

Student Outcomes Assessment and Success Report AY2018-19 *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

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? <i>Fails, Developing, Meets, Exceeds Expectations</i> F D M E	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.
1. Research	EDUC 610 Spring and Summer All written assignments culminating with 3 Chapter Research Proposal Assignment CIMT 860 Fall All written assignments culminating with Curricular Theorist Paper and Presentation CIMT 862 Spring All written assignments culminating with Learning Theorist Paper and Presentation CIMT 868 Summer All written assignments culminating with Professional Portfolio	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. 600 level classes Meet= 75% 700 level classes Meet = 85% 800 level classes Meet = 90%	2 4 5 30 0 0 1 3 0 0 0 7 0 0 0 2	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.
2. Critical Thinking and Analysis	EDUC 610 Spring and Summer All written assignments culminating with 3 Chapter Research Proposal Assignment CIMT 860 Fall All written assignments culminating with Curricular Theorist Paper and Presentation	Critically apply theories, methodologies, and knowledge to address fundamental questions in their primary area of study. 600 level classes Meet= 75% 700 level classes Meet = 85% 800 level classes Meet = 90%	1 5 5 30 0 0 1 3 0 0 0 7	

	<p>CIMT 862 Spring All written assignments culminating with Learning Theorist Paper and Presentation</p> <p>CIMT 868 Summer All written assignments culminating with Professional Portfolio</p>			
3.Content Knowledge	<p>EDUC 610 Spring and Summer All written assignments culminating with 3 Chapter Research Proposal Assignment</p> <p>CIMT 860 Fall All written assignments culminating with Curricular Theorist Paper and Presentation</p> <p>CIMT 862 Spring All written assignments culminating with Learning Theorist Paper and Presentation</p> <p>CIMT 868 Summer All written assignments culminating with Professional Portfolio</p>	<p>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>600 level classes Meet= 75% 700 level classes Meet = 85% 800 level classes Meet = 90%</p>	<p>2 4 5 30</p> <p>0 0 0 4</p> <p>0 0 0 7</p> <p>0 0 0 2</p>	
4.Professional Communication	<p>EDUC 610 Spring and Summer All written assignments culminating with 3 Chapter Research Proposal Assignment</p> <p>CIMT 860 Fall All written assignments culminating with Curricular Theorist Paper and Presentation</p> <p>CIMT 862 Spring All written assignments culminating with Learning Theorist Paper and Presentation</p>	<p>Demonstrate skills in oral and written communication enough to publish and present work in their field and to prepare grant proposals</p> <p>600 level classes Meet= 75% 700 level classes Meet = 85% 800 level classes Meet = 90%</p>	<p>1 5 5 30</p> <p>0 0 0 4</p> <p>0 0 0 7</p>	

	CIMT 868 All written assignments culminating with Professional Portfolio		0 0 0 2	
5.Teaching	EDUC 610 Spring and Summer All written assignments culminating with 3 Chapter Research Proposal Assignment	Demonstrate a mastery of skills and knowledge at a level required for college and university teaching in their discipline and assessment of student learning.	1 5 5 30	
	CIMT 860 Fall All written assignments culminating with Curricular Theorist Paper and Presentation	600 level classes Meet= 75% 700 level classes Meet = 85% 800 level classes Meet = 90%	0 0 1 3	
	CIMT 862 Spring All written assignments culminating with Learning Theorist Paper and Presentation		0 0 0 7	
	CIMT 868 Summer All written assignments culminating with Professional Portfolio		0 0 0 2	

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):

- Cohort Sizes
68
 - Year-to-Year Retention
59
 - 5-Year Graduation Rate
2.8/4.0 Average Score
- Prelim Data AY2018 8 Students
Defense / AY2018 6 Students

What worked well in supporting student success this year?

Developing 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

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.

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. 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.

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, shared by students.

During the 2018-2019 academic year, there has begun a move to refocus the major outcomes involving the attainment of a PhD. 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 first 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 wholistic 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.*

Dear Larry,

Thank you so much for sharing your assessment process and findings for AY 2018-19 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 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: Developing (1.69/3.00)
Strengths	Recommendations
<ul style="list-style-type: none">• Learning outcomes presented are clear and measurable, and are clearly aligned with Graduate Student Learning Outcomes.• Assessments are taken from major assignments throughout different parts of the curriculum to show student progression and reinforce learning.• Clear information is provided about expectations for student performance.• Good information about program philosophy and pedagogy explaining the move toward skills-based assessment.• Great information about individual attention given to students with declining performance.• Comprehensive insights into the design of doctoral education and goals for the program to improve professional and scholarly immersion for students prior to graduation.	<ul style="list-style-type: none">• I can see how your program is aligned with Graduate Student Learning Outcomes, but are the outcomes listed in part 2 specific to your program? You will want to include the aligned program-specific outcomes in future reports if not.• Is it correct that 30 students exceeded expectations on some of your assignments as reported in the data?• It is interesting that there is a lower expectation for student performance in 600 level courses than in 700 and 800 level. Is this because the 600 level course is the research proposal?• For the actual results, are the scores shown tied only to the portion of the assignment aligned with the outcome or are they the average total score for the assignment? I assume that scores are broken out by outcome due to the variation in scores across outcomes, but I can't tell from the information provided.• Data seems to be missing from outcome 2, assignment in CIMT 868.• Each assignment notes "all written assignments culminating with..." – is the score shown a composite of all grades in what appears to be a developmental drafting approach, or just of the culminating assignment?• It seems like a rubric might be used to evaluate student work, but it isn't clear in the report.

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| | <ul style="list-style-type: none">• Additional discussion of what is done to improve student work over attempts, particularly with the number of students not meeting expectations in the research proposal assignment, would be helpful in demonstrating how findings have been used to influence success.• No information is provided about faculty shared involvement in assessment or sharing of findings. |
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Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<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 outcomes(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>

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