



**IU South Bend Assessment Summary Report  
Annual Report for the 2016/2017 Academic Year**

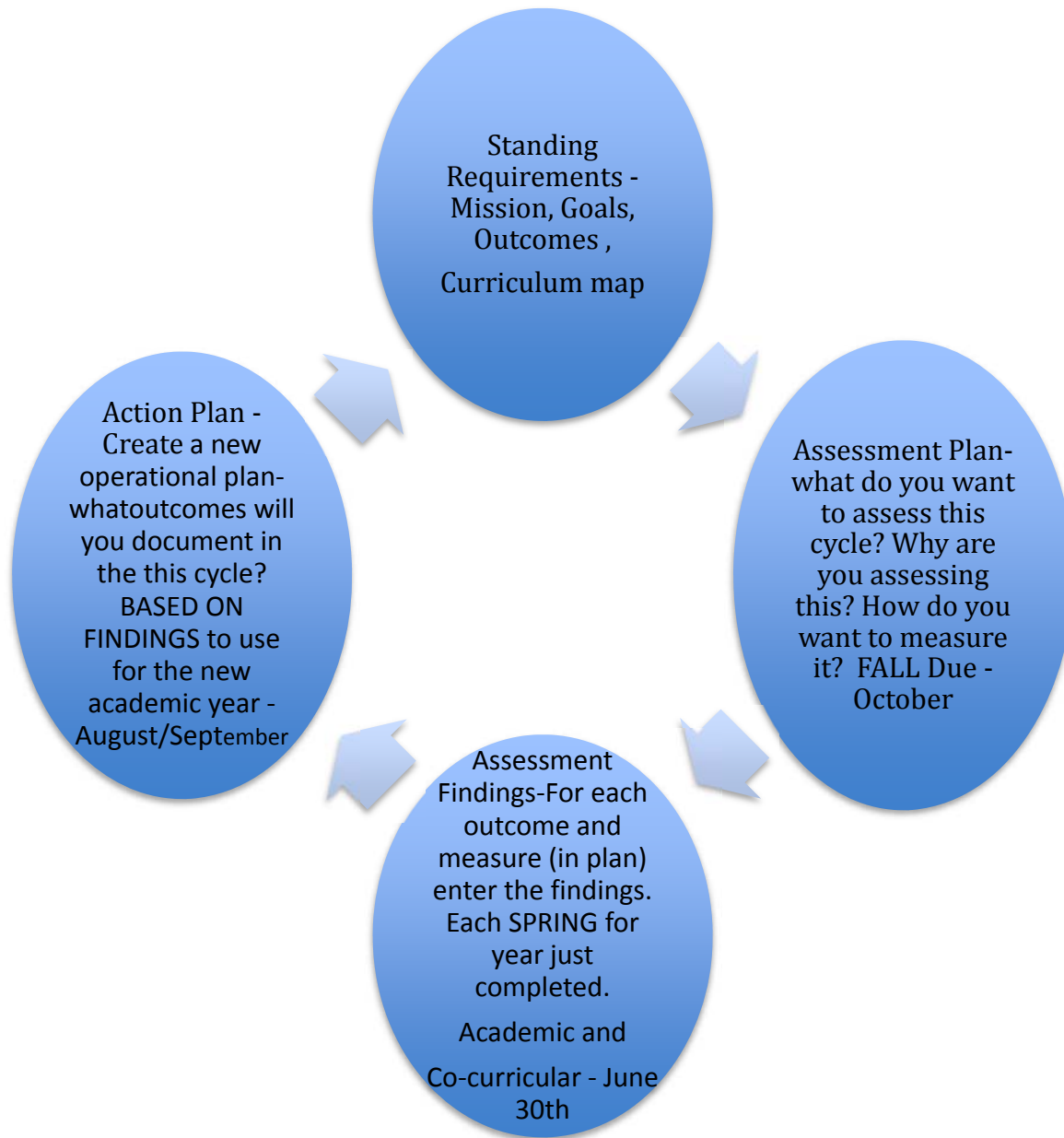
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## **Introduction**

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. During the 16/17 academic year the Indiana University Assessment Committee Plan was revised to reflect the evolving state of assessment on the campus. The plan is available on the Assessment Committee webpage.

## **Assessment Cycle in Taskstream**

During the 15/16 cycle the work of the assessment committee focused on information from the 14/15 academic year. Similarly during the 16/17 school year the work of the assessment committee included information from the 15/16 cycle. The committee is working towards examining resultant data from the current year cycle. With this in mind, the assessment coordinator has presented to the committee an assessment cycle as depicted below, that will better reflect current assessment information. After presenting the cycle to the committee the coordinator met with various departments on campus to explain the timely submission of assessment information during a year-long cycle. This was met with a positive response. The committee will closely monitor the cycle as the year progresses.



## **Professional Development**

Taskstream – Information and work with Taskstream is ongoing. During the year the assessment coordinator met with departments, and individual “workspace managers” to initiate new users and to help with ongoing assessment information. The focus during the year was to map outcomes to goals as well as the strategic plan, general education, and/or standards of the profession. Linking findings to actions is also a critical aspect of Taskstream training. Although findings and actions are closely linked, as the committee reviews the assessment information if users do not click on the box in Taskstream that links the findings to actions that information is lost in the reports; therefore, it should be noted that the reports underrepresent findings related to actions. The assessment

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coordinator continues to work with workspace managers in using the software to accurately represent the actions to findings links. Looking at the reports in the review process, clearly the product is not always reflected in the taskstream process.

The coordinator also conducted a half-day session with the School of Business in developing a concept map to locate gaps and unnecessary duplication of content. The map will be used as programs continue to refine their assessment plans. Curriculum maps will follow.

### **Conferences**

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.

### **Assessment Review**

For the second year the committee agreed to do a review of program assessment plans. The assessment coordinator also acted as a reviewer and provided oversight of the scores and comments made by the assessment committee members. The rubric developed and used by the committee again looked at each area (mission goals, etc.) of the plan submitted and rated the areas based on criteria of the components. 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. During the 15/16 cycle 88% of academic areas conferring bachelors and master's degrees submitted information into the Taskstream system with 76% submitting actions plans. This is a slight increase from the previous year when 83% of bachelors' and masters' degree programs submitted information into the Taskstream system. This was an up from Assessment system up from 46% submissions in progress for academic units in 2013-2014 with 26% closing the loop with action plans in 2013-2014. Library Sciences once again had 100% of the Library and Q110 reporting at linked actions in their plans. Enrollment Management areas all submitted information and linked findings and actions to the outcomes measured. Student Affairs at 90% submitting some components with 50% with linked actions (72% actions), and other Academic Affairs submitting 86% with 71% linked actions (77% actions). These co-curricular and academic areas have made significant progress from last year. It should be noted that more comprehensive information is included in the appendix. Some new degrees and areas have recently been added to the Taskstream system and will be adding data as students begin to complete degree requirements and as data for the newly added areas become available.

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.

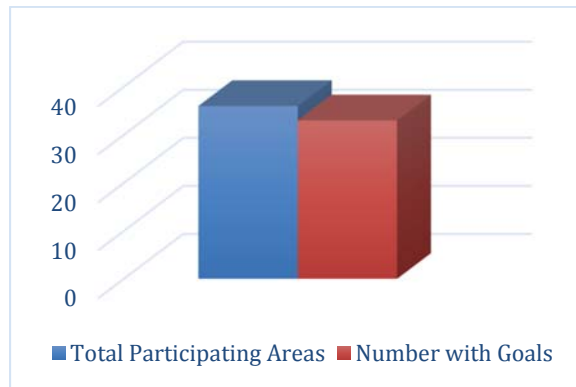
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To see a report at a program level, please see appendix one. The report in appendix one is slightly different from the following graphs. The graphs in the appendix show how many goals, outcomes etc. were reported within a given program for the 2015/16 AY.

## Academic Programs

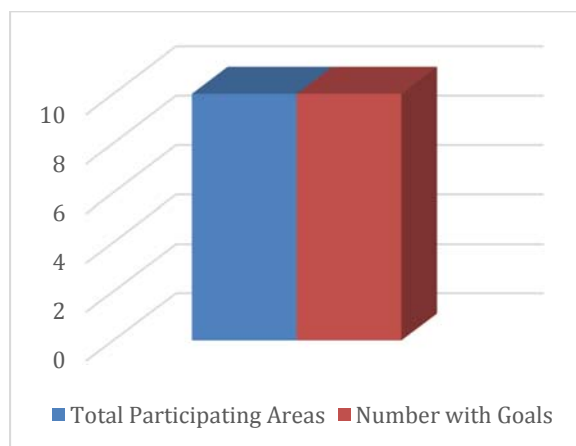
### Goals:

**Graph One. Total Bachelor's Degree Programs with Goals**



Total Participating Areas	Number with Goals
36	33

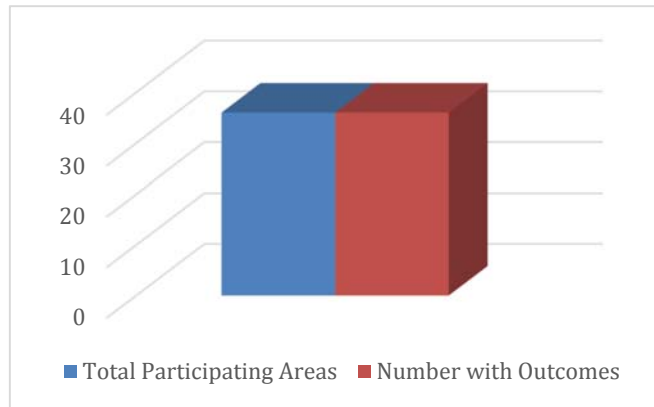
**Graph Two. Total Master's Degree Programs with Goals**



Total Participating Areas	Number with Goals
10	10

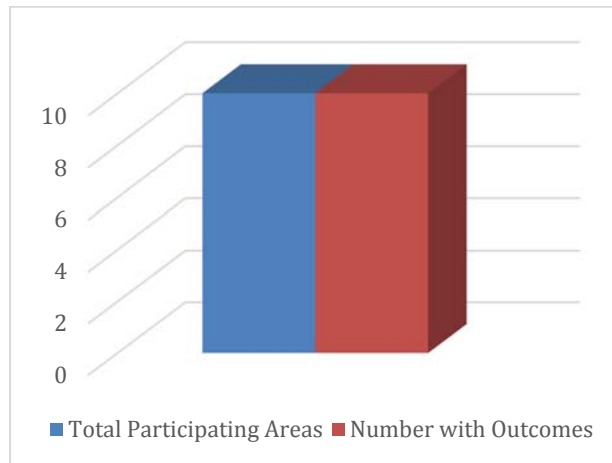
## Outcomes

**Graph Three. Total Bachelor's Degrees Program with Outcomes**



Total Participating Areas	Number with Outcomes
36	36

**Graph Four. Total Master's Degree Programs with Outcomes**

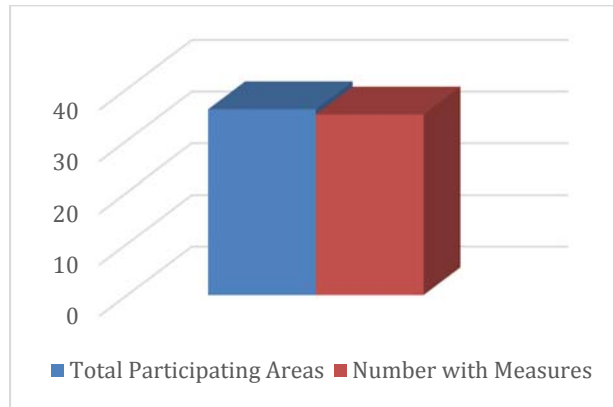


Total Participating Areas	Number with Outcomes
10	10

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## Measures

**Graph Five. Total Bachelor's Degree Program with Measures**



Total Participating Areas	Number with Measures
36	35

**Graph Six. Total Master's Degree Programs with Measures**

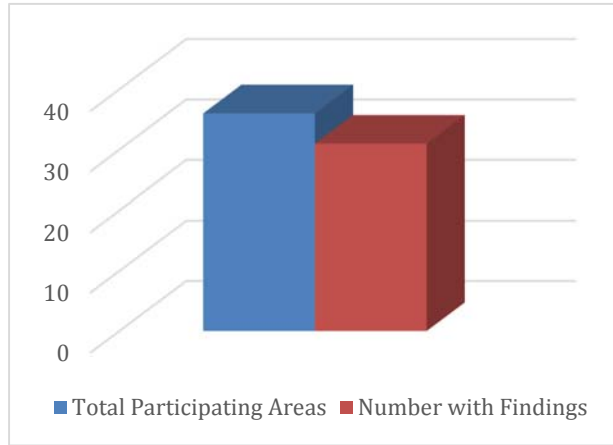


Total Participating Areas	Number with Measures
10	10

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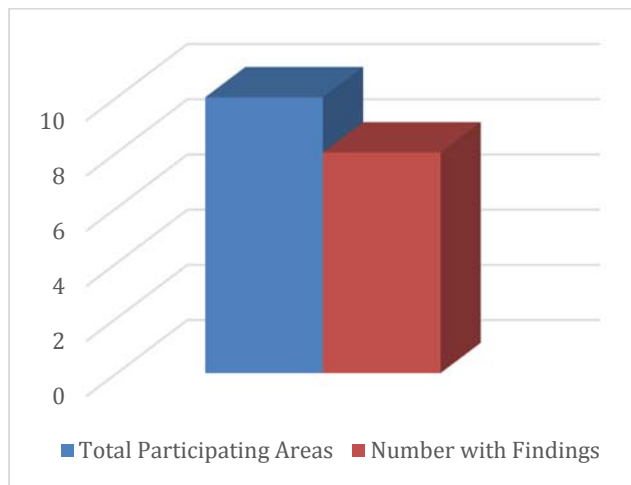
## **Findings:**

**Graph Seven. Total Bachelor's Degree Programs with Findings**



Total Participating Areas	Number with Findings
36	31

**Graph Eight. Total Master's Degree Programs with Findings**



Total Participating Areas	Number with Findings
10	8



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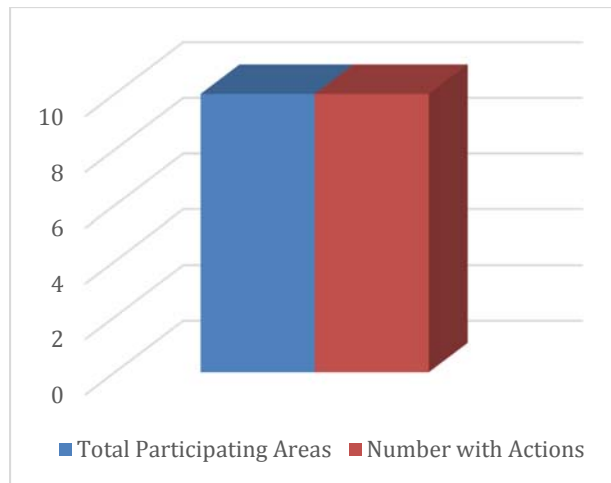
## **Actions:**

**Graph Nine. Total Bachelor's Degree Programs with Actions**



Total Participating Areas	Number with Actions
36	32

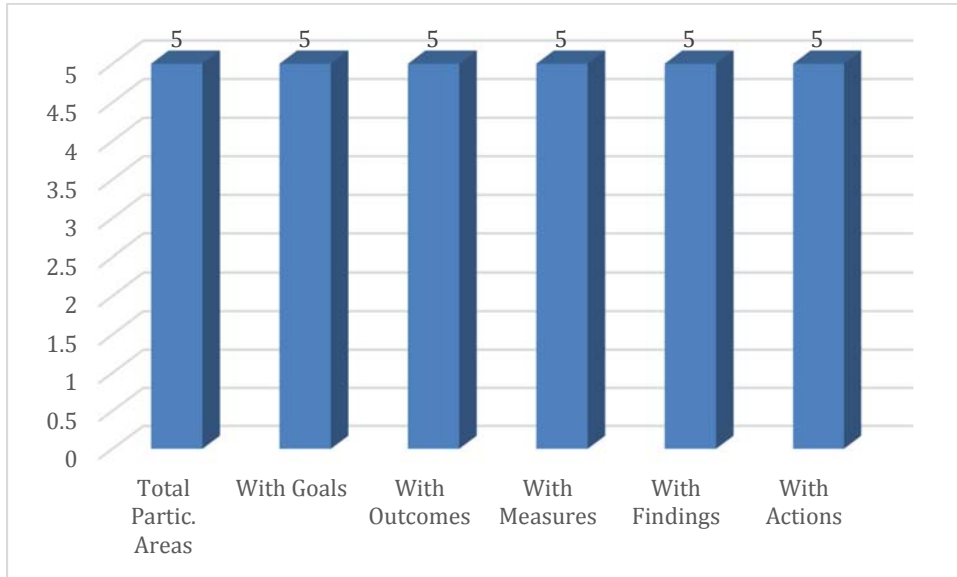
**Graph Ten. Total Master's Degree Programs with Actions**



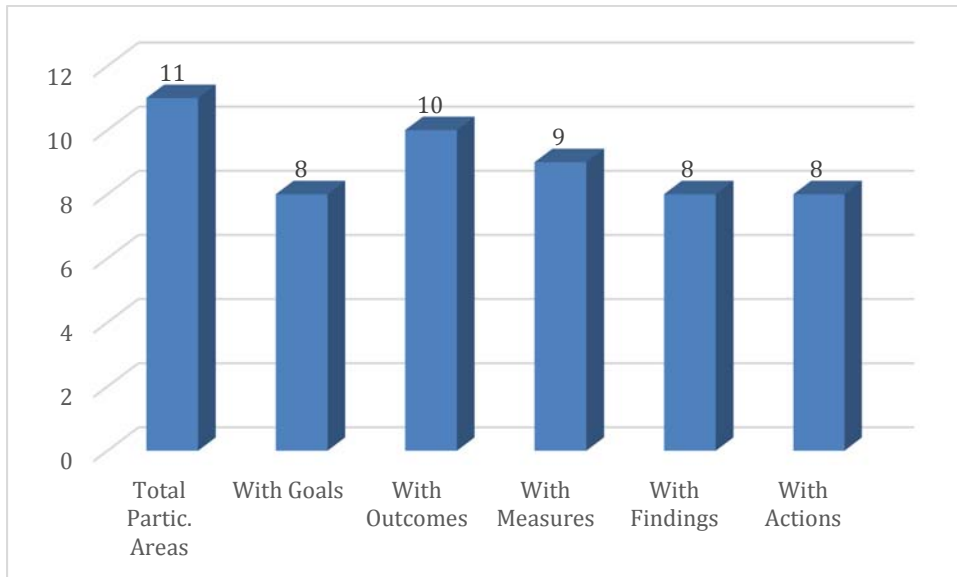
Total Participating Areas	Number with Actions
10	10

**Non-Academic Programs**

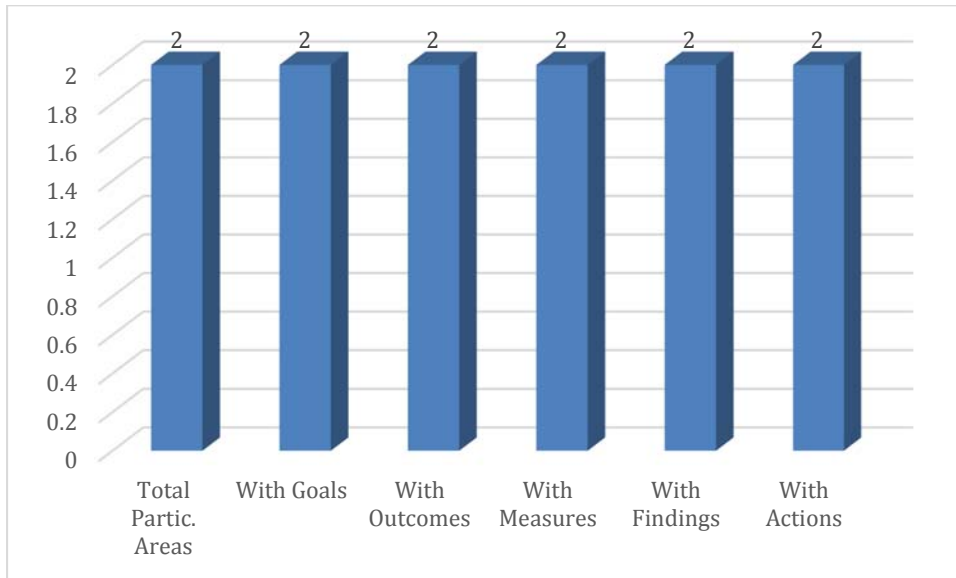
**Graph Eleven. Enrollment Management Offices**



**Graph Twelve. Student Services Offices**



## **Graph Thirteen. Library**

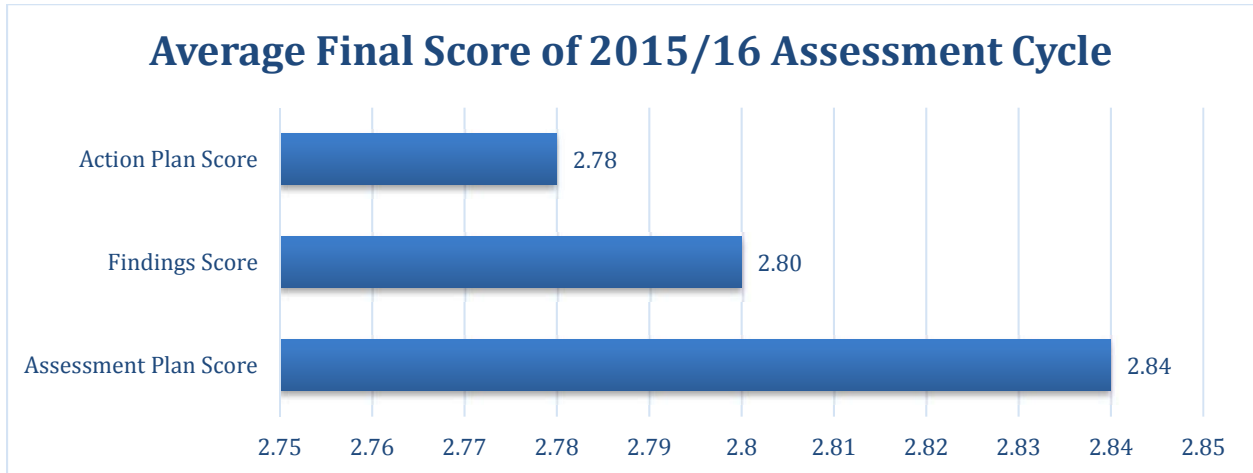


## **Overall Quality of Assessment Activities**

IU South Bend continues to improve the quality of the assessment activities conducted by its academic and non-academic programs. A great effort was undertaken by the assessment coordinator in collaboration with the assessment committee that assessment becomes part of the academic culture here at IU South Bend. The assessment coordinator continued to provide one-to-one sessions in order to help units move in the right direction in their assessment reports and data collection process. A one-to-one session also is provided to help units map their curriculum. This effort is still continuing.

To assess the quality of the assessment activities for the 2015/16 assessment cycle, a rubric was used by the committee. The committee used these three terms: Met, Partially Met, Not Met to score assessment reports submitted 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 of the evaluation process, and reconciled if there was a gap between the score provided by the committee and a score provided by the assessment coordinator. Each program received a constructive feedback from this process. The qualitative feedback that was provided to each program can be found in the task stream portal. The scores of the program can be found as an appendix in this report. Please see below the overall average score of the assessment plan, findings, and action plan for the 2015/16 AY cycle.

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### **General Education**

The general education taskforce is continuing to gather information related to any curriculum revisions. Information is submitted into Taskstream in a General Education Repository workspace in order to document assessments that have been collected over the last several years. The standing requirements of mission, goals, and outcomes have been submitted with a draft of a curriculum map started.

### **Career Outcome Assessment**

IU South Bend conducted a comprehensive alumni survey in late spring of 2016 with the purpose to evaluate and assess the quality of our program from the perspective of our alumni students. About 1000 alumni students participated in the survey. Most of the survey questions were adopted from the AAUC's LEAP essential learning outcomes. We formatted the essential learning outcomes in a question format and asked our alumni students if IU South Bend contributed significantly in their development in those areas. Results from the survey were very encouraging. In most of the goals, the majority of our alumni students (80% or above) indicated they gained significantly from their education at IU South Bend. See results of the survey in a table format in the next page. A full report can be found here in a tableau format:

[https://tableau.bi.iu.edu/t/prd/views/AlumniSurvey/TheStoryofIUSBAlumni?:embed=y&:showShareOptions=true&:display\\_count=no&:showVizHome=no](https://tableau.bi.iu.edu/t/prd/views/AlumniSurvey/TheStoryofIUSBAlumni?:embed=y&:showShareOptions=true&:display_count=no&:showVizHome=no)

The AAUC's essential learning outcomes include:

#### **Intellectual and Practical Skills, Including**

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy

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- Teamwork and problem solving

### **Personal and Social Responsibility, Including**

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

### **Integrative and Applied Learning, Including**

- Synthesis and advanced accomplishment across general and specialized studies

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### Summary Results from the Alumni Survey

No.	Skills	Rating/Scale					
		Extremely Significant	Very Significant	Moderately Significant	Slightly Significant	Not at all Significant	No Opinion
<b>KNOWLEDGE OF HUMAN CULTURES AND THE PHYSICAL AND NATURAL WORLD</b>							
1.	Knowledge of particular field/discipline	26/98%	43.32%	20.98%	3.68%	2.32%	2.72%
<b>INTELLECTUAL AND PRACTICAL SKILLS</b>							
2.	Analyze and process information effectively	26.54%	46.10%	21/07%	2.87%	1.78%	1.64%
3.	Think critically and creatively	31.28%	45.77%	16.53%	3.55%	1.37%	1.5%
4.	Communicate effectively both written and oral	29.96%	44.19%	19.97%	3.83%	0.82%	1.23%
5.	Read and understand numerical data that is presented in graphs, tables, and formulas.	23.87%	34.84%	27.71%	7%	3.16%	3.43%
<b>PERSONAL AND SOCIAL RESPONSIBILITY</b>							
6.	Participate in the life of a community in order to improve conditions for others or to help shape the community's future.	18.50%	22.65%	27.61%	11.66%	12.2%	7.37%
7.	Appropriately interact in a variety of cultural contexts and diverse groups	19.06%	29.13%	27.25%	11.41%	8.32%	4.83%
8.	Understand and exercise my rights. And respect the right of others.	21.03%	33.76%	28.18%	8.44%	8.58%	8.58%
9.	Engage on learning activities on continuous bases with the purpose to improve knowledge.	25.74%	39.62%	23.18%	6.2%	2.29%	2.96%

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INTEGRATIVE LEARNING							
10.	Ability to synthesize information related to social, economic or political subjects from multiple sources.	27.94%	39.27%	22.54%	2.56%	5.26%	2.43%
11.	Ability to synthesize information from multiple sources related to your specialized study or area.	22.78%	36.12%	25.34%	7.14%	4.45%	4.18%
NON-AACU QUESTIONS (EXTRAS)							
12.	Appreciate literary, fine, and performing arts	21.13%	24.36%	25.57%	11.04%	10.63%	7.27%
13.	Engage in useful introspection	20.03%	29.70%	26.61%	10.62%	6.99%	6.05%
14.	Understand how to pursue a fulfilled life	16.44%	26.15%	25.47%	12.40%	12.40%	7.14%

### **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. The grant was again extended to include professional development through the Fall of 2017.

Two new grants were awarded during the 16/17 academic year. The first was to the School of Education, led by Hope Smith Davis, to support area teachers in establishing inter-rater reliability in the scoring of student artifacts. The other was awarded to the Raclin School of the Arts, led by Ken Douglas to purchase a site license for the continued use of the Advanced Measures of Music Audiation (AMMA). Student data collected through AMMA will contribute to the departmental assessment program

### **Looking Ahead:**

Programs and departments will continue to work on mapping 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 continue to be an assessment focus for summer and early fall. While most departments have a curriculum map putting them into Taskstream is not as intuitive and we had hoped. Individual and departmental help is available through the assessment coordinator. Instructions have been placed on the webpage, and provided for assessment workspace managers.

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 16/17 academic year. Reports from Taskstream are “in the moment” so as new information is added reports are time sensitive. New programs coming on board will only provide as much information as possible until students are assessed. 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 help as needed.

Although the transition to Taskstream is complete workspace managers continue to change which necessitates ongoing training. The good news is that faculty are beginning to help each other with the technical side of taskstream. 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

### Final Score of the 2015/16 AY Assessment Cycle

Participating Area	Assessment Plan Score	Assessment Findings Score	Action Plan Score
AA - Honors	3	3	3
AA - IR - Institutional Research	3	3	3
AA - UCET - University Center for Excellence and Teaching	3	3	3
AA - Vision 20/20	3	3	3
AA - ATAC Athletics and Activities	3	2	3
BUSE - Business BS	3	3	3
CHS - Dental Hygiene BS	3	3	3
CHS - Health Promotion	3	3	3
CHS - Nursing BSN	3	3	3
CHS - Nursing MSN	3	3	3
CHS - Radiography AS	3	2	2
CLAS - BIOL - Biological Sciences BA, BS	3	3	2
CLAS - CHEM - Chemistry and Biochemistry BA, BS	3	3	3
CLAS - COMP - Computer and Information Science BS	3	3	3
CLAS - CRIM - Criminal Justice BSCJ	3	3	2
CLAS - ENGL - English BA	3	3	3
CLAS - ENGL - English MA	3	3	3
CLAS - HIST - History BA	2	2	3
CLAS - INFO - Infomatics BS	3	3	2
CLAS - MATH - Actuarial Science BS	3	3	3
CLAS - MATH - Applied Math and Computer Science MS- Applied Mathematics Concentration	3	2	3
CLAS - MATH - Applied Math and Computer Science MS- Computer Science Concentration	3	3	3
CLAS - MATH - Applied Mathematics BS	3	3	3
CLAS - MATH - Mathematical Sciences BA	3	3	3
CLAS - PHIL - Philosophy BA	2	2	3
CLAS - SOC/ANTH - Anthropology with IU Northwest BA	2	2	2
CLAS - SOC/ANTH - Sociology BA	3	2	3
CLAS - Sustainability BA	3	3	3
CLAS - WOM - Women's and Gender Studies BA	2	3	3
CLAS Gen Studies BGS	3	3	3

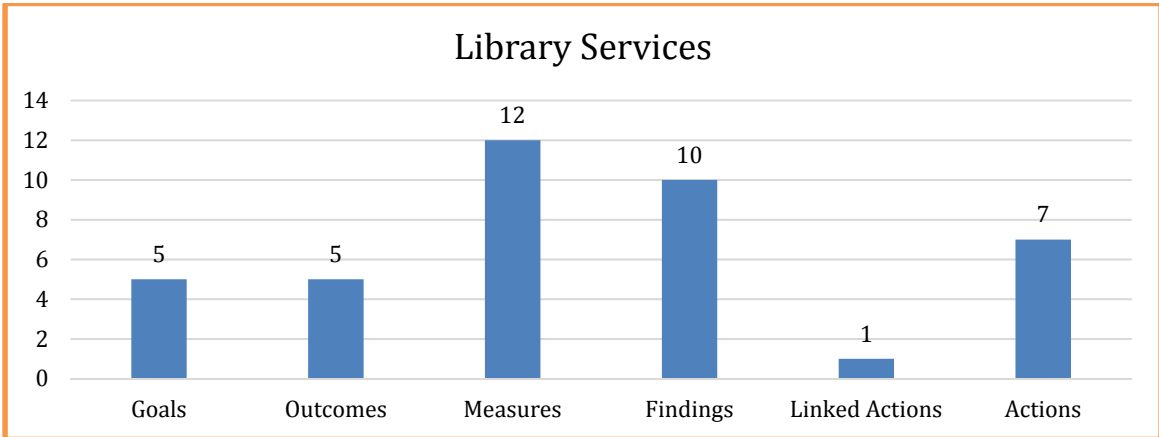
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### Final Score of the 2015/16 AY Assessment Cycle...Continued

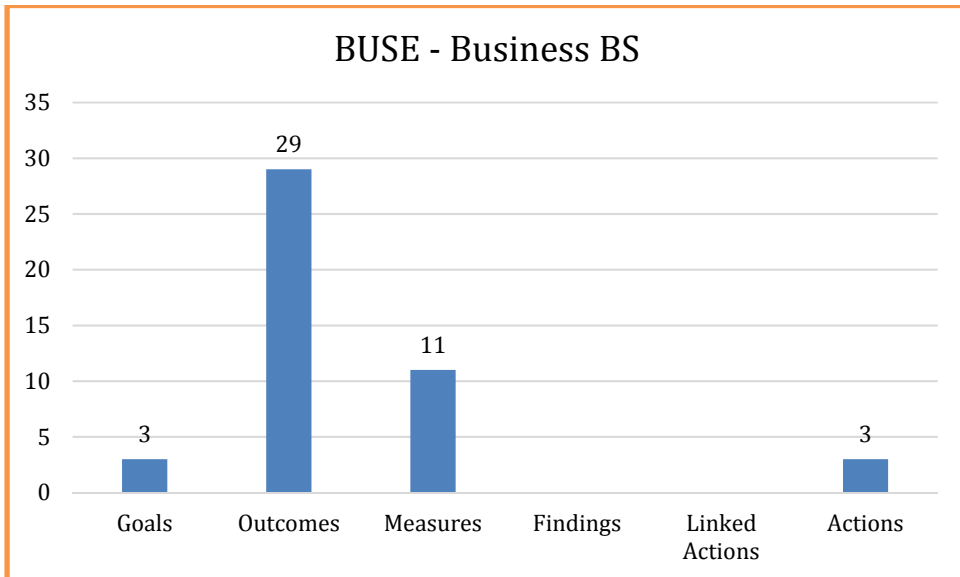
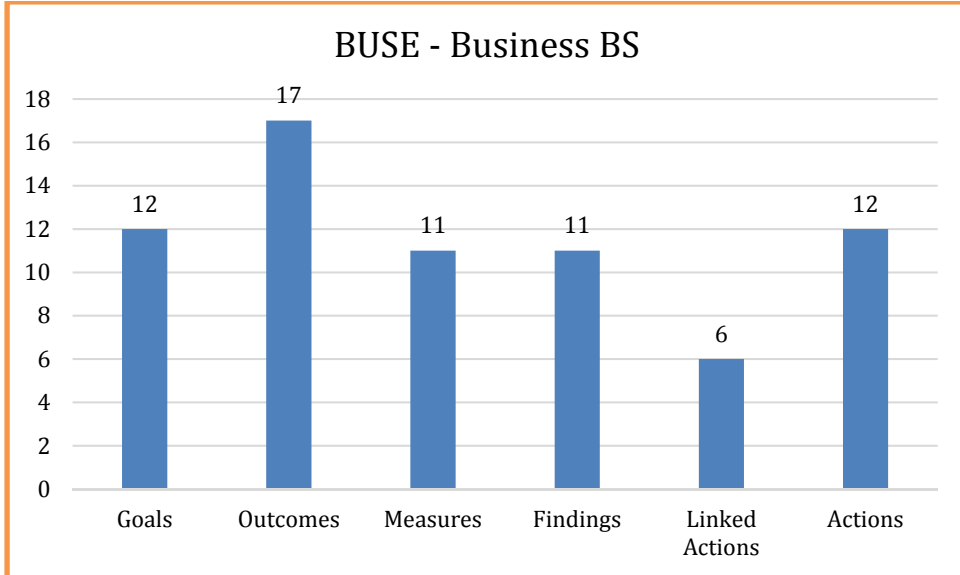
Participating Area	Assessment Plan Score	Assessment Findings Score	Action Plan Score
EM - Admissions	3	3	3
EM - Financial Aid	3	3	3
EM - Office of International Student Services	3	3	3
EM - Registrar	2	3	2
LS - Library Services - Schurz Library	3	3	3
Q110	3	2	3
RSA - FA - Fine Arts Dept	3	3	3
RSA - MUS - Music BA	2	3	2
RSA - MUS - Music BM	2	2	2
RSA - MUS - Music Education BME	3	3	2
RSA - NEW MED - Integrated New Media Studies BFA	3	2	2
RSA - COM - RSA Communication Studies	3	3	1
SAEM - SS - ACE - Academic Centers for Excellence	3	3	3
SAEM - SS - Disability Support Services	3	3	3
SAEM - SS - Student Conduct	3	3	3
SAEM - SS - Student Counseling Center	3	3	3
SAEM - SS - Student Support	2	2	3
SAEM - SS - Summer Bridge Program	2	3	3
SOE - EDLD -Educational Leadership Dept	3	3	3
SOE - ELEM - Elementary Education Dept	3	3	3
SOE - SEC - Secondary Education Dept	3	3	3
SOE - SPED - Special Ed with a Major in Special Ed MAT	3	3	3
SOE - SPED - Special Education Dept	3	3	3
SOE - SPED - Special Education with Intense Intervention	3	3	3
SS- Career Services	3	3	3

**Appendix Two** (Graphs show how many goals, outcomes ...reported by each participating program.)

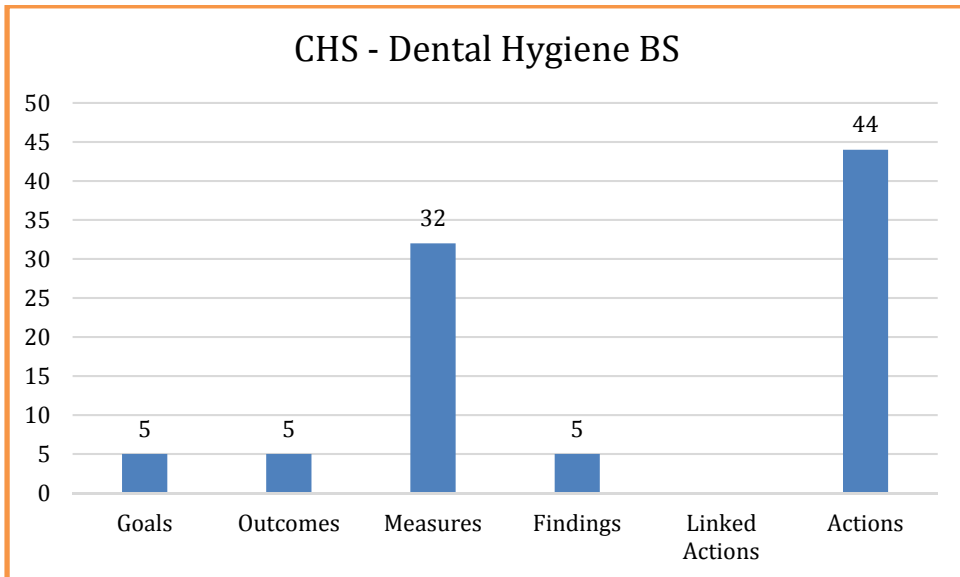
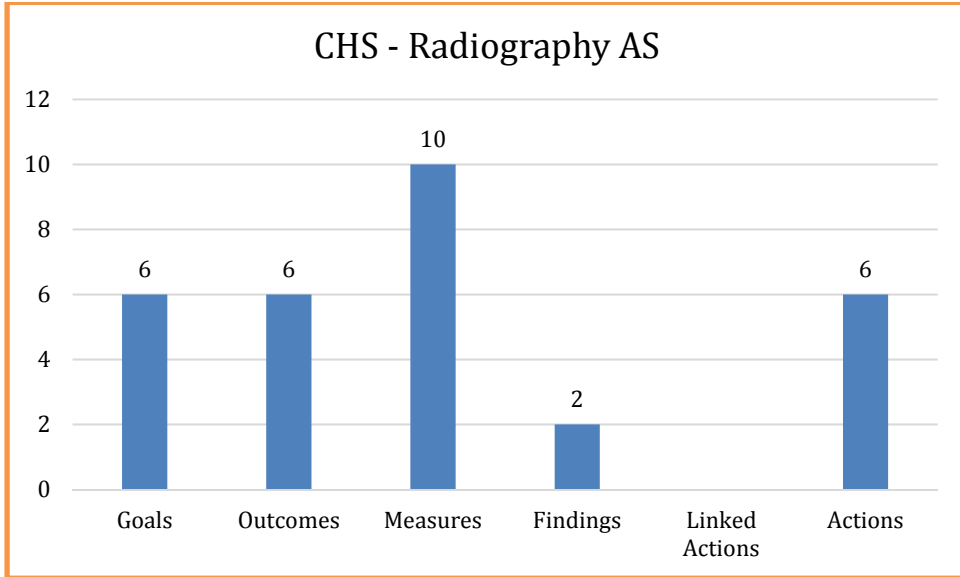
**Library Services**



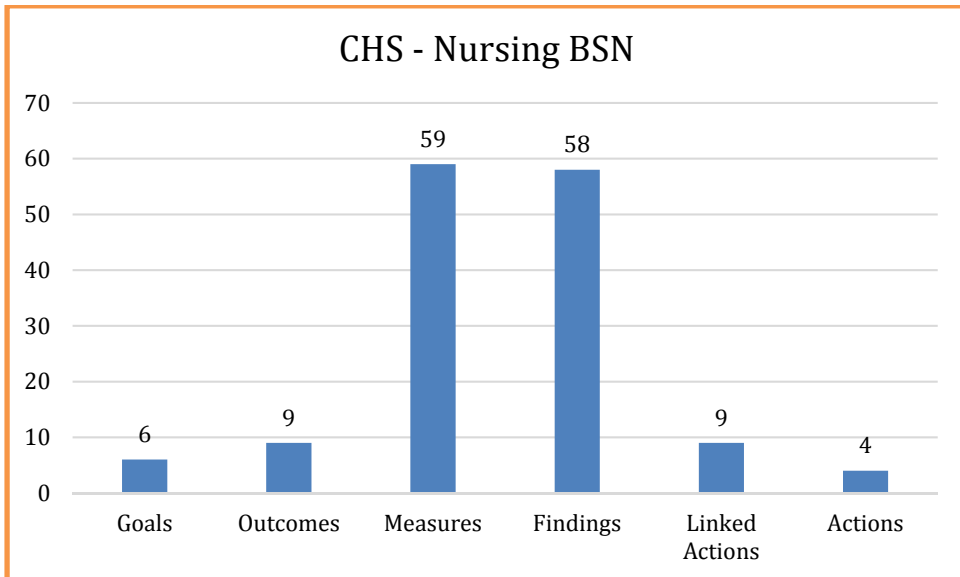
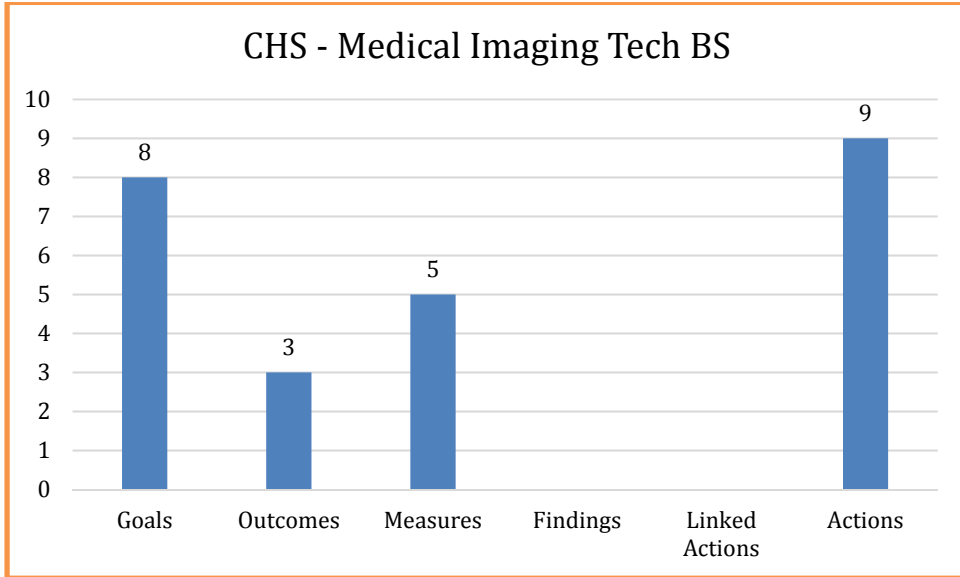
## Bachelor's Degree



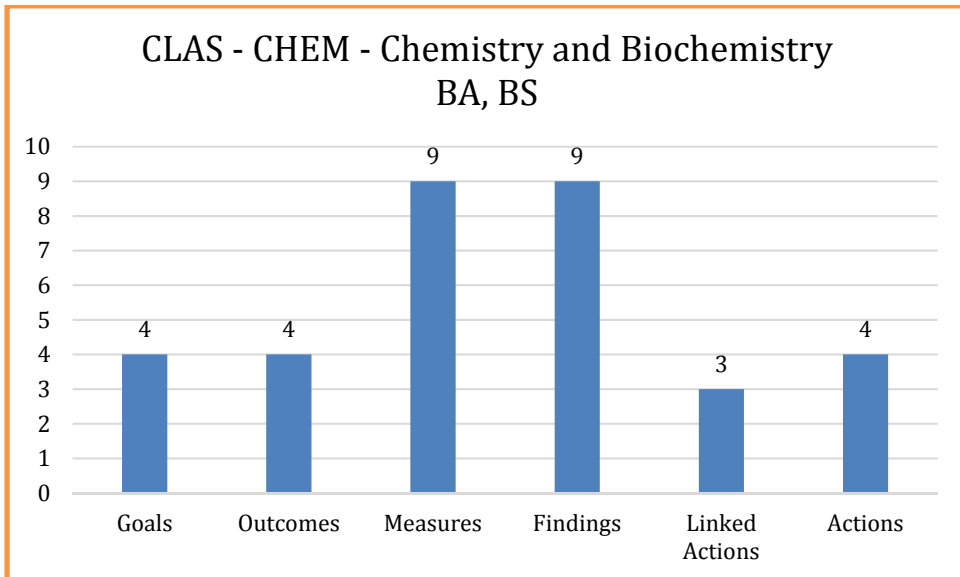
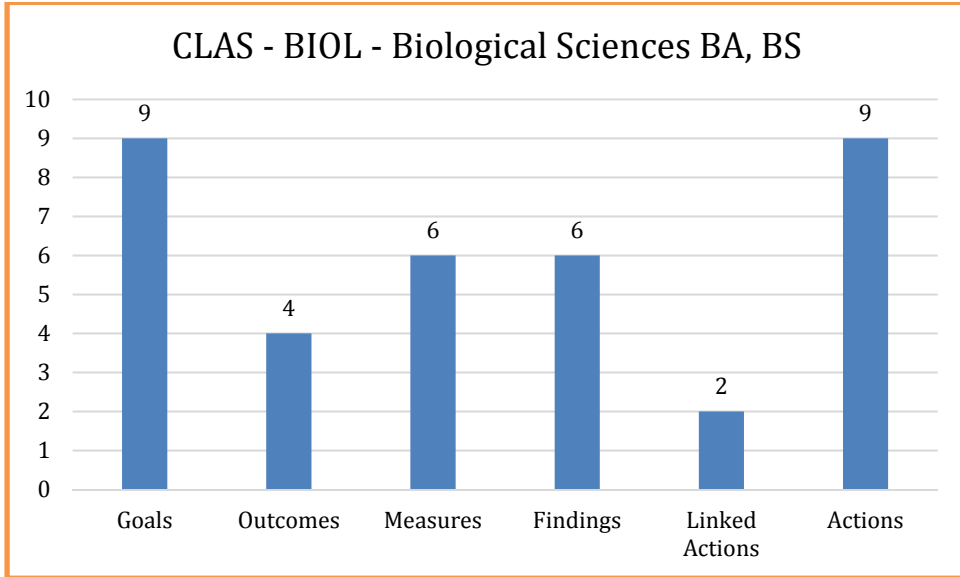
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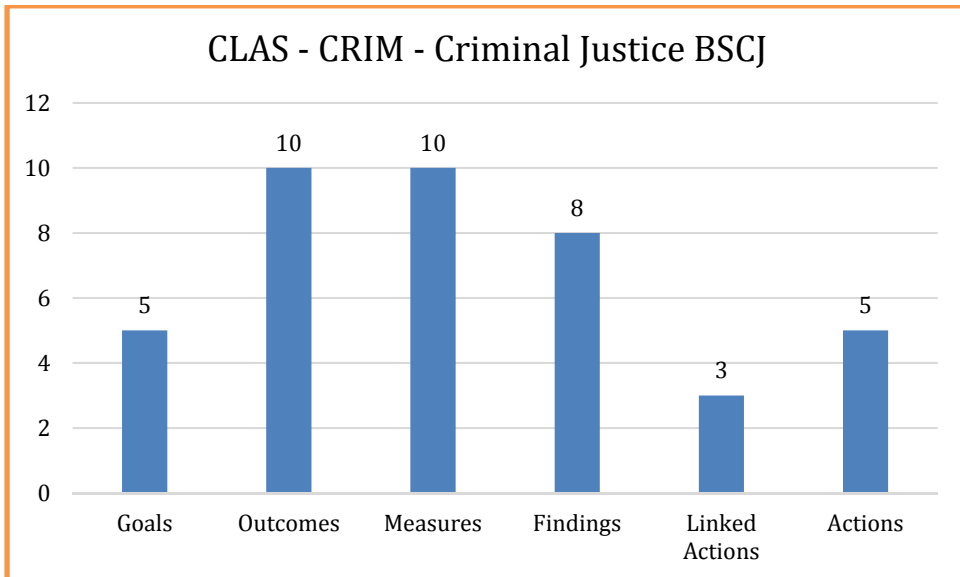
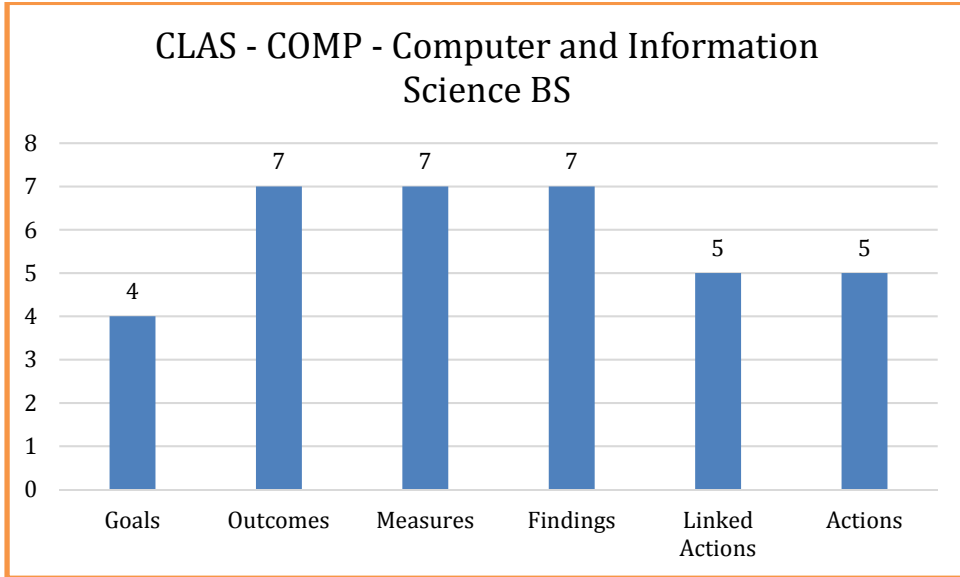
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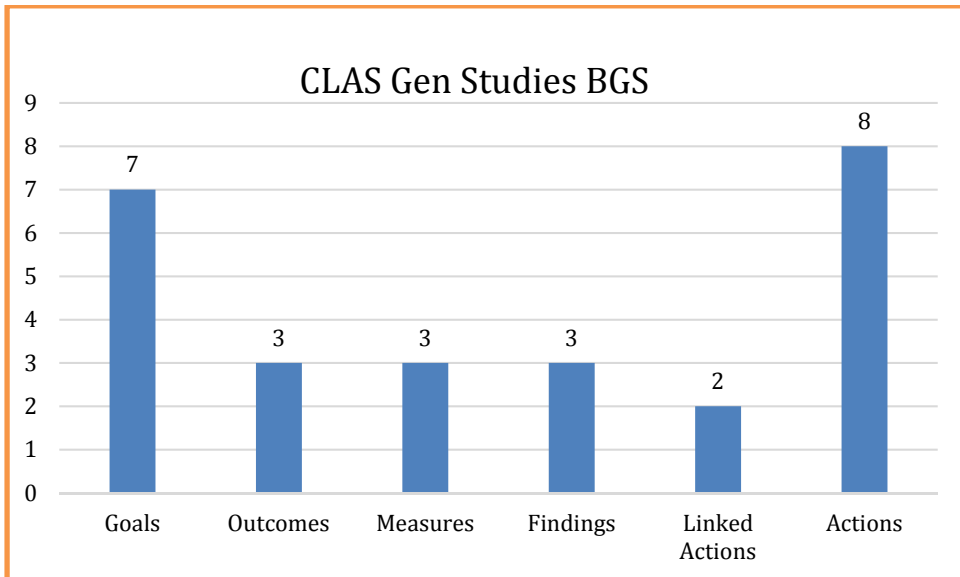
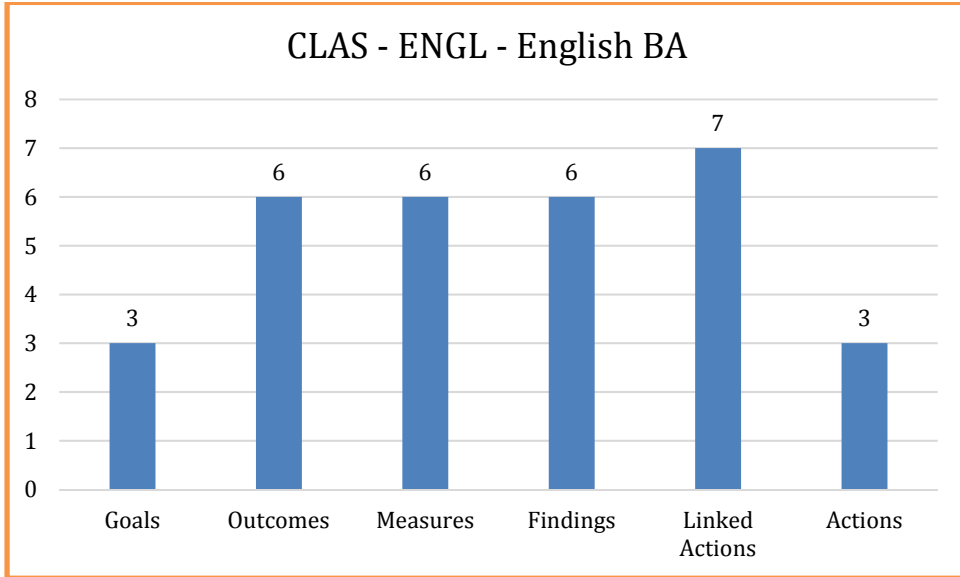


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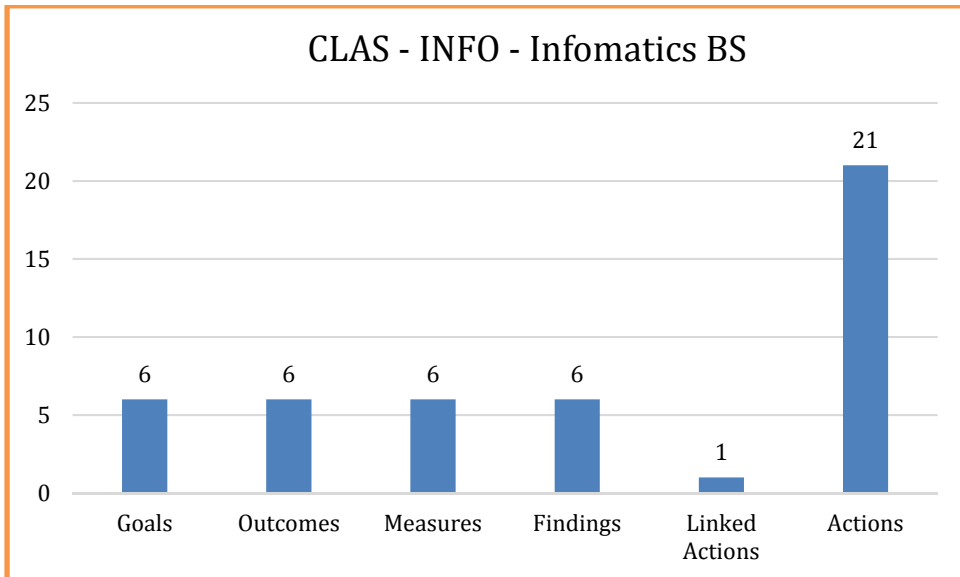
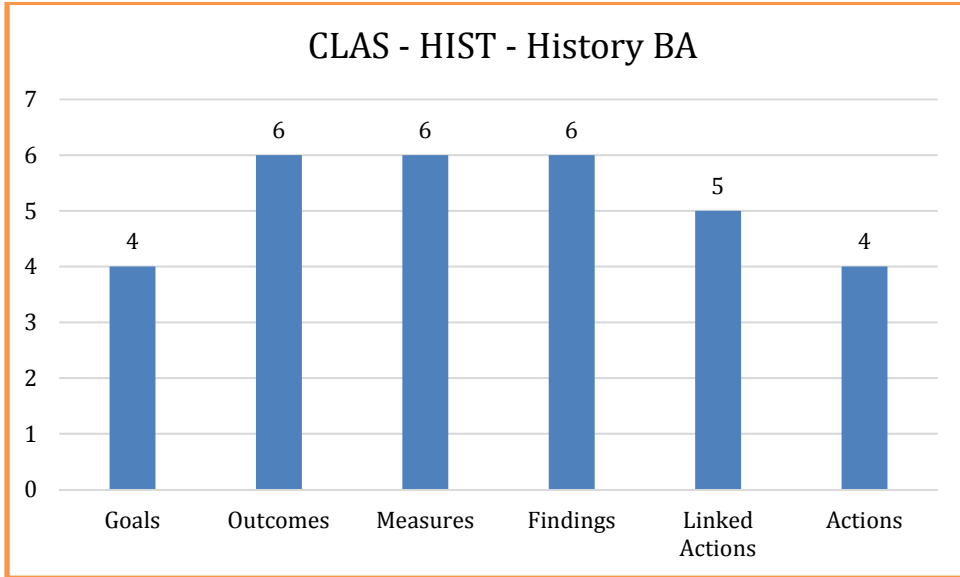




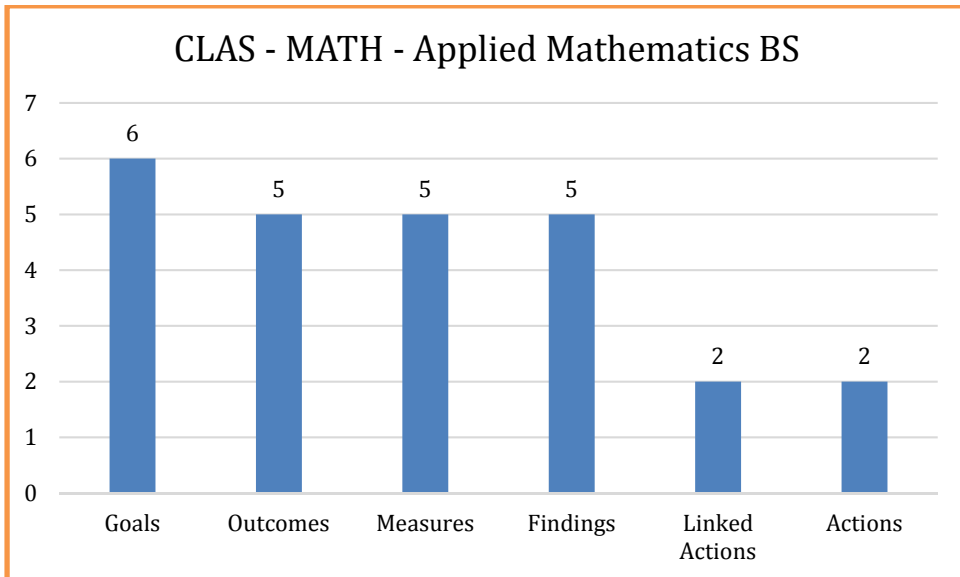
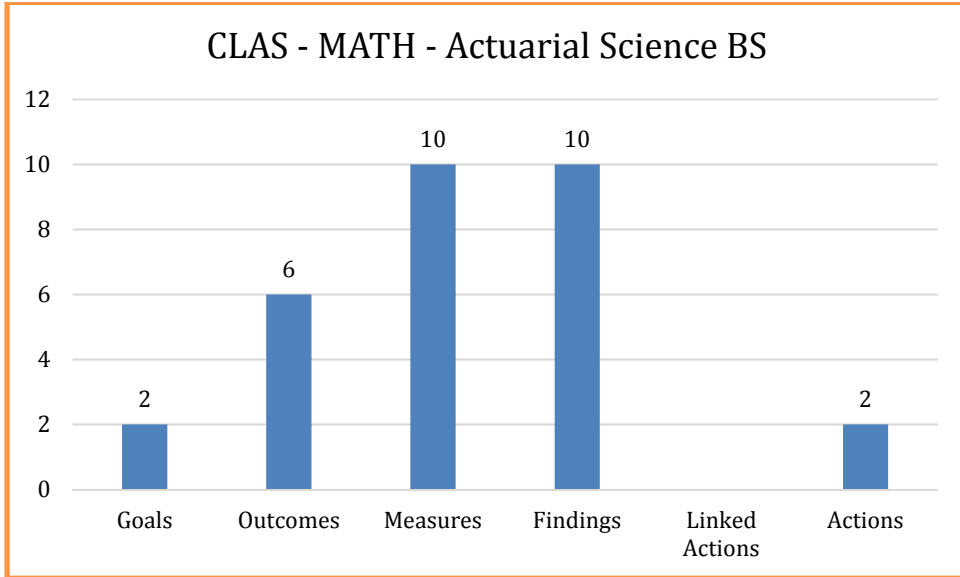
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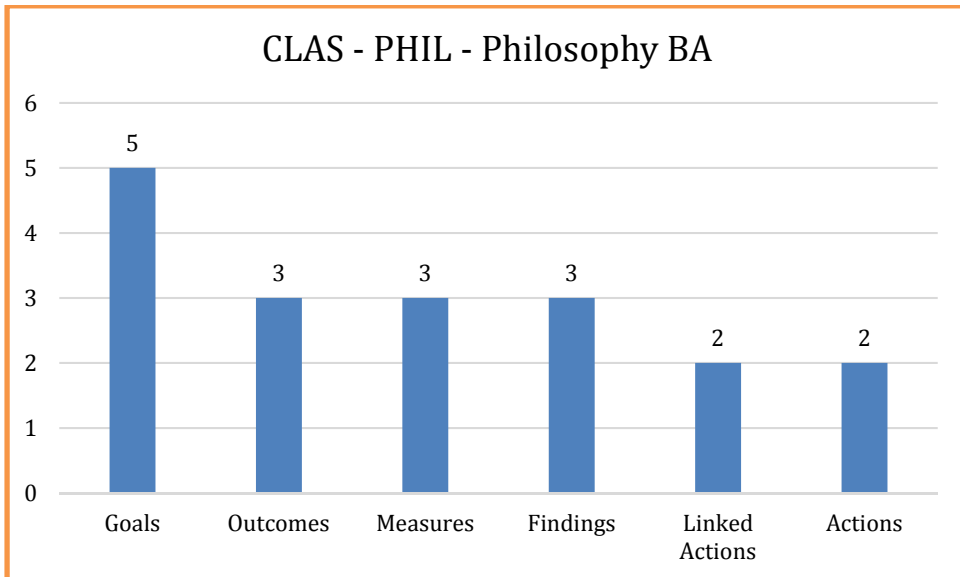
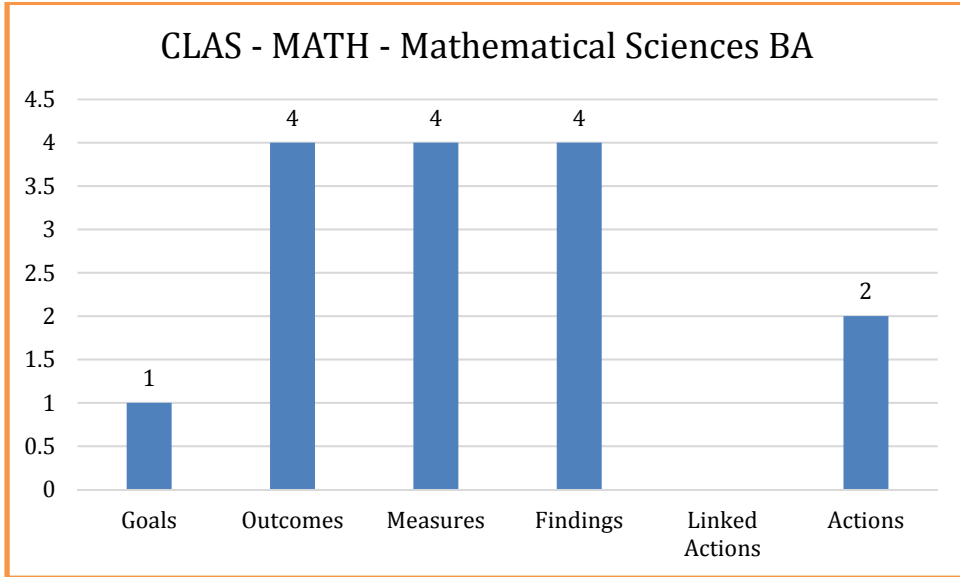
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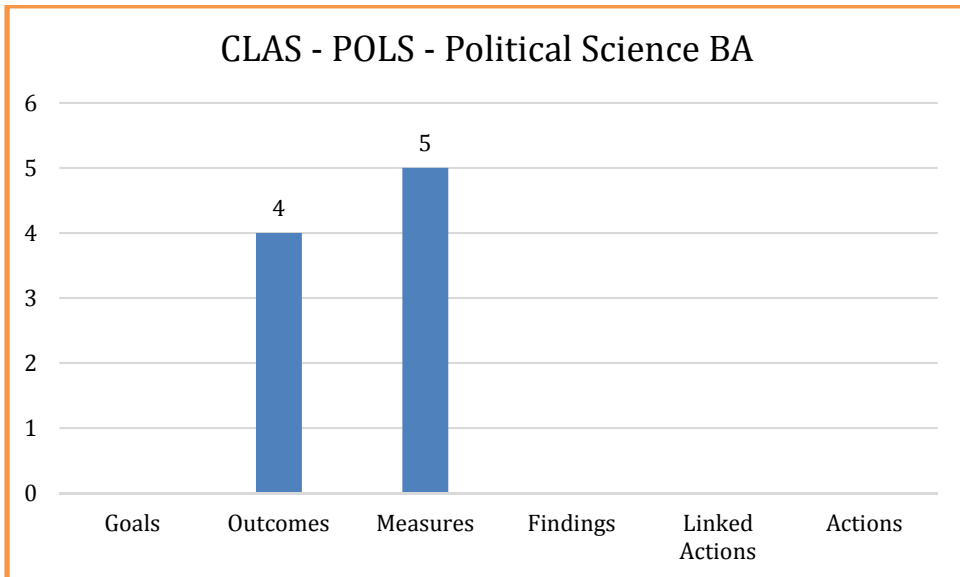
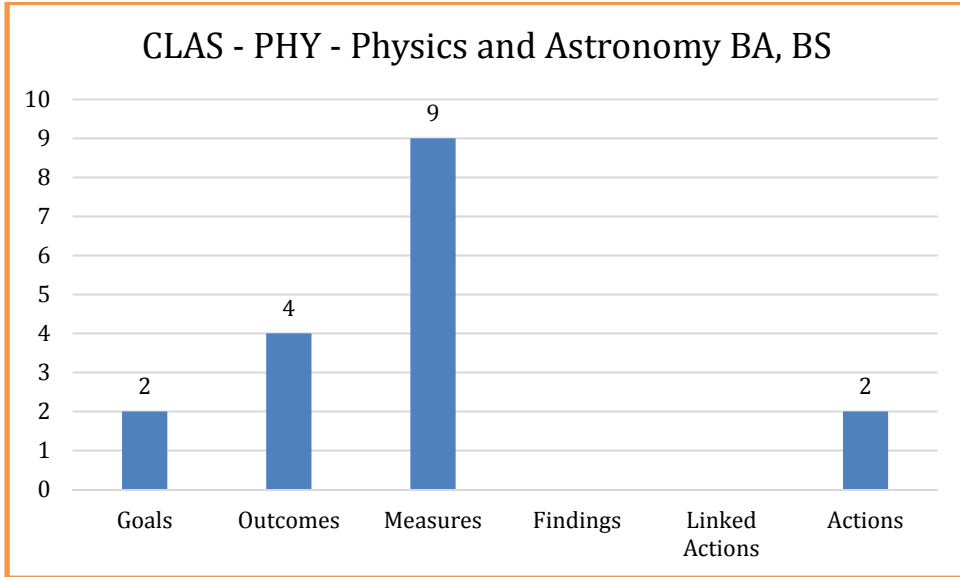
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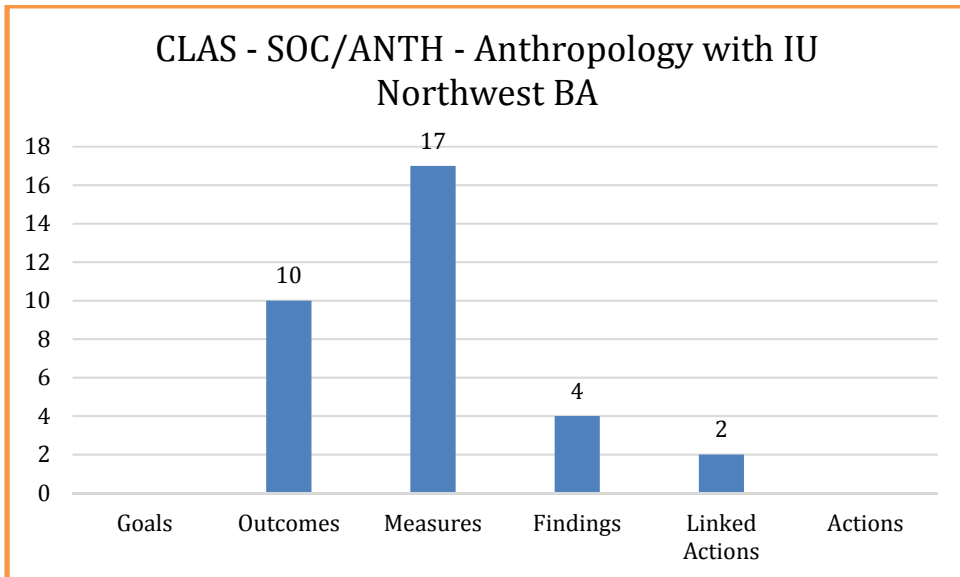
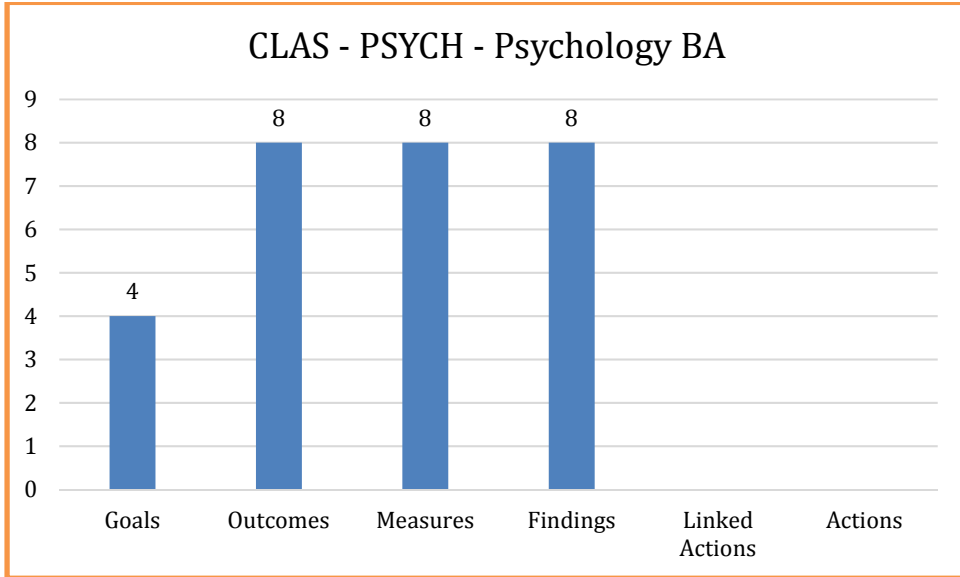
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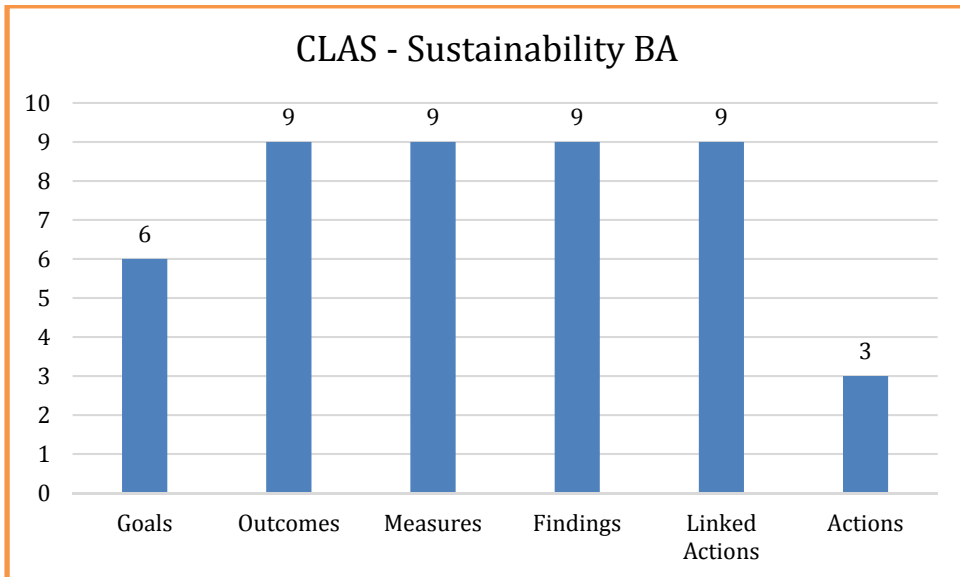
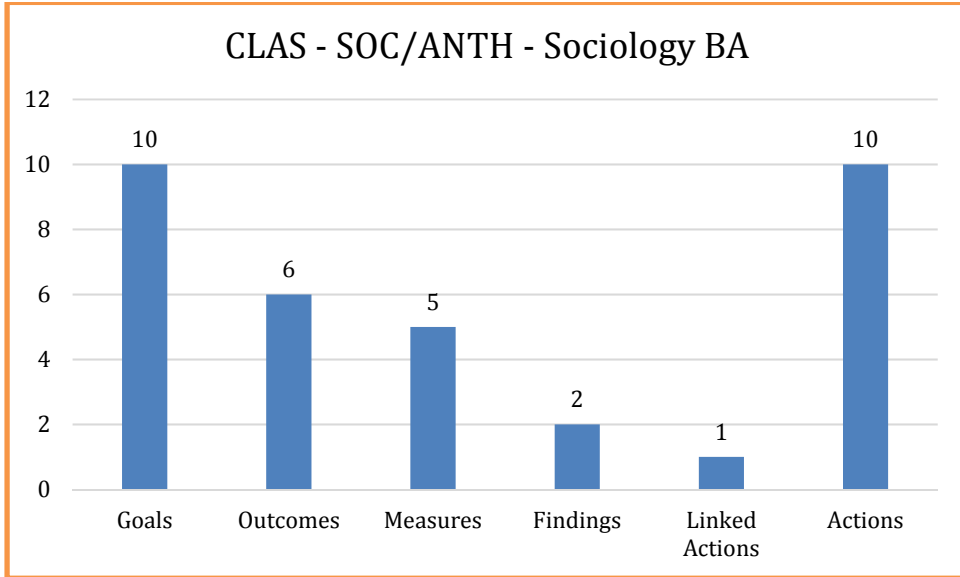
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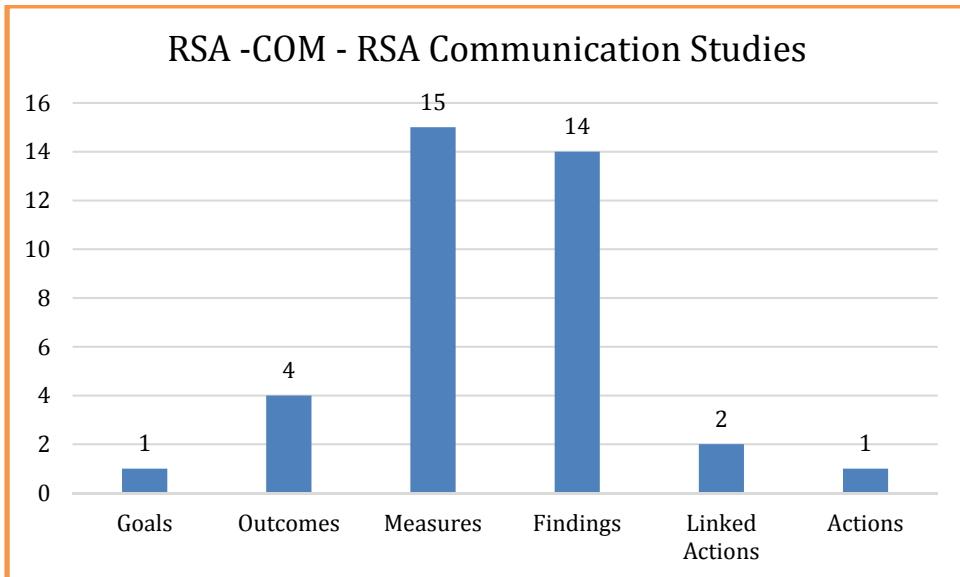
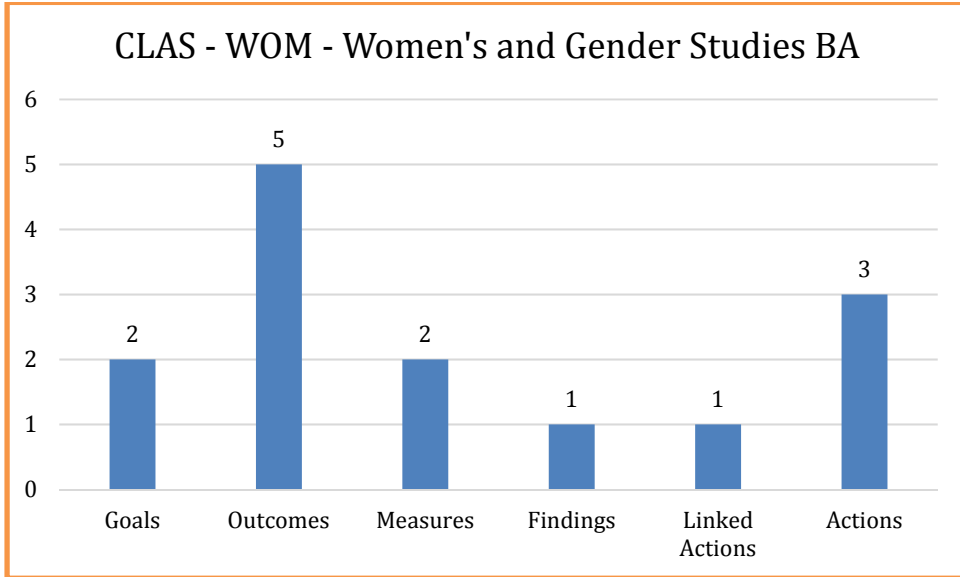
# Assessment Annual Report



# Assessment Annual Report

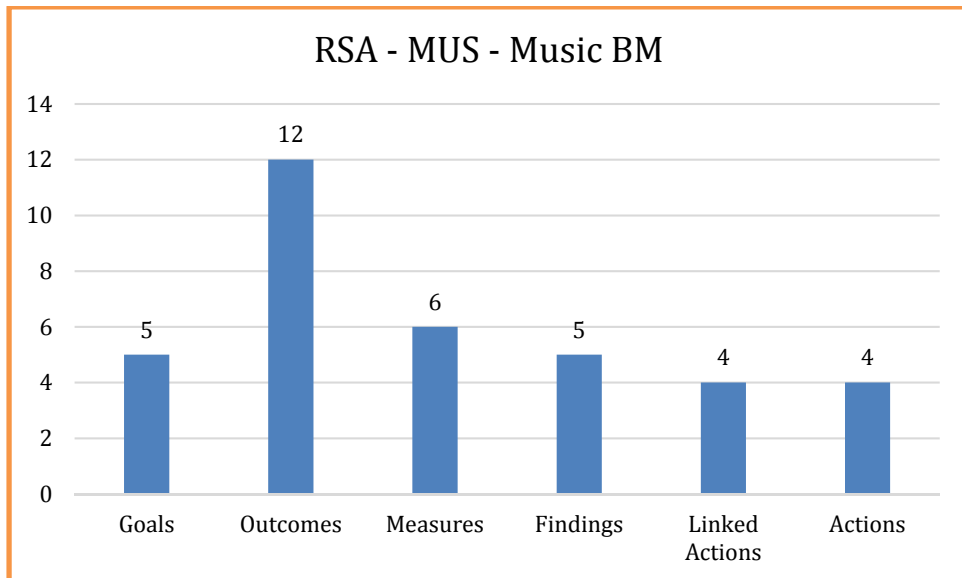
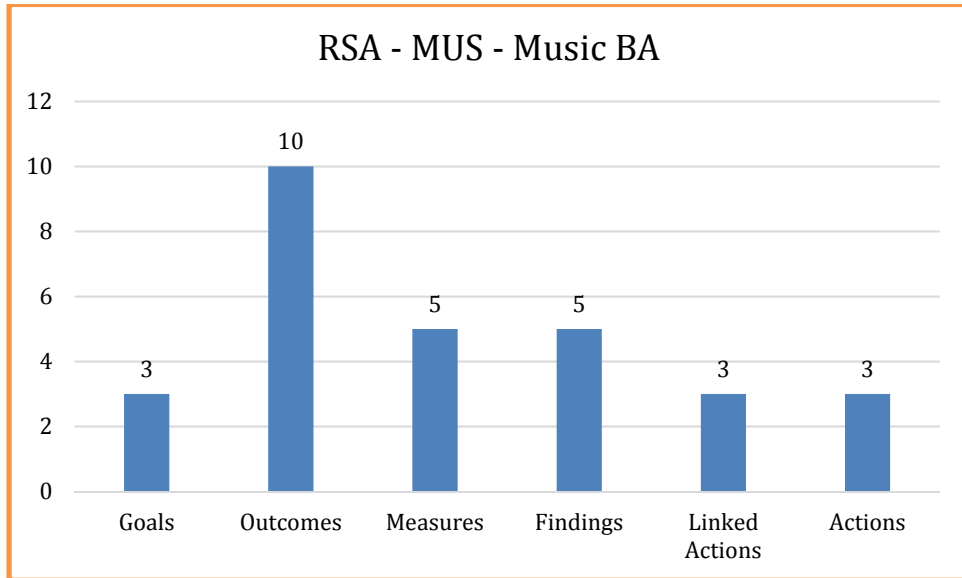


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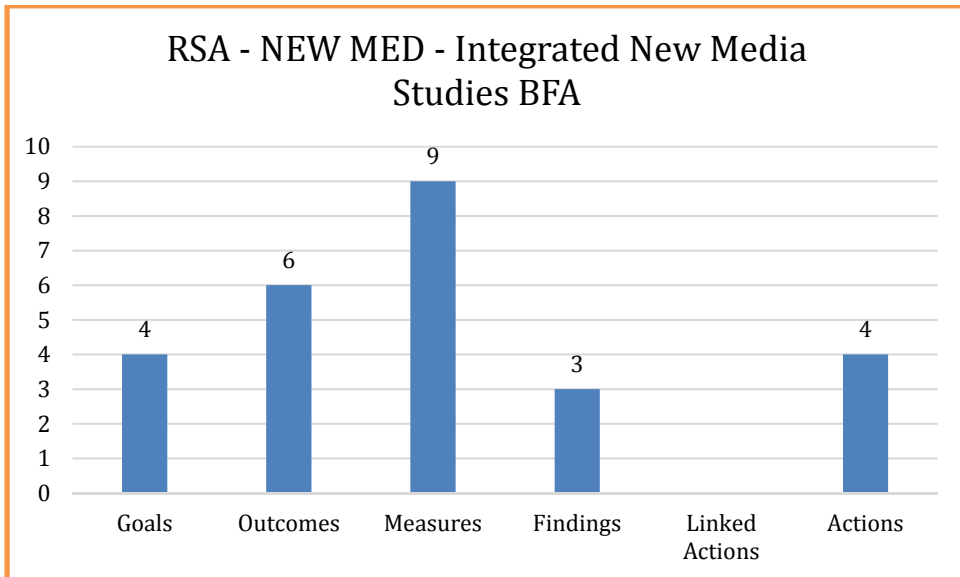
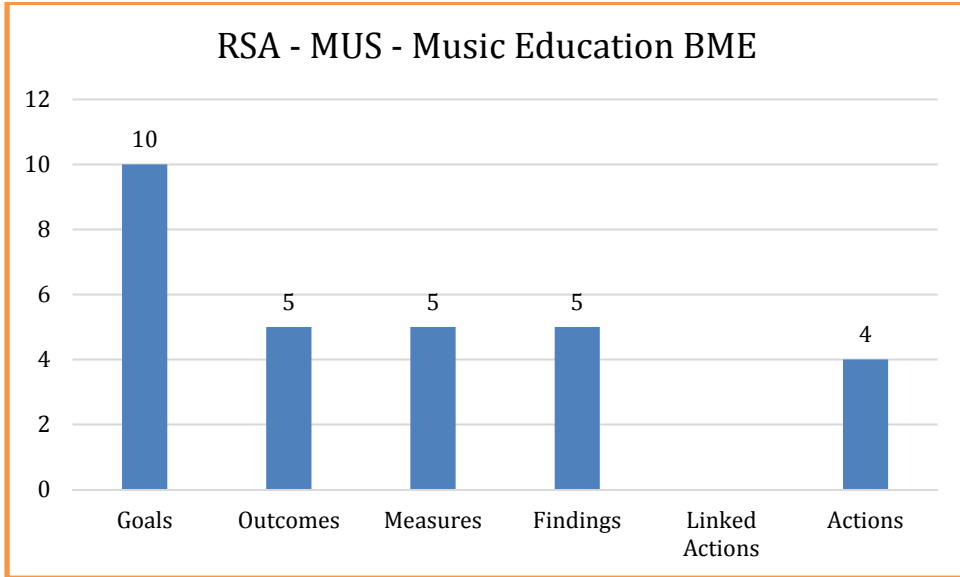




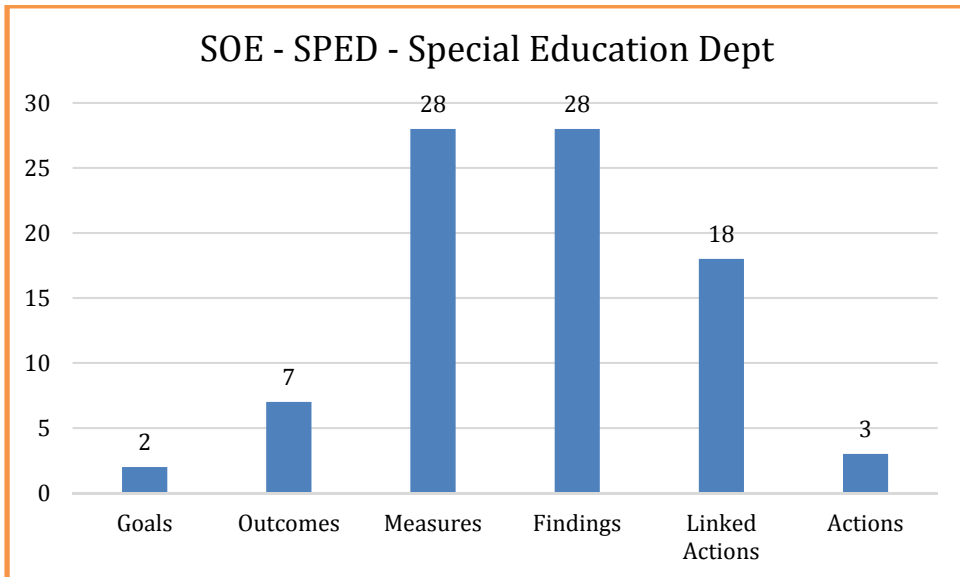
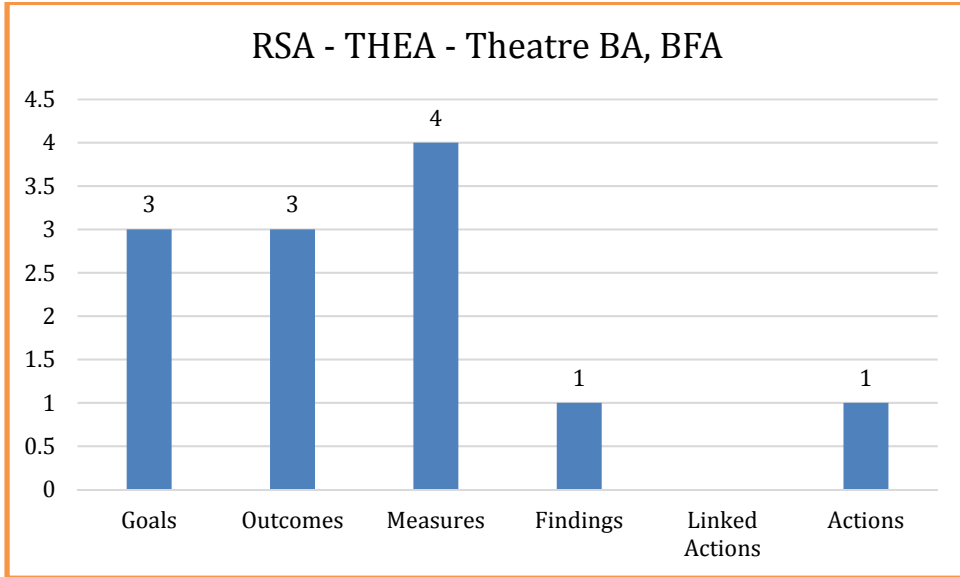
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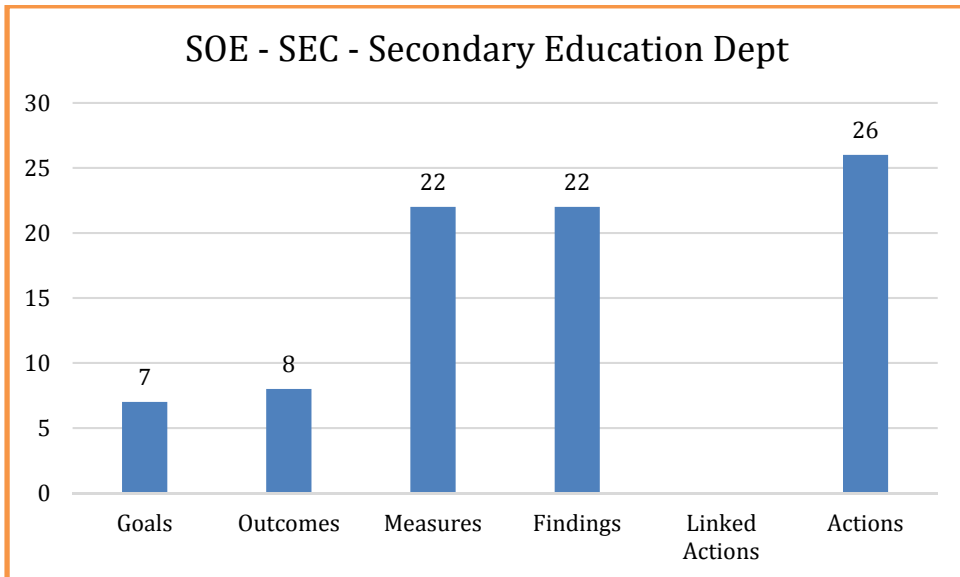
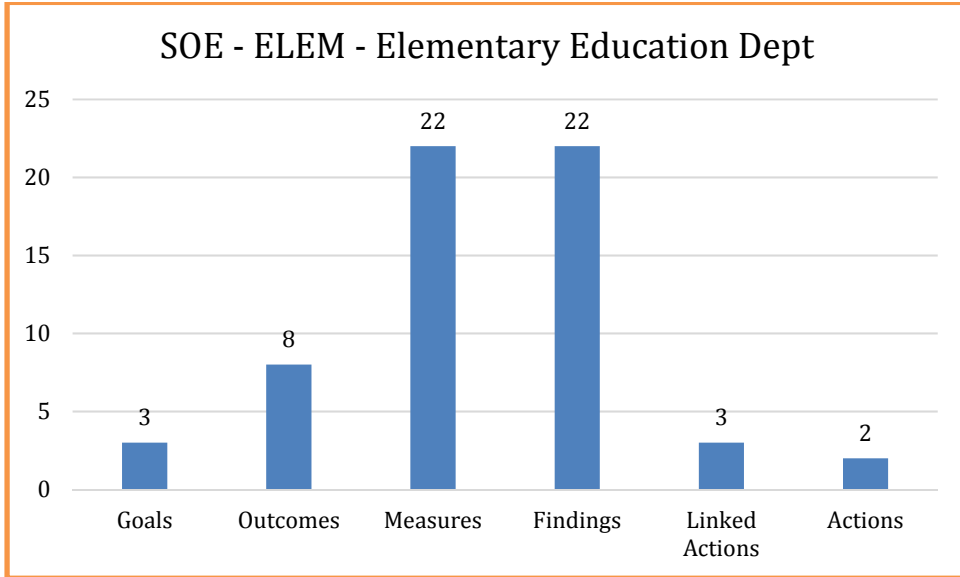
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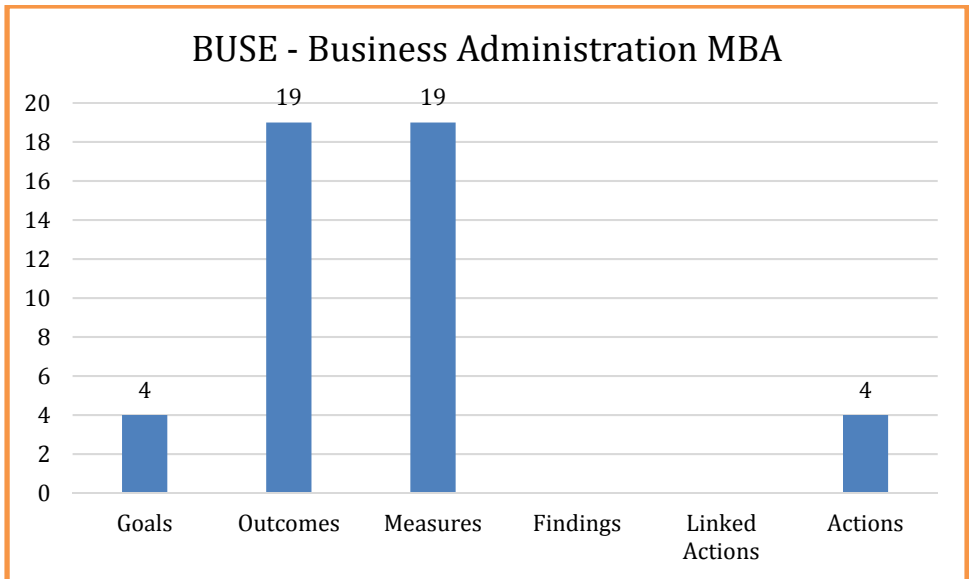
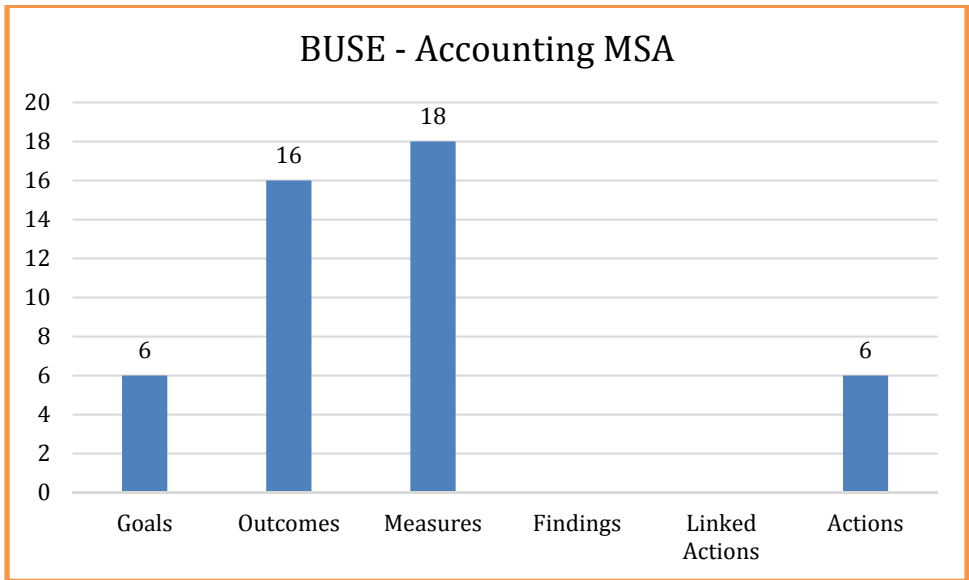
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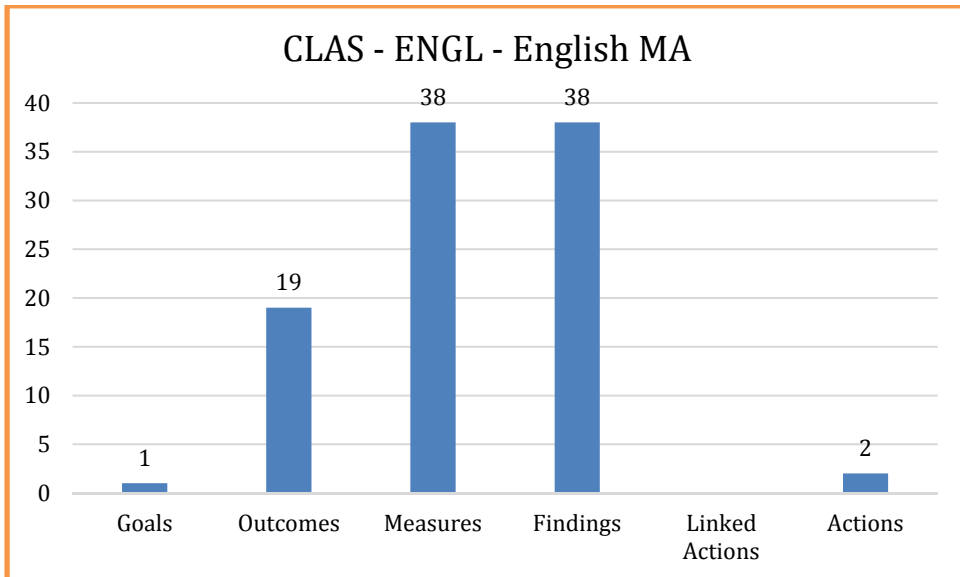
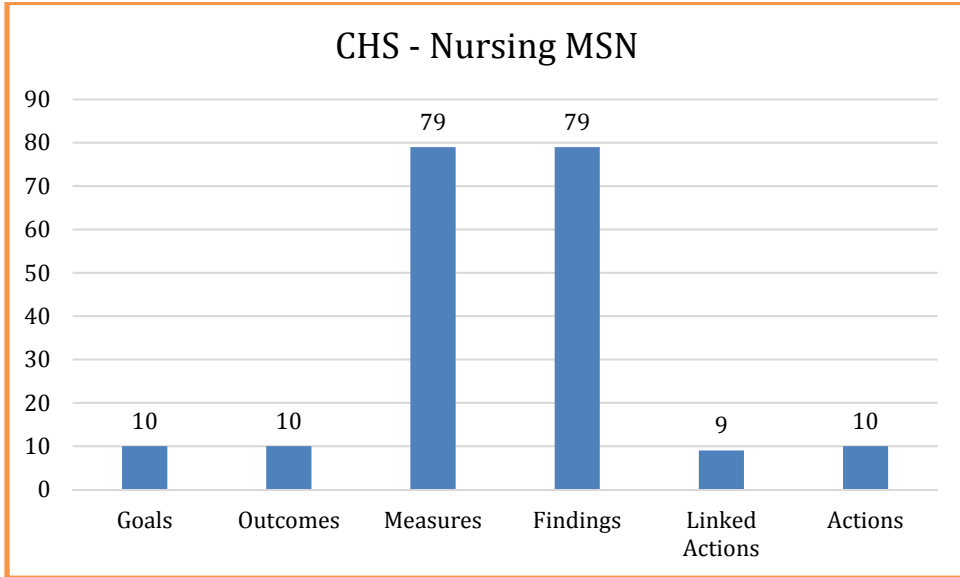
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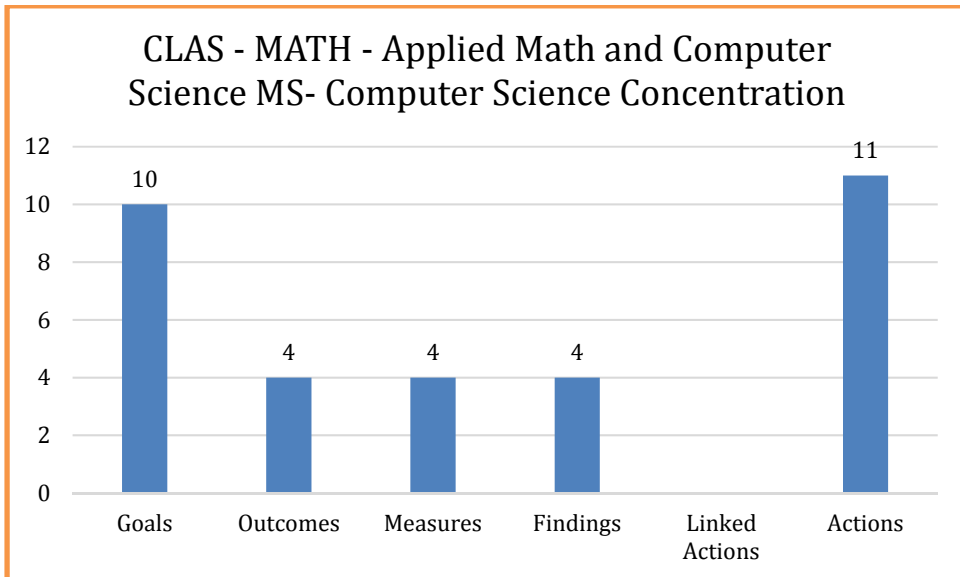
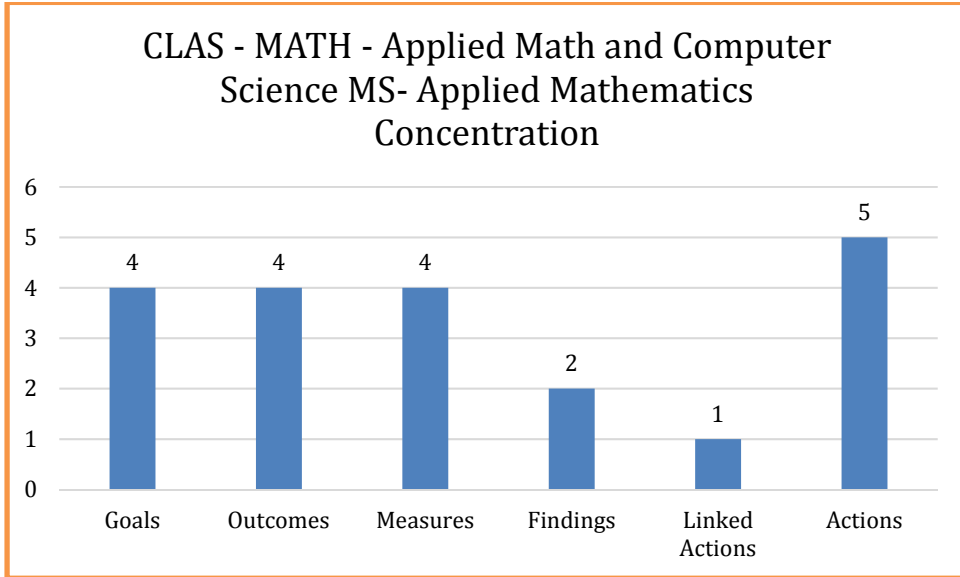
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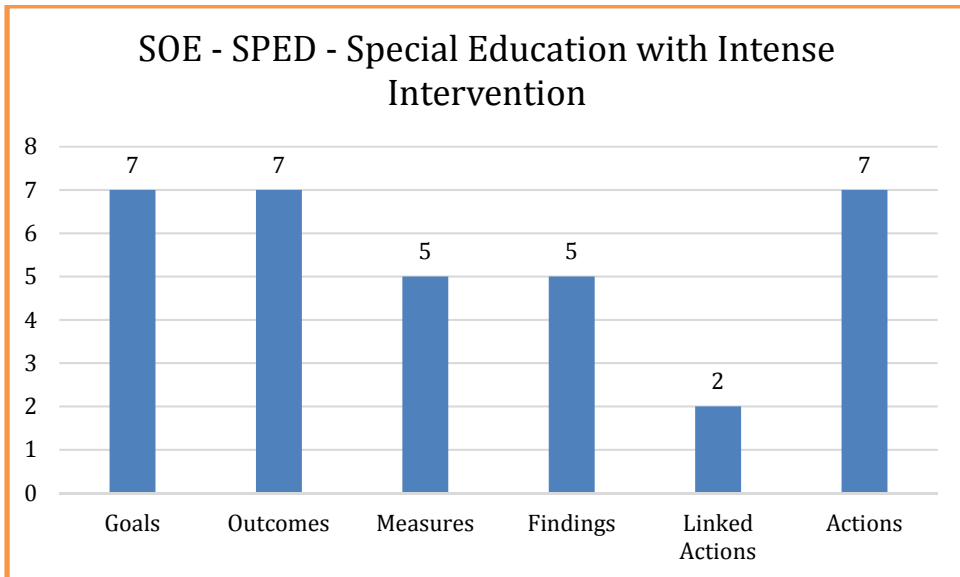
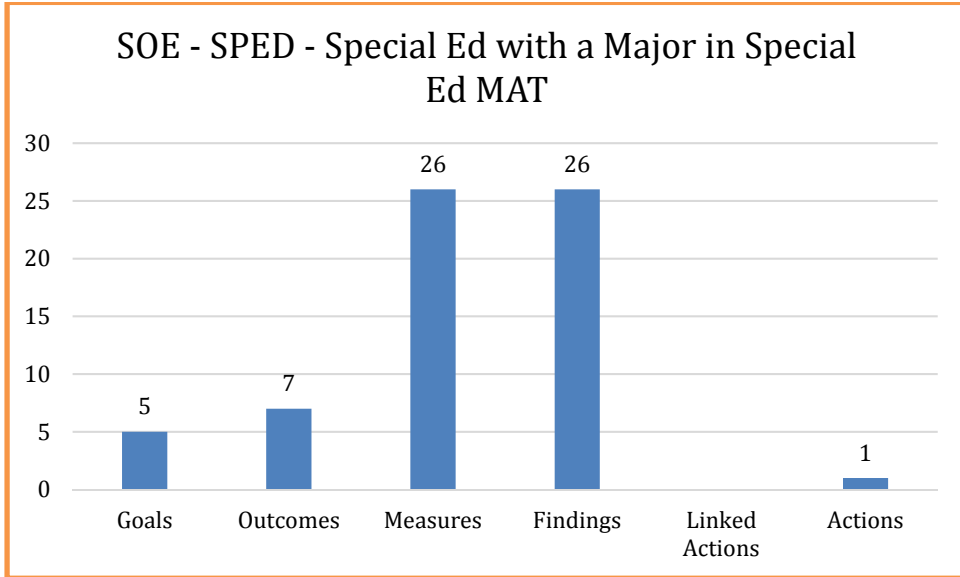
# Assessment Annual Report



# Assessment Annual Report

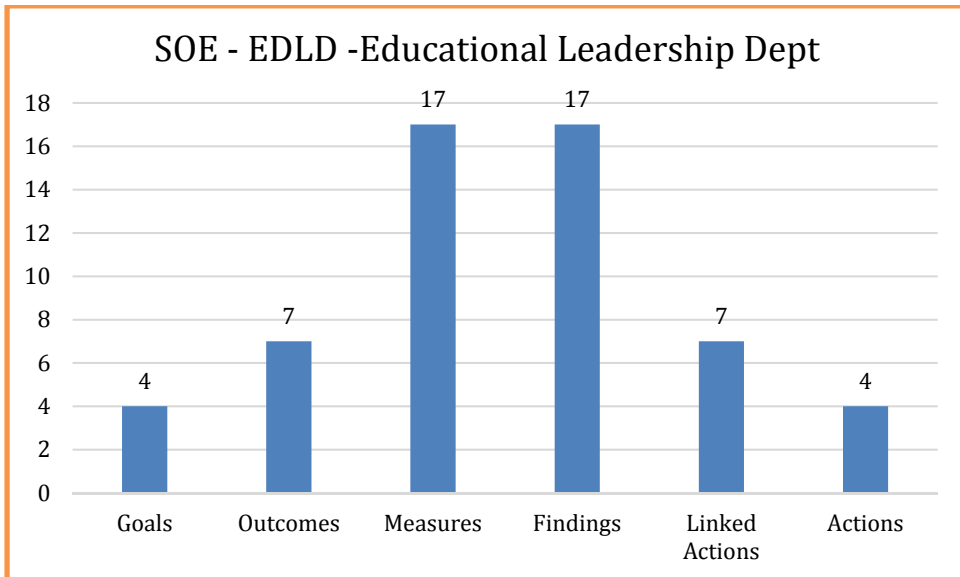
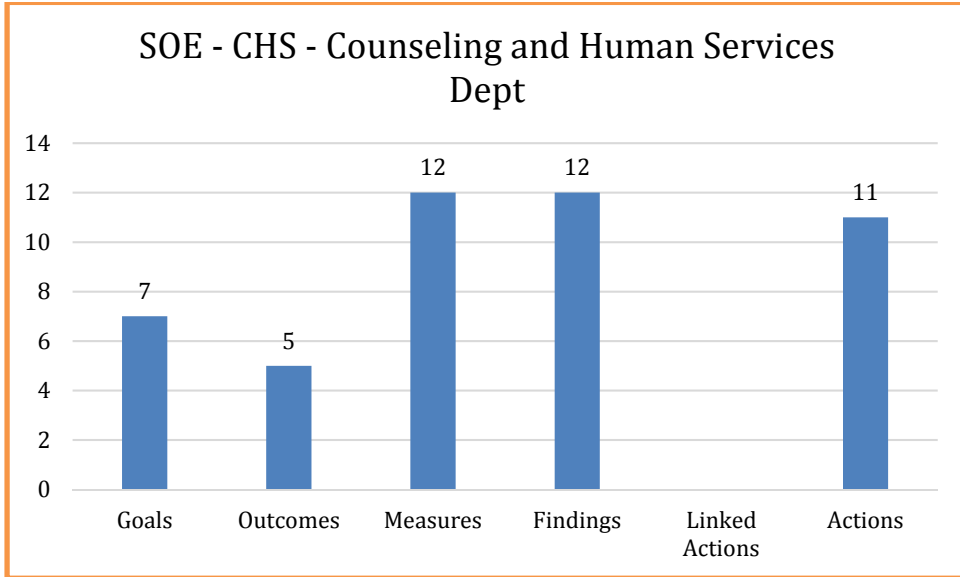


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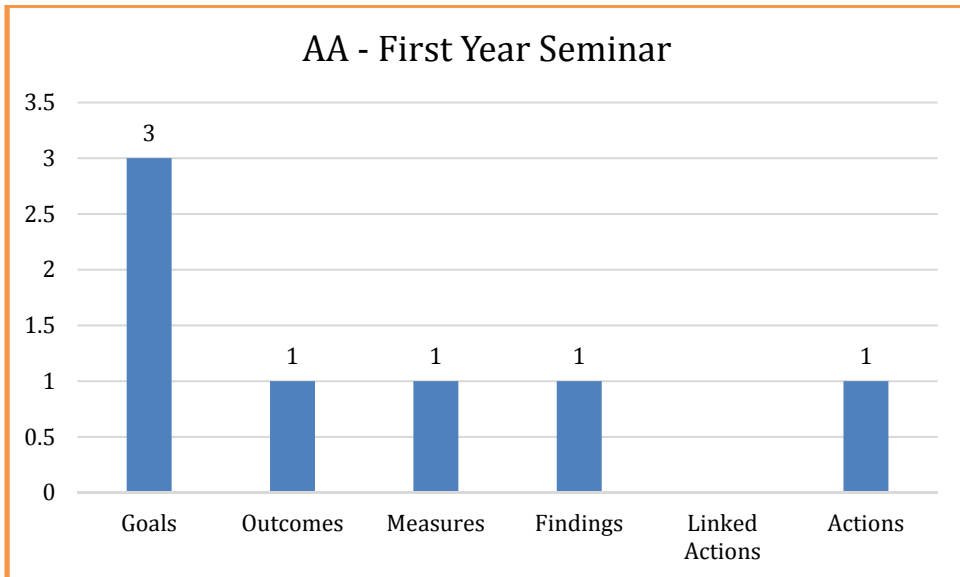
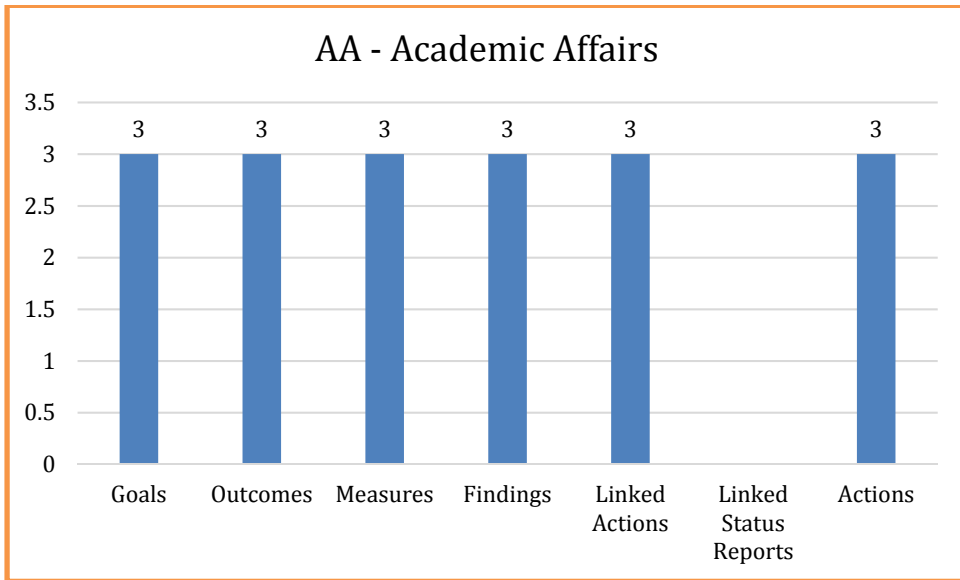




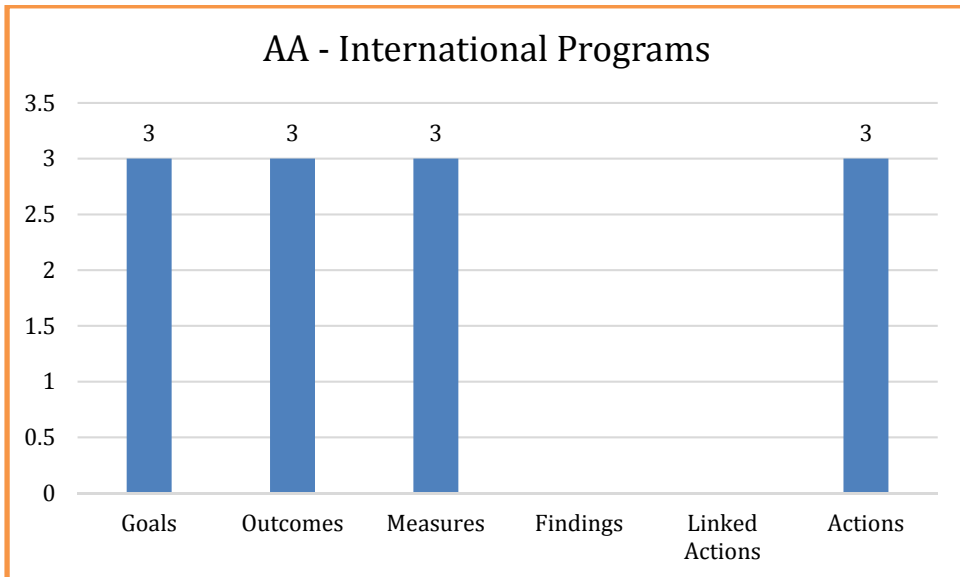
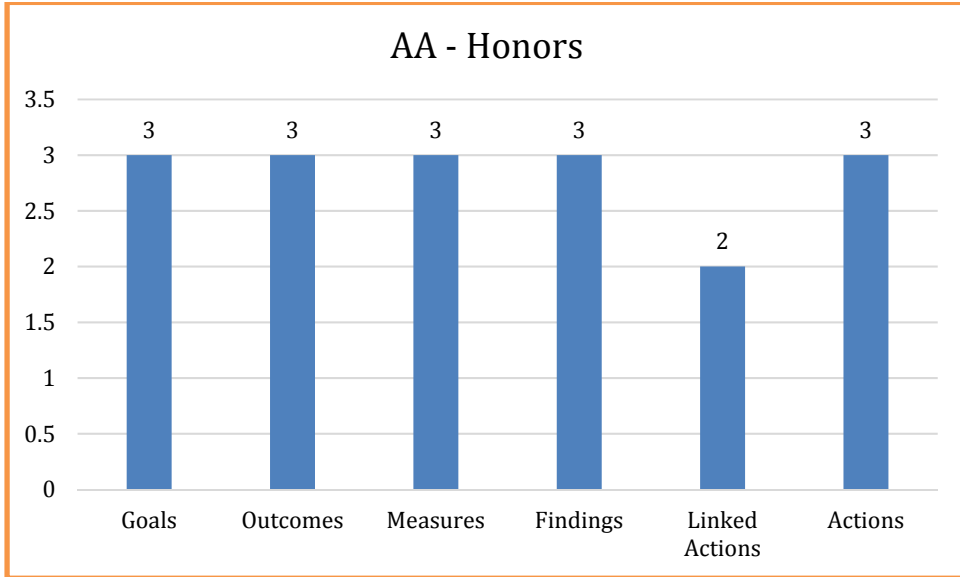
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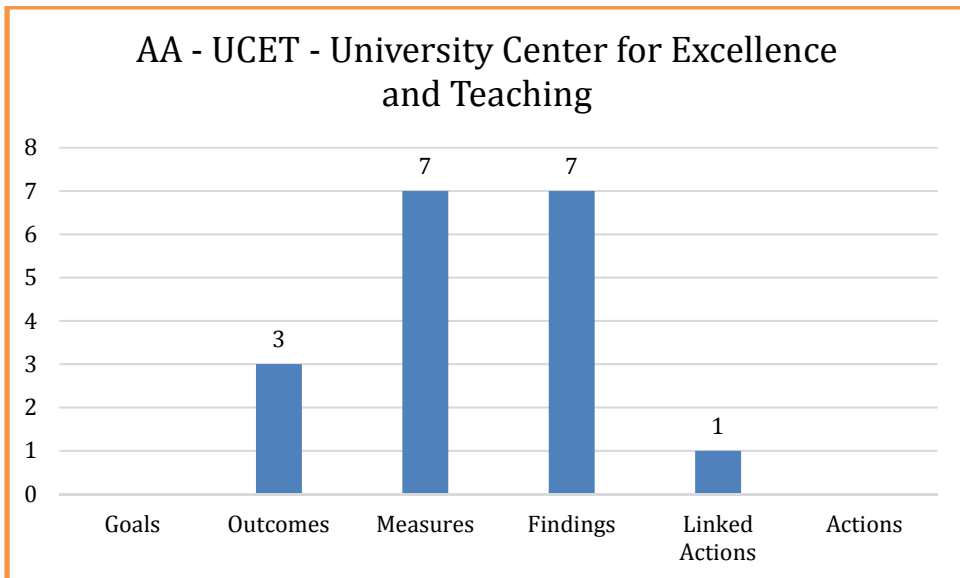
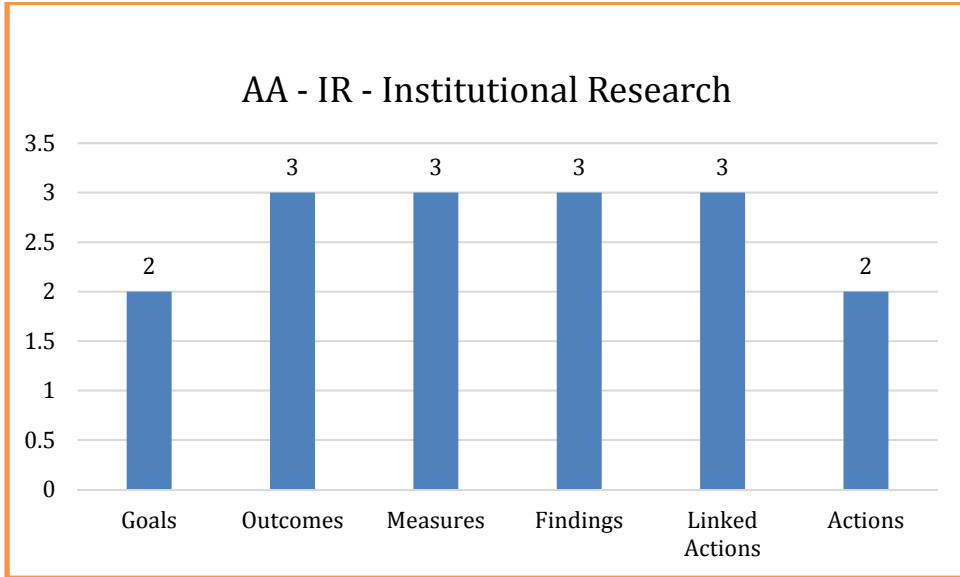
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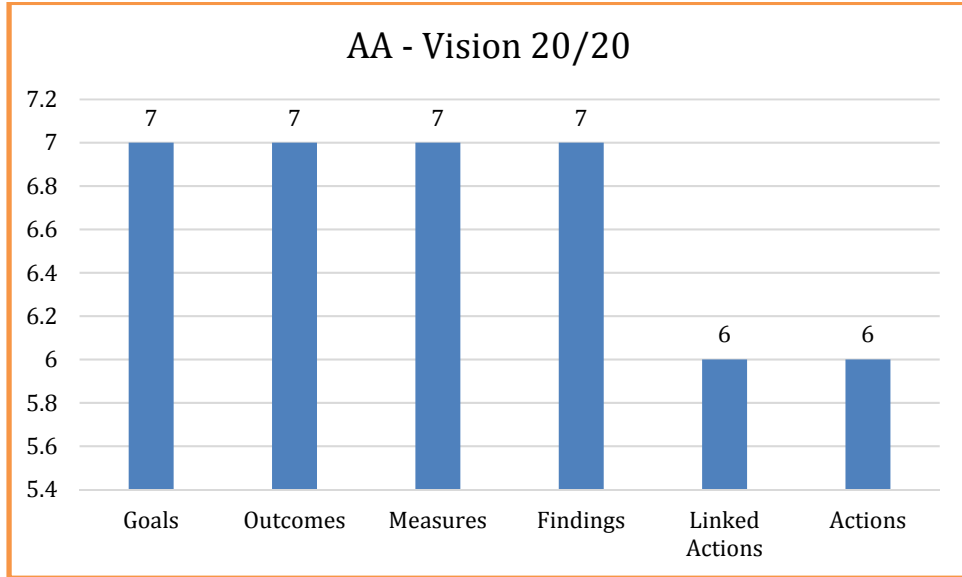
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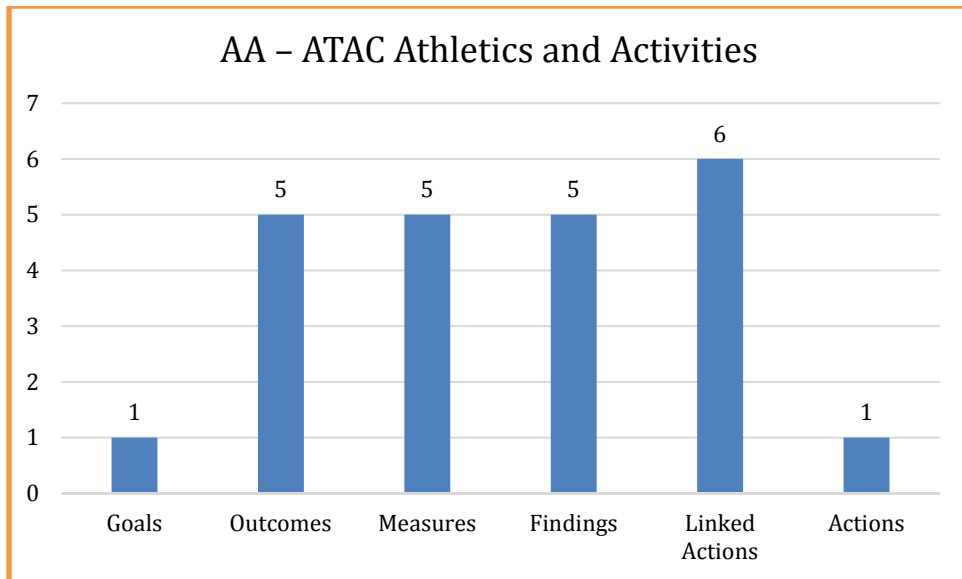
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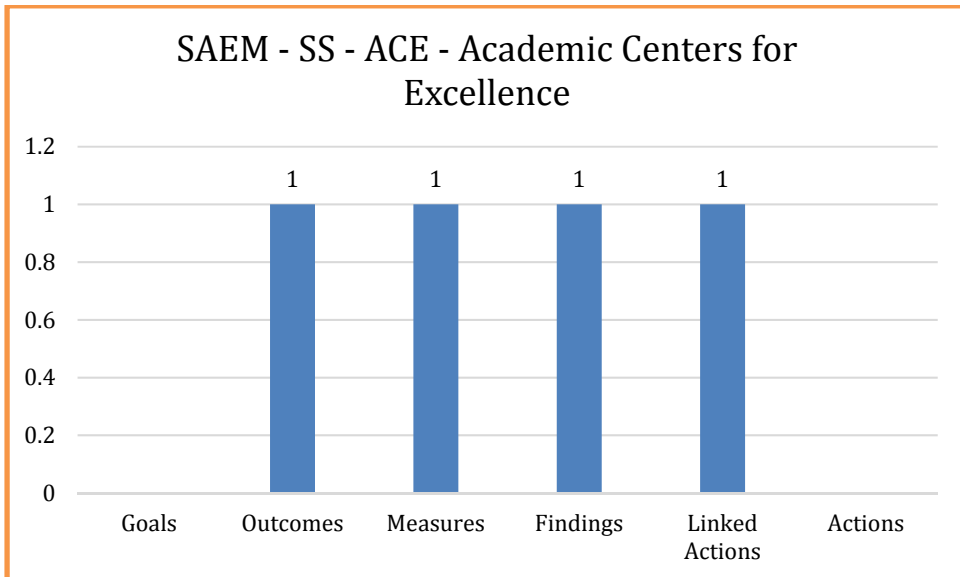
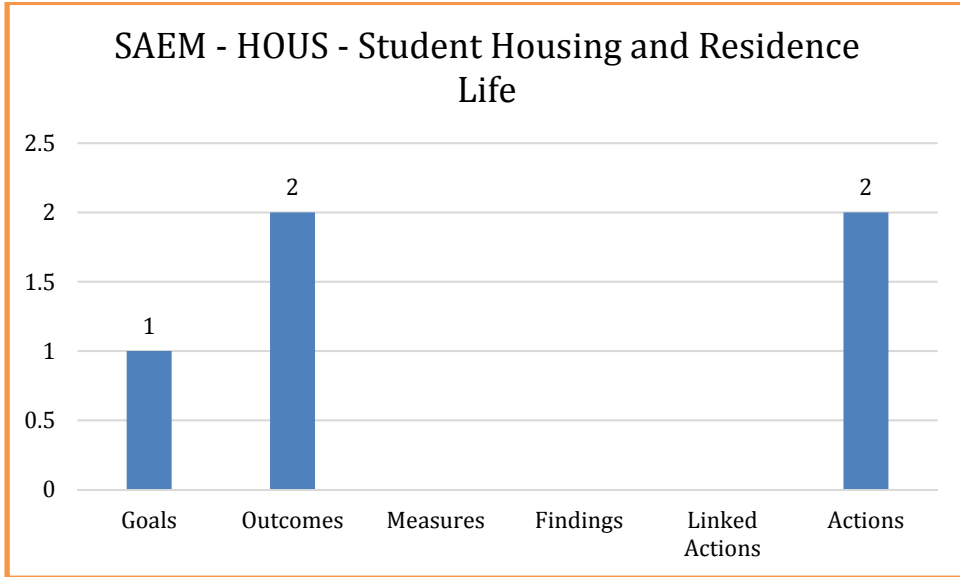
# Assessment Annual Report



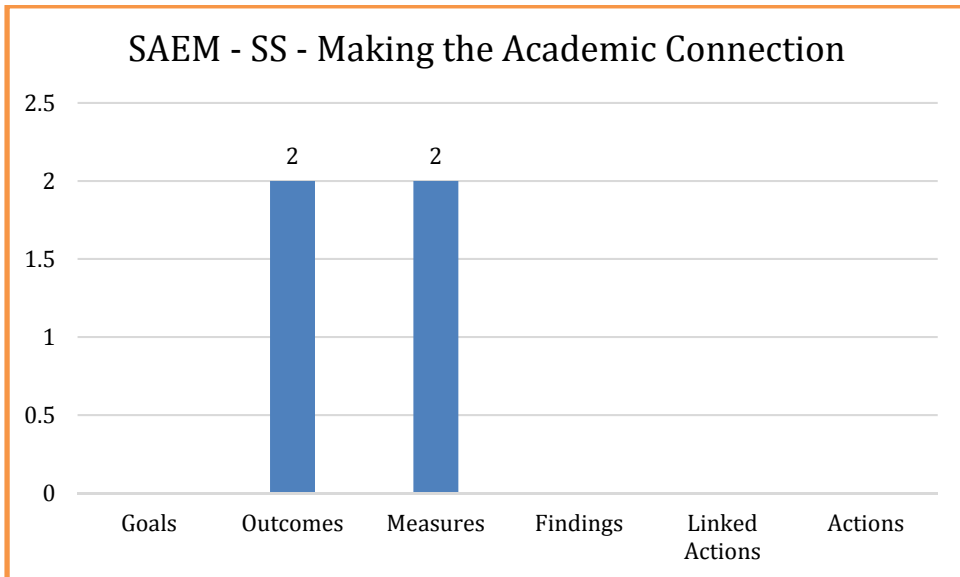
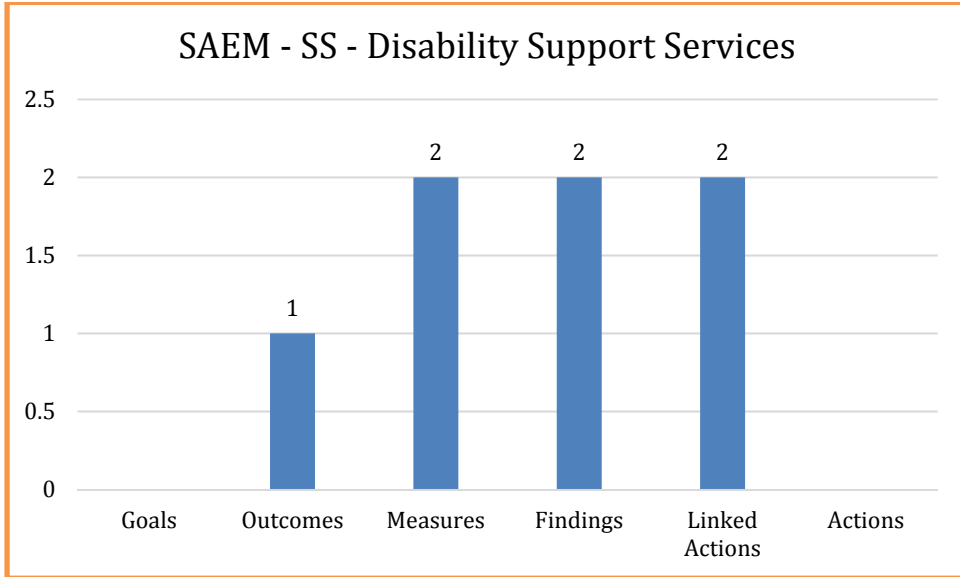
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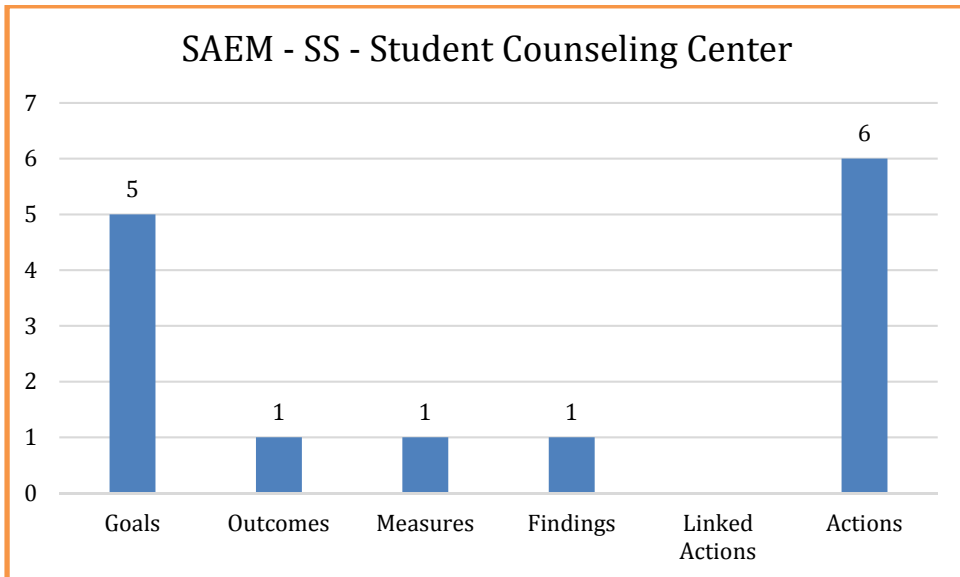
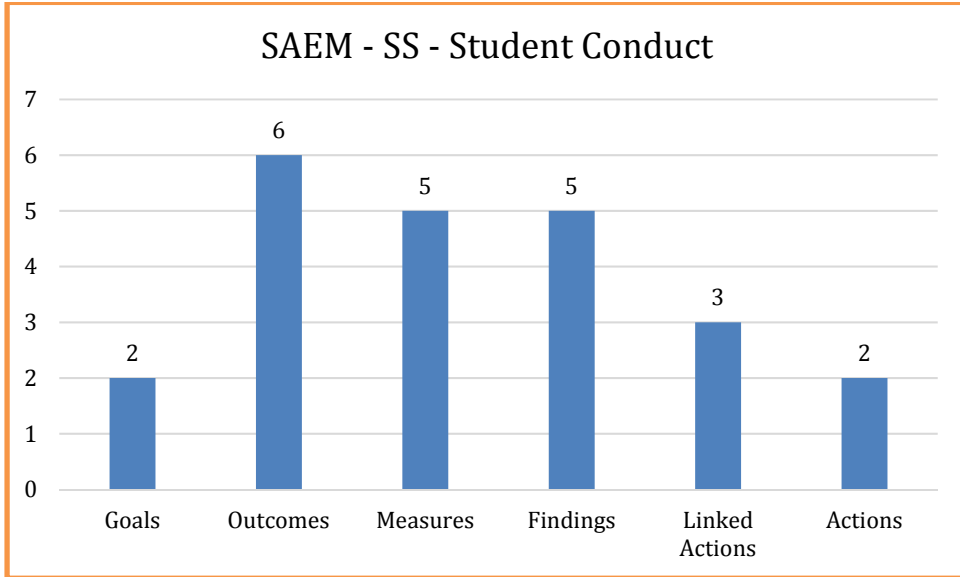
# Assessment Annual Report



# Assessment Annual Report

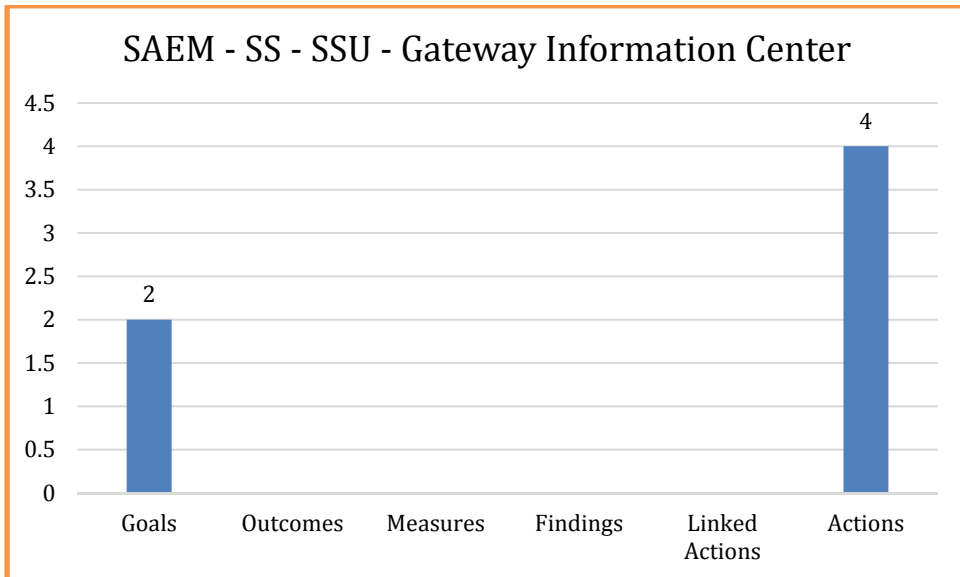
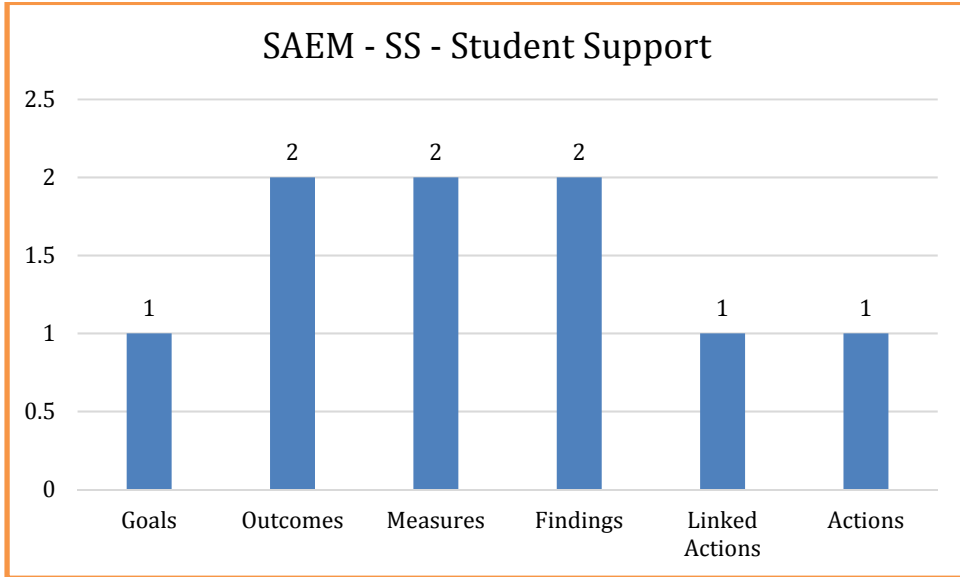


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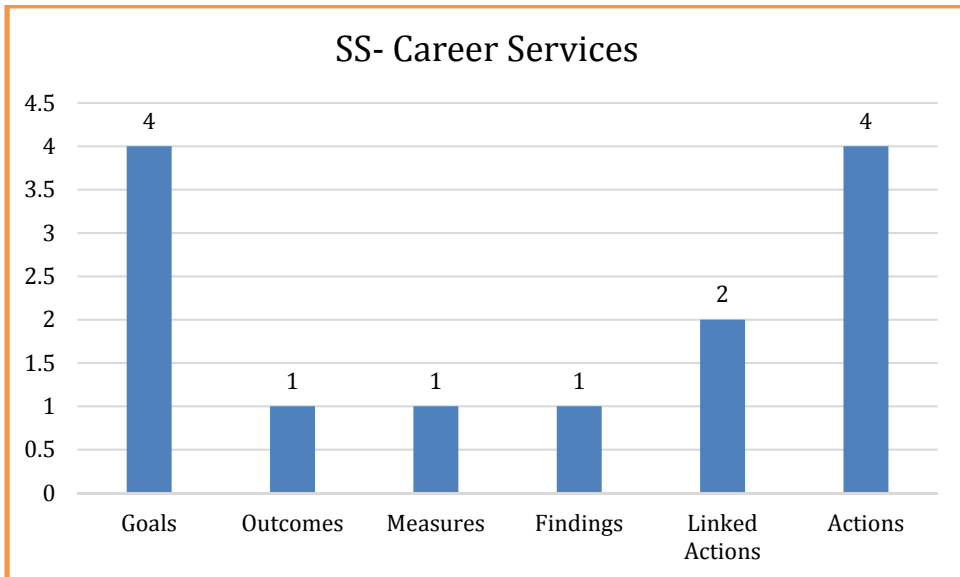
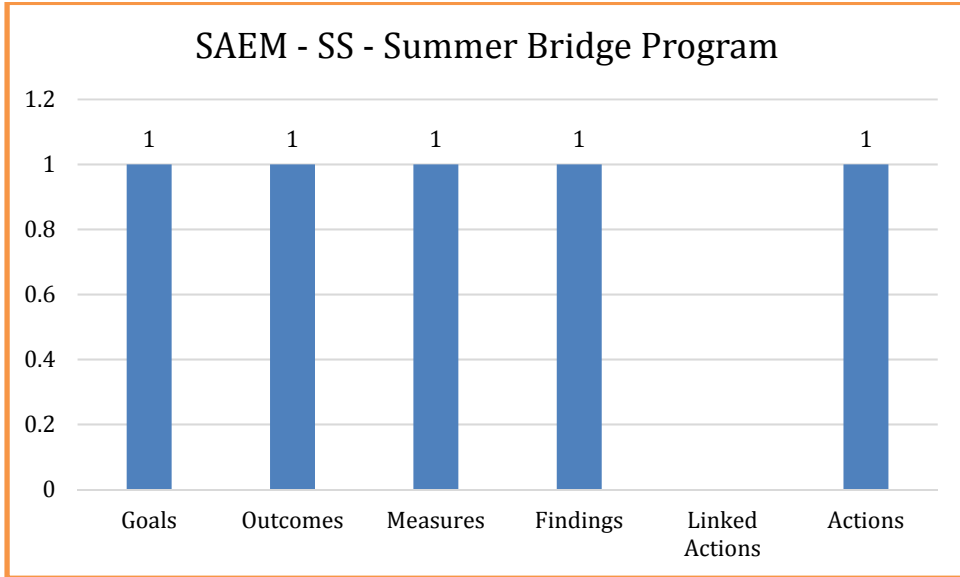




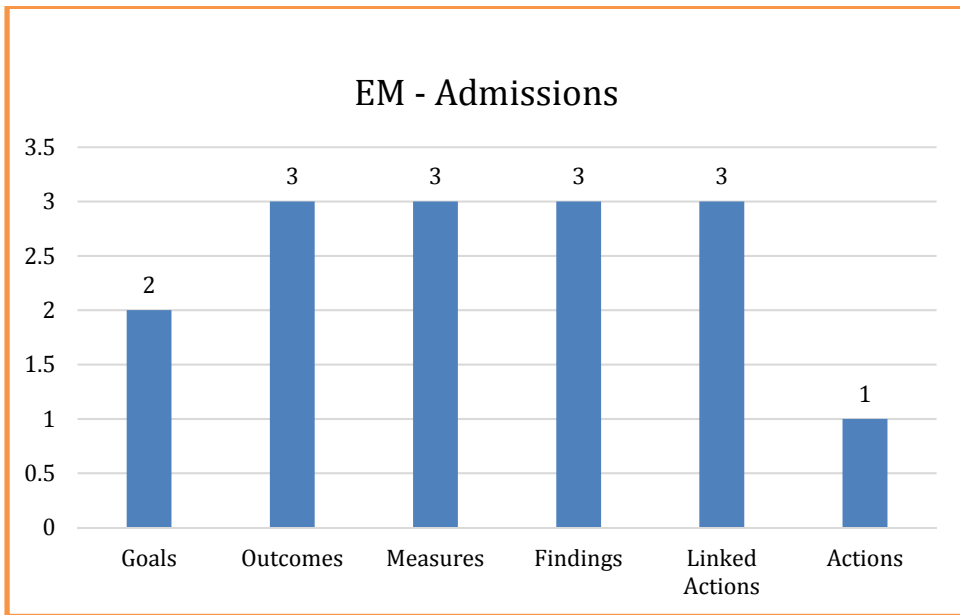
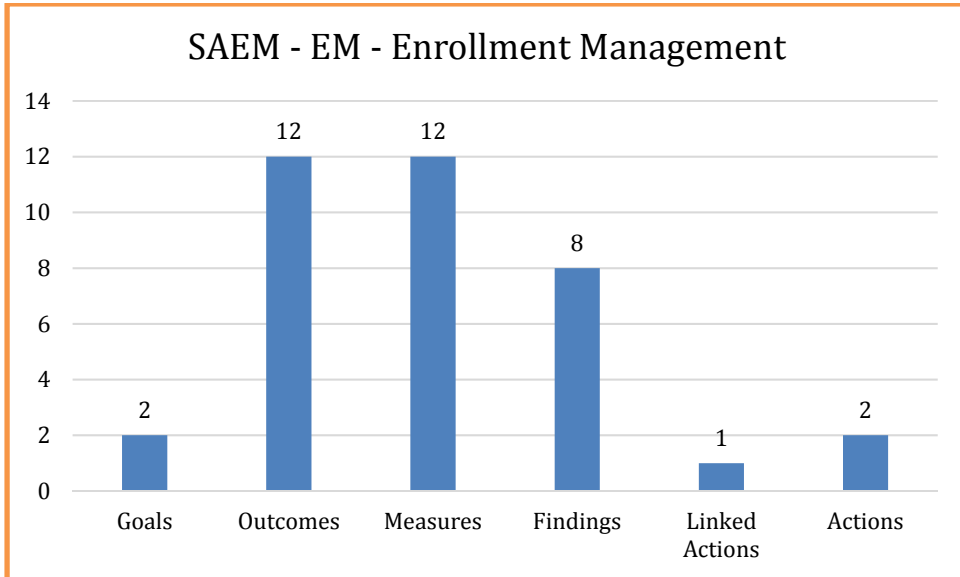
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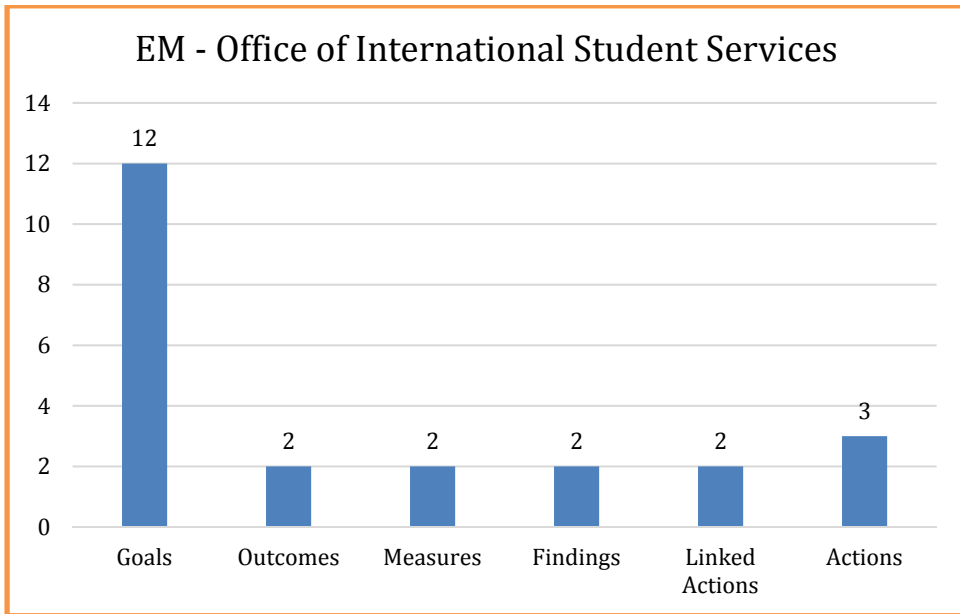
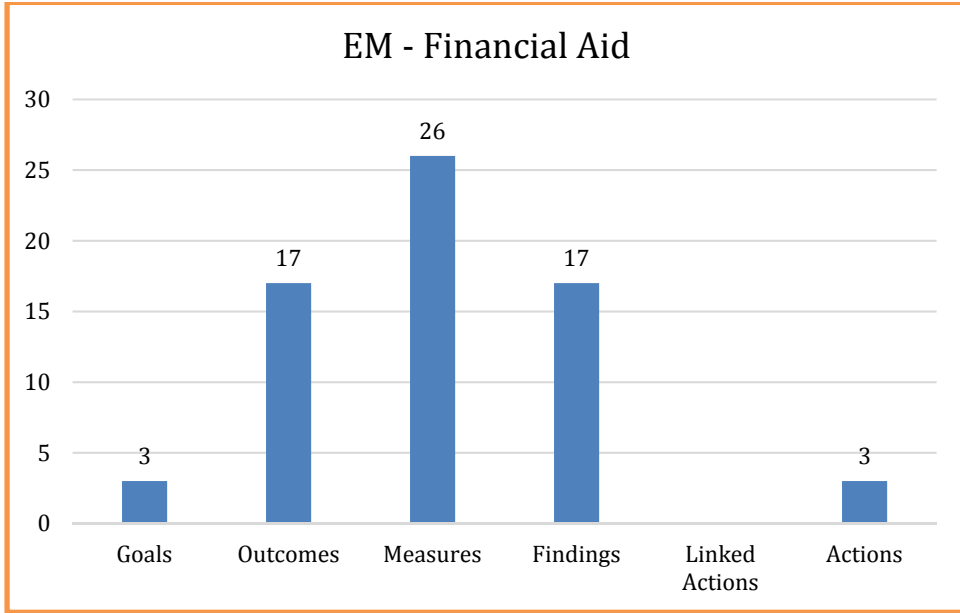
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## Enrollment Management



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