

IU SOUTH BEND ASSESSMENT SUMMARY REPORT 2014/15 #

NAME OF ACADEMIC/ NON-ACADEMIC UNIT SUMMARY REPORT	SUMMARY REPORT
AA - First Year Seminar	<p>In our first year assessing the outcomes of the First-Year Seminar program, we focused on student involvement in campus life. An analysis of student essays showed that about 47% of students who wrote essays (or about 23.5% of FYS students overall) credited their FYS with influencing their involvement in campus life. We will continue to find ways to increase the percentage of students who participate in campus life.</p>
AA - UCET - University Center for Excellence and Teaching	<p>UCET has seen positive responses to a number of faculty development initiatives (e.g. long term initiatives such as the SoTL institute, active learning institute, book groups and small group instructional diagnosis). In 2015, we focused on increased part-time faculty participation. One strategy implemented was the learn and earn program which resulted in an increase in the number of part-time faculty who participated in UCET offerings in 2015. We recognize that, for the cycle 2015/2016, we will need to keep aiming towards meeting one of our goals that was not met – increase number of SoTL proposals. Over the years we have tried several strategies to increase the number of SoTL proposals including offering the SoTL institute and the learn and earn incentives for part-time faculty. We plan to continue to encourage faculty to engage in SoTL work. This may include exploring strategies that include but are not limited to sharing the SoTL vision during departmental meetings, sharing SoTL testimonials during the conference, offering reduced conference fees to individuals who submit SoTL proposals by a certain date, and gathering insights from a focus group that includes key stakeholders. In addition, after a reorganization of UCET and Center for Distance Education, UCET is now in charge of online faculty development. We will be exploring ways to leverage the affordances of online learning to attract faculty who have little or no opportunity to participate in UCET face-to-face offerings. IU South Bend is</p>

	<p>committed not only to reaching full-time faculty but also the part-time faculty. The learn and earn program that was initiated by UCET has been well received by the part-time faculty. The benefits are immediate and far reaching for the faculty who receive compensation for the time they invest in the learning activities.</p>
<p>CLAS - BIOL - Biological Sciences BA, BS</p>	<p>The Department of Biological Sciences continues to contribute to all aspects of the IUSB mission. Recent assessment data suggest that students recognize the quality of student-faculty interactions within the department in advising, coursework, and research. Students also recognize that their education has fostered in them strong respect for diversity, a global perspective, and the ability to be life-long learners. Responding to an improved research infrastructure, a campus-wide call for increased retention of first-year students, and results from the previous round of assessment, the department has made substantial progress on two of its action plan items (easing transition to university through first-year experiences and developing more research opportunities for early career students). To gather student ideas and to capture data about the success of these curricular changes, we have added questions to our Senior Survey, and in the near future, we will expand the assessment program to gain better information about progress of our second- and third-year students</p>
<p>CLAS - PHY - Physics and Astronomy BA, BS</p>	<p>We are currently focused on improving our end-of-degree assessment to evaluate the overall effectiveness of our program. Accordingly, we are collecting career outcome data from our graduates to gauge how well our students are able to find satisfying employment or admission to strong graduate programs.</p>
<p>SAEM - EM - Enrollment Management</p>	<p>Implementation of this strategy has increased student awareness of credit hour completion requirements associated with renewal of state financial aid. It has prompted students to take special action on their own behalf in order to meet academic requirements and retain their state awards; this action, in turn, has helped to maximize student financial aid eligibility - a key factor in retention, graduation, and student</p>

	<p>success. In addition, the strategy supports on-time graduation (for 21st Century Scholars) and progress to graduation (for O'Bannon grant recipients). Finally, this strategy focuses institutional aid on a student group that includes high percentages of low-income, first-generation, under represented, and at-risk students - those most in need of additional support. Further research and discussion will be conducted to determine if a similar strategy should be implemented to facilitate on-time graduation of other targeted student groups.</p>
SAEM - SS - Disability Support Services	<p>Through enhanced efforts to engage students, the fall 2014 entering student cohort reported significant changes in their understanding of the impact of their disability on their college experience and how to address this impact, as well as greater comfort with self-advocacy. Student engagement with the DSS office was clearly associated with higher year-end GPAs, although the percentage of students actually engaged with the office fell from the previous year. Consistent with previous years, 40% of the students were at a 3.0 GPA or higher, but far too many students (35%) failed to reach a 2.0. This is an unusually high number compared to prior years. Efforts for the upcoming year will focus on increasing the percentage of students actively engaged with the office.</p>