1: Student Learning Outcome

STUDENT LEARNING OUTCOME: An area of focus for improvement of student learning.

Students will define the problem from a case scenario and formulate a solution.

Providing Department: Student Learning Outcome Example

Is this outcome related to a federal grant awarded to the department or unit?: No

Grant Source and Title (If Applicable):

Measure 1 Data Source: Rubric
Is Measure 1 direct or indirect?: Direct

MEASURE 1: Specific method used to collect evidence, direct and/or indirect, of the outcome. Attach a copy of instrument(s) used, if applicable.

Case scenario assignments are assessed for students' ability to define the problem, using Item #2 on the instructor's grading rubric. Assignment description and rubric are attached.

- [Case Scenario Project]
- [Case Scenario Rubric]

Measure 2 Data Source: Rubric
Is Measure 2 direct or indirect?: Direct

MEASURE 2: Specific method used to collect evidence, direct and/or indirect, of the outcome. Attach a copy of instrument(s) used, if applicable.

Case scenario assignments are assessed for students' ability to formulate a solution, using Item #5 on the instructor's grading rubric. Assignment description and rubric are attached.
Case Scenario Project

Case Scenario Rubric

Assessment Plan Status: Approved by Supervisor

RESULTS: Aggregated data, summary of the analyses, and interpretations for each measure.

Near the end of the previous academic year, program faculty developed the case scenario project and the associated grading rubric. The case scenario project and rubric were implemented for all capstone course sections during the Fall 2016 semester.

In order to foster greater consistency and reliability in scoring, course instructors shared examples of graded work during the end-of-semester faculty meeting, specifically one project that scored highly and one that scored poorly. Based on this "calibration" discussion, the case scenario project instructions were clarified and the rubric was improved for the following semester.

For this assessment, rubric items #2 and #5 were collected during the 2017 Spring semester. As the attached graphs demonstrate, students scored well on rubric item #2 (Section Average=3.25), defining the problem, but lower on item #5 (Section Average=2.57), formulating the solution.

During post-assessment discussions, course instructors identified lack of creativity as the most significant contributor to lower scores on formulating a solution.
IMPROVEMENTS: Improvement(s) verified with data and trends, including information from previous cycles, related to the outcome (for outcomes measured more than once).

Baseline data was collected during this assessment cycle. Re-assessment will occur during the 2018 spring semester to determine if improvements in formulating a solution are observed.

BRAINSTORMING: Possible strategies for improvement. This is an area for the collection of ideas (the selected strategy for improvement follows below).

Course instructors identified creativity of solutions as the area most in need of improvement. Several ideas surfaced in faculty discussions about how to improve in this area:

- Supplement capstone course lectures with examples of real world problems. Lead a discussion to generate solutions, especially creative solutions.
- Teach students about brainstorming and how to think "outside the box."
- Add an item on the case scenario project rubric specifically pertaining to "creativity of solution."
- Add assignments in other courses taken prior to the capstone that help foster creative problem solving.

STRATEGY FOR IMPROVEMENT: The specific strategy for improvement selected for implementation during the next assessment cycle.

For the next assessment cycle, faculty decided to implement the following strategies for improvement:

- Supplement capstone course lectures with examples of real world problems. Students will form small groups and talk about possible
solutions, with the emphasis on creative thinking. After the small group discussions, the instructor will lead a large group discussion to talk about the proposed solutions and why certain solutions are more creative than others.

- Add an item on the case scenario project rubric specifically pertaining to "creativity of solution."

At an upcoming department meeting, the program coordinator will propose adding assignments that foster creative problem solving in other courses (prior to the capstone course). This may be an improvement that could be implemented during the next few years.

**Improvement Report Progress:** Ready for OIE Review

**Related Items**

**University Mission Statement**

KSU is a public institution committed to serving our state, the nation, and the world community. We strive to contribute to the discovery and dissemination of new knowledge to these communities through our extensive research, teaching, and service initiatives.

**2: Excellence and Innovation**

Promote excellence and innovation in education through teaching, supervising, and mentoring students; research, creative activity, and scholarship; and professional service,

**2.1: Improve Learning Environments**

Improve on-campus, off-campus, and online learning environments