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: _Department of Multidisciplinary Studies/Multidisciplinary Studies Program_   **Contact Name(s) and Email(s)** __Tina Kruger, tina.kruger@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

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.	b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What were your expectations for student performance?	d. What were the actual data/results?	e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report?
1. SLO 1.3: Students persuade, inform, explain to, or perform for (as appropriate to their course of study) their audiences.	1. Digital story assignment 2. MST 401	Students were expected to create a coherent, logical, interesting digital story video discussing their academic path. Goal: 80% of students will be marked as "Sufficient" or "Well Done" on the Organization and Style categories of the grading rubric for the Digital Story assignment.	All students (4/4) in MST 401 produced creative, interesting, well-organized digital story videos and scored "Well Done" on the Organization and Style categories of the grading rubric for the Digital Story assignment.	No changes made.
2. SLO 2.2: Students understand the theoretical basis of interdisciplinarity.	1. Digital story assignment 2. MST 401	Students were expected to discuss the different disciplines included in their programs of study and the value of bringing multiple disciplines to bear on a topic. Goal: 80% of students will be marked as "Sufficient" or "Well Done" on the Organization and Style categories of the grading	All students (4/4) highlighted the different disciplines they studied and how those fields inform their future directions and scored "Well Done" on the Organization and Style categories of the grading rubric for the Digital Story assignment.	Theory was not a main focus of students' digital stories. Content on theory was added to the course in fall, 2018 and expected in the written reports for the class.

		rubric for the Digital Story assignment.		
3. SLO 3.2: Students assess problems or situations to determine which skills may be useful in addressing them.	1. Digital story assignment 2. MST 401	Students were expected to work through the challenges associated with creating a digital video (a new task requiring 21st Century skills). Goal: 80% of students will be marked as "Sufficient" or "Well Done" on the Form category of the grading rubric for the Digital Story assignment.	All students (4/4) created digital videos that met the course requirements/objectives; most (3/4; 75%) students solved all technical problems associated with the project and scored "Sufficient" or "Well Done" on the Form category of the grading rubric for the Digital Story assignment.	Additional assistance and links to tutorials on creating digital videos will be provided to students in the course starting in fall, 2018.

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?

1a. Students in MST 401 are very capable of explaining their program of study and how it impacted them as students and might impact their future efforts. Employing technology in a new way (creating a digital story) posed a challenge to most students in the class (except the one who was a self-proclaimed technophile who had created digital films in the past), and most were able to overcome those challenges to produce a high quality product.
1b. It is difficult to argue that learning is improving based on performance in one class, and MST 401 is the only course required for all students majoring or minoring in MST.
2. Assessment in the 2018-2019 AY will focus on the following outcomes:

a. What learning outcomes will you assess next year?	b. (1) What assignments or activities will you use to determine how well your students attained the	c. What will your expectations for student performance be?

If this is a graduate program, identify the **Graduate Student Learning Outcome** each outcome aligns with.	outcome? (2) In what course or other required experience will the assessment occur?	
1. SLO 1.2: Students use proper techniques for the form of communication in which they are engaged.	1. Digital story assignment 2. MST 401	Goal: 80% of students will be marked as "Sufficient" or "Well Done" on the Organization and Style categories of the grading rubric for the Digital Story assignment.
2. SLO 3.2: Students assess problems or situations to determine which skills may be useful in addressing them.	1. Research paper assignment 2. MST 401	Goal: 80% of students will score 12/15 or higher on the Identification of Primary Sources and Analysis of Data assignments.
3. SLO 3.3: Students apply the variety of skills they have in addressing problems or situations.	1. Research presentation 2. MST 401	Goal: 80% of students will score 50/60 or higher on the research presentation assignment.

3. This assessment report will be shared with MST program faculty at the fall 2018 meeting of that group.

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.
1. Join organizations that can provide resources for students (e.g., AIS)	Faculty (n=2) submitted abstracts to the Association for Interdisciplinary Studies and joined AIS (Kruger)	Number of professional associations with which we maintain membership	No challenges	This goal will be continued
2. Maintain high rates of course completion	Faculty continue to teach well and work with students to meet their needs	Blue Reports data indicate that 100% (n=8) of students in all MST courses (lower and upper division) completed the course in 2017-2018	Preparation of students is a challenge, and we do our best to "meet students where they are" and help them improve from that point.	This goal will be continued

| 3. Maintain low DFDr rates | Faculty continue to teach well and work with students to meet their needs | Blue Reports data indicate that one student out of two dropped MST 101 in Fall 2017 (switched to the paired Honors section); all students (n=6) remained in and passed all MST courses in Spring 2018 | No challenges | This goal will be continued |

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?
  1. As this is the first time conducting assessment and student success in this format, we have limited data upon which to base any discoveries. Evidence from Blue Reports indicates that students with minors in the department (including MST minors) are more likely to persist and to graduate regardless of level of preparation (based on high school GPA) or socioeconomic status (based on Pell or 21st Century Scholarship status). Data available upon request.
  2. The outcomes we assess relate closely to desired characteristics of both graduate students and new employees (e.g., critical thinking, problem solving, communication). The strong performance of MST majors in these areas indicates their preparation for graduate school or entry level careers.

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.

Dear Tina,

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: Multidisciplinary Studies	
Assessment Practice Overall Rating: Mature (2.25/3.00) **Student Success Practice Overall Rating (notes below in blue):** Mature (2.00/3.00)	
Strengths	**Recommendations**
- Excellent learning outcomes. They are specific, measureable, student-centered, and avoid compounding as much as possible. I especially like how SLO 1.3 is worded for flexibility based on the student's course of study, knowing that this program is more flexible than others. - Strong choice of a complex assignment to align with all three learning outcomes, especially due to the challenge of MST 401 being the only class that all majors will take. - Clear information about expectations for student performance, evaluation method for student performance (rubric), and actual student performance. - Good information about targeting improvement of technical skills in creating the digital story. - Clear information about how findings are shared with faculty.	- Consider sharing the rubric in future reports. This will allow me to give feedback that might help clarify the connection to the learning outcomes and enhance usefulness of the resulting data. - In 1b it's noted that it's hard to see learning improvement based on performance in one class. This is true, but you can address cohort-to-cohort improvement through the changes you make in this class. It is possible for us to take a look at how you've aligned the students' options for their courses of study with the curriculum map for MST. This might give us more opportunities to tinker with additional points of data collection from a variety of classes related to the same specific outcomes. Let me know if you want to talk further about this. **The goals named seem well-supported and successful. Consider adding goals that will enhance student success since you're already maintaining well in these areas. Perhaps goals regarding career readiness or graduate school preparation would be more useful to your already-successful students.**

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
Student Learning Outcomes	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcome(s) is specific, measureable, and student-centered. Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.) Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcome(s) is specific, measureable, and student-centered. Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcomes(s) is measurable.	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.
Performance Goals & Measures	Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.). Identified measures are designed to accurately reflect student learning, including at least one direct measure. 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.).	Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.). Identified measures are designed to accurately reflect student learning, including at least one direct measure. Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).	Performance goal(s) is identified for each learning outcome. Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures. Tools or processes for evaluating student performance on measures are not described.	No goals for student performance of learning outcomes is identified, and/or no measures are provided.

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