

**Student Learning Summary Form AY2016-17**

**Due to your dean by June 1**

**Due from dean to assessment office by June 15**

**Degree Program Name:** \_\_Multidisciplinary Studies\_\_ **Contact Name and Email** \_\_Tina Kruger ([tina.kruger@indstate.edu](mailto:tina.kruger@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><b>a. What learning outcomes did you assess this year?</b></p> <p><b>If this is a graduate program, indicate the <u>Graduate Student Learning Outcome</u>* each outcome aligns with.</b></p>	<p><b>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?</b></p>	<p><b>c. What expectations did you establish for achievement of the outcome?</b></p>	<p><b>d. What were the actual results?</b></p>	<p><b>e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?</b></p>
<p>1. Students understand material - Students understand material they read, hear, and see.</p>	<p>(1) Assessment of students' completed graduate school applications and the Exit Interview assignment. (2) MST 401, fall 2016</p>	<p>Students will earn a minimum of 3 "competent" in three categories: program relevancy, goal setting/statement, and financial aid mastery.</p>	<p>80% of students (n=4) successfully completed the graduate school application review with a score of 4 or above.</p>	<p>Donna Selman. Results emailed to faculty</p>
<p>2. Acquire problem-solving skills from different disc. - Students acquire problem solving skills from at least two different disciplines.</p>	<p>(1) Assessment of the Personal Statement portion of the students' graduate school applications and the Exit Interview. (2) MST 401, fall 2016</p>	<p>Students were expected to identify 3 different disciplinary graduate degree programs and craft personal statements for each that demonstrate how interdisciplinary training prepared them for success in each of the programs. Earning a minimum of "3" overall.</p>	<p>All students, (n=5) completed at least 3 individualized personal statements with a score of 3 or better.</p>	<p>Donna Selman. Results emailed to faculty.</p>

3. Apply variety of skills to address problems - Students apply the variety of skills they have in addressing these problems or situations	(1) Assessment of students' graduate assistantship applications, career planning portion of final presentations, and Exit Interview. (2) MST 401, fall 2016	Students were expected to complete 2 graduate assistantship applications and identify alternative funding sources in addition to identifying 3 specific jobs currently qualified for. Must earn 3 or better.	80% of students earned a 3 or better.	Donna Selman. Results emailed to faculty.
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\* See <https://www2.indstate.edu/graduate/forms/review.pdf>.

*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.*

#### Notes

- a. Use your outcomes library as a reference.
- b. Each outcome must 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 must be included as one of the measures. At least one of the outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.
- 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).
- e. This may be a specific individual, a position (e.g., assessment coordinator), or a group such as the department assessment committee. Minutes should reflect that results are shared with members of the department at least annually.

#### 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.**

*If you would like to reference any supporting materials (departmental meeting minutes, detailed assessment results, etc.), please provide the URL at which they can be found.*

#### 1. Discoveries:

-Student Learning: Our students are well prepared to understand complex concepts that they read, hear and see and have a good understanding of interdisciplinarity. Through the scaffolded personal statement assignments and various graduate school applications it was discovered that they can articulate how their multidisciplinary education applies to a variety of disciplinary expectations including methods of research and presentation styles. Moreover, exit interviews indicated the application of problem solving skills gleaned from their multidisciplinary training.

-Curriculum: Based on the decision of the International Studies advisory board IS 490 and MST 401 were taught separately this year. This allowed for a much more focused and individualized approach to the culminating project in MST 401. To address the needs indicated by the students and the career readiness initiative (MST majors n=3 and Minors

n=2) the culminating project was altered to encompass the graduate school application process. Students were receiving little if any guidance/information regarding graduate school. MST 401 is the perfect place for this discussion and exercise to take place (when taught in the Fall).

-Departmental Process: It is important to continue offering MST 401 in the Fall as most graduate school applications are due shortly after the first of the year (if not earlier). There is also a need for advisors to begin the graduate school conversation with students earlier in their academic career. It may be a good idea to work with the College of Graduate and Professional Studies to establish an interdisciplinary MA/MS program and/or to provide information regarding existing programs at ISU and elsewhere early on.

-Assessment: given our low 'N' qualitative assessment tools must compliment quantitative analysis. The exit interviews provide a wealth of information including process struggles (no guidance on graduate school) and individual successes (three MST students were accepted to graduate school, two of them received full funding support). The current assessment plan should be reviewed to determine how it relates to the new university strategic plan and goals.

2. Changes and improvements:

A key change that will be made based on this year's assessment outcomes is encouraging MST program advisors to talk with their advisees about graduate school as early as possible. Students may be unaware of what programs are available to them, what steps they need to take to apply to and be successful in graduate programs, and how early they need to begin the application process (and potentially the testing process if GRE or other standardized test scores are required).

3. Next year's assessment plan:

<b>Student Learning Outcomes</b>	<b>Courses/Educational Strategies</b>	<b>Assessment Method(s)</b>	<b>Source(s) of Assessment</b>	<b>Target for Student Achievement</b>	<b>Time of Data Collection</b>	<b>Person(s) Responsible</b>
<b>SLO 1.3: Students persuade, inform, explain to, or perform for (as appropriate to their course of study) their audiences.</b>	<b>Fall:</b> MST 401 <b>Spring:</b> MST 401	Grading rubric (to be created)	Final presentations	80% of students will exhibit strong evidence of this SLO.	Fall 2017 & Spring 2018	Tina Kruger
<b>SLO 2.2: Students understand the theoretical basis of interdisciplinarity.</b>	<b>Fall:</b> MST 401 <b>Spring:</b> MST 401	Grading rubric (to be created)	Final presentations	80% of students will exhibit strong evidence of this SLO.	Fall 2017 & Spring 2018	Tina Kruger
<b>SLO 3.2: Students assess problems or situations to determine which skills may be useful in addressing them.</b>	<b>Fall:</b> MST 401 <b>Spring:</b> MST 401	Grading rubric (to be created)	Final presentations	80% of students will exhibit strong evidence of this SLO.	Fall 2017 & Spring 2018	Tina Kruger

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

Degree Program: Multidisciplinary Studies    Date: 01/20/18

	<b>Level 0 – Undeveloped</b>	<b>Level 1 – Developing</b>	<b>Level 2 – Mature</b>	<b>Level 3 – Exemplary</b>
<b>1. Student Learning Outcomes</b>	<input type="checkbox"/> No outcomes were identified.  <input type="checkbox"/> No Curriculum Map was provided.	<input checked="" type="checkbox"/> Outcomes were identified.  <input type="checkbox"/> Some of the outcomes are specific, measurable, student-centered, program-level outcomes.  <input checked="" 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 type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is

				<p>addressed and 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><b>2. Measures &amp; Performance Goals</b></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"/> 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 checked="" type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed.</p> <p><input checked="" 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 checked="" 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 <a href="#">high impact practices</a> (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</p>

				<p>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> <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.</p> <p><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.</p>
<p><b>3. Results</b></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 and 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</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 and meaningful.</p> <p><input checked="" type="checkbox"/> Students generally are achieving the performance</p>	<p><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.</p> <p><input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards</p>

		some of the performance standards expected of them.	standards expected of them.	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.
<b>4. Engagement &amp; Improvement</b>	<input type="checkbox"/> No one is assigned responsibility for assessing individual measures.  <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 checked="" type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results.  <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 type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results.  <input checked="" type="checkbox"/> Results regularly are shared with the faculty.  <input 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 type="checkbox"/> Improvements in student learning have occurred as the result of assessment.	<input type="checkbox"/> All program faculty members are engaged in collecting and analyzing results.  <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.
<b>Overall Rating</b>	<input type="checkbox"/> <b>Level 0 – Undeveloped</b>	<input type="checkbox"/> <b>Level 1 - Developing</b>	<input type="checkbox"/> <b>Level 2 – Mature</b>	<input type="checkbox"/> <b>Level 3 – Exemplary</b>

This past year, the program assessed three outcomes focused on comprehension and problem solving. Each of these outcomes should be revised for clarity: The first two employ vague verbs (understand, acquire) and all are too general. (Consider, for example, recasting #3 as “Students will exhibit sound reasoning to analyze issues, make decisions, and solve problems.” This outcome is clear and important but broad enough to be assessed by a variety of assignments.) Student learning was assessed via completed graduate school applications. This assignment certainly aligns with the related outcomes, but I would encourage the program to consider developing more robust measures of student learning. Expectations for performance are clear, and students achieved each one. No information was provided about the results of the exit interview or the final presentation.

Part Two offers a general overview of student learning and notes changes that have or will be made to support it: The culminating project was altered to encompass the graduate school application process, advisors will be encouraged to talk to students about it as soon as possible, and a rubric is being developed to assess the final presentation.

Thank you for sharing your Student Learning Summary Report!