Use of Assessment Results to Make Improvements

Improvements Extracted from a Sample of UCC Assessment Reports

2020, 2021, 2022, 2023

UCC Tier 3 Courses

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

Results will be disseminated as part of an overall summary presented to 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 opportunity 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.
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.