

USE OF ASSESSMENT RESULTS TO MAKE IMPROVEMENTS

IMPROVEMENTS EXTRACTED FROM A SAMPLE OF UCC ASSESSMENT REPORTS

2020, 2021, 2022, 2023, 2024, 2025

UCC TIER 3 COURSES

As a result of the assessment data, what improvement(s) to this TIER 3 experience will be made in the next academic year? Describe any plans for adjustments and improvements to future instructional methods, course content, syllabus or assessment activities/processes in this course as a result of assessment data. Describe how the results were shared with other faculty.

Students will be recommended to meet with me to go over writing and oral presentations to help them improve. I will especially focus on students who are struggling in the class, as these are the developing students noted above.

Incorporate a structured component in the research project that explicitly asks students to evaluate the ecological and societal implications of their study.

Add discussion prompts or short reflection checkpoints during the research process to encourage ethical and environmental awareness.

Provide a brief workshop on giving constructive feedback before peer review assignments.

Incorporate guided reflection on team dynamics to help students navigate conflicts and improve consensus-building.

Adjust rubric descriptors to better capture nuanced growth in inquiry, communication, and responsibility.

Add a minor self-assessment component so students can evaluate their own contributions to the research process.

Summarized results and trends were shared in departmental meetings and via email with faculty teaching related courses.

Plans for improvement and successful strategies (e.g., peer review training, structured reflection) will be discussed collaboratively to support consistency in Tier 3 outcomes across sections.

Introduce brief mini-lessons on scientific publishing and ethical considerations to strengthen students' real-world applicability.

Adjust the timing of assignments to allow more iterative feedback and improvement before final submission.

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I plan to better emphasize the importance of meeting deadlines in order to help students with understanding class responsibilities and better develop their professionalization skills. I also revised my syllabus for this class to incorporate all 8 of the NACE Competencies into the class content. This will help to better emphasize to students which skills employers throughout the United States value the most and will help increase our job placement rates.

To enhance these skills further, students will be recommended to meet with the professor to go over their written work and oral presentations.

First, during the Spring Semester, some students were not yet seniors but were allowed to take the class as juniors. They were not ready for the experience. We have since decided to restrict this course to seniors only. Second, students who were graduating that Spring Semester were pulled in many directions and some had already been accepted to graduate programs and law school, so they had a difficult time attending to the demands of the course. We have decided to offer the new capstone course we are developing in the Fall Semester rather than the Spring to counteract this. Third, through a curriculum change, Juniors will now be required to take a 1-credit online course titled “Developing a Research Proposal” so they have a project ready to go when they take the senior capstone in the Fall. Last, we realized students require syllabi, CVs and LinkedIn pages before they get to their senior years so we are focusing on developing those skills more so in our required sophomore professional development class.

This course has been a requirement for majors since 2008. Each year, a real world project is selected and students work through it as they will in their future careers. The results each year are reviewed to see if any adjustments need to be made for the following year. Faculty and guest jurors (industry professionals) attend the final review, hear student information, and see final presentations. The faculty reviewed the written information, watched the presentations and submitted grades. The grades for the students were the average of the faculty grades. Faculty had access to the grading rubric.

In the future, I will make the following adjustments:

- More scaffolding assignments to build to final paper.
- More individual assignments that explicitly address each SLO.

Based on this year’s assessment data, several adjustments have either been implemented or proposed to improve student learning outcomes.

Assessment findings and proposed adjustments are shared during a department meeting, where faculty collaboratively “close the assessment loop” by reviewing results, discussing strengths and weaknesses, and planning future initiatives. These discussions ensure that changes are informed by data and that instructional strategies across courses are aligned with departmental and University Core Curriculum goals.

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

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

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

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

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

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

The assessment results are routinely shared with faculty during our scheduled department meetings. These meetings provide a valuable platform for open dialogue, where faculty members can engage in candid and constructive discussions regarding the course. This collaborative exchange ensures that all faculty are informed about the outcomes and can provide insights or recommendations as necessary. Going forward, we will continue to monitor student performance and remain open to future adjustments, should the data suggest areas for improvement.

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

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

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Through conversations with the department coordinator and practicing professionals who served as jurors and advisory board members, they agreed that there was consistency in students' skills. After seeing the final presentations, they agreed that the general presentation techniques and industry standards were met. These communication and presentation skills were introduced earlier in the curriculum, so this cohort had practice prior to the time the student took this course, and thus left the program with competent or accomplished communication skills.

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

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

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

I will work with my peers to try to have them note any specific course content they feel may be relevant to future internship/employment opportunities so that students may have greater recall of their experiences when developing the capstone paper.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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