

2018-19

Drake University

Academic Assessment Reports

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School of Education (by 07/15/19)

What is your College or School?

School of Education

What is your program?

Counseling (M.S.)

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

X	Orientation and Ethical Practice <ul style="list-style-type: none">Individual identifies as a professional counselor in their interactions with clients, the public, peers, and other professionalsIndividual applies, ethical standards of professional counseling in their practice.
X	Social and Cultural Diversity <ul style="list-style-type: none">Individual demonstrates knowledge of individual and cultural differences.Individual demonstrates awareness of how their own cultural background and life experiences shape their views of others.
X	Human Growth and Development <ul style="list-style-type: none">Individual applies their knowledge of their biological, psychological, social, and cultural factors affecting human development.
X	Career Development <ul style="list-style-type: none">Individual applies career development theory in their practice of counseling.Individual utilizes labor market data to assist individuals in post-secondary and career decision making.
X	Counseling and Helping Relationships <ul style="list-style-type: none">Individual demonstrates essential interviewing and counseling skills.Individual develops/articulates case conceptualizations and identify barriers to individuals achieving their goals.
X	Group Counseling <ul style="list-style-type: none">Individual articulates knowledge of when a group counseling strategy would be effective, how to appropriately select participants and strategiesIndividual demonstrates ability to apply culturally relevant and ethical strategies to design and facilitate groups
X	Assessment and Testing <ul style="list-style-type: none">Individual demonstrates an understanding of when and how to select and use the appropriate assessment and testing strategies with individuals from different populations
X	Research and Program Evaluation <ul style="list-style-type: none">Individual articulates knowledge of ethically and culturally appropriate research process

	<ul style="list-style-type: none"> Individual demonstrates the ability to critically evaluate data and use it to inform their counseling practice
X	<p>School Foundations</p> <ul style="list-style-type: none"> Individual demonstrates knowledge of developing and assessing comprehensive counseling programs
X	<p>School Contextual Dimensions</p> <ul style="list-style-type: none"> Individual demonstrates knowledge of legislation, government policy legal and ethical issues as related to school counseling Individual demonstrates knowledge in consultation, crisis management, college and career readiness and risk assessment
X	<p>School Practice</p> <ul style="list-style-type: none"> Individual demonstrates skills in using interventions for academic achievement, college and career readiness peer interventions Individual engages in data informed decision making
X	<p>CMH Foundations</p> <ul style="list-style-type: none"> Individual demonstrates knowledge of case conceptualization and treatment planning
X	<p>CMH Contextual Dimensions</p> <ul style="list-style-type: none"> Individual demonstrates knowledge of the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders Individual applies a diagnostic process including use of differential diagnosis and current classification systems
X	<p>CMH Practice</p> <ul style="list-style-type: none"> Individual demonstrates ability to conduct an intake interview, relevant history (biopsychosocial, mental health, substance abuse), and assessment for treatment planning and counseling
X	<p>CRC Foundations</p> <ul style="list-style-type: none"> Individual demonstrates knowledge of the etiology of disability and the different models through which services are provided.
X	<p>CRC Contextual Dimensions</p> <ul style="list-style-type: none"> Individual demonstrates knowledge of the biological, psychological, social, and cultural factors affecting people with disabilities and the services they receive.
X	<p>CRC Practice</p> <ul style="list-style-type: none"> 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.
X	<p>Dispositions</p> <ul style="list-style-type: none"> Professionalism Respect for Individual Differences Active Participation Responsible and Reflective

- | |
|---|
| <ul style="list-style-type: none">• Interpersonal Skills• Open to Feedback |
|---|

Measures: (1) Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome, and (2) how or when faculty plan to reflect and discuss.

Coun 221 - Methods of Counseling

Assign#1 Session Demonstration and paperwork

Assign#4 Session Demonstration and paperwork

May 7th the counseling program will hold a program faculty meeting to review the assignments from the 2018-2019 academic year to reflect and discuss the student learning outcomes

Complete: 02/28/19 by Bengu Erguner-Tekinalp and Matt Bruinekool

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

100% of students met the outcomes as stated above. 12% of students had demonstrated issues with skills demonstrated in the sessions, incorporating feedback, as well as keeping up with the paperwork and following ethical standard and expectation of having liability insurance before conducting sessions

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

Counseling program faculty periodically met during the semester and had an end of year review of the program standards and outcomes. In these meetings the following were decided in relation to the outcome standards set for this report.

1. Clarify and communicate the expectation of liability insurance. Student's session does not count when liability insurance is lacking
2. Add "openness to feedback" and "utilization of feedback" standards for grading. It is not only that students are expected to demonstrate the skills, but also incorporate the feedback received for the subsequent sessions
3. Clarify the expectation that paperwork is part of the requirements of the session. Submission of session will not be sufficient and will not be accepted when a session summary and other required notes are not present

Complete: 06/12/19 by Bengu Erguner-Tekinalp and Matt Bruinekool

What is your College or School?

School of Education

What is your program?

Education & Leadership (PhD & EdD)

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

	<u>DPO 1, Advanced Knowledge</u> : SOE doctoral students will have and be able to apply advanced knowledge in content areas as defined by the doctoral program director and committee, dissertation chairs, faculty mentors, and course instructors.
	<u>DPO 2, Methods</u> : SOE doctoral students will have and be able to apply skills in both quantitative and qualitative methods for research, assessment, measurement, and evaluation as well as using these skills for critical review of published research.
	<u>DPO 3, Research</u> : SOE doctoral students will conduct research that is an original contribution to knowledge respective of their professional discipline, including as appropriate both independent and collaborative research, and in conformity with all standards for responsible and ethical conduct of research.
X	<u>DPO 4, Critical Thinking</u> : SOE doctoral students will have and be able to apply critical thinking skills to conceptualize, analyze, synthesize, and/or evaluate information as a guide to beliefs, decisions, and action.
	<u>DPO 5, Communication</u> : SOE doctoral students will have and be able to apply skills in scholarly communication, including oral, text, and digital formats.
	<u>DPO 6, Professionalism</u> : SOE doctoral students will know and be able to demonstrate behaviors consistent with the highest standards of academic professionalism, including the legal, ethical, and collegial dimensions and the responsibilities warranted to a variety of stakeholders.

Measures: (1) Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome, and (2) how or when faculty plan to reflect and discuss.

1. Comprehensive Exams given in May 2019
2. Discussions (with faculty who are available) will take place post comprehensive exams in May/June 2019. Faculty will determine if changes into the comprehensive exam process or curriculum are necessary.

Complete: 02/26/19 by Robyn Cooper

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

Comprehensive exams were used to collect data to address meeting the DPO of critical thinking. Comprehensive exams typically include 4 individual questions: 1 qualitative, 1 quantitative, 1 that combines education philosophy and leadership, and 1 that combines other

coursework. Responses to each question is expected to be around 1000 words. Student responses/answers to each question are then blind reviewed individually by 2 faculty. Faculty then grade the individual responses with one of 3 options: 1) pass, 2) revise and resubmit, or 3) no pass. In the past, first time pass rates for each individual question (determined by those who received a pass for the question) have ranged from 43% to 80%. This last year we changed the last question to ask students to complete a 1000 word statement of the problem based on a topic that they were interested in for dissertation research. The intent of this new question was threefold: 1) for students to demonstrate the skills they've gained through the program in identifying reputable literature and synthesizing that literature in a review, 2) provide a foundation for starting dissertation work as many students appear to get stuck early on in writing about the problem often thinking of solutions before actually getting to the foundation of why their dissertation research is important to conduct, and 3) demonstrate scholarly writing development gained through coursework by generating new content rather than revisiting specific coursework. Students were given clear guidelines of what to include and what not to include in a problem statement both throughout coursework and in the exam directions. The first time pass rate for this question was 14%.

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

Action: While I believe we addressed outcome "2" with a change in the 4th comprehensive exam question, the outcomes for "1" and "3" indicate that as a doctoral program faculty we need to discuss) is a 14% pass rate acceptable, and 2) if not, how we might improve the first time pass rates for this question. This summer at doctoral program meetings faculty will discuss and identify ways in which we can address the results of the new comprehensive exam question regarding statement of the problem. While the first time pass rate is very low for this new question, I think by having this question as part of the comprehensive exams we are in a better position for students to make more significant early progress on their dissertation proposals. This question was new for faculty readers and style preferences may have had some impact on results as well. As a group we can now discuss more specifically what we want to look for in the responses to this question (perhaps it is a rubric).

Complete: 06/14/19 by Robyn Cooper

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): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

<i>The Learner and Learning</i>	
	<u>InTASC 1</u> : The teacher understands how learners grow and develops, 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.
	<u>InTASC 2</u> : 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.
	<u>InTASC 3</u> : The teacher works with others to create environments that support individuals and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
<i>Content</i>	
	<u>InTASC 4</u> : 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.
	<u>InTASC 5</u> : 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.
<i>Instructional Practice</i>	
x	<u>InTASC 6</u> : 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.
	<u>InTASC 7</u> :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.
	<u>InTASC 8</u> : 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.
<i>Professional Responsibility</i>	

	<p><u>InTASC 9</u>: 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 practices to meet the needs of each learner.</p>
	<p><u>InTASC 10</u>: 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.</p>

Measures: (1) Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome, and (2) how or when faculty plan to reflect and discuss.

1. Data to analyze: inTASC data on Standard 6 (assessment) at the beginning, developing, and proficient levels; student exit survey data re: assessment; recent graduate survey data re: assessment.
2. IThere above data will be reviewed and discussed by the T&L department at their upcoming spring meetings -- March 12 and April 9.

Complete: 02/15/19 by Catherine Gillespie

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

We discussed outcomes of the assessment standard as a department on March 12 and April 9. These meetings included much interesting discussion which made it clear that ongoing discussions and attention to this standard is needed.

Below is a screenshot of student inTASC data related to the assessment standard over the past 8 semesters. On the left are students who met, met with remediation, or did not meet the assessment standard at the beginning level (in pre-professional courses), in the middle are students who met, met with remediation, or did not meet the assessment standard at the developing level (in methods courses) and on the right are students who met, met with remediation, or did not meet the assessment standard at the proficient (student teaching) level. The results are fairly consistent, with the notable exception of an increase in students who met with remediation at the beginning level in the Spring of 2018. That data point appears to be an anomaly. This semester, possibly as a result of increased departmental attention to this standard, there was an increase in the number of student teachers who received "met with remediation" in their final portfolios. This means that faculty who assess these portfolios asked students to complete extra work in order to demonstrate their proficiency.

		Met	Met with Remediation	Not Met	Met	Met with Remediation	Not Met	Met	Met with Remediation	Not Met
6	Fall 2015	78 (95%)	0 (0%)	4 (5%)	64 (98%)	0 (0%)	1 (2%)	100 (96%)	4 (4%)	0 (0%)
	Spring 2016	118 (94%)	2 (1%)	5 (4%)	60 (100%)	0 (0%)	0 (0%)	71 (98%)	1 (1%)	0 (0%)
	Fall 2016	140 (95%)	2 (1%)	5 (3%)	60 (100%)	0 (0%)	0 (0%)	130 (97%)	3 (2%)	0 (0%)
	Spring 2017	114 (92%)	6 (4%)	3 (2%)	24 (96%)	0 (0%)	1 (4%)	122 (97%)	3 (2%)	0 (0%)
	Fall 2017	120 (97%)	3 (2%)	1 (1%)	43 (100%)	0 (0%)	0 (0%)	62 (100%)	0 (0%)	0 (0%)
	Spring 2018	108 (84%)	15 (12%)	6 (5%)	24 (100%)	0 (0%)	0 (0%)	115 (97%)	3 (3%)	0 (0%)
	Fall 2018	73 (94%)	1 (1%)	4 (5%)	10 (91%)	0 (0%)	1 (9%)	90 (97%)	3 (3%)	0 (0%)
	Spring 2019	54 (98.18%)	1 (1.82%)	0 (0%)	6 (85.71%)	0 (0%)	1 (14.29%)	114 (94.21%)	7 (5.79%)	0 (0%)

Below are the exit survey results regarding the assessment class that students take. The question students answered was: Having just completed your student teaching, how helpful have the following course experiences proven to be for you as an educator? (Likert = 1-5). These results have been relatively consistently low over the past few semesters.

Exit Survey Results 2015-present

	F2015	S2016	F2016	S2017	F2017	S2018	F2018	S2019
Total Students (n)	N=47	N=51	N=46	N=49	N=26	N=48	N=30	N=47
Learning & Assessment	3.47	3.22	3.39	3.43	3.27	2.92	3.1	3.1

Here are the results of our graduate surveys, which have been distributed by the Iowa Dept. of Education or Drake School of Education, depending on the year:

Question	2017	2018	2019
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-- other questions not included. 1-4 Likert Scale --

Question stem: How are you as a new/recent graduate able to...

Develop and use multiple methods of assessment.	3.4	2.7	3.2
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Similar to the exit survey taken right at graduation, the results of the graduate survey, conducted among current k-12 teachers who graduated from Drake 1-3 years previously, show that graduates feel that they could be more proficient in their assessment abilities. The three lowest items on this survey of recent graduates in the spring of 2019 were: Multiple modes of assessment, developmentally appropriate experiences for all learners, and differentiation for ELLs.

These data (above) were reviewed by T&L faculty, a discussion that will continue into the 2019-2020 academic year.

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

We will continue to monitor students' progress on this inTASC standard. Additionally, we will keep an eye on students' performance on their edTPA regarding assessment and how they report their proficiency in their exit surveys and their 1-2 year post graduation survey. This remains a high-stakes proficiency for students that we need to make sure we are helping them achieve.

Next year (2019-2020) we plan to examine edTPA data more closely, including: edTPA test performance on Rubrics 11 (Analysis of Pk-12 Student Learning), 12 (Providing Feedback to PK-12 students to guide their learning, and 13 (PK-12 student use of Drake student's feedback).

Complete: 05/29/19 by Catherine Gillespie & Tonia Land

What is your College or School?

School of Education

What is your program?

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

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

Leadership Track

	<u>Adaptability</u> : The ability to demonstrate resilience and agility under changing conditions in the environment.
	<u>Critical Thinking/Decision-Making</u> : 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.
	<u>Integrity and Ethics</u> : The ability to recognize and resolve ethical dilemmas, prioritize ethical values, courageously implement ethical solutions, and promote a culture of integrity and authenticity.
X	<u>Developing Self</u> : The ability to manage one's impact on others by practicing self-awareness, self-management, and by demonstrating continuous learning.
	<u>Building Teams</u> : The ability to create and support synergistic teams maximizing psychological safety, trust, openness, and collaboration.
	<u>Developing Others</u> : The ability to help "others reach their potential." Involves coaching, providing feedback, and sharing expertise
	<u>Effective Communications</u> : Receiving and transmitting information to others effectively and holistically. Involves the expression and understanding of ideas, thoughts and feelings in oral and written forms, within small or large groups, and using appropriate technology.
	<u>Inspiring and Involving Others</u> : The ability to recognize contributions and foster an engaging environment.
	<u>Intercultural and Global Intelligence</u> : Ability to respect, work effectively with people from varying backgrounds and perspectives. Includes cultural sensitivity, cultural adaptability, and respect for others.
	<u>Relationship Building</u> : The ability to relate to others in a warm and inviting manner. Includes collaborating, networking, influencing, inspiring, and interacting positively with others.
	<u>Capitalizing on Conflict</u> : Recognizing, analyzing, and maximizing the benefit of differences of opinion in the workplace. Involves openness, honesty, and the ability to have critical conversations.

	<u>Innovation and Future Thinking</u> : The ability to anticipate trends and consider possibilities. This competency includes fostering an environment of innovation, risk, experimentation, and comfort with failure.
	<u>Leading Change</u> : Comfort with and ability to lead change processes within the organization including but not limited to initiatives related to culture change
	<u>Strategic Vision</u> : The ability to see a problem systemically and holistically, envision an exciting future state, and invite others to reach it.
	<u>Organizational. Research and Data Analytics</u> : The ability to collect and analyze data from various sources to support leadership decisions and to critically read and apply the content of credible research.

Talent Development Track

	<u>Managing the learning function</u> : “Providing leadership in developing human capital to execute the organization’s strategy; planning, organizing, monitoring, and adjusting activities associated with the administration of workplace learning and performance.”
	<u>Analyzing needs and proposing solutions</u> : “Identifying and understanding business issues and client needs, problems, and opportunities; comparing data from different sources to draw conclusions; using effective approaches for choosing a course of action or developing appropriate solutions; taking action that is consistent with available facts, constraints, and probable consequences.”
	<u>Evaluating learning impact</u> : Measuring the impact of learning interventions.
	<u>Learning technologies</u> : “Knowledge of the unique solutions and challenges that new technology will bring to the organization and understanding of how talent management will be affected by a technologically enhanced business environment” <ul style="list-style-type: none"> • Knowledge of how social media can be used for learning • Fluency with social learning tools • Knowledge of techniques for overcoming objections against using social media
	<u>Improving human performance</u> : Applying a systematic process of discovering and analyzing human performance gaps; planning for future improvements in human performance; designing and developing cost-effective and ethically justifiable solutions to close performance gaps; partnering with the customer when identifying the opportunity and the solution; implementing the solution; monitoring the change; evaluating the results.”
x	<u>Designing learning</u> : Developing learning solutions that are consistent with identified needs and follow sound instructional design practices and adult learning principles.
	<u>Delivering learning</u> : “Delivering learning solutions (for example, courses, guided experience) in a manner that both engages the learner and produces desired outcomes; managing and responding to learner needs; ensuring that the learning solution is made available or delivered in a timely and effective manner”

Measures: (1) Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome, and (2) how or when faculty plan to reflect and discuss.

For the competency "Developing Self": MSLD 210: Final Leadership Reflection

Leadership Reflection, MSLD 210, Capstone Experience:

At the end of the semester, each student will submit a final leadership reflection including:

- How (and whether) you grew as a leader during the MSLD program (please be specific and address a minimum of three competencies, one from each competency category).
 - At least one of the competencies addressed should be “Developing Self: The ability to manage one’s impact on others by practicing self-awareness, self-management, and by demonstrating continuous learning.”
- Your experiences as a leader and as a team member this semester. The following are possible prompts:
 - What challenges (if any) did you experience?
 - How did you overcome these challenges?
 - What strengths did you demonstrate?
 - Did you have to “stretch”? If so, how?

For the competencies "Designing Learning" and "Delivering Learning":

Final project of MSLD 214, Designing, Developing, and Delivering Learning:

You will work in teams of 2-3 to design and deliver a face-to-face course for adult learners. The learning topic will be of your own choosing (and should reflect the philosophy, principles, research and methods of design, development and delivery discussed in this class.

- The training you plan should account for approximately 2 hours.
- Include complete facilitator and participant materials (imagine that someone else must conduct your training and include thorough explanations).
- Include at least one instructional game or simulation.
- The training content and all exercises and activities must be original (i.e., you should be able to copyright the training materials in your name).

When will we review the outcomes?

The MSLD faculty will meet to discuss these outcomes no later than the third week of May. We will review a sample of student projects and discuss improvements in the program, as needed.

Completed: 02/27/19 by Cris Wildermuth

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

For Designing Learning and Delivering Learning (MSLD 214):

This competency is mostly measured in the final project of MSLD 214, Designing, Developing, and Delivering Learning. The project does demonstrate appropriate use of part of the ADDIE model (specifically, design, development, and implementation). Further, students' projects demonstrate creativity and the ability to apply good adult learning principles.

The project does not, however, provide sufficient opportunities to demonstrate needs analysis or evaluation. These critical competencies are currently not well covered in the MSLD program and students are not encouraged to connect needs and learning interventions. The level one evaluations included were weak.

We also noticed problems in two different competencies that are not specifically part of this course but are part of the program - building teams and developing others. Graduate and undergraduate students were placed in the same teams, which worked better for some teams than for others. Some graduate programs failed to demonstrate leadership or connect to undergraduates.

For Developing Self (MSLD 210):

We reviewed the reflection papers of four randomly selected students from the spring semester Capstone course and compared the 360 assessments from the beginning and the end of the program for these four students. Our conclusions on those two projects were:

- We detected a change in self-awareness in three out of the four students by comparing their 360 assessments from the beginning and the end of the program. Students were harder on themselves at the end of the program, and their ratings went down; showing greater self-awareness and less fake confidence.
- We had a harder time identifying an increase in "continuous learning. One student is continuing her studies, which clearly indicates valuing continuous learning. However, without specifically asking students a question on continuous learning or having some other type of assessment to measure differences in attitudes towards learning at the beginning and the end of the program, we are unable to determine growth.
- We had no way to measure self-management.

About the Capstone class itself (MSLD 210):

We discussed our general concerns with the recent changes to the Capstone. The course used to include one major individual research paper or in-depth project and was changed to include smaller reflections and a less challenging group project. Our purpose was to develop a course that would better allow students to reflect on their complete MSLD experience.

On the one hand, the leadership reflection paper gave us a glimpse of students' experiences and lessons learned throughout the program. Overall, students felt they learned and grew. However, we feel it may be unrealistic for a single course to measure all 15 MSLD competencies (not counting the Talent Development ones). Also, the Capstone project used to serve as a "rite of passage." It was intentionally difficult, which led to feelings of pride and accomplishment. Further, students' extensive literature reviews led to greater confidence in their abilities to learn from others' experiences. The new Capstone project is missing these components.

The instructor tried to incorporate coaching and team building activities and lessons in the new course format. A couple of students expressed in their evaluations that some of these activities felt forced and that they would have preferred to have spent that time working on their projects. Further, coaching was covered (albeit not officially) in other courses and team building is a component of the course Inspiring and Involving Others.

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

For MSLD 214, Designing Learning and Delivering Learning:

We will create mini case studies including a variety of learning needs that students have to address in their training solution. Also, we will include a mini e-learning module with an introduction to Kirkpatrick's 4 levels of evaluation. Students will be required to include at least levels 1 and 2 (reaction to the learning, second = learning) and plan for level 3 (impact, behavioral change).

We further plan to review the curriculum for MSLD 211 (Organizational Learning) to include deeper discussions on Needs Analysis and Evaluation. We will focus the course on these two competencies.

To solve issues of procrastination and help students manage the workload, we further plan to include more check-ins with the groups and see pieces of the materials throughout the semester. Also, we would like to see qualitative feedback from students on how things are going and get a pulse on group dynamics. That action could also help balance the interactions between graduates and undergraduates.

To attempt to solve group dynamics issues, particularly among undergraduates and graduates we will try the following solution: We will determine early in the program students' levels of competence in designing and facilitating learning. The more experienced students will have the opportunity to substitute one of the class projects (for example, facilitation observation or completing an e-learning module on training and development) for coaching and mentoring one of the less experienced groups. The less experienced groups in question could include undergraduate or graduate students.

For Developing Self:

Part of the challenge lies in teaching students how to reflect more deeply and effectively. One possible solution is to introduce the concept of self-reflection at the beginning of the program (MSLD 201, Understanding Self and Others) and including self-reflection as part of every course. We could also ask students to reflect on one competency per course. We do that in the evaluations but we could do it more intentionally by adding the reflection to a paper, presentation, or discussion. The instructor could model early in the program what "good reflection" looks like (i.e., involving the acknowledgment of blind spots and strengths, using clear examples, and presenting a more realistic picture of one's competencies). The instructor could even stop a class and reflect on what was going well and what was not, honestly and transparently.

We noticed that the 360 assessment included in the courses MSLD 201 and 210, as it is used today, shows changes in self-awareness, but only in the students' self-assessments. Peer reviews are less useful because the raters change (for example, some students asked their work colleagues to answer the first 360 and their classmates to answer the second). One change that could strengthen the 360 exercise is to require qualitative comments in the self-assessment.

About the Capstone (MSLD 210):

Starting in the spring of 2020, we will once again increase the level of difficulty. Students will be presented with a three-part project including (a) the analysis of an existing problem, (b) literature that suggests how that problem could be solved, and (c) either an intervention or further original research. To help students increase their team building, relationship, communications, and leadership competencies, all projects shall be completed in teams of three to four students. The number of people in a team increases the expectations of the project rigor.

Part of the class time will be used for strengthening the teams early on. Students will also be asked to use members of the other teams as peer coaches for their projects. The structure of every meeting will be as follows: Students work as a group on their projects, prepare an informal presentation to their peers, present and give one another feedback. The remaining contact hours will be used for individual consultation with the professor.

Complete: 05/30/19 by Cris Wildermuth

Below is the approximate transcription of the conversation between Amy Pfeifer and Cris Wildermuth that was used to create this evaluation (saved for record keeping only). The transcript does not include the entire conversation because some portions were not recorded. The conversation lasted approximately 4:30 hours and involved a review of select projects and student course evaluations from two courses, MSLD 210 and 214. Amy taught MSLD 214 and Cris taught MSLD 210.

Right now. Okay, we're going. All right. So this is Chris Wildermuth and this is Amy Pfeiffer and today is with us today. It May 29th, 2019. Okay. So this is our record of our conversation about the evaluation of um, the MslD program and the 2018-19 academic year.

Yes.

And we said that we were going to work on the following for this year. We were going to look at the following competencies. The first one is developing self, the ability to manage one's impact on others by practicing self awareness, self management and by demonstrating continuous learning. And the next competency we said we were going to take a look at was designing, learning, developing learning solutions that are consistent with identified needs and follow sound, instructional design practices and adult learning principles. And um, in terms of measures, we said that for the competency developing self, we were going to take a look at the final leadership reflection. So we were going to take a look at some random final leadership reflections and then we can have a conversation, um, about that particular course.

And for the competencies of designing, learning and delivering learning. We were going to look up the final projects of to, uh, MSLD 214 designing, developing and delivering learning and um, review the outcomes.

And then let me just take a look here at what we were supposed to do. Findings present and analyze your findings this year of all students learning in this outcome connected to the measures that group provided above and actions discuss next steps and action items for what the department will do based on his findings and analysis. Okay. So I think, um, we decided, right Amy that we were going to start looking at

Mine, yup. That yours first, which is the, um, course 214, which is the designing, developing and facilitating learning. So this is the connected to the competency of designing learning.

Okay. So I think we could, um, take a look at how the competency was taken care of. How did we define the competency? Again, cause that looking learning solutions that are consistent with identified needs and follow sound instructional design practices. Yeah. So perhaps in general you could talk about how you think that went.

I'm, let's say in general that went pretty well. Um, so for this course, students were asked to work in teams and develop a learning program a couple hours worth and I'm so connected to the, the identified needs, they got to just come up with what they wanted. They picked a need out of something that they were interested in and that's um, what they targeted for their project. But then from there, um, they were expected to use a couple of the different models that we talked about in class from an instructional design perspective to develop and deliver this program. So, um, I mean in general I would say that they did a pretty good job with that. Um, we discussed a bunch of concepts surrounding memory and helping learning to stick. Um, how do you make a program memorable, those types of things. Um, and I feel like all of the students succeeded in that area by developing an engaging program that used a variety of senses.

They used, um, broke things down into smaller pieces and um, put some competition and things like that. So the memory side of it was there. Um, they all used the ADDIE model when it came to design. So, um, they did a bit of an analysis phase. It was pretty limited for the scope of what they were trying to do. Most of their work was around the designing and the developing stages of ADDIE. Um, but they, that was the huge part. They had to create all of the materials. Um, they created a facilitator guide, a participant guide. Um, a lot of them had powerpoints, sometimes they had gained materials, those types of things. So they had the whole development side of it. And then they got to see the implementation side too because they ran a portion of their program in class. Um, and then most of them did include a small, at least level one evaluations.

So we hit all levels there. I would say, um, the evaluation piece is probably the piece that was the weakest of the entire, I don't know, addie process. Um, and so that's a spot in my mind that we could look at in the future.

Okay. And I think you also said that the identify needs...

Yeah, it was a little bit tricky because we're kind of just throwing them in saying, Hey, you get to design a project. And so they're not necessarily going and looking for what is a business need or what does a group of people need. They're just saying, hey, I want to do something around this. And most of them were picking things that were actual needs that they had just from their personal life kind of thing. So for example, one group wanted to do something that had to do with helping people understand the difference between awareness and advocacy. And that came out of a person who's very passionate around that topic. Um, and the other people on her team said, hey, let's do this. And so then they built this whole program about teaching people what the difference is. Now do we have an exact application? Like they're going to deliver this in a real world situation? No, but they could stuff.

Yeah. And I think part of issue is is...

in other meetings in the past we talked about um, strengthening the needs analysis and the evaluation portions of the addie model.

Yep. In another course or class, which would be 211, which we need to redesign. So in terms of one of the questions here is actions discuss next steps and actions items for what the Department will do based on his findings and analysis.

I think one thing that maybe we may want to take a look at when I come back from sabbatical is make sure we're hitting those in those other courses will like redesign literally review the curriculum share four to 11.

Yup. Yup. Right. Cause 211, Um, could become that too, that this could become a course on needs analysis and evaluation. Because tell me, tell me what you think, but from what I've observed the part about adult learning, making learning memorable when making learning stick seems to be demonstrated in the projects.

Yes, I agree. It's in the ones I saw. Yep. I agree with that. But then the needs analysis and the evaluation, not...so were not supposed to appear in that class. So what's happening is that they need to be somewhere.

Yes. Right. So it makes sense. Probably should be on 211. And in terms of, um, the, in terms of like strengths and weaknesses of the projects that you saw, what would you say?

Um, I would say we had some really great things on the creativity side. Um, we definitely had, I would say every single group got out of their comfort zone, which I think is good. That's one of the goals of this class is to help push them on the creativity side and uh, um, make them a little bit uncomfortable in that way. Um, I do feel like some groups were stronger in that area than others, but that's to a certain extent normal. So I don't worry about that. Um, I totally lost track of what you asked me. Uh, I see, I think strengths, weaknesses in a way. So they did the creativity side. Um, I think we made big strides. So we had a lot of people that were non trainers in this group. Um, and many who had no real idea of what it means to be a trainer on how to design a program.

And so like most of them had never heard of a facilitator guide, didn't even know that that was something that we needed to happen and sort of struggled with it conceptually until they are started to go through. And then, oh, had aha moments of like, oh, I can see why this would be necessary. It's to tell me that I have to, you know, set up this thing beforehand and how to transition from one thing to another and that kind of thing. So in terms of just technical knowledge on the training side, I feel like we made good strides with people, especially who aren't from a training background. For those who are in a training background. We pushed him further in where from where they were before. So we had a few people that had some training experience, but it was fairly limited in scope. And so this push them to think about things that they'd never thought about in their professional lives before.

In terms of like, how do you make it more memorable? How can you make it fun even in a corporate setting? How can you, um, think about use of color and imagery and some of those types of things to, um, to help make those connections for people, that kind of thing. So I guess for me, I feel like it pushed a lot of people on the technical side as well as the creativity side. Got it. Does that make any sense? And in terms of, um, anything that you, like, if we think about, well let's talk about any, any issues that need to be improved in general, we can go into the syllabus and things like that. Yeah. Um, I mean group stuff is tricky. That's just kind of a general rule to group stuff is tricky one. Um, this was one of the first times we'd ever had a mixture of undergraduates and graduates in this course.

And I would say that we had mixed results there. Um, we had one group that was a mixture of a true undergraduate with a couple of graduates that was very successful. Um, they did a wonderful job. And for the most part it sounds like the dynamics in that group was very, very good. There's a few moments of just procrastination, that kind of thing that, um, the, uh, really though like even the graduate students, they weren't complaining about it. They mostly just commented about it kind of thing. So I think that's okay. Um, we had another group that kind of was a catastrophe and I think there was a combination of that personality fit with this group and also maybe I'm a bit of immaturity in terms of how to work on do group projects and also how to manage her own emotions in a group setting.

Um, and so I think that just that the dynamic of how do we manage undergraduates with graduates is something we need to keep talking about and figuring out ways to work through. I don't ever think it's a reason not to have undergraduates mix in with graduates. I think that those learning opportunities are really good. And I wouldn't get rid of the group style projects because I think that's really important for this type of creative project. I'm trying to think of other things that didn't go so well. Well, technically also, um, working in a team or building teams. Let me take a look at that competency here. The ability to create and support synergistic teams, maximizing psychological safety, trust, openness and collaboration. Yeah. So I have one group that went well, I had another group that fell down. So I'm almost wondering whether that particular competency building teams, whether it needs to be emphasized in every single course.

That's one of our competencies. So you're not just working in teams because no of convenience, this is about helping you. This is about building teams and sometimes team members are going to be younger, sometimes they're going to be older or something. An experience all halls. Yeah, exactly. Yeah. Different motivations. Yeah. No, I think that's a really good point. I think making that more obvious would be good. I think that could help at least mindset for a lot of a lot of people. Yeah. And, um, and, and then in terms of the project as the project that we have right now for the record, it's they have to design a two hour. Yep. It's a two hour training programs. So, um, they picked the topic and then they design it. And one portion of that needs to be some sort of original game or simulation or some sort of um, yeah, game or simulation.

And so it has to be original. They can model it off of an existing game or something like that. But we want them to have all their own content, their own, um, materials. Just like something they could copyright if they want it to. Um, so they have that simulation of game, but then they're also designing the full two hour experience. So that would include, you know, what are you, what do you, what are you saying? What are you presenting? Um, what activities, what debriefs are you doing? All of those things. Um, and then so they turned in all of those materials that supported the two hour program. The portion that they actually demonstrated in class is primarily that simulation or games. So they ran that activity with the group, but then also talked a bit about their program as a whole. How would it flow? How would these things all go together? Um, they actually did the debrief after the simulation game. I think so, yeah. Okay. So is there anything in the project or in the project description, the syllabus or anything? Can I have to look at it too? Cause I can't remember. No, you sent me the syllabus, I sent it to you. So let's take a look at that.

Got Too many windows ope in the same boat. Okay.

The project description is ginormous. So the work in teams of two to three to design deliver face to face course for adult learners. The learning topic will be of your own choosing. Um, training plans should account for approximately two hours, include a complete facilitator, participant

materials imagined. Someone else must conduct the training and include thorough explanations. Include at least one instructional game or simulation. The training content and all exercises and activities must be original.

Yeah, let's see. You know, um, I feel like the description in here is actually pretty good in terms of what expectations are and what I'm looking for. I think one thing that could be helpful for some groups is to have more regular checkins to go through this semester to help them stay on track. Um, every single group struggled with saving everything to the last minute and pushing it all together. And that was pretty obvious, um, especially in the groups that were a little weaker. And so I'm like, I know nobody had a chance to do a dry run with their facilitation. Um, and all of them said, man, I wish I would have done that. Um, and then there were a number of things in the materials themselves that I feel like if I had, I had the opportunity to get an eye on those earlier, I could've given them feedback that could have helped them earlier on, um, and help them work through things that they were struggling with earlier on. So that might be something to consider is to have some sort of um, structure checkin where they have to turn in certain chunks of things earlier to get feedback and from review, that kind of thing. Sounds like it will make more work from my perspective, but it might be better for their projects and their growth through the process in the long run. And there are various ways for doing that. Like they can have the, they may have to submit it on the left board, but they can also create a wiki and we told the writings I ran and give you access. Right, right, right.

And I think one of the things that that would do is also give me more of an ear on the group dynamic earlier on, um, to be able to hear if there are issues and to be able to help through that if needed.

Got it. Okay. Um, perhaps stop recording for now. Yup. I can find my one. Can you continue the recording or do you...

it can do it as a separate file, I think that way just because, or I want it to bring them together.

Okay. Okay. So we're continuing to talk about it. So one of the things that we just identified in our conversation as we were, we're completing the findings was that the project does demonstrate appropriate use of part of the addie model, specifically designed development and implementation. And um, does do a blood work, does do a good job at helping students get out of their comfort zone and uh, working on memorable projects and even adult learning principles, learning principles in journals. So all that is, is working pretty well. Um, however, uh, students are not connecting the dots between needs and they basically pull something out of a hat. Right?

So we were just talking about at a way that we could maybe address that would be to give them the needs. So give them a variety of needs and they pick something and then they designed content to address that need. And so then you would be able to make that connection to the music.

So basically what that would require, would it be the design of a variety, like mini case studies and then students would just pick one, pick one that we don't even have to pick it for them. Right? Right. But they have to pick a need and to a certain extent, I don't know, tell me that I don't even care if more than one group is speaking the same. It doesn't matter to me. They're going to come up with completely different problem with completely different solutions. Right. So that might be a way to, to impact that. Um, the other way to impact that in terms of evaluation would be to require that they follow, at least remind them of, of of at least a simple evaluation

process, which that's something that like looking back on, I would've, I would've liked to spend a little bit more time on just like Kirkpatrick or something like that.

Yes. We talked about it for up about 30 seconds, so it wasn't a lot. Um, and the syllabus did ask them to complete a level one evaluation and most of them did that. But I think we missed the Mark A. Little bit in helping them understand really what are the different levels of evaluation and what are different ways to get at it and that kind of thing. So yeah, that's a spot where we could do a little bit more in class and then help them make that connection to their project. Yeah. So perhaps one possibility would be to that's where, um, you learning for you or would work so well because we could ask people to, we could have a little mini module, many modules on needs analysis and evaluation knowing that we're not going to cover it in class so much, but to give them a little bit of a foundation because this way, the students who didn't take two 11 cause we're talking about redesigning to 11, which is fine, but the students who inevitably didn't take two 11 before taking 214 which happens all the time in our program Yep.

Could have at least a sense of, hey, at the very least the four level model, which is about the simplest model we can think of in terms of evaluation. Yeah. Right. Okay. So, um, so the, the question here again is presented, analyze your findings this year about student learning and this outcome connected to the measures that you provided above. And what I wrote was, um, this competency is mostly measured in the final project of Mslid 214. Uh, the project does demonstrate appropriate use part of the addie model design, development and implementation, but does not provide sufficient opportunities to demonstrate needs analysis or if innovation. So in terms of actions, um, we can say that again, for this particular competency, we would, we will create, oops. Create mini case studies including, um, needs. Yep. A variety of different learning needs, a variety of different learning needs that students have to address and they're, and in their training solution.

And we will, um, uh, include also, we will include many maybe a learning module with an introduction to a four level introduction to Kirkpatrick's four levels of evaluation. And then what, ask, uh, ask students to provide at least two levels or cause the fourth level is pretty much, yeah, we shouldn't do the fourth level. I think they should at least do one and two at a minimum of one. Right. And then I would love to them to at least have a plan of like how would you get three, three, yes. So far. So students will be required to include at least levels one and two, which for the purposes of this recording and keeping track of what we're doing, one is reaction reaction to learning to the learning and the second level is learning and plan for level three does impact, right? Yup. Like actual behavior change business and behavioral change.

Yep. Okay. So that, so we want to include anything here about the redesign 211. Uh, yes. Um, we further plan to review the con the curriculum or Mslid 211 organizational learning and maybe even change the, I don't know.

Yeah. I don't even know if we need to change the name but yeah. But maybe, maybe yes. Maybe, maybe the name to needs analysis and evaluation, which is what it was way back when I took it.

Yeah. A substitute for ms for needs analysis and evaluation and really focus evaluation and focus that course on those two competencies. I guess I don't even know if those two competencies are in our competency model, but if they aren't they should be. There you go. Analyzing needs is one of them. Identifying and understanding business issues and client needs, so that's definitely not coming up to well and evaluating learning impact.

So there we go. There we go. So there are two competencies here that are not appropriately covered. That's what were the idea of a light touch in 214 but with a more focused touch and to old 211 yeah.

And can, you could probably do the opposite to 211 where you do the very deep dive into needs analysis and evaluation, but then into, you also have a little bit about what are the other pieces of the process just to help people make those connections, except especially because we can not guarantee that people are going to be taking those courses in order. Right. We can't even guarantee that they're going to be taking both of them. Right, right. Especially if they're coming from the leadership side, especially if they're coming from the leadership side. Yep. Okay. So substitute for new, focus those on to stu competencies. Um, but also have a little piece, the little part of that chorus, uh, including the actual learning solution to connect the dots between those pieces of petty, I don't think this sounds very good, but that's what we have in here. Yes. Okay. Anything else? Uh, we also talked about, um, there's one thing that we didn't include in here is the check graduates.

Oh yeah. And the check ins and really just to help them manage the workload because it's, even if you don't procrastinate, it's hard to gauge how long it's gonna take. And so I think that that would help spur them to take me further along more quickly. So what would you plan to do?

Yeah, I think, um, so no matter what, I would like some sort of check in more frequently with the groups. So I don't know exactly what I would like that to look like. I would like to see pieces of their materials earlier. So maybe having them submit pieces of their facilitator guide or pieces of their slide show at different points, um, to get that going. But I would also like to get some sort of qualitative feedback from them about how things are going in the process and where they're stuck and what's going well and those types of things. Um, so whether it's a journal or even if we just, I met with the groups over zoom or something for 10 minutes just to what's working, what's not working, where do you need help? Um, so that I can get a pulse on how the group dynamics are going. Um, and then any other problems that they're having.

Also get a poll on group dynamics.

Yes. Which I think could help with some of the concerns that we have surrounding just group dynamics and also the balance between undergraduates and graduates.

Okay. Uh, the interactions between, because this was the first time that you did that. Yep. And in terms of graduates and undergraduates, one thing that we've been discussing is whether we would put them in the same team or whether we would put them in different teams that can come up with any kind of conclusion on that one. Not a great one.

MMM.

The thing that I struggle with it, I don't know if you want this on the recording, but the thing that I struggle with separating them into the group different groups is, um, do we end up, I don't want it to be uncomfortable for the undergraduates because I suspect we would end up with different qualities of work. That would be pretty obvious, but maybe I'm wrong there. Um, but especially if you have a class that has a lot of people that are professional trainers or have some sort of experience in training and development. And then if you have undergraduates that have very little experience in that, I feel like that could be on set them up to look bad. I don't know this and this. We do a good job. The coaching leaders on the leadership and coaching because then it becomes, yes, it's part of the, the graduates work to make sure that the undergraduates don't look.

But then how do you manage the on trying to do my own project but also help them. That gets a little tricky. I semesters leadership figure it out. Yeah. I mean that we can take a look at the projects and the horse but it's something that's very true. Very true. Right. So it's not an, in fact, I'm even wondering if that check in that you're talking about um, could not also be managed through the help of graduates. So the graduates are checking in on the undergraduate. Part of the work of the graduates is to check in on the undergraduates and the group dynamics. Yeah. All of it are working. You are checking in on the graduates. The graduates are checking in on the undergraduates. Yeah, of course. I can also have a window into that for sure. Yeah, for sure. But I'm, I'm, I'm just coming up with a way so that this doesn't happen.

And so, and then you get the leadership development side of it too, which was what we want. Exactly. And I wouldn't, I mean obviously we tried that for size and the site. That's right. My, my good. Have you worked with undergraduates and graduates at Drake is that it's not that, not that unbalanced. It's not that that obvious that necessarily undergraduates are going to do worse work that right into, it's like it's not that it's more, sometimes, sometimes graduates don't do that great job and undergraduates do phenomenal. Do phenomenal work. Yup. So and being together may dispels some of the discomfort. That's very true. At least we try that. And the scheduling thing is really tricky because undergraduates work on a different calendar calendar. They have a different time. Right. So, okay, so you can stop recording thing. So, okay. So we're still talking about the graduates versus undergraduate division. I'm wondering whether one possibility, I have no idea how, how to work that out in terms of grading. Right. But one possibility would be to directly tell the graduate students, Hey, part of program is about leadership and coaching. Which of you would like to substitute project x, whatever it is. I don't know because there's not only one project in this class, right. Is there is one big one. There's some small things, but they're very small and they're mostly connected to the project or to the facilitation side, which we really haven't talked about at all. But they do, um, like the, the 62nd presentation or 92nd presentation. Um, they do the needs analysis packet or I guess the, it's not even a needs analysis packet, but they do where they write their learning objectives and they go through all of those types of things. So that's another one. And that one needs to be there. Who's, Yep. It's, it's part of the check in. It's part of the check. Yeah. Um, I'm trying to think what the other projects that they did were, but there, it's pretty small.

There used to be a discussion circle in which people had to, they do that. Yep. And they do a facilitation observation. So I asked them to observe people facilitating around them. So maybe those things could go away, go away. For the students who chose the coaching to work with undergraduates in the same group and coach them. Yeah. That's an interesting idea. I know. It's like even if, and I don't know, I mean that's something that maybe can, we can, we can solidify a little bit more, but I see at least two possibilities. One possibility would be do you want that to be part of your project instead of this project x? Right. Is your going to focus on, on leading and coaching others? The other is to say you are going to be working with undergraduates, which means yes, you are agreeing to have more work. Yes. Guess what, they are not as experienced as you. Right, right, right. Um, and, and people would, would need to be experienced. Yep. And interested in doing it. Yeah. So that it wouldn't be something that later on they would say, but why, why, why? Yes, yes. Yeah.

I wonder what do you think? I feel like we'd pick one and see how it goes and then go from there. So I'm trying to, I think I like

the numbers is what's making me like how many undergraduates are we going to have? That's what's making me hesitate, you know? Um, I feel like the idea of having the undergraduate to work on their own, but with coaching support from the graduates. But even if we do that, then does it just become like they have one person that becomes their goto and now they're doing

that. Yeah. Maybe it would be better to have somebody volunteer to be that, that role model and take that on in exchange for other things. Would that person also participated in another group and that person is just coaching them as instead of, for example, observing facilitation. Um, right, right. Or would that person be part of their group? I almost feel like it would be better if that person had his or her own group. They're doing their own projects, doing their own project. Right. But instead of observing facilitation, what they're doing is they're observing a group in action. Yes. And it becomes, that group becomes their responsibility. And it's almost like I'm the lead trainer here and I'm going to make sure we're there to help that the people who are less experienced than I am. Yeah. And technically the same thing could apply for travel rad group of graduate students who are not trainers. So technically that opportunity could also exist or other way for people who have never done it before. Yeah. So if in the beginning of the class, um, uh, you know, whoever's teaching the class probably you identifies that there are these groups without experience, without experience, instead of trying to balance experience.

We don't, we don't because when you balance, when you balance experience, that sounds like a good idea, but it doesn't [inaudible] an experienced person as much. It's just that the experience person ended up doing all the work. Exactly right. Yep. So if instead of doing that, you balance people according to their level of experience, but you put somebody who has experienced as the mentor, I like that idea instead of that person having, and so it becomes almost like two levels of two different levels of competencies if you're competency is lower. Right. And in the lawyers then you're focusing on, you are going to be focusing on observing other people facilitate or you're going to be doing different kinds of projects if your competency level is higher than you are the leader. Yep. And you should be helping somebody else grow, which makes sense. Which makes sense.

Yeah. I like this a lot. And then you have a group of really experienced people, right. But they are not the only ones who are going to produce the best project because it's almost like I'm thinking of the voice or whatever. But you have the coaches, right? Yes. Yeah. No, I love this. Yeah. I think that's a really good way to approach it. And I like the fact that it gives more of a challenge to the people who are entering with a lot more experience. Yes. Okay. Okay. Stop that when we can put that I'm recording. Okay. So the next competency that we're looking at is developing self. Um, that competency is actually part of the entire program. So we just decided that we were going to look at the capstone because there is a particular project in there in which people, um, look at how they developed themselves, uh, during the MSW program in general. Right. So we can take a look at how it says here, the ability to manage one's impact on others by practicing self awareness, self management and by demonstrating continuous learning. Um, so the idea would be for us to now stop and take a look at some of the projects and see whether there is evidence in there of people practicing self awareness, self management and demonstrating continuous learning. Okay.

Recording, recording. Okay. So in order to take a look at the competency developing self, which includes, includes self awareness, self management and continuous learning. We took a look at two projects from Msl to 10, the capstone. We looked at their final leadership reflection, which included a review of their journals throughout the semester. And then we looked at the difference between their three 60 assessments in the beginning of the program and at the end of the program, specifically in the competency Devo, um, developing self, developing self. Okay. So that's what we did. Um, and so we looked at the reflection papers and the three sixties from the beginning and the end of the program.

So, um, I taught the capstone and that is of course that I think we still need to work on. And it's, it's almost like the capstone has an identity crisis. It doesn't know what it's trying to do. It, it would be unrealistic for it to evaluate every single competency there is. So in the final leadership

in the final leadership program, the final leadership reflection students, um, did not necessarily speak about their progress in every single competency. And if we had asked them to do that, it would probably be too much overwhelming. Overwhelming. Right. So they selected some competencies to speak about, which makes it harder for us to see where they, um, even if we were looking specifically at the students who selected self development as a competency, um, it's, it's still based on their own perceptions of their self development. [inaudible] automatic.

Okay. Uh, great. Um, so looking at the projects I would say some students demonstrated quite a bit of self awareness and were very honest in their strengths and weaknesses. Um, in uh, in other projects that I didn't even review today but that I reviewed before because of course I read them all. Um, students, many students talked about the personality assessment that you in the beginning of the program and how we kept bringing it back and how that had really helped them with their awareness of their strengths and weaknesses and their blind spots and so on. That was something that was mentioned a lot of by many of the students in their final reflections. Um, so that, that part was good. I don't know that necessarily their self awareness increased in the capstone cause that's not what the capstone is all about. And I don't even know if that particular project gives me much of an insight on their increasing self awareness because we don't have, we would, it's almost like we would have to have a pretest and a post test on what are your strengths and weaknesses and then ask them again.

We'll try your strengths and weaknesses and how do you manage yourself and right and at the end and how much are you interested in continuous learning and you think you're done. Right? Like if we want to measure that we would have to have a pre and post for us to be able to, and one thing that is pretty clear to me, cause we also for this discussion took a look at their three sixties in the beginning and at the end is that even though in I think we looked at four of them, right? Yes. And in three out of the four self awareness seemed to increase as evidenced by interestingly enough students rates, self ratings on self, on self development decreasing. Yes. But then, the rates decrease. That shows me more self awareness and that less so far. Right, right, right. It's, it's that, that conscientiousness, that knock conscientiousness, that realization that Ooh, I'm not as good as I can. Not as perfect as I like to think. Right. So in that sense that three 60 is useful. Not so much in what other people are seeing about them, but what they're saying about themselves. Yes. Right. And the only where the only place where people's other, what other people say about them is interesting is to see how they become harder than the opposite. Yes. In one of the students, we didn't observe that in that particular student. I didn't observe that. Yeah. Throughout in terms of self awareness, it didn't seem to change. Um, in terms of continuous learning, I think one of the biggest dangers is, is students thinking that if they finish the masters they're done. Yes. Yes. In one of the students, the student is actually continuing on, but we can't expect every student to want to get a phd. It's not about that. It's about students realizing that the masters is not the end of their right. Learn a learning process. Yes. So that's my, yeah, I agree with a lot of that. Like looking at, um, the reflection papers. One of the things from a continuous learning perspective that I was kind of trying to look for is where are they talking about intentions in terms of like what they wanted to continue to learn about in the future and things like that. And I saw a couple of hints at it, but nothing very concrete. Um, the three 60 comparison, I would agree with exactly what you said in terms of seeing those decreases in scores on the self rating. Definitely. I that picked up on that from an awareness perspective, I feel like it's really hard to capture anywhere self management. Yes. Um, because it's so much about reaction and being in somebody's head and how do you capture that? So, um, I feel like that's maybe a gap you can sort of get at the continuous learning from what they're talking about, an intention and that kind of thing. The self awareness you can kind of get from the other things. What I'm struggling with the self management for sure. Yeah.

Is what I'm thinking in terms of how can we measure that? Yeah. He is. Um, there are a couple of thoughts that are coming to my head. The first is that the 360, because that could help us with all the competencies, the 360, we could insist that people write down. It's almost like I'm not so worried. The 360 component is not as helpful to me. It can be helpful to them. Like they like it. The students enjoy the, the possibility of doing right. It's useful to them, but for us it's not what the peers are saying that matters to me because right. Those samples change. So we can't really tell. It's what the students are saying about themselves and for us to be really able to see the difference, we need them to enter qualitative. Yes. Yes. And the 360 instrument allows that, but they didn't do it. Yeah. And we're not requiring it. Yes, we could change that to make it requires you to, that change that to make it a requirement because the instrument itself would be collecting that information and we wouldn't need to because otherwise it's very hard because we're not necessarily addressed. Right.

All right. Another thing that I was thinking of like, um, it's a little bit separate from this, but you mentioned, you know, they did the self reflection but they only did it on certain competencies because they picked which ones and so if they didn't talk about developing self, we didn't have that data. Another thing you could do is break that reflection on the competencies at least into smaller pieces where over the course of the semester they reflect on all of the competencies. And that could, if we care about that, that could allow us to get at some of that a little bit differently rather than having one giant paper when they're already trying to do a big project. They can do a blog entry or something on each competency maybe. Yeah. Yes. Right.

So just like we have blogs and journals instead of saying reflect in your project in general, right? We could say you're going to have a minimum of no one per competence, right? And you are going to be reflecting on your growth on each of those competencies. You can talk about it in relationship to this project, but also over the arc of your entire program. And it could be a class blog kind of thing. The only thing that makes me hesitate is that students, we have logs in other courses and you don't want to always have this for lunch crosses everywhere. Yeah. Right. Right. Um, anyway, that's that separate. That's separate. Right. But the, the, the bigger problem, maybe we could stop at any time can read. Okay.

Okay. So tell me a little bit about the capstone, how it's working today, what's working, what's not working. Okay. So, um, one of the things that we can do at the end of our conversation here is go to the campus labs evaluations and see what people said. In fact, see what people said about both courses, right? Because we do have that component in which we asked them about the competencies.

Um, but here's my sense, I've been teaching the capstone ever since I came to Drake nine years ago. And it was always considered a very hard course, but it was, I seldom got any complaints about it, even though it was, considered a very hard course.

sure. Right.

So people, um, always freaked out throughout the semester. They had a really hard time. I had a really hard time. We couldn't argue that it was really measuring the MSLD competencies, but in terms of personal feel of rite of passage, if you will, and feeling that I've earned my masters it worked beautifully.

Eh, I didn't have this feeling, that feeling this time that I taught. I felt that people were, the evaluations are still fine, but I feel that students are less satisfied with the capstone than they used to be, even though they worked much less.

Not all of them. Right. Some were super happy. Um, people, some people, especially the people in Mason city, they, they, some of that, it's kind of hard to tell because we, there were so few evaluations that the, the sample does not, but reflective. So I don't know that I'm going to go so much on because otherwise the problem is that we read one evaluation that was bad and then we think the whole thing was bad. I had a couple of comments of people who, who thought that, you know, it wasn't, maybe it was just one comment.

When we go there we can see, I think it's more me like my perception is that the projects are far less lower quality than they used to be. They push the students, they challenged students far less. So what I think the capstone did used to do was it used to do students pride in their accomplishment and confidence in their ability for continuous learning. And the capstone now is trying to be all things for all people. It's trying to allow people to do a project that they can actually apply at work, um, which they still could, but it's getting too easy.

Um, so what are the things, like if you were starting from scratch, what are the things that you want the capstone to accomplish?

Okay, so that's a good question. I don't think the capstone can accomplish measuring every competency there is. Of course I didn't they, I'll tell you what I wanted to accomplish.

That's okay. One, take the anti answer to measure all competencies. Yes.

Wanted to measure all competencies. I do want a reflection on what the program was all about. So with what it does, it still make sense to me to have a poster, a reflection and it can still be the 360 except that I'm not at all worried about what other people are saying. I'm more worried about what the person is saying about him or herself and I would like to see qualitative comments there.

Okay. Um, so I think in terms of understanding what happened with each competency, it's more helpful to have a more thoughtful self reflection in the 360 or in the assessment that we have then even to have an extra paper because the extra papers, some were very shallow in somewhere better. So is there, do you feel like we adequately teach people how to reflect? Maybe not. Maybe that's a spot to, maybe that's the spot to look at and maybe we're not asking people to reflect on their own growth in their competencies in each course since t as we go, as we go, instead of trying to look at how they grew in every single competency at the end, which doesn't make sense. Um, and then we have to ask ourselves, what do we want from the capstone? Do we want them to work as a team and to exercise leadership, in which case they have to work as a team and we have to push that for next year instead of allowing some people to work by themselves and some people to work together and which, which is what it is now. And I directly heard a student tell me, cause I was trying to encourage the summer students to work together and, and basically what she said is my organization doesn't pay for this if it doesn't serve the organization, which is not really true.

What the organization is paying for is for her master's, not specifically what she's going to do with the capstone. So I think it's more of an expectation of that's the way it used to be when students started and it's, it's hard to change something halfway, but for next year we probably can change that. So either we want people to work as a team and then demonstrate various competencies from the Msld such as the ability to work together. So building teams, I'm looking at all of them, um, and self management and innovation through that teamwork. And then there could be journals throughout, are there 50 km reflections throughout the semester working as a team. But then it's really important that it be a team project regardless of, and it also sounds like what you're saying is that we need to up the challenge amount. Yes. Because it's too easy right

now. The original version was too hard. We need somewhere in between that stretches them, but for them to have that sense of pride and I actually made it through something.

Yeah. Yeah. It's possible. Like one, one possibility is if everybody had been working on a team of at least three or four, I'd say. And I see has to be at least three or four quarter for that to actually work. Um, to a certain extent it could be a research project because they learned those skills and tools six it because what you're measuring is not actually the research, the research skills. It's the ability to use the literature because that allows them to continue learning.

Yeah. It's, it's the ability to analytics to analyze data and make sense of it. Um, could it be an actual project as in uh, raising funds for the people in Morocco or, yes, it could, but there has to be a literature review there. It has to be harder. Yup. I hate to say it, but it's too easy now and, and I'm having the hardest time measuring it.

It's almost like, I'm just thinking maybe it's because I'm going trainer Brain, but they need to justify any action that they're doing.

Right. So do some sort of analysis. Like if they're doing a project, do some sort of analysis, why is it needed it, whether, what are the real issues going on? What, what are you trying to solve? And then show me the research that supports the intervention that you want to make. Right? Like I feel like that, that those connections you need, what's the analysis, what's the research to support and then what's the intervention? Yes. You know, and whether or not they actually go through the full interview at intervention piece of it probably depends on what type of project they're looking at. Yes. Right. And it depends on the analysis. Right? So if the analysis is just a literature review, then I probably want to see more on the projects. On the project side. If the analysis is is boring research project, then I probably don't need the actual intervention. But I wonder if it would help if you actually broke it into those co like said you have to have these three components, there has to be a component of analysis why or what's going on and then a component of literature research to address this issue and then some sort of, and then either research then either additional research of your own right or a project to address project to address the problem that you identified in the literature. One of the two, right? Yeah. And if you're working in a team of three or four, there's no reason you couldn't get that done.

No. No. And it's going to force them to solve through capitalizing of conflict and relationship building and then there could be some step yup. Discussions along the way. Yeah. The other thing that didn't work too well is that I like, I didn't know what to do in the classes themselves because what are you doing the classes when you're teaching people different things.

Right. And it doesn't make sense for people to just come to class just to be working on their projects with their teams because they could be doing that any other time. And then meeting with me. And then I tried to incorporate coaching because coaching wasn't sufficiently covered elsewhere. Yes. Um, which is fine, but if I'm going to incorporate coaching then then coaching shouldn't show up anywhere else. Right. And what happened is that um, Terry had included coaching.

There were sprinkles all over the place.

So then some people knew more about coaching than some other people. So either we decide that coaching, for example, belongs into a one.

Right. And people learn about coaching. Right. Which makes sense. Which might make sense by the way. It might be a good place for us to put up, but it, so one criticism that I received on the class and I thought it was a very legitimate criticism was sometimes I felt like the class was

a little forced. And I did too because I didn't know honestly what the heck to do with the class when everybody's doing totally new projects. I'm doing one building teams, we'll wait. That is, that's in the inspiring and, and willing others I'm working on coaching will, where the heck was that supposed to be? It wasn't supposed to be here. Doesn't make sense for it to be right? So I wasn't happy. The students were not as unhappy as I am. Um, but I'm, I'm not happy with the way it went and I kept a happy front because you got to keep on going.

Yeah.

At the end of the semester it was like, Ugh, I want my, I want the old capstone back cause it killed me. And it killed them, but everybody was so proud that case, right. It had that sense of accomplishment.

Yes. Yeah.

So there, so there. So I think, no, you ready for me deposit? Yeah. Okay. So I think now we can talk about, then what.

What is your College or School?

School of Education

What is your program?

Special Education (M.S.E.)

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

	<p><u>Assessment:</u> Special education specialists use valid and reliable assessment practices to minimize bias</p> <ul style="list-style-type: none">• Special education specialists minimize bias in assessment• Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs.
x	<p><u>Curricular Content Knowledge:</u> Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.</p> <ul style="list-style-type: none">• Special education specialists align educational standards to provide access to challenging curriculum to meet the needs of individuals with exceptionalities.• Special educators continuously broaden and deepen their professional knowledge and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.• Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.
	<p><u>Programs, Services, and Outcomes:</u> Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.</p> <ul style="list-style-type: none">• Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.• Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.• Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.• Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.• Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.
	<p><u>Research and Inquiry:</u> Special education specialists conduct, evaluate, and use inquiry to guide professional practice.</p> <ul style="list-style-type: none">• Special education specialists evaluate research and inquiry to identify effective practices.

	<ul style="list-style-type: none"> • Special education specialists use their knowledge of the professional literature to improve practices with individuals with exceptionalities and their families. • Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.
	<p><u>Leadership and Policy:</u> Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.</p> <ul style="list-style-type: none"> • Special education specialists model respect and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities. • Special education specialists support and use linguistically and culturally responsive practices. • Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families. • Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities. • Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.
	<p><u>Professional and Ethical Practice:</u> Special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.</p> <ul style="list-style-type: none"> • A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership. • Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families. • Special education specialists model and promote respect for all individuals and facilitate ethical professional practice. • Special education specialists actively participate in professional development and professional learning communities to increase professional knowledge and expertise. • Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels. • Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators. • Special education specialists actively promote the advancement of the profession.
	<p><u>Collaboration:</u> Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.</p> <ul style="list-style-type: none"> • Special education specialists use culturally responsive practices to enhance Collaboration. • Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.

	<ul style="list-style-type: none"> • Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with exceptionalities.

Measures: (1) Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome, and (2) how or when faculty plan to reflect and discuss.

In SPED 123/223, students will demonstrate curricular content knowledge through unit and lesson plan development aligned with grade level standards, that incorporates instructional and/or assistive technologies, and meets the unique needs of students in their practicum or classroom settings. Students will reflect on how they have selected and incorporated pedagogies for the exceptional learners in their classroom (Universal Design for Learning, Culturally Responsive Teaching, Trauma-Informed Pedagogy, etc.) to deepen students' understanding.

Completed: 02/13/19 by Laura Kieran

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

All students in SPED 123/223 were able to demonstrate proficiency in using Universal Design for Learning principles in their unit and lesson planning.

Through observations of students in their practicum placements, it was determined that all students were proficient in implementing the planned UDL supports. Five of the eight students implemented additional UDL principles that weren't a part of their written plans, including: additional examples, student grouping or peer assisted learning, video recording to practice and review speaking skills prior to giving a speech in class, and a rubric for students' self-assessment.

In planning for instruction, students were able to recommend instructional and assistive technologies specific to their practicum students' needs in order to provide students' access to the lesson content, but instructional technologies were not consistently used during observations. This is in part due to several observations occurring while the preservice teachers were providing 1:1 instruction with students.

In students' initial plans, 3 of the 8 students needed additional instruction to connect the students' present skill level to grade-level standards. For students with significant achievement/opportunity gaps compared to their peers, teachers often work on lower than grade level standards.

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

For next steps, special education coursework should focus on deepening the level of challenge/rigor for students with special education needs. It isn't enough to say that students should work on grade level standards, we also need to prepare students to make instructional decisions that move special education students from retrieval, to comprehension, analysis, and knowledge utilization. Students began to work with Marzano's taxonomy of educational objectives in SPED 151/251 (Assessment), this work should be extended to SPED 123/223 lesson planning and instruction, to further ensure that students are able to provide instruction that deepens students' understanding of and engagement with the content.

Observations of students during practicum hours is not a requirement in the School of Education, however, students benefit from immediate feedback on how they are engaging students with the content and suggestions that could deepen students' understanding. Observations of students in the SPED 123/223 practicum should continue.

Completed: 05/30/19 by Laura Kieran

What is your College or School?

School of Education

What is your program?

STEM Education (M.S.E.)

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

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

Measures: (1) Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome, and (2) how or when faculty plan to reflect and discuss.

Objectives 1-6 will be assessed using the STEM teaching project from STEM 220. The project requires students to plan, enact, video record, and reflect upon a STEM lesson. Faculty will reflect on this (and other potential indicators) during the spring of 2019. The faculty will also discuss potential revisions to program outcomes.

Complete: 02/20/19 by Jerrid Kruse

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

Outcome 1: Teachers will design and implement instruction and assessments that accurately reflect standards and/or reform documents (e.g. Common Core, NGSS).

Outcome 2: Teachers will create and implement inquiry- and/or problem-based learning activities.

- All students in the STEM 220 course designed and implemented problem-based instruction (outcome 2) that accurately reflected the Next Generation Science Standards (outcome 1). In reviewing students work, it was noted that students tended to address the ETS (engineering) aspects of the standards and sometimes struggled to truly integrate science content within the engineering tasks they designed.

Outcome 3: Teachers will effectively use student thinking (e.g. formative assessment) to guide STEM learning.

- This outcome was assessed through direct observation of students teaching the lessons they designed. Of the six outcomes, students struggled most with this outcome with 5/19 students not fully meeting this outcome.

Outcome 4: Teachers will effectively use questions to guide STEM learning.

- This outcome was also assessed through direct observation of students K-12 teaching. Only 2/19 students did not meet this outcome fully during the STEM 220 course. One of these students was in their first course of the program, so they are likely to meet this program outcome in a later course.

Outcome 5: Teachers will accurately evaluate their own STEM teaching.

- This outcome was assessed through a self-analysis paper turned in during the STEM 220 course. All students were able to accurately self-assess and make recommendations for their own growth. Even students who did not achieve other program outcomes were able to accurately identify that they were not yet meeting the outcomes.

Outcome 6: Teachers will explicitly and reflectively implement the natures of STEM in their instruction.

- This outcome was assessed through direct observation of students K-12 teaching. Only one student did not meet this outcome.

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

Going forward, outcome 3 (Teachers will effectively use student thinking to guide STEM learning) will be a focus for programmatic improvement. While this outcome contains inherent difficulty, program faculty will seek strategies to support students in using student thinking to guide STEM learning. This outcome is already included in multiple courses, but perhaps more explicit attention or even in-class practice reacting to and using student thinking will be useful. For example, in STEM 236 this last semester, scenarios were created that illustrated student thinking and the class was engaged in discussion about how to use the student thinking to inform next steps. Perhaps such scenarios will be developed to align to additional courses.

Complete: 06/11 by Jerrid Kruse

What is your College or School?

School of Education

What is your program?

Superintendent Program (Ed.S.)

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

<p><u>ISLLC 1</u>: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</p> <ul style="list-style-type: none">• Collaboratively develop and implement a shared vision and mission• Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning• Create and implement plans to achieve goals• Promote continuous and sustainable improvement• Monitors and evaluate progress and revise plans
<p><u>ISLLC 2</u>: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <ul style="list-style-type: none">• Nurture and sustain a culture of collaboration, trust, learning, and high expectations• Create a comprehensive, rigorous, and coherent curricular program• Create a personalized and motivating learning environment for students• Supervise instruction• Develop assessment and accountability systems to monitor student progress• Develop the instructional and leadership capacity of staff• Maximize time spent on quality instruction• Promote the use of the most effective and appropriate technologies to support teaching and learning• Monitor and evaluate the impact of the instructional program
<p><u>ISLLC 3</u>: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</p> <ul style="list-style-type: none">• Monitor and evaluate the management and operational systems• Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources• Promote and protect the welfare and safety of students and staff• Develop the capacity for distributed leadership• Ensure teacher and organizational time is focused to support quality instruction and student learning
<p><u>ISLLC 4</u>: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <ul style="list-style-type: none">• Collect and analyze data and information pertinent to the educational environment• Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources

	<ul style="list-style-type: none"> • Build and sustain positive relationships with families and caregivers • Build and sustain productive relationships with community partners
	<p>ISLLC 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</p> <ul style="list-style-type: none"> • Ensure a system of accountability for every student’s academic and social success • Model principles of self-awareness, reflective practice, transparency, and ethical behavior • Safeguard the values of democracy, equity, and diversity • Consider and evaluate the potential moral and legal consequences of decision-making • Promote social justice and ensure that individual student needs inform all aspects of schooling
	<p>ISLLC 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</p> <ul style="list-style-type: none"> • Advocate for children, families, and caregivers • Act to influence local, district, state, and national decisions affecting student learning • Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Measures: (1) Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome, and (2) how or when faculty plan to reflect and discuss.

Field Based Learning Experience (FBLE):

Students will engage in a clinical experience utilizing a formal mentor and critical friends in the field. A total of 400 hours will be documented for this clinical experience. Not more than 15 hours with any given experience is allowed. Students should document experiences throughout the program noting the date, mentor/critical friend, number of hours, and provide a description of the experience they had (as noted below). Students are encouraged to use Google Docs as a tool to post their hours to and share access with the professor so that progress can be conveniently shared throughout the course.

The clinical experiences, and consequent learning’s, will be discussed in various classes throughout the program. Formally, the clinical experience will be reviewed and discussed during the mid-program and final seminars sessions.

Heading for clinical log:

Date	Description of Activity/Event	Mentor/Critical Friend	ISSL Standard	Hours
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Drake University Education Specialist Program
Opportunity or Problem of Practice Clinical Experience

The clinical experience is an integral part of the Drake Educational Superintendent/AEA Chief Administrator Preparation Program, for it provides students a wide variety of experiences to observe, participate in, and learn about school leadership in real-life settings.

In year one of the clinical experience students are partnered with a formal mentor and prompted to experience superintendent instructional and management responsibilities in the district setting. Talking points and prompts after each specialist course are shared with the student and their mentor to maximize the experience. A comprehensive entry plan is presented at the conclusion of the EDL 292-Clinical Field Experience course.

We have decided to enhance the clinical experience with a unique opportunity for students to work collaboratively on a specific Opportunity or Problem of Practice (POP) identified by and under the guidance of the district superintendent and Drake advisor. Students must participate in/complete a minimum of one POP experience during year two of their clinical work. Students may participate in more than one POP experience, should additional experiences be available and will be encouraged to participate in the project that they have both interest and experience. The Drake advisor will work the district superintendent to fill each team.

Four to six students will be assigned to each POP team. They will be responsible to work with you to complete the assigned POP, taking on leadership roles, gathering important information about the topic, sharing information with important stakeholders and making recommendations as determined by the mentor and advisor. Formative “check-ins,” facilitated by the Drake advisor, will be scheduled with each POP team during their experience. Reflection activities will also be built in the clinical experience during after the POP. A summative “validation” of the experience occurs through a formal group presentation during the final EDL 292 seminar.

Expectations for Drake University:

- Identify current school Superintendents or AEA Chief Administrators interested in serving as a POP mentor
- Provide mentor training and support
- Facilitate the matching of clinical teams with the POP mentor and project
- Communicate effectively between students and field mentor
- Address student issues should they arise

Expectations for POP mentors:

- Participate in an orientation training session in August
- Identify a real-life “opportunities or problem of practice” the school is experiencing and allow aspiring superintendents to help address the issue
- Provide meaningful opportunities in which clinical students can participate in order for the school to effectively address its POP and for clinical students to gain valuable hands-on leadership experience
- Provide timely resources and information as necessary to clinical students
- Set realistic goals/outcomes for the project and help Drake advisor assess students
- Communicate with Drake faculty as needed

Benefits to POP mentors and their schools:

- Additional human resources to support the opportunities or problems of practice they are experiencing at their schools
- Interaction/relationship-building with Drake University
- Access to Drake faculty resources and expertise
- Professional development opportunities through the Drake EDL Department such as conference, international trips, timely research and other resources

Expectations for Clinical Students

- Serve as an effective, contributing member of the POP team

- Regular attendance at POP-related meetings/events
- Meet POP responsibilities/outcomes (as assigned)
- Effective on-going communication with the POP mentor and teammates
- Engage in POP reflection activities
- Professionally represent themselves and Drake University in clinical schools
- Collaboratively create and complete the summative POP validation project (EDL 292)
- Self-evaluate their participation and performance as a member of the POP team

Benefits to Clinical Students

- Hands-on experience working on an authentic problem of practice
- Deepen understanding of real problems of practices superintendents and/or AEA chief administrators face and address
- Extension of professional network
- Opportunities to expand the resume
- Meet Chapter 279 clinical requirements for licensure

I will track the effectiveness of this focused POP project as part of the EDL 292 clinical experience requirement and assess student learning.

Complete: 02/12/19 by Trent Grundmeyer

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

Last fall four POP projects were identified and planned. I requested POP projects from area superintendent. Once identified, I worked with each superintendent to plan the project, develop the requested outcomes and create key steps. EDS students then were assigned to ¼ projects based on their interest and expertise to add to the projects. The projects included:

- Budget cutting processes (Pleasantville Schools)
- Community input survey development (Norwalk Schools)
- Parent engagement strategies (Winterset Schools)
- Instructional framework adoption (Central Decatur Schools)

The instructional framework adoption project was delayed since the Iowa Department of Education was discussing adopting a state-wide instructional framework. The Central Decatur School District did not want to adopt an instructional framework that was different than the one the state adopted thus the delay. This project is still on hold and will be started concurrently with the instructional framework rolled out by the department of education.

Budget cutting processes (Pleasantville Schools)-Students identified and researched multiple budget cutting processes. They used their mentors and others in the field to learn more about the processes before sharing them with the Pleasantville Superintendent, Tony Aylsworth. Tony also shared with the group why he was investigating a budget cutting process. In the end (February) he chose the Trego process and used it with his school board.

Community input survey development (Norwalk Schools)-After multiple conferences calls with the Norwalk administrative team and superintendent, the EDS student group took the lead on creating a community input survey for Norwalk Schools. The survey was aligned to Marzano domains the district was utilizing for school improvement. The administrative team took the

draft survey, made any final changes and shared it for input. The superintendent plans on sharing the results back with the group to help analyze the data.

Parent engagement strategies (Winterset Schools)-After a book study, the EDS group and Winterset administrative team engaged in conversation about what the district is currently doing to engage parents and what goals they have to increasing parent engagement. EDS students used their mentors, online research and other networks to identify possible strategies to address the district's goals. Currently, the group is updated and tiered system for the administrative team to consider this summer. The plan is to implement 2-3 strategies in the fall with the goals of increasing parent engagement in the Winterset School District.

Overall, I'd say the additions of the Problem of Practices to the EDS clinical experience has been a positive one. As the advisor, it has been a lot of work but meaningful work.

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

I have learned a few lessons about how to structure teams in the future that will be helpful. I'm hopeful to finalize the projects as the students progress in the EDS program and consider new POP projects for the new cohort start fall 2020.

Some of my notes and next steps:

- Consider state initiatives when planning POP projects
- Consider having one student be the facilitator of the group to set up meetings and hold the rest of the team accountable to dates and tasks.
- Consider how to build in POP's to current EDS courses (as projects or simply to support learning)
- Expand POP project opportunities and consider a posting board
- Consider how the new NELP standards will affect the EDS program and clinical experience overall
- Consider hiring an adjunct to help facilitate school partnerships and oversee projects

Complete: 05/29/19 by Trent Grundmeyer

College of Pharmacy & Health Sciences (by 08/01/19)

What is your College or School?

College of Pharmacy & Health Sciences

What is your program?

Pharmacy (Pharm.D.)

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

X	<u>Learner (Learner)</u> : Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.
	<u>Patient-centered care (Caregiver)</u> : Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).
	<u>Medication use systems management (Manager)</u> : Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.
	<u>Health and wellness (Promoter)</u> : Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.
	<u>Population-based care (Provider)</u> : Describe how population-based care influences patient-centered care and influences the development of practice guidelines and evidence-based best practices.
	<u>Problem Solving (Problem Solver)</u> : Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.
	<u>Educator (Educator)</u> : Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.
	<u>Patient Advocacy (Advocate)</u> : Assure that patients' best interests are represented
	<u>Interprofessional collaboration (Collaborator)</u> : Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
	<u>Cultural sensitivity (Includer)</u> : Recognize social determinants of health to diminish disparities and inequities in access to quality care.
	<u>Communication (Communicator)</u> : Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

X	<u>Self-awareness (Self-aware)</u> : Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
X	<u>Leadership (Leader)</u> : Demonstrate responsibility for creating and achieving shared goals, regardless of position.
X	<u>Innovation and Entrepreneurship (Innovator)</u> : Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
X	<u>Professionalism (Professional)</u> : Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

Measures: (1) Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome, and (2) how or when faculty plan to reflect and discuss.

1. Foundational Knowledge

- a. PCOA Exam results, NAPLEX results, curricular mapping
- b. Faculty discussions at our two, biannual curriculum meetings (Sept 2018, Jan 2019)

2. Self-awareness, leadership, innovation, professionalism

- . Reporting of co-curriculum work by students, tagged to CPD course series and IPPE hours.
- a. Summary report

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

Foundational Knowledge:

Curricular mapping used to identify areas where ‘anatomy’ was covered in the curriculum. A taskforce also reviewed previous and current courses where there is coverage. Faculty presented with a plan to require a stand-alone anatomy course in the pre-pharmacy curriculum in place of BIO 013: Implementation for spring 2020.

PCOA results and NAPLEX results were also shared at the biannual meetings along with mapping results of 50% of the curriculum (25% each meeting). Students continue to outperform the national data on NAPLEX pass rates and scores (93% first time pass rate vs 89% national). PCOA results also positive, although that exam is not a high-stakes assessment.

Self-awareness, professionalism, Innovation/entrepreneurship, leadership:

We reviewed activities and time in activities based on reported data in e-value. Data were requirements/assignment with the CPD course series.

The 2017-18 P1 class (n=95) spent a total of 12,858 hours in these four areas (mean=135 hrs). Of these, 53% were in pharmacy-related activities, including internships, pharmacy fraternity and student organizations, pharmacy associations and college committees/duties. Major non-pharmacy areas included greek life, fine arts, athletics, non-pharmacy student organizations, etc.

Students are participating in a variety of roles within the 12, 858 hours. The most often cited roles were: Participant (25%), Organization member (22%), Executive Committee member (18%), Other (18%), and Committee member (7%).

Innovation/entrepreneurship was the area where student had the fewest hours associated with the activity (15%) where as the other three areas were evenly distributed (27-29%).

We will need to analyze trends in these data and also further analyze the self-reflections, self-ratings and advisor scores given on these co-curricular areas.

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

Implement the anatomy course for spring 2020; departments (CS and PAS) charged with working to integrate anatomy content throughout the curriculum.

Continue to review the second half of the curricular mapping in 2019-2020 for other foundational knowledge coverage/outcomes.

The pharmacy program is working to finalize a revised assessment plan by fall 2019. We plan on reviewing other outcomes (approximately 3) in that AY.

Pull reports from e-value on self ratings and advisor ratings; analyze for changes over time.

Complete: 07/19/19 by Chuck Phillips

What is your College or School?

College of Pharmacy & Health Sciences

What is your program?

Athletic Training (M.S.)

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

x	A. Students will show comprehension of required curricular content standards in athletic training that allows successful completion of the degree program. A.1 - Express competency of pre-requisite scientific knowledge. A.2 –Display understanding of competencies necessary for athletic training. A.3 - Students will successfully enter and matriculate through the graduate program.
x	B. Recruit and retain 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 an engaging and interactive classroom environment B.2 – Preceptors will provide clinical education opportunities that allow for growing autonomy as clinical skills are developed. B.3 - Preceptors will assist the students in providing evidence based medicine.
x	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. C.1 - Employ prevention, diagnostic, treatment and rehabilitation techniques for injuries and illnesses common in active populations C.2 - Formulate clinical treatment plans using evidence-based medicine C.3 – Use patient outcomes to determine quality of care. C.4 - Utilize proper medical terminology in effective verbal and written communication.
x	D. Provide students with diverse education that allow them to be active learners, scholars, and future leaders. D.1 – Synthesize current literature to determine appropriate evidence-based medicine related to athletic training clinical practice D.2 – Collaborate on and produce research for a targeted audience. D.3 – Critically think and problem-solve in professional settings.

x	<p>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.</p> <p>E.1 – Practice effectively in post-graduate jobs and post-professional settings</p> <p>E.2 – Gain post-graduate placements in clinical and educational settings.</p> <p>E.3 - Continue life-long learning and advocate effectively for the profession.</p>
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Measures: (1) Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome, and (2) how or when faculty plan to reflect and discuss.

This year we worked on identifying measures for each of the program objectives as the Master of Athletic Training Program begins this fall. The AT Milestones (http://www.atmilestones.com/support-files/at_milestones.pdf) have been identified and adapted for our program. Other assessment pieces for student evaluation of preceptors, capstone patients, critically appraised papers, and high stakes evaluations were all created or identified.

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

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

1. Implement assessment plan. We will begin collecting data through clinical experience evaluations, capstone patient rubrics, cumulative exams, and clinical site evaluations.
2. Develop assessment pieces for curricular content standards. We have identified tools for about half of the standards. The remainder need to be identified this fall.
3. Review initial data in May/June 2020 with program faculty to look at initial feedback and data.
4. Complete self-study for accreditation to ensure program meets all entry-level standards.

Complete: 07/24/19 by Nate Newman

What is your College or School?

College of Pharmacy & Health Sciences

What is your program?

Occupational Therapy (O.T.D.)

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

X	Graduates will demonstrate the ability to utilize and analyze evidence for occupation-based practice and develop habits of life-long learning.
	Graduates will value and engage in service opportunities to promote health and well-being for diverse and underserved populations.
	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.
	Graduates will display professionalism, ethical behavior, and advocacy skills to influence positive change with clients, communities, and the profession.

Measures: (1) Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome, and (2) how or when faculty plan to reflect and discuss.

2019 Graduating Student Survey S19
Level I Fieldwork Evaluation
Level II Fieldwork Evaluation

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

Graduating Student Survey

The survey was sent out to 26 graduating OTD students; 16 completed the survey. Four statements students were asked to respond to were directly related to outcome one.

Students were to what degree they felt the OTD curriculum prepared them to--

1. Apply foundational knowledge across the lifespan to occupational therapy practice. **93.75% (15/16 students) agreed or strongly agreed**

2. Evaluate and apply evidence-based practice to occupational therapy practice. **93.75% (15/16 students) agreed or strongly agreed**

3. Apply knowledge of the use of occupations in practice in a variety of settings across the lifespan. **93.75% (15/16 students) agreed or strongly agreed**

4. Develop a sense of professional identity with professional skills in an interest area. **87.50% (14/16 students) agreed or strongly agreed**

Level I Fieldwork Evaluation

Q3 Utilizes relevant evidence to make informed practice decisions; connects class concepts to FW through or discussion. Articulates value of using evidence-based practice. Identifies and provides that relevant to setting or clients.

Level IA- Mean score = 3.62 (N=42)

Level IB- Mean score = 3.53 (N=43)

Level IC- Mean score = 3.82 (N=34)

Level ID- Mean score = 3.70 (N=34)

Level I Fieldwork evaluation completed by fieldwork site coordinator and used a four-point scale; Unacceptable (1), Development Needed (2), Approaching Competency (3), Competency Met (4). All students completing Level I fieldwork received “Approaching Competency” or “Competency Met”.

Level II Fieldwork Evaluation

Q 6 (9) Establishes an accurate and appropriate plan’ based on the evaluation results, through integrating multiple factors such as client’s priorities, contexts(s), theories, and evidence-based-practice.

Level IIA- Mean score = 3.04 (N=26)

Level IIB- Mean score = 3.04 (N= 24)

Level II Fieldwork evaluation completed by fieldwork site coordinator and used a four-point scale; Unsatisfactory (1), Needs Improvement (2), Meets Standards (3), Exceeds Standards (4). All students completing level II fieldwork were scored “Meets Standards” or “Exceeds Standards” except for one student. That student went through a remediation plan successfully.

Note: Level I fieldwork is one week in length and is observational; Level II fieldwork is 12 weeks in length and is hands-on. Also, to pass Level II, students must perform at a (standardized) competency level. So, Level II is longer, more hands-on, and competency-based. Level I is novice level.

Late in the spring semester, the committee began working with faculty on collecting and archiving student artifacts. As part of this process, faculty were asked to provide samples of student work on a voluntary basis. Due to the timing of the request (near the end of the semester) only a small number of student artifacts were provided. We decided to go forward with the survey and fieldwork evaluations and rethink our approach to student work going forward possibly focusing on the five course research series threaded through the OTD curriculum.

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

- 1.) Assessment committee will work with the Curriculum committee to review curriculum mapping to ensure outcome coverage in the curriculum (gap analysis).
- 2.) Based on the data used, the results show that the OTD program is performing to standards in meeting this outcome. The OTD program graduated its first cohort in spring 2019. This data serves as a baseline for this outcome. This will serve as a basis for comparison with future cohorts.

Complete: 08/02/19 by Chris Wing (for Yolanda Griffiths)

What is your College or School?

College of Pharmacy & Health Sciences

What is your program?

Health Sciences (B.S.)

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

	<p><u>Knowledge Base and Life Long Learning Skills.</u> Graduates will have a strong foundation in the physical, biological, clinical and behavioral sciences coupled with an understanding of how business and management models apply to health sciences-related fields.</p> <ul style="list-style-type: none">• Graduates will understand the chemical and biological principles that govern the function of the human body and apply these principles to health sciences-related problems.• Graduates will understand how business and management models play a role in the healthcare field.• Given a new area of inquiry, graduate will be able to identify, analyze and evaluate health sciences-related information resources.
	<p><u>Values and Ethics.</u> Graduates will understand and accept their duties and responsibilities outlined by their chosen career and to society in general. The graduates are expected to have developed value systems and ethical standards that guide their behavior.</p> <ul style="list-style-type: none">• Graduates will understand the ethical issues relevant to the health sciences.• Graduates will understand the importance of ethical conduct in the workplace.• Graduates can appreciate that diversity can contribute to different perspectives on the same issue.
X	<p><u>Critical Thinking Skills.</u> Graduates will use critical and creative thinking and an evidenced-based approach to identify, analyze and solve problems.</p> <ul style="list-style-type: none">• Graduates understand and apply scientific methodology to problems in the health sciences.• Graduates will be able to critically evaluate arguments and formulate counter arguments on logical and quantitative grounds.
X	<p><u>Communication and Collaborative Skills.</u> Graduates will be able to communicate effectively with their peers and their constituents in a variety of formats and actively participate in collaborative environments.</p> <ul style="list-style-type: none">• Graduates can work effectively in collaborative groups and resolve the interpersonal conflicts that may arise in such environments.• Graduates can communicate clearly and persuasively (in both written and verbal formats) with public, professional and granting agency audiences.• Graduates can effectively utilize technology or other communications tools (e.g. presentation software, audiovisual devices, email) when communicating with constituents.
X	<p><u>Career Planning and Development.</u> Graduates will emerge from the program with realistic ideas regarding how to implement their knowledge, skills, and values in a variety of settings</p>

- | |
|--|
| <ul style="list-style-type: none"> • Graduates understand the role of the different disciplines within the health care system to formulate career goals. • Graduates can identify the types of academic experience and level of performance that will facilitate achievement of career goals. • Graduates will develop skills and experiences relevant to achieving career goals. |
|--|

Measures: (1) Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome, and (2) how or when faculty plan to reflect and discuss.

HSCI Senior Survey Results: Reflected Upon in June 2019

Guided Research/Capstone Poster Presentation Scores: Received and Discussed in May 2019

HSCI Internship Supervisor Feedback: Discussed July 2019

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

HSCI Senior Survey Results:

Critical Thinking Skills

- 96% agreed/strongly agreed that the HSCI program prepared them to understand scientific methods.
- 92% agreed/strongly agreed that the HSCI program prepared them to apply scientific methods to problems in the Health Sciences.
- 96% agreed/strongly agreed that the HSCI program prepared them to critically evaluate others' arguments on logical and quantitative grounds.
- 96% agreed/strongly agreed that the HSCI program prepared them to formulate their own arguments on logical and quantitative grounds.

Communication and Collaboration Styles

- 88% agreed/strongly agreed that the HSCI program prepared them to work effectively in groups.
- 76% agreed/strongly agreed that the HSCI program prepared them to resolve interpersonal conflicts that may arise in collaborative groups.
- 88% agreed/strongly agreed that the HSCI program prepared them to communicate (either orally or in writing) with the public.
- 92% agreed/strongly agreed that the HSCI program prepared them to communicate (orally or in writing) with other professionals.
- 92% agreed/strongly agreed that the HSCI program prepared them to effectively utilize technology or other communications tools (e.g. presentation software, audiovisual devices, email) when communicating with constituents

Career Planning and Development

- 88% agreed/strongly agreed that the HSCI program prepared them to understand different disciplines within the health care system to formulate career goals.
- 84% agreed/strongly agreed that the HSCI program prepared them to identify the academic experiences and level of performance needed to achieve their career goals.
- 88% agreed/strongly agreed that the HSCI program prepared them to develop skills and experiences needed to achieve their career goals.

HSCI Guided Research/Capstone Poster Presentation Scores:

The HSCI senior poster session provides an opportunity for the students to present on the research and/or project they conducted at their internship site throughout the entire year. This assignment/activity connects to both the critical thinking and communication and collaborative skills outcomes. The poster is graded by faculty and staff members that have been provided a rubric with a total of 50 points possible.

N=41 (M=47.98, SD=1.97).

HSCI 196/197 E-Value Reports:

During the HSCI 196 (F18) and 197 (S19) internships, students were scored on competencies using a 1-3 scale (1- major development needed, 2- minor development needed, 3- competency met). The following provides the Health Sciences outcome and the 196/197 competencies that align with the outcome.

HSCI Outcome C: Critical Thinking Skills (mean scores 196/197)

11. C1: the student identifies, critically assesses and solves problems. **(2.61/2.86)**
12. C2: The student uses critical thinking skills to formulate ideas. **(2.67/2.89)**
13. C3: The student applies relevant skills to analyze and/or review pertinent literature. **(2.7/2.92)**
14. C4: The student applies current evidence based on research in his/her research/project. **(2.58/2.89)**

HSCI Outcome D: Communication and Collaboration Skills (mean scores 196/197)

15. D1: The student demonstrates professional interpersonal communication skills. **(2.87/2.97)**
16. D2: The student discusses information in a professional manner. **(2.96/2.95)**
17. D3: The student demonstrates the use of appropriate formal writing techniques. **(2.68/2.89)**
18. D4: The student asks pertinent and relevant questions for obtaining information. **(2.79/2.92)**
19. D5: The student effectively collaborates with colleagues and/or supervisors. **(2.85/2.85)**
20. D6: The student effectively utilizes relevant technology or other communication tools. **(2.89/2.97)**

HSCI Outcome E: Career Planning and Development (mean scores 196/197)

21. E1: The student identifies experiences at the site that are relevant to achieving the student's career goals. **(2.83/2.97)**

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

One of the areas that was lower on the senior survey was resolving interpersonal conflicts that may arise in collaborative groups. We added a course, Professionalism in Health Sciences, in Spring of 2019, that is now required for all HSCI students during their freshman year. This course should enhance the students' ability to resolve interpersonal conflicts and work effectively in collaborative groups. Beginning in Fall of 2019, StandOut will be incorporated into a course during their junior year. Additionally, 5 Voices: How to Communicate Effectively with Everyone You lead is integrated into Guided Research during their senior year.

Career Planning and Development objectives will be further addressed through activities in the new Professionalism in Health Sciences course during their freshman year and new Guided

Research 1 & 2 courses during their senior year. Both of these classes integrate activities in collaboration with Leah Berte, Liaison to CPHS for Professional and Career Development Services.

Complete: 08/05/19 by Cassity Gutierrez

College of School of Journalism & Mass Communication (by 08/01/19)

What is your College or School?

School of Journalism & Mass Communication

What is your program?

Advertising

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

	Ethics
	Professional Practice
	History and First Amendment Issues
	Diversity and Inclusion
X	Project Management: Effective use of project management skills to deliver a quality project on time and on budget.
	Proficient in the Major

Accreditation Standards: Where does this outcome align with ACEJMC standards?

X	Understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances
X	Demonstrate an understanding of the history and role of professionals and institutions in shaping communications
X	Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications
X	Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society
X	Understand concepts and apply theories in the use and presentation of images and information
X	Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
X	Think critically, creatively and independently
X	Conduct research and evaluate information by methods appropriate to the communications professions in which they work

X	Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
X	Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
X	Apply basic numerical and statistical concepts
X	Apply tools and technologies appropriate for the communications professions in which they work

Measures: (1) Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome, and (2) how or when faculty plan to reflect and discuss.

The advertising capstone experience (JMC145), including a client campaign and the activities leading to the completion of such. After the final presentation in early May, and the completion of student peer evaluations and reflections, and the tabulation of final grades, faculty will evaluate the process to determine student strengths, weaknesses, and needs moving forward.

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

Utilizing the “Proficient in the Field (Capstone) - Spring 2019” rubric provided, data was collected in JMC145 - Advertising Capstone Strategies, otherwise known as the Advertising Capstone. Learning outcomes are: 1) Students should be able to create, present and defend a fully realized communication campaign or media product; and 2) Students should be able to think critically, creatively and independently. The capstone challenge, for which students are required to produce a campaign plans book and present their work to the client, is attached as an Appendix. Students meet several benchmarks along the way, in addition to completing weekly progress reports and plans, peer evaluations, and self-reflection.

Students work is assessed on a scale of 1 (unacceptable) to 4 (exceptional), with a performance target of 75% or higher rating at 3 (competent) or 4. Data collected during assessment of this final capstone experience shows the following achievement:

Exceptional (4):	64.29% (9)
Competent (3):	28.57% (4)
Developing (2):	0% (0)
Unacceptable (1):	7.14% (1)

Percent achieving Exceptional or Competent: 92.86%

Additional analysis was completed in regard to the following prompts:

Are there any particular skills related to this assessment outcome that students noticeably lacked or possessed excellence in?

Research seems to be an area of insecurity among the students, although they displayed appropriate thought processes. The ability of students to develop insights from their research

and apply it to creative outcomes is excellent. Students also displayed some insecurity about project management, wanting me to tell them what to do on numerous occasions; I did not comply, and their self-reflections noted this as a major learning opportunity that benefited them during the process. This insecurity was more noticeable in those who commented in their self-reflections that they wanted more group/campaign work in prerequisite courses.

For students who received either a (1) or a (2), describe the concepts/skills where they struggled; for those receiving a (3) or a (4), describe the concepts/skills where they excelled.

As noted above, those who excelled did so especially in the determinations of insights and the applications of such. Messaging strategy was strong and the application of that strategy to the creative content was excellent. The connection of the three...insights driving strategy driving creative...was clearly explained.

The student receiving a (1) is an advertising minor, which may have led to a lessor commitment to the course. However, it is worth noting that the class roster also included a non-major/minor, and an additional non-major/minor volunteered to assist with the production of video content without reward (no class credit or other compensation was given); both showed strong commitment. The minor was consistently unable or unwilling to meet deadlines, manage her time or contribute to the overall insights and strategy of the campaign. She didn't seem to understand what needed to happen in the course in regard to collaboration, but she was also unwilling to commit to deadlines in her primary area of skill (graphic design) as well. She did take one prerequisite class as a corequisite, which may have impacted her ability to perform. But beyond that, she reached acceptable benchmarks in all other courses leading up to the capstone.

What other comments/questions about student learning do you still have?

Given this experience, one question might be whether or not minors belong in a capstone experience. But, based on previous experiences, this is an anomaly.

What changes would you recommend based on this information which would improve student performance?

At this point, I would not recommend any changes in regard to the advertising minor until a larger data set is available. I would recommend that we consider additional opportunities for group work and/or campaign work to allow for more project management practice.

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

1. Monitor the performance of advertising minor beginning their curriculum in both 2015 and 2018; be alert for underperformance and note particular areas of challenge.
2. Review course assignments to identify opportunities for group and campaign work earlier in the curriculum to allow students to develop confidence in project management.
3. Discuss opportunities to incorporate project management discussion and approaches in existing courses.

4. Encourage students to engage with extra-curricular organizations in which project management activities take place to allow students to experiment and develop skills in a lower-risk setting.

Complete: 05/14/19 by Sandy Henry

Appendix

JMC145 Advertising Campaign Strategies
Client Challenge, Spring 2019

JMC145 and United Way of Central Iowa

We seek to increase awareness of and affinity for United Way of Central Iowa among central Iowans age 18 to 30, and to promote the United Way affinity group LINC (Lead Impact Network Change) as a way to engage with the organization.

An increase in awareness of United Way of Central Iowa by 5% and trust score by 7%, and awareness of LINC by 10%, is desired among key millennial audiences in an effort to directly impact fundraising and volunteerism with the organization.

Trust in and understanding of the method of business and the reputation of an organization can translate to a significant advantage or disadvantage in the marketplace, making it one of the most valuable assets for an organization to cultivate and actively manage. In fact, reputation can have a major financial impact by:

- Attracting and increasing the number of donors and the amount donated
- Attracting and maintaining volunteers, increasing the number of hours volunteered
- Attracting and maintaining new partners
- Creating a favorable environment in which to operate

Understanding resource implications for undertaking a brand awareness and understanding initiative for United Way of Central Iowa and LINC will be achieved by:

- Reviewing business case studies (across industries) to understand the impact of improving brand awareness and the understanding of organizational functions
 - What actions were undertaken?
 - What actions have the biggest impact?
 - What was the overall impact?
- Conducting original research on individuals born 1981-1996 (approximate)
- Researching the estimated cost of implementation of such initiative

As such, United Way of Central Iowa requests the development of recommendations or scenarios for a campaign to be implemented both generally and specifically for key millennial audiences who may impact the organization either directly or indirectly in the manners listed above. The campaign should be planned for implementation at three different budget levels: \$50,000, \$100,000 and \$200,000.

This campaign will be specific to the United Way of Central Iowa office, involving Polk, Dallas and Warren counties. Ideally, this work will have the capability to be implemented in other

markets in Iowa, or similar markets in other parts of the nation. Recommendations for such extensions, including specific media placement and costs, are requested.

Metrics for the demonstration of success are expected.

What is your College or School?

School of Journalism & Mass Communication

What is your program?

Digital Media Production

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

X	Effective use of project management skills to deliver a quality project on time and on budget.
	(other college-wide or program-specific outcomes would go here once we revisit them)

Accreditation Standards: Where does this outcome align with ACEJMC standards?

	Understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances
	Demonstrate an understanding of the history and role of professionals and institutions in shaping communications
	Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications
	Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society
	Understand concepts and apply theories in the use and presentation of images and information
	Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
X	Think critically, creatively and independently
	Conduct research and evaluate information by methods appropriate to the communications professions in which they work
	Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
	Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
	Apply basic numerical and statistical concepts

Apply tools and technologies appropriate for the communications professions in which they work
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Measures: (1) Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome, and (2) how or when faculty plan to reflect and discuss.

The Spring 2019 Journalism capstone (JMC172) requires students to plan and produce a robust multimedia website called Urban Plains. The faculty will evaluate the final product in May, along with procedures and processes. We will also evaluate end-of-semester peer evaluations and student reflections.

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

Student shortcomings

- Understanding the importance and impact of brand, audience, and how storytelling works within a brand
- Envision end product and identify the steps required to get there
- Ability to work up and down the chain of command
- Ambition to work on a complex, long-term project
- Accountability for the quality of their work and their content
- Ability to manage their time
- Ability to follow detailed instructions to deliver all the pieces of a produced content piece
- Understanding of how their individual role in a project fits into the larger process
- Patience and foresight to invest time in planning before launching work on a project
- Ability to anticipate complications and hiccups in the process
- Experience with a formal editing and revision process
- Identifying stories; reporting and writing; journalistic and strategic storytelling
- Expectations for excellence in their work
- Sense of urgency and ability to work quickly

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

- More experience with proactive storytelling and enterprise, in addition to reactive storytelling.
- Solicit external critiques of student work from professionals and alumni; via contest judging; and by portfolio reviews.
- Incorporate audio and TV script writing into sophomore/junior classes.
- Provide robust advising for student media (DBS), and encouragement and support for student leadership.
- Implement a drafting and revision process into sophomore/junior classes.
- Provide repeated practice in courses with real-world professional projects, such as producing a TV show.
- More reporting and writing instruction and practice.

- Regular and repeated use of the TV studio/audio prior to the capstone, including instruction in lighting and in studio control.
- More leadership opportunities so they feel confident in applying for, and succeeding in, executive and management roles in the capstone.

Complete: 07/22/19 by Jill Van Wyk and Catherine Staub

What is your College or School?

School of Journalism & Mass Communication

What is your program?

Master of Arts in Communication

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

X	Ethics
	Professional Practice
	History and First Amendment Issues
	Diversity and Inclusion
X	Contribute Knowledge to the Profession: Critical Thinking/Creativity/Problem-Solving

Accreditation Standards: Where does this outcome align with ACEJMC standards?

X	Understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances
X	Demonstrate an understanding of the history and role of professionals and institutions in shaping communications
	Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications
	Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society
	Understand concepts and apply theories in the use and presentation of images and information
X	Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
X	Think critically, creatively and independently
X	Conduct research and evaluate information by methods appropriate to the communications professions in which they work
X	Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
X	Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness

	Apply basic numerical and statistical concepts
X	Apply tools and technologies appropriate for the communications professions in which they work
X	Contribute to knowledge appropriate to the communications professions in which they work.

Measures: (1) Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome, and (2) how or when faculty plan to reflect and discuss.

ETHICS – Faculty in the Master of Arts in Communication course MAC 202: Social Responsibility in Communication will evaluate students’ mastery of applying ethical principles through a final course assignment and individual student reflection. Results will be discussed in the SJMC Graduate Committee.

CONTRIBUTION TO THE PROFESSION – Faculty teaching the Master of Arts in Communication capstone experience (MAC 217) will evaluate the final communications campaign, as well as the activities leading to its completion. Students complete a final reflection memo, and faculty will use these assignments along with final grades to evaluate the course’s student strengths, weaknesses, and needs moving forward.

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

ETHICS – Using a department-wide document (“Proficient in the Field (Ethics)”), student work was assessed on a scale of 1 (unacceptable) to 4 (exceptional), with a performance target of 75% or higher rating at 3 (competent) or 4. Data collected during assessment of this final capstone experience shows the following achievement:

Exceptional (4): 48% (17)
 Competent (3): 43% (15)
 Developing (2): 9% (3)
 Unacceptable (1): 0% (0)

Percent achieving Exceptional or Competent: 91%

Four additional questions guided faculty analysis and discussion. Of note, faculty agreed that students who struggled with concepts/skills (scoring 1 or 2 on the rubric) had no jobs to compare and use as a framework to analyze the ethical concepts explored in the class. Those who scored 3 or 4 on the rubric actually put ethics into action in their work lives during the six-week course.

CONTRIBUTION TO THE PROFESSION – Using a department-wide document (“Proficient in the Field (Capstone)”), student work was assessed on a scale of 1 (unacceptable) to 4 (exceptional), with a performance target of 75% or higher rating at 3 (competent) or 4. Data collected during assessment of this final capstone experience shows the following achievement:

Exceptional (4): 55% (6)
 Competent (3): 36% (4)

Developing (2): 9% (1)
Unacceptable (1): 0% (0)

Percent achieving Exceptional or Competent: 91%

Four additional questions guided faculty analysis and discussion. Of note, faculty agreed that students who struggled with concepts/skills (scoring 1 or 2 on the rubric) had little professional experience and really struggled to identify meaningful projects (even after lengthy discussions with the faculty). Those who scored 3 or 4 on the rubric showed a command of their current professional roles, and they created strong projects that could affect change in their organizations.

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

- 1) ETHICS** – Faculty in the course will be more intentional about supplying content and scenarios to apply the ethical scenarios to ensure students with little to no work experience see valuable connections to the profession.
- 2) ETHICS** – Examine in future years if the time of year the course is offered affects the students' success. For example, in the summer offering, there were three students who earned only “developing” skills on the evaluation rubric. There were no students who earned “developing” in the Fall course. Do students have fewer distractions or feel more attune to the academic year obligations in the traditional semesters?
- 3) CONTRIBUTION TO THE PROFESSION** – Faculty confirmed that students who earned scores of “developing” or even a few “competent” weren't quite finished with their Master of Arts in Communication coursework yet. As a new program, the SJMC Graduate Committee had worked with advisors to allow students to take the capstone course ‘early’ in an effort to offer fewer course sections throughout the year. Based on these findings, the SJMC faculty (with endorsement of the SJMC Graduate Committee) will now offer the capstone class more frequently, but also require that students complete all required coursework prior to enrolling in MAC 217: Master of Arts in Communication Capstone.

Complete: 07/18/19 by Kelly Bruhn

What is your College or School?

School of Journalism & Mass Communication

What is your program?

Magazine Media

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

X	Effective use of project management skills to deliver a quality project on time and on budget.
	(other college-wide or program-specific outcomes would go here once we revisit them)

Accreditation Standards: Where does this outcome align with ACEJMC standards?

	Understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances
	Demonstrate an understanding of the history and role of professionals and institutions in shaping communications
	Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications
	Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society
	Understand concepts and apply theories in the use and presentation of images and information
	Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
X	Think critically, creatively and independently
	Conduct research and evaluate information by methods appropriate to the communications professions in which they work
	Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
	Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
	Apply basic numerical and statistical concepts

Apply tools and technologies appropriate for the communications professions in which they work
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Measures: (1) Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome, and (2) how or when faculty plan to reflect and discuss.

The Spring 2019 Journalism capstone (JMC172) requires students to plan and produce a robust multimedia website called Urban Plains. The faculty will evaluate the final product in May, along with procedures and processes. We will also evaluate end-of-semester peer evaluations and student reflections.

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

Student shortcomings

- Ability to envision end product and identify the steps required to get there
- Ability to work up and down the chain of command
- Ambition to work on a complex, long-term project
- Accountability for the quality of their work and their content
- Ability to manage their time
- Ability to follow detailed instructions to deliver all the pieces of a produced content piece
- Understanding of how their individual role in a project fits into the larger process
- Patience and foresight to invest time in planning before launching work on a project
- Ability to anticipate complications and hiccups in the process

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

- Enhance existing collaboration between J91 Magazine Staff Writing and J70 Media Editing. Build a more formal structure and workflow.
- Emphasize collaborative work, particularly with other majors, earlier in the curriculum, where other faculty are willing to do so.
- Provide opportunity to learn and practice project management skills, with J70 Media Editing, J91 Magazine Staff Writing, and J119 Magazine Publishing being the likeliest places.
- Incorporate more audio and TV script writing -- J98 Advanced TV Reporting and J63 Video for Journalists?

Complete: 07/22/19 by Jill Van Wyke and Catherine Staub

What is your College or School?

School of Journalism & Mass Communication

What is your program?

News

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

X	Effective use of project management skills to deliver a quality project on time and on budget.
	(other college-wide or program-specific outcomes would go here once we revisit them)

Accreditation Standards: Where does this outcome align with ACEJMC standards?

	Understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances
	Demonstrate an understanding of the history and role of professionals and institutions in shaping communications
	Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications
	Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society
	Understand concepts and apply theories in the use and presentation of images and information
	Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
X	Think critically, creatively and independently
	Conduct research and evaluate information by methods appropriate to the communications professions in which they work
	Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
	Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
	Apply basic numerical and statistical concepts

Apply tools and technologies appropriate for the communications professions in which they work
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Measures: (1) Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome, and (2) how or when faculty plan to reflect and discuss.

The Spring 2019 Journalism capstone (JMC172) requires students to plan and produce a robust multimedia website called Urban Plains. The faculty will evaluate the final product in May, along with procedures and processes. We will also evaluate end-of-semester peer evaluations and student reflections.

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

Student shortcomings

- Understanding the importance and impact of brand, audience
- Ability to envision end product and identify the steps required to get there
- Ability to work up and down the chain of command
- Ambition to work on a complex, long-term project
- Accountability for the quality of their work and their content
- Ability to manage their time
- Ability to follow detailed instructions to deliver all the pieces of a produced content piece
- Understanding of how their individual role in a project fits into the larger process
- Patience and foresight to invest time in planning before launching work on a project
- Ability to anticipate complications and hiccups in the process

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

Actions

- Enhance existing collaboration between J91 Magazine Staff Writing and J70 Media Editing. Build a more formal structure and workflow.
- Emphasize collaborative work, particularly with other majors, earlier in the curriculum, where other faculty are willing to do so.
- Provide opportunity to learn and practice project management skills, with J70 Media Editing, J98 Advanced Reporting and J103 Public Affairs Reporting being the likeliest places.
- Incorporate more audio and TV script writing -- J98 Advanced TV Reporting and J63 Video for Journalists?
- Solicit external critiques of student work from professionals and alumni.

Complete: 07/22/19 by Jill Van Wyke and Catherine Staub

What is your College or School?

School of Journalism & Mass Communication

What is your program?

Public Relations

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

	Ethics
	Professional Practice
	History and First Amendment Issues
	Diversity and Inclusion
X	Project Management: Effective use of project management skills to deliver a quality project on time and on budget.
	Proficient in the Major

Accreditation Standards: Where does this outcome align with ACEJMC standards?

X	Understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances
X	Demonstrate an understanding of the history and role of professionals and institutions in shaping communications
X	Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications
X	Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society
X	Understand concepts and apply theories in the use and presentation of images and information
X	Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
X	Think critically, creatively and independently
X	Conduct research and evaluate information by methods appropriate to the communications professions in which they work
X	Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve

X	Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
X	Apply basic numerical and statistical concepts
X	Apply tools and technologies appropriate for the communications professions in which they work

Measures: (1) Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome, and (2) how or when faculty plan to reflect and discuss.

The Public Relations capstone experience (JMC136 in Fall and JMC 146 in Spring) requires students to prepare a comprehensive communications plan for a nonprofit client campaign. The students complete original research for the client in JMC 136 each Fall, and they split into “agency” teams in the Spring semester to compete to create the best solutions that meet the client’s challenges. The faculty will evaluate the final presentations in December (Research Report and Client Presentation) and April (Comprehensive Campaigns and Client Pitches), as well as peer evaluations, client feedback and a final student reflection.

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

Paying particular attention to project management elements including budgeting and time management, faculty found that students continue to struggle in creating realistic budget recommendations. Although one Spring agency team presented a realistic, “budget-forward” presentation (per the client feedback), the other four teams struggled.

In terms of time management, all groups prepared their work on time, many of them ahead of schedule and under the internal budget they are allotted to complete their work. They all provide a timeline to accompany their comprehensive plan, and all timelines were appropriate for client needs.

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

- 1) Review course assignments in earlier PR courses to ensure students encounter budgeting early and often. SJMC faculty created JMC 41: Financial Fundamentals for Communicators, and continue to refine the course content. Perhaps this addition to the SJMC Core Curriculum will also help?
- 2) Invite all guest speakers to speak openly about their approaches to budgeting, including challenges they may face in funding new initiatives.
- 3) Encourage students to engage with extra-curricular organizations, like PRSSA, to gain project management skills earlier in their academic careers.

Complete: 06/28/19 by Kelly Bruhn

What is your College or School?

School of Journalism & Mass Communication

What is your program?

Strategic Political Communication

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

X	Program Management: Effective use of project management skills to deliver a quality project on time and on budget.
	Ethics
	Professional Practice
	Diversity and Inclusion

Accreditation Standards: Where does this outcome align with ACEJMC standards?

X	Understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances
X	Demonstrate an understanding of the history and role of professionals and institutions in shaping communications
X	Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications
X	Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society
X	Understand concepts and apply theories in the use and presentation of images and information
X	Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
X	Think critically, creatively and independently
X	Conduct research and evaluate information by methods appropriate to the communications professions in which they work
X	Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
X	Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness

X	Apply basic numerical and statistical concepts
X	Apply tools and technologies appropriate for the communications professions in which they work

Measures: (1) Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome, and (2) how or when faculty plan to reflect and discuss.

The Strategic Political Communication capstone experience (JMC 147) requires students to prepare a comprehensive advocacy and communication plan for a nonprofit client campaign. Students work closely with a nonprofit client to learn specific legislative goals for the client, while also closely monitoring the current legislative session for information related to the client's current practice and future legislative goals. Students work in teams to create the most appropriate, effective, and strategically sound advocacy and communication plan to be implemented in the legislative interim period in anticipation of the next legislative session. Faculty work with students throughout the semester to review and monitor the project, troubleshooting questions and problems by helping students recall and apply information learned over the course of the students' time in Drake's SPC program. The faculty will evaluate the final presentations in May (Comprehensive Campaigns and Client Pitches), as well as peer evaluations, client feedback and a final student reflection.

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

As a growing program, year-to-year growth and assessment has been critical. Faculty found students struggled to create thorough budget recommendations to implement their plans, and struggled to present their findings in a client-friendly and robust way.

Students worked in teams for the first time this year, which provided challenges and opportunities related to group-work, interpersonal skills, and collaboration. Students struggled with their perceived competition with the other team, and it was at time distracting from the work at hand.

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

- 1) Review course assignments in earlier PR & SPC courses to ensure students encounter budgeting early and often. SJMC faculty created JMC 41: Financial Fundamentals for Communicators, and continue to refine the course content. Perhaps this addition to the SJMC Core Curriculum will also help?
- 2) Invite all guest speakers to speak openly about their approaches to budgeting, including challenges they may face in funding new initiatives.
- 3) Encourage students to engage with extra-curricular organizations to gain project management skills earlier in their academic careers.
- 4) Communicate clearer expectations of group work and competition in the coursework leading up to capstone, and again as capstone gets underway.
- 5) Point out opportunities for collaboration and cooperation in group work that's already part of earlier SPC and PR coursework and connect it to the workplace and future coursework in capstone to raise students' awareness of its importance.

Complete: 07/22/19 by Jennifer Glover Konfrst

College of Arts & Sciences (by 09/01/19)

What is your College or School?

College of Arts & Sciences

What is your program?

Art History & Graphic Design & Studio Art (all programs assessed as one)

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

	Evaluate works of art critically, using professional art terminology, and communicate this analysis in both written and verbal form.
	Use disciplinary methods to understand artistic productions from a broad range of periods and cultures.
X	Understand the relationship between artworks and their social contexts as well as their own historical position in relation to visual art of different periods.
	Conduct and communicate an independent art historical inquiry that contributes to the field.

1. Specifically assess the programs ability to foster cross-collaboration and community. This is a shared objective across the department's major programs.

Measures: Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome.

A survey sent to all currently enrolled Art and Design majors asking their impressions of the value of cross-collaborative connections and sense of community within the department. The survey also includes a number of questions that were designed to give a window in the logistical factors that might influence the student's answers.

During the annual BA and BFA exhibitions /art history thesis presentations / and BA / BFA portfolio reviews the department's faculty will make note of works that integrate collaborative and/or community based interaction.

The department will hold a year-end meeting where we will review and discuss our findings.

Complete: 01/30/19 by John Fender

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

Clarification on assessment report outcome(s):

The department has assessed the practice of cross-collaborative connections and sense of community within the department. The department feels a vital aspect of student learning is the ability to find connections across the different disciplines students are exposed to in and outside of the department. We feel increasing involvement in department sponsored learning

opportunities outside of the classroom and building community will enhance collaborative interaction and thereby the learning outcomes central to our individual programs.

The results of the survey sent out to currently enrolled (as of fall semester 2018) art and design majors was very useful in gauging the programs students impressions of the department. The response to the survey was very good returning 39 returned surveys from approximately 67 majors, representing a cross section of students at different points in their time at Drake.

The results of the survey were overall positive. The majority of students described the sense of community within the department positively. Students rated cross-collaboration across programs favorably as well. However, when asked if they valued collaboration many of the responses were negative or described activities that are not strictly collaborative in nature.

The work students submitted for the BA and BFA dead day reviews frequently failed to make connections between studio and design or art history and studio, or between the work and other liberal arts disciplines that would have made the resultant work stronger. Some students did not fully appreciate the effect the choices they were making regarding form, color palette and material would have on those who would interact with or view their work. It was noted that students need to seek out ideas from culture to other disciplines to better visualize the ideas presented in their work .

Students tend to compartmentalize activities into sub-sets of the departments programs —art history, studio art, graphic design— rather than identifying activities that link and compliment these disciplines. The anecdotal observations of the faculty of the department tend to indicate students don't know each other well outside of their immediate peer group relative to their year in school and to a lesser extent, major within the department. Direct observation of the low attendance and participation in department sponsored events is a more clear indication of a failure of students to seek out opportunities that are meant to bring them together despite several responses on the survey that suggested having more such events. The problems identified here are tempered somewhat by the success of the student led VAAD group which sponsored several events that had strong attendance and included collaborative activities that brought groups of students together.

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

After reviewing the survey and discussing our observations of the work presented at the end of year reviews, as well as our general impressions from working with students over the course of the semester we have arrived at the following goals.

- Create a standardize night and time frame for department sponsored functions .
- Identify curricular opportunities that will bring the programs together.
- Identify curricular opportunities that will encourage cross-disciplinary interaction.
- Redesign the BA degree structures to better accommodate our student's cross-disciplinary interests
- Offer more departmental support for student led groups and student sponsored events/activities.

Complete: 07/24 by John Fender

What is your College or School?

College of Arts & Sciences

What is your program?

Biochemistry, Cell and Molecular Biology (BCMB)

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

	<p>Energy – Energy is Required by and Transformed in Biological System</p> <ul style="list-style-type: none"> • The nature of biological energy • Catalysis • Energetic coupling of chemical processes in metabolic pathways
	<p>Structure & Function – Macromolecular Structure Determines Function and Regulation</p> <ul style="list-style-type: none"> • Biological macromolecules are large and complex • Structure is determined by several factors • Structure and function are related • Macromolecular interactions • Macromolecular Structure is dynamic • The biological activity of macromolecules is often regulated • The structure (and hence function) of macromolecules is governed by foundational principles of chemistry and physics • A variety of experimental and computational approaches can be used to observe and quantitatively measure the structure, dynamic and function of biological macromolecules
	<p>Information Storage – Information Storage and Flow are Dynamic and Interactive</p> <ul style="list-style-type: none"> • The genome • Information in the gene: nucleotide sequence to biological function • Genome transmission from one generation to the next • Genome maintenance
	<p>Skills – Discovery Requires Objective Measurement, Quantitative Analysis & Clear Communication</p> <ul style="list-style-type: none"> • Process of science • Accessing, comprehending and communicating science • Community of practice
	<p>Evolution</p> <ul style="list-style-type: none"> • The significance of evolution • Mechanisms of evolution • Natural selection is a key evolutionary mechanism
	<p>Homeostasis</p> <ul style="list-style-type: none"> • Biological need for homeostasis • Link steady state processes and homeostasis • Quantifying homeostasis • Control mechanisms • Cellular and organismal homeostasis

X	Other <ul style="list-style-type: none"> • Communication • Teamwork • Labs • Safety • Responsible conduct of research
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Measures: Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome.

Goal: Be able to effectively communicate science to other scientists and to public groups

Measures: All Biochemistry, Cell and Molecular Biology enrolled in the BCMB195 senior capstone in 2019 will submit abstracts, submit a PowerPoint and give a public presentation. All research experiences, records demonstrating performance, and publications over the course of their college tenure will be collected.

Completed: 02/01/19 by Charisse Busing

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

All Biochemistry, Cell and Molecular Biology enrolled in the BCMB195 senior capstone in 2019 submitted abstracts, a PowerPoint and gave a public presentation. Each senior evaluated themselves and their peers as to the quality of the abstract, PowerPoint and presentation. This was compared to the professor's evaluations. Students were able to critically evaluate themselves and their peers and provide thoughtful feedback for improvement. All research experiences, records demonstrating performance, and publications over the course of their college tenure were collected. It is highly unusual for undergraduates to publish in peer reviewed professional journals, but there were a few individuals. Most students reported participation in the DUCURS conference or the Iowa Academy of Science. One student reported a patent application. We conclude that students are developing critically thinking and problem solving skills during their tenure in the program.

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

The 2019-2020 assessment plan will evaluate student progress in the area of Structure & Function. Organic Chemistry is one of the courses that provides a basis for this area. Since the Chemistry program uses the American Chemical Society examination to measure the content knowledge of students starting graduate school. The ACS examination provides an external measure of student performance.

Completed: 09/03/19 by Charisse Busing

What is your College or School?

College of Arts & Sciences

What is your program?

Kinesiology

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

	Describe the function and location of major musculoskeletal structures involved in movement.
	Describe the function and location of other body systems or physiological processes involved in movement.
	Define basic principles of biomechanics and motor control, and describe the utility of those principles in movement.
	Define fundamental concepts in exercise and sports psychology and human nutrition, and describe the utility of those principles to exercise and sports contexts.
	Identify the anatomical, physiological, biomechanical, motor control, and psychological contributors to various athletic or exercise motions.
	Demonstrate ability to assess an individual’s general health, musculoskeletal health, and range-of-motion.
X	Develop hypotheses and propose sound experimental designs when presented with a novel research question related to the field.
	Critique scientific/professional or media materials related to the field.

Goals

	Students will develop knowledge of the human body and core kinesiology principles as they relate to exercise science and sports medicine.
X	Students will gain practice using basic scientific principles in contexts ranging from movement and exercise assessment to developing original kinesiology-associated scientific experiments to solve practical problems.
	Students will apply that knowledge to both athletic and non-athletic contexts, the same ways professional kinesiologists do when working with clients.

Measures: Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome.

This year's evaluation will focus on one specific outcome and one broad goal as indicated above. Summative research posters from the Bio 133L Kinesiology Lab projects will be evaluated using both an internal rubric (which students received before starting the project) as well as two similar external rubrics (from University of Northern Iowa and Florida Atlantic University; these latter two are in the same spirit, but have different emphases, which may give us some additional insight). We'll examine two posters from 2017 and two posters from 2018.

Completed: 01/29/19 by David Senchina

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

Two rubrics (an internal rubric and one from Florida Atlantic University) were used to evaluate four representative student research posters from Bio 133L Kinesiology Lab spanning two years. The posters were end-of-semester posters that student groups had built throughout the semester using the internal rubric provided by the professor. While the professor had given advice on individual elements when students asked, he did not directly work on the poster with them, whereas he had a more active role in subsequent drafts destined for off-campus presentation; thus, we determined that this particular end-of-semester "draft" of the poster was the best "draft" to examine for student learning outcomes. The four posters represented a spectrum from "high" to "low" scoring based on the internal rubric. Per the outcomes marked above, we specifically focused on those poster components related to the development of hypotheses and experimental design. All three professors in the kinesiology program (Carlson, Luttrell, Senchina) scored the three posters independently of each other, and then we talked together about what we saw.

Across the four posters, based on rubric scores, we found that students struggled with three elements consistently: (1) describing the rationale/justification for the study to external audiences, (2) placing their final results into a broader framework, and (3) discussing the importance (take-home message) of their final results. An analysis of these findings follows:

- Element (1) was seen most consistently in the "Introduction" section of their posters where students would provide a succinct literature review and (separately) hypotheses/objectives, but never state the relationship between the two; thus, posters demonstrated the background knowledge pieces but did not demonstrate synthesizing them together. In our discussion, we compared/contrasted the internal and external rubrics to each other in terms of Element (1), and found the external rubric placed specific emphasis on that connection while our current internal rubric did not; based on this, it's possible students had made the synthesis, but simply didn't demonstrate it because the rubric never told them to.
- Elements (2) and (3) were seen most consistently in the "Discussion" section of their posters where students would paraphrase key findings but not relate them back to the larger context nor provide any take-home messages for poster viewers. This again prompted us to compare the internal and external rubrics in this regard, but here we found that both rubrics had emphasized those elements (in other words, this observation doesn't appear to be an artifact of the rubric used).

Based on the findings/analysis, we then talked about the structure of the Bio 133L course and brainstormed possible points of intervention. Since the syllabus had already been given out to the students (Bio 133L is a fall semester-only course), and we perceive syllabi as "contracts" with regards to grading, we focused on interventions that might still be deployed this semester

still (i.e., that wouldn't violate the syllabus), but also discussed potential interventions for the Fall 2020 semester. The actions we arrived at are discussed below.

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

Separate action steps were developed for each of the three elements we identified above.

- For Element (1), two steps were developed:
 - Step #1 is to adjust the three-day literature review activity done in lab, specifically by introducing an in-class writing activity that will require students to relate the literature review to their developing hypotheses/objectives. This step will provide a formative measure of student learning with regards to Element (1). Since the posters are group projects, Step #1 will also provide an artifact of individual student learning progress.
 - Step #2 is to add a criterion to the internal rubric prompting them to communicate that relationship on their poster; this Step #2 will provide a summative measure of student learning with regards to Element (1). We can then revisit this same element in future assessments to check for progress through a direct pre/post comparison.
- For Elements (2) and (3), a single but deeper intervention was developed. One day of class towards the end of the semester will be restructured to introduce a progressive jigsaw activity. It'll start by asking students to revisit the writing activity described previously for Element (1), followed up with a second individual writing activity where they relate their findings to the literature/base. From there, students will break into random small groups to discuss their conclusions with each other; these same groups will then be charged to develop a single-sentence "take-home" message summarizing the importance of their findings. Finally, small groups' sentences will be given to the instructor and anonymously shared with the large group, then the large group will discuss the strengths and weaknesses of each sentence, and groups will have an opportunity to revise them before incorporating them into the posters.

To gauge whether these action steps were efficacious, we can utilize the same two rubrics with the upcoming 2019 posters, and then compare results from the 2019 posters back to the 2017/8 posters to see if there were any improvements in student learning for the three elements.

Completed: 8/29/19 by David Senchina.

Implementation

Two major interventions were embarked upon during the Fall 2019 semester.

First, we implemented both steps proposed with regards to Element #1, and the single step proposed jointly for Elements #2 and #3.

- For Element #1, Step #1, even though we conducted the 3-day lit review and students wrote individual hypotheses, the simplicity of the experimental designs developed by the students resulted in everyone writing substantively identical hypotheses. One neat outcome was that the 15-minute writing activity blossomed into an (unexpected) additional 2-day discussion about hypotheses...which may have had an impact on step #2 given the outcomes stated below. For step #2, we included an additional criterion on the students' poster scoring rubric, to see if they were better able to flesh out the contextual relationship (as stated in the "Actions" section as "rationale/justification")

between previous research and their own planned project. Posters were due on December 12 (at the conclusion of the project), so it was impossible to provide results of the intervention till now (December 14). Of the four posters examined, three did a solid job explaining the rationale/justification; these three did so by citing previous sources, identifying sources of variation that led to heterogeneous results, and then stating how their novel experiment would “fill in the gap”. The fourth group did not develop an appropriate context, only stating nebulously that “research has found no significant evidence”. Thus, we saw an improvement with regards to Element #1 after the intervention was addressed.

- For Element #2, we did the jigsaw activity resulting in small groups writing single-sentence “take-home messages”. Again, going back to the simplicity of the students’ experimental designs, the outcomes were not complicated and the take-home messages were simply written and largely homogeneous across students. From an instructor perspective, if the students looked at their experiment comprehensively, they should’ve come up with three main messages (one on range-of-motion, one on perception, and one on performance). Looking at the final four poster projects, all four groups identified all three messages plus a broader conclusion (three groups did so inductively while the fourth did so deductively; either way is legitimate). We mentioned in the previous paragraph about the organic discussion that developed during the new activity implemented for Step #1 of Element #1...we believe that discussion helped Elements #2 and #3 also, because the discussion better helped them flesh out an initial conceptual architecture that then served as a foundation for getting to Elements #2 and #3, and we’ll include that in the future.
- In their last feedback (box at the end of “Actions”), Greg and Kevin asked us to consider what these findings/actions mean in terms of (1) upstream and downstream curriculum, and (2) teaching and learning in the program.
 1. The results impact how we address downstream curriculum. Bio 133L represents the first course where students construct an original research project from start-to-finish (with the instructor serving more as a guide than a designer), but they’ll design more sophisticated experiments in subsequent courses (Bio 134L and Bio 137L in particular), so what we see in Bio 133L frames how we approach Bio 134L and Bio 137L. Similar conceptual and procedural skills will be utilized in a completely different context for their Capstone project (Bio 139).
 2. With regards to teaching and learning in the program, results from the present intervention suggest that (a) we needed to intervene at this stage with these activities because of downstream effects, and we should refine and continue to use these or similar activities in future Bio 133L sections, and (b) this cohort of students should be entering Bio 134L, Bio 137L, and Bio 139 with better skills in the areas of rationale/justification/context development and data translation, so rather than re-introduce these skills (as we’ve traditionally done), we can layer on top of them. The intervention itself got us talking about the dovetailing across courses and where we might have been over-duplicating some of our lessons; we can better allocate that time towards diversifying these skills in the future.

Second, if you go back to Greg and Kevin’s January feedback in the “Measures” section, they wrote “program might think in the future about the difference between its learning outcomes and its goals, and how we might streamline this system of assessment”. Even though they qualified this by writing “*in the future*”, we worked on it this semester. Per the discussion we had between Greg, Kevin, Marc Busch, and Maria Bohorquez on Wednesday, November 6, we consolidated the two sets into a single set of four outcomes; these were discussion in-person

and over e-mail until all three faculty perceived them to be serviceable, were sent to Greg Lin via e-mail on December 9 and were posted by Greg to the new Sharepoint on December 11. We'll use these in our 2019-2020 assessment cycle.

Completed: 12/14/2019 by David Senchina.

What is your College or School?

College of Arts & Sciences

What is your program?

English

(ed. English and Writing are currently assessed together)

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

(ed. Currently English and Writing share program outcomes)

X	Close Reading (Reading): The reader is able to generate rich, complex and nuanced readings drawn from careful, detailed analysis of text.
	Ambiguity and Interpretation (Reading): The reader is able to (1) perceive and explain multiple competing understandings of the same text, and (2) develop and support their own point of view.
	Collaborative Learning (Reading and Writing): Through such activities as peer review, discussion, group projects/group work, and workshops, the learner is able to engage with other readers and writers to enable the achievement of shared goals.
	Research (Reading and Writing): The reader/writer is able to evaluate sources and produce writing that clearly is in dialogue with their research.
	Innovation and Experimentation (Writing): The writer is able to take creative and/or intellectual risks in crafting written work.
X	Engagement and Relevance (Writing): The writer is able to put their writing in conversation with the world outside the classroom either directly through social engagement, or indirectly, by showing connections to literary traditions and/or critical debates.

Measures: Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome.

Faculty in ENG 038 assess students on learning outcomes and meet to discuss major themes (05/14/19).

Faculty teaching or who have taught ENG 195/196/197 Capstone review and discuss student work and ENG 038 assessment as they relate to the learning outcomes that are the focus this year (Close Reading, Engagement and Relevance [Revision]). (meeting, 05/15/19)

Completed: 12/07/18 by Megan Brown

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

Close Reading: The committee understood this goal, in the context of English and writing, to mean being able to read a passage closely and to draw interpretive, analytical conclusions, as well as knowing when to do so. The committee also noted that close reading

is often misinterpreted as a natural ability, when in fact it is a skill that must be learned and practiced. Students in English 38, many of them first-year or sophomore students in their undergraduate programs, showed clear ability to analyze texts and to think critically about what they find during said analysis. Professors reported student success both in working with assigned passages and in choosing rich passages for analysis on their own. Students were particularly adept at identifying and interpreting symbols, themes, and character development. Senior capstone students, on the whole, were also successful at close reading, though two professors noted that at the start of the semester, student responses to texts were too impressionistic—focused on general feelings rather than detailed analysis. By semester's end, however, these same students were better able to perform sustained, evidence-based analysis. In terms of broader challenges, while students in 38 were generally able to analyze word choice/diction and narrative perspective, they were less successful in analyzing syntax, and less attentive to the nuts and bolts of sentence structure. Some capstone students seemed better able to “do close reading” on published texts (versus material written by peers).

Revision: Some of the professors on this year's committee were primarily teachers of English, and others were primarily teachers of writing, but all agreed that students are able to incorporate feedback on their drafts from peers and from instructors. The capstone seminars and some sections of English 38 included a peer review component in which students were required to read and comment on their group's drafts and then use those comments to revise before submitting a “final” version of the written work to the professor. (In the capstones, some of these peer review sessions were full-class workshops.) In all cases, students were given guidance (either written, in class, or both) on reading and reviewing other writers' work, and this guidance helped to guide conversations about revision suggestions. The committee noted while students were generally able to revise their work when required to do so in this manner, students were on the whole much less likely to revise on their own, without a requirement to fulfill. A few faculty members also mentioned that some students were more focused on “fixing” surface-level issues in their work rather than committing to the substantial rethinking and additional development one would hope to see in a careful, thoughtful revision.

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

The English department met on September 9, 2019 to discuss these results. The general consensus was that we should keep discussing these same two important topics, among others as yet undefined, in 2019-2020. For example, I stated that I was incorporating more activities and class discussions about close reading in my First-Year Seminar, and I would be able to discuss the results of this experiment. I also mentioned that as department chair, I would like to devote more time during meetings to discussing pedagogy.

One of the assessment questions we devised in 2018-2019 was “Do [students] 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”? Though the committee discussed the fact that unprompted revision is unlikely given students' busy lives and multiple deadlines, department members could continue to offer each other advice on instilling a culture of revision.

Complete: 09/19/19 by Megan Brown

What is your College or School?

College of Arts & Sciences

What is your program?

Environmental Science & Sustainability & Resilience

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

Departmental Outcomes

X	Students will be able to critically integrate and apply evidence from multiple realms and academic disciplines.
X	Students will be able to design and implement original research or analysis. They will be able to assess their results, using them to make informed decisions and recommendations.
X	Students will develop an area of specialization within the ENSP program that allows them to realize their professional and personal ambitions.

Biological Conservation Track

	Students will develop a range of field and laboratory skills necessary to be proficient in collecting environmental data.
	Students will develop fluency with primary ecological literature and will be able to analyze and critique ecological research.
	Students will demonstrate expertise in the natural history and conservation biology of taxa of their choosing.
	Students will be capable of applying principles of biology, earth science, and policy to the management of biodiversity.

Aquatic and Earth Science Track

	Students will develop the field and laboratory skills necessary to quantify biogeochemical processes and detect environmental contamination.
	Students will develop fluency with the primary earth science literature and will be able to analyze and critique earth science research.
	Students will be fluent in the basic mechanisms that govern chemical reactions.
	Students will be capable of applying principles of geology, chemistry, biology, and public policy to the management of water and/or soil quality.

Measures: Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome.

Faculty will review and discuss student work from ENSS 191 (Senior Capstone) in a faculty meeting in late May using the Guided Inquiry protocol to assess both the Environmental Science and Sustainability and Resilience programs.

Completed: 02/01/19 by David Courard-Hauri

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

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

1) We identified a need to be able to work more open-ended problems, which fits well with the critical thinking/problem solving soft skills identified by the career center as a “true blue skill” that employers find lacking in graduates. We have discussed this and will attempt to explicitly incorporate more open-ended problems into our syllabi, rather than “canned” problems with an answer they get to by following a recipe, though it will take some effort to do this without losing the “fundamental skills” where students currently do well. One method that Summerville and others will be to incorporate material on project management/design thinking into courses when complex, open-ended problems are presented.

2) Find ways to provide more feedback in situations where students are allowed to fail, and learn from that failing. This involves providing opportunities designed to help students learn from failure, which may mean requesting assignments in smaller chunks, making assignments more challenging but allowing them to re-submit. Levi will be investigating ways to require more student work without dramatically increasing assessment labor, while Nostikasari will implement a version of competency-based grading designed with “soft-failure” in mind.

3) We discussed opportunities for increasing early field trips but do not feel that we currently have the personnel to do more of what we are currently trying to do.

4) We will continue to look for ways to incorporate stakeholders, and to expose students to new perspectives. We applied for a grant from Wells Fargo this summer that would allow us to invite people from the region to speak with students as part of a seminar series.

Completed: 09/04/19 by David Courard-Hauri

What is your College or School?

College of Arts & Sciences

What is your program?

History

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

	Analyze history through the complex interplay of social, political, economic, cultural, and environmental forces that people both participate in and experience.
	Develop empathy with people from different time periods, world regions and cultures, and social positions in order to understand the complexity of human motivations and historical contexts.
	Explain history as a constructed narrative—woven together from fragmentary and incomplete evidence and shaped by the narrator’s worldview.
X	Formulate persuasive written and oral historical arguments, and support them with reasoned choices of evidence and analysis that takes contradictory evidence into account.

Measures: Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome.

In the 2018-19 academic year, the History Dept. shifted its assessment focus to Learning Outcome #4 (marked with ‘X’ above). We decided to do this as a way to focus on how we teach research in our capstone experience. The shift was driven 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.

We will identify papers from the Capstone experience, read them, and then assess them in a meeting facilitated by Greg Lin and Kevin Saunders. While our main goal is to focus in on SLO#4, we do expect that reading these papers will give us insights on our other three learning outcomes as well, simply because the research project synthesizes the elements of the discipline of history:

- 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 connected to the measures that you provided above.

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.

Over the course of the academic year, we engaged in departmental conversations about how to address some of the issues raised from our Guided Inquiry.

- We decided to make HIST 100 ‘Doing History: the Historian’s Craft’ a permanent part of our curriculum. Majors are now required to take this class during their sophomore year. In this course, students are introduced to, and have a chance to practice the skills of defining a research question, contextualizing that question, and working with multiple sources.
- Individual faculty also began to introduce changes in individual courses designed to address some of the shortcomings identified. These changes include the following:
 - Explicitly identifying our learning outcomes in class and then tying particular assignments and class activities to those outcomes.
 - Breaking down the research process into more definable steps to help students identify relevant sources, identify historical debates, and refine the research question.
 - Introducing the ‘Reacting to the Past’ (RTTP) pedagogy to introductory classes wherein students dealt not only with primary and secondary sources, but with sources that provided contradictory evidence.

Completed: 09/28/19 by Glenn McKnight

What is your College or School?

College of Arts & Sciences

What is your program?

Law, Politics, and Society

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

X	Participate actively as citizens in civil society;
X	Read and understand legal texts, court decisions, and theoretical writing, and use those texts effectively to convey complex ideas and arguments in writing;
X	Know and articulate the difference between law as a professional practice and law as a topic of interdisciplinary, undergraduate liberal arts inquiry;
X	Demonstrate awareness of how issues of justice, morality, authority, order, legitimacy, individualism, and community create tensions within ordered social life;
X	Explain how historical development and different cultural practices, social organizations, and political systems affect law and justice around the world;
X	Assess critically how people interpret, respond to, and experience law and the legal system based on factors such as race/ethnicity, class, gender, and religion;
X	Deploy contemporary legal, critical, and/or interpretive theories in their own analyses of political, social, or legal events or situations.

Measures: Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome.

Faculty will review and discuss student capstone work from LPS 190 using the Collaborative Guided Inquiry model.

Complete: 12/08/18 by Will Garriott

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

We found that the use of writing in LPS 190, particularly requiring students to write three different papers, in three different genres, with three different audiences in mind, continues to be effective. The majority of learning outcomes were well-represented in the sample papers. Learning outcome 1, participate actively as citizens in civil society, was the most underrepresented in the sample papers.

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

Our focus for the 2019/2020 year will be learning outcomes 1 and 2. Learning outcome 1 is, Participate actively as citizens in civil society. Learning outcome 2 is, Read and understand legal texts, court decisions, and theoretical writing, and use those texts effectively to convey complex ideas and arguments in writing. This will begin a cycle of analyzing pairs of learning outcomes each successive year. As recommended, the same method of assessment, reading LPS 190 papers, will be utilized.

Complete: 08/29/19 by Will Garriott

What is your College or School?

College of Arts & Sciences

What is your program?

Mathematics

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

Department outcomes

X	Think critically, and formulate and solve problems
X	Perform complex mathematical or computing tasks
X	Undertake independent work and be able to develop an understanding of unfamiliar concepts in mathematics or computer science
	Know the contemporary contexts (and in some cases the historical roots) of the practice of mathematics or computer science
	Read and understand technically based materials
	Use technology to analyze and solve problems

Measures: Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome.

We will use the capstone project as a whole to do this. In the comments about the Math assessment that it was observed that we are using a “course perspective” to assess but not necessarily from a program perspective. While there is some merit to this, the capstone “course” is by no means a typical course but rather a means of coordinating a range of independent projects and credentialing completion of the capstone project. Part of the demands of the capstone project are successfully demonstrating the degree to which the student’s individual projects have demonstrated these programmatic outcomes. We are discussing switching to a more traditional capstone course where students focus on the same topic, and if that happens it would of course be important to make sure our assessments focus on programmatic rather than course outcomes.

So, when assessing students’ capstones we will measure the degree which they have achieved the above outcomes by

1. Using student reflections to document how they have formulated and solved problems.
2. Using the actual projects to demonstrate the degree which they have performed complex mathematical task. The project rubric will highlight the necessity of performing complex mathematical tasks.
3. Using student reflections to document the independent work they have done, what mathematics from their education they have drawn from, and the degree to which they have encountered, navigated, and mastered unfamiliar concepts in mathematics.

We used their required capstone poster and paper, faculty observations, and a student survey administered at the end of Math 191.

Completed: 01/31/19 by Dan Alexander

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

1. Using student reflections to document how they have formulated and solved problems.

In reality, our survey did not garner good data on how students formulated and solved problems, and so we instead relied on faculty observations gained during their meetings with students working on the projects. We need to rethink how we gather information the students' formulation and solving of problems they encounter. This task may be ambiguous because it could refer to the formulation of the issue that was the focus of their capstone or it could refer to how they solved the many unseen problems that arise in the course of research. The former is probably the most useful to measure since it feeds directly into the papers and posters. The latter is difficult to measure because it happens behind the scenes in the sense that not all issues and problems that arise in research are present in the final paper, and would require considerable additional work by students to document.

To answer question 1, we focused on faculty observations about how students formulated their research problem and on their success in addressing problem.

There were three faculty who sponsored mathematics capstones: Professors Daniel Alexander, Terrance Pendleton, and Christopher Porter. Professor Deborah Kent was on sabbatical and so was unable to sponsor any capstones. Professor Vera Babenko was in her first semester, so she was not expected to sponsor any capstones.

The process of formulating research problems varied. Here are the most common ways:

- Some students knew what they wanted to study since it was related to our built on previous independent research and developed appropriate research questions. For example, several joint Mathematics-Physics majors investigated mathematical questions relating to physics research projects.
- Some knew what they wanted to study out of a particular interest, perhaps one sparked by a class they had taken. For example, several Mathematics-Computer Science majors investigated Mathematics questions related to Computer Science.
- Some students did not know what they wanted and met more than one once with a professor.

All students had a successful project in the sense that they each produced a project that successfully addressed their research problem via independent work aided by one-on-one meetings. A few students had issues developing an appropriate problem, and spent considerable time working with their sponsor to develop a project.

2. Using the actual projects to demonstrate the degree which they have performed complex mathematical tasks. The project rubric will highlight the necessity of performing complex mathematical tasks.

In most cases the student demonstrated an ability to both formulate (often with some assistance from the professor, see below) and solve several complex tasks that required knowledge gained from multiple classes (see the response to #3 below). In each capstone students also developed new skills, often based on suggestions given

to them. Every student showed the ability to take suggestions into account, investigate the mathematics independently, and use the knowledge they gained to improve their capstone.

3. Using student reflections to document the independent work they have done, what mathematics from their education they have drawn from, and the degree to which they have encountered, navigated, and mastered unfamiliar concepts in mathematics.

Responses here are based on a survey given at the conclusion of the capstone course:

Performing Independent work:

- All respondents on the capstone survey reported independently learning new mathematics during their capstone project. Two reported that while they did not learn a lot of new mathematics, they applied the mathematics they had already learned to a new, real-life problem. A quote from one of those two students: "I mainly learned how to practically implement the knowledge I already had. The math courses generally provide a strong knowledge of topics but lack application. However, I've seen this change in the past year or so." We have made more of an emphasis on applications in the last year, especially by involving any interested student in projects outside the class. Perhaps this student observed this emphasis.

Drawing from previous mathematics courses: Our goal is that students draw upon material from at least two problems.

- 100% responds on the capstone class survey reported drawing on material from two or more classes.
- 40% of the respondents said that drew upon three classes.

A list of classes mentioned:

- Math 80 – Linear Algebra
- Math 100 – Calculus III
- Math 101 – Mathematical Reasoning
- Math 120/121 - Differential Equations I/II
- Math 125 -- Mathematics Modeling
- Math/Stat 130 – Probability for Analytics
- Math/Stat 131 – Introduction to Probability I
- Math/CS 139 – The Theory of Computation
- Math 150 – Discrete Structure
- Math 155 – Abstract Algebra
- Math/CS 165 – Numerical Analysis
- Math 176 – Advanced Linear Algebra
- Math 184 – Real Analysis
- CS 167 – Machine Learning

Encountering, navigated, and mastered unfamiliar concepts:

- All but two students responding to the survey showed that they could successfully encounter, navigate, and master unfamiliar concepts based on their capstone posters and papers.

- The two student who reported not encountering significantly new concepts, nonetheless, applied learned concepts in new and unfamiliar applied situations, as noted above.

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

1. Using student reflections to document how they have formulated and solved problems. Student's abilities to formulate a problem on their own varied. The mathematics faculty should discuss whether we need to develop strategies to facilitate students' ability to formulate mathematical research questions. It could be that the capstone class itself needs to devote more time to the question of how to develop a research question. One possible way to address this by revising our capstone.
2. Using the actual projects to demonstrate the degree which they have performed complex mathematical tasks. The project rubric will highlight the necessity of performing complex mathematical tasks.
The students work on their capstone posters and papers demonstrated an ability to perform (and often learn) complex mathematical tasks.
3. Using student reflections to document the independent work they have done, what mathematics from their education they have drawn from, and the degree to which they have encountered, navigated, and mastered unfamiliar concepts in mathematics.
 - All students demonstrated the ability to perform independent work
 - All students drew from at least two previous mathematics courses indicating they were able to apply things they had learned to new situations and so become knowledge makers.
 - While not all students dealt with unfamiliar concepts, those that did not at least applied what they had already learned from two or more classes to unfamiliar applications. We should discuss whether to revised the outcome of "encountering, navigated, and mastered unfamiliar concepts" to include applying known mathematics to unfamiliar concepts, or we should better emphasize (and enforce) that capstones need to explicitly use unfamiliar mathematics.
4. Overall conclusions
We noted above some possible issues in students' abilities to meet the expectations outlined in the three outcomes we examined. In particular we noted:
 - That students' abilities to formulate research questions varied greatly, perhaps due to insufficient emphasis on this in previous courses.
 - Not all students encountered new mathematics.

We also noted that large portions of each of the three outcomes were met:

- Most students were able to formulate appropriate research questions.
- All capstones demonstrated student's ability to do independent work and to perform complex mathematical tasks.
- Students drew upon at least two previous mathematics classes.
- Most students successfully encountered, navigated and mastered unfamiliar concepts.

We have been discussing the possibility of restricting our capstone course. One idea that has been widely discussed among the Mathematics faculty is to teach Math 191 as a three-hour topics course (the current capstone is one-hour) with a significant research component. In this course, we could address some of the above issues.

For example:

- We could devote more classroom time to helping students better formulate research questions, which would address the variance in students' abilities to do this (which may result from us not addressing this in current curriculum).
- By picking a topic that they have not likely been exposed to, we could ensure they navigate unfamiliar material and concepts.

Moreover, we could address something both department faculty members and students (in the Capstone survey) have perceived, and that is that amount of work students do varies, and is often more than what is expected from a one-credit hour course.

With this in mind, we surveyed student attitudes towards a possible three credit-hour Capstone topics course.

- 78% of students were enthusiastic about this without much qualification.
- 22% of students saw merit in this proposal, while at the same time expressing some misgivings about whether they would favor it over the current iteration of the course.
- Students had a variety of suggestions of topics they would be interested in studying.

The details of the survey have been circulated to the department and will be useful in our discussions of revising the capstone, as well as in our assessment discussions.

Complete: 09/16/19 by Dan Alexander

What is your College or School?

College of Arts & Sciences

What is your program?

Computer Science

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

Program outcomes

	Explain or describe how a computer works, including the software and hardware interface from a high-level language all the way to the hardware.
	Be able to read, comprehend technical information and effectively communicate technical details to others.
X	Be able to demonstrate good programming techniques including abstraction (objects, functions, procedures, etc.) and commenting/documentation
	Be able to solve problems using appropriate algorithms and data structures
	Discuss the correctness and performance (algorithmic time/space analysis, big O, evidence of testing, etc. as appropriate)

Measures: Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome.

- Faculty will review and discuss student code and other artifacts submitted in CS 191 capstone course for programming style and technique.** The Spring 2019 semester will be the second time that we will offer and require this new capstone course, promoting software development in small teams rather than the individual programming projects that have been the norm in our department. Each team will devise, design, implement and report on a software system mostly of their own choosing.

Though most of these students will not have training in formal software engineering methodologies, they will be asked to achieve certain milestones (requirements gathering and software design) by targeted dates, and produce associated documents and presentations for the class. While downplaying the need for software specification languages (like UML), and guided mainly by examples of suitable documents, setting such milestones has already proven to be quite useful in establishing an early focus and a productive use of the first several weeks of the semester.

As in the past, each team will be expected to submit their programming source code for scrutiny, as well as producing both a poster for public presentation, and a comprehensive final report detailing their software system. All of the artifacts submitted by the teams, and discussed above, will be made available to the full CS faculty, and some portion of these will serve as a basis for assessment discussions, particularly the source code.

- 2. Faculty will also have students answer essay questions on how they feel regarding learning objectives.** A new expectation this year for the capstone course is a document to be submitted by each student, individually, in which they are invited to reflect on their group capstone experience and on their overall computer science education. There will be about a half dozen questions that each student will be expected to answer thoughtfully, in essay form, as well as an opportunity to add any unsolicited thoughts they might wish to include. Some of the questions will focus on how the student feels they were able to demonstrate important concepts and apply programming techniques in their capstone project. Other questions will be more in the nature of reflections on their computer science educational experiences and software development training.

Completed: 01/31/19 by Tim Urness

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

The semester-long software development projects from the Spring 2019 computer science capstone course (CS 191) served as the basis for the department's evaluation of the success of this objective. There was a total of ten student team projects, with most teams consisting of three students each, though two teams were smaller. Our assessment report emerged from a careful study of the final project documents submitted by each team, as well as the source code for the software systems they developed. It also reflects individual student feedback solicited in a class assignment.

Since the outcome of interest here is about programming, we will start with a consideration of the quality of the source code submitted. The code was well organized and readable, in all cases.

The students demonstrated good tabbing habits that made the code quite readable (more so than some submissions from past years). They wrote using quite a variety of programming languages, only some of which are taught in our courses, indicating the ability of the students to learn new technology, an ancillary goal of the curriculum. Almost all of the teams made substantial use of functions/methods that they wrote themselves. Good commenting habits were also generally in evidence. However, due to an unfortunate oversight, students were not instructed that good commenting was to be considered part of the assignment, though most commented their code well as a consequence of their training and habits.

The final reports submitted by each team involve several aspects of the projects that are not immediately relevant to the programming outcome being considered here. These reports describe carefully the design and implementation of the software system. In almost all cases, this involved a substantial discussion of the challenges the team faced in interfacing with some external software system, often cloud-based, and often several such systems. In many cases, the students had to learn in real time how to accomplish this, and often it seems that a good deal of self-motivated and persistent experimentation took place to enable the capstone project programs to interface correctly with the external systems. The submitted reports also show evidence that some teams designed non-trivial databases and wrote substantial code to query and update these databases.

There is evidence for and against the claim that the students did a good job of balancing the programming workload. This is mostly seen in the self-reflection feedback that each student submitted. Without exception, the team members made a clear and consistent case that all of the team members were active in some significant aspect of the programming. Quite often though, there was also a sense that the programming workload was not really evenly distributed. To some extent, this is understandable, since the students brought different programming skills to their project. Often, one gets a sense that the students originally conceived their project in such a way that there would be significant programming required of each team member, but that the reality of their situation often demanded that one team member, with a specific skill set, invested significantly more time and effort in the software development than the other team members. It is clear though that the teams worked well together and dynamically found ways to fairly divide up the overall workload. Overall, each project demonstrated good programming skills, and several were exceptional in this regard.

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

In the future, we will ensure that the expectations for the capstone project are more clearly defined -- particularly with respect to the documentation and commenting within the code. The workload imbalance is nearly impossible to solve completely on a group project of this nature, but steps to help prevent overwhelming individuals can be made. These include having regular check-in meetings with the professor to ensure all group members are contributing to a successful project.

Complete: 08/30/19 by Tim Urness

What is your College or School?

College of Arts & Sciences

What is your program?

Data Analytics

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

Department outcomes

	Think critically, and formulate and solve problems
	Perform complex mathematical or computing tasks
	Undertake independent work and be able to develop an understanding of unfamiliar concepts in mathematics or computer science
	Know the contemporary contexts (and in some cases the historical roots) of the practice of mathematics or computer science
	Read and understand technically based materials
	Use technology to analyze and solve problems

Program outcomes

	<p>Understanding</p> <ul style="list-style-type: none"> Justify the selection of particular algorithmic data analysis techniques to use with a given problem. Evaluate the performance of algorithmic data analysis techniques. Justify the selection of data structures and data organization schemes for new data or new data analysis problems.
	<p>Implementation</p> <ul style="list-style-type: none"> Create software implementing algorithmic data analysis techniques in the context of large, small, structured and unstructured data sets. Develop and evaluate computational data analysis experiments.
	<p>Application</p> <ul style="list-style-type: none"> Demonstrate competence in an academic discipline or profession outside of the Data Analytics. Apply skills from the major to that outside discipline as judged according to the procedures of the program in which the student takes his/her specialty.
	<p>Ethical Practice</p> <ul style="list-style-type: none"> Explain the ethical challenges or issues that arise. Identify a means to address ethical challenges or issues that arise.
	<p>Communication: Construct a coherent explanation of technical issues, design approach and use of Data Analytics to general and specific audiences that can be understood by members of a multi-disciplinary team.</p>

Updated Program Objectives as of Fall 2017

	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.
X	Students will be able to visualize data, implement appropriate transformations and models, and evaluate the results using suitable metrics.
	Students will be able to write queries to ask complicated questions of a database and solve problems that utilizes distributed computing involving a large data set.

Measures: Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome.

We will 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 objective listed above:

- What data analytics techniques did you apply to the problem? Be specific about models, algorithms, descriptive statistics, etc. that you tried and how you tried them.
- Give an example of a visualization your team used, and discuss why you think it was appropriate for telling the story you wanted to tell.

For assessment purposes, we will look at student responses to these questions from a project in one of the sections of the course. We will label 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 will also look at the work submitted by the teams and the instructor’s experience mentoring the teams and watching their interaction with the external partners.

Completed: 01/31/19 by Tim Urness

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

We split the learning objectives into two and focused on modeling/evaluation separately from visualization.

Modeling/Evaluation

Based on instructor experience of the initial work and the final deliverables, all teams produced results with sound modeling and evaluation techniques. In particular, the teams demonstrated an ability to work iteratively, using insights from the data to ask better questions of the clients, leading to better modeling.

Based on the individual reflections 86% of students fully met the modeling learning objective with the others only partially meeting it. In the case of those that didn't fully meet it, students were able to narrate an appropriate process but didn't make a clear articulation of the motivations for doing some of the things they did. Even in some that were marked at "met learning objective", some students missed opportunities to discuss nuances in experimental choices or evaluation that had a big impact on their final outcomes; or, it could be that the reflection question simply didn't invite the kind of detailed response we were looking for.

Visualization

Based on instructor experience and the final deliverables, each team showcased several effective visualizations. Furthermore, the teams were challenged to use new visualization tools, and every team demonstrated sufficient maturity with data and visualization allowing them quickly adapt, utilize novel features, and produce visualizations appropriate for different tasks (e.g., more detailed dashboards vs. descriptive insights that led to better predictive modeling). Based on individual reflections, 80% of the student responses demonstrated meeting the learning objective. Of those that did not meet it, the biggest problem seemed to be a struggle to articulate why a particular visualization was effective at what it was to be used for. Again, this may be because of individual gaps in visualization proficiency or that the reflection question did not invite a detailed enough response.

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

In the future, reflection questions should be updated to ask students to re-present and specifically comment on some specific artifact in the final deliverables. For modeling and evaluation, it could be updated to ask students to describe the process that led to this outcome and why it was appropriate. For visualizations, students should re-present the visual and make a list of things effectively communicated and why, perhaps acknowledging weaknesses as well.

To improve students' ability to articulate good modeling processes or visualizations, more similar work should be included as appropriate in lead-in courses such as CS 167 (for modeling) and 178 (for visualization). The department will discuss how assignments and projects in these courses might be updated to include this aspect.

Completed: 9/10/2019 by Eric Manley

What is your College or School?

College of Arts & Sciences

What is your program?

Mathematics Secondary Ed

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

Department outcomes

	Think critically, and formulate and solve problems
	Perform complex mathematical or computing tasks
	Undertake independent work and be able to develop an understanding of unfamiliar concepts in mathematics or computer science
	Know the contemporary contexts (and in some cases the historical roots) of the practice of mathematics or computer science
	Read and understand technically based materials
	Use technology to analyze and solve problems

Program outcomes

	Develop an ability to use and evaluate instructional materials and technology for their classrooms
	Analyze a range of approaches to mathematics teaching and learning, focusing on the tasks, discourse, environment, and assessment.

Program outcomes

X	Develop engaging and rigorous mathematics lesson plans that incorporate research-based instructional practices and guidance. Lesson plans will: <ul style="list-style-type: none"> utilize high cognitive demand tasks, align with national standards, utilize technology and/or manipulatives judiciously, provide all students access and challenge at appropriate levels, address issues of equity through planned participation structures and attention to cultural differences, and incorporate research specific to the mathematical content.
X	Demonstrate the following proficiencies: <ul style="list-style-type: none"> a deep mathematical understanding of the topics contained within the lesson plans through explicit connections between mathematical representations and strategies, the ability to identify and communicate a mathematical learning goal,

	<ul style="list-style-type: none"> • an understanding and ability to craft questions that reveal students' understandings, activate prior learning, and support students as they explore mathematics, • develop tools and strategies for collecting formative assessment data, • an understanding of what it means to do and to learn mathematics that is shaped by constructivist principles, and • an understanding of equity as it relates to mathematics learning and instruction; in particular, the features of mathematics instruction that provides access for ALL students.
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Measures: Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome.

We will utilize capstone projects as an assessment of learning for Mathematics for Secondary Education majors in Arts and Sciences. For double-major students, Mathematics for Secondary Education in Arts and Sciences and Bachelors of Sciences in Secondary Education in the School of Education, we will also include edTPA results and submissions as another assessment of learning.

Completed: 02/10/19 by Maryann Huey

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

For the several students who graduated during the last academic calendar year, all were able to complete high quality capstone projects. Strengths of projects included demonstrating deep mathematical understandings, planned questioning, and an understanding of what it means to do and learn mathematics shaped by constructivist principles. Additional work is needed for learning goals, strategies for formative assessment, and equitable instruction.

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

Secondary Math Education majors will embark upon developing formative and summative assessment strategies and tools via new assignments in both Math 61 - Geometry for 6-12 Mathematics Teachers and Math 145 - Secondary Math Methods as new permanent assignments to these courses. Additional attention will also be given to the crafting and refining learning goals in Math 145 - Secondary Math Methods. Regarding equitable instruction, students will be provided with a specific equity challenge to address during capstone projects, so that they can demonstrate a deep understanding of a specific issue versus attempting to broadly address an array of potential issues. This guidance will help determine if learning experiences in the program are adequate based on future capstone projects.

Completed: 08/29/19 by Maryann Huey

What is your College or School?

College of Arts & Sciences

What is your program?

Religion

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

	Identify and compare diverse religious traditions, practices, beliefs, and texts.
	Explain and analyze religion as existentially lived, historically conditioned, and culturally intertwined.
	Recognize and apply different theories and methods of inquiry of religion
X	Analyze and evaluate religiously informed ethical positions.

Measures: Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome.

Faculty will review and discuss REL 199 Capstone Paper. Each faculty member responsible for REL courses will read and respond to the paper with special attention to this objective. The faculty will convene and write a response for the 2018-19 program objective assessment.

Other ways of assessing that will inform faculty discussions of learning outcome:

- Conversations
- Discussions in class
- Project planning
- Club activity
- Writing (this is the most stable & polished)

Completed: 01/25/19 by Brad Crowell

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

The student sample used for evaluation was a capstone project directed by one of the faculty members. The project involved a group of students examining a communal religious group in southern Iowa. For the capstone, this particular student was asked to write a paper involving her primary research and addressing the question of the status of the group regarding the category of "cult."

Overall the faculty agreed that it was a very good paper that exhibited a variety of skills and analytical tools within religious studies, from ethnographic studies to textual analysis and historical research.

The faculty determined that the project was made more difficult by the students being placed in a situation in which they had to navigate two entrenched positions that had deeply held views of

the other group (the communal group and a collection of detractors who left the group). This was an unforeseen issue by the faculty member directing the project.

This complication and a slight change in the direction of the thesis of the paper late in the project development led to some analytical and structural problems with the paper (these are not concerning the current outcome issue and therefore were not assessed).

Concerning the outcome that students should demonstrate an ability to “analyze and evaluate religiously informed ethical positions,” the faculty note that in several important aspects, the student’s research excelled.

- The student exhibited empathy and appeared to understand the complexities of the situation.
- The student noted the problems of labelling New Religious Movements as “cults” and the marginalizing results.
- The student successfully assessed the ethical conditions through and by which religion manifests and is lived

The major issues the faculty noted:

- the lack of a clear ethical structure and the adoption of terminology used within “anti-cult” movements (“manipulation, indoctrination, brainwashing”)
- did not demonstrate an ethical structure through which scholarly assessment of behaviors/practices or alleged behaviors/practices might be analyzed and even critiqued
- Needed improvement in understanding the ethical reasoning of the group, its relations to text but also to religious tradition
- Needed improvement in identifying ethical structure to assess the significance of allegations of problematic practices or even to explain the decision to halt research

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

- In Sacred Text courses, develop a project in which students observe religious ethical teachings and evaluate the complex relationship to text, tradition and community.
- In courses where a project of such magnitude is being pursued, more time should be devoted to the written outcome and several rounds of revision would result in building an adequate structure for deeper analysis. Develop a more structures “feedback loop” with faculty reader.
- Add to the capstone thesis procedures a requirement for early drafts and revisions with the assistance of the supervising faculty.

Completed: 06/28/19 by Brad Crowell

What is your College or School?

College of Arts & Sciences

What is your program?

Philosophy

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

	Identify and explain the significance of key thinkers, themes, and schools of thought in Western and non-Western philosophical traditions.
	Analyze and evaluate the arguments found in philosophical texts with attention to historical context and logical form.
	Identify and analyze the philosophical presuppositions underlying major areas of public discourse.
X	Articulate and defend philosophical positions in oral and written discourse.

Measures: Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome.

Faculty will review and discuss PHIL 197 Capstone paper. Each faculty member responsible for PHIL courses will read and respond to the paper with special attention to this objective. The faculty will convene and write a response for the 2018-19 program objective assessment.

Other ways of assessing that will inform faculty discussion of learning outcome:

- Writing
- Discussions
- Plan own research with faculty
- Classwork

Completed: 01/25/19 by Brad Crowell

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

The philosophy faculty determined that the student’s capstone project on Hume’s skepticism being reconcilable with his scientific project was a clear and well-formed thesis.

- The student articulated the critiques of Hume by subsequent philosophers with critical reading and reasoning skills
- The student identified key elements of their own argument and articulated it well

Problems were more related to

1. Tone (the paper seemed at times overly dismissive of positions)
2. More textual argumentation and evidence
3. A better formulation to the student’s own “alternative approach” to the issue.

Regarding the assessment objective (students demonstrate an ability to “articulate and defend philosophical positions in oral and written discourse”), the faculty found that this particular

capstone project excelled at understanding, articulating, and analyzing the philosophical positions of various scholars engaged on this issue.

The student could improve in providing and explaining the textual support to demonstrate the various positions.

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

The faculty decided that greater emphasis on textual support for philosophical argumentation in classes and writing projects would improve students' ability to address the objective.

Completed: 06/28/19 by Brad Crowell

What is your College or School?

College of Arts & Sciences

What is your program?

Psychology & Neuroscience (assessed as one)

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

	Fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings in the field.
	Scientific reasoning and problem solving skills, including effective research methods.
	Ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.
	Competence in writing and in oral and interpersonal communication skills.
X	Application of discipline-specific content and skills, effective self-reflection, teamwork skills, and career preparation.

Measures: Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome.

Successful engagement in experiential learning activities (internships and research presentations) requires teamwork and demonstrate application of psychology/neuroscience specific skills. Student feedback on departmental activities that contributed to their professional development as well as ways in which the department could improve upon professional development was obtained through a survey distributed to graduating seniors in psychology and neuroscience. To address reviewer concerns, separate surveys were sent to senior psychology and neuroscience majors.

Complete the above sections by Friday, February 1, 2019.

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

Written comments from students in both Psychology and Neuroscience acknowledged the importance of their participation in internships and research experiences/presentations for their professional development. Example statements:

- My internship experience immensely contributed to my professional growth as well as my research group work and research discussion in lab
- I performed research with a professor and traveled to a conference to present it"
- I was able to join a research team [] and being able to learn those skills so early in my college career set me up to excel in the other research experience I've had and helped me get my job after college.
- Research with a professor.

Students also recognized the contributions that coursework and advisors had on their career development. Example statements:

- Dr. --- and Dr. --- classes helped me understand what I was really interested in doing in psychology as a career.
- Dr. --- class helped me hone the trajectory of my future career.
- Dr. -- helped me shape my career/further education path after I reached out for guidance.
- My advisor has always been helpful.
- In the classes I've taken, the professors have always discussed several career options for students.

While these comments are positive, students also see room for improvement. Ratings from both psychology and neuroscience graduating seniors on the question "Ability to clarify career goals and direction" were positive but slightly lower than other ratings. In written comments, students in both psychology and neuroscience suggest more structured programming that discusses future career options. They would also like to have internship/career information more accessible.

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

The results from this assessment concur with our 2019-20 program review. One of the goals set as a result of our program review was providing students with more systematic information regarding their career options in both psychology and neuroscience. Work has already been done to increase the visibility of internship options on the website. In addition, the department is exploring options for regular career panel discussions and coordination with Drake's Career and Professional Development Services.

Complete: 09/17/19 by Maria Clapham

What is your College or School?

College of Arts & Sciences

What is your program?

Rhetoric, Media, and Social Change (RMSC)

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

	Students will learn how public discourse creates, appeals to, and moves audiences.
	Students will learn what media are and do and how to critically examine their role in the operation of culture and society.
	Students will be introduced to critical approaches to examining contexts and practical knowledge necessary to engage in effective and ethical advocacy in support of their own values and political commitments.

Measures: Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome.

Faculty will review and discuss student work in Capstone in relation to research methods. This will be part of an effort to restructure and review the curriculum to reflect on students' ability in research methods.

Complete the above sections by Friday, February 1, 2019.

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

The Assessment Committee focused on the Rhetoric, Media, and Social Change program for this academic year. This work will continue next academic year. The committee evaluated the name and organization of the major. Two basic questions animated this work: (1) What could we rename the program that would draw more students in during the recruitment process and once they are at Drake; (2) Does the curriculum prepare students for the work necessary to complete the capstone?

The committee met approximately once a month during the academic year. We explored curricula in similar programs at comparable universities, and had conversations about the existing courses and the structure of the major in relation to learning goals for the department's interdisciplinary capstone. The committee surveyed comparable programs at other universities, considering in particular, what the most popular programs are named, alongside the trends in the fields of Rhetoric and Intercultural Communications. Our research found that communications is one of the fastest growing fields of study for undergraduates. Employers have identified "communication" as the number one skill they look for in potential employees.

The committee recommends restructuring the major to (1) better reflect the expertise of current faculty, and (2) to better prepare students for conducting research in an interdisciplinary capstone seminar. Professor Patton-Imani is one of two faculty in the department that teacher the capstone (the other is Professor Schneider), which is organized as an interdisciplinary departmental research seminar, so that RMSC students are in class

with Sociology and Anthropology/Sociology students. Students conduct original research and present it to the department, and we have seen a difference in how students in different majors approach the work. Most notably, Sociology students are required to take SCSS 42, in which students are introduced to a range of methodological approaches, and produce a research proposal that includes an annotated bibliography and a literature review for a topic of their choosing. This course has proven to be extremely effective in preparing Sociology students for the capstone research process. In comparing the preparation students receive through their course work the Assessment Committee surmised that RMSC students would benefit from a comparable required course. A required course of this sort is part of the restructuring of the major that the Assessment Committee recommends.

The committee critically analyzed the course offerings and major structure of RMSC. The proposed design is organized around building academic skills necessary for students to complete a research project for their capstone. We have, as a department, agreed on the learning outcomes for the capstone for all our majors. The current RMSC curriculum is organized by area of focus, which provides a broad scope of program offerings, requiring students to choose courses from the categories Rhetoric, Media, and Social Change, (with both analysis and critique, and advocacy tracks within it). This design is useful for exposing students to a range of topics and perspectives. However, it *does not necessarily* provide all students with the analytical tools and research skills necessary to succeed in the capstone. The proposed redesign would organize learning goals through courses that are specifically designed to teach students how to conduct research, think critically drawing on theory, and apply such critical analysis to the world in which we live.

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

The Assessment Committee recommends renaming the program Communication and Media Studies, to better reflect the expertise of our faculty and the areas of inquiry addressed in our courses, and to draw more students into the program. The department has discussed the name change and will vote in the fall.

Complete: 06/03/19 by Nancy Berns

What is your College or School?

College of Arts & Sciences

What is your program?

Women & Gender Studies

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

	Reflect critically on gendered constructions of the world and your place in and experience of that world.
X	Engage in self-directed activism and join complex social conversations

Measures: Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome.

The event I singled out for assessment purposes was Sarah McBride’s visit to campus in October of 2018. Hosting this major speaker helped us facilitate concentrator and campus engagement on questions about transgender identities. McBride gave a public talk from her book Tomorrow will be Different, and she shared meals and time in small groups with at least ten of our concentrators.

Completed: 09/03/2018 by Melisa Klimaszewski (revised 09/15/19)

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

Students came and spoke to me in person, telling me that the event empowered them to be more personally and intellectually confident; to be more engaged in political activism; and to understand how the theories they learn in their classes are relevant to the real, lived experience of transgender people. The students often don’t feel comfortable putting their reactions in writing because the questions about transgender identity make them feel personally vulnerable.

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

For the 2019-20 assessment plan, I’m going to focus on how we might capture this feedback/data.

Complete: 09/15 by Melisa Klimaszewski

What is your College or School?

College of Arts & Sciences

What is your program?

World Languages and Culture

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

	Interpretive Listening
	Interpretive Reading
x	Interpersonal Speaking
	Presentational Speaking
	Presentational Writing
x	Intercultural Communication

Measures: Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome.

Self-reflection by students

Essays, projects

Recorded oral exams

Recorded video chats through programs such as Talk Abroad!

Completed: 02/01/19 by Marc Pinheiro-Cadd

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

We have analyzed the electronic portfolios of all students with a minor in language and culture. While this might not be a representative sample, it is our best means to capture information because of the large number of adjuncts and their difficulty in doing this type of thing in class.

At our fall retreat, we looked at representative samples of ePortfolio artifacts and discussed them. In general, the interpersonal speaking samples were provided by students and their reflections were very good. Almost unanimously, they wrote about how their speaking skills improved through their language studies at Drake. We feel we are reaching our objective adequately.

The student reflections for intercultural competence were much more varied. Students often wrote about things they experienced outside of the classroom, especially while studying abroad. It is difficult to attribute all of this success to the faculty, but we do feel we play a part in facilitating their access to abroad programs. The depth of their reflections is significant.

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

We have decided to focus on the same two objectives for assessment during the 2019-2020 year because we were not unified in our attempts to assess these two areas. We discussed this at our retreat and subsequently have developed a Qualtrics survey to be taken by students both at the beginning and end of the semester. This survey consists of "I Can. . ." statements that will allow students (and faculty) to track the development of skills in these two areas. While it is uncertain how many students will actually end up taking the survey, it should reach a broader and, hopefully, more representative.

Additionally, we will pilot requiring some students minoring in language and culture to provide a sample of interpersonal speaking from their early studies at Drake and one from the last course they took in the language. This will allow the students (and faculty) to gauge development in these two areas.

Complete: 09/06/19 by Marc Pinheiro-Cadd

What is your College or School?

College of Arts & Sciences

What is your program?

Biology

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

	Solve Biological Problems: Apply knowledge of scientific methods, quantitative reasoning, and experimental design to solve biological problems. <ul style="list-style-type: none"> • Design Experiments: Develop well-reasoned experimental hypotheses, design experiments, and define experimental predictions by which to test them. • Collect/Interpret Data: Collect, organize, analyze, and interpret quantitative and qualitative data and incorporate them into the broader context of biological knowledge.
	Demonstrate Knowledge: Demonstrate a breadth of knowledge in biology, with a deeper understanding in specific areas of interest.
	Communicate Scientific Information: Communicate scientific information clearly and explicitly, both orally and in writing, to those in and outside the discipline, following conventional scientific formats.
X	Do Scientific Research: Engage in scientific research, individually and/or in groups, and present the results of the research to peers and colleagues.
X	Use Primary Literature: Demonstrate the ability to locate, interpret, and apply the primary literature of biology.

Measures: Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome.

We will examine two artifacts from biology capstone (posters for objective 1 and papers for objective two). Dr. Eaton, the instructor for the course will provide the department with a brief description of each assignment. Dr. Eaton will then make available to the department 5 random examples of each artifact for each faculty member of the department to evaluate based on rubrics (to be developed still) to assess how well students are completing the above learning objectives based on these artifacts. Scores will be tabulated to access how the department calculates how well soon to be graduating biology senior of meeting our learning objectives.

Completed: 02/01/19 by Marc Bush

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

Artifacts from the Capstone course (Bio 199) were used to examine student competencies for the two learning outcomes. Students in Bio 199 pick a Capstone topic and then individually develop two artifacts related to their topic: a research poster and a research paper, both on that single topic. The poster is completed first and serves as a “stepping stone” to the research paper. While the instructor (Dr. Eaton) prefaces the project and checks in during the semester, the students are “on their own”—*they’re* responsible for their own literature review, *they’re* responsible for policing the pace and content of their work during the semester. Projects thus serve as an “end point” measure for their time in the department, and we’re confident the evaluated work reflects students’ demonstrable skills and not confounding influence from the instructor. Student works from two years’ worth of Capstone were categorized into “high-score”, “mid-score”, and “low-score” categories; per the plan stated in “Measures” above, five students’ artifacts were chosen for assessment (1 from the high category, 3 from the mid, and 1 from the low). One internal and one external rubric were used for discussing each item; since papers and posters require different rubrics, that means four total rubrics were used. The internal rubrics were those given by Dr. Eaton to students during the class, for the paper and poster respectively. The external rubrics came from Florida Atlantic University (for posters) and Cornell University (for papers). Four faculty members (the instructor Dr. Eaton, and Drs. Honts, Ross, and Senchina) examined all artifacts. After discussing how the papers and posters scored per the rubrics, we then explored how those findings related to the two objectives we’d targeted (“do scientific research” and “use primary literature”).

We concluded that students did an OUTSTANDING job “using primary literature” (objective #2). This was especially apparent in the papers, as artifacts demonstrated that students knew how to select relevant sources, which also indicates they were able to access scientific literature. Even the lower-scoring papers demonstrated solid use of primary literature.

Student performance was more heterogeneous with regards to “doing scientific research” (objective #1). Expectedly, the four evaluating members had different perspectives on which students demonstrated the ability to complete a literature research project best; however, we were able to agree upon two aspects of the research process that students appeared to struggle with. The first was in students’ clearly identifying a thesis (central focus) and framing the poster or paper around that thesis, and the second was synthesizing (versus simply reviewing) information. The former seemed a more widespread issue than the latter (and indeed directly impacts the latter); however, it’s unclear from the artifacts alone whether students were unable to establish a thesis due to lack of skill, or if they didn’t do so for some other reason (e.g., perhaps simply because they didn’t receive a prompt to do so).

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

Given the conclusions from the preceding paragraph, Dr. Eaton offered to introduce some changes to the Bio 199 course in Fall 2020 to do two things: 1) to help guide/improve the students’ projects, and 2) from an assessment standpoint, to help us tease apart whether the lack of “central foci” in the projects is due to inability or simply students’ not recognizing the need for them. In the written instructions/rubrics for the course, Dr. Eaton is going to change the wording to include prompts for students to develop theses/guiding frameworks, and separate ones indicating the difference between rote reviewing versus synthesizing. Fall 2020 projects can then be re-evaluated.

Although our mission statement was to assess the two objectives of “doing scientific research” and “using scientific literature”, much of the conversation veered into a third (untargeted) objective: “communicating scientific literature.” Sometimes it was unclear what students were communicating (due to general poor writing in general, misuse of words in attempts to sound “academic”, etc.) This was strongest in the posters, as they require visual communication just as much, if not more so, than textual communication; for example, one common problem seen in many posters was an imbalance between figures and text, though different committee members sometimes had very different views on whether a poster was “balanced” or not, and what that meant in the broader context of relaying information to scientists or non-scientists. There was also some discussion on how much “weight” the department should give in training students to develop posters versus write papers, but the committee generally felt it was more important to emphasize paper-writing skills as students will need them more. Next year’s assessment might want to focus on that objective.

Completed 11/2/19 by David Senchina.

College of Business & Public Administration (by 12/16/19)

What is your College or School?

College of Business & Public Administration

What is your program?

Actuarial Science (BSBA/Conc)

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

	Students will be able to select an appropriate model for a given problem, estimate model parameters, and evaluate the quality of the model.
X	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.
	Students will be able to calculate the value and payoffs on Exotic options simulate lognormal stock prices and use Monte Carlo techniques to estimate the price of stock-type derivatives; manage and control risk through delta-and-gamma hedging methods; apply interest rate models to evaluate both bonds and bond-type derivatives.

Measures: (1) Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome, and (2) how or when faculty plan to reflect and discuss.

ACTS 161 Exam

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

Percent with Good or Above (3 or 4) = 81%

Most students had a good recall of information taught in the prerequisite course. For those students who received a (3) or (4), they understood the distinct steps required and applied the appropriate methodology. For those who received a (1) or (2), they forgot one or more steps and/or applied the methodology incorrectly. In particular, trending losses and bringing the premium to on-level were problematic in the pricing problem. Calculating ultimate losses was a struggle in the reserving problem.

One of the problems that I assessed was toward the end of the exam. Some students were rushed due to lack of a good grasp of the material. Thus, some students skipped the problem or did not have the time to sufficiently work the problem.

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

In the future, I may move the assessed pricing question a little closer to the beginning of the exam, so that students are not skipping or rushing the problem.

Complete assessment discussions and the section above by 12/16/19.

What is your College or School?

College of Business & Public Administration

What is your program?

Data Analytics (BA/BS/BSBA/Min)

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

X	Create software implementing algorithmic data analysis techniques and evaluate the quality of the competing models produced.
	Justify the selection of particular data analysis techniques to use with a given problem and construct a coherent explanation of technical issues, design approach, and use of Data Analytics that can be understood by members of a multi-disciplinary team.

Measures: (1) Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome, and (2) how or when faculty plan to reflect and discuss.

STAT 170 Final Exam problem

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

Percent with Good or Above (3 or 4) = 66 %

I could tell that most if not all of the students had Stat 40 prior to taking the course. They came in with R programming skills that helped them advance faster than previous semesters and made them better at solving their own code errors.

The most common issues that the lower students had were missing the multicollinearity that I had built into the dataset and using only 1 item (like the p-value) to evaluate the model instead of also utilizing s, R², R²a, AIC, etc. to determine which of the models they built was the best. They also did not think about aspects of model to investigate such as square terms, interactions, and residual plots.

They were good at the big picture items, but not at the smaller detailed things. (Like getting degrees of freedom correct, counting k from the number of terms output and not entered, difference between R² and R²a, partial F testing only appropriate items, etc.)

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

Complete assessment discussions and the section above by 12/16/19.

What is your College or School?

College of Business & Public Administration

What is your program?

Information Systems (BSBA)

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

	Students will demonstrate the ability to analyze, design and implement information systems to fulfill user requirements.
X	Students will demonstrate the ability to apply appropriate software tools for solving business problems.

Measures: (1) Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome, and (2) how or when faculty plan to reflect and discuss.

IS 114 Projects using the Proficient in the Field rubric

- Knowledge and comprehension (understanding the basics)
- Application and analysis (attaining the concepts)
- Synthesizing and evaluating (going beyond the given)

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

Percent with 3 or 4 = 100 %

They were all very good with skills, only required the direction to take it to more advanced problem-solving levels.

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

None at this time.

Complete assessment discussions and the section above by 12/16/19.

What is your College or School?

College of Business & Public Administration

What is your program?

International Business (BSBA)

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

	Students will be able to collect, process, and analyze information about global markets to make informed global business decisions.
	Students will understand the factors that influence global business decisions and be able to apply this knowledge to scenarios in the context of uncertainty.
X	Students will demonstrate an ability to create, evaluate, and communicate effective business solutions within a global environment.

Measures: (1) Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome, and (2) how or when faculty plan to reflect and discuss.

MKTG 170 Homework

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

Percent with Good or Above (3 or 4) = 85.7 %

This group of students has been the best prepared and most interactive I have had in several years. No deficiencies except in a single isolated case.

The student who received a 1 did not turn in the assignment on time, resulting in an automatic 0. Earlier homework by this student suggests that they would have scored a 3 at least on this homework, so the 1 is an anomaly.

Smaller classes are a definitely superior environment for a course such as this one. Also, it is definitely an advantage to have students who have spent some time abroad, thus enabling them to share their own experiences. The class experience is further enhanced by the presence of three foreign students who can offer their unique reverse perspective on global marketing.

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

No changes. I believe the globalization course and the virtual requirement that IB students spend time overseas materially enhances the outcomes in this class.

Complete assessment discussions and the section above by 12/16/19.

What is your College or School?

College of Business & Public Administration

What is your program?

Management (BSBA)

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

X	Students will understand key concepts, theories, and practices important to the management of organizations.
X	Students will be able to diagnose organizational situations and develop decisions and managerial actions that enhance organizational effectiveness.
X	Students will be able to identify methods to obtain and use quantitative as well as qualitative data to solve problems and be able to design effective managerial solutions.

Measures: (1) Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome, and (2) how or when faculty plan to reflect and discuss.

MGMT 145 Exams

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

Percent with Good or Above (3 or 4) = 100%

The skills lacking with these students are the ability to identify, and/or articulate, specifics needed to address organizational issues. For example, what specific data they would want, as a CEO, to make a strategic change.

The students that excelled with this assessment were able to provide specific data sets they would needs to see, how they would obtain it and how they would use these data sets.

Since this is my first semester as an Adjunct, I by no means know everything that the management students learn through their program.

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

The role of data has become increasingly important when managing an organization. I think there is an opportunity to lean into this. If I am asked to continue teaching Mgmt 145 I plan to spend more time on this specific topic as it is integral to understanding how an organization can and should be structured, and the decisions management makes along the way.

Complete assessment discussions and the section above by 12/16/19.

What is your College or School?

College of Business & Public Administration

What is your program?

Marketing (BSBA)

Outcome(s): Mark the program learning outcome(s) that is/are the focus for the 2018-19 Academic Year with an X. If your program learning outcomes have changed, please add the correct learning outcomes below and send an e-mail to gregory.lin@drake.edu.

X	Students will learn the methods of collecting, processing and analyzing information about consumers and marketplaces and apply the methods to make informed marketing decisions.
X	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.
X	Students will demonstrate an ability to create, evaluate and communicate effective marketing plans.

Measures: (1) Identify one to three assignments, projects, essays, etc. that provide a window into student learning for this outcome, and (2) how or when faculty plan to reflect and discuss.

Outcome 1: Data-Informed Marketing
MKTG 113 Homework, projects, test question

Outcome 2: Marketing Strategy
MKTG 115 Final projects (individual)

Outcome 3: Marketing Plans
MKTG 195 Assignment 1 (Use of MRI+ data), Assignment 2 (Positioning Map and Analysis

Findings: Present and analyze your findings this year about student learning in this outcome connected to the measures that you provided above.

Outcome 1: Data-Informed Marketing
Percent with Good or Above (3 or 4) = 62 %

This class is typically the students' first exposure to survey design. As a result students frequently make the mistakes expected of any novice, e.g. asking double-barreled questions, using a yes/no response when the situation calls for a 5 point rating scale, making questionnaires that are unclear or too long, etc.

Many students could identify the places where the survey instrument strayed from the "rules-of-thumb for a good survey" offered in class. But very few could point to positive aspects of the survey instrument. For example, I repeatedly stress the importance of minimizing non-response bias and survey fatigue by limiting the number of questions. Yet very few students recognized this positive aspect of the survey. On the other hand, many students were able to recognize that the scale was unbalanced (i.e. more positive than negative options).

Students who received a (1) drew more wrong conclusions than right conclusions. Students who received a (2) were able to point out at least one major flaw in the questionnaire but also said something that was incorrect.

Students who received a (3) were able to accurately point to multiple issues with the questionnaire. Students who received a (4) accurately pointed out both good and bad aspects of the questionnaire.

Outcome 2: Marketing Strategy

Percent with Good or Above (3 or 4) = 81%

The marketing majors entered Marketing 115 with a fairly solid understanding of the principles of marketing and basic psychology.

The students who received (1) and (2) rankings showed very limited understanding of the key factors impacting consumer decisions. These students were extremely weak in their ability to extend and apply concepts covered in Marketing 115 to their projects. In addition, these students were limited in their ability to identify and support their conclusions.

The students who received (3) and (4) rankings showed a much clearer and detailed understanding of the concepts impacting the consumer decision process. Their projects exhibited the ability to accurately apply concepts and also provide adequate and at times, thorough explanations.

This is an individual written project that ties together concepts from the entire semester.

Outcome 3: Marketing Plans

Assignment 1 (MRI+ data)

Percent with 3 or 4 = 75 %

Assignment 2 (Positioning Map and Analysis)

Percent with 3 or 4 = 100 %

The only shortcoming I saw in either work was an occasional lack of attention to detail (i.e. not carefully following instructions). Items that were specifically asked for were omitted or not properly cited. On rare occasions (perhaps 2 out of 25 students), 10% deductions for excessive writing errors were taken.

The best efforts were well written, cohesive, and supplied with ample detail. The very best papers provided insights from the authors instead of just summarizing the findings.

Students who received a 2 generally did not specify where they found the information, omitted elements that were specifically called for, or overlooked key information that might have materially changed the suggestions made to management.

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

Outcome 1: Data Informed Decision-Making

When covering survey instrument design, the students receive information on best practices. This included the reasoning behind the best practice as well as examples. We

then spend an entire class critiquing real surveys. Finally, students are assigned a group project that involves designing their own survey.

Perhaps another class period of practice would help improve student performance.

Outcome 2: Marketing Strategy

Marketing majors often take Marketing 115 with only one prior marketing class completed (Marketing 101). It is beneficial for students to take this course before enrolling in some of our other departmental course offerings. An understanding of consumer decision making is foundational in the development of marketing strategies.

Outcome 3: Marketing Plans

I will continue to send them a sample homework assignment. I realize that they slavishly copy the model, but at least it encourages them to pay attention to proper business writing techniques and proper documentation.

Complete assessment discussions and the section above by 12/16/19.