

Student Learning Summary Form AY2015-16

Due to your dean by June 1

Due from dean to assessment office by June 15

Degree Program Name: Insurance Program

Contact Name and email: Susan Moncada susan.moncada@indatate.edu

Part One

a. Outcomes assessed this year.	b. Measure(s) and course(s)	c. Expectations established for achieving outcomes.	d. Findings/Results	e. Responsible instructor/methods for sharing results.
<p>Outcome 1.1 – <i>Students are able to demonstrate a working knowledge of the language and procedures associated with risk management.</i></p>	<p>Exam questions in INS 340. Spring 2016 online class.</p>	<p>A score of 70% or better will be achieved by at least 75% of the students.</p>	<p>89.5% (34 out of 38) students achieved higher than the target of 70% (at least 5 of 7 questions answered correctly). Therefore targets were exceeded in terms of number of students and achievement.</p>	<p>J. Liu. Data, analysis, and action plan document posted to AFIRM Dept. Blackboard website. Report emailed to Insurance Program faculty. Results to be discussed at Fall 2016 Program faculty meeting.</p>
<p>Outcome 1.2 – <i>Students are able to perform risk management review for individuals and organizations.</i></p>	<p>Case project in INS 430, Spring 2016 using a grading rubric.</p>	<p>A score of 70% or better will be achieved by at least 75% of the students.</p>	<p>100% of the 10 students in the class achieved higher than the target score of 70% (14.7 of 21 possible points). Therefore targets were exceeded in terms of number of students and achievement.</p>	<p>J. Liu. Project description, data, analysis, grading rubric and action plan document posted to AFIRM Dept. Blackboard website. Report emailed to Insurance Program faculty. Results to be discussed at Fall 2016 Program faculty meeting.</p>
<p>Outcome 2.2 – <i>Students are able to design a life insurance program appropriate for the income replacement needs of insureds with differential circumstances.</i></p>	<p>Case project in INS 341 resulting in a 12 page paper worth 100 points. Fall 2015 online class.</p>	<p>A score of 70% or better will be achieved by at least 75% of the students.</p>	<p>24 of the 29 students enrolled in the class completed the case project. 100% of these 24 students exceeded the target score of 70% (70 points). Therefore targets were exceeded in terms of number of students and achievement.</p>	<p>J. Liu. Project description, data, analysis, and action plan document posted to AFIRM Dept. Blackboard website. Report emailed to Insurance Program faculty. Results to be discussed at Fall 2016 Program faculty meeting.</p>
<p>Outcome 2.3 – <i>Students are able to outline property and casualty insurance program needs of insureds with differential circumstances.</i></p>	<p>Exam questions in INS 430. Spring 2016.</p>	<p>A score of 70% or better will be achieved by at least 75% of the students.</p>	<p>90% (9 out of 10) students achieved higher than the target of 70% (at least 5 of 7 questions answered correctly). Therefore targets were exceeded in terms of number of students and achievement.</p>	<p>J. Liu. Data, analysis, and action plan document posted to AFIRM Dept. Blackboard website. Report emailed to Insurance Program faculty. Results to be discussed at Fall 2016 Program faculty meeting.</p>

Insurance Program – Assessment Student Learning Summary 2015-2016

<p>Outcome 2.4 – <i>Students are able to evaluate the use of insurance contracts in employee benefit programs.</i></p>	<p>Final exam questions in INS 344. Fall 2015</p>	<p>A score of 70% or better will be achieved by at least 75% of the students.</p>	<p>85.7% (6 of 7 students) IRM majors scored 70% or better on the 7 assessment questions. One major missed the target threshold by one question. In addition 71.4% of non-IRM majors (5 of 7 students) scored 70% or better on the assessment questions. The two students who missed the target did so by one question. In any event, targets were exceeded in terms of number of students and achievement.</p>	<p>J. Park. Data, analysis, and action plan document posted to AFIRM Dept. Blackboard website. Report emailed to Insurance Program faculty. Results to be discussed at Fall 2016 Program faculty meeting.</p>
<p>Outcome 2.5 – <i>Students are able to analyze information to determine if a loss exposure may be covered by liability insurance contract(s).</i></p>	<p>Exam questions in INS 344. Spring 2016</p>	<p>A score of 70% or better will be achieved by at least 75% of the students.</p>	<p>Three of 11 IRM major students (27.3%) achieved the score of 70% or higher (7 of 10 questions answered correctly). Twenty percent of all students, (4 of 20 students) achieved the score of 70% or higher. As a result, students have not satisfactorily demonstrated mastery of learning goal 2.5.</p>	<p>W. Warfel. Data, analysis, and action plan document posted to AFIRM Dept. Blackboard website. Report emailed to Insurance Program faculty. Results to be discussed at Fall 2016 Program faculty meeting.</p>

Part Two

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about your students’ learning, the curriculum, departmental processes, and/or the assessment plan itself; 2) the changes and improvements you have made or will make in response to these discoveries and/or the coordinator’s feedback on last year’s summary; and 3) what your assessment plan will focus on in the coming year.

1. **Discoveries:** Targets were met or exceeded for Outcomes 1.1, 1.2, 2.2, 2.3, and 2.4. However, students have not demonstrated mastery for Outcome 2.5. Among the various policies, no-fault related and employment practice liability are two areas of particular misunderstanding. On the other hand, over 80% of students demonstrated mastery of workers compensation insurance benefits.

2. Proposed Changes and Improvements:

Outcome 1.1: Although targets were exceeded, concepts related to pure risk and situations where risk retention, insurance or noninsurance risk transfer would be appropriate strategies to treat the risks were somewhat troublesome. Additional class time will be spent using more illustrative examples to emphasize these concepts and reinforce learning.

Outcome 2.3 Despite targets being exceeded, the concept involving residual risks, optimum risks and the difference between them (Q6) was missed most frequently. Additional class time will be spent using more illustrative examples to emphasize these concepts and reinforce learning.

Outcome 2.4: While targets were exceeded, several students missed the annuity product question. One reason may be that students are not required to complete INS 341 prior to taking INS 342. As a result, more time will be spent explaining how annuity products can be incorporated into employee benefit programs.

Outcome 2.5: Instructional adjustments include reinforcing how each policy covers losses, spending additional class time on no-fault laws and the relevancy to liability insurance policies, and to do in-class case analyses to apply various policies to different loss exposures. Future assessment of this learning goal will include modifying the assessment exam questions for clarity by avoiding the use of negative stems as well as increasing the number of questions.

3. 2016-2017 Focus:

- An appropriate indirect measure of one or more outcomes will be determined and implemented. At the same time the Insurance program will review its outcomes and map them to the Foundational Studies Learning Goals to comply with the new assessment requests.
- In addition, Insurance Program assessment will move to an every third year cycle with three to four outcomes assessed each year. Outcomes 2.5, 3.3, and 3.5 will be assessed during AY 2016-2017.

Supporting materials located at:

https://blackboard.indstate.edu/webapps/blackboard/content/listContentEditable.jsp?content_id= 3148892_1&course_id= 88724_1&content_id= 3148892_1

Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University

Degree Program: BS In Insurance and Risk Management Date: 7.8.16

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes are identified.	<input type="checkbox"/> An Outcomes Library was provided. <input type="checkbox"/> Some of the outcomes are specific and measurable. <input type="checkbox"/> Some of the outcomes are student-centered. <input type="checkbox"/> A Curriculum Map was provided.	<input type="checkbox"/> Outcomes listed in the Outcomes Library are specific, measurable, and student-centered. <input checked="" type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed. <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input checked="" type="checkbox"/> Outcomes listed in the Outcomes Library are specific, measurable, student-centered, and span multiple learning domains. <input type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). <input checked="" type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.) <input type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. <input type="checkbox"/> The Curriculum Map identifies where/to what extent

Insurance Program – Assessment Student Learning Summary 2015-2016

				<p>each outcome is addressed and offers evidence that students have sufficient opportunity to master the associated learning outcomes.</p> <p><input type="checkbox"/> Two or more outcomes were assessed in this cycle.</p>
<p>2. Measures & Performance Goals</p>	<p><input type="checkbox"/> No measures are provided.</p> <p><input type="checkbox"/> No goals for student performance are identified.</p>	<p><input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes.</p> <p><input type="checkbox"/> Measures are primarily indirect.</p> <p><input type="checkbox"/> Measures include course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Performance goals are identified, but they are not specific.</p>	<p><input checked="" type="checkbox"/> At least one direct measure was provided for each outcome.</p> <p><input checked="" type="checkbox"/> Sufficient information is provided to suggest that measures are appropriate to the outcomes being assessed.</p> <p><input checked="" type="checkbox"/> Measures include course and/or assignment grades, and general information is provided to indicate that grades are calibrated to the outcomes.</p> <p><input checked="" type="checkbox"/> Clear and appropriate standards for performance are identified.</p>	<p><input type="checkbox"/> Multiple measures were provided, and a majority are direct.</p> <p><input type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed.</p> <p><input type="checkbox"/> Measures include course and/or assignment grades, and specific evidence is provided to demonstrate that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified and justified.</p> <p><input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure.</p> <p><input type="checkbox"/> Measures assess some high impact practices (internships,</p>

Insurance Program – Assessment Student Learning Summary 2015-2016

				<p>capstone course projects, undergraduate research, etc.)</p> <p><input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course.</p> <p><input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided to demonstrate that the measure provides clear evidence of what students know/can do.</p> <p><input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate how this is effective.</p>
<p>3. Results</p>	<p><input type="checkbox"/> No data are being collected.</p> <p><input type="checkbox"/> No information is provided about the data collection process.</p> <p><input type="checkbox"/> No results are provided.</p> <p><input type="checkbox"/> Students are meeting few of the performance standards set for them.</p>	<p><input type="checkbox"/> Some data are being collected.</p> <p><input type="checkbox"/> Some data are being analyzed.</p> <p><input type="checkbox"/> Some results are provided.</p> <p><input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.</p> <p><input type="checkbox"/> Students are achieving some of the performance standards</p>	<p><input checked="" type="checkbox"/> Data are being collected and analyzed.</p> <p><input checked="" type="checkbox"/> Results are provided.</p> <p><input checked="" type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.</p> <p><input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them.</p>	<p><input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity of the assessment process.</p> <p><input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve.</p> <p><input type="checkbox"/> If students are required to pass a certification or licensure</p>

Insurance Program – Assessment Student Learning Summary 2015-2016

		<p>expected of them.</p>		<p>exam to practice in the field, the pass rate meets the established benchmark.</p>
<p>4. Engagement & Improvement</p>	<p><input type="checkbox"/> No one is assigned responsibility for assessing individual measures.</p> <p><input type="checkbox"/> Assessment primarily is the responsibility of the program chair.</p> <p><input type="checkbox"/> No improvements (planned or actual) are identified.</p> <p><input type="checkbox"/> No reflection is offered about previous results or plans.</p>	<p><input type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results.</p> <p><input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis.</p> <p><input type="checkbox"/> Plans for improvement are provided, but they are too vague to connect clearly to the results or to implement.</p> <p><input type="checkbox"/> Little reflection is offered about previous results or plans.</p>	<p><input checked="" type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results.</p> <p><input checked="" type="checkbox"/> Results regularly are shared with the faculty.</p> <p><input checked="" type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment.</p> <p><input checked="" type="checkbox"/> These discussions lead to the development of specific plans for improvement.</p> <p><input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.</p>	<p><input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results.</p> <p><input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance standards and implement plans to adjust activities, performance goals, outcomes, etc. according to established timelines.</p> <p><input type="checkbox"/> Faculty and other important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement.</p> <p><input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment.</p> <p><input type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website.</p> <p><input checked="" type="checkbox"/> Assessment is integrated with teaching and learning.</p>

Overall Rating	<input type="checkbox"/> Level 0 – Undeveloped	<input type="checkbox"/> Level 1 - Developing	<input checked="" type="checkbox"/> Level 2 – Mature	<input type="checkbox"/> Level 3 – Exemplary
----------------	--	---	--	--

COMMENTS

Strengths, Concerns, Recommendations for Improvement

1. Learning Outcomes

Once again, the outcomes are very well written. Students will have no trouble understanding what is expected of them. I did notice that the curriculum map shows some gaps: Outcome 2.5 (the one students did not achieve this cycle) is addressed in only three courses; 3.2 doesn't appear to be addressed anywhere.

2. Measures & Performance Goals

While the report indicates that substantiating materials are available on the Blackboard site, I could not locate them. Am I overlooking them? In any case, I cannot determine the correlation between the exam questions and case study and the outcomes they assess. That said, the measures and benchmarks appear to be appropriate, and I look forward to seeing your indirect measure.

3. Results

Results are positive and detailed (though I would know more if I had access to the rubric and the exam key/results). I do appreciate your indicating what the Ns are. Are this years' results consistent with previous years'? In particular, are the results for 2.5 different, and if so, do you know why?

4. Engagement & Improvement

I could say more if the Blackboard site showed that the results and assessment instruments had been shared. But it is clear that the faculty do assess student learning, share results, and take steps to improve them, and the program's reputation speaks to this. In the next report, do provide supporting materials. Minutes from the faculty meeting would also tell me a great deal about how engaged participants are.

Thanks for sharing this information about your assessment program. I look forward to learning more next year!