

Assurance of Student Learning Reflection 2024-2025	
<i>College of Education and Behavioral Sciences</i>	<i>School of Leadership and Professional Studies</i>
<i>Associate of Interdisciplinary Learning 246</i>	
<i>Anne L. Heintzman</i>	
Is this an online program? ☒ Yes ☐ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcomes										
Program Student Learning Outcome	Below are the initially proposed SLOs for the AIS ASL requirements, which have not yet been implemented. Because of the recent APR recommendations, these will be changing completely. <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px; vertical-align: top;"><i>SLO 1</i></td> <td style="width: 45%; padding: 5px; vertical-align: top;"><i>Apply leadership skills for productive teamwork</i></td> <td style="width: 40%; padding: 5px; vertical-align: top;"><i>Students will produce one artifact from completed coursework demonstrating competence in leadership and teamwork. The artifact may take many forms (poster, video, essay, presentation, multimedia, performance) and should be appropriate for the area of concentration. Students will score an average of 3 on a 5-point rubric to demonstrate success in SLO 1. The rubric will be generalized and flexible to accommodate the many possible forms of the artifact.</i></td> </tr> <tr> <td style="padding: 5px; vertical-align: top;"><i>SLO 2</i></td> <td style="padding: 5px; vertical-align: top;"><i>Illustrate effective communication skills (oral, written, quantitative solutions, etc.)</i></td> <td style="padding: 5px; vertical-align: top;"><i>Students will produce one artifact (see SLO 1)...Students will score an average of 3 on a 5-point rubric to demonstrate success in SLO 2. ...</i></td> </tr> <tr> <td style="padding: 5px; vertical-align: top;"><i>SLO 3</i></td> <td style="padding: 5px; vertical-align: top;"><i>Demonstrate skill sets related to the professional requirements of the student's area of concentration</i></td> <td style="padding: 5px; vertical-align: top;"><i>Students will produce one artifact (see SLO 1) ... Students will score an average of 3 on a 5-point rubric to demonstrate success in SLO 3. ...</i></td> </tr> </table>	<i>SLO 1</i>	<i>Apply leadership skills for productive teamwork</i>	<i>Students will produce one artifact from completed coursework demonstrating competence in leadership and teamwork. The artifact may take many forms (poster, video, essay, presentation, multimedia, performance) and should be appropriate for the area of concentration. Students will score an average of 3 on a 5-point rubric to demonstrate success in SLO 1. The rubric will be generalized and flexible to accommodate the many possible forms of the artifact.</i>	<i>SLO 2</i>	<i>Illustrate effective communication skills (oral, written, quantitative solutions, etc.)</i>	<i>Students will produce one artifact (see SLO 1)...Students will score an average of 3 on a 5-point rubric to demonstrate success in SLO 2. ...</i>	<i>SLO 3</i>	<i>Demonstrate skill sets related to the professional requirements of the student's area of concentration</i>	<i>Students will produce one artifact (see SLO 1) ... Students will score an average of 3 on a 5-point rubric to demonstrate success in SLO 3. ...</i>
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Evaluation	Using the last three assessment cycles, is this program learning outcome still relevant, or should it be changed? If it has recently changed,									

	please explain. Other things to examine: Is the outcome measurable? Is it double or triple barreled? Does it include measurable verbs following Bloom's Taxonomy? Do you have the appropriate numbers of SLOs to measure regularly? Please consider choosing the most important. The ASL for AIS is new for 2024-2025, part of major revisions to bring the program into compliance with university standard for SLOs and assessment of those SLOs. Because AIS has no courses of its own, assessment of learning requires innovation. Initially, the idea was that students would produce 1-3 artifacts from already-completed coursework that demonstrate (1) leadership and teamwork skills, (2) communication skills, and (3) skill set(s) related to the professional requirements of the student's area of concentration. However, AIS has just received final reports from its first ever Program Review Assessment and additional ideas offer opportunities for improvement by revising SLOs and rethinking assessment.
Measurement Instruments	Are the measurement instruments actually measuring the outcome? If you change the SLO, is this still the best instrument to use? Is this a direct or indirect measure? Is your artifact appropriate? If not, what other options are there? Will the rise in the use of AI affect the assignment and measurement? If there are rubrics, do they need to be altered to better fit the learning outcome? Does the rubric (if using) work or does it need to be adjusted? According to the review committee: because of limited contact with students and no IDST courses in the program of study for the AIS program, data collection is difficult. Because program assessment data has not yet begun, it is a good time to re-evaluate the initial attempt at defining SLOs because the committee suggested the SLOs are not yet representative of the program. Because adding additional course requirements would delay degree completion for students, the recommendation that resonates most clearly is the possibility of adding a culminating experience for AIS students such as a graduating survey/interview, perhaps with an incentive for completion (graduation fee waiver, perhaps). This process would offer opportunity for contact with IDST faculty and collection of program goals and SLOs, as well as potential future contact with alumni who might continue on to a four-year degree.
Criteria & Targets	Does Criteria for Success (level of performance students will have achieved for your program to have been successful--ex., students will have earned 4/5 for documentation and citation on capstone essays) need to be changed? What about targets? If you have successfully made your targets consistently, consider a more challenging target. The original idea for level of performance was a 3 on a 5-point rubric for (1) leadership and teamwork skills, (2) communication skills, and (3) skill set(s) related to the professional requirements of the student's area of concentration. That Criteria for Success must change as it does not represent program goals. First, AIS program goals must be established/clarified. Currently, the program goals are understood to be a flexible degree program

	for students to design their own personal needs and educational objectives within pre-set general education requirements and concentrations of related coursework, similar to the BIS four-year degree. More specific program goals will need to be considered.
Results & Conclusion	Results: Are the results what was expected or not? What stood out in the assessment cycle over the past three years? Explain Conclusions: What worked? What didn't? Why do you think this? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool. The difficulty of establishing an initial assessment cycle that represents AIS program goals and SLOs has been unexpectedly complicated and unsatisfactory. The insights of the APR committee are invaluable as their ideas brought new possibilities that will result in stronger ties between faculty and students in this program. Without direct contact between faculty and students, gathering artifacts as previously planned was never going to work well and was likely to cause difficulty. However, the possibility of linking a survey/assessment to the degree program that would provide a possible incentive, as well as provide data for assessment is much more possible. For instance, AIS programs used to require paper forms, which were only eliminated this year. In place of that process, we guide students through the process of changing their major and catalog year (if needed), and applying for graduation. A link to a survey/assessment could easily be inserted in that short list of requirements for the degree to be awarded.
**IMPORTANT - Plans for Next Assessment Cycle:	As we work hard to improve our assessment practices and make them more meaningful and effective, it's important each program craft a three-year plan for the following assessment cycle (2025-26, 2026-27, 2027-28) – this process assists in “closing the loop.” For example, you may decide to: • collect a more appropriate artifact • create new program outcomes • adjust targets because they are consistently exceeded or not met • need to reconstruct your curriculum map • sequencing of classes might need to be adjusted, or additional class(es) provided Whatever your plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. You will be expected to implement any needed changes before the next assessment cycle. AIS program goals and SLOs will need to be clearly established. Though the AIS is an old general studies program, it has never before been assessed, therefore the task is challenging. To help with the process, AIS faculty will reach out to our recent program review colleagues, among others, to compare ideas. After establishing program goals and SLOs, the AIS program will develop an appropriate artifact that will (1) help to establish a clear connection with each AIS student (2) be an easy-to-access link to a survey/assessment, (3) collect information responsive to SLOs, which may include why the AIS program is right for this student, how it will be applied in

	their lives, and what future plans students have about additional credentials. If possible, the process may include incentives such as a waiver of graduation fee (which would assist many students financially) as well as possibly include additional required forms such as change of major/catalog year, if needed. Faculty will meet and brainstorm with CITL and/or other WKU-based technical assistance to produce a technically competent and information-rich survey assessment that gathers information for program goals and SLOs.
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