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: Curriculum & Instruction PhD   **Contact Name(s) and Email(s)** Robin Burden Robin.Burden@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. Candidates will develop an advanced understanding of the principles of social science inquiry as they analyze the strengths and weaknesses of research designs as they design and write a research proposal. (G1, G2, G3, G5)	Candidates create the research proposal for their dissertations CIMT 800, Research Seminar	Scores of 80% and above on the research proposal.	Fall 2017 (N=10) • 9 students earned between 90 and 100% • 1 student earned between 80 and 90% Spring 2018 (N=5) • 2 students earned between 90 and 100% • 1 student earned between 80 & 90% • 1 student earned between 70 & 80% • 1 student earned between 60 & 70%	This is the first time this report has been completed. At this point, we will be considering the few students who earned under 80% for any assignment/activity to determine if it appears to be an anomaly or if changes need to be made to the course/assignment/activity.
2. Candidates will examine philosophical, historical, sociological, psychological, and political perspectives of curriculum theories while participating in curriculum inquiry. (G2, G3, G4)	Candidates will prepare a critique regarding a curriculum or reform agenda that includes an explanation and justification of the necessity of the critique and bring in theorist points of view to both substantiate and counterpoint their position. CIMT 860, Seminar in Curriculum	Scores of 80% and above on the curriculum critique	Fall 2017 (N=7) • 4 students earned 100 • 2 students earned between 90 & 99% • 1 student earned between 30 & 40%	This is the first time this report has been completed. At this point, we will be considering the few students who earned under 80% for any assignment/activity to determine if it appears to be an anomaly or if changes need to be made to the course/assignment/activity.

3. Candidates will explore perspectives of instructional theory and, using one instructional theory, prepare an in-depth literature review related to research that includes background on the evolution/development of the key concepts associated their chosen topic. (G. 1, G, 3, G4, G5)	Candidates will prepare in in-depth literature review. CIMT 862, Seminar in Instruction	Scores of 80% and above on the	Fall 2017 (N=5) • 1 student earned 100 • 4 students earned between 90 & 99% Spring 2018 (N=3) • 3 students earned between 90 & 99%	This is the first time this report has been completed. At this point, we will be considering the few students who earned under 80% for any assignment/activity to determine if it appears to be an anomaly or if changes need to be made to the course/assignment/activity.
4. Candidates will create a portfolio with categories (curriculum vitae, sample syllabus, sample scholarly activity, sample service activity) represented in Retention, Promotion, and Tenure requirements of a post-secondary educational setting. (G1, G2, G3, G4, G5)	Candidates create a portfolio with categories (curriculum vitae, sample syllabus, sample scholarly activity, sample service activity) represented in Retention, Promotion, and Tenure requirements of a post-secondary educational setting CIMT 868, Seminar in Post-Secondary Teaching	Scores of 80% and above on the portfolio	Fall 2017 (N=5) • 2 students earned 100 • 3 students earned between 90 & 100% Spring 2018 (N=5) • 5 students earned 100%	This is the first time this report has been completed. At this point, we will be considering the few students who earned under 80% for any assignment/activity to determine if it appears to be an anomaly or if changes need to be made to the course/assignment/activity.

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?

1. For the most part, our students appear to understand and complete assignments/activities at a high level. We need to investigate whether the few who score between 70 and 80% had personal issues or curricular issues. If they were curricular issues, we need to make changes to the curriculum/coursework
2. For the coming year, we will focus on sharing this data (it's the first year this report has been completed) and the best way to make corrections for the coming year.
3. The information will be shared during faculty meeting(s).

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. Course rotations are being examined and revised at the graduate level for all programs. To assist students with schedule of study difficulties resulting from any initial sequencing conflicts, a special topics course, CIMT/EDUC 595 is being offered to provide necessary content coverage for student matriculation toward program completion.	Goals are being initiated for the first time. Therefore, action steps are currently being established. The Teaching & Learning Graduate Committee are taking on the responsibility for accomplishing this goal.	Data will be collected to present in the next report.	None to date.	All goals are continuing.
2. Student Programs of Study are being	Goals are being initiated for the first time. Therefore,	Data will be collected to present in the next report.	None to date.	All goals are continuing.

audited, with an effort to identify planned, future classes with the graduate course rotations in mind. Students will be contacted with the results to either continue on track or meet with advisors to make necessary revisions.	action steps are currently being established. The Teaching & Learning Graduate Committee are taking on the responsibility for accomplishing this goal.			
3. A move to a cohort model with an amended, semi-annual student acceptance process is being considered for graduate-level programs.	Goals are being initiated for the first time. Therefore, action steps are currently being established. The Teaching & Learning Graduate Committee are taking on the responsibility for accomplishing this goal.	Data will be collected to present in the next report.	None to date.	All goals are continuing.

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. We are initiating these three goals as a first step to an organized ongoing process of continuous quality improvement for the Teaching & Learning PhD program.
2. We believe that these goals will positively impact student success by providing consistent monitoring of student progress which will ultimately provide for both a stronger bond between advisors and students as well as having a pro-active approach to scheduling issues that could lead to delayed graduation.

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 Robin,

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: Ph.D. Teaching & Learning
Assessment Practice Overall Rating: Mature (2.25/3.00)   **Student Success Practice Overall Rating (notes below in blue):** Developing (1.00/3.00)

Strengths	Recommendations
- Good alignment of learning outcomes to Graduate SLOs. - Excellent variety of measures administered across the curriculum to understand learning at different points and through different modalities. This should provide deep data for rich analysis. - Clear presentation of student performance relative to targets, with good analysis that the relatively low N and low number of students not meeting expectations deserves more investigation prior to making curricular/pedagogical decisions. - Good explanation of point in the timeline of assessment planning for this program, as well as plans for sharing. **Good, solid start on a plan for improving how students persist through your program in a timely manner. Good note of the purpose of the stated goals in Part 2b. The goals really seem to be timely persistence to completion, with the strategies listed in the table used to achieve this. It might be helpful to list the overarching goal in the goals section of the table as well.** **Good note of the faculty committee who are involved.**	- Learning outcomes could be more specific by removing the description of the measures students will engage in to demonstrate learning from the language of the learning outcome. - Describing or attaching additional information about the tools used to measure performance (or just copies of the tools themselves) would enhance the report for sharing with your faculty or for future use. It could also help faculty determine the quality of the assessments and their influence on the findings. - As this program and its assessment are new, discussion of findings was limited. Using the quality and complexity of your measures and evaluations to pinpoint areas of student strength and challenge will be really useful for analysis and application of findings in the future. **This plan is rated as "developing" because it is so new. I'm looking forward to seeing how your data helps inform your next steps. Consider what data points and report format will be most useful to you for informing your decisions and use of the data.**

Assessment Scoring Rubric is included below. Student Success Rubric is included on the last page for reference only.
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. Using the quality and complexity of your measures and evaluations to pinpoint areas of student strength and challenge will be really useful for analysis and application of findings in the future.	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)
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**