

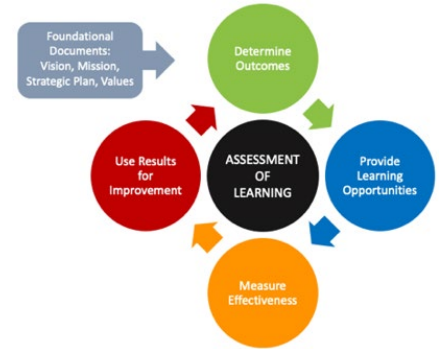
2023-2024 Assessment of Learning (AoL) and Student Success Report

Guided by our vision, mission, and strategic plan, Kennesaw State University strives to continuously improve the quality of all aspects of the institution. [Assessment of Learning](#) is the process by which faculty demonstrate a commitment to continuous improvement in student learning and student success. Ongoing and thoughtful assessment and reflection supports a culture of evidence and data-informed improvement.

For the 2023-2024 report, programs will use this revised template and include the following sections:

- [Curriculum Map \(required\)](#)
- [Program Student Learning Outcome 1 \(required\)](#)
- [Program Student Learning Outcome 2 \(required\)](#)
- [Program Student Learning Outcome 3 \(optional\)](#)
- [Student Success Outcome](#)
- Please note: Programs with a *specialized accreditation exemption* will continue to submit their most recent self-study in lieu of using the template.

Due March 15



The template incorporates questions to guide purposeful reflection and discussion at faculty meetings. The template may be modified to meet your program’s needs as long as the pertinent information is included and easily identified. For instance, the report may be written in the form of a study for future publication or conference presentation, if desired.

The [Assessment of Learning](#) website provides additional resources to support your assessment efforts. Please contact the Assessment Office at assessment@kennesaw.edu if you have any questions or you would like to schedule a consultation. Thank you for your commitment to continuous improvement at KSU.

Cover Sheet

College:	College XYZ
Department:	Department of KSU
Program:	B.S. in Academic Program Assessment
Program Coordinator:	Scrappy Owl
Assessment Coordinator (if applicable):	N/A

Have the outcomes and/or measures changed from the previous year? Yes No

If the outcomes or measures will be modified for the following academic year, please contact the Assessment Office at assessment@kennesaw.edu.

Did your program encounter any challenges in collecting data and/or implementing strategies for improvement?

If applicable, please describe any challenges with data collection or the implementation of improvement strategies.

Is the Full Report Due? Every 3 years (per the [Cohort Schedule](#)), an additional item is required in certain sections of the report. Specifically, programs are asked to summarize their results over the past 3 years, note any trends in the findings, interpret their findings, and discuss the impact (if any) of their improvement efforts.

Based on the [Cohort Schedule](#), is the full report due for your program? Yes No

If so, please complete the section on the **“TRENDS, INTERPRETATIONS, AND IMPACT (3rd year report only)”** for each program student learning outcome and student success outcome assessed during this time.

Please contact the Assessment Office at assessment@kennesaw.edu if you have any questions about your program’s cohort or the Cohort Schedule.

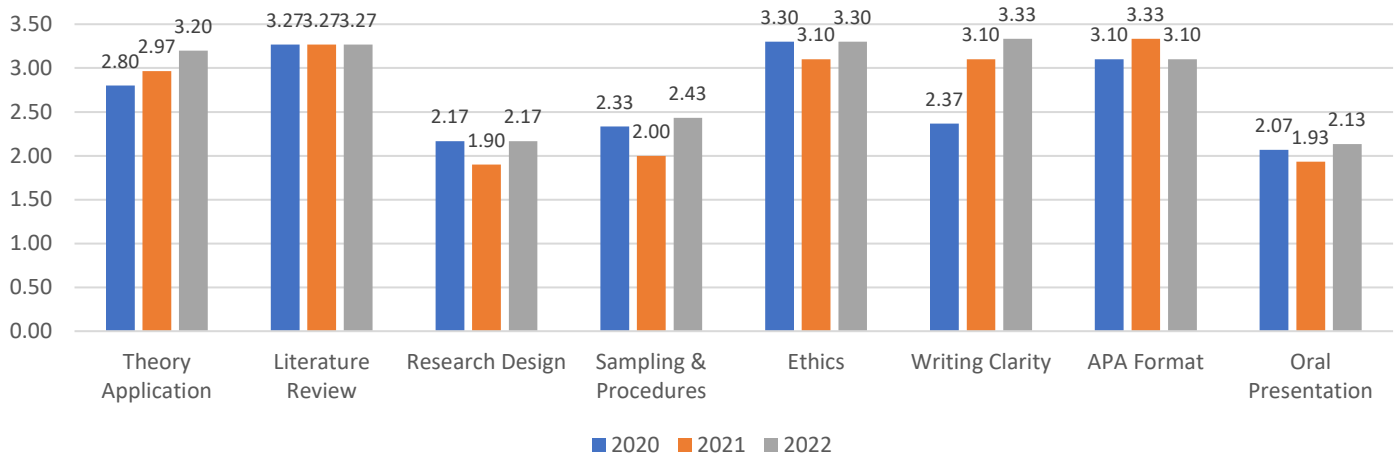
CURRICULUM MAP

Curriculum Map									Program Assessment Information		
Program Student Learning Outcomes (PSLOs)	KSU 1000	KSU 2000	KSU 3001	KSU 3002	KSU 4000	KSU 4001	KSU 4003	KSU 4499: Senior Seminar	Assessment Schedule	Assessment Tools (Direct Measures)	Assessment Tools (Indirect Measures)
PSLO 1: Recall key concepts in Academic Program Assessment.	I	R		R	R		R	R, A	Yearly starting 2025	Senior Seminar, Exit Exam	Exit Survey, Item 1
**PSLO 2: Apply key theories in the field of academic program assessment.	I	R		R	R			R, A	Yearly	Senior Seminar Project Rubric Item: Theory Application	Exit Survey, Item 2
PSLO 3: Critically review the current literature on program assessment methods and continuous improvement.		I	R					R, A	Yearly	Senior Seminar Project Rubric Item: Literature Review	Exit Survey, Item 3
PSLO 4: Design a research study to examine a contemporary issue in academic program assessment.		I	R					R, A	Yearly	Senior Seminar Project Rubric Items: Research Design; Sampling & Procedures; Ethics	Exit Survey, Item 4
**PSLO 5: Engage in effective written communication appropriate for academic program assessment.		I	R		R	R	R	R, A	Yearly	Senior Seminar Project Rubric Items: Writing Clarity; APA Style	Exit Survey, Item 5
PSLO 6: Engage in effective oral communication appropriate for academic program assessment.		I				R		R, A	Yearly	Senior Seminar Project, Rubric Item: Oral Presentation	Exit Survey, Item 6

**Continuous Improvement Focus I=Introduced R=Reinforced A=Assessed for Program Assessment

Overview of 3-Year Assessment Findings for Direct Measures

Figure 1. Senior Seminar Project Mean Rubric Scores
3-Year Comparison



ASSESSMENT PLAN: MEASURES AND PROCEDURES

PROGRAM STUDENT LEARNING OUTCOME 1: Recall key concepts in academic program assessment.

**Note: Assessment information not included in the current report. Assessment data will be included starting 2025.*

PROGRAM STUDENT LEARNING OUTCOME 2: Apply key theories in the field of academic program assessment.

PSLO 2, Measure 1 (direct): Mean score and other descriptive statistics from the Theory Application Grading Rubric Item from the Senior Seminar Project, data collected from all students enrolled in all section of KSU 4499 every semester it is offered.

PSLO 2, Measure 2 (indirect): Mean score and other descriptive statistics from Item # 2 on the Exit Survey, data collected from all students enrolled in all sections of KSU 4499 every semester it is offered.

PROGRAM STUDENT LEARNING OUTCOME 3: Critically review the current literature on program assessment methods and continuous improvement.

PSLO 3, Measure 1 (direct): Mean score and other descriptive statistics from the Literature Review Grading Rubric Item from the Senior Seminar Project, data collected from all students enrolled in all section of KSU 4499 every semester it is offered.

PSLO 3, Measure 2 (indirect): Mean score and other descriptive statistics from Item # 3 on the Exit Survey, data collected from all students enrolled in all sections of KSU 4499 every semester it is offered.

PROGRAM STUDENT LEARNING OUTCOME 4: Design a research study to examine a contemporary issue in academic program assessment.

PSLO 4, Measure 1 (direct): Mean score and other descriptive statistics from the Research Design Grading Rubric Item from the Senior Seminar Project, data collected from all students enrolled in all section of KSU 4499 every semester it is offered.

PSLO 4, Measure 2 (direct): Mean score and other descriptive statistics from the Sampling & Procedures Grading Rubric Item from the Senior Seminar Project, data collected from all students enrolled in all section of KSU 4499 every semester it is offered.

PSLO 4, Measure 3 (direct): Mean score and other descriptive statistics from the Ethics Grading Rubric Item from the Senior Seminar Project, data collected from all students enrolled in all section of KSU 4499 every semester it is offered.

PSLO 4, Measure 4 (indirect): Mean score and other descriptive statistics from Item # 4 on the Exit Survey, data collected from all students enrolled in all sections of KSU 4499 every semester it is offered.

PROGRAM STUDENT LEARNING OUTCOME 5: Engage in effective written communication appropriate for academic program assessment.

PSLO 5, Measure 1 (direct): Mean score and other descriptive statistics from the Writing Clarity Grading Rubric Item from the Senior Seminar Project, data collected from all students enrolled in all section of KSU 4499 every semester it is offered.

PSLO 5, Measure 2 (direct): Mean score and other descriptive statistics from the APA Style Grading Rubric Item from the Senior Seminar Project, data collected from all students enrolled in all section of KSU 4499 every semester it is offered.

PSLO 5, Measure 3 (indirect): Mean score and other descriptive statistics from Item # 5 on the Exit Survey, data collected from all students enrolled in all sections of KSU 4499 every semester it is offered.

PROGRAM STUDENT LEARNING OUTCOME 6: Engage in effective oral communication appropriate for academic program assessment.

PSLO 6, Measure 1 (direct): Mean score and other descriptive statistics from the Oral Presentation Grading Rubric Item from the Senior Seminar Project, data collected from all students enrolled in all section of KSU 4499 every semester it is offered.

PLSO 6, Measure 2 (indirect): Mean score and other descriptive statistics from Item # 6 on the Exit Survey, data collected from all students enrolled in all sections of KSU 4499 every semester it is offered.

PSLO ASSESSMENT: RESULTS, TRENDS, INTERPRETATIONS

Looking at the results over the past three years (see Tables 1-3 and Figure 1), we see strong student achievement in applying theories (PSLO 2), reviewing the literature (PSLO 3), and some aspects of writing effectiveness (APA style; PSLO 5); however, students still seem to be struggling with some aspects of designing a research study (research design and sampling/procedures; PSLO 4) and with oral presentation skills (PSLO 6). The findings from our exit survey, which looks at students' perceptions of their achievement of each of the PSLOs, show consistent results. Students rated the extent to which the KSU BS in Academic Assessment Program enabled them to achieve PSLO 4 (design a research study) and PSLO 5 (oral communication) lower (Mean scores below a 3.0) than their ratings for all other PSLOs (Mean scores above 3.0).

Over the past three years, we focused on improving theory application skills and writing clarity. Specifically, in KSU 4001 and 4003, instructors started to scaffold papers and provide more feedback to students to improve their abilities to apply theories and write clearly. These efforts seem to have led to some improvements for these two outcomes as the mean scores on the Senior Seminar Theory Application Rubric Item increased from 2.8 to 3.2, with the percentage of students scoring below a 3 on the rubric declining from 37% to 13%. Also, the mean scores on the Senior Seminar Writing Clarity Rubric Item increased from 2.37 to 3.33, with the number of students scoring below a 3 on the rubric decreasing from 67% in 2021 to 7% in 2022 and 0% in 2023. We believe these efforts were successful and we will continue to use the scaffolding approach for the major papers in KSU 4001 and 4003.

Table 1. 2021 Mean Rubric Scores and % of Students Scoring in Each Rubric Level for KSU 4499 Senior Seminar Project

	2021					
	N	Mean	% of 4s	% of 3s	% of 2s	% of 1s
**Theory Application	30	2.8	20%	43%	37%	0%
Literature Review	30	3.3	40%	47%	13%	0%
Research Design	30	2.2	10%	17%	53%	20%
Sampling & Procedures	30	2.3	20%	20%	33%	27%
Ethics	30	3.3	33%	63%	3%	0%
**Writing Clarity	30	2.4	3%	30%	67%	0%
**APA Format	30	3.1	13%	83%	3%	0%
Oral Presentation	30	2.1	7%	20%	47%	27%

Table 2. 2022 Mean Rubric Scores and % of Students Scoring in Each Rubric Level for KSU 4499 Senior Seminar Project

	2022					
	N	Mean	% of 4s	% of 3s	% of 2s	% of 1s
**Theory Application	30	3.0	33%	30%	37%	0%
Literature Review	30	3.3	40%	47%	13%	0%
Research Design	30	1.9	0%	13%	67%	20%
Sampling & Procedures	30	2.0	0%	23%	50%	27%
Ethics	30	3.1	13%	80%	7%	0%
**Writing Clarity	30	3.1	20%	73%	7%	0%
**APA Format	30	3.3	37%	60%	3%	0%
Oral Presentation	30	1.9	0%	17%	60%	23%

Table 3. 2023 Mean Rubric Scores and % of Students Scoring in Each Rubric Level for KSU 4499 Senior Seminar Project

	2023					
	N	Mean	% of 4s	% of 3s	% of 2s	% of 1s
**Theory Application	30	3.2	30%	57%	13%	0%
Literature Review	30	3.3	40%	47%	13%	0%
Research Design	30	2.2	10%	17%	53%	20%
Sampling & Procedures	30	2.4	20%	20%	43%	17%
Ethics	30	3.3	33%	63%	3%	0%
**Writing Clarity	30	3.3	33%	67%	0%	0%
**APA Format	30	3.1	13%	83%	3%	0%
Oral Presentation	30	2.1	7%	27%	40%	27%

**Figure 1. Senior Seminar Project Mean Rubric Scores
3-Year Comparison**

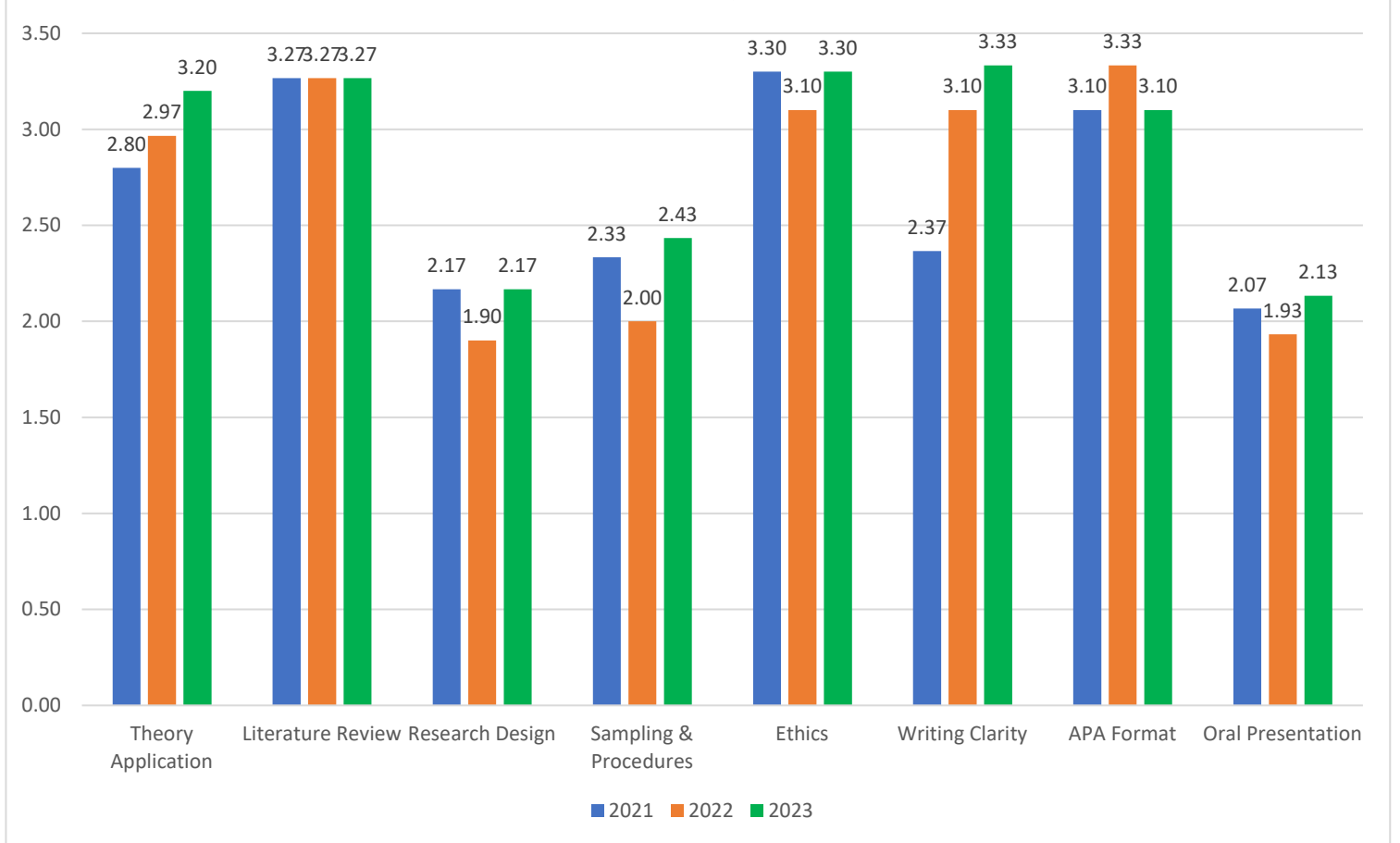
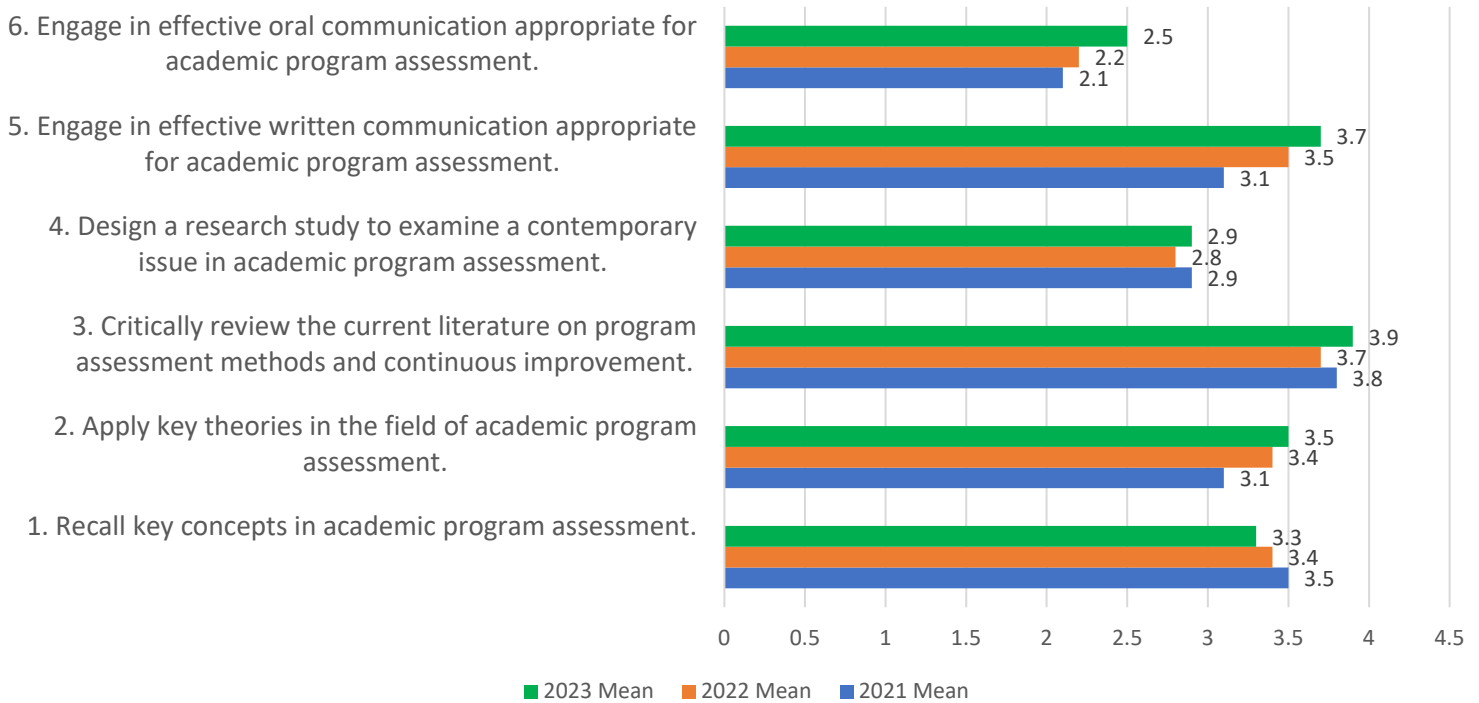


Figure 2. Mean Scores for Student Perceptions of Achievement of Program Student Learning Outcomes



FORMATIVE ASSESSMENT

As part of our improvement strategy over the past 3 years, faculty teaching KSU 4001 and 4003 began to scaffold their major paper assignments. To adjust for the added workload, they removed some assignments that were less critical (not related to achievement of the student learning outcomes) to add in this smaller, scaffolded assignments. This change was noted as beneficial for the students and the faculty – helping them focus on the key skills of applying theories and writing clearly.

CONTINUOUS IMPROVEMENT FOR PSLOs

LEARNING IMPROVEMENT:

As discussed above, the scaffolding of assignments in KSU 4001 and 4003 seem to have led to some noticeable improvements in students' abilities to apply theories and write clearly. Given the students continue to struggle with research design and oral presentation skills, over the next 3 years, we need to focus on improving students' abilities in these two areas. Specifically, to improve students' ability to design a research study, we will add small stakes assignments related to research design and sampling/procedures in both KSU 2000 and KSU 3001. Also, to provide more opportunities to practice and receive feedback on oral presentation skills, we will add an oral presentation assignment in KSU 3001.

ASSESSMENT IMPROVEMENT:

Over the past 3 years, we focused on assessing PSLOs 2-6, but we did not assess PSLO 1. Therefore, we will start developing an exit exam to assess students' ability to recall key concepts in academic program assessment.

STUDENT SUCCESS: RETENTION, PROGRESSION, GRADUATION

STUDENT SUCCESS OUTCOME: Graduation

Measure 1: 4-year and 6-year graduation rates as provided in the First-Time Full-Time Retention and Graduation Rate provided by the Office of Institutional Research.

Measure 2: DFWI rates in KSU 3001.

STUDENT SUCCESS: RESULTS, TRENDS, INTERPRETATIONS

Table 4. Graduation Rates by Cohort

Cohort	4-Years	6-Years
2013	22.6%	50%
2014	22%	48%
2015	19.4%	47.2%
2016	28.7%	49.5%
2017	35.6%	53.5%
2018	29.4%	TBD
2019	37.5%	TBD

Table 5. Mean Grade and DFWI Rates for KSU 3001 (2020-2023)

Semester	Enrolled	Mean Grade	DF	WI	DFWI
Fall 2020	73	2.86	14%	30%	44%
Spring 2021	49	2.79	26%	14%	41%
Summer 2021	18	2.76	28%	11%	39%
Fall 2021	52	2.40	17%	13%	30%
Spring 2022	60	3.06	13%	10%	23%
Fall 2022	59	3.12	11%	10%	21%
Spring 2023	78	2.57	7%	7%	14%

Our program is focusing on improving our 4-year and 6-year graduation rates. As shown in Table 4, for first time freshman who started at KSU between 2013 and 2017, the 4-year graduation rates have ranged between 22% to 36% and the 6-year graduation rates have ranged from 47% to 54%. To help improve our graduation rates, we are implementing strategies to decrease the DFWI rate in KSU 3001. As one of our most challenging courses, the DFWI rate in KSU 3001 has historically been around 40% to 50%. For some students, this has been a difficult class to pass and we believe students are dropping out of the major as a result of not being able to be successful in this course. Therefore, in 2020-2021, our faculty developed a student success plan that targeted the DFWI rates in KSU 3001. With the plan being implemented in 2021-2022 and 2022-2023, the results in Table 5 suggest that our student success strategies are having the intended impact. The DFWI rates dropped from 44% in fall 2020 to a low of 14% in spring 2023. Since students typically take KSU 3001 late in their sophomore or junior year, we do not expect to see the impact on 4-year graduation rates until

STUDENT SUCCESS IMPROVEMENT:

To reduce the DFWI rate in KSU 3001, the faculty have created additional, small stakes assignments that lead to the main research methods and research analysis assignments in the course. These smaller assignments have allowed students to receive more feedback as they develop their research and analysis skills. Also, faculty teaching these courses have been using the uHoo analytics dashboard to monitor student performance in the course and to alert when students are under performing. We’ve also been using Supplemental Instructors. Given the reductions we have seen in the DFWI rates from 2020-2021 to 2022-2023, we will continue to use these strategies as they seem to be effective. Ultimately, as students are more successful in our KSU 3301 course, we anticipate that this will lead to improved 4-year and 6-year graduation rates starting with the fall 2020 cohort.

Appendix

Research Proposal Grading Rubric

	4	3	2	1
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Theory Application	Relevant theories are explained in sufficient detail. Previous research studies testing the theories are discussed. The theories are applied appropriately to the proposed research.	Relevant theories are explained in detail and the previous research studies testing the theories are discussed. While the theories are related to the proposed research, the application of the theories is underdeveloped and needs improvement.	Theories are explained in very little detail and/or are not explained correctly. Theories are not applied appropriately to the proposed research.	There is no discussion of relevant theories.
Literature Review	A detailed and clear summary of the previous literature is provided and the connection to the current study is clear. The previous studies are discussed in sufficient detail. Limitations of previous research are discussed and it is clear how the current study will address these limitations.	A detailed and clear summary of the previous literature is provided and the connection to the current study is clear. There is a critique of previous research, but the limitations are vague and/or it is unclear how the current study will address these limitations.	Only a few relevant studies are discussed and/or it is unclear how the previous research relates to the research question. The critique of previous research is missing or weak.	There is no literature review.
Research Design	A specific quantitative, qualitative, or mixed methods design is explained in sufficient detail. The selected design is appropriate for answering the research question.	The selected design is appropriate for answering the research question, but it is not explained in sufficient detail.	The selected design is not appropriate for answering the research question.	The research design is not explained.
Sampling and Procedures	The sampling method is clearly described and is appropriate for the research question. The data collection procedures are appropriate for the study and described in enough detail that others could replicate the study.	The sampling method and data collection procedures are appropriate for the study, but they are not described in sufficient detail.	The sampling method and/or data collection procedures are not clearly described and/or appropriate for the research question.	The sampling methods and/or data collection procedures are not explained.
Ethics	Human subjects' procedures are described in detail and are appropriate for the study. All benefits and risks are clearly described. The consent form is appropriate.	The human subjects procedures are appropriate and ethical, but some minor details are missing and/or could be explained more clearly.	The human subjects' procedures are described, but important details regarding ethical procedures are missing.	The human subjects' procedures are not described.
Writing Clarity	The paper is well-organized with smooth transitions. Topic sentences are appropriate and sufficient supporting information is provided. Ideas, concepts, theories are explained in sufficient detail with the minimal use of quotes. Punctuation and grammar are correct (with no or very little errors).	Overall, the paper is organized with effective transitions. Ideas, concepts, and theories are explained correctly, but additional detail is needed to fully support the main ideas. Punctuation and grammar are mostly correct with only a few errors.	The organization of the paper makes it difficult for the reader to follow. The main ideas are not supported with sufficient details and/or ideas, concepts, theories are not sufficiently explained. Punctuation and grammar are usually correct, but there are some mistakes.	The paper is unorganized, the writing is not clear, and/or there are numerous grammar mistakes.
APA Format	The correct sections and headings are included and are in APA style. The in-text citations and references are in APA style with no errors.	Overall, the sections and headings are included and generally follow appropriate APA style. The in-text citations and references are in APA style with few errors.	Most of the information is included in the correct sections, but there are consistent APA style errors in citations, referencing, spacing, and headers.	Some information is not included in the correct sections. There are numerous APA format and style errors in the paper.
Oral Presentation	Voice is loud and clear, pace of speech is appropriate, maintains eye contact.	Voice is loud and clear and the pace of speech is appropriate, but the presenter does not maintain eye contact.	Voice is loud and clear, but the pace of speech is too fast and the presenter does not maintain eye contact.	Presentation is difficult to follow because the presenter mumbles, talks too fast, and/or speaks too quietly.

Exit Survey

Using a scale of 1 (not at all) to 4 (to a large extent), please indicate the extent to which KSU's BS in Academic Program Assessment has enabled you to do each of the following:

1. Recall key concepts in academic program assessment.

2. Apply key theories in the field of academic program assessment.
3. Critically review the current literature on program assessment methods and continuous improvement.
4. Design a research study to examine a contemporary issue in academic program assessment.
5. Engage in effective written communication appropriate for academic program assessment.
6. Engage in effective oral communication appropriate for academic program assessment.