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| **Assurance of Student Learning Report**  **2023-2024** | | |
| *College of Education and Behavioral Sciences* | | *School of Leadership and Professional Studies* |
| *246 : Associate of Interdisciplinary Studies* | | |
| *Program coordinator: Anne Heintzman* | | |
| ***Is this an online program***?  Yes  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** | |

**\*\*\* Please include Curriculum Map as part of this document (at the end), NOT as a separate file.**

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*** | | | |
| **Program Student Learning Outcome 1: Apply leadership skills for productive teamwork** | | | |
| **Instrument 1** | **Students will produce one artifact from completed coursework demonstrating competence in leadership and teamwork. The artifact may take many forms (poster,video, essay, presentation, multimedia, performance) and should be appropriate for the area of concentration. Students will score an average of 3 on a 5-point rubric to demonstrate success in SLO 1. The rubric will be generalized and flexible to accommodate the many possible forms of the artifact.** | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.**  This is a new assessment plan and data will be reported next year | | **Met** | **Not Met** |
| **Program Student Learning Outcome 2: Illustrate effective communication skills (oral, written,quantitative solutions, etc.)** | | | |
| **Instrument 1** | **Students will produce one artifact from completed course work illustrating effective communication skills. The artifact may take many forms (poster, video, essay, presentation, multimedia, performance) and should be appropriate for the area of concentration. Students will score an average of 3 on a 5-point rubric to demonstrate success in SLO 2. The rubric will be generalized and flexible to accommodate the many possible forms of the artifact.** | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.**  This is a new assessment plan and data will be reported next year | | **Met** | **Not Met** |
| **Program Student Learning Outcome 3: Demonstrate skill sets related to the professional requirements of the student’s area of concentration** | | | |
| **Instrument 1** | **Students will produce one artifact from completed coursework. Demonstrating skill sets related to the professional requirements of the student’s area of concentration.The artifact may take many forms (poster, video, essay, presentation, multimedia, performance) and should be appropriate for the area of concentration. Students will score an average of 3 on a 5-point rubric to demonstrate success in SLO 3. The rubric will be generalized and flexible to accommodate the many possible forms of the artifact.** | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.**  This is a new assessment plan and data will be reported next year | | **Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | |
| This is a new assessment plan and data will be reported next year | | | |

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| **Program Student Learning Outcome 1** | | | | | | | |
| **Program Student Learning Outcome** | Add the Program Student Learnin Outcome from CourseLeaf HERE | | | | | | |
| **Measurement Instrument 1** | **NOTE: Each student learning outcome should have at least one direct measure of student learning. Indirect measures are not required.**  Be specific and include how the measurement aligns with your learning outcome.  Consider the following list of example sources for DIRECT measures of student learning: written work, presentations, licensure/national board exams, juried performances, oral exams/presentations, capstone course artifact, portfolios, senior exam results, nationally-normed exams or boards, graduate written exams, thesis defense, simulations, e-portfolios, ratings of students by faculty field-experience supervisors. **Please attach any/all rubrics used.** Consider the following list of example sources for INDIRECT measures of student learning: student surveys, alumni surveys, employer surveys, graduate school placement and success rates, employer internship performance appraisals, written surveys and questionnaires, external examiner, external advisory boards, focus groups, exit interviews. Again, these are not required. | | | | | | |
| **Criteria for Student Success** | *Criteria for Success* refers to a **narrative/explanation** of the level of performance students will have achieved for your program to have been successful (ex., *students will have earned 4/5 for documentation and citation on capstone essays*. **Describe** what outcomes or achievements should be reached for a student to have “succeeded” using the instrument above. The criteria for success assists in setting targets. | | | | | | |
| **Program Success Target for this Measurement** | | | The composite, numerical goal of what percentage ofstudents in the sample we expect to have achieved success as defined in “Criteria for Student Success,” above (ex. “75% of the sample will earn 4/5 or better on documentation/citation on the rubric”). | | **Percent of Program Achieving Target** | Insert the actual percentage of students reaching the target for this measure (ex. 78% of students in the program will have earned 4/5 on documentation/citation on the rubric. | |
| **Methods** | Include descriptions of sampling and data collection processes, appropriate summary statistics, and number of students assessed (*N, n*). Note: **Sample Sizes -** Generally speaking, at least 20% of students enrolled in the program should yield your sample size, with a minimum of five in the sample. So, if your program has 50 total majors, you should evaluate at least artifacts from 10 randomly selected students (20% of 50 = 10). If your program has 8 students, you would need to evaluate artifacts from at least 5, but you could choose to evaluate artifacts from all 8. If you only have 4 students in your program, you would evaluate artifacts from all of the students. Many programs evaluate artifacts from students in capstone courses. If you have 20 students in your capstone course, but 100 majors, you would evaluate work from all 20 students. Unless the number is too high, it is recommended that work from all students in the capstone be assessed. | | | | | | |
| **Measurement Instrument 2** | Do you have other measures of assessment for SLO 1? If so, please add those here along with all the information below. If not, you may delete this section and move on to **“… whether the program met the goal Student Learning Outcome 1.”** | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Measurement Instrument 3** | Do you have other measures of assessment for SLO 1? If so, please add those here along with all the information below. If not, you may delete this section and move on to **“… whether the program met the goal Student Learning Outcome 1.”** | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| **Results**: Are the results what was expected or not? What stood out in the assessment cycle? Explain  **Conclusions**: What worked? What didn’t? Why do you thinks this? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool.  **\*\*IMPORTANT - Plans for Next Assessment Cycle**: As we work hard to improve our assessment practices and make them more meaningful and effective, it’s important each program craft a plan for the following year’s assessment – this process assists in “closing the loop.” For example, you may decide to collect a more appropriate artifact. Or, you may need to adjust targets because there are cionsistently exceeded or not met; Or, you might see the need to reconstruct your curriculum map. Or, you’ve found that the sequencing of classes might need to be adjusted, or additional class(es) provided. Whatever you plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. **All changes need not lead to quantitative results**. | | | | | | | |

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| **Program Student Learning Outcome 2** | | | | | | | |
| **Program Student Learning Outcome** |  | | | | | | |
| **Measurement Instrument 1** | **NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.** | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | | |  | | **Percent of Program Achieving Target** |  | |
| **Methods** |  | | | | | | |
| **Measurement Instrument 2** |  | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Measurement Instrument 3** |  | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| **Results**: Are the results what was expected or not? Explain  **Conclusions**: What worked? What Didn’t? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool.  **Plans for Next Assessment Cycle**: As we work hard to improve our assessment practices and make them more meaningful and effective, it’s important each program craft a plan for the following year’s assessment – this process assists in “closing the loop.” For example, you may decide to collect a more appropriate artifact. Or, you may need to adjust targets because there are cionsistently exceeded or not met; Or, you might see the need to reconstruct your curriculum map. Or, you’ve found that the sequencing of classes might need to be adjusted. Whatever you plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. **All changes need not lead to quantitative results**. | | | | | | | |

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| **Program Student Learning Outcome 3** | | | | | | | |
| **Program Student Learning Outcome** |  | | | | | | |
| **Measurement Instrument 1** | **NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.** | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | | |  | | **Percent of Program Achieving Target** |  | |
| **Methods** |  | | | | | | |
| **Measurement Instrument 2** |  | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Measurement Instrument 3** |  | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| **Results**: Are the results what was expected or not? Explain  **Conclusions**: What worked? What Didn’t? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool.  **Plans for Next Assessment Cycle**: As we work hard to improve our assessment practices and make them more meaningful and effective, it’s important each program craft a plan for the following year’s assessment – this process assists in “closing the loop.” For example, you may decide to collect a more appropriate artifact. Or, you may need to adjust targets because there are cionsistently exceeded or not met; Or, you might see the need to reconstruct your curriculum map. Or, you’ve found that the sequencing of classes might need to be adjusted. Whatever you plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. **All changes need not lead to quantitative results**. | | | | | | | |