**Progress Report on Implementation of Assessment Strategic Plan and Academic Assessment**

**to the**

**Higher Learning Commission of the North Central Association**

**for**

**Vincennes University**

**April 30, 2012**

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**Progress Report on Implementation of Assessment Strategic Plan and Academic Assessment**

1. Introduction and Background**:**

This document is a response to the request for a Progress Report found in the March 4, 2011, Higher Learning Commission Reaffirmation of Accreditation Recommendation for Vincennes University. The Recommendation included the expectation that VU declare a new Action Project entitled “Implementation of Assessment Plans” and file this Report to describe the progress on the project. This Progress Report focuses on the work done to implement the strategic plan, which describes VU’s institution-wide plans for assessment, and the report gives special, detailed attention to academic assessment, which is clearly the special concern of the Reaffirmation Recommendation. The section on Academic Assessment includes an account of all programs reporting data, the program outcomes assessed, success expectations, and the numbers of students who met the success standards established by the program faculty. It also describes progress on general education assessment, including data on student success. Next, the report identifies other assessments that VU has developed and completed this past year and ends with VU’s plans for continuing the development of a culture of assessment and describes VU’s next steps in implementing Strategic Plan Goal 1. Additionally, this document includes an appendix of supporting documents, and it will have been delivered with electronic files of the complete sets of assessment report forms from each of VU’s six academic divisions. Extensively planned and heavily reviewed, these assessment plans describe the program faculty who participated in the assessment process (including their work to develop the mission statements, program outcomes, and assessment plans), report the assessment results, show an analysis of the results, and describe improvement plans for instruction and for assessment tools and processes.

Vincennes University’s 2010 Quality Checkup Visit Report highlights the fact that VU leadership and faculty recognize the need to be data-driven and understand the important role that assessment plays in decision making and improving instruction and other institutional processes. Nonetheless, “the Team found no direct evidence of results of evaluating student learning and teaching effectiveness” (QC, p. 4). The Assessment Action Project goal statement includes that admission that VU is aware of its assessment history: “VU has a history of episodic assessment driven more by individuals and individual departments than a true institutional assessment and improvement system.” Part of VU’s spotty history of assessment is the result of changes in personnel responsible for oversight of assessment and the difficulty in hiring someone to take on the role of Director of Institutional Effectiveness. For whatever reasons VU might have for being behind in its commitment to assessment and improvement processes, the Reaffirmation Recommendation correctly notes that “at the time of this reaffirmation review the institution has yet to develop and report specific data resulting from their assessment activities” (RR, p. 9).

During the Spring 2010 semester, shortly after the Quality Checkup Visit Team departed the campus, VU was finalizing its new Strategic Plan. Given the team’s clearly expressed concern for VU’s need to take significant action on assessment, VU identified assessment as Goal 1 of its plan. A committee was formed to develop the plan, and the members began their extensive research of assessment writings and completed the plan by May 2010. The plan was reviewed by three external reviewers, Steve Bowen (Emory College, and then Association for General and Liberal Studies President), Rob Mauldin (Central Arkansas, Past President of AGLS), and John Nichols (St. Joseph’s College, AGLS Past President and author of AGLS and AACU documents on assessment). The strategic plan was included in the special Report on Assessment of Student Learning, and the Reaffirmation Recommendation notes that the activities described in the report “are on target and, if successful, will position the institution to be a model for other colleges seeking to build an effective program of assessment” (RR, p. 13). The purpose of this report and its ancillary documents is to show that VU is very effectively moving forward on the strategic plan. Even more, VU believes it will show an extensive amount of high-quality academic assessment work and improvement planning completed by faculty, and VU believes it reveals the institution’s strong commitment to improvement processes reflected in the descriptions of numerous institution-wide communications, presentations, activities, and assessments in which all members of the VU community have participated.

The assessment data reported below represents data from almost every academic program identified as an “assessable academic program.” (See Appendix 18.) In 2011-2012, Vincennes University has spent much of its assessment time and energy developing and implementing an academic program assessment plan focused on assessing major program outcomes and improving major program learning. VU strategically decided that the greatest number of faculty would be impacted by and involved in the assessment processes by attacking the issue of major program assessment first, and doing general education assessment in a modified way. Clearly, the HLC expects VU to report progress on major program outcomes and general education outcomes. VU had to make decisions about where to focus its greatest energy. Given VU’s uneven history with assessment, the Assessment Committee and Director of Institutional Effectiveness has throughout the year sought to involve as many VU personnel in the assessment process as it could in order to make progress on its goal of building a culture of assessment. Giving a concentrated focus to major program assessment, including extensive professional development and a significant amount of one-on-one assistance to faculty through a detailed review and revision process of program assessment seemed the wisest avenue for setting a clear standard for the expectations the Assessment Committee had in mind when it developed the strategic plan. Considering the early evaluation of the faculty surveyed regarding the assessment process (See Appendix 11.), the approach constructively established a process that faculty felt positive about.

Assessment in VU’s past had focused much more on collecting program effectiveness data, assuming accountability was the primary purpose of assessment. Furthermore, VU had a “black hole” assessment program: some people did assessment, but reports were buried on Blackboard, never to be heard from again. VU’s previous assessment reports focused more on collecting data and less on delivering on improvement. Little, if any, follow-up review of the assessment data occurred. No program review process made use of learning assessment data. And worse, no follow-up existed to ensure the loop was closed on proposed assessment improvements (when improvements were proposed). Needless to say, one cause of resistance to the new assessment process that the Assessment Committee encountered throughout the year was the issue of the faculty’s previous assessment experience and their sometimes expressed assumption that this new effort is just another work project that will be ignored by anyone other than the Assessment Committee. Asking faculty to complete all the assessments by responding to all the questions posed in the report and then working the plans through the evaluation and editing process was more difficult because faculty had been habituated to the previous approaches and because, in the past, participation seemed optional. VU is now establishing a consistent expectation expressed in a variety of forms by a number of sources: the President, Board, administration, Assessment Committee, faculty liaisons to the divisions, and the Interim Director of Institutional Effectiveness. The new assessment approach is focused on learning improvement (assuming that “accountability” issues will be addressed and satisfied in the process of addressing student learning needs). The approach uses embedded, authentic assessments as the primary vehicle for collecting student learning data. VU is also developing a web-based report system that will make reports available for sharing on campus and transparent for all stakeholders on the new Institutional Effectiveness website ([improve.vinu.edu](file:///C:\Documents%20and%20Settings\Student\Local%20Settings\Temp\AppData\Local\Temp\AQIP%20'12,%20Progress%20Report%20on%20Academic%20Assessment.doc)). This concentrated focus on assessment is intended to engage the campus in the expectation that assessment is part of the way VU does business.

One other reason for VU beginning with a programmatic focus is VU’s strategic plan calls for the development of an improved system of program review. VU’s current program review process is a review of quantitative program effectiveness data: cost of programming, numbers of students enrolled, numbers graduating and being employed, etc. This information is very important for University and program planning. However, what the Assessment Committee has proposed in its strategic plan is a qualitative review component to be included with the quantitative, with the goal being to develop a program review that will include programmatic strategic planning based on consideration of program assessments. The approach will be for each program to identify competencies for the ideal graduate (verified by various stakeholders, include advisory committee members and prospective employers), and then VU will use its curriculum mapping processes to correlate the competencies with course and program outcomes. Once this approach is developed and put into practice, the assessment process will take on new meaning and significance, and it will enable program faculty to both promote their successes to future graduates and employers and use their data to strategically plan their program’s future. Again, for the development and future success of the program review component of the strategic plan to progress, VU chose to focus on major program assessment first.

This report does include general education assessment results and planned improvements, but general education assessment has been limited this year because VU is in a period of general education flux, created by internal and external forces. Internally, VU has had and continues to have Action Projects dealing with the development of liberal education outcomes for the entire curriculum. A draft of the outcomes was completed late last Spring semester, 2011, presented during the opening University meetings, and sent to the Provost and the Curriculum and Academic Affairs Committee for consideration and approval. (See Appendix 1.) A new Action Project was added in 2011 to address the approval and implementation of the outcomes, the University curriculum mapping process, and the course vetting process. In addition, the General Education Committee has developed general education distribution outcomes in order to identify what constitutes general education distribution requirements. (See Appendix 2.) The Assessment Committee, when writing its strategic plan, assumed all of these outcomes would have been approved by now, and all the vetting of course outlines would be in the works, and implementation process would begin, at least by the beginning of Fall 2012. Unexpectedly, certain events slowed the processes. First, the Provost left in October and a new Interim Director was selected while a Provost search was begun. Externally, the state of Indiana has recently produced legislation requiring academic programs hours to be reduced: 60 hours for Associate’s degrees and 120 for baccalaureate degrees. In addition, the state is now developing a state-wide core of 30 hours of transfer general education. These new state initiatives have caused VU to pause and reconsider its general education requirements and outcomes, as it needs both to meet state requirements and align its general education with other state institutions. Thus, final approval of the drafts of general and liberal education outcomes have essentially been placed on hold for the institution. Clearly, these outcomes must be finalized and worked through the approval process before a complete system of general education assessment can be established.

Despite the unexpected surprises, VU is committed to doing general education assessment, and a plan was develop to begin the assessment process, despite the lack of final decisions on outcomes. The Directors of General Education and Institutional Effectiveness worked together, with the support of their respective committees, to ask general education basic skills programs to assess math, composition, and speaking skills, and they worked with select programs in the distribution categories (what VU calls in its current general education scheme “Liberal Education”) to assess general education learning using outcomes that have been proposed for the general and liberal education program. Once “the dust settles” at VU and in the state of Indiana, VU’s plan is to establish a system of general and liberal education assessment that will operate on a rotation basis; that is, like many other institutions, certain outcomes will be assessed each year on a schedule so that in four or five years, a full cycle of general education assessment will have been completed. VU will most likely use this rotation approach because it wants to keep a focused, annual effort on the assessment of academic programs for the reasons stated above—this is the best way to establish a culture of assessment—and because with the focus on workforce development and developing competencies that employers want, it is important that faculty continue to produce evidence of their students’ success and employability.

VU recognizes that general and liberal education provides a set of skills that employers want in graduates and has no intention of ignoring general and liberal education. The reality is that VU had to make choices in order to bring some order to the assessment picture and to try to begin to build the buy-in necessary to achieve its goal of creating a culture of assessment and to present an accurate picture to the HLC of as many faculty members as possible participating in assessment processes. VU wants to settle the general and liberal education picture and move forward on the assessment of these essential skills. The hope is that general education assessment data enclosed will provide evidence to the HLC that VU understands what is required of general education assessment and improvement, and VU hopes the results will signal to the HLC that VU is certainly prepared to do quality general and liberal education assessment in a systematic way as soon as the necessary outcomes are finalized.

One final note is necessary for perspective on this progress report and update of the strategic plan. The strategic plan was developed in May of 2010, with the assumption that the Director of Institutional Effectiveness would be hired during the summer of 2010. A search prior to the development of the plan had failed to yield a qualified candidate for the position, and a second search was scheduled for the summer of 2010 and figured into the planning metrics and deadlines described in the strategic plan. Two failed searches later, on March 1, 2011, just prior to the delivery of the Reaffirmation Recommendation, an internal candidate agreed to take the position on a two-year interim basis. Considering the transition into the new role and the reality that the faculty was within a couple of months of departing for the summer, the assessment work described below reflects less than a year’s worth of effort. Some strategic plan activities have not been completed by the strategic plans proposed dates. Nevertheless, VU believes that the HLC will be pleasantly surprised by both the substantial quantity and quality of the assessment work completed and will recognize that, consistent with VU’s history, “Vincennes University demonstrates that it is able to respond quickly under pressure to meet accreditation criterion” (RR, p. 14).

1. Strategic Plan Progress**:**

VU has intentionally made assessment its first strategic plan goal because it wanted assessment to be a top priority.The plan focuses heavily on student learning, but the goal statement reads, “Vincennes University will develop a University-wide culture of assessment for continuous improvement. ‘University-wide’ includes all VU programs and courses.” (See Appendix 3.) While the HLC is most concerned with VU using this report to describe its learning assessment processes, results, and improvement plans, the strategic plan is intended to build “a culture of improvement and a broad commitment to quality efforts” (RR, p. 13) and eliminate the “challenges of assessment [that] have been confronting the university for many, many years going back to Commission reports in the 1990’s” (RR, p. 13). VU believes that progress on all the sub-goals in the assessment plan is essential to building the assessment and improvement culture it desires and to sustain learning *and* institutional assessment and data-driven decision making into the future.

What follows immediately below is a narrative report on each of the sub-goals in the Strategic Plan, Goal I. The original version was submitted in February to the President for presentation and discussion during the February 29, 2012, Board Retreat. (See **Error! Reference source not found.**.) The President asked each Goal team to provide a narrative statement of progress that can be used as evidence for the numeric rating of progress that the team also provides. The report that follows is a significantly enhanced version because of additional progress made since the original version was submitted to the President. Both narrative and numeric evaluations are provided in the report; a legend to explain the numeric evaluation is included. VU has chosen to be extremely conservative in identifying its numeric ratings, despite what it considers to be a very productive year of high quality assessment work. VU recognizes both its spotty record with assessment and the need to for considerably work, especially in the next couple of years, before it can earn the right to say it has successfully established a culture of assessment and improvement. A copy of the “check-box” version of the progress report that is shared with the entire University community included below. (See Appendix 5 or on-line at [improve.vinu.edu](file:///C:\Documents%20and%20Settings\Student\Local%20Settings\Temp\AppData\Local\Temp\AQIP%20'12,%20Progress%20Report%20on%20Academic%20Assessment.doc).)

**Strategic Plan Progress Report: Goal 1, Improve Through Assessment Progress Measures**

The numeric ratings following the descriptions of progress have the following meaning:

1 = Start-up actions undertaken; concept work completed; early organization efforts underway; 25%

to goal.

2 = Process underway and on track; steady progress being made; funding may be secured; 50% to

goal, but no results yet.

3 = Deeply deployed; substantial elements of a project may be nearly or fully completed; 75% to

goal, but no results yet.

4 = Fully deployed; 100% success on results.

A = Annual report showing ongoing planning, programming, or funding process.

I-1: Create a vision for assessment that embraces and embodies improvement.

* A vision has been created and shared; it is on the new Institutional Effectiveness webpage, improve.vinu.edu
* “A” category because it will continually be reviewed and revised as needed.

I-2: Create, define, and share a common assessment vocabulary.

* A glossary has been created and shared (See Appendix 6.) ; it is on the new Institutional Effectiveness webpage, [improve.vinu.edu](file:///C:\Documents%20and%20Settings\Student\Local%20Settings\Temp\AppData\Local\Temp\AQIP%20'12,%20Progress%20Report%20on%20Academic%20Assessment.doc)
* “A” category because it will continually be reviewed and revised as needed.

I-3-A: Develop University-wide general and liberal education curricular and co-curricular outcomes.

* The Educational Futures Task Force was charged with developing a draft of the new outcomes, and the draft has been submitted to CAAC for discussion.
* “3” category because the Task Force completed a significant review of the literature and because the outcomes have been shared with Dr. Terrell Rhodes of AAC&U prior to his visit and presentation in November. Multiple groups are experimenting with the draft outcomes while VU is trying to determine what new Indiana state-wide outcomes will be required for the transfer core. The English Department’s work with the outcomes is also part of an Association for General and Liberal Studies special assessment project that will include a benchmarking discussion with St. Joseph’s College.

I-3-B: Develop program and course curricular and co-curricular outcomes.

* Five different assessment workshops have been conducted, a list of assessable programs has been created, and the Assessment Committee has worked with programs to create mission statements and outcomes. The outcomes statements were assessed during Fall 2011 or will be assessed this spring. (More specific detail on all these items is presented in the “Academic Program Assessment Progress Narrative” report, below.)
* “2” or strong 2 because of progress on curricular outcomes, but co-curricular and non-academic outcomes have not been developed.

I-3-C: Implement a course outline review process.

* The Assessment Committee recognizes the need to review common course outlines to ensure that program and general/liberal education course outcomes are correctly written and mapped to program outcomes. The Assessment Committee will make a motion to CAAC to begin the process Spring 2012. (Due to events described below in the section “General Education Assessment Progress Narrative and Results,” the Committee did not actually propose this motion)
* “1” because the vetting cannot progress beyond the discussion until outcomes discussions at the state level and at VU can be concluded.

I-3-D: Develop curriculum mapping for outcomes alignment.

* The Assessment Committee has begun its study of mapping, and models for program and general/liberal education outcomes mapping have been developed. (See Appendix ) Plans to implement Spring 2012.
* “1” because the development has not progressed beyond the models and discussion. A draft workshop plan is included in the appendix, and a trial version of the workshop might be run for a small group during Spring Professional Development week (May 2012).

I-4: Utilize a variety of methods to communicate and coordinate plans, issues, challenges, successes, and results to all stakeholders.

* Communication of assessment issues has occurred through all of the following: Five workshops on assessment plans and processes offered on both the Vincennes and Jasper campuses, email to faculty and staff (See Appendix 15), faculty liaisons to divisions working directly with respective division faculty, assessment presentation during opening meetings, sharing model assessment plans via email, Assessment Committee annual reports to CAAC (See Appendix 8.), two Board presentations (See Appendix 9.) for Fall Report and [improve.vinu.edu](file:///C:\Documents%20and%20Settings\Student\Local%20Settings\Temp\AppData\Local\Temp\AQIP%20'12,%20Progress%20Report%20on%20Academic%20Assessment.doc) for Spring Board Retreat PowerPoint.), a report in the Annual Report to the Trustees (See Appendix 10.), twice monthly meetings between President and Director of Institutional Effectiveness to discuss assessment projects and issues and weekly progress report form, guest speakers Dr. Terrell Rhodes and Kathleen Gabriel, (See Appendix 15, Example 4.) implementation of the Campus Quality Survey, and the development of the new Institutional Effectiveness website.
* “3” because of the quantity of communication and presentations, but the Committee recognizes that time is needed to discuss strengths and weaknesses of the new assessment process, develop an assessment peer review process, and expand the celebration of model assessment plans and accomplishments.

I-5-A: Design and organize committees and teams to manage university assessment.

* The Assessment Committee has representation from each of the academic divisions, from the Jasper campus and from the staff. The faculty members have worked as liaisons and representatives to their respective units.
* “3” because academic liaisons have received released-time, thus showing a University commitment to assessment. However, non-academic and co-curricular assessment plans have not been developed to the point that it is clear if the committee structure, as it currently exists, is sufficient.

I-5-B: Designate and empower an administrative position responsible for University assessment-driven improvement.

* The position of Director of Institutional Effectiveness has been developed and filled.
* “A” because the position and a budget for it are now an on-going part of the University structure.

I-5-C: Use annual survey results of faculty, staff, and students to evaluate and improve assessment leadership.

* The Director of IE and the Committee have begun the process. Faculty and staff have participated in a SWOT analysis and an audit of programmatic assessment to build a baseline for improvement and understanding. The University is participating in a Campus Quality Survey, which asks about assessment and improvement. The Assessment Committee, as of April 17, 2012, developed a survey for faculty who participated in the assessment process. It will assess their views of the workshops, the assessment and reporting processes, and the feedback from and work with liaisons. Preliminary Results are reported in Appendix 11.
* “2” because assessment, thus far, is baseline, and the annual survey has only been recently been deployed and will require time to receive a full return and analysis of data.

I-6-A: Implement a timetable and develop forms for completing assessment reports, data analysis, and dialogue about results to plan and implement improvement measures.

* The forms and timelines for the assessment process have been developed and progress on assessment is currently being reported weekly. (See Appendix 12 for report form template and Appendix 14 for sample weekly progress report.)
* “3” because one complete cycle of the process has just been completed and there is a potential for a slight evolution of the form, as has already occurred in the early stages of implementation of the plan. Also, the plan is to move to a web-based reporting system after this year’s initial paper and Word document process.

I-6-B: Explore effective practices to create collaborative assessment and improvement opportunities.

* Collaboration among various members of the Assessment Committee and between the Vincennes and Jasper campuses on assessment are models for developing collaboration University-wide. Furthermore, collaboration is developing within departments doing program assessment.
* “2” because the peer review process will not be implemented until Fall 2012, and assessment of co-curricular and non-academic assessment will require the development of more collaborative models. In addition, now that the assessment system is mostly established, the process needs to be expanded to develop more comprehensive and collaborative assessment plans for early college, military education, and distance education.

I-6-C: Implement a process of recording, reporting, and moving information within the assessment framework.

* The Committee has developed a progress report form (See Appendix 14). and is using liaisons to work with faculty to complete the reporting process. The IE website now houses the completed forms for internal and external stakeholders to access.
* “3” because the process is in place and working thus far. The full initial academic assessment cycle was completed in April 2012, but other assessment is yet to be completed. The model is working but needs to be verified as relevant and workable for all. Preliminary results from the assessment survey suggest the process worked; 79% of faculty felt the process enabled them to assess their outcomes and identify needed improvement. (See Appendix 11.)

I-6-D: Implement an annual process to identify and mitigate barriers to effective assessment and to celebrate improvement successes.

* The liaisons are working with division faculty to reduce barriers to completion, and each program report is being reviewed and edited by the Committee. A report form has been developed in order to record suggestions for improvement and guide revisions of the assessment plans. (See Appendix 13.) These are shared via email and one-on-one conversations, and the key suggestions for completion of the plan are addressed and worked into the plan. Progress through the steps in the process is recorded weekly in the Instructional Effectiveness assessment progress report. (See Appendix 14.)
* “2” because the full process is not complete. Barriers might still exist, including resistance to the process by some individuals. A process for celebrating improvement is not fully planned or implemented.

I-6-E: Measure of and response to internal and external stakeholders’ perceptions of institutional value.

* The recent North Central criticism that VU measure the perception of internal stakeholders is being addressed by the nationally-normed “Campus Quality Survey.” Results and analysis will be sent to VU by the end of March, and will formally be presented on-line and during Professional Development Week in May, 2012. In addition, VU is doing a pilot, using the IDEA Student Rating of Instruction; twenty-five courses are being evaluated, as VU tries to determine the best tool for the evaluation of instruction. VU also has an Action Project intended to develop a VU student profile and will develop an internal assessment instrument intended to regularly update that profile, which will be accessible by all VU personnel via a data warehouse.
* “2” because a measure of external perception must be completed and responses to both types of evaluations will need to be developed. Plans are currently being developed for sharing the Campus Quality Survey results and addressing issues and concerns.

I-6-F: Establish a pilot program for an e-portfolio system.

* Various groups on campus have attended workshops and researched e-portfolios; some faculty have experimented with systems. Discussions with some providers are under way.
* “1” because no systematic pilot has been developed. The Assessment Committee has the item in its list of continuing agenda items and is working to identify potential users. Due date is August 15, 2012.

I-7-A: Develop and sustain an adequate annual assessment budget for assessment projects, improvement projects, and leadership roles.

* An initial budget for the Office of Institutional Effectiveness has been developed and implemented.
* “3” because the Office of Institutional Effectiveness has yet to participate in the annual review process and completed an entire cycle, which should address the issues of “sustain[ed]” and “adequate.”

I-7-B: Integrate assessment into all aspects of personnel management (i.e., hiring, promotion, evaluation, etc.).

* The Committee has met with the Human Resources director and initial discussions have begun. The Director of Human Resources has agreed to begin tracking job descriptions, identifying various types of assessment expectations. The plan is to use a year’s worth of data for future discussions of the issue.
* “1” because there is very little to confirm assessment will figure significantly in the hiring, promotion, or evaluation processes. More discussions are needed to ensure that assessment participation is a significant part of the evaluation process.

I-8-A: Define the purpose of assessment-driven program review.

* The Committee did initial research during the strategic planning process and planned to begin development of the process Spring 2012.
* “1” because communication of the purpose and plan has been limited to references about future plans. The work on completing the first round of academic assessment, including working through an extensive review and editing process, has delayed progress into this very important issue.

I-8-B: Implement a systematic process of program review and improvement, including a public reporting system.

* The Committee did initial research during the strategic planning process and planned to begin development of the process Spring 2012.
* “1” because the system has been neither developed nor implemented. See I-8-A, above

I-9-A: Define and develop the purposes of internal and external benchmarking processes.

* The Committee recognizes the value of benchmarking, and workshops have identified it as an important step. Internal benchmarking is being used as part of the academic assessment process; success standards are based on the benchmark of the best students. Some communication of the meaning and purpose has been discussed and is implied in the use of nationally-normed surveys, the Community College Survey of Student Engagement (CCSSE), in which VU has participated five times in the last ten years, and the Campus Quality Survey, in which VU participated for the first time in January 2012.
* “2” because VU is currently using an internal benchmarking process as part of its success standards in its academic assessment. A full discussion of benchmarking, internal and external is not due until May 2013, and a plan for defining and developing understanding of its purpose has not been designed.

I-9-B: Identify, initiate implementation, and communicate benchmarking process.

* Internal benchmarking is occurring due to the completion of the assessment process; results will serve as baseline data for future assessment work. Some external benchmarking is occurring because of the use of nationally-normed survey tools, the Community College Survey of Student Engagement and the Campus Quality Survey.
* “2” because some internal and external benchmarking is occurring, but a systematic process of program and unit benchmarking has not been developed.

I-10-A: Develop and sustain adequate assessment professional development.

* A great quantity of assessment professional development has occurred in the last year, and more is planned for the next year. Five campus workshops explaining the assessment process have been presented. In May 2011, a three hour workshop during Spring Professional Development Week was presented to more than 180 faculty and staff; that workshop focused on the importance of assessment, the new academic assessment process, and presentations of completed models of the report form. Four additional workshops were aimed at faculty working through the assessment process. The first addressed the development of mission statements and program outcomes. The second focused on the various types of assessments and how to select projects. The third addressed essential assessment tools, such as rubrics, reflection activities, and test blueprints. The fourth workshop addressed the various types of analysis that can be used to make sense of data and how to connect the analysis to improvements in the assessment and learning processes. Speakers Dr. Terrell Rhodes (representing work on the 21st Century Education Action Project) and Kathleen Gabriel (representing work on the Learn in Order to Serve Action Project) have been presented to VU faculty and staff, and their publications have been shared with faculty and staff.
* “2” because the process is developing, but evidence of a sustained, adequate, funded, assessment professional development process will require time.

I-10-B: Invite and support participation in assessment and improvement learning communities.

* Learning communities are beginning to develop within departments as faculty work to collect, evaluate, and use data for improvements and with the analysis required of the narrative report form. The Assessment Committee and department committees are learning communities.
* “2” because the concept of “learning communities” is not fully explained or formalized in practice and because processes such as the peer review process are yet to be developed. Additionally, learning communities for general/liberal education assessment have yet to be set-up.

I-10-C: Support VU personnel participation as AQIP and other peer reviewers.

* The Committee recognizes the value of learning about assessment as part of participation in an external peer review process.
* “2” because a willingness to support faculty efforts has been signaled, and two individuals attempted to become HLC reviewers; however, at the time of the attempts to apply, applications for reviewers were not being accepted. Those individuals need to reconsider now that the HLC is again accepting applications. The Committee also needs to explore all the peer review options and encourage faculty and staff to participate in specialized accreditation activities.

I-10-D: Focus and enhance the Scholarship of Teaching and Learning.

* The Committee has developed an assessment process and strategic plan that will by their nature develop the Scholarship of Teaching and Learning.
* “3” because the collection and review of learning is underway, workshops delivered by both internal and external speakers have been presented, and an audit of assessment practices has occurred. A number of faculty have also presented assessment sessions at national conferences, and the English Department is participating in a national assessment project that will lead to more presentations and a publication. Funding has been provided for conference and travel-related costs. In addition, VU has submitted its application and action plan to the New Leadership Alliance, which includes a commitment to participation with others in assessment-driven enhancement of teaching and learning processes, benchmarking, and sharing in professional development opportunities.

1. Academic Assessment Progress Narrative and Results**:**

As noted in the introduction, Vincennes University has made a strong effort in a short period of time to move assessment forward, completing a great deal of work to implement a high quality, embedded assessment of student learning outcomes, complemented with meaningful learning and improvement plans. This part of the report consists of a detailed narrative of that effort and a report on program outcomes, assessment tools, results, and percentages of student achieving the outcomes successfully. This report will have been sent with academic division files that include all the program assessment reports submitted by each division’s programs. This section will also include a discussion of general education assessment activities and results, and this section will be concluded with a discussion of plans for using results for improvement. Specific details about the plans, including the improvement plans, can be found in the accompanying files or on-line at [improve.vinu.edu](file:///C:\Documents%20and%20Settings\Student\Documents%20and%20Settings\Vincennes%20University\My%20Documents\AQIP%20'12,%20Progress%20Report%20on%20Academic%20Assessment.doc), where VU’s assessment plans and results will be transparently presented for anyone who wants to see them.

It is not surprising that VU has made its greatest progress on assessment through strong commitment to the process. President Helton has taken the lead in this institutional commitment, expressed in a number of forms. The President has expressed the importance of VU’s commitment to data-driven improvements repeatedly in meetings, workshops, emails (See Appendix 15.), radio broadcasts, and two presentations he asked the Interim Director to make to the Board (as noted above, once in October 2011 and again in February 2012). The President opened a three- hour workshop May 2011 with a half-hour presentation about AQIP, the role of assessment in a continuous quality improvement system, and the reporting expectations that came with the Reaffirmation Recommendation letter. During the opening University meetings for the 2011-12 academic year, the President dedicated an hour of the meeting to assessment, including his role and support for it and his support for VU joining the New Leadership Alliance for Student Learning and Accountability. The President also took the lead in the institution’s commitment to hiring a Director of Institutional Effectiveness and offering release time for faculty liaisons for each of the divisions. The liaisons have given the academic assessment process the manpower it needed to move academic programs rapidly into and through the assessment process.

The VU Board also has taken an active interest in assessment. After VU heard the HLC site visit team’s comments and concerns about assessment and after the Board learned that VU was required to complete a special report focusing on assessment, the Board established an ad hoc committee to discuss the issue and strategize with the President to address them. Members took an active interest in the search for the Director of Institutional Effectiveness, with one member, Rick Schach, participating in the search. The President communicated to the institution the Board’s concern about and interest in assessment, and he has made sure the Board is apprised of the progress on the assessment. As noted above, the President asked the Interim Director of Institutional Effectiveness to make two assessment and AQIP presentations to the Board. During the February 2012 Board retreat, the members spent 30-40 minutes asking detailed questions about assessment progress, the methods used to assess learning, the meaning of the assessment results, and the value of the results as a confirmation of what students were actually learning, including questions about benchmarking.

The President also took the lead in the search for the Director of Institutional Effectiveness. After three searches failed to produce a Director for Institutional Effectiveness, the President selected an internal candidate as Interim Director, Prof. Michael Gress, who has had experience leading assessment in the English Department and on a national level while developing and leading the Association for General and Liberal Studies Exemplary Program Award. The faculty members on the Assessment Committee were, with the exception of one individual, the same individuals who researched and developed the assessment strategic plan. Karen Ball (Humanities), Sheila Collett (Jasper Campus), Mary Hollars (Business and Public Service), Rene LaMontagna (Science and Math), Brian Lindsey (Technology), Dan Miller (Social Science and Performing Arts), and Freda Neal (Health and Human Performance) have all received the equivalent of three hours of release time in order to serve as liaisons between the Assessment Committee and the Divisions.

The faculty liaisons’ specific duties are described in the document “Responsibilities for Faculty Assessment Committee Liaisons” (See Appendix 16.), but one of the most important contributions the liaisons have made to the process is to spend hours and hours working one-on-one with division faculty in order to guide the development of program assessment plans, answer questions, explain the editing suggestions of the Committee, and carry back to the Assessment Committee questions and difficulties that faculty were having with the process. This intensive, one-on-one work has enabled the Committee to address problems as they developed and before they became difficult to manage. The Interim Director of Institutional Effectiveness has readily admitted that VU’s assessment progress would be impossible without the accumulation of hours put in by the seven liaisons working so closely with program faculty.

Joining the liaisons on the Assessment Committee are three staff members: Pat Jost (Director of Housing), Kim Meeks (Interim Director of Institutional Research), and David Peter (Dean of the Learning Resources Center). While assessment has not turned to non-instructional and co-curricular assessment, these individuals bring a perspective to the Committee that will help make the transition to other types of assessment a more coherent process. Another important member of the team is Amy Hatton, the secretary for the Office of Institutional Effectiveness. Amy has designed and maintains many of the reports, such as the weekly assessment plan progress report. The Assessment Committee meets a minimum of once a week for a 2-2.5 hour meeting. For a six to eight week period, once in the fall and again in the final run-up to the completion of the assessment process and this report, the Committee has been meeting three days per week for 2.5 hours to review assessment plans and suggest improvements that are recorded on a review form. (See Appendix 13.) Amy Hatton records the discussion of each report and records the comments and suggestions on the review form; she then types the information in so it can be returned to the faculty. After the liaisons receive the final form in an email from the Interim Director, the liaisons take the email, which includes both constructive comments and an attached copy of the report form, to again work one-on-one with faculty to address improvement suggestions.

The Interim Director of Institutional Effectiveness has also done a considerable amount of one-on-one work with faculty and staff. At times, the Interim Director works with program faculty on their assessment plans if they have special issues or when liaisons are overloaded. In addition, the Director met with each program chair and staff department leader to complete a program audit. The purpose of the audit was to determine where the program was in its use of assessment. While the non-academic audit summary has yet to be completed, the audit summary of the all academic programs is included in the appendix. (See Appendix 17.) Each of ninety-one academic major programs, as well as the General Education and Honors programs, were audited to determine whether or not programs had a mission statement and program outcomes, whether or not the program had participated in previous assessment efforts, what type of assessment the program might have used, and how the results had been used. The audits (organized in both institution and division summary form) will be used as a baseline to mark improvements. For instance, as of May 1, 2011, only 56% of academic programs had mission statements and only 52% had program outcomes statements (although all had course outcomes statements). Most of those programs with mission and outcomes statements had them because they had to submit reports to specialized accreditors. With the submission of this report, VU can now show that 100% of the programs have mission and program outcomes statements.

As a result of the audits, the Interim Director of IE discovered the problem of determining what constituted an assessable program. VU has many Associate and certificate programs that are variations of a parent program. Previous assessment efforts met with resistance when faculty were asked to provide assessment reports on all programs, even variations that might be only a class or two different from the parent program. The Director recognized the resistance to assessment that would arise from using the same approach, and instead, used the audit information and discussions with program faculty to develop a document entitled “Definition of Academic ‘Program’ for Assessment Purposes” (See Appendix 18.). That document defends the identification of ninety-one academic major programs as assessable and the courses that each is accountable for assessing; the approach covers all the courses offered at VU. The list of the programs is included in the document in the appendix.

The audits also led directly to the number and content of the workshops that program faculty needed to complete the assessment process in the limited timeframe under which VU was working. For instance, with only half the programs having program mission statements and outcomes statements, the first workshop addressed the development of both of these fundamental needs for an assessment plan. Recognizing that many programs had not participated in assessment and that faculty had limited experience with many assessment tools that are currently being used in higher education learning assessment, the next two workshops dealt with identifying assessment projects and different types of direct and indirect assessments, with specific focus on essential assessment tools: rubrics, reflection, test blueprinting, and guides to develop test questions so to address various levels of cognitive skill. The fourth workshop recognized that many faculty members expressed concern about what was expected by the analysis of the data and the need to identify appropriate improvements to the curriculum and assessment tools. The workshops were timed to be presented in parallel fashion with the due dates for updated assessment report plans to help faculty move through the process in step-by-step fashion that was consistent across the programs. In between the workshops, liaisons worked with faculty, and reports were submitted for review. All the progress was tracked in weekly reports that were shared amongst the Committee members, with the President and Division Deans, and the Board.

Another important measure taken of faculty and staff attitudes is the Assessment SWOT analysis completed for each of the two groups. The results of the SWOT surveys (See Appendix 19) suggest faculty and staff share many similar attitudes about assessment. Most see strength in the commitment of personnel, once the focus and direction is clear, especially if the commitment is connected to the good of students. Most recognize that the support from the top, including the President and Board, is essential for success. Weaknesses and threats included issues such as the possibility that this recent assessment movement is just another temporary activity that will change processes only to be redirected when the next movement or next new administrator or Director steps in and pushes his or her brand of assessment. Two other concerns are the need to avoid the uneven participation found in the previous processes and the concern with additional workload for over-tasked personnel. A number of faculty expressed the idea that assessment would take time from faculty’s real job—instruction. Again, these assessments of attitudes can be used as a baseline to mark VU’s progress as a data-driven institution in the future. Already, many faculty members have commented to the Director and the liaisons how the assessment activities and tools have improved conversation among department members and instruction. Many faculty have discovered how rubrics can lend objectivity to their assessment of student performances and can be very useful in helping students understand assignment expectations. In addition, Kathleen Gabriel presented a workshop on her book, Teaching Unprepared Students, and many faculty members are using her techniques to engage students and assess their classroom participation. (See Appendix 20 for sample comments.) Several faculty members have asked for a professional development time to share tools and techniques that have helped them connect with students and improve their learning.

The Office of Institutional Effectiveness is developing a new website, [improve.vinu.edu](file:///C:\Documents%20and%20Settings\Student\Documents%20and%20Settings\Student\My%20Documents\AQIP%20'12,%20Progress%20Report%20on%20Academic%20Assessment.doc). It will be a resource for faculty and staff and a storehouse for assessment reports. The site will be accessible for anyone interested and will make VU’s assessment activities transparent via the assessment reports. The website currently houses such things as Assessment Committee minutes, workshop PowerPoints, the glossary of assessment terminology developed by the Assessment Committee, and a request process for faculty or departments that want to request a special workshop.

This report would be incomplete if it did not attempt to describe more fully the effort of faculty to meet assessment expectations. While anyone remotely aware of the state of assessment in higher education recognizes that not all faculty members are committed to the work, VU could not have completed the work described in this report and reflected in the tables below and the accompanying files without a significant, sincere effort. Any first-year effort with a new academic assessment process will produce uneven results due to the need to work out the bugs of the actual process and educate all the users on the system about how best to use data and express results and improvements in the reports. While VU is no different, VU is very proud to say that a review of the assessment reports will reveal a high degree of detail, sensitive analysis of the data collected, and most importantly, significant plans to improve both assessment tools and processes and student learning. Steps six through eight in the assessment plans are the key steps in the process—the analysis of data, the planned assessment tools/process improvements, and the planned changes in curriculum and instruction. The reports will reveal that many faculty members are discovering how rubrics make their evaluations of students much more objective and that they are discovering that analysis of test question results is raising questions about the ability of test questions to assess higher order skills. Faculty members are planning improvements, even when students achieved the desired success standards. They want to improve their tests and their rubrics, recognizing clarity and focus issues. Many faculty are planning to add activities, practice, pre-tests, and extra study tools and assistance that will potentially make measurable differences in student learning. Many faculty are also recognizing that stronger collaboration within the departments and between the Vincennes and Jasper campuses will be key to determining what constitutes program learning or a VU degree. The reports will reveal two key factors that the SWOT analysis suggested: when it comes to the students’ learning, VU faculty are deeply committed to doing what it takes to address what they see as “job 1,” and as faculty have come to understand the learner-centered focus of the new assessment process, they are increasingly comfortable with the work.

VU has developed what it hopes will be an important assessment-driven improvement process that will help connect the assessment process to budgeting. The University has developed the “Continuous Quality Improvement Proposal Process,” which invites programs to submit proposals for special funding or administrative consideration. (See Appendix 21.) As the application directions note, at times, assessment improvement plans might call for funding beyond the normal division budgeting limits, or it might call for a project to be coordinated between departments or across the curriculum; in both cases, special “blessing” of the project or special funding will help to make the project and the institution successful. Proposals are being submitted and will be reviewed during the May Continuous Quality Improvement Committee meeting.

The results presented below produced by faculty completing their assessment plans. One of the most important activities of the Assessment Committee has been the development of a reporting form that has asked faculty to work through the steps in the assessment process in a scheduled manner. Rather than just throwing out the expectation that faculty collect results and describe improvements, the report plan asks faculty to complete steps by different dates. The scheduling allowed for workshops to be presented ahead of the due dates for the relevant step, and the scheduling allowed the Committee members to review progress and make improvement suggestions before the faculty was expected to advance to the next step. Many faculty members have commented that the scheduled steps in the process have enabled them to work systematically while doing their instruction, and the schedule enabled them to do the work without being overwhelmed by one large, ill-defined expectation. An early review of the assessment process survey suggests that 67% of faculty members are either “satisfied” or “very satisfied” with the steps in the assessment process, and 89% are satisfied or very satisfied with the assistance they received as they moved through the scheduled steps. The form with schedule, described expectations, and prompt questions, is included in the appendix. (See Appendix 11.) Briefly described, the form asks the faculty to complete the following steps:

* Develop mission and outcomes, and report the cooperation of the program faculty on the decisions (due Sept. 1, 2011);
* Identify the two outcomes to be assessed and the courses in which this would occur, and explain why these assessments mattered and who made the decisions (due Sept. 15, 2011);
* Identify the two assessment projects for each outcome, identify success standards, and describe the activities as direct or indirect measures (due Sept. 30, 2011);
* Identify what sections would be assessed, how many students would be assessed, and due dates for the assessment (due Sept. 30, 2011);
* Submit the summary of the data collected (due Dec. 15, 2011);
* Analyze the data, discussing strengths, weaknesses, and trends (due Feb. 1, 2012);
* Analyze the assessment tools, discussing strengths, weaknesses, and improvement plans (due Feb. 1, 2012);
* Identify curricular improvement plans (due Feb. 1, 2012); and
* Submit the final report (due Feb. 15, 2012)

In actuality, the due dates for the last three steps (involving data analysis, tools analysis, and curricular improvements) were changed from February 1st to March 1st. The Committee discovered the need to make certain adjustments as the process unfolded. As the final reports started coming in, the Committee looked for model reports, distributed those campus-wide, and used the models as part of the review process and during discussions with faculty who were unclear about certain expectations for the report. This back-and-forth required considerable time and effort by the Committee, but the members made a commitment to a high-quality first round of reporting so as to set clear standards for future reports.

As is outlined in the Reaffirmation Report, VU is reporting results for all programs, including information on student outcomes success. However, VU believes it is important that the HLC consider the quality of the assessment work revealed in the full assessment plans (included in an additional pdf file or at [improve.vinu.edu](file:///C:\Documents%20and%20Settings\Student\Documents%20and%20Settings\Vincennes%20University\My%20Documents\AQIP%20'12,%20Progress%20Report%20on%20Academic%20Assessment.doc). The numbers in the report below are often generalized in order to simplify the reporting process, in many cases they are simple averages for all students. The full reports are generally much more nuanced in terms of student success with particular skills or knowledge. Moreover, the numbers by themselves do not reveal how much individual faculty members have collaboratively analyzed results in great depth, developed improvements in their curricula, or planned changes in their instruction and assessment methods. Particular reports stand out as what VU is using as models. VU hopes that reviewers will give some time to reviewing some of the following plans:

* Business/Public Service: Business Administration, Accounting, Homeland Security, and Loss Prevention
* Health Science and Human Performance: Surgical Tech, Associate Degree Nursing, Athletic Training, and Human Performance
* Humanities: Art and Design, Graphic Design, English, Family and Consumer Sciences, and Study Skills
* Science/Math: Biology, Math, and Chemistry
* Social Science/ Performing Arts: Psychology, Economics and Music, Fine Arts
* Technology: Electronics, Welding, Computer Networking, Surveying, and Construction Trades
* General Education: all the plans submitted

**Explanations for Certain Assessment Plans Not Completed or Soon To Be Completed**

**Paralegal:** The Paralegal Program assessment plan is not completed due to the unexpected death of the program chair.

**Supply Chain Logistics:** The information for Supply Chain Logistics is incomplete due to the Chair taking an industry job in early March.

**Emergency Medical Services:** The Emergency Medical Services assessment plan is incomplete due to the unexpected termination of the program chair.

**Web Development:** The Chair of Web Development has recently suffered significant health issues. A number of people helped to finalize his assessment work, as best they could.

**Speech, Honors, Reading, Accounting, Culinary Arts, Hotel Management, Restaurant Management, and Construction:** These departments have designed and put into operation projects that are going to be completed during finals week. Their final analysis and improvement plans will be added to their assessment reports and to the improve.vinu.edu site by May 15, 2012.

What follows is a detailed report of programs, the program outcomes being assessed, types of assessment embedded in classroom activities, and results, including how many students achieved the desired success standards.

**2011-2012 Business & Public Service**

**Summarized Assessment Results**

| **Program** | **Outcomes & Projects** | | **Standard** | **Results** |
| --- | --- | --- | --- | --- |
| **Accounting** | **Outcome 1: Upon graduation, students will demonstrate proficiency with accounting-related software packages/programs**. | | | |
|  | Project A: | QuickBooks project | 75% will score an 80% or higher | Results pending |
|  | Project B: | MOUS Excel Certification Exam | 80% will pass with a 75% or higher | 63% in 2011 |
|  | **Outcome 2: Upon graduation, students will demonstrate proficiency in bookkeeping.** | | |  |
|  | Project A: | Bookkeeping problem | 80% will score an 85% or higher | Results pending |
|  | Project B: | NOCTI exam | 85% will score 70% or higher | 1 out of 2, or 50%, was successful |
|  | **Outcome 3: Analyze financial data, given a set of financial parameters**. | | |  |
|  | Project A: | Financial ratio research project | 80% will score an 80% or higher | Fall 2011 - 100% |
|  | Project B: | Prepare a Master Budget | 80% will score 80% or higher | 100% of the students achieved the goal |
| **Administrative Office Tech** | **Outcome 1: Value a professional dress and attitude.** | |  |  |
|  | Project A: | Dinnerview Activity | 70% will pass with at least 90% accuracy | 59% passed at the 90 percent rating |
|  | Project B: | Foreign Country PowerPoint group activity | 70% will have 90% accuracy (group format - presentation) | 27% scored the prescribed 90% accuracy |
|  | **Outcome 2: Create appropriate business communication responses in error-free typed documents.** | | |  |
|  | Project A: | Compose a letter of thanks | 70% will have 100% accuracy | 14% achieved 100% accuracy |
|  | Project B: | Compose a memo | 70% will have 100% accuracy | 7% achieved 100% accuracy |
| **Agribusiness** | **Outcome 1:** **Demonstrate technical proficiency in crop pest management**. | | |  |
|  | Project A: | prepare a Weed Book w/proper i.d. of 30 weeds | 80% will score an 80% or higher | 58% scored an 80% or better |
|  | Project B: | test identifying various weeds | 80% will pass with an 80% or higher | 18% obtained 80% or better |
|  | **Outcome 2:** **Develop a cost analysis of the nutrients needed to grow a crop**. | | |  |
|  | Project A: | formulate a nutrient cost proposal | 80% will pass with an 80% | 29% obtained the 80% goal |
|  | Project B: | develop a budget proposal | 80% will pass with an 80% | 64% obtained the 80% goal |
| **Bowling Industry Management** | **Outcome 1: Analyze a bowling center profit/loss statement.** | | |  |
|  | Project A: | formulate a profit/loss statement budget | 70% to complete at an 80% success rate | 77.8% scored at/above 80% success rate |
|  | Project B: | classroom exam (refering to Project A) | 70% to complete at an 80% success rate | 44.5% scored at/above 80% success rate |
|  | **Outcome 2: Identify and complete a pinsetter preventative maintenance program checklist**. | | |  |
|  | Project A: | analyze a pinsetter and complete a check-list | 70% to complete at an 80% success rate | 50% scored at/above 80% success rate |
|  | Project B: | laboratory test | 70% to complete at an 80% success rate | 0% scored at/above 80% success rate |
| **Business Administration/Educ.** | **Outcome 1: Analyze financial statements given a set of financial parameters.** | | |  |
|  | Project A: | prepare a comprehensive written report analyzing financial statements of a chosen company | 80% will score 80% or higher | 86% achieved an 80% or higher |
|  | Project B: | prepare a Master budget for a chosen corporation | 80% will score 80% or higher | 87% earned an 80% or higher (see plan for more details) |
|  | **Outcome 2: Demonstrate proficiency in using computer software.** | | |  |
|  | Project A: | set up an EXCEL spreadsheet and manipulate the data and present it in a report | 75% will score 75% or higher | 72% earned a 75% or higher (see plan for details) |
|  | Project B: | prepare a Master budget using EXCEL | 80% will score 80% or higher | 91% met the standard of earning an 80% |
| **Business Management** | **Outcome 1:** **Apply business terminology vocabulary**. | | |  |
|  | Project A: | oral sales presentation | 80% will i.d. the terminology with 85% accuracy | 100% achieved desired result |
|  | Project B: | prepare a comprehensive business plan | 70% will achieve a score of 70% or higher | 100% achieved desired result |
|  | **Outcome 2: Demonstrate knowledge of our judicial system**. | | |  |
|  | Project A: | Research Paper | 80% will score at least 80% | 84% achieved desired result |
|  | Project B: | prepare an oral report | 75% will score 80% or higher | 100% achieved desired result |
| **Computer Programming Tech.** | **Outcome 1: Create programs for users.** | |  |  |
|  | Project A: | demonstrate proper use of variable declarations and calculate correct output | 80% will attain an 80% or higher | 90% attained an 80% or higher |
|  | Project B: | quiz | 75% will attain a 75% or higher | 71% attained a 75% or higher |
|  | **Outcome 2: Develop Windows database projects.** | |  |  |
|  | Project A: | creation of a database with correct data types | 80% will attain an 80% or higher | 81% attained an 80% or higher |
|  | Project B: | demonstrate connectivity to database with Windows Application | 75% will score 75% or higher | 91% scored 75% or higher |
| **Computer & Software Support Specialist** | **Outcome 1: Build personal computers.** | |  |  |
|  | Project A: | assemble a personal computer | 75% will score at least an 80% | 85% scored at least an 80% |
|  | Project B: | reflective paper | results to be summarized | results varied - see assessment plan |
|  | **Outcome 2: Administer both personal and server operating systems.** | | |  |
|  | Project A: | install, configure, and administer the Fedora Linux operating system | 75% will score at least an 80% | 67% scored at least 80% |
|  | Project B: | reflective paper | results to be summarized | results varied - see assessment plan |
| **Conservation Law** | **Outcome 1: Identify key species of fish and wildlife by topography**. | | |  |
|  | Project A: | test on wing plumage topography | 100% will score 100% | 80% scored 100% |
|  | Project B: | indentify 20 species of waterfowl when given feather topography of actual wings | 80% will demonstrate an 80% proficiency | 90% deomonstrated 80% accuracy |
|  | **Outcome 2: Apply both state and federal fish and wildlife laws.** | | |  |
|  | Project A: | demonstrate proficiency in packaging evidence and submitting a proper enclosure letter | 100% will demonstrate an 80% proficiency | 96.7% met the standards (see plan for details) |
|  | Project B: | prepare an evidence enclosure document | 100% will demonstrate an 80% proficiency | 100% demonstrated 100% proficiency |
| **Cosmetology** | **Outcome 1: Perform practical skills as required by state licensing exams.** | | |  |
|  | Project A: | written exam - hair cutting | 75% will score a 75% or higher (1 student enrolled) | 100% scored 75% or higher - actual 86% |
|  | Project B: | final practical exam, includes an actual hair cut | 75% will score a 75% or higher (1 student enrolled) | 100% scored 75% or higher - actual 94% |
|  | **Outcome 2: Apply procedures in chemical applications.** | |  |  |
|  | Project A: | written exam - hair color application | 75% will score a 75% or higher (1 student enrolled) | 100% scored 75% or higher - actual 94% |
|  | Project B: | practical exam, demo of four hair color procedures | 75% will score a 75% or higher (1 student enrolled) | 100% scored 75% or higher - actual 98% |
| **Culinary Arts** | **Outcome 1: Demonstrate proper food service sanitation practices.** | | |  |
|  | Project A: | daily rubric grading system to check students’ appearance and cleanliness | 80% will score an accumulated score of 81% on sections 1-4 of the lab scoring rubric | 18% achieved the goal |
|  | Project B: | National Restaurant Association’s Cert. Exam | 80% of the students will score 81% on parts 2 and 5 from the National Restaurant Exam | 82.6% achieved the goal |
|  | **Outcome 2: Apply knowledge of purchasing and inventory** | |  |  |
|  | Project A: | food calculations test | 80% will score 75% | 52.2% met the goal |
|  | Project B: | menu calculations test | 80% will score 80% | results pending |
| **Electronic Media** | **Outcome 1: Create informational/entertainment audio projects.** | | |  |
|  | Project A: | Recording on Adobe Audition Software | 70% will earn a 70% or better | More than 70% scored more than 80% |
|  | Project B: | Saving the Session File and Mixdown File on a Jump Drive | 70% will earn a 70% or better | 98% achieved a score of 98% or better |
|  | **Outcome 2: Deliver a written and verbal client presentation.** | | |  |
|  | Project A: | Written Sales Presentation | 70% will earn a 70% or better | 100% of students scored 100% |
|  | Project B: | Verbal Presentation | 70% will earn a 70% or better | 72% earned 70% or better |
| **Emergency Management and Planning** | **Outcome 1: Students will operate a Multi-Agency Coordination System (MACS).** | | |  |
|  | Project A: | manage a simulated incident and summarize in a paper | 80% will earn a "B" on the paper | 100% earned a "B" |
|  | Project B: | exam | 100% will score 80% (B) or higher | 80% scored 80% or higher |
|  | **Outcome 2: Students will apply Emergency Management and response concepts.** | | |  |
|  | Project A: | written exam | 100% will score 75% or higher | 80% earned 75% or higher |
|  | Project B: | identify the correct phase in which a task would be preformed | 100% will earn 75% or higher | 80% earned 75% or higher |
| **Emergency Medical Services** | ***\*Mission statement only - currently searching for new Program Chair*** | | |  |
| **Fire Science and Safety** | **Outcome 1: Evaluate fire safety programs in schools, businesses, and other public buildings**. | | |  |
|  | Project A: | group project report | 70% will score 70% or higher | 100% got 85% or higher |
|  | Project B: | quiz (construction principles/safety issues of bldg) | 70% will earn a 70% or higher | 100% got greater than 70% |
|  | **Outcome 2:** **Apply principles to extinguish structural fires**. | |  |  |
|  | Project A: | respond to questions using a checklist | 70% will score 70% or higher | 100% received a 100% |
|  | Project B: | quiz/exam on firefighter safety issues | 70% will score 70% or higher | 96% received a 70% or higher |
| **Homeland Security & Public Safety** | **Outcome 1: Demonstrate their aggregate knowledge of relevant and critical topics in homeland security and public safety.** | | | |
|  | Project A: | research paper | 85% will attain a 75% or higher | more than 90% attained a score of 75% + |
|  | Project B: | oral presentation | 85% will earn an 80% or higher | 76% attained a score of 80% or higher |
|  | **Outcome 2: Students will apply the homeland security strategies, objectives, concepts, and theories in a real-world, supervised internship.** | | | |
|  | Project A: | internship | 80% will earn an 80% or higher | more than 80% attained an 80% or higher |
|  | Project B: | written paper | 80% will earn an 80% or higher | more than 80% scored at least an 80% |
| **Horticulture** | **Outcome 1: Draft a landscape design plan.** | |  |  |
|  | Project A: | Design project (mastery of line movement) | 80% will score 80% or higher | 100% scored an 80% or better |
|  | Project B: | written test | 80% will score 75% or higher | 86.6% scored 80% or higher |
|  | **Outcome 2: Demonstrate knowledge and appreciation of plants, their culture, diversity, and utilization.** | | |  |
|  | Project A: | plant identification e-portfolio | 90% will score 90% or higher | 100% 78.4 % or higher |
|  | Project B: | reflective paper | results to be summarized | results varied - see assessment plan |
| **Hotel/Motel Management** | **Outcome 1: Demonstrate knowledge of budgeting and forecasting.** | | |  |
|  | Project A: | cost calculations test | 80% will score 75% | 83.3% scored 75% or higher |
|  | Project B: | hospitality budgeting and forecasting activity | 80% will score 80% | results pending |
|  | **Outcome 2: Demonstrate proper food service sanitation practices**. | | |  |
|  | Project A: | daily rubric grading system to check students’ appearance and cleanliness | 80% will score an accumulated score of 81% on sections 1-4 of the lab scoring rubric | 100% scored 81% or higher |
|  | Project B: | National Restaurant Association’s Cert. Exam | 80% of the students will score 81% on parts 2 and 5 from the National Restaurant Exam | 0% achieved 81% (see assessment plan for details) |
| **Information Technology** | **Outcome 1: Create programs for users.** | |  |  |
|  | Project A: | A customer’s bill program will be created | 80% will attain an 80% or higher | 90% attained an 80% or higher |
|  | Project B: | quiz | 75% will score 75% or higher | 71% attained a 75% or higher |
|  | **Outcome 2: Create functional web sites.** | |  |  |
|  | Project A: | creation of a web site with functioning hyperlinks | 80% will attain an 80% or higher | 92% attained an 80% or higher |
|  | Project B: | demonstrate proper use of tables for Page Layout | 80% will attain an 80% or higher | 88% attained an 80% or higher |
| **Law Enforcement** | **Outcome 1: Students will be able to employ applicable procedures in the investigation of criminal/traffic events.e 1:** | | |  |
|  | Project A: | Students will make calculations | 100% will earn an 80% or higher | 95% earned 80% or higher |
|  | Project B: | exam | 100% will earn an 80% or higher | 95% earned 80% or higher |
|  | **Outcome 2: Students will be able to understand levels and penalties of infractions, misdemeanors, and felonies.** | | |  |
|  | Project A: | written exam - identify felonies, misdemeanors, and infractions | 100% will earn a 75% or higher | 92% earned 75% - felonies/misdemeanors; 58% earned 75% - infractions |
|  | Project B: | project - identify infraction, misdemeanor, felony, penalties | 100% will earn a 75% or higher | was not utilized due to limited class time |
| **Loss Prevention and Safety** | **Outcome 1: Students will be able to defend shoplifting detentions**. | | |  |
|  | Project A: | reflective paper | results to be summarized | results varied - see assessment plan |
|  | Project B: | written exam | 90% will be able to score at least 70% | 11 of 14, or 79% scored 70% or higher |
|  | **Outcome 2: Students will be able to debate loss prevention topics utilizing appropriate field terminology**. | | |  |
|  | Project A: | oral recitation of field terminology | 90% will be able to score at least 70% | 5 of 5, or 100% scored at least 70% |
|  | Project B: | exam | 90% will score 75% or better | 5 of 5, or 100% scored 75% or better |
| **Paralegal** | **Outcome 1: Students will be able to use the facts, issues, and holdings within a court case in resolving the issues raised in a fact situation.** | | | |
|  | Project A: | write a legal memorandum | 80% will earn an 80% or higher | Incomplete due to unexpected loss of Program Chair |
|  | Project B: | write a court brief | 80% will earn an 80% or higher | Incomplete due to unexpected loss of Program Chair |
|  | **Outcome 2: Students will be able to apply the Rules of Professional Conduct to fact situations.** | | |  |
|  | Project A: | test on confidentiality and conflict of interests | 90% will earn 80% or higher | 60% of students earned 80% or more |
|  | Project B: | write a paper | 90% will score an 85% or higher | Incomplete due to unexpected loss of Program Chair |
| **Programming and Game Development** | **Outcome 1: Students will be able to create two- and three-dimensional games.** | | |  |
|  | Project A: | create a game | 75% will score 75% or higher | 75% scored 75% or higher |
|  | Project B: | reflective paper | results to be summarized | results varied - see assessment plan |
|  | **Outcome 2: Students will be able to animate two- and three-dimensional characters.** | | |  |
|  | Project A: | create a game model | 75% will score 80% or higher | 86% scored at least an 80% or higher |
|  | Project B: | reflective paper | results to be summarized | results varied - see assessment plan |
| **Restaurant Management** | **Outcome 1: Students will be able to apply proper food service sanitation practice.** | | |  |
|  | Project A: | daily rubric grading system to check students’ appearance and cleanliness | 80% will score an accumulated score of 81% | 33% scored 81% |
|  | Project B: | parts 2 and 5 from the National Restaurant Exam (Part 2-Cleaning & Sanitizing, Part 5-Temperature Measuring Devices) | 80% will score 81% | 100% scored 81% or higher |
|  | **Outcome 2: Students will be able to apply knowledge of purchasing and budgeting.** | | |  |
|  | Project A: | food calculations test | 80% will score 75% | 63% scored 75% or higher |
|  | Project B: | menu calculations test | 80% will score 80% | results pending |
| **Supply Chain Logistics** | **Outcome 1: Apply Materials Requirement Planning (MRP) techniques.** | | |  |
|  | Project A: | reflective writing | results to be summarized | no results; course not offered this year |
|  | Project B: | proficiency test | 75% will score a 75% or higher | no results; course not offered this year |
|  | **Outcome 2: Demonstrate team-building skills.** | |  |  |
|  | Project A: | reflective writing | results to be summarized | results varied - see assessment plan |
|  | Project B: | group project - oral/written reports | 80% will score 75% or higher |  |
|  | Project C: | group - compete using online business simulation program | 80% will score 75% or higher |  |
| **Web Design** | **Outcome 1: Create programs for users.** | |  |  |
|  | Project A: | A customer’s bill program will be created | 80% will attain an 80% or higher | 90% attained an 80% or higher |
|  | Project B: | quiz | 75% will score 75% or higher | 71% attained a 75% or higher |
|  | **Outcome 2: Create functional web sites.** | |  |  |
|  | Project A: | creation of a web site with functioning hyperlinks | 80% will attain an 80% or higher | 92% attained an 80% or higher |
|  | Project B: | demonstrate proper use of tables for Page Layout | 80% will attain an 80% or higher | 88% attained an 80% or higher |
| **Web Development** | **Outcome 1:**  **Students will use both HTML and other design tools to create a business or a non-business website.** | | |  |
|  | Project A: | create a fictitious web site | 80% will be able to score 70% or higher | 100% scored 100% |
|  | Project B: | reflective paper | results to be summarized | Not completed due to health issues |
|  | **Outcome 2: Students will create a website that implements special effects**. | | |  |
|  | Project A: | written paper - Cascading Style Sheets | 80% will be able to score 70% or higher | 100% achieved 100% |
|  | Project B: | oral presentation | 80% will be able to score 70% or higher | 71% achieved 75% or higher |

**2011-2012 Health Sciences and Human Performance**

**Summarized Assessment Results**

| **Program** | **Outcomes & Projects** | | | | | | | | | **Standards** | **Results** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Athletic Training/Sports Medicine** | **Outcome 1: Incorporate the basic prevention, evaluation, treatment, and rehabilitation skills of an athletic trainer.** | | | | | | | | | | |
|  | Project A: | quiz on ultrasound | | | | | | | | 70% will score a 75% or higher | 83.3% scored 75% or higher |
|  | Project B: | demonstrate taping an ankle | | | | | | | | 70% will score a 75% or higher | 100% achieved 75% or higher |
|  | **Outcome 2: Demonstrate practical skill competencies.** | | | | | | | | | |  |
|  | Project A: | | quiz on ankle injury evaluation | | | | | | | 70% will score a 75% or higher | 80% achieved 75% or higher |
|  | Project B: | | demonstrate an ankle injury evaluation | | | | | | | 70% will score a 75% or higher | 92% achieved 75% or higher |
| **Funeral Service Education** | **Outcome 1: Demonstrate the cognitive knowledge necessary for satisfactory performance in an entry-level funeral service position by passing the National Board Examination (NBE).** | | | | | | | | | | |
|  | Project A: | | | Restorative Art Quiz | | | | | | 100% will score 80% or better | 68% scored 80% or better |
|  | Project B: | | | Pre- and post-restorative art exam | | | | | | 75% will score 85% higher | 58% achieved 85% or higher |
|  | **Outcome 2: Resolve legal and/or ethical situations that arise via the practice of funeral service.** | | | | | | | | | |  |
|  | Project A: | | | | written case study on actual law suit | | | | | 100% will score 80% of greater | 100% scored 80% |
|  | Project B: | | | | Guided discussion/reflective writing | | | | | results to be summarized | no results reported |
| **Health Information Management** | **Outcome 1: Design presentations for HIM Projects.** | | | | | | | | |  |  |
|  | Project A: | | | Work flow chart | | | | | | 80% will score 90% or higher | 100% scored 100% |
|  | Project B: | | | Computer flow chart | | | | | | 80% will score 90% or higher | 100% scored 100% |
|  | **Outcome 2: Generate professional practice manuals.** | | | | | | | | |  |  |
|  | Project A: | | | | unit test (respiratory) | | | | | 80% will score an 80% or higher | 67% scored 80% or higher |
|  | Project B: | | | | final exam (respiratory) | | | | | 80% will score an 80% or higher | 80% scored 80% or higher |
| **Massage Therapy** | **Outcome 1: Demonstrate legal and ethical behavior that fosters personal accountability in the practice of massage therapy.** | | | | | | | | | | |
|  | Project A: | | | | Exam (last 30 quest. of midterm exam) | | | | | 70% will score at least 70% | 100% scored a 70% or better |
|  | Project B: | | | | reflective activity | | | | | results to be summarized | results varied - see assessment plan |
|  | **Outcome 2: Utilize current research to provide client care and pursue lifelong learning to maintain professional growth.** | | | | | | | | | | |
|  | Project A: | | | | | research paper | | | | 70% receive at least a 70% | 100 % scored a 70% or better |
|  | Project B: | | | | | presentation | | | | 70% receive at least a 70% | average was 97% |
| **Nursing, ASN** | **Outcome 1: Utilize critical thinking in the implementation of the nursing process to provide safe, evidence-based and culturally competent care to clients in various settings.** | | | | | | | | | | |
|  | Project A: | | | | | Write PES statement correctly on nursing care plans | | | | 80% will score 100% | 73% scored 100% |
|  | Project B: | | | | | ATI Comprehensive Predictor | | | | 50% will score 70% or greater | 50% scored 65.6% or lower |
|  | **Outcome 2: Provide health education for clients to promote adaptation to health changes and achieve optimal levels of wellness.** | | | | | | | | | | |
|  | Project A: | | | | | | health education teaching project for preschoolers | | | 95% will achieve a minimum of 80% | 100% scored at least an 80% |
|  | Project B: | | | | | | Patient/Family education given during hypoglycemic episode | | | 90% will score an 80% or higher | 44% scored an 80% or higher |
| **Nursing, BSN** | **Outcome 1: Provide leadership through communication with clients and the interdisciplinary team for the purpose of positively affecting health care outcomes.** | | | | | | | | | | |
|  | Project A: | | | | | | | Short Answer Exam | | 90% will achieve at least 8 out of 10 points | 61% scored 80% or higher |
|  | Project B: | | | | | | | formally written paper in APA format | | 90% will receive 16 out of the 20 points | 67% scored higher than 80% |
|  | **Outcome 2: Demonstrate critical thinking and intellectual curiosity in order to provide holistic care to a variety of clients.** | | | | | | | | | | |
|  | Project A: | | | | | | | Outcomes (reflective) paper | | 90% will score 80% or higher | 100% scored higher than 80% |
|  | Project B: | | | | | | | student survey | | results to be summarized | results varied - see assessment plan |
| **Physical Education** | **Outcome 1: Identify the components of a quality Physical Education program.** | | | | | | | | | |  |
|  | Project A: | | | | | | | reflective paper (see plan for details) | | results to be summarized using a rubric | 44% scored higher than 75% |
|  | Project B: | | | | | | | cognitive exercise - knowledge of the six NASPE standards of a Physically Educated person | | 80% will score 75% or higher | 14.5% scored 75% or higher |
|  | **Outcome 2: Apply written, visual, and oral presentation skills relative to physical education topics and issues.** | | | | | | | | | | |
|  | Project A: | | | | | | | | determine how the scientific method is used in a summary of a study (using a rubric) - determine the question being asked, the methods, the results, and the interpretation of the summary of the study they have read, and to determine if they can develop a new question | 80% will get 80% or higher | 22% for Question being asked, 67% for Methods, 33% for Results, 22% for Interpretation, and 61% for New Question |
|  | Project B: | | | | | | | | write up a lab report on an experiment the class designed | 80% will get a 75% or higher | 44% met the 75% criteria |
| **Physical Therapist Assistant** | **Outcome 1: Communicate effectively with use of verbal, non-verbal, and written information with patients, families, physical therapists, and other health care personnel in a manner that reflects sensitivity and appreciation for racial, social, and cultural diversity.** | | | | | | | | | | |
|  | Project A: | | | | | | | Communication quiz | | 80% will score a 78% or better | 91% scored a 78% or higher |
|  | Project B: | | | | | | | Communication section of Generic Abilities | | 100% will meet 100% of beginning level communication | 100% scored at Beginning level |
|  | **Outcome 2: Provide safe and competent physical therapy interventions, as directed by the Physical Therapist and established within the plan of care, to minimize risk to patient, self, and others, and to maximize physical therapy outcomes.** | | | | | | | | | | |
|  | Project A: | | | | | | | | Practical Exam | 90% or more will perform 100% of the critical safety elements | 100% completed all critical safety elements |
|  | Project B: | | | | | | | | Safety component on web-based CPI Item #1 | 100%will have “no significant concerns” on item #1 | 100% had "no significant concerns" |
| **Practical Nursing** | **Outcome 1: Effectively communicate by sharing accurate information through various technologies thus promoting multidisciplinary team and client collaboration to provide effective nursing care.** | | | | | | | | | | |
|  | Project A: | | | | | | Final exam questions on Therapeutic Communication | | | 80% will score a 75% or higher | 69% scored 75% or higher |
|  | Project B: | | | | | | ATI Mental Health Proctored Assessment Subscale Therapuetic Communication | | | 70% will score a 66% or higher | Vincennes - 57.5% scored 66% or higher; Jasper - 68% scored a 66% or higher |
|  | **Outcome 2: Provide health education for clients under the direction of a registered nurse to promote adaptation to health changes and achieve optimal levels of wellness.** | | | | | | | | | | |
|  | Project A: | | | | | | | final exam | | 80% will achieve 75% accuracy | Vincennes - 69% achieved greater than 75%; Jasper - 95% scored a 75% or higher |
|  | Project B: | | | | | | | Health education poster | | 80% will achieve an 80% or better | Jasper - 100% achieved 80% or better |
| **Radiography** | **Outcome 1: Students will be clinically competent. (A. Students will manipulate equipment competently)** | | | | | | | | | |  |
|  | Project A: | | | | | | Performance Evaluation; Clinical Performance and Clinical Competence question | | | 100% will receive a score of > 3 on a scale of 1-4 | 100% were scored at 3 or higher |
|  | Project B: | | | | | | Competency Form; Clinical Performance & Clinical Competence Line 3 | | | 100% will receive a score of > 3 on a scale of 1-4 | 100% were scored at 3 or higher |
|  | **Outcome 1: Students will be clinically competent. (B. Students will position patients appropriately)** | | | | | | | | | |  |
|  | Project A: | | | | | | | Performance Evaluation; Clinical Performance and Clinical Competence question 7 | | 100% will receive a score of > 3 on a scale of 1-4 | 100% were scored at 3 or higher |
|  | Project B: | | | | | | | Competency Form: Clinical Performance & Clinical Competence Line 7 | | 100% will receive a score of > 3 on a scale of 1-4 | 100% were scored at 3 or higher |
| **Surgical Technology** | **Outcome 1: Demonstrate the skills accomplished in lab, and carry them into the clinical component of the program.** | | | | | | | | | | |
|  | Project A: | | | | | | | gown and glove self, with demonstration and return demonstration | | 100% will demonstrate this activity with 100% accuracy | 100% achieved 100% accuracy |
|  | Project B: | | | | | | | gown and glove another member of the surgical team with demonstration and return demonstration | | 100% will demonstrate this activity with 100% accuracy | 100% achieved 100% accuracy |
|  | **Outcome 2: Define and apply the principles of aseptic technique in the classroom, lab, and clinical settings.** | | | | | | | | | |  |
|  | Project A: | | | | | | | | exam - aseptic technique/ gown & glove self | 100% will score 70% or better | 100% scored 70% or better |
|  | Project B: | | | | | | | | exam - aseptic technique/ gown & glove others | 100% will score 70% or better | 100% scored 70% or better |

**2011-2012 Humanities**

**Summarized Assessment Results**

| **Program** | **Outcomes & Projects** | | | | | | **Standards** | **Results** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **American Sign Language** | **Outcome 1: Perform ASL clearly and effectively in terms of grammar, syntax, and vocabulary.** | | | | | | |  |
|  | Project A: | presentation | | | | | 80% will score 80% or higher | 80% scored 80% or higher |
|  | Project B: | typed assignment-apply ASL structures/semantics | | | | | 80% will get 80% correct | no results reported |
|  | Project C: | midterm and final | | | | | 80% will get 80% correct | no results reported |
|  | **Outcome 2: Value intercultural understanding and camaraderie.** | | | | | |  |  |
|  | Project A: | powerpoint presentation & research paper | | | | | 80% will be 80% accurate | 92% were 80% accurate |
|  | Project B: | journals | | | | | results to be summarized | no results reported |
| **Art & Design** | **Outcome 1: Create accurate visual representations of observed subject.** | | | | | | |  |
|  | Project A: | linear or tonal drawing | | | | | 80% will attain visual accuracy of 80% or higher | 88.11% attained 80% or higher |
|  | Project B: | reflective survey | | | | | results to be summarized | results varied; see assessment plan |
|  | **Outcome 2: Present and critique art and design works.** | | | | | | |  |
|  | Project A: | exit interview | | | | | 80% will score 80% or higher | 100% scored 80% or higher |
|  | Project B: | reflective survey | | | | | results to be summarized | results varied; see assessment plan |
| **English** | **Outcome 1: Demonstrate an ability to solve academic and non-academic problems.** | | | | | | | |
|  | Project A: | | argumentative essays | | | | 1) 80% will demonstrate that they have included the opposing view and refutation, and 2) 80% will demonstrate that they have avoided plagiarism | 1) 58.5% included opposing view/refutation, and 2) 63.4% demonstrated that they avoided plagiarism |
|  | Project B: | | reflective writing | | | | 80% will indicate that they know strategies to avoid plagiarism | 68.3% demonstrate awareness of strategies to avoid plagiarism |
|  | **Outcome 2: Read critically in order to make informed judgments.** | | | | | | |  |
|  | Project A: | | critical reading test | | | | 70% of ENGL 009 students will score 75% or higher; 75% of ENGL 011 students will score 75% or higher; 80% of ENGL 101 students will score 75% or higher. | results pending until the end of the Spring 2012 semester |
|  | Project B: | | dialectical journals | | | | 70% of ENGL 009 students will attain Level 3 or higher | 27% were identified as having met level 3 |
|  | **Outcome 3: AGLS/ACTC critical reading for literature courses.** | | | | | | |  |
|  | Project A: | | | Synthesis essays | | | 75% will be at Level 3 or higher | 50% at Level 3 or higher |
|  | Project B: | | | Reflective writing | | | results to be summarized | results varied; see assessment plan |
| **English as a Second Language** | **Outcome 1: Comprehend basic standard spoken English.** | | | | | |  |  |
|  | Project A: | | | | Written survey of student comprehension and perceived effectiveness | | 60% will find questions comprehensible and effective | 75% found the Movie Module Questions comprehensible and effective |
|  | Project B: | | | | Journal of student reaction | | results to be summarized | results varied; see assessment plan |
|  | **Outcome 2: Illustrate intermediate reading comprehension skills.** | | | | | |  |  |
|  | Project A: | | | | Written survey | | 60% of students will find questions comprehensible and effective | 75% found the Reading Module Questions comprehensible and effective |
|  | Project B: | | | | Journal of student reaction | | results to be summarized | results varied; see assessment plan |
| **Family & Consumer Sciences** | **Outcome 1: Utilize knowledge of FACS to strengthen personal well-being of individuals across the life span.** | | | | | | | |
|  | Project A: | | | | nutrition article critique | | 75% will earn a 75% | 68% scored at least 75% |
|  | Project B: | | | | reflective survey | | results to be summarized | results varied; see assessment plan |
|  | **Outcome 2: Apply skills as providers and consumers of goods and services.** | | | | | | |  |
|  | Project A: | | | | | design/presentation of a remodeled kitchen | 80% of students are competent to design a functional kitchen plan. | 50% scored 70% or higher (see assessment plan for details) |
|  | Project B: | | | | | student critique of peer presentations | results to be summarized | results varied; see assessment plan |
| **Graphic Design** | **Outcome 1: Analyze conceptual and aesthetic qualities of graphic design.** | | | | | | |  |
|  | Project A: | | | | | written final exam | 80% to achieve at least a 70% | 81% received more than a 70% |
|  | Project B: | | | | | survey | results to be summarized | results varied; see assessment plan |
|  | **Outcome 2: Plan strategies that effectively meet the communication needs of a client.** | | | | | | |  |
|  | Project A: | | | | | final exam | 80% to attain at least a 70% | 72% received a score greater than 70% |
|  | Project B: | | | | | target audience survey | results to be summarized | results varied; see assessment plan |
| **Journalism** | **Outcome 1: Research current events and enduring topics in civic life for use as the raw material of news.** | | | | | | |  |
|  | Project A: | | | | | complete searches in less than 5 minutes (Lexis-Nexis) | 80% will complete search in less than 5 min. | 100% completed search in 5 minutes |
|  | Project B: | | | | | complete the above searches in less than 3 attempts | 80% will complete search in less than 3 attempts | 100% completed search in 3 attempts |
|  | Project C: | | | | | reflective paper | results to be summarized | results varied; see assessment plan |
|  | **Outcome 2: Write news clearly and effectively for multiple media formats.** | | | | | | |  |
|  | Project A: | | | | | tweets - answers to journalistic questions (rubric) | 80% of the tweets will score a 4 or higher of 6 | 59.6% scored 4 or more points |
|  | Project B: | | | | | tweets assessed for newsworthiness | 80% of the tweets will score of 1 or higher out of 4 | no valid data - see assessment plan for details |
| **Modern Foreign Languages** | **Outcome 1: Students will demonstrate communicative competence in listening to, reading, speaking, and writing the target language.** | | | | | | | |
|  | Project A: | | | | | Oral Interviews | 80% will achieve a score of 80% or higher | 84% achieved 80% or higher |
|  | Project B: | | | | | Questions for Reflection on Speaking Tasks | results to be summarized | results varied; see assessment plan |
|  | **Outcome 2: Students will demonstrate an appropriate degree of accuracy in pronunciation, grammar, and vocabulary.** | | | | | | | |
|  | Project A: | Placement exams (used as pre- and post-tests) | | | | | 80% will achieve at least 70% on the post-test | 88% achieved 70% or higher |
|  | Project B: | Pronunciation Exercise (record a passage read by student) | | | | | 80% will pronounce accurately at least 80% of the words | 100% achieved 80% accuracy |
| **Philosophy** | **Outcome 1: Construct an argument.** | | | | | |  |  |
|  | Project A: | Cornell Critical Thinking Test | | | | | 100% will score at 50th percentile | 100% averaged at 45.75 percentile |
|  | Project B: | Illinois Critical Thinking Essay Test | | | | | 100% will score at 80% or higher | 75% scored 80% or higher |
|  | **Outcome 2: Define basic philosophical vocabulary.** | | | | | | |  |
|  | Project A: | vocabulary exam | | | | | 100% will score at 70% or higher | 100% scored 70% or higher (83% average) |
|  | Project B: | reflective survey | | | | | results to be summarized | results varied; see assessment plan |
| **Reading** | **Outcome 1: Demonstrate the ability to expand their reading vocabularies using both word attack skills and memorization.** | | | | | | | |
|  | Project A: | | pre- and post- test | | | | 50% will achieve 80% proficiency | READ 009 - 49.5% achieved 80%; READ 011 - 85.5% achieved 80% |
|  | Project B: | | survey | | | | results to be summarized | results varied; see assessment plan |
|  | **Outcome 2: Use critical reading skills to assess content, make judgments, and reach conclusions.** | | | | | | | |
|  | Project A: | | | written summary of an article | | | no standard given | results pending |
|  | **Outcome 3: Select reading goals.** | | | | | |  |  |
|  | Project A: | | Sp. 2011/Fall 2011 survey comparison of students who have purchased textbooks by the 1st day of class | | | | 75% will have purchased their textbooks by the first day of class. | In Spring 2011, only 42% of students had their textbooks by the first day of class; for Fall 2011, it increased to 60% |
| **Study Skills/STEP** | **Outcome 1: Demonstrate effective note taking proficiency.** | | | | | | |  |
|  | Project A: | | | Cornell Note taking assignment | | | 70% will score at least 85% | 67% scored at least 85% |
|  | Project B: | | | reflective paper | | | results to be summarized | results varied; see assessment plan |
|  | **Outcome 2: Utilize self-advocacy.** | | | | | |  |  |
|  | Project A: | | | assemble a portfolio | | | 80% will earn an 85% | 86% earned a 100% |
|  | Project B: | | | oral presentation | | | 80% will earn an 85% | 86% earned a 100% |
|  | Project C: | | | Mentor/Mentee Survey/Reflective Summary | | | results to be summarized | results varied; see assessment plan |

**2011-2012 Math & Science**

**Summarized Assessment Results**

| **Program** | **Outcomes & Projects** | | | | | **Standards** | **Results** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Agriculture** | **Outcome 1: Identify the interaction among food production systems, agricultural sustainability, and environmental quality.** | | | | | | |
|  | Project A: | | test questions | | | 80% will achieve 75% or greater | 77% received a score of 80% or higher |
|  | Project B: | | essay assignment | | | 80% will achieve 75% or greater | 82% scored 75% or higher |
|  | **Outcome 2: Employ written, visual, and oral presentation skills regarding agricultural production systems.** | | | | | | |
|  | Project A: | | | group - collaborative essay | | 80% will get 80% or greater | 46% scored at least 80% |
|  | Project B: | | | exam | | 80% will get 80% or more | 50% scored 80% or higher |
| **Biology** | **Outcome 1: Demonstrate an understanding of biological concepts and structures.** | | | | | | |
|  | Project A: | | | | 12 fill-in-the-blank picture questions | 80% will get 80% correct | BIOL 211 - 100% got 80%; BIOL 111 - 42% got 80%; BIOL 107L - 17% got 80% |
|  | Project B: | | | | bone test (fill-in-the-blank) | 80% will get 80% correct | BIOL 211L - 100% got 80%; BIOL 111L - 31% got 80%; BIOL 107L - 19% got 80% |
|  | Project C: | | | | muscle test (fill-in-the-blank) | 80% will get 80% correct | BIOL 211L - 100% got 80%; BIOL 111L - 21% of 80% |
|  | **Outcome 2: Appreciate the connections between biology and their lives, the world, and current events.** | | | | | | |
|  | Project A: | | | pre- and post-survey (attitude towards alcohol/marijuana) | | results to be summarized | results varied - see assessment plan for details |
|  | Project B: | | | research paper | | 90% will be 90% accurate in their explanation of the role of alcohol and marijuana on the body | 90% scored 70% or higher |
|  | Project C: | | | reflective essay | | results to be summarized | results varied - see assessment plan for details |
| **Chemistry** | **Outcome 1: Apply the scientific method to validate existing chemical laws and theories.** | | | | | |  |
|  | Project A: | | written formal report | | | 75% will score 80% or higher | 48.4% scored 80% or higher |
|  | Project B: | | questions on the final exam | | | 80% will score 80% or higher | 62.2% scored 80% or higher |
|  | **Outcome 2: Apply an understanding of chemical reactions, models, and theories to critical thinking and problem solving**. | | | | | | |
|  | Project A: | quiz on stereoisomers | | | | 80% will get 80% or higher | 89.7% scored 80% or higher |
|  | Project B: | hour exam | | | | 80% will get 80% or higher | 89.7% scored 80% or higher |
|  | Project C: | reflective writing | | | | results to be summarized | results varied - see assessment plan for details |
| **Earth Sciences** | **Outcome 1: Comprehend Earth structures, materials, and internal and surficial processes.** | | | | | |  |
|  | Project A: | | identify rock samples | | | 80% will get 80% correct | 0% got 80% correct |
|  | Project B: | | quiz | | | 80% will get 80% correct | 50% got 80% correct |
|  | **Outcome 2: Appreciate the connections between the environment/Earth science and their lives and current issues.** | | | | | | |
|  | Project A: | | relate a current event item to their chosen topic and research real-world related jobs and prepare a CV/application to said posting | | | 80% of the students will meet 80% of the criteria for picking an appropriate job. | 80% met 80% of criteria |
|  | Project B: | | final presentation | | | 80% will attain a score of 80% or more | 80% attained an excess of 80% |
| **Engineering Science** | **Outcome 1: Apply critical thinking and analytical skills to solve scientific and engineering problems.** | | | | | | |
|  | Project A: | | | test-determine the slope and area under a curve | | 60% will get 100% of the checklist correct | Early results - 86% got 100%; Later results - 90% got 100% |
|  | Project B: | | | final exam question | | 75% will get 100% of the checklist correct | Early results - 80% got 100%; later results - 43% got 100% |
|  | **Outcome 2: Demonstrate an understanding of core knowledge in their specific area of engineering.** | | | | | |  |
|  | Project A: | | test-magnitudes, directions and resultants | | | 60% will get 100% on each portion of checklist | 86% got 100% on component portion; 95% got 100% on resultant portion |
|  | Project B: | | final exam questions (dot and cross products) | | | 75% will get 100% on each (dot/cross products) | Dot - 82% got 100%; Cross products - 95% got 100% |
| **Mathematics** | **Outcome 1: A student will appreciate the importance of patterns and mathematical models.** | | | | | |  |
|  | Project A: | | exam | | | 100% will achieve 80% | less than 100% got 80% |
|  | Project B: | | final exam | | | 100% will achieve 80% | less than 100% got 80% |
|  | **Outcome 2: A student will be able to solve fundamental mathematical problems.** | | | | | |  |
|  | Project A: | CPT (computerized placement testing) | | | | not a measurable project | n/a |
|  | Project B: | final exam (broken down by CPT brackets) | | | | at least 60% of students in the lowest third CPT score bracket will receive a 70% or higher; at least 70% of students in the middle third CPT score bracket will receive a 70% or higher; and at least 80% of students in the upper third CPT score bracket will receive a 70% or higher | lower bracket - 15% achieved 70%; middle bracket - 26.44% achieved 70%; upper bracket - 27.59% achieved 70% |
| **Pharmacy Technician** | **Outcome 1: Apply mathematics concepts for dosage calculations.** | | | | | |  |
|  | Project A: | pre/post-test | | | | 80% improve their score on post-test by 20% | 28% received a 20% greater score (see plan for details) |
|  | Project B: | test on calculations (drops per minute) | | | | 80% will get 80% or more correct | 25% passed with an 80% or greater |
|  | **Outcome 2: Prepare I.V. mixtures, ointments, and creams.** | | | | | |  |
|  | Project A: | prepare an ointment (using checklist) | | | | 80% will get 90% or more | 90% received a 90% or better |
|  | Project B: | reflective paper | | | | results to be summarized | results varied - see assessment plan for details |
| **Physics** | **Outcome 1: Apply critical thinking and analytical skills to solve scientific problems.** | | | | | |  |
|  | Project A: | determine the slope and area under a curve | | | | 60% will get 100% of the checklist correct | 76% got 100% |
|  | Project B: | final exam question | | | | 75% will get 100% of the checklist correct | 87.5% got 100% |
|  | **Outcome 2: Demonstrate an understanding of core knowledge in physics.** | | | | | |  |
|  | Project A: | | test - solving a problem involving magnitudes, directions, and resultants | | | 60% will get 100% of the checklist correct | 68.75% got 100% |
|  | Project B: | | final exam question | | | 75% will get 100% of the checklist correct | 81.25% got 100% |

**2011-2012 Social Science & Performing Arts**

**Summarized Assessment Results**

| **Program** | **Outcomes & Projects** | | | | | | | | | **Standards** | **Results** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Economics** | **Outcome 1: Illustrate the principles of economic thinking as life-long learners.** | | | | | | | | | |  |
|  | Project A: | | | | | | | reflective paper | | overall average of 70% (3.5/5.0) | 90% overall average achieved |
|  | Project B: | | | | | | | pre- and post-test | | improve from pre-test scores by 30% | overall 64.2% improvement |
|  | **Outcome 2: Students will be able to demonstrate the principles of economic thinking in their professional career.** | | | | | | | | | | |
|  | Project A: | | | | five embedded questions on final | | | | | students should average 70% | student average was 81% |
|  | Project B: | | | | T.U.C.E. (pre- and post-test) | | | | | improve from pre-test scores by 20% | Micro - 14% ave. improvement; Macro - 12.8% ave. improvement |
| **Education, 2-Year Transfer, Early Childhood** | **Outcome 1: Demonstrate knowledge of public laws regarding education.** | | | | | | | | | |  |
|  | Project A: | | | | 5 questions analyzed from 100-question exam | | | | | 80% will answer these questions correctly | Q62 = 62%; Q63 = 78%; Q64 = 100%; Q65 = 83%; and Q66 = 100%. |
|  | Project B: | | | | reflective activity | | | | | results to be summarized | results varied, see assessment plan for details |
|  | **Outcome 2: Demonstrate reflective thinking skills.** | | | | | | | | | |  |
|  | Project A: | | | | | analysis of question taken from exam | | | | no standard given | 58%missed the targeted multiple choice question |
|  | Project B: | | | | | 5 journals | | | | score at least four or five points out of five points (80%) | 100% scored 80% or better |
| **Edcuation, 4-Year, Math** | **Outcome 1: Demonstrate knowledge of public laws regarding education.** | | | | | | | | | |  |
|  | Project A: | | | | | | 5 questions analyzed from 100-question exam | | | 80% will answer these questions correctly | Q62 = 62%; Q63 = 78%; Q64 = 100%; Q65 = 83%; and Q66 = 100%. |
|  | Project B: | | | | | | reflective activity | | | results to be summarized | results varied, see assessment plan for details |
|  | **Outcome 2: Demonstrate reflective thinking skills.** | | | | | | | | | |  |
|  | Project A: | | | | | analysis of question taken from exam | | | | no standard given | 58%missed the targeted multiple choice question |
|  | Project B: | | | | | 5 journals | | | | score at least four or five points out of five points (80%) | 100% scored 80% or better |
| **Education, 4-Year, Science** | **Outcome 1: Demonstrate knowledge of public laws regarding education.** | | | | | | | | | |  |
|  | Project A: | | | | | | 5 questions analyzed from 100-question exam | | | 80% will answer these questions correctly | Q62 = 62%; Q63 = 78%; Q64 = 100%; Q65 = 83%; and Q66 = 100%. |
|  | Project B: | | | | | | reflective activity | | | results to be summarized | results varied, see assessment plan for details |
|  | **Outcome 2: Demonstrate reflective thinking skills.** | | | | | | | | | |  |
|  | Project A: | | | | | | analysis of question taken from exam | | | no standard given | 58%missed the targeted multiple choice question |
|  | Project B: | | | | | | 5 journals | | | score at least four or five points out of five points (80%) | 100% scored 80% or better |
| **Education, 4-Year, Special Education/Elementary Education** | **Outcome 1: Demonstrate knowledge of public laws regarding education.** | | | | | | | | | |  |
|  | Project A: | | | | | | 5 questions analyzed from 100-question exam | | | 80% will answer these questions correctly | Q62 = 62%; Q63 = 78%; Q64 = 100%; Q65 = 83%; and Q66 = 100%. |
|  | Project B: | | | | | | reflective activity | | | results to be summarized | results varied, see assessment plan for details |
|  | **Outcome 2: Demonstrate reflective thinking skills.** | | | | | | | | | |  |
|  | Project A: | | | | | | | analysis of question taken from exam | | no standard given | 58%missed the targeted multiple choice question |
|  | Project B: | | | | | | | 5 journals | | score at least four or five points out of five points (80%) | 100% scored 80% or better |
| **History** | **Outcome 1: Analyze source documents.** | | | | | | | | |  |  |
|  | Project A: | | | | | read primary documents relating to US history and answer questions over the document. | | | | overall average of all papers should equal or exceed 70% | overall average of 65% |
|  | Project B: | | | | | test - embedded questions on documents read in Project A | | | | 75% should answer the embedded questions correctly | overall average of 70.1% |
|  | **Outcome 2: Evaluate the causes and/or impact of historic events.** | | | | | | | | | |  |
|  | Project A: | | | | | | Research and PowerPoint presentation | | | 75% expected to earn 70% (35 of 50 pts) | 78% was the average for students (achieved 35 or more of 50 pts.) |
|  | Project B: | | | | | | pre/post-test | | | 100% will earn a 75% or higher | 100% earned 75% or higher |
| **Music Fine Arts and Education** | **Outcome 1: Students will be able to develop performance proficiencies through a principal area of study.** | | | | | | | | | | |
|  | Project A: | | | | | recital performance and final jury performance | | | | 80% will achieve 80% or better | recital - 61% met standard of 80%; jury - 73% met the 80% standard |
|  | Project B: | | | | | reflective writing | | | | results to be summarized | results varied, see assessment plan for details |
|  | **Outcome 2: Students will be able to display appropriate competencies in music theory.** | | | | | | | | | |  |
|  | Project A: | | | | | | pre- and post-test on music theory fundamentals | | | 80% will achieve 80% or better | 81% achieved 80% or better |
|  | Project B: | | | | | | timed scale recognition | | | 80% will achieve 80% or better | 81% achieved 80% or better |
| **Music, Audio Recording** | **Outcome 1: Demonstrate technical proficiency with audio recording equipment, software, patch-bays and outboard gear.** | | | | | | | | | | |
|  | Project A: | | | | | | | microphone technique; quiz and embedded questions | | 80% will achieve 80% or better | quiz - 67% met the standard of 80%; embedded questions - 27% met 80% |
|  | Project B: | | | | | | | reflective piece | | results to be summarized | results varied, see assessment plan for details |
|  | **Outcome 2: Display competencies in musicianship.** | | | | | | | | | |  |
|  | Project A: | | | | | | | | pre- and post-test on music theory fundamentals | 80% will acheive 80% | 22% met the success standard of 80% |
|  | Project B: | | | | | | | | Timed scale recognition | 80% will acheive 80% | 35% met the standard of 80% |
| **Music Theatre** | **Outcome 1: Demonstrate performance proficiency in musical theatre vocal repertoire.** | | | | | | | | | |  |
|  | Project A: | | | | | | | recital performance and final jury performance | | 80% will achieve 80% or better | recital - 61% met standard of 80%; jury - 73% met the 80% standard |
|  | Project B: | | | | | | | reflective writing | | results to be summarized | results varied, see assessment plan for details |
|  | **Outcome 2: Display appropriate competencies in music theory.** | | | | | | | | | |  |
|  | Project A: | | | | | | | pre- and post-test on music theory fundamentals | | 80% will acheive 80% | 81% achieved 80% or better |
|  | Project B: | | | | | | | Timed scale recognition | | 80% will acheive 80% | 81% achieved 80% or better |
| **Political Science** | **Outcome 1: Critique the globalization process on National and International levels.** | | | | | | | | | |  |
|  | Project A: | | | | | | | midterm essayexams | | no standard given | no results reported |
|  | Project B: | | | | | | | research paper | | no standard given | 9 exceeded requirements; 4 met basic requirements |
|  | Project C: | | | | | | | reflective activity | | results to be summarized | results varied, see assessment plan for details |
|  | **Outcome 2: Evaluate modern political systems.** | | | | | | | | |  |  |
|  | Project A: | | | | | | | research paper | | no standard given | students met or exceeded requirements |
|  | Project B: | | | | | | | post-midterm conference | | no standard given | no results reported |
|  | Project C: | | | | | | | reflective activity | | no standard given | results varied, see assessment plan for details |
| **Psychology** | **Outcome 1: Evaluate human behavior and mental processes using major psychological theories.** | | | | | | | | | |  |
|  | Project A: | | | | | | A pre/post-test | | | 70% will pass the post-test with a 70% or better | 37% earned a 70% or better |
|  | Project B: | | | | | | targeted questions on post-test | | | 70% will earn a 70% or better | 50% answered 45% correctly |
|  | Project C: | | | | | | survey | | | results to be summarized | results varied, see assessment plan for details |
|  | **Outcome 2: Apply psychological principles to enhance understanding and solutions/treatment for real-world personal, social, organizational issues.** | | | | | | | | | | |
|  | Project A: | | | | | | pre/post-test | | | 70% will earn a 70% or better | 37% earned a 70% or better |
|  | Project B: | | | | | | survey | | | results to be summarized | results varied, see assessment plan for details |
| **Social Work** | **Outcome 1: Apply the NASW Code of Ethics to practice situations.** | | | | | | | | | |  |
|  | Project A: | | | | | Knowledge & Comprehension; VM - essay; JM - multiple-choice/short answer | | | | 70% will achieve the level of *acceptable* | VM (Knowledge) 89% acceptable, (Comprehension) 100% acceptable; JM (Knowledge) 67% acceptable, (Comprehension) 72% acceptable |
|  | Project B: | | | | | Comprehension & Application; VM - essay; JM - multiple-choice/short answer | | | | 70% will achieve the level of *acceptable* | VM (Comprehension) 78% acceptable, (Application) 91% acceptable; JM (Comprehension) 89% acceptable, (Application) 89% acceptable |
|  | Project C: | | | | | Analysis; VM - essay; JM - multiple-choice/short answer | | | | 70% will achieve the level of *acceptable* | VM - course not taught this semester; JM - 88% acceptable |
|  | **Outcome 2: Demonstrate proficiency using APA style of citation for professional writing.** | | | | | | | | | |  |
|  | Project A: | | | | | multiple-choice test on APA style | | | | 100% will earn an 80% | JM - 100% earned 80%; VM - class not offered |
| **Sociology** | **Outcome 1: Identify the impact of the three main sociological theories on culture.** | | | | | | | | | |  |
|  | Project A: | | | | Pre/Post-test | | | | | 70% will achieved 70% or better | median scored = 75.3% |
|  | Project B: | | | | Survey | | | | | results to be summarized | results varied, see assessment plan for details |
|  | **Outcome 2: Analyze how group membership shapes one’s orientation to life.** | | | | | | | | | |  |
|  | Project A: | | | pre/post- test (final exam) | | | | | | 70% will achieved 70% or better | average scored of 70% |
|  | Project B: | | | Survey | | | | | | results to be summarized | results varied, see assessment plan for details |
| **Speech** | **Outcome 1: Students will demonstrate articulate expression through oral, written and mediated communication.** | | | | | | | | | | |
|  | Project A: | | informative presentation | | | | | | | 70% will achieve 70% or higher | overall average 80.8% |
|  | Project B: | | pre-test/post-test | | | | | | | 70% will achieve 70% or higher | 26.7% achieved 70% or higher |
|  | **Outcome 2: Students will be able to discriminate factors that influence effective and ineffective cultural communication encounters.** | | | | | | | | | | |
|  | Project A: | | | written paper/analysis of cultural issues in a film shown during class | | | | | | 70% will achieve 70% or higher | results pending |
|  | Project B: | | | pre-test/post-test | | | | | | 70% will achieve 70% or higher | 26.7% achieved 70% or higher |
|  | **Outcome 3: Students will display increased self-confidence and reduced anxiety in communication situations.** | | | | | | | | | |  |
|  | Project A: | | | Personal Report of Communications Apprehension (PRCA) survey | | | | | | 70% will score 65 or less (less is better) | 65.9% scored 65 or less |
| **Theatre** | **Outcome 1: Develop creative an analytical approaches to theatre through written and oral communication.** | | | | | | | | | |  |
|  | Project A: | | Audition Monologue | | | | | | | 70%will achieve a level of Satisfactory (75%) or higher | 73% scored 75% or higher |
|  | Project B: | | written character analysis | | | | | | | 70%will achieve a level of Satisfactory (75%) or higher | 90% achieved 75% or higher |
|  | **Outcome 2: Demonstrate the skills and understanding to place their theatre experience in a global, cultural, ethical and historical context.** | | | | | | | | | | |
|  | Project A: | final exam | | | | | | | | 75% will increase their score on the final exam as compared to the scores on the six tests taken during the semester from which the final exam is compiled | 30% increased their score |
|  | Project B: | global awareness essay | | | | | | | | 70% will achieve a level of Satisfactory (75%) or higher | 100% achieved 75% |

**2011-2012 Technology - Summarized Assessment Results**

| **Program** | **Outcomes & Projects** | | | | | | | | | | **Standards** | **Results** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Architectural Studies** | **Outcome 1: Produce construction documents.** | | | | | | | | | |  |  |
|  | Project A: | | | draw/measure lines using 2 scales | | | | | | | 100% pass with 90% efficiency | 100% passed with 90% efficiency |
|  | Project B: | | | draw a sketch to scale | | | | | | | 100% pass with 100% accuracy | 100% passed with 100% accuracy |
|  | **Outcome 2: Create construction documents.** | | | | | | | | | |  |  |
|  | Project A: | | | create a working construction document | | | | | | | 100% pass with 70% accuracy | 100% passed with 70% or higher (ave. 82%) |
|  | Project B: | | | performance examination | | | | | | | 100% pass with 70% accuracy | 100% passed with 70% or higher (ave. 77.5%) |
| **Automotive Tech** | **Outcome 1: Identify faulty components.** | | | | | | | | | |  |  |
|  | Project A: | | | setup a meter/perform four electrical tests | | | | | | | 70% will perform 75% of the tasks correctly | 82% received a 75% or higher |
|  | Project B: | | | group discussion | | | | | | | results to be summarized | results varied; see assessment plan for details |
|  | **Outcome 2: Perform automotive repairs.** | | | | | | | | | |  |  |
|  | Project A: | | | | | create a diagnostic strategy and explain | | | | | 70% will present an effective strategy 100% of the time | 50% presented an effective strategy 100% of the time |
|  | Project B: | | | | | group discussion | | | | | results to be summarized | no discussion information reported |
| **Aviation Flight** | **Outcome 1: Evaluate weather conditions for safe flight.** | | | | | | | | | | |  |
|  | Project A: | | | Private Pilot FAA Knowledge Test | | | | | | | 100% will score 70% or higher | 100% scored above 70% |
|  | Project B: | | | reflective survey | | | | | | | results to be summarized | results varied; see assessment plan for details |
|  | **Outcome 2:**  **Navigate exactly with advanced navigation systems.** | | | | | | | | | | |  |
|  | Project A: | | | | | Instrument Rating FAA Knowledge Test | | | | | 100% will score 70% or higher | 100% scored above 70% |
|  | Project B: | | | | | reflective survey | | | | | results to be summarized | results varied; see assessment plan for details |
| **Aviation Maintenance** | **Outcome 1: Understand aircraft, systems, and components.** | | | | | | | | | | |  |
|  | Project A: | | | | | | written knowledge exam | | | | 80% will score an 85% | average score 73.4% (see plan for details) |
|  | Project B: | | | | | | written exercise | | | | 80% will score an 85% | average score 73.4% (see plan for details) |
|  | **Outcome 2: Demonstrate an understanding of Federal Aviation Administration Policy, Regulations, and Industry Standards.** | | | | | | | | | | | |
|  | Project A: | | | | | | | written knowledge exam | | | 80% will score an 85% | average score 90.7% (see plan for details) |
|  | Project B: | | | | | | | written exercise | | | 80% will score an 85% | average score 89.2% (see plan for details) |
| **Collision Repair and Refinishing** | **Outcome** **1: Perform automotive repairs in order to return damaged vehicles to “Pre Accident Condition.”** | | | | | | | | | | |  |
|  | Project A: | | | | | | | Paint Mixing Activity | | | 100% will attain a 75% or higher | 83% scored 75% or better |
|  | Project B: | | | | | | | Group Discussion | | | results to be summarized | No discussion information reported |
|  | **Outcome 2: Understand the overall operation and costs involved in operating a collision repair & refinishing facility.** | | | | | | | | | | | |
|  | Project A: | | | | | | Cost Estimation Activity | | | | no standard given | students inaccurate on cost estimations |
|  | Project B: | | | | | | Follow-Up Group Discussion | | | | results to be summarized | No discussion information reported |
| **Computer Integrated Manufacturing** | **Outcome 1: Troubleshoot automation system faults by analyzing the function of system components.** | | | | | | | | | | |  |
|  | Project A: | | | | | | | circuit simulation assignment | | | 80% will score 70% or higher | 93.75% scored 70% or higher |
|  | Project B: | | | | | | | reflective paper | | | results to be summarized | results varied; see assessment plan for details |
|  | **Outcome 2: Create specific operation programs for automation controllers.** | | | | | | | | | | |  |
|  | Project A: | | | | | | programming performance test | | | | 80% will score 70% or higher | 100% scored above 70% |
|  | Project B: | | | | | | reflective paper | | | | results to be summarized | results varied; see assessment plan for details |
| **Computer Networking** | **Outcome 1: Understand networking environment and networking systems**. | | | | | | | | | | |  |
|  | Project A: | | | | | | | | Router Rip project | | 85%will complete the lab with a score of 20-28 or higher | 85% scored 20-28 or higher |
|  | Project B: | | | | | | | | reflective paper | | results to be summarized | results varied; see assessment plan for details |
|  | **Outcome 2: Demonstrate a technical proficiency in computer networking.** | | | | | | | | | | |  |
|  | Project A: | | | | | | completion of the wireless lab | | | | 85% will complete the lab with a score of 12-16 or higher | 85% scored 12-16 (ave. 15.75) |
|  | Project B: | | | | | | reflective paper | | | | results to be summarized | results varied; see assessment plan for details |
| **Construction Technology** | **Outcome 1: Organize construction processes using proper construction calculations.** | | | | | | | | | | |  |
|  | Project A: | | | | | stair stringer construction exercise | | | | | 80% will meet or exceed the NOCTI standard of 78.8 % | 88.8% scored above an 80% |
|  | Project B: | | | | | NOCTI stair stringer examination | | | | | 80% will meet or exceed the NOCTI standard of 78.8 % | average score of 84% |
|  | **Outcome 2: Apply the Indiana Residential Code, 2003 Edition, to construction activities.** | | | | | | | | | | |  |
|  | Project A: | | | | | test- Building Planning session, Chapter 3 of the IRC 2003 edition | | | | | 80% will meet standard of 70% | 85% met standard of 70% |
|  | Project B: | | | | | reflective survey | | | | | results to be summarized | results varied; see assessment plan for details |
| **Diesel Truck & Heavy Equipment** | **Outcome 1: Evaluate complex diagnostic procedures.** | | | | | | | | | | |  |
|  | Project A: | | | | | performance-based National Automotive Student Skills Test on Heavy Duty Truck brakes | | | | | 90% of the students will be expected to score 70% or exceed the national average (50%) | 76% achieved the national average with 63.90%. |
|  | Project B: | | | | | reflective paper | | | | | results to be summarized | results varied; see assessment plan for details |
|  | **Outcome 2: Perform repair procedures correctly in an efficient time frame.** | | | | | | | | | | |  |
|  | Project A: | | | | | | perform a class eight truck brake inspection and recommend repair procedures and policies | | | | 90% will score 70% or higher | 90% passing with a score of 70% or higher |
|  | Project B: | | | | | | reflective paper | | | | results to be summarized | results varied; see assessment plan for details |
| **Drafting and Design** | **Outcome 1: Demonstrate the production and interpretation of engineering/manufacturing documents.** | | | | | | | | | | |  |
|  | Project A: | | | | | | | flat pattern exercise | | | 85% will get 80% correct | 81.25% scored 80% or higher |
|  | Project B: | | | | | | | flat pattern development project | | | 85% will get 80% correct | 84.62% scored 80% or higher |
|  | **Outcome 2: Interpret American Society of Mechanical Engineers Standards (ASME Y14.5) requirements for related project.** | | | | | | | | | | | |
|  | Project A: | | | | | | | test in drafting practices and procedures | | | 80% will meet standard of 75% | 100% met the standard of 75% or higher |
|  | Project B: | | | | | | | reflective summary | | | results to be summarized | results varied; see assessment plan for details |
| **Electronics Technology** | **Outcome 1: Demonstrate technical proficiency with tools and equipment.** | | | | | | | | | | |  |
|  | Project A: | | | | | | | | | Performance Test Oscilloscope & Function Generator test | 85% will pass the performance tests with a 70% or higher | 89.5% passed with a 70% or higher |
|  | Project B: | | | | | | | | | reflective activity | results to be summarized | results varied; see assessment plan for details |
|  | **Outcome 2: Construct a substantial number of hands-on lab experiments using proper techniques and documentation.** | | | | | | | | | | | |
|  | Project A: | | | | | | | | | Lab 11 Preset Counter Circuit project | 85% will score 80% or higher | 92.9% passed with a 80% or higher |
|  | Project B: | | | | | | | | | reflective summary | results to be summarized | results varied; see assessment plan for details |
| **John Deere Technology** | **Outcome 1: Perform repair procedures correctly in an efficient time frame.** | | | | | | | | | | |  |
|  | Project A: | | | | | | | | | Electric/Electronic Core test | 90% will score 80% or higher | 92% passed with average of 89.7% |
|  | Project B: | | | | | | | | | Reflective writing | results to be summarized | results varied; see assessment plan for details |
|  | **Outcome 2: Evaluate complex diagnostic procedures.** | | | | | | | | | | |  |
|  | Project A: | | | | | | | | | perform diagnostic procedure on an electronic controlled transmission & recommend the correct inspection/repair | 90% will score 75% or higher | 88% scored 75% or higher |
|  | Project B: | | | | | | | | | Reflective writing | results to be summarized | results varied; see assessment plan for details |
| **Mining Technology** | Outcome 1: | | | | | | | | | No data | | |
|  | Project A: | | | | | | | | |
|  | Project B: | | | | | | | | |
|  | Outcome 2: | | | | | | | | |
|  | Project A: | | | | | | | | |
|  | Project B: | | | | | | | | |
| **Precision Manufacturing** | **Outcome 1: Solve machining problems.** | | | | | | | | | |  |  |
|  | Project A: | | | | | | three quizzes (clearance hole/counterbore) | | | | 70% will answer 76% of the questions correctly | 50% got 76% or greater correct |
|  | Project B: | | | | | | final 100-point exam | | | | 70% will answer 76% of the questions correctly | 73% reached the 76% scoring threshold |
|  | **Outcome 2: Create machining programs.** | | | | | | | | | |  |  |
|  | Project A: | | | | student created machining program (use of rubric) | | | | | | 70% will receive a rating of "satisfactory" on the rubric | 91% met the satisfactory standard |
|  | Project B: | | | | produce a piece part (use of rubric) | | | | | | 70% will receive a rating of "satisfactory" on the rubric | 55% met the satisfactory standard |
| **Surveying Technology** | **Outcome 1: Utilize modern measurement techniques to acquire spatial data.** | | | | | | | | | | |  |
|  | Project A: | | | | | | measurements of lines with variety of devises | | | | 70% will score 70% or higher | 26% scored 70% or higher |
|  | Project B: | | | | | | reflective survey | | | | results to be summarized | results varied; see assessment plan for details |
|  | **Outcome 2: Employ industry-standard software to solve technical problems.** | | | | | | | | | | |  |
|  | Project A: | | | | | | | prepare a stakeout data sheet providing angles and distances to the building corners | | | 70% will score 70% or higher | 89% scored 70% or higher |
|  | Project B: | | | | | | | reflective survey | | | results to be summarized | results varied; see assessment plan for details |
| **Technology, BS** | **Outcome 1: Understand why some workers are treated differently in the workplace because of their group membership.** | | | | | | | | | | | |
|  | Project A: | | | | | | | pre/post-test survey | | | 80% will fall within the 3.5 to 4.5 range | 85% scored within the 3.5 to 4.5 range |
|  | Project B: | | | | | | | reflective paper | | | results to be summarized | results varied; see assessment plan for details |
|  | **Outcome 2: Develop skills in using creative problem solving competencies and apply to goals and opportunities students will face in their personal and professional lives.** | | | | | | | | | | | |
|  | Project A: | mid-term and final exams | | | | | | | | | 90% will achieve 80% accuracy | mid-term - 76% scored 80% or higher; final - 83% scored 80% or higher |
|  | Project B: | write paper then give presentation | | | | | | | | | 80% will achieve a score of 3 (Proficient) | 85% achieved a score of 3 (proficient) or higher |
| **Welding** | **Outcome 1: Describe the welding field using proper terminology and concepts.** | | | | | | | | | | |  |
|  | Project A: | | written 50-question definitions test | | | | | | | | 80% will score 85% or better | 90% scored above 85% |
|  | Project B: | | demonstration | | | | | | | | 80% will score 85% or better | 83% scored above 85% |
|  | **Outcome 2: Apply the A.W.S. D1.1 Code to welding activities.** | | | | | | | | | | |  |
|  | Project A: | | visual inspection of the welder qualification test | | | | | | | | 85% will pass visual acceptance criteria | 86% passed visual acceptance criteria |
|  | Project B: | | destructive guided bend test | | | | | | | | 85% will pass bend test acceptance criteria | 88% passed visual acceptance criteria |

1. General Education Assessment Progress Narrative and Results**:**

As noted above, VU is having a difficult time finalizing its general and liberal education outcomes at this time. Despite that difficulty, VU has drafts of outcomes, as noted above, and these are ready for the discussions at the state and institution levels. It is the assumption of VU that final approval has to occur soon so that VU can complete the curriculum mapping and course vetting processes described in the strategic plan, and then move on to a more developed plan of general and liberal education assessment and improvements.

Included below are results of assessment of the basic skills courses and select general education courses using draft distribution or liberal education outcomes. The hope is that VU can show that it understands how to go about the business of assessing general education and to show that once all the state-wide and internal processes are complete, VU will move quickly to complete the processes described in the strategic plan. What follows is a summary of some of the data collected for general education courses.

2011-2012 University Programs

Summarized Assessment Results

| **Program** | **Outcomes & Projects** | | | | | | | | | | **Standards** | **Results** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **General Education:** |  |  | | | | | | | | |  |  |
| **GE Communications** | **Outcome 1a:  Students will display increased self-confidence and reduced anxiety in communication situations.** | | | | | | | | | | | |
|  | Project A: | | Personal Report of Communication Apprehension | | | | | | | | 70% will achieve a score of 65 or less (less is better) | 65.9% at the target level of 65 or below |
|  | **Outcome 1b: Students will be able to solve academic and non-academic problems.** | | | | | | | | | | |  |
|  | Project A: | | | argumentative essays | | | | | | | 80% will demonstrate that they have included the opposing view and refutation in their argumentation essay; 80% will demonstrate that they have avoided plagiarism. | 1) 58.5% included opposing view/refutation, and 2) 63.4% demonstrated that they avoided plagiarism |
|  | Project B: | | | reflective writing | | | | | | | 80% will indicate that they know strategies to avoid plagiarism | 68.3% demonstrate awareness of strategies to avoid plagiarism, with 61% of those actually following through in essay |
| **GE Humanities** | **Outcome 1a: Make informed judgments of aesthetic and literary expressions.** | | | | | | | | | | |  |
|  | Project A: | | | | Oral Interviews | | | | | | 80% will achieve a score of 80% or higher | 84% scored 80% or higher |
|  | Project B: | | | | Questions for Reflection | | | | | | results to be summarized | results varied; see assessment plan |
|  | **Outcome 1b: Apply critical and creative thinking skills to solve problems.** | | | | | | | | | | |  |
|  | Project A: | | | | synthesis essay (graded by rubric) | | | | | | 75% will be at Level 3 or higher (sufficient) | 50% achieved level 3 |
|  | Project B: | | | | Reflective writing | | | | | | results to be summarized | results varied; see assessment plan |
| **GE Math** | **Outcome 1a: Apply quantitative reasoning and a variety of numeric data to solve problems in a variety of disciplines.** | | | | | | | | | | | |
|  | Project A: | | | | | final exam | | | | | 60% will score 70% or higher | 29.4% scored 70% or higher |
|  | Project B: | | | | | 5 embedded questions in final exam | | | | | correlation coefficient of 0.6 or greater between final exam scores and 5-question score. | correlation coefficient was 0.64 |
|  | Project C: | | | | | stratify the finals into 70% or greater and less than 70% and calculate the distribution of five-question scores within each group | | | | | 80% who score 70% or higher on the final will score 80% or higher on the 5-question test | 66% who scored 70% or higher on the final scored 80% or higher on the 5-question test and 89% who scored 70% or higher on the final scored 60% or higher on the 5-question test |
|  | **Outcome 1b: Apply quantitative reasoning and a variety of numeric data to solve problems in a variety of disciplines.** | | | | | | | | | | | |
|  | Project A: | | | | | | CPT scores for MATH 013 students | | | | not a measurable project | n/a |
|  | Project B: | | | | | | final exam | | | | at least 60% of students in the lowest third CPT score bracket will receive a 70% or higher; at least 70% of students in the middle third CPT score bracket will receive a 70% or higher; and at least 80% of students in the upper third CPT score bracket will receive a 70% or higher | lower bracket - 15% achieved 70%; middle bracket - 26.44% achieved 70%; upper bracket - 27.59% achieved 70% |
| **GE Science** | **Outcome 1a: Make informed judgments about the physical and natural worlds.** | | | | | | | | | | |  |
|  | Project A: | | | | | | read two current studies and determine the question, methods, and results of the study, and be able to apply the results of the study and develop a new question based on the results | | | | 70% will receive a 2 or higher (scale of 0 - 3 on rubric) on each section of the rubric for each study | 1st Study - 0% received a 2 or higher; 2nd Study - 70% scored a 2 or higher in the "Question" and "Results" section of the rubric |
|  | **Outcome 1b: Make informed judgments about the physical and natural worlds.** | | | | | | | | | | |  |
|  | Project A: | | | | | | | fill-in- the- blank questions (directional terms) | | | 80% will get 80% correct | 100% got 80% or higher |
|  | Project B: | | | | | | | fill-in- the- blank questions (bone test) | | | 80% will get 80% correct | BIOL 211L - 100%; BIOL 111L - 31%; BIOL 107L - 19% |
|  | Project C: | | | | | | | fill-in- the- blank questions (muscle test) | | | 80% will get 80% correct | BIOL 211L - 100%; BIOL 111L - 21% got 80% |
|  | Project D: | | | | | | | (extra) three questions regarding learning directional terms | | | results to be summarized | results varied; see assessment plan |
| **GE Social Science** | **Outcome 1a: Evaluate human behavior and mental processes using major psychological theories.** | | | | | | | | | | |  |
|  | Project A: | | | | | | | | pre/post-test | | 70% will pass the post-test earning a 70% or better | 37% earned a 70% |
|  | Project B: | | | | | | | | targeted questions on post-test | | 70% will earn 70% or higher on targeted questions | 50% answered 45% correctly |
|  | Project C: | | | | | | | | reflective survey | | results to be summarized | results varied; see assessment plan |
|  | **Outcome 1b: Students will be able to demonstrate the principles of economic thinking in their professional career.** | | | | | | | | | | | |
|  | Project A: | | | | | | | | 5 embedded questions in final exam | | 100% earn or exceed 70% on embedded questions | overall average was 81% |
|  | Project B: | | | | | | | | T.U.C.E. exam (pre- and post-test) | | post-test scores should improve by at least 20% from the pre-test | Micro - 14% improvement; Macro - 12.8% improvement |
| **Honors Program** | **Outcome 1: Engage in articulate expression through critical reading and effective written, oral, and digital communication.** | | | | | | | | | | | |
|  | Project A: | | | | | | | | | take home essay | 80% will score 80% or higher | n/a |
|  | Project B: | | | | | | | | | submit responses to readings throughout the course, creating a portfolio | currently, no standard given | n/a |
|  | **Outcome 2: Integrate knowledge and perspectives of different disciplines.** | | | | | | | | | | |  |
|  | Project A: | | | | | | | | | synthesis essay (graded by rubric) | 80% will receive 80% or higher | n/a |
|  | Project B: | | | | | | | | | reflective essay | results to be summarized | n/a |

1. Other Assessments**:**
2. Survey of the Assessment Process**:**

The Assessment Committee, following the strategic plan, has recently developed a survey of faculty who participated in assessment activities and the assessment process. The purpose of the survey is to receive feedback on the effectiveness of workshops, clarity of the process and directions, value of the Assessment Committee feedback, and suggestions for improving the process. At the time of this report, most, but not all, surveys have been returned. The percentages below are based on ninety-eight surveys that have been returned. Time does not permit a counting of all the results, but percentages of responses are presented here for four of the survey questions. The results suggest the greatest need for improvement is the need to improve the step-by-step instructions. Two-thirds (67%) of the faculty either strongly agreed or agreed that the steps were easy to follow, but after working closely with the faculty during the process, the Assessment Committee is aware of certain redundancies and potential pitfalls in the directions. The Committee already plans to clarify and focus some of the steps. The Committee is gratified to see that 89% of the faculty felt they received helpful feedback from the Committee, and 79% of the faculty felt that the process did help them evaluate their outcomes and identify improvements in their curriculum. The preliminary results certainly suggest the faculty felt mostly positive about the process and felt it was constructive, which should help reduce resistance to assessment next year and should help VU achieve its goal of establishing a culture of assessment. The Assessment Committee considers the positive response significant because it is aware that at most institutions, the first year goal is to establish a significant but smallish group of supportive programs. The results make the Committee members hopeful that VU will move quickly to a point where faculty buy-in is strong. The results to four of the survey questions are as follows:

* The steps in the assessment process were easy for me to follow:

Strongly Agree: 9%

Agree: 58%

Disagree: 20%

Strongly Disagree: 5%

Neutral: 7%

* I received helpful feedback from the Assessment Committee:

Strongly Agree: 47%

Agree: 42%

Disagree: 4%

Strongly Disagree: 5%

Neutral: 2%

* The assessment process was effective for evaluating my program outcomes:

Strongly Agree: 17%

Agree: 62%

Disagree: 11%

Strongly Disagree: 6%

Neutral: 3%

* The assessment process helped me identify improvements in my curriculum:

Strongly Agree: 20%

Agree: 59%

Disagree: 12%

Strongly Disagree: 7%

Neutral: 2%

1. Early College Assessment**:**

The following report offers an initial effort to assess learning in these off-campus sites. As the number of Early College sites grows, VU must work to establish increasingly effective systems of assessment, enhanced integration of faculty development, and shared responsibility for curricula. Again, VU has chosen to use the year to focus on building a system of program assessment that will enable full-time faculty to grow comfortable with the new system and to work through the bugs. The hope is that turning to more complex situations involving faculty at a distance or with limited responsibilities for establishing program curriculum and assessment after establishing a clear process will make the work across borders easier to accomplish. Nonetheless, VU understands the need to assess learning in all learning environments, and thus this report represents both an understanding of that expectation and an initial effort to make progress toward a more developed system. What follows is a report on Early College assessment contributed by Dr. Carolyn Jones, Assistant Provost of Curriculum and Instruction.

The assessment of learning outcomes plays a critical role in the success of VU’s early college programs. The collection and evaluation of assessment data assures us that intellectual rigor is consistent and that student learning is supported. In addition, it promotes the building of a professional community among faculty. As a result of the evaluation of assessment data from the early college sites, VU has been able to change curriculum, evaluate faculty, and monitor student success.

**Early College Assessment Guidelines:**

The purpose of course assessment at Vincennes University is to use data for continuous quality improvement. Course assessment at early college sites will be conducted following procedures used on the Vincennes campus.

1. Early college courses slated for annual assessment of rigor will be identified at the beginning

of each semester.

2. A detailed description of the assessment process for each course will be distributed to faculty

members at the early college at the beginning of the semester.

3. Study guides, where applicable, will be distributed at the beginning of the semester.

4. Departmental Final Exams will be calculated into the final VU grade for the course.

5. Early College faculty will meet with VU faculty to develop assessment models.

6. Early College faculty will be responsible for completing assessment tools and submitting

assessment outcomes to the Dean of Instruction.

7. Comparative assessment data will be shared with the early college faculty and

administrators.

**Math:**

*Data Collection*: Average scores on departmental final exam for each instructor at Ben Davis University were compared to average for students in face-to-face classes with full-time instructors on the Vincennes Campus.

* BDU - Chandler MATH 102 final exam average was 57%
* BDU - Wallace MATH 102 final exam average was 61%
* BDU - Chandler MATH 013 final exam average was 66%
* BDU - Sandifill MATH 016 final exam average was 61%
* VU - MATH 013 - 60% average on the final exam
* VU - MATH 016 - 57.6% average on the final exam
* VU - MATH 102 - 64.1% average on the final exam

*Evaluation of Data*: The scores for the developmental were higher but the MATH 102 was lower. However, the students "passed" the intensive assessment for 102.

*Improvement Plans*: At this time, no curricular changes will be implemented at BDU. Comparative scores on the final exam will continue to be collected annually.

**English:**

*Data Collection*: Writing at the early college sites is assessed using the same process used on the Vincennes Campus. Students are given a writing prompt at the beginning of the semester and again at the end of the semester. Writing skills are evaluated by a team of faculty using the VU Writing Rubric. The faculty team evaluating writing includes early college faculty. Reported below are the findings from the Composition I Committee for BDU students:

* Percentage of Success: 62.55%

• Mason’s Course (25 Essays): 45.539%

O Lowest Score: 18.75% (3 essays)

O Highest Score: 77.5% (1 essay)

• Middleton’s Course (107 Essays): 50.0215%

O Lowest Score: 13.75% (1 essay)

o Highest Score: 83.75% (2 essays)

• Total Average: 47.78%

*Evaluation of Data*: The Composition I Committee assessed the essays collected from two instructors at Ben Davis University. The objective was to determine whether the essays reach the expectations and outcomes of a Composition I course completed at Vincennes University. The percentage of success is set by VU at 62.55%, which equates to a 2.5 average . The BDU students did not achieve this success rate as an average.

*Improvement Plans*: BDU faculty have met with VU faculty to discuss the areas of weakness identified in the assessment data of BDU writing skills. BDU faculty will be required to more specifically address outcomes that did not meet the 62.55% average. In addition, BDU faculty will be required to directly incorporate the learning of documentation into the curriculum at BDU.

**Spanish:**

*Data Collection*: Students completing SPAN 201, Spanish Level III at BDU, Washington High School Early College, and Vincennes Campus were given the Spanish Placement Exam. Scores from the early college sites were compared to scores earned by students in face-to-face instruction on the Vincennes Campus.

• BDU average 30.4

• WHS average 89.5

• VU average 92.2

*Evaluation of Data*: A score of 60 or higher on the Spanish Placement Test II indicates a student has placed into SPAN 201. The test scores of students who had completed SPAN 201 at BDU indicated they were still at the level of SPAN 101, Spanish Level .

*Improvement Plans*: Beginning Fall 2011, all Spanish courses being taught at BDU were changed from a one semester delivery to a two semester delivery in order to give faculty time to meet all of the course outcomes. Students finishing SPAN 201 will be retested at the end of the 2011-2012 academic year.

**Biology:**

*Data Collection*: Students completing BIOL 100, Human Biology, at BDU were given the VU BIOL 100 departmental final exam. Prior to taking the final exam, a study guide for the final exam was given to the students. The average score for the final exam on the Vincennes Campus was 63.5%. The average score for BDU was 39.2%.

*Evaluation of data*: An evaluation of the faculty member teaching BIOL 100 revealed a lack of dedication to the students and a failure to supporting course rigor. A new faculty member has been hired to teach BIOL 100 beginning Fall 2012.

**Student Transfer Success:**

Many of the BDU students transfer to IUPUI from BDU. IUPUI has been very involved in sharing student success data with VU for the purpose of improving the early college program at BDU.

*Data Collection*: The retention rate of the BDU students was compared to the retention rate of the IUPUI student as an indicator of how the students were performing.

• 19 students started Fall 2010

• 11 of these started Spring 2011

• 8 of these remain eligible to register (5 have done so for summer or fall)

• 2 were academically dismissed

• 1 is on academic probation

The one-year retention rate of the BDU students was 42%. The IUPUI one year retention rate was 75%, which makes the performance of this first BDU cohort concerning.

*Improvement Plans*: During the 2010-11 academic year, IUPUI sent advisors and counselors to BDU. As a result, 38 were admitted to IUPUI. In order to support the success of these students, IUPUI required 8 of these students to participate in the Summer Success Academy, a program for the academically at risk students. In addition, all of the incoming students were required to sign up for the IUPUI freshman orientation class. As a result, the retention rate of BDU students increased to 62%. IUPUI will continue to reach out to BDU students during their senior year and require all incoming students to participate in the Summer Success Academy and/or the freshman orientation.

1. Distance Education Assessment**:**

Conversations about how best to assess learning in the on-line environment have begun between

the Directors of Distance Education and Institutional Effectiveness. Currently, the Director of Distance Education, Shanni Simmons, has organized a fairly extensive assessment of the services provided by distance education. VU intends to move to the assessment of learning as soon as it has clearly established a core assessment for traditional delivery of program instruction. That said, it is not intended to suggest no assessment of learning is occurring in distance delivery courses. Many full-time VU faculty teach distance delivery courses, and they include data from their courses in their assessment. VU’s assumption is that it should be an easier move to a more complete academic assessment once faculty are used to the new approach to assessment. Furthermore, the Director of Distance Education is planning to shift Distance assessment toward course design issues in 2012. Her goal is to begin to address learning assessment by using assessment to ensure a more consistent set of course design expectations. Her hope is that by addressing on-line pedagogy, she will begin to gather assessment about student success in the on-line arena.

The Director of Distance Education, Shanni Simmons, has provided, below, an assessment report of the student experience with the service component of distance education:

**Assessment Period: Fall 2009, Fall 2010, and Fall 2011**

**Instructional Services**

**Extended Studies**

**Distance Education**

**Shanni Simmons, Director of Distance Education**

**Vincennes University's Mission:**

Vincennes University, Indiana’s first college, is the State’s premier transfer institution and leader in innovative career programming. The VU community ensures educational access, delivers proven associate and baccalaureate programs, and offers cultural opportunities and community services in a diverse, student-centered, collegiate environment.

**Distance Education's Mission Statement:**

The Distance Education Department at Vincennes University provides quality lifelong educational services to interested individuals located anywhere and at any time. VU Distance Education works to facilitate the achievement of each individual's education goals as they work to improve the quality of their lives and compete economically.

These educational opportunities are provided to individuals through degree programs and courses offered via the internet, by use of blended instructional methods, correspondence courses, and other emerging technologies.  Courses and programs are offered in a variety of time formats to meet the diverse needs of adult learners. It is the responsibility of Distance Education to connect students with superior instructors as well as provide student and instructor support.  
  
In keeping with Vincennes University's mission to be the State’s premier transfer institution and leader in innovative career programming, and to ensure educational access, Distance Education provides learning opportunities for students who are unable to attend classes on the university campus. These distance education programs meet all values set forth for traditional on-campus programs.

**Intended Outcome:**  
Students accessing academic advising through the Distance Education Advising Center will be satisfied with the services received.

**First Means of Assessment and Criteria for Success:**Responses to the electronic advising survey related to student satisfaction with the academic advising process will average 75% in the "Strongly Agree" and "Agree" categories with 15% or less in the "Disagree" and "Strongly Disagree" categories.

**Summary of Assessment Data Collected:**

**Fall 2009:**88 students responded to the survey request for the Fall 2009 school year. The survey was created using a Likert Scale that had six questions about student satisfaction with the Distance Education Advising Center. 90% of respondents were satisfied while 10% were unsatisfied with the service given by the Distance Education Advising Center. (Percentages may not equal 100% due to participants not answering all questions in the survey.)

**Fall 2010:**165 students responded to the survey request for the Fall 2011 school year. The survey was created using a Likert Scale that had six questions about student satisfaction with the Distance Education Advising Center. 85.5% of respondents were satisfied while 14% were unsatisfied with the service given by the Distance Education Advising Center. (Percentages may not equal 100% due to participants not answering all questions in the survey.)

**Fall 2011:** 137 students responded to the survey request for the Fall 2011 school year. The survey was created using a Likert Scale that had six questions about student satisfaction with the Distance Education Advising Center. 93% of respondents were satisfied while 7% were unsatisfied with the service given by the Distance Education Advising Center. (Percentages may not equal 100% due to participants not answering all questions in the survey.)

**Use of Results to Improve Distance Education Advising Center:**

Areas that show a negative result of over 15% will be used to identify services that need to be changed or updated or require additional training of staff. The results show that additional work needs to be done in the following areas:

**Fall 2009:** (Survey Item: I received the advising information that I sought in a timely manner.) Advising Center staff will receive additional training in organization and time management skills.

**Fall 2010:** (Survey Item: I received the advising information that I sought in a timely manner.) Advising Center staff will receive additional training in organization and time management skills. In addition, a 48 hour response was put into place. Even if advisors did not have the answers they would still respond with notification that the issues were being reviewed. This semester we were short staffed.  
(Survey Item: My advisor was knowledgeable about school policy and my degree area.) Advising Center staff will receive additional training on school policy and degree programs offered through distance education. The distance education website and student documents will be updated to include a better explanation of school policy and degree information. This will help educate students so they may plan appropriately each semester.

**Fall 2011:** No negative results over 15% reported.

**Comparison:** DE student services has seen a decrease in student dissatisfaction due to additional training and the 48-hour response policy. Though DE has seen an improvement, it is working to decrease dissatisfaction under 10% in the survey item below:

* (I received the advising information that I sought in a timely manner.)
* (My advisor was knowledgeable about school policy and my degree area.)

**Assessment of Second Intended Outcome**

**Identify Intended Outcome:**  
Students taking Distance Education courses will be satisfied with the distance learning environment.

**First means of Assessment and Criteria for Success:**Responses to the electronic advising survey related to student satisfaction with the distance learning environment will average 75% in the "Strongly Agree" and "Agree" categories with 15% or less in the "Disagree" or "Strongly Disagree" categories.

**Summary of Assessment Data Collected:**

**Fall 2009:**88 students responded to the survey request for the Fall 2009 school year. The survey was created using a Likert Scale that had six questions about student satisfaction with the Distance Education Advising Center. 86% of respondents were satisfied while 14% were unsatisfied with the service given by the Distance Education Advising Center. (Percentages may not equal 100% due to participants not answering all questions in the survey.)

**Fall 2010:**165 students responded to the survey request for the Fall 2011 school year. The survey was created using a Likert Scale that had six questions about student satisfaction with the Distance Education Advising Center. 80% of respondents were satisfied while 19% were unsatisfied with the service given by the Distance Education Advising Center. (Percentages may not equal 100% due to participants not answering all questions in the survey.)

**Fall 2011:** 137 students responded to the survey request for the Fall 2011 school year. The survey was created using a Likert Scale that had six questions about student satisfaction with the Distance Education Advising Center. 84% of respondents were satisfied while 16% were unsatisfied with the service given by the Distance Education Advising Center. (Percentages may not equal 100% due to participants not answering all questions in the survey.)

**Use of Results to Improve your Unit:**

Areas that show a result that is negative of over 15% will be used to identify areas in our services that need to be changed or updated, or that require additional training of our faculty or course designer. The results showed that additional work needs to be done in the following areas:

**Fall 2009:**  
(Survey Item: I was satisfied with how quickly my instructor returned my graded material to me.) Distance Education will offer course management tips when conducting individual training, with course reviews, and during formal training through professional development activities.  
  
(Survey Item: I felt that the instructor provided many opportunities for active participation in the online course.) Distance Education will offer online active participation ideas when conducting individual training, course review suggestions, and during formal training through professional development activities.

(Survey Item: I was able to communicate with my instructor as I needed.) Distance Education will offer communication tips when conducting individual training, with course reviews, and during formal training through professional development activities.

**Fall 2010:**(Survey Item: My instructor returned my graded materials to me within the time allotted in the course syllabus.) Distance Education will offer course management tips when conducting individual training, with course reviews, and during formal training during professional development activities. (This question was rewritten to be more specific on what is considered the acceptable return time of instructor feedback.)  
  
(Survey Item: I felt that the instructor provided many opportunities for active participation in the online course.) Distance Education will offer online active participation ideas when conducting individual training, course review suggestions, and during formal training through professional development activities.

(Survey Item: My instructor consistently responded to my communications within the allotted time promised in their course syllabus.) Distance Education will offer communication tips when conducting individual training, with course reviews, and during formal training through professional development activities. (This question was rewritten to be more specific on what is considered acceptable return response to students questions.)  
(Survey Item: I was able to understand the organization and directions in my online course.) Distance Education will offer course organization and instruction writing tips when conducting individual training, with course reviews, and during formal training through professional development activities.

**Fall 2011:**(Survey Item: My instructor returned my graded materials to me within the time allotted in the course syllabus.) Distance Education will offer course management tips when conducting individual training, with course reviews, and during formal training through professional development activities. (This question was rewritten to be more specific on what is considered the acceptable return time of instructor feedback.)  
  
(Survey Item: I felt that the instructor provided many opportunities for active participation in the online course.) Distance Education will offer online active participation ideas when conducting individual training, course review suggestions, and during formal training through professional development activities.

(Survey Item: My instructor consistently responded to my communications within the allotted time promised in their course syllabus.) Distance Education will offer communication tips when conducting individual training, with course reviews, and during formal training through professional development activities. (This question was rewritten to be more specific on what is considered acceptable return response to students questions.)  
  
(Survey Item: I was able to understand the organization and directions in my online course.) Distance Education will offer course organization and instruction writing tips when conducting individual training, with course reviews, and during formal training through professional development activities.

**Comparison:**Comparing the Fall 2010 and Fall 2011 semester results shows that there is a lack of instructor communication, lessons containing active participation, and instructor feedback. It is believed that the increase in dissatisfaction is due to the instructor caps policies that were put into place Fall 2010. With the large number of new instructors being hired to teach the sections needed to meet student enrollment demand, DE did not have the resources available to train formally. To reduce the dissatisfaction, a formal online training program is being developed for online instructors. All existing online instructors and all new hires will participate in this formal training. The development on this training will be completed at the end of April 2012.

1. IDEA Student Rating of Instruction**:**

VU has elected to pilot the IDEA Student Rating of Instruction. VU currently collects student evaluation data via Survey Digg, an electronic evaluation process that has not produced the desired return on surveys, with roughly a 10% return. In addition, many faculty members recognize that the questions currently being used with the on-line survey are essentially student satisfaction questions and not questions designed to offer ratings of teaching effectiveness. As VU has changed its assessment focus to a more student-centric, learning outcomes approach and as VU has recently brought speakers such as Kathleen Gabriel to campus to discuss these same issues, faculty recognize that the IDEA survey offers them an analysis of their ability to help students learn. All the faculty who are participating in the pilot during the Spring 2012 semester self-selected because of their interest in what the survey has to offer. They also voluntarily participated in a webinar to broaden their understanding of the rating and to help them complete their faculty form correctly.

Twenty-five pilot sections are being run, and results will be returned to faculty later this summer. There is, therefore, no data to report at this time. Included below is a list of the faculty participating, grouped under their respective division heading.

**Business & Public Service Health Sciences & Human Performance**

Mary Bowen Jonathon DeHart

Mary Hollars Freda Neal

Dawn Judy Jana Vieck

**Humanities Math & Science**

Karen Ball Rene LaMontagna

David Cockerham Ren Simmons

Ron Wise Andrew Smith

Lynette Victor

**Social Science & Performing Arts Jasper Campus**

Karen Braselton Sheila Collett

Mike Drysdale Alice Hildenbrand

Dan Miller Karen Moesner

Sherry Reeves

**Technology** Jan Stenftenagel

Kim Breitweiser

Norb Brown

Brian Lindsey

Larry Stremming

1. Community College Survey of Student Engagement**:**

In 2011, VU participated in the CCSSE survey for the fifth time, doing so every other year going back to 2003. VU is interested in results on special questions that have to do with student retention, issues concerned with financial aid assistance, taking required developmental courses, and whether or not students are using college placement test preparation materials. On the academic side, VU is concerned about scores pertaining to analysis and synthesis. A summary of scores going back three rounds of the survey suggests that VU’s scores are lower than national averages. (See Appendix 22.) This is an issue the Assessment Committee identified as an area of concern and has recommended that this be an area of focus and discussion, especially as VU thinks about integrating its new liberal education critical thinking outcome across the curriculum. The Continuous Quality Improvement Committee also reviewed the new CCSSE student rating of instruction/evaluation that matches the questions in the survey. It is considering using the survey of students as a way to help address weaknesses identified by the CCSSE survey. VU could then work to improve scores by developing strategies to deal with student learning and retention issues identified as problems in both the survey and the rating of instruction instrument.

## Campus Quality Survey

In January of 2012, VU used the Campus Quality Survey provided by Performance Horizons to assess the campus climate. While this is VU’s first use of the survey and thus provides no trends, it does provide VU with baseline data that can be used for future trend analysis, and it can be used to address issues that were previously identified in the AQIP Portfolio review. Because this data just arrived last month, the plan is to present a summary of the results during professional development week, make the data available to all employees on-line through MyVU and on the Institutional Effectiveness website, develop some focus-groups and other research to dig into the data, and then present plans for addressing issues during opening meetings. A summary of key data, provided by AQIP Category 4 co-chair, Dr. Charles Reinhart, is included below:

**Campus Quality Survey, Summary-Analysis:**

The Campus Quality Survey (CQS) is based on a survey of 447 VU employees in January 2012. Of those respondents, 156 were support staff, 153 were faculty, 27 were department chairs, 107 were professional staff/administrators, and 4 were not classified.

The survey consists of eight general categories adapted from the Presidential Award for Quality and the Malcolm Baldrige National Quality Award:

Top Management Leadership and Support

Employee Training and Recognition

Employee Empowerment and Teamwork

Strategic Quality Planning

Quality and Productivity Improvement Results

Measurement and Analysis

Customer Focus

Quality Assurance

There were a total of 91 statements for employees to respond to. Each of the first 50 items relates to one or more of the eight categories (CQS, p. 7). Scores for each general category are based on the accumulated responses for that group. Items 51-80 ask employees to rate their perception of quality for each service area listed. The score is based on the average of all responses. Item 81 asks employees to rate overall job satisfaction, and items 82-91 were supplied by VU.

For the first 50 items employees rated VU from two perspectives: “How It is Now” and “How It Should Be” (CQS, p. 8). Available ratings are based on a 5 point scale:

1. Strongly disagree

2. Disagree

3. Uncertain

4. Agree

5. Strongly agree

The difference from the two perspectives yields a “performance gap.” The smaller the gap, the higher the evaluation of that category. The larger the gap, the lower the evaluation of that category. It is possible to separate the results according to location, Vincennes or Jasper campus, and according to the position of the respondent: support staff, faculty, department chair, and administrator/professional staff. The following summary refers to the results from the combined campuses and from all employees.

Among the most positive results of the survey include job satisfaction and perception of quality. When asked to rate their overall satisfaction with employment at VU, 72% of those surveyed said they were either “satisfied” (48%) or “very satisfied” (24%) with their employment (CQS, p. 25).

Similarly, the survey indicated that the “majority of the respondents (67%) rate their overall impression of quality at Vincennes University campuses as either good (51%) or excellent (16%).

Impression of quality was also present in the categories with the lowest performance gap. The category with the lowest gap (and therefore the highest evaluation) was “customer focus” with 1.083 followed by “quality assurance” with a gap of 1.160 (CQS, p. 17).

The five highest rated programs and services are the following:

library and learning resources

payroll services

bookstore services

cafeteria and food services

health and nursing services (CQS, p. 21).

The lowest rated programs, services, and activities are the following:

Communication with other departments

Parking for faculty and staff

Research and planning services (tie)

Recruitment and orientation of new employees (tie)

Financial aid assistance and services(CQS, p. 22)

The individual survey items with the ten smallest performance gaps, and therefore with the highest rating, are the following (CQS, p. 14):

* I know what is expected of me (0.496)
* The mission purpose and values of this institution are familiar to employees (0.667)
* The institution uses state and national data to compare its performance with that of other institutions (0.782)
* The institution believes in continuous quality improvement (0.784)
* Faculty and staff take pride in their work (0.788)
* Administrators cultivate positive relationships with students (0.825)
* The institution listens to its students (0.829)
* The institution promotes excellent employee student relationships (0.876)
* Administrators have confidence and trust in me (0.885)
* Guarantees of satisfaction are offered to students to ensure quality service (0.891)

The individual survey items with the ten largest performance gaps, and therefore receiving the lowest rating, are the following:

Employees are rewarded for outstanding job performance (2.203)

Efforts are made to improve employee morale and job satisfaction (2.059)

There are effective lines of communication between departments (2.019)

Employee recognition, reward, and compensation are fair and consistent (2.005)

The institution plans effectively for changes in personnel (1.877)

Employees receive special training in improving customer service (1.778)

Evaluation systems in place are fair and consistently applied (1.736)

Employees are encouraged to provide suggestions on ways to improve the work flow (1.728)

New employees are given adequate training so that they can perform their tasks effectively (1.707)

Processes for selecting, orienting, training, empowering, and recognizing employees are carefully planned (1.697)

Three of the above items related to morale, recognition, and training come from our own supplied questions that were based on our last AQIP review that noted problems in these areas. The survey then reinforces the last AQIP analysis.

In their review of the survey, the CQS notes that this is the first time that VU has used this survey and that the report should be considered as establishing a “baseline” (CQS, p. 55). However, it is also useful to see how we compare to other two year colleges in the eight categories. There are two interesting findings:

The Vincennes University Combined Campus overall average How it Should Be ratings are lower in all eight quality categories than the average ratings of All Institutions in the data bank.

The Vincennes University Combine Campus overall average How It is Now ratings are lower in all eight quality categories than the average ratings of All Institutions in the data bank. (CQS, p. 33)

Performance gaps in all eight general categories are higher than in the national norms for two-year colleges nationwide although in some cases the differences are marginal (CQS, p. 61). As the CQS notes, “Caution should be exercised when comparing data and results with other institutions. The size and types of institutions influence national data norms. Other factors include the number of overall responses, number of survey participants in each employee group, and variables unique to individual institutions” (CQS, p. 57). The fact that this was our first time using the survey probably also influenced the scoring.

Employee Training and Recognition has the highest gap and is therefore identified as the “quality improvement category needing the greatest attention” (CQS, p. 62). It should be noted that is a common problem, and CQS points out, “nationally Employee Training and Recognition represents the largest performance gap category at Two Year Colleges (1.306), Four Year Institutions (1.354), Private Two year Career Schools (1.306), and All Institutions (1.250).” Within this general category the individual item that received the highest performance gap was “employees are rewarded for outstanding job performance” (2.203). And again this is common nationwide, as this item is the second largest performance gap at two year colleges (CQS, p. 62). It’s also worth noting that within this category staff perceptions are markedly different than faculty, and staff ratings give a higher performance gap than faculty in almost all cases. CQS recommends that “professional development and employee recognition be examined to determine where improvement is needed” (CQS, p. 66).

The question of adequate training becomes important even in areas of strength. The quality improvement category with the smallest performance gap, and therefore with the highest rating, is Customer Focus (CQS, p. 61). This is a national trend and Customer Focus represents the smallest performance gap category at Two Year Colleges (CQS, p. 62). Yet even here employees recognized the need for training. Item 9 focuses on the need for training in this area and reads, “Employees receive special training in improving customer service.” This item received the sixth largest performance gap (CQS, p. 14). While the two results might seem contradictory, they point to the idea that employees see the need for advanced training even in areas where we are seen as productive.

Similarly, a gap exists between the perception of “job satisfaction” that receives a very high rating of 72% of employees saying they are either “satisfied” or “very satisfied” with their jobs, and a perceived need to improve morale and job satisfaction. Item 91 reads, “Efforts are in place to improve employee morale and job satisfaction” and that item received the second largest performance gap of 2.059 (CQS, p. 69). While employees are in general satisfied with their work, they still see a need for continued improvement.

CQS notes, “communication is a focus area that warrants further study” (CQS, p. 67). The statement “There are effective lines of communication between departments” produced one of the largest performance gaps, and that is a problem nationwide. Nationally, this item represents “the largest performance gaps at Two Year Colleges” (CQS, p. 67). The lack of communication between departments is often mentioned in the comment sections, and CQS recommends that a “cross functional team be appointed to study the processes related to communication between departments” (CQS, p. 68). Similarly CQS recommends “professional development and employee recognition be examined to determine where improvement is needed” (CQS, p. 66). Not surprisingly, CQS also recommends that a follow up survey be conducted in the future so that we can monitor progress in closing the performance gaps.

In general then, what can we learn from the survey? We have established benchmarks of employee perceptions that we can use to mark progress in areas that need improving. Clearly, training and recognition and communication between departments are areas that we must strive to improve. We can also take some pride in the fact that most employees believe in the high quality of our institution and that the majority says that they receive job satisfaction in their work. No college or university is perfect. We can all strive to improve and make Vincennes University the best college it can be.

## New Leadership Alliance

VU has recently submitted an application and action plan for the New Leadership Alliance for Student Learning and Assessment, and the President has officially endorsed the application and joined the President’s Alliance. The application process was initiated by the President, who asked the Assessment Committee to review the strategic plan and determine if the Committee thought VU’s strategic plan and progress on it would put VU in a place to join the Alliance. The Committee reviewed the Action Plan, and draft plan was drawn up (See Appendix 23), and the plan was shared was endorsed by the Curriculum and Academic Affairs Committee and the Faculty Senate. VU believes that its strategic plan reflect the principles of the New Alliance and, as the Committee said, there is nothing required in action plan that is not already scheduled to be dealt with in VU’s assessment strategic plan. VU believes that committing to the Alliance is a public commitment to developing a culture of assessment, and hopes the HLC will recognize this pledge as VU’s commitment to student learning and data-driven improvement of that learning.

1. Plans for Continuing Progress**:**

VU has made considerable progress on its strategic plan, implementing an assessment process that is the heart of the plan. However, as is suggested by the strategic plan update above, plenty of work remains, and a culture of assessment is not developed in a year’s effort. VU understands the importance of remaining committed to the process of making assessment “business as usual.” The President has already confirmed that faculty release time will be granted so that liaisons can nurture the quality and breadth of the assessment processes that has begun this year. The Assessment Committee is confident that it can build on the positive response to the assessment process reflected in the assessment survey and the high quality of the majority of the assessment plans. The Committee members are confident that the second round of assessment will be easier than the first, especially with some additional workshops to solidify the developing sense of the new plan and the process of making data-driven program improvements. Priorities for next year include the following activities:

* Design a plan to recognize assessment successes
* Complete the assessment survey analysis, distribute the results, address needed clarifications, and make improvements in the assessment process
* Clarify the step-by-step directions for completing the assessment process and initiate the second round of academic program assessment, including checking improvement results
* Identify and implement improvement projects proposed by faculty and staff for the new CQI process
* Develop an appreciation and use of the CCSSE data
* Complete the internal research of issues identified in the Campus Quality Survey and identify improvement projects
* Analyze the results of the IDEA Student Rating of Instruction pilot and determine whether the University will use that process or some other evaluation form, such as the CCSSE tool
* Identify faculty responsible for inputting their assessment data in the new on-line reporting system
* Host an outside speaker to workshop an assessment plan peer review process and implement the first round
* Host an outside speaker to develop a co-curricular assessment process for Student Services and other programs that identify learning outcomes as part of their mission
* Continue the development of assessment plans for academic offerings in early college, on-line, and distance settings
* Develop a customer service assessment plan for non-instructional programs and offices
* Support the approval and implementation of the new general and liberal education outcomes
* Enhance the conversation on campus about the use of e-portfolio for assessment
* Begin the discussion of the qualitative academic program review process
* Promote the scholarship of teaching and learning through both on and off-campus professional development activities and presentations
* Identify people who are qualified and interested in becoming HLC peer reviewers
* Address assessment issues and challenges as they arise

While the list of assessment plans is long and many of the tasks are challenging, VU has taken the steps to empower support for the work and has a recognized history of quality work, especially when the commitment is recognized as necessary. The Board, the President, faculty and staff recognize the commitment is essential for an institution that takes on the mantel of a continuous quality improvement institution. The University is confident that the HLC will see continued progress and growth in VU’s use of and commitment to assessment as a tool to describe successes and identify data-driven improvements.

1. Conclusion**:**

As noted above, VU’s central focus, and the HLC expectation for VU, was to focus efforts on student learning assessment, as well as work its assessment plan. VU has taken long strides this year and believes that both the breadth and the quality of its efforts should reassure the HLC that VU understands what it needs to do and that VU is firmly in control of its assessment direction for the future. VU is confident, given the quality of so many of the assessment reports and the plans for improving instruction and student success, that students will be the greatest beneficiaries of this work. This report has tried to make clear that VU has used the assessment requirements to enhance VU’s already strong focus on students. As the early review of the assessment survey suggests, 79% of faculty members strongly agree or agree that the new processes have helped them identify needed program curriculum improvements, and many of them have expressed how using tools like rubrics, reflections, surveys, and test blueprints can help them better target instruction, evaluate learning, and help students understand expectations. A review of the comments on the Kathleen Gabriel workshop suggests that the VU faculty is committed to finding new ways to strengthen and assess student engagement and learning, especially when it comes to VU’s typically underprepared students. The new embedded, authentic assessment processes only support that commitment and effort by shifting the focus of assessment from program effectiveness data collection to student learning measurement. The HLC’s assessment report expectations place an emphasis on reporting program discussions and plans for improving both instruction and assessment processes. VU is confident that this “improvement” focus is essential for student success and fits well with VU’s historic commitment to students.

In addition to strengthening the process of assessing and improving student learning, this report gives evidence that VU is addressing the full strategic plan (which was identified as “ambitious” by all three of the external reviewers). Goal 1 of VU’s strategic plan states that VU is trying to develop a “culture of assessment for improvement” and clearly states that it assumes all aspects of the University will participate in that commitment and culture. As VU described in its special report on assessment last year, VU has always been doing assessment of some sort and has had plenty of data. It has not always been as systematized in its collection and use for improvement as it might have been, but it is not that assessment and data-driven improvement are totally foreign concepts. This past year, VU has committed itself to a stronger effort to systematize its practice of using assessment across the institution. That organization has begun by using audits of both academic and non-instructional programs and SWOTs to identify area currently using assessment, understand those assessment practices, and get a picture of attitudes about data-driven improvement. VU has also begun to use the Campus Quality Survey so that it has a better gauge of the pulse of the institution and so it is in a place to make University-wide improvements. It has developed a Continuous Quality Improvement Process to allow assessment and improvement projects to bubble-up from any level, program, office, or personnel. Again, the HLC Reaffirmation Recommendation clearly stated that VU’s report on assessment suggested that VU was not devoid of assessment processes, but that VU lacked a culture of assessment and might not be as systematic in its use as it might be. VU believes this report shows the HLC that VU has used the previous year to develop a more systematic approach to data collection and recording of its data, especially for student learning. VU believes its commitment to the New Leadership Alliance will confirm that it has established a strong assessment plan and gives evidence of VU’s commitment to a quality effort in this regard. VU further believes it has taken great strides in communicating the importance of and commitment to data-driven improvement across the institution through University-wide presentations, professional development, convocations and workshops with external speakers, release time and a new budgeted Office of Institutional Effectiveness, various and multiple University-wide communications, and clearly expressed Board interest in and expectations for improvement. Based on this report and the files of all assessment plans supplied to the HLC, VU believes the HLC will be impressed by VU’s recent intensive focus on assessment and the involvement of so many faculty who have completed thoughtful learning assessment projects and developed detailed improvement plans. Finally, VU also believes that the HLC will see in its various University-wide assessment activities that VU is committed, as the strategic plan describes, to “a culture of assessment for improvement.”

**Appendix**

1. Draft Liberal Education Mission and Outcomes
2. Draft General Education Distribution Outcomes
3. Strategic Plan, Goal 1, Improve Through Assessment
4. Narrative Progress Report on Strategic Plan, Goal I, Improve Through Assessment
5. Copy of Checkbox Progress Report on Strategic Plan, Goal I
6. Vincennes University Assessment Glossary
7. Draft Plan for Mapping a Program Curriculum
8. Assessment Committee Reports to CAAC
9. Outline of Board Presentation: 10.3.11
10. Annual Report to the Trustees
11. Survey of Assessment Participants, 2011-12, and Preliminary Results
12. Assessment Plan Template
13. Review Form for Analysis and Improvement Narrative, Steps 6-8—2011-2012
14. Sample Weekly Assessment Progress Report
15. Copies of Some of President’s Email Announcements about Assessment, 2011-2012
16. Responsibilities of Faculty Assessment Committee Liaisons
17. Academic Program Assessment Audit Summary
18. Definition of Academic ‘Program’ for Assessment Purposes
19. SWOT Summaries—Faculty and Non-Instructional Staff Versions
20. Sample of Kathleen Gabriel Comments
21. Continuous Quality Improvement Proposal Process
22. CCSSE Results
23. New Leadership Alliance Action Plan

# Appendix 1: Draft Liberal Education Mission and Outcomes

The mission of Vincennes University is to prepare highly qualified, transfer- and career-ready graduates and to help them “establish a lifetime of growth in their academic, co-curricular, social, moral and civic endeavors.”

To accomplish this mission, “the curriculum has appropriate breadth and depth, including courses and their intended learning outcomes that define a program major and those that prepare each graduate to become a liberally educated person.” Liberal education expands students’ knowledge, skills, and values by integrating general education, intellectual skills and practical skills within the major and co-curricular activities.

To become a liberally educated person, the following Essential University Outcomes have been identified as being the shared fundamental educational values across all facets of the student experience at Vincennes University, from academics through residential life. These Essential University Outcomes represent skills and areas of knowledge all students are expected to master, through curricular and co-curricular activities, regardless of major.

April 27, 2011

Vincennes University Essential Learning Outcomes

Vincennes University graduates will be able to:

* Engage in articulate expression through critical reading and effective written, oral, and digital communication.
* Gather, assess, organize, and apply information from various sources.
* Apply quantitative reasoning and a variety of numeric data to solve problems in a variety of disciplines.
* Make informed judgments about the physical and natural worlds.
* Make informed judgments of aesthetic and literary expressions.
* Analyze human behaviors and the interactions among individuals, groups, events, institutions, and cultures.
* Evaluate ethical behavior as an individual and as a member of local and global communities.
* Apply wellness concepts to improve the quality of life for themselves and others.
* Apply critical and creative thinking skills to solve problems
* Employ effective and responsible teamwork and workplace skills.
* Develop self-evaluation skills to set goals for personal and professional growth.
* Integrate knowledge and perspectives of different disciplines to answer complex questions.

# Appendix 2: Draft General Education Distribution Outcomes:

**Humanities Goal and Outcomes**

**Goal:** The Humanities advance students’ understanding and appreciation of the human condition and their social and civic mindedness through the study and evaluation of the ways that intellectual and aesthetic endeavors have shaped human culture and experience.

**Outcomes:** Upon completion of a Humanities course, students will be able to:

* Demonstrate an understanding of the cultural and historical significance of humanistic forms of expression (comprehension)
* Apply the humanistic methods of inquiry, analysis, and interpretation to explore humanistic literatures or creative products (application and comprehension)
* Construct meaning by employing concepts and theories used in the humanities (synthesis)
* Value humanistic forms of expression and the diverse human experiences and perspectives that shaped them (evaluation/appreciation)

**Goals and Outcomes for Science General Education Classes**

**Goals of Science General Education Lecture Courses**:

To raise students’ awareness of scientific principles and methods so that they can understand how the physical world works and that they can make informed judgments regarding it.

**Students will be able to:**

1. Demonstrate an understanding of the methodologies of science

2. Discuss/explain scientific concepts pertinent to the discipline.

3. Evaluate current science-related issues

**Goals of Science General Education Lab Courses**:

To enable the student to analyze data and to think logically in order to apply scientific concepts to productive problem solving.

**Students will be able to**:

1. Test/apply scientific concepts

2. Evaluate and quantify physical phenomena using appropriate lab equipment or models

3. Make observations that lead to valid identifications or draw scientifically meaningful conclusions based on observations

4. Effectively communicate the results of lab investigation (procedure/activity)

**Social Science Outcomes Committee**

The Social Science Outcomes Committee has created four objectives for the Social Science Division. These objectives provide a framework for on-going division assessment.

Students will be able to:

(Analyze) 1. …analyze social, political, intellectual and/or economic influences on behavior.

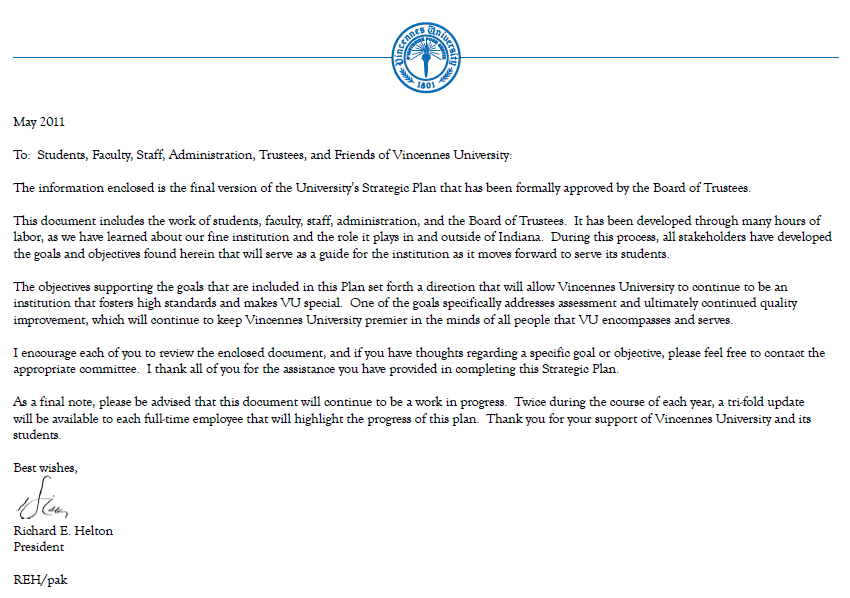
(Evaluate)2. …evaluate the impact and/or inter-relationship of social institutions, diversity and inequality.

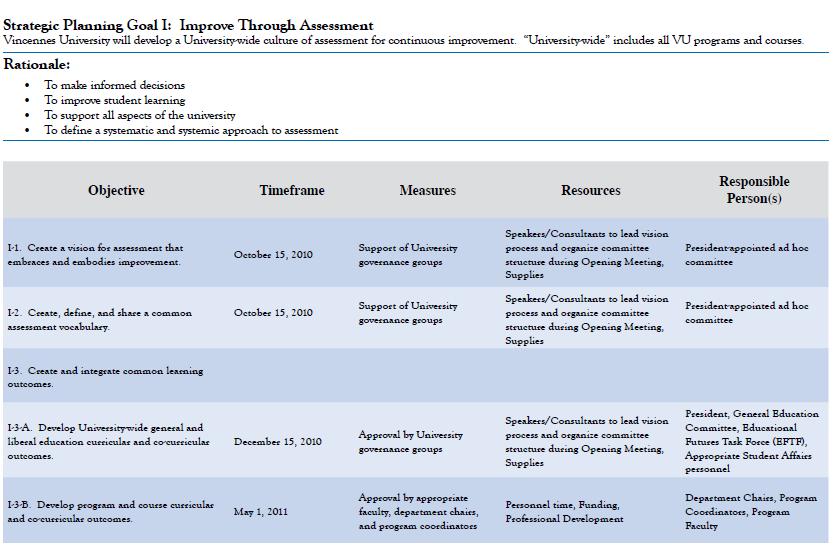
(Organize)3. …organize research into a collective product which is consistent with social science theory.

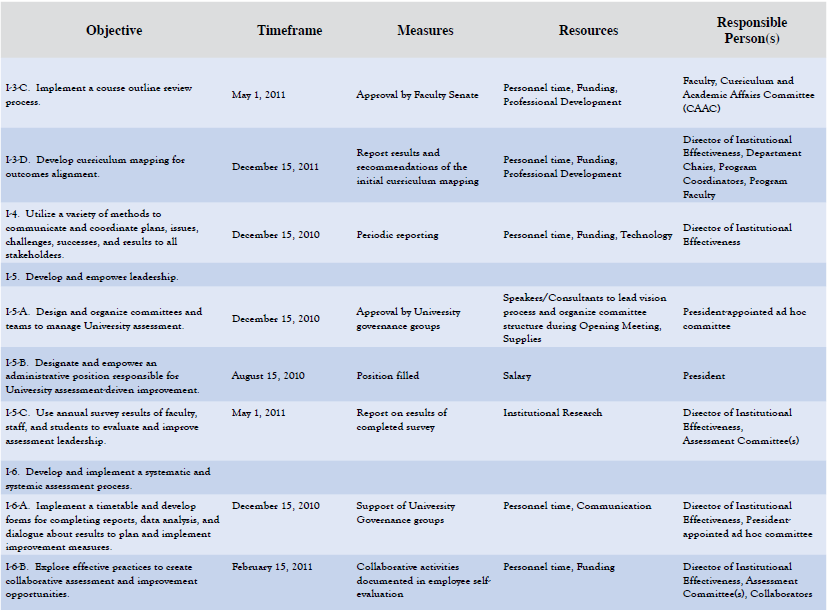
(Demonstrate) 4. …demonstrate an ability to analyze competing social science perspectives and their global impact.

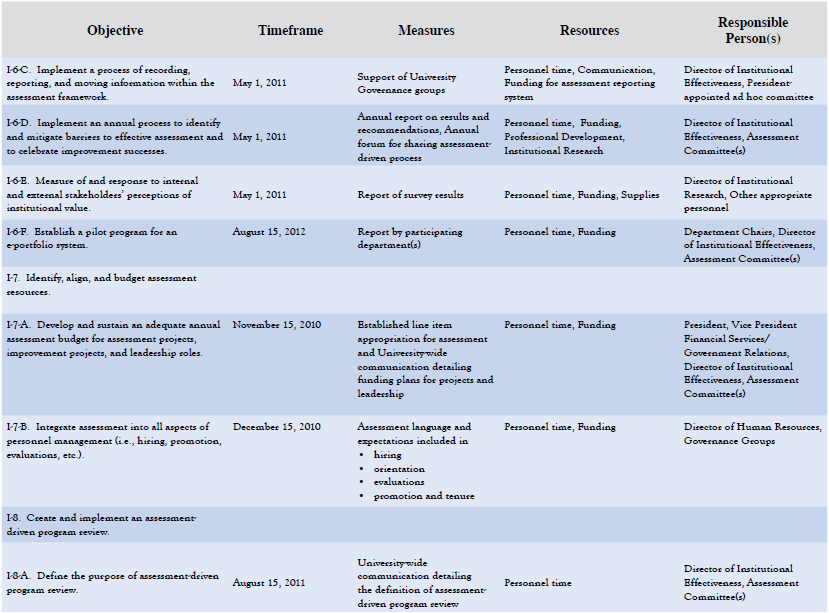
# Appendix 3: Strategic Plan, Goal 1, Improve Through Assessment

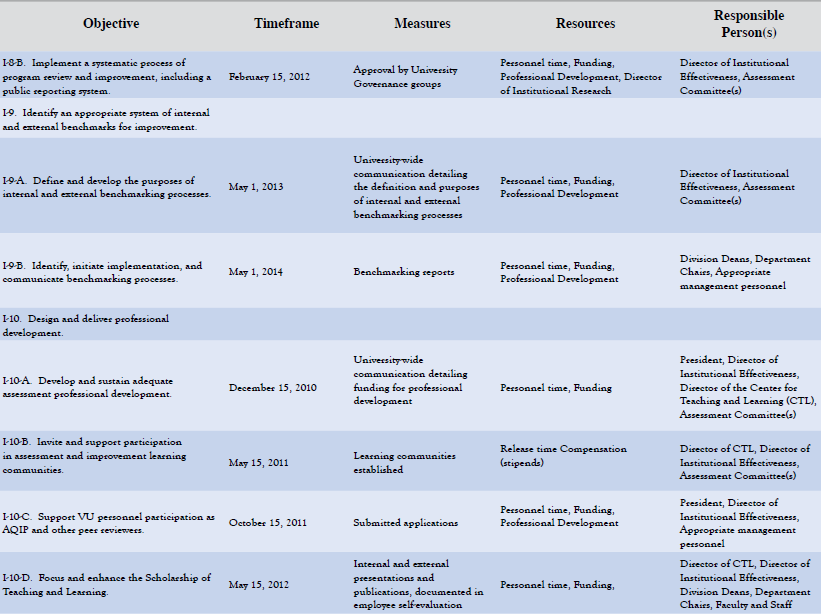












Appendix 4: Narrative Progress Report on Strategic Plan, Goal I, Improve through Assessment **(1/30/2012)**

**Strategic Plan Progress Report: Goal 1, Improve Through Assessment**

**Progress Measures**

I-1: Create a vision for assessment that embraces and embodies improvement.

* A vision has been created and shared; it is on the new Institutional Effectiveness webpage
* “A” category because it will continually be reviewed and revised as needed.

I-2: Create, define, and share a common assessment vocabulary.

* A glossary has been created and shared; it is on the new Institutional Effectiveness webpage
* “A” category because it will continually be reviewed and revised as needed.

I-3-A: Develop University-wide general and liberal education curricular and co-curricular outcomes.

* The Educational Futures Task Force charged with developing new outcomes has submitted the outcomes to CAAC for discussion.
* “3” category because the Committee completed significant review of literature and they have been shared with Dr. Terrell Rhodes of AAC&U. They are also being experimented with by the English Department special assessment project; they are beginning to produce results.

I-3-B: Develop program and course curricular and co-curricular outcomes.

* Workshops have been conducted, a list of assessable programs has been created, and the Assessment Committee has worked with programs to create mission statements and outcomes that have been assessed during Fall 2011 or will be assessed this spring.
* “2” or strong 2 because of progress on curricular outcomes, but co-curricular and non-academic outcomes have not been developed.

I-3-C: Implement a course outline review process.

* The Assessment Committee recognizes the need to review common course outlines to ensure that program and general/liberal education course outcomes are correctly written and mapped to program outcomes. The Assessment Committee will make a motion to CAAC to begin the process Spring 2012.
* “1” because this has not progressed beyond the discussion and research when the assessment strategic plan was put together.

I-3-D: Develop curriculum mapping for outcomes alignment.

* The Assessment Committee has begun its study of mapping, and models for program and general/liberal education outcomes have been developed. Plans to implement Spring 2012.
* “1” because the development has not progressed beyond the models and discussion.

I-4: Utilize a variety of methods to communicate and coordinate plans, issues, challenges, successes, and results to all stakeholders.

* Communication of assessment issues has occurred through all of the following: Workshops on assessment plans and processes, email to faculty and staff, liaisons to divisions working directly with faculty, presentation during opening meetings, sharing model assessment plans, guest speakers Dr. Terrell Rhodes and Kathleen Gabriel, the Campus Quality Survey, and the development of the new Inst. Effectiveness website.
* “3” because of the quantity of presentation, but the Committee recognizes that time is needed to discuss strengths and weaknesses of the new assessment process, develop an assessment peer review process, and expand the celebration of model assessment plans.

I-5-A: Design and organize committees and teams to manage university assessment.

* The Assessment Committee has representation from the academic divisions, Jasper, and staff. The members have worked as liaisons and representatives to their respective units.
* “3” because academic liaisons have received released-time, thus showing a University commitment to assessment. However, non-academic and co-curricular assessment plans have not been developed to the point that it is clear if the committee structure, as it currently exists, is sufficient.

I-5-B: Designate and empower an administrative position responsible for University assessment-driven improvement.

* The position of Director of Institutional Effectiveness has been developed and filled.
* “A” because the position and a budget for it are now an on-going part of the University structure.

I-5-C: Use annual survey results of faculty, staff, and students to evaluate and improve assessment leadership.

* The Director of IE and the Committee have begun the process. Faculty and staff have participated in a SWOT analysis and an audit of programmatic assessment to build a baseline for improvement and understanding. The University is participating in a Campus Quality Survey, which asks about assessment and improvement.
* “2” because assessment, thus far, is baseline, and no annual survey has been deployed.

I-6-A: Implement a timetable and develop forms for completing assessment reports, data analysis, and dialogue about results to plan and implement improvement measures.

* The forms and timelines for the assessment process have been developed and progress on assessment is currently being reported weekly.
* “3” because one complete cycle of the process has not been completed and there is a potential for a slight evolution of the form, as has already occurred in the early stages of implementation of the plan. Also, the plan is to move to an electronic version after this year’s initial process.

I-6-B: Explore effective practices to create collaborative assessment and improvement opportunities.

* Collaboration among various members of the Assessment Committee and between the Vincennes and Jasper campuses on assessment are models for developing collaboration University-wide. Also, collaboration is developing within departments doing program assessment.
* “2” because the peer review process will not be implemented until Fall 2012, and assessment of co-curricular and non-academic assessment will require the development of more collaborative models.

I-6-C: Implement a process of recording, reporting, and moving information within the assessment framework.

* The Committee has developed report form and is using liaisons to work with faculty to complete the reporting process. The IE website will house the completed forms for internal and external stakeholders to access.
* “3” because the process is in place and working thus far. The full initial academic assessment cycle will be finished in March, 2012, but other assessment is yet to be completed. The model is working but needs to be verified as relevant and workable for all.

I-6-D: Implement an annual process to identify and mitigate barriers to effective assessment and to celebrate improvement successes.

* The liaisons are working with division faculty to reduce barriers to completion, and each program report is being reviewed by the Committee. Suggestions for improvement and completion are shared and implemented. A report form has been developed to record progress.
* “2” because the full process is not complete. Barriers might still exist, including resistance to the process by some individuals. A process for celebrating improvement is not fully implemented.

I-6-E: Measure of and response to internal and external stakeholders’ perceptions of institutional value.

* The recent North Central criticism that VU measure the perception of internal stakeholders is being addressed by the nationally-normed “Campus Quality Survey.” Results and analysis will be available by the end of March.
* “2” because a measure of external perception must be completed and responses to both types of evaluations will need to be developed.

I-6-F: Establish a pilot program for an e-portfolio system.

* Various groups on campus have attended workshops and researched e-portfolios; some faculty have experimented with systems.
* “1” because no systematic pilot has been developed. The Assessment Committee has the item in its list of continuing agenda items and is working to identify potential users. Due date is August 15, 2012.

I-7-A: Develop and sustain an adequate annual assessment budget for assessment projects, improvement projects, and leadership roles.

* An initial budget for the Office of Institutional Effectiveness has been developed and implemented.
* “3” because the Office of Institutional Effectiveness has yet to participate in the annual review process and complete an entire cycle, which should address the issues of “sustained” and “adequate.”

I-7-B: Integrate assessment into all aspects of personnel management (i.e., hiring, promotion, evaluation, etc.).

* The Committee has met with the Human Resources director and initial discussions have begun.
* “1” because there is very little to confirm assessment will figure significantly in the hiring, promotion, or evaluation processes.

I-8-A: Define the purpose of assessment-driven program review.

* The Committee did initial research during the strategic planning process and plans to begin development of the process Spring 2012.
* “1” because communication of the purpose and plan has been limited to references about future plans.

I-8-B: Implement a systematic process of program review and improvement, including a public reporting system.

* The Committee did initial research during the strategic planning process and plans to begin development of the process Spring 2012.
* “1” because the system has been neither developed nor implemented.

I-9-A: Define and develop the purposes of internal and external benchmarking processes.

* The Committee recognizes the value of benchmarking, and workshops have identified it as an important step. Some communication of the meaning and purpose has been discussed and is implied in the use of nationally-normed surveys, the Community College Survey of Student Engagement (CCSSE), used 5 times in the last 10 years, and the Campus Quality Survey, used in January, 2012.
* “2” because a full discussion of benchmarking is not due until May, 2013, and a plan for defining and developing understanding of its purpose has not been designed, although benchmarking results will be shared and discussed.

I-9-B: Identify, initiate implementation, and communicate benchmarking process.

* Internal benchmarking is occurring due to the completion of the assessment process; results will serve as a baseline data for future assessment work. Some external benchmarking is occurring because of the use of nationally-normed survey tools, the Community College Survey of Student Engagement and the Campus Quality Survey.
* “2” because some internal and external benchmarking is occurring, but a systematic process of program and unit benchmarking has not been developed.

I-10-A: Develop and sustain adequate assessment professional development.

* Assessment professional development is underway. Multiple campus workshops explaining the assessment process have been presented. Speakers Dr. Terrell Rhodes and Kathleen Gabriel have been invited to present, and their publications shared with faculty and staff.
* “2” because the process is developing, but evidence of a sustained, adequate, funded, assessment professional development process will require time.

I-10-B: Invite and support participation in assessment and improvement learning communities.

* Learning communities are beginning to develop with in departments as faculty work to collect, evaluate, and use data for improvements and with the analysis required of the narrative report form. The Assessment Committee and department committees are learning communities.
* “2” because the concept of “learning communities” is not fully explained or formalized in practice, and because processes such as the peer review process is yet to be developed. Also, learning communities for general/liberal education assessment have yet to be set-up.

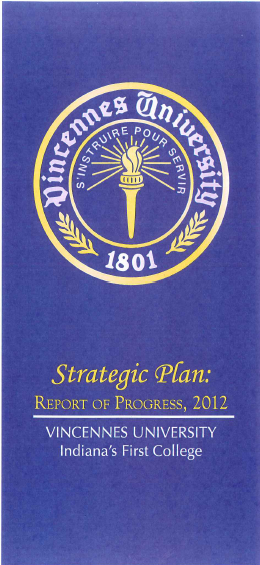
I-10-C: Support VU personnel participation as AQIP and other peer reviewers.

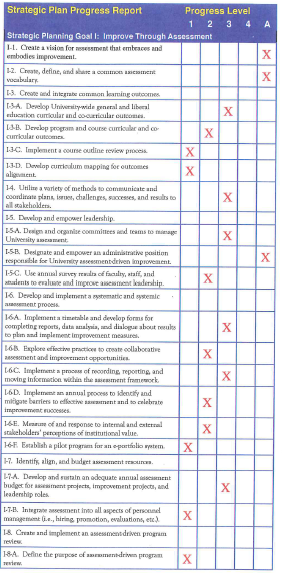
* The Committee recognizes the value of learning about assessment as part of participation in an external peer review process.
* “2” because a willingness to support faculty efforts has been signaled, but currently AQIP is not accepting new participants in the review process. The Committee also needs to explore all the peer review options and encourage faculty and staff to participate in specialized accreditation activities.

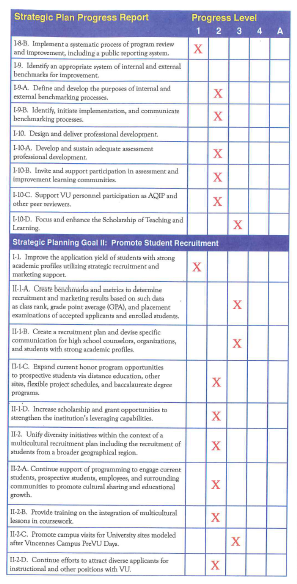
I-10-D: Focus and enhance the Scholarship of Teaching and Learning.

* The Committee has developed an assessment process and strategic plan that will by their nature develop the Scholarship of Teaching and Learning.
* “3” because the collection and review of learning is underway, workshops delivered by both internal and external speakers have been presented, and an audit of assessment practices has occurred. A number of faculty have also presented assessment sessions at national conferences, and the English Department is participating in a national assessment project that will lead to more presentations and a publication. Funding has been provided for conference and travel-related costs.

# Appendix 5: Checkbox Progress Report







# Appendix 6: Vincennes University Assessment Glossary\*

1. Analysis: A summary of assessment information that is used to inform analysis and judgment about program effectiveness or needed program improvements.

2. Assessment: The systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning, academic achievement, and institutional effectiveness. (Palomba & Banta, 1999) Types of assessment include university, general, liberal, program, course and classroom.

3. Assessment Methods:

* Direct Assessment: Requires students to produce work so that reviewers can assess how well students meet expectations. (http://assessment.tamu.edu/asmt/methods.htm)
* Indirect Assessment: Provide opportunities for students to reflect on their learning experiences and inform the reviewers of their perceptions of their learning experience (Palomba & Banta, 1999) (http://assessment.tamu.edu/asmt/methods.htm)
* Formative Assessments: On-going assessments, reviews, and observations in a classroom. Teachers use formative assessment to improve instructional methods and student feedback throughout the teaching and learning process. For example, if a teacher observes that some students do not grasp a concept, she or he can design a review activity or use a different instructional strategy. Likewise, students can monitor their progress with periodic quizzes and performance tasks. The results of formative assessments are used to modify and validate instruction. (http://fcit.usf.edu/assessment/basic/basica.html)
* Summative Assessments: Typically used to evaluate the effectiveness of instructional programs and services at the end of an academic year or at a pre-determined time. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete. Summative evaluations are used to determine if students have mastered specific competencies and to identify instructional areas that need additional attention. (http://fcit.usf.edu/assessment/basic/basica.html)

4. Levels of Assessment

* Class Assessment - assessing student learning and teaching effectiveness within the course or time period of one class period. This type of assessment seeks to determine if and how students achieved the desired learning for this class period.
* Course Assessment - assessing overall student learning and teaching effectiveness over the course or time period from the beginning of a course to the end of the course. Course assessment is composed of class assessment. This type of assessment seeks to determine if and how well students achieved the course learning outcomes.
* Program Assessment - assessing the role and impact of multiple courses. Program level assessment should reflect the course assessment, which in turn, should reflect the class assessment. This type of assessment seeks to determine if and how well students achieved the program level outcomes.

5. Assessment budget: The dedication of financial resources and assets for promoting continuous quality improvement.

6. Assessment-Driven Improvement: Assessment that feeds directly, and often immediately, back into revising the course, program or institution to improve student learning results. Can be formative or summative in nature. Beyond Confusion: An Assessment Glossary, AAC&U Peer Review Winter/Spring 2002, http://www.aacu.org/peerreview/pr-sp02/pr-sp02reality.cfm

7. Assessment-Driven Program Review: A process that incorporates the results of program assessment and focuses effort and resources on specific curricular and co-curricular program improvements. See also: Assessment Project

8. Assessment Project: An opportunity, typically collaborative, for improving learning and enhancing institutional effectiveness.

9. Assessment Resources: Includes personnel, time, professional development and funding dedicated to continuous quality improvement.

10. Assessment Unit: General term for any group of employees who are doing assessment and includes academic departments and programs, learning units, and college services; the individual faculty member is also an assessment unit.

11. Benchmarking: A benchmark is a standard by which processes and practices can be measured or judged. The process of benchmarking involves comparing one's own practices and standards with those of peers at local, state and national levels.

12. Collaboration: A shared effort to determine a common understanding of outcomes and to develop a purposeful structure to achieve and assess those outcomes.

13. Continuous Improvement: An on-going process to identify and implement incremental changes to improve the level of student learning.

14. Curriculum Mapping: The process of evaluating and aligning curriculum in relation to intended outcomes to ensure that students are receiving appropriate instruction.

15. ePortfolio: A digital collection of artifacts developed over time to improve learning and meet accountability demands.

16. Integrative Learning: Connecting skills and knowledge from multiple sources and experiences; applying theory to practice in various settings; utilizing diverse and even contradictory points of view; and, understanding issues and positions contextually. (AAC&U, March 2004)

17. Measurement Instruments: The tools used for assessment. The tools can be categorized as either direct (such as tests, projects, papers, or performances) or indirect (surveys or student or alumni graduation rates, placement rates, or employer surveys) measures, quantitative (structured assessments that allow looking at recurring patterns and themes, such as student reflective writing or open-ended survey questions), embedded (assessments that are built into the course as required course work), local (developed by faculty or staff employed at the institution) or published (developed by professional organizational outside the institution), objective (assessments that yield only one correct answer and require no special expertise to score, such as multiple choice or true/false questions) or subjective(assessments that can yield multiple answers, directly evaluate more complex skills, and require special expertise to score, such as essay exams questions o papers that might be scored with a rubric).

18. Outcomes: Statements of expectation written in measurable terms that express what a student will know, do or value at the end of a learning experience. Outcomes typically include, university, general, liberal, program, course and classroom.

19. Program Effectiveness: Measures that assess the efficacy of the program to meet the needs of the consumer. Consumers may be the students, employers, government entities, alumni, or other communities of interest. Those measures may include but are not limited to graduation rates, program completion rates, retention rates, job placement rates, graduate satisfaction, employer satisfaction, student learning outcomes, and licensure/certification exam pass rates.

20. Professional Development: Activities that improve teaching, improve learning, and builds community.

21. Results: A summary of assessment information that is used to inform analysis and judgment about program effectiveness or needed program improvements.

22. Rubric: A document that describes levels of quality for each criterion of a paper, project etc.

23 Success Standard: A baseline or goal identifying the number or percentage of students who will

achieve or surpass a minimum performance level.

24. Systemic Assessment Process: An inclusive assessment process that affects the entire Vincennes University system, makes expectations explicit and public, influences decisions, and shapes resources.

\*This is a dynamic and evolving document and is subject to change.

# Appendix 7: Draft Plan for Mapping a Program Curriculum

**Goal of Curriculum Mapping:** Curriculum mapping is done to identify the place in a curriculum where students encounter and eventually develop proficiency with the outcomes of a program. A good map makes public the intentional, student-centric alignment of the curriculum with the program outcomes statements by showing what classes develop specific outcomes from introductory levels through mastery. The map also benefits the program faculty by enabling the faculty to target learning assessments to check student progress through clearly identified levels of proficiency.

Three types of mapping can be used to create alignment from course assignments to program outcomes:

1. Curriculum Alignment: This map connects program outcomes to courses.
2. Course Alignment: This map connects course outcomes to program outcomes.
3. Learning Experiences Alignment: This map connects the assessable learning tasks or assignments that students complete to the course outcomes.

**Getting Started with the Mapping Process:**

1. List the Program Outcomes:
2. Describe or make a list of the essential things that the ideal graduate of this program would be able to do. Think of the student crossing the stage to pick up his diploma and describe what this ideal graduate would bring to the job or the junior level of his program:
3. The student will know X at this level of understanding
4. The student will be able to perform this activity at this level
5. The student will be able to analyze…
6. The student will be able to independently create…
7. Select a course in your program (Course 115, for instance) and list the course outcomes:
8. Identify each of the following for the course and outcomes that you described above:
9. The key learning activities, the essential opportunities for students to show their proficiency with the material taught in the course.
10. The level of proficiency that you expect at the end of the course:
11. Beginning proficiency, such as knowledge of key concepts or practices, minimum awareness of processes or introductory steps in a process. In Bloom’s terms, this would likely be knowledge or comprehension levels, and only minimum levels of competence with the essential abilities of the ideal graduate.
12. Developing proficiency, such as the ability to perform tasks of the ideal graduate, although not error free. These activities assume the knowledge and abilities of the introductory proficiencies, and they develop students’ abilities to apply learning, analyze concepts and issues, or enhance and show increasing control of performances and tasks.
13. Advanced proficiency, which would reflect the “ideal graduate” level of proficiency.
14. The program outcome that the activities and proficiency level map to
15. Create a first map that maps the key learning experiences to the course outcomes and list the level of proficiency. Refer to your description of the ideal student to guide your proficiency level choices.

This map is for Program Course 115

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course Outcomes | Learning Exp. or Assignment 1 | Learning Exp. or Assignment 2 | Learning Exp. or Assignment 3 | Learning, Etc. |
| Students will use sources… | D |  |  |  |
| Students will be able to perform |  | B |  |  |
| Students will be able to analyze… |  |  | B | A |
| Students will be etc… |  | D |  |  |

Use the letters “B” for beginning or introductory proficiency, “D” for developing or intermediate level of the proficiency, and “A” for advanced or highest level of proficiency

1. Create a course alignment map by identifying the program outcomes at the top of your map, and the course outcomes in the far left column. Using your learning experiences map, identify which of the course outcomes align with the program outcomes, identifying the alignment by using the proficiency level taken from your learning experience map.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Program Outcome #1 | Program Outcome # 2 | Program Outcome #3 | Program Outcome etc… |
| Course Outcome #1 | B |  | D |  |
| Course Outcome #2 |  |  |  | A |
| Course Outcome #3 |  | D |  |  |
| Course Outcome #4 | B |  |  | D |
| Course Outcome #5 | D |  | A |  |
| Course Outcome #etc. |  | B |  |  |

Use the letters “B” for beginning or introductory proficiency, “D” for developing or intermediate level of the proficiency, and “A” for advanced or highest level of proficiency

1. Finally, begin the development of your curriculum map by identifying what program outcomes the course completes, including the level of proficiency marked in your course alignment map.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Program Outcome #1 | Program Outcome #2 | Program Outcome #3 | Program Outcome #4 | | Program Outcome #5 |
| Course 100 | B | B |  | B | |  |
| Course 102 | D |  |  |  | | B |
| Course 110 |  | D | B |  | |  |
| Course 215 | A |  |  | D | | D |
| Course 260 |  | A |  |  |  | |
| Course etc… |  |  |  | A |  | |

1. Continue the process with each of the courses in your program.
2. It is ok if a particular course aligns with several outcomes, including aligning different outcomes at different levels of proficiency.
3. Look for gaps in your outcomes or learning activities. Be sure that all the courses develop at least one of the proficiencies of your ideal graduate and maps to at least one of the program outcomes.
4. Check to ensure you have no program outcomes without a course or learning experience that mapping to it.
5. Consider whether courses have enough assessable learning experiences to identify the proficiency that you have identified for the course and program.

# Appendix 8: Assessment Committee Reports to CAAC

**2010-2011**

**Committee Members:** Mary Bowen (Co-Chair), Sheila Collette, Chris Gwaltney (resigned in May), Michael Gress (Co-Chair and Interim Director of Institutional Effectiveness), Rene LaMontagna, Brian Lindsey, Kim Meeks, Dan Miller, Freda Neal, David Peter

**Committee Actions:**

* Researched and developed the draft of Strategic Plan, Goal I—Assessment
* Submitted the plan for review by John Nichols (St. Joseph’s College), Rob Mauldin (Central Arkansas), and Steve Bowen (Emory College)
* Made final revisions and submitted plan to the Continuous Quality Improvement Committee (CQI) for submission and approval by the Board
* Developed a Vision for Assessment at VU; distributed to Campus
* Developing a glossary of key assessment terms
* Developing a program assessment report form
* Discussing other report forms for classroom and course assessment
* Planning Professional Development Week Assessment Activities

**Additional Activities of the Interim Director of Institutional Effectiveness:**

* Developed a Program/Department Assessment Audit form and has begun the audit process
* Developed a SWOT Analysis to determine faculty attitudes about assessment
* Planning use of Audit and SWOT during Professional Development Week Assessment Session
* Writing the required AQIP Assessment Action Project—“Implementation of Assessment Plans”
* Attended HLC Conference for AQIP Colloquium and General Program, April 8-12
* Planning Audit and SWOT analysis of Non-Academic Units—Summer 2011

**Assessment Committee Report to CAAC—2011-2012**

**Committee Members:** Karen Ball, Sheila Collett, Michael Gress (Co-Chair and Interim Director of Institutional Effectiveness), Mary Hollars (Co-Chair), Pat Jost, Rene LaMontagna, Brian Lindsey, Kim Meeks, Dan Miller, Freda Neal, David Peter

**Committee Activities:**

Continued work on Strategic Plan, Goal I—Assessment

* Met weekly to discuss and plan learning assessment activities in preparation of April 30 Assessment Action Project update to Higher Learning Commission of North Central Association
* Helped complete strategic plan updates for President’s progress report
* Identified list of assessable programs
* Worked one-on-one with department personnel to develop and implement assessment plans
* Met three or more days per week to complete reviews of assessment plans and develop comments on program progress for all steps of the assessment plans
* Working with Justin Stanczak to develop an electronic version of the assessment report form
* Developed the New Leadership Alliance Action Plan required for joining the Alliance; sent motion to CAAC for approval
* Sent to CAAC a motion to remove assessment statement from common course outlines in order to better reflect current plan to assess throughout the program curriculum ; motion approved
* Continued development of the program assessment report form and assessment glossary
* Coordinating a plan with Human Resources Office to track assessment focus during faculty hiring
* Helped coordinate Dr. Terrel Rhodes and Kathleen Gabriel professional development activities

**Additional Activities of the Interim Director of Institutional Effectiveness:**

* Presented general introduction to new assessment process in May, 2011
* Developed and presented four workshops on the instructional assessment process and tools
* Completed Assessment Audits for instructional and non-instructional programs
* Completed a SWOT Analysis to determine faculty and staff attitudes about assessment
* Completed the required AQIP Assessment Action Project—“Implementation of Assessment Plans”; will complete HLC mandated April 30 Update identifying all academic programs
* Developed the Continuous Quality Improvement Proposal Process intended to identify assessment driven improvement and AQIP Action Projects
* Meeting with key individuals to strategize the use of Community College Survey of Student Engagement (CCSSE) and connect to future assessment projects
* Meeting every other week with President to update and plan assessment progress
* Presented assessment updates to the Board in October and February
* Attended HLC Conference for AQIP Colloquium and General Program, March 30-April 3
* Continued work to develop and coordinate AGLS Exemplary Program Award for General Education Assessment

**Office of Institutional Effectiveness Assessment Activities:**

* Coordinated the Campus Quality Survey
* Coordinating the IDEA Student Rating of Instruction pilot project
* Development of IE website that will house assessment reports, Assessment Committee minutes, and other assessment information: Improve.vinu.edu
* Development and updating of report form to track assessment implementation progress

Appendix 9: Assessment Presentation to Board**, 10/3/11**

**Progress—in AQIP terms**

1. Continuous Quality Improvement and data-driven decision making
2. VU is building and enhancing the systems to practice quality defined in AQIP Terms
3. Quality institution: not static, but dynamic, checking progress, identifying strengths and weaknesses, and flipping weaknesses into strengths

**Assessment-Required Action Project: “Implementation of Assessment Plans”**

1. By next April, VU must identify ass results, improvement plans, and faculty participation—VU building an embedded, authentic system of assessment-for-improvement system
2. To accomplish the goal, quite a few people deserve credit
3. Assessment Committee:

Karen Ball; Sheila Collett; Mary Hollars, Pat Jost Rene LaMontagna; Brian Lindsey; Kim Meeks; Dan Miller; Freda Neal, David Peter

1. Faculty are serving as Division Liaisons
2. Amy Hatton
3. President and Phil—supporting the structure, the budget, the initiatives
4. All the faculty and staff working to meet our deadline
5. Progress on Assessment
6. Audits and SWOT Analysis
7. Report forms and faculty reporting—allow us to identify strengths and weaknesses—spread sheet of reports in steps
8. Reviews of each step—quality check
9. Workshops,
10. Last May, 180 people in Green
11. 3 different workshops, mirroring report forms—40-80 faculty
12. Submit on new Institutional Effectiveness website, which is just about ready to go
13. New Leadership Alliance—Association for American Colleges and Universities
14. New CQI process—assessment driven special projects and action projects—closing loop
15. Talking today about building assessment into hiring, working on CAAC support, budgeting

**Two Other Projects recently submitted: All 3 (Ass. Too) submitted for review**

1. **“Implementing VU’s Vision of a 21st Century Education”—Goal is to move on recommendations of Education Futures Task Force—University-wide Outcomes for general and liberal education**
2. North Central wants VU and all institutions to report on it common-learning outcomes
3. The effort will ask us to reevaluate our common learning expectations and identify

those in measurable outcomes

1. Liberal Education as defined in AAC&U documents informed the thinking—this is current thinking, which is also connected to the Degree Quality Profile
2. Dr. Terrel Rhodes from AAC&U—Nov. 1
3. **“Learn in Order to Serve”—Retention, Learning, and Assessment Project, 3 part project**
4. Student Profiles of different VU student populations, and Data Warehouse
5. TAPS (Tracking Attendance and Performance System)—Review and Recommendations
6. Kathleen Gabriel—Teaching Unprepared Students

Books, Workshop, Films

**AQIP Portfolio—Due June 1, 2012 --Systems Analysis Questions, Processes, Results, Improvements**

**Lining up individuals to write the 100 page report, 9 categories**

**Working on Projects to improve report, such as Campus Quality Survey, Audits for data, Writ. Coord.,**

# Appendix 10: Annual Report to the Trustees

**OFFICE OF INSTITUTIONAL EFFECTIVENESS**

**Michael E. Gress, Director**

**GENERAL OVERVIEW**

The Office of Institutional Effectiveness works to facilitate campus-wide assessment and the use of data to drive decision making, continuous quality improvement, and institutional effectiveness. The Director and secretary, along with various faculty, staff, and committees, work to provide assistance to all instructional and non-instructional programs so that Vincennes University maintains its status as a North Central accredited, AQIP institution.

**ASSESSMENT REVIEW ACTIVITIES**

Between March 15, 2011 (when the Director began in the position) and May 13, 2011, a comprehensive instructional program assessment audit was begun and nearly completed. The purpose is to determine current levels of assessment activity so that the energies of the Office of Institutional Effectiveness focus on areas of greatest need. The audit reviews program mission, outcomes, history of assessment, level of faculty participation in assessment, and current program improvement processes. In addition, a SWOT analysis of faculty perceptions of assessment was also conducted. Results of both reviews have been and will be used to inform professional development and will be used to benchmark progress for future North Central Higher Learning Commission (HLC) reports.

**AQIP ACTIVITIES**

In March 2011, VU was notified by the HLC that reaffirmation of accreditation had been recommended to the Action Committee. The letter included a complimentary accreditation report, but also an expectation that VU would identify, no later than April 2011, an AQIP Action Project entitled “Implementation of Assessment Plans.” The Action Project was submitted in early April and, due to progress on VU’s assessment strategic plan, VU will submit information to the HLC in September 2011, well in advance of the last allowable report date of April 2012.

**SERVICES PROVIDED**

Two key services have been provided by this office so far, both pertaining to learning assessment and improvement. First, assessment audits have been completed one-on-one with most of the instructional program chairs. This one-on-one approach provides program chairs with a personal Q and A time to discuss the new assessment process. The approach has reassured faculty that the new assessment focus is manageable and will place high value on the teaching and learning process rather than data reporting as an end in itself. The second key service provided was the three-hour workshop held May 11, 2011. The President addressed VU’s commitment to AQIP and Continuous Improvement, the Director of Institutional Effectiveness addressed assessment issues and concerns raised in the SWOT analysis, the English Department modeled its recent assessment activities, and Assessment Committee members from five of the six VU campus divisions presented samples of completed report forms.

**ASSESSMENT COMMITTEE ACTIVITIES**

The Assessment Committee includes the following faculty and staff : Karen Ball (Humanities), Mary Hollars (Co-Chair and Business/Public Service), Sheila Collett (Jasper), Michael Gress (Co-Chair and Director of Institutional Effectiveness), Chris Gwaltney (Social Science/Performing Arts; resigned in March), Rene LaMontagna (Science/Math), Brian Lindsey (Technology), Kim Meeks (Financial Aid), Dan Miller (Social Science/Performing Arts), Freda Neal (Health Science/Human Performance), and David Peter (Center for Teaching and Learning). Because this group developed the strategic plan, the President first asked the group to serve as the Ad Hoc Committee responsible for completing designated objectives. Later, President Helton asked the group to continue as the University Assessment Committee. To date, the group has completed VU’s assessment vision, glossary, report plan, and final report form that will be used to describe assessment methods, results, and improvement projects. This information will be posted internally and reported to the HLC of North Central.

**FUTURE ACTIVITIES**

The Assessment Committee will continue working with programs to complete assessment and improvement processes. Supplemental professional development activities are being planned for convocation hours during the upcoming year. The Committee will continue its work on the Strategic Plan, and the Director will complete audits and SWOT analysis for the instructional and non-instructional areas. Research is being completed on a possible Institutional Effectiveness project addressing student persistence and graduation. Also, AQIP Category chairs will be identified to take responsibility for improvement projects for each category. The project information will be added to the required 2012 AQIP Systems Update as evidence that VU is driven by CQI principles.

Appendix 11: Survey of Assessment Participants**, 2011-12 and Preliminary Results**

**Purpose – Determine effectiveness of assessment process and leadership, and determine what is needed to improve the process**

1. **What was your level of participation in this assessment effort at VU? Check all that apply.**
   1. **Assessed learning in the classroom**
   2. **Completed and submitted reports**
   3. **Participated in the analysis of assessment data**
2. **The steps in the assessment process were easy for me to follow**

**\_\_\_Strongly Agree \_\_\_Agree \_\_\_Disagree \_\_\_Strongly Disagree**

**Comments:**

1. **I received helpful feedback from the Assessment Committee**

**\_\_\_Strongly Agree \_\_\_Agree \_\_\_Disagree \_\_\_Strongly Disagree**

**Comments:**

1. **My division liaison has been helpful  
   \_\_\_Strongly Agree \_\_\_Agree \_\_\_Disagree \_\_\_Strongly Disagree**

**Comments:**

1. **The assessment process was effective for evaluating my program outcomes**

**\_\_\_Strongly Agree \_\_\_Agree \_\_\_Disagree \_\_\_Strongly Disagree**

1. **The assessment process helped me identify improvements in my curriculum**

**\_\_\_Strongly Agree \_\_\_Agree \_\_\_Disagree \_\_\_Strongly Disagree**

1. **I found the following workshops helpful:**
2. **Spring 2011 Professional Development workshop introducing the new process, forms, and assessment examples**

**\_\_\_Strongly Agree \_\_\_Agree \_\_\_Disagree \_\_\_Strongly Disagree \_\_\_Did Not Attend**

1. **Fall 2011 Workshop 1 on writing mission and outcomes statements**

**\_\_\_Strongly Agree \_\_\_Agree \_\_\_Disagree \_\_\_Strongly Disagree \_\_\_Did Not Attend**

1. **Fall 2011 Workshop 2 on identifying what to assess, general types of assessment and tools**

**\_\_\_Strongly Agree \_\_\_Agree \_\_\_Disagree \_\_\_Strongly Disagree \_\_\_Did Not Attend**

1. **Fall 2011 Workshop 3 on rubrics, reflective writing, test blueprints, and think-alouds**

**\_\_\_Strongly Agree \_\_\_Agree \_\_\_Disagree \_\_\_Strongly Disagree \_\_\_Did Not Attend**

1. **Spring 2012 Workshop 4 on analyzing data and identifying improvements**

**\_\_\_Strongly Agree \_\_\_Agree \_\_\_Disagree \_\_\_Strongly Disagree \_\_\_Did Not Attend**

1. **I would like to learn more about:**
2. **I think the new assessment process is an improvement over the previous process**

**\_\_\_Strongly Agree \_\_\_Agree \_\_\_Disagree \_\_\_Strongly Disagree**

1. **What recommendations do you have for improving the assessment process?**

**Results to four of the survey questions are as follows:**

**Question 2: The steps in the assessment process were easy for me to follow:**

Strongly Agree: 9%

Agree: 58%

Disagree: 20%

Strongly Disagree: 5%

Neutral: 7%

**Question 3: I received helpful feedback from the Assessment Committee:**

Strongly Agree: 47%

Agree: 42%

Disagree: 4%

Strongly Disagree: 5%

Neutral: 2%

**Question 5: The assessment process was effective for evaluating my program outcomes:**

Strongly Agree: 17%

Agree: 62%

Disagree: 11%

Strongly Disagree: 6%

Neutral: 3%

**Question 6: The assessment process helped me identify improvements in my curriculum:**

Strongly Agree: 20%

Agree: 59%

Disagree: 12%

Strongly Disagree: 7%

Neutral: 2%

# Appendix 12: Assessment Plan Template

**Compressed Course and Program Assessment Plan and Schedule for Fall 2011—March 1, 2012**

**Directions: Complete one plan *for each two (2) program outcomes* to be assessed in an annual cycle.**

***Division: Business/Public Service Program: YOUR PROGRAM Course(s): ABCD 100, ABCD 100***

***Program Faculty Collaborating on Assessment (Save and submit minutes of meetings as support for all relevant steps below):***

NAME ALL PARTICIPANTS

|  |  |  |
| --- | --- | --- |
| **#1: Due Sept. 1, 2011;** Submit to Program, Faculty, Div. Dean and Div. Liaison | Program Mission (reflecting goals and values for students) and Program Student Learning Outcomes. Identify plans for sharing with stakeholders | **Details:** (1) **WRITE YOUR MISSION STATEMENT HERE.**  (2) **IDENTIFY 3-5** Program Student Learning Outcome Statements. (These should be broad statements.) You should use BLOOM’S taxonomy and use the higher order thinking skills as often as possible. Use ONE verb for EACH outcome  (3)**Explain** how the Mission Statement and Outcomes were developed – were they done in a collaborative way? Please remember to include the faculty at Jasper who teach the same program.  (4) **How do you PLAN to share this info with stakeholders**? In other words, how will your students know what your mission statement is; how will the employers of your students know your mission statement; how will the general public know your mission statement? (The VU webpage, at the very least, should be mentioned here.)  When you have finished this activity, please email this form to your **Division Liaison, your Division Dean, and Amy Hatton**. |
| #2: Due Sept. 15, 2011; Submit to Program Faculty, Div. Dean and Div. Liaison | Program Student Learning Outcomes and Course Activities/Assignments to be assessed. Identify the “who” and “why” of the decision | **Details:** (1) Select two of the program’s Student Learning Outcomes that you have chosen to report.  (2) Name the course activities and assignments that will be assessed.  (3)Who collaborated on this project?  (4) Why did you choose these particular outcomes to assess?  When you have finished this activity, please email this form to your **Division Liaison, your Division Dean, and Amy Hatton**. |
| #3: Due Sept. 30, 2011; Submit to Program Faculty, Div. Dean and Div. Liaison | At Least 2 Assessment Measurement Instruments (assessment tools such as rubrics, reflective activities, surveys, etc.,) and Success Standards for EACH Direct Measure | **Details:** (1) List 2 ways that you will measure EACH student learning outcome that you named above. (State Success Standards for each measurement: for example, 80% of the students will synthesize ......... with 85% accuracy.)  (2) Describe any rubrics, surveys, exams, or other tools, that you will use to evaluate each measurement.  When you have finished this activity, please email this form to your **Division Liaison, your Division Dean, and Amy Hatton**. |
| #4: Due Sept. 30, 2011; Submit to Program Faculty, Div. Dean and Div. Liaison | Assessment Administration Plan:  What courses will be assessed, sample size, due dates for assessment and scoring, person responsible for oversight, faculty involved in assessment and scoring, etc. | **Details:** (1) State your assessment plan: Which courses will be assessed and what is the size of each sample?  (2) State due dates for scoring these assessments, and who is responsible for oversight, and all faculty involved in this assessment scoring, etc.  When you have finished this activity, please email this form to your **Division Liaison, your Division Dean, and Amy Hatton**. |
| #5: Due Dec. 15, 2011; Submitted to program/department members, Div. Liaison, Div. Dean, and Amy Hatton. | All student activities and scoring results to be saved for analysis and discussion | Details: (1) Collect and tabulate ALL the data for EACH of the assessment measures indicated above.  (2) Attach your scoring results (in WORD or EXCEL format) and send the tabulated data as an email attachment to the following:  (A) every member of your program and/or department  (B) your division’s liaison (Karen Ball, Mary Hollars, Rene LaMontagna, Brian Lindsey, Dan Miller, or Freda Neal)  (C ) your Division Dean  (D) Amy Hatton |
| #6: Due Feb. 1, 2012: Submit to program/department members, Div. Dean and Div. Liaison | Analysis and summaries or reports of analysis of student results. Identify trends, strengths, weaknesses. | Details: (1) Analyze the results you collected (above) with every faculty member in the program. (2) Summarize your analysis.  (3) Identify the strengths and weaknesses, along with any trends found.  (4) Fill in this box, and continue with #7. |
| #7: Due Feb. 1, 2012: Submit to Program Faculty, Div. Dean, and Div. Liaison, and Amy Hatton. | Strengths and weaknesses of assessment methods, tools, processes, and identify how to make improvements for future assessments. | Details: (1) Did the members of your program/department think the assessment method/activity accomplished what was intended? EXPLAIN.  (2) Did the members of your program/department think that the rubrics, assessment tools, etc, accomplish what was needed? EXPLAIN.  (3) What decisions did the members of your program/department make about the effectiveness of the program assessments and tools?  (4) How will the members of your program/department improve the methods and tools for future assessments?  When you have finished typing the activities into boxes 6 and 7, please email this form to your **Division Liaison, your Division Dean, and Amy Hatton**. |
| #8: Due Feb. 15, 2012: Submit to Program, Faculty, Div. Dean and Div. Liaison, and Amy Hatton. | Improvement Plans for Fall 2012 or next time assessed course is offered. Include plan for faculty involvement, prof. development, changed curricula (if any), collaboratively agreed upon instructional tools, methodologies, etc. | Details: (1) Referencing boxes 6 and 7, provide a detailed narrative/list of improvement plans that you will implement when the class is taught next (Spring 2012 or Fall 2012).  (2) Describe how the members of your program/department came to agreement about what to improve.  (3) How does your group plan to implement the improvements?  (4) How will the improvements change teaching strategies/methods for members of the program/department?  When you have finished this activity, please email this form to your **Division Liaison, your Division Dean, and Amy Hatton**. |
| #9: Due March 1, 2012: Submit to Program Faculty, Div. Dean and Div. Liaison , Amy Hatton, and Office of Institutional Effectiveness. | Formal report of assessment using Program Assessment Form. Identify how the plan was distributed to dept. faculty, agreement achieved, person responsible for submitting the form and who will be responsible for follow-up assessment and reporting later results. | Details: |
| #10: Due Feb. 1, 2013: Submit to Program Faculty, Div. Dean and Div. Liaison | Results of Actions Taken to be used in follow-up report | Details |

Appendix 13: Report Form for Analysis and Improvement Narrative**, Steps 6-8—2011-2012**

**Program:**

Step 6—Analysis of the Data:

1. Summary of the analysis if fully presented, including discussion of success standards

Outcome 1, First Assessment : \_\_\_ Yes \_\_\_ No

Second Assessment: \_\_\_ Yes \_\_\_ No

Outcome 2, First Assessment: \_\_\_ Yes \_\_\_ No

Second Assessment: \_\_\_ Yes \_\_\_No

1. Report identifies strengths and weaknesses of student learning, plus trends, if relevant

Outcome 1 \_\_\_ Yes \_\_\_ No

Outcome 2 \_\_\_ Yes \_\_\_No

Strengths of the Analysis:

Questions about Analysis:

Suggestions for Future Analysis:

Step 7—Assessment Process and Tools Improvements

1. Report presents a discussion of the effectiveness of the assessment process and tools

Outcome 1, First Assessment : \_\_\_ Yes \_\_\_ No

Second Assessment: \_\_\_ Yes \_\_\_ No

Outcome 2, First Assessment: \_\_\_ Yes \_\_\_ No

Second Assessment: \_\_\_ Yes \_\_\_No

1. Report describes department members decisions about process and tools improvements

\_\_\_ Yes \_\_\_ No

Strengths of Identified Assessment Process Improvements:

Questions about Identified Assessment Process Improvements:

Considerations for Future Assessment Process Improvements:

Step 8—Learning Improvements:

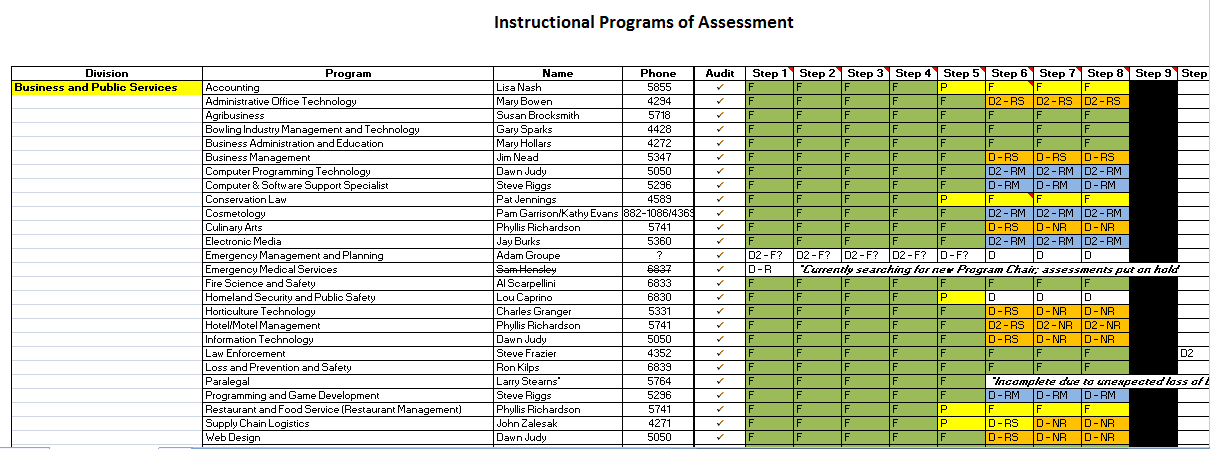
1. Report describes specific needed learning improvements that department faculty agreed to \_\_\_ Yes \_\_\_ No
2. Report describes the process the department will use to implement the improvements

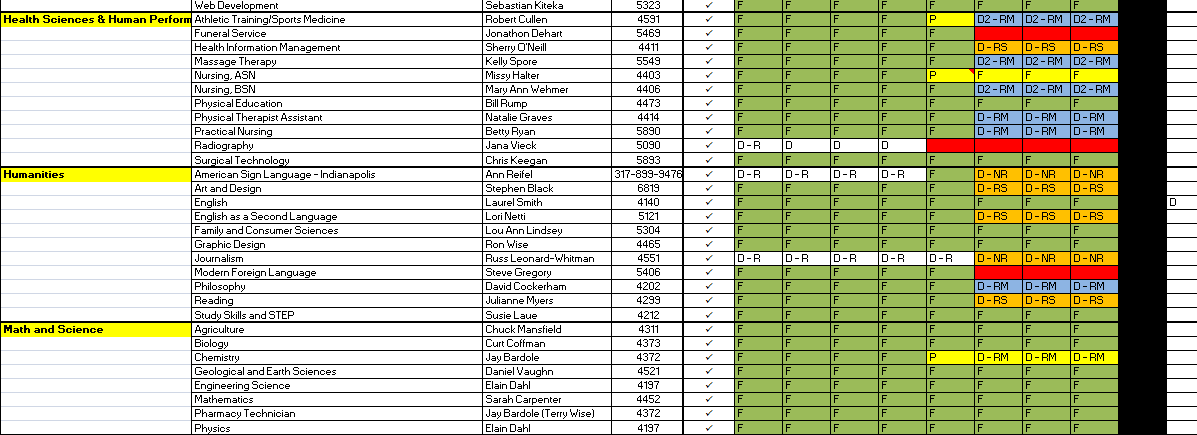
\_\_\_ Yes \_\_\_ No

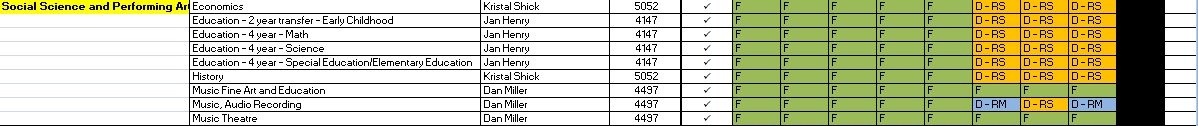
Strengths of Identified Learning Improvements:

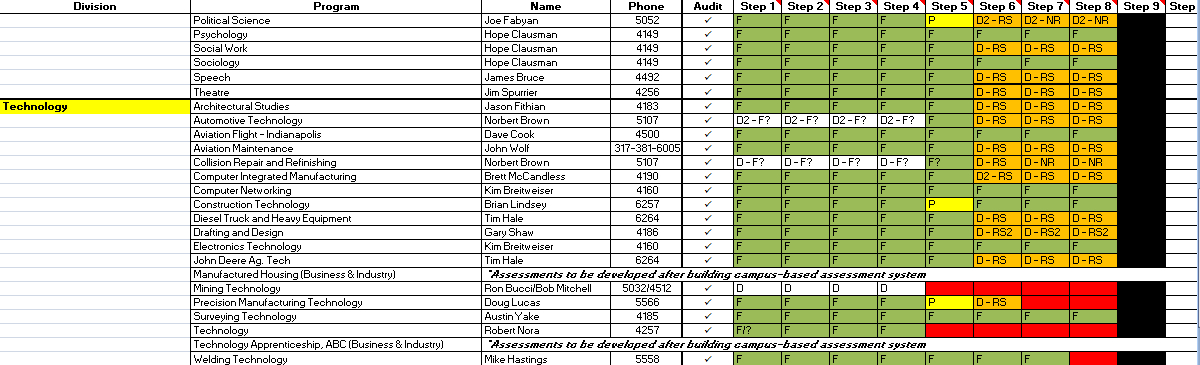
Considerations for Future Learning Improvements:

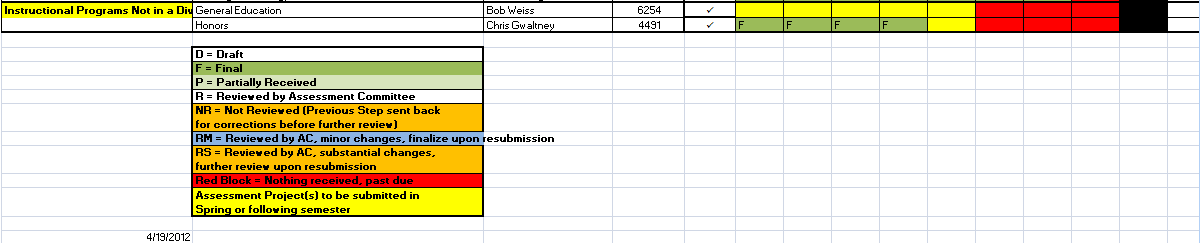
Appendix 14: Sample Weekly Assessment Progress Report **: April 19th, 2012**



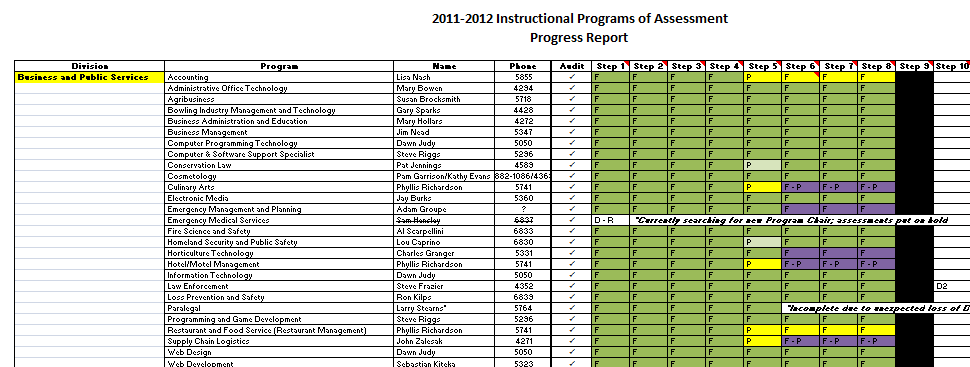




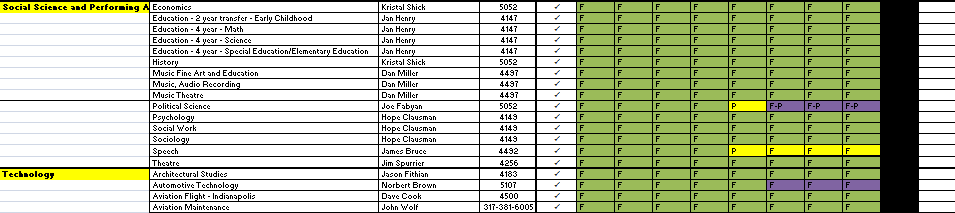


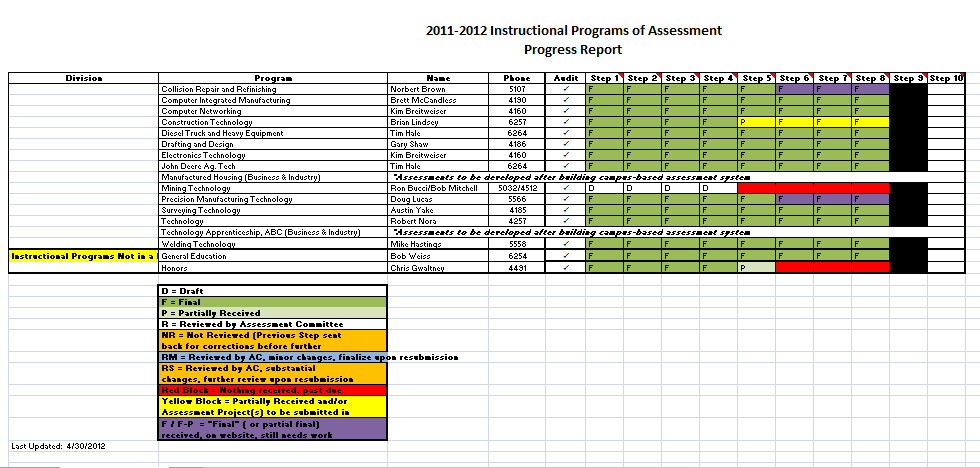


**Weekly Progress Report: April 30, 2012**









Appendix 15: Copies of Some of President’s Email Announcements about Assessment**, 2011-2012**

**Example 1:**

**Final Steps in Assessment Process**

**From: President Thursday, February 02, 2012 11:37AM**

**To: FACULTY\_MEMBERS, Arthur H Haase, Donald E Kaufman, Eric W Margerum, Alan D Johnson, Jana L Vieck, Charles W Reinhart, Peter A Iyere, Nick Spina, David M Peter Show Details**

**Cc: Darcy A Lyle, Jean M Mitchell, Linda C Doll, Julie A Napier, Barbara A Vance, Patti J Young, JoEllen Horne, Carolyn J Hoffman, Judy L Small, Peggy Hensley, Janine Kramer, Michael E Gress, Amy E Hatton, Patricia A Konkle**

**Sent by: Patricia A Konkle**

Deans and Faculty:

As you are all aware, VU has made a strong effort to build an assessment process that will both improve student learning and meet North Central expectations and will be submitting a report to North Central on its progress no later than April 30, 2012.

In the upcoming days, Mike Gress, Interim Director of Institutional Effectiveness, will be presenting an important workshop on evaluating and using data to drive program and assessment process improvements. These are essential steps that complete the assessment cycle. They are also challenging steps because we must use the data correctly to make judgments about needed improvements. Some of these improvements might mean changes in curriculum, and it is important that we all understand the data and use it wisely to drive the best decisions about how to “close the loop.”

I am asking Deans and Faculty to attend these workshops in order to ensure the quality of our assessments, curriculum, and report to North Central. As always, I appreciate your commitment to VU and its future.

Dick Helton

**Example 2:**

**Campus Quality Survey**

**From: President Wednesday, January 11, 2012 04:19PM**

**To: VINCENNES\_CAMPUS, JASPER\_CAMPUS, ALL\_OTHER\_SITES**

On January 17-20, Vincennes University faculty, staff, and administration have an opportunity to “check the temperature” of the VU climate and internal conditions.

Continuous quality improvement assumes the institution will ask its employees to identify internal processes that are working well and those that can be improved. The nationally-normed “Campus Quality Survey” has been selected by VU to check its processes. Results of this anonymous survey will be analyzed and reported, approximately eight weeks after completion, by Performance Horizons. The data will be organized to show institution results and comparisons with community colleges across the country.

Results will be discussed in meetings and made available under the “Employee” tab on MyVU and will be used to drive improvement and strategic initiatives. This is an important effort for VU’s future direction, AQIP Portfolio content, and VU’s accreditation. I cannot stress enough the importance for employees to participate in this survey.

Vincennes Campus employees, except for Physical Plant staff, should go to LRC 167 to take the survey at one of the following times:

Tuesday, Jan. 17—8:00-1:00

Wednesday, Jan. 18—1:00-4:00

Thursday, Jan. 19—8:00-1:00

Friday, Jan. 20—1:00-4:00

Vincennes Campus Physical Plant staff, Jasper and Indianapolis faculty and staff, and full-time employees at other sites will receive information about survey times and locations from their unit leadership. All unit supervisors are asked to encourage employees to complete the survey.

The survey should take approximately 20 minutes. Your 20-minute investment will pay dividends as VU plans internal processes that affect employee relations and VU’s services to students, the surrounding communities, and the state.

Thank you in advance for your participation and for helping improve the VU experience for employees and other stakeholders.

Dick Helton

**Example 3:**

**New Process for Identifying Improvement Projects**

**From: President Thursday, March 22, 2012 08:51AM**

**To: VINCENNES\_CAMPUS@vinu.edu, JASPER\_CAMPUS@vinu.edu, ALL\_OTHER\_SITES Show Details**

**Sent by: Patricia A Konkle**

Dear VU Colleagues,

I am aware that creative VU personnel have ideas for projects that can potentially improve the student experience or University functions. I am also aware that gaining the support needed to get new projects up and running can be a challenge, especially if the projects require new ways of doing business, new funding, or coordination across administrative boundaries.

I am pleased to announce a process for identifying and “blessing” institutional improvement projects. The Continuous Quality Improvement Proposal process will allow VU personnel the opportunity to make their best case for innovative projects. Some projects might become AQIP Action projects; others might be selected just because of their timeliness and the case made for them.

The selection process will be the responsibility of the Continuous Quality Improvement Committee (CQI Committee), and the proposal process and timeline for approval are described in the attached documents. Friday, April 20, 2012, is the deadline for submitting projects for the 2012-13 academic year. Announcements about selected projects will be made during the Opening University Meetings held in August.

I encourage you to consider submitting a proposal. VU is committed to improvement, especially data-driven improvements, and the CQI Committee believes this new proposal process gives every VU employee a chance to make a difference.

Dick Helton

(See attached file: CQI Proposal Process, final, 3-19-12.doc)

(See attached file: CQI Proposal Application, final, 3-19-12.doc)

**Example 4:**

**Two Important Campus Visitors**

**From: President Monday, October 24, 2011 03:55PM**

**To: VINCENNES\_CAMPUS, JASPER\_CAMPUS, ALL\_OTHER\_SITES, Patricia A Konkle Show Details**

**Sent by: Patricia A Konkle**

**To: All Faculty, Staff, and Administration**

In recent days, North Central’s Action Project reviews have been sent to you via email by Mike Gress, Interim Director of Institutional Effectiveness. North Central is clearly pleased with VU’s progress on its three Action Projects. As identified in those Action Projects, two important presentations are being planned, and you are strongly encouraged to attend both.

First, Dr. Terrel Rhodes, Vice President for the Office of Quality, Curriculum and Assessment at the Association of American Colleges and Universities (AAC&U), will visit VU on Tuesday, November 1, at 11 a.m. (EDT) in the Skelton Center on the Vincennes Campus to discuss the national and international demand for university-wide general and liberal education. Dr. Rhodes’ presentation will contextualize the draft of VU’s “Essential Learning Outcomes” presented during the Opening Meeting of the University in August.

The presentation will help VU develop its vision for a 21st Century education and meet North Central’s expectation that VU identify university-wide general and liberal education outcomes and assess that learning. To read more about Dr. Rhodes, including his Hoosier roots, use the following link: http://www.aacu.org/press\_room/experts/TerrelRhodes.cfm

After the first of next year, VU’s second visitor will be Dr. Kathleen Gabriel, Assistant Professor of Professional Studies in Education at Cal-State, Chico. Dr. Gabriel will assist VU with its retention Action Project by offering a workshop on effectively engaging unprepared students. She will describe techniques that can be used to bring students up to our expectations while helping them persist and complete their education.

You are all aware that retention and completion have become key issues for state funding. In addition, North Central’s newly revised Criteria for Accreditation require retention and completion goals. VU must get out in front on this issue, and the Action Project and Dr. Gabriel will help us begin the conversation.

The task force working on this project will be distributing Gabriel’s book, Teaching Unprepared Students, beginning this week; discussion of the book can be found on-line at http://www.insidehighered.com/news/2008/11/25/gabriel . Dr. Gabriel’s workshop will be presented during the January Professional Development Week series.

I want to thank all of you for your continued contributions to VU’s improvement. Our Action Projects and our speakers will be addressing essential activities for VU’s vision of education for student success and for continued positive North Central evaluations. Please make plans to participate in both of these presentations.

Dick Helton

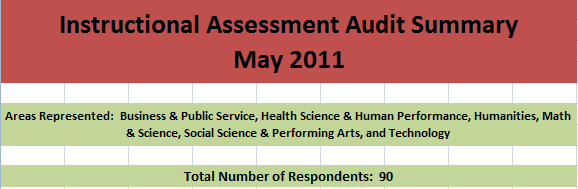
# Appendix 16: Responsibilities of Faculty Assessment Committee Liaisons

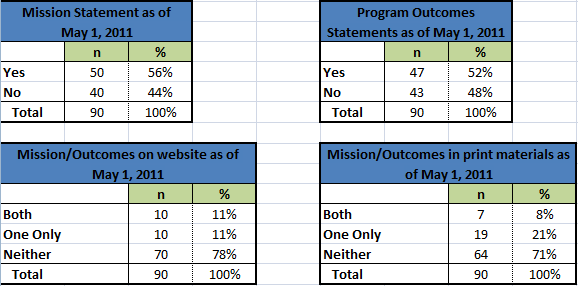
**Aug. 15, 2011—May 15, 2012**

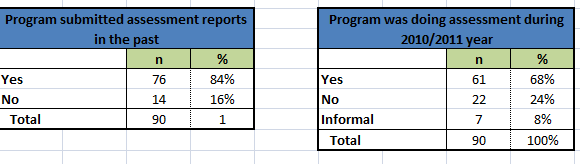
The major responsibility for each Assessment Committee Liaison will be to help the Assessment Committee complete the assessment strategic plan and drive assessment in their respective divisions. To that end, they will be responsible for the following activities:

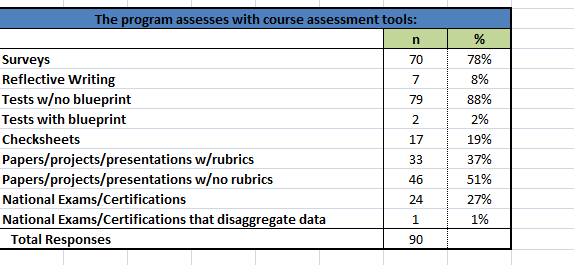
* Meet with and participate on the Assessment Committee to complete the Strategic Plan, Goal
* Chair division assessment committee
* Serve as liaison between faculty in the division and the Assessment Committee, reporting both faculty assessment progress and assessment difficulties
* Improve faculty understanding of assessment and various assessment tools, assessment’s focus on academic improvement and, and its connection to quality instruction
* Work with academic program chairs or coordinators to improve assessment in the academic program and to complete assessment reports
* Meet with other faculty assessment liaisons, as needed, to discuss faculty and learning assessment issues and to review division assessment reports
* Work with the Deans, through regular meetings, to serve as a liaison between the Dean, the Assessment Committee, and the Director of Institutional Effectiveness
* Report on assessment activity in their division meetings
* Assist with institution and division assessment presentations/workshops
* Assist with the assessment peer review process

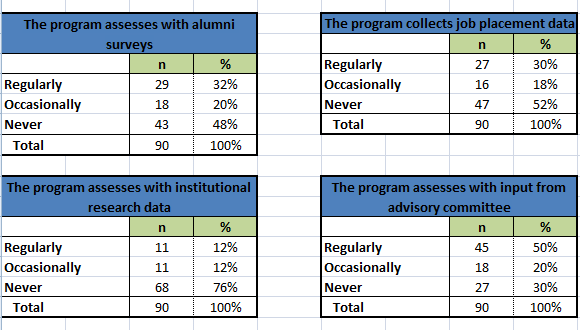
Appendix 17: Academic Program Assessment Audit Summary**:**

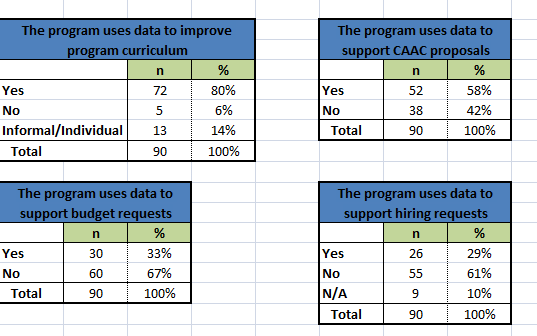


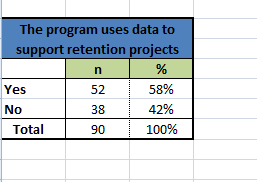












# Appendix 18: Definition of Academic “Program” for Learning Assessment Purposes

An academic “program” for learning assessment purposes refers to any cohesive set of 12 or more hours of course work intended to increase students’ knowledge, skills, and values in a discipline-specific field, or course work intended to add breadth to students’ degree, or course work serving as preparation for college-level work. An academic “program” in this sense is reflected in three different types of outcomes: major program outcomes that prepare students for employment or advanced study; general and liberal education outcomes that reflect common or university-wide learning values; and college prep or survival outcomes intended to prepare students for college success.

Concentrations, areas of “emphasis” (a focused component of an academic program), or certificates that are modifications of or extensions of the course work found in the parent program are not considered separate programs for assessment purposes; they will be assessed as part of the parent program, and they will be reviewed and assessed as part of the proposed qualitative program review. On the other hand, concentrations offering at least 12 hours of specific course work intended as a separate major or field of study will be treated as separate academic programs, and thus, they must be assessed as separate programs. Also, any concentrations or programs not covered by the “12 hour” definition above but requiring assessment for any special reason such as serving a specific mission or needing specialized accreditation can be treated as an assessable academic program. The list of assessable programs given below should be viewed as the minimum set of programs to be assessed at VU, and any concentration or program not on the list can be added if program chairs/coordinators so desire.

The general/liberal education program consists of courses that meet general/liberal education program outcomes, and thus, these courses will be assessed as part of the general education program independent of their possible role as courses satisfying major program outcomes.

**Examples to help clarify what qualifies as an assessable academic program:**

Major Programs:

1. Surgical Technology and the Surgical Technology Certificate are an example of a master program and a certificate that is simply a modified form of the parent program.
2. The Surgical Assisting Certificate consists of courses that are entirely different from those found in the Surgical Technology program, but they can be treated as one program because admission into the certificate program assumes the knowledge of the parent program; it is an extension of that education. The Surgical Assisting Certificate and the parent have the same program outcomes aimed at preparing students for surgical assisting.
3. Surveying Technology and the Civil Drafting Concentration are different by one 3-hour course, and thus, they can be assessed as one program.
4. Chemical Sciences is a parent program that also has a number of concentrations. The concentrations consist of various CHEM courses with a common set of academic outcomes and the concentrations do not need to be assessed separately.
5. The Geological and Earth Sciences program and the Agriculture programs are coordinated by one person, and the Agriculture programs are described as concentrations in the Geological and Earth Sciences program. Despite the common chair or coordinator, there are 2 separate assessable academic programs: Geological and Earth Sciences concentrations can all be assessed as one program (due to a common set of ERTH courses), and the Agriculture program, which consists of more than 12 hours of AGRI courses. These should also be assessed separately because of the Purdue Agriculture connection and because the concentration is intended as a separate education program (with different outcomes) and not a mere modification of the parent.
6. The Economics, Political Science, History, Anthropology, and Pre-Law programs are all chaired or coordinated by one individual. The Anthropology and Pre-Law programs include no courses that reflect major-specific outcomes; these degrees consist of general education courses and courses found in other assessable academic programs. On the other hand, Economics, Political Science, and History all consist of at least 12 hours of course work, and each set of courses is built upon different major-specific outcomes. Thus, they are three separate academic programs and each needs an individual assessment plan.
7. Family and Consumer Sciences and its concentrations can be treated as one academic program because the master program has 25-26 electives that potentially allow majors to take any of the courses found in the concentrations. All the major courses have a common set of Family and Consumer Sciences-specific outcomes.
8. General Studies is not an assessable academic program. Like Pre-Law and Anthropology, the degree consists of general education and courses that are assessed as parts of other assessable academic programs. The electives in this case do not reflect the outcomes of a single, specific discipline or a specific academic transfer program, and thus, it is not an assessable academic program.

College Prep Programs

1. Reading and Study Skills are college preparatory programs that do not fall under the umbrella of a larger academic program like English and Math. The outcomes of Reading and Study Skills represent separate programs, whereas developmental English and Math courses are part of a sequence of college level courses and these developmental courses share outcomes with the college-level programs, and so they should be assessed for their effectiveness as preparation for the college-level courses. Thus, Reading and Study Skills are individual assessable academic programs, while the developmental English and Math courses should be assessed as part of the English and Math programs.

**Program Identification for Learning Assessment Purposes**

For the purposes of completing academic assessment intended to drive program improvement and satisfy accountability requirements, it is important that VU identify what constitutes an “assessable academic program.” Each of the academic programs listed below meets VU’s definition of a program for academic learning assessment purposes and must submit annual assessment reports. It is assumed that the program assessment plans and activities will eventually be a coordinated assessment effort of all courses and programs, no matter where the courses or programs are offered.

**Business and Public Service Programs:**

Accounting—courses coded ACCT

Administrative Office Technology—courses coded OADM

Agribusiness—courses coded AGBS

Bowling Industry Management and Technology – courses coded BOWL

Business Administration and Education–Business Concentration – MGMT, ACCT,and BLAW

Business Management--courses coded MGMT

Computer Programming Technology—courses coded COMP

Computer Software Support Specialist – courses coded CMET and CNET

Conservation Law—courses coded LAWC

Cosmetology—courses coded COSM

Culinary Arts – courses coded CULN

Electronic Media – courses coded MDIA and MCOM

Emergency Management and Planning—courses coded EMAP

Emergency Medical Services—courses coded EMTB, EMTF, EMTI, and EMTP

Fire Science and Safety—courses coded FIRE

Homeland Security and Public Safety—courses coded HSPS

Horticulture Technology—courses coded HORT

Hotel/Motel Management—courses coded HOTL

Information Technology—courses coded COMP

Law Enforcement—courses coded LAWE

Loss and Prevention and Safety—courses coded LOSS

Paralegal—courses coded PARA

Programming and Game Development – courses coded COMP with game development focus

Restaurant and Food Service—coursed coded REST

Supply Chain Logistics—courses coded PRDM

Web Design—courses coded COMP with web design focus

Web Development – courses coded CWEB

**Humanities Programs:**

American Sign Language—courses coded ASLG

Art—courses coded ARTT

English—courses coded ENGL, LITR, and HUMN

English as a Second Language—courses coded ESLG

Family and Consumer Sciences—courses coded FACS

Graphic Design—courses coded DESN

Journalism—courses coded JOUR

Modern Foreign Language—courses coded FLGA, FLGO, FREN, GRMN, and SPAN

Philosophy—courses coded PHIL and RLST

Reading—courses coded READ

Study Skills and STEP—courses coded SSKL and SSTP

**Health Sciences and Human Performance Programs:**

Funeral Service—courses coded FNRL

Health Information Management—courses coded HIMT

Massage Therapy—courses coded MASG

Nursing, ASN—courses coded NURS

Nursing, BSN—courses coded NURS

Physical Education—courses coded PHED and PFWL

Physical Therapist Assistant—courses coded PTAS

Practical Nursing—courses coded NURP

Radiography—courses coded RADG

Sports Medicine/Athletic Training—courses coded ATTR and HLTH

Surgical Technology—courses coded SURG

**Science and Math Programs:**

Agriculture—courses coded AGRI

Biology—courses coded BIOL

Chemistry—courses coded CHEM

Geological and Earth Sciences—courses coded ERTH

Engineering—courses coded ENGR and CSCI

Mathematics—courses coded MATH and MATT

Pharmacy Technician—courses coded PHRM

Physics—Courses coded PHYS, PHYT, PSCI

**Social Science and Performing Arts Programs:**

Economics—courses coded ECON

Education—courses coded EDUC

History—courses coded HIST

Music—courses coded MUSI

Music, Audio Recording—courses coded MUSI with Audio Recoding focus

Political Science—courses coded POLS

Psychology—courses coded PSYC

Sociology—courses coded SOCL

Speech—courses coded SPCH

Theater—courses coded THEA

**Technology Programs:**

Architectural Studies—courses coded ARCH

Automotive Technology—courses coded AUTO

Aviation Flight—courses coded AFLT

Aviation Maintenance—courses coded AMNT

Collision Repair and Refinishing—courses coded BODY

Computer Integrated Manufacturing—courses coded CIMT

Computer Networking—courses coded CPNS

Construction Technology—courses coded CNST

Diesel Technology—courses coded DESL

Drafting and Design—courses coded DRAF

Electronics Technology—courses coded ELEC

John Deere Ag. Tech—courses coded DEER

Manufactured Housing—courses coded MHCT(offered off-campus only)

Mining Technology—courses coded MSHT

Precision Manufacturing Technology—courses coded PMTD

Surveying Technology—courses coded SURV

Technology—courses coded TECH

Technology Apprenticeship, ABC—courses coded ABCC (offered off-campus only)

Welding Technology—courses coded WELD

Appendix 19: Faculty SWOT Analysis Summary**, May 15, 2011**

In April, 2011, the Vincennes University faculty was asked to complete a SWOT analysis, focusing on the issue of assessment at VU, its history at VU, the assessment strategic plan, and its purpose in an AQIP institution. The following is a brief summary of the results.

**Strengths:**

* A hard-working, intelligent, high-energy, high-quality faculty
* A faculty that is dedicated to quality instruction and the students
* Many faculty members who are already doing assessment, either formally or informally
* Many faculty who are already doing assessment for specialized accreditors
* Many faculty who understand the need and who are dedicated to the process and its value
* Recognition that most faculty will “buy-in” once the value of assessment is clear
* The new focus on and commitment to assessment, including the new leadership

**Weaknesses:**

* Assessment remains a vague process to too many faculty
* Need for a clear policy on how to document procedure
* Too little awareness of the quality assessment that is already occurring on campus
* Need for direction and a campus-wide assessment plan
* Data collected in the past led to no change or improvement, and no follow-up on the work was completed
* Too many faculty who resist and do not participate

**Opportunities:**

* The new strategic plan offers a fresh start to clarify the specifics of a campus-wide plan and develop a culture of assessment
* An opportunity to address the Higher Learning Commission of North Central’s criticism of VU and develop a systematic, high quality approach to assessment
* A chance to improve programs and to reconsider teaching methods
* An opportunity to use assessment to encourage people to work together
* A commitment to continuous quality improvement has the potential to improve VU
* New Director of Institutional Effectiveness will mean one-voice and one set of assessment guidelines

**Threats:**

* Loss of accreditation if VU does not develop a formal structure and process
* Too many people at the institution do not believe in the work or benefit of assessment
* Too much “doom and gloom” and the effort must help faculty see the value of assessment
* People are overworked and the paperwork will mean more
* Takes time away from teaching
* Wasting time collecting data that won’t be used
* Too little professional development in the past; has to be more
* Poor success rates of underperforming students might lead to job loss
* New Director is interim, so possibly another system in two years

**Non-Instructional Staff SWOT Analysis Summary, October 15, 2011**

In September, 2011, the Vincennes University non-instructional staff was asked to complete a SWOT analysis, focusing on the issue of assessment at VU, its history at VU, the assessment strategic plan, and its purpose in an AQIP institution. The following is a brief summary of the results.

**Strengths:**

* Committed staff that is willing to work on assessment or already doing assessment
* Recognition that assessment can lead to improved processes and functioning
* Recognition that assessment will help students
* Increased commitment by President and Board
* Recognition that assessment will give feedback on strengths
* Greater awareness of the need to do assessment
* Strong assessment plan and Director with a clear vision of what is needed

**Weaknesses:**

* Data-driven decision making is not part of the VU culture
* Lack of a focused effort and not used to collecting data
* Lack of understanding of how to complete the process
* Non-instructional assessment has not historically been connected to day-to-day operations
* Lack of clear expectation that all non-instructional offices participate in the process
* Lack of staff needed to complete the assessment and improvement processes
* Lack of unit coordination of assessment activities and decision making
* Need for more focus on non-instructional assessment
* Too little information being shared between offices

**Opportunities:**

* Many day-to-day activities and processes to assess and improve
* Opportunity to build a culture of data-driven improvement
* Opportunity to help students by improving services and curriculum
* Chance to consider new ways to assess and improve
* Opportunity to build communication and cohesiveness between offices
* Chance to improve university-wide understanding of VU needs
* Chance to improve University communication and morale through improvements
* New opportunity for staff professional development

**Threats:**

* Need for everyone to commit to assessment and data-driven improvement
* Poor results will be seen as a threat to staff employment and for positions
* Assessment requirement that is perceived as disconnected from day-to-day business
* Budget cuts and fear that needed improvements will not be implemented
* Lack of sufficient numbers of staff and time needed for assessment and improvement
* Unwillingness by some to consider new ways of doing business or improvements
* Need for clear directions and assistance in developing effective assessment processes
* Need for individuals in units to work as a team and for units to work together

Appendix 20: Sample Comments about Kathleen Gabriel Workshop **(1.5.2012)**

Yes, Mike and Misty! The workshop was a worthwhile event and I know I took much from it. In fact, I'm working on my Study Skills syllabus today and incorporating some of Dr. Gabriel's suggestions. I loved how she modeled her teaching tips in her own presentation. It will be exciting to experiment with some of these things and see what happens.

My colleagues were energized by the day, and that was a good thing to witness. ALL of us are planning for some experimentation in our classes, and I know we will share how these experiments work out with each other. Moreover, some of the tips will be useful to me in the Academic Support Center. As always, it was good to mingle with our colleagues on the Vincennes Campus.

Good job, Misty, in your introduction! Thanks, Mike, for bringing Kathleen Gabriel to VU. Into the Spring 2012 semester,

Carol

Mike,  
Thank you for her contact information and bringing her to campus. Yesterday was a wonderful experience.  
Sincerely,  
Lori

**Note below was written to K. Gabriel, CC’d to me, with permission to share**

Dr. Gabriel,

I wanted to thank you for an outstanding presentation yesterday. My campus is in Indianapolis so a 2 hour drive and overnight stay in Vincennes for a 4 hour presentation was a difficult decision for me to make. I am happy to report that I was engaged the entire time and felt that you had a tremendous amount of information that you passed on to us. I have been in academia for 18 years in a technical discipline (aviation) with no formal education training and I firmly believe that we must change the way we do things for the benefit of all of our students. In other words, I think students are all potentially at risk if not for great faculty delivering information in a dynamic and ever changing manner. I was excited to have so many things to take away from your presentation and implement in our program. The biggest is the responders, I had no idea what these even were prior to your presentation. By the end of the day I was able to acquire a set to bring back to my campus and use with our students. I can only image how useful they will be in figuring out what the students are getting and what they aren't in a non threatening and non judgmental way. I appreciate all that you have done for VU and am looking forward to reading your book.

Thank you,

Mike Gehrich

Congratulations on your efforts to bring to our campus a most relevant and  
timely professional development opportunity.  Dr. Gabriel is among the  
best that I have witnessed in my many years here at Old VU.   
Many thanks for all that you do for Vincennes University,  
  
Dan

Thanks for all your help in making this happen. In my opinion, this is the best professional development activity that I've attended in the 30 years that I have been here. I plan on making some changes in my assignment sheet after participating yesterday.

Bev

Appendix 21: The Continuous Quality Improvement Proposal Process**:**

The goal of the CQI Proposal process is to give all VU personnel the opportunity to identify short-term improvement projects of two types: those that address needs recognized through assessment activities or those that will increase VU’s ability to make data-driven decisions. These projects help VU maintain its AQIP accreditation, meet its own mission-driven standard as a Premier Learning Institution, and accomplish the outcomes of the CQI Committee.

**CQI Committee Mission and Outcomes:**

The mission of the Continuous Quality Improvement Committee is to assist Vincennes University’s efforts to fulfill its mission and vision as a “Premier Learning Institution.” By promoting institution-wide continuous improvement efforts through development of and oversight for the University’s strategic planning processes and through identification of Action Projects and other short-term improvement projects, the CQI Committee helps the University function as an effective AQIP institution.

Through the leadership of the Continuous Quality Improvement Committee:

* The institution will develop and implement long-term goals, such as those expressed in the strategic plan
* The institution will maintain at least three AQIP Action Projects and other short-term improvement projects, as needed
* Faculty and staff will participate in the CQI process to help the institution identify essential strategic plans and short-term, data-driven improvement projects, including AQIP Action Projects
* VU stakeholders will understand the value of both short and long-term improvement projects
* VU stakeholders will be knowledgeable of progress on the strategic plan, continuous improvement projects, and institutional effectiveness

**Expectations of Applicants:**

In order for a CQI Proposal to qualify for consideration, the following steps have to be completed:

1. Applicants must respond to all the questions on the “Continuous Quality Improvement Proposal Application” form. It is especially important that the following information be described in specific terms:
2. Applications must describe the need for the project and include a focus on assessment data. The proposed projects either (1) use data to support its consideration as an essential improvement project, or (2) are designed to develop the use of critical assessment data for future decision making.
3. Applications must also be specific about verifiable measures of success that will mark the project’s success.
4. Applications must include some estimate of the costs for the project and supporting materials.
5. Applications must be submitted as Word documents or PDF files to the Office of the President no later than April 20th.

**CQI Project Submission and Review Timeline:**

1. March 20—Announcement about and distribution of CQI application form
2. April 20—Submission Deadline
3. April 21—Distribution of submission copies to members of CQI
4. May 1—Meeting to discuss applications and identify projects for implementation
5. May 5—Contact responsible persons to confirm their continuing interest in the project.
6. Approximately August 15—Announce projects to VU Community during opening meetings

**Examples of Possible Projects:**

Any data-driven project that improves the student experience in or outside of the classroom or those that can improve the effectiveness of operations are examples of the first type of project noted above. Assessment of developmental education might lead faculty to recognize the need for new lab facilities or technology to help students be successful. This need might exceed the usual budgetary expenditures of the Division. VU’s Supplemental Instruction Action Project, which describes instructional support in gateway courses that can benefit any student in any academic program, is a good example of such a need. Non-instructional assessment by the Housing Office recently revealed the need to add extra maintenance staff on the weekend, and Records Office assessment revealed the need for a degree audit system to improve the graduation audit. These situations demand special coordination of personnel, committees, and/or budgets, and they benefit from the “blessing” of the CQI Committee to enable the coordination and implementation, especially if the projects require special funding. The development of the Student Profile and Data Warehouse, part of the current “Learn in Order to Serve” Action Project are examples of the second type of project, those that will improve VU’s ability to make data-driven decisions.

**CQI Committee Membership, as of 10/2011:**

Dick Helton, President, Committee Chair

Bob Slayton, Interim Provost

Carolyn Jones, Assistant Provost, Curriculum and Instruction

Mary Hollars, Professor, Business & Management

Pat Konkle, Admin. Asst to the President

Bob Nora, Chair, Technology Baccalaureate Degree Program

Angie Richart-Mayfield, Asst Professor, Humanities, Jasper Campus

Lorethea Potts-Rusk, Director, Human Resources

Matt Schwartz, Director, Out-of-State Military Program

Mike Gress, Interim Director of Institutional Effectiveness

**CONTINUOUS QUALITY IMPROVEMENT PROPOSAL APPLICATION:**

A. Give this CQI Project a short title in 10 words or fewer.

B. Describe this CQI Project’s goal in 100 words or fewer.

C. Identify the Premier Learning Institution Indicators that this CQI Project will most affect or impact. *(Select all that apply)* See: <http://improve.vinu.edu/content/premier-learning-institution>

|  |  |
| --- | --- |
| Premier Learning Institution Indicators |  |
| 1 – Mission |  |
| 2 – Faculty |  |
| 3 – Accreditation |  |
| 4 – Professional Affiliations |  |
| 5 – Professional/Leadership Development |  |
| 6 – Academic and Student Support Services |  |
| 7 – Focus on Learning Outcomes |  |
| 8 – Diversity |  |
| 9 – Governance |  |
| 10 – Innovation |  |
| 11 – Resources |  |
| 12 – Instructional./Information Technology |  |
| 13 – Strategic Planning |  |
| 14 – Facilities/Infrastructure |  |
| 15 – Program Review |  |
| 16 – Alumni |  |

D. Identify the single AQIP Category that this CQI Project will most affect or impact. See: <http://www.ncahlc.org/AQIP-Categories/aqip-categories.html>

|  |  |
| --- | --- |
| AQIP Category | Primary |
| 1 - Helping Students Learn |  |
| 2 - Accomplishing Other Distinctive Objectives |  |
| 3 - Understanding Students' and Other Stakeholders' Needs |  |
| 4 - Valuing People |  |
| 5 - Leading and Communicating |  |
| 6 - Supporting Institutional Operations |  |
| 7 - Measuring Effectiveness |  |
| 8 - Planning Continuous Improvement |  |
| 9 - Building Collaborative Relationships |  |

E. Describe briefly the reasons why VU should take on this CQI Project now — why the project and its goals should be high among university priorities. Be sure to include assessment data that supports your claims about why this project should be a priority, or describe how this project will enhance VU’s efforts to make data-driven decisions and improvements.

F. List the organizational areas — institutional departments, programs, divisions, or units — most affected by or involved in this CQI Project.

G. Name and describe briefly the key organizational process(es) (i.e., student learning, curriculum, professional development, planning, business services, student services, etc.) that this CQI Project is expected to change or improve.

H. Describe the length of time needed for completion and give a rationale for the length of time planned for this Project (from kickoff to target completion).

I. Briefly describe the plan to monitor progress of work on this CQI Project.

J. Briefly describe the overall outcome measures that will indicate project success. Include your assessment plans to measure progress and plans to measure results after the project has been implemented. Include dates for implementation and follow-up assessments that will check the success or impact of the project.

K. Other information/supporting material, including any known or anticipated costs for the project.

L. Name of a candidate to serve as Project Leader (or candidates for Co-Leaders).

M. Other individuals and departments or areas that might be involved in the project; briefly list their responsibilities for completing the project.

N. Name and number of the individual(s) submitting the application.

# Appendix 22: Summary of CCSSE Active and Collaborative Learning, Analysis and Synthesis Questions

4a. Asked questions in class or contributed to class discussions VU Large Schools 2011 Cohort

2011 2.82 2.89 2.92

2009 2.89 2.88 2.91

2007 2.80 2.87 2.91

4b. Made a class presentation

2011 2.16 2.09 2.08

2009 2.09 2.04 2.05

2007 2.13 2.02 2.04

4f. Worked with other students on projects during class

2011 2.42 2.49 2.50

2009 2.44 2.45 2.47

2007 2.29 2.44 2.46

4g. Worked with classmates outside of class to prepare class assignments

2011 1.95 1.89 1.90

2009 1.86 1.84 1.87

2007 1.73 1.81 1.84

4h. Tutored or taught other students (paid or voluntary)

2011 1.35 1.38 1.38

2009 1.40 1.37 1.37

2007 1.37 1.36 1.36

4i. Participated in a community-based project as a part of a regular course

1. 1.28 1.31 1.32
2. 1.39 1.30 1.31

2007 1.33 1.28 1.29

4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers)

2011 2.41 2.56 2.57

2009 2.48 2.55 2.56

2007 2.31 2.55 2.55

5b. Analyzing the basic elements of an idea, experience or theory

2011 2.73 2.90 2.89

2009 2.73 2.87 2.85

2007 2.55 2.85 2.83

5c. Synthesizing and organizing ideas, information, experiences in new ways

2011 2.60 2.76 2.76

2009 2.62 2.72 2.72

2007 2.40 2.70 2.69

Legend: 1=Very little; 2=Some; 3=Quite a bit; 4=Very much

# Appendix 23: New Leadership Alliance Action Plan

Complete Your Action Plan

For each of the statements below, on a scale of 1 to 5 (1 being “does not meet” and 5 being “exceeds“), please indicate the extent to which your institution meets the stated criteria.  In the final column, please indicate if the area will be a part of this year’s improvement Action Plan.  You will be asked to complete this audit each year your institution is a member of the Presidents’ Alliance and you will be asked to report your progress on achieving the goals you have selected as a part of your Action Plan.  Please also complete the Action Plan form describing your institution’s goals for improvement for the next 12 months and the steps that will be taken to accomplish those goal(s).

Top of Form



You are completing your Action Plan for:   
Vincennes University: January 2012 - January 2013



|  |  |  |  |
| --- | --- | --- | --- |
|  | | | |
| Student Learning Outcomes | | **EXTENT TO WHICH CRITERIA IS MET**   |  |  |  | | --- | --- | --- | | *does not* | *somewhat* | *meets* | | **ACTION ITEM** |
| A. | Student learning outcome statements (institutional and within academic and cocurricular programs) clearly articulate what students should be able to do, achieve, demonstrate, or know upon graduation. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |  |
| B. | Student learning outcome statements are easily understood by internal and external stakeholders. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |  |
| C. | Student learning outcome statements are accessible to internal and external stakeholders. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |  |
| D. | Appropriate stakeholders were fully involved in establishing student learning outcomes. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |  |
| E. | Student learning outcomes are externally informed or benchmarked, reflect generally accepted higher education goals, are of appropriate college-level rigor, and are appropriate given the mission of the institution. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |  |
|  | | | |
| Evidence Gathering | | **EXTENT TO WHICH CRITERIA IS MET**   |  |  |  | | --- | --- | --- | | *does not* | *somewhat* | *meets* | | **ACTION ITEM** |
| F. | There is a written assessment plan in place which describes when, how, and how frequently each student learning outcome is assessed. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |  |
| G. | The assessment plan embodies principles of good assessment practice. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |  |
| H. | The assessment plan is supported by adequate and appropriate infrastructure and resources to ensure its sustainability. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |  |
| I. | The assessment plan is regularly reexamined. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |  |
| J. | A chart, diagram, map, narrative or other document identifies the places in the curriculum and cocurriculum where students encounter and/or achieve each student learning outcome. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |  |
|  | | | |
| Accomplishment | | **EXTENT TO WHICH CRITERIA IS MET**   |  |  |  | | --- | --- | --- | | *does not* | *somewhat* | *meets* | | **ACTION ITEM** |
| K. | Evidence of the levels at which your students achieve student learning outcomes exists. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |  |
|  | | | |
| Evidence Reporting | | **EXTENT TO WHICH CRITERIA IS MET**   |  |  |  | | --- | --- | --- | | *does not* | *somewhat* | *meets* | | **ACTION ITEM** |
| L. | Reporting on student learning outcomes is directed at the appropriate audiences and designed to meet their needs. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |  |
| M. | Reporting on student learning outcomes is accessible to internal and external stakeholders. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |  |
| N. | Reporting on student learning outcomes is easily understood by internal and external stakeholders. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |  |
|  | | | |
| Evidence Use | | **EXTENT TO WHICH CRITERIA IS MET**   |  |  |  | | --- | --- | --- | | *does not* | *somewhat* | *meets* | | **ACTION ITEM** |
| O. | Collaborative discussions across programs, departments, and the entire campus take place about evidence and its use to improve student learning. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |  |
| P. | A plan exists for using evidence to improve student learning that includes a clear decision making process for approving and implementing recommendations. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |  |
| Q. | Evidence is used to drive planning, budgeting, decision making, and for making recommendations for improvement of student learning. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |  |
| R. | Recommendations for improvement of student learning are implemented, including making changes in priorities, program offerings, and the allocation or reallocation of resources. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |  |
| S. | The impact of evidence-based changes is continuously reviewed and evaluated to determine how effectively student learning has improved. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |  |
|  | | | |
| Commitment | | **EXTENT TO WHICH CRITERIA IS MET**   |  |  |  | | --- | --- | --- | | *does not* | *somewhat* | *meets* | | **ACTION ITEM** |
| T. | An ongoing and integrated commitment to achieving student learning outcomes is visible in the actions of the campus community. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |  |
| U. | Faculty and administrators serve as a resource for others (e.g., at their own institution, at other institutions, with professional associations) working to initiative or improve their assessment practices. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |  |
| V. | The President joins with other members of the Presidents' Alliance at national conferences and events to advocate for this agenda. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |  |



Upload your Action Plan

**New Leadership Alliance Action Plan for 2012-2013**

For each area indicated to be a part of your institution’s Action Plan on the Institutional Audit, please list your goal(s)

for improvement for the next 12 months and the steps that will be taken in order to accomplish the goal(s). Please

indicate the letter of the area being addressed prior to describing the goals and plans. You will be asked to report on

your progress on achieving these goals. Additional space for writing is provided on pages 2–4.

1. Vincennes University is implementing a strategic plan that was developed in 2010. In 2012-2013, VU will complete final edits for academic programs outcomes, approve new general and liberal education outcomes, and begin the development of co-curricular outcomes.
2. VU will implement an internal peer review process that will check the clarity of outcomes; outcomes may be revised, but an effort has been made to write the outcomes to reflect various cognitive levels using verbs found in Bloom’s taxonomy.
3. During the next year, VU will be developing webpages for each academic program that will present the mission and outcomes of each program. Faculty will also be adding the outcomes to publications, such as program factsheets and handbooks.
4. All of the VU outcomes are being reviewed by the Assessment Committee; the members did extensive study of assessment practice and the expectations of other institutions. That study drove the feedback to each program. 75% of VU’s programs have advisory committees. VU faculty will ask for input from these advisory committees, the board, other faculty and students. Transfer program and general education outcomes are shared during articulation discussions and new state-wide gen. ed. core discussions.

F. VU has developed an annual report form for the assessment activities of each program. The first round of assessments will be completed April 30th, and a second annual process will begin. All of this activity, including the annual expectation, is being driven by VU’s assessment strategic plan.

G. VU’s assessment plan is focused on improvement. The plan requires programs to assess learning in courses, identify standards of expectation, analyze the results, and identify needed improvements for learning and the assessment process. Workshops are being offered on developing assessment tools for embedded assessment, such as rubrics, test blueprints, and reflective writing. Also, a workshop covering analysis of data and identifying curricular and assessment improvements has been presented. The first round of assessment reporting will be completed April 30th.

H. The Office of Institutional Effectiveness has an established budget as of March 2012; it will go through its first funding review during Spring 2012, which should answer the questions of adequate funding.

I. The Assessment Committee will develop a survey of the faculty that will be used to assess the plan and process. The Committee continues to adjust the new plan to deal with obstacles.

J. The Assessment Committee is currently developing a plan for mapping all program outcomes. Workshops will be offered during the Spring 2012 semester and during the May Professional Development week to complete maps for all programs.

K. The new plan requires faculty to identify measures of success for each assessment of two different outcomes. Workshops were offered in January and February to help faculty analyze learning results and identify appropriate improvements.

L. VU has developed a reporting form and is using for the first time. Those forms will be housed on and accessible through the Institutional Effectiveness webpage, [improve.vinu.edu](file:///C:\Documents%20and%20Settings\Student\Documents%20and%20Settings\Student\My%20Documents\IE%20'12--New%20Leadership%20Alliance%20Action%20Plan.doc). Reports will also be made to the Board, and the report form will be assessed through the evaluation of the assessment process.

M. As noted above, the reports will be available on the new improve.vinu.edu website

N. Feedback from faculty, staff, and students will tell us if the new website is effective; the Assessment Committee will conduct surveys and focus groups to determine its effectiveness.

O. VU’s report forms require programs to identify faculty members participating in the assessment work. Also, VU has established academic division liaisons who help collaborate with programs and encourage collaboration between departments in the division. Workshops encourage collaboration, as do professional development presentations on assessment. VU will be developing a peer review process to be used Fall 2012 in order give program faculty feedback on their report and their analysis.

P. The report form calls for faculty to identify needed improvements in learning and in the assessment process. The form also requires faculty to comment the following year on the success of improvements.

Q. This is the first year, and assessment of the process will help us ascertain how clearly the pathways from data and planning to funding are defined. VU is also developing a new process called the “Continuous Quality Improvement Proposal Process” for funding and supporting special projects that require assistance beyond what is allowed for in the normal budgeting or administrative processes. Any program can complete the proposal process and submit during the annual call for proposals.

R. VU’s assessment process is new, but the plans call for identified improvement plans for the curriculum. An assessment of the process will identify whether the improvements actually made it into the classroom.

T. VU has developed, as part of its institutional strategic plan, a plan for assessment that is currently being assessed. The Office of Institutional Effectiveness is developing, a budget has been established, the Director is offering workshops and information in other forms to help lead the process. Faculty participants on the Assessment Committee have been granted release time to assist programs in their respective divisions. Assessment was the central topic of opening meetings, and the President has made clear in numerous ways that assessment is important to the institution. The work on the outcomes and assessment process are updated and reported weekly to the President and other key stakeholders. An assessment of the whole process, once the first cycle, will complement the Program Audits and SWOT analysis that were completed by the Director of Institutional Effectiveness working faculty and staff in 2011.

U. VU has set up a series of internal reviews, beginning with the work of the Assessment Committee. That group has reviewed and offered improvement recommendations from the beginning of the process. The Director of IE continues to provide workshops that allow faculty to share and discuss ideas. In the fall, a peer review process will allow faculty to give feedback to each other. A number of VU faculty are working with organizations and other institutions on outcomes and assessment projects, such as the English Department’s participation in a special assessment project organized by the Association for General and Liberal Studies. The Director of IE also chairs the AGLS Exemplary Program Award Committee made up of accreditors and nationally recognized general education experts who evaluate general education assessment projects.

V. A number of VU faculty and the Director of IE attend conferences, such as AACU and AGLS to both participate in and contribute to assessment workshops and sessions. As noted above, the English Department will participate in a project using the DQP. Second year student work in Literature courses will be evaluated and shared with the faculty of St. Joseph’s College, who will be sharing student artifacts from a 2nd year Core class. The material will be published and presented at the AGLS Conference in Portland, OR. The President will participate in a number of activities, including conferences, to promote VU’s commitment to assessment.