The Office of Assessment & Accreditation works collaboratively with the University Assessment Council to support, guide, and ensure faculty and staff engagement in high-quality assessment and evaluation focused on continuous improvement. This is achieved through shared governance, campus partnerships, training and coaching, and the facilitation and evaluation of regular assessment reporting.

The 2019-20 academic year began with a focus on stronger assessment processes in Foundational Studies and co-curricular units, connecting and reconnecting the processes of teaching and assessment through the Learning Connections Summit, and preparations for the upcoming Higher Learning Commission reaffirmation of accreditation. In early 2020, the focus quickly switched to supporting assessment activities in the context of the COVID-19 pandemic and the many changes it brought to teaching, learning, and engaging with students. We will better understand the impact of these changes on assessment outcomes in the upcoming cycle, but the commitment to supporting and working with faculty and staff to understand and improve student outcomes has remained the same.

Kelley Woods-Johnson, PhD
Assessment & Accreditation Coordinator

**2019-2020 Assessment Council**

<table>
<thead>
<tr>
<th>Representatives</th>
<th>Title/Department</th>
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<tbody>
<tr>
<td>Shelley Arvin*</td>
<td>Chair - Library</td>
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<tr>
<td>Joe Harder*</td>
<td>SCOB</td>
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<tr>
<td>Eric Hampton*</td>
<td>BCOE</td>
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<tr>
<td>Malea Crosby*</td>
<td>BCOE Assessment</td>
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<tr>
<td>Edie Wittenmyer*</td>
<td>COT</td>
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<tr>
<td>Nathan Myers*</td>
<td>Secretary - CAS</td>
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<tr>
<td>Andreas Kummerow*</td>
<td>CHHS</td>
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<tr>
<td>Paula Jarrard*</td>
<td>CGPS</td>
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<tr>
<td>Cary Burch - CGPS Ex Officio</td>
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<tr>
<td>Brian Stone*, Interim/Vice Chair - UCC</td>
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<tr>
<td>Bailey Bridgewater - UCC Assessment</td>
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<tr>
<td>Greg Bierly*</td>
<td>Honors</td>
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<tr>
<td>Laura Froelicher*</td>
<td>Honors Assessment</td>
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<tr>
<td>Ellen Malito*</td>
<td>Student Affairs</td>
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<tr>
<td>Maggie Dalrymple</td>
<td>Enrollment Management</td>
</tr>
<tr>
<td>Chris Fischer*</td>
<td>Associate Deans</td>
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<tr>
<td>Whitney Nesser*</td>
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<tr>
<td>Alyce Hopple</td>
<td>Faculty-at-Large</td>
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<tr>
<td>Elijah Davis</td>
<td>SGA Rep</td>
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<tr>
<td>Hung Ha</td>
<td>Graduate Student Rep</td>
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<tr>
<td>Susan Powers</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Kelley Woods-Johnson*</td>
<td>OAA</td>
</tr>
<tr>
<td>Deanna Fry*</td>
<td>OAA Graduate Assistant</td>
</tr>
</tbody>
</table>

*Also served as members of Assessment Leadership Team*
Assessment Council

- University Policy Library language revision to Council description
- Excellence in Assessment self-study
- Student Outcomes Assessment & Success Reports & evaluation

Collaborations

- Foundational Studies assessment & related workshops
- Co-Curricular assessment & related workshops
- Comprehensive Learner Record
- Implementation of new program review documentation
- Graduate Council program review committee

Training & Consults

- Co-Curricular summer training series
- DSA Fall Retreat
- Inaugural Learning Connections Summit with the FCTE
- New Faculty Orientation
- Individual faculty consults
- Academic Department consults & working sessions
- College consults & working sessions
- Co-Curricular departmental consults
- SAHE practicum student supervision

Other Projects

- HLC Assurance Argument evidence capture, narrative drafts, and editing
- Learning Management System review committee
- Assessment documentation verification review
- Comprehensive web updates
INITIATIVES

**Policy Library Language Updates**
As the Assessment Council has grown over the past few years to represent more units across the institution and include more staff specializing in assessment, it was necessary to submit revisions for approval to the University Policy Library language describing the Council's structure, activities, and procedures. Revisions were approved by the Faculty Senate and the Board of Trustees for adoption in the Policy Library in Spring 2020.

**Comprehensive Learner Record Project**
Public institutions in Indiana are participating in an AACRAO initiative to create Comprehensive Learner Records (CLRs) that enrich the traditional academic transcript with information about how students achieve institutional outcomes. OAA participates in a committee of individuals from across the institution, led by the Registrar, to develop this project. Initial progress was affected by COVID-19, with more work to come in AY 20-21.

**Excellence in Assessment Designation Self-Study**
The Assessment Council moved to conduct a self-study based on the NILOA Excellence in Assessment designation criteria. A sub-committee used the EIA rubrics to examine assessment practices at ISU and identify areas of strength and opportunities for improvement to the Assessment Council. It is intended that these findings, combined with feedback from the Fall 2020 HLC reaffirmation of accreditation review, will guide development of an institutional assessment strategic plan in Spring 2021.

**HLC Reaffirmation of Accreditation Preparations**
The HLC visits ISU for the reaffirmation of accreditation review in September 2020. OAA supported preparations for the review through committee leadership, evidence collection and documentation, assurance argument narrative creation, web content creation and updates, and ongoing editing.
The Learning Connections Summit was the collaborative effort of the Faculty Center for Teaching Excellence and the Office of Assessment and Accreditation. Both saw a need to improve the connection faculty and staff made between teaching, assessment, and student learning, as well as showcase the innovative and excellent practices occurring across campus.

While engagement from faculty and staff interested in presenting sessions and panel talks was high, attendance was disappointingly low. Findings from a campus survey indicated that the week-long format of part-day programs, speakers, and events was too long, too overwhelming, or invited putting off attendance for another day. Future planning will incorporate more faculty and staff feedback to determine the most successful format, length, and schedule for the summit, as feedback from those who attended was highly positive. Highlights included:

- **Universal Design Keynote** by Janie Szabo of Rose-Hulman Institute of Technology
- **46 Faculty/Staff-led presentations** and "ISU-Talks" TED-style sessions
- **3 Faculty panels** exemplifying assessment and student success best-practices across campus
- **13 Faculty research posters & discussions**
- **Case Study Competition** with teams from 4 colleges and the library, with the winning team coming from CHHS
The new FS assessment plan was implemented with review of the Literary Studies (LS) & Global Perspectives & Cultural Diversity (GPCD) categories. This comprehensive & collaborative review included:

- Workshops for category faculty
- Review of course syllabi in the categories
- Collection of student artifacts for authentic assessment
- Rubric-based evaluation of 145 artifacts by 16 volunteer evaluators at Assessment Day
- Analysis, sharing, and use of results to inform practice.
- Follow-up workshops with faculty for continued conversations.

**ASSESSMENT PLAN**

- data-informed planning & decision-making
- direct artifact assessment
- student self-report
- institutional data analysis

**ASSESSMENT CYCLE**

<table>
<thead>
<tr>
<th>AY 19-20</th>
<th>AY 20-21</th>
<th>AY 21-22</th>
<th>AY 22-23</th>
<th>AY 23-24</th>
<th>AY 24-25</th>
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<tbody>
<tr>
<td>GPCD</td>
<td>SBS</td>
<td>FPA</td>
<td>H&amp;W</td>
<td>Comp</td>
<td>QL</td>
</tr>
<tr>
<td>LS</td>
<td>ESR</td>
<td>Science</td>
<td>History</td>
<td>UDIE/HIP</td>
<td>Comm</td>
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</tbody>
</table>

Find more detailed information at https://www.indstate.edu/academics/fs/assessment
The full executive summary of this report can be found at https://www.indstate.edu/assessment/assessment-results
Foundational Studies Assessment

RESULTS - Direct Artifact Assessment

Literary Studies Artifacts Reviewed = 90 with 112 learning outcome performances*
GPCD Artifacts Reviewed = 55 with 85 learning outcome performances*

Percent of Learning Outcome Performances by Rubric Rating

<table>
<thead>
<tr>
<th>Rubric Rating</th>
<th>Literary Studies (LS)</th>
<th>GPCD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capstone</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Milestone 2</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Milestone 1</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Benchmark</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Below Benchmark</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

Strongest Outcome Performance

**LS Outcome 3:** Employ literature to analyze issues and answer questions relating to human experience, systems, and the physical environment.
33.5% reached Milestone 2

**GPCD Outcome 4:** Use the target language or culture in developing an understanding of the world today.
17% reached Milestone 2

Weakest Outcome Performance

**LS Outcome 1:** Demonstrate aesthetic responsiveness and interpretive ability.
18% did not meet the benchmark

**GPCD Outcome 3:** Critically examine issues of cultural differences, societal values, and relationships, and evaluate one’s own culture and value systems through comparison and contrast to the target language or culture.
40% did not meet the benchmark

LIMITATIONS & LESSONS

- Small GPCD sample return rate (61%)
- Sampling error due to inaccessible artifacts or incomplete artifacts
- Assignment design issues limited breadth & depth of possible outcome achievement
- An acceptable level of performance for each category was not pre-established

*Learning outcome performances exceed the number of artifacts reviewed because some artifacts included more than one learning outcome alignment. Performances rated N/A have been removed from these totals.
RESULTS - Indirect Student Self-Report

Literary Studies Average Response Rates: Fall 2019 = 35%; Spring 2020* = 26%

![Self-Reported Student Achievement of LS LOs](chart1.png)

GPCD Average Response Rates: Fall 2019 = 30%; Spring 2020* = 30%

![Self-Reported Student Achievement of GPCD LOs](chart2.png)

ACTIONS

**Curriculum**
- Committees reviewed & revised LO language & recommended a category split
- More regular review of LO alignment in syllabi will be added

**Assessment**
- Committees clarified rubric language
- New sampling strategy devised
- More outreach to faculty to identify aligned assignments

**Planning & Practice**
- Pre & Post workshops with faculty
- Growth of Community of Practice model among category faculty
- Predetermine expected level of achievement

---

*Spring 2020 classes were abruptly switched to remote delivery in mid-March in response to COVID-19. When comparing self-report data to direct assessment data, note that direct assessment data was only collected in Fall 2019, by design due to the structure of the academic year/faculty availability.*
OVERVIEW

In AY 18-19, the Assessment Council recognized and acted upon the need to support and expand assessment in co-curricular units. Assessment, if occurring, was typically focused on usage and satisfaction data and was rarely conducted in a planned, ongoing way that could contribute to improvement and evidence-based planning. Professional standards for co-curricular practice include systematic assessment practice and a focus on student learning outcomes. In addition, the Higher Learning Commission, our regional accrediting body, included co-curricular impact and assessment in the latest revision of accreditation criteria.

After much planning and consultation last academic year, we began our first co-curricular assessment cycle this academic year. This included:
- A 5-part workshop series for co-curricular staff to develop assessment knowledge and apply that knowledge to the creation of student learning outcomes and an assessment plan.
- Submission and implementation of 1-year assessment plans by each co-curricular unit detailing assessment of at least one student learning outcome.
- Reporting on annual assessment activities in summer 2020.
- Evaluation of assessment activities and recommendations for improvement prior to the submission of the next AY assessment plan.

Co-Curricular units included in this first phase:
- Tutoring & Supplemental Instruction
- Disability Student Services
- Center for Global Engagement
- Cunningham Memorial Library
- Career Center
- Center for Community Engagement
- New Student Transition Programs
- Student Health Promotion
- Student Conduct
- Campus Life
- Charles E Brown African American Cultural Center
- Fraternity & Sorority Life
- Multicultural Services & Programs
- Residential Life
- Student Counseling Center
- Campus Recreation
- Dean of Students Office
RESULTS

All 17 units submitted assessment plans in early Fall 2019
15 of 17 units submitted assessment reports in Summer 2020
  • Of the 15, 11 were able to collect and analyze data, a **65% participation rate**

Reports were evaluated using a modified version of the same rubric used for academic report evaluation for consistency.

As expected, most reports evidenced assessment practice that was developing. In the 3 cases rated mature, 2 of the programs had prior experience with learning outcomes and assessment planning.

Reports of units that were unable to collect data were still evaluated to provide feedback and recommendations on the intended assessment plans.

### Evaluation of Assessment Reports

- **Exemplary**
- **Mature**
- **Developing**
- **Undeveloped**

### Strengths

- Multiple units show strong skill in program design
- Multiple units are able to clearly connect activities to divisional & institutional goals for student learning & development
- Many units were able to thoughtfully analyze findings and/or plan pitfalls.

### Areas for Improvement

- Taking a learning-focused approach
- Distinguishing between program and learning outcomes
- Adding more direct assessment and/or richer, more quality assessments
- Planning and implementation to see plans through
- Overall participation from units
AY 18-19 Student Outcomes Assessment & Success Reports (SOASR) were collected and evaluated in Fall 2019. This year's reports included sections on learning outcome assessment, student success, and career readiness in the curriculum. Reports were evaluated by the Assessment and Accreditation Coordinator and the Office of Assessment and Accreditation Graduate Assistant. Findings and recommendations were shared with report authors, department chairs, deans and associate deans, the AVP for Academic Affairs, the Provost, Assessment Council, and Faculty Senate. The full report can be found at https://www.indstate.edu/assessment/assessment-results.

RESULTS

- 77% of programs submitted reports, similar to last year's 78%.
- 5 programs were not included while undergoing curriculum and/or assessment plan redevelopment.
- The Honors College & Foundational Studies programs submitted reports and were evaluated this year as well.

Reports demonstrated higher quality overall based on rubric evaluation ratings. The largest change from the prior reporting cycle was in the "exemplary" category. The average rating for each college fell in the "Mature" range.
RESULTS

The average evaluation score for AY 18-19 SOASR was 2.29, or Mature. Assessment practice is strongest in the "Learning Outcomes" dimension, though all are now in the Mature range. A goal achieved following last year’s reporting cycle was to improve practice in the "Goals & Measures" and "Results & Analysis" dimensions.

Learning outcome achievement was reported without reference to specific programs to keep the focus on improvement of teaching and assessment practice to support student learning and strong data. Additionally, as there is no consistent threshold across programs for what is meant by outcome achievement, equivalent comparisons cannot be made.

75% of programs reported that students either met most or all of the learning outcomes assessed.

Some of the data provided could not be understood in terms of learning outcome achievement and represent the "uncertain" group in the chart.

**Actions for AY 19-20**

- Increase on-time and overall submission rates
- Improve documentation of results of changes based on assessment findings
- Convene faculty & staff committee to review/revise reporting format & timeline
The Provost Award recipients were:
- Undergraduate: B.S. Physics
- Graduate: M.S. Occupational Therapy

Assessment grants were highly underused this year. One $500 award was granted to the English Composition program, and one request was withdrawn. Efforts will be made in the coming year to better advertise the program.

AY 20–21 Priorities

1. Improve SOASR participation rates, and review the overall reporting process to ensure format accurately captures faculty and staff assessment practice and promotes continuous improvement efforts and their evaluation.

2. Use EIA self-study findings and recommendations from the HLC review to design a strategic plan and action steps for institutional assessment improvement.

3. Improve co-curricular assessment participation, practice, completion, and use, as well as expand to include additional co-curricular units, such as academic advising and the Mentoring Center.

4. Continue to support the momentum of FS assessment and incorporation of strategies for improvement based on findings of the last cycle.

5. Work with the Comprehensive Learner Record committee to design and submit a viable plan for implementing a CLR at ISU.

6. Revisit the stalled work of the Graduate Program Review committee to leverage opportunities for improving and streamlining the assessment reporting processes across campus.