



Higher Learning Commission
A commission of the North Central Association

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December 19, 2013

Dr. Daniel J. Bradley
President
Indiana State University
200 N. 7th St.
Terre Haute, IN 47809-9989

Dear President Bradley:

The progress report you submitted to our office has now been reviewed. A staff analysis of the report is enclosed.

On behalf of the Commission, staff accepts the report on assessment of student learning. No further reports are required. The institution's next reaffirmation of accreditation is scheduled for 2020 – 2021.

Also enclosed is a copy of the institution's Statement of Affiliation Status, which reflects the actions taken by the Commission. For more information on the interim report process contact Lil Nakutis, Process Administrator, Accreditation Services, at lnakutis@hlcommission.org.

Thank you.

HIGHER LEARNING COMMISSION



STAFF ANALYSIS OF INSTITUTIONAL REPORT

DATE: December 18, 2013

STAFF: Timothy Gallimore

REVIEWED BY: Katherine C. Delaney

INSTITUTION: Indiana State University, Terre Haute, IN

EXECUTIVE OFFICER: Daniel J. Bradley, President

PREVIOUS COMMISSION ACTION RE: REPORT: A progress report due 12/31/2013 focused on assessment of student learning.

ITEMS ADDRESSED IN REPORT: The office of the Commission received Indiana State University's report on the above topic on 12/2/2013.

STAFF ANALYSIS: Indiana State University hosted a comprehensive visit in November 2010. The visiting team noted a concern about assessment at the University:

Although ISU is engaged in several important assessment initiatives, most of these are quite recent and there is little or no available outcome data. In some cases, such as the general education program (Foundational Studies), even the outcome measures are yet to be developed. Overall, outcomes assessment is very uneven at ISU.

The team, therefore, recommended this progress report and advised:

This report should provide an update on the implementation of the assessment program for the Foundational Studies Program (general education) with at least one year of data, as well as an update on assessment activities which reflect at least one year of data collection, analysis and anticipated use of results for all academic programs at both the undergraduate and graduate level.

The progress report submitted by Indiana State University began with an update on the state of assessment at the University as a whole:

With support from participation in the HLC's Academy for Assessment of Student Learning, the university implemented data collection in the Foundational Studies program in 2012-13, thus achieving the required progress for that program. Additionally, of the 136 degree programs offered by Indiana State, 122 (90%) have met the requirement of completing at least one assessment cycle, including anticipated use of the results. Of the 14 programs that have not completed an assessment cycle, 3 will collect and analyze data in 2013-14, 7 are newly approved programs that have assessment plans in place and will collect and analyze data as students progress through the programs, and 4 do not yet have assessment plans in place.

Assessment of the Foundational Studies Program

A revised and renamed general education program, Foundational Studies 2010, was implemented in Fall 2010. At the time of the comprehensive visit, however, the Foundational Studies program had not yet developed assessment measures. Since that time, several initiatives have been implemented to establish an effective assessment program for the Foundational Studies Program, such as:

- Data collection has included Course Learning Objectives Surveys of student perceptions of the effectiveness of Foundational Studies courses in supporting achievement of the identified learning objectives and administration of the ETS® Proficiency Profile exam, which measures student learning in four areas. The Course Learning Objectives Surveys (CLOS) were piloted in late Spring 2011 for five of the FS categories. In late Spring 2012, surveys were distributed to all students enrolled in FS courses in all categories. The primary function of the CLOS is as a means of formative assessment, but it also functions as an indirect measure of student achievement of the learning objectives.

Spring 2012 responses were aggregated by category and descriptive statistics were generated by the Assessment Subcommittee. The results suggest that, overall, student perceptions of both mastery of category objectives and gains in mastery were positive, with the lowest average score for all questions in all categories being greater than 3.5 (“neither agree or disagree” = 3). Half of the categories (7 of 14) had averages for at least half of the survey questions above 4.0 (= “agree”).

The ETS® Proficiency Profile allows institutions to evaluate learning gains between entering and exiting students, as well as to compare institutional results to national benchmarks.

Following a small pilot implementation in 2010, Indiana State administered the ETS® Proficiency Profile to a sample of entering students (N=230) in Fall 2012 and to a sample of exiting students (N=232) in Spring 2013. While the results of the exam are encouraging, indicating statistically significant gains ($p < 0.000$) for both the total scaled scores and the means of the four subcomponents, the campus has not yet engaged in discussions concerning desired levels of performance and ways to enhance student achievement.

- The University made substantial progress in direct assessment of the Foundational Studies program through the evaluation of student artifacts through participation in the HLC’s Academy for Assessment of Student Learning. The team from the University that participated in the Academy designed a four-year project for assessing four of the ten Foundational Studies learning objective. The initial work has focused on assessment of written communication, in both the first-year writing program and in the upper-division integrated electives. The progress report detailed the data collection involved in this analysis.
- Starting in 2013-14, faculty will engage in facilitated discussion to analyze and interpret the assessment results and identify ways to enhance student achievement.

Assessment in Undergraduate and Graduate Degree Programs

The progress report provided extensive information about the role of the administration and the governance bodies, such as the University Assessment Council and the Assessment Leadership Team. The Graduate Council's Assurance of Learning initiative strengthens assessment of student learning in all master's and doctoral programs.

The Office of Assessment and Accreditation is to support and enhance academic and non-academic assessment, as well as other activities related to continued improvement initiatives and efforts to enhance institutional performance and student learning outcomes.

The progress report provided examples of how assessment findings have been used to enhance program effectiveness. Examples were provided from each college of the use of assessment results to inform program improvement.

Continuous Improvement of Assessment at Indiana State University

Several points were made to demonstrate the continued involvement of Indiana State in the assessment initiatives:

- Indiana State's participation in the Academy for Assessment of Student Learning, which extends through 2015, will not only serve to maintain attention on and support assessment of the Foundational Studies learning objectives, but also will help to strengthen assessment of degree programs and broaden and deepen the culture of assessment at Indiana State.
- In Fall 2013, the university established the Faculty Center for Teaching Excellence. The Assessment and Accreditation Coordinator will collaborate with the Center's director to provide professional development opportunities focused on identifying student learning outcomes, supporting student achievement of the outcomes, and enhancing course-level and program-level assessment of student achievement.
- The Extended Learning office has implemented several recent initiatives designed to strengthen the online learning experience and support assessment efforts.
- Since 2002, Indiana State has administered the NSSE, and more recently, the BCSSE and the FSSE, on a two- or three-year rotation. Previously, the data gathered through these surveys has not been widely shared or used to inform improvements to enhance student success. While not measures of student learning, the results of these surveys, particularly when used in conjunction with direct assessment, can guide improvements in both academic and cocurricular programming to support student engagement and success.

The progress report then provided evidence of the initiatives taken in seven of the colleges of the University to conduct meaningful assessment and to improve student learning based on the assessment data.

Staff comment: It is clear from the excellent progress report submitted by Indiana State that the University has given focused attention and resources to assessment since the 2010 comprehensive visit. The progress the University has made is very clear and the evidence of the progress is clearly set forward in the progress report. Indiana State has clearly responded notably and completely to the concerns of the 2010 comprehensive visit team related to assessment. The University is commended for such significant progress.

STAFF ACTION: Accept the report on assessment of student learning. No further reports are required. The institution's next reaffirmation of accreditation is scheduled for 2020 – 2021.

STATEMENT OF AFFILIATION STATUS

Indiana State University
200 N. 7th St.
Terre Haute, IN 47809-9989

Affiliation Status:

Candidate: N/A
Accreditation: (1915- .)

Nature of Organization

Control:

Public

Degrees Awarded:

Certificate, Associates, Bachelors, Masters, Specialist,
Doctors

Conditions of Affiliation:

Stipulations on Affiliation Status:

None.

Approval of New Additional Locations:

The Commission's Notification Program is available for new locations within the United States.

Approval of Distance and Correspondence Courses and Programs:

The institution has been approved under Commission policy to offer up to 20% of its total degree programs through distance education. The processes for expanding distance education are defined in other Commission documents.

Accreditation Activities:

Open Pathway, Quality Initiative Report: 08/31/2020
Open Pathway, Quality Initiative Proposal: 08/31/2018

Summary of Commission Review

Year of Last Reaffirmation of Accreditation: 2010 - 2011

Year for Next Reaffirmation of Accreditation: 2020 - 2021

Last Date of Information Change: 12/19/2013

Accreditation Note:

STATEMENT OF AFFILIATION STATUS

None.

Name Change:

Indiana State Teachers College to Indiana State College (1961) to Indiana State University (1965)

Academy Participation:

Participating in the Academy for Assessment of Student Learning.

