

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: __Multidisciplinary Studies_____ **Contact Name(s) and Email(s)** ____Tina Kruger (tina.kruger@indstate.edu)_____

Part 1a: Summary of Student Learning Outcomes Assessment

| <p>a. What learning outcomes did you assess this past year?</p> <p>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? Can expand on this in Part 2.</p> |
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| <p>1. SLO 1.2: Students use proper techniques for the form of communication in which they are engaged.</p> | <p>1. Digital story assignment 2. MST 401</p> | <p>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.</p> | <p>3/5 (60%) were marked as "Sufficient" or "Well Done" on the Organization and Style categories of the grading rubric for the Digital Story assignment.</p> | <p>Additional guidance will be provided on Blackboard to assist with this assignment; Students will be encouraged to attend instructor's office hours for help</p> |
| <p>2. SLO 2.1: Students understand the various disciplines constituting their major.</p> | <p>1. Research paper assignment 2. MST 401</p> | <p>Goal: 80% of students will be marked as "Good" or "Excellent" on the Background category of the grading rubric for the Research Paper assignment.</p> | <p>2/5 (40%) were marked as "Good" or "Excellent" on the Background category of the grading rubric for the Research Paper assignment.</p> | <p>Additional guidance will be provided on Blackboard to assist with this assignment; Students will be encouraged to go to the Writing Center when needed; Students will be encouraged to attend instructor's office hours for help</p> |
| <p>3. SLO 2.3: Students use different disciplines in conjunction with one another to explore and explain intellectual problems.</p> | <p>1. Research presentation 2. MST 401</p> | <p>Goal: 80% of students will be marked as "Good" or "Excellent" on the Background category of the grading rubric for the Research Paper assignment.</p> | <p>2/5 (40%) were marked as "Good" or "Excellent" on the Background category of the grading rubric for the Research Paper assignment.</p> | <p>Additional guidance will be provided on Blackboard to assist with this assignment; Students will be encouraged to go to the Writing Center when needed; Students will be encouraged to attend instructor's office hours for help</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.

- a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- b. 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.
- 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: Review of Student Success Data & Activities

Use [Blue Reports](#) to generate the following information (as well as any other information helpful to you):

- 1) Cohort Sizes – Fall 2015 – 1; Fall 2016 – 8; Fall 2017 – 10; Fall 2018 – 11; Fall 2019 - 9
- 2) Year-to-Year Retention – Fall 2012 cohort – 100% (n=2); Fall 2013 cohort – 100% (n=2); Fall 2014 – 100% (n=3); Fall 2015 – 66.67% (n=3); Fall 2016 – 100% (n=4); Fall 2017 – 100% (n=1); Fall 2018 – 50% (n=2)
- 3) 5-Year Graduation Rate – Fall 2010 – 50% (n=2); Fall 2013 – 66.67% (n=3) [note these were Liberal Studies majors; there is no data for MST majors in Blue Reports)

What worked well in supporting student success this year?

The instructor of MST 401 was available to students to help with assignments, and most students took advantage of office hours.

What are the most significant opportunities for improvement upon which to focus in the coming year?

There is room to improve students' performance in terms of recognizing when, how, and why to integrate information from multiple disciplines, particularly those that comprise MST students' majors.

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. It is not expected that every course in your curriculum correspond to a career readiness competency.

See attachment

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?)**
 - 2) findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
 - 3) what your assessment plan will focus on in the coming year**
 - 4) how this information will be shared with other stakeholders**
- 1) The small sample size makes meaningful statistical analysis impossible, but it seems that students are less adept at identifying the value of bringing multiple disciplinary perspectives to bear on a subject than hoped, but in general, they do fairly well with communicating via proper techniques. Helping students to articulate the value of

the different disciplines in terms of their preparedness for their next steps is important and will be highlighted further in the Digital Story assignment in future semesters.

- 2) Additional guidance will be provided on Blackboard to assist with assignments in MST 401, and students will be encouraged to go to the Writing Center when needed. Students will be encouraged to attend instructor's office hours for help (and there has already been a significant increase in students participating in office hours this semester). Further, the instructor of MST 401 will work to provide more extensive feedback to students on preliminary steps of the research project and digital story.
- 3) We will focus on the following Student Learning Outcomes next year:

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| 1. SLO 1.1: Students understand material they read, hear, and see. | MST 401, Fall 2020 | Goal: 80% of students will receive an average 3 out of 4 on the discussion forums (where they demonstrate their understanding of what they read, heard, and saw). |
| 2. SLO 3.1: Students acquire problem solving skills from at least two different disciplines. | MST 401, Fall 2020 | Goal: 80% of students will receive a 3 out of 4 on the first discussion forum where they describe the different disciplines that comprise their program of study. |
| 3. SLO 3.3: Students apply the variety of skills they have in addressing these problems or situations | MST 401, Fall 2020 | Goal: 80% of students will receive a 40/50 or higher on the Digital Story assignment. |

- 4) This information will be shared with and discussed by MST program faculty at the Fall department meeting in October, 2019.

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 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: B.A. Multidisciplinary Studies | Overall Rating: Exemplary (3.00/3.00) |
|---|---|
| Strengths | Recommendations |
| <ul style="list-style-type: none">• Learning outcomes are clear, specific, and measureable.• Courses and assignments used for assessment are clearly described. Using three different assignments is a great way to see student performance at different points in the semester, especially since this one shared class is where assessment must occur.• Clear information and reasonably challenging expectations for student performance. Student actual performance is shared in relation to expectations.• Clear information is provided about using results to pinpoint areas and design strategies for improvement.• Rubric is used for evaluation purposes, and it is clear that sections of the rubric that specifically align with outcomes are used.• Findings are shared with fellow faculty.• Good recommendation for faculty to provide more formative feedback to students. Since the biggest concern is student use of multidisciplinary perspectives, this might be more helpful to them than using the writing center or choosing whether to use office hours. | <ul style="list-style-type: none">• This is a very strong report. The only thing that might strengthen it is information about why these outcomes were selected for assessment (I inferred you're using a cycle based on the information about next year's assessment targets). This report is not weakened by that information not being clear – just one suggestion for your own historical record. |

| 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 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> |

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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 accretor 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 checked="" type="checkbox"/> Exemplary | <input type="checkbox"/> Mature | <input type="checkbox"/> Developing | <input type="checkbox"/> Undeveloped |