

INDIANA STATE UNIVERSITY
HLC Institution ID: 1191

PROGRESS REPORT ON THE ASSESSMENT OF STUDENT LEARNING

Indiana State University is pleased to submit this Progress Report on the Assessment of Student Learning to the Higher Learning Commission of the North Central Association. The report details the progress that has been made in building a culture of assessment since the time of the November 2010 comprehensive evaluation visit, indicates the status of assessment in the Foundational Studies and degree programs, and provides evidence of the institution's continued commitment to enhancing assessment efforts to support student achievement.

As noted in its 2010 report, the evaluation team found that while Indiana State had developed a number of initiatives to support and enhance assessment efforts, the Foundational Studies program had not yet developed assessment measures and the assessment of student learning in degree programs was uneven, ranging from programs that evidenced full implementation of assessment to improve program quality to those that only recently had identified student learning outcomes. Consequently, the evaluation team recommended, and the Commission subsequently required, a Progress Report on the Assessment of Student Learning to be submitted by December 31, 2013. Specifically, as detailed in the "Report of a Comprehensive Evaluation Visit to Indiana State University" (HLC, Assurance Section, 2010):

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 (p. 23).

Since the 2010 comprehensive evaluation visit, Indiana State has made substantial progress in the assessment of student learning. 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. In addition to working to ensure compliance with the current reporting requirements, the institution is committed to continued engagement in assessment to support and enhance student success. This commitment is evident in the priority placed on assessment by the officers of the institution and the current level of engagement in assessment, as well as the resources and expanding structural supports developed to enhance assessment efforts.

The first section of this progress report provides the context of assessment at the time of the 2010 evaluation visit, including structures, policies, and practices that had recently been put in place and that have continued to support engagement in assessment of the Foundational Studies Program and the undergraduate and graduate degree programs. The next two sections detail progress made and the current status of assessment of student learning in the Foundational Studies and the degree programs. The final section of the report describes additional structures and supports developed on both the institutional and individual college levels to ensure sustained attention to assessment and support ongoing enhancement of assessment efforts.

Context of Assessment at the Time of the 2010 Comprehensive Evaluation Visit

Indiana State University's recommitment to engaging in assessment to improve academic programs and enhance student success is evident in several significant accomplishments realized during the late 2000s and in current strategies to enhance assessment of student learning in all academic programs. The HLC evaluation team's report of March 2000 noted that in the previous five years ISU had made considerable progress in assessment. While this progress continued for several years, the institution's attention to, and faculty engagement in, assessment waned, due in part to significant leadership and organizational changes. This lapse in assessment activities was noted in the evaluation team's report of the November 2010 evaluation visit, as were recent efforts to revitalize assessment and develop a comprehensive assessment strategy. As evidenced by the following brief description, during the two years preceding the site visit, ISU developed significant strengths and momentum in engaging in assessment.

ISU's recommitment to assessment was initiated in Fall 2008 when responsibility for program assessment was assumed by the Associate Vice President for Academic Affairs/CIO. During the next 18 months, substantial progress was made in establishing that foundation. This progress was rooted in the development of the Assessment Leadership Team. Comprised of one faculty member from each college, an Associate Vice President for Academic Affairs, the Director of Institutional Research, and a librarian, the Assessment Leadership Team (ALT) attended the ABET Institute for the Development of Excellence in Assessment Leadership (IDEAL) in January 2009. The IDEAL institute served not only as a professional development opportunity designed to enhance the participants' abilities in assessing achievement of student learning outcomes, but also, and perhaps more importantly, as a team building and leadership development experience for the members of the ALT. During Spring 2009, the ALT proposed the development of a formal [Assessment Council](#), which was approved by the Board of Trustees in July 2009. The 20-member Assessment Council held its first meeting in September 2009, and the ALT continues to serve as the executive committee for the Assessment Council.

The proposal to the Board of Trustees formed the basis for the document titled "[Assessment at Indiana State University: A Conceptual Framework](#)." This document, approved by the Assessment Council in November 2009, guides the assessment activities across the university and identifies the responsibilities of the Assessment and Accreditation Coordinator (AAC). The ALT served as the search committee for the AAC and continues to serve as the advisory board for this position. The current AAC joined ISU in November 2009, with the primary responsibility for supporting academic and non-academic assessment, as well as other activities

related to continuous improvement initiatives and efforts to enhance institutional performance and student learning outcomes.

Throughout the 2009-10 academic year, the AAC met with academic department chairs, program directors, and assessment coordinators across the university to identify the status of assessment in each area, discuss the framework for assessment adopted by the Assessment Council, and ascertain ways in which the Council could advance assessment efforts. A matrix was developed and is continually updated to illustrate assessment progress. This matrix is shared with university officers and with deans, associate deans, and department chairs each semester to communicate ongoing progress of assessment activities and identify programs requiring substantial support. The matrix was also shared with the HLC Evaluation Team in November 2010 to provide an overview of the status of assessment in all undergraduate and graduate programs.

In Fall 2010, the Assessment Council identified the [long term goals and objectives](#) for its work and developed an action plan for 2010-11, which included professional development opportunities, support structures, and communication opportunities. Examples of initiatives introduced include a university-wide assessment day centered on professional development and sharing of best practices and the formation of departmental Assessment Teams, consisting of the chair and one faculty member, to promote leadership in assessment within programs and across disciplines. The Council continues to develop annual action plans and to review progress toward meeting its goals. In addition to annual fees for the Taskstream assessment management system, the Assessment Council's annual \$72,000 budget includes support for professional development, both on-campus workshops and travel to assessment conference and workshops, mini-grants to support efforts to deepen engagement in assessment, and opportunities for sharing best-practices.

In addition to the highly visible activities of the Assessment Council, indications of ongoing institutional commitment to assessment were provided by the Board of Trustees and the Provost in Fall 2010. At its meeting in September 2010, the Board issued four charges to the campus. Among these was the expectation that all departments will systematically assess student learning outcomes. These Board charges, timelines, and required work were clarified in a [memorandum](#) from the Provost to the campus in October 2010. Included in the charge was the requirement that all departments would have assessment plans developed by May 1, 2011, and implemented in Fall 2011. With the exception of a few departments that had recently undergone substantial reorganization or transition in leaderships, most departments had assessment plans in place by the May 1, 2011, deadline. Also included in the charge was the requirement that the Assessment and Accreditation Coordinator report the status of assessment to the Provost and the Board each year. The first of these annual reports was presented on June 17, 2011.

Concurrent with the development of the Assessment Council, the university engaged in several additional initiatives which provide opportunities and present challenges related to the assessment of learning and enhancement of educational programs. In 2009, in conjunction with the reorganization of the offices of Student Affairs and Student Success, the Board approved the formation of the Student Success Council. The Assessment Council and the Student Success Council have begun to identify ways in which they might partner to promote student success, such as partnering to promote campus-wide discussions concerning the NSSE findings and other

assessment data. A major challenge for assessment came with the introduction of the new Foundational Studies (general education) program in Fall 2010. Developed over an elaborate two-year period, Foundational Studies replaced the previous general education program which was widely acknowledged to be unassessable. The proposal for the Foundational Studies program included a general list of proposed assessment methods, but did not specify a detailed assessment plan. As discussed in the next section, assessment of the Foundational Studies program, the focus of our HLC Academy Student Learning Project, is now ongoing.

The initiatives and structures in place at the time of the 2010 comprehensive evaluation visit continue to support assessment of student learning and have been augmented by structures and activities designed to ensure engagement in assessment in the Foundational Studies and degree programs, as well as continued improvement of the quality of assessment across the university. The following section details the progress that has been made in assessing the Foundational Studies program.

Assessment of the Foundational Studies Program

A revised and renamed general education program, Foundational Studies 2010, was implemented in Fall 2010. While a core value that informed the revision was that the program must be assessable, a detailed assessment plan was not included in the approved proposal document. As noted in the evaluation team's report, the Foundational Studies program had not yet developed assessment measures by the time of the November 2010 visit. Since that time, substantial progress has been made in assessment of achievement of the Foundational Studies program's learning objectives. This section details the institution's progress and provides evidence that Indiana State has met the required "implementation of the assessment program for the Foundational Studies Program (general education) with at least one year of data" (HLC, Assurance Section, 2010, p. 23). 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. Most notably, substantial progress in direct assessment of the Foundational Studies program through the evaluation of student artifacts has been accomplished through participation in the HLC's Academy for Assessment of Student Learning. In addition to continuing to collect data on student achievement of the program's learning objectives, starting in 2013-14, faculty will engage in facilitated discussion to analyze and interpret the assessment results and identify ways to enhance student achievement.

Course Learning Objectives Surveys

During 2010-11, the Assessment Subcommittee of the Foundational Studies Council developed surveys of student perceptions of the effectiveness of Foundational Studies (FS) courses in achieving each FS category learning objectives. (Details concerning the category learning objectives are available by clicking on the links at the bottom of the FS [web site](#).) 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. (Students received a separate survey for each FS course in which they were

enrolled.) The surveys were distributed either in class using paper-and-pencil format or electronically via Blackboard, depending on the preference of each instructor.

The primary function of the CLOS is as a means of formative assessment to maintain the integrity of the FS program by ensuring that the category learning objectives are covered by the courses that constitute the program. If survey responses reveal that a specific course consistently fails to include experiences designed to support achievement of category learning objectives, the Director of the FS program will work with the faculty member to revise course content or instructional methods to ensure adequate inclusion of the identified objectives. Courses which continue to fail to meet learning objectives will be removed from the FS program.

The CLOS also function as an indirect measure of student achievement of the learning objectives. The surveys include two questions for each learning objective of the category. The first asks students to rate their own mastery of the objective (e.g., “I can effectively deliver a small group presentation.”); the second asks students to rate the degree to which the FS course enhanced their mastery of the objective (e.g., “My Foundational Studies Communication course improved my skills in delivering a small group presentation.”). There are five possible responses: “strongly disagree” (scored as 1), “disagree” (2), “neither agree or disagree” (3), “agree” (4), and “strongly agree” (5).

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”). (Survey responses are available [here](#).) A [summary report](#) on the survey results was distributed to faculty in Spring 2013 and will be discussed by the Foundational Studies Council and in open forums in 2013-14.

While the Assessment Subcommittee was encouraged by the overall positive perceptions of the students, it was noted that response rates were low, particularly for surveys that were distributed electronically, and may not be representative of all students. The Subcommittee plans to repeat the CLOS in Fall 2013, using entirely pencil-and-paper surveys for face-to-face sections.

ETS® Proficiency Profile

As a founding member of the Voluntary System of Accountability (VSA), Indiana State participates in the [College Portrait](#), a web site created to provide accessible, transparent, and comparable information on public 4-year institutions of higher education. To fulfill one of the initial obligations of participation, the university has administered the ETS® Proficiency Profile, one of three standardized tests selected by the VSA as an accepted assessment method to gauge general education outcomes. This instrument assesses student achievement in four areas, critical thinking, reading, writing, and mathematics, which coincide with several of the [learning objectives of the Foundational Studies program](#). 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. Results of the ETS® Proficiency Profile will be shared across campus in 2013-14, along with other assessment information, during facilitated discussions concerning interpretation of the data, comparisons with national benchmarks, and strategies for enhancing student achievement.

The information obtained through the Course Learning Objectives Surveys and the ETS® Proficiency Profile will be useful in guiding conversations concerning student achievement of the Foundational Studies learning objectives and ways to enhance student knowledge and abilities. The third component constituting assessment of institutional learning outcomes, the Student Learning Project developed through Indiana State's participation in the HLC's Academy for Assessment of Student Learning, focuses on direct assessment of student achievement. The following section provides an overview of the project and summarizes the work that has been accomplished. Detailed reports and project timelines are available [here](#).

The HLC Assessment Academy Student Learning Project

Indiana State joined the Academy for Assessment of Student Learning (Academy) in November 2011, with the intention of focusing on assessment of the Foundational Studies learning objectives. During the initial Academy roundtable, the Academy Team, consisting of members of both the Assessment Council and the Foundational Studies Council, designed a four-year project for assessing four of the ten Foundational Studies (FS) learning objectives:

1. Students express themselves effectively, professionally, and persuasively both orally and in writing;
2. Students locate, critically read, and evaluate information to solve problems;
3. Students critically evaluate the ideas of others; and
4. Students apply knowledge and skills within and across the fundamental ways of knowing.

These four objectives were selected for the project, as the additional six FS objectives are closely aligned with specific ways of knowing. Assessment of these will occur in conjunction with assessment of learning in the specific domains.

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 culminating experiences for the FS program). Project design and implementation has been facilitated by the Academy Team in collaboration with the Department of English and faculty teaching the upper-division integrative electives who volunteered to participate in the initial pilot.

Data Collection in the First-Year Writing Program

During Spring 2012, members of the Academy Team met with the Director of the First-Year Writing Program and the Chair of the Department of English to discuss the student learning project and strategies for implementing assessment of the first-year program. Both individuals were highly supportive of the project. In Summer 2012, the Director of the Writing Program worked with faculty teaching ENG 101, the first course in a two-course writing sequence, to test the rubrics developed for evaluating the diagnostic essay, which students complete at the start of the term, and the argument paper, which they complete at the end of the semester. In late summer, the faculty who had agreed to participate in the Fall 2012 pilot data collection attended a norming session for the rubrics developed to evaluate the diagnostic essay and argument paper. Samples of 235 diagnostic essays and 216 argument papers collected across ten sections of ENG 101 were evaluated. During Spring 2013, faculty teaching ENG 105, which concentrates on writing research papers, attended a norming session for the research paper rubric. A sample of 219 research papers, collected across ten sections of ENG 105, were then evaluated by those faculty against the research paper rubric.

Evaluation of the student work for the criteria common to both ENG 101 rubrics show a statistically significant improvement of student achievement ($p < 0.000$) between the diagnostic and the argument papers. During Fall 2013, discussion will be held with faculty concerning the desired levels of aggregate student achievement on all criteria and, if those levels are not being demonstrated, strategies for enhancing student success. The data will also be used to as part of discussions concerning strategies for enhancing student writing achievement beyond the first-year writing program.

The progress toward assessing writing in the first-year program has been made possible through the good will, cooperation, and efforts of the Chair of the Department of English and the Director of the Writing Program, as well as the faculty teaching in the first-year program who participated in the pilot data collection. While these individuals are committed to enhancing student writing achievement, their participation in this project will extend beyond supporting student success in the first-year writing program. The instruments developed and the lessons learned will assist the department in enhancing assessment practices in the department's major programs of study. More broadly, it is anticipated that the discussions concerning the findings in a variety of fora will support efforts of the Department of English to communicate the goals of the writing program and foster conversations about, and guide professional development opportunities focused on, ways in which faculty in all disciplines can assist students to improve writing competencies.

Data Collection in the Upper-Division Integrative Electives

The upper-division integrative electives (UDIEs), the culminating experience for the FS program, require students to engage in projects or research that use multiple ways of knowing and to analyze and write at an advanced level. In Spring 2012, the Academy Team invited faculty teaching the UDIEs to an information session at which the Academy project and the writing assessment component were shared. Twelve faculty expressed interest in participating in the project, and nine remain in the cohort. Faculty from automotive engineering technology,

economics, English (2), history, legal studies, mathematics, nursing, and psychology participated in the Fall 2012 rubric development and norming sessions. Data collection for the assessment of writing in the UDIEs began in Spring 2013, with evaluation of student written assignments using the shared rubric in courses offered in the English teacher education program, the baccalaureate nursing program, and the economics department. Data collection continued during Summer 2013 in courses in the psychology department and the automotive engineering technology program and will conclude in Fall 2013 with courses in the undergraduate English program and the math education program.

The diversity of the disciplines represented by the participants in the pilot UDIE data collection project, and the status of the individuals involved (all are senior faculty, two are department chairs, and one is the chair of the Faculty Senate) attests to the value placed by faculty on, and to the increasing acceptance of the role that assessment of student learning plays in, supporting and enhancing student success. In addition to their direct contributions to assessing writing in the UDIEs, it is anticipated that the faculty in the pilot will be instrumental in enhancing program assessment efforts and building a culture of assessment within their departments and across the institution, and there is already some evidence of this engagement. For example, several faculty who learned of the project from departmental colleagues have asked to use the rubric in their non-UDIE courses this semester. The rubric has been shared with them, and the Academy Team will solicit their impressions on the process of applying the rubric and their suggestions for improving the instrument.

The results of evaluation of student writing achievement in the UDIEs are submitted to and aggregated by the Assessment and Accreditation Coordinator. Upon completion of the pilot data collection in Fall 2013, the results will be reviewed by the Academy Team and shared with the faculty participating in the pilot, the Assessment Council, the Foundational Studies Council, the English Department, and the Writing Center, as well as with academic administrators and university councils and committees including the Curriculum and Academic Affairs Committee, the Student Success Council, and the Faculty Senate. Facilitated discussions concerning the assessment data will identify areas for improvement of student writing achievement.

Moving Forward with Assessment of the Foundational Studies Program

Since the time of the 2010 comprehensive evaluation visit, Indiana State has collected data to assess the written communication objective of the Foundational Studies program. Data collection has been accomplished through three methods: 1) indirect measurement using the Course Learning Objective Surveys of student perceptions of their learning gains; 2) the ETS® Proficiency Profile, a standardized measure of learning achievement in four domains reflected in the objectives of the Foundational Studies program; and 3) direct assessment of student writing in the first-year writing program and the upper-division integrative electives. In addition to fulfilling the requirement of demonstrating implementation of the “assessment program for the Foundational Studies Program (general education) with at least one year of data” (HLC, Assurance Section, 2010, p. 23), the institution is committed to continuing to assess the Foundational Studies program, both within the scope of our Academy student learning project and after the university exits the Academy. Further, the Academy Team, the Assessment Council, and the Foundational Studies Council are committed to using the result of the assessment of the Foundational Studies learning objectives to guide faculty and course

development efforts, in conjunction with a reinvigorated Center for Teaching Excellence, to enhance student achievement.

Moreover, while discussions occur across campus concerning the results of the assessment of student writing and strategies to enhance student writing achievement, the Academy Team has been engaged in the process of facilitating strategies for the assessment of students' oral communication skills. This process closely parallels that of the assessment of writing, with rubric development and norming completed in Fall 2013 and data collection occurring in Spring 2014 in the COMM 101 course and Spring and Summer 2014 in the upper-division integrative electives and major courses.

As Indiana State has made considerable progress in developing and implementing assessment methods for the Foundational Studies Program, the institution has maintained attention on, and continued to devote resources to support, assessment of student learning in undergraduate and graduate degree programs. The following section describes institutional support for assessment, details the status of assessment in undergraduate and graduate degree programs, and provides examples of ways in which assessment results are being used to improve academic programs and enhance student success.

Assessment in Undergraduate and Graduate Degree Programs

As noted in the site visit team's report, at the time of the 2010 comprehensive visit Indiana State had in place a "comprehensive and articulate assessment strategy for the institution" (HLC, Assurance Section, 2010, p. 15). The evaluation team urged the institution to "continue to devote attention and resources to [assessment] so that it is able to develop and implement a complete and robust assessment program" (HLC, Advancement Section, 2010, p. 17). This section first details the university's sustained attention to assessment and the resources provided to support faculty and program development in assessing student learning achievement. It then provides evidence of the substantial progress that has been made toward ensuring that all undergraduate and graduate programs have completed at least one assessment cycle, including examples of the use of assessment results to improve program effectiveness and enhance student achievement of programmatic learning outcomes.

Institutional Support for Assessment of Student Learning

Institutional recognition of the importance of assessment to support and enhance student success comes from the Board of Trustees, the upper administration, and the faculty, and includes devoting attention to assessment and maintaining an infrastructure to support and enhance assessment efforts. Participation in the HLC's Academy for Assessment of Student Learning, discussed in the previous section, provides only one example of Indiana State's commitment to and support of assessment of student learning. Other prominent examples include the University Assessment Council, established by action of the Board of Trustees in July 2009, and the institutional commitment to assessment made public by the Board of Trustees and the Provost in Fall 2010. At its meeting in September 2010, the Board issued four charges to the campus. Among these was the expectation that all departments will systematically assess student learning outcomes. The Provost clarified the Board's charges, timelines, and required work in a

[memorandum](#) to the campus in October 2010 and re-emphasized the priority for assessment of student learning in [January 2012](#). Included in the charge are the expectations that all programs continually engage in systematically assessing the achievement of student learning outcomes and that the Assessment and Accreditation Coordinator report the status of assessment to the Board each year. The first of these reports was provided in June 2011.

The commitment of the President to using assessment data to improve student achievement and to make assessment results transparent is also highly evident. For example, the President served as a member of the taskforce that created the Voluntary System of Accountability (VSA) and its companion College Portrait web site, which includes information on student learning outcomes, and subsequently served on the VSA's oversight board. Under his leadership, Indiana State became an inaugural member of the VSA. He also was an initial member of the President's Alliance for Excellence in Student Learning and Accountability initiative of the New Leadership Alliance for Student Learning and Accountability. While this organization is currently dormant, its commitment to gathering, reporting on, and using evidence to improve student learning is upheld by Indiana State's President, as illustrated by his support of this and other national assessment initiatives, as well as to assessment for continuous improvement of the university.

In addition to the recognition of the priority of assessment on the part of the Board, the President, and the Provost, the deans and associate deans continually monitor progress and promote assessment efforts in the colleges. The associate deans with responsibilities for assessment, together with the college representatives on the Assessment Council and faculty fellows for assessment, serve as important allies to the Assessment and Accreditation Coordinator in communicating expectations for assessment, monitoring progress, and identifying needed support to enhance assessment practices. Examples of the specific infrastructure and support provided by each college that will ensure sustained engagement in assessment are provided in the final section of this report.

University Assessment Council

The mission of the University Assessment Council (Council) is to guide and support ongoing institutional assessment activities that promote student learning and student success and support continuous improvement of programs across the university. The Council is a 20-member body composed of one faculty member from each college and the library, two at-large faculty members appointed by the Faculty Senate, an Associate Vice President from Academic Affairs, the Director of Institutional Research, one member each from the Student Affairs, Student Success, Business Affairs, Enrollment Services, and the College of Graduate and Professional Studies, and the Assessment and Accreditation Coordinator (*ex officio*). There are two student members, one representative from the Student Government Associate and one from the Graduate Student Council. The Council is charged with identifying assessment issues, developing policy recommendations, facilitating assessment activities, and promoting the adoption of best practices in assessment. The Council conducts its activities with the recognition of the centrality of faculty responsibility for student learning and in conjunction with the principles of shared governance. The Council also works with non-academic areas to ensure that unit assessment is performed on an ongoing basis and that information derived from those efforts results in the process of continuous improvement. The Council supports engagement in assessment through

mini-grants, workshops, a university-wide assessment day devoted to professional development for faculty and staff, and promoting consultations and peer-mentoring.

The Assessment Leadership Team, comprised of the faculty representatives from the colleges and the library, the Director of Institutional Research, an AVP, and the Assessment and Accreditation Coordinator, serves as the executive committee for the Assessment Council and as the Board of Directors for the Assessment and Accreditation Coordinator. The Leadership Team develops policy proposals; identifies goals, objectives, and strategies for enhancing engagement in assessment across the university; and identifies opportunities for professional development for consideration by the Assessment Council. Members of the Leadership Team enhance engagement in assessment through activities such as working with deans, associate deans, and vice presidents to identify opportunities to support departmental efforts to strengthen assessment, serving as workshop presenters and peer mentors, coordinating workshops by nationally-recognized experts in the assessment of student learning, and meeting with university committees and councils to share information and identify opportunities for collaborative work.

The work of the Assessment Council is guided by the [Conceptual Framework for Assessment](#), adopted in Fall 2009. The guiding principles expressed in that document include the recognition that faculty have primary responsibility for assessment of student learning outcomes for the purposes of improving student achievement and that assessment and continuous improvement are as important for non-academic areas as for academic programs. Among the purposes of assessment identified in the Conceptual Framework are the following:

- To increase student achievement in both curricular and cocurricular areas.
- To ensure the integrity of awarded degrees.
- To evaluate and document the competence of graduates of Indiana State University, with competence defined not only as expertise within a discipline, but also defined as the attainment of learning outcomes defined in the University's program of Foundational Studies (undergraduate) and Graduate Council Student Learning Outcomes (master's and doctoral).
- To focus the institutional mission on quality and level of student achievement.
- To improve instruction, curriculum, and other teaching-related activities.
- To improve service delivery, effectiveness, and other operational activities.
- To promote faculty and staff development and to improve programs, program planning, and development.
- To facilitate articulation of the University's core learning outcomes.

Moreover, recognizing that no single assessment model is appropriate for all programs, the Conceptual Framework provides a general framework and guidance for the ongoing process of gathering, interpreting, and using information for quality improvement, which may be adapted as appropriate for each program.

Accomplishments of the Council include sponsoring an annual Assess for Success conference focused on faculty and staff development in areas of assessment. Conference events include a keynote address and workshop facilitated by nationally-recognized experts in assessment, additional workshops facilitated by university faculty and staff, and poster sessions showcasing

good practices in assessment by academic and non-academic programs. Additionally, in 2012-13, the Assessment Council developed a rubric to evaluate assessment plans, which was piloted with the programs represented by members of the Assessment Leadership team. Training Assessment Council members in applying the rubric is occurring in Fall 2013. Beginning in Spring 2014, Council members will use the rubric to assist in mentoring programs to improve the efficacy of assessment plans.

Graduate Council's Assurance of Learning Initiative

Closely allied with the work of the Assessment Council, the Graduate Council's Assurance of Learning initiative strengthens assessment of student learning in all master's and doctoral programs. In September 2009, the Graduate Council identified a set of five shared learning outcomes that are mapped to Indiana State's mission and values. These outcomes are:

- Students demonstrate professional communication proficiencies.
- Students engage in and meaningfully contribute to diverse and complex communities and professional environments.
- Students recognize and act on professional and ethical challenges that arise in their field or discipline.
- Students achieve mastery of the knowledge required in their discipline or profession.
- Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.

These shared graduate learning outcomes do not preclude the development of programmatic student learning outcomes, but rather function similarly to the Foundational Studies learning objectives on the undergraduate level by identifying the knowledge and skills that all graduate students should achieve through their graduate experiences.

The Assurance of Learning Process requires all graduate programs to report the educational experiences that facilitate achievement of the student learning outcomes and methods used to demonstrate student learning. After review of the initial three-year reporting cycle, with a view to strengthening the Assurance of Learning process by aligning it with program review, the Graduate Council developed the [Graduate Program Review Procedures](#), approved by the Faculty Senate in Spring 2013, and scheduled for implementation beginning in 2013-14. While the graduate program review process is distinct from ongoing program assessment activities identified in the University Assessment Council's Conceptual Framework for Assessment and annual assessment cycles, it does call attention to the need for programs to assess student achievement of the shared graduate learning outcomes in addition to program-specific learning outcomes.

Office of Assessment and Accreditation

As indicated in the [Conceptual Framework for Assessment](#) (2009), the primary function of 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. This office is staffed by the

Assessment and Accreditation Coordinator, a graduate student assistant, and a shared administrative assistant. Concurrent with the establishment of the University Assessment Council in 2009, the position of the Assessment Coordinator was moved from the Office of Institutional Research to direct reporting to an Associate Vice President for Academic Affairs, thus providing access to the Provost through that reporting line.

Responsibilities of the Assessment and Accreditation Coordinator include providing technical support for faculty and staff in all matters relating to assessment. The Coordinator serves as a consultant to programs on developing effective assessment plans and analyzing and interpreting assessment results, as well as utilizing Taskstream, the assessment management system adopted by the university. (The primary role of the graduate assistant is to enter into Taskstream the assessment information provided by programs, thus relieving faculty of that administrative burden.) In addition to mentoring faculty and staff, the coordinator facilitates formal workshops on assessment, connects faculty and staff to internal and external assessment resources, and organizes the annual assessment conference. The Coordinator's responsibilities include reviewing assessment plans for new or substantially revised programs prior to the submission of program proposals to the Curriculum and Academic Affairs Committee and preparing annual assessment reports for the Provost and the Board of Trustees. The Coordinator serves as the team leader for the HLC Assessment Academy Team, maintains the [assessment](#) and [accreditation](#) web sites, manages the mini-grant program sponsored by the University Assessment Council, and facilitated the recent administration of the ETS Proficiency Profile as part of the Foundational Studies program assessment.

The coordinator is currently involved with several initiatives to ensure transparency of assessment activities and to enhance the culture of assessment at Indiana State. One effort is working with the Interim Associate Vice President for Communication and Marketing to ensure that the upcoming revisions to the university web site template include areas for programs to post prominently learning outcomes, assessment results, and ensuing program improvements. Subsequently, the coordinator will work with departments and programs to ensure that current assessment information is posted. Another initiative involves working with the Associate Vice President for Student Success and an *ad hoc* steering committee to plan an inaugural Student Success Conference, scheduled for Fall 2013, that will include discussions of institutional assessment information. A third initiative consists of working with the Assessment Academy Team, the Assessment Council, and the Foundational Studies Council to facilitate discussions among university faculty on the assessment of the Foundational Studies learning objectives.

Among the roles of the Assessment and Accreditation Coordinator is communicating expectations for assessment and reporting the progress of each program in meeting those expectations. The Coordinator publishes annually [Expectations and Timelines for Academic Program Assessment](#), which is distributed widely across campus during meetings with deans, associate deans, department chairs, and program directors. Additionally, the deadlines are posted on the [assessment web site](#). The Coordinator meets each semester with each dean to provide an update on the status of assessment in each program, identify programs that are not meeting expectations for assessment progress, and develop strategies for engaging programs in assessment. In addition to delivering the annual assessment report to the Provost, President, and Board of Trustees, the Coordinator and the AVP meet each semester with the Provost to provide

progress reports on assessment, as well as at least once each year with the Provost's Advisory Council.

Status of Assessment in Undergraduate and Graduate Degree Programs

As a result of the sustained attention to and support of assessment at Indiana State and the ongoing work of department chairs, program directors, and other faculty across the institution, substantial progress has been made in assessment of student achievement of learning outcomes since the time of the 2010 comprehensive evaluation visit. This section summarizes the status of assessment in the academic programs and provides examples of how assessment findings have been used to enhance program effectiveness.

Of the 136 degree programs¹ offered by Indiana State, 122 (90%) have met, at minimum, the expectation of “at least one round of data collection, analysis, and anticipated use of results” (HLC, Assurance Section, 2010, p. 23) as stipulated in the comprehensive evaluation report. A number of these programs have, additionally, completed more than one round of data collection and analysis since the time of the site visit, and some have implemented actions to improve program effectiveness and enhance student achievement. Examples from each college of the use of assessment results to inform program improvement are presented below.

- Among the student learning outcomes for the BS in Chemistry program is effective written communication. Samples of student writing in upper-level courses are collected, including lab reports, exams, and assignments. Faculty meet to review the writing samples and evaluate the level of student achievement. After reviewing the writing samples during the 2011-12 assessment cycle, the faculty agreed that, although the program had recently been assigning more written work, students were not exhibiting writing competence at the desired level. The faculty determined that increasing student awareness of the importance of the written portion of their work might assist in increasing the quality of the written work. In 2012-13, the program piloted a strategy in two upper-level courses in which two grades were assigned for lab reports and other written assignments. One grade was given for the chemistry content; one for the quality of writing. The latter included both English usage and presentation elements, such as table formatting. The faculty will evaluate the results of the pilot test before promoting the dual-grading strategy in other courses.
- Among the student learning outcomes identified by the BS in Accounting program is that “students are able to comprehend cost accounting theory and concepts.” Student achievement of this outcome is assessed through three short problems included in the final exam for Accounting 311. The target for achievement is 70% of the students earning a score of 75% or greater on the three problems. In Fall 2011, this target was not met, as only 53% of the students earned a score of 75% or better. To enhance student achievement of this outcome, in Spring 2012, the instructor spent more time in class covering break-even analysis, regression, and production budgeting, and

¹ The total number of 136 programs listed in this report differs from the total of 127 degree programs reported to the HLC in the May 2013 annual update. The totals differ because some degree programs share CIP codes, which are the basis for annual reporting.

assigned additional problem sets for homework and in-class review. The instructor also developed a more discriminating rubric to evaluate the student work. The revised rubric allows him to identify the specific areas of these topics where students are encountering difficulty in mastering the material. The outcome will be reassessed in Fall 2013.

- The faculty in the Ph.D. in Curriculum and Instruction program continually strive to enhance the preparation of students for positions of leadership and research in P-12 schools, higher education, and governmental agencies. Prior to engaging in the dissertation, candidates must satisfactorily complete a rigorous, three-day preliminary examination, comprising both written and oral segments. Performance on the prelims reveals what students know and identifies what they need to work on prior to undertaking the dissertation. The preliminary exam is an opportunity not only to evaluate whether students have the requisite background knowledge to be competent professionals, but also to gather data for program assessment. This information is used to identify where adjustments in the curriculum or educational strategies need to be made. The final stage of the prelims is a seminar-like discussion covering the learning outcomes for the Ph.D. curriculum. In a recent round of prelims, the faculty noted that, while students had a breadth of knowledge, they did not exhibit the desired depth of knowledge in one area of curriculum theory. During discussions concerning this finding, faculty identified the need to provide students with resources to augment the survey-type text books used. Texts used provide a broad view of the field, but not sufficient depth of knowledge to inform practice. Unwilling to burden the students with the cost of purchasing additional books, the faculty developed a list of resources available online, such as journal articles by the theorists included in the survey text, for students to access to enhance the depth of their knowledge.
- Among the outcomes for the MA/MS in Physical Education (Coaching) program is for students to be able to apply knowledge of basic research design in the areas of sport and exercise science. The target for achievement is for 90% of the students to earn 80 or more points (out of 100) for the development of a research proposal. In 2012-13, only 67% of the students scored 80% or higher. For 2013-14, the research course has been revised so that additional time will be devoted to covering the specific elements of a research proposal, as well as proper formatting and structure. This outcome will be reassessed in Spring 2014.
- Included in the outcomes of BS in Packaging Engineering Technology program is that students should be able to interact with team members to communicate and solve problems. In PKG 280, students are required to conduct a variety of lab activities in teams of two to four throughout the semester and student achievement is evaluated against a rubric. In 2012-13, the results indicated a wide variation in the success of the groups in communicating well. It was observed that all students in the course made progress toward learning to communicate well in teams throughout the semester, but the overall results were not as good as hoped for. A lesson on how to communicate in a team will be developed to attempt to strengthen the results for the future.

Of the 14 programs that have not met the expectation for progress, 7 (5%) are newly approved programs, including the BA/BS in Multidisciplinary Studies, the Doctorate of Health Sciences, the Doctorate in Physical Therapy, the Master's in Occupational Therapy, the Master's in Social Work, the BS in Civil Engineering Technology, and the BS in Engineering Technology. All of these programs have assessment plans in place and will begin collecting and analyzing data as students move through the programs.

Although significant work has been accomplished in assessment since the 2010 comprehensive evaluation visit, 7 programs (5%) have not yet met the expectation presented in the team report. These seven include:

- three programs, the MA/MS in Mathematics, the BS in Financial Services, and the BS in Management, that have assessment plans in place and will collect data in 2013-14, and
- four programs, the BA/BS in Communication, the MA/MS in Communication, the BA/BS in Computer Science, and the MA/MS in Computer Science, that do not have assessment plans in place.

Table 1 at the end of this document indicates the status of assessment for each undergraduate and graduate degree program and provides links to the substantiating evidence located in the Taskstream assessment management system for the 122 programs that have met the requirement to have completed assessment plans, findings, and action plans at the time of this report.

Notwithstanding the relatively small percentage of programs that have not yet completed an assessment cycle, undergraduate and graduate programs in all colleges have made substantial progress in planning and implementing assessment, as discussed above. Moreover, with the support of the Provost, the AVP, and the deans, the Assessment and Accreditation Coordinator, in conjunction with the associate deans, the college representatives on the Assessment Council, and faculty fellows for assessment, continues to work with the programs not actively engaged in assessment to assist them in developing and implementing effective assessment plans. The final section of this report summarizes recent developments at Indiana State designed to sustain and enhance assessment practices and strengthen the culture of assessment with the goal of supporting and enhancing student achievement.

Continuous Improvement of Assessment at Indiana State University

As detailed in the preceding sections, Indiana State has devoted significant attention and resources to assessment since the 2010 comprehensive evaluation visit and has made substantial progress in the assessment of student learning in the Foundational Studies program and in undergraduate and graduate degree programs. This section provides evidence of the institution's commitment to sustaining and improving assessment efforts, strengthening the culture of assessment, and enhancing student achievement.

Institutional 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. The knowledge gained by the Academy Team through networking, support from the mentors, and attendance at the learning exchanges not only will support the Academy project, but also will be shared across the university to enhance assessment in the degree programs. Additionally, the Academy project will continue to involve faculty from the wide range of disciplines represented among the Foundational Studies courses. The knowledge and skills gained by the participants will inform improvements in assessment practices in degree programs.

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.

While departments offering distance programs retain responsibilities for assessment of student learning, the Extended Learning office has implemented several recent initiatives designed to strengthen the online learning experience and support assessment efforts. The three instructional designers work with faculty to develop course-embedded assessment methods for the distance environment. In Spring 2013, the Extended Learning office began piloting the [Quality Matters](#) (QM) course-review management system in an effort to strengthen online course design. Among the eight standards reviewed in the QM model are learning objectives and assessment and measurement. Currently, the distance education instructional designers are working toward certification as QM reviewers and the Extended Learning office is piloting the QM program in the online nursing baccalaureate completion programs.

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. During 2013-14, the Assessment Council and the Student Success Council are collaborating on strategies to share the survey results with faculty and administrators and facilitate conversations on interpreting the findings and using the results to guide improvements in student achievement and effective educational experiences.

College Initiatives

In addition to the institutional efforts described above, the University College, the College of Graduate and Professional Studies, and each of the five academic colleges have recently implemented, or are in the process of finalizing, structures and policies that will enhance the faculty engagement in assessment and ensure continued attention to assessment. While some initiatives are similar across colleges, these supports reflect the specific needs, cultures, and resources of each college.

University College

The University College began operation in Fall 2012. This new unit has broad responsibilities for supporting student success, particularly in the first year, through its academic advising program and the tutoring and other student support programs offered through the Center for Student Success. Additionally, the University College (UC) retains responsibility for the Foundational Studies program, with the UC Dean also serving as the director of Foundational Studies, and the Foundational Studies Council serving as the elected governing body of the UC. The UC Dean and the Chair of the Foundational Studies Council are members of the Academy team, thus ensuring a commitment to the continuing assessment of the Foundational Studies program.

College of Graduate and Professional Studies

As detailed above, in 2009 the College of Graduate and Professional Studies initiated the Assurance of Learning process to ensure all master's and doctoral programs support achievement of the five shared learning outcomes for graduate students. During 2012-13, a task force charged with strengthening the process and aligning it with program review proposed the revised [Graduate Program Review Procedures](#) which were approved by the Faculty Senate in Spring 2013 for implementation starting in Fall 2013. This initiative, designed to ensure overall quality and sustainability of academic programs, in part by demonstration that the five shared learning outcomes are met by each program, also highlights the importance of ongoing assessment of programmatic student learning outcomes by the graduate programs.

College of Arts and Sciences

To support continued progress in assessment, the Dean engages department chairs in discussions concerning the status of assessment in one-on-one meetings. The responsibilities of one of the two associate deans in the college include monitoring the status of assessment in each program and working in collaboration with the Assessment and Accreditation Coordinator to assist chairs and programs directors to identify impediments to assessment and develop and implement effective assessment plans, as well as serving on the University Assessment Council. As the associate dean currently charged with oversight of assessment also has a large role in student academic affairs and support, the college has recently established a faculty fellow for assessment, beginning in 2013-14. This individual provides ongoing support for assessment in programs across the college. The Dean has also asked each department to identify an assessment coordinator, in addition to the chair. These individuals will be responsible for coordinating data collecting, analysis, and reporting and communicating progress and impediments to the CAS faculty fellow for assessment.

Scott College of Business

Over the past few years, the Scott College of Business has made substantial progress in supporting assessment efforts and engaging faculty in assessment of student achievement. The following achievements highlight recent changes in culture, faculty participation, and the college's infrastructure. These recent developments include:

- In 2007, the Scott College of Business (SCOB) appointed a full-time, tenured faculty member as the SCOB Assessment Coordinator. Responsibilities include collecting, analyzing, and reporting assessment information for the Assurance of Learning Standards defined by the AACSB, serving as the SCOB representative on the University Assessment Council, chairing the SCOB Student Learning and Assessment Committee, mentoring colleagues in best practices in assessment, and coordinating program assessment efforts.
- In Spring 2011, the Student Learning and Assessment Committee (SLAC) was added as a standing faculty committee. This committee has three faculty members (one from each department) plus a dean's representative and a student member.
- Since Fall 2012, Assessment/Assurance of Learning has been on the agenda for every faculty meeting, whether for just updates or discussion of more significant issues.
- In Fall 2012, the SCOB began holding assessment retreats each semester. The Fall 2012 retreat was attended by approximately 35 faculty and staff; the Spring 2013 retreat was attended by approximately 28 faculty and staff. At these meetings, recent assessment results were discussed and action plans were developed. For example, during the Spring 2013 retreat, results from the Spring 2010 and Fall 2012 assessments of student writing were reviewed. During the 2010 assessment cycle, which incorporated a common rubric to evaluate student writing in the BEIT 336 business writing course, faculty concluded that students were not performing satisfactorily in analyzing and communicating quantitative information. In subsequent semesters, faculty emphasized these skills and implemented strategies such as including class discussions on data visualization, providing examples of ways to analyze and present information, and incorporating peer review of drafts. The 2012 assessment results indicated that, while some students still struggled with summarizing and presenting the appropriate level of detail, there was an overall improvement in the quality of reports containing quantitative information. During the ensuing discussion, faculty identified additional strategies to be implemented beginning in Fall 2013, both college-wide and for specific courses, to enhance student writing abilities.
- In Spring 2013, recognizing the importance of Assurance of Learning (assessment) in the accreditation process, language relating to assessment activities was added to two important documents, after being approved by the SCOB faculty:
 - “Expectations of Business College Professors at Indiana State University in the 21st Century” is a college-level document that outlines the minimum professional standards for faculty. In this document, it is now stated that as a standard part of teaching duties, faculty members are expected to “regularly participate in course-level and program-level assessment activities.”
 - The “SCOB Promotion & Tenure Policy” was also amended to state that pre-tenure faculty should include “continuous instructional assessment and improvement” as part of their regular teaching responsibilities and that, in order to

be tenured and/or promoted, faculty must show evidence of quality teaching, including “efforts to assess and improve teaching effectiveness.”

- In Spring 2013, the SCOB developed “assessment teams” of faculty. Each team is responsible for a particular learning goal for Business Core and the MBA curriculum related to the College’s AACSB accreditation or the assessment of individual undergraduate programs. At present, 25 faculty members have committed to assessment teams, almost half the full-time faculty.

Bayh College of Education

In the Bayh College of Education (BCOE), student outcome assessment and programmatic outcomes assessment are managed through an established [Unit Assessment System](#) (UAS). The UAS provides the teacher education faculty and other school professionals a means for collecting, aggregating, and analyzing data for purposes of making informed decisions at the program and unit levels. Five key assessments are used for continuous improvement: (a) dispositions, (b) technology, (c) diversity, (d) work samples, and (e) field evaluations and student teaching. These assessments are completed at specified times and the data are entered into an assessment management system. A committee charged by the Teacher Education Committee (TEC) is responsible for examining the student and program data and providing TEC with recommended changes to the curriculum, assessment process, or assessment rubrics. The BCOE assessment coordinator and the UAS committee present results of data analyses to members of the unit each September on Assessment Day. The conversations and activities on Assessment Day help to complete the assessment cycle as faculty and administrators evaluate and reflect on next steps based on data. The 2012 NCATE evaluation team noted the strength of the BCOE’s assessment program.

In addition to participating in the UAS process, each program is responsible for identifying specific learning outcomes and designing and implementing assessment methods to evaluate student achievement and program effectiveness. At the time of this report, all programs in the BCOE have completed at least one assessment cycle of data collection, analysis, and anticipated use of results.

In January 2011, the BCOE established a Faculty Fellow position which serves as the assessment coordinator. In addition to overseeing the collection, analysis, and reporting of the UAS data, the Faculty Fellow monitors assessment in the various programs, mentors colleagues on best practices in assessment, and serves as the BCOE representative on the University Assessment Council.

College of Nursing, Health and Human Services

The responsibilities of one the associate deans in the College of Nursing, Health and Human Services (CNHHS) includes monitoring progress of assessment in all of the programs in the college. This individual, who also serves on the University Assessment Council, meets regularly with the University Assessment and Accreditation Coordinator to receive assessment status updates for each program and identify impediments and supports for programs not current with assessment progress and communicates any needed work to department chairs.

In 2010, the CNHHS established an Assessment Committee that was outside the college’s governance system. The charge was unclear and the committee struggled in trying to determine its purposes and actions. In 2012-13, the CNHHS engaged in the process of amending its constitution to

include the Assessment Committee as a standing committee of the Faculty Council. This proposed amendment continues to work its way through the university approval process. The functions of the Committee, as detailed in the proposed revisions to the constitution, include:

- Review the mission, vision, and value statements and make recommendations to the Executive Committee.
- Communicate expectations for assessment.
- Develop methods and opportunities for sharing expertise and assessment exemplars.
- Review policies and procedures governing undergraduate and graduate assessment and make recommendations to the Executive Committee.
- Monitor the implementation of undergraduate and graduate program and activity assessment plans.
- Review the philosophy and objectives of the College and programs and recommend revisions, as appropriate.

Indicative of the commitment of faculty in the CNHHS to assessment, a faculty member, who was a member of the group that advocated for the establishment of the University Assessment Council, continues to serve as the CNHHS representative on the Council and as a member of the Academy team.

College of Technology

To support engagement in assessment and improvement in the efficacy of assessment efforts, since 2009 the Dean of the College of Technology (COT) has sponsored an annual Assessment Retreat for college faculty. This day-long retreat serves as an opportunity for concentrated work facilitated by the associate dean, the college's faculty fellow for assessment, and the University Assessment Coordinator to revise assessment plans, analyze data, and develop action plans.

In Spring 2011, the COT established a half-time faculty fellow to serve as the college's assessment coordinator. The inaugural faculty fellow served for two semesters and the position was assumed by another faculty member in Spring 2013. The Faculty Fellow serves as the COT representative on the University Assessment Council and meets regularly with the University Assessment Coordinator and the COT's associate dean to monitor progress in each program and identify strategies to support engagement in assessment. The Faculty Fellow initiated the ATMAE certification exams as an annual, college-wide assessment instrument. The effectiveness of this exam as a component of program evaluation will be evaluated by the COT faculty.

Moving Forward

As demonstrated by the evidence provided in this report, Indiana State has met the requirement for one cycle of data collection for the Foundational Studies program and has substantially met the requirements for the completion of at least one assessment cycle on the part of all undergraduate and graduate degree programs. As indicated in Table 1 below, 122 (90%) of the programs have completed at least one cycle of data collection, analysis, and anticipated use of

results. Moreover, many of these degree programs have already implemented program improvements to enhance student learning. Of the fourteen programs that have not yet completed an assessment cycle, seven are newly approved, have assessment plans in place, and will begin data collection as students move through the programs; three have assessment plans in place and will collect and analyze data in 2013-14; and four do not have assessment plans. The University Assessment and Accreditation Coordinator, the associate deans, and the faculty fellows for assessment will continue to work with department chairs, program directors, and other faculty to ensure engagement in assessment by the delinquent programs.

As important as the current status of assessment at Indiana State is the institution's commitment to continuing assessment efforts and the use of results to enhance student success. Institutional commitment to continued and enhanced engagement in assessment is evidenced in the highly public priority placed on assessment by the Board of Trustees, the President, and the Provost. Significantly, this commitment is realized through the allocation of human and financial resources to support assessment and the development of institutional and college-specific infrastructures and procedures to support continued engagement in assessment.

Table 1: Status of Assessment in Degree Programs

| College | Program | Program has met HLC requirement | Program has not met HLC requirement | New or Substantially Revised Program (NP) | Links to Program Assessment Information in the Taskstream AMS Password: HLC2013 |
|------------------------------|---|---------------------------------|-------------------------------------|---|---|
| College of Arts and Sciences | BA/BS in Art | X | | | https://www.taskstream.com/ts/babsinart/ProgramOutcomesAssessment |
| | BFA in Fine Art | X | | | https://www.taskstream.com/ts/bfainfineart/ProgramOutcomesAssessment |
| | BS in Art Education All Grade | X | | | https://www.taskstream.com/ts/mainart1/ProgramOutcomesAssessment |
| | MA in Art | X | | | https://www.taskstream.com/ts/mainart1/ProgramOutcomesAssessment |
| | MFA in Master of Fine Arts | X | | | https://www.taskstream.com/ts/mfainmasteroffinearts/ProgramOutcomesAssessment |
| | BA/BS in Biology | X | | | https://www.taskstream.com/ts/babsinbiology1/ProgramOutcomesAssessment |
| | BA/BS in Biology with Specialization in Medical Lab Sci | X | | | https://www.taskstream.com/ts/babsinbiologywithspecializationinmedicalla/ProgramOutcomesAssessment |
| | MA/MS in Biology | X | | | https://www.taskstream.com/ts/mamsinbiology/ProgramOutcomesAssessment |
| | PHD in Biology | X | | | https://www.taskstream.com/ts/phdinbiology/ProgramOutcomesAssessment |
| | BA/BS in Chemistry | X | | | https://www.taskstream.com/ts/babsinchemistry1/ProgramOutcomesAssessment |
| | BA/BS in Physics | X | | | https://www.taskstream.com/ts/babsinphysics/ProgramOutcomesAssessment |
| | BA/BS in Communication | | | X | |
| | MA in Communication | | | X | |
| | BA/BS in Criminology and Criminal Justice | X | | | https://www.taskstream.com/ts/babsincriminologycriminaljustice/ProgramOutcomesAssessment |
| | MA/MS in Criminology and Criminal Justice | X | | | https://www.taskstream.com/ts/mamsincriminologycriminaljustice/ProgramOutcomesAssessment |
| | BA/BS in Earth & Environmental Sciences | X | | | https://www.taskstream.com/ts/babsinearthenvironmentalsciences/ProgramOutcomesAssessment |
| | BA/BS in Human and Environmental Systems | X | | | https://www.taskstream.com/ts/babsinhumanenvironmentalsystems/ProgramOutcomesAssessment |
| | MA in Geography | X | | | https://www.taskstream.com/ts/maingeography/ProgramOutcomesAssessment |
| | MS in Earth and Quaternary Sciences | X | | | https://www.taskstream.com/ts/msinearthquaternarysciences/ProgramOutcomesAssessment |
| | PHD in Spatial and Earth Sciences | X | | | https://www.taskstream.com/ts/phdinspatialandearthsciences/ProgramOutcomesAssessment |
| | BA/BS in Economics | X | | | https://www.taskstream.com/ts/babsineconomics/ProgramOutcomesAssessment |
| | BA/BS in English | X | | | https://www.taskstream.com/ts/babsinenglish/ProgramOutcomesAssessment |
| | BA/BS in English Teaching | X | | | https://www.taskstream.com/ts/babsinenglishteaching/ProgramOutcomesAssessment Information in SPA report located in archives area |
| | MA in English | X | | | https://www.taskstream.com/ts/mainenglish3/ProgramOutcomesAssessment |
| | BA/BS in African and African American Studies | X | | | https://www.taskstream.com/ts/babsinafricanamericanstudies/ProgramOutcomesAssessment |
| | BA/BS in History | X | | | https://www.taskstream.com/ts/babsinhistory/ProgramOutcomesAssessment |
| | MA/MS in History | X | | | https://www.taskstream.com/ts/mamsinhistory/ProgramOutcomesAssessment |
| | BA in Language Studies | X | | | https://www.taskstream.com/ts/bainlanguagestudies/ProgramOutcomesAssessment |
| | BA in Language Studies (Teaching) | X | | | https://www.taskstream.com/ts/bainlanguagestudieschg/ProgramOutcomesAssessment Information in SPA report located in Archives area |
| | MA in TESL/Language Studies | X | | | https://www.taskstream.com/ts/mainteslanguagelanguagestudies/ProgramOutcomesAssessment |
| | BA/BS in Multidisciplinary Studies | | | | NP Curriculum was revised; assessment plan in place; data collection begins in Fall 2013 |
| | BA/BS in Computer Science | | | X | |

| College | Program | Program has met HLC requirement | Program has not met HLC requirement | New or Substantially Revised Program (NP) | Links to Program Assessment Information in the Taskstream AMS Password: HLC2013 |
|-----------------------------------|---|---------------------------------|-------------------------------------|---|---|
| College of Arts and Sciences | BA/BS in Mathematics | X | | | https://www.taskstream.com/ts/babsinmathematics1/ProgramOutcomesAssessment |
| | BA/BS in Mathematics Teaching | X | | | https://www.taskstream.com/ts/babsinmathematicsteaching/ProgramOutcomesAssessment Information in SPA report located in Archives area |
| | MA/MS in Computer Science | | X | | |
| | MA/MS in Mathematics | | X | | |
| | BA/BS in Music | X | | | https://www.taskstream.com/ts/babsinmusic/ProgramOutcomesAssessment |
| | BM in Music (Concentrations in Composition and Performance) | X | | | https://www.taskstream.com/ts/bminmusiccomposition/ProgramOutcomesAssessment |
| | BME in Music Education | X | | | https://www.taskstream.com/ts/bmeinmusiceducation/ProgramOutcomesAssessment |
| | BS in Music (Conc Business Adm and Merchandising) | X | | | https://www.taskstream.com/ts/bsinmusicconcbusinessadm/ProgramOutcomesAssessment |
| | MM in Music | X | | | https://www.taskstream.com/ts/mminmusic/ProgramOutcomesAssessment |
| | BA/BS in Philosophy | X | | | https://www.taskstream.com/ts/babsinphilosophy/ProgramOutcomesAssessment |
| | BA/BS in Political Science | X | | | https://www.taskstream.com/ts/babsinpoliticalscience/ProgramOutcomesAssessment |
| | BA/BS in Political Science - Legal Studies | X | | | https://www.taskstream.com/ts/babsinpoliticalscience-legalstud/ProgramOutcomesAssessment |
| | MPA in Master of Public Admin | X | | | https://www.taskstream.com/ts/mpainmasterofpublicadmin/ProgramOutcomesAssessment |
| | BA/BS in Psychology | X | | | https://www.taskstream.com/ts/babsinpsychology1/ProgramOutcomesAssessment |
| | MA/MS in Psychology | X | | | https://www.taskstream.com/ts/mamsinpsychology/ProgramOutcomesAssessment |
| | PSD in Clinical Psychology | X | | | https://www.taskstream.com/ts/psdinclinicalpsychology/ProgramOutcomesAssessment |
| BA/BS in Science Education | X | | | https://www.taskstream.com/ts/babsinscienceeducation/ProgramOutcomesAssessment Information in SPA report located in Archives area | |
| BA/BS in Social Studies Education | X | | | https://www.taskstream.com/ts/babsinsocialstudieseducation/ProgramOutcomesAssessment Information in SPA report located in Archives area | |
| BA/BS in Theater | X | | | https://www.taskstream.com/ts/babsintheater/ProgramOutcomesAssessment | |
| Scott College of Business | Business Core | X | | | https://www.taskstream.com/ts/undergraduatebusinesscore/ProgramOutcomesAssessment |
| | BS in Accounting | X | | | https://www.taskstream.com/ts/bsinaccounting1/ProgramOutcomesAssessment |
| | BS in Finance | X | | | https://www.taskstream.com/ts/bsinfinance/ProgramOutcomesAssessment |
| | BS in Financial Services | | X | | |
| | BS in Insurance and Risk Management | X | | | https://www.taskstream.com/ts/bsininsuranceandriskmanagement/ProgramOutcomesAssessment |
| | BS in Business Administration | X | | | https://www.taskstream.com/ts/bsinbusinessadministration3/ProgramOutcomesAssessment |
| | Master of Business Administration | X | | | https://www.taskstream.com/ts/bsinmarketing/ProgramOutcomesAssessment |
| | BS in Marketing | X | | | https://www.taskstream.com/ts/bsinmarketing/ProgramOutcomesAssessment |
| | BS in Operations and Supply Chain Management | X | | | https://www.taskstream.com/ts/bsinoperationssupplychainmgt./ProgramOutcomesAssessment |
| | BS in Business Education | X | | | https://www.taskstream.com/ts/bsinbusinesseducation/ProgramOutcomesAssessment |
| | BS in Information Design and End-User Computing | X | | | https://www.taskstream.com/ts/bsininformdesignend-usercomput/ProgramOutcomesAssessment |
| | BS in Management | | X | | |
| | BS in Management Information Systems | X | | | https://www.taskstream.com/ts/bsinmanagementinformatystems/ProgramOutcomesAssessment |

| College | Program | Program has met HLC requirement | Program has not met HLC requirement | New or Substantially Revised Program (NP) | Links to Program Assessment Information in the Taskstream AMS Password: HLC2013 |
|--|--|---------------------------------|-------------------------------------|---|---|
| Bayh College of Education | BA/BS in Speech-Language Pathology | X | | | https://www.taskstream.com/ts/babsinspeech-languagepathology/ProgramOutcomesAssessment |
| | EDS in School Psychology | X | | | https://www.taskstream.com/ts/edsinschoolpsychologyed.s./ProgramOutcomesAssessment Information in SPA report located in Archives area |
| | MA/MS in Communication Disorders | X | | | https://www.taskstream.com/ts/mamsincdsp-langpath/ProgramOutcomesAssessment Information in ASHA reports located in Archives area |
| | MED in School Counseling | X | | | https://www.taskstream.com/ts/medinschoolcounseling/ProgramOutcomesAssessment |
| | PHD in School Psychology | X | | | https://www.taskstream.com/ts/phdinhph.d.-guidpsychpsych/ProgramOutcomesAssessment Information in APA self-study 2013 and appendices located in Archives area |
| | MED in Curriculum and Instruction | X | | | https://www.taskstream.com/ts/medincurriculuminstruction1/ProgramOutcomesAssessment |
| | MS in Educational Technology | X | | | https://www.taskstream.com/ts/msineducationaltechnology/ProgramOutcomesAssessment Information in SPA report located in Archives area |
| | PHD in Curriculum and Instruction | X | | | https://www.taskstream.com/ts/phdinhph.d-curriculuminstruction/ProgramOutcomesAssessment |
| | EDS in School Administration (Supt) | X | | | https://www.taskstream.com/ts/edsinschooladministrationsupt/ProgramOutcomesAssessment |
| | MA/MS in Students Affairs and Higher Ed | X | | | https://www.taskstream.com/ts/mamsinstudentaffairshighereducat/ProgramOutcomesAssessment |
| | MED in Sch Administration & Supervision | X | | | https://www.taskstream.com/ts/medinschadministrationsupervision/ProgramOutcomesAssessment |
| | PHD in Education Administration | X | | | https://www.taskstream.com/ts/phdineducatadmlrshphighered/ProgramOutcomesAssessment |
| | BA/BS in Elementary Education | X | | | https://www.taskstream.com/ts/babsinelementaryeducation/ProgramOutcomesAssessment Information in SPA report located in Archives area |
| | BA/BS in Special Education | X | | | https://www.taskstream.com/ts/babsinspecialeducation/ProgramOutcomesAssessment Information in SPA report located in Archives area |
| MS in Special Education | X | | | https://www.taskstream.com/ts/mamsinspecialeducation/ProgramOutcomesAssessment Information in SPA report located in Archives area | |
| MED in Elementary Education | X | | | https://www.taskstream.com/ts/medinelementaryeducation/ProgramOutcomesAssessment | |
| College of Nursing, Health, and Human Services | <i>Doctor of Nursing Practice (DNP)</i> | X | | | https://www.taskstream.com/ts/doctorofnursingpracticednp/ProgramOutcomesAssessment |
| | MS in Nursing/Administration | | | | https://www.taskstream.com/ts/msinnursingadministration/ProgramOutcomesAssessment |
| | MS in Nursing/Education | X | | | https://www.taskstream.com/ts/msinnursingeducation/ProgramOutcomesAssessment |
| | MS in Nursing/FNP | X | | | https://www.taskstream.com/ts/msinnursingfnp/ProgramOutcomesAssessment |
| | BA/BS in Dietetics | X | | | https://www.taskstream.com/ts/babsindietetics/ProgramOutcomesAssessment |
| | BA/BS in Food Service Management | X | | | https://www.taskstream.com/ts/babsinfoodservicemanagement/ProgramOutcomesAssessment |
| | BA/BS in Health Sciences | X | | | https://www.taskstream.com/ts/environmentalhealth/ProgramOutcomesAssessment https://www.taskstream.com/ts/healthadministration/ProgramOutcomesAssessment https://www.taskstream.com/ts/healthpsychology/ProgramOutcomesAssessment https://www.taskstream.com/ts/publichealth/ProgramOutcomesAssessment https://www.taskstream.com/ts/schoolhealth/ProgramOutcomesAssessment |
| | BA/BS in Human Development and Family Studies | X | | | https://www.taskstream.com/ts/babsinhumandevlopmentandfamilystudies/ProgramOutcomesAssessment |
| | Doctorate of Health Sciences | | | NP | Program began Fall 2013 |
| | MS in Family and Consumer Sciences (Dietetics, Ed) | X | | | https://www.taskstream.com/ts/msinfamilyandconsumersciencesdietetics/ProgramOutcomesAssessment |
| | MS in Health Sciences | X | | | https://www.taskstream.com/ts/msinhealthsciences/ProgramOutcomesAssessment |
| | BS in Athletic Training | X | | | https://www.taskstream.com/ts/bsinathletictraining/ProgramOutcomesAssessment |
| | Doctorate in Physical Therapy | | | NP | Students not yet admitted to program |
| | MA/MS in Athletic Training | X | | | https://www.taskstream.com/ts/mamsinathletictraining/ProgramOutcomesAssessment |
| MS in Occupational Therapy | | | NP | Students admitted May 2013 | |

| College | Program | Program has met HLC requirement | Program has not met HLC requirement | New or Substantially Revised Program (NP) | Links to Program Assessment Information in the Taskstream AMS Password: HLC2013 |
|---|--|---------------------------------|-------------------------------------|---|---|
| College of Nursing, Health and Human Services | MS in Physician Assistant Studies | X | | | https://www.taskstream.com/ts/msinphysicianassistantstudies/ProgramOutcomesAssessment |
| | BS in Baccalaureate Nursing | X | | | https://www.taskstream.com/ts/bsinbaccalaureatenursing/ProgramOutcomesAssessment |
| | BS in Nursing Accelerated Second Degree | X | | | https://www.taskstream.com/ts/bsinnursingacceleratedseconddegree/ProgramOutcomesAssessment |
| | BS in Baccalaureate Nursing/RN | X | | | https://www.taskstream.com/ts/bsinbaccalaureatenursingrn/ProgramOutcomesAssessment |
| | BS in Baccalaureate Track for LPN | X | | | https://www.taskstream.com/ts/bsinbaccalaureatetrackforlpn/ProgramOutcomesAssessment |
| | BA/BS in Physical Educ Exercise Science | X | | | https://www.taskstream.com/ts/babsinphysicaleduceexercisescience/ProgramOutcomesAssessment |
| | BA/BS in Physical Education All-Grade | X | | | https://www.taskstream.com/ts/babsinphysicaleducationalall-grade/ProgramOutcomesAssessment |
| | MA/MS in Physical Education (Exercise Science) | X | | | https://www.taskstream.com/ts/mamsinphysedexercisescience/ProgramOutcomesAssessment |
| | MA/MS in Physical Education (Coaching) | X | | | https://www.taskstream.com/ts/mamsinphysicaleducationcoaching/ProgramOutcomesAssessment |
| | BS in Recreation & Sport Management | X | | | https://www.taskstream.com/ts/bsinrecreationsportmanagement/ProgramOutcomesAssessment |
| | MA/MS in Recreation & Sport Mgt | X | | | https://www.taskstream.com/ts/mamsinrecreationsportmanagement/ProgramOutcomesAssessment |
| | BSW in Social Work | X | | | https://www.taskstream.com/ts/bswinsocialwork/ProgramOutcomesAssessment |
| | MSW in Social Work | X | | | Program began in Fall 2013 |
| College of Technology | BS in Aviation Management | X | | | https://www.taskstream.com/ts/bsinaviationmanagement/ProgramOutcomesAssessment |
| | BS in Prof Aviation Flight Technology | X | | | https://www.taskstream.com/ts/bsinprofaviationflighttech/ProgramOutcomesAssessment |
| | BS in Adult and Career Education | X | | | https://www.taskstream.com/ts/bsinadultandcareereducation/ProgramOutcomesAssessment |
| | BA/BS in Textiles, Apparel, and Merchandising | X | | | https://www.taskstream.com/ts/babsintextilesapparelmerchandising/ProgramOutcomesAssessment |
| | BS in Human Resource Development | X | | | https://www.taskstream.com/ts/bsinhumanresourcedevelopment/ProgramOutcomesAssessment |
| | MS in Career & Technical Ed | X | | | https://www.taskstream.com/ts/msincareertechnicaledtchrlicen/ProgramOutcomesAssessment |
| | MS in Human Resource Development | X | | | https://www.taskstream.com/ts/msinhumanresourcedevelopment/ProgramOutcomesAssessment |
| | BS in Advanced Manufacturing Management | X | | | https://www.taskstream.com/ts/bsinadvmanufacturingmgt/ProgramOutcomesAssessment |
| | BS in Automotive Engineering Technology | X | | | https://www.taskstream.com/ts/bsinautomotiveengineeringtechnology/ProgramOutcomesAssessment |
| | BS in Civil Engineering Technology | | | NP | New program - data collection starts in 2013-14 |
| | BS in Engineering Technology | | | NP | New program - data collection starts in 2013-14 |
| | BS in Mechanical Engineering Tech | X | | | https://www.taskstream.com/ts/bsinmechanicalengineeringtechnology/ProgramOutcomesAssessment |
| | BS in Packaging Engineering Technology | X | | | https://www.taskstream.com/ts/bsinpackagingengineeringtechnology/ProgramOutcomesAssessment |
| | BS in Technology Management | X | | | https://www.taskstream.com/ts/bsintechnologymanagement/ProgramOutcomesAssessment |
| | BS in Technology & Engineering Education | X | | | https://www.taskstream.com/ts/bsintechnologyengineeringeduc/ProgramOutcomesAssessment Information in SPA report located in Archives area |
| | MS in Technology Management | X | | | https://www.taskstream.com/ts/msintechnologymanagement/ProgramOutcomesAssessment |
| | BS in Interior Architecture Design | X | | | https://www.taskstream.com/ts/babsininteriordesign/ProgramOutcomesAssessment |
| | BA/BS in Safety Management | X | | | https://www.taskstream.com/ts/babsinsafetymanagement/ProgramOutcomesAssessment |
| | BS in Construction Management | X | | | https://www.taskstream.com/ts/bsinconstructionmanagement1/ProgramOutcomesAssessment |
| | MA/MS in Health and Safety | X | | | https://www.taskstream.com/ts/mamsinoccupationalsafetymanagement/ProgramOutcomesAssessment |
| BS in Automation and Control Eng. Tech. | X | | | https://www.taskstream.com/ts/bsinautomatcontrolengineertech/ProgramOutcomesAssessment | |
| BS in Computer Engineering Technology | X | | | https://www.taskstream.com/ts/bsincomputerengineeringtechnlgy/ProgramOutcomesAssessment | |
| BS in Electronics Engineering Technology | X | | | https://www.taskstream.com/ts/bsinelectronicengineeringtechnology/ProgramOutcomesAssessment | |
| BS in Information Technology | X | | | https://www.taskstream.com/ts/bsininformationtechnology/ProgramOutcomesAssessment | |
| MS in Electronics and Computer Tech | X | | | https://www.taskstream.com/ts/msinelectroniccomputeretech/ProgramOutcomesAssessment | |
| PhD in Technology Management | X | | | https://www.taskstream.com/ts/phdintechnologymanagement/ProgramOutcomesAssessment | |