

USE OF ASSESSMENT RESULTS TO MAKE IMPROVEMENTS

IMPROVEMENTS EXTRACTED FROM A SAMPLE OF UCC ASSESSMENT REPORTS

2020, 2021, 2022, 2023, 2024

UCC TIER 3 COURSES

The course is going through changes as a result of programmatic and curricular structural changes and will need to be reassessed once the new model is in place in the next year. Results were shared with other faculty, peers, and the public in the form of a final exhibition and with faculty and peer review.

Incorporate a portfolio review and feedback process with alumni. Integrate assessments on several skills for a comprehensive evaluation of professional readiness.

Add that this is a Tier 3 course, part of the University Core Curriculum. Add to the syllabus UCC cognitive skills for Tier 3. Will add HIPs course SLOs.

We continually update our reading lists and best practices for the creation of self-promotion through websites, resumes, and portfolios.

The three faculty who have taught this class discussed making adjustments to the professionalization content. We now require students to create resumes or curriculum vitae in this online professionalization course they take as sophomores or juniors. This is because we find they need these tools earlier in their university careers. We will continue to have students review, revise, and update their professional materials and either create or update a LinkedIn page.

This course has been a requirement for our majors since 2008. Each year, a real-world project is selected, and students work through it as they will in their future careers. The class is team taught. There is a primary instructor, but all faculty work with the students throughout the semester, attend all presentations and grade all assignments. The results each year are reviewed to see if any adjustments need to be made for the following year.

The student outcomes from the recent assessment have been highly favorable, demonstrating that the current instructional methods, course content, and assessment activities are effectively supporting student learning. Given the positive results, no immediate modifications are planned for the assignment structure, instructional approaches, or course content. We believe that the existing assessment methodology is meeting its intended goals and, therefore, will continue to employ this approach moving forward.

The assessment results are routinely shared with faculty during our scheduled department meetings. These meetings provide a valuable platform for open dialogue,

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where faculty members can engage in candid and constructive discussions regarding the course. This collaborative exchange ensures that all faculty are informed about the outcomes and can provide insights or recommendations as necessary. Going forward, we will continue to monitor student performance and remain open to future adjustments, should the data suggest areas for improvement.

The biggest improvement is to gather more assessment data from all sections of this course. We will also aim to collect data in both fall and spring for more diversity of data.

I divide the course into a professionalization phase and an immersive project phase. In future course offerings, I could add a class module on time management to help students better appreciate the importance of time management in successful project work.

Through conversations with the department coordinator and practicing professionals who served as jurors and advisory board members, they agreed that there was a consistency in the student's communication skills.

After seeing the final presentations, they agreed that the general presentation techniques and industry standards were met. These communication and presentation skills were introduced earlier in the curriculum, so this cohort had practice prior to the time the student took this course, and thus left the program with competent or accomplished communication skills.

A significant change to the course two years ago consisted of added assignments, multiple submissions, a series of visits from professionals, as well as the written final paper. This was seen as a positive change yet again this year in order to maximize the experience and enhance / gauge student's learning.

These results were shared with the Internship Coordinator and the department's Assessment Task Force and will be included in the department's annual assessment report which is shared with and approved by department faculty. The Internship Coordinator will consult with internship supervisors to ensure that students are receiving appropriate instruction and feedback during their professional opportunities. In addition, the evaluation questions will be reviewed annually to ensure they produce accurate results. Questions may be revised to better differentiate among criteria

The course primary syllabus has been revised to include objectives re-written as student centered SLOs. A reflection piece has been introduced into the course.

I will work with my peers to try to have them note any specific course content they feel may be relevant to future internship/employment opportunities so that students may

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have greater recall of their experiences in the classroom when developing the capstone paper.

This course is meeting its objectives, and the program will continue to achieve these objectives. Faculty will share these results in a report to the department chair and with other faculty if requested.

Goals for future semesters reviewing and possibly revising course learning objectives and working with all instructors to develop a common rubric for the poster presentation component of this course.

These results were shared with the department, and the findings contribute to our annual inter-departmental assessment. As the “final” course for the major, it is a critical place to see how SLOs across the curriculum contribute to the overall mastery in a final community-based research setting.

Overall, results suggest that students acquire a competent understanding of the key cognitive skills being developed in this course.

The course has significant discipline content and career development elements in addition to the community-based research project, making this a challenging and comprehensive capstone experience. Though this is a group project producing a single report for a community partner, each student is required to independently complete a lit review, survey/interview/focus group/instrument, data gathering, data entry, data analysis, and reporting, in order to demonstrate mastery of the objectives.

The return to the later start time improved attendance, especially at crunch points of the semester, and eased site visits with our community partners.

We have both a curriculum committee and also regular faculty meetings. These outcomes will be discussed and addressed, as we prepare for the practicum courses which begin again in the Spring of 2025. We also have regular communication and training annually with our agency liaisons. In addition to our evaluations, we have our student reflections that we can look through and review to evaluate student learning needs related to the practicum experience and our ability to meet the objectives of both the UCC and our accrediting body related to student practicums.

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As a result of the assessment data, the following improvements to this Tier 3 course will be made for the 2024-2025 academic year.

1. The Program Director will continue to instruct all clinical faculty on how to score specific items in the evaluation tools relating to student learning outcomes and the Tier 3 cognitive skills.
2. An end-of-semester student reflection paper will continue to be required for all students. This reflection paper will give students an opportunity to reflect on how they have grown both academically and personally throughout the capstone experience, as well as across their undergraduate education. Additionally, students will reflect on how the experience will impact their future academic and career plans.
3. The 2024 assessment report will be shared with all faculty in an upcoming department meeting. Additionally, the addendum containing the common themes from students' self-reflections will be shared and discussed with faculty.

Large scale changes are not necessary since the average scores were at least Competent. We would like to make some minor changes to help students reach the Accomplished level. This will take the form of including short videos to supplement current content. Students have stated they would like to see more of that, rather than relying on simply the readings. We are also looking at including more short assessments throughout that include feedback to specifically target the skills in the capstone project. Again, there are no major changes to the capstone project, but simply improving the delivery based on student feedback and scores. These data were shared during a core meeting.

The success of our Tier 3 assessments has been prominent over many years. The effectiveness of our SLOs and assessments have been beneficial for our students and program. Future assessment tools and assignments will be considered to continue effective communication among industry colleagues and critical thinking.

This is a course that we closely monitor given its importance to the program as our final contact. There was an increase in the percentage of students acquiring "High Pass" level since the previous report. We will continue to monitor progress moving forward to assess what additional modifications may be necessary.

Expand on the currently reported UCC assessment by implementing the weekly quizzes and comprehensive final exam.

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Results will be disseminated as part of an overall summary presented to the departmental faculty during a Fall meeting. In addition, the SLO departmental committee will discuss how we can improve our reporting procedures.

Consider realignment of course objectives and UCC Tier 3 cognitive skills in light of changes to the three primary projects, due to shifting requirements for specialized accreditation.

We have been using the internships since 2002 as the student's Tier 3 capstone experience. Many students have been offered jobs at the end of the internship, which speaks volumes to their abilities and BSU education.

Update the primary syllabus for the course, based on the revisions developed as part of this 2022 UCC Course Assessment Report.

Take steps to ensure that students, faculty, and administration clearly understand the structure and objectives of the course within the context of the UCC.

Results will be shared with the Program Assessment Coordinator and Curriculum Committee. The current findings indicate that existing instructional approaches are successful, but that more effort could be extended to encouraging substantive revisions to the process assignment that contributes to the "recognizing context" skill. We will better emphasize this particular component of the research process during in-class discussions and exercises.

More elaborate measurement instruments could be used in the future to provide more opportunities for variance across the scoring categories.

In the future, I think it will be prudent to include (a) elements of mastery grading and objective measurements and/or (b) personal improvement plans that will give each student specific, external metrics for getting better learning results.

Information from the previous assessment report led to the implementation of meaningful student reflection opportunities during the 2022-23 academic year.

New departmental SLOs were adopted for writing emphasis courses during this academic year.

The department is in the process of updating the SLOs and UCC cognitive skills so that they are up to date and are aligned.

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The findings from this assessment are disseminated to the faculty during our routine faculty meetings, affording us the opportunity to engage in candid and constructive discussions pertaining to the course.

This is a writing-designated UCC course. The papers are a useful process for future professionals. I have made it a habit of emphasizing the importance of the papers, and the grades are weighted heavily on the papers. For example, 290 out of 450 points consist of writing.

Although multiple-choice exam questions are an efficient strategy for assessing student learning outcomes in courses that have multiple instructors across different sections, they may not be the most meaningful indicators of student success. It may be worth revisiting the assessment strategy in order to reflect the emerging focus on High Impact Practices in this course and to capture success stories related to the implementation of those practices.

Goals for future semesters include: a) Reviewing and possibly revising course learning objectives and b) Working with all course instructors to develop a common rubric for the poster presentation component of this course.

Moving forward, adjustments will need to be made to the primary syllabi. Work will also need to be done to calibrate the current rubric to align with a writing outcome (W-designated course). The assignment expectations will need to be adjusted and aligned across all sections of the course.

Student performance for all criterion was reviewed with discussion for continuous improvement. Ideas for improving that criterion performance were discussed.

More recently, internal discussions have addressed innovative and “student-friendly” evaluation methods, adjusted to the new post-COVID reality and in the light of Ball State’s aim to improve student retention.

I will be interested to see if implementing High Impact Practices related to research will impact students’ learning outcomes related to any of the cognitive skill areas next year.

Faculty members provided insights into their teaching strategies, shared their impressions and reflected on possible improvements to assess their students.