | Ireland Historical Archaeology Field School | Nevada Field School Prehistoric Archaeology | Shoals Marine Lab, Cornell Univ. |
| Study Abroad | 10 | Landscapes of Ireland | Black Friary Cemetery Project, Trim, Ireland | | | |
| Internships | 8 | Vigo Co. Morgue | Native American Museum | Biology Museum, ISU | Vigo County Parks & Rec | American Cons Exp and the Bureau of Land Mng't |
| Employment/ Grad/Med School | 7 | IU Med School; UW Milwaukee | Police/Forensic positions | CRM Archaeology | Smithville Lake, Clay Co. Parks, MO | Patoka Lake Reg'l Water & Sewer District |

Question 2 response: These experiential learning activities (which includes acquisition of desired employment or acceptance to grad/med school) demonstrate a progression from methods and theories learned in the class room, to their application in field settings, to employment or acceptance in

a grad or med school program. In HES this progression is used to track aspects of career readiness to be certain our students acquire the necessary skills in the changing 21st century job market.

Dear Sandra, Shawn, and Susan,

Thank you so much for sharing your assessment process and findings for AY 2017-18 with the Assessment and Student Success Councils. You will find a comprehensive synthesis of the feedback compiled by both groups below. It is understood that some of the feedback might encompass practices that you already engage in but that are 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 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: HES BA/BS Geography & Anthropology | |
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| Assessment Practice Overall Rating: Developing (1.375/3.00) | |
| Student Success Practice Overall Rating (notes below in blue): Developing (1.625/3.00) | |
| Strengths | Recommendations |
| <ul style="list-style-type: none">• Good indication of which assignments in which courses will be used to assess outcomes, with the exception of outcome 2.• Performance expectations are clearly described, and student performance is shared relative to expectations.• Good information is provided about sharing results and involving faculty in understanding and using findings.• Good information about the upcoming revision of the assessment process.• Good descriptions of experiential learning options for students to improve their success and deepen their learning. | <ul style="list-style-type: none">• Learning outcomes vary greatly in whether they are specific to one concept or skill or compound, addressing multiple compounds and/or skills. Consider streamlining outcomes to be more specific about what students will do to demonstrate their mastery of the outcome. This will make the outcome more directly measurable, making your findings more accurate representations of student learning and more valuable for reporting and decision-making.• For outcomes 2 & 3, students are to “comprehend” and “understand,” respectively. Consider using more specific action verbs so you know what performance you’re looking for from students to show understanding or comprehension (apply, state, describe, analyze, construct, evaluate, calculate, etc.).• For outcome 2, it is necessary to determine specific assignments in these milestone courses for assessing student learning rather than a course grade. The course grade is typically an average score reflecting learning of many outcomes, not just this one. Using the direct assignments or portions of assignments and/or tests in these classes that related specifically to this learning outcome is a better way of knowing how students are doing on this outcome. |

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| | <ul style="list-style-type: none">• More information about how student performance was evaluated (rubrics, checklists, exam keys, self-evaluation, peer-evaluation, etc.) will be useful in evaluating the accuracy of your findings.• Good information about using findings to determine a need to revise the assessment process – a little more information about which of these findings led to this decision and why would be helpful for understanding the decision.• Consider adding additional student success goals by analyzing retention, persistence, and completion data (Blue Reports can provide this information) for areas of potential improvement to target. |
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Assessment (Parts 1a & 1b) Scoring Rubric is included below. Student Success (Parts 2a & 2b) Scoring Rubric is included below with no notations just for your reference (the SSC did not choose to report in this way).

Score was calculated on a 0 (undeveloped), 1 (developing), 2 (mature), 3 (exemplary) scale.

| Evaluation Criteria | Exemplary | Mature | Developing | Undeveloped |
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| <p>Student Learning Outcomes</p> | <p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> <p>Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.</p> | <p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> | <p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is measurable.</p> | <p>No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.</p> |
| <p>Performance Goals & Measures</p> | <p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p> | <p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p> | <p>Performance goal(s) is identified for each learning outcome.</p> <p>Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures.</p> <p>Tools or processes for evaluating student performance on measures are not described.</p> | <p>No goals for student performance of learning outcomes is identified, and/or no measures are provided.</p> |

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| Analysis & Results | <p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> <p>Results are discussed in relation to college, institutional, and/or accreditor goals/standards.</p> | <p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> | <p>Data is collected using the measures and tools identified.</p> <p>Results are reported with little description of analysis.</p> | <p>No data is being collected.</p> <p>No results are provided.</p> |
| Sharing & Use of Results for Continuous Improvement | <p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> <p>A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.</p> | <p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> | <p>Limited information is provided about sharing or using results to inform practice.</p> <p>Some discussion of what was learned from results is provided.</p> | <p>No information is provided about sharing or using results to inform practice.</p> <p>No evidence of reflection on results is provided (ex: discussion, conclusions drawn)</p> |
| Overall Rating | <input type="checkbox"/> Exemplary | <input type="checkbox"/> Mature | <input checked="" type="checkbox"/> Developing | <input type="checkbox"/> Undeveloped |

Student Success Activities Report Rubric (Part 2 of Student Outcomes Assessment Report)Unit/Program:

Office of Student Success/Office of Assessment & Accreditation Evaluation Date:

| Evaluation Criteria | 0 Undeveloped | 1 Developing | 2 Mature | 3 Exemplary |
|--|--|---|---|---|
| Goals/ Objectives | No goals/objectives are identified. | Goals/objectives are poorly suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives may also be modest at best such that little effort is required. | Goals/objectives are generally clear and reasonably well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also generally at least moderately aggressive such that appropriate effort is required. | Goals/objectives are all clear and well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also at least moderately aggressive in all cases such that appropriate effort is required. |
| Action Steps | No action steps are identified. | Action steps are weak, underdeveloped, and/or poorly suited to making progress on goals/objectives. No person(s) or group(s) indicated who will be responsible for the actions. | Action steps are generally clear and reasonably well suited to making progress on goals/objectives. Person(s) or group(s) responsible for the actions are indicated in most cases. | Action steps are all clear and well suited to making progress on goals/objectives Person(s) or group(s) responsible for each action are indicated, ideally with a timeline. |
| Data that Informs Progress on Each Goal/Objective | No data, quantitative or qualitative, is identified. | Data to inform progress are poorly suited to measure progress on goals/objectives. | Data to inform progress are generally well suited to measure progress on goals/objectives. | Data to inform progress are all well suited to measure progress on goals/objectives. |
| Assessment of Outcomes and Continuous Improvement | For goals/objectives in place the prior year, no reflection provided on achievements/challenges, sharing results, and/or plans for improvement or change based on results. No reflection on outcome assessment plan for continuous improvement provided for new goals/objectives. | For goals/objectives in place the prior year, modest at best reflection provided (and/or is vague or of questionable connection to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Modest at best reflection on assessment plan for continuous improvement provided for new goals/objectives. | For goals/objectives in place the prior year, generally appropriate reflection provided (and is reasonably well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Reasonable reflection on assessment plan for continuous improvement provided for new goals/objectives. | For goals/objectives in place the prior year, strong reflection is provided in all cases (and is well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Well-developed reflection on assessment plan for continuous improvement provided for new goals/objectives. |
| Overall Rating | <input type="checkbox"/> Undeveloped | <input type="checkbox"/> Developing | <input type="checkbox"/> Mature | <input type="checkbox"/> Exemplary |