

Instructions for Annual Program Assessment Fall 2011 Report

Key Information

1. Please note the following important changes that take effect for this Fall 2011 assessment cycle, in greater detail below:
 - a. The scoring rubric for programmatic assessment has been updated to reflect best practices and raised expectations for programmatic assessment by the Faculty Senate Academic Assessment Committee and the Office of Institutional Research (OIRA), and the recent inclusion of specific, yearly feedback from OIRA.
 - b. Timely collection of and submission of data to OIRA, as well as submission of the programmatic reports is now an expectation for continuous, sustainable and organic assessment practices on this campus.
 - c. The Faculty Senate Academic Assessment Committee is now requiring curriculum maps to be on file for all programs submitting full reports. For Fall 2011, this includes all programs currently on annual and biennial cycles.
 - d. OIRA continues to provide resources and consultations at every step in the assessment cycle, and encourages all programs in developing and established stages of programmatic assessment to meet with the Assessment Specialist at least once per year to discuss OIRA feedback and improvements or changes to program goals, student learning outcomes, assessment measures and tools, and closing the feedback loop.
2. **The report due date this year is Friday, November 25, 2011.**
3. Submit reports electronically to Ron Severtis (rseverti@ius.edu) as email attachments in Excel and/or Word format. Please attach each report section as a separate file (preferred).
4. If you have questions or need assistance, please contact Ronald Severtis (x2148, rseverti@ius.edu) or Tanlee Wasson (x2293, tawasson@ius.edu).

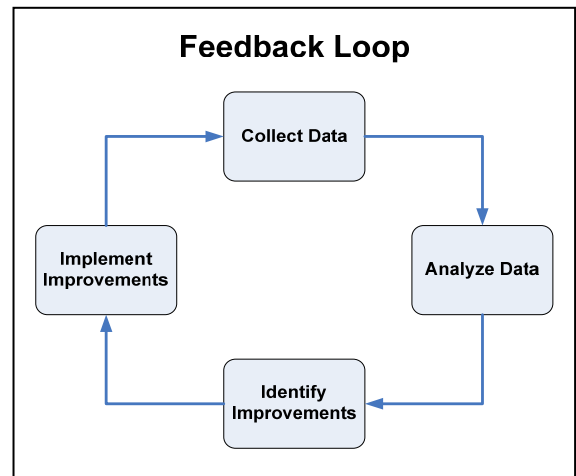
Report Instructions

Fall 2011 reports for Annual programs will consist of 4 sections:

1. **Website Summary.** This summary (formerly titled Summary Paragraph) of the program's assessment work will be placed on the IU Southeast Assessment of Student Learning web site. This section contains any program assessment information you wish to share with other programs, universities, or the public. It can be of any length desired, and often contains program statistics, recent changes to a program's assessment components, or recent successes in assessment. This summary should be a source of pride for programs, touting widespread changes to their assessment, progress made, evidence of student learning, and/or program goals. Programs may type this into their email submission or attach in Word.
2. **Fall 2011 Update to Program Assessment Plan.** This grid serves as the "template" for assessment by program and care should be taken to keep this as accurate as possible. Within the attached Excel grid, programs should note any changes or inaccuracies in a different font color. Please be sure to note comments listed on the right side of the grid that indicate issues or problems with the latest assessment plan on file. If changes to the program assessment grid were made, programs should list and/or explain any changes that were made in a Word document.
3. **Curriculum Map.** Programs must submit a curriculum map (see attachment from Fall 2010 OIRA Feedback for a template) in Excel or in a Word table that consists of at least 2 sections: 1) maps all required/core courses with Program Goals and 2) maps all required/core courses with Student Learning Outcomes (SLOs). Note that advanced mapping techniques also map all elective courses within and without the major, and programs submitting this advanced practice will score in the Exemplary section of the scoring grid.

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4. **Feedback Loop Discussion.** The purpose of this section/discussion is to demonstrate that a feedback loop is functioning within your program, that it is focused on student learning, and that it is being used to effectively identify and implement student learning improvements. This consists of 2 sections:
- a. Respond to all items contained in the OIRA feedback from the previous year (attached). Programs should either indicate how they have incorporated *each* feedback item into their assessment, how they plan to incorporate and when desired results will be completed, and/or why the program will not incorporate or have not incorporated each feedback item. Programs need not adopt any or all of the best practice feedback; however, they *should* include thoughtful and reasoned explanations why these best practices will not be adopted. Often, Fall 2010 OIRA feedback centered on issues with report accuracy (such as discrepancies between success criteria scales and program assessment forms). In these cases, programs should either state that and how discrepancies were reconciled (and have noted it within their assessment grid, if applicable), or list the changes made to reconcile the issues.
 - b. Please discuss the process and functioning of the feedback loop (see diagram) within your program for the previous year, including:
 - i. Improvements that were implemented during the previous year, in assessment and in curriculum (since curriculum change will always drive some change in assessment process or content). These improvements should also be listed in item 2b above; however in this Feedback Loop discussion, the impact the improvements have made or are intended to make should be noted.
 - ii. The results from summarizing the programmatic data. What was seen in the data from Summer 2010 through Spring 2011 that is important for programmatic assessment?
 - iii. How these results were used and interpreted by faculty. Was assessment discussed at a faculty retreat? What percentage of faculty attended? Were adjunct faculty invited and did they attend? Are these results revisited over the year? Perhaps through emails? Summarize topics, discussions, and conclusions. OIRA feedback from Fall 2010 included a brief page of potential topics of discussion for faculty retreats and meetings. Programs should use those best practices as guides, utilizing the topics and questions most fitting for their needs as a program and in their stage of assessment development.
 - iv. Improvement initiatives that were identified from using these results. What changes are driven from these results? Curriculum-based changes such as course revisions, course sequence and degree hours? Adding at least one direct measure to SLOs? Adding second measures to SLOs? Revising program goals? Using OIRA resources to make assessment more efficient? Adding new measures? Process changes such as program admission and assessment procedures?



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Activities and Considerations for the Fall 2011 Program Assessment Report

1. OIRA focus is to ensure accuracy of programmatic assessment. We have taken considerable time this summer to update each program's most recent assessment plan grid (in Excel). As such, rubric scoring of assessment reports now includes a Data component that helps to measure the accuracy of program-derived Goals, Student Learning Outcomes (SLOs), assessment tools, success criteria and assessment data use. Much OIRA feedback this past year centered on reconciling website- and Bulletin-program goals and SLOs with program assessment plans; matching success criteria on assessment plans, forms and summary reports; and providing time-saving options to programs (such as pre-slugging assessment forms with student ID to ensure accurate data scans and reducing data cleaning times).
2. Many programs that are just starting out in using proper assessment techniques can be overwhelmed with the thought of assessment. Additionally, programs that are "old hats" at assessment often can find that injecting new tools and techniques into their assessment can produce significant and important change. In an effort to find better ways to assess Student Learning Outcomes (SLOs), and to help programs just starting sustainable and organic assessment, the IU Southeast Faculty Senate Academic Assessment Committee is now requiring programs to submit Curriculum Maps with their full reports (current Annual and Biennial programs for Fall 2011). Attached to your report instructions you will find a brief introduction to how curriculum maps can help programmatic assessment and how they can be constructed. As always, programs are welcome to meet with Assessment Specialist Ron Severtis for further clarification. Complete curriculum maps match courses with both Program Goals and SLOs. They include all required program courses, while more advanced maps include elective courses as well, both within and without the major. Over the past year, programs that are already using or have recently adopted curriculum mapping have made substantive gains in tracking student learning and revising program goals and SLOs and, in some cases, have altered their curriculum based on the results.
3. Common, shared language can help clarify program expectations for not only students, but for OIRA, peer institutions, and academic officials. One part of best practice in assessment is to create active-voice, specific Student Learning Outcomes (SLOs) for programmatic assessment. All OIRA feedback from Fall 2010 included an attachment that includes a discussion on Bloom's Taxonomy and writing successful SLOs (and program goals). Programs at all stages of assessment were encouraged to revisit their language to adopt best practices. As such, the scoring rubric for categories "Goals" and "Outcomes" were revised to include these expectations.

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Recent Changes to the Assessment Report Instructions & Resources

- 1) **Scoring rubric:** The scoring rubric that guides placement of programs on annual, biennial or triennial assessment cycles has been revised to reflect best practices, raised expectations for programmatic assessment by the Faculty Senate Academic Assessment Committee and the Office of Institutional Research (OIRA), and the recent inclusion of specific, yearly feedback from OIRA. The new scoring grid is attached. The old grid is available upon request.
- **Triennial Programs** have well-established assessment systems and are seen as exemplary models for the campus. The purpose of the triennial assessment is to monitor progress, offer guidance as needed, and suggest advanced ways in which programs can tighten and improve an established assessment program. Scores range from 19-25 (former range was 19-24).
 - **Biennial Programs** are transitioning from developing to established assessment systems. These programs are generally assessing student learning well, but fall short in a number of best practice areas. Additional guidance from OIRA is seen as necessary to better establish solid assessment practices. Scores range from 16 to 18 (former range was 17 to 18).
 - **Annual Programs** are continuing to develop their assessment plans, but significant gaps remain. OIRA recommends that these programs meet with the Assessment Coordinator at least once per semester to identify areas of improvement and to provide guidance in how to improve their assessment and reach biennial or triennial status. Scores do not exceed 15 (former range was 0 to 16).
 - “Location of Raw Data” is now scored 0 or 1 rather than 0 or 4.
 - “Outcomes/Objectives” is now simply “Outcomes” to maintain a shared language across programs and to further differentiate outcomes (often described as Student Learning Outcomes, or SLOs) from program goals.
 - “Data and Success Criteria”- This is a new category, a combination of the former “How Measured & Measurement Tools” and “Success Criteria” categories for scoring. This new category takes into account the accuracy of the program assessment plan grid (attached to assessment report instructions), including any changes to or updates of data, success criteria, and measurement tools. This is merely a way to measure accuracy of programmatic assessment grids, which allows OIRA to provide accurate data summaries, properly match data to assessment plans, and provide valuable, directed feedback to programs regarding improvement of programmatic assessment. Two-way and regular communication between assessment professionals and faculty is an essential component of continuous, growth-oriented campus assessment. Accuracy of assessment plans is just one facet of this idea.
 - Collection of data and timely submission to OIRA (now within the new “Data and Success Criteria” category) maintains that sustainable, continuous and organic assessment requires collection of all programmatic data and submission to OIRA for processing. All programs are on Summer-Fall-Spring data cycles, meaning all data should be submitted by the end of the Spring semester. Failure to do so stunts continuous improvement growth. Data submitted more than 14 days after Spring semester grades are due will not be included in OIRA data summary reports to programs. This is necessary for a number of reasons, not the least of which is that continuous and timely assessment reporting is an indicator to accreditation agencies, academic officials, peers at this and other institutions, and students and parents that student learning is top priority among faculty and that care is taken to ensure that IU Southeast is at the forefront of proactive assessment.
 - “Continuous Improvement”- This is a new category measured by response to OIRA feedback. As OIRA feedback has now improved from vague and generic language to specific, program-targeted best practice suggestions, programs now have multiple opportunities to show continuous improvement. Programs need not follow OIRA advice for programmatic

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improvement; however, these programs should provide thoughtful reasoning as to why these best practice changes are not utilized in their assessment reports or updates. As such, programs are still required to respond to all OIRA feedback (attached to assessment report instructions and enumerated for ease of response) on an annual basis. Scoring for this new item range from 0-4, indicating both percentage of items responded to and the quality of the response relative to best practices and program reasoning.

- Curriculum map submission- In 2010-2011, the Faculty Senate Academic Assessment Committee voted to include a new section in the programmatic assessment report that requires programs to include updates in their efforts at Curriculum Mapping. As such, OIRA feedback from Fall 2010 reports included suggestions for programs to begin mapping programmatic goals and Student Learning Outcomes (SLOs) to their courses. In addition, a Curriculum Map template was attached to OIRA feedback for programs to use as they begin and/or update their current curriculum maps, a standard best practice that can provide insight as to gaps in the curriculum; identify where content is introduced, reinforced, and mastered; and provide students with explicit connections across courses. In addition, maps can provide the added benefit of suggesting assessment at *multiple* times in a student's career. By completing this, the program can see how their additional core courses address program learning goals and SLOs, which can often prompt curricular changes and better focus the major requirements. Programs submitting full reports (for this year, either annual or biennial cycles) are now required to submit a curriculum map (with all required courses, program goals and SLOs) and update it yearly. Advanced mapping techniques, and the exemplary standard, is to also map all elective courses within and without the major. Programs currently on triennial cycles should begin mapping their curriculum for submission in Fall 2012. Curriculum mapping is often an initial indicator that program curriculum is centered on student learning and forms the basis for multiple continuous improvement efforts.
- Timely submission of reports- Evidence of sustainable, continuous and organic feedback includes the timely submission of programmatic assessment reports to OIRA. Extensions are still granted; however, the program must receive feedback in time to disseminate information to colleagues and make any necessary substantive changes to assessment. Continuous and timely assessment reporting is an indicator that student learning is top priority among faculty and that care is taken to ensure that IU Southeast is at the forefront of proactive assessment.

2) Resources:

- OIRA believes that assessment does not occur in a vacuum. Our duty is to assist programs with development, implementation, operation and maintenance of their assessment. This requires us to be experts in assessment practices and, thus, become valuable resources to program coordinators regarding programmatic assessment. Over the past year, our office has met with nearly 40% of programs, offering advice, assistance, resources, best practices, and consultations to make programmatic assessment the least burdensome and most efficient that it can possibly be. We encourage all programs to meet at least once yearly, and more often for those programs in developing or transitional assessment stages, to ensure more robust assessment. In addition, we encourage all program coordinators who are new to their programmatic assessment service to schedule a one-hour meeting with OIRA to discuss the assessment process in general and provide them with some necessary resources for their new roles. They are encouraged to also meet with the outgoing (when possible) or former assessment coordinator for detailed, program-specific processes and procedures. Lastly, sometimes making sense of the data summaries, or wondering "What does this mean for programmatic assessment?" can be difficult for programs to resolve. Programs wishing to make their assessment more robust in this way should meet with OIRA. Please contact Ron Severtis at ext.2148 or rseverti@ius.edu for all assessment needs.