

**IUSB Campus Assessment Committee**  
**Annual Report 2002/03**  
**Presented to the Academic Senate April 18, 2003**  
**<http://www.iusb.edu/~assess/>**

**Introduction:**

The IUSB Campus Assessment Committee has had a productive year in 2002/03. Exciting developments on campus, in the Higher Learning Commission and in the greater academic milieu, have continued to push the Assessment Committee into a more student-learning centered assessment paradigm. The Committee continued its work of monitoring, evaluating and reporting on campus assessment activities. In addition, in the 2001/02 Annual Report to the Academic Senate, several special project goals were laid out. These included: the development of a useful website, awarding of assessment grants and the improvement of the annual reporting form, all of which were accomplished this academic year.

**Third Year Reviews 2001/02**

The IUSB Assessment Committee asks each degree granting department at IUSB to summarize assessment activities every three years and present the Committee with a brief written and oral report. For the 2001-2002 academic year thirteen programs were scheduled to give reviews. The presentations were made in April 2002. Representatives from the following departments gave reports: Sociology, Physics and Astronomy, Chemistry, English, Music, Theatre, Undergraduate Business, Counseling and Human Services, Dental Assisting, Dental Hygiene, Criminal Justice, General Studies, and Masters of Social Work.

The Committee reported that of the thirteen programs presenting reviews, twelve were quite positive. The Committee found these departments doing a satisfactory job of assessing and monitoring their programs, and using the results of assessment to make positive changes in the program. The Physics and Astronomy program did not submit a written report, and information from that program is not included in this analysis. The General Studies program was in the process of major reorganization with temporary leadership and with limited access to records and data. This program also did not give a written report.

All of the programs addressed the current emphasis of the Assessment Committee on learning outcomes, and on changes made to programs as a result of assessment. At the request of the Assessment Committee, individual programs of study reported on the entire cycle of assessment activity, from making an assessment plan to implementing assessment activities and collecting data, analyzing that data and making changes to the program and to the assessment plans and activities. The Undergraduate Business program made this explicit through their use of a diagrammatic flow chart showing how each component of assessment relates to and feeds into other parts of the assessment cycle.

Several programs are making efforts towards more innovative assessment activities. Although a few programs still rely heavily on a single assessment tool, no program is using one assessment technique exclusively. Most programs are making great improvements in updating and diversifying their assessment systems. For example, the Dental Hygiene program has studied new forms of authentic assessment and performance assessment as part of their broader goal of a competency-based curriculum. Criminal Justice has developed a comprehensive assessment protocol using a multi-method and multi-level approach, followed by sophisticated statistical analysis. Several departments applied for and received assessment grants in order to improve assessment data collection and evaluation. The English program completed an alumni survey, a new technique for this department.

Naturally, the types of assessment activities appropriate for different courses of study vary from program to program. For example, the Music and Theatre programs rely heavily on performance evaluations while the English and Sociology programs use portfolios as their primary assessment tool. Other programs, such as Undergraduate Business, Criminal Justice and Dental Education used standardized and locally-developed pre and post tests as one method of measuring student learning.

A wide variety of assessment protocols are effectively being used to assess student learning and teacher effectiveness. Allowing each academic unit to tailor their assessment programs permits departments to respond to identified concerns in a focused way. For instance, assessment analysis resulted in the English department offering a wider diversity of courses to replace a required sequence in British Literature while in the Criminal Justice department assessment led the faculty to standardize an introductory course with common objectives and learning materials.

An interesting illustration of the way that different assessment paths can lead to similar results is illustrated by a concern about student writing skills identified by two programs: Sociology and Criminal Justice. This concern with writing skills was identified through different assessment techniques: the alumni survey in Criminal Justice and portfolio analysis in Sociology. Program changes implemented to address this concern were also unique. The Sociology faculty attended a presentation on writing across the curriculum. Ideas from this presentation were implemented in Sociology courses at all levels. The faculty of the Criminal Justice program increased and improved the writing assignments in all required classes. They also created a linkage between the Research and Composition classes and the faculty began consulting with the faculty of the English Department about future steps. The next step for both of these programs is to continue monitoring student writing skills, and assess whether there is improvement.

In the past three years, curriculum changes have been made in nearly all of the programs as a result of assessment activities. Chemistry has added several courses with general appeal as well as reorganizing the analytical chemistry curriculum. Although Chemistry eliminated the Honors course, they have added a new minor in Biochemistry. Undergraduate Business has added a required course in International Business and is considering a foreign language requirement. Almost all of the departments have redesigned and added courses based on student feedback.

Several programs assessed student learning in light of new professional standards and tests. Counseling and Human Services added two courses to their core requirements, and redesigned another course to better meet student needs as well as state licensing requirements. The state-wide School of Social Work is in the process of reformulating its curriculum in response to new accreditation standards. It should be noted that several programs felt that their assessment data affirmed their current course of action. Both the Dental Hygiene and Undergraduate Business programs noted excellent and above average results from standardized tests in their respective fields. In the past two years, no IUSB students have failed the National Board Dental Hygiene Examination. In Fall 2001, the IUSB Undergraduate Business students scored in the top 3 percentile nationally on the standardized ETS exam, and consistently scored in the top percentiles over the past three years on this exam.

In addition to curricular changes, departments took several other types of actions in response to assessment evaluations. Several programs made changes in their advising procedures. For instance, the Sociology program moved from general advising to assigned advisors that meet with students each semester. Undergraduate Business has improved the advising experience with a staff development program addressed to student service issues.

Faculty trainings and workshops were another common response to assessment information. The Social Work faculty has participated in retreats and focus groups designed in response to new licensing requirements. The Dental Hygiene program hosted two UCET (University Center for Excellence in Teaching) workshops for their entire faculty on assessment.

Sometimes, very simple measures addressed a concern identified through assessment. Criminal Justice was able to make changes in the rotation and diversity of course offerings in response to analysis of the alumni survey. Chemistry synchronized the lecture and lab portions of Analytical Chemistry and Physics renovated a room for a student study/ resources area.

The Assessment Committee identified a lack of student input into the assessment process as a weakness in several assessment programs. Although a few departments used student and alumni surveys and some programs did in-depth student interviews, most programs rely on student advising and informal feedback to garner assessment feedback from students. Recent literature in assessment shows that a thoughtful and organized student representation in the assessment process is essential.

A summary of assessment techniques used and actions taken by each reporting academic program is listed in Appendix B. The Assessment website also includes examples of assessment reports from several departments. These examples highlight the diversity of assessment activities used on campus.

The programs reviewed in 2002 understand and use assessment effectively in their programs. However, some programs could improve on the reporting of their assessment programs in order to highlight the outcomes and changes made to their programs. Regular reports to the Assessment Committee emphasizing student learning and

outcomes will help programs stay on track with their assessment cycle. Regular reporting will also help the Assessment Committee to remain a useful resource for improving departmental assessment programs and to be accountable to the campus about the state of assessment at IUSB. This will become increasingly important as the new guidelines of the Higher Learning Commission are implemented. Assessment and student learning are central concepts in this new paradigm.

### **Third Year Reviews 2002/03**

Eleven programs are scheduled to present reviews to the Assessment Committee in the late spring of 2003. The Committee will be looking at the assessment plan and the techniques used, as well as looking for evidence that assessment leads to program improvements. The programs scheduled to present reviews are: Economics, General Studies, Mathematics, Elementary Education, Nursing, Women's Studies, Public Affairs, Computer Science, Labor Studies, Philosophy and Radiography.

### **Annual Reports**

The Assessment Committee tested a new annual report format in the Spring of 2002. (Appendix C; and on the assessment website) Nine academic programs chose to use the new format, or both the old and new format. The new format is a set of questions requiring a narrative response, rather than a checklist form. After evaluating the reports and responses using both the new and the old format, the Committee decided that the new format provided better information which addressed the Committee's concerns about recording the results of, and not just the fact of, assessment. The new form also seemed to flow more naturally into the 3<sup>rd</sup> Year Reviews. Therefore, only the new format has been distributed in the Spring of 2003, but programs have been given the option of using the old format.

Getting an adequate return on the annual reports continues to be a problem. Despite numerous reminders, only 85 percent of the annual reports were collected, many of these up to 8 months after the deadline. While department assessment liaisons invariably acknowledge the importance of the reports, it falls very low on the priority list in many instances.

### **Grants**

The Assessment Committee again sponsored assessment grants this past fall. Eight grants were awarded, totaling \$9590.

**Criminal Justice** – This proposal, submitted by Melchor de Guzman, will fund the analysis and evaluation of the new Criminal Justice student advising scheme.

**Criminal Justice** – Another grant awarded to the Criminal Justice program, submitted by Barbara Peat, will allow the program to continue its collection and analysis of data from employer surveys, alumni surveys and senior exit surveys.

**Communication Arts** – The Communication proposal, submitted by Alec Hosterman, will fund research and development of an improved Capstone course.

**General Studies** – This grant proposal, submitted by Paul Joray, will allow the General Studies program to develop and administer an alumni questionnaire.

**Mathematics** – The Mathematics proposal, submitted by Michael Darnel, will fund a program to evaluate and improve the math service courses offered as part of other courses of study at IUSB.

**Political Science** – The Political Science grant, submitted by Elizabeth Bennion, will be used for a comprehensive survey of assessment techniques used at IUSB and in similar programs in the IU system. They will also survey graduates of the program.

**Social Work** – This grant proposal, submitted by Paul Newcomb, will fund an alumni and graduating senior survey.

**UCET** – The UCET grant proposal, submitted by Terri Demmon, will fund the development of an online course survey instrument which can be used to provide midcourse and summative assessment data.

At the completion of these projects, the recipients will submit a report describing the use of the grant monies, and the effects the project has had on assessment.

### **Website**

Plans for an Assessment Website were announced in the 2001/02 Annual Report. Thanks to the excellent design work of Karen Ackoff, it has become an integral part of the functioning of the Assessment Committee. It is located at: <http://www.iusb.edu/~assess/>. Updated several times a month, it serves as a clearinghouse for Committee documents, news, forms and information. The Assessment Committee continues to use the VCAA newsletter as an additional outlet for assessment information.

### **Conferences and Meetings**

The Assessment Committee sent several representatives to the Assessment Institute in Indianapolis, and to the Higher Learning Commission Meeting in Chicago. These meetings allow the Committee to keep abreast of the newest techniques and research in Assessment. Alec Hosterman described his experience at the Assessment Institute as follows:

“Having been to last year’s Assessment Institute in Indianapolis, Indiana, I found myself responding to the conference in a much different manner. Last year, my goal was to come away with a better idea of what assessment was and how I can apply it to our department. This year, I found myself moving away from information-processing and moving more towards application of the sessions to our department. Overall, I feel the 2002 conference offered a good balance between theory and application. I found myself gravitating more towards the “Best Practices” sessions to glean more hands-on approaches to assessment. My own session went well, with a handful of attendees who were curious about how we developed our initial plan. Given the relatively young nature of the field, I think the Assessment Institute did a good job providing attendees with a conference worthy of annual attendance. Every year it seems to grow and mature more than the last.”

## **Future**

Members of the Assessment Committee met with the Vice Chancellor for Academic Affairs and members of the Executive Committee of the Academic Senate to discuss the faculty composition and organizational structure of the Assessment Committee. After these discussions and discussions among the current Assessment Committee members, it became clear that the Assessment Committee should consist of members appointed by the Vice Chancellor and members appointed by the Executive Committee of the Academic Senate. The aim of this minor reorganization was to assure membership representation and continuity over the years.

Assessment Committee representatives also met with the Campus Directions Committee Task Force in order to give input on their strategic directions report. The Committee regularly informs the Vice Chancellor for Academic Affairs of its activities.

The Assessment Committee will continue to respond to the suggestions and concerns of the Higher Learning Commission (HLC). It appears that assessment of student learning will take a central and increasingly important role in evaluation for reaccreditation. The Assessment Committee will need to take a proactive role on campus to ensure that all academic programs are applying the latest and best assessment protocols to their curriculum, and are taking the needed steps to improve programs based on the evaluation of these steps. This can be done through grants, conferences, local education on assessment, and through individual and group communication with academic departments.

The new General Education Curriculum which was approved by the Academic Senate on April 4, 2003, will have an impact on the goals and activities of the Assessment Committee. It will give the Assessment Committee an opportunity to monitor the assessment of general education; an opportunity which has been missing the past several years. In response to the General Education Curriculum initiative, the Assessment Committee is in the process of accepting grant proposals for incorporating assessment activities and evaluation into the initial formation and implementation stages.

The Annual Reports and 3<sup>rd</sup> Year Reports continue to be the central monitoring tools of the Assessment Committee. In order for this reporting structure to be useful, there must be cooperation from all academic departments. The Committee would like to see some additional incentive to make annual reporting a high priority for programs.

The Assessment Committee plans to maintain its accountability to the Academic Senate and to the Administration by continuing to regularly report on the results of assessment activities and data collection while maintaining the confidentiality of academic programs. While trust and confidentiality are imperative for an effective Committee, they would also like to steer the campus into a more open and sharing mode where programs can learn from one another. This initiative has begun. Several academic departments have given the Committee permission to post their annual and third year reports on the assessment website.

Finally, the Assessment Committee wishes to encourage interested members of the IUSB community to consider becoming a part of the important work of assessing student learning by being a member of the Committee next year. The Committee strives to maintain a balance of disciplines and tenured and untenured faculty. The work of monitoring, evaluating and improving assessment at IUSB can only be accomplished by a balanced and effective Committee.

Appendix A

**Committee Roster**

**2002-03 IUSB ASSESSMENT COMMITTEE MEMBERS**

<b>Name</b>	<b>Department</b>	<b>Phone</b>	<b>Office</b>	<b>e-mail</b>	<b>Yrs</b>
Karen Ackoff	Fine Arts	4124	NS01A	<a href="mailto:kackoff@iusb.edu">kackoff@iusb.edu</a>	2
Karen Clark	Education	4350	G127	<a href="mailto:kbclark@iusb.edu">kbclark@iusb.edu</a>	4
Linda Fisher - <b>Chair</b>	Library	4442	L002A	<a href="mailto:lfisher@iusb.edu">lfisher@iusb.edu</a>	4
Alec Hosterman	Communication	4883	NS033K	<a href="mailto:ahosterm@iusb.edu">ahosterm@iusb.edu</a>	1
Paul Kochanowski	Business	4243	DW3274	<a href="mailto:pkochano@iusb.edu">pkochano@iusb.edu</a>	1
Eleanor Lyons	English	4305	DW3159	<a href="mailto:elyons@iusb.edu">elyons@iusb.edu</a>	1
Paul Newcomb	Social Work	4464	N416	<a href="mailto:pnewcomb@iusb.edu">pnewcomb@iusb.edu</a>	3
Barbara Peat	SPEA	4549	DW2231	<a href="mailto:bpeat@iusb.edu">bpeat@iusb.edu</a>	5
Nanci Yokom	Dental	4154	RS102	<a href="mailto:nyokom@iusb.edu">nyokom@iusb.edu</a>	2
Linda Fritschner - ex officio	Administration	4338	A246A	<a href="mailto:lfritsch@iusb.edu">lfritsch@iusb.edu</a>	

## Appendix B

### Summary of Assessment Techniques used by Programs Evaluated in 2002

#### College of Liberal Arts and Sciences

##### English

*Techniques Used* - Portfolio, Graduate survey

*Actions Taken* -

- ! Changed British Literature requirement
- ! Changed portfolio collection process

##### Chemistry

*Techniques Used* - Lecture/Lab Courses, Capstone Course, Advising, External Assessment, Feedback

*Actions Taken* -

- ! Changed math placement test requirements for introductory chemistry
- ! Instituted a Biochemistry Minor
- ! Synchronized lab and lecture of analytical chemistry
- ! Discontinued Honors chemistry
- ! Introduced several new courses to address specific needs

##### Sociology

*Techniques Used* - Portfolio, Course evaluations

*Actions Taken* -

- ! Improved portfolio collection process
- ! Assigned advisors to each student
- ! Added a diversity component to portfolio analysis
- ! Expanded internship opportunities
- ! Faculty attended a student writing workshop

#### School of Public and Environmental Affairs

##### Criminal Justice

*Techniques Used* - Time series test, Employer interviews, Alumni Survey, Exit Survey, Capstone course, Faculty meetings

*Actions Taken* -

- ! Developed a comprehensive assessment protocol
- ! Improved writing component of courses
- ! Improved rotation and content of courses

#### School of Business and Economics

##### Business - Undergraduate

*Techniques used* - Focus Group Sessions, Comprehensive Post-Test, Alumni Survey, Faculty inventory, Capstone Course, Employer survey

*Actions taken* -

- ! International Business course required
- ! New math requirement
- ! Computing course required
- ! Coordination of multiple sections of courses

- ! New internship program
- ! Staff and faculty development
- ! Foreign language requirement being considered
- ! Integration of new concepts and technologies into courses

### **Division of Health Sciences**

#### **Dental Assisting**

*Techniques used* - Dental Assisting National Board, Accreditation Review, Clinical Externship

Evaluations, Employer Survey, Graduate survey, Mock Board

#### *Actions taken* -

- ! Clinical practice course revised
- ! Overall curriculum changes planned
- ! Mock Board implemented
- ! Admission criteria has been modified

#### **Dental Hygiene**

*Techniques used* – Dental Hygiene National Board, Indiana State Dental Hygiene Board,

Accreditation review, Employer survey, Alumni survey, Student portfolios

#### *Actions taken* -

- ! Shift to competency-based curriculum
- ! New classroom assessment techniques explored

### **School of Education**

#### **Counseling and Human Services**

*Techniques used* – Entry level assessment, Annual student review, Practicum and internship skills, Capstone experience

#### *Actions taken* –

- ! Added two courses to the core curriculum
- ! Modified course for licensing requirements

### **School of the Arts**

#### **Music**

*Techniques used* - Entry level review, Performance review, Upper division examinations,

Capstone experience, Classroom assessment

#### *Actions Taken* -

#### **Theatre**

*Techniques used* – Entry Level Review, Performance review, Mid-course review, Capstone

Experience, Exit Interview

#### *Actions Taken* -

- ! Added new courses
- ! Revised Audition Information Sheet
- ! Implemented new student audition guidelines
- ! Changes in student policies

! Enhanced student performance opportunities

**School of Social Work**

**Masters of Social Work**

*Techniques used* –Field education, Exit survey, Alumni survey, Portfolio, Midterm evaluations,

Final evaluations

*Actions Taken* -

- Faculty retreat

## Appendix C

### Assessing Student Outcomes – 2002-03

Please respond to the following questions and send a paper or electronic version to Assessment c/o Rhonda Culbertson, A246A or [rculbert@iusb.edu](mailto:rculbert@iusb.edu). Please also fill out the signature page in your packet.

**Program name:**

**Report prepared by:**

**Who is the current Assessment contact for your department?**

**Should assessment information be sent to anyone else in your department?**

1. What Assessment Techniques did your department use in the last academic year? e.g. pre and post testing, portfolios, juried performances, etc.
2. How did these techniques help the department measure student learning and achievement in the five educational objectives outlined in the Higher Learning Commission (NCA) Assessment plan? Please be explicit about how the data collected objectively measures student outcomes. How does the data measure whether students understand the important concepts of a discipline?
  - a. **Discipline specific knowledge and skills:** *Learn terms, facts, concepts and theories of subject. Develop skills in using materials, tools, and/or technology central to this subject. Prepare for graduate study.*
  - b. **Personal development and career preparation:** *Develop a capacity to think for one's self, be responsible for one's behavior, and to make wise decisions. Develop ability to work productively with others. Develop leadership skills.*
  - c. **Basic academic success skills:** *Improve writing, speaking, reading, math, computer, and listening skills; develop study and presentation skills.*
  - d. **Academic values:** *Develop openness to ideas, a concern for social issues, an informed historical perspective, an understanding of the role of science and technology, and an appreciation of other cultures. Develop the ability to make ethical choices.*
  - e. **Higher order thinking skills:** *Develop analytical and problem-solving skills, the ability to think creatively, to synthesize and integrate, to think holistically, and to recognize fact from fiction.*

3. **How were the results of your assessment program analyzed and recorded?**
  - a. **How was department faculty involved?**
  - b. **How were students involved?**
  - c. **How were records kept?**
  
4. **The Higher Learning Commission (NCA) report pointed out the obvious but important concept that Assessment cannot be static. The report stated that in order to achieve excellence, assessment must be viewed with a constancy of purpose requiring never ending activity and revision.**
  - Were any changes made this year in the assessment plan or the assessment techniques used by your department?**
  - How does your assessment plan tie into your department's strategic planning? -How were these decisions made?**
  
5. **The Higher Learning Commission (NCA) evaluation emphasized that assessment must be used to improve academic operations and to achieve measurable improvements in student learning outcomes. Assessment activities need to be focused on learner outcomes and the application, or use, of assessment results for curriculum planning, resource allocation and program modification.**
  - Were any changes made to your program as a result of assessing your students?**
  - Do you anticipate making any program changes in the future as a result of your assessment activities?**
  - What is the rationale for these changes?**
  - How are your assessment results tied to your budget or budget requests?**