

# Instructions for Annual Program Assessment Report Fall 2008 Report

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## Key Information:

1. **The report due date this year is 11/24/2008.** If your program cannot submit its report by this date, please contact Larry Miles in the Office of Institutional research and Assessment (OIRA) to let him know when you will be able to submit your report.
2. Submit reports electronically to Larry Miles ([larmiles@ius.edu](mailto:larmiles@ius.edu)) as Excel and/or Word files email attachments. Please attach each report section as a separate file (preferred).
3. There are a few additional activities and considerations in preparing this year's report (see below). Please include them as part of your assessment reporting activities.
4. If you have questions or need assistance, please contact Larry Miles (2148, [larmiles@ius.edu](mailto:larmiles@ius.edu)).

## Additional Activities and Considerations for the Fall 2008 Program Assessment Report:

### **These are critical activities as we prepare for the Spring 2010 accreditation team visit.**

1. Student learning goals are listed in both the Program Assessment Plan (section 5 of the report) and the IU Southeast Bulletin. The 2009-2011 bulletin update is currently in process. Please make these two sets of student learning goals consistent with each other.
2. The purpose of academic program assessment is to assure that candidates for graduation actually possess the knowledge and skills expected by the faculty. Please verify that your assessment plan covers the scope of knowledge and skills expected, and note this discussion and your conclusions in your report. Also, verify that your program improvement plan includes initiatives to improve student attainment of these knowledge and skills.
3. An effective assessment plan is one that successfully identifies areas for improvement. Please be sure that the outcome measures and success criteria stated in your assessment plan truly reflect the faculty's knowledge and skill standards for graduation candidates.
4. Please consider the assessment report feedback received from last year's report in the changes you make to the sections in this year's report. Please note consideration of these items in your report.

## Fall 2008 Program Assessment Report consists of six (6) sections:

1. **Summary Paragraph.** This summary of the program's assessment work will be placed on the IU Southeast Assessment of Student Learning web site.
2. **Program Assessment Meeting Summary.** This section summarizes the assessment related topics and discussions from the program's assessment review and planning meeting.
3. **2007 – 2008 Program Improvement Plan Progress Report.** This progress report lists each improvement initiative from the 2007 – 2008 Program Improvement Plan along with a statement of progress to-date.
4. **2008 – 2009 Program Improvement Plan.** This plan lists the program improvement initiatives that the faculty agrees to undertake during the 2008 – 2009 academic year, including

any unfinished improvement initiatives from the 2007 – 2008 Program Improvement Plan (3 above).

5. **2008 – 2009 Program Assessment Plan.** This plan is an update of your 2007 – 2008 Program Assessment Plan, incorporating any changes to the program assessment goals, outcomes, techniques, etc.
6. **Data Collected and Used.** This section summarizes any departmental data used to help identify program improvements. This summary is only required for data that was used but not processed, stored, and summarized by OIRA.

More detailed descriptions and instructions for each section are provided below. A sample response taken from a report submitted by a program is included for each section. These examples are not intended to serve as a template, but rather to share an example of the type of response that is being requested.

### **Detailed Description and Instructions for Each Report Section.**

1. **Summary Paragraph.** The summary paragraph is a concise description of the program's assessment work. It will be placed on the IU Southeast Assessment of Student Learning web site. This short (approximately 300 words) description should discuss:
  - The previous year's (2007 - 2008) work in assessment, including improvements made and assessment results
  - How the previous year's work fits into the larger context of the program's student learning goals

**Example:** Summary Paragraph for the website from Political Science.

During the past three years, the political science faculty has been engaged in developing and implementing an assessment program. We developed three learning goals, with eight accompanying learning objectives. Based on the initial data received over the first couple of years, the political science faculty revised its program requirements, including expanding the number of sub-areas students had to take an upper-division course in, and revising the format of our research methods class. We also created Primary Trait Analyses for the research papers that are required for both our research methods and senior seminar courses. Some of these changes took effect in the fall of 2002, while others are ongoing in the spring of 2005. A base knowledge exam was devised during this process, and has been given to all of our students in our introductory American Government course (required for all majors) and then given again as a post-test to our senior seminar students. Students in our senior seminar were not performing up to par, and as a result, the faculty redoubled our efforts to shore up the areas we identified as weaknesses by putting extra stress on these topics in our classes in general. Weaker than expected performances on the primary trait analysis for our research methods class this past year has led the instructor of that class to revise the course content in order to meet the needs of these students identified through the primary trait analysis. We have also started offering our senior seminar every semester in order to accommodate our growing number of enrollments in that class.

2. **Program Assessment Meeting Summary.** The discussion of assessment results by faculty is a critical step in the assessment feedback loop. This section should contain the following information:

- A list of the program faculty who were present at the meeting,
- The date of the meeting(s)
- A brief description of the topics discussed in the meeting
- A brief description of the recommended changes in the assessment plan and the academic program.

**Note:** This would be a place to summarize discussion, conclusions, and actions related to the 4 activities listed on page 1.

**Example:** Excerpt from meeting summary for Mathematics:

The Upper-Level Mathematics Department met on August 25 to discuss assessment results provided by the Office of Institutional Research and Assessment. These reflected data collected by the Department in Spring of 2004. All four faculty in the Department were present: C. W. Baker, W. C. Lang, D. Shi and J. Woepfel.

In accordance with our assessment plan, final examinations in several courses were examined, to determine student performance in solving problems, accurate recall of definitions and statements of theorems, and proofs of theorems. Courses included MATH M215 (two sections of Calculus 1), M216 (Calculus 2), M391 (Introduction to Mathematical Reasoning) and M404 (Modern Algebra 2). Our assessment criteria were that 90% of the students would correctly answer 70% of the exam items (for each of the three types of problems).

The Department discussed the resulting numbers for problem-solving. For these classes, it was found that 32 of 55 students met the stated criterion for problem-solving. This was only 58% of the students; but these numbers reflect Calculus 1, which has a high DFW rate (Calculus is, unfortunately a gateway course for natural sciences major: many students take it who are unmotivated or unprepared). Above the level of Calculus 1, 82% of the students met the criterion for problem-solving, as did 8 of 9 mathematics majors. So the Department is not overly concerned about these numbers, although there was some discussion about possible ways of improving instruction of problem-solving

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The last component of the assessment plan to be discussed was the senior thesis, which is a one-credit-hour required course for BS Mathematics students. Three senior theses were written in the 2003-2004 academic year. Unfortunately, none of these met the departmental stated criteria for satisfactory work. The Department is very concerned about this. The Department discussed increasing the number of credit hours in the senior thesis course (M493) from one to two, so that students will put more time into their efforts. The Department decided that faculty will require students to write early drafts, to better help them produce satisfactory papers. Also, the Department discussed possible ways of strengthening student writing in mathematics prior to the senior thesis. This may include strengthening the writing component in math history and in geometries (two courses often taken by majors).

3. **2007 – 2008 Program Improvement Plan Progress Report.** This progress report may be either a separate document or an annotated copy (use a different color text or other technique to distinguish the annotations) of your 2007 – 2008 Program Improvement Plan. In either case, it should contain:

- A list of the improvement initiatives you submitted last year
- For each initiative, a statement of the progress made in implementing that initiative
- For each initiative completed, a statement as to the success of the improvement (i.e., did it achieve the results you expected).
- For each uncompleted initiative, a statement of next steps or disposition.

**Note:** Any uncompleted initiatives that are still in-process or planned, need to be added to the 2008 – 2009 Program Improvement Plan (see 4 below).

**Example:** Excerpt from program improvement plan progress report for psychology.

Goals from 2005-06:

1. Evaluate the success of our rubrics used in evaluating outcomes in written communication, oral communication, critical thinking, and information competency.
  - a. Rubrics for written communication, oral communication, information competency, and critical thinking were created and endorsed by the psychology faculty during a meeting held in September 2004.
  - b. Rubrics are used by all faculty members teaching the P250/P251 sequence as well as B452 beginning at the end of the fall semester, 2004.
  - c. This scoring has been placed onto scantron sheets and submitted to the Office of Institutional Research and Assessment for evaluation and analysis.
  - d. The psychology faculty members evaluate the success of these rubrics at our Assessment meetings.

**Completion Date and Outcome/Action Taken: Rubrics completed and successfully implemented as of spring, 2005. Continuing review of the rubrics will occur each fall during the annual assessment meeting.**

4. **2008 – 2009 Program Improvement Plan.** The Program Improvement Plan includes improvement initiatives identified through analysis of assessment results and faculty discussion of those results and the assessment program. The improvement initiatives included in the plan are the ones that the faculty commits to accomplish (or begin in the case of a multi-year initiative) during the current academic year, including any carryover initiatives from the 2007 – 2008 Program Improvement Plan (see 3 above).

Your program’s 2008 – 2009 Plan for Assessment Improvement should address both:

- Assessment program improvement activities (such as implementing a new assessment measure or instrument)
- Student learning improvement activities

In a new or developing assessment program, assessment program improvement activities will probably be the predominate type of initiative; whereas, in a mature assessment program student learning improvement activities will predominate.

The Program Improvement Plan should include the following information for each initiative:

- A short description of the initiative
- The purpose of this initiative
- Who will be leading the work on this initiative
- An estimated start date and completion date

Note: The Program Improvement Plan format and information content has changed from previous years.

Note: OIRA will provide support for assessment program and student learning improvement work. If you would like OIRA assistance, please contact Larry Miles.

**Example:** Example Format for Program Improvement Plan.

<b>Initiative</b>	<b>Purpose</b>	<b>Assigned Lead</b>	<b>Start / Completion</b>
<b>Assessment Program</b>			
1			
2			
<b>Student Learning</b>			
1			
2			

5. **2008 – 2009 Program Assessment Plan.** The Program Assessment Plan is the foundation document for an academic program’s program assessment work. This document may be:

- An update of your 2007 – 2008 Program Assessment Plan, incorporating any changes to the program assessment goals, outcomes, techniques, etc.
- A completely new or rewritten document for new programs or programs making major changes to their program assessment activities.

The program assessment plan may be developed/updated in either Word or Excel. OIRA provides each program with a copy of their 2007 – 2008 Program Assessment Plan and Program Assessment Plan templates in both Word and Excel.

**Example:** An excerpt from the assessment plan for Chemistry

Goals	Outcomes		How measured	Success Criteria	Measurement Tool	Location of Raw Data
1	Graduate chemistry majors will acquire substantive knowledge in the fundamental areas of chemistry					
	1.A	Students knowledge of specific areas of chemistry will be compared to national norms	At the end of C105/C106 (General), 341/342 (Organic), and 315/317/318 (Analytical), American Chemical Society tests will be administered to all students	60% of majors expected to score above 50th percentile, 30% expected to score above 70th percentile	American Chemical Society tests for each area	OIRA
2	Majors will have laboratory knowledge and hands-on skills to become self confident (defined as submitting lab report) and competent.					
	2.A	2.A.1 Students will be able to identify an unknown molecule using spectroscopic methods and design an experiment to synthesize a derivative	In Organic Lab assignment	90% successfully complete both tasks	Completion of the assignment	OIRA
...						
3	Chemistry graduates will be competitive when applying for work and/or admission to graduate/professional programs					
	3.A	Students will be successful when applying for employment in chemistry related positions	Percent of graduates who apply for work who are hired	100% are hired	Alumni survey. Direct communication with student. Paper or electronic copy will be stored.	OIRA

6. **Data Collected and Used.** If all of your program assessment data is processed, stored, and summarized by OIRA, this section only needs to contain a statement to that effect. If any departmentally processed, stored, and summarized assessment data is used, then please provide the following:
- An updated copy of the 2007 – 2008 Assessment Data Summary by Goal Report that was provided to you by OIRA
  - A list of the departmentally collected data that was used for assessment
  - A summary of the results

**Thank you for the work you do in assessment.**