

Form-Based Participating Area Responses - Compiled Detail

Participating Area Responses

Form: Annual Report for 17/18

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Response Details: 70 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	<p>The Department of Athletics has four major assessment areas:</p> <ol style="list-style-type: none"> 1. Academic Achievement 2. Retention 3. Living a Healthy/balanced life 4. Community Service/Engagment <p>The overall GPA of student-athletes is 3.008 with a retention rate of 61.1%. There is a department wide, ongoing "push" to lead our student-athletes toward living a healthy and balanced life.</p> <p>All of our athletic teams are actively involved in community service projects, with each team participating in at least one per year.</p>	10/19/2018 5:01 PM (EST)	<p>Area: 2017/2018 Assessment Cycle: Annual Report 17/18</p> <p>Workspace: Detailed Assessment Report Workspace</p>
AA - Center for Online Education	<p>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.</p>	10/22/2018 10:14 AM (EST)	<p>Area: 2017/2018 Assessment Cycle: Annual Report 17/18</p> <p>Workspace: Detailed</p>

			Assessment Report Workspace
AA - First Year Seminar	<p>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. In Fall 2017 (no FYS courses run in the spring at this point), we accessed RCE2: Encourage and provide opportunities for students to examine personal beliefs and preconceptions and to develop strong critical-thinking and decision-making skills for college and beyond. In Fall 2018, we will begin our second cycle of assessment of the 4 RCEs.</p> <p>2. Encourage and provide opportunities for students to examine personal beliefs and preconceptions and to develop strong critical-thinking and decision-making skills for college and beyond.</p>	10/10/2018 9:48 AM (EST)	<p>Area: 2017/2018 Assessment Cycle: Annual Report 17/18</p> <p>Workspace: Detailed Assessment Report Workspace</p>
AA - Honors	<p>In reviewing the Honors Program's assessment work and findings for 2017-2018, the program's goals to increase the number of honors students, as well as the number of minority students, as specified by the IU South Bend Strategic Plan, were successfully met in three ways:</p> <ol style="list-style-type: none"> 1. To recruit high-achieving high school students, the program organized a successful recruitment event on campus in January 2018, inviting all honors-eligible high school students and their parents to campus to learn about the program's benefits. Approximately 200 attended the breakfast/information session, contributing to the program's healthy enrollment (248 students in total). 2. To attract IUSB minority students, the Honors Program student coordinator personally telephoned all honors-eligible minority students on campus in fall 2017 (30 students) and subsequently emailed each of them to encourage that they apply for admission to the program. Currently, 12.5% of honors students in the program are of minority status. 3. Finally, all other honors-eligible students on campus were emailed and invited to four information sessions held on campus in the fall and spring semesters. These students were also encouraged to apply to the program. Many did, further contributing to the program's health enrollment. <p>In short, the program's recruitment efforts were largely successful, contributing to healthy and sustainable student numbers.</p> <p>Regarding Honors Program scholarships, the total amount of academic and housing scholarships disbursed to students grew substantially during 2017-2018 to account for the growth in student numbers (248 students in total). The increased funding for academic and housing scholarships came wholly from internal sources, including housing revenues (for housing scholarships for students living in the Honors Living Learning Community). In an effort to increase external sources of revenue for scholarships, the director of the program continues to collaborate with the Office of Advancement to identify potential donors, to present the benefits of the program to external audiences, and to develop stronger relationships with program alumni. To forge closer ties with alumni, an Honors Program Alumni Newsletter was developed and sent to alumni in fall 2017 for the first time.</p>	10/18/2018 7:12 PM (EST)	<p>Area: 2017/2018 Assessment Cycle: Annual Report 17/18</p> <p>Workspace: Detailed Assessment Report Workspace</p>

AA - IR - Institutional Research	<p>The Office of Institutional Research and Effectiveness created and provided statistical summaries of student characteristics, enrollment information, admissions trends, degrees issued, and legal information pertaining to the University. It provided data for internal and external audiences including the Chancellor's office, the Indiana Department of Higher Education, and the Federal government. Designed and managed the programs and processes that enable IU South Bend to examine itself and determine if it is fulfilling its mission. It researched data and produced information and analyses; did strategic planning, studied specific issues and implemented the recommended course of action; conceptualized and managed data systems; analyzed and made recommendations on program and policy issues; and advised on planning and management of resources. It worked with the academic community on evaluating its programs and initiatives.</p> <p>IRE conducted, coordinated, or assisted with several assessment activities designed to assess the college's programs and services. The following are examples of these:</p> <ul style="list-style-type: none"> • First Year Student Survey (FYSS). FYSS measures student satisfaction with the programs and services of the institution. • National Survey of Student Engagement (NSSE). NSSE collects information from first-year and senior students about the characteristics and quality of their undergraduate experience. <p>Needs assessment: A series of studies that have been or are presently being conducted gather data to support the development of new initiatives and/or the modification of existing programs and services. These studies are usually initiated by the director of the existing program or people considering the development of new programs. IRE supports these studies and assessment efforts by helping with the development of instruments to be used in the assessment, analysis of the data collected, and even the administration of the entire study.</p>	10/22/2018 10:15 AM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
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. We successfully merged our Online Seminar and our Course Design Institute into a one Course Design Institute that can be used to develop both Face-to-face and Online courses. We offer our peer review of teaching training programs. We will continue to encourage faculty to take advantage of both these programs, and will choose new programs to assess in the next cycle.</p>	11/28/2018 8:16 AM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18

			<p>Workspace: Detailed Assessment Report Workspace</p>
<p>ACE - Academic Centers for Excellence</p>	<p>With regard to services:</p> <p>We will continue to assess correlations between use of tutoring services and academic progress and success. We will also continue to use information gleaned from intake procedures, data collection, collaboration with colleagues, student and staff surveys, comment cards, training, and room meetings to inform program and service development, to make gains in efficiency, reach, and impact, and to continue to develop tutor training and mentoring strategies.</p> <p>To meet the needs of IU South Bend students, we will continue to collaborate with academic departments to increase integrated services and numbers of students who take advantage of drop-in tutoring. We will increase marketing efforts for online tutoring.</p> <p>We will work with faculty and staff in Academic Affairs, Student Engagement and Success, and Academic Departments on initiatives to increase and document reach and impact of tutoring services.</p> <p>With regard to assessment:</p> <p>In 2018-2019, in addition to continuing to assess correlations between the use of our services and grades/DFW rates, we will implement longitudinal assessment of students' academic progress when they use academic support services over the course of their academic career.</p> <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>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;</p>	<p>10/15/2018 10:39 AM (EST)</p>	<p>Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace</p>

	<p>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>Student professionals are an important part of the Office of Admission's outreach, providing effective and engaging peer-to-peer advisement and support. Our action plan and assessment models assist us in staying the course with training development. We seek to enhance our services by providing our student professionals with strong informational resources and the instruments to assess the efficacy of those resources. Moreover, we look to create a training process which the student professionals find attractive and helpful in establishing a professional practice and bona fides.</p>	10/15/2018 1:51 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
BUSE - Bureau of Business and Economic Research	<p>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.</p>	10/21/2018 9:41 AM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
BUSE - Business Administration MBA	<p>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 was implemented 2017-2018, all disciplines are discussing</p>	11/09/2018 11:28 AM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18

	Educational Testing Services results and making changes as necessary, various capstone courses have been developed and taught. Graduate program faculty had brainstormed on different ideas to bring consistency in online and face-to-face sessions of different courses.		Workspace: Detailed Assessment Report Workspace
BUSE - Business BS	The school will continue working on using the item analysis report from the Educational Testing Services (ETS) exam to determine the relevance of the test to our curriculum. This year, we will be piloting a new math course in Spring 2019 for our business majors in order to enhance the critical thinking skills of our students. We will work towards streamlining the curriculum of our quantitative courses.	11/09/2018 11:30 AM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 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 literature; provided consultation for schools, colleges, and community organizations; and conducted research in economic education. The Center held Northern Indiana Economics Challenge for High School Students from the area.	11/02/2018 12:43 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
BUSE - Center for Experiential Education	The Center for Experiential Education, CEE, 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 complete internships, the name of the business where the internship was taken, and what students accomplished to meet their 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 two 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 for course credit. 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.	11/01/2018 2:27 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace

BUSE - Economics BS	<p>The school will continue working on using the item analysis report from the Educational Testing Services (ETS) exam to determine the relevance of the test to our curriculum. This year, we will be piloting a new math course in Spring 2019 for our business majors in order to enhance the critical thinking skills of our students. We will work towards streamlining the curriculum of our quantitative courses.</p>	11/13/2018 9:43 AM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
Career Services	<p>The Career Services Office (CSO) serves students, alumni and employers through a variety of services. We offer students, in all stages of their education, career counseling and assessments, resume and cover letter reviews, job search advice and more. Students and employers can take advantage of our on-line recruiting system, IUSBCareers, for job postings (full-time, part-time, internships) and career fairs.</p>	11/09/2018 12:10 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
CLAS - BIOL - Biological Sciences BA, BS	<p>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 indicate that we are fulfilling our mission. In past years, we recognized the need to improve success of our students in their first 2-4 semesters so that they get firmly on track to complete their degrees. In Spring 2018, we formulated plans to begin an embedded tutor program for our early majors-level courses and for our pre-allied health profession courses (Human Anatomy & Physiology; Microbiology) and received an internal grant to support those efforts. We have started collecting the first assessment data for that program and should be able to report on those results in future years.</p>	11/05/2018 2:39 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
CLAS - CHEM - Chemistry and Biochemistry BA, BS	<p>Education through research is a goal in our department and we are happy to report that our faculty supported nine research students in the cycle, most of whom were funded by competitive grants or fellowships. Most of the research was conducted in the summer, but several students continued to work in the fall and spring semesters. Of these students, five presented their work at our campus's undergraduate research conference while four of them presented their research at conferences outside of South Bend. We conducted a national</p>	05/27/2018 12:37 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace:

	<p>search for a tenure-track organic professor to fill the vacancy left by the prior professor who became a vice chancellor. Unfortunately, the candidate we hired to start in Fall 2018 left for another position before the summer so that we must conduct the search again. Once we secure a permanent organic chemist we will be able to accommodate more students interested in research. Our inorganic chemist (who had been chair) assumed the role of assistant dean. This places half of our faculty in administrative positions which places a burden on the department, but we have managed this situation. It is important that our faculty engage in research in order to serve as qualified mentors to students. This cycle Rizk published a research article in the Journal of Biological Chemistry and Marmorino took a research sabbatical. Rizk also excels in teaching and won a Trustees Teaching Award. The department is committed to supporting its students in their academic endeavors outside of class and the research lab. Mid-cycle, Rizk took over the reigns as the adviser to the biology-chemistry club from Anderson; they helped the club arrange three outreach events (all at the public library) this cycle. Rizk and Anderson also encouraged students by arranging for a "Why I love biochemistry" video contest, and Rizk hosted a talk about graduate school. In the classroom, students performed well especially on the biochemistry ACS exam which was used as a final exam in one class with the class performing better 70% of the students who take the exam. Muna served out her first full year as LSAMP coordinator for the campus with the first summer research students working at the beginning of the cycle. This research- and outreach-focused program serves the mathematics, computer, and science departments of the university. We are eager to work on a placement exam for our freshman chemistry courses in the next cycle in an effort to better place students in the right class for their success and retention.</p>		Detailed Assessment Report Workspace
<p>CLAS - COMP - Computer and Information Science BS</p>	<p>The CS program had a successful external review in Spring 2018. The program will be exploring ABET accreditation in the future.</p>	<p>10/25/2018 7:13 PM (EST)</p>	<p>Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace</p>
<p>CLAS - ENGL - English BA</p>	<p>The English Department declared 2017-2018 the Year of Speech and Engagement. We discussed this topic in the Committee on the Major and then at a department meeting. We plan to implement new strategies in our classrooms in the fall of 2018 that target Speech and Engagement.</p> <p>In spring 2018, the faculty member teaching the Senior Seminar capstone course for the major (ENG L460) assessed her students on SLO Speech and Engagement. In addition, in response to feedback from the Director of Assessment in 2017, the department also</p>	<p>06/27/2018 3:51 PM (EST)</p>	<p>Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed</p>

	<p>assessed a second course, the gateway course for the English Major, ENG L202 Literary Interpretation, on the same SLO.</p> <p>The results suggested an improvement in this SLO over the course of the major. L202 assessed at 2.94, while the capstone Senior Seminar course assessed at 3.06. This suggests that the students' Speech and Engagement improves over the course of the English major.</p> <p>We considered continuing to focus on SLO Speech and Engagement in 2018-2019, although the department also demonstrated a willingness to move on to consider SLO 1, Argument. Because the Associate Chair of Curriculum will change in summer 2018, we will leave this decision to the in-coming Associate Chair.</p>		Assessment Report Workspace
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 tabulates the results and 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 curriculum committee meeting, when we discuss the outcomes from the previous academic year and set plans for the current year. The assessment results for the previous academic year demonstrates that our MA students are meeting all learning outcomes in their course work and MA thesis/project. Each year, we continue to target at least one learning outcome as an area of focus to discuss and implement curricular and pedagogical improvements that enhance student learning.</p>	10/19/2018 1:14 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
CLAS - HIST - History BA	<p>In the 2017 round of portfolios, students met faculty expectations in the areas of analyzing primary sources (Obj. 1), crafting historical arguments (Obj. 2), knowledge of human diversity (Obj. 3), and utilizing historical research tools (Obj. 4). Students partially met faculty expectations history skills for life-long learning (Obj. 6); students did not meet faculty members in the area of historical writing (Obj. 5)</p> <p>Three major projects led the department to discuss learning objectives in depth. Over 2017-2018 we drafted a self-study, debated general education requirements, and evaluated online courses for the new IU online BA in history. Discussions at most history department meetings related to one or more of these projects. Department members planned for speakers and discussions to help students improve in objective 5 and 6.</p>	10/28/2018 8:15 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
CLAS - INFO - Informatics BS	<p>The Informatics program had a successful external review in Spring 2018. The program will be exploring ABET accreditation in the future.</p>	10/25/2018 7:02 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace:

			Detailed Assessment Report Workspace
CLAS - LANG - French BA, German BA, and Spanish BA	WLS uses the Standards-based Measurement of Proficiency (STAMP) exam to assess the language proficiency of IU South Bend students in four skills: reading, listening, writing, and speaking. This exam uses the criteria that the American Council of Teaching Foreign Languages (ACTFL) recommends for measuring language proficiency. Today, most students who complete the fourth semester of a second language at IU South Bend meet national standards by testing at Level 4 (Intermediate Low) or better in all or most of the four language skills.	10/18/2018 3:47 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
CLAS - MATH - Actuarial Science BS	The department of mathematical sciences strives to provide a broad education in quantitative reasoning and higher level applied 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. In particular, data indicate that students are not well prepared going into the Calculus series courses and as a result struggle with the concepts and techniques of calculus, the most debilitating factor observed over the last few years has been weak algebra skills. The department is devising ways to remediate poor algebra skills and provide students the support they need in order to be successful in these courses as poor calculus skills will in turn affect the students' performance in upper level required courses for the program and greatly hinder their ability to pass professional examinations. The department has established clear guidelines for assessing the upper level required mathematics courses. Most upper level math courses are currently offered every other year; such practice greatly affects graduation rates and students that are transferring into the program. The department will attempt to increase the offerings in an effort to help students graduate in a timely fashion. Moreover, students that under perform in such a course or students that have to take a semester off for personal reasons will no longer be deeply affected by the every other year offerings.	10/15/2018 11:22 AM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 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 students with difficulties and encouraging more graduate students to participate in research activities.	10/10/2018 9:53 AM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report

Mathematics Concentration			17/18 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.	10/10/2018 9:45 AM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
CLAS - MATH - Mathematical Sciences BA	The department of mathematical sciences strives 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. In particular, data indicate that students are not well prepared going into the Calculus series courses and as a result struggle with the concepts and techniques of calculus, the most debilitating factor observed over the last few years has been weak algebra skills. The department is devising ways to remediate poor algebra skills and provide students the support they need in order to be successful in these courses. The department has established clear guidelines for assessing the upper level required mathematics courses. Some of the data indicate that students have difficulties going from lower level math courses to upper level math courses as the transition to proof writing and abstract reasoning is more prevalent in the upper level math courses. The department is considering ways to support our students in this transition. Most upper level math courses are currently offered every other year; such practice greatly affects graduation rates and students that are transferring into the program. The department will attempt to increase the offerings in an effort to help students graduate in a timely fashion. Moreover, students that under perform in such a course or students that have to take a semester off for personal reasons will no longer be deeply affected by the every other year offerings.	10/15/2018 10:58 AM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
CLAS - PHIL - Philosophy BA	We currently 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	11/07/2018 8:17 AM	Area: 2017/2018

	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. We will be revising this process this AY as we have recently restructured our curriculum to better meet student needs.	(EST)	Assessment Cycle: Annual Report 17/18 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.	11/07/2018 10:27 AM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 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 course, POLS Y490, our capstone Course. We assess these papers along a series of learning outcomes and we look to see if 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.	10/12/2018 1:24 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 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. For the National Test results, the data for fall, 2017, were affected by a problem in the testing procedures. Students were not able to access the national test in the computer labs on the day of the test. We had to give students individual access codes so that they could do the test at a time and place convenient for them. In doing so, we lost control of the testing environment and could not be assured that students had finished a sufficient amount of the test to be a valid measure of their knowledge. However, for Spring, 2018, we found we met the stated criterion for all our assessment measures for the National Test as we have in past semesters. 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	10/12/2018 11:16 AM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace

	<p>(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 and advanced lab classes 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). Generally, we believe based on meeting the assessment criteria for these student learning objectives measured this past year that we are educating 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.</p>		
<p>CLAS - SOC/ANTH - Anthropology with IU Northwest BA</p>	<p>This year's assessment in continuance with last year, 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. An additional emphasis was placed on diversity content as well. We have met these diversity goals in the department and increasingly outside of the department as well with the increased number of anthropology cross listed with African American Studies and common core courses.</p>	<p>11/06/2018 10:36 AM (EST)</p>	<p>Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace</p>
<p>CLAS - SOC/ANTH - Sociology BA</p>	<p>Our portfolio assessment of majors shows they get a strong foundation in the discipline, including methods, theory and application. That said, there is some early and very tentative indication that a de-emphasis on theory and methods may be visible in student work. While the majority of graduates met or exceeded expectations a couple (2 of 8 for methods; 3 of 8 for methods, though 2 because of lack of evidence to review) did not. These were relatively weak students who may have been helped by additional instruction in research methods and theory. Our majors, who we used to require take two theory course, are now only required to take one. Likewise, the research methods courses has been reduced from three to two. Additional time and data is needed to assess, especially given that additional methods and theory instruction has been added to two new (and newly required) courses: SOC-S204: Sociological Imagination and SOC-R498: Sociology Capstone Seminar. The Capstone will offered in Spring 2019, for the first time.</p> <p>Our number of majors which have declined in recent years as new programs such as the BSW grew rapidly and offered alternate avenues for degrees in students' areas of interest, appear to have leveled off. Eight students graduated this past year, compared to seven the year before. This relatively low number of majors continues to cause some concern.</p>	<p>10/23/2018 4:25 PM (EST)</p>	<p>Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace</p>

	<p>The department is beginning the second year of a restructuring of its curriculum. Theory and methods courses have been streamlined to allow for more topical and substantive courses in key areas, and the courses have been more carefully sequenced to promote student success and to accord with ASA guidelines for study in depth in Sociology. The new sequence will be completed by our first true capstone offering, which will be offered this spring (2019) for the first time. This capstone course will include self-reflection by students on their cumulative experience in Sociology, and this will become a key feature of our assessment in the future. The first courses in the new curriculum were offered in 2017.</p> <p>Assessment of two goals for the major over the last several years on a rotating basis shows students improving in writing and continuing to grapple with theory and research methods. Quantitative proficiency, in particular, is still a struggle for some. The department is doing better in presenting issues in US diversity than in global diversity, although this is improved by students taking courses cross-listed with Anthropology. Strong ties with Women's and Gender Studies, Anthropology, and Sustainability are also evident. Further implementation of a recently revised curriculum for the major seeks to improve course sequencing and the cumulative development of skills. Early indicators are that this revised curriculum may not helping us attract additional students, as desired. Given that we are still in transition, it is too early to tell how well the new curriculum prepares students to meet program goals, especially in theory and research methods.</p>		
<p>CLAS - SUST - Sustainability Studies BA</p>	<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>Sustainability Studies students have led presentations for area organizations and the campus on the Natural step and Energy Star reports, completed urban agriculture projects, done internships in the areas of community supported agriculture, Bowman Creek Neighborhood and Ecosystem Restoration (partnership between IUSB, University of Notre Dame, Ivy Tech, and South Bend government), developing green resources for the regional public radio station, 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,</p>	<p>10/21/2018 3:48 PM (EST)</p>	<p>Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace</p>

	developing online courses to provide more schedule flexibility for students, and figuring out ways to better advertise the Sustainability Studies program offerings throughout Indiana.		
CLAS - WOM - Women's and Gender Studies BA	We will continue the assessment plan we began last year, assessing more of our core courses (WGS W100 and WGS W402, along with WGS W360).	11/04/2018 3:57 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
CLAS Gen Studies BGS	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 significantly 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.	11/27/2018 5:03 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
CLAS-MATH-Mathematics BS	The department of mathematical sciences strives 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. In particular, data indicate that students are not well prepared going into the Calculus series courses and as a result struggle with the concepts and techniques of calculus, the most debilitating factor observed over the last few years has been weak algebra skills. The department is devising ways to remediate poor algebra skills and provide students the support they need in order to be successful in these courses. The department has established clear guidelines for assessing the upper level required mathematics courses. Some of the data indicate that students have difficulties going from lower level math courses to upper level math courses as the transition to proof writing and abstract reasoning is more prevalent in the upper level math	10/15/2018 11:41 AM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace

	<p>courses. The department is considering ways to support our students in this transition. Most upper level math courses are currently offered every other year; such practice greatly affects graduation rates and students that are transferring into the program. The department will attempt to increase the offerings in an effort to help students graduate in a timely fashion. Moreover, students that under perform in such a course or students that have to take a semester off for personal reasons will no longer be deeply affected by the every other year offerings.</p>		
<p>CLAS-PSYCH-Certificate Behavior Management</p>	<p>This year, the psychology department began assessment of the Behavior Modification Certificate by developing the mission, goals, and student learning objectives (SLOs). We assessed a portion of these SLOs by investigating the hands-on, professionally based activities of one class. The semester project in the P430, Behavior Modification, class engages students in developing a functional assessment using specific theoretical and applied goals of behavior analysis. The project is highly practical and applied, and is the kind of activity students would be asked to do in a professional setting. All six students in the class achieved the goals of identifying the behaviors to change, applying theories to develop a systematic way to change that problematic behavior (SLO 1 and 2), and writing a cohesive paper to explain their training procedure (SLO 3). In the class, students also directly apply behavior analytical approaches through a Flash Card Studying Assignment (called SAMEDS) in which they use behavior analytical tools to measure their own behavior (SLO 6) and report on those measurements in graphic form (SLO 8). Five of the six students meet these SLOs by completing the assignment and accurately graphing their learning curves (celeration charts).</p>	<p>10/12/2018 12:07 PM (EST)</p>	<p>Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace</p>
<p>CLAS-SUST-Grad, Certificate-Strategic Sustainability Leadership</p>	<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>Sustainability Studies students have led presentations for area organizations and the campus on the Natural step and Energy Star reports, completed projects in the areas of urban agriculture and community supported agriculture, done internships in the areas of solar energy, evaluated the benefits/costs for organizations to adopt sustainability initiatives, and participated in study abroad courses in Costa Rica and Europe. The variety of experiences in courses and through the sustainability capstone course ensures that all graduates 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>	<p>10/21/2018 5:30 PM (EST)</p>	<p>Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace</p>

DCHS - Bachelors in Clinical Laboratory Science	<p>The Division of Clinical Laboratory science is within its first year of operations and has examined the student outcomes for courses in which our current cohort of students has participated. Students in this cohort have met or exceeded our assessment goals for this period. Longer term assessment of the program cannot be addressed at this time.</p>	10/22/2018 10:48 AM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
DCHS - Dental Hygiene BS	<p>(As copied from our Assessment plan document) Program outcomes/competencies are based on the program's core goals and objectives. These competencies are achieved through carefully sequenced courses and learning experiences that use the dental hygiene treatment model as the framework for understanding and applying of dental hygiene theory and practice. The dental hygiene curriculum includes four content areas: general education, biomedical sciences, dental sciences, and dental hygiene science (Appendix 3). The courses in general education, taken in the two years of study, provide the prerequisite background for components of the curriculum which prepare the students to communicate effectively, assume responsibility for individual oral health counseling, and participate in community health programs. Biomedical science courses are sequenced throughout the four years and provide a background for dental and dental hygiene sciences. The courses in dental science are taken during the two years of professional study and provide the student with knowledge of oral health and disease as a basis for assuming responsibility for assessing patient preventive needs, developing patient counseling programs, and providing prescribed patient care. Dental hygiene sciences are in the two years of professional study. These courses are designed to prepare the student to assess, plan, implement and evaluate dental hygiene services as a member of the dental health care team. With the dental hygiene treatment model as a framework, students approach patient treatment, as a process in which treatment decisions are based on individualized patient needs, using a systematic approach. Students learn how to assess the patient's oral health; to use assessment data to determine and develop individualized and appropriate treatment; to implement the treatment using the plan, and finally to evaluate the effectiveness of the plan at various points in the treatment. The course work in the curriculum is provided through a mix of lectures, laboratories, and clinical experiences. This blend of methodologies allows students to learn and apply the theoretical basis for practice first in the laboratory environment, then clinical. Program assessment occurs throughout the curriculum. Tools used to assess student outcomes include evaluation of writing portfolios, exam, quiz and homework results, patient treatment grades, and skill assessments. Tools used to assess program effectiveness and outcomes include chart audits, clinical and lecture course reports, patient satisfaction surveys, results of national, regional, and state licensing exams, results of national accreditation reports, alumni surveys, graduate exit surveys, and graduate employment surveys. Assessment results are shared with many parties (Advisory Board, faculty, students, college, and campus) to enhance the learning outcomes. Feedback to students enables them to participate in remediation or enrichment efforts. Feedback to instructors enables the faculty member to suggest and/or provide proper remediation to individual students. Collective feedback about student achievement from annual external reviews (national, regional, and state boards) suggests program strengths and weakness, and therefore needed program modifications.</p> <p>The assessment plan includes the following:</p> <ol style="list-style-type: none"> 1. Flows from the institution's Mission and Program's Mission 	10/16/2018 11:14 AM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace

	<ol style="list-style-type: none"> 2. The plan has conceptual framework 3. The faculty have responsibility for design and implementation 4. The plan has Institution-wide support 5. The plan uses multiple measurements 6. The plan provides feedback to students as well as the institution 7. The plan is cost effective 8. The plan does not restrict access, equity, or diversity 9. The plan should provide a basis for program improvement 		
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.</p> <p>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 • Alumni surveys 	10/23/2018 5:32 AM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
DCHS - Medical Imaging Tech BS	<p>The BSMIT program is 100% online through the online consortium between IUK, IUPUI, IUN, and IUSB. Students can either complete a clinical practicum with the online, didactic courses, or an internship at their place of employment with the online courses. All the modalities are put together in the 400-level courses to give students an advanced overview of physics and procedures in all the modalities.</p>	10/11/2018 5:21 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18

			Workspace: Detailed Assessment Report Workspace
DCHS - Nursing BSN	<ol style="list-style-type: none"> 1. Review of IU, IUSB, IU CHS, IU SON mission statements 2. SON mission and goals updated and approved by faculty 3. Two student representatives added this year 4. Review and updated MSN with BSN SEP. 5. Assessment data added to Taskstream 6. Distribution, collation, analysis and reporting of data from: <ol style="list-style-type: none"> a. Employer surveys (N=4 all positive) b. Alumni surveys (met benchmark in each area, qualitative data very positive) c. Exit surveys (Sample sizes too small, coordinate with Alumni office) d. MSN exit (N=1 with good qualitative data). e. MSN alumni surveys (N=3 too small sample, but will keep in mind standardized patients if/when program becomes financially able). f. MSN employer surveys (N=3 too small to make programmatic changes). g. BSN Alumni surveys (2017, N=7 too small to make programmatic changes. 2018, N=31 with good feedback). h. BSN exit surveys (N=7 with excellent findings) <ol style="list-style-type: none"> i. Clinical site surveys throughout the school year (met benchmarks, qualitative data largely positive with some complaints about peds and OB staff) j. ExamSoft end of curriculum NCLEX client needs (Explore data) k. Preceptor surveys (met benchmarks in all areas, positive comments) l. NCLEX pass rates (97.4%) m. ATI predictor scores (April 2018, scores (72.1%) slightly above previous semesters and just above the National average). n. RN to BSN assessment data (shared with B. Keith, RN to BSN director). All areas close to mean of IU east and IU Kokomo, several are just below. o. Terminated contract with EBI (Skyfactor) for BSN assessment data (too lengthy and too expensive). Replace with committee created Qualtrix surveys (exit, alumni, employer) p. Qualtrics surveys reviewed for MSN and BSN. (Good qualitative data obtained, no changes needed). Shared with faculty and GFC. q. CNA reported stakeholder meeting from March 2018 7. Decisions: <ol style="list-style-type: none"> a. Initiate Mountain measurement from NCSBN for detailed report about graduate test data. (April 2017 minutes) b. Administrative assistance obtained, collated and reported assessment data. Faculty activity table created and submitted to Interim Dean Clark and Interim Assistant Dean Dobrzykowski. No change to FTE. c. Faculty activity table to be completed with DMAI yearly. d. Typhon tracking data for MSN posted in H drive. Check ability to use Typhon for BSN data. e. Access graduates for exit surveys via the alumni office. 8. May meeting: 	10/26/2018 9:24 AM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace

	<ul style="list-style-type: none"> a. Review ExamSoft end of curriculum b. NCLEX May2018 c. Report progression and graduation rates for 2017-2018 graduating classes d. End of year report of assessment findings e. Discuss implementation of Typhon f. Discuss process for sending surveys g. Discuss new student representative for 2018-2019 <p>9.</p> <p>Ongoing projects/Goals for 2017-2018</p> <ul style="list-style-type: none"> 10. Initiate Typhon survey for BSN 11. CNA summarize faculty annual reports (per CCNE requirement) 12. CNA to report stakeholder meeting 13. Assist Curriculum Committee with new curriculum 14. Implementation of course evaluations for students and faculty 15. <p>a.</p>		
<p>DCHS - Nursing MSN</p>	<p>The School of Nursing MSN program uses student evaluations, Alumni Surveys, exit surveys and student learnings outcome evaluations by preceptor, faculty and student to demonstrate successful program outcomes.</p> <p>These means are evaluated by the assessment committee to ensure a quality education for our students.</p> <p>Survey and learning outcome evaluations for this measurement cycle have surpassed the expectations of the nursing program</p>	<p>10/12/2018 11:04 AM (EST)</p>	<p>Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace</p>
<p>DCHS - Radiography AS</p>	<p>When looking at the 2017-2018 year's assessment plan and findings, our department will assess our progress in how students are communicating with diverse populations in the clinical setting. We now have a radiography lab in Riverside Hall where the clinical coordinator will monitor a student's progress with communication. Students must practice communication before, during, and after the exam. The clinical coordinator will continually ask questions and present scenarios to the students so they can learn how to effectively communicate.</p>	<p>10/11/2018 12:07 PM (EST)</p>	<p>Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace:</p>

			Detailed Assessment Report Workspace
DCHS - Sport and Exercise Science	<p>The Sports 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-Sports 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 competency 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"> • Certification Exam Pass Rates • Student Portfolio Work • Graduate Exit Surveys • Alumni Surveys 	10/23/2018 5:36 AM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
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, with an emphasis on one on one contact . These efforts were successful in that 66% of the students were actively engaged with the office. The academic performance of this group was strong with 68% of the 73 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 3.27 vs 2.45. The challenge remains to actively engage a higher number of the first year students. The first year students also completed a 9-item survey assessing their opinion as to their adjustment to college, disability self-awareness and advocacy, and disability management. 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>	10/25/2018 4:10 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace

Financial Aid	<p>Since 2013, the department 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 state aid renewed at the same level 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 five years, assessment results have supported the continuation of efforts and the utilization of institutional aid to fund this initiative. (See Findings and Annual Reports.) Findings on student persistence to degree and on 4-year and 5-year graduation rates for the first student cohort targeted (the Fall 2013 cohort) are positive and encouraging. As of the close of year five of the program, 39% of the 21st Century Scholar On-Track participants have graduated or are still enrolled and progressing to degree. 53% of the O'Bannon On-Track participants have graduated or are still enrolled and progressing to degree. The improvement in persistence for this particular population since the implementation of the On-Track strategy indicates that we also will see improvement in the 6-year graduation rates for this group.</p>	11/06/2018 3:56 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
LS - Library Services - Schurz Library	<p>Mission: 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 IU South Bend libraries assessment work directly reflects the library's mission and strategic plan. The 2014-2017 Library Strategic plan focused on three areas:</p> <ol style="list-style-type: none"> 1. Discoverability: students and faculty have easy access to all of our resources and services 2. Evaluation of resources and resource allocation: Build, assess and preserve quality collections that support existing and emerging programs 3. Outreach and marketing effectiveness: Increase faculty and student awareness of resources and services. 	11/06/2018 11:40 AM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
Office of Housing and Student Life	<p>The Office of Housing and Student Life is engaged in assessment by administering surveys to students as well as analyzing data trends to seek student attitudes and behaviors about student engagement. We administer surveys to our campus housing students to see what factors are important to them when it comes to choosing to live on campus. Our data shows that students top three factors that create a positive connection our the privacy of rooms, dining dollars, and the community to connect. The two major factors that students have identified as barriers to living on campus is the price of housing and wanting to live in a more independent living environment. The Office also tracks student engagement trends though TitanAtlas.IUSB.edu to see who is involved on campus as well as to track events on campus. The goal is to see more user involvement and more events registered each year on TitanAtlas.</p>	10/26/2018 5:39 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace

Office of International Student Services	<p>The Office of International Student Services continues to develop training and informational materials, together with assessment tools, deploying a variety of media. We have used our assessment work both as a goad to further innovation as well as a means to track its effectiveness.</p> <p>Each semester, as we move through the hiring and training process for student professionals and welcome international students to campus with a mandatory orientation session, we are afforded the opportunity to revisit our materials and assessment strategies.</p>	10/15/2018 12:15 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
Q110	<p>Q110 was completely revised in 2015-16 and the new version of the course was first offered in fall of 2017. As part of the revision, the assessment method was changed to a reflective essay question on the required final. This question focused on student's evaluating skills and addressed student learning objectives #8, 9, and 10. The question was graded using a rubric.</p>	11/09/2018 10:19 AM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
Registrar	<p>We looked at two main areas - walk in traffic and phone calls. 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. In future years, we want to expand to specific hours of the day, checking how many calls come in and how many are answered. We can also use this to identify the times in which we have the largest amount of calls.</p>	10/25/2018 2:39 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
RSA - FA - Fine Arts Dept	<p>The Fine Arts Department values assessment as an integral component of teaching and learning. All students must pass through a review of their arts course work toward graduation. The faculty use this review to evaluate both student learning and teaching. All students present a comprehensive portfolio and discussion of their work. It is evaluated through a specific rubric of tasks and accomplishments. Through this process, students demonstrate their unique abilities and their progress toward degree attainment. This review process is an important component of the curriculum.</p>	10/24/2018 2:11 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment

			Report Workspace
RSA - MUS - Music BA	The music department is using student data to make program improvements. Many of the program improvements the music department is engaged in are ongoing. A priority is being placed on completing the revamp and improvement of the audition, jury, upper-divisional, and senior recital rubrics and processes.	10/26/2018 2:06 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
RSA - MUS - Music BM	The music department is using student data to make program improvements. Many of the program improvements the music department is engaged in are ongoing. A priority is being placed on completing the revamp and improvement of the audition, jury, upper-divisional, and senior recital rubrics and processes.	10/26/2018 2:05 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
RSA - MUS - Music Education BME	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.	10/26/2018 2:10 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
RSA - NEW MED - Integrated New Media Studies BFA	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.	11/08/2018 3:34 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace:

			Detailed Assessment Report Workspace
<p>RSA - THEA - Theatre BA, BFA</p>	<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> <p>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).</p> <p>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.</p>	<p>11/14/2018 9:32 AM (EST)</p>	<p>Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace</p>

	<p>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 2018-2019 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.</p> <p>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.</p>		
RSA -COM - RSA Communication Studies	<p>The new BA curriculum launched in August 2017, and the department is currently in transition from the old curriculum to the new curriculum. The department has been working on creating an assessment plan that is more strategic and reflects a clear vision of the departmental mission and goals. It is also the interest of the department that the improved assessment plan can provide an effective review of the performance and outcome of the departmental work. In addition, the department needs to work on the assessment plan for the graduate program that is in its third year.</p>	11/07/2018 11:41 AM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
SOE - SPED - Special Ed with a Major in Special Ed MAT	<p>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.</p>	11/14/2018 2:37 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 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.	11/14/2018 2:32 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
SOE - CHS - Counseling and Human Services Dept	CHS engages in continuous assessments of its field placement sites and site supervisors (twice per school year). We also are continuously assessing our students and their counselor competencies in their content courses as well as field placement work.	10/29/2018 3:15 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
SOE - EDLD - Educational Leadership Dept	<p>#1: The Indiana CORE Assessments for Educator Licensure, specifically the (39) Building Level Administrator Assessment, are developed and administered by the Evaluation Systems group of Pearson and are aligned with the REPA Indiana Educator Standards. All ED Lead candidates graduating from the Master's Degree program offered through IU South Bend's School of Education must take and pass this assessment in order to receive licensure as a Building Level Administrator. Based on national expectations, 80% of our candidates will pass the P-12 licensure examination.</p> <p>#2: Related to ways in which candidates promote school culture, three case studies exploring various aspects of school leadership - including leadership styles, school governance, and organizational processes and techniques - provide each candidate with working knowledge necessary to reach an acceptable ranking on the performance indicators found within the Case Study Rubric. Based on our expectations, 95% of our candidates will pass the case study work.</p>	06/30/2018 3:12 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 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	11/14/2018 2:39 PM (EST)	Area: 2017/2018 Assessment Cycle:

	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.		Annual Report 17/18 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.	11/14/2018 2:44 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
Student Conduct	The Office of Student Conduct assessing students upon entry and exit of interactions with our office. We look holistically at the student and assess learning as a result of interactions with our professional staff.	10/29/2018 10:03 AM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 Workspace: Detailed Assessment Report Workspace
Student Counseling Center	Internal data management, outreach, and intake systems enhanced internal procedures, but also reached out to further promote collaboration with community partners to ensure that SCC goals and objectives best served the IU South Bend Student with integrated and meaningful support both on and off campus.	10/29/2018 12:30 PM (EST)	Area: 2017/2018 Assessment Cycle: Annual Report 17/18 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	11/09/2018 11:55 AM	Area: 2017/2018

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.

(EST)

Assessment
Cycle:
Annual
Report
17/18
Workspace:
Detailed
Assessment
Report
Workspace