

AY 18-19 Student Outcomes Assessment & Success Reports Evaluation Summary

Background

This report summarizes findings about academic program assessment practice and student learning outcome achievement during the 2018-2019 academic year. Data comes from the evaluation of annual Student Outcomes Assessment and Success Reports (SOASR) submitted for each academic program and the Honors College.

Reporting

102 out of 139 programs* participated, or about **73%**. This is a decrease from last year's participation rate of 78%.

**5 programs did not report while redesigning their assessment plans.*

Reporting by College

College	Reports Submitted	Total Eligible Programs	Participation
BCOE	18	18	100%
CAS	41	50	82%
CHHS	20	30	67%
COT	12	30	40%
SCOB	10	10	100%
Honors	1	1	100%
Foundational Studies	n/a (implemented new assessment plan F19; will report F20)		

Associate Deans in CAS, CHHS, and COT are working with the Assessment and Accreditation Coordinator to increase report submission before the following academic year.

Evaluation

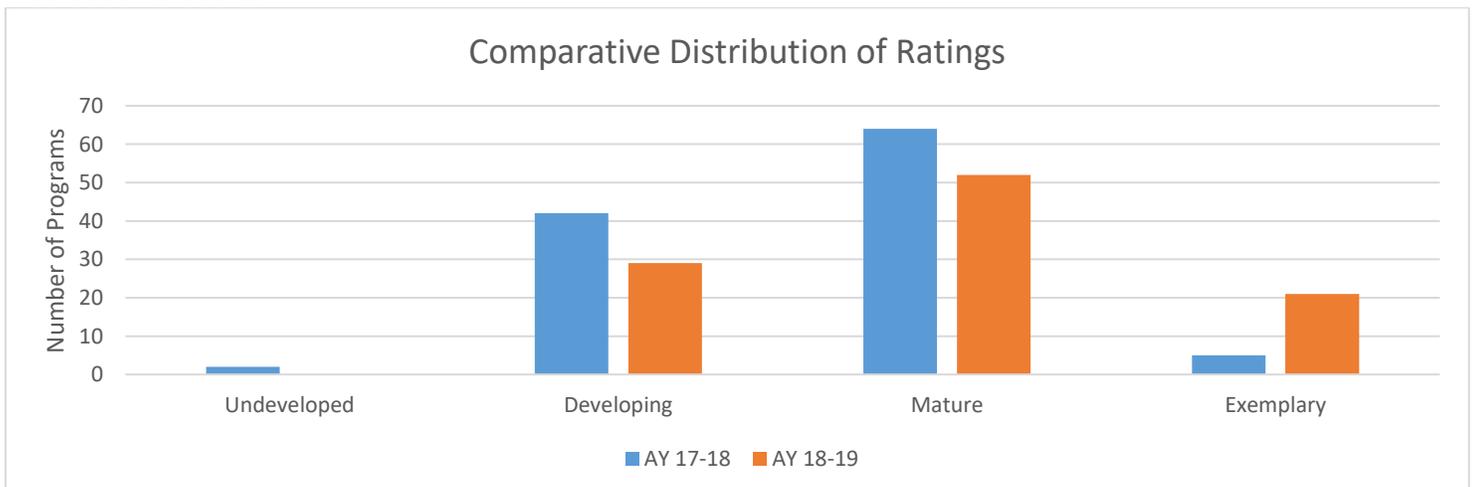
Two raters used a rubric to evaluate the SOAS Reports. The rubric included 4 assessment competencies for evaluation: 1) Learning Outcomes, 2) Measures & Goals, 3) Results & Analysis, and 4) Sharing & Use of Results for Continuous Improvement.

Each program was rated as of one of the following: Undeveloped (score of 0.0-0.99), Developing (score of 1.00-1.99), Mature (score of 2.00-2.99), or Exemplary (score of 3.00). Our goal is for all programs to reach the "Mature" stage.

Findings

Average Rating: **Mature** (same in AY 17-18)

Distribution of Scores

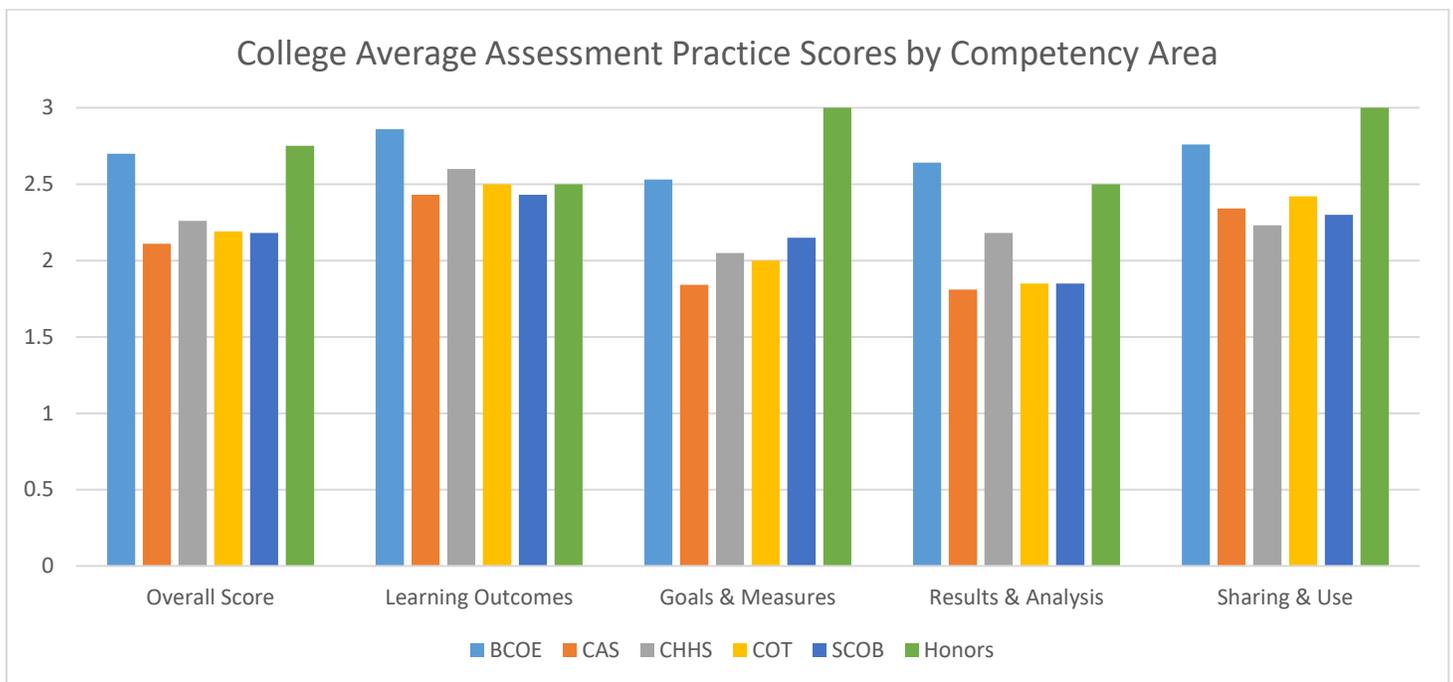


Average Assessment Practice Scores

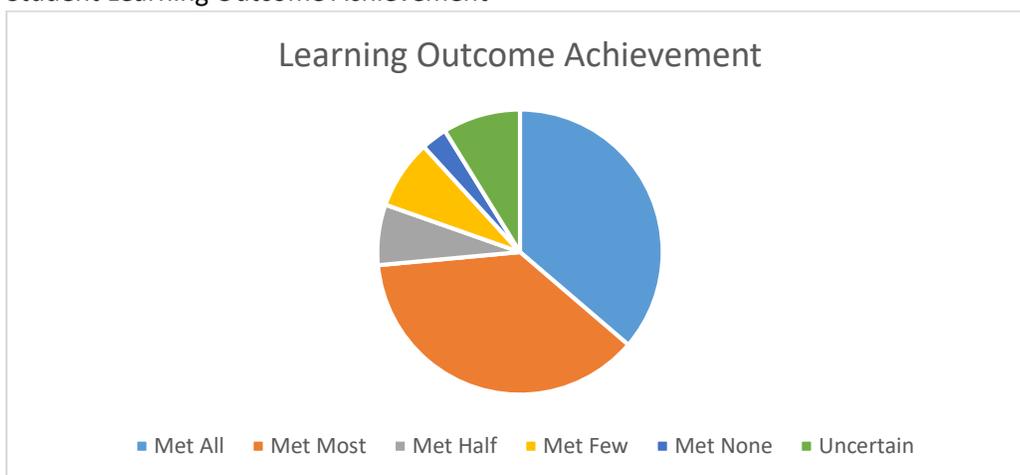
College	Overall Score	Learning Outcomes Score	Measures & Goals Score	Results & Analysis Score	Sharing & Using Results Score	# Programs Earning "Exemplary" Rating
BCOE	2.70	2.86	2.53	2.64	2.76	7
CAS	2.11	2.43	1.84	1.81	2.34	10
CHHS	2.26	2.60	2.05	2.18	2.23	2
COT	2.19	2.50	2.00	1.85	2.42	1
SCOB	2.18	2.43	2.15	1.85	2.30	1
Average	2.29	2.56	2.11	2.07	2.41	Total=21
17-18 Avg	2.12	2.26	1.95	1.99	2.29	Total=10

Honors	2.75	2.50	3.00	2.50	3.00	n/a
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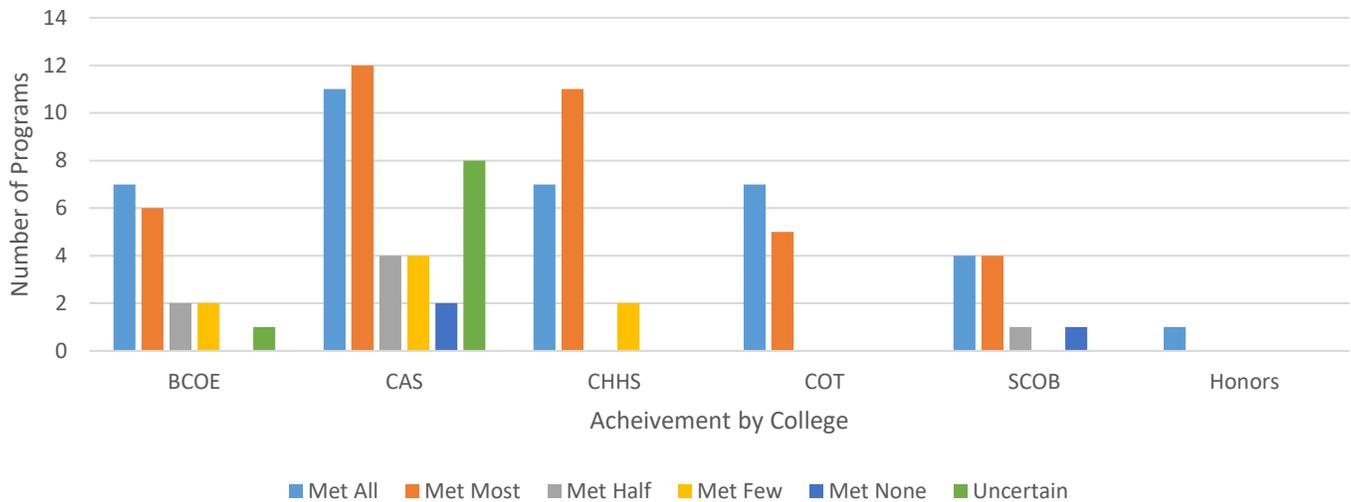
**Honors College & Foundational Studies will be reported separately from college averages as they are single-report scores that are not included in historical data.*



Student Learning Outcome Achievement



Learning Outcome Achievement Across the Colleges



Key

- Met all = All expectations* for student learning outcomes achievement were met or exceeded.
 - Met most = More than half but not all expectations for student learning outcomes achievement were met or exceeded.
 - Met half = Half of all expectations for student learning outcomes achievement were met or exceeded.
 - Met few = Less than half of all expectations for student learning outcomes achievement were met or exceeded.
 - Met none = No expectations for student learning outcomes achievement were met or exceeded.
 - Unclear = Data and/or expectations for student learning outcomes achievement were not provided or were unclear.
- *Program faculty set expectations. These vary between programs, and some programs have received feedback that they need to raise their expectations.*

Continuous Improvement Efforts

Programs document how their assessment findings are being used/will be used to improve student learning. The “Sharing & Use” average score was 2.41, or “Mature,” for AY 18-19. An analysis of these descriptions yielded 5 themes they could be grouped by: 1) changes to assessment practices, 2) changes to teaching/pedagogy, 3) changes to curriculum, 4) changes to structural influences, and 5) other changes. Example statements of assessment-informed changes are given below.

Changes to Assessment Practices	<p>“Moving from a three-point scale to a four-point scale yielded very different data than in previous years. Whereas over 90% of candidates were scored as proficient in the past, less than 90% of the candidates were scored as proficient with the new scale. The ELED Committee is using this data and backwards design to determine where in the program we can strengthen our candidates’ skills.” (Elementary Education BS)</p> <p>“Improvement in data collection will be achieved by providing faculty better guidance of information being sought and the ancillary data required for subsequent analysis. Improvement in data evaluation will be achieved, in-part, by formalizing the NA, F, G, VG categories and developing a single numerical metric that will allow us to conclude whether an overall result is satisfactory or unsatisfactory. Such an approach should facilitate evaluating trends in our assessment data. We propose to use this method for our next assessment cycle.” (Chemistry BS)</p>
Changes to Teaching/Pedagogy	<p>“Three questions on the International Business Assessment were flagged as approaching our current deficiency standard and may need additional focus. Thus, the faculty teaching MBA 690, the culminating experience course for the program, were contacted and asked to remediate the two questions that addressed globalization and internationalization, respectively. The faculty teaching MBA 624, strategic marketing management, were contacted and asked to remediate the third question that pertains to international business negotiations. The faculty</p>

	<p>were asked to include an assignment, lecture topic, or other way to cover these near-deficient items in future course offerings.” (MBA)</p> <p>“To better prepare our students to conduct research and write, we have revised our music history sequence to provide a slower and more systematic coverage of materials as well as address skills essential to writing and research, such as engaging with scholarly writing and developing strategies of argumentation.” (Music BM)</p>
Changes to Curriculum	<p>“We are implementing the shift from having one required methodology course (History 300) to having two (History 200 and then a true capstone, History 400). We are teaching History 200 for the first time this year, and are excited to see how it helps students connect to the major more firmly and begin mastery of key skills in research and writing earlier, so that they have more success in their upper level courses.” (History BA)</p> <p>“To better help our students be able to apply their mathematical knowledge within and across content domains, we have created and implemented one new course, “Math 408: High School Mathematics from an Advanced Perspective,” and we have added one more required statistics course, “Math 241: Principles of Statistics.” We hope to see that 100% of our students who completed the program successfully pass the licensure exam in the near future.” (Math Teaching BS)</p>
Changes to Structure	<p>“This year we initiated requiring students in the regional program to also come to campus in the summer for the four day intensive sessions for two courses. This was initiated because in our assessment of the program we saw a disconnect with the students and the resources of campus. Students were struggling to make the necessary connections with resources such as the library, the staff at the educational leadership department, and even knowing all the faculty who were available as possible dissertation committee members.” (K-12 Administration PhD)</p> <p>“We required weekly 75-minute ‘workshop’ sessions for general chemistry (CHEM 105/106) to strengthen students’ problem-solving skills and to foster strong peer-peer relationships that enhance the likelihood of success in these courses as well as in advanced chemistry courses.” (Chemistry BS)</p>
Other Changes	<p>“As of Fall 2019, the department is supporting a new living-learning community, Lingua Franca House. Residents are required to use their target language with their roommate and on the floor, to take at least one LLL course, and to develop and participate in extra-curricular activities. Faculty eat meals once per month with students and support their extra-curricular activities.” (Language Studies BA)</p> <p>“While students have been consistently meeting expectations, writing clearly and effectively is the one learning outcome with the lowest average score. To address this for AY 2019-20, the Honors College will ask faculty to review the course objectives for GH 101, GH 201, and GH 301 to ensure that students are prepared to write an undergraduate thesis by the time they enroll in GH 401. The Coordinator for Student Research and Engagement will also implement writing groups for GH 401 students, continue to provide individual feedback, and connect students with reference librarians and the ISU Writing Center for additional support, as needed.” (Honors College)</p>

Discussion

Participation rates were disappointingly lower this year. Reports are due annually on October 15, but many have been submitted past that date. The College of Technology Dean and Associate Dean are working diligently to increase their very low participation rate, while other colleges are hoping to yield a few more reports. In the 4 years these reports have been collected, there has never been a response rate over 80%. The goal for this year was 85%.

Participation rates do affect the overall impressions that can be made from this data; however, it should not be assumed that programs not submitting reports practice assessment poorly. This may be true in some cases, but some programs not submitting scored highly in last year's cycle (ex: Packaging Engineering Technology).

The overall rating of "Mature" is exactly where we hope programs will be. Looking more deeply into that data, the average scores rose overall and for every competency this year, placing all in the "Mature" range. This is encouraging, especially in the competencies of "Measures & Goals" and "Results & Analysis," which both were rated as "Developing" on average last cycle. The improvement is also notable in the increase in reports rated "Exemplary" this year. Many of these reports cited direct incorporation from prior year's feedback in improving assessment practice.

Student learning outcome achievement was positive overall. Nearly 3/4 of programs are finding that students are "Meeting All" or "Meeting Most" expectations for learning outcome achievement. Some programs received feedback on setting and/or clarifying their expectations to better understand student achievement moving forward. A few programs were also asked to consider raising expectations where the set level seemed too low to reflect learning achievement. Such low expectations were likely the result of failure to meet expectations in past cycles and/or a desire to always meet or exceed expectations. These programs received clarification that expectations shouldn't be a moving target, and working toward improvement was the main focus of assessment process.

Faculty continue to focus on how findings can be used to inform improvements to student learning and assessment practice. They have provided strong narrative examples of how this is being done in their programs. We can improve our tracking over time to better understand the results of these initiatives.

Action Items for the AY 19-20 Cycle:

- Increase on-time submission using more up-front reminders, access to consulting meetings and recorded resources, and coordination with Associate Deans.
- Add Foundational Studies assessment findings from the first cycle using the new assessment plan.
- Seek faculty feedback on assessment report form and evaluation rubric to improve their ability to share their assessment practice and findings accurately, yet concisely.

As the next assessment cycle will be reported post-HLC visit, we will consider changes to our current reporting structure to better align with faculty needs and timelines. We want to continue to make assessment a useful practice for faculty that balances quality and practicality.

Individual report feedback has been shared with program faculty authors, chairpersons, and associate deans. Deans have received college evaluation summary reports. This report will be shared with Assessment Council, the AVP for Academic Affairs, the Provost, and Faculty Senate.

Report compiled by Dr. Kelley Woods-Johnson, Assessment and Accreditation Coordinator
4/1/20