

Form-Based Participating Area Responses - Compiled Detail

Participating Area Responses

Form: Annual Report for 16/17

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Response Details: 66 Participating Area Response(s)

Form Element Details: * **Please provide a summary of the department's or program's assessment work. The paragraph will be placed on the IU South Bend Assessment web site.** (Reference Label: Summary Paragraph. This summary of the program's assessment work will be placed on the IU South Bend Assessment web site.)

Response Type: Open Ended Response

Name	Response	Participating Area Date Submitted	Where Form Is Used
AA – ATAC Athletics and Activities	The Department of Athletics works to provide a "character-first culture" that promotes and encourages academic and athletic success, student-welfare, ethical conduct, equal opportunity and fiscal and social-responsibility among all student-athletes, coaches, staff, and administrators.	10/20/2017 1:25 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
AA - Center for Online Education	In collaboration with administrators, faculty, staff and students, we were able to increase the number of online courses for our students and for other IU students through IUOCC, and began developing joint online certificate and degree programs.	10/25/2017 12:35 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
AA - First Year Seminar	Each year, the First Year Seminar program assesses one of its four Required Common Elements. These elements are intended to assist students in making a successful transition from high school to college. The program has been in existence for 3 years, so we have not yet assessed all 4 of the RCEs.	10/25/2017 12:40 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
AA - Honors	The Honors Program underwent its second assessment cycle in 2016-2017. The program continued to focus on the three goals identified for it in IUSB's 2014-2020 Strategic	10/17/2017 10:35 AM (EDT)	Area: 2016/2017 Assessment

	<p>Plan (Section III): a) increased growth in student enrollment, b) increased funding for academic scholarships, and c) enhancement of diversity within its student ranks. Upon review of the data collected, it was determined that the program exceeded its target for two of the three goals (a and b) and met its target for the third goal (c). In terms of enrollment, 180 students were enrolled in the program compared to its target of 140 for the 2016-2017 academic year. The target of \$70,000 that was set for academic scholarships was exceeded, with the program disbursing \$83,250 in honors academic scholarships and an additional \$40,000 in housing scholarships to students living in its Honors Living Learning Community on campus. Finally, the program's third goal—enhancement of diversity within its student ranks—was met, as the number of minority students grew from about 10% in 2015-2016 to just over 12% in 2016-2017. Currently, the program continues to work on its Action Plan by cooperating with the Office of Advancement to identify potential donors who might provide the program with external sources of funding for student scholarships. It continues to strive to actively recruit more minority students into the program.</p>		<p>Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace</p>
AA - UCET - University Center for Excellence and Teaching	<p>We collect participation and evaluation data from almost all of our UCET activities, so assessment is ongoing.</p>	<p>10/02/2017 1:18 PM (EDT)</p>	<p>Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace</p>
AA - Vision 20/20	<p>Assessment is an integral part of each Vision 2020 project--in fact, projects are not approved the first year if they do not include an assessment plan. They are not approved for years 2 and 3 unless they have collected and used assessment data to improve their projects. Our assessment of the overall program has focussed on how many projects meet the goals of improving student success, using assessment to improve, and increasing collegiality. In the future, we may want to explore more sophisticated measures of program impact, but the focus of the coming year must be to smoothly transition from a pilot program led by the HLC team to an institutionalized program that will be led by the Office of Research.</p>	<p>10/02/2017 2:09 PM (EDT)</p>	<p>Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace</p>
ACE - Academic Centers for Excellence	<p>ACE administrators collaborate with faculty, staff, and students to recruit, hire, train, and schedule tutors to provide and expand services in ways that will best meet the needs of IU South Bend students and faculty. We respond to student, faculty, advisors, and other staff requests for additional courses for drop-in tutoring and supplemental instruction, and for the adaptation of skills and strategies to different curriculums and class formats. We work to ensure that sufficient and appropriate tutors are staffed at optimal times and are integrated into courses.</p>	<p>10/25/2017 12:42 PM (EDT)</p>	<p>Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace</p>

	<p>All Learning Center, Writers' Room, Math Tutoring Center, and Computer Science & Informatics Tutoring Center tutors, Supplemental Instructors, and coaches receive ongoing training, mentoring, and supervision pursuant to College Reading and Learning Association (CRLA) guidelines for tutoring, University of Missouri at Kansas City guidelines for supplemental instruction, and pedagogy guided by academic departments, individual faculty, and course curriculums. Administrators hold monthly meetings with their staff. Tutors complete semester goals. Student surveys are conducted each semester. ACE Desk intake serves multiple purposes, including fielding questions, gathering information on need, demand, and quality; transitioning students to the appropriate service; and ensuring that data is collected efficiently and securely. Students and contacts are tracked by course, service, and tutor. Efficacy and reach of services are evaluated via DFW rate and mean course grade comparisons to graded class enrollments.</p> <p>Reports are generated from the Badge ID system and then selected data from these reports is merged with data from the student information system at the end of the fall and spring semesters. Selection of courses for data analysis is dependent on statistically significant data sets.</p> <p>Data analysis of mean grades and DFW rates consistently show positive correlations to the use of ACE services, higher still when the use of services is consistent throughout a semester.</p>		
Admissions	<p>Currently the Office of Admissions seeks to assess student professional development by meeting with students to set goals at the start of their engagement with us. Students meet with the staff members assigned to mentor particular student professionals and review progress at mid-semester and at the end of the semester. We have added a set of illustrated training modules and quizzes to this assessment cycle to insure that students are receiving the training and resources required to perform their assigned tasks well, and we are creating follow-up training sessions to remediate and build upon prior knowledge and skills.</p>	10/23/2017 3:00 PM (EDT)	<p>Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace</p>
BUSE - Accounting MSA	<p>Given the challenges we faced regarding enrollment and based on the input of various stakeholders, we took significant steps towards redesigning our Master of Science in Accounting program. The accounting faculty worked with decision sciences faculty to discuss and develop data analytics courses in order to make the program more relevant to students and their future employers. Based on prior feedback and assessment efforts a course in advanced financial accounting will be redesigned to include advanced financial accounting as well as international accounting and one course will be offered on advanced tax topics. Additionally, four courses will be offered in data analytics. This significant change will result in the degree being</p>	06/15/2017 9:41 AM (EDT)	<p>Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace</p>

	called the Master of Science in Accounting and Analytics program. However, given the limited faculty resources we will not be able to roll-out the program at this time. Therefore, accounting department faculty are contemplating suspending admissions to the program.		
BUSE - Bureau of Business and Economic Research	The Bureau collects monthly data on local employment, unemployment rate, industrial electricity usage and housing building permits for South Bend – Mishawka and Elkhart-Goshen MSAs respectively. Based on the data, the Bureau calculates monthly indexes of local employment, industrial electricity usage and housing building permits South Bend – Mishawka and Elkhart-Goshen MSAs respectively. In addition, the Bureau analyzes trends in local labor and housing markets in its quarterly newsletters. Furthermore, the Bureau provides annual business outlook in November to review local labor and housing market as well as aggregate output and provide outlook for the next year. The quarterly newsletters are published on the Bureau's website that are publically available at no charge. The Bureau director participates in the annual business outlook panel held in November that is openly to the public to disseminate the information on regional economic activity.	04/19/2017 10:59 AM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
BUSE - Business Administration MBA	Assessment results led to a number of changes to our Master of Business Administration program. Two courses in Business Analytics were added to the curriculum, the faculty discussed and voted on changes to program goals and student learning objectives to better reflect changes in the program, a schedule for using rubrics and collecting data as it relates to different goals and objectives was developed and will be implemented effective Fall 2017, all disciplines are discussing Educational Testing Services results and making changes as necessary, various capstone courses have been developed and taught and faculty discussed holding a seminar in how to most effectively teach a 1.5 credit hour course.	10/25/2017 12:17 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
BUSE - Business BS	Three broad areas were the focus of our assessment efforts this year. The first one was an assessment of our students' management specific knowledge through the Educational Testing Services exam. The results of the exam were shared with colleagues and each department determined whether changes were necessary using item information reports. The second area of focus was on our students' critical thinking skills, through the creation of a Quantitative Task Force. The Task Force has membership from different disciplines and is partnering with faculty in the Math department to develop a course that will help students. A third area was to focus on students' skills as they relate to data analytics. This led to the creation of a minor in analytics.	10/25/2017 12:18 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
BUSE - Center for Economic Education	The center provided an off-campus workshop and instructional programs in economics; developed and distributed economic education	09/22/2017 10:55 AM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report

	literature; provided consultation for schools, colleges, and community organizations; and conducted research in economic education.		16/17 Workspace: Detailed Assessment Report Workspace
BUSE - Center for Experiential Education	The Center for Experiential Education is engaged in continuous collection of information on all aspects of our students' experiential learning experiences. Our efforts have paid off in terms of capturing a large portion of the number of students who take internships, where the internship was taken, and what students did in fulfillment of the internship responsibilities. We have significantly increased the number of internships our students have undertaken each year. We assess internship experiences via a student exit survey, obtaining evaluations from employers, requiring three graded reflection papers during the internship, and undertaking a debriefing session at the end of the internship to assure the student experience was in line with our expectations for an internship. More formal approaches to capturing faculty experiential learning classroom experiences will strengthen our understanding of all the experiential learning currently being undertaken by Leighton students. While we know that many of our faculty are using this form of learning in the classroom, more direct measures of this activity is necessary to formally demonstrate our engagement in this work.	10/10/2017 4:38 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
BUSE - Economics BS	The most significant change to the Economics program during the academic year was a revision of its program goals and objectives. Additionally, a schedule for using rubrics and collecting data as it relates to different goals and objectives was developed and will be implemented effective Fall 2017.	Not yet submitted	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
CLAS - BIOL - Biological Sciences BA, BS	The mission of the Biological Sciences program at IU South Bend is to provide our students with a broad knowledge of the life sciences, to train them in the methods of science, and to foster in them excellent critical thinking, problem-solving, and communication skills. Our current assessment data, coming solely from graduating seniors, indicate that we are fulfilling our mission. One major challenge for the future will be to improve success of our students in their first 2-4 semesters so that they get firmly on track to complete their degrees. Over the past several years, we have instituted curricular changes intended to help first- and second-year students succeed in the classroom and to provide more opportunities to become involved in biological research. Those efforts continue, and we are currently collecting assessment data that we hope will allow us to refine our curriculum and better serve those students.	10/24/2017 6:04 AM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace

CLAS - CHEM - Chemistry and Biochemistry BA, BS	<p>This was a very exciting cycle for the department. Two students were supported with SMART grants while another received the first Carolyn and Lawrence Garber Summer Research Scholarship. One student's research with Marmorino from the previous cycle was accepted for publication in the Journal of Mathematical Chemistry in this cycle. Two faculty engaged in outreach: one adjunct faculty taught an on-campus STEP summer program while a full-time faculty member (Anderson) taught a one-day STEM session at the local Starbase. Rizk attended two conferences and took some of his research students to the second one which was held at Notre Dame. Rizk also utilized 3D printing in his biochemistry laboratory course and gave a talk on graduate school to the biology-chemistry and tri-beta clubs. He also published an article in Scientific Reports. Five students presented their research at the Undergraduate Research Conference with one student receiving an honorable mention for her talk. This particular student also won an honorable mention for the national Goldwater Scholarship and received our campus's Bender Student Scholarship. Another student presented her off-campus research at the Midwest Regional Meeting of the ACS. Anderson also let a Niles High School student research with her. McMillen was promoted to Associate Vice Chancellor mid-cycle so we put much effort into the end of the cycle to find a visiting replacement for him (and next cycle we will search for a permanent replacement). The latter half of the cycle was also notable in that both Muna and Anderson were on sabbatical. Muna collaborated with a faculty member at Notre Dame and appeared on a local news report while Anderson developed a 5-credit lecture-laboratory general education course on nanochemistry to be offered fall 2017. This course is to be part of our new nanochemistry track.</p>	06/29/2017 2:31 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
CLAS - COMP - Computer and Information Science BS	<p>The goals of the BS in Computer Science program reflects that of IU South Bend as a whole. The assessment for the program provides great opportunity for us to examine and enhance our program. Besides</p>	10/23/2017 12:09 AM (EDT)	Area: 2016/2017 Assessment Cycle:

	<p>continue to meet our outcomes, we will continue our effort in improving the curriculum alignment with ACM curriculum guidelines, provide opportunities for students to complete internships, innovation in curriculum, and meeting industry needs.</p>		<p>Annual Report 16/17 Workspace: Detailed Assessment Report Workspace</p>
CLAS - ENGL - English BA	<p>In response to the English Department's 2015-2016 assessment findings, we decided to focus on Student Learning Outcome (SLO) Speech and Engagement, in 2016-2017 and 2017-2018 because it has consistently been one of our lowest responses (although always above our target goal).</p> <p>We declared 2017-2018 the Year of Speech and Engagement. We will study and discuss this topic and implement new strategies in our classrooms with the goal of at least being more mindful about teaching Speech and Engagement, but hopefully, over time, raising that assessment score.</p> <p>In spring 2017, the faculty member teaching the Senior Seminar capstone course for the major assessed her students on SLO Speech and Engagement. The data was actually much higher than previous years. There are a few possible reasons for this. One is that in accordance with our new assessment plan, we assessed a smaller number of students. These might have been students strong good verbal skills. It's also possible that the faculty member was already thinking about Speech and Engagement, since we had been discussing it as a department all year.</p> <p>Regardless, we are going to continue to focus on SLO Speech and Engagement, in 2017-2018.</p>	<p>10/23/2017 4:56 PM (EDT)</p>	<p>Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace</p>
CLAS - ENGL - English MA	<p>The English MA Program conducts assessment for students pursuing an MA in English with a concentration in Creative Writing or a concentration in Literature. The assessment for the program represents the shared goals of the two concentrations (represented by the core requirements for the degree program) while broadly capturing the varied learning outcomes for each concentration. The assessment for the program is designed to capture student growth through course work as well as their performance in the capstone MA project, in which students work one-on-one with a director to develop an article-length work of research or creative writing. Students for both concentrations are assessed by instructors using a rubric of the learning outcomes. The rubrics are submitted to the Director of Graduate Studies, who 1) tabulates the results and 2) uses them as progress reports for each student to ensure that students are staying on track for their degree. The assessment cycle begins each academic year with the graduate committee meeting, when we discuss the outcomes from the previous academic year and set plans for the current year. The assessment results for the academic year 2016-2017 demonstrate that our MA students are meeting all learning outcomes in their course work and MA thesis/project. Moving forward, we plan to focus on one learning outcome (SLO13: position the central argument in relationship to a well-defined body of recent scholarship that addresses an issue important to the field) to see how students develop this skill over time and how we can improve their skills in classroom setting; to this end, we will assess our introductory course L501 in terms of SLO13 for this academic year, and more consciously, teach</p>	<p>10/17/2017 4:01 PM (EDT)</p>	<p>Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace</p>

	students how to engage with scholarship in their writings with more direct, structured instructions in every graduate course.		
CLAS - HIST - History BA	<p>History department members request that history seniors submit portfolios of their work that include papers, tests, and a five-page reflection paper. Two faculty members assess each portfolio using the history department rubric</p> <p>In the 2016 round of portfolios, history students exceeded faculty members in the area of the skills for life-long learning (Obj. 6); students met faculty members' expectations in utilizing historical research tools (Obj. 4). Students partially met faculty expectations in the areas of analyzing primary sources (Obj. 1), crafting historical arguments (Obj. 2), knowledge of human diversity (Obj. 3), and historical writing (Obj. 5).</p>	10/23/2017 10:21 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
CLAS - INFO - Infomatics BS	The goals of the BS in Informatics program reflects that of IU South Bend as a whole. The assessment for the program provides great opportunity for us to examine and enhance our program. Besides meeting our outcomes, we will continue our effort to improve and innovate the curriculum, increase online offerings, and meeting industry needs.	10/23/2017 12:03 AM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
CLAS - LANG - French BA, German BA, and Spanish BA	The World Languages and Studies Department continuously improves its performance by the use of research-based teaching methodologies and assessment tools.	10/14/2017 10:23 AM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
CLAS - MATH - Actuarial Science BS	The mission of the Department of Mathematical Sciences reflects that of IU South Bend as a whole, and includes teaching, scholarship, and service. We strive to provide a broad education in quantitative reasoning and higher level mathematics that encourages creativity, problem solving and analytical skills and emphasizes general concepts and approaches as well as skills that are job-specific to prepare students for workplace responsibilities after graduation. As with the previous year, students under performed in certain courses and/or in some of the learning outcomes for a variety of reasons, which include lack of preparedness, poor study habits, not setting college education as priority, distraction events. We continue to increase our effort to provide better advising to our students and to encourage them to use the department and university resources, such as the mathematics tutoring center and math major study room, more frequently.	10/23/2017 11:53 AM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
CLAS - MATH - Applied Math and Computer Science MS-Applied	The assessment for the MS program in Applied Mathematics and Computer Science with concentration in Applied Mathematics provides valuable information that can guide program improvement and therefore contribute to the overall mission of IU South Bend. We will continue our effort, such as providing better advising to	10/25/2017 12:20 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report

Mathematics Concentration	students with difficulties and encouraging more graduate students to participate in research activities.		16/17 Workspace: Detailed Assessment Report Workspace
CLAS - MATH - Applied Math and Computer Science MS-Computer Science Concentration	The assessment for the MS program in Applied Mathematics and Computer Science with concentration in Computer Science provides valuable information that can guide program improvement and therefore contribute to the overall mission of IU South Bend. We will continue our effort, such as providing better advising to students with difficulties and encouraging more graduate students to participate in research activities.	10/25/2017 12:21 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
CLAS - MATH - Applied Mathematics BS	The mission of the BS Program in Applied Mathematics reflects that of IU South Bend as a whole, and includes teaching, scholarship, and service. We strive to provide a broad education in quantitative reasoning and higher level mathematics that encourages creativity and emphasizes general concepts and approaches as well as specific job-related skills to prepare students for workplace responsibilities after graduation. Students under performed in certain courses and/or in some of the learning outcomes for a variety of reasons, which include lack of preparedness, poor study habits, not setting college education as priority, distraction events. While instructors are not capable to resolve all issues that prohibit students from reaching their potential and being successful, we are determined to increase our effort to provide better advising to our students and to encourage them to use the department resources, such as tutoring service, more frequently.	10/23/2017 11:41 AM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
CLAS - MATH - Mathematical Sciences BA	The mission of the BA Program in Mathematics reflects that of IU South Bend as a whole, and includes teaching, scholarship, and service. We strive to provide a broad education in quantitative reasoning and higher level mathematics that encourages creativity and emphasizes general concepts and approaches as well as specific job-related skills to prepare students for workplace responsibilities after graduation. Students underperformed in certain courses and/or in some of the learning outcomes for a variety of reasons, which include lack of preparedness, poor study habits, not setting college education as priority, distraction events. While instructors are not capable to resolve all issues that prohibit students from reaching their potential and being successful, we are determined to increase our effort to provide better advising to our students and to encourage them to use the department resources, such as tutoring service, more frequently.	10/23/2017 11:45 AM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
CLAS - PHIL - Philosophy BA	We evaluate graduating majors through a portfolio review and exit interview. Faculty write reports based on the portfolio and interview, which we then discuss as we	10/23/2017 9:21 AM (EDT)	Area: 2016/2017 Assessment

	reflect on our curriculum and pedagogy. Because we are a small department, this process yields little quantifiable data, but it does provide useful insight into our program's strengths and weaknesses.		Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
CLAS - PHY - Physics and Astronomy BA, BS	Our department uses a combination of standardized tests, faculty assessment surveys of student research presentations, exit interviews, and alumni surveys to assess our program. We also closely monitor student success in our Advanced Core courses, which are required of all majors. Our assesement cycle begins in our intorductory sequence via concept inventory instruments at the beginning and end of the semester, and it comes to near completion during our capstone course, PHYS-S 490, which is required of all graduating seniors. Ultimately, however, we hope to remain in contact with our students long after graduation to obtain feedback well beyond graduation.	10/25/2017 12:22 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
CLAS - POLS - Political Science BA	The Department of Political Science undertakes a two-part part assessment strategy. At the conclusion of the Spring semester, the Assessment committee of the department reviews the papers that were written in the Senior Seminar C course, Y490, our capstone Course. We assess these papers along a series of learning outcomes we hope students have achieved over the course of their time studying in the department. Secondly, the results of this assessment exercise are reviewed by the Department prior to or early in the Fall Semester. Based on this review, the department reflects on its previous year's efforts and then chooses where its efforts should be placed over the next year to increase the learning outcomes of our students.	10/23/2017 1:24 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
CLAS - PSYCH - Psychology BA	This year, we assessed nine of our Student Learning Objectives with both a National Test and an evaluation of two semesters of senior capstone classes using the Poster Session Assessment and the Writing Rubric. For the National Test results, we found we met the stated criterion for all our assessment measures for the National Test for the Fall, 2016 and Spring, 2017. Thus, we found our students demonstrated sufficient understanding and ability to critique theories in psychology (SLO 1), as well as breadth and depth of knowledge across the four domains of psychology represented by our curriculum (SLO 4). They also met our assessment criteria for understanding the history of psychology (SLO 2) as well as strong understanding of commonly used methodologies in the science of psychology (SLO 8). They also met our student learning objectives on the senior capstone class as shown by the poster assessment. They were able to design and conduct a methodologically sound senior project (SLO 5) and use technology effectively to do so (SLO 6). As part of this project, they were able to critically analyze and discuss literature (SLO 12) and present their project orally in a professional manner (SLO11). In addition, their writing was logical and coherent (SLO 13) as assessed on the writing rubric. Generally, we believe based on meeting the assessment criteria for these nine student learning objectives measured this past year that we are educating	10/24/2017 12:03 AM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace

	our students well. In addition, meeting these student learning objectives demonstrates that we are adding to the mission of IU South Bend through the fundamental literacies of general education.		
CLAS - SOC/ANTH - Anthropology with IU Northwest BA	This year's assessment focused on our students' training in anthropological theory and class participation. All of our courses provide students with a multitude of opportunities to practice public speaking on a wide variety of anthropological topics in a civil and instructive environment.	11/29/2017 1:49 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
CLAS - Sustainability BA	<p>The Sustainability Studies program contributes to the IU South Bend mission through theoretical and applied learning opportunities in the classroom and regional internship opportunities that involve students in the issues of diversity, civic engagement, and global perspective. The program has a strong regional focus in which student partner with area businesses and organizations through internships and class projects. The program also has a strong global focus through international study opportunities and courses that explore what other countries are doing in the area of sustainability.</p> <p>Students ranked eight of the nine sustainability learning outcomes particularly high (78% or more of students ranked their ability to meet the learning outcome at 8-10 with 10 meaning completely confident). Sustainability Studies students have led presentations for area organizations and the campus on the Natural step and Energy Star reports, completed urban agriculture projects, created murals depicting the history of agriculture for indoor vertical growing farms in the United States and China, done internships in the area of solar energy, and participated in study abroad courses in Costa Rica and Europe. The variety of experiences in upper level courses and through the sustainability capstone course ensures that all sustainability majors and minors have experience applying sustainable solutions in real-life settings. Our graduates have been successful in getting jobs related to their areas of interest. We are currently working on building more connections with area organizations for internships and class projects, developing online courses to provide more schedule flexibility for students, and figuring out ways to better advertise the Sustainability Studies program offerings throughout northern Indiana.</p>	10/22/2017 3:33 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
CLAS - WOM - Women's and Gender Studies BA	WGS remains committed to teaching the value of diverse perspectives, understanding structural inequalities, using critical thinking to analyze challenges and propose solutions, and using strong reading, research, and writing skills to communicate those findings, we believe	10/25/2017 12:55 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual

	<p>we fulfill the university's commitment to a rigorous liberal arts education, both for our majors and minors and for the many students we teach in our general education courses. We are committed to engaging our students in high-impact practices that focus on student engagement. Examples of this in our department are a Reacting to the Past-based First Year Seminar, community-based learning in several of our electives, and a required internship/practicum for our majors in their senior year. Our internship has directly led to students obtaining careers in our community, further fulfilling the mission of the university to serve and enrich our community.</p>		<p>Report 16/17 Workspace: Detailed Assessment Report Workspace</p>
CLAS Gen Studies BGS	<p>General Studies has only two required courses. Our assessment plan uses the final projects in both these classes to assess the students' learning. Our introductory course required students to create a degree plan specifying courses for the remainder of their undergraduate education while our capstone course asked students to assess their course of study and how it relates to their future plans after graduation. We successfully exceeded our targets for the number of students satisfactorily completing both outcomes. We also have a program goal of encouraging students to focus their education by earning minors. We have made substantial progress towards our target of 70% of graduates earning minors, and our percentage increased slightly this year. However, we have still not met the goal of 70% of graduates earning minors. We will continue to work with the program advisors and students to reach this goal.</p>	<p>11/30/2017 3:25 PM (EDT)</p>	<p>Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace</p>
DCHS - Dental Hygiene BS	<p>The Indiana University South Bend Division of Dental Education developed outcomes that address its goals to prepare clinically competent dental hygienists who can effectively communicate with patients, colleagues, and other health care professions and who are ethical, professional practitioners who have the ability to apply evidence based decision making and utilize critical thinking skills. The Dental Hygiene Assessment Plan outlines the assessment measures that are used to determine the degree to which the goals are met.</p> <p>Competency statements and goals from the American Dental Education Association are also part of the assessment plan and curriculum. The end of academic year 2016-17 will mark 14 full years of using competencies evaluations for measuring student outcomes. The results of competencies evaluations are used as part of the annual assessment review and are part of the dental hygiene assessment plan.</p> <p>Outcome measures include:</p> <ul style="list-style-type: none"> • National Board Dental Hygiene Exam Results • Commission on Dental Competency Assessments Exam Mock CDCA Results • Reaccreditation Review • Patient Satisfaction Surveys • Graduate Exit Surveys • Team Assessments • Skill Assessments • Patient Treatment Grades 	<p>10/15/2017 11:37 AM (EDT)</p>	<p>Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace</p>

	<ul style="list-style-type: none"> • Writing Portfolio • Alumni Survey Results • Employer Survey Results 		
DCHS - Health Promotion	<p>The Division of Health Sciences is committed to program success in which assessment is a vital component. The program uses various mechanisms for assessment including direct and indirect assessment mechanisms. The Health Promotion concentration of Health Sciences prepares graduates to become Certified Health Education Specialists and for careers as Health Educators. Competency statements and goals from the National Commission for Health Education Credentialing are the core components of the assessment plan and curriculum. The results of competencies evaluations are used as part of the annual assessment review and are part of the Health Sciences-Health Promotion assessment plan. When the assessment cycle is complete, the faculty review assessment data as a group. When deficiencies or areas of weakness are noted, faculty determine ways to address those and implement solutions.</p> <p>The competencies evaluations give students a clear indicator of program, course, and faculty expectations. These competencies allow faculty to stay on track in their courses. They also allow students to be evaluated consistently, according to the stated standards. Over time these standards and competencies provide benchmarks of group outcomes.</p> <p>Outcome measures include:</p> <ul style="list-style-type: none"> • CHES Examination Pass Rates • Student Portfolio Work • Graduate Exit Surveys <p>Eventually the outcome measures will include alumni surveys.</p>	06/14/2017 4:29 PM (EDT)	<p>Area: 2016/2017 Assessment Cycle: Annual Report 16/17</p> <p>Workspace: Detailed Assessment Report Workspace</p>
DCHS - Medical Imaging Tech BS	<p>The Bachelors in Medical Imaging Technology (BSMIT) Program participates in an annual assessment at the university. The program collects and compiles data from different sources to measure student outcomes in the areas of clinical competency, communication, critical thinking, and professionalism. The data is collected from student exit interviews, post-graduate surveys, one-year post-graduate surveys and other measurements throughout the year. Computed Tomography, Magnetic Resonance Imaging, Ultrasound, and Interventional Radiography are assessed with different measures. Different measurements allow for continued growth in the program.</p>	10/10/2017 8:02 PM (EDT)	<p>Area: 2016/2017 Assessment Cycle: Annual Report 16/17</p> <p>Workspace: Detailed Assessment Report Workspace</p>
DCHS - Nursing BSN	<ol style="list-style-type: none"> 1. Review of IU, IUSB, IU CHS, IU SON mission statements (determined to be congruent) 2. Assessment data added to Taskstream 3. Distribution, collation, analysis and reporting of data from: <ol style="list-style-type: none"> a. Employer surveys b. Alumni surveys (met benchmark in each area, qualitative data very positive) c. Exit surveys (met benchmark in each area, qualitative data very positive) 	Not yet submitted	<p>Area: 2016/2017 Assessment Cycle: Annual Report 16/17</p> <p>Workspace: Detailed Assessment</p>

	<ul style="list-style-type: none"> d. Clinical site surveys throughout the school year (met benchmarks, qualitative data largely positive with some complaints about peds and OB staff) e. ExamSoft end of curriculum NCLEX client needs (met benchmarks 2015-2016) f. Preceptor surveys (met benchmarks in all areas, positive comments) g. NCLEX pass rates (86% for 2016 and 95% year to date 2017) h. ATI predictor scores (about 90th percentile compared to national norm for summer, fall 2016 and spring 2017). i. RN to BSN assessment data (shared with B. Keith, RN to BSN director) <p>4. Decisions:</p> <ul style="list-style-type: none"> a. Terminate contract with EBI (Skyfactor) for BSN assessment data (too lengthy and too expensive). Replace with committee created Qualtrix surveys (exit, alumni, employer) b. Initiate Mountain measurement from NCSBN for detailed report about graduate test data. c. Requested administrative assistance to obtain, collate and report assessment data. Table created and submitted to Interim Dean Clark and Interim Assistant Dean Dobrzykowski. Awaiting response. <p>5. May meeting:</p> <ul style="list-style-type: none"> a. Review ExamSoft end of curriculum NCLEX client needs 2016-2017 b. Collate faculty table c. Report progression and graduation rates for 2016-2017 graduating classes d. End of year report of assessment findings 		<p>Report Workspace</p>
<p>DCHS - Nursing MSN</p>	<ul style="list-style-type: none"> 1. Review of IU, IUSB, IU CHS, IU SON mission statements (determined to be congruent) 2. Assessment data added to Taskstream 3. Distribution, collation, analysis and reporting of data from: <ul style="list-style-type: none"> a. Employer surveys b. Alumni surveys (met benchmark in each area, qualitative data very positive) c. Exit surveys (met benchmark in each area, qualitative data very positive) d. Preceptor surveys (met benchmarks in all areas, positive comments) e. MSN certification pass rates (100% for 2016) f. HESI predictor scores (about 90th percentile compared to national norm for summer, fall 2016 and spring 2017). 4. Decisions: <ul style="list-style-type: none"> a. Terminate contract with EBI (Skyfactor) for MSN assessment data (too lengthy and too expensive). Replace with committee created Qualtrix surveys (exit, alumni, employer) b. Continue to request AANP and ANCC reports for graduate certification exam results. c. Requested administrative assistance to obtain, collate and report assessment data. 	<p>10/25/2017 12:32 PM (EDT)</p>	<p>Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace</p>
<p>DCHS - Radiography AS</p>	<p>The Radiography Program participates in assessment at the university and programmatic levels on an annual basis. The program is accredited by the Joint Review Committee on Education in Radiologic Technology</p>	<p>10/09/2017 10:32 AM (EDT)</p>	<p>Area: 2016/2017 Assessment Cycle:</p>

	<p>(JRCERT) and complies with the Standards outlined by the JRCERT. Each year the program collects and compiles data from a variety of different sources to measure student outcomes in the areas of clinical competency, communication, critical thinking, professionalism, patient care, and community engagement. The data that is collected from various measures which include student exit interviews, post-graduate surveys, one-year post-graduate surveys and other measures are evaluated by program faculty and the results are shared with stakeholders.</p>		<p>Annual Report 16/17 Workspace: Detailed Assessment Report Workspace</p>
DCHS - Sport and Exercise Science	<p>The Sport and Exercise Science concentration prepares graduates to become Certified Strength and Conditioning Specialists; however, students are able to pursue a myriad of career paths. Not all students will take the CSCS certification examination; yet, the program is detailed and specific to encourage students to take other certification examinations if desired. The competency goals from the Certified Strength and Conditioning Specialist are the core components of the assessment plan and curriculum. The results of competencies evaluations are used as part of the annual assessment review and are part of the Health Sciences-Sport and Exercise Science assessment plan. When the assessment cycle is complete, the faculty review assessment data as a group. When deficiencies or areas of weakness are noted, faculty determine ways to address those and implement solutions.</p> <p>The competencies evaluations give students a clear indicator of program, course, and faculty expectations. These competencies allow faculty to stay on track in their courses. They also allow students to be evaluated consistently, according to the stated standards. Over time these standards and competencies provide benchmarks of group outcomes.</p> <p>Outcome measures include:</p> <ul style="list-style-type: none"> • CSCS Certification Pass Rates • Student Portfolio Work • Graduate Exit Surveys <p>Eventually the outcome measures will include alumni surveys. However, for the 2016-2017 academic year, there are no graduates with a concentration in Sport and Exercise Science, although they are anticipated for Spring 2018.</p>	<p>10/25/2017 12:34 PM (EDT)</p>	<p>Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace</p>
Disability Support Services	<p>The Disability Support Services' assessment plan focused on efforts to engage first-year students in ways that support development of their self-awareness and self-advocacy with respect to their disability and academic success, and their integration into the academic community. This included enhanced and targeted student contacts, Peer mentoring, and first year goal setting. These efforts were successful in that 62% of the</p>	<p>07/25/2017 1:51 PM (EDT)</p>	<p>Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace:</p>

	<p>students were actively engaged with the office. The academic performance of this group was strong with 46% fo the 59 students finishing the year with a GPA of at least a 3.0. The mean GPA of the engaged students compared to the non-engaged students was 3.12 vs 2.58. The challenge remains to actively engage a higher number of the first year students. The first year students also completed a 7-item survey assessing their opinion as to their adjustment to college, disability self-awareness and advocacy, and disability management.</p> <p>On a 1-5 scale with 5 indicating strong agreement, the average rating for each survey item was higher than a 4.0. The plan for the upcoming year will be to continue to strengthen these student engagement activities.</p>		<p>Detailed Assessment Report Workspace</p>
<p>Financial Aid</p>	<p>Since 2013, Enrollment Services has been assessing the impact of targeted year-long monitoring, outreach, and institutional funding to state aid recipients (21st Century Scholars and O'Bannon grantees) who are subject to the State's new course completion requirement in order to have their awards renewed each year. The strategies and assessment efforts employed directly support retention and graduation of this particular student population. They also contribute to other objectives identified in the IU South Bend Strategic Plan and the IU regional campus Blueprint for Student Attainment and Performance Based Funding Model. Each year for the past four years, assessment results have supported the continuation of efforts and the utilization of institutional aid to fund this initiative. (See Findings and Annual Reports.) In fall of 2017, the impact of this initiative on the 4-year graduation rate for the first student cohort targeted (the Fall 2013 cohort) will be available for assessment. The improvement in retention rates for this particular population since the implementation of the On-Track strategy suggests that we will also see improvement in the 4-year and 6-year graduation rates for this group.</p>	<p>10/23/2017 10:56 AM (EDT)</p>	<p>Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace</p>
<p>LS - Library Services - Schurz Library</p>	<p>Mission of the Indiana University South Bend Libraries</p> <p>As the intellectual center of the campus, the IU South Bend Libraries support and advance excellence in teaching, learning, research and outreach by providing access to, and facilitating the use of, a broad array of quality information resources for students, faculty and staff. Its many services and programs promote academic engagement, respect diverse approaches, further information and digital literacy, encourage life-long learning and foster intellectual discovery. The Libraries are committed to providing the highest level of customer service to fulfill this mission.</p> <p>The Indiana University South Bend Libraries assessment work directly reflects the library's mission and strategic plan. The assessment plan developed focused on three areas: discoverability, evaluation of resources and resource allocation, and outreach and marketing effectiveness.</p> <ul style="list-style-type: none"> • Discoverability : Students and faculty have easy access to all of our resources and services • Evaluation of resources and resource allocation: Build, assess and preserve quality collections 	<p>10/16/2017 2:10 PM (EDT)</p>	<p>Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace</p>

	<p>that support existing and emerging programs</p> <ul style="list-style-type: none"> • Outreach and marketing effectiveness: Increase student and faculty awareness of resources and services. 		
Office of International Student Services	The Office of International Student Services will continue to assess student professional development by meeting with students to set their professional goals and follow-up on progress. We will continue to improve our instructional materials for the International Student Orientation, adding supplemental interactive modules, as well as develop additional informational resources and a follow-up assessment to measure student awareness of their immigration benefits and responsibilities.	10/23/2017 3:01 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
Q110	The Q110 pre- and post-test measure all of the student learning objectives. Student scores were higher in the post-test at a statistically significant level.	10/23/2017 2:28 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
Registrar	We looked at three areas - walk in traffic, phone calls and the schedule of classes. For walk-ins, we relied on staff members to count the amount of traffic coming into the office between 5:00 and 5:30. They store this information in to an excel spreadsheet. For the phone data, we receive weekly reports from telecommunications. Part of the report information is then added to an Excel spreadsheet and evaluated throughout the year. I have used basic benchmarks to assess daily incoming phone calls. At the end of the fiscal year, these findings are averaged and compared to the previous year. The focus is on abandoned calls, but we collect information on received calls, the amount of people logged into the phone bank and face to face traffic between 5:00 and 5:30. For the schedule of classes, we worked with IR to send a survey to all students (ACP students were excluded). The survey collected information on student preferences on the schedule of classes, but it also looked at the students demographics. We used IU's copy of Qualtrics for this survey.	10/20/2017 9:45 AM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
RSA - MUS - Music BA	The music department is beginning the process for reaccreditation by the National Association Schools of Music. Past assessment efforts have focused on student performance achievement during end-of-term performance exams. Data was collected from student and faculty focus-group discussions, and student performances in auditions, juries, upper-divisional exams, and senior recitals. The faculty are continuing to refine and improve the process so that is more reliable and efficient. Additionally, a renewed focus is being placed on recruiting and retention.	10/24/2017 7:33 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace

RSA - MUS - Music BM	<p>The music department is beginning the process for reaccreditation by the National Association Schools of Music. Past assessment efforts have focused on student performance achievement during end-of-term performance exams. Data was collected from student and faculty focus-group discussions, and student performances in auditions, juries, upper-divisional exams, and senior recitals. The faculty are continuing to refine and improve the process so that is more reliable and efficient. Additionally, a renewed focus is being placed on recruiting and retention.</p>	10/24/2017 7:49 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
RSA - MUS - Music Education BME	<p>The music department is beginning the process for reaccreditation by the National Association Schools of Music. Past assessment efforts have focused on student performance achievement during end-of-term performance exams. Data was collected from student and faculty focus-group discussions, and student performances in auditions, juries, upper-divisional exams, and senior recitals. The faculty are continuing to refine and improve the process so that is more reliable and efficient. Additionally, a renewed focus is being placed on recruiting and retention.</p>	10/24/2017 8:02 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
RSA - NEW MED - Integrated New Media Studies BFA	<p>The Integrated New Media Studies department assesses our Bachelor of Fine Arts (BFA) exhibition each semester. Our goal has been to measure our curriculums effectiveness in producing creative professionals. A BFA exhibition is a requirement for all who graduate from our program. We assess the student's body of work presented in the exhibition under the following three criteria. Practical applications of Aesthetics, professional practice, and technology and production skills.</p>	10/25/2017 1:00 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
RSA - THEA - Theatre BA, BFA	<p>The Department of Theatre and Dance have worked to look at a number of factors affecting the program in a holistic way. We have, and continue, to consider and address (as possible) or current facilities issues. This directly affect our ability to teach students and their ability to learn the necessary tools and techniques to make them viable candidates in the industry. We have taken a number of steps to address needs as they arise, and to look out for our future needs so that we may address them before they impact the success of our students.</p> <p>In addition, this cycle we have taken on the task of updating and clarify the student handbook for our program. The handbook outlines the department's policy's and guidelines regarding both academic matters and our co-curricular production season. Our goal was to make sure that we, as a department, were clearly laying out the requirements for student success within the program. In the previous academic year several questions arose about policies regarding the major and requirements (production requirements mostly) that the faculty has taken steps to clarify in the department policies and more clearly lay out guidelines for educational experiences like capstone projects and internships as a way to guide our students in their successful navigation of the major.</p>	10/21/2017 8:06 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace

In an effort to better serve our learning objectives for our students, we have addressed several curriculum issues in the current cycle. Classes have been developed to provide greater professional development training to the students in our performance tracks. This class mirrors a course offered to our design/tech track and both courses are geared towards student's success in their professional endeavors after completing an undergraduate education. Addressing the ways, we help students to transition from their college life to continued study or work in the industry has been one of the top concerns for the faculty as we continue to evaluate the effectiveness and needs of our student population. We were also able, in this cycle, to transfer a class to our campus that was developed in Bloomington. This course fills a gap in our training that we were looking at ways to address. Transferring the class, which exactly matched our needs, allowed the class to be taught sooner and allowed for more flexibility in terms of transferring of credits between campuses (a component of the university's strategic plan, II).

This cycle we looked at and addressed the need for greater community engagement with our program. These community building events provide both an opportunity for the students and faculty to engage with the community in opening dialogues about the ideas that can be expressed through artwork. They also allow community members the opportunity to engage in topics expressed as a way of better understanding the world in which we live. These are connected to the Carnegie Engaged Campuses effort and we hope to look for more opportunities moving forward.

Finally, but in many ways most important, we are addressing the need for a measureable method of evaluating student success with the context of our department reviews. Students in the program are reviewed every (or nearly every) semester dependent upon their degree track. These reviews focus on their academic and co-curricular production work as well as their progress within the degree program. They offer a time for the faculty to encourage students to continue effective practices, to address deficiencies, or in extreme cases to dismiss students from the program. This has been, and will continue to be, a time of mentorship and open evaluation of the students. However, the faculty are working to include a more numerical or ranked method for determining success based in key objectives. The faculty have modified a document that one of our colleges created to evaluate fine arts students in order to suit the needs of our program and will be testing this method in the 2017-2018 academic year. We don't wish to lose the mentorship that we have been using as it is more beneficial to the student... offering tailored and specific feedback on their work. The new rubric will add an additional 'score' to their evaluation that may be used, with reference to more specific feedback, to evaluate student's success within the program.

The Department of Theatre and Dance continues to evaluate all of the moving pieces that makeup our department and contribute to the success of our students. The increasing number of alumni moving into successful careers in our industry is the clearest indication of success and we continue to look at how to

	improve upon that, in all facets of the program, moving forward.		
RSA -COM - RSA Communication Studies	The Communication Studies Department will continue to incorporate the assessment process into their departmental culture. The department has advised students to take SPCH-S 121, ENG-W131 and COAS-Q110 during their first year; has incorporated APA style as the requirement for 100-200 level Communication Studies courses (and above); and, has added reinforcing classroom activities to help teach (and assess) APA style and students' understanding of it. The department launched the new Bachelor of Arts in Communication Studies program so that it will be developing a new assessment plan for this coming year.	10/19/2017 4:48 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
SOE - SPED - Special Ed with a Major in Special Ed MAT	The programs in the Department of Teacher Education have a robust and sophisticated structure for data collection and analysis. The MAT program has multiple measures, including performance artifacts, surveys, and program-/course-based assessments for ensuring that candidates meet expectations based on standards at state and national levels. In addition to requirements for program entry, MAT candidates are reviewed at two key points in the program - prior to student teaching, and prior to graduation to ensure that they have met goals set forth by the department, school, university, and state of Indiana.	06/30/2017 6:10 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
SOE - SPED - Special Education Dept	The programs in the Department of Teacher Education have a robust and sophisticated structure for data collection and analysis. Each program has multiple measures, including performance artifacts, surveys, and program-/course-based assessments for ensuring that candidates meet expectations based on standards at state and national levels. Candidates are reviewed at three key points in the program - prior to entry, prior to student teaching, and prior to graduation to ensure that they have met goals set forth by the department, school, university, and state of Indiana.	06/30/2017 4:34 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
SOE - CHS - Counseling and Human Services Dept	CHS continuously assesses (once per semester) its field placement sites and the site supervisors. Our students are also (twice per semester) assessed based on CACREP standards by field placement site supervisors and faculty supervisors.	10/18/2017 12:54 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
SOE - EDLD - Educational	The Educational Leadership program in the School of Education prepares candidates for the rigorous state licensing exam and the expectations associated with	09/07/2017 8:56 AM (EDT)	Area: 2016/2017 Assessment

Leadership Dept	leadership positions in P-12 schools. Assessments are designed to meet the standards of the Educational Leadership Constituent Council (ELCC). The assessments presented by the program provides evidence that the assessments and scoring guides are aligned with the major elements of the Educational Leadership Constituent Council standards as informed by the appropriate standard elements. Based on program data, all candidates have met specific ELCC Standards. The preponderance of the evidence establishes that the program assessments align with the ELCC Content Knowledge and Professional Leadership Skills Standard, and that the program candidate data indicate candidates are mastering the respective knowledge and skills. Additionally, the Educational Leadership program received national recognition from ELCC until August 2027.		Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
SOE - ELEM - Elementary Education Dept	The programs in the Department of Teacher Education have a robust and sophisticated structure for data collection and analysis. Each program has multiple measures, including performance artifacts, surveys, and program-/course-based assessments for ensuring that candidates meet expectations based on standards at state and national levels. Candidates are reviewed at three key points in the program - prior to entry, prior to student teaching, and prior to graduation to ensure that they have met goals set forth by the department, school, university, and state of Indiana.	06/26/2017 4:13 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
SOE - SEC - Secondary Education Dept	The programs in the Department of Teacher Education have a robust and sophisticated structure for data collection and analysis. Each program has multiple measures, including performance artifacts, surveys, and program-/course-based assessments for ensuring that candidates meet expectations based on standards at state and national levels. Candidates are reviewed at three key points in the program - prior to entry, prior to student teaching, and prior to graduation to ensure that they have met goals set forth by the department, school, university, and state of Indiana.	06/29/2017 3:21 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
SOE - SPED - Special Education with Intense Intervention	The programs fully-housed in the Department of Teacher Education have a robust and sophisticated structure for data collection and analysis. Each program has multiple measures, including performance artifacts, surveys, and program-/course-based assessments for ensuring that candidates meet expectations based on standards at state and national levels.	06/29/2017 11:47 AM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
Student Conduct	The Office of Student Conduct continues to support the educational mission of Indiana University South Bend by motivating student success, providing a fair and equitable accountability process, and facilitating honest dialogue that contributes to developing engaged citizens while upholding students to the Student Code of Conduct. Our data shows students are able to learn from their choices and understand how their choices influence the community and their future. Our outreach reinforces the campus messages surrounding diversity	05/17/2017 10:00 AM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment

	and civility; and ensure students know their rights and responsibilities.		Report Workspace
Student Counseling Center	The Student Counseling Center at IU South Bend provides confidential on-line mental health screenings and face-to-face individual counseling to enhance mental health services within our IU South Bend community. Our goal is to support the University mission of providing for the emotional well being of the IU South Bend Student community while promoting academic integrity and mental health support.	10/23/2017 12:44 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
Summer Bridge Program	The Summer Bridge Program is designed to help students raise writing, math, and college success skills, to raise awareness of academic support resources on campus, and to encourage a sense of belonging and community. Instructional teams are comprised of instructors and tutors. During the last week of the program, students complete a program evaluation that allows them to individually and anonymously evaluate the English workshop, the College Success workshop, the Math workshop, and the program as a whole. Students' grades their first fall English and Math classes are documented and their academic progress and retention (enrollment, grades, GPAs) are documented. Follow-up focus groups and surveys are conducted on a semester basis so students can stay connected, can reflect on the impact of the program, and can share insights about strengths and weaknesses of program elements.	09/21/2017 1:17 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace
Titan Success Center	As a new fairly new department on campus we have been working to build an assessment plan. The first step in this process was assessing our marketing and awareness efforts through our center utilization. The next front was assessing the quality of service being provided to students by way of customer satisfaction. The next stage that needs to be developed is more outcome oriented assessment that will take a look at the holistic impact that our services have on student transition, performance and academic recovery.	10/23/2017 5:01 PM (EDT)	Area: 2016/2017 Assessment Cycle: Annual Report 16/17 Workspace: Detailed Assessment Report Workspace