Strategic Plan Progress Report: Goal 1, Improve Through Assessment
   Update on Continuing Progress, 10.10.12

I-1: Previously at "A" level—complete and systematized

I-2: Previously at "A" level—complete and systematized

I-3-A: Proposal for integrating core set of EFTF outcomes with state-wide general education outcomes in order to identify a University Common Core program.
- Presented proposal to CAAC with models
- Described proposal in Action Project Update; HLC response encouraged VU to push to complete process and share with other institutions

I-3-B: Completed first round of program and course outcomes development, assessment, analysis and improvement planning

I-3-C: General education course vetting process proposal presented to CAAC

I-3-D: Curriculum mapping discussions continuing and models being developed

I-4: Continuing to develop methods to communicate and coordinate assessment plans and to address problems

I-5-A: Teams used to complete program assessment; proposal for vetting and assessing general/liberal education outcomes includes teams to facilitate process

I-5-B: Previously at "A" level—complete and systematized

I-5-C: Assessed faculty who participated in new assessment process; used results to improve report form

I-6-A: One round of assessment completed according to timetable; forms revised following assessment of process

I-6-B: Shared models of collaborative assessment practiced by programs and described in last year's reports; Assessment Committee has developed criteria for identifying best examples of collaborative assessment

I-6-C: The Assessment Committee developed and revised processes for reporting assessment results:
- Revised step-by-step reporting process
- Revised assessment progress report form that is used to track step-by-step progress
- Developed website that reports step-by-step progress

I-6-D: Assessed participants regarding the assessment process; results show that 99% of participants found liaisons helped them complete the process, but also found need to improve form, which is changed to reflect needs; developed criteria to identify best assessment plans in order to celebrate the best assessment efforts of faculty (and eventually staff)

I-6-E: Measured internal stakeholders regarding value of assessment process. Better than 80% felt the processes helped them identify needed program improvements. Higher Learning Commission (North Central) response to Assessment Progress Report validated the internal positives; described the progress report as "exemplary" and no further program assessment reports are necessary.

I-7-A: Moved to level "A"; assessment budget has gone through annual review process; complete and systematized

I-7-B: Human Resources tracked job descriptions and evaluation rubrics that included assessment expectations

I-8-A: Assessment Committee is reviewing materials on qualitative program review; Committee members are attending IUPUI Assessment Conference, including program review workshop

I-8-B: Newly developed assessment reports and public reporting system will be key elements of program review

I-9-A: Assessment workshops have explained the importance of internal benchmarks, which were required of all assessment reports. The Committee continues to study ways to do external benchmarking of the new general and liberal education program and statewide outcomes

I-9-B: Baseline data has been established for program assessment; some programs also use national exams or certifications for external benchmarking; CCSSE and IDEA surveys are being looked at for external benchmarking

I-10-A: "Closing the Loop" workshop was recently presented, the 6th workshop since the assessment process began; external speakers (Terrel Rhodes, Kathleen Gabriel) presented at VU

I-10-B: Learning communities are developing as result of program assessment; Jasper faculty are continuing to work with VU faculty on common assessments

I-10-C: No change; VU needs to identify personnel willing to serve as HLC peer reviewers

I-10-D: In addition to workshops on assessment, the assessment process has created considerable conversation about instruction that helps students meet outcomes. 25 faculty members participated in the IDEA Survey pilot, an experience that has been summarized in a SWOT Analysis; the need for developing faculty abilities to teach proposed University Core outcomes (general and liberal education) are underway