



**INDIANA UNIVERSITY
SOUTH BEND**

**IU South Bend Assessment Summary Report !
Annual Report for the 2015/2016 Academic Year !**

Outline !

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1. Introduction

The IU South Bend Assessment Committee has been in existence since 1995. The charge to the committee is to promote, support, and monitor departmental assessment programs. The Assessment Committee is a joint committee of the Academic Senate and Academic Affairs. The Senate appoints five members and four members are appointed by Academic Affairs. The Senate appointed an additional member from a Co-Curricular area in January of 2016. The committee selects a chair; Ex-officio members include the Institutional Researcher and the Campus Assessment Coordinator.

2. Change from WEAVE to Taskstream

In Spring 2015 a decision was made to change from the WEAVE system to Taskstream. The first initial contact with Taskstream was on August 28, 2015. WEAVE files from the company were not provided in a format easy to download and were incomplete. Fortunately, departments and programs that had assessment plans in WEAVE were saved in pdf files. The files were then transferred to Taskstream during a lengthy cut and paste process lasting from September 21st through October. The Taskstream person assigned to IU South Bend and the Assessment Coordinator together built the workspaces and templates over the course of the semester during twice weekly sessions with training of the use of the system embedded in the process. Because of the long process this entailed programs and departments could not access their prior year data until late in the fall semester. The work of the assessment committee focused on the 14/15 academic year.

3. Workshops and Professional Development

Taskstream--- Five workshops and three open work times were held by the assessment coordinator, with assistance from the assessment committee starting in October 2015 to help Departments submit work and use the new system. In addition the coordinator met in over 30 one on one trainings on Taskstream or assessments for departments or programs.

Consultation with Doug Eders---During the Spring 16 semester a consultant was hired to work for two nonconsecutive days with the campus coordinator as well as faculty members. The purpose of the visits was to provide consultation about department and program assessment plan. During his visit he provided input as to the general education assessment in particular, but also with several academic program areas that were redesigning or refining their assessment plans. He also met with the assessment committee and provided some input in clarifying new timelines for assessment.

4. Conferences

Assessment Institute: The assessment committee sponsored attendance by the new assessment coordinator at the Assessment Institute in Indianapolis in October.

HLC conference: The assessment coordinator, the institutional researcher, and chair of the assessment committee attended the HLC conference. The focus of their attendance was to gather information at the assessment sessions.

5. Assessment Participation Rate

Using the new Taskstream system the committee agreed to do an initial review of program assessment plans. Over 83% of bachelors' and masters' degree programs submitted information into the Taskstream system for 2014-2015 cycle. 63% of the bachelor's program and 75% of the master's program closed the loop with action plans. These percentages compared to the previous year show a significant improvement. In the 2013/14 AY, 46% submissions were in progress and 26% of the programs closed the loop.

In the non-academic area, in 2014/15 assessment cycle, Library science completed 100% of the assessment cycle from setting goals to closing the loop. The Q-110 course which is administered by the Library also reported at least one action in their plan. Eighty percent (80%) of the Enrollment Management offices completed the assessment cycle with at least one action. Sixty percent (60%) of the Student Affairs office completed the assessment cycle.

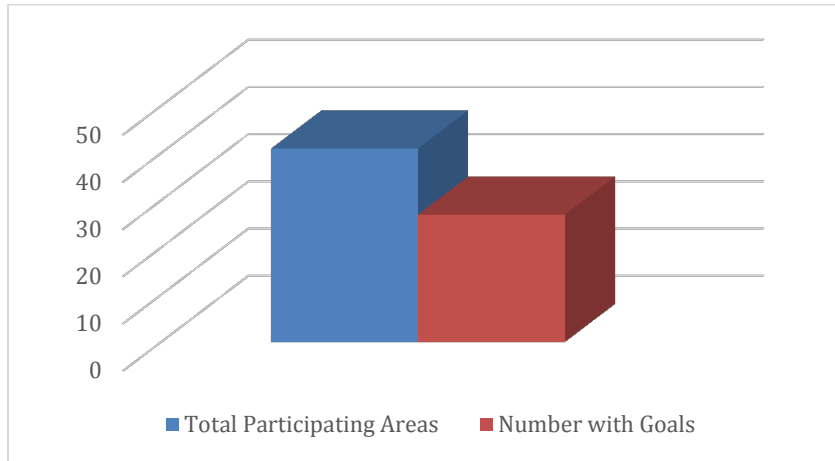
The following graphs show, on aggregate, the number of participating programs in Task Stream and how many of these programs are completing the assessment activities such as putting goals, outcomes, measures...etc.

To see a report at a program level, please see the appendix. The report in the appendix is slightly different from the following graphs. The graphs in the appendix show how many goals, outcomes etc. were reported within a given program for the 2014/15 AY.

5.1. Academic Programs

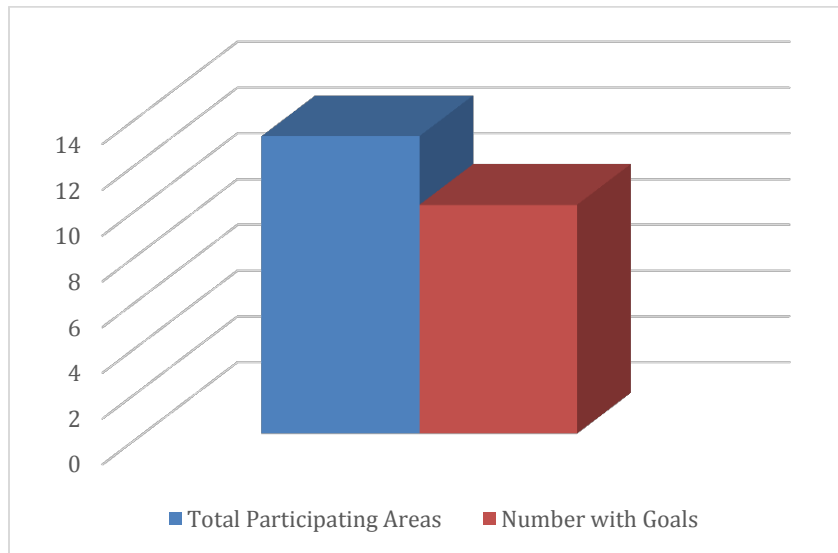
Goals:

Graph One. Total Bachelor's Degree Programs with Goals



Total Participating Areas	Number with Goals
41	27

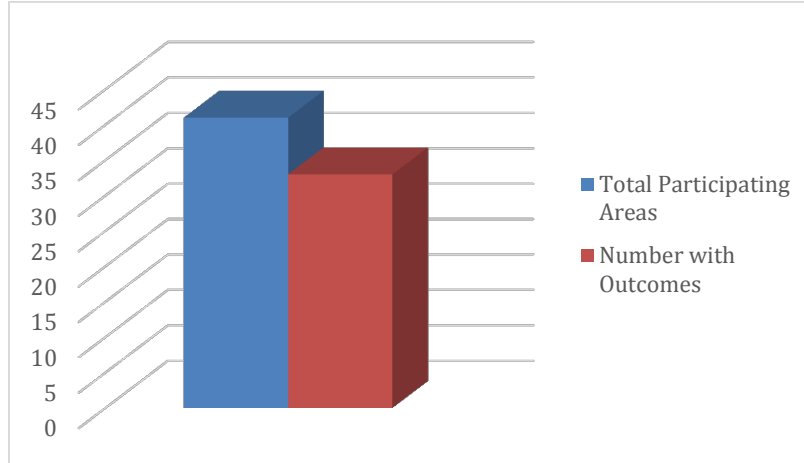
Graph Two. Total Master's Degree Programs with Goals



Total Participating Areas	Number with Goals
13	10

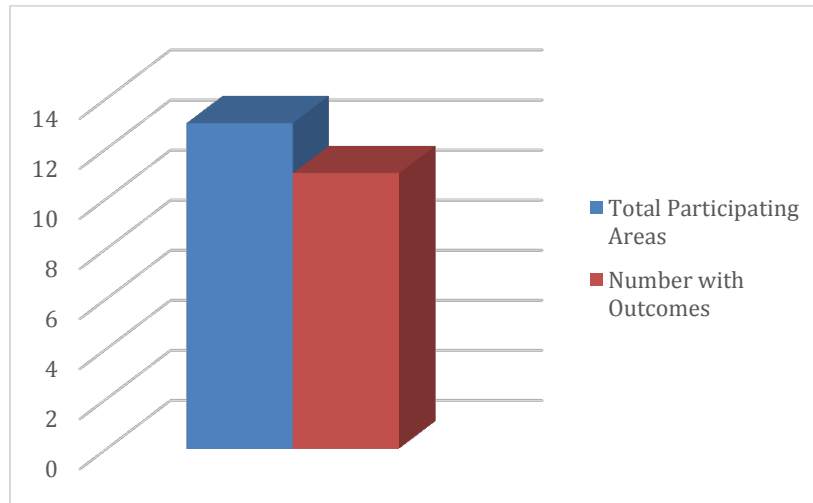
Outcomes

Graph Three. Total Bachelor's Degrees Program with Outcomes



Total Participating Areas	Number with Outcomes
41	33

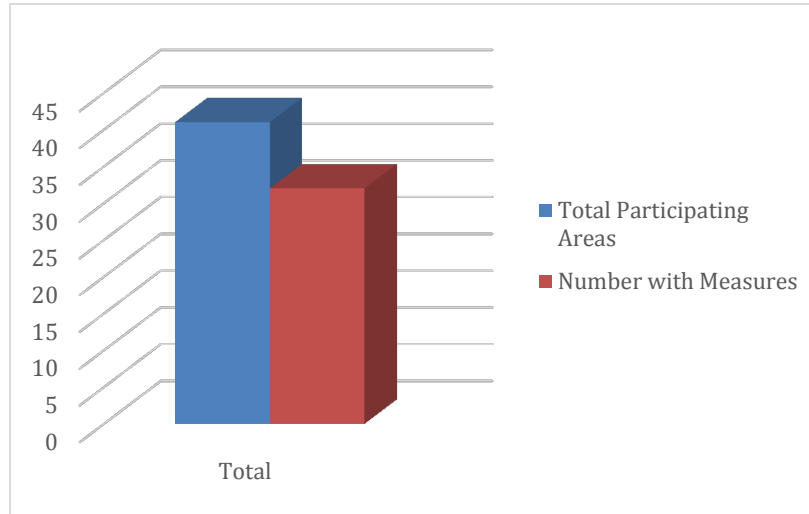
Graph Four. Total Master's Degree Programs with Outcomes



Total Participating Areas	Number with Outcomes
13	11

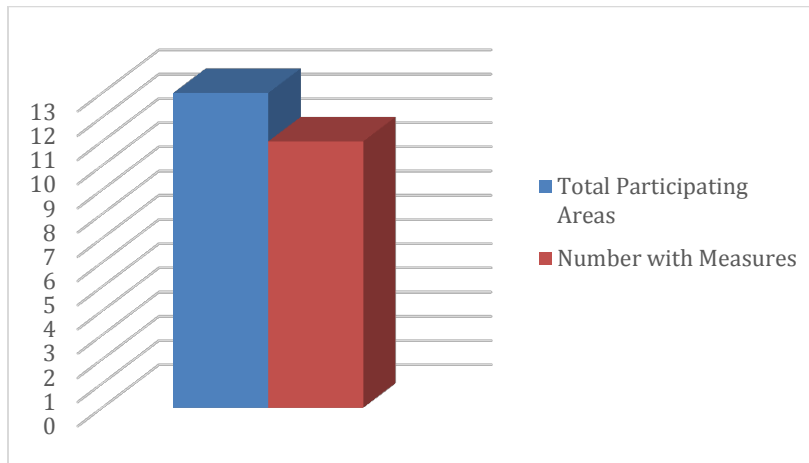
Measures

Graph Five. Total Bachelor's Degree Programs with Measures



Total Participating Areas	Number with Measures
41	32

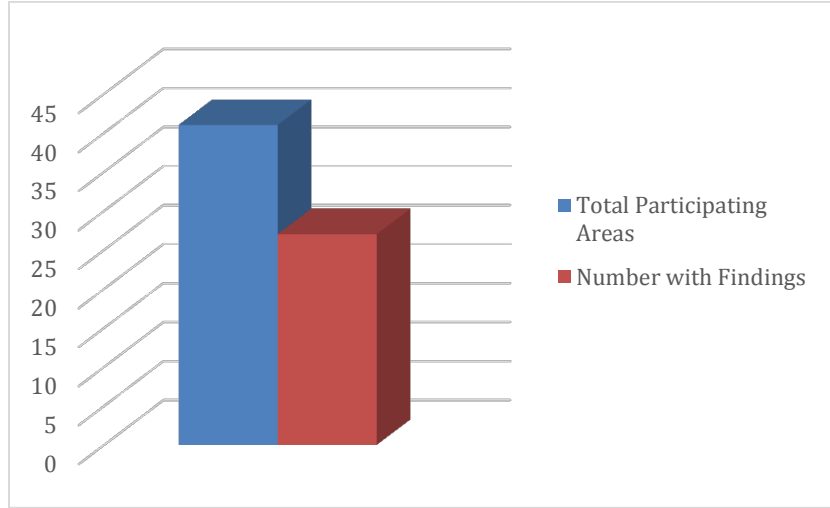
Graph Six. Total Master's Degree Programs with Measures



Total Participating Areas	Number with Measures
13	11

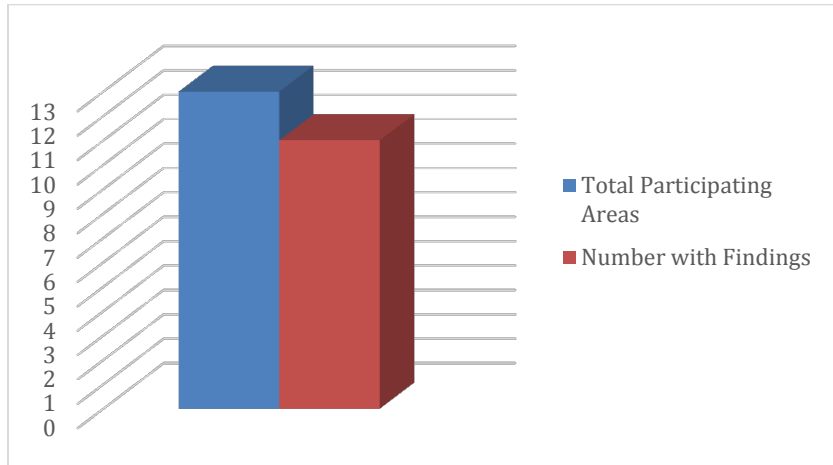
Findings:

Graph Seven. Total Bachelor's Degree Programs with Findings



Total Participating Areas	Number with Findings
41	27

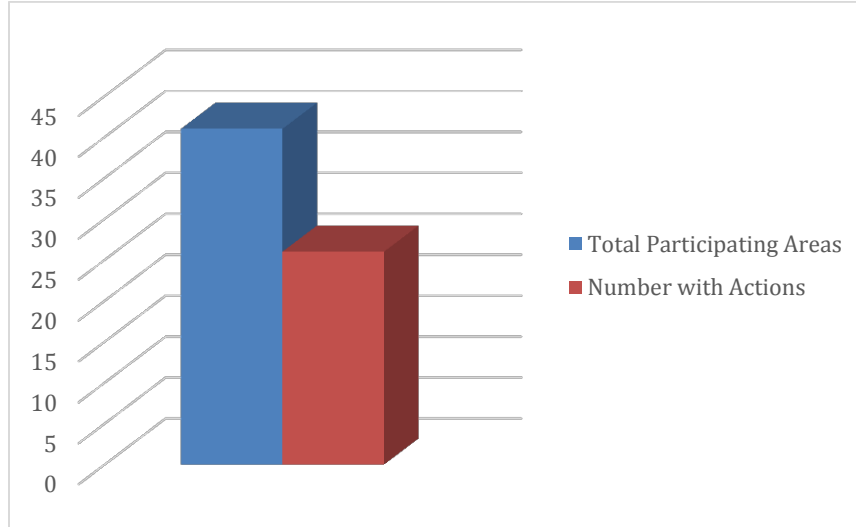
Graph Eight. Total Master's Degree Programs with Findings



Total Participating Areas	Number with Findings
13	11

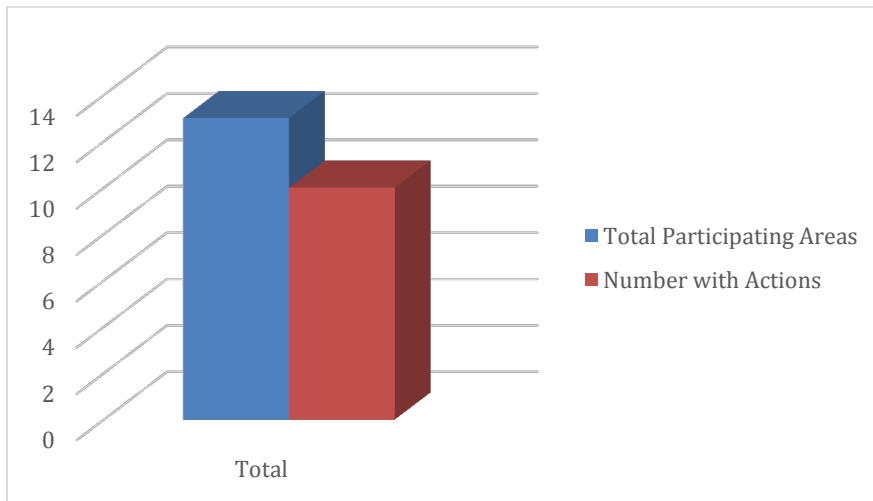
Actions:

Graph Nine. Total Bachelor's Degree Programs with Actions



Total Participating Areas	Number with Actions
41	26

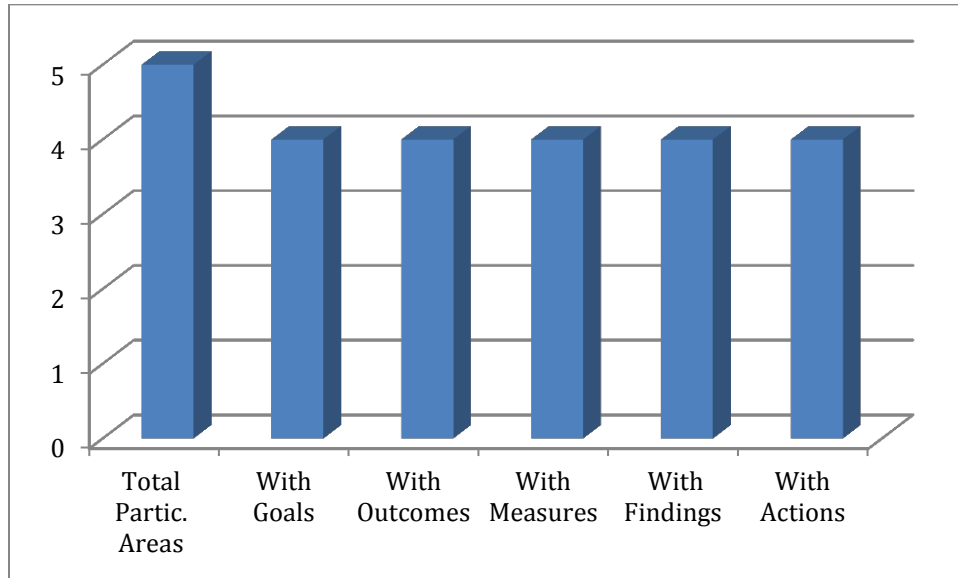
Graph Ten. Total Master's Degree Programs with Actions



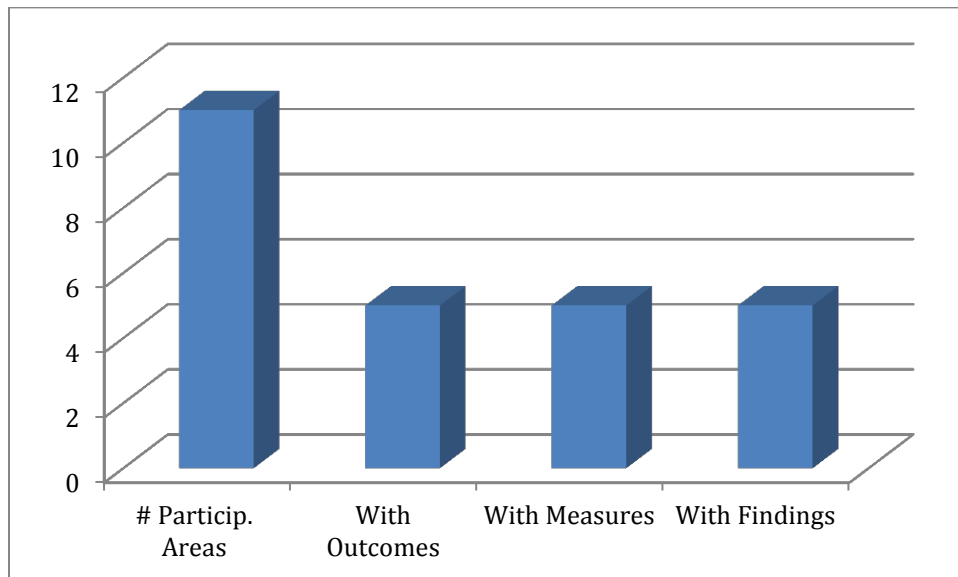
Total Participating Areas	Number with Actions
13	10

5.2. Non-Academic Programs

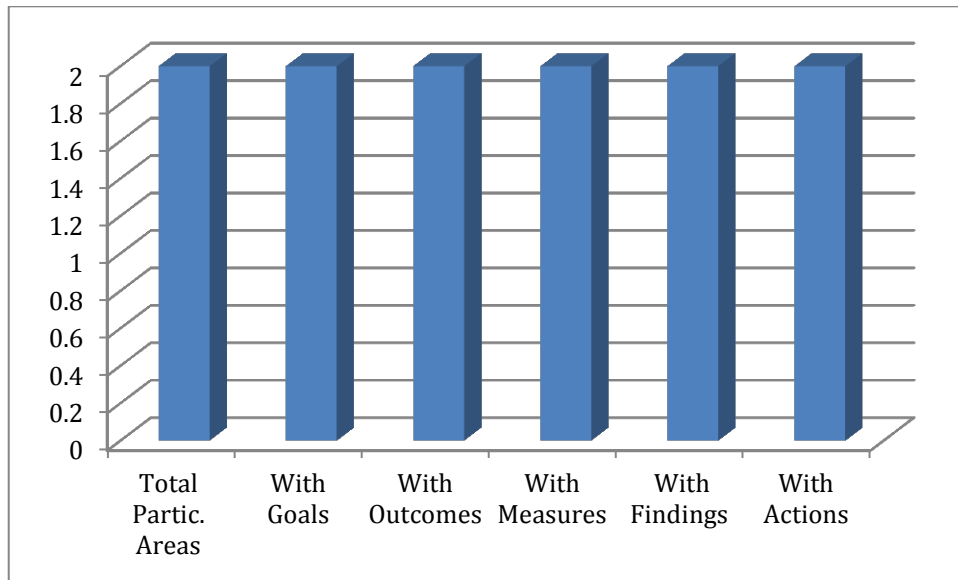
Graph Eleven. Enrollment Management Offices



Graph Twelve. Student Services Offices !



Graph Thirteen. Library !

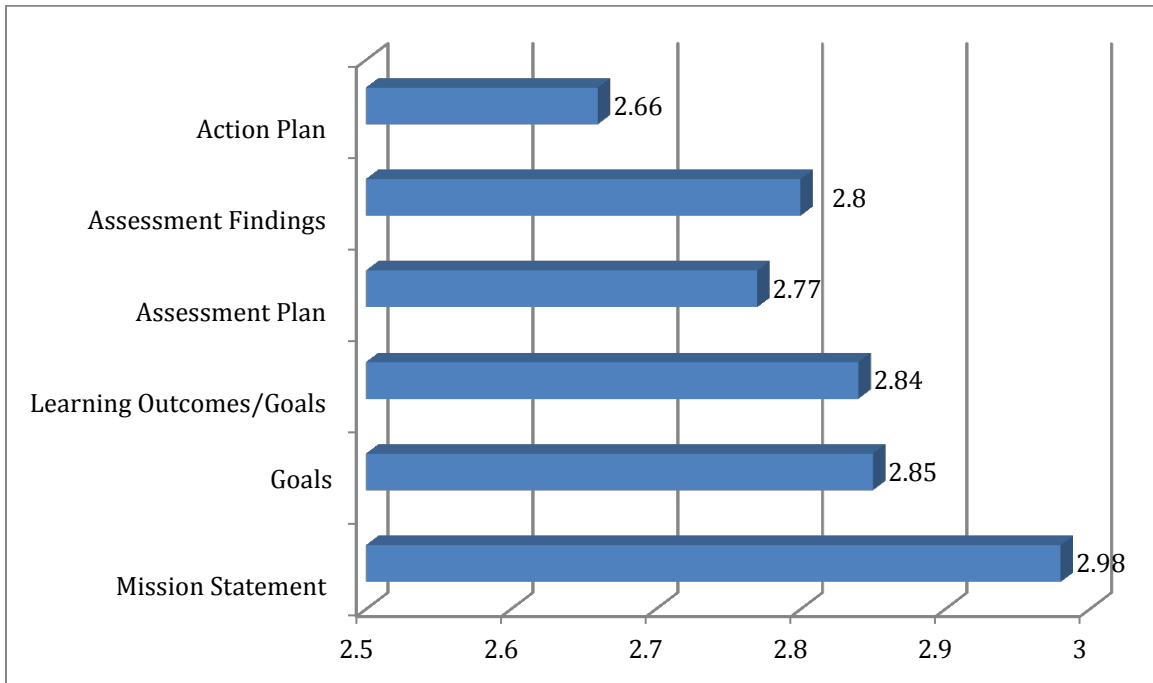


6. Overall Quality of Assessment Activities

As the participation rate increased from 13/14 AY, a great effort was undertaken to insure the assessment activities were relevant and quality. To assess the quality of the assessment activities, a new rubric was developed and used by the committee that looked at components of each area (mission, goals, etc.). The committee used these three terms: Met, Partially Met, Not Met to describe the progress of the assessment activities by the programs. A Met designation represents a score of 3. While Partially Met represents 2 and Not Met represents a score of 1. The assessment coordinator provided oversight and reconciled the plan reviews using the scores and comments made by the assessment committee members. In this way program managers would have clear information about what areas in the assessment cycle needed more work. Feedback was provided to all programs by the end of March.

As the graph below shows, on average, the review shows that the majority of the program met the requirements of the rubric. Though the score is encouraging and it shows the progress that we have made so far, there is more work to be done. To make sure the programs continue improve their assessment activities, feedback was provided to each program with the expectation that the feedback that was provided by the Assessment Committee will be incorporated in the 2015/16 AY assessment cycle.

Graph Fourteen. The Average Score of All Participating Programs



7. General Education

Faculty again identified Writing and Critical Literacy as the areas that need the most attention. Quantitative reasoning was also seen as needing attention by mathematics, one business program and in the hard science areas. As suggested in the moving forward section of the report it will be important for the general education committee, the curriculum and standards committee, and the assessment committee to meet and discuss ways this information can be used to move forward.

To assess how freshman students are progressing in key academic indicators, IU South Bend participated in the NSSE 2015 survey. The full report can be found here: https://www.iusb.edu/instl-research/nsse_home/index.php. A summary of key findings are reported below.

Note: The following results show the percentage of students who responded that they "Very often" or "Often" engaged in doing the following activities.

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Table One. Higher Order Thinking !

Higher Order Thinking	IU South Bend	Peer Insti.	Carnegie Class	NSSE 2014 & 2015	*Status In relation to Peers
	%	%	%	%	
Applying facts, theories, or methods to practical problems or new situations	68	71	72	73	Comparable
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	72	72	73	Comparable
Evaluating a point of view, decision, or information source	71	73	70	71	Comparable
Forming a new idea or understanding from various pieces of information	73	69	69	69	Strength

Source: NSSE 2015 Results.

*Note: The status of IU South Bend in comparison to peer institutions is reported based on an effect size analysis. &

Table Two. Reflective and Integrative Learning

Reflective and Integrative Learning	IU South Bend	Peer Insti.	Carnegie Class	NSSE 2014 & 2015	*Status In relation to Peers
	%	%	%	%	
Combined ideas from different courses when completing assignments	59	55	55	56	Comparable
Connected your learning to societal problems or issues	60	54	53	54	Strength
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	51	51	52	Comparable
Examined the strengths and weaknesses of your own views on a topic or issue	65	65	63	63	Comparable
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	69	67	68	Comparable
Learned something that changed the way you understand an issue or concept	69	68	66	66	Comparable
Connected ideas from your courses to your prior experiences and knowledge	77	76	77	77	Comparable

Source: NSSE 2015 Results &

*Note: The status of IU South Bend in comparison to peer institutions is reported based on an effect size analysis. &

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Table Three. Learning Strategies !

Learning Strategies	IU South Bend	Peer Insti.	Carnegie Class	NSSE 2014 & 2015	*Status In relation to Peers
	%	%	%	%	
Identified key information from reading assignments	84	79	80	81	Strength
Reviewed your notes after class	70	68	67	66	Comparable
Summarized what you learned in class or from course materials	72	64	64	64	Strength

Source: NSSE 2015 Results &

*Note: The status of IU South Bend in comparison to peer institutions is reported based on an effect size analysis. &

Table Four. Quantitative Reasoning

Quantitative Reasoning	IU South Bend	Peer Insti.	Carnegie Class	NSSE 2014 & 2015	*Status In relation to Peers
	%	%	%	%	
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56	53	50	53	Comparable
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	41	38	39	Comparable
Evaluated what others have concluded from numerical information	38	38	36	39	Comparable

Source: NSSE 2015 Results &

*Note: The status of IU South Bend in comparison to peer institutions is reported based on an effect size analysis. &

8. Assessment Grants

The World Language Grant was renewed for the year. The World Languages Studies Team led by Oscar Barrau, was awarded an assessment grant in 2015 to evaluate the skills of world language students at two points in their academic course. The grant was extended through Fall 16 to provide the Team with more information about the usefulness of the test as a measure to improve their curriculum.

In the Annual assessment summary for the previous year a writing taskforce was charged with looking at writing on campus. The writing report was submitted in late Fall to the director of undergraduate studies.

10. New Timeline

The following timeline will be used for the 15/16 data.

- Academic units and programs will submit their findings to Taskstream by the end of May each year.
- Co-curricular areas will submit findings to Taskstream by the end of June each year.
- In early fall departments and programs will discuss action plans from findings submitted and create an action plan.
- The annual report and assessment plan will also be completed by October 15th.
- The standing requirements (mission, goals, and learning outcomes) will be updated as needed changes are made.

11. Looking Ahead:

The assessment committee will work with the general education committee, the curriculum and standards committee, and the Institutional Research Office to more fully complement university practices.

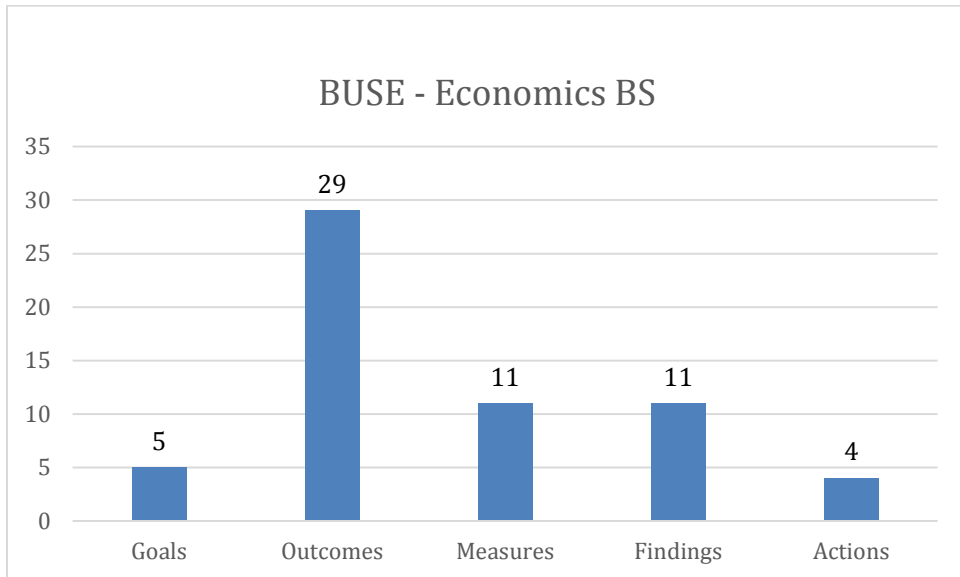
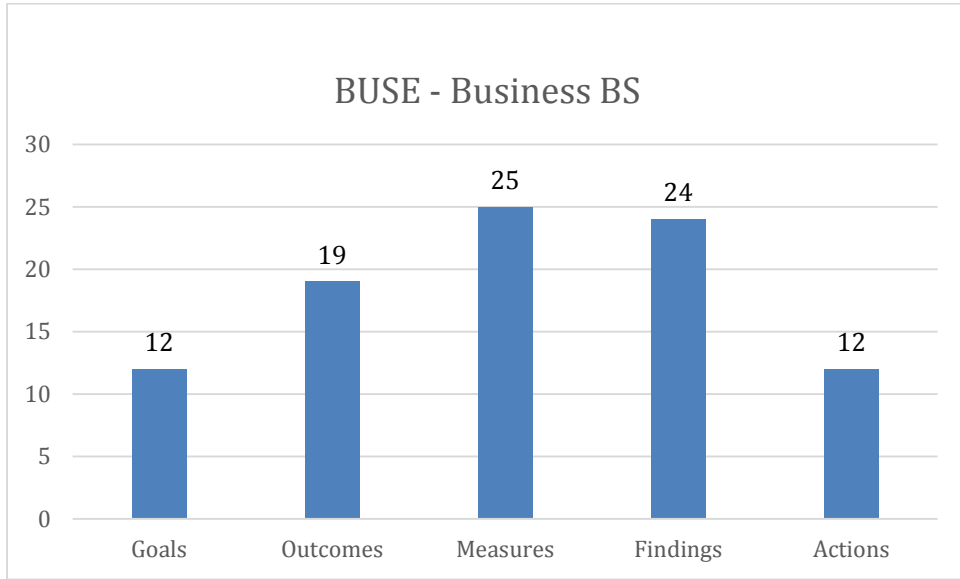
Programs and departments will map goals and outcomes to the institutional goals as defined by the general education goals and outcomes. Co-curricular areas and academic programs as appropriate will map to the strategic plan. Graduate programs will map to the graduate goals.

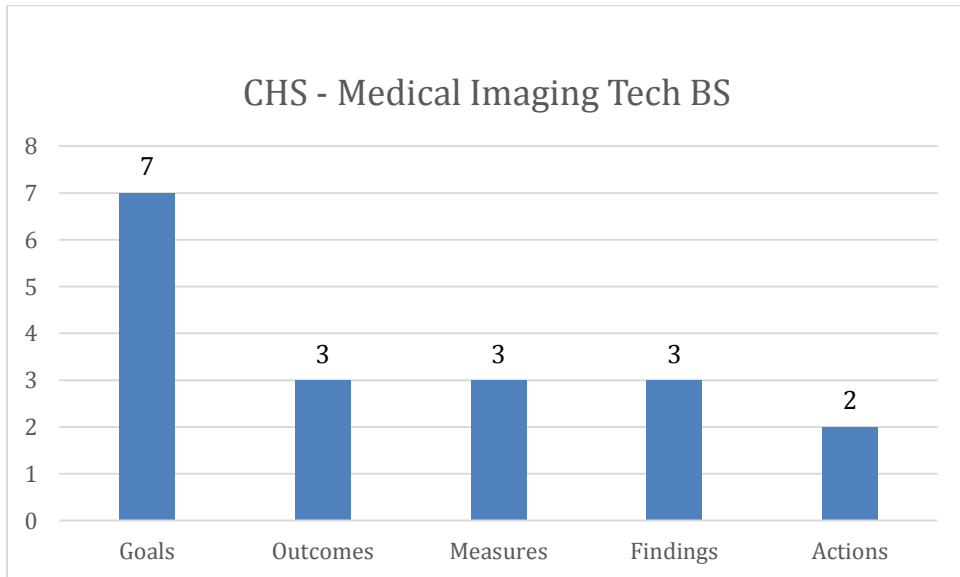
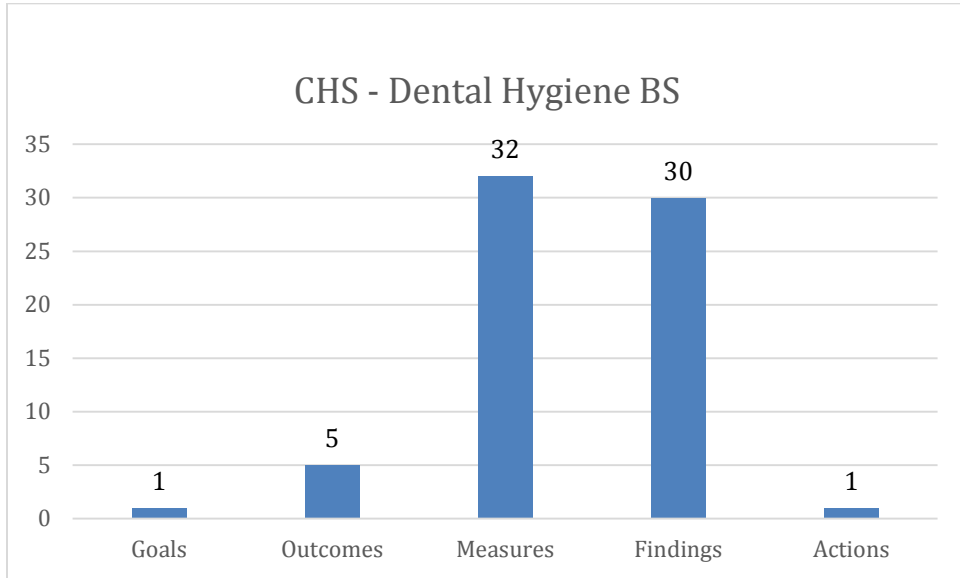
Curriculum Mapping will be an assessment focus for fall semester workshops in conjunction with UCET.

The work of the committee will continue to focus on preparations for the upcoming accreditation visit. The goal is that 100% of degree bearing programs as well as most co-curricular programs will complete a full assessment cycle for the 15/16 academic year. The assessment coordinator, with the assistance of assessment committee members as they become more familiar with the assessment process and taskstream, will assist by offering workshops and individual help as needed.

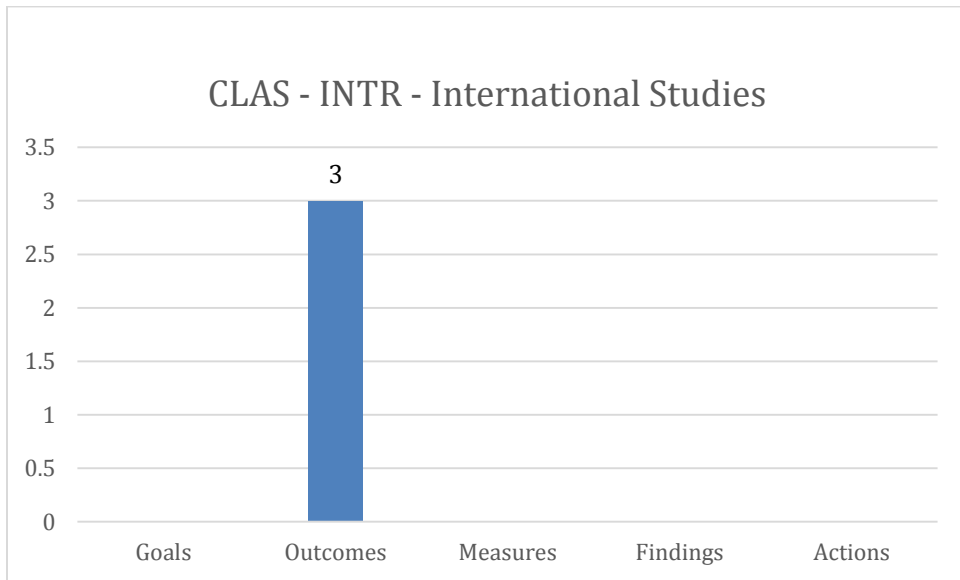
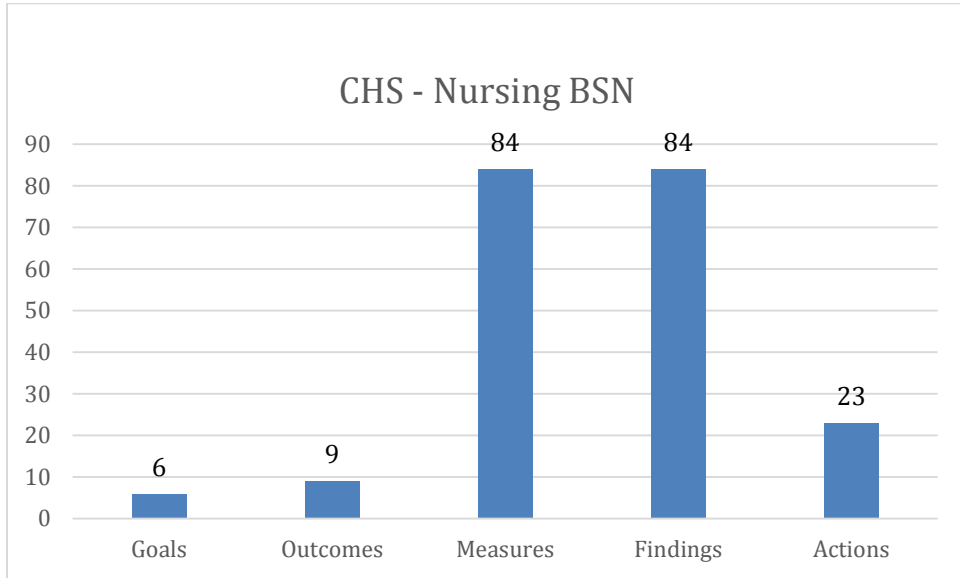
Now that the transition to Taskstream is complete the committee can continue to expend more energy towards improving assessment efforts. This will ensure the campus can invest resources in areas where it is needed.

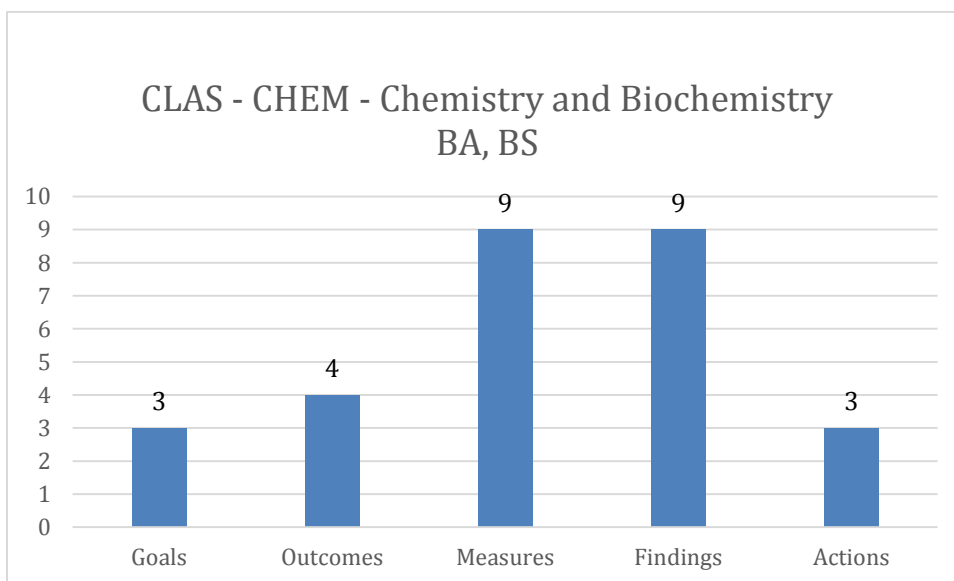
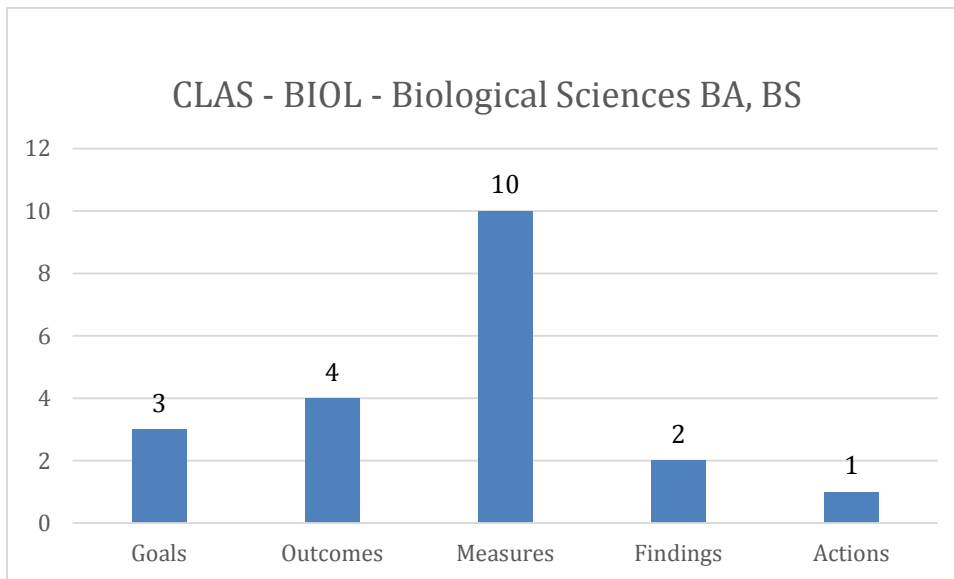
Appendix One: Bachelor's Level Programs !



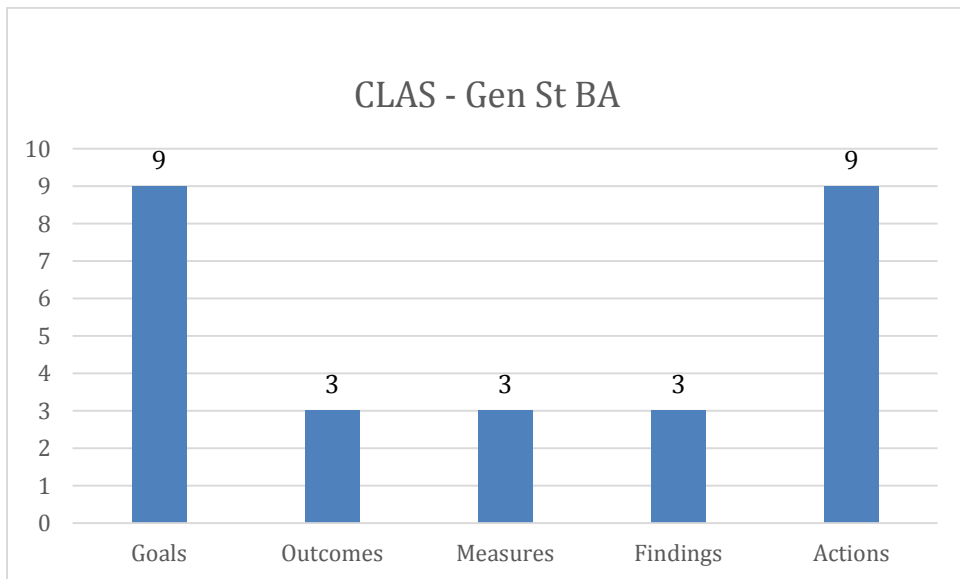
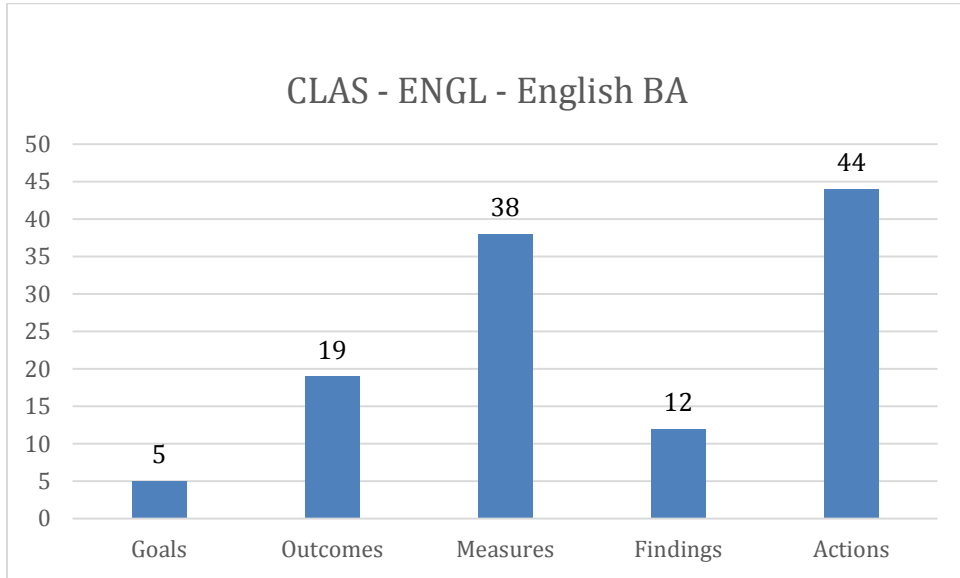


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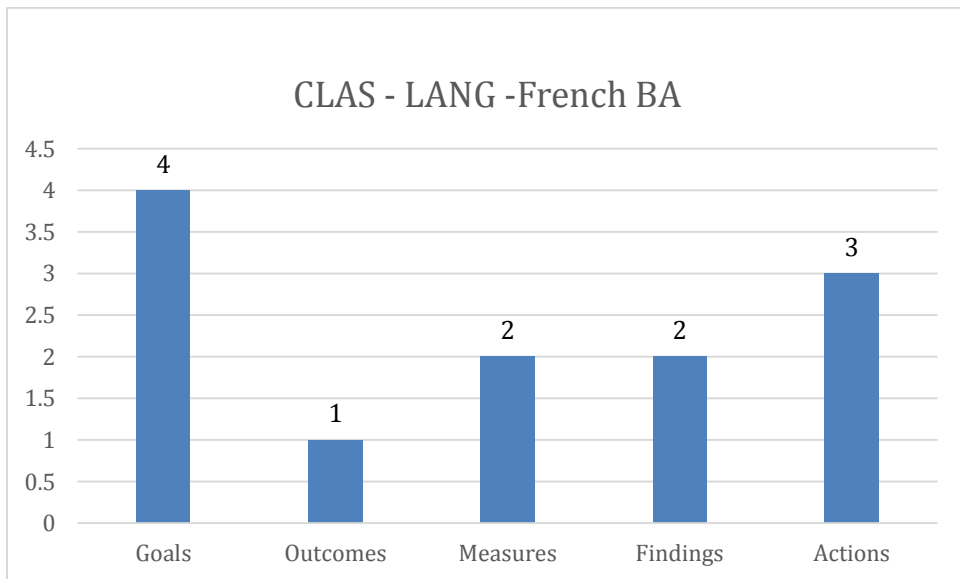
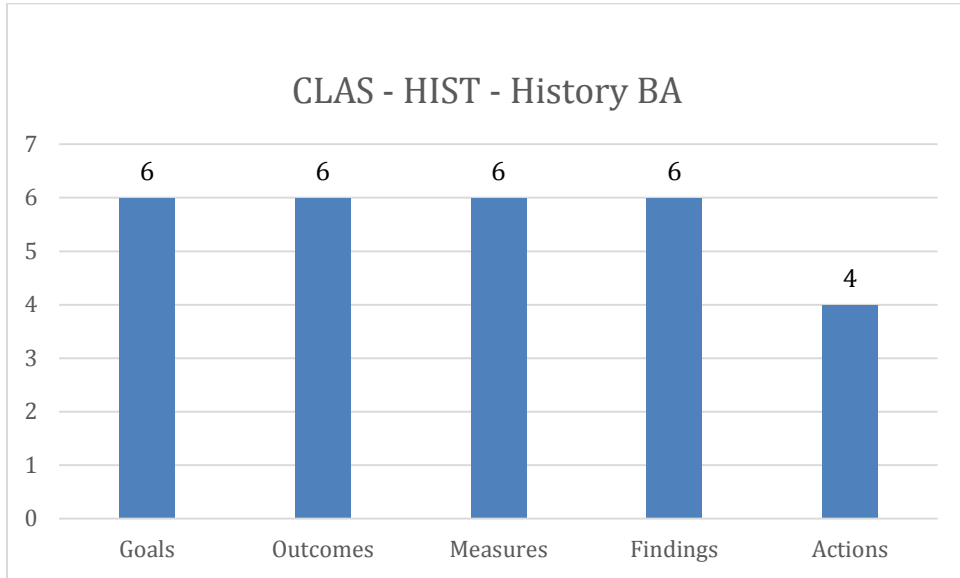




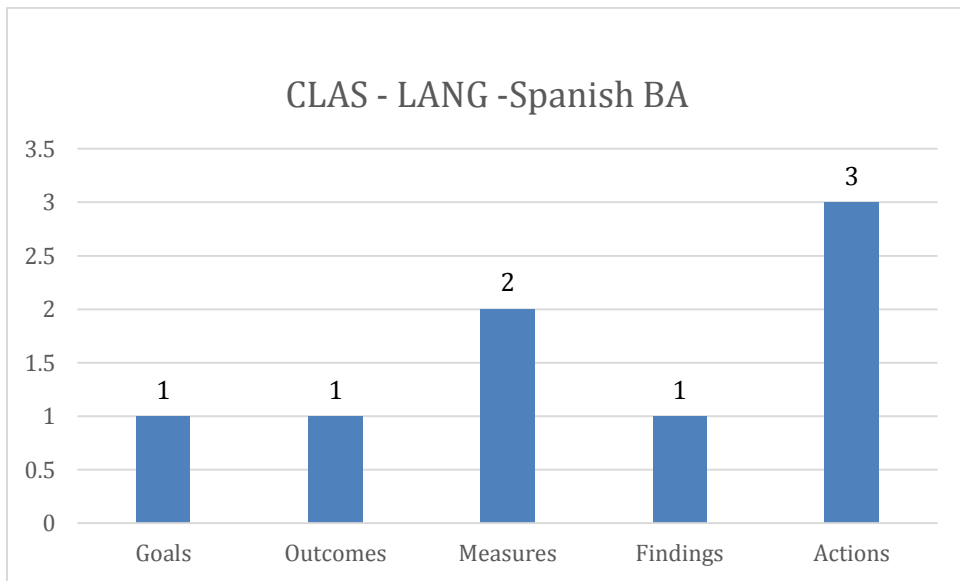
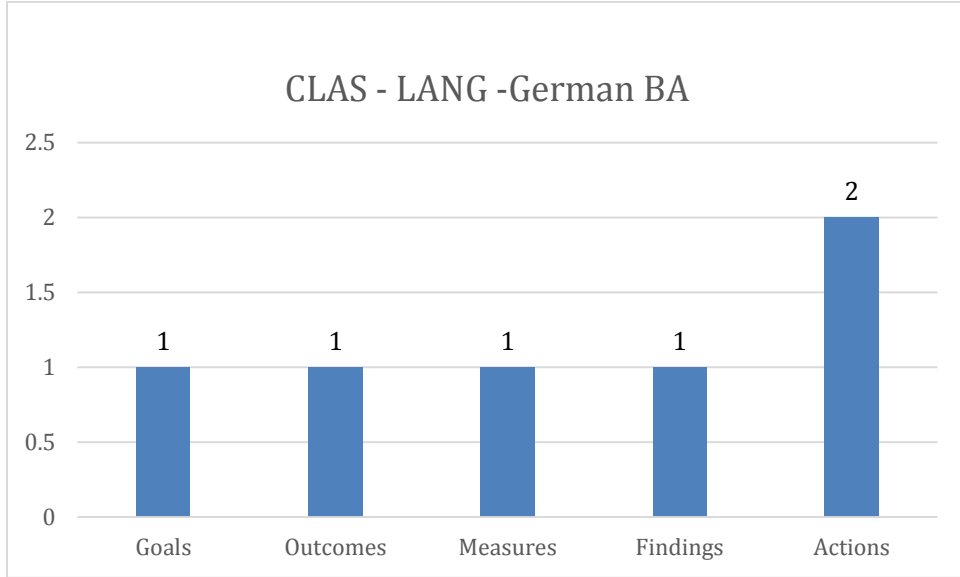
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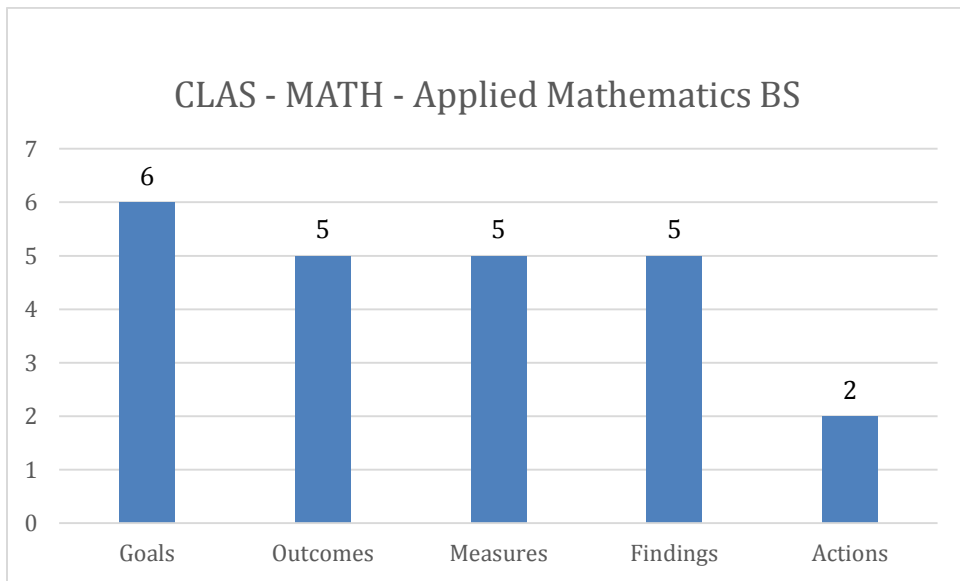
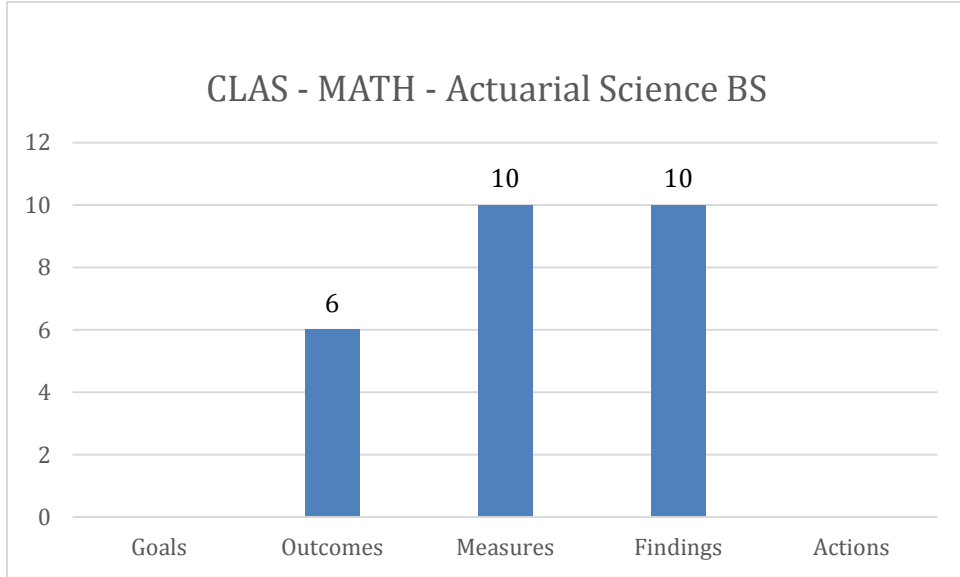


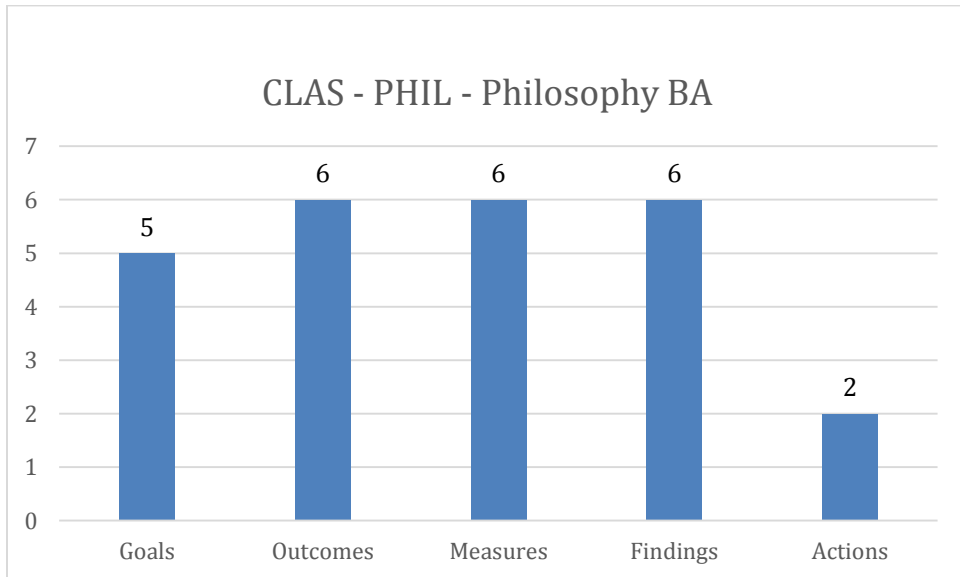
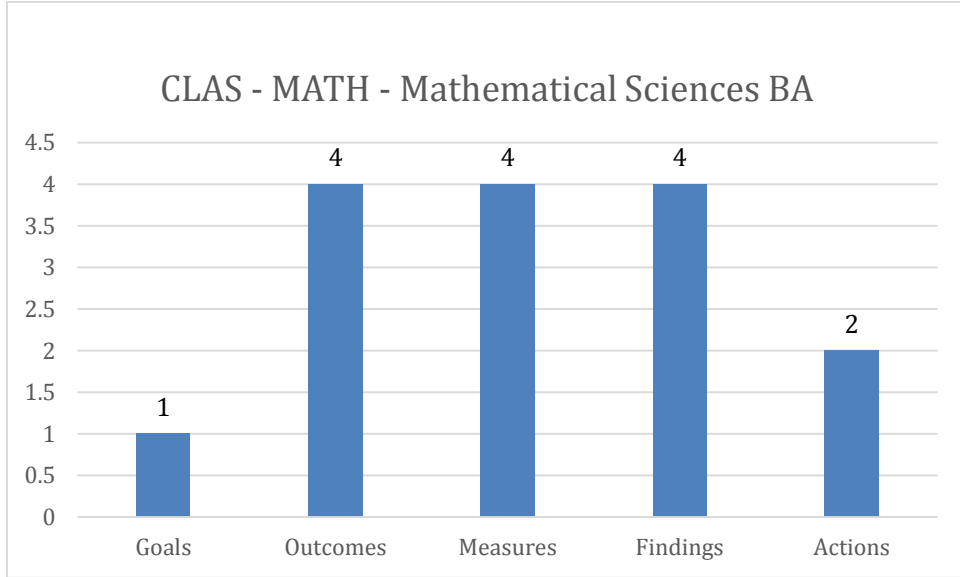
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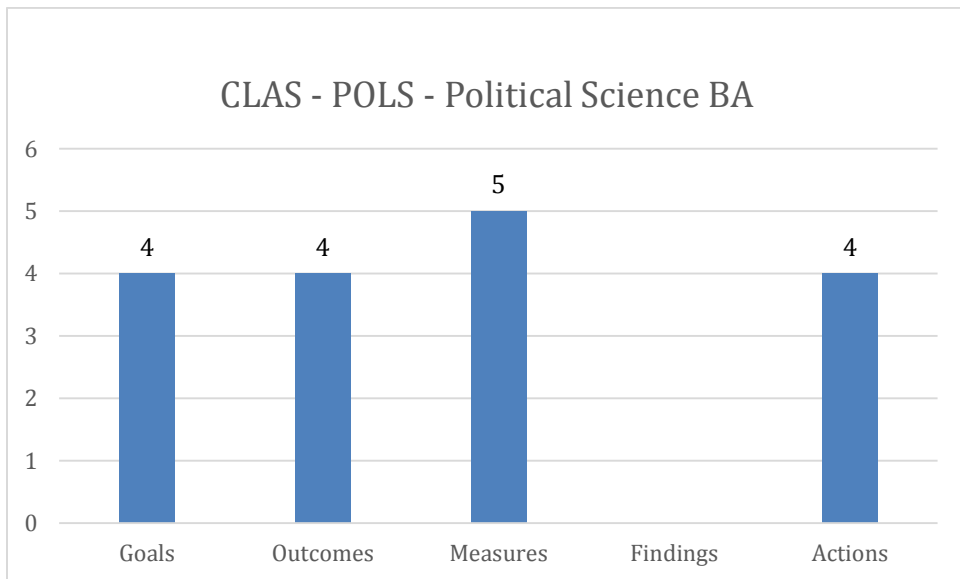
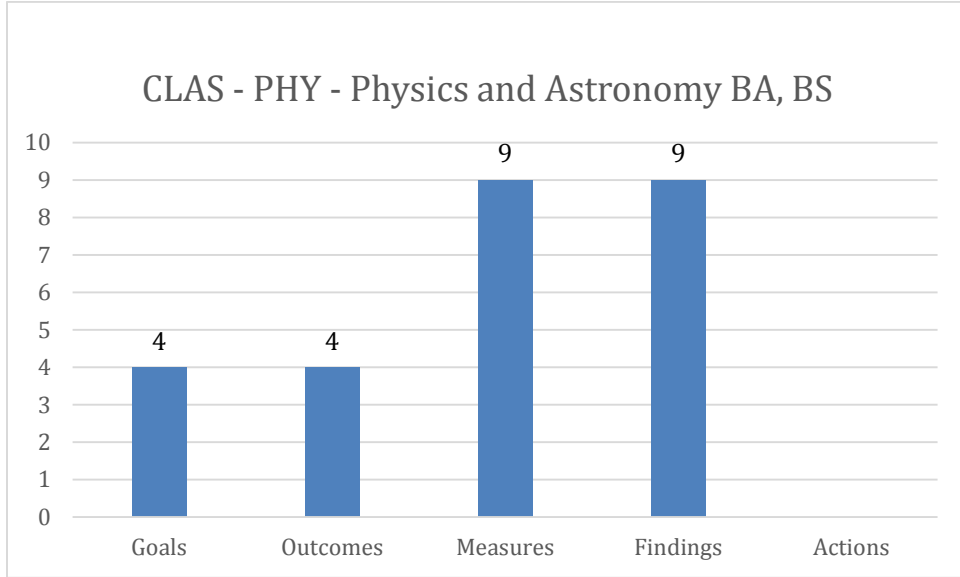


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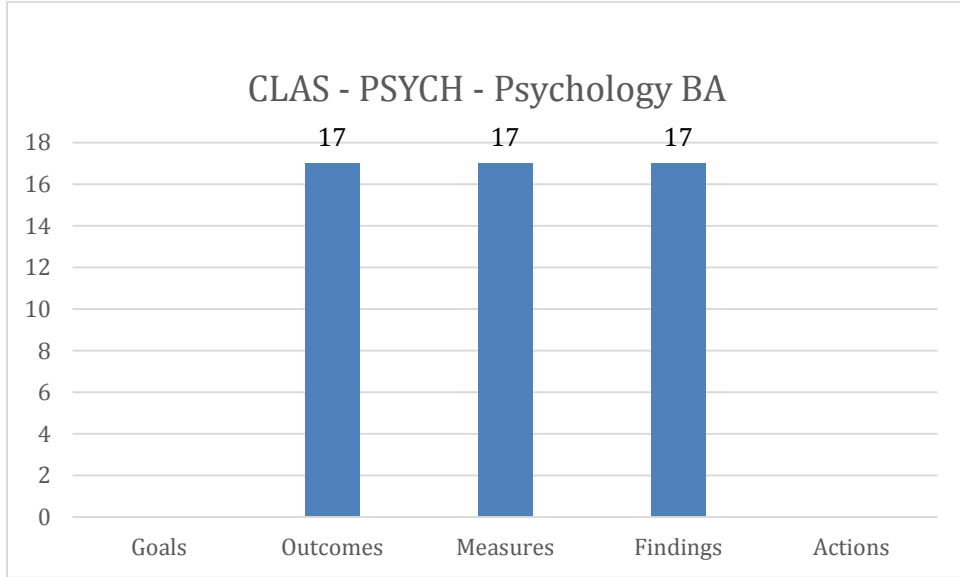


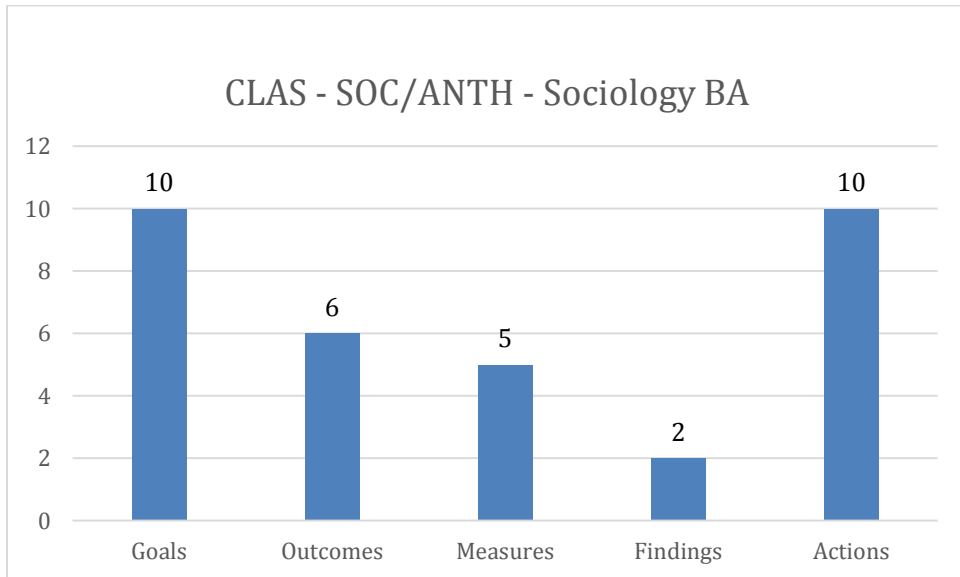
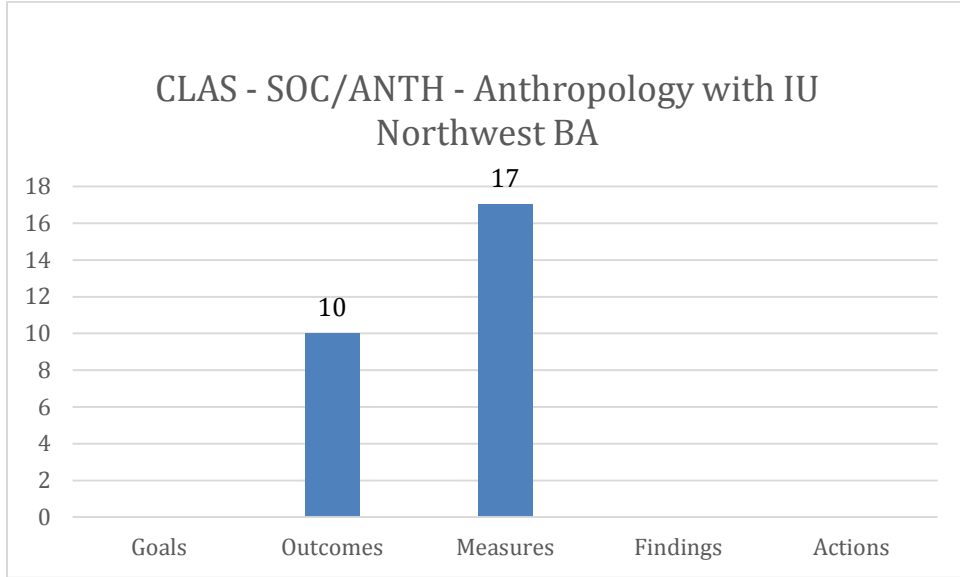




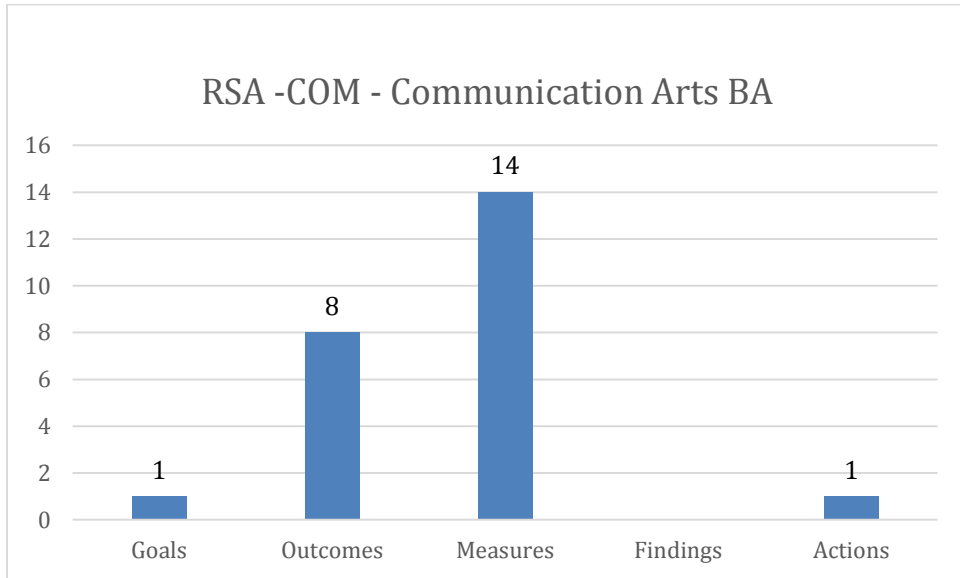
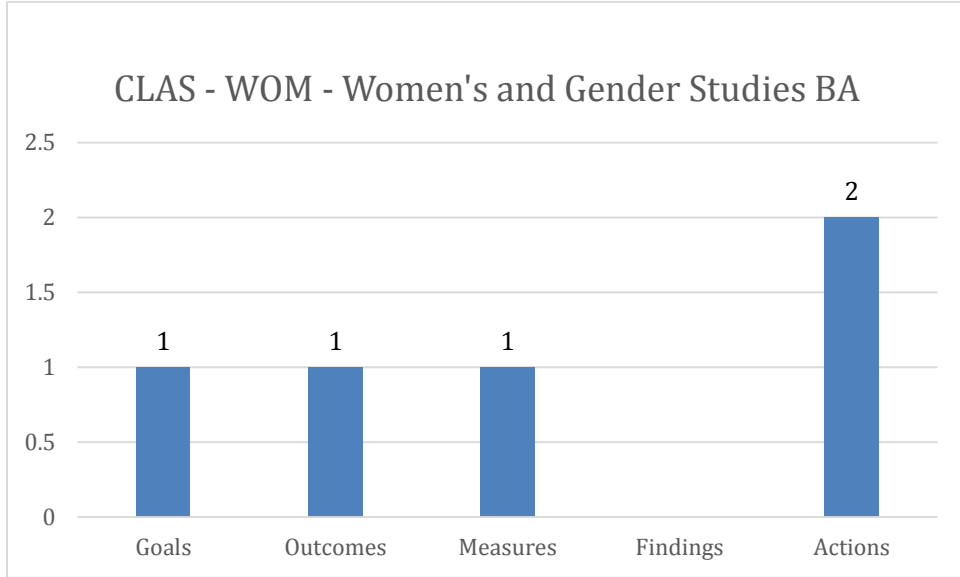


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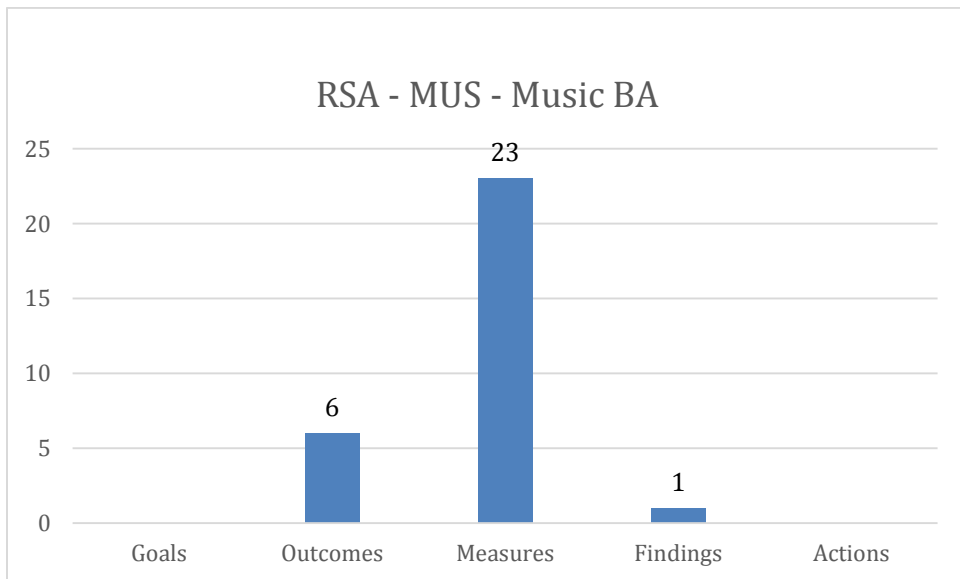
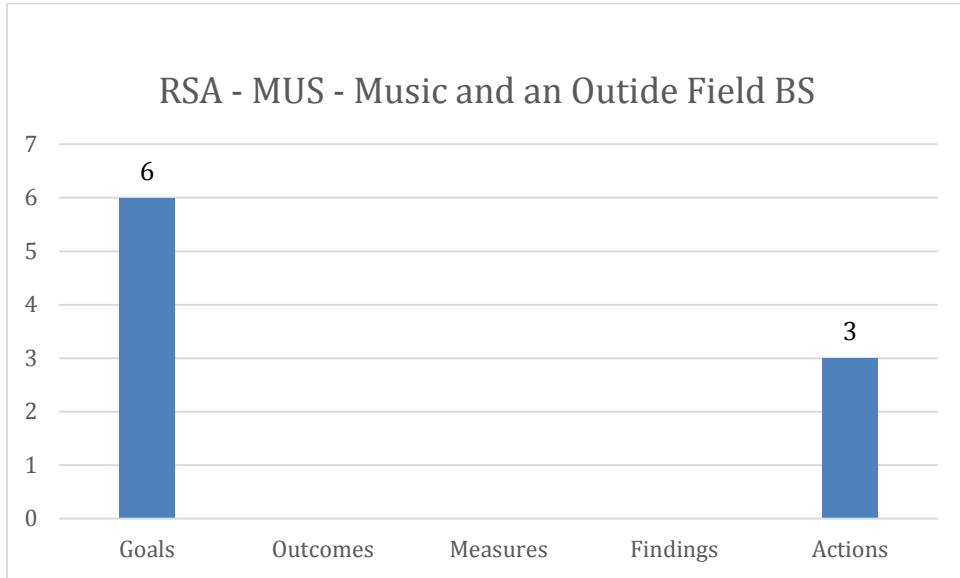




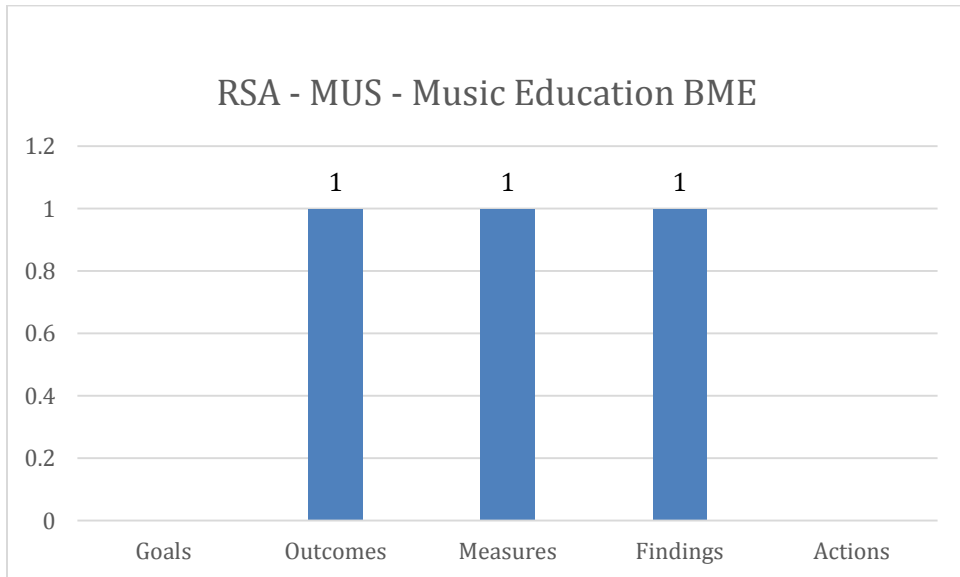
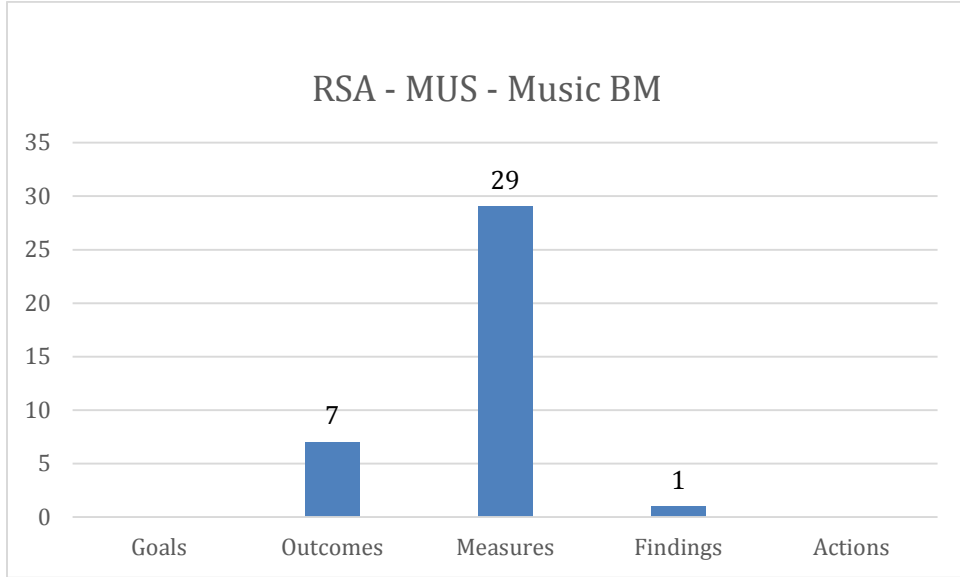
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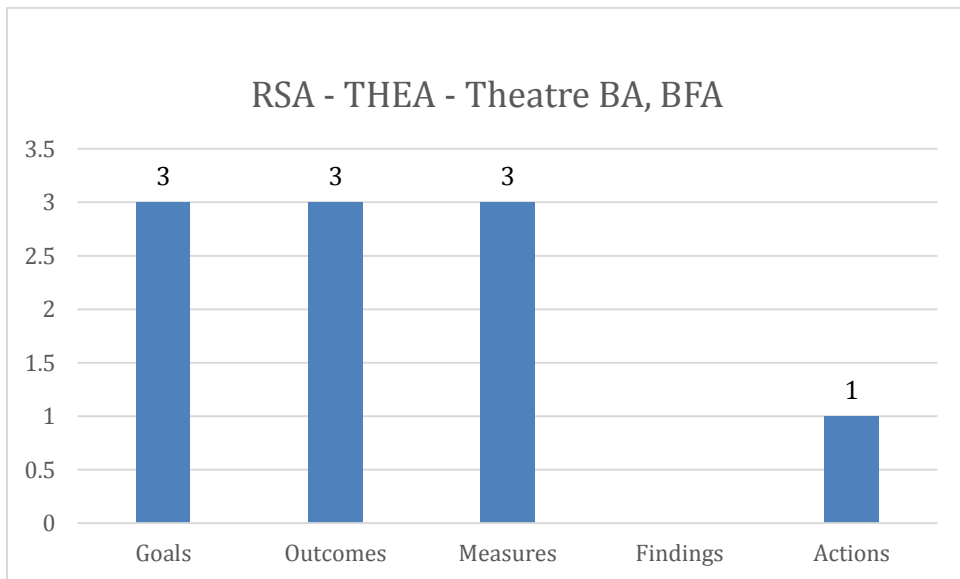
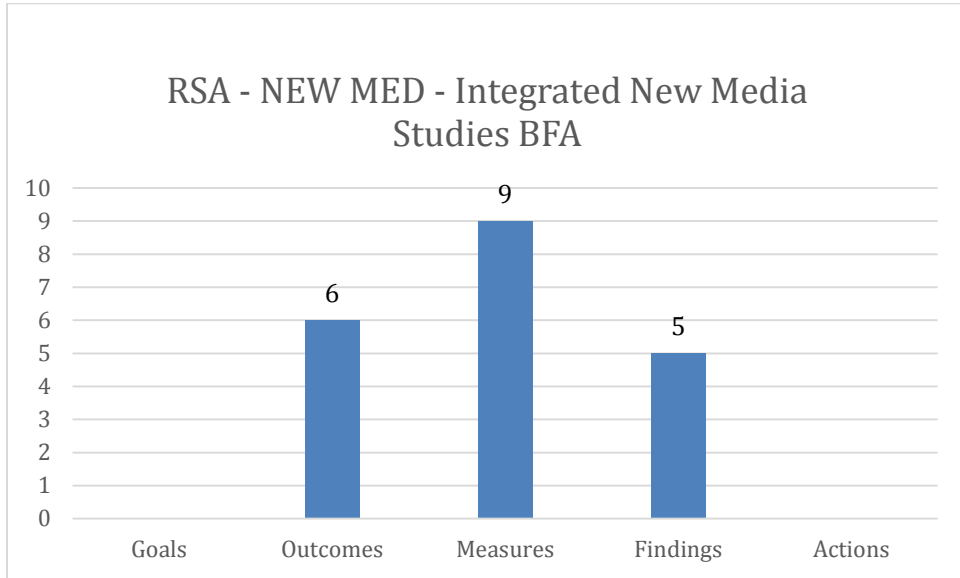


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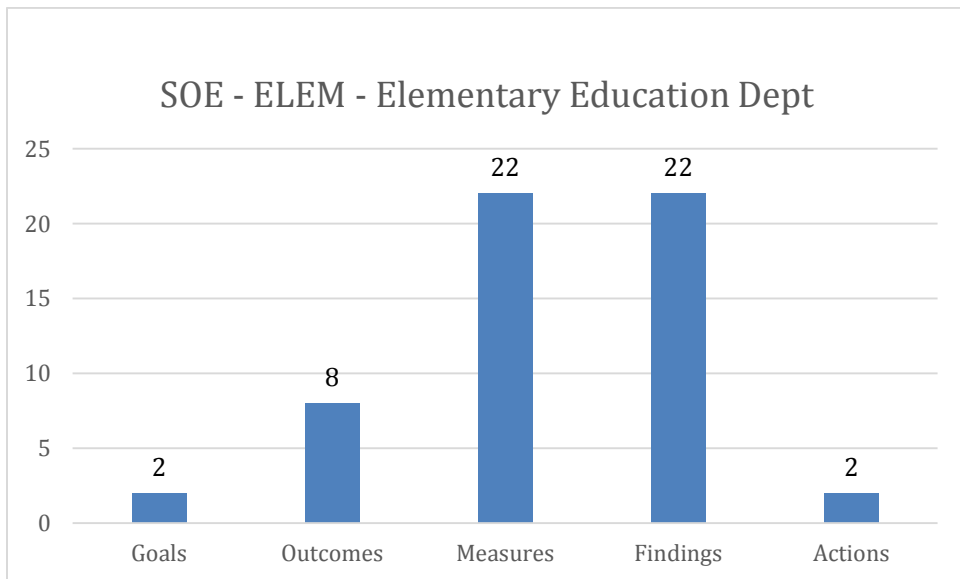
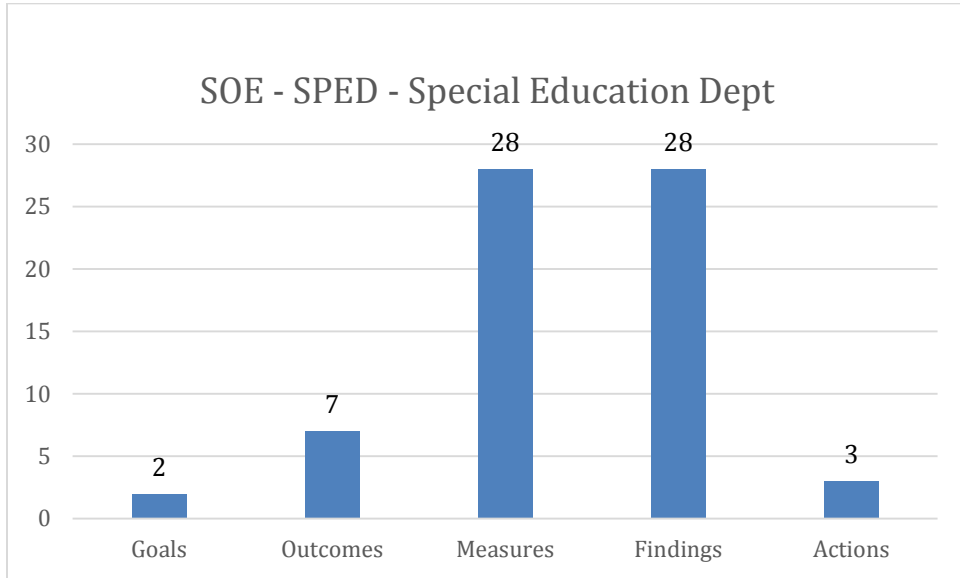


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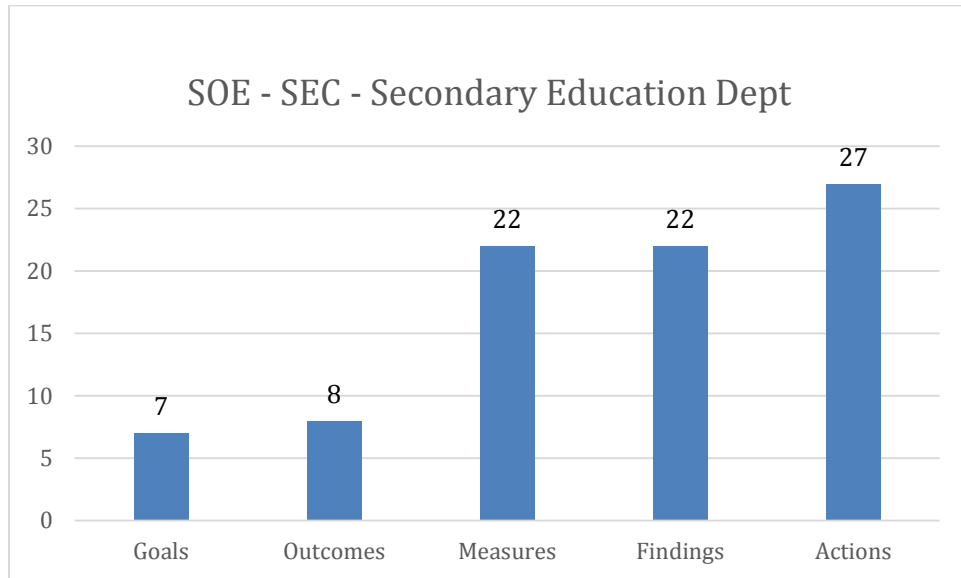




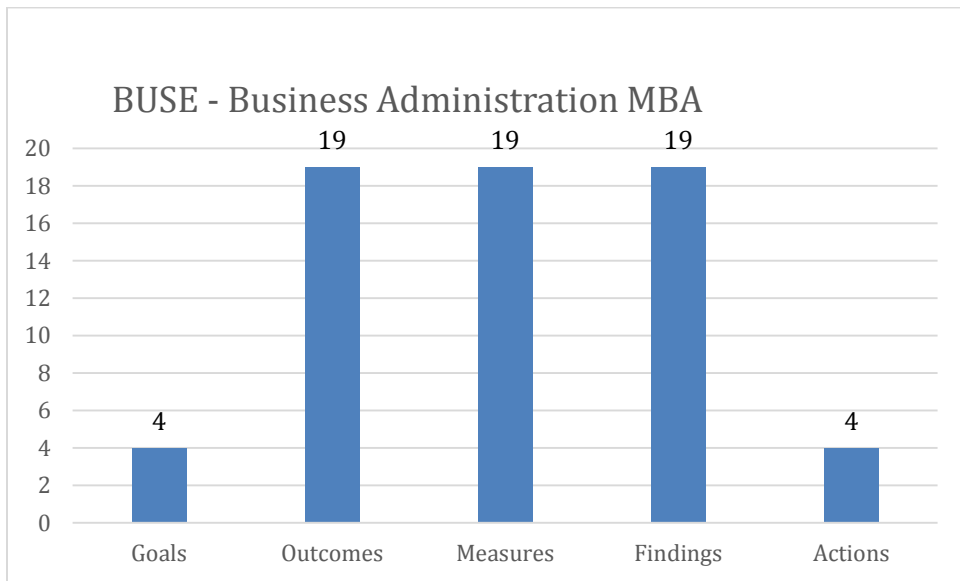
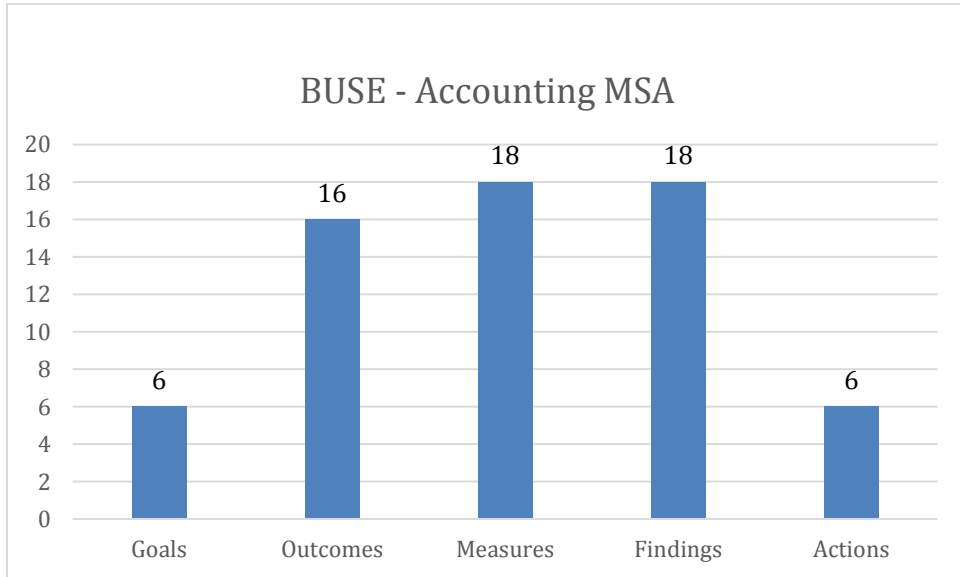
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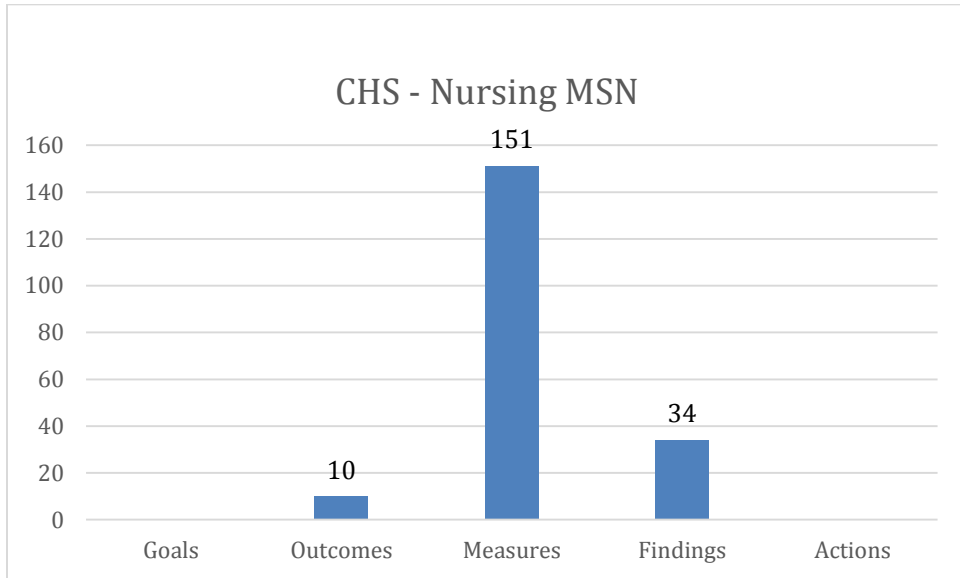
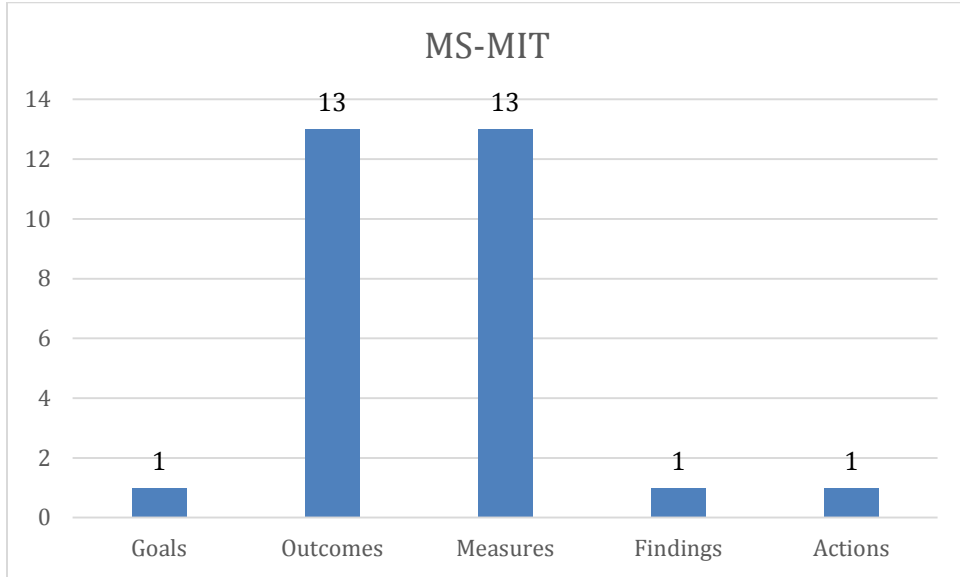
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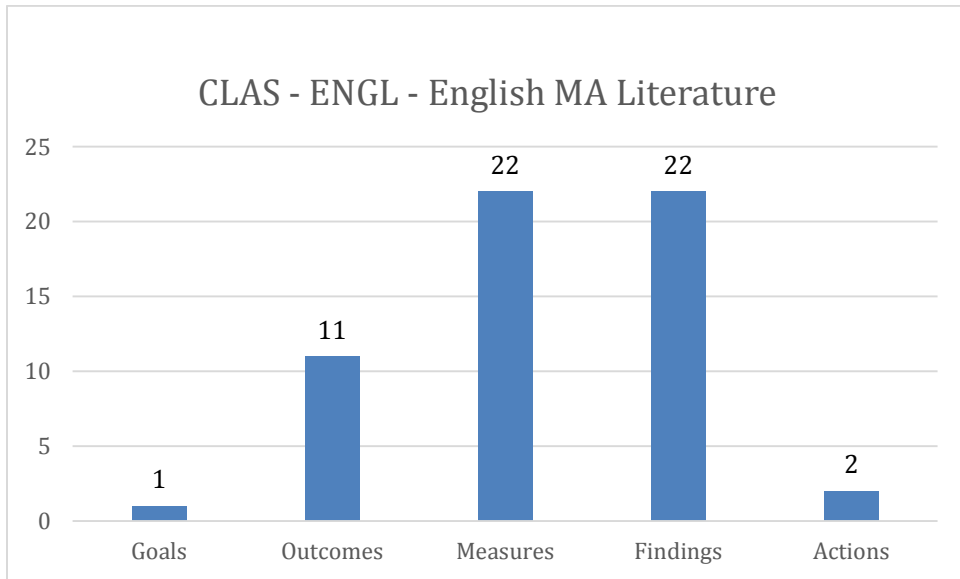
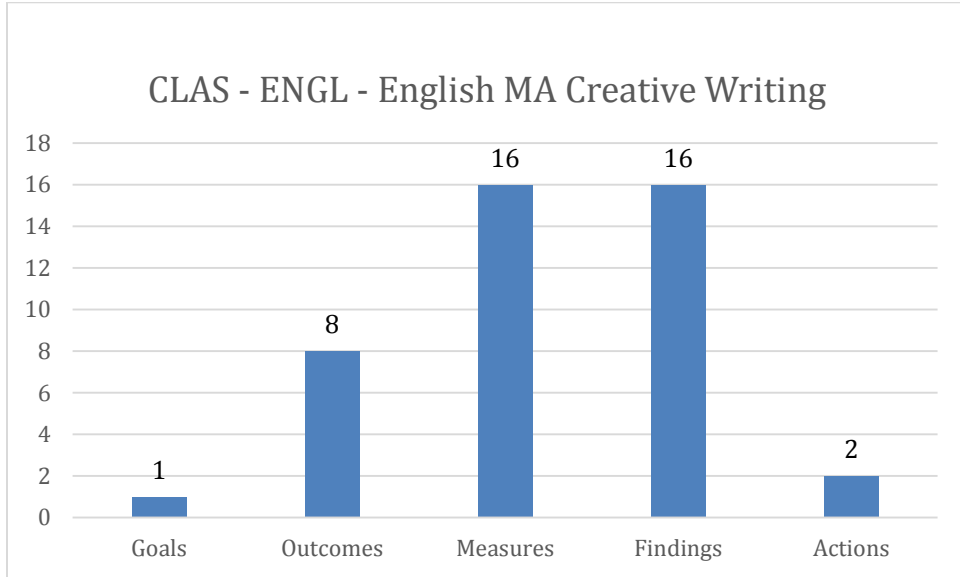
Appendix Two: Masters Level Programs !



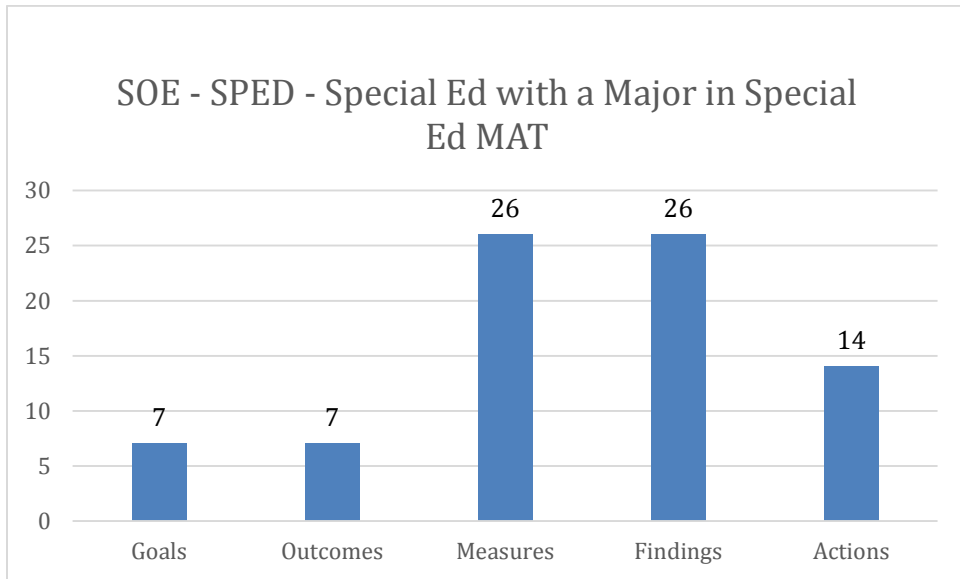
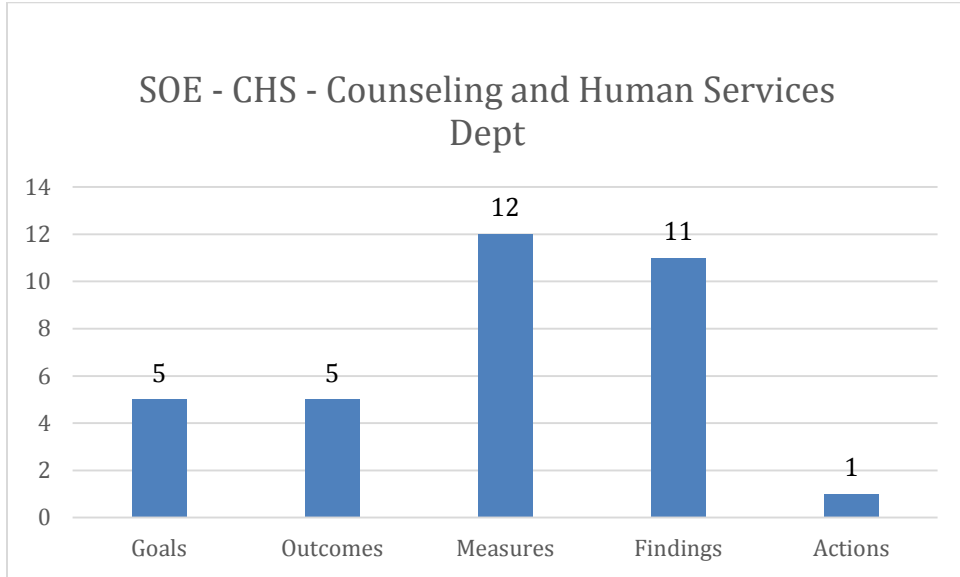
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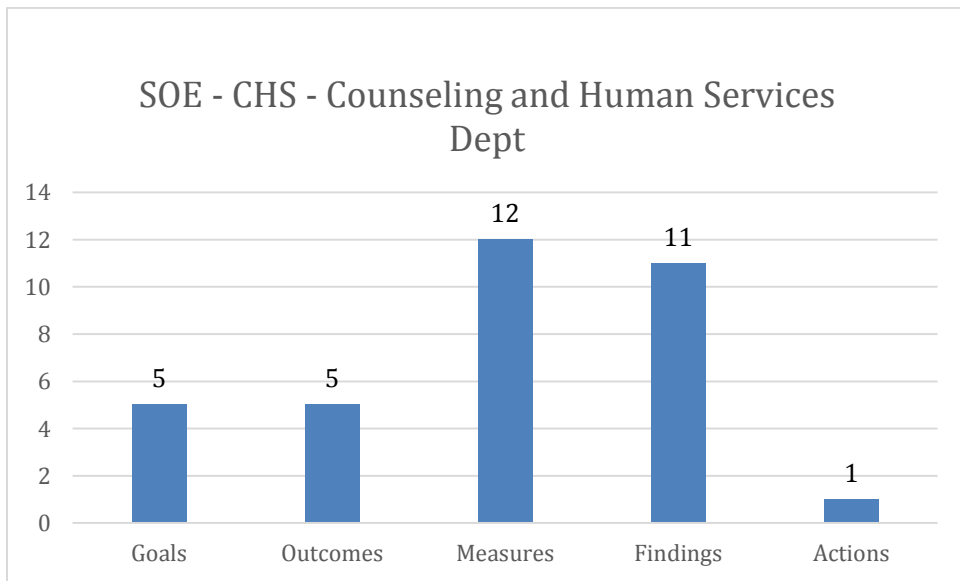
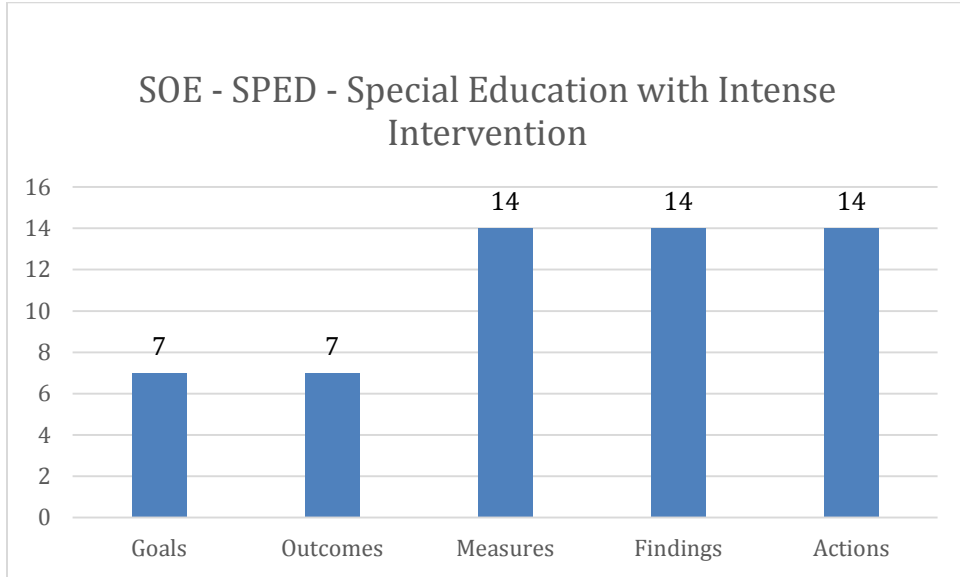
Assessment Annual Report '



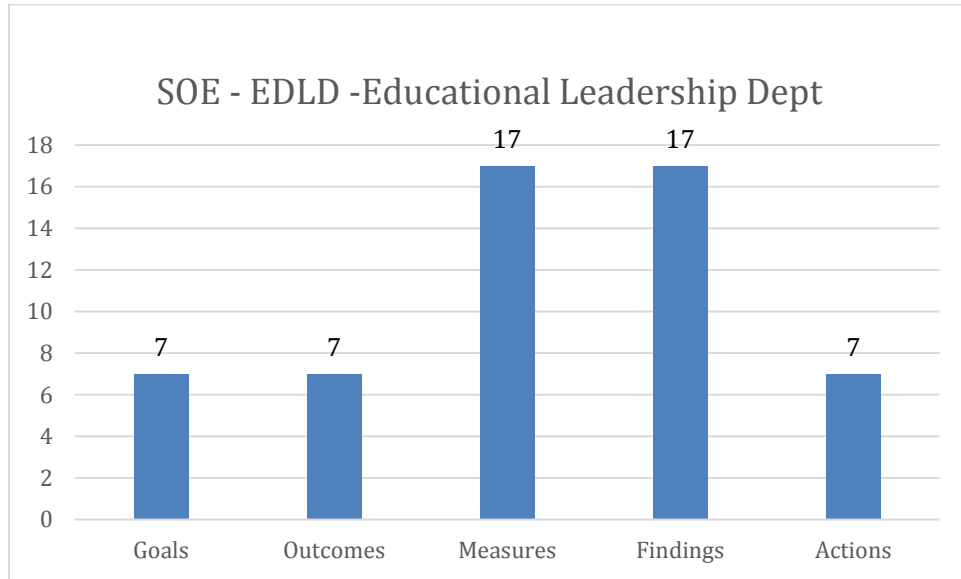
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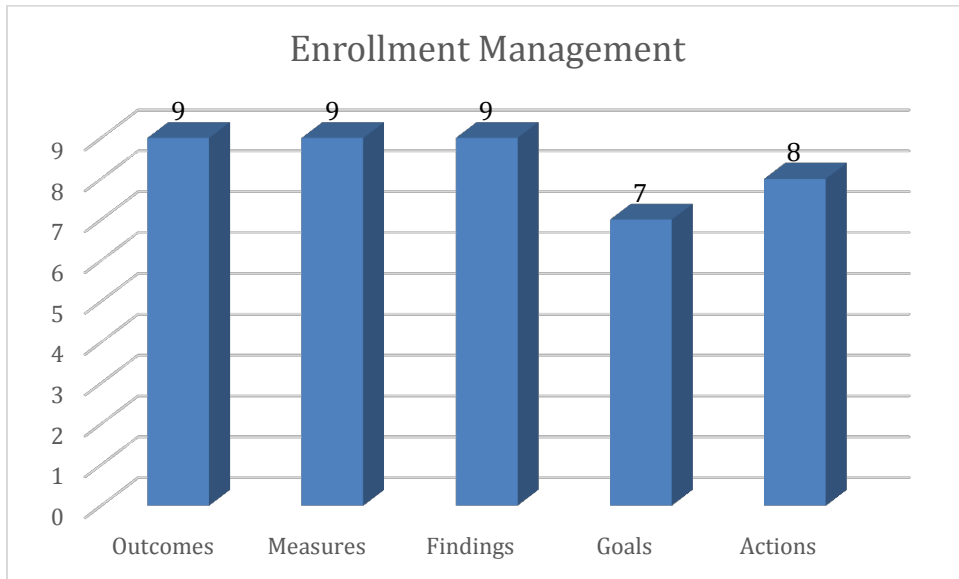
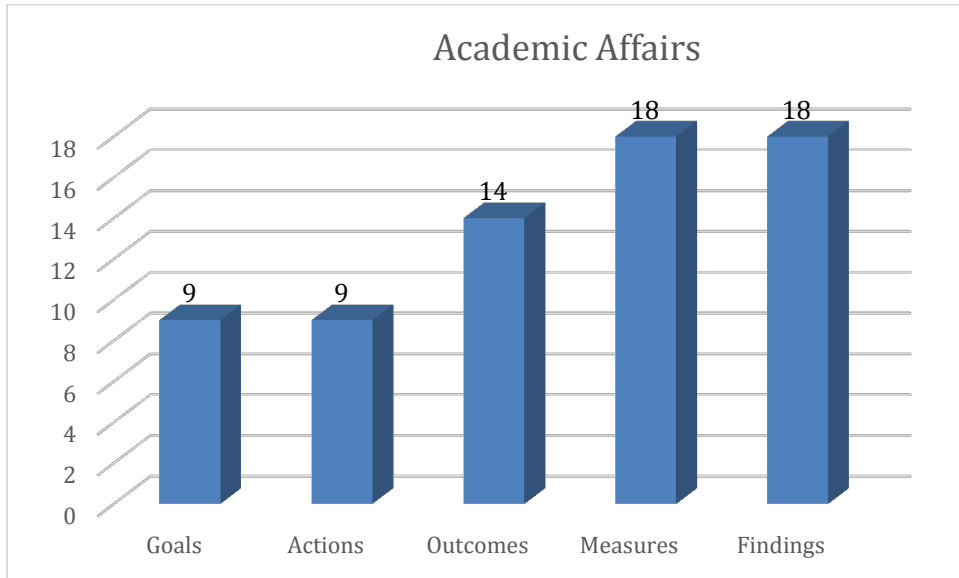
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Appendix Three: Non-Academic Programs !



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