

2017-18

Drake University

Academic Assessment Reports

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School of Education (by 06/01/2018)

What is your College or School?

School of Education

What is your program?

Superintendent Program (Ed.S.)

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

1. Expand partnership opportunities with Des Moines Public Schools
2. Unify assessment practices in EDS program with instructors
3. Increase intentionality of selecting mentors and communicating expectations to maximize the student clinical superintendent field experience

Measures: Identify one to three ways you know students learn this outcome.

1. Increased value and improved feedback on the clinical learning experience based on course feedback
2. More consistent instructor grading and feedback based on instructor and student qualitative feedback

Findings: Present and analyze your findings this year about student learning in this outcome.

NA for now

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

Meetings with Des Moines Public Schools
Adjunct program meeting (summer 2018)
Routine email and conference calls with program instructors (2018-19 academic year)
Analyze course evaluations (on-going)

Time Finished: 2018-05-10 08:23:33

What is your College or School?

School of Education

What is your program?

Counseling (M.S.)

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.**Introduction:**

This document describes the most recent iteration of the Comprehensive Program Evaluation System for the Counseling Program at Drake. The evaluation of program objectives by course is described below. Beginning with the spring 2016 academic term the information noted below will be reported by course instructors for each student enrolled in the class at the end of the term. This information will be collated and serve two purposes. First, the information will be monitored over time to examine how program objectives are being met in each class and across the program. This data will drive the process on continual program evaluation and improvement. Second, this information will be provided back to students in a developmental manner. Specifically, students will be informed when they are performing below expectations and will then work with program faculty to develop a plan to strengthen performance.

Objectives and Dispositions by Course**COUN 200****Objectives**

1 2 3 4 5

Performing at a level below a graduate student Performing at a level of a new graduate student
Performing at a level of an experienced graduate student Performing at a level of a new graduate
Performing at a level of a professional (2 or more years of experience)

Domain Objective**Orientation and Ethical Practice**

Individual identifies as a professional counselor in their interactions with clients, the public, peers and other professionals

School Contextual Dimensions

Individual demonstrates knowledge of legislation, government policy legal and ethical issues as related to school counseling

CRC Practice

Individual demonstrates the ability to represent people with disabilities through continuing education and membership in organizations that represent the interests and rights of people with disabilities

Dispositions

1 2 3

Deficient Marginal Meets

Professionalism: e.g. on time, attire fitting to setting, honesty/ integrity

Respect for individual differences: acceptance and respect for differences

Active participation: offer information, open to alternative perspectives, engage in class (not on devices)

Responsible and Reflective: coming to class prepared, time and effort in individual and group assignments, informed contributions

Interpersonal Skills: Collaboration and respect for others

Open to feedback: willing to hear and acknowledge and act on

COUN 201

Objectives:

Domain Objective

Assessment and Testing Individual demonstrates an understanding of when and how to select and use the appropriate assessment and testing strategies with individuals from different populations

Assessment and Testing Individual demonstrates an understanding of when and how to select and use the appropriate assessment and testing strategies with individuals from different populations

Research and Program Evaluation Individual articulates knowledge of ethically and culturally appropriate research process

Research and Program Evaluation Individual demonstrates the ability to critically evaluate data and use it to inform their counseling practice

Dispositions:

Professionalism: e.g. on time, attire fitting to setting, honesty/ integrity:

Active participation: offer information, open to alternative perspectives, engage in class (not on devices)

COUN 210

Objectives:

Domain Objective

CRC Foundations Individual demonstrates knowledge of the etiology of disability and the different models through which services are provided.

CRC Contextual Dimensions Individual demonstrates knowledge of the biological, psychological, social, and cultural factors affecting people with disabilities and the services they receive.

Dispositions:

Responsible and Reflective: coming to class prepared, time and effort in individual and group assignments, informed contributions

Open to feedback: willing to hear and acknowledge and act on

COUN 215

Dispositions:

Professionalism: e.g. on time, attire fitting to setting, honesty/ integrity:

Responsible and Reflective: coming to class prepared, time and effort in individual and group assignments, informed contributions

COUN 220

Objectives:

Domain Objective

Career Development Individual applies career development theory in their practice of counseling

Career Development Individual utilizes labor market data to assist individuals in post-secondary and career decision making

Dispositions:

Interpersonal Skills: Collaboration and respect for others

Open to feedback: willing to hear an acknowledge and act on

COUN 221

Objectives:

Domain Objective

Counseling and Helping Relationships Individual demonstrates essential interviewing and counseling skills

Counseling and Helping Relationships Individual develops/articulates case conceptualizations and identify barriers to individuals achieving their goals

CMH Foundations Individual demonstrates knowledge of case conceptualization and treatment planning

Dispositions:

Professionalism: e.g. on time, attire fitting to setting, honesty/ integrity

Respect for individual differences: acceptance and respect for differences

Active participation: offer information, open to alternative perspectives, engage in class (not on devices)

Responsible and Reflective: coming to class prepared, time and effort in individual and group assignments, informed contributions

Interpersonal Skills: Collaboration and respect for others

Open to feedback: willing to hear an acknowledge and act on

COUN 224

Objectives:

Domain Objective

Assessment and Testing Individual demonstrates an understanding of when and how to select and use the appropriate assessment and testing strategies with individuals from different populations

Research and Program Evaluation Individual articulates knowledge of ethically and culturally appropriate research process

Research and Program Evaluation Individual demonstrates the ability to critically evaluate data and use it to inform their counseling practice

Dispositions:

Professionalism: e.g. on time, attire fitting to setting, honesty/ integrity:

Interpersonal Skills: Collaboration and respect for others

COUN 225

Objectives:

Domain Objective

Human Growth and Development Individual applies their knowledge of the biological, psychological, social, and cultural factors affecting human development

Dispositions:

Active participation: offer information, open to alternative perspectives, engage in class (not on devices)

Responsible and Reflective: coming to class prepared, time and effort in individual and group assignments, informed contributions

COUN 228

Objectives:

Domain Objective

CMH Contextual Dimensions Individual demonstrates knowledge of the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

CMH Contextual Dimensions Individual applies a diagnostic process including use of differential diagnosis and current classification systems

CRC Foundations Individual demonstrates knowledge of the etiology of disability and the different models through which services are provided.

CRC Foundations Individual demonstrates knowledge of the biological, psychological, social, and cultural factors affecting people with disabilities and the services they receive.

Dispositions:

Responsible and Reflective: coming to class prepared, time and effort in individual and group assignments, informed contributions

Respect for individual differences: acceptance and respect for differences

COUN 233

Dispositions:

Active participation: offer information, open to alternative perspectives, engage in class (not on devices)

Responsible and Reflective: coming to class prepared, time and effort in individual and group assignments, informed contributions

COUN 236

Objectives:

Domain Objective

Group Counseling Individual articulates knowledge of when a group counseling strategy would be effective, how to appropriately select participants and strategies

Group Counseling Individual demonstrates ability to apply culturally relevant and ethical strategies to design and facilitate groups

Dispositions:

Professionalism: e.g. on time, attire fitting to setting, honesty/ integrity:
Respect for individual differences: acceptance and respect for differences

COUN 240

Dispositions:

Active participation: offer information, open to alternative perspectives, engage in class (not on devices)

Responsible and Reflective: coming to class prepared, time and effort in individual and group assignments, informed contributions

COUN 243

Objectives:

Domain Objective

School Foundations Individual demonstrates knowledge of developing and assessing comprehensive counseling programs

School Contextual Dimensions Individual demonstrates knowledge of legislation, government policy

legal and ethical issues as related to school counseling

School Practice Individual engages in data informed decision making

Dispositions:

Interpersonal Skills: Collaboration and respect for others

Open to feedback: willing to hear and acknowledge and act on

COUN 244

Domain Objective

CMH Foundations Individual demonstrates knowledge of case conceptualization and treatment planning

CMH Contextual Dimensions Individual demonstrates knowledge of the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

CMH Contextual Dimensions Individual applies a diagnostic process including use of differential diagnosis and current classification systems

COUN 245

Objectives:

Domain Objective

Social and Cultural Diversity Individual demonstrates knowledge of individual and cultural differences

Social and Cultural Diversity Individual demonstrates awareness of how their own cultural background and life experiences shape their views of others

Human Growth and Development Individual applies their knowledge of the biological, psychological, social, and cultural factors affecting human development

Dispositions:

Respect for individual differences: acceptance and respect for differences

Interpersonal Skills: Collaboration and respect for others

COUN 246

Objectives:

Domain Objective

CRC Foundations Individual demonstrates knowledge of the etiology of disability and the different models through which services are provided.

CRC Contextual Dimension Individual demonstrates knowledge of the biological, psychological, social, and cultural factors affecting people with disabilities and the services they receive.

Dispositions:

Responsible and Reflective: coming to class prepared, time and effort in individual and group assignments, informed contributions

Open to feedback: willing to hear and acknowledge and act on

COUN 260

Objectives:

Domain Objective

Orientation and Ethical Practice Individual identifies as a professional counselor in their interactions with clients, the public, peers and other professionals

Orientation and Ethical Practice Individual applies ethical standards of professional counseling in their practice

Counseling and Helping Relationships Individual demonstrates essential interviewing and counseling skills

Counseling and Helping Relationships Individual develops/articulates case conceptualizations and identify barriers to individuals achieving their goals

Group Counseling Individual articulates knowledge of when a group counseling strategy would be effective, how to appropriately select participants and strategies

Group Counseling Individual demonstrates ability to apply culturally relevant and ethical strategies to design and facilitate groups

School Practice Individual demonstrates skills in using interventions for academic achievement, college and career readiness peer interventions

CMH Foundations Individual demonstrates knowledge of the etiology of disability and the different models through which services are provided.

CRC Contextual Dimensions Individual demonstrates knowledge of the biological, psychological, social, and cultural factors affecting people with disabilities and the services they receive.

Dispositions:

Professionalism: e.g. on time, attire fitting to setting, honesty/ integrity:

Respect for individual differences: acceptance and respect for differences

Active participation: offer information, open to alternative perspectives, engage in class (not on devices)

Responsible and Reflective: coming to class prepared, time and effort in individual and group assignments, informed contributions

Interpersonal Skills: Collaboration and respect for others

Open to feedback: willing to hear and acknowledge and act on

COUN 265

Dispositions:

Active participation: offer information, open to alternative perspectives, engage in class (not on devices)

Responsible and Reflective: coming to class prepared, time and effort in individual and group assignments, informed contributions

COUN 270

Objectives:

Domain Objective

School Contextual Dimensions Individual demonstrates knowledge in consultation, crisis management, college and career readiness and risk assessment

CRC Practice Individual demonstrates the ability to represent people with disabilities through continuing education and membership in organizations that represent the interests and rights of people with disabilities.

Dispositions:

Professionalism: e.g. on time, attire fitting to setting, honesty/ integrity:

Respect for individual differences: acceptance and respect for differences

Active participation: offer information, open to alternative perspectives, engage in class (not on devices)

Responsible and Reflective: coming to class prepared, time and effort in individual and group assignments, informed contributions

Interpersonal Skills: Collaboration and respect for others

Open to feedback: willing to hear and acknowledge and act on

COUN 284

Objectives:

Domain Objective

Social and Cultural Diversity Individual demonstrates knowledge of individual and cultural differences

Dispositions:

Interpersonal Skills: Collaboration and respect for others

Open to feedback: willing to hear and acknowledge and act on

COUN 290

Domain Objective

Orientation and Ethical Practice Individual applies ethical standards of professional counseling in their practice

Social and Cultural Diversity Individual demonstrates awareness of how their own cultural background and life experiences shape their views of others

Career Development Individual applies career development theory in their practice of counseling

Career Development Individual utilizes labor market data to assist individuals in post-secondary and career decision making

School Foundations Individual demonstrates knowledge of developing and assessing comprehensive counseling programs

School Contextual Dimensions Individual demonstrates knowledge in consultation, crisis management, college and career readiness and risk assessment

School Practice Individual demonstrates skills in using interventions for academic achievement, college and career readiness peer interventions

School Practice Individual engages in data informed decision making

Dispositions:

Professionalism: e.g. on time, attire fitting to setting, honesty/ integrity:

Respect for individual differences: acceptance and respect for differences

Active participation: offer information, open to alternative perspectives, engage in class (not on devices)

Responsible and Reflective: coming to class prepared, time and effort in individual and group assignments, informed contributions

Interpersonal Skills: Collaboration and respect for others

Open to feedback: willing to hear an acknowledge and act on

COUN 291

Domain Objective

Orientation and Ethical Practice Individual applies ethical standards of professional counseling in their practice

Career Development Individual applies ethical standards of professional counseling in their practice

Career Development Individual utilizes labor market data to assist individuals in post-secondary and career decision making

CMH Contextual Dimensions Individual demonstrates knowledge of the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

CMH Contextual Dimensions Individual applies a diagnostic process including use of differential diagnosis and current classification systems

CMH Practice Individual demonstrates ability to conduct an intake interview, relevant history (biopsychosocial, mental health, substance abuse), and assessment for treatment planning and counseling

Dispositions:

Professionalism: e.g. on time, attire fitting to setting, honesty/ integrity:

Respect for individual differences: acceptance and respect for differences

Active participation: offer information, open to alternative perspectives, engage in class (not on devices)

Responsible and Reflective: coming to class prepared, time and effort in individual and group assignments, informed contributions

Interpersonal Skills: Collaboration and respect for others

Open to feedback: willing to hear an acknowledge and act on

COUN 292

Objectives:

Domain Objective

Orientation and Ethical Practice Individual applies ethical standards of professional counseling in their practice

Career Development Individual applies career development theory in their practice of counseling

Career Development Individual utilizes labor market data to assist individuals in post-secondary and career decision making

CRC Practice Individual demonstrates the ability to represent people with disabilities through continuing education and membership in organizations that represent the interests and rights of people with disabilities.

Dispositions:

Professionalism: e.g. on time, attire fitting to setting, honesty/ integrity:

Respect for individual differences: acceptance and respect for differences

Active participation: offer information, open to alternative perspectives, engage in class (not on devices)

Responsible and Reflective: coming to class prepared, time and effort in individual and group assignments, informed contributions

Interpersonal Skills: Collaboration and respect for others

Open to feedback: willing to hear an acknowledge and act on

COUN 298

Objectives:

Domain Objective

School Contextual Dimensions Individual demonstrates knowledge of legislation, government policy legal and ethical issues as related to school counseling

School Contextual Dimensions Individual demonstrates knowledge in consultation, crisis management, college and career readiness and risk assessment

School Practice Individual demonstrates skills in using interventions for academic achievement, college and career readiness peer interventions

Dispositions:

Respect for individual differences: acceptance and respect for differences

Active participation: offer information, open to alternative perspectives, engage in class (not on devices)

Measures: Identify one to three ways you know students learn this outcome.

Professors assess in class and enter data into a specially-designed Qualtrics reporting system. Counseling program faculty enters student evaluations and course objectives at the end of each academic term, including summers.

Findings: Present and analyze your findings this year about student learning in this outcome.

Counseling Evaluation System Review May 2018

Below you can find our most recent assessment results:

PROGRAM LEVEL ANALYSIS

The following items demonstrated the lowest student ratings:

Mean rating on 5.0 scale 2.56 - Orientation and Ethical Practice

Question: Please use the scale below to rate the student in these areas. - Individual identifies as a professional counselor in their interactions with clients, the public, peers and other professionals

This is mostly developmental, students usually are scored lower in Introduction to Counseling course and then they are expected to show growth in the subsequent courses where this item is measured again.

Counseling faculty decided to strengthen the course content in Practicum on professional identity and ethics. Practicum coordinator will coordinate it with the practicum course instructors, change the syllabus for practicum and handbook.

School Contextual Dimensions:

Mean rating on 5.0 scale 2.05 - School Contextual Dimensions

Question: Please use the scale below to rate the student. - Individual demonstrates knowledge of legislation, government policy

This lower score in less understanding of government policy and legislation will be addresses in the following ways.

STUDENT LEVEL ANALYSIS

The program evaluation system contains ratings on 141 unique students. A total of seventeen different students demonstrated below standard ratings in the system. Analysis of these students found that seven of the students were rated low on a single item in a single course. Six of these students subsequently demonstrated satisfactory ratings. These events are labeled self-corrected. One student received the low rating in the Counseling Methods course and after discussion with their advisor elected to leave the program. The student was offered the opportunity and support to retake the class to demonstrate proficiency.

A total of ten students had multiple ratings below expected performance. Six of these students participated in either intensive advising or additional coursework (e.g., repeated counseling methods) and subsequently returned to satisfactory performance. One student has graduated and the other five are currently taking classes. Three of the students with multiple low ratings elected to leave the program. Two more of the students with multiple low ratings are in contact with their advisor and are currently taking a break from the program as they determine the best course of action.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

Before the end of an academic year, full-time counseling faculty meet and check the analysis of data and make program changes when necessary.

The counseling program is going through a curriculum change and we are adding one more school counseling specific course to the program, Program Implementation and Evaluation, in this course students will learn to implement the comprehensive school counseling program and measure its effectiveness. This course will include an emphasis on policy and legislation. This course will start to be offered in Fall 2019 semester with the students who entered the program on Spring 2017 or later.

In addition, faculty recommended to strengthen course content in COUN 286 College and Career Readiness course. The instructor will add additional course material related to legislation and government policy, the syllabus will reflect such change.

Time Finished: 2018-05-18 10:49:28

What is your College or School?

School of Education

What is your program?

Initial Teacher Licensure (B.S.E., M.S.T., M.A.T.)

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

There are 10 inTASC standards that we meet at three levels (beginning, developing, proficient) throughout the educational experience of each student in an initial teacher licensure program. Here is our map and then a list of the standards.

InTASC Assessment System Map

B = Students will have met Beginning Teacher Licensure Candidate status by the end of their pre-professional coursework

D = Students will have met Developing Teacher Licensure Candidate status by the end of their methods coursework, before entering student teaching

P = Students will have met Proficient Teacher Licensure Candidate status by the end of their student teaching, before graduation and/or recommendation for teacher licensure

A = Students will have the opportunity to demonstrate accomplished performance during the student teaching semester

Course	InTASC Standard									
Pre-Professional	1	2	3	4	5	6	7	8	9	10
EDUC 103/203					B				B	B
EDUC 105 & 106	B				B			B		
EDUC 107/211			B			B	B			
EDUC 109/261					B	B		B		
EDUC 208	B		B			B	B			
EDUC 164/264	B	B								B
SPED 120/220	B	B						B		
Professional	1	2	3	4	5	6	7	8	9	10
EDUC 122/222			D						D	D
EDUC 123/223	D						D			
EDUC 124/224	D	D								
EDUC 125/225					D		D	D		
EDUC 126/226			D			D	D			
EDUC 137/237		D		D						
EDUC 128/228				D					D	D
EDUC 139/239					D		D	D		
EDUC 132/232		D					D	D	D	D
SEED Special Methods				D	D	D		D		
EDUC 142/242	D		D				D			
Student Teaching Semester	1	2	3	4	5	6	7	8	9	10
EDUC 165/265 or 167/267	P, A	P, A	P, A	P, A	P, A	P, A	P, A	P, A	P, A	P, A

Source(s): <https://www.livetext.com/doc/6981376>

InTASC Standards

The Learner and learning

InTASC.1. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

InTASC.2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

InTASC.3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content

InTASC.4. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

InTASC.5. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

InTASC.6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

InTASC.7. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC.8. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

InTASC.9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

InTASC .10. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Measures: Identify one to three ways you know students learn this outcome.

Each professor in each class in which a standard is assigned uses target assignments to determine whether the assigned standard is met, met with remediation, or unmet in that class at the appropriate level. Target assignments include papers, presentations, and lesson plans.

Findings: Present and analyze your findings this year about student learning in this outcome.

For 2017 –

The highest percentage of unmet was at the beginning level, less at the developing level, and none at the proficient level. (This is good news.)

There were a higher percentage of “met with remediations” in the fall and more unmet in the spring.

There is a different pattern of met with remediation and unmet at the beginning and developing level (Standards 1, 2, 3, 6, 8, 9, and 10) than at the proficient level (Standards 3, 4, 5, 7). The only overlapping standard is 3.

Note that students who struggled were not more or less likely to be elementary or secondary students, but rather, students who struggled. If a student struggled with one standard, they were also likely to struggle with another standard.

Challenging standards at the beginning/developing level are in every area BUT content!

The Learner and Learning

1 Learner Development

2 Learning Differences

3 Learning Environments

Instructional Practice

6 Assessment

8 Instructional Strategies

Professional Responsibility

9 Professional Learning and Ethical Practice

10 Leadership and Collaboration

Challenging standards at the proficient level include the two Content area standards (which students did not struggle with as much at the beginning and developing levels!)

The Learning and Learning

3 Learning Environments

Content

4 Content Knowledge

5 Application of Content

Instructional Practice

7 Planning for Instruction

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

1. Discussion with Chair and Director of Student Teaching to confirm the validity of these findings. The Teaching and Learning Department put additional focus on applied science content this year with the addition of STEM 110 and STEM 111. This offers education students an alternative to taking content area classes out of the context of education and should help with science content.

2. The Teaching and Learning Dept. paid a student teacher supervisor (Sue Marcucci) to observe students who were struggling in their of pre-student teaching practicum placements to better support them as they prepare for student teaching, which will have direct impact on Standard 7, planning for instruction.

3. The Teaching and Learning Dept. is moving to have all students prepare an edTPA portfolio as a program completion project. The back-mapping of these requirements into coursework will help students with their InTASC standards.

Time Finished: 2018-05-18 13:23:02

What is your College or School?

School of Education

What is your program?

Principal Program (M.S.E., Ed.S.)

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

Our learning outcomes center around the Iowa Standards for School Leaders (ISSL standards). They are listed below:

A school administrator is an educational leader who promotes the success of all students.....

1. by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

2... ..by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development

3..... ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

4..... by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

5..... by acting with integrity, fairness, and in an ethical manner.

6..... by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Measures: Identify one to three ways you know students learn this outcome.

1. End-of-program ISSL standards review
2. Final portfolio
3. Course grades

Findings: Present and analyze your findings this year about student learning in this outcome.

Our program has a tight alignment between overall program outcomes (ISSL standards) and course-level objectives and assessments. All of our course objectives are connected to the ISSL standards. The high number of As given in all courses would indicate that our students' work is working toward proficiency on the ISSL standards. Also all of our graduate students were successful in their final portfolio and as a result eligible for their Iowa K-12 Administrator's license. From our three cohorts that finished in 16-17, one student did not successfully complete the program, but we still had a 98% completion rate (47/48).

Actions: Discuss next steps and action items for what the department will do based upon its

findings and analysis.

Although we'll still monitor the ISSL goals as outcomes, we as a program we've decided to look at different goals and metrics for next year. The outcomes listed below come directly from our program's conceptual framework. These outcomes have been inserted into our end-of-course evaluations, thus we'll be able to measure these next year

- 1 Lead with a a growth mindset
- 2 Build capacity to leverage resources for systemic improvement
- 3 prepare to meet the Iowa Standards for School Leaders

Time Finished: 2018-05-24 10:46:23

What is your College or School?

School of Education

What is your program?

Leadership Development (M.S.L.D.)

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

Integrity and Ethics, Critical Thinking/Decision Making, Developing Self, Effective Communications, Relationship Building, Capitalizing on Conflict, Adaptability, Innovation and Future Thinking

Measures: Identify one to three ways you know students learn this outcome.

Quality of connections between concepts and texts, student self-evaluation, participation and quality of projects in class, depth of understanding in leading class discussions, reflection paper, student journals

Findings: Present and analyze your findings this year about student learning in this outcome.

Faculty identified course/program strengths and opportunities for improvement. Opportunities are listed under Actions below. Strengths included: real world applications, focusing each weekend on a different topic (creativity, innovation, and future thinking), hosting class in two environments to experience impact of environment on innovation, digging into personal barriers to creativity, group projects, quality of student discussions, and papers and presentations.

Sample student self-evaluation results on the Integrity and Ethics and Critical Thinking/Decision Making outcomes from MSLD 204 (Ethics and Leadership):

Question asked of students: This course was designed to help you primarily strengthen the following competency from the MSLD model:

- Integrity and Ethics: The ability to recognize and resolve ethical dilemmas, prioritize ethical values, courageously implement ethical solutions, and promote a culture of integrity and authenticity.

Please use the space below to comment on how this this course helped strengthen the above competency.

- It made me aware of my own blind spots and biases. Also helped me to not assume things of people.

- I am now more able to not only recognize different ethical perspectives, but I am able to view ethical dilemmas with different perspectives based on the individuals involved.

- I am able to analyze ethical dilemmas from multiple viewpoints and recognize the core values that are being prioritized in opposing arguments. The class helped me increase this competency.

- The identification of the moral or ethical dilemmas was part of the course and how to also identify the potential ethical values and how others view in term of their perspective and/or how

I may view based on my potential biases. The course focused on not only the decision - that there is no right or wrong decision but also the why or the reasoning for the decision.

- The course helped me strengthen the integrity and ethics competency by allowing me to view other perspectives and question everything.
- I believe it did. It provided the tools necessary to accomplish this competency.
- my integrity was improved because the course taught me to be more aware of others and not jump to judgements and be better able to make a good conclusion. Ethics was also improved because i learned how to look beyond religion and politics and be able to understand individuals and connect with them.
- This course helped me find my ethical 'gaps'. I found the areas in which I was more biased or weak and became more consciously aware. This I believe will help me in the future to make better more ethically sound decisions.
- I feel that this course helped me look at ethical dilemmas from different lenses and to recognize moral and ethical dilemmas.
- Absolutely. I feel I grew tremendously in ethical understanding, difficult conversations, integrity, and authenticity.
- Yes - I have definitely strengthened this competency. I was exposed to many theories and exercises I had never heard of before. I definitely look at ethics through a new lens.
- Yes, the readings and group discussions all helped me to recognize what an ethical dilemma is, and how my intuition and reasoning play into my ability to make ethical decisions. Creating a code of ethics was an early assignment in the class that helped me identify my personal values, and the group presentations in the final class highlighted several of the philosophies we discussed in class and I was able to practically apply the information in simulations.
- Yes this course developed my competency in relation to the above goal. It did so through the presentations and explanation of past theory with in class activities.
- It helped me in recognizing different perspectives on ethical issues and validate what constitutes an ethical dilemma and realizing that there is not always a right or wrong answer

A second competency considered as this course was designed was: Critical Thinking / Decision Making: The ability to analyze a problem and reach a timely and defensible decision. Involves seeking information, analyzing the options, proposing possible solutions, and making a decision.

Please comment on whether and how this course helped you strengthen the above competency.

- This course helped give me depth in thinking and my personal cognitive process which strengthened my personal decision-making process and added a layer of reflection I may not have already had.
- Absolutely. I feel confident that moving forward I will be able to think even more critically about my life and the world around me. Question Everything.
- I think the assigned blogs really helped me develop my critical thinking skills. I had to take the material I was reading and process though it by writing a blog post. I needed to understand the material and carry my thoughts through to completion.
- Yes - ethical decisions definitely involve critical thinking so I did a lot of that through reading, blogging, class discussions, and assignments.
- Yes, definitely.
- I felt the learning activities we did in class were helpful in analyzing problems and reach ethical decisions.

- This course helped me realize that I need to go to multiple sources to gather information and to question everything even though it takes more time.
- As we dealt and solved with a lot of cases including the moral dilemmas I found myself working to be more critical in my thinking. The whole course encouraged me to dig deeper and think beyond my own capacity.
- I believe it did. It provided different ways to think about, or look at, the same situation.
- This course helped me strengthen my critical thinking by allowing me to think through different lenses and perspectives.
- The group project that focused on a learning activity incorporated the idea of analyzing the problem and working toward possible solutions and making a "group" decision. Through the group work, although challenging at times, we were able to analyze the options and seek out information or perspective of others to make the decision. Collaboration vs. competition resulted in a better result to the learning activity.
- The course prompted me to think critically of my own decision making and how theories we discuss relate to current events, political debate, culture and life philosophy.
- Again, I am not better equipped with the knowledge and tools to view dilemmas from other perspectives. I can now go beyond my own perspective, which prior to the course, I did not even realize was so influential on my actions/behavior.
- It forced me to think longer about decisions rather than make an initial gut reaction. Also to seek a second opinion on decisions.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

Online vs. Face-to-Face: We are working on making the online options in MSLD courses as rich as the face-to-face options. Students taking online modules or entire courses online seemed to have more difficulties than the ones who were in the face-to-face sections.

Course Scheduling: Students reported feeling overwhelmed by readings when the course schedule was shortened to half a semester. Schedule will be reconsidered.

Content: Considering adding additional content on effective communication and exploring additional ways to practice future thinking skills (possibly bringing in speakers who are futurists to share their process).

Time Finished: 2018-05-31 05:59:57

What is your College or School?

School of Education

What is your program?

Special Education (M.S.E.)

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

The Council for Exceptional Children (CEC) is an international organization that is viewed as the leading authority in meeting the needs of children and youth with exceptionalities. The CEC helps advance educational legislation for students with disabilities, establishes professional standards for the field and develops initiatives to improve special education practice.

The CEC has developed both initial and advanced content standards to prepare special education professionals. Initial content standards are addressed with Drake's undergraduate students as well as MAT/MST graduate students, all of whom are obtaining initial teaching credentials. The advanced content standards are designed to help evaluate Drake students who hold existing teaching credentials but are adding special education endorsement(s); the advanced standards are therefore the basis for assessing graduate students in the Special Education Master's degree program.

CEC designates several preparation standards. The focus of this year's report (Drake's HLC 2018 SOE/SPED) emphasizes CEC's standards related to Assessment. These skills are developed through in-course projects, assignments, practicum placements and student teaching placements. The major culminating assignments designed to measure students' knowledge and skill level with Assessment are outlined below.

Measures: Identify one to three ways you know students learn this outcome.

The assignments and projects related to the standards on Assessment provide several ways for the faculty to measure the progress of their students. These assignments and projects are scaffolded in a way that allows the Drake students to build on what they have learned as they progress through the Special Education program. These major culminating assignments also provide a touchpoint for the faculty to determine the readiness of the students and to make adjustments when students are struggling or state policies or standards have changed.

Assessment

Assessment Knowledge -- Methods for evaluation and determining eligibility
SPED 151/251

All students: Create an evaluation plan for a case study or actual student and determine needs/eligibility based on mock data

Students who are currently licensed: also present on additional assessment tools and procedures

SPED 153/253

All students: Design, implement and create a report on a behavioral intervention strategy using

a single subject design model.

Students who are currently licensed: Create a formal functional behavior assessment for a case study or actual student

Assessment skills -- Design and use methods for assessments

SPED 151/251

All students: Create and administer a curriculum based assessment designed for a student in their classroom

All students: Create an assessment report with recommendations

Students who are currently licensed: implement recommendations with their students and report results

Assessment skills - reporting assessment results

SPED 151/251

All students: Create behavioral assessment plans for multiple types of behaviors (e.g. low frequency, high frequency, verbal, physical)

All students: Writing observable and measurable behavioral objectives for special education eligibility forms.

Students who are currently licensed: Report behavioral assessment data collection plans and results using school district mandated forms.

Student teaching or final practicum

Students seeking initial licensure: Administer assessments and report results to cooperating teachers and/or parents

Students who are currently licensed: Supervised observations of teaching in specified setting which includes formal feedback on classes/lessons and formative assignment.

Findings: Present and analyze your findings this year about student learning in this outcome.

Undergraduate students tended to have more difficulty using mock data to make IEP or instructional recommendations.

Graduate and undergraduate students are able to report findings accurately and without bias.

Undergraduate students benefit from multiple assignments with feedback to create curriculum-based measures aligned to the standards being assessed.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

A practicum was added to the assessment class (SPED 151) so students could observe, assess, and make academic and behavioral recommendations for students in the practicum setting. Multiple, smaller assignments have been added in creating curriculum-based measures.

Time Finished: 2018-05-31 20:08:19

What is your College or School?

School of Education

What is your program?

STEM Education (M.S.E.)

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

1. Teachers will design and implement instruction and assessments that accurately reflect standards and/or reform documents (e.g. Common Core, NGSS).
2. Teachers will create and implement inquiry- and/or problem-based learning activities.
3. Teachers will effectively use student thinking (e.g. formative assessment) to guide STEM learning.
4. Teachers will effectively use questions to guide STEM learning.
5. Teachers will accurately evaluate their own STEM teaching.
6. Teachers will explicitly and reflectively implement the natures of STEM in their instruction.

Measures: Identify one to three ways you know students learn this outcome.

- 1) Faculty in the STEM program observe teachers in the program either directly or via video recording. Each of the outcomes listed above are looked for during these observations. Most recently, in STEM 274, course standards were aligned to these programmatic outcomes.
- 2) Students in the STEM Masters also turn in self-analysis assignments in which they reflect on their own teaching. This directly addresses outcome 5.
- 3) Students in the STEM Masters program also turn in lesson modifications. From these modifications to lessons, formative assessment of students' progress toward meeting the outcomes is determined. Final assessment/evaluation of the outcomes is determined via the observations noted in number 1.

Findings: Present and analyze your findings this year about student learning in this outcome.

Students who are further along in the program clearly meet and exceed these outcomes and even do so early in individual courses. This makes clear that the outcomes listed are a baseline measure of student learning and that students in the program go well beyond these outcomes. Our analysis also makes clear that students achieve the intended outcomes before the end of the program.

Conversely, students who are early in the program struggle to achieve the program outcomes as assessed in individual courses. This initial struggle illustrates that the program outcomes are not simply a low bar, but that students in the program must work to understand and practice implementation of STEM instruction related to the outcomes.

More specifically, students in the program tend to struggle with outcomes 1, 3, and 6. For outcome one, they struggle to create assessments aligned to the NGSS. While they are able to do

so, we find students need more support in the assessment area. For outcomes 3 and 6, students demonstrate these outcomes, but our observations indicate that they do not engage these skills as consistently as they do other outcomes.

When observing graduates of the program, we

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

Given the struggles with assessment, STEM coursework has already started giving increased attention to assessment of the NGSS. The new performance expectations require teachers to move away from the way they were assessed or the way they have assessed in the past. Examples are being developed and more explicit attention is and will be drawn to how the assessment of the STEM courses aligns to performance-based assessments.

For outcomes 3 and 6, more consistent attention will be given to these outcomes in STEM courses. In the past, instructors have attempted to draw students' attention to using their ideas during instruction. However, students may not fully grasp this idea because it is their ideas being used. Moving forward, one strategy that will be tried is engaging video of effective STEM instruction that can be paused and then students can be explicitly asked to reflect on how the teacher in the video used students ideas (or explicitly and reflectively addressed the nature of STEM).

Time Finished: 2018-05-31 21:16:16

What is your College or School?

School of Education

What is your program?

Education & Leadership (PhD & EdD)

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

DPO 5: Communication. SOE doctoral students will have and be able to apply skills in scholarly communication, including oral, text, and digital formats.

Measures: Identify one to three ways you know students learn this outcome.

Pass rates of comprehensive exams.

Findings: Present and analyze your findings this year about student learning in this outcome.

There are 4 comprehensive exam questions. Students must pass all 4 to successfully pass their exams and move to doctoral candidacy status.

1. This year, 10 students passed all 4 comp exam questions on their first attempt for a first round pass rate of 43%. The 43% is consistent with previous years.

2. Out of 92 total responses (23 students x 4), there were 9 No Passes answers and 15 Pass with revisions answers. Both no pass and pass with revisions receive feedback from the reviewers and another attempt to write.

3. A good portion of the feedback that was provided from faculty reviewers was about the level of writing and structuring a good argument. This faculty feedback is the piece of data that will be focused on for next steps (see action steps below).

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

Overall, students are mostly successful in passing comprehensive exams. Faculty review is not standardized, but based on what the faculty readers are looking for in the specific question they review. As a program, we need to standardized portions of the review (e.g., writing) of comprehensive exams through a rubric. The goal will be to develop a scholarly writing rubric to be used in all Doc course throughout the program. Next steps moving forward, once the rubric is developed, is to ensure each Doc course has at least one assignment that incorporates use of the rubric with students receiving the rubric feedback in addition to specific feedback on papers, etc. By using a scholarly writing rubric, students will know where they are at in their skill development of scholarly writing, and what level of writing is expected to pass comprehensive exams.

Time Finished: 2018-06-01 12:56:03

What is your College or School?

School of Education

What is your program?

Literacy Education (M.Lit.)

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

Primary focus on:

Curriculum and Instruction

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

Measures: Identify one to three ways you know students learn this outcome.

-Course Evaluations (especially with new course evaluation tool being used)

-Action research projects

Findings: Present and analyze your findings this year about student learning in this outcome.

We did a lot of work over the last year to update all coursework and align with new BOEE requirements of a reading specialist. As part of this update, we revised all courses paying most attention to instructional practices and how they built throughout the course sequence. In general, students felt our program was relevant, practical and rigorous (all documented in course evaluations of students).

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

We need to look at assessment and evaluation especially at the state releases new mandates testing in literacy and the core. This information will need to be integrated in the program. We also need to rework our pre-post assessment of standards for the program.

Time Finished: 2018-06-02 16:26:20

What is your College or School?

School of Education

What is your program?

Teacher Effectiveness & Professional Development/Building Leaders in Urban Education (TEPD/BLE) (M.S.E.)

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

We have worked on the overall outcomes as a whole. Since this is the year we just graduated our first cohort in the urban area, we have focused on how the intended outcomes worked together and how students felt they built throughout the program. Specifically, how did the build, connect and provide consistency and rigor from first class to last?

Evaluate components in structured learning experiences in order to make effective decisions in teaching and leading.

-

Evaluate and adapt teaching strategies in response to the learner within differing educational contexts

Articulate how frameworks impact the intention and implementation of teaching and leading decisions.

Explain how identity influences perceptions and effects of teaching and leading.

Synthesize theory with practice to initiate effective change through teaching and leading.

Measures: Identify one to three ways you know students learn this outcome.

We had a doc student review data comparing teachers who were a part of Blue in DMPS and those who were not.

We conducted exit interviews and surveys

Findings: Present and analyze your findings this year about student learning in this outcome.

We found that BLUE students appeared to grow in cultural proficiency and understanding when compared to nonBLUE students based upon our doc student's dissertation study.

We overall have a program that builds and has high student satisfaction. Students felt pushed and self-reported that they felt their overall teaching had improved.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

We need to make a change in a sequence of two classes based upon student feedback...we plan to do that switch this fall.

We need to start conversations about the capstone requirements earlier. We have plans to accelerate that process.

Time Finished: 2018-06-02 16:37:55

Law School (by 06/01/18)

What is your College or School?

Law School

What is your program?

Law (MJ, JD, & LLM)

For Law (MJ, JD, & LLM), what program or programs are you completing a report for? Select all that apply. Please note that eventually all programs must be assessed at the program level.

JD: Juris Doctor

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

We concluded evaluation of the Analysis and Problem-Solving outcome and began the assessment of the Practice Skills outcome.

Measures: Identify one to three ways you know students learn this outcome.

Analysis and Problem-Solving: Using a rubric to designed evaluate aspects of analysis and problem-solving in a legal context, we evaluated the performance of third-year students in upper-level bar courses.

Practice Skills: Using a rubric designed to evaluate aspects of practice skills, we evaluated the performance of students in clinical and upper-level skills/simulation courses.

Findings: Present and analyze your findings this year about student learning in this outcome.

The assessment committee compiles data associated with the evaluation of outcomes and presents those findings to the faculty. The faculty then analyzes the data to draw conclusions and take necessary action steps.

For Analysis and Problem-Solving, the data was sent to the Curriculum committee for further review. For Practice Skills, the initial data was presented to the faculty. A second round of review for this outcome is scheduled for Fall 2018.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

The Curriculum committee reviewed the complete data set (2 rounds of evaluation) for Analysis and Problem-Solving. The chair of the Assessment committee attended a Curriculum committee meeting to discuss the data and a faculty meeting has been tentatively set for Fall 2018 to discuss ways to facilitate analysis and problem-solving across curricular offerings.

Faculty will respond to data related to Practice Skills after the second round of evaluation,

scheduled for Fall 2018 classes.

Time Finished: 2018-06-05 07:46:08

College of Pharmacy & Health Sciences (by 07/01/2018)

What is your College or School?

College of Pharmacy & Health Sciences

What is your program?

Athletic Training

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

As we develop the Master of Athletic Training program, program objectives and outcomes were developed this year. They are:

A. Students will show comprehension of required competencies and proficiencies in athletic training that allows successful completion of the degree program.

A.1 - Express competency of pre-requisite scientific knowledge.

Assessed through:

Board of Certification (BOC) exam scores

Examinations

A.2 - Recall foundational concepts of athletic training.

Assessed through:

BOC Exam Scores

Clinical Rotation Assessments

Case Study

Employer Surveys

A.3 - Students will successfully enter and matriculate through the graduate program.

Assessed through:

Graduate Rate

Retention Rate

BOC Pass Rate

B. Recruit and develop passionate faculty and preceptors with complementary expertise who will engage students in innovative and demanding didactic and clinical education experiences while providing valuable service and scholarship to the University and profession.

B.1 – Faculty will provide a classroom environment that allows students to grow

Assessed through:

Faculty Assessment Scores

Exit Interviews/Focus Groups

Program Director Evaluations

Coordinator of Clinical Education Evaluations

Alumni Surveys

B.2 – Preceptors will provide clinical education opportunities that allow for growing autonomy

as necessary skills are developed.

Assessed through:

Preceptor Evaluations by students

Preceptor evaluations by Clinical Education Coordinator

Clinical Evaluations of students

Exit Interviews/Focus Groups

B.3 - Preceptors will assist the students in the discovery and implementation of evidence based medicine in their practice.

Assessed through:

Preceptor evaluations by students

Clinical Coordinator evaluations

Exit Interviews/Focus Groups

C. Provide a clinical environment that will empower students to develop the strong skills and independence necessary to practice athletic training in a variety of settings through the recruitment and continuous training of high quality preceptors in a variety of disciplines.

C.1 - Employ prevention, diagnostic, treatment and rehabilitation techniques for injuries and illnesses common in active populations

Assessed through:

Clinical evaluations

Scores on Five Domains of Board of Certification Exam

Capstone Patients

Case Studies

Class Project

C.2 - Formulate clinical treatment plans using evidence-based medicine

Assessed through:

Clinical Evaluations

Critically Appraised Topic

Alumni surveys

Capstone patients

Case Studies

Student Portfolios

C.3 – Use patient outcomes to determine quality of care.

Assessed through:

Clinical evaluations

Alumni surveys

Capstone Patients

Student Portfolios

C.4 - Utilize proper medical terminology in effective verbal and written communication.

Assessed through:

Critically Appraised Paper

Critically Appraised Topic
Class Presentation

D. Provide students with diverse education that allow them to be active learners, scholars, and future leaders.

D.1 – Consume, reflect and summarize evidence-based medicine related to athletic training clinical practice

Assessed through:

Critically Appraised Paper

Critically Appraised Topic

Final Research Paper

D.2 – Collaborate on and produce independent research.

Assessed through:

Final Research Paper

Research Presentation

D.3 – Critically think and problem-solve in professional settings.

Assessed through:

Critically Appraised Topic

Research presentation

Clinical evaluations

Capstone Patients

E. Develop the structure of a sound graduate program in athletic training that produces students with the ability to contribute to the profession in post-graduate settings.

E.1 – Practice effectively in post-graduate jobs and post-professional settings

Assessed through:

Alumni surveys

Employer surveys

E.2 – Achieve timely and appropriate post-graduate placements in clinical and educational settings.

Assessed through:

Alumni surveys

Placement rates

E.3 - Continue life-long learning and advocate effectively for the profession.

Assessed through:

Alumni surveys

Employer surveys

Class Projects

Measures: Identify one to three ways you know students learn this outcome.

The methods of assessing our program outcomes are listed in the previous box.

Findings: Present and analyze your findings this year about student learning in this outcome.

No data was collected this year. The program will enroll students for the first time in the fall of 2019.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

Methods of assessing program objectives and outcomes will continue to be developed and refined this next academic year as course syllabi are approved and course assessments are planned and finalized.

Time Finished: 2018-06-12 10:23:53

What is your College or School?

College of Pharmacy & Health Sciences

What is your program?

Pharmacy (Pharm.D.)

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

We addressed part of 4 program outcomes (from a total of 15).

1. Foundational Knowledge
2. Interprofessional collaboration
3. Self-awareness/personal and professional development
4. Leadership

Measures: Identify one to three ways you know students learn this outcome.

1. We mapped two content areas to the curriculum (substance abuse and the pharmacist patient care process (PPCP). We would still need to evaluate actual student performance in some way.

2. Our CPD Course series objectives address inter-professional collaboration. Student have logged activities and assignments in their electronic portfolios, students self-rate where they fall with this outcome.

3. Our CPD Course series objectives address professional development. Student have logged activities and assignments in their electronic portfolios, students self-rate where they fall with this outcome as well as their faculty advisors rating them on a rubric.

4. Student portfolios activities and assessments (student and advisor) are used for leadership

Findings: Present and analyze your findings this year about student learning in this outcome.

1. Both areas are adequately covered in the curriculum based on both quantity (number of times covered across courses) and depth of coverage.

2. Student self ratings improved from CPD I to CPD II

3. Student self ratings improved from CPD I to CPD II; Have not analyzed student and advisor ratings.

4. Beginning to quantify the number and depth of student leadership involvement

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

1. PPCP and substance abuse- Report was presented to faculty at a pharmacy meeting in June 2018. No further action on this specific content. College is implementing a new curriculum review process with biannual meetings to discuss curricular content and delivery as to address foundational knowledge. PCOA results are also assessed for content knowledge.

2. Currently defining and setting additional assessments for team-readiness, APPE readiness, and practice readiness; continue implementing 2 IPE activities/year for all pharmacy students

3. Continue student reflections and advisor ratings; need to analyze results of ratings and progression over the 3 years of the didactic program

4. Continue student reflections and advisor ratings; need to analyze results of ratings and

progression over the 3 years of the didactic program

Time Finished: 2018-07-02 13:31:07

What is your College or School?

College of Pharmacy & Health Sciences

What is your program?

Health Sciences

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

Educational Outcome D-9: Graduates can work effectively in collaborative groups and resolve the interpersonal conflicts that may arise in such environments.

Measures: Identify one to three ways you know students learn this outcome.

Completion of 5 Voices: How to Communicate Effectively with Everyone You Lead Activity to include reading book, participating in discussion and in-class activities, taking the 5 Voices Assessment, and completing the 5 Voices Reflection.

Findings: Present and analyze your findings this year about student learning in this outcome.

100% of the students in Issues V completed the 5 Voices Assessment.

95% of the students in Issues V completed the 5 Voices Reflection. 91% received full-credit (25/25 points) for appropriate reflection and feedback on the following questions:

- Detail your 5 Voices.
- Indicate how your voices emerge professionally.
- Indicate how your voices emerge personally.
- Compare your 5 voices with your strengths from strengths finder.
- Indicate how you will utilize this information in your capstone and future as a health care provider.

Of the 43 respondents (out of 44 students in Issues V), 63% (27 students) made exceptional progress, 21% (9 students) made substantial progress, 14% (6 students) made moderate progress, and 2% (1 student) made slight progress on acquiring skills in working with others as a member of a team in Issues V.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

The department is working on incorporating strategies related to working collaboratively in groups and solving interpersonal conflicts earlier in the curriculum. Specifically, the department is creating a new course entitled Professionalism in Health Sciences that students will take during the second semester of their freshman year.

Action Item: Integrate related concepts into new Professionalism in Health Sciences course.

The Issues V course that students currently receive this content within during the Spring of their senior year will transition into a year long Guided Research in Health Sciences course next year.

Action Item: Incorporate 5 Voices & related group dynamics content and activities into Guided

Research course for FY19.

Time Finished: 2018-07-02 13:41:09

What is your College or School?

College of Pharmacy & Health Sciences

What is your program?

Occupational Therapy (OTD)

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

1. Graduates will demonstrate the ability to utilize and analyze evidence for occupation-based practice and develop habits of life-long learning
2. Graduates will value and engage in service opportunities to promote health and well being for diverse and under-served populations.
3. Graduates will demonstrate competent clinical reasoning and care using occupation to enable clients across the lifespan within varied groups, and populations to live life to the fullest.
4. Graduates will display professionalism, ethical behavior, and advocacy skills to influence positive change with clients, communities, and the profession.

Measures: Identify one to three ways you know students learn this outcome.

For Outcome #1: Course work demonstrating importance of occupations: 121,
Course work demonstrating importance of EBP: OTD 141-146, 132,
105, 123, 133, 106,
134, and 135
Utilization of EBP on
Fieldwork or Doctoral Experience
Graduates use of EBP when employed

For Outcome #2:

Course work providing opportunities for service: OTD 121,
105, 122, 123, 151,
133, 106, 124, 134,
125, 154, 126, and
135
Opportunities for Service Learning on Fieldwork or Doctoral Experience

For Outcome #3:

Course work demonstrating importance of occupations: 121,
102, 110, 131, 105,
122, 111, 123, 132,
151, 133, 106, 124,
134, 125, 126, 154,
135, 155
Utilization of occupations on Fieldwork or Doctoral Experience
Graduates use of occupations when employed

For Outcome #4:

Course work demonstrating importance of ethical, and professional behavior and advocacy skills: OTD 102, 110, 131, 161-

167, 105, 122, 123,
132, 151, 133, 106,
124, 152, 134, 153,
125, 154, 126, 135,
155

Demonstration of ethical, professional, and advocacy skills on Fieldwork or Doctoral Experience

Graduates experiences with ethical, professional, and advocacy opportunities when employed

Findings: Present and analyze your findings this year about student learning in this outcome.

- Increase engagement in professional skill building and scholarship
 - o Revise research curriculum to increase amount of scholarly reading
- ♣ Done with Stanley but will revise again for upcoming year
 - o Engage students in scholarly work
- ♣ Students completed writing manuscripts
- ♣ 3 students engaged in systematic review for AOTA results in presentation and upcoming publications
 - ♣ Students wrote CATs
 - ♣ Home Evaluations via Telehealth
 - o Action Items: revise curriculum again for current OT 1 students, locate and determine community partners for research projects
- Increase and maintain collaborative community engagement
 - o Increase number of community engagement activities which are curricular and co-curricular
- ♣ Added working with Hubbel Elementary and Drake School of Education to 122
- ♣ Added working with Drake Headstart for 123
- ♣ Added working with On With Life for 105 and 106
 - o Maintained previous years community partners
 - o Action items: develop evaluation method for number of courses with community partners and community partner experiences to determine fit to curriculum and need for revision or maintenance
- Demonstrate student development of professional identities
 - o Students engage in a variety of self-directed learning for Independent Study
 - o Students complete continuing education courses in an interest area
- ♣ SOS Feeding
 - o Student complete advanced certifications
- ♣ Lymphedema

- ♣ Massage
 - o Students engage in additional research opportunities
- ♣ AOTA Systematic Review
- ♣ Home Evaluations via Telehealth
- ♣ OT Practice Article with Dave
 - o Action Items: Implement revised Independent Study and guidelines and evaluate for effectiveness, look for additional curricular opportunities to enhance looking at professional identity
- Enhance use of occupation across the lifespan?? This is the one I can't make fit the others
 - o Action Items: Evaluate additional curricular opportunities to enhance occupation across the lifespan

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

- Increase engagement in professional skill building and scholarship
 - o Revise research curriculum to increase amount of scholarly reading
- ♣ Done with Stanley but will revise again for upcoming year
 - o Engage students in scholarly work
- ♣ Students completed writing manuscripts
- ♣ 3 students engaged in systematic review for AOTA results in presentation and upcoming publications
 - ♣ Students wrote CATs
 - ♣ Home Evaluations via Telehealth
 - o Action Items: revise curriculum again for current OT 1 students, locate and determine community partners for research projects
- Increase and maintain collaborative community engagement
 - o Increase number of community engagement activities which are curricular and co-curricular
- ♣ Added working with Hubbel Elementary and Drake School of Education to 122
- ♣ Added working with Drake Headstart for 123
- ♣ Added working with On With Life for 105 and 106
 - o Maintained previous years community partners
 - o Action items: develop evaluation method for number of courses with community partners and community partner experiences to determine fit to curriculum and need for revision or maintenance
- Demonstrate student development of professional identities
 - o Students engage in a variety of self-directed learning for Independent Study
 - o Students complete continuing education courses in an interest area
- ♣ SOS Feeding
 - o Student complete advanced certifications
- ♣ Lymphedema
- ♣ Massage
 - o Students engage in additional research opportunities
- ♣ AOTA Systematic Review

- ♣ Home Evaluations via Telehealth
- ♣ OT Practice Article with Dave
 - o Action Items: Implement revised Independent Study and guidelines and evaluate for effectiveness, look for additional curricular opportunities to enhance looking at professional identity
 - Enhance use of occupation across the lifespan?? This is the one I can't make fit the others
 - o Action Items: Evaluate additional curricular opportunities to enhance occupation across the lifespan

Time Finished: 2018-08-02 14:40:53

School of Journalism & Mass Communication (by 07/01/2018)

What is your College or School?

School of Journalism & Mass Communication

What is your program?

Communication (Graduate)

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

Worked to incorporate assessment into new program as it was being built:

Measures: Identify one to three ways you know students learn this outcome.

Worked to incorporate assessment into new program as it was being built:

- Established course and program outcomes
- Identified assignments to be assessed to determine whether students are learning the outcomes
- Set up assessment schedule

Findings: Present and analyze your findings this year about student learning in this outcome.

TBD

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

Will begin collecting evidence and assessing in FY19

Time Finished: 2018-06-19 12:18:18

What is your College or School?

School of Journalism & Mass Communication

What is your program?

Advertising [Ed. Note: assessed for Undergraduate Bachelor of Arts in Journalism across core curriculum and all majors (Advertising, Digital Media Production, Magazine Media, News, Public Relations, Strategic Political Communication)]

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

Worked to establish more systematic assessment of our SJMC core value related to diversity and inclusion (“Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communication.”)

Measures: Identify one to three ways you know students learn this outcome.

Conducted “climate survey” in all SJMC classes. This was a follow-up to a survey we conducted in 2015.

Conducted a course mapping of assignments related to diversity in all SJMC classes, to identify gaps in our curriculum.

Findings: Present and analyze your findings this year about student learning in this outcome.

The results of the climate survey were overall very positive and showed improvement in all areas, as compared to the 2015 results. We added questions this year involving climate related to political and religious beliefs, and found that while the problem isn’t acute, we need to ensure that conservative students do not feel marginalized in our classes.

Our course mapping exercise showed that we are addressing diversity across the curriculum, but some majors are doing a more systematic job than others in major-specific classes.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

Goals for FY19:

- Create SJMC assessment committee
- Map a multiyear assessment cycle
- Identify and discontinue assessment tools we aren’t using/aren’t valuable
- Add tools (especially direct assessment) we don’t have

Example: More systematically analyze capstone projects (ensure we are capturing outside professional feedback on student work)

Time Finished: 2018-06-19 12:18:18

College of Arts & Sciences (by 09/01/2018)

What is your College or School?

College of Arts & Sciences

What is your program?

Philosophy & Religion

For Philosophy & Religion, what program or programs are you completing a report for? Select all that apply. Please note that eventually all programs must be assessed at the program level.

Philosophy

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

The philosophy major currently has four learning objectives for its majors. Graduating philosophy majors:

#1 - can identify and explain the significance of key thinkers, themes, and schools of thought in many Western and some non-Western philosophical traditions;

Measures: Identify one to three ways you know students learn this outcome.

Guided interview with two graduating seniors within the major. Interview summaries were discussed and analyzed by faculty (interview summaries on file).

Findings: Present and analyze your findings this year about student learning in this outcome.

1. We found that the students had strong knowledge of key thinkers and how to contextualize them within philosophical discourse

2. Students noted the importance of access to the courses and the desire to take them in chronological order

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

1. The department will establish a two-year cycle for the history courses with at least one required or elective course being offered each semester

2. The department will advise students who declare a major in Philosophy of a preferred order for taking the history of philosophy courses

Time Finished: 2018-07-19 11:34:38

What is your College or School?

College of Arts & Sciences

What is your program?

Philosophy & Religion

For Philosophy & Religion, what program or programs are you completing a report for? Select all that apply. Please note that eventually all programs must be assessed at the program level.

Religion

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

The religion major currently has four learning objectives for its majors. Graduating religion majors:

- can explain and analyze religion as existentially lived, historically conditioned, and culturally intertwined

Measures: Identify one to three ways you know students learn this outcome.

Guided interview with one rising senior within the major. Interview summaries were discussed and analyzed by faculty (interview summary on file).

Findings: Present and analyze your findings this year about student learning in this outcome.

Upon reviewing the student comments on the learning objective (p. 3 of interview summary), the faculty determined that the current course offerings and structure of the major is appropriate for this objective

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

No actions are necessary at this time

Time Finished: 2018-07-19 11:38:37

What is your College or School?

College of Arts & Sciences

What is your program?

English & Writing

For English & Writing, what program or programs are you completing a report for? Select all that apply. Please note that eventually all programs must be assessed at the program level.

English

Writing

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

The two program learning outcomes that were the focus for assessment in the 2017-2018 academic year were use of evidence, and collaborative learning.

Measures: Identify one to three ways you know students learn this outcome.

On Friday, May 4th, 2018, four members of the department who were teaching or had recently taught a capstone seminar met to discuss their observation of student performance in two areas related to the Fall 2016 assessment of use of evidence, and collaborative learning, by students enrolled in English 38. The meeting was convened by the department chair, Craig Owens, who served as facilitator and recorder.

Findings: Present and analyze your findings this year about student learning in this outcome.

- Use of evidence
 - o The committee understood this goal, in the context of English and writing, to mean contending effectively and responsibly with textual evidence, conducting research, or working with writing authored by others.
 - o Students in writing capstones showed strong ability to read, evaluate, and respond evaluatively and critically to others' creative writing
 - ♣ Students in workshops report finding value in the insights their peer reviewers offer
 - ♣ External submitters to Agora report finding students' evaluations and advice useful
 - o Students in writing capstones who conducted research in composing their own work demonstrated an ability to do so effectively
 - o Students in English capstones, on the whole, demonstrated their ability to conduct secondary research, including interviews, database research, and identifying secondary sources, appropriate to their subject
 - ♣ Challenges
 - The 21st century research environment challenges traditional ideas of research, source, and reliability
 - o Students sometimes do not distinguish between popular, authoritative, and peer-reviewed source material.
 - o Students sometimes do not know how to search for sources appropriate to their work
 - o As a discipline, English—like many modes of creative writing, in this regard—troubles the

distinction between primary and secondary sources, since our approach emphasizes reading secondary sources critically and interpretively, just as one might read a primary source.

- Collaborative Learning

- o The committee adopted the department's earlier conclusion that collaboration comprises in-class interactions (discussion, small-group conversation); shared responsibility for completing assignments; workshops and peer-review; engagement with online discussion boards; and other modes of learning where student interaction meaningfully effects the outcome of a task.

- o While no single course included every one of these modes, to the extent that collaboration was a component of all the courses, students appear to be able to collaborate effectively.

- o Related findings

- ♣ Members of the committee agreed that collaborative learning takes place when structured opportunities exist; without them, students may default to an individualistic learning style.

- ♣ Collaboration needs to be taught; we cannot assume students know how to work effectively together just because they are in classes where collaboration, participation, and group work may be expected.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

- For departmental consideration

- o What can we do, as teachers, to facilitate students' use of "evidence" (as described above) and collaboration more effectively?

- Future topics for consideration

- o The committee identified two areas for further investigation and discussion:

- ♣ Close reading: Beyond being able to read a passage closely and to draw interpretive, analytical conclusions, are students able to recognize when, where, and why close reading is appropriate?

- Many of us learned "close reading" in the context of reading and analyzing poetry. In the absence of a required poetry course, what kinds of texts do we use to teach close reading?

- Are students able to identify texts and passages that would repay close reading without being told by an instructor?

- Are we unintentionally giving the impression that longer texts are to be understood mainly as a patchwork of "passages" to be read closely? Are students able to use close reading as the basis upon which to build larger understandings of a whole work?

- ♣ Revision

- Our students often revise when they are instructed to do so, or when opportunities to do so are built into assignments and deadlines (writing sequences, revision assignments, revision grades, workshops, etc.)

- Do they revise effectively even when revision is not an explicit requirement of an assignment? What might get in the way of students choosing to revise unprompted, even when we know they are capable of revision? How can we, in other words, instill a "culture of revision"?

Time Finished: 2018-07-31 13:27:48

What is your College or School?

College of Arts & Sciences

What is your program?

Math & Computer Science (Math, Computer Science, Data Analytics, Math Secondary Ed)

For Math & Computer Science (Math, Computer Science, Data Analytics, Math Secondary Ed), what program or programs are you completing a report for? Select all that apply.

Please note that eventually all programs must be assessed at the program level.

Computer Science

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

Learning outcomes for the capstone course (and CS program) include:

Demonstrate significant development of software, building of systems, and/or contribution to a computer science research project.

Good computer science practices should be employed throughout the project by using appropriate abstraction techniques, algorithms, and data structures.

Students should also be able to combine ideas from multiple courses, independently learn new skills and information as necessary, and be able to discuss issues like performance/computational-complexity and the context in which the project operates.

Measures: Identify one to three ways you know students learn this outcome.

Students were required to present a poster at the last day of the semester as well as hand in a narrative.

The project narrative requires a discussion of the student's contributions. The following items are required:

The problem that the project addresses

The context (literature survey, information on the environment, users, etc.)

The activities taken to complete the project

The results

A description of how the project demonstrates appropriate use of abstraction techniques, algorithms, and data structures

A discussion of the performance or computational complexity of the software or system

A discussion of how the student used ideas from multiple courses in the project and what new things were learned in order to complete the project

Findings: Present and analyze your findings this year about student learning in this outcome.

The previous iteration of the CS capstone was a 1-credit independent study course which individual students completed under the supervision of a faculty member they chose. Over the last few years, using this model, we found that many students were submitting very low-quality

work, well-below what most of the students are capable of, in part because of the single credit and the independent nature of the project. It has also become apparent from this that our increased enrollment has made the proper supervision of these projects unsustainable.

This new capstone model, of having a required 3-credit course has had several positive results. The quality of work has greatly improved, as measured by the learning objectives. Furthermore, the course provided the ability for students to work in teams to accomplish larger-scale projects than we have seen in previous years. The progress reports (requirements and design) also worked well to get students working on a project early in the semester.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

While the improvements to the capstone course were significant, there are still elements in which we wish to improve:

For groups, everyone must be involved in coding, using github or another code repository -- putting a github component in the capstone course

Everyone must do an individual reflection paper on their contribution (topics can be chosen by capstone mentor)

Every student must demonstrate the use of a data structure

Every student must demonstrate the use of an algorithm

Add an additional, presentation required check-in in April

Require a mid-semester progress report on code

Add a class meeting on github

No chess programs ever again. It's too difficult of a game.

Consider adding a requirement that students to meet in the building during the class time

Time Finished: 2018-08-07 21:08:49

What is your College or School?

College of Arts & Sciences

What is your program?

World Languages & Culture (WLC)

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

-Achieving a shared understanding of the learning outcomes and course/program design across languages, and to share best practices for how best to increase student proficiency in learning outcomes levels of competence.

-Defining and assessing new outcome #6, Intercultural Communication

Measures: Identify one to three ways you know students learn this outcome.

We assess this primarily through the electronic portfolios each language minor is required to compile.

Findings: Present and analyze your findings this year about student learning in this outcome.

Most students are able to compile a complete ePortfolio documenting their progress, especially if their instructor is tenured or tenure-track. Adjunct instructors have not always been deliberate in creating exercises that produce artifacts that could be used by students in their ePortfolios.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

During our fall retreat, August 22, we will focus on means of creating assignments/exercises/projects that address our learning objectives that students document in their ePortfolios. We will continue to monitor progress throughout 2018-2019. The chair will carefully check each syllabi to ensure all WLC faculty have clearly identified relevant activities to this end.

Time Finished: 2018-08-17 09:17:29

What is your College or School?

College of Arts & Sciences

What is your program?

Chemistry

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

- Assess the effectiveness of an inquiry-based approach in General Chemistry Laboratory I and II courses (CHEM 3 and CHEM 4).

Measures: Identify one to three ways you know students learn this outcome.

- The Group Instructional Feedback Technique (GIFT) was used to assess the effectiveness of an inquiry-based approach in General Chemistry Labs.

Findings: Present and analyze your findings this year about student learning in this outcome.

- The Group Instructional Feedback Technique (GIFT) revealed that an inquiry-based approach in CHEM3/CHEM4 (1) facilitated student responsibility for their learning and (2) created a positive and trusting team-environment.

GIFT also revealed that students (1) learned to ask good questions and worked as a team, (2) gained a deeper understanding of concepts discussed in the course, and (3) were able to integrate and make connections between concepts discussed in lab and lecture. Students valued the opportunity to write long lab reports because this type of assignments allowed them to gain a better understanding of the lab. Students valued the “openness” or lack of a rigid structure (traditional style) of the lab because it offered them the opportunity to learn and apply their knowledge. They also realized the importance of teamwork in solving-problem process and developing lab procedures.

- Students provided constructive feedback for future offerings of the lab courses: (1) identify ways to recruit students (before taking CHEM 3 and CHEM 4) who will prefer this type of approach, (b) allow students to submit lab reports as a group for the first 3-4 projects before requesting individual submissions of lab reports, (c) identify ways to transition from the more traditional style lab into the inquiry-based rather than start with an inquiry-based approach.

- The inquiry-based approach allowed instructors to better assess student understandings of laboratory techniques and concepts. For example, a majority of students had misconceptions or apparent lack of knowledge regarding spectrophotometry despite being taught multiple times about the technique in the Fall semester. These issues were addressed through class discussion and there were noticeable improvements on their understanding of the technique as demonstrated by the quality of laboratory reports.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

- For the first-time last year, one CHEM 3 section in the fall semester and two CHEM 4

sections in the spring semester used the inquiry-based approach. We will introduce several changes in future offerings of these courses based on student's feedback and our own experience with the way these courses were initially designed and implemented.

- Laboratory experiments, when applicable, will introduce and build on concepts in a linear fashion. For example: we will introduce the concept of spectrophotometry by first using one absorbing species, then two, then one absorbing species but multiple absorbing contaminants. The basic concept in each case is the same, but each new step introduces more levels of applications and complexity.

Time Finished: 2018-08-21 15:19:54

What is your College or School?

College of Arts & Sciences

What is your program?

Biology & Kinesiology

For Biology & Kinesiology, what program or programs are you completing a report for? Select all that apply. Please note that eventually all programs must be assessed at the program level.

Biology

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

To improve grades and retention in freshman biology (BIO 12) by adding a third section, thus decreasing class size.

Measures: Identify one to three ways you know students learn this outcome.

We looked at course evaluations and academic performance.

Findings: Present and analyze your findings this year about student learning in this outcome.

Based on course evaluations there didn't appear to be issues with changes in instruction (two sections had the same instructors as the previous year, the other section had a single new instructor).

We could compare exam performance for the two sections that had the same instructors as last year. There was a significant decrease in exam performance as compared to previous years. Not surprisingly this resulted in a much higher D/F/W percentage than observed previously. It is worth noting that no changes were made to BIO 13 in the spring, and yet the same increase in D/F/W percentage was observed, suggesting a change in student preparedness for the course being an underlying issue.

BIO 12 BIO 13

F12 13% S13 5%

F13 14% S14 7%

F14 16% S15 7%

F15 15% S16 8%

F16 19% S17 10%

F17 35% S18 21%

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

This year we are making several changes to the structure of BIO 12 and possibly BIO 13, although we are going back to two larger sections. First, more exams are being given (5 instead of 4), with one of those being a cumulative final which can be used to replace a lower earlier exam score. Based on the model used for general chemistry, most of the exams have been moved

to Tuesday nights which frees us lecture time and assures that students do not have general chemistry and biology exams in the same week. Second, instead of using the old supplemental instruction model (tutors in the library that were not being utilized by students) we have added supplemental instruction (lead by students trained by the teaching faculty) that students have to register for in addition to the lecture and lab. Additionally, faculty and staff involved with BIO 12 are trained on STARFISH and will be able to make alerts about students having problems in the course.

Time Finished: 2018-08-22 21:29:33

What is your College or School?

College of Arts & Sciences

What is your program?

Study of Culture & Society (RMSC, Sociology, ANSO, Geography)

For Study of Culture & Society (RMSC, Sociology, ANSO, Geography), what program or programs are you completing a report for? Select all that apply. Please note that eventually all programs must be assessed at the program level.

Anthropology & Sociology (ANSO)

Sociology

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

Outcome: students' ability to use theory in helping to shape research questions, including research design, reflective understanding, and critical analysis.

Measures: Identify one to three ways you know students learn this outcome.

1. Strong structure, interpretation of theory and methods.
2. Demonstrates clear set of practices and requirements for doing research.
3. Lit Review was effective on framing. Had an overall story that put it all together. Ability to recognize that it goes beyond what was in Lit Review. There's a logic and flow from research question to methods. Was able to summarize issues and then find ways to integrate with the research.
4. Student is clear about what kind of research they are doing and can name a method. Noted that this is an area that many students find difficult – the ability to identify a method in practice.
5. The student articulated how the proposed research would differ from the literature (expand), and connected the research to this foundation. There is a clear connection to history – the research is not in the abstract.

Findings: Present and analyze your findings this year about student learning in this outcome.

- Appreciated search for language and discussion of bodies of theory. In class, faculty had students name key theorist, but perhaps focusing on a bodies of theory is more effective.
- Getting students to look at the theoretical component is more difficult than the research design piece. It is harder to get a handle on what theory is being used and get students to synthesize and not summarize. There is not always time in class.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

- How can we frame this thinking across courses? Are there places where we can teach about reading, research, and types of writing to help build foundational skills?
- Which is more difficult – research design or theory? Could we share the canons of theory throughout coursework? We could separate theory from the literature review and hand out a

visual metaphor to help students understand the role and function within research.

- Think about placement of 42 in the curriculum. Where do students have the maturity and where does this fit in relation to the canons?
- Think about the content provided in the overview of Sociology. Where do student see theory; how do we teach theory, what is a causal model?

Time Finished: 2018-08-24 09:15:33

What is your College or School?

College of Arts & Sciences

What is your program?

Math & Computer Science (Math, Computer Science, Data Analytics, Math Secondary Ed)

For Math & Computer Science (Math, Computer Science, Data Analytics, Math Secondary Ed), what program or programs are you completing a report for? Select all that apply.

Please note that eventually all programs must be assessed at the program level.

Data Analytics

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

Given a data analytics problem, students will identify subproblems necessary to address the main problem, collect relevant data, and effectively communicate results as appropriate for the audience.

Measures: Identify one to three ways you know students learn this outcome.

We chose to measure this outcome in CS/STAT 190: Case Studies in Data Analytics, the capstone course for the major. Students are presented with some problems and data from community and industry partners and are challenged to apply what they have learned in their major, walking the problem through the complete project lifecycle, which includes identification of subproblems, collections of relevant data, and effective communication. Students worked on these projects in teams and then completed individual essays in which they reflected on these learning objectives.

The essay prompt included several questions; among them were the following, which directly asked about the learning outcomes, given above.

- What subproblems did your group identify that helped you address the main problem? Why were these the right subproblems to look at or how did they help you address the main question?
- What data did you collect to solve the problems you identified? Why was this data what you needed to satisfy the problem, and was there anything lacking in the data you had or were able to collect?
- In what ways did you tailor the presentation to your audience? Give a specific example or two if you can.

For assessment purposes, we looked at student responses to these questions from the second (last) project and labeled them as either “learning objective demonstrated” or “learning objective not demonstrated”. In the case of “not demonstrated”, we kept notes on problematic aspects – whether it was ignored, whether the choices made by the student were wrong, questionable, etc. For context, we also have the work submitted by the teams and the instructor’s experience mentoring the teams and watching their interaction with the external partners (in this case, there were two audiences – a group of non-technical alumni knowing nothing about the project and a group of representatives from the industry partner).

Findings: Present and analyze your findings this year about student learning in this outcome.

Among each of the objectives we looked at, there were several cases that were marked as “not demonstrated”, partly because the student ignored the question in its entirety or in part.

1. Subproblem identification: 29% of the essays were marked as “not demonstrated”, and in most of these cases, it was because the students did not convey a good sense of which were the important big-picture items and which were more minor details. The associated work completed by the teams was largely excellent with each team appropriately subdividing the problem and attacking each part in creative ways. One student did not seem to have been engaged in any meaningful way in their team’s problem formulation.

2. Data collection: Only 10% (2 students) were marked as “not demonstrated”. One of the essays seemed to be missing a big-picture sense of what the team did on this stage. The other was part of a team of three students in which the team had big problems in preparing and transforming their data so that it could be properly used with the techniques that they intended to use.

3. Appropriate communication: 38% of the students were marked as “not demonstrated”. Based on these, the problematic student work (including their team work and individual reflection) can be put into two groups denoted as A and B below. We also have another important observation, C, that applies to all students in the course.

A) Some students were largely effective at tailoring their communication to the audience but not able to articulate what about their approach was different with different audiences or why they did it that way

B) Some students had ineffective presentations due to upstream problems in the project lifecycle.

C) Even though the purpose of this particular assessment round was not to assess students’ visualization abilities (it is a part of effective communication and was covered in various readings and discussions in class and was an expected part of their communication with each audience), we noted that only one student commented on visualizations in their essay, and in that case, it was poorly suited for the audience they thought it would be appropriate for. This confirms a suspicion the data analytics faculty have already had that visualization needs more attention throughout the curriculum.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

The Data Analytics faculty will review these findings at one of their regular meetings during the 2018-2019 academic year and discuss appropriate actions to the curriculum or otherwise.

For the committee that completed this review, we recommend the following:

For all 3 items above, improvements could be made by adding checkpoints during the project where teams are required to answer strategy questions before getting deep into those respective

stages of the project. For instance, teams could be required to submit a document with initial hypotheses and their ideas for subproblem exploration within the first few weeks of the project, which might help them better organize themselves through the rest of the project.

For finding 3A, it is possible that more formal reflection on communication strategies before the actual presentation could improve their presentation even further.

For finding 3B, the issues were largely related to the team's time management and failures to properly perform modeling tasks. Being able to perform appropriate modeling tasks is something that should be investigated as part of another learning outcome in future assessment rounds.

For finding 3C, we recommend that the data analytics faculty continue deliberating on increasing attention to visualization at other points in the curriculum.

Time Finished: 2018-08-29 11:35:09

What is your College or School?

College of Arts & Sciences

What is your program?

Math & Computer Science (Math, Computer Science, Data Analytics, Math Secondary Ed)

For Math & Computer Science (Math, Computer Science, Data Analytics, Math Secondary Ed), what program or programs are you completing a report for? Select all that apply.

Please note that eventually all programs must be assessed at the program level.

Mathematics

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

We are focusing our assessment on the Mathematics Capstone where students have to synthesize and apply what they have learned in their major. The purpose of the Mathematics capstone is for students to undertake an independent project that applies and synthesizes content from across the students' major(s).

Students should complete a project that links multiple upper-level classes in the context of a mathematically global perspective. Students should also be able to independently learn new skills and material as necessary. The outcomes of the project include a written paper as well as a poster that the student will present to students and faculty of the department during a poster presentation session at the end of the semester. One of the intents of the poster presentation is help the student develop the ability to effectively communicate mathematics

Measures: Identify one to three ways you know students learn this outcome.

Students were required to present a poster at the last day of the semester as well as hand in a paper which measures their ability to do and effectively communicate mathematics. The project requires the following: a description of how the project demonstrates that the student has confronted, interacted with, or done some substantial mathematics, a description of how the project demonstrates appropriate use of abstraction techniques, a demonstration of how the student used ideas from multiple courses upper-level classes in the project and what new skills and material were learned in order to complete the project.

Findings: Present and analyze your findings this year about student learning in this outcome.

Prior to the 2017-18 academic year, the Mathematics capstone was a 1-credit, credit/no-credit independent study course which individual students completed under the supervision of a faculty member they chose. We found that while some projects were excellent, too many students were submitting work that was well-below what their capabilities. There were also projects that students did not complete in a timely fashion. To remedy this we decided that there would be mandatory weekly class meetings with the capstone coordinator for the 2017-18 academic year and that students would receive a letter grade. We also tightened procedures for students' progress reports, in particular, requiring them to submit project design documents earlier in the semester.

This new capstone model had several positive results. The quality of student work has improved to some degree, as measured by the learning objectives. The progress reports also encouraged students to begin working on their project earlier in the semester which increased the ability of the faculty capstone sponsors to provide meaningful feedback.

However, after the conclusion of the 2017-18 capstones, and getting feedback from students, the Mathematics faculty found several areas for improvement. Not as many students as we'd hoped began their project soon enough, and there is still a lack of commitment on the part of too many students. Many students still reported that had a difficult time choosing a topic for their projects, and that the work they did was equivalent to a three credit-hour course.

Finally, while students gain valuable experience in communicating mathematics in written form developing their posters and writing their paper, they are not getting sufficient experience in verbally communicating mathematics.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

We believe that switching the capstone to a three credit-hour course would allow us the time to address the issues we noted above. Additional class time would afford the department the time to help students further develop their posters and papers, and would also provide them with the opportunity to make develop their oral presentation skills. Making the class three hours would address student feedback about workload. It would in addition align with the practices of other departments in Arts and Sciences. Finally, three credit-hours is commensurate with the time we would like students to devote to the course.

The department will also discuss about whether to change the course to a topics based course that would draw upon the breadth of the department's upper-level offerings. We want to explore the possibility that a topics course would be a more effective and efficient way for students to synthesize material from across the students' major(s).

Time Finished: 2018-08-30 17:28:14

What is your College or School?

College of Arts & Sciences

What is your program?

Political Science (Politics & International Relations)

For Political Science (Politics & International Relations), what program or programs are you completing a report for? Select all that apply. Please note that eventually all programs must be assessed at the program level.

Politics

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

The following paragraph was received from Kevin Saunders in an email dated May 31, 2017:

"You shared the challenges in moving the conversations forward in the fall semester when a significant number of faculty members will be on sabbatical. We discussed spending time in early spring with the full faculty engaged in addressing the legitimate question of what graduates should be able to know five years after graduation (e.g., What do we want them to know, How [sic] would they demonstrate disciplinary understanding). This effort likely connects to our earlier discussion about wanting to help students develop fluency and the ability to use concepts and theories to analyze political events. The focus of the spring departmental discussion will be developing a shared understanding of what graduates should know/do/understand and then identify what information would help us to answer this legitimate question. Both Greg and I see great benefit in closely connecting this work to current department needs."

The Department of Political Science, offering both a major in Politics and a major in International Relations, struggled to meet its curricular and other commitments during the fall of 2017 due to the fact, as the paragraph above recognizes, that four out of nine members were on sabbatical leave or otherwise not in residence during the semester. Assessment, therefore, was not—because it could not be—a priority during fall 2017. Spring semester 2018 returned two of the four absent members to the Department, with one other occasionally and generously available despite his sabbatical, and the fourth not in residence at all.

In the course of discussions regarding authorization of searches for new faculty, the Provost charge to the Department was that it should re-envision both itself in general and its two programs, with particular emphasis on her view that Drake University should be a nationally-known center for the study of and engagement in American politics.

Regarding assessment, then, the Department has the kind of information on student performance we provided for 2016-17, but we do not presently have, because of the spring deliberations, the answers to what the Saunders email above terms "the legitimate question of what graduates should be able to know five years after graduation." The Department was indeed requested to develop "a shared understanding of what graduates should know/do/understand and then identify what information would help us to answer this legitimate question" during spring 2018, but we were sidetracked by the charge from the Provost. At least in the broadest sense of

the term, the Department was indeed engaged in what one might call a macro-level assessment as we attempted to respond to the Provost's charge. What we do not have is what one might call the micro-level assessment requested in the Saunders email at the start of this report.

Measures: Identify one to three ways you know students learn this outcome.

(1) The Department conducts a senior survey each year, but there are varying response rates from very busy final-semester students. The spring 2018 survey generated only about a 30% response rate, and therefore we hesitate to introduce and place much weight on its results.

(2) Department course-evaluation forms ask a summary question about the instructor and a summary question about the course. The responses are aggregated in three ways: lower-level courses overall, upper-level courses overall, and all department courses overall.

Findings: Present and analyze your findings this year about student learning in this outcome.

These data from 2017-2018 summarize student evaluations of Department courses overall. The instructions to students are: "Please evaluate the course by indicating whether you strongly agree, agree, feel neutral about disagree, or strongly agree with each of the following statements." The rounded totals below are the percent of responses agreeing or strongly agreeing (F 2017; S 2018):

- (1) Course goals & objectives were clearly stated. (80.5; 82.1)
- (2) Course lectures facilitated my learning. (75.1; 77.4)
- (3) Classroom discussion facilitated my learning. (66.4; 68.9)
- (4) Assignments (including exams) facilitated my learning. (69.3; 76.3)
- (5) This course has stimulated my interest in the subject matter. (67.8; 70.3)
- (6) As a result of taking this class, I have a better understanding of politics and government(s). (84.0; 81.8)
- (7) I was challenged to work to my potential. (75.8; 79.3)

While we can certainly improve in any of these categories, we are pleased that our strongest evaluations from students appear in their belief that they have a better understanding of politics and government as a result of taking our courses. We hypothesize that the weaker evaluations—questions (3) and (5)—result, respectively, from students' belief that they do not learn much from listening to other students, and from the inclusion of evaluations in lower- or introductory-level courses in the data, which enroll many students merely fulfilling a requirement rather than pursuing a major.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

The assessment component of our Department's 2018-2019 agenda involves a reconsideration of the structure of the Politics major in the light of student claims that they have a better understanding of government and politics after taking our courses. We will attempt to drill down into that evaluation item and determine what it means to students—e.g., how they interpret it—

and how we can improve both the major and ours courses in the light of the findings.

Time Finished: 2018-08-31 11:12:51

What is your College or School?

College of Arts & Sciences

What is your program?

Law, Politics, and Society (LPS)

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

For 2017/2018, our goal was to act on the insights gained from the previous year's assessment of LPS 190, the senior seminar, particularly the question of how the department might better prepare students to write for different kinds of audiences, and how it might more explicitly articulate the value of such work to both course learning objectives and to the students' future professional pursuits. To this end, LPS faculty experimented with identifying different audiences for student writing, to help students think more broadly about who they were writing to and for. The department engaged in continuous assessment of student work with an eye to the question of "audience" raised in our guided inquiry conversation.

Measures: Identify one to three ways you know students learn this outcome.

Student feedback indicated a positive response to faculty efforts to enable a wider array of forms of writing, and a more explicit articulation of the reasoning behind structuring assignments in this way. This feedback came in the form of course evaluations, direct discussion with students, particularly in the senior seminar, and informal conversations with students in and outside of class.

Findings: Present and analyze your findings this year about student learning in this outcome.

We found that asking students to engage in different forms of writing, with different audiences in mind, continues to be an effective teaching and learning tool. The three paper approach that has been utilized in 190 for several semesters now continues to be effective, while efforts to incorporate versions of this approach into other courses likewise holds promise.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

For 2018/2019 the department will concern itself with the question: How is LPS preparing its majors for life after Drake? The major continues to grow, with a record number of students taking the introductory course in the fall 2018 semester. Faculty notice increasing interest in and demand for preprofessional mentoring and advising, ranging from assistance with internships to career discernment, particularly for those who are not planning to attend law school. While the department as a whole is doing an admirable job meeting these needs, there is also a sense among faculty that a more intentional, less ad hoc response could make our efforts more efficient, impactful, and sustainable, particularly as demand continues to grow.

To structure our inquiry into this question, the department will look specifically at how LPS is helping students realize the promise of the Drake Commitment. We will seek to catalog the

various ways that the promises of personal mentorship, service opportunities, networking opportunities, and professional preparation are all being provided throughout the major. We will identify points of strength and weakness, and discuss how the department might improve and expand its efforts without compromising its primary commitment to providing students with a unique, interdisciplinary education rooted in the liberal arts.

Time Finished: 2018-08-31 12:47:52

What is your College or School?

College of Arts & Sciences

What is your program?

Math & Computer Science (Math, Computer Science, Data Analytics, Math Secondary Ed)

For Math & Computer Science (Math, Computer Science, Data Analytics, Math Secondary Ed), what program or programs are you completing a report for? Select all that apply.

Please note that eventually all programs must be assessed at the program level.

Mathematics Secondary Education

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

Our focus for the 2017-18 AY was on our Geometry for 6-12 Teachers course. In particular the learning goals for that course include:

- To develop, and elaborate on the concepts of middle and high school geometry.
- To consider approaches to teaching and learning geometry (using real world scenarios, technology, and manipulatives) appropriate to high school.
- To offer pre-service teachers experiences at developing lesson plans and delivering instruction consistent with modern curricular standards.
- Use technology (particularly dynamic geometry/measurement software) to model and solve a variety of problems.
- Discuss advantages and disadvantages of using, for example, paper-and-pencil constructions, software, and mathematical tools to explore concepts in geometry and measurement.
- Use the processes of problem solving, reasoning and proof, communication, connection, and representation as the foundation for the teaching and learning of mathematics.
- Experience a variety of instructional strategies and tools useful for exploring geometry and measurement.

Measures: Identify one to three ways you know students learn this outcome.

Class discussions and problem solving, observing students teaching geometry concepts at a local secondary school, analyzing a case of teaching, written exam

Findings: Present and analyze your findings this year about student learning in this outcome.

Observing students teaching a lesson that they designed was particularly insightful in terms of gauging students' preparedness to teaching these concepts. Some students who showed great mastery of geometry concepts in class struggled to draw on that understanding to support secondary students in constructing their own understanding of those concepts. Others who demonstrated a more fragile understanding of the geometry concepts in class were more successful in supporting secondary students grow in their understanding of these concepts.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

We plan to incorporate more peer teaching opportunities in class in order for students to develop the ability to effectively support others in knowledge construction. We also plan to incorporate additional opportunities to for students to engage in the Plan, Teach, and Reflect cycle, so that what is learned from a previous cycle can be applied to the next. These opportunities must span multiple courses in the program as the the Plan, Teach, Reflect cycle takes time, and coordination with local schools.

Time Finished: 2018-08-31 13:37:42

What is your College or School?

College of Arts & Sciences

What is your program?

Physics & Astronomy

For Physics & Astronomy, what program or programs are you completing a report for? Select all that apply. Please note that eventually all programs must be assessed at the program level.

Astronomy

Physics

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

Learning to:

- set up and solve Lagrange's and Hamilton's equations
- set up and solve Schroedinger's equation
- identify stars in the Hertzsprung-Russel diagram

Measures: Identify one to three ways you know students learn this outcome.

Ways of verifying learning outcomes:

- tests several times during the semester
- homework assignments
- projects (individual and group)

Findings: Present and analyze your findings this year about student learning in this outcome.

Findings:

- Practically all students studying Lagrange's and Hamilton's equations understand them. At least 70% show excellent knowledge
- At least 70% of the students studying the Schroedinger equation understand it from very well to excellently. However, the remaining students have difficulties especially because of their poor mathematics background
- Practically 100% of the students studying towards an Astronomy degree can work with the Hertzsprung-Russel diagram excellently

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

This year we will provide additional project-based evaluations for students in quantum physics with the goal of giving them the opportunity to develop and assess their skills in ways different from traditional tests.

Time Finished: 2018-09-01 15:35:31

What is your College or School?

College of Arts & Sciences

What is your program?

Psychology & Neuroscience

For Psychology & Neuroscience, what program or programs are you completing a report for? Select all that apply. Please note that eventually all programs must be assessed at the program level.

Psychology

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

Provide students with an integrated experience of research methods and statistics courses, in order to better prepare them for upper division courses in the major and independent research experiences. To meet this learning goal, we decided to re-order our course numbers to better serve students; thus, for new Psychology majors these foundational courses will be sequenced with students first taking Statistics (Psy 011), followed by Research Methods (now Psy 013, formerly Psy 010). Current Psychology majors will be exempt from the new sequencing requirement. This curriculum update will provide students with a uniform experience across courses, with the opportunity to go more in-depth on modern research methodology/practices (e.g., replication efforts) and discipline-specific writing practice (e.g., APA style).

Measures: Identify one to three ways you know students learn this outcome.

Short-term: Administer Qualtrics survey to Research Methods students after the first year of implementation. This will assess satisfaction with the sequencing, confidence in statistics/methodology knowledge, and student motivation to pursue research experiences in psychology.

Long-term: Review quality of student engagement in upper division courses in the major and independent research experiences, such as Capstone projects, in 4 years after the first cohort has progressed through the major.

Findings: Present and analyze your findings this year about student learning in this outcome.

As this change is just now being phased in, we do not yet have a cohort of students who have gone through these courses in this sequence.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

Attention will be paid to the grade distributions before and after this change. Additionally, we will have to monitor student performance in Research Methods as we shift to less statistics coverage in favor of attention to more modern research techniques and professional writing skills. This change should also make the relationship between statistics and methodology more accessible to the students, leading to a greater understanding of the application of these areas in

upper level content and laboratory courses. Based on our analysis of student performance in these courses, further revision of content covered in statistics and research methods may be necessary, including the possibility of providing duplicate coverage (or review) to reinforce more difficult concepts.

Time Finished: 2018-09-02 12:46:52

What is your College or School?

College of Arts & Sciences

What is your program?

Women & Gender Studies *(ed. Program report completed for 18-19 academic year. Program asked to re-submit and report is below.)*

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

For clarity, because the verbs "is/are" appear in the present tense, I am assuming this first question intends to refer to the 2018-19 academic year ahead. My comments refer to the present academic year of 2018-19. WGS outcomes vary from standard departments because we are an interdisciplinary concentration with cross-listed courses rather than our own independent courses. Self-assessment is an important part of the concentration. The learning outcomes for each course are under the purview of the home department that hosts the course. For WGS/ENG/SCSS 75, our gateway/core course for concentrators, my goal is to have faculty who have taught, are teaching, or plan in the future to teach the course meet to discuss the commonalities and differences across sections.

Another outcome for this year is non-traditional in that, for our concentration, engaging students in self-directed activism and increasing their ability to join complex social conversations is one of our constant goals.

Measures: Identify one to three ways you know students learn this outcome.

Students self-assess on whether they have learned the outcomes from WGS75 when they complete their independent study or internship at the conclusion of their concentration.

On the second outcome, students self-assess whether they join social/cultural debates and become politically active. We also gauge their level of engagement through their attendance at WGS-sponsored events and their writing in their independent study/internship "capstone."

Findings: Present and analyze your findings this year about student learning in this outcome.

I'm not sure how to discuss "findings" about the year ahead, but I can say that the WGS plans to do various things this year to work toward the goals above. The aforementioned meeting of WGS faculty who teach 75 is one action. Pertinent to the second outcome, we are hosting a major speaker in October to facilitate concentrator engagement on questions about transgender identities. Throughout the year, we will consider proposals for co-sponsorship of various events to continue to further our goal of helping concentrators become socially engaged and politically active, as they choose.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

See box one and the box immediately above. In addition to those things, the program hosts a social hour once per semester to facilitate conversation amongst students, faculty, staff, and community members. Those conversations are often reflective and help student synthesize their learning.

Time Finished: 2018-09-03 12:43:57

What is your College or School?

College of Arts & Sciences

What is your program?

Biochemistry, Cell, and Molecular Biology (BCMB)

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

1. Energy – Energy is Required by and Transformed in Biological System
 - a. The nature of biological energy
 - b. Catalysis
 - c. Energetic coupling of chemical processes in metabolic pathways
2. Structure & Function – Macromolecular Structure Determines Function and Regulation
 - a. Biological macromolecules are large and complex
 - b. Structure is determined by several factors
 - c. Structure and function are related
 - d. Macromolecular interactions
 - e. Macromolecular Structure is dynamic
 - f. The biological activity of macromolecules is often regulated
 - g. The structure (and hence function) of macromolecules is governed by foundational principles of chemistry and physics
 - h. A variety of experimental and computational approaches can be used to observe and quantitatively measure the structure, dynamic and function of biological macromolecules

Measures: Identify one to three ways you know students learn this outcome.

The Department of Chemistry administers all or part of an assessment exam from the American Chemical Society. It is administered after the first semester survey course and again after the advanced course.

Findings: Present and analyze your findings this year about student learning in this outcome.

The Department of Chemistry has these findings. We will examine the results of Dec. 2017 and May 2018.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

There are no actions at this time. A new Biochemistry faculty member was hired. The results of the ACS exam provides a baseline for the 2018-2019 learning cycle.

Time Finished: 2018-09-04 20:33:49

What is your College or School?

College of Arts & Sciences

What is your program?

History

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

In the 2017-18 academic year, the Department of History shifted its attention in assessment -- from focusing on SLO #2, "Students will develop the ability to empathize with peoples from different time periods, world regions and cultures, and social positions as a way to understand the complexity of human motivations and historical contexts," as we have in the past two years -- to taking stock of how we teach research in the capstone and courses leading up to the capstone. This shift was instigated by several simultaneous developments: frustrations voiced by some faculty teaching the capstone, other faculty's frustrations with recent research assignments in other courses, conversations with recent graduates, and conversations among ourselves.

While assessing the capstone should offer insight on all of our learning outcomes, it is especially closely related to SLO #4, "Student will learn to formulate persuasive ... arguments...."

Measures: Identify one to three ways you know students learn this outcome.

The capstone paper advances an argument in clear prose with a logical organization and draws upon well-chosen evidence from primary and secondary sources to support their argument (reflecting SLO #4)

The capstone paper is grounded in a particular historical context and attuned to the interplay between large historical forces and human actions (reflecting SLOs #1 and #2).

The capstone paper contends with debates in historiography and contradictions or gaps in the evidence in a nuanced and compelling fashion (reflecting SLO #3).

Findings: Present and analyze your findings this year about student learning in this outcome.

In August 2018, we read two capstone papers and engaged in a group conversation about each using the Collaborative Guided Inquiry Protocol and facilitated by Greg Lin and Kevin Saunders.

Both papers showed some successes in achieving SLO #2 regarding "the ability to empathize with people from different time periods, world regions and cultures, and social positions as a way to understand the complexity of human motivations and historical contexts." Perhaps this is a reflection of two years of focusing on that student learning outcome.

One of the papers also demonstrated an understanding of "history as a constructed narrative ... shaped by the narrators' world view" (SLO #3). This paper attempted to engage with debates

between historians.

Both papers demonstrated shortcomings in achieving SLOs#1 and #4, especially in regard to either grounding the paper in a particular historical context or analyzing change over time in a logical fashion (SLO #1), and with respect to the use of evidence and analysis of the evidence (SLO #4).

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

The Collaborative Guided Inquiry affirmed several steps the department has already put in motion. It affirmed our collective sense that the one-semester capstone may attempt to teach too much in too short a period of time and do it too close to the end of students' college careers. Some students arrive in the capstone prepared to do research, but others do not. Introducing basic research skills and giving students assignments to practice those skills -- developing a research question, developing annotated bibliographies, choosing relevant sources from them, reading, analyzing, and writing about primary and secondary sources -- is learning that can be practiced and reinforced earlier in the department's curriculum. We are in the process of submitting a proposal for a new course, HIST 100 Doing History: the Historian's Craft, as a new required component in the history major to be taken as a sophomore or junior to better prepare students for the capstone.

On our agenda for our next department meeting will be: what kinds of things can we do in our other courses to help students develop their knowledge and practice the skills that came up short in the Collaborative Guided Inquiry? For example, can we design smaller assignments to better familiarize students with historiographical debates, to choose primary sources to explore a question, to deal with contradictions in the evidence? We will also consider developing some shared language for research and writing mechanics to better reinforce skill building with clarity across our courses.

The Collaborative Guided Inquiry discussion also suggests that our focus on the empathy learning outcome (SLO #2) yielded some positive results. We take that as an encouraging outcome of this assessment cycle.

Time Finished: 2018-09-07 14:56:48

What is your College or School?

College of Arts & Sciences

What is your program?

Music (Music, Applied Music, & Music Education)

For Music (Music, Applied Music, & Music Education), what program or programs are you completing a report for? Select all that apply. Please note that eventually all programs must be assessed at the program level.

Applied Music

Music

Music Education

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

NASM Competencies for BA/BM

- Performance
- Musicianship Skills and Analysis
- Composition/Improvisation
- History and Repertory
- Synthesis

NASM Competencies for BME

- Conducting and Musical Leadership
- Arranging
- Functional Performance
- Analysis/History/Literature

For reference, our program learning outcomes are directly tied to the competencies as required for accreditation by our accrediting body, the National Association of Schools of Music (NASM).

<https://proxy.qualtrics.com/proxy/?url=https%3A%2F%2Fnasm.arts-accredit.org%2F&token=onL%2FfvfK14ZQwUjk7DpKQLaeMc2LsPDBVYuadJpNI1k%3D>
<https://proxy.qualtrics.com/proxy/?url=https%3A%2F%2Fnasm.arts-accredit.org%2Fwp-content%2Fuploads%2Fsites%2F2%2F2018%2F08%2FNASM-2017-18-Handbook.pdf&token=eQ%2Faw%2FXAzCnTbydtDq2p2byqu4IFqn2proaSWIFOcBw%3D>

Measures: Identify one to three ways you know students learn this outcome.

These outcomes are monitored on an ongoing basis via any/all of the following mechanisms, dependent upon the specific program:

- Traditional course-based examinations, connected to rubrics contained within each course syllabus
- BME Sophomore Checkpoint Faculty Evaluation
- BA/BM/BME Faculty Jury - As all music students, regardless of major/minor status take

applied lessons on their major instrument each week, students present a performance jury at the end of each semester in front of a faculty panel. The panel provides an opportunity for feedback related to all aspects of performance, and the student is given a copy of those comments upon leaving the jury performance. A grade is also assigned for that jury, averaging faculty grades, which comprises a portion of the semester grade for applied study.

- Faculty Discussion: For matters that affect the Department as a whole, evaluation and planning is largely handled in faculty meetings. Areas routinely address issues that affect them, but final proposals for change almost always come to the full faculty.

Findings: Present and analyze your findings this year about student learning in this outcome.

One clear outcome is that our students are well prepared for study at the graduate level. Based on our ongoing contacts with our graduates, Drake students nearly always pass the music theory and music history portions of the entrance examinations routinely administered at top graduate schools throughout the country. Additionally, for performers, their acceptance at these prestigious music schools (University of North Texas, Cincinnati College-Conservatory of Music, Indiana University, etc.) at the graduate level is based on their preliminary audition, often recorded, and a live audition round. The successes of our students in acceptance to these programs provides a clear metric that is not merely anecdotal, but is consistent across areas and years within our program. Further, our students are often awarded strong fellowships, teaching assistantships, and graduate scholarship awards.

Our BME students have a 100% placement rate, in terms of being offered music teaching positions in Iowa. In terms of a desired outcome, this is clearly at the top of the list for our department, for our students, and for their parents. The reputation of our department as a producer of outstanding music educators remains very strong.

Performance-related outcomes: Our department has a strong performance culture, irrespective of major. This means that virtually all of our music majors will elect to present a senior recital, even though it is not a requirement of the BA, BME, or BM with Elective Studies in Business majors. While only the BM-Performance degree requires it, the vitality of our program is enhanced by the ever-increasing proportion of students who recognize that excellence in music performance translates to excellence in all aspects of one's academic and post-academic careers.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

Our next NASM re-accreditation process will take place in 2020-21. As a result of the specific guidelines required to maintain our accreditation, our ongoing process will consist of the following:

1. Faculty will operationalize the learning outcome using the NASM Handbook as a guide. (What is good musicianship skills and analysis?)
 - a. NASM operationalizes musicianship skills and analysis as (1) understanding of the common elements and organizational patterns of music and their interaction, (2) understanding of and capability with musical forms, processes, and structures, and (3) the ability to place music in historical, cultural, and stylistic contexts.

b. NASM operationalizes Conducting and Musical Leadership as (1) ability as a competent conductor and (2) ability to create accurate and musically expressive performances with various types of performing groups and in general classroom situations.

2. Faculty will define the different levels of competence for learning outcomes (e.g., what is Introductory, Reinforced, Advanced/Competent?).

3. Faculty will map the curriculum for these learning outcomes, and discuss what assessment tools faculty currently use (e.g., rubrics for juries).

4. Using established faculty tools as guides, build rubric templates for the program.

5. Time permitting, faculty may begin to establish and implement the systematic collection and use of assessment data.

6. Faculty will reflect on the assessment process.

Additionally, the department will continue to prioritize the development of a sustainable assessment process that utilizes existing assessment pieces (juries, checkpoints) and provides space for faculty reflection on the program. Our Planning Committee provides a possible avenue for developing the scope and depth of assessment process.

As an example of how NASM feedback contributes to our refining process, in 2012-13, based on NASM feedback, we prioritized several areas connected to our BME program:

- Conducting and Musical Leadership – Department worked to ensure that BME candidates have experience in chamber ensembles.

- Arranging – Department worked to ensure that particular assignments in MUS 156, MUS 134, and MUS 158 met standards.

- Functional Performance - Department will work to ensure functional skill levels in instrumental methods courses are consistent.

Time Finished: 2018-09-10 09:09:33

What is your College or School?

College of Arts & Sciences

What is your program?

Leadership Education and Development (LEAD)

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

We are scheduled for program review by an external evaluator early spring 2019. As a result we are now piecing together the assessment data we have for LEAD. Kevin and Greg will be reviewing the material they have and we will incorporate their work into our report. In addition, each fall LEAD faculty member will be submitting their syllabus and examples of how students are meeting course objectives to include in our report.

Measures: Identify one to three ways you know students learn this outcome.

Each LEAD faculty member is tracing ways their students are meeting stated course objectives including providing examples of A work and less than satisfactory work. This will be included in our report to the external evaluator for spring 2019 review.

Findings: Present and analyze your findings this year about student learning in this outcome.

This will all be written in the report to the external reviewer.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

See above.

Time Finished: 2018-09-10 12:26:00

What is your College or School?

College of Arts & Sciences

What is your program?

Theatre Arts (Musical Theatre, Acting, Theatre, Design & Technology, Directing, & Theatre Ed)

For Theatre Arts (Musical Theatre, Acting, Theatre, Design & Technology, Directing, & Theatre Ed), what program or programs are you completing a report for? Select all that apply. Please note that eventually all programs must be assessed at the program level.

Acting

Design & Technology

Directing

Musical Theatre

Theatre

Theatre Education

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

For each of the programs within theatre, the Theatre Arts department is analyzing the curriculum from top to bottom. We are working to update and improve each curriculum. Once this process is completed (new curriculums fully processed, approved, and implemented by Fall 2019) we will identify learning outcomes and assessment plans for each program.

At this time, the general outcomes that we expected are:

- Successful completion of degree required courses.
- Further development of talent.
- Acquisition and advancement of skill.
- Setting of personal goals relating to field of study.
- Graduate successfully.

Measures: Identify one to three ways you know students learn this outcome.

Our methods of identifying that students have learned the listed outcomes are:

- Grant students opportunities within the production season as faculty directly observe this student work.
- Faculty work right along side students on the same production team, allowing for mentoring and more specific observation of each student.
- Jury performances, junior and senior recitals, annual BFA review with each individual student, and senior capstone experiences.

Findings: Present and analyze your findings this year about student learning in this outcome.

Our findings are very general. All but two BFA students have presented, through course work, production experiences, and independent performances, satisfactory to significant growth of talent and advancement of skill. The three students cited have each had a meeting with the faculty in their specific area of study (either the four performance faculty, or the three design

tech faculty) where the following points were discussed at length and in detail:

- Specific points of deficiency within the student's musicianship and singing skills.
- Student's understanding and personal assessment of the talents and skills with identified deficiencies.
- Goals and methods of achieving those goal to improve and eliminate the identified deficiencies.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

The methods of assessing outcomes identified earlier have been successful for the Department of Theatre Arts for quite some time. However, we recognize that this is inefficient relating to the goals that the College has for our ability to identify and assess outcomes. As mentioned earlier, once the curriculum studies and changes are completed, then we will develop more specific methods of assessing outcomes.

Regarding the three students cited above, each had a BFA review at the end of the Fall 2017 semester. The professors that had them in class during the Spring 2018 term, and the work they completed in production, both show that each student has turned a corner and are working harder towards their established personal goals.

Time Finished: 2018-09-11 20:50:44

What is your College or School?

College of Arts & Sciences

What is your program?

Women & Gender Studies (*ed. Program was asked to re-submit. This is the re-submitted report.*)

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

WGS outcomes vary from standard departments because we are an interdisciplinary concentration with cross-listed courses rather than our own independent courses. Self-assessment

is an important part of the concentration. The learning outcomes for each course are under the purview of the home department that hosts the course.

Measures: Identify one to three ways you know students learn this outcome.

During the 2017-18 year, one goal I completed was a review of how some students used their work with Violence Intervention Partner on campus to count as their 3-credit WGS 191 internship (the internship that concentrators complete to finish their studies).

Findings: Present and analyze your findings this year about student learning in this outcome.

Tess Cody was running VIP and having trouble advising students on how to count their hours, especially “on call” hours, toward an internship. Students were having varied experiences with using the work toward internships and confusion about how to “count it.” There was also confusion amongst faculty members about how to advise such internships, how to count hours, and how to advise readings/writings. We were also having problems with Tess’s workload, and she and I shared a concern that supervising these internships had the potential to increase her workload too much.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

To address these problems, Tess Cody and I developed a form that all students using VIP for WGS credit are now using. The form increases and clarifies communication between Tess, the student, and faculty advisors. The form also decreases the workload of the Violence Prevention Coordinator and helps guide students and faculty through the process of crafting the independent study.

Tess Cody left Drake in Spring of 2018, and I just met her replacement, Lynne Cornelius, in September of 2018. She and I are now reviewing the form to be sure it still meets the needs Tess and I identified and to be sure it meets Lynne’s needs. Also, as students continue to use the VIP internship for WGS credit, I have asked that they use me as their faculty advisor so that we can catch any glitches or problems. For this year, the plan is for me to supervise most of not all of the WGS 191 students who are using VIP to fill the requirement. Then, next year, the form (if

necessary, revised based on this year's experiences) can be used by any faculty supervising such an internship for WGS credit.

Time Finished: 2018-09-17 10:48:22

What is your College or School?

College of Arts & Sciences

What is your program?

International Relations

Outcome(s): Identify the program learning outcome(s) that is are the focus for the 2017-18 Academic Year.

Our IR learning outcomes, updated in 2016, are as follows:

- Content
 - Understand that people's responses to common problems are shaped by varied political, historical, socioeconomic, and cultural contexts.
 - Understand the distinct contributions of diverse disciplines to our knowledge about global issues.
 - Grasp contending concepts and theories that attempt to explain patterns of international cooperation and conflict and apply these theories to historical and contemporary cases.
- Skills
 - Become critical readers of books and articles about international relations and relate this information to their own lives.
 - Develop language and related skills allowing them to engage effectively in intercultural communication.
 - Develop the ability to make a reasoned and persuasive written argument in the context of knowledge and ideas about international relations.
- Attitude
 - Be prepared to act as responsible global citizens, defined as "active political, social, environmental or economic agents in an interdependent world in which new institutional forms beyond nations are beginning to emerge." (Lagos)

Instead of focusing on a single outcome in the 17-18 academic year, we focused on all of the learning outcomes. This was purposeful as we sought to obtain a good overview of what students are learning or absorbing across the IR curriculum, as these are new learning outcomes, and then move into individual learning outcomes in the coming years as more students are taught under this new structure.

Measures: Identify one to three ways that you know students learn this outcome.

The first way in which we know students achieve these outcomes is because of the purposeful way in which they were created alongside our curricular revisions. Our curricular revisions, approved by the College of Arts & Sciences in the 16-17 academic year, were designed such that they directly correspond with the learning outcomes. Under content, the first bullet covers the comparative politics component of the major, the second bullet covers the interdisciplinary component of the major, and the third bullet covers the international politics component of the major. Each individual requirement or elective offered corresponds to one or more of the bullet points. Students entering in fall 2017 were the first to be required to follow the new curriculum. But some upperclassmen have also chosen to do so. The second and third measures are annual surveys of all seniors in the major and IR focus groups conducted in spring 2018.

As mentioned, not all these students completed their coursework under the new curriculum. But the results taught us how to achieve our goals in terms of making the learning outcomes clearer to students throughout their course of study so that assessment tools, such as the senior survey, reflect more accurate appraisals of what we are seeking to discover. Towards this end, Mary McCarthy met with Kevin and Greg on multiple occasions to discuss assessment and the focus groups (both creation and findings).

Findings: Present and analyze your findings this year about student learning in this outcome.

Students asserted that the greatest strength of the major is that they learned how to think about the world and they obtained important skills of critical thinking and writing. Experiential learning was also a strength: simulations, both inside and outside the classroom, as well as study abroad. But they wanted more content, particularly in terms of regional specialties. Overall, our analysis of the findings suggest that we should focus on experiential learning, professional development, language acquisition for advanced learners, and consistent messaging.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

As stated above, we are working on experiential learning, professional development, language acquisition for advanced learners, and consistent messaging. In response, in spring 2019 we will teach a one-credit preprofessional seminar as an experimental course as we consider whether to make it a required part of the major. We are also working closely with WLC on enhancing and maintaining high-level language study. Thanks to IR faculty input, in spring, WLC will offer Russian for the first time in several years. The IR committee is further discussing how to use limited faculty resources most effectively to achieve our outcomes, including possibilities of changing upper-level course prerequisites.

Time Finished: 2018-11-03 12:37 PM

College of Business & Public Administration (by 12/01/2018)

What is your College or School?

College of Business & Public Administration

What is your program?

Data Analytics (CBPA)

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

Given a data analytics problem, students will (1) identify subproblems necessary to address the main problem, (2) collect relevant data, and (3) effectively communicate results as appropriate for the audience.

Measures: Identify one to three ways you know students learn this outcome.

Projects were used to hopefully achieve the target of 70% or higher from Competent & Exceptional combined. The 3 suboutcomes had 71%, 90%, and 62% of students at Competent & Exceptional combined for (1) – Identify subproblems, (2) - Collect data, and (3) - Communicate, respectively.

Findings: Present and analyze your findings this year about student learning in this outcome.

The non-Competent students did not convey a good sense of which were the important big-picture items and which were more minor details and had problems in preparing and transforming their data so that it could be properly used with the techniques that they intended to use.

The Competent students were able to appropriately subdivide the problem and attack each part in creative ways.

In ‘Appropriate communication’ the students who were marked as “not demonstrated”, can be put into two groups denoted as A and B below. We also have another important observation, C, that applies to all students in the course.

A) Some students were largely effective at tailoring their communication to the audience but not able to articulate what about their approach was different with different audiences or why they did it that way.

B) Some students had ineffective presentations due to upstream problems in the project lifecycle.

C) Even though the purpose of this particular assessment round was not to assess students’ visualization abilities (it is a part of effective communication and was covered in various readings and discussions in class and was an expected part of their communication with each audience), we noted that only one student commented on visualizations in their essay, and in that case, it was poorly suited for the audience they thought it would be appropriate for. This confirms a suspicion the data analytics faculty have already had that visualization needs more attention throughout the curriculum.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

For all 3 items above, improvements could be made by adding checkpoints during the project where teams are required to answer strategy questions before getting deep into those respective stages of the project. For instance, teams could be required to submit a document with initial hypotheses and their ideas for subproblem exploration within the first few weeks of the project, which might help them better organize themselves through the rest of the project.

For finding 3A, it is possible that more formal reflection on communication strategies before the actual presentation could improve their presentation even further.

For finding 3B, the issues were largely related to the team's time management and failures to properly perform modeling tasks. Being able to perform appropriate modeling tasks is something that should be investigated as part of another learning outcome in future assessment rounds.

For finding 3C, we recommend that the data analytics faculty continue deliberating on increasing attention to visualization at other points in the curriculum.

Time Finished: 2018-10-09 10:12:02

What is your College or School?

College of Business & Public Administration

What is your program?

Economics

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

Learning Outcome #1: Students will be able to select an appropriate model for a given problem, estimate model parameters, and evaluate the quality of the model.

Learning Outcome #2: Students will apply microeconomic and macroeconomic models to interpret current events and analyze policy options.

Measures: Identify one to three ways you know students learn this outcome.

In Econ 173 and 174 multiple choice questions, problems, and essays were used to hopefully achieve the target of 70% or higher from Competent & Exceptional combined. The 2 outcomes had 64% and 76% of students at Competent & Exceptional combined in Econ 173 and 65% and 88% in Econ 174.

Findings: Present and analyze your findings this year about student learning in this outcome.

Econ 173:

The results shown above are for majors in Economics or Quantitative Economics in both Fall 2016 and Fall 2017. Joint majors in Economics and another discipline are not included. Two years were combined to give a larger sample size.

The results shown above are slightly better than for 2015. Again, the performance target for Outcome #1 was not met. However, the fraction of students with a “Poor” score on Outcome #1 fell sharply.

Only three of the students in this two-year sample were majors in Quantitative Economics and all three scored good or excellent on both outcomes. So it appears that premise of that program—requiring fewer economics electives in exchange for more math—still yields acceptable economics learning outcomes, though selection bias is surely a factor.

As noted above, we have no information from these results about students’ mastery of macroeconomics or econometrics, which are important components of the major, nor information about retention of the material beyond the course in which it was presented.

Econ 174:

Students who received a below competent score in the learning outcome #2a struggled to understand how monetary policy affected the aggregate supply-aggregate demand model as they shifted the wrong curves. Those with a competent score shifted the right curves in the wrong direction, and those with a above competent score shifted the right curves in the right direction. I did not cross reference multiple choice answers to subjects to see what questions were missed by

the majors, but that is something that I can do or we can do in the future (I think this a great idea going forward).

This class was extremely engaged and seeing their grades and performance in the course, I would say were the most active learners that have passed through this course during my time at Drake. I commend the class as a whole.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

The Economics faculty feels that the two assessment instruments whose results are reported above are unsatisfactory. They are both written by one professor and focus exclusively on microeconomics—excluding macroeconomics and econometrics, for example.

Therefore, beginning next year, we plan to use the Comprehensive Final Exam in ECON 190, our capstone senior seminar, as our assessment instrument. This exam was written by three faculty members, with input from two more. It includes 50 multiple-choice questions and 5 problems drawn from microeconomics, macroeconomics, and econometrics. It has already been piloted in two sections of ECON 190, with a total of 14 students.

Until recently, ECON 190 was not required for the major so the Comprehensive Exam could not be used for assessment. However, ECON 190 is now required for the Economics major, the Quantitative Economics Major, and all joint majors that include Economics for students who entered Drake in Fall 2015 or later.

An important feature of the Comprehensive Exam is that it covers material from other courses, material that students may not have seen for some time, perhaps a year or more. We therefore expect scores to be lower than on our current assessment instrument. Nevertheless, the Comprehensive Exam will give us a sense of how well students retain important material, an aspect of learning that we feel deserves more attention.

Time Finished: 2018-10-09 10:20:50

What is your College or School?

College of Business & Public Administration

What is your program?

Information Systems

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

Students will demonstrate the ability to analyze, design, and implement information systems to fulfill user requirements.

Measures: Identify one to three ways you know students learn this outcome.

In IS 160 projects were used to hopefully achieve the target of 70% or higher from Competent & Exceptional combined. The students at Competent & Exceptional combined was 80%.

Findings: Present and analyze your findings this year about student learning in this outcome.

Some students had worked with databases in the past and were exceptionally well prepared.

Students who were rated as non-Competent are generally struggling with both SQL syntax and how SQL is used to interact with a database management system.

Students who were rated as Competent, by contrast, generally demonstrated that they both understood how SQL syntax worked and in which circumstances different syntax and concepts should be used to achieve a desired result.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

I've wondered throughout this semester whether IS 044 is suitable preparation for some of the more challenging material presented in IS 160. That said, it's probably too early in the process (first time teaching, first class, etc) for me to effectively judge student expectations and alignment with the prerequisites. I was surprised to see so many students outside of IS fields taking the class – which is a good thing, but I also worry that some of those students may not have had enough grounding in foundational computing concepts to make IS 160 the natural next step in their studies – so it can be a struggle for some. If you are a marketing major and your only exposure to computing has been through IS 044 (mainly Excel I believe), it's possible that concepts like database normalization or the finer points of SQL and referential integrity might be in the deeper end of the swimming pool than you expected coming into the class.

Time Finished: 2018-10-09 10:51:40

What is your College or School?

College of Business & Public Administration

What is your program?

International Business

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

Students will develop the ability to critically examine interdependent global systems to craft effective solutions to complex problems. Students will also cultivate an understanding of the role cultural differences play in determining appropriate and effective personal and professional interactions.

Measures: Identify one to three ways you know students learn this outcome.

In Bus 70 questions from an exam were used to hopefully achieve the target of 70% or higher from Competent & Exceptional combined. The following suboutcomes had 76%, 78%, and 87% of students at Competent & Exceptional combined for (1) Cultural Awareness, (2) Intercultural Competence, and (3) Global Systems Analysis, respectively.

Findings: Present and analyze your findings this year about student learning in this outcome.

Trouble came from directly being able to identify culture as a relevant variable causing impact in a given business case situation.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

Determine a way of linking the rubrics to more specific means of evaluation at the student level both at the beginning of the course and at the end of the course. This way, assignments more specifically address these outcomes and it will be possible to track student progress longitudinally.

Time Finished: 2018-10-09 10:59:42

What is your College or School?

College of Business & Public Administration

What is your program?

Management (Undergraduate)

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

Students will be able to diagnose organizational situations and develop decisions and managerial actions that enhance organizational effectiveness.

Measures: Identify one to three ways you know students learn this outcome.

In Mgmt 182 an essay question from the final exam was used to hopefully achieve the target of 70% or higher from Competent & Exceptional combined, 80% of the students fell in these categories.

Findings: Present and analyze your findings this year about student learning in this outcome.

Students at the non-Competent levels have a superficial understanding of direct cause-and-effect relationships. They might, for example, argue simply that the way to improve product quality is to increase spending on quality training programs. Students at the Competent levels would mention that too, but then would go on to describe other indirect, and therefore less obvious, factors that also affect quality. Examples might be staffing and compensation policies that tend to reduce turnover and therefore result in overall quality improvements because the firm is better able to retain its experienced and well trained workers.

I think it is important that we do what we can to help students develop skills in dealing with complex problems that don't have textbook answers. But just as important we need to also make them more aware that this is the way a lot of real-world problems are, and that learning to deal with that kind of thing is valuable.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

One potential drawback to this method of assessment is that it appears as an essay question on the final exam. Students whose final grade is pretty well determined before the final (e.g., I only need to get a 65 in the final to maintain my B) may not be motivated to perform as well on the final as they might normally be. It is possible that this lowers the assessment numbers and should be assessed sooner in the course.

Time Finished: 2018-10-09 16:45:25

What is your College or School?

College of Business & Public Administration

What is your program?

Finance (Undergraduate)

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

Learning Outcome #1: Students should be able to illustrate how the conclusions, decisions, and interpretations resulting from the integration of quantitative reasoning and financial theory add sustainable value to the organization.

Learning Outcome #2: Students should be able to explain the choice of underlying financial theory upon which their quantitative work is based. This includes the appropriateness of the theory for the situation under consideration and understanding how the assumptions underlying the theory impact its ability to be utilized in practice.

Learning Outcome #3: Students should be able to demonstrate the ability to collect and construct appropriate “real world data” when applying financial theory. This includes an understanding how assumptions related to data selected impact the associated estimation and calculation.

Measures: Identify one to three ways you know students learn this outcome.

In Fin 197 a case analysis was used to hopefully achieve the target of 75% or higher from Competent & Exceptional combined. The outcomes above had 80%, 84%, and 80% of students at Competent & Exceptional combined for (1), (2), and (3), respectively.

Findings: Present and analyze your findings this year about student learning in this outcome.

I believe students who received low marks were competent enough to perform much better than reported. However, they were not able to showcase their academic ability due to their indolence and a misconceived belief that their mediocre work deserved much better grades than warranted.

Students tend to focus on a single topic when they analyze a case and, therefore, sometimes fail to realize that multiple issues are interconnected (e.g. financing, leverage, cost of capital, etc.). Also, a few students were confused when they realize that there might be multiple correct strategies/recommendations for any given case problems. However, these issues are not unexpected and are part of their learning process.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

Incorporating more case-based or project-oriented assignments would improve students' critical thinking and problem solving skills.

Time Finished: 2018-10-09 16:57:23

What is your College or School?

College of Business & Public Administration

What is your program?

Marketing

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

Students will gain an understanding of the factors which influence consumers in making decisions and apply this knowledge in the formation of effective marketing strategy.

Measures: Identify one to three ways you know students learn this outcome.

In Mktg 115 projects were used to hopefully achieve the target of 80% or higher from Competent & Exceptional combined. The following suboutcomes had 88%, 79%, and 76% of students at Competent & Exceptional combined for (1) Knowledge & comprehension, (2) Application & analysis, and (3) Synthesizing & evaluating, respectively.

Findings: Present and analyze your findings this year about student learning in this outcome.

The students who received non-Competent ratings in knowledge & comprehension demonstrated a limited understanding of the key concepts of consumer decision making. The students who received non-Competent ratings in application & analysis were either unable or extremely weak in their ability to extend and apply concepts covered in Marketing 115 to their specific projects. The students who received non-Competent ratings in synthesizing and evaluation were unable or extremely weak in their ability to identify implications and support their conclusions.

The students who received Competent ratings in knowledge & comprehension demonstrated clear and accurate understanding of the concepts and factors that influence consumer decision making. The students who received Competent ratings in application & analysis demonstrated an ability to apply the concepts with accuracy and some depth to their specific individual projects. The students who received Competent ratings in synthesis & evaluation were able to identify marketing strategy implications and support their insights and conclusions with clarity.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

It is very important that our major and the CBPA requires a balance of team and individual assignments and projects. I often hear from our students that they do not have many individual projects.

Time Finished: 2018-10-09 17:08:15

What is your College or School?

College of Business & Public Administration

What is your program?

Actuarial Science

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

Students will be able to apply understanding of concepts in order to determine life and annuity premiums and reserve amounts, both in single and multiple life and decrement models; as well as clearly communicate results to a non-technical audience.

Measures: Identify one to three ways you know students learn this outcome.

In Acts 151 projects were used to hopefully achieve the target of 70% or higher from Competent & Exceptional combined, 79% of the students fell in these categories.

Findings: Present and analyze your findings this year about student learning in this outcome.

The students who received a non-Competent rating either couldn't apply the correct model or couldn't understand the purpose of this project. Generally, these students don't remember much from ACTS150. For those students who received a Competent rating, they understood the project well and applied the correct model. They have a solid understanding of what they learned in previous course ACTS150.

In some cases, they lack the ability to apply the basic models to more complicated projects.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

We split the whole material for MLC EXAM from SOA into two courses (ACTS150 and ACTS151). This forces the lecturer to rush because we should have at least 80% coverage of the learning objectives of MLC exam. This doesn't help students digest the materials well. The better way is to use three courses to cover the materials of MLC exam. If time allows, the professor in 151 may begin the course with a review of essential topics from 150 that need to be remembered.

Time Finished: 2018-10-09 17:39:50

What is your College or School?

College of Business & Public Administration

What is your program?

Accounting (Undergraduate)

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

Learning Outcome #1: Students will understand the role of auditing in financial reporting, as well as the planning and implementation of a financial statement audit. (Acct 175)

Learning Outcome #2: Students will demonstrate the ability to apply the principles underlying financial reporting. (Acct 166)

Measures: Identify one to three ways you know students learn this outcome.

In Acct 175 final exams were used to hopefully achieve the target of 75% or higher from Competent & Exceptional combined, 92% of the students fell in these categories.

In Acct 166 final exams were used to hopefully achieve the target of 75% or higher from Competent & Exceptional combined, 68% of the students fell in these categories.

Findings: Present and analyze your findings this year about student learning in this outcome.

Acct 175 - The course has a lot of content related to it, so there is an unusually high amount of reading for the class. Classroom time was spent talking about how to apply the technical content from the readings. The students performed well on the test and were able to apply knowledge to the testing of various transactions and management assertions. The students did well across all the topical areas on the final exam. The students who performed at Fair level, typically tended to lose points for not meeting all requirements for the question. The final exam was all essay to ensure students could apply the information and had a full understanding of the identification of risks, management assertions, and how to test and gather evidence related to the assertions and financial statement captions. Student performance has improved since the last assessment.

Acct 166 - It is hard to pinpoint the skills Levels 1 and 2 (non-Competent) students were lacking. Some of them simply did not answer some of the questions in the exam which could be due to poor time management skills or just incompetence. Levels 3 and 4 (Competent) students (and especially level 4) were just brilliant students that were hard workers and actively participated in class discussions throughout the semester

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

Acct 175 - I am happy with the course format and the assessment content.

I am continuing to add more small hands-on exercises and written cases to practice applying the textbook content to audit situations.

Acct 166 - In the future I will assign more work-out homework assignments to help students practice solving the problems quickly. Currently, students do all their assignments using an online homework system and it is possible they are not doing enough practice away from that system.

Time Finished: 2018-10-13 22:57:10

What is your College or School?

College of Business & Public Administration

What is your program?

Accounting (Graduate)

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

MACC Proficient in Their Field Outcome: Each student will possess the technical skills required as a Certified Public Accountant.

Element 3: Each student can demonstrate an understanding of the role of corporate governance and its effect on the integrity of financial data. (Blaw 250)

Written Communication Outcome: Students can demonstrate the ability to effectively and appropriately communicate in a professional manner using written communication. (Acct 210)

Measures: Identify one to three ways you know students learn this outcome.

In Blaw 250 final papers were used, 100% of the students fell in the categories from Competent & Exceptional combined.

In Acct 210 memorandums were used to hopefully achieve the target of 70% or higher from Competent & Exceptional combined for Organization, Content, Format and Mechanics, and Word Choice and Tone, 100%, 70%, 80%, and 100% respectively of the students fell in these categories.

Findings: Present and analyze your findings this year about student learning in this outcome.

Blaw 250 - All students fell in the 3 or 4 category. I am pleased that students exhibit a strong grasp of the true potential of an active board of directors that takes its role seriously. I have found that assessment is a bit easier to track in the online environment.

Acct 210 - The students write two memorandums addressed to a mythical city council about technical accounting topics: choice of an appropriate budgeting system and choice between two alternative methods of depreciation for infrastructure assets. They struggle sometimes with the discussion of technical accounting matters, but the memos were well organized and, for the most part, well written.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

Blaw 250 - No suggested changes. For this particular assignment, a final paper, I might receive a bit more depth on some of the responses if I enlarged the point value of this assignment.

Acct 210 - No changes. I provide the students with a document containing writing tips beforehand and emphasize good organization and writing to the audience. They heed this

information well.

Time Finished: 2018-10-13 23:32:33

What is your College or School?

College of Business & Public Administration

What is your program?

Business Administration (Graduate)

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

MBA 242 - MBA Proficient in Their Field Outcome: Each student can synthesize knowledge in the different functional areas and of the firm to develop and improve organizations.
(Accounting area)

MBA 251 - MBA Proficient in Their Field Outcome: Each student can synthesize knowledge in the different functional areas and of the firm to develop and improve organizations.
(Marketing area)

Measures: Identify one to three ways you know students learn this outcome.

In MBA 242 selected problems from the two exams were used, 90% of the students fell in the categories from Competent & Exceptional combined.

In MBA 251 an individual case study assignment was used, 82% of the students fell in the categories from Competent & Exceptional combined.

Findings: Present and analyze your findings this year about student learning in this outcome.

MBA 242 - Financial reporting requires a commitment to learning. Generally, those who do not do well lack the effort not the ability.

MBA 251 - Students rated “Unacceptable” and “Developing” failed to apply key concepts and theories from assigned readings and lectures to case study question responses, and did not demonstrate the ability to communicate holistically or strategically about the primary purpose of marketing in an organization (creating value). A handful of students (unacceptable), also lacked the writing skills necessary to demonstrate academic competence in marketing.

The majority, rated “Competent” made at the least an attempt to utilize key terms and leverage ideas presented in the assigned content/lectures, and exhibited the analytic and critical thinking skills necessary to communicate how strategic marketing impacts an organization’s P&L to deliver customer value.

Those rated “Exceptional” correctly leveraged not only key concepts and theories, but demonstrated the writing skills needed to effectively communicate consumer-driven marketing strategies.

Students rated non-Competent made no attempt to apply key concepts from the assigned Harvard Business Publishing Marketing Core Curriculum, and instead of citing assigned

readings, leveraged their previous personal knowledge about a subject as the exclusive source to support their responses to case study questions. My assumption, based on the quality and content of these responses, is that many students did not read the assigned content and/or they lack understanding of basic business principles that drive organizational value.

Students rated at least Competent made an attempt to leverage key terms and ideas presented in the assigned content, with varying degrees of success. They demonstrated basic business acumen and were able to understand and assess the challenges posed in the case study and provide a recommended course of action with the information provided. Students were judged to be Competent or Exceptional if they demonstrated the ability to apply the key concepts presented in the readings and the lecture into their recommended solution/approach.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

MBA 242 - This course has evolved over 15 years to a cogent presentation of important information. As we move to an on-line presentation, there will need to be some streamlining of the course.

MBA 251 - For students who do not have to take the GMAT for acceptance to the program, is there any way to assess their reading comprehension and/or writing abilities? It would be nice to know which students need some training to be successful, and which ones are simply not doing the work.

A core economics class should be added to the MBA curriculum as a prerequisite to Marketing 251, as some students struggle with understanding how macro- and micro-environmental factors that drive fundamental business strategy, which I believe to be the basis for how organizations can create economic value through marketing.

Time Finished: 2018-10-13 23:56:49

What is your College or School?

College of Business & Public Administration

What is your program?

Public Administration (Graduate)

Outcome(s): Identify the program learning outcome(s) that is/are the focus for the 2017-18 Academic Year.

MPA 226 - MPA Proficient in Their Field Outcome: Each student can synthesize knowledge in the different functional areas and of the public sector and/or nonprofit organization to develop and improve sustainable organizations which serve the public interest. (With suboutcomes: (1) Basic Principles/Theory and (4) Synthesis with Other Areas.)

MPA 260 - MPA Proficient in Their Field Outcome: Each student can synthesize knowledge in the different functional areas and of the public sector and/or nonprofit organization to develop and improve sustainable organizations which serve the public interest. (With suboutcomes: (2) Analyze a Managerial Issue, (3) Analyze the Impact, and (4) Synthesis with Other Areas.)

Measures: Identify one to three ways you know students learn this outcome.

In MPA 226 final papers were used, 94% of the students fell in the categories from Competent & Exceptional combined for both suboutcomes: (1) Basic Principles/Theory and (4) Synthesis with Other Areas.

In MPA 260 projects were used, 100% of the students fell in the categories from Competent & Exceptional combined for all suboutcomes: (2) Analyze a Managerial Issue, (3) Analyze the Impact, and (4) Synthesis with Other Areas.

Findings: Present and analyze your findings this year about student learning in this outcome.

MPA 226 - In the area of basic principles and theories, graduate students were largely rated as “exceptional” in terms of their ability to demonstrate understanding. Those (one) that were rated as “developing” struggled with the concepts, but after additional conversations and exercises then improved to a sufficient level to rate as “developing”.

Relative to synthesis with other areas, half of the class developed an exceptional understanding as demonstrated through class discussion and final paper. Those with public policy experience as part of their profession tended to rate “exceptional” in this area as they more readily could identify public administration and policy examples that occur within their professional life that applied to the public policy theories discussed.

MPA 260 - There were no notably lacking areas. The professor (mentor) inserts themselves within the project and as part of the challenge is asked to be made aware of the social loafer etc. Therefore as assessment, if one of the students is not performing according to the peers the

faculty member (mentor) is made aware and that would show up in the assessment as an individual problem. In the case of this cohort no such issue arose.

Actions: Discuss next steps and action items for what the department will do based upon its findings and analysis.

MPA 226 - Expanded forms of discussions including small group, online discuss forums and full-class engagement with real world examples (video supported) to provide a touch point for the discussions.

MPA 260 - I believe it does measure the overall pedagogical intent of the Capstone and the curriculum; that of problem based performance within a team. Perhaps we can rework the proficiency areas to reflect this more.

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