

2005/06 Annual Report – IUSB Assessment Committee

A. The IUSB Assessment Committee, in existence since 1995, is responsible for promoting, supporting and monitoring departmental assessment programs. The primary activity of the Assessment Committee is the Third Year Assessment Review. These are conducted each spring on a rotating calendar so that each academic program's assessment processes and data are evaluated every third year. The Assessment Committee also requests annual updates from each department, provides grants on a competitive basis, and maintains a website and resource center. The Assessment Committee is currently a joint committee of the Academic Senate and Academic Affairs. Five members are appointed by the Academic Senate and four members by the Vice Chancellor for Academic Affairs. From the membership, the Committee selects a Chair who is appointed by the Vice-Chancellor.

B. The September 9th workshop on assessment planning was one of the highlights of the academic year for the Assessment Committee. Barbara Walvoord, a nationally prominent assessment scholar, led 40 faculty members in creating and refining departmental assessment plans. The results of their efforts are available on the assessment website: <http://www.iusb.edu/~sbassess/planhom.shtml> . Inspired by Dr. Walvoord, the assessment committee also simplified the assessment annual report form: <http://www.iusb.edu/~sbassess/annfore.shtml> . In the afternoon Dr. Walvoord addressed a group of campus leaders on the HLC accrediting process, and the role that the assessment of student learning will play.

C. 2005/06 Activities of the Assessment Committee

1. In April of 2006, the Assessment Committee reviewed eight departments on their assessment of student learning. A summary of the evaluations of those reviews is available at: <http://www.iusb.edu/~sbassess/thrsum06.shtml> . The assessment committee received positive feedback on the streamlined third year review process, <http://www.iusb.edu/~sbassess/thirdformat.shtml> . As in 2005, average scores in all of the categories, (goals, techniques, data, analysis, response, stakeholders and record-keeping/communication) fell between 2-developing and 3-established. Two programs demonstrated truly exemplary assessment programs, getting scores of 25 and more out of a possible 28. All of the third year reviews are available for other departments to use as examples and inspiration: <http://www.iusb.edu/~sbassess/trdyrhom.shtml> . This year, the Assessment Committee emphasized the promotion and sharing of departmental assessment data. They encouraged all departments to include assessment information in newsletters and on departmental websites.

2. The Assessment Committee distributed \$7,950 for five assessment grants during 2005/06.

- On behalf of the **Criminal Justice** program in SPEA, Barbara Peat received a grant to develop pre and post assessment instruments based on course objectives for the major Criminal Justice courses.
- Naomi Petersen is working on validating a student teacher assessment instrument for the **School of Education**. They will be purchasing survey software for this project.
- The **Nursing program** received two grants, a grant to develop a set of HESI exam questions, and another to test the HESI exam against another standardized test for nursing graduates.
- The **Computer Science program** will be bringing in an outside consultant to facilitate its accreditation with the prestigious ABET body.
- The **School of Education** received a grant to further develop surveys for alumni of, employers of and LAS faculty teaching school of education graduates.

D. Plans for 2006/07

1. On September 8th the Assessment Committee will be hosting a workshop on, **Capstone Experiences and Their Use in Learning and Assessment: Mountaintops, Magnets, and Mandates**. The workshop will be led by Stephen Hundley and Karen Black, who have written and presented extensively on the practical aspects of capstone courses.

2. The Assessment Committee will continue to assist in the preparations for the HLC accreditation. Because student learning is one of the main priorities of the accrediting body, the Assessment Committee expects increasing need for information and assistance from the Assessment Committee.

