

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: Human and Environmental Systems **Contact Name and Email** Steve Aldrich (steve.aldrich@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.

Part One

<p>a. What learning outcomes did you assess this year?</p> <p>If this is a graduate program, indicate the Graduate Student Learning Outcome* each outcome aligns with.</p>	<p>b. (1) What method(s) 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 expectations did you establish for achievement of the outcome?</p>	<p>d. What were the actual results?</p>	<p>e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?</p>
<p>1. Collect, analyze, interpret, qualitative and quantitative data collected in the field and laboratory</p>	<p>(1) Instructor of ENVI460 assessed student projects for data collection, analysis, and interpretation. Projects must receive a B+ or better grade to demonstrate base proficiency. (2) ENVI460, the department's "culminating experience" course.</p>	<p>Final presentations will be presented by students and show clear evidence of the collection, analysis, and interpretation of qualitative and quantitative data collected in the field and/or laboratory.</p>	<p>100% of students ($n = 17$) received >B on personal final project and on group final project. 100% received an A or better on their final exam, and 16 of 17 (66%) received >B in the course. All students achieved the learning outcome.</p>	<p>(1) Instructor of ENVI460 in collaboration with Assessment Coordinator Aldrich. (2) They were shared with the program faculty through an open forum where faculty could view student presentations and also through the circulation of this report.</p>
<p>2. Comprehend how the environment contributes to the construct of cultures and societies worldwide</p>	<p>(1) Milestone courses. (2) ENVI201, ENVI 205, ENVI 308, ENVI 436, ENVI 440, ENVI 449, ENVI105</p>	<p>A quality grade (B or better) in one of the milestone courses shows a base level of content competency.</p>	<p>Every student ($n = 17$) achieved the expectation.</p>	<p>(1) Major advisors and/or Assessment Coordinator Aldrich. (2) Circulation of this report.</p>

3. To understand that environmental issues are fundamentally interdisciplinary.	(1) Pre- and post-test comparison (identical tests administered during first year and last year of program).	Learning gain on pre-andpost-core exit exam/test.	All students (n=9) increased their percent correct on exit exam when compared with entry to the program. Average upon entry was 56% correct, and average upon application to graduate was 66%, an increase in performance of 10% on average.	(1) Assessment Coordinator Aldrich. (2) Via circulation of this assessment report.
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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 the previous summary; and 3) what your assessment plan will focus on in the coming year.

While our overall findings are that the learning outcomes assessed during this cycle are being adequately met, and that students are gaining skills they need to be successful in the job market and/or post-graduate education, assessment outcomes have led the faculty of the HES Major to undertake major revisions to our curriculum and our assessment efforts. The new program (and assessment plans) will be offered for the first time in Fall 2018, and will include a separation of Geography and Anthropology, the constituent disciplines of the HES Major. This separation and curricular revision, meant to enhance the visibility of our expertise and the careers and life pathways our majors may take, was indicated almost entirely through our formal and informal assessment efforts.

In both our new majors Assessment efforts are baked-in from the beginning and a goal in the revision has been to integrate assessment activities more directly in our curricular process and to involve more faculty in the process of assessment.

Given the changes which will be in effect for 2018-2019 academic year we will focus assessment efforts for the coming year (2017-2018) in two areas: Core courses which all majors in the Department of Earth & Environmental Systems must take in the current curriculum (ENVI130 and ENVI110), and our culminating experience course, ENVI460.

Feedback from the assessment evaluation rubric was very helpful in determining how our new assessment plans (for our forthcoming curriculum) could be designed to advance our assessment efforts going forward with our new curriculum.

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

Degree Program: BS in Human and Environmental Systems Date: 01-15.17

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes were identified. <input type="checkbox"/> No Curriculum Map was provided.	<input checked="" type="checkbox"/> Outcomes were identified. <input checked="" type="checkbox"/> Some of the outcomes are specific, measurable, student-centered, program-level outcomes. <input type="checkbox"/> A Curriculum Map was provided.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered, program-level outcomes. <input checked="" type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input 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 type="checkbox"/> Outcomes are important, specific, measurable, student-centered program-level outcomes that span multiple learning domains. <input type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). <input 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 checked="" type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and

				<p>offers evidence that students have sufficient opportunity to master the associated learning outcomes.</p> <p><input checked="" 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 checked="" 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 checked="" type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate.</p> <p><input type="checkbox"/> Some performance goals are based on course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.</p>	<p><input checked="" type="checkbox"/> At least one direct measure was provided for each outcome.</p> <p><input type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified.</p> <p><input type="checkbox"/> Some performance goals are based on course and/or assignment grades, and general information is provided to demonstrate that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were provided.</p>	<p><input type="checkbox"/> Multiple measures were employed, and most 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 assess some high impact practices (internships, capstone course projects, undergraduate research, etc.)</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"/> Some measures allow performance to be gauged over time, not just in a single course.</p> <p><input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate that this is appropriate.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified and justified.</p>

				<input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were summarized as well as provided to demonstrate that the measure provides specific evidence of what students know/can do. <input type="checkbox"/> If performance goals are based on course and/or assignment grades, specific evidence is provided to demonstrate that grades are calibrated to the outcomes.
3. Results	<input type="checkbox"/> No data are being collected. <input type="checkbox"/> No information is provided about the data collection process. <input type="checkbox"/> No results are provided. <input type="checkbox"/> Students are meeting few of the performance standards set for them.	<input checked="" type="checkbox"/> Some data are being collected and analyzed. <input type="checkbox"/> Some results are provided. <input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid. <input type="checkbox"/> Students are achieving some of the performance standards expected of them.	<input type="checkbox"/> Data are being collected and analyzed. <input checked="" type="checkbox"/> Results are provided. <input checked="" type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful. <input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them.	<input type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process. <input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve/achieve less well. <input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.
4. Engagement & Improvement	<input type="checkbox"/> No one is assigned responsibility for assessing individual measures.	<input type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results.	<input checked="" type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results.	<input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results.

	<input type="checkbox"/> Assessment primarily is the responsibility of the program chair. <input type="checkbox"/> No improvements (planned or actual) are identified. <input type="checkbox"/> No reflection is offered about previous results or plans.	<input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis. <input type="checkbox"/> Plans for improvement are provided, but they are not specific and/or do not clearly connect to the results. <input type="checkbox"/> Little reflection is offered about previous results or plans.	<input checked="" type="checkbox"/> Results regularly are shared with the faculty. <input checked="" type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment. <input checked="" type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement. <input checked="" type="checkbox"/> Improvements in student learning have occurred as the result of assessment.	<input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance goals and implement plans to adjust activities, expectations, outcomes, etc. according to established timelines. <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. <input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment. <input type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website. <input checked="" type="checkbox"/> Assessment is integrated with teaching and learning.
Overall Rating	<input type="checkbox"/> Level 0 – Undeveloped	<input checked="" type="checkbox"/> Level 1 - Developing	<input type="checkbox"/> Level 2 – Mature	<input type="checkbox"/> Level 3 – Exemplary

Thanks for submitting your Student Learning Summary Report. The first outcome is clear and measurable, but the other two should be recast. We cannot measure what students “comprehend” and “understand” (but we can measure what they can “explain” and “demonstrate”). Likewise, the first measure (the student project) clearly is aligned with outcome 1, but there is no information about the courses and test used as measures. What are the projects students are completing that reflect on outcome 2? Performance expectations also are too general (or are based on grades). For the project, the standard might be something like “All students will earn at least a 3, “Meets Expectations,” on the analysis and interpretation section of the scoring rubric.” (Furthermore, using a rubric would help you to pinpoint exactly what students know and can do and provide good direction for future plans for improvement.)

Multiple members of the faculty are engaged in assessment, and results regularly are shared. While Part Two does not include any specific analysis of what assessment has revealed about what students know and can do well and less well, it does note that assessment played a role in significant curriculum revisions and that it has been embedded in the revised major. Thank you!