

ANNUAL REPORT 2018-2019

Office of Assessment & Accreditation
Kelley Woods-Johnson, PhD





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OVERVIEW

The Office of Assessment & Accreditation provides support, guidance, and oversight for faculty and staff engagement in high-quality assessment and evaluation focused on continuous improvement. This is achieved in through:



Training & Coaching



Shared Governance



Facilitating Reporting



Campus Partnerships

The 2018-2019 academic year brought many changes to the office, including the hiring of a new Assessment & Accreditation Coordinator, Dr. Kelley Woods-Johnson, and a new Graduate Assistant, Ruthanne Ekwealor. Along with the members of the University Assessment Council, an assessment strategic plan was designed, new initiatives were introduced, and campus engagement in assessment grew significantly.

2018-2019 Assessment Council

Shelley Arvin*, Chair - Library
 Dr. Joe Harder* - SCOB
 Dr. Eric Hampton* - BCOE
 Malea Crosby* - BCOE Assessment
 Edie Wittenmyer* - COT
 Dr. Nathan Myers* - CAS
 Andreas Kummerow* - CHHS
 Dr. Denise Collins* - CGPS
 Dr. Brian Stone* - UCC
 Dr. Bailey Bridgewater - UCC Assessment

Dr. Greg Bierly* - Honors
 Laura Froelicher* - Honors Assessment
 Ellen Malito* - Student Affairs
 Jason Johnson - Student Success
 Dr. Chris Fischer - Associate Deans
 Dr. Dave Nichols - Faculty-at-Large
 Dr. Susan Powers - Academic Affairs
 Dr. Kelley Woods-Johnson*, OAA
 Ruthanne Ekwealor*, Graduate Student

*Also served as members of Assessment Leadership Team

INITIATIVES



Foundational Studies

Attended the HLC Assessing General Education workshop with a group of faculty and staff on behalf of University College Council. Returned with a plan to improve Foundational Studies assessment by setting a stepped cycle for review of learning outcomes, courses, syllabi, assignments, and student learning that fit the interests of the faculty and HLC criteria.

The plan was approved by the UCC in Spring 2019 for adoption in Fall 2019. Will co-lead workshops in Fall 2019 for involved faculty.

Co-Curricular Assessment

Collaborated with the Assistant to the VP of Student Affairs and the chair of Assessment Council to identify and meet with co-curricular unit heads, and presented a 5-part series of skill development workshops over the summer to build capacity among co-curricular faculty and staff.

All co-curricular units will identify their student learning outcomes by August 2019, and will assess at least one outcome in AY 19-20. This is especially exciting with the HLC's expanded interest in co-curricular outcomes.

Stronger Program Review

Led a group of associate deans in the creation of university-wide minimum standards for program review for non-specially accredited academic programs to address inconsistency in quality.

A one-page executive summary was added to the format to detail major findings, how they were shared, and how they will be used for program improvement.

Consolidated Reporting

Collaborated with Student Success to provide faculty training on use of the new annual report of student learning outcomes assessment and student success goal performance.

Ongoing efforts for AY 19-20 will streamline reporting further to include career readiness and remove perceived divisions between the three metrics of student achievement.

Training & Coaching

Collaborated with the FCTE to provide assessment sessions to New Faculty Orientation and host office hours, presented to individual departments, met one-on-one with nearly every department chair, and supplied updated assessment resources to the FCTE library and the assessment web page.

Technology Support

Investigated Assessment Management System software options to address strategic goal of improving data storage, integrity, and recall. Partnered with OIT to pilot test embedded assessments module. Working with Library to introduce artifact repository for AY 19-20.

Assessment Strategic Plan

The Assessment Council engaged in a SWOT analysis in Fall 2018 to produce a strategic plan and action steps enacted in Spring 2019. This short-term plan is meant to address assessment priorities prior to the HLC 2020 visit. The three strategic goals are:

- 1 Improve the integrity & accessibility of assessment processes & resulting data to enhance efficiency & quality of assessment practice.
- 2 Build assessment capacity & normalize practice among faculty & staff in academic & co-curricular units.
- 3 Advance our assessment story & sharing abilities to increase awareness, meaningfulness, and use of assessment findings.



Provost's Award

13 programs were eligible to self-nominate based upon their assessment report quality scores.

7 nominations were received.

Undergraduate Program Winner:
Physical Education - All Grades

Graduate Program Winner:
Guidance & Psychological Services,
School Psychology



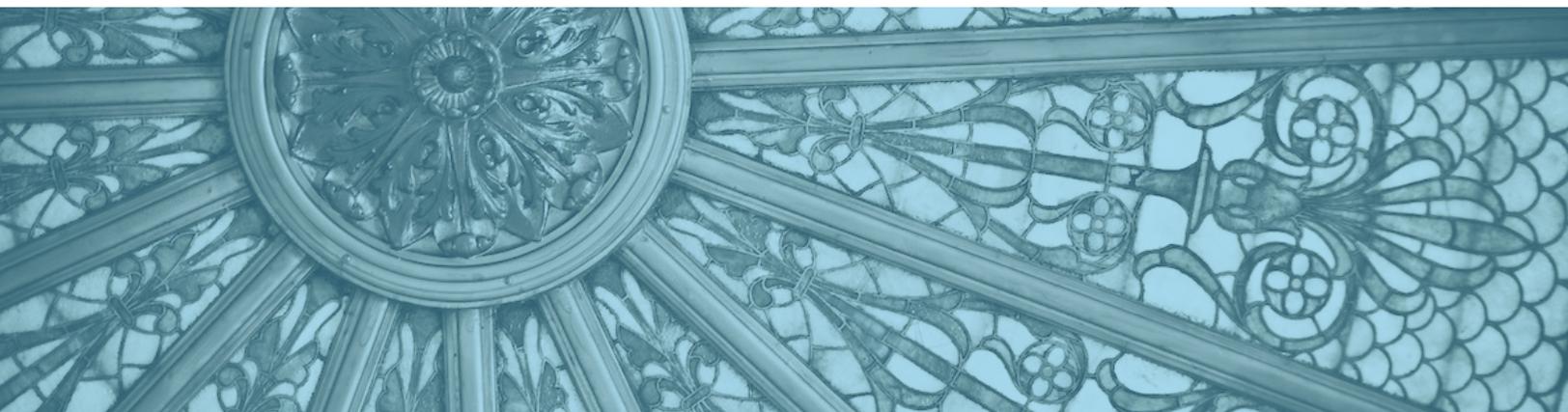
Assessment Grants

\$1495 in assessment grants awarded to the following programs:

Multidisciplinary Studies to support a gender studies speaker & researcher.

Languages, Literatures, & Linguistics to support longitudinal testing project.

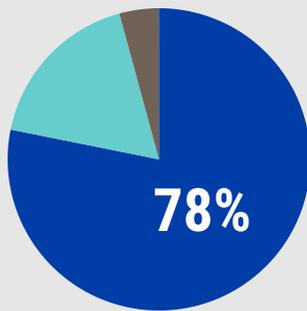
Doctor of Athletic Training to support CHSE certification for enhanced experiential learning assessment.



ASSESSMENT REPORTS

Student Outcomes Assessment & Success Reports (SOASRs) were evaluated by the staff of the Office of Assessment & Accreditation using a scoring rubric. Written feedback on strengths and areas for improvement of assessment practice were returned to report authors.

SOASR Participation



Submitted Report Excused* Did not Submit

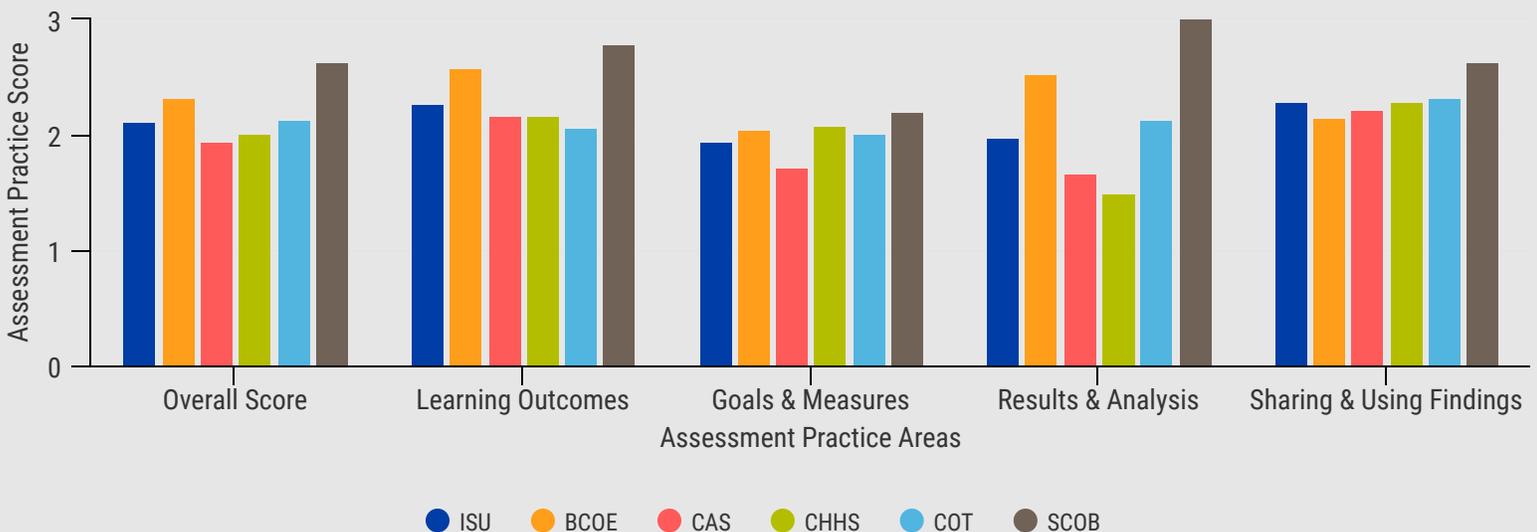
Only 6 programs did not submit a report or request to be excused, down from 38 last year.

*Some programs were excused for various reasons, the most common being redesign of assessment plans, first-year of program assessment practice for new or redesigned programs, and data loss during a chair or faculty change.

Assessment Practice Scores by Competency Area

The overall ISU report score was 2.12/3.00, meaning assessment practice is overall at the "mature" level. Our strongest overall competency area was "sharing & using findings," and our area for most improvement was "goals & measures."

0 = Undeveloped 1 = Developing 2 = Mature 3 = Exemplary



LOOKING AHEAD

Priorities for AY 2019-2020

- 1 Continue progress on the Assessment Strategic Plan to address issues with data integrity, planning, capacity, and shaping an engaged culture of assessment.
- 2 Maintain close relationship with the University College Council to support the success of the roll out of the the new assessment process.
- 3 Continue to address concerns regarding management and expectations of Career Readiness assessment, and work with Career Center to shape intended practice.
- 4 Provide ongoing training and support for Co-Curricular units to help find success in their first round of learning outcomes assessment and reporting.
- 5 Maintain the strong relationships built with faculty and staff, and identify areas for improving and growing new relationships to improve assessment capacity.
- 6 Focus on preparation and support for the upcoming Higher Learning Commission reaffirmation of accreditation visit.

