

ASSESSMENT FOR PROGRAM IMPROVEMENT

INDIANA UNIVERSITY SOUTH BEND

... to provide high quality academic programs at the certificate, associate, baccalaureate, and master's level ... to ensure that its graduates are well-prepared in their major programs of study and that they attain the broader knowledge, skills, and attitudes characteristic of educated persons.

This excerpt from the Indiana University South Bend Mission Statement forms the basis for our assessment plan (see Appendix A for the complete statement). The plan begins with an overview of assessment for program improvement at Indiana University South Bend and is then organized by a series of assessment plan characteristics suggested by North Central Association of Colleges and Schools.

Overview

Assessment at Indiana University South Bend (IUSB) has been and will continue to be an evolutionary process. The campus is slowly but surely learning about assessment, determining what we want from assessment, and coming to grips with the vagaries, pitfalls, and opportunities inherent in the assessment process. Preliminary planning on assessment of student learning began with faculty discussions within the Division of Liberal Arts and Sciences early in 1990.

The IUSB Campus Assessment Committee was established in 1992. Members of the committee are faculty from the Divisions of Liberal Arts and Sciences, Business and Economics, Arts, and Education, the Schools of Nursing and Public and Environmental Affairs, the Departments of Dental Education and General Studies, the Library, and the Academic Resource Center. The committee's chair was the Assistant Vice Chancellor for Academic Affairs.

The Offices of the Chancellor and Academic Affairs has provided approximately \$7,000 in support of assessment for each of the past three years. Additional support -- financial, clerical, supplies and equipment -- was also provided by various schools, divisions, and departments (hereafter referred to as academic units). Assessment grants have been used to support attendance at national and regional conferences on assessment, acquisition of assessment instruments, and on-campus assessment planning.

From the onset, the campus assessment committee maintained the position that the IUSB faculty should have primary responsibility for development and eventual implementation of the assessment plan. Initially, the committee focused its attention on the issues associated with the North Central Association (NCA) mandate, on what characteristics should be included in such a plan, and on the need to insure that all members of the academic community acquire a sense of value for doing assessment. Further, the committee adopted the position that while assessment of student learning begins with the classroom grading process, assessment for program improvement is more than just the assignment of grades to students. Moreover, the committee decided that

results of assessment should bring about program improvement whenever the results so indicate: in fact, program improvement became the essence of the IUSB assessment plan.

To assist in the development of the campus plan, the committee made presentations in late 1992 and early 1993 to the Administrative Council (made up of deans and directors of academic units), the Chancellor's Advisory Council, and the Academic Senate (the faculty governing body). The committee sponsored a workshop on assessment. Over sixty administrators and faculty attended this one-day workshop which was led by Dr. Trudy Banta, Vice Chancellor, Planning and Institutional Improvement, IUPUI.

The committee established a timetable for the development of the assessment plan with the ultimate goal of submitting the campus plan to North Central by the summer of 1994.

Each division or school or department was to develop its initial draft for assessment for each degree offered by May 1, 1993. The committee recommended that each plan focus not only on assessment within the major but also on assessment of general education. To assist in the development of the plan the IUSB Assessment Committee encouraged each academic unit responsible for development to establish its own assessment committee with the idea that such an endeavor would encourage greater faculty involvement. The committee sent to each division an extensive packet of materials which provided information about the various characteristics of good assessment practices (NCA's list of ten characteristics, for example), possible assessment techniques, and the need to specify in concrete terms what students were expected to demonstrate or know by the time they graduate. The committee emphasized the need to use multiple measures of assessment. The committee took great pains to make sure that each division developed its own format. The committee chose not to prescribe a set format for what the plans should look like, nor did it require a particular set of assessment measures. The committee did, however, let each division, each school, and each department know that it would use NCA's list of ten characteristics of assessment plans to evaluate the plan they submitted.

During the four month period from June through September 1993, the committee met on essentially a weekly basis to review the drafts and provide feedback. For each review the committee invited the chairs or members of the divisional committee to attend the meeting. This provided a mechanism for listening and questioning. At other times members of the committee consulted directly with divisional and departmental committees. The review indicated that all divisions were addressing assessment of learning associated with the major and skills which students are expected to acquire from either the study of general education or major course work. What was missing from some of the plans was assessment of general education as it pertains to the values, attitudes, and the like which are characteristic of a liberally educated individual. Furthermore, many divisions believed that assessment of knowledge associated with the general education curriculum should have a campuswide focus. The committee has yet to resolve this to its satisfaction.

The various academic units were asked to submit their final assessment plans by January 1994. The image of the IUSB assessment plan for program improvement is a result of these final plans.

The word, "image," is a good one to describe assessment at IUSB. The IUSB assessment plan, based on the assessment plans submitted by the various academic units, involves many images. Each department, each division, each school submitted an assessment image for their respective unit. Within any of these academic units, a variety of images were included in their assessment plan: Some of these images are like photographs ... some of these images are like video tapes ... some are in slow motion; some are in time lapse ... some are close-ups with maximum detail ... some are distant shots of panoramic views.

These assessment images -- based on the assessment plans submitted by the various academic units -- taken at different times from different angles, will be part of the IUSB program from now on ... and over time we are likely to decide that some of the camera angles are wrong, some of the resolutions are wrong, some of the close-ups might better be taken with a wide angle lens and some times it will be decided that a snapshot is not as good as a video. In other words, the IUSB assessment plan for program improvement being submitted to the North Central Association in Summer 1994 is not a final answer -- it is not a final print. The assessment plan for program improvement being submitted to the North Central Association in Summer 1994 is part of the IUSB assessment process for program improvement: it is the beginning of the formal process of campuswide assessment for program improvement at IUSB.

History of Assessment at Indiana University South Bend

Assessment is not a new process at IUSB. Assessment has always been and will continue to be a classroom process: Faculty members use the practice of evaluating students and ultimately assigning a grade to the student based on the faculty member's evaluation of the student's performance. This practice will continue. The following quotes from the plans submitted by the Departments of Political Science and History are typical of past practice and future plans. While the assessment of general education is largely undertaken in general-education courses outside the Department of Political Science, it is continued in all the courses taught within the department. All courses require students to write essay examinations; all upper-level courses require research papers, and most introductory courses require some formal writing outside the classroom. These writing assignments enable instructors to assess writing ability, critical thinking, and ability to conduct independent research. Similarly, all courses encourage—and seminar courses require—student discussion in the classroom. Instructors assess students' ability in oral argument and discussion. In all these cases, students receive written evaluation of their work from instructors and have an opportunity—and in some courses a requirement—to meet with their instructors for individual conferences. The assessment of [sic] is accomplished through examinations and papers in history courses. In addition, toward the end of each academic year the department as a whole will go over each major's academic achievements for that year. The department will review grades from completed courses and instructors' comments about work in progress. If any deficiencies are noted, a member of the department will be asked to confer with the student or students involved.

Moreover, assessment data have been used to improve student learning. Program and course changes are made when necessary. For example, evaluation of portfolios of dental hygiene students revealed first-year students were able to learn to identify oral structures and their

variations in Clinical Practice I, but were not able to relate the conditions to states of health or disease. Therefore, for students, clinical and classroom instruction was revised to focus more on oral structures, point out more subtle variations, and their relationship to health and disease. Faculty were asked to continue to reinforce and included concepts in oral anatomy in their didactic courses and to help students identify and evaluate changes in oral structures in the clinical setting.

In addition to traditional assessment activities in the classroom--writing assignments, verbal presentations, exams, research papers, and the like--the Division of Labor Studies has engaged in programmatic assessment through internal self studies, external review (the most recent was completed in Fall 1992), and curriculum review (the most recent was completed in Fall 1993). In these assessment processes, a core component is the Division's extensive advisory committee system. The Statewide Advisory Committee on Labor Education and Research (SWACLER), appointed by the President of the university, advises the university-wide division regarding overall program development, implementation, and evaluation. On each campus where the division has an office, and in other locations where programs are offered, there are area advisory committees with similar functions. To provide additional evaluative information, course participants are given the opportunity and are encouraged to complete an anonymous end-of-course detailed evaluation form. Support staff compile these for each course. The compilations are provided to the participants, faculty, and advisory committee. These compiled evaluations are discussed by participants and faculty at advisory committee meetings for future course and overall program improvement. Each labor studies classroom credit course also has an evaluation committee chosen by the participants. It meets privately with the students, followed by a meeting with the faculty at least twice during the course. The faculty then respond in the following class session to the issues and recommendations received.

In addition, many academic units have regularly been involved in a variety of other assessment activities.

REGULAR IUSB ASSESSMENT ACTIVITIES

Promotion, Tenure, and Reappointment Reviews

Course Evaluations

Advisory Groups

Alumni Groups

Certification/Licensing Procedures

Graduate School Performance

Student Performances (recitals, shows)

Portfolios

Professional Association Accreditation/Peer Review

All full-time, non-tenured IUSB faculty are subject to Promotion, Tenure and Reappointment Review (PTR). In addition, tenured faculty seeking promotion are also subject to PTR review. In addition, course evaluations (by students) have been a tradition at IUSB for over twenty years.

At least five academic units have Advisory Groups. A similar number, including the campus-at-large have active alumni groups. Five our academic units have certification/licensing exams. Some academic units informally track their students performance in graduate programs and several units in the Division of the Arts provide a variety of formats for student performances. Eight academic units participate in Professional Association Accreditation programs; and, 18 academic units are at various stages of involvement in External Peer Reviews.

Assessment is not a new concept at IUSB.

What is Assessment at IUSB?

At IUSB assessment is: Faculty directed review of the educational process for purposes of program improvement. The emphasis is on "faculty directed." Time and again the campus assessment committee discussed and re-emphasized that assessment has to be a faculty driven process at IUSB if it is to continue to take root and grow.

Why is IUSB Involved in Assessment?

The NCA mandate to require acceptable assessment programs as a necessary condition for accreditation was the driving force of the moment for campuswide assessment. If external pressure had not come from the NCA, it might well have come from the Indiana State Legislature as it has in some other states; it might also have come the State of Indiana Commission for Higher Education or the Indiana University Board of Trustees. Moreover, several academic units have already begun assessment activities as part of their process for accreditation review by professional organizations. It seems obvious that if it hadn't been one source of external pressure to begin formal campuswide assessment procedures, it would have been another.

But there is a more important reason for being involved in assessment. And that reason is not an external one, that reason is internal. Like any other organization, like any other business, we need to be concerned about the quality of our educational program, we need to be concerned about the quality of our products, we need to be concerned about program improvement. And, program improvement is also the main reason that the assessment process at IUSB must be

faculty driven: We must constantly keep the focus of the assessment process on program improvement.

The IUSB Educational Program

The IUSB Educational Program consists of the students; the curriculum; the faculty; laboratories, studios, clinics, and research groups; advisory and alumni groups.

The Students. Undergraduate and graduate students at IUSB are expected to acquire specialized training within a specific discipline, and also, for undergraduates, to explore a wide range of knowledge. Equally important are the skills and attitudes, or habits of mind, characteristic of a liberally educated person and requisite for success not only in their chosen field but in their personal growth and ongoing endeavors as informed and responsible members of today's world.

The student body is multi-dimensional in terms of its characteristics. The admissions policy of IUSB is somewhat selective. Approximately 15% of the individuals who apply for admission, as beginning freshmen, are denied admission. In the fall of 1993, there were 7,579 students enrolled in IUSB credit courses. Students may be graduate (1,474) or undergraduate; full-time or part-time; traditional aged or older adult (average undergraduate age is 26, median is 23); single, single parent or married. Females represent 64% of the student body. Minority student enrollment is 7.5%. Some of our students start as freshmen and complete their degree on this campus. Many others have transfer credits. In fact, 58% of the 1992-93 baccalaureate degree recipients transferred more than 24 credit hours (average of 48) to IUSB. Of this 48 hour average, only 38% was taken at other Indiana University campuses. Also, 56% of the degree recipients transfer, on average 45 lower division (100-200 level) hours of credit. Much of the lower division credit transfer corresponds to course work in general education. The transfer characteristic makes assessment of general education even more difficult.

The Curriculum. Our degree offerings as of the Fall 1993, are shown in Table---

In addition to the major requirements, all undergraduate students must also complete specified general education requirements. The general education curriculum is best described as distributive rather than having a core. The only course required of all students is W131, Elementary Composition. Most students are required to take a speech and a mathematics course. Except for students seeking the Certificate in Dental Assisting, or the Associate of Science degrees in Radiography and Nursing, all other students are required to select and complete one or more additional courses from each of the traditional areas of Arts and Humanities, Social and Behavioral Sciences, and Mathematics and Natural Sciences.

Again, students are expected to acquire both an in-depth knowledge of their major and some familiarity with basic liberal arts and sciences and the variety of ways in which scholars understand

and interpret the world in which we live. In the process, they take at least one course that involves laboratory, clinic, or studio work, encounter classes that vary widely in size and structure -- from the larger lecturer/recitation section to the seminar with its emphasis on discussion which entails both professor-student and student-student exchanges -- and do independent or group projects in one or more different contexts. Through such an academic experience, they are expected to strengthen their problem solving and critical thinking skills, learn to communicate effectively, develop an appreciation for the arts, and increase their tolerance for differences.

In addition to degree candidates, many attend IUSB as non-degree students (Fall 1993 there were 1,089 students). Typically, these individuals are returning to college to take some course work which will enable them to pursue post-graduate work in professional or graduate school, to earn certification for work, or to continue their life-long learning objectives. In some instances these individuals are high school students.

The Faculty. In Fall 1993, there were 222 full-time faculty and librarians, five part-time faculty, and 333 adjunct faculty. (Part-time faculty have less than a full-time assignment but with an extended appointment. Adjunct faculty have a limited appointment of one semester or one term.) About 90% of the full-time faculty and librarians have the terminal degree for their academic specialty. All full-time faculty are expected to maintain office hours for out-of-class student consultation. Adjunct faculty are encouraged to maintain office hours.

Formal advising of students is either conducted by individual faculty members, counselors in the Freshman Division, or professional counselors in some Divisions where the number of major is larger than can be handled by the faculty.

Clinics, Studios, Laboratories, and Research Groups. Clinics, studios, laboratories, and research groups are used both for teaching and research. IUSB has a variety of formal research groups and laboratories -- for example, The Bureau of Business and Economic Research, the Entrepreneurship Program, the Institute for Applied Community Research, and the Center for Community and Institutional Research Services. The clinics in Dental and Nursing are used for teaching purposes. In addition, the IUSB Undergraduate Research Grants program provides funding for collaborative research efforts of students and faculty. Individual faculty also involve students in a variety of research projects.

The writing, reading, and mathematics skill levels of all beginning students are assessed by the Academic Resource Center. Those students whose test scores indicate the need for remedial study are required to complete the remedial writing and mathematics courses before they are permitted to enroll in the corresponding university level courses. The University is in the process of instituting a reading course requirement for those few students who have demonstrated a reading deficiency.

ASSESSMENT for PROGRAM IMPROVEMENT at IUSB

This summary of the campuswide assessment process at Indiana University South Bend is based upon the individual assessment plans submitted by each academic unit on campus. Since both the Campus Assessment Committee and the assessment committee of each individual academic unit were cognizant of the NCA assessment characteristics, the Campus Assessment Committee decided to organize this summary around the NCA characteristics grouped into six clusters:

- ▶ ... is based on institution's mission ...
- ▶ ... faculty responsible for design and implementation ...
- ▶ ... has institution-wide support ...

- ▶ ... has a conceptual framework ...
- ▶ ... uses multiple measures ...

- ▶ ... provides feedback to students and institution
- ▶ ... provides for program improvement ...
- ▶ ... has on-going system to evaluate effectiveness of assessment ...

- ▶ ... is cost-effective ...

- ▶ ... does NOT restrict access ...

... is based on institution's mission ...

Beginning at the department level, the link between the assessment plan and IUSB's mission is explicit as these examples from the assessment plans of Political Science, Chemistry, and English indicate:

... major in Political Science is designed to enable graduates to think, write, and talk critically and thoughtfully about politics and political science ...

The primary objective of the Chemistry Department at IUSB is to provide a high quality program of study in chemistry that will prepare graduates for work in industry and/or for admission to graduate school.

The English major learns to analyze and interpret texts, to apply literary and rhetorical theories in the context of American and English social and literary history, and to write and speak with an awareness of authorial voice and of audience.

The link between the assessment plan and IUSB's mission extends to the Division level with examples from the assessment plans of Business and Economics, Labor Studies, and Education:

IUSB's Division of Business and Economics shall provide its diverse student body with accredited programs and high quality teaching. The Division shall provide flexible access to programs, as well as ongoing assessment and adaptation to changing needs and circumstances.

Through continuing work with, and the approval of, its statewide advisory committee the Division's current mission is to provide university-level labor studies programming to meet the needs of workers as individuals or as members and leaders in their organization, as active and interested citizens in their communities, and as free people in a democratic society.

The primary focus of the Division of Education shall continue to be on teacher education and professional licensing programs. Secondary foci will emphasize educational programs for and with social service agencies and businesses where educational functions play a major role.

And that link between the assessment plan and IUSB's mission culminates and, indeed, originates at the campus level:

... to provide high quality academic programs at the certificate, associate, baccalaureate, and master's level ... to ensure that its graduates are well-prepared in their major programs of study and that they attain the broader knowledge, skills, and attitudes characteristic of educated persons

The mission of each of the academic units focuses in large part on the knowledges and skills necessary to succeed in the discipline while as a campus we are concerned with both the major and the broader based issues associated with general education.

... faculty responsible for design and implementation ...
... has institution-wide support ...

Over 150 faculty (about two-thirds of the full-time faculty) participated on one or more of the twenty-four committees created for each academic unit to develop the assessment plan for the academic unit and report to the 10-member Campus Assessment Committee. The Campus Assessment Committee consisted of faculty/staff representatives from the Academic Resource Center, the Arts, Business and Economics, Dental, Education, English, General Studies, the Library, Nursing, and the School of Public and Environmental Affairs and was chaired by the Assistant Vice Chancellor for Academic Affairs.

Most members of the Campus Assessment Committee also served on an assessment committee for one of the academic units and thereby provided a vital linking-pin function between the campus committee and the committees for each academic unit.

The faculty and administration of each academic unit was kept informed about the progress of their committee at their regularly scheduled faculty meetings. Each plan developed by the academic unit assessment committee was then approved by its constituent faculty. Then, the Campus Assessment Committee accepted each of the assessment plans submitted by the various academic units. And finally, the Campus Assessment Committee unanimously endorsed the campuswide summary plan. The summary plan was presented to the Academic Senate in April 1994.

The design and eventual implementation of the Indiana University South Bend Assessment Plan for Program Improvement was/is the responsibility of the IUSB faculty and academic staff; it has the endorsement of the collective faculty and administration; and, it enjoys institution-wide support.

... has a conceptual framework ...

... uses multiple measures ...

The conceptual framework for the IUSB assessment plan for program improvement is built upon the previously discussed foundation of students, faculty, laboratories, and curricula including general education requirements, and undergraduate and graduate degree programs. Further, the conceptual framework is based upon the answers to three questions:

1. What do we want to do? (What are our educational objectives?)
2. How will we do it? (What teaching methods will we use?)
3. How did we do? (What assessment techniques will we use?)

And finally the results of assessment will be used for program improvement which is the primary motivation for faculty driven assessment at IUSB.

Answers to these three basic questions about the IUSB curriculum -- what do we want to do? how will we do it? and how did we do? -- interact to form the assessment plan:

Educational Objectives. What do we want to do?

The assessment plans for each academic unit detailed their specific objectives. Detailing educational objectives was not an easy task. The Campus Assessment Committee struggled with the educational objectives as originally detailed in many of the plans submitted by the academic units. These objectives were clarified and revised in the final assessment plans of the academic units.

Still the diversity of the objectives was considerable. The Campus Assessment Committee set out to somehow simplify this considerable list for the campuswide assessment plan. Progress on this task was slow and frustrating. And then the committee discovered the considerable efforts of Thomas A. Angelo and K. Patricia Cross in *Classroom Assessment Techniques*.

Many of the items detailed in the academic unit assessment plans were listed by Angelo and Cross. Moreover, the cluster structure provided in *Classroom Assessment Techniques* provided the campus committee with a simplifying structure that it adopted enthusiastically. These six clusters clearly provided for the variety of objectives submitted (individual objectives for each of these six clusters are detailed in Appendix B):

1. Higher Order Thinking Skills
2. Basic Academic Success Skills
3. Discipline-Specific Knowledge and Skills
4. Liberal Arts and Academic Values
5. Work and Career Preparation
6. Personal Development

Each plan did not address all of the individual objectives within a given cluster, in fact most of the plans did not even address all six clusters. This is to be expected. The academic unit assessment committees' major concerns were concentrated on discipline-specific knowledge and skills, higher order thinking skills, and basic academic success skills.

LIST EG

ADD TABLE OF OBJ

Teaching Methods. How will we do it? What methods will we use to accomplish our objectives?

The Campus Assessment Committee took full benefit of its access to Floyd Urbach, Professor of Education, Faculty Development Officer, and Chair of the IUSB Taskforce on Teaching and Learning. Professor Urbach designed a taxonomy of typical college teaching methods. This taxonomy covers a range of teaching methods from the "Sage on the Stage" to the "Guide on the Side." The sages teaching method is focused on teacher-directed learning and characterizes the traditional college lecturer. The guide is not bound to the lecture hall and utilizes student initiated and self-directed student learning.

INSERT FLOYD'S TAXONOMY

In essence, combining Urbach's taxonomy with the detail provided in the academic unit plans indicated that IUSB faculty use one of several possible archetypical teaching methods: Lecture-Discussion; Seminar - Small Group Work; Laboratories, Clinics or Studios; Practicum/Internships; and, Other Techniques such as directed readings and directed research (these methods are defined in Appendix XXXXX).

Assessment Techniques. How did we do? How well are we accomplishing our objectives by our methods?

Timing and Reference

Assessment is an on-going process

Multiple Measures

Advisory Councils
Alumni Surveys
Community Surveys
Capstone Courses
Certification/Licensing Procedures
Faculty Inventory
Employer Surveys
Exit Interviews

Focus Groups
Graduate School Admissions
GRE Performance
Performances
Portfolio
Pre and Post-Test Comparisons
Professional Association Accreditation
Peer Review
Threshold Courses

Advisory group made up of interested individuals from alumni, industry, local organizations, and the community at large.

Focus on the academic needs of the community, the world of work, and non-university life.

Periodic survey of graduates, the community, employers or other such constituent group to provide a selected image of the strengths and weaknesses of the program.

The final (first - threshold) course in a major designed to focus the discipline-specific knowledge of the student on a final (orientation) activity, project, and/or presentation.

Professional standards programs to evaluate student program achievement through association, national, and or regional testing program.

Periodic both formal and informal recorded surveys of the faculty to solicit (and share) information about current students, the program, and the assessment process.

A periodic record of discussions of ad hoc collections of students to provide an review of the strengths and weaknesses of the Department's program and an IUSB education.

Tracking of admissions to graduate schools and graduate school exam performance.

Record of theses, performances, exhibitions, and clinical (and other) reviews.

An on-going collection of student work (begun as early as possible in a program and updated every semester) designed to demonstrate ability to communicate, reason, do research and make logical persuasive presentations. A small sample of portfolios to be reviewed each period (semester or year).

Performance on standard or locally defined exams designed to measure the amount of discipline-specific subject matter at the beginning and end of program coursework.

Program review conducted by professional association (or professionals in the field - peer review) for purposes of accreditation.

... provides feedback to students and institution ...

... provides for program improvement ...

... has on-going system to evaluate effectiveness of assessment ...

The primary purpose for faculty direction, for faculty involvement in this assessment plan at IUSB is program improvement. Data gathered in the assessment process will be used to identify program shortcomings, design alternative strategies, and implement changes for program improvement. Assessment will then determine the impact of the changes and the process will continue. A continuous flow of information through an assessment loop which begins and ends with department, division, or school assessment committees responsible for gathering data, preparing reports, and monitoring feedback and efforts for program improvement will be monitored by the Campus Assessment Committee.

Department, division, and school assessment committees will gather assessment data according to the schedules set in their assessment plans. These data will be summarized and reported once

each year. The report will first be presented to the committee's respective department, division, or school faculty at a regularly scheduled faculty meeting. Then the data will be reported to the Campus Assessment Committee (tentative scheduling calls for the annual summary report to the Campus Assessment Committee the last working day of June).

The report will document assessment targets, assessment results, actions planned for program improvement, and a program improvement implementation schedule. The Campus Assessment Committee will prepare a campus assessment summary and make these data available to the administration during the first regularly scheduled Chancellor's Advisory Council in August of the reporting year.

Not all assessment plans have

Data gathered during the first two years of the process will be used to set standards (where standards or methods of setting standards are not readily available).

... is cost effective ...

A firm estimate of the cost of assessment at IUSB is not possible at this time. Some of the academic units attempted to detail out-of-pocket costs -- i.e., supplies, tests, clerical personnel -- in their assessment plans and assessment grant applications identified additional possible assessment costs. These costs, even including the use of outside consultants on a one time only basis, were less than twenty-thousand dollars (a figure which while not excessive is more than the campus can afford at this time).

Several academic units and individual faculty have indicated the need to reimburse faculty for time involved in the assessment process. Faculty reimbursement is a more politically sensitive issue than just the cost of assessment. The Campus Assessment Committee neither ignored nor resolved this issue. The committee did, however, decide not to allow for faculty reimbursement from assessment grant funds.

The Campus Assessment Committee is planning a variety of measures to control assessment costs and facilitate the assessment efforts of the various academic units:

- 1) share assessment procedures -- many of the academic units are planning on using similar assessment techniques, i.e., focus groups, exit interviews, surveys of alumni/community/employers, and portfolios. The Campus Assessment Committee is planning on identifying successful techniques and convening meetings of those responsible in the various academic units for similar assessment activities. The key here is the identification and use of campus exemplars.
- 2) develop a cadre of IUSB assessment experts -- the Campus Assessment Committee will offer seminars and training programs to develop focus group leaders and share data management skills and systems -- e.g., portfolio management.

- 3) process standardization -- the Campus Assessment Committee will also attempt to standardize the methodologies, protocols, and data analysis systems used for various assessment processes -- e.g., focus groups, opinion surveys, exit interviews, portfolios.
- 4) assessing general education -- the Campus Assessment Committee will pay special attention to those assessment activities which go beyond subject matter knowledge and skills and are concerned with liberal arts and academic values, higher order thinking skills, work and career preparation, and personal development.

From the onset of the assessment process, those involved have attempted to keep out-of-pocket expenses at a minimum. Most academic units are not using commercial procedures. Those that are employing some type of standardized test either have been using the test previously or are able to absorb the cost of this procedure in their unit budget. And some support has been provided through grants to various academic units from funds available to the Campus Assessment Committee for a one-time-only acquisition of standardized instruments.

The Campus Assessment Committee is beginning this process with the assumption that IUSB is "doing a good job." The composite plan is an on-going process. It takes assessment measures at the beginning of the student's program, during (throughout) the program, at the end of the program, and after the students' graduate. It includes a wide variety of assessment measures. These measures are both internal (within the university) and external (outside). Taken together, this strategy permits the cost-reducing use of small samples. This small sample approach is looking for warnings. It is looking for indications of problems. Until benchmarks are established, these flags will be used to signal the need for additional information from the appropriate source.

The greatest visible cost of assessment for program improvement at IUSB will be professional time. Every effort is being taken to minimize even this expense.

... does NOT restrict access ...

This assessment process with all of its component parts is designed for program improvement; the assessment plan does not restrict access to a college education at IUSB. The Campus Assessment Committee considered this particular issue when evaluating each plan submitted by the academic units. It was probably the only area where the committee was certain that each academic unit had accomplished this objective within their plan.

Implementing Assessment for Program Improvement

Strengths of the IUSB Assessment Plan

Weaknesses of the IUSB Assessment Plan

Vision in the IUSB Assessment Plan

APPENDIX O

Detailed Educational Objectives¹

Higher order thinking skills.

Develop ability to apply principles and generalizations already learned to new problems and situations.

Develop analytic skills.

Develop problem solving skills.

Develop ability to draw reasonable inferences from observations.

Develop ability to synthesize and integrate information and ideas.

Develop ability to think holistically; to see the whole as well as the parts.

Develop ability to think creatively.

Develop ability to distinguish between fact and fiction.

Basic academic success skills.

Improve skill at paying attention.

Develop ability to concentrate.

Improve memory skills.

Improve listening skills.

Improve speaking skills.

Improve reading skills.

Improve writing skills.

Develop computer skills.

Develop appropriate study skills, strategies, and habits.

Improve mathematical skills.

Develop library research skills.

Discipline specific knowledge and skills.

Learn terms and facts of this subject.

Learn concepts and theories of this subject.

Develop skill in using materials, tools, and/or technology central to this subject.

Learn to understand perspectives and values of this subject.

Prepare for transfer or graduate study.

Learn techniques and methods used to gain new knowledge in this subject.

Learn to evaluate methods and materials in this subject.

Learn to appreciate important contributions to this subject.

APPENDIX O (continued)

¹Source: *Classroom Assessment Techniques*, by Thomas A. Angelo and K. Patricia Cross. Copyright 1993.

Detailed Educational Objectives

Liberal arts and academic values.

Develop an appreciation of the liberal arts and sciences.

Develop an openness to new ideas.

Develop an informed concern about contemporary social issues.

Develop a commitment to exercise the rights and responsibilities of citizenship.

Develop a lifelong love of learning.

Develop aesthetic appreciations.

Develop an informed historical perspective.

Develop an informed understanding
of the role of science and technology.

Develop an informed appreciation of other cultures.

Develop capacity to make informed ethical choices.

Work and career preparation.

Develop ability to work
productively with others.

Develop management skills.

Develop leadership skills.

Develop a commitment to
accurate work.

Improve ability to follow directions,
instructions, and plans.

Improve ability to organize and
use time effectively.

Develop a commitment to
personal achievement.

Develop ability to perform skillfully.

Personal development.

Cultivate a sense of responsibility
for one's own behavior.

Improve self-esteem / self-confidence.

Develop a commitment to one's own values.

Develop respect for others.

Cultivate emotional health and well-being.

Cultivate an active commitment to honesty.

Develop capacity to think for one's self.

Develop capacity to make wise decisions.

APPENDIX T

Teaching Methods

Lecture-Discussion: A traditional teacher-directed teaching method with the instructor assuming major responsibility for covering material. Presentations may include recitation period and/or focused discussions with students responding to instructor's questions.

Seminar - Small Group Work: This teaching format focuses on the student as an active learner and may involve the student in work-groups, individual and group problem solving, collaborative projects, and individual and group presentations.

Laboratories, Clinics, Studios: A hands-on environment to practice techniques and develop skills with discipline-specific tools and procedures.

Practicum / Internships: On-site opportunities to use discipline-specific techniques and skills over an extended period of time in a typical work situation.

Other Techniques - Directed readings and directed research: Tailored programs generally involving extensive one-on-one student-teacher interactions.

**INDIANA UNIVERSITY SOUTH BEND
DIVISION OF EDUCATION**

**ASSESSMENT PLAN
1994**

Recent program development efforts within the Division of Education have focused on the evaluation components with an emphasis on the identification of learner outcomes and varied strategies for assessing these outcomes. The collective outcomes are via multiple measures for the purpose of providing student information which leads to on-going program improvement activities and student feedback.

For all undergraduate programs (Elementary, Secondary, and Special Education), the Assessment Plan revolves around a list of specific student outcomes. These student outcomes are reported as eight objectives, with four from general education and four from professional education.

For each graduate program the Assessment Plan revolves around a list of different objectives with six objectives for Elementary and Secondary Education, seven for Special Education and eight for the Counseling and Human Services program.

Criterion 1: The plan flows from the institution's mission statement.

A mission statement was written and adopted by the Division of Education in 1988. (See Appendix A) At the beginning of the 1993-93 academic year, a review of that mission statement resulted in the Division acknowledging that the 1988 document mostly described long range goals related to the quality of faculty efforts and, therefore, another document emphasizing program goals would be needed.

Thus, the design and adoption of an expanded Mission Statement was initiated. This new document addressed all undergraduate education programs. On April 16, 1993, the document, referred to as the 1993 Mission Statement was adopted as a working draft.

The 1993 Mission Statement provides a narrative and visual summary which describes many components of the Elementary, Secondary, and Special Education curriculum namely:

- a. a sequence of coursework within each program
- b. specific student progress checkpoints
- c. a hierarchy of learning tasks as the students move through the program
- d. suggested student outcomes, both formative and summative

Attention to these four undergraduate program components and the relationship of each to program assessment was the focus of four Division-wide Curriculum Alignment Retreats conducted during the 1993-94 academic year. Thus, much of the Assessment Plan for the Division of Education, including all student outcomes, was taken directly from the 1993 Mission Statement and curriculum schemata as specified by Category I, Standard 1.A. of the National Council for Accreditation of Teacher Education (NCATE) guidelines. (See Appendix C)

The Assessment Plan for the Graduate Counseling and Human Services Program and the Graduate Special Education Program is based on existing program models which also suggest specific student outcomes. Likewise, the existing program, model and assessment plan for the Elementary and Secondary Education are presented. This combined program is currently under review by the Division of Education Graduate Planning Committee. This Committee is designing a new program which when approved and adopted could supplement or supplant the current model. Consequently, detailed attention to a review of the assessment component of this program is targeted for the 1994-95 academic year.

Criterion 2: The plan has a conceptual framework.

The 1993 Mission Statement or curriculum schemata in Appendix C is designed to be consistent with Standard I.A. of the National Council for Accreditation of Teacher Education (NCATE) which conducts periodic reviews of all teacher education programs for compliance with this and other standards. This schemata is reflected in the undergraduate programs.

For the graduate programs, a variety of different curriculum models provide the framework. One model is referred to as the Continuing Professional Development Model for graduate Elementary, Secondary, and Special Education. A second and third model entitled the Knowledge Base and Experiential (skills) Base support the Counseling and Human Services Program.

Criterion 2a: How are student outcomes, curriculum student outcomes, and modes of teaching related to assessment?

Four sections, labeled Illustrations A, B, C and D, provide an overview of the interwoven nature of student outcomes, curriculum and modes of teaching.

Each section has an entry model which describes a conceptualization of the **curriculum**. This entry may be a column on the chart or an illustration.

The student **outcomes** are listed in a column on a chart.

Implicit within each curriculum is the **mode of teaching**. The mode is further defined through the **method of assessment**.

Criterion 2b: What are the means of assessment used?

Illustrations A, B, C and D indicate the variety of assessment strategies used to assess student outcomes. One column (usually to the far right) within each illustration provides a listing of these means, ranging from portfolios, field experiences, projects, surveys to tests and grade point averages. (See Criterion 5 also)

Criterion 2c: How are results of assessment used to enhance learning outcomes?

Assessment results are shared with many parties in order to enhance the learning outcomes. Feedback to students enables them to tackle remediation or enrichment efforts. Feedback to instructors related to individual student progress allows the faculty member to suggest and/or provide proper remediation.

Collective feedback about student achievement suggests program strengths and weaknesses, and therefore, needed program modifications.

Criterion 3: The faculty have responsibility for design and implementation.

The level of responsibility for the design and implementation of an Assessment Plan by the faculty is indicated by the existence of an ad hoc Division of Education Assessment Committee which, in addition to the Committee Chair, had two representatives from Elementary Education, and one each from Special Education, Secondary Education and Counseling and Human Services. This Committee functioned during the 1992-93 academic year.

During the 1993-94 academic year, responsibility was transferred to the four program areas, each under the direction of either the Director of Elementary Education, of Secondary and Middle School Education, of Special Education, or Counseling and Foundations. The governance structure for and administrative style of these program directors is such that the decision-making powers rest with the faculty.

The on-going involvement by all faculty is in one of three ways:

1. incorporation of assessment/evaluation activities into each faculty member's course (EX: writing of a required unit),
2. design and adoption of program standards to be monitored by the advisors and reported to the faculty (EX: admission criteria met), and

3. design and adoption of a program requirement to be carried out by an assigned faculty member with input from others (EX: Elementary/Secondary M.S. Exit Project)

The Assessment Plan is designed with the intent that all components be effective and practical. Attention to revision and/or implementation is the shared responsibility of the administration, advising staff and faculty. The faculty are primarily responsible for assessment related to the courses but also approve recommendations from the advisors for program admission, continuance and graduation.

Criterion 4: The plan has institution-wide support.

The draft Assessment Plan was reviewed and approved by the Division of Education ad hoc Assessment Committee, the Division of Education Faculty, the Dean, and the IUSB Assessment Committee. Further support is evidenced by the submission of an Assessment Grant for the 1993-1994 school year and an anticipated second grant for the 1994-95 school year. The final Assessment Plan will be presented for approval by the Division of Education faculty after discussions at the program levels.

Criterion 5: The plan uses multiple measures.

The Division of Education Assessment Plan uses multiple measures of a qualitative and quantitative nature. Examples of qualitative measures within Illustrations A, B, C and D include portfolios, video-taped performances, faculty recommendations and a follow-up survey of those students who have completed the undergraduate programs. Quantitative measures include paper-pencil unit tests and PPST or NTE test scores.

Criterion 6: The plan provides feedback to students as well as the institution.

The evaluation measures are designed to provide direct feedback to students. For example, the results of the Graduate Exit Exam for Elementary and Secondary students and the Oral Exam in Counseling and Human Services are given within 15 minutes of the student exam. Faculty feedback is through instructor/student conferences, notes on grade criteria sheets, faculty panels and field performance logs. Advisor feedback is during individual advising sessions or on-going, periodic notifications from the Division of Education Student Services Office.

Figures on the success rate and/or descriptions of areas of concern for students who attempt to move through the program(s) provide data for institutional program review. Such reviews are conducted on a monthly, semester and annual basis by the Division of Education Student Services Office.

Criterion 7: The plan is cost-effective.

The Assessment Plan is cost-effective in terms of time and resources because it simply extends sound instructional practice from the classroom level to the institutional level. For the students, all expenses are minimal, in part, because the upper level student outcomes usually suggest that university student monies be spent carrying out instructional activities which enhance the university student's learning and are applicable to his/her present or future career positions. In short, course projects are practical.

For the faculty, all expense of faculty time and efforts are related to an on-going multi-year program reform effort in response to (1) a recent accreditation visit report and (2) the talents of new faculty hirees with an interest in program alignment and assessment.

Criterion 8: The plan does NOT restrict access, equity or diversity.

The 1988 Mission Statement for the Division of Education stated in Part 7, Page 5, that:

A special effort should be designed and put in place to recruit, select, support and retain minority teachers.....

Further,

This effort should seek to provide a better educational experience for minorities and at-risk college students who have the intellectual potential but who need appropriate educational experiences.....

Thus, alternative assessment strategies will be considered if a condition suggests that an evaluative measure is inappropriate.

Criterion 9: The plan should provide a basis for program improvement.

Illustrations A, B, C and D emphasize student outcome statements and strategies for assessing these outcome, statements and strategies for assessing these outcomes. Collective student assessment data provides the basis for program assessment information from which program improvement efforts can be directed. Because of the acknowledged, interrelationship between assessment and program design, most program improvement efforts will deal with curriculum.

An example of several future curricular actions includes these examples from the Division agenda for the 1993-94 academic year:

- a. further definition of specific student outcomes on a course-by-course basis,
- b. further definition of specific student outcomes which carry out the curriculum schemata,
- c. alignment of outcomes across courses and among prerequisite and corequisite courses, and

- d. development of consistent or complimentary sets of strategies.

Criterion 10: An on-going system to evaluate effectiveness of the plan is in place.

Future Division of Education ad hoc Assessment Committees or the standing Division Committee on Curriculum and Standards will periodically review the Assessment Plan and any program, division or institution-level data. Such a review at the program and Division level is required by the teacher education accreditation agency and reported annually to the Association for American Colleges of Teacher Education (AACTE).

Criterion 11: Future assessment activities, timelines and costs

Assessment Activities

A. Undergraduate program level

- A-1 Identification of a **research base** supporting the curriculum design and suggesting student evaluation strategies within the Elementary, Secondary and Special Education programs.
- A-2 Identification of a system of **portfolio assessment** consistent with program goals and student outcomes.

B. Graduate program level

- B-1 Identification of an updated **Mission Statement** for all **graduate level programs** which is complementary to the existing undergraduate 1993 Mission Statement.

Timelines

A-1 Research Base

- Summer 1994 computer and library search of related research
- Fall 1994 review and conceptualization of above by ad hoc Assessment Committee II
- Spring 1995 preparation of draft report for program and Division approval
- Summer 1995 writing of final report and source list

1668

17th Dec 1841

Dear Sir

Yours faithfully

John Smith

I have the pleasure to inform you that the same has been forwarded to you as requested.

I am, Sir, very respectfully,

Your obedient servant,

I have the pleasure to inform you that the same has been forwarded to you as requested.

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Your obedient servant,

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A-2 Portfolio Assessment

Summer 1994 review of a variety of university-level models for preparation of initial format.

Fall 1994 and initial pilot use
Spring 1995

Summer 1995 and evaluation of resulting information and revision as needed;
Early Fall 1995 implementation across campus, as appropriate

B-1 Graduate Program Mission Statement

Summer 1994 recruitment of combined Undergraduate and Graduate Planning Committee members for membership on an ad hoc Assessment II Committee

Fall 1994 formation of a graduate level vision statement in narrative and schematic form

Spring 1995 approval of the above by Program and Division

Costs (approximate)

A-1 - Research Base

Search = 36 hours of library work at \$6.75 per hour = \$243
Preparation of draft = 24 hrs. of formatting & typing per hour = \$120
Preparation of final report= 18 hours of typing and printing at \$5.00 per hour = \$90

A-2 - Portfolio Assessment

Model review = 18 hours of library work at \$6.75 per hour = \$122
500 miles at 23¢ per mile and per diem lunch costs for 2 trips by 2 faculty to campuses using portfolios = \$540
Preparation of initial format = 15 hours of formatting and typing at \$5.00 per hour = \$75

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B-1	Graduate Program Mission Statement (no costs)	TOTAL	\$1190.00
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ILLUSTRATIONS

- A. Undergraduate Programs in Elementary, Secondary, and Special Education**

- B. Graduate Elementary and Secondary Education Programs**

- C. Graduate Special Education Program**

- D. Graduate Counseling and Human Services Program**

ILLUSTRATION A

UNDERGRADUATE PROGRAMS
in
ELEMENTARY, SECONDARY AND SPECIAL EDUCATION

Illustration A shows the relationship between the student outcomes for the Elementary, Secondary, and Special Education initial certification programs and the assessment of those outcomes. The column to the left lists the student outcomes. The middle column indicates the related section of the curriculum schemata indicated by numerals to the right of the schemata on the following page. All right column listings show the corresponding assessment strategies.

ILLUSTRATION A

UNDERGRADUATE PROGRAMS IN ELEMENTARY, SECONDARY AND SPECIAL EDUCATION

At the completion of their programs,
IUSB Division of Education students will ...

Student Outcome	Stage(s) where this outcome is assessed	Method of Assessment
<u>GENERAL EDUCATION OUTCOMES</u>		
1. Communicate effectively orally and in writing.	0.5	IUSB Admissions Tests
	a	PPST
	b	W131 portfolio samples
	1c	Foundations block portfolio samples
	2	E341 Field Experience portfolios
	4	Student Teaching portfolio materials
	5	NTE
2. Read and verbally reason critically.	0.5	IUSB Admissions Test
	a	PPST
	5	NTE
3. Make effective use of quantitative methods and related technologies.	0.5	IUSB Admissions Test
	a	PPST
	2	E341 Field Experience Reports
	4	Student Teaching portfolio material
	5	NTE
4. Demonstrate an understanding and appreciation of handicapping conditions and individual, social, and culturally diverse characteristic of an educated person.	b	Humanities portfolio samples
	1c	Foundations block portfolios
	2	Social Studies portfolio samples
	4	Student Teaching portfolio
	5	NTE

**PROFESSIONAL EDUCATION OUT-
COMES**

1. Employ developmentally appropriate methods and materials to achieve desired educational outcomes.	2	Methods courses portfolio samples
	3	Field Experience portfolio examples
	3.5	Student Teaching recommendation
	4	Student Teaching Performance Assessment University supervisor Corporation supervisor
	5	NTE
	6	Graduation survey
	7	Periodic follow-up survey

Illustration A

2. Continuously monitor student learning and adjust instruction appropriately.	2	Methods courses portfolio samples
	3	Field Experience portfolio examples
	3.5	Student Teaching recommendation
	4	Student Teaching Performance Assessment University supervisor Corporation supervisor
	5	NTE
	6	Graduation survey
	7	Periodic follow-up survey
<hr/>		
3. Organize and manage the classroom environment.	2	Methods courses portfolio samples
	3	Field Experience portfolio examples
	3.5	Student Teaching recommendation
	4	Student Teaching Performance Assessment University supervisor Corporation supervisor
	5	NTE
	6	Graduation survey
	7	Periodic follow-up survey
<hr/>		
4. Continuously refine and build on the professional knowledge base upon which effective instruction is founded.	2	Methods courses portfolio samples
	3	Field Experience portfolio examples
	3.5	Student Teaching recommendation
	4	Student Teaching Performance Assessment University supervisor Corporation supervisor
	5	NTE
	6	Graduation survey
	7	Periodic follow-up survey

ILLUSTRATION A - UNDERGRADUATE PROGRAMS

**CURRICULUM SCHEMATA
from
1993 MISSION STATEMENT**

ILLUSTRATION B

GRADUATE ELEMENTARY AND SECONDARY PROGRAMS MASTER'S DEGREE

Illustration B shows the relationship between the student outcomes for the Elementary and Secondary Master's Programs and the assessment of those outcomes. This program is designed primarily for practicing classroom teachers who want to further develop their professional knowledge and skills, thus, the curriculum model name of Continuing Professional Development.

The column to the left lists the student outcomes for the categories of courses within the programs. The middle column indicates the related curriculum model. All right columns represent a listing of current and future possible assessment strategies for each course. A mandatory assessment strategy exists for outcome statement 6. No cycle of program evaluation has yet to be adopted.

ILLUSTRATION B GRADUATE ELEMENTARY AND SECONDARY PROGRAMS

<u>Student Outcomes</u>	Continuing Professional Development Model	Assessment Strategy Possibilities
	★	
<u>Fulfillment of Admission Criteria</u> (12 hrs.)		
1. Which includes: <ul style="list-style-type: none"> ● 12 hours of graduate courses in Education ● 2.5 undergraduate GPA ● 3.0 in all past B.S. coursework 	●	1. Analysis of transcript
<u>Basic Professional Courses</u> (6 hrs.)		
2. To formulate and analyze a basic understanding of the learning/teaching/evaluation processes, both past and present.	●	2. Student papers/projects Table of specifications for major tests Seminar topic lists and/or seminar outlines Description of field work/observations Video/audios/photos of student work Course syllabi
<u>Major Professional Courses</u> (6 hrs.)		
3. To evaluate advanced pedagogical techniques and/or current issues relevant to the students' professional context.	●	3. Pedagogical portfolio Student papers/projects Table of specifications for major tests Description of field work/observations Videos/audio recordings of demonstrations Photographs of student projects
<u>Academic Area Content Courses</u> (6 hrs.)		
4. To comprehend content area knowledge relevant to any topic of personal interest within education	●	4. Student papers/projects Table of specifications for major tests Patterns of academic courses actually taken by a sample of students
<u>Electives</u> (6 hrs.)		
5. To comprehend a broad knowledge base related to current pedagogical issues.	●	5. Student papers/projects Patterns of elective courses actually taken by a sample of students
<u>Capstone Courses</u> (6 hrs.)		
6. To establish a personal/professional framework for practice based on a review and synthesis of recent theories related to instructional practices. The assessment of these practices.	●	6. Seminar outlines/topic index Student projects/papers Videos of seminars/projects Tables of specifications for specific tests
7. To define and complete an indepth review of the literature or to undertake a research project on any educational topic of professional concern.	●	7. Mandatory exit project papers as ✓reviews of literature, ✓survey studies, ✓synthesis papers, or ✓action/classroom research Exit panel discussions
<u>Fulfillment of Graduation Criteria</u>		
8. Which includes <ul style="list-style-type: none"> ● 3.0 GPA in all graduate work and no <u>D</u> grades in professional education ● appropriate selection of courses ● 36 hrs. completed within 6 years ● minimum amount of coursework hours outside system or off-campus 	●	8. Analysis of transcript
<u>Other</u>		
9. To identify and apply advanced skills and knowledge applicable to a specific teaching setting	●	9. Follow-up survey of program graduates
	★	

THE UNIVERSITY OF CHICAGO LIBRARY
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CHICAGO, ILLINOIS 60637
TEL: 773-936-3200
WWW.CHICAGO.LIBRARY.EDU

ILLUSTRATION C

GRADUATE SPECIAL EDUCATION PROGRAM

Illustration C shows the relationship between the student outcomes for the Special Education Master's program and the assessment of those outcomes. The column to the left describes the curriculum model via a listing of steps toward professionalization. A middle column shows the sequence of specific related coursework. The column to the right lists the outcomes and assessment strategies.

ILLUSTRATION C

GRADUATE SPECIAL EDUCATION PROGRAM

STEPS	PROCESS	OUTCOMES/ASSESSMENT
At the conclusion of the appropriate courses of study, the student will be able to or have:		
7. PROFESSIONALIZATION	3. Complete nine hours of advanced special education coursework: K555, K575, K577 OR (IF APPLICABLE)	Maintain 3.0 GPA; evaluate the effectiveness of individual education programs an/or individual transition programs. (Implement, monitor and modify an effective and efficient formative and summative instructional management system for individual education programs in a Special Education environment.)
	2. Any graduate class from the graduate school bulletin OR	"
6. MAJOR REQUIREMENTS- MINIMUM EIGHTEEN HOURS	1. Any graduate class selected from any field of education	Maintain 3.0 GPA; analyze and synthesize bodies of knowledge to support the planning of individual education programs and/or individual transition programs. (Design an effective and efficient formative and summative instructional management system for individual education programs and/or individual transition programs in a Special Education environment.)
5. OUTSIDE OF EDUCATION STUDY	1. Six hours of approved graduate level coursework based on the focus of the individual student master degree program	Maintain 3.0 GPA; analyze relationships of other bodies of knowledge to the understanding of exceptionality. (Write scholarly report(s) that integrate knowledge from supporting fields of study that advance the education of exceptional children and youth.)
4. EDUCATIONAL PSYCHOLOGY REQUIREMENTS	2. Complete three hours of education coursework from: p516, p520, p570 or approved elective	GPA 3.0 Comprehend human growth and development variables (Write semester paper(s) demonstrating how human growth and development variables influence the design of instructional programs for exceptional children and youth.)
	1. Complete P519	GPA 3.0 Comprehend Assessment Process (Select appropriate assessment procedures that are valid and reliable for the purpose of developing individual profiles of student strengths and weaknesses in order to determine Special Education eligibility and to design individual education programs and/or individual transition programs.)
3. FULL ADMISSION	1. Interview with the Director of Special Education	Approve plan of study with time-line and prerequisites specified (Establish student program file for advisement purposes.)
2. CONDITIONAL ADMISSION TO MASTERS DEGREE PROGRAM IN SPECIAL EDUCATION	B Complete three hours of Special Education coursework from: K520, K521, K550	GPA 3.0 Knowledge of areas of exceptionality
	A Complete K505 1. Complete six hours of Special Education coursework satisfactorily OR Approved Undergraduate Special Education Program	GPA 3.0 Knowledge of the field of exceptionality (Successful completion of course requirements including the writing of a semester paper demonstrating competence in the understanding of the basic tenets of the field of Special Education.)
1. ADMISSION TO GRADUATE STUDY	FILE APPLICATION	APPROVED TO ENROLL IN GRADUATE COURSES

CANDIDATES MUST HAVE A BACCALAUREATE DEGREE IN ANY FIELD FROM AN ACCREDITED COLLEGE

ILLUSTRATIONS D-1 and D-2

COUNSELING AND HUMAN SERVICES PROGRAM MASTER'S DEGREE

Illustration D-1 shows the relationship between the student outcomes for the Master's Counseling and Human Services and the assessment of those outcomes. A curriculum schemata for this Division of Education program is shown in Illustration D-2.

In Illustration D-1, the column to the left lists specific student outcomes. The middle column indicates the related program component from the curriculum schemata (Illustration D-2). All right column listings show the corresponding methods of assessment.

The left column of Illustration D-2 indicates the curriculum components (I through VII) and a general description of each, including requirements for admission and graduation. The sequence of the program is described by reading the column from the bottom to the top of the page.

The schemata, i.e., dots and lines, represents where basic knowledge and/or skills are obtained and demonstrated within the program. Each dot represents a course or transcript entry of a major project. The placement of the dot under one of two columns to the right indicates that course or project is considered to be a product of the Knowledge Base or Experiential (Skills) Base. The lines illustrate the shift between these two bases and the emphasis placed on both domains throughout the final component of the program.

**ILLUSTRATION D-1
COUNSELING AND HUMAN SERVICES PROGRAM
MASTER'S DEGREE**

STUDENT OUTCOMES	LEVEL WHERE OUTCOME IS ASSESSED	METHOD OF ASSESSMENT
The graduate of the IUSB COUNSELING AND HUMAN SERVICES MASTER'S DEGREE PROGRAM		
- has attained a high level of knowledge of personality, counseling, career development, and assessment facts and theories;	II, III, VI	Career development portfolio; class demonstrations, role playing, etc.; supervised field experiences; exams; exit exam
- has demonstrated the ability to properly administer tests and interpret test results;	II, III, VI	Supervised field experiences; exit exam
- is conversant with the current relevant literature in counseling and applied psychology including multicultural counseling.	V, VI	Research paper, conference participation/leadership, exit exam
- has demonstrated a working knowledge of counseling ethics;	III, VI	Supervised field experiential work (audio & videotaped); exit exam.
- is able to establish the conditions necessary for establishing a helping relationship;	III	Supervised field experiential work (audio & videotaped); exit exam.
- has significant other relationships demonstrated by way of ongoing counseling laboratory throughout the training period;	III	Supervised Group Process Laboratory
- has demonstrated the ability to work in the here and now with clients.	III, VI	Supervised field experiential work (audio & videotaped); exit exam.
- has demonstrated, through work with clients, a basic concern for the client becoming self directed and working toward his/her own self actualization.	III, VI	Supervised field experiential work (audio & videotaped); exit exam.
	 Periodic follow-up surveys also assess these outcomes

**ILLUSTRATION D-2
COUNSELING AND HUMAN SERVICES PROGRAM
MASTER'S DEGREE**

**KNOWLEDGE
BASE**

**GRADUATION
●
EXPERIENTIAL
L
(SKILLS) BASE**

VII. **CUMULATIVE GPA • 3.0 OR ABOVE (48 hours) PLUS FULFILLMENT OF ALL OTHER OBJECTIVES**

VI. **CAPSTONE EXAM** (To demonstrate knowledge + skills related to the field of counseling)
(G598 - **COMPREHENSIVE EXAM IN COUNSELING**) (Oral exam covering score of program plus defense of work sample) ● ●

V. **CAPSTONE COURSE**

To establish a personal/- professional framework for practice based on a review and synthesis of recent issues and theories related to the field of counseling practices.

To establish a professional framework for practice based on an in depth review of the literature and/or research project.

(G585 - **CONTEMPORARY ISSUES IN COUNSELING**) ●
(G595 - **SPECIALIZATION PROJECT IN COUNSELING**) ●

IV. **ELECTIVES (9 hours)**

To provide a broad knowledge base related to current counseling & human service issues. ● ● ●

III. **FIELD EXPERIENTIAL WORK**

(G524/G525 - **PRACTICUM/ADVANCED PRACTICUM - 6 hours**) ● ● ● ●

(G501 - **COUNSELING GROUP LABORATORY - 6 hours**) ● ● ● ●

To learn and practice individual and group counseling techniques.

II. **PROFESSIONAL FOUNDATIONS - 21 hours)**

To formulate and analyze a basic understanding of the counseling and human services processes.

- G503/G504 Counseling Theories/Techniques ●

- G505 Individual Appraisal ●

- G506 Personality Development ●

- G507 Lifestyle and Career Development ●

- G532 Intro to Group Counseling ●

- G562 School Counseling ●

or ●

- G563 Intro to Community Counseling and Consultation ●

I. **ADMISSION CRITERIA**

- GPA

- Work Experience

- Personal/Professional Development

- Communication Skills

- Relationship Skills ●

- Interview

- Successful Completion of G500 Orientation to Counseling Course

- References

CANDIDATES MUST HAVE A BACCALAUREATE DEGREE IN ANY FIELD FROM AN ACCREDITED COLLEGE

APPENDIX

- Appendix A - Division of Education Mission Statement (1988)

- Appendix B - Curriculum Schemata and
Expanded Division of Education Vision Statement

- Appendix C - NCATE Standard I

APPENDIX A
DIVISION OF EDUCATION MISSION STATEMENT (1988)

LONG RANGE PLAN**1988 - 2000****DIVISION OF EDUCATION**

By the year 2000 the Division of Education should be recognized as a RESOURCE CLEARINGHOUSE for educational ideas, techniques and innovations. Indiana University South Bend, as an institutional whole, must provide "cutting edge" information and experiences for students in all areas of educational practice or theory. All faculty, of whatever Division, who are responsible for any aspect of the education of "educators" must, collectively, be productive participants in the creation of that cutting edge. Our resources, facilities, support services and educational practices should exemplify the best and highest of educational potentials. The physical, financial and human resources dedicated by IUSB to the field of education should be obvious and without need for any apology for deficiency. The era of "making do" and of asking our students to "make do" with second or third best should be a matter of historical curiosity.

THE MISSION OF THE DIVISION OF EDUCATION: 1988 - 2000

The primary focus of the Division of Education shall continue to be on teacher education and professional licensing programs. Secondary foci will emphasize educational programs for and with social service agencies and businesses where educational functions play a major role. Embedded in the professional nature of its programs will be carefully articulated service relationships with public and private schools, non-profit and for-profit agencies or businesses. A concerted emphasis on research, in the broadest sense, should be fostered to create ideas, to validate applications, to expand conceptualizations related to educational theory and practice and to dissemination of the best of what is known about educational practices. The Division of Education, while not seeking to compete with larger and more comprehensive graduate research institutions, should seek to make the most of the talent and energies which characterize the excellence of the teaching, service and research of its faculty and staff.

MAJOR AREAS IN WHICH TO INVEST OUR TIME AND ENERGY AND RESOURCES TO 2000

The following statements summarize seven major areas of consensus among the faculty. They are not listed in any order of priority or urgency. A cluster of faculty have indicated each area as one of significant importance to them and as an area in which they are willing to devote considerable energy over the next five to ten years.

1. **UNDERGRADUATE CURRICULUM:** The improvement of the current teacher education undergraduate curriculum. To develop a mastery model instructional program delineating the conceptual scope of knowledge and skills required for entry into the teaching profession. In particular, course experiences will be designed to reflect the reality of the diverse pupil populations served in public and private school, pre-school through the twelfth grade.
2. **GRADUATE CURRICULUM:** The graduate education curriculum should be improved by providing an articulation of required content. The scope and depth of the graduate sequence needs to be carefully thought through and maintained. As an ancillary effort, a graduate honors program, the Master of Pedagogy program, will be developed to attract and challenge capable, serious students.
3. **PROFESSIONAL AGENCY LIAISON:** Efforts in teacher education are intimately tied to exact public and private school practices. Education programs must not be isolated from the constituency of professional practitioners. A systematic approach to gaining involvement and to sustaining involvement has yet to be generated at IUSB. This area, albeit extremely difficult, must be approached through professionally sponsored workshops and programs which have the power to establish working, two way professional relationships.
4. **EDUCATION FACILITIES FOR TEACHING AND RESEARCH:** It is essential that a continuous systematic investment be made to improve the facilities being used with education students. We believe that it is true that modeling is a very strong component of effective learning. To model excellence in innovative, "cutting edge" professional practices the Division of Education must have access to facilities that exceed those of the schools employing our students. Micro-teaching rooms, small group areas, modern laboratories for science education, mathematics education, reading and language arts laboratories, fine arts education, etc., must be routinely accessible and available. It is difficult if not impossible to be taken by our students when we can only talk about the kinds of facilities which they will use in their daily teaching experience in their own school buildings. It is currently impossible to do many kinds of pedagogical research in education as there is no available space in which to conduct laboratory oriented educational studies. Ultimately a properly designed building must be dedicated to professional education teaching, service and research functions.

5. **EDUCATIONAL TECHNOLOGY**: Our students, undergraduate and graduate, need to be educated in the use of the equipment and technology which is now being used and which will become used in the schools and agencies of our region. Not only must the equipment of appropriate type be provided but there must also be adequate time access for students to become proficient. Such programs will require space and professional support for faculty to prepare innovative programs of collegiate instruction and learning.
6. **REDUCTION OF ADJUNCT FACULTY TO FULL TIME FACULTY RATIOS**: Despite the use of many talented adjunct faculty and the desirability of continuing to use the talents of a certain number of "practitioners" to insure the liaison between collegiate and field practitioners, we need to increase the number of faculty available to do the teaching, service and research necessary to our aspirations. Until such time as a better "critical mass" of full time education faculty can be attained we will be spread "too thin" to attain aspirations of excellence in any but a few narrow areas of individual specialization.
7. **MINORITY STUDENT ACCESS TO THE TEACHING PROFESSION**: A special effort should be designed and put in place to recruit, select, support and to retain minority teachers, specifically black and hispanic students. This effort, in concert with a larger IUSB design, is needed in all areas of the undergraduate and graduate professional education program. This advocacy effort should seek to provide a better educational experience for minorities and at-risk college students who have the intellectual potential but who need appropriate educational experiences to develop their latent abilities. To paraphrase Kahill Gibran, if the teacher is indeed wise he does not bid the student to enter his house of wisdom, but rather leads the student to the threshold of the student's own mind.
8. **OTHER POSSIBILITIES**: Appended to this plan is list of twenty possibilities in which members of the faculty have indicated an interest. We recognize the power of individuals to make significant differences given the interest, drive and persistence to turn dreams into realities. Appendix A documents twenty possibilities which could become probabilities given adequate encouragement, opportunity, persistence and resource commitment.
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APPENDIX B
DIVISION OF EDUCATION VISION 1993 MISSION STATEMENT
KNOWLEDGE BASE FOR THE UNDERGRADUATE EDUCATION PROGRAM
at
INDIANA UNIVERSITY SOUTH BEND

The purpose of the Undergraduate Education Program at Indiana University South Bend is to develop future teachers who can optimize learning for all students. We believe that to accomplish this it is important for these teachers to experience a process which will enable them to make education decisions and teach their students to be decision makers. For teachers and students to be able to make decisions we believe that they must learn to analyze, synthesize and evaluate the theory, knowledge, skills, and attitudes which they possess. The goal of our program is to aid our undergraduates in the application of their learning to the classroom environment. This is based on the following list of belief statements which is supported by recent educational research:

1. Effective teachers are decision makers.
2. Decision making is best facilitated in a process oriented environment.
3. Teacher education programs must themselves be process oriented if they are to develop teachers who can apply their learning to the real world.
4. In the real world of the classroom it is critical for all teachers to optimize the learning of all students.

For teachers to make effective decisions in the classroom they must have a solid foundation in the liberal arts. A program that enriches teacher understanding of the arts, sciences, and humanities prepares preservice teachers for their professional education base and their future role as communicators in the community.

The development of a professional educator must begin with a thorough understanding of the knowledge and theories that are characteristic of learners and learning environments. This basic understanding must be integrated with attitudes that respect individual diversity and be implemented in the classroom with effective interpersonal communication skills that facilitate optimum learning for all students.

The professional undergraduate teacher development program is organized around four major themes that we believe are the heart of a professional teacher and teacher education program:

1. Effective teachers employ developmentally appropriate methods and materials in their classrooms,
2. Effective teachers continuously monitor student learning and adjust instruction to maximize learning,
3. Effective teachers organize and manage classroom environments,
4. Effective teachers continuously refine and build on their professional knowledge base.

The existence of distinct but complimentary program components (Liberal Arts, Professional Education Base, and Teacher Education Program) allows for program evaluation at a variety of levels with clear entrance criteria for each level.

APPENDIX B
CURRICULUM SCHEMATA

APPENDIX C

NCATE STANDARD 1

Standards, Procedures,
and Policies for the
Accreditation
of Professional
Education Units

Category I: Knowledge Bases for Professional Education

Standard I.A: Design of Curriculum

The unit ensures that its professional education programs are based on essential knowledge, established and current research findings, and sound professional practice. Each program in the unit reflects a systematic design with an explicitly stated philosophy and objectives. Coherence exists between (1) courses and experiences and (2) purposes and outcomes.

Criteria for Compliance:

- (1) The unit ensures that its professional education programs have adopted a model(s) that explicates the purposes, processes, outcomes, and evaluation of the program. The rationales for the model(s) and the knowledge bases that undergird them are clearly stated along with goals, philosophy, and objectives.
- (2) The knowledge bases used in professional education are broad and include the traditional forms of scholarly inquiry as well as theory development related to professional practice.
- (3) The unit ensures that coursework in general education, specialty studies, and professional studies complement one another.
- (4) The knowledge bases of the professional studies component(s) are reflected in curricular design and planning; course syllabi; instructional design, practice, and evaluation; students' work; use of major journals in the field by faculty and students; and faculty and students' (especially graduate students) participation in research and synthesis.
- (5) The faculty responsible for professional education collaborate in the design, delivery, and evaluation of curriculum for the unit's programs.

THE SPEA ASSESSMENT PLAN

BACKGROUND

This current version of the SPEA Assessment Plan is the result of a year-and-a-half-long effort by the SPEA Assessment Committee appointed by the Associate Dean of the Department. The committee represents both of the major undergraduate concentrations and the graduate division. Each member of the SPEA Assessment Committee has been charged with the responsibility of meeting with SPEA faculty colleagues one-on-one to inform them about the current status of the assessment plan, to educate them, and to seek their insights.

In addition to holding regularly scheduled meetings and informal discussions, the SPEA Assessment Committee reported back to the entire Department during regularly scheduled monthly Department meetings. On three occasions the Assessment Committee's presentation was the major focus of the Department meeting and one of those meetings was scheduled expressly for a formal review of the Assessment Committee's efforts. Discussions have been long and detailed and heated.

The Department endorsed the initial assessment plan developed during Spring 1993 and that plan was presented to the Campus Assessment Committee. The Campus Assessment Committee accepted the Department's efforts, by and large, but expressed a concern about the relationship between objectives, teaching methods, and assessment procedures. The SPEA Assessment Committee scheduled another series of meetings to discuss the concerns of the Campus Assessment Committee. This Winter 1994 version of the SPEA Assessment Plan is a result of those meetings.

OVERVIEW

Assessment in SPEA has been, and will continue to be, an evolutionary process. Slowly but surely we are learning about assessment, determining what we want from assessment, and coming to grips with the vagaries, pitfalls and opportunities inherent in the assessment process.

The evolutionary nature of this process was evident from the start of the committee's efforts. At the same time the SPEA Assessment Committee was doing its work, a Department Curriculum Committee was renewing and updating the Department's curriculum. Shared membership -- over half of the Assessment Committee was also engaged in the curriculum revision -- assured coordinated efforts.

This plan represents the best efforts of the SPEA faculty at this time; it reflects the current feelings, attitudes, and beliefs of the SPEA faculty. It is not cut in stone, it is not without flaw; it is simply the most recent version of the SPEA assessment plan: it is another step forward on a very long journey. Over the coming years assessment tools will need to be developed and tested, feedback mechanisms will need to be designed which will not only keep students, faculty, and administration informed but will provide the basic information necessary to revise and update SPEA programs: Curriculum structures, course content, teaching methods, and educational outcomes will all be subject to review and renewal as a natural extension of the implementation and continued development of this assessment plan.

Assessment is seen as the responsibility of our entire faculty. The SPEA assessment plan flows from the Department's mission -- albeit, every aspect of the Department from course descriptions to teaching methods is dynamic. SPEA is not only responding to the demands of assessment but is updating course offerings and course content, and adopting new teaching styles.

The plan is cost effective: Cost effective in terms of both dollars and faculty/staff effort expended. The SPEA assessment strategies capitalize on student energy and involvement and utilize samples rather than the entire population.

The SPEA assessment process is multi-dimensional. It is concerned with monitoring student progress at different times using a variety of measures both within and without the program. Our assessment plan attempts to provide an image of SPEA's efforts similar to the image provided by a multitude of video cameras located strategically along a river's course and placed at a variety of tactical angles to record the river's flow: Each image is important but each image is just a part of the entire picture.

Results of the various SPEA assessment activities will be shared with the students, the SPEA faculty, the Campus Assessment Committee, the Vice-Chancellor's for Academic and Student Affairs, and the SPEA Advisory Council(s).

HISTORY OF ASSESSMENT IN SPEA

Advisory Councils.

NASPAA Professional Accreditation.

Course evaluations.

PRT, Departmental, and School faculty reviews.

Student Council member at SPEA faculty meetings.

Student requested/created courses.

Advisory Council, Alumni Association and faculty requested courses.

Alumni survey for NASPAA.

"Student Paper of the Year" competition.

These activities were not considered assessment, they were simply part of a sound educational program. This assessment plan for NCA is now documenting these integral parts of SPEA's program in a more formal manner.

The SPEA PROGRAM

The IUSB SPEA Educational Program consists of:

1. Students - IUSB and transfers.
2. Faculty - Full-time, part-time, adjunct.
3. Laboratories, Institutes, Research groups.
4. Advisory and alumni groups.
5. SPEA Curriculum
 - * General Education Requirements
 - * Undergraduate degree majors - associates and bachelor's
 - * Graduate degree programs -- PMC and masters with concentration.
 - * Individual Courses.

TEACHING METHODS WITHIN SPEA

In general, there are three (3) teaching methods being used within SPEA:

- 1) **Lecture-Discussion** – the traditional format for presentation of discipline-specific information and facts.
- 2) **Seminar - Small Group Work** – this format focuses on the student as an active learner and may involve the student in work-groups, individual and group problem solving, and individual and group presentations.
- 3) **Laboratories** – a hands-on environment to practice techniques and develop skills with discipline-specific tools and procedures.

A variety of other methods may also be included: Directed readings, internships, clinical, practicum.

SPEA EDUCATIONAL OBJECTIVES

The SPEA curriculum has a variety of specific educational objectives which can be grouped into six clusters:

1) Higher order thinking skills.

Develop analytical skills, problem-solving skills, ability to think holistically, creatively, to synthesize and integrate, to distinguish between fact and fiction.

2) Basic academic success skills.

Improve writing, reading, mathematical, computer, speaking and listening skills.
Develop study skills, strategies, and habits and ability to concentrate.

3) Discipline-specific knowledge and skills.

Learn terms and facts, concepts and theories, techniques and methods used; learn to evaluate methods and appreciate important contributions.

4) Liberal arts and academic values.

Develop openness to new ideas and an informed historical perspective and concern for social issues, an understanding of the role of science and technology, and an appreciation of other cultures; and, the capacity to make informed ethical choices.

5) Work and career preparation.

Develop abilities to work productively with others; develop management and leadership skills and a commitment to accurate work. Improve ability to organize, follow directions and use time effectively.

6) Personal development.

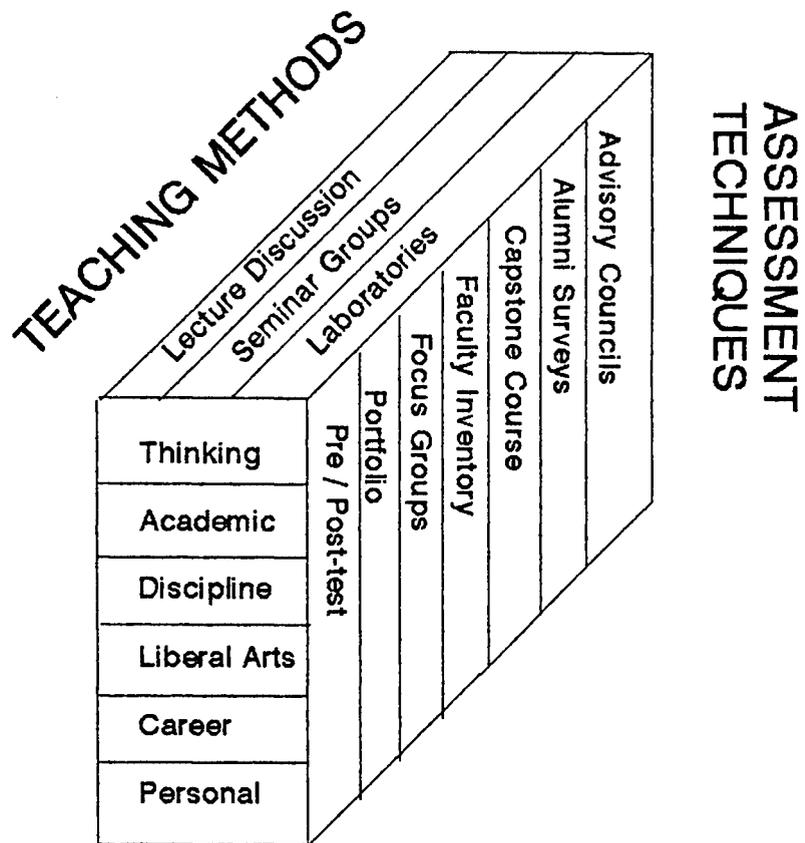
Develop respect for others, (a capacity to think for one's self and make wise decisions;)
improve self-confidence and a sense of responsibility for one's own behavior.

SPEA ASSESSMENT TECHNIQUES

There are at least seven assessment techniques involved in the assessment plan:

- 1) **Advisory Council(s)** – advice from the SPEA advisory group(s) focusing on the academic needs of the world of work solicited annually.
- 2) **Alumni Surveys** – bi-annual survey of SPEA graduates to provide a look-back image of the strengths and weaknesses of the SPEA program.
- 3) **Capstone Course** – final course in major designed to focus the discipline-specific knowledge of the student on a final project/presentation.
- 4) **Faculty Inventory** – an annual survey of the SPEA faculty to solicit (and share) information about current SPEA students, the SPEA program, and the assessment process.
- 5) **Focus Groups** – a semester-by-semester record of discussions of ad hoc collections of SPEA students focusing on the strengths and weaknesses of the SPEA program and an IUSB education.
- 6) **Portfolio** – an on-going collection of student work (begun as early as possible in the SPEA program and updated every semester) designed to demonstrate ability to communicate, reason, do research and make logical, persuasive presentations (small sample reviewed each semester).
- 7) **Pre- and post-test comparisons** – locally defined exams designed to measure the the amount of discipline-specific subject matter at the beginning and at the end of SPEA coursework.

SPEA 1994 CURRICULUM ASSESSMENT STRATEGIES



EDUCATIONAL
OBJECTIVES

WORKSHEET FOR EDUCATIONAL OBJECTIVES
AND TEACHING METHODS

Lecture-Discussion
Seminar - Small Groups
Laboratory

I. Higher order thinking skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II. Basic academic success skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III. Discipline-specific knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV. Liberal arts and academic values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V. Work and career preparation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI. Personal development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PROPOSED SPEA ASSESSMENT PLAN IMPLEMENTATION TIMELINE

	1994		1995		1996		1997	
	Spr	Fall	Spr	Fall	Spr	Fall	Spr	Fall
Accept Departmental Plan	X							
Identify								
Educational Objectives	X	X	X					
Teaching Methods	X	X	X					
Publish revised catalog								
Descriptions				X				
Assessment Activities								
Advisory Council	X		X		X		X	
Alumni Survey			X		X		X	
Capstone Course				X	X	X	X	X
Faculty Inventory	X	X	X	X	X	X	X	X
Focus Groups	X	X	X	X	X	X	X	X
Portfolio			X	X	X	X	X	X
Pre-Post-test			X		X		X	

DIMENSIONS OF THE SPEA ASSESSMENT PROCESS

The assessment exercises on the following pages are really quite simple but they are not easy. For some of us, this simple exercise will turn out to be a difficult one. We will have to think about things that we may have taken for granted. We will have to make choices between highly desirable alternatives ... such is the nature of assessment.

We are going to try to set up our overall SPEA assessment image with this single questionnaire. It will require those of us who teach both Criminal Justice and Public Affairs courses, undergraduate and graduate courses to complete the items on page 2 several times ... but in any event it should only take an hour or so to complete this inventory. IF YOU HAVE ANY QUESTIONS, CONCERNS, or COMMENTS - LET ME KNOW: 4234.

FACULTY MEMBER: _____

(please print your name)

1. How many **different** undergraduate CRIMINAL JUSTICE classes do you teach overall (through a given multi-year cycle of courses)?

2. How many **different** undergraduate PUBLIC AFFAIRS classes do you teach overall (through a given multi-year cycle of courses)?

3. How many **different** graduate PUBLIC AFFAIRS classes do you teach overall (through a given multi-year cycle of courses)?

4. Please indicate the number of classes you teach THIS SEMESTER in each of our program areas:

a. SPEA undergraduate Criminal Justice

classes this semester

b. SPEA undergraduate Public Affairs

classes this semester

c. SPEA graduate Public Affairs

classes this semester

5. In general, about what percent of your overall class time can be categorized as (the sum of the parts must equal 100%):

a. Lecture-Discussion (presentation of information)

% of my class time

b. Seminar - Small Groups (group assignments, projects, and presentations)

% of my class time

c. Laboratory - hands on environment for learning techniques, skills, procedures.

% of my class time

100

% of my class time

6. RANK EACH OF THE FOLLOWING MAJOR CLUSTERS OF TEACHING OBJECTIVES - 1st thru 6th -
 NOTE: The rankings run DOWN each of the three program columns.

Again, RANK THE EDUCATIONAL OBJECTIVES WITHIN EACH OF THE SPEA PROGRAM AREAS IN WHICH YOU TEACH (whether or not you are teaching in that program this term). Rank the importance of each of the goals to each program in which you teach. Assess each goal's importance to what you deliberately aim to have your students accomplish, rather than the goal's general worthiness or overall importance to either SPEA or IUSB. There are no RIGHT or WRONG answers; only personally more or less accurate ones. RANK EACH OBJECTIVE as 1st, 2nd, 3rd, 4th, 5th, or 6th; NO TIES, PLEASE!

EDUCATIONAL OBJECTIVE CLUSTERS*	UNDERGRADUATE PROGRAM		GRADUATE PROGRAM	
	Criminal Justice	Public Affairs	Public Affairs	
I. HIGHER-ORDER THINKING SKILLS. Develop analytical skills, problem-solving skills, ability to think creatively, to synthesize and integrate, to think holistically, and to distinguish between fact and fiction.	<input type="text"/>	<input type="text"/>	<input type="text"/>	(Indicate ranking 1st thru 6th)
II. BASIC ACADEMIC SUCCESS SKILLS. Develop study skills, strategies, and habits and ability to concentrate and to improve memory, listening, speaking, reading, writing, and mathematical skills.	<input type="text"/>	<input type="text"/>	<input type="text"/>	(Indicate ranking 1st thru 6th)
III. DISCIPLINE-SPECIFIC KNOWLEDGE AND SKILLS. Learn terms and facts, concepts and theories, techniques and methods used in this subject; learn to evaluate methods and appreciate important contributions.	<input type="text"/>	<input type="text"/>	<input type="text"/>	(Indicate ranking 1st thru 6th)
IV. LIBERAL ARTS AND ACADEMIC VALUES (Provide a role model for students). Develop openness to new ideas and an informed historical perspective and concern for social issues, an understanding of the role of science and technology, and an appreciation of other cultures; and, the capacity to make informed ethical choices.	<input type="text"/>	<input type="text"/>	<input type="text"/>	(Indicate ranking 1st thru 6th)
V. WORK AND CAREER PREPARATION. Develop abilities to work productively with others; develop management and leadership skills and a commitment to accurate work. Improve ability to follow directions, organize, and use time effectively.	<input type="text"/>	<input type="text"/>	<input type="text"/>	(Indicate ranking 1st thru 6th)
VI. PERSONAL DEVELOPMENT Develop respect for others, a capacity to think for one's self and make wise decisions; improve self-confidence and a sense of responsibility for one's own behavior.	<input type="text"/>	<input type="text"/>	<input type="text"/>	(Indicate ranking 1st thru 6th)

* Source of educational objective clusters:
Classroom Assessment Techniques, by Thomas A. Angelo and K. Patricia Cross.
 Copyright 1993. Published permission to reproduce.

WORKSHEET FOR EDUCATIONAL OBJECTIVES AND TEACHING METHODS

Rank each teaching method according to its value for achieving the desired outcomes for each of the educational objective clusters. There are no RIGHT or WRONG answers. Rank teaching methods 1st thru 3rd (NO TIES, PLEASE); use NA (not applicable) as appropriate. Rank teaching methods 1st thru 3rd (NO TIES, PLEASE) each of the educational objectives.

EDUCATIONAL OBJECTIVE CLUSTERS (with brief descriptions of objectives)	TEACHING METHODS		
	Lecture- Discussion	Seminar- Small Groups	Laboratory
I. HIGHER-ORDER THINKING SKILLS. Develop analytical skills, problem-solving skills, ability to think creatively, to synthesize and integrate, to think holistically, and to distinguish between fact and fiction.	<input type="text"/>	<input type="text"/>	<input type="text"/>
II. BASIC ACADEMIC SUCCESS SKILLS. Develop study skills, strategies, and habits and ability to concentrate and to improve memory, listening, speaking, reading, writing, and mathematical skills.	<input type="text"/>	<input type="text"/>	<input type="text"/>
III. DISCIPLINE-SPECIFIC KNOWLEDGE AND SKILLS. Learn terms and facts, concepts and theories, techniques and methods used in this subject; learn to evaluate methods and appreciate important contributions.	<input type="text"/>	<input type="text"/>	<input type="text"/>
IV. LIBERAL ARTS AND ACADEMIC VALUES (Providing a role model for students). Develop openness to new ideas and an informed historical perspective and concern for social issues, an understanding of the role of science and technology, and an appreciation of other cultures; and, the capacity to make informed ethical choices.	<input type="text"/>	<input type="text"/>	<input type="text"/>
V. WORK AND CAREER PREPARATION. Develop abilities to work productively with others; develop management and leadership skills and a commitment to accurate work. Improve ability to follow directions, organize, and use time effectively.	<input type="text"/>	<input type="text"/>	<input type="text"/>
VI. PERSONAL DEVELOPMENT. Develop respect for others, a capacity to think for one's self and make wise decisions; improve self-confidence and a sense of responsibility for one's own behavior.	<input type="text"/>	<input type="text"/>	<input type="text"/>

WORKSHEET FOR EDUCATIONAL OBJECTIVES AND TEACHING METHODS

Rank the top 4 (1st thru 4th) assessment techniques which might be used for each of the six educational objective clusters. Rank each technique's importance in assessing each educational objective. Obviously there are a lot of questions you might have about how a given technique would actually be used, but do the best you can. There are no RIGHT or WRONG answers; only personally more or less accurate ones. RANK EACH OBJECTIVE 1st, 2nd, 3rd, or 4th; NO TIES, PLEASE!

ASSESSMENT TECHNIQUE (techniques defined on next page)

EDUCATIONAL OBJECTIVE CLUSTERS (with brief descriptions of objectives)

Advisory Councils **Alumni Survey** **Capstone Course** **Faculty Inventory** **Focus Groups** **Portfolio** **Pre / Post-test**

EXAMPLE of ranking educational objective cluster.

<input type="checkbox"/>	2nd	<input type="checkbox"/>	1st	3rd	<input type="checkbox"/>	4th
--------------------------	-----	--------------------------	-----	-----	--------------------------	-----

I. DEVELOP HIGHER-ORDER THINKING SKILLS.

Develop analytical skills, problem-solving skills, ability to think creatively, to synthesize and integrate, to think holistically, and to recognize fact from fiction.

<input type="checkbox"/>						
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II. BASIC ACADEMIC SUCCESS SKILLS.

Develop study skills, strategies, and habits and ability to concentrate and to improve memory, listening, speaking, reading, writing, and math skills.

<input type="checkbox"/>						
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III. DISCIPLINE-SPECIFIC KNOWLEDGE AND SKILLS.

Learn terms and facts, concepts and theories, techniques and methods used in this subject; learn to evaluate methods and appreciate contributions.

<input type="checkbox"/>						
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IV. LIBERAL ARTS AND ACADEMIC VALUES.

(Providing a role model for students).
Develop openness to ideas and an informed historical perspective and concern for social issues, an understanding of the role of science and technology and an appreciation of other cultures; and, capacity to make ethical choices.

<input type="checkbox"/>						
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V. WORK AND CAREER PREPARATION.

Develop abilities to work productively with others; develop management and leadership skills and a commitment to accurate work. Improve ability to follow directions, organize, and use time effectively.

<input type="checkbox"/>						
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

VI. PERSONAL DEVELOPMENT.

Develop respect for others, a capacity to think for one's self and make wise decisions; improve self-confidence and responsibility for one's behavior.

<input type="checkbox"/>						
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SPEA ASSESSMENT TECHNIQUES

There are at least seven assessment techniques involved in the assessment plan:

- 1) **Advisory Council(s)** – advice from the SPEA advisory group(s) focusing on the academic needs of the world of work solicited annually.
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- 6) **Portfolio** – an on-going collection of student work (begun as early as possible in the SPEA program and updated every semester) designed to demonstrate ability to communicate, reason, do research and make logical, persuasive presentations (small sample reviewed each semester).
- 7) **Pre- and post-test comparisons** – locally defined exams designed to measure the amount of discipline-specific subject matter at the beginning and end of SPEA coursework.

RADIOGRAPHY
IUSB
ASSESSMENT PLAN
JANUARY 1994

Radiography Assessment Plan

As a program sponsored by Indiana University South Bend, the Radiography program strives to provide access to a student population which is diverse in age, ethnicity, and socioeconomic background. The Associate degree Radiography program strives to provide allied health educational experiences to serve the needs of the communities in the north central Indiana region. All faculty are licensed professionals in their respective disciplines. The Radiography program is fully accredited by the American Medical Association, which reflects the program's commitment to meeting pre-established accreditation criteria. This assessment plan will be monitored on an ongoing basis to ensure effectiveness.

The mission of the Radiography program is to prepare students who demonstrate competency in technical skills, patient care, and clinical performance, consistent with the responsibilities of an entry-level radiographer. The above listed outcomes can be more appropriately measured through an on-going assessment plan. This plan will be presented as follows:

The Radiography ^{Curriculum} ~~assessment plan~~ will include three basic components, the general education courses, the professional radiography courses and the radiography clinical courses. All of these components collectively will be assessed to determine the effectiveness of the teaching in meeting the overall goals of the university and the program.

The objectives of the Radiography program are listed below:

Upon completion of the program, the graduate should be able to effectively demonstrate the ability to:

- H, M 1. Apply knowledge of the principles of radiation protection to the patient, oneself and others.
- M 2. Apply knowledge of anatomy, positioning, and radiographic exposure to accurately demonstrate anatomical structures on a radiograph.
- M 3. Determine exposure factors to achieve optimum radiographic technique with a minimum radiation dosage to the patient.
- M 4. Examine radiographs to evaluate exposure factors, patient positioning, and technical quality.
- W 5. Exercise discretion and professional judgement in the performance of medical imaging procedures.

By achieving these objectives the student radiographer will be able to provide quality patient care that emphasizes both empathy and sensitivity to the patient's needs in a radiologic setting.

The previous listed objectives are consistent with the overall university mission and offer the faculty of the program to envision the outcomes that our students should possess.

The assessment plan will include the evaluation of student achievement in:

- General Education
- Professional Courses in Radiography
- Clinical Education

General Education:

To assess overall achievement of the goals in general education, the Director meets with each student at the beginning of each semester. At this time, the student's overall academic progress is discussed. The general education course grades are reviewed to determine if indeed the student has met the program's minimum requirement of at least a 2.0 GPA. If problems are identified, i.e., a failed course, then the student is informed that the course must be repeated with a passing grade prior to graduation from the radiography program.

(See Exhibit A)

The general education courses that radiography student are required to take are:

- S121 Public Speaking
- P103 Introductory Psychology
- W131 English Composition
- A210 Elementary Human Anatomy
- P204 Elementary Human Physiology
- M110 Excursions into Mathematics

The above general education courses are included into the Radiography curriculum to provide a liberal arts background to the Associate Degree Radiographer.

B Goal: It is essential that the radiographer understand the necessary skills to articulate patient instructions and information.

Therefore S121 and W131 are useful in offering the student the skills to communicate both orally and in a written manner.

B Goal: The student radiographer needs to be sensitive to patient needs and interact with the patient's accordingly.

The course content of P103 will be useful in assisting the student radiographer with meeting these patient needs. Additionally, these patient care skills will be evaluated by the Clinical Instructors throughout the semester.

As the radiography profession is heavily based in the clinical setting:

Goal: It is imperative that the radiographer have a strong understanding of the structure of the human body (Anatomy) as well as a keen understanding of the function of the body systems, organs, etc. (Physiology).

A thorough understanding of both Anatomy(A210) and Physiology(P204) will assist the student radiographer in understanding the various body structures and then to employ the proper means to image these body structures.

B Goal: The student must have the ability to conceptualize algebraic and geometric principles to properly calculate radiographic exposures.

The concepts discussed in M110 will form a foundation on which the student radiographer can build upon in formulating radiographic technical factors.

The end result of the successful completion of the above general education courses will be a radiographer able prepared to perform all varieties of radiographic procedures on a wide range of patients.

The Professional Courses in Radiography are closely monitored by each Radiography instructor. Each instructor provides time in class as well as conducts "office hours" to assist the student in successfully completing the course. All instructors are registered radiographers, therefore they understand the intricacies of the profession. Through this broad-based approach to teaching, each instructor can offer students "real life" approaches to radiography. Just as in the general education courses, each student must receive a minimum grade of C (2.0 GPA) in all radiography courses. This approach assures that each graduate has the knowledge and understanding in the application of radiographic services to all patients.

The goals for each of the professional courses are listed below:

Clinical Experience I R102, II R182, III R281, IV R282, VI R283 and VI R290:

The clinical course offerings increase in complexity as the student advances through the various clinical courses. The student is given an opportunity to discuss his/her performance with a clinical instructor throughout the semester as well as during the semester clinical conference. (See Exhibit B)

Goals:

1. To acquire expertise and proficiency in a wide variety of diagnostic radiographic procedures by applying cognitive theory to the actual practice of technical skills on specified levels of competency.
2. To develop and practice professional work habits and appropriate interpersonal relationships with patients and other members of the health care team.

W

Orientation to Radiologic Technology, R100:

Goals:

1. To assist the student in becoming acquainted with the duties and responsibilities of patient care.
2. Introduce the student to the history of radiography and ethical situations that will arise in the clinical environment.

Radiographic Procedures I, R101 and Radiographic Procedures II, R201:

Goals:

1. Acquire the necessary skills and understand the concepts to perform radiographic procedures on the skeletal system and skull, and
2. Properly perform contrast media procedures with optimal results.

Principles of Radiography I, II and III. R102, R202, and R222:

Goals:

1. To introduce the basic concepts of radiation, its production, and its interaction with matter. Includes the production and evaluation of the radiographic image and film processing.
2. Assist the student in selecting the proper exposure factors for all radiographic and fluoroscopic procedures.

Medical Terminology, R185:

Goal:

1. To introduce the student to the origin and derivation of medical words and their meanings.

Pathology, R200:

Goal:

1. To assist the student in understanding the changes that occur in the diseased state to include general concepts of disease, causes of disease, clinical symptoms of treatment and disease the affect specific body systems.

Physics Applied to Radiology, R250:

Goal:

1. Inform the student of the fundamentals of radiation physics, x-ray generation and equipment quality control.

Radiation Biology and Protection in Diagnostic Radiology, R260:

Goals:

1. To study the biological effects of ionizing radiation and the standards and methods of protection.
2. To discuss radiation exposure standards and radiation monitoring.

The assessment of the above goals are discussed with the student at the semester conference with the Program Director. Feedback from these conferences may involve having the student receive additional instruction in courses that they determine the need for additional experience. Additionally, academic/program goals are set for the student during these conferences. In addition, the Clinical Instructors meet the student at the beginning of each semester to discuss their past semester clinical performance. (See Exhibits A & B)

In addition to graduation from the program, the student's success is determined by their performance on the national radiography board exam, called the ARRT exam.

The results of this exam are included as (Exhibit C): The program director reviews the scores and tabulates a summary sheet. This information is helpful as it indicates the areas in which the students performed well and also those areas where the students may not have performed quite as well. This information in turn is shared at a faculty meeting so, if necessary, course modifications may be made. The program is at the "mercy" of the student in receiving individual breakdown scores, however the majority of students did manage to have these scores sent to the program for the July, 1993 exam.

In addition to passing the national radiography board exam, the program wants to ensure that we are meeting the needs of the area radiology community. This assessment is done by means of a graduate employer survey and a graduate survey. These surveys are sent to the student and employer at six months after graduation. This is felt to be sufficient time in which the graduate can make some self assessment and the employer can also identify if their needs are being met by the program's graduates.

(See Exhibits D & E)

Collectively, with the above mentioned surveys and evaluating the ARRT scores, the program is able to maintain an ongoing self-assessment plan.

In addition to evaluating with these terminal assessment instruments, the program embraces ongoing assessment by means of student conferences throughout each semester. See student conference sheet. (Exhibits A & B)

The purpose of this assessment plan is threefold:

Ensuring that student needs are being met by faculty

Ensuring that the program continues to meet the high standards set forth by the national radiography accrediting agency (JRCERT) and

The program continually updates teaching methodologies and instructional effort to maintain excellence in radiographic education.

The program is grateful to the efforts of the following individuals who made up the assessment committee:

Kimberlie Warren and Steven Walters

ACADEMIC CONFERENCE FORM



Student:

Date: 10/5/93

Semester:

Radiography Courses

Grade

A

General Education Courses

C

Current GPA

Previous GPA

STRENGTHS:

AREAS FOR IMPROVEMENT

Next Semester's Goals:

Program Director: _____

Date: _____

Student: _____

E X H I B I T B



INDIANA UNIVERSITY
at SOUTH BEND

RADIOGRAPHY PROGRAM
1700 Mishawaka Avenue
P.O. Box 7111
South Bend, Indiana 46634-7111
(219) 284-7084
FAX: (219) 284-6533

SCHOOL OF MEDICINE

CLINICAL EDUCATION
STUDENT CONFERENCE

STUDENT: _____ DATE: _____

SEMESTER: _____ CLINICAL GRADE: _____

CLINICAL PERFORMANCE EVALUATION: _____ + _____ + _____ + _____ + _____ + _____ + _____
_____ + _____ + _____ + _____ + _____ + _____ = _____ pts

CLINICAL INSTRUCTOR EVALUATION: _____ + _____ / 2 = _____ pts

STUDENT RADIOGRAPHER EVALUATION _____ - _____ = _____ pts
total #of evaluations

LABORATORY PERFORMANCE EVALUATION: _____ = _____ pts

Total Points = _____ pts

STRENGTHS:

AREA NEEDING IMPROVEMENT:

STUDENT

CLINICAL INSTRUCTOR

E X H I B I T C

ARRT Summary, July 1994
Indiana University South Bend, Radiography

American Registry of Radiologic Technologists
July 1993 Examination

	IUSB	National
Number of Examinees	16	5181
Number of Passers	15	4628
% passing exam	94%	89%
Mean Scaled Score	82.6	83.44

Minimum Passing Scaled Score = 75 (scaled score does not equal a %)

The class summary is listed below:

The Exam Section breakdown is as follows:

	Scaled Score
Patient Care	85.7
Equipment Operation and Maintenance	83.2
Radiation Protection	82.5
Radiographic Procedures	82.1
Image Production and Evaluation	80.0



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March 19, 1992

1~

2~

Dear 3~: **Radiography Graduate**

The Radiography Program is conducting a graduate employment survey. The information collected in this survey is necessary to meet accreditation requirements and to evaluate the effectiveness of the goals and curriculum of our radiography program.

It is our intention to continually update the radiography program so our graduates are prepared to accept the responsibilities of the entry-level radiographer and meet the challenges of the experienced radiographer.

Please complete the enclosed survey and return it in the postage-paid envelope, provided, by Monday, February 3, 1992. This information will be kept strictly confidential.

Your participation is valuable to future radiographers and is greatly appreciate.

Sincerely,

Steven D. Walters, M.S. R.T. (R)
Director

SDW:sma

GRADUATE EMPLOYMENT SURVEY

NAME: _____

PHONE: _____

ADDRESS: _____

GRADUATION DATE: _____

EMPLOYMENT

Current Employer: _____

Address: _____

Your position title: _____

Length of Employment: _____

Number of hours/week: _____

Primary responsibilities: _____

Rank the following items in importance to you (from 1 - 8) in your current position:

- ___ employment security
- ___ income
- ___ gaining recognition
- ___ work satisfaction
- ___ relationships with fellow workers
- ___ patient care responsibilities
- ___ professional status
- ___ educational opportunities

What do you like about your profession?

What do you dislike about your profession?

Indicate the professional organizations to which you belong:

- ___ district society
- ___ state society
- ___ national society
- ___ E.C.E. participant
- ___ A.R.R.T.
- ___ Others, please specify

Which of the following positions would you want to pursue?

- ___ staff technologist
- ___ Senior staff technologist
- ___ Special procedure technologist
- ___ Computed tomography technologist
- ___ Supervising technologist
- ___ Chief technologist
- ___ Radiology department director
- ___ Radiation therapy technologist
- ___ Nuclear medicine technologist
- ___ Ultrasonographer
- ___ Instructor
- ___ Clinical Instructor
- ___ School Director
- ___ Other, please specify

What educational activities have you participated in during the last year?

- ___ In-service education
- ___ professional society meetings
- ___ educational seminars
- ___ college courses
- ___ correspondence courses
- (independent study)
- ___ none
- ___ others, please specify

EDUCATIONAL INFORMATION

How well did our program prepare you for the registry?

___ excellent ___ good ___ average ___ below average ___ poor

How well did our program prepare you for your current position?

___ excellent ___ good ___ average ___ below average ___ poor

How well did our program prepare you for your current position in each of the following areas:

	<u>Excellent</u>	<u>Above Average</u>	<u>Average</u>	<u>Below Average</u>	<u>Poor</u>
Principles of radiation protection	___	___	___	___	___
Radiographic anatomy and physiology	___	___	___	___	___
Radiographic positioning	___	___	___	___	___
Technical exposure factors	___	___	___	___	___
Radiographic physics	___	___	___	___	___
Equipment operation and care	___	___	___	___	___
Patient care skills	___	___	___	___	___
Interpersonal relationship skills	___	___	___	___	___
Communication abilities	___	___	___	___	___
Professional involvement & activities	___	___	___	___	___
Quality control judgments	___	___	___	___	___

What improvements would you recommend in the following?

Clinical education: _____

Academic Courses: _____

Faculty: _____

Would you recommend that others attend the School of Radiologic Technology?

___ Yes ___ No ___ Don't know

What are the program's greatest strengths? _____

What are the program's greatest weaknesses? _____

Thank-you!

E X H I B I T E

May 6, 1993

Dear Employer of IUSB Radiography Graduate:

The Radiography Program at IUSB is conducting a survey of the employers of the program's graduates. This is a means whereby we can assess our efficacy in meeting your needs as a Radiology employer. The information collected in this survey is necessary to meet accreditation requirements and to evaluate the effectiveness of the goals and curriculum of our radiography program.

When completing the survey, please keep in mind that we are asking questions regarding entry-level radiographers.

The information that you share with use will be held in the strictest of confidence and used in our statistical analysis of the responses. I thank you in advance for taking a few moments to complete this survey. A self-addressed stamped envelope is provided for your convenience in returning the survey to us.

Sincerely,

Steven D. Walters, M.S., R.T. (R)
Director

EMPLOYER EVALUATION OF GRADUATE PERFORMANCE

INDICATE THE GRADUATES LEVEL OF PERFORMANCE ACCORDING TO EACH OF THE PROGRAM OBJECTIVES LISTED BELOW BY PLACING AN 'X' IN THE APPROPRIATE BOX.

1. Applies knowledge of radiation protection to the patient, self, and others.
2. Applies knowledge of anatomy, positioning, and radiographic exposure to accurately demonstrate anatomical structures on a radiograph.
3. Determines proper exposure factors.
4. Evaluates the quality of radiographs.
5. Exercises discretion and judgement in the performance of medical imaging procedures.
6. Provides patient care essential to radiologic procedures.
7. Recognizes emergency patient conditions and could initiate life saving action.
8. Recognizes the importance of continued education and active membership in professional organizations for personal and professional growth.
9. Uses effective interpersonal skills and communication in relationships with patients, peers, physicians, and others.
10. Overall performance of graduate.

	EXCELLENT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	N/A
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

ESTIMATE HOW LONG IT TOOK THE GRADUATE(S) TO ADAPT COMFORTABLY TO YOUR DEPARTMENT'S PROCEDURES AND PROTOCOL.

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 0-2 MOS. | 3-5 MOS. | 6-8 MOS. | 9-11 MOS. | 12 OR MORE MOS. |
| <input type="checkbox"/> |

BASED ON THE PERFORMANCE OF THE GRADUATE(S) AS AN ENTRY LEVEL RADIOGRAPHER(S), INDICATE THEIR STRENGTHS AND WEAKNESSES FROM THE LIST BELOW BY PLACING AN 'X' OPPOSITE THE STRENGTHS AND A 'O' OPPOSITE THE WEAKNESSES. CHECK ALL THAT APPLY.

X = STRENGTH
 O = WEAKNESS
 N/A = NOT APPLICABLE TO CURRENT POSITION

- | | | |
|--|--|--|
| <input type="checkbox"/> Patient Care | <input type="checkbox"/> Technical Factors | <input type="checkbox"/> Image Production |
| <input type="checkbox"/> Professional Attitude | <input type="checkbox"/> Special Procedures | <input type="checkbox"/> Safety Procedures |
| <input type="checkbox"/> Attendance | <input type="checkbox"/> Quality Assurance | <input type="checkbox"/> Body Mechanics |
| <input type="checkbox"/> Punctuality | <input type="checkbox"/> Equipment Operation | <input type="checkbox"/> Aseptic Technique |
| <input type="checkbox"/> Radiation Protection | <input type="checkbox"/> Equipment Care | <input type="checkbox"/> Emergency Situations |
| <input type="checkbox"/> Portables/Surgery | <input type="checkbox"/> Ethics | <input type="checkbox"/> Automatic Processing |
| <input type="checkbox"/> Tomography | <input type="checkbox"/> Terminology | <input type="checkbox"/> Darkroom |
| <input type="checkbox"/> Fluoroscopy | <input type="checkbox"/> Office Procedures | <input type="checkbox"/> Other, please specify |
| <input type="checkbox"/> General Radiography | <input type="checkbox"/> Image Evaluation | <input type="checkbox"/> |
| <input type="checkbox"/> Anatomy | <input type="checkbox"/> Speed | <input type="checkbox"/> |
| <input type="checkbox"/> Positioning | <input type="checkbox"/> Accuracy | <input type="checkbox"/> |

WOULD YOU HIRE ANOTHER GRADUATE FROM THIS PROGRAM?

YES

NO *

UNCERTAIN *

*IF 'NO' OR 'UNCERTAIN', PLEASE EXPLAIN:

WHAT CAN THE PROGRAM DO TO PROVIDE YOU WITH QUALITY RADIOGRAPHERS TO EMPLOY IN YOUR FACILITY IN THE FUTURE?

COMPLETED BY: _____

DATE: _____

IUSB

DIVISION OF LIBERAL ARTS AND SCIENCES

ASSESSMENT PROGRAM

The Division of Liberal Arts & Sciences

Students in the Division of Liberal Arts & Sciences are expected to acquire specialized training within a specific discipline, and also to explore a wide range of knowledge. Equally important are the skills and attitudes, or habits of mind, characteristic of a liberally educated person and requisite for success not only in their chosen field but in their personal growth and ongoing endeavors as informed and responsible members of today's world. In keeping with such a mission, the faculty of this division sees the development of the individual student as its primary teaching commitment and has designed both its curriculum and its assessment program to further that commitment.

The Liberal Arts & Sciences Curriculum

In addition to the course requirements in their field of concentration, students must also complete the divisional general education requirements which insure that they do some work in each of the three major areas of study in liberal arts science: the arts and humanities, the social and behavioral sciences, and the natural sciences and mathematics. Again, they are acquiring both an in-depth knowledge of a single field of investigation and some familiarity with others, or with the variety of ways in which scholars understand and interpret the world in which we live. In the process, they take at least one course that involves laboratory work, encounter classes that vary widely in size and structure, from the larger lecture section to the seminar with its emphasis on discussion, and do independent projects in one or more of these different contexts. Through such an academic experience, they are expected to strengthen their problem solving and critical thinking skills, learn to communicate effectively, develop an appreciation for the arts, and increase their tolerance for differences.

Assessment Procedures

Entry level testing.

Students in LA&S are required to take placement tests in English and mathematics administered by the Academic Resource

Center, and if necessary, to complete preliminary, non-credit course work before going on to meet their requirements in these two areas.

The major or degree program.

Each department or program has devised procedures to measure its success with respect to student acquisition of: 1) knowledge of the field and 2) skills/attitudes/values necessary for the use of that knowledge, in an academic context or in the ongoing pursuit of personal and professional goals. Specific skills to be measured include problem solving, critical thinking, effective communication, both verbally and in writing, and computer and library research competence.

Most departments/programs have chosen to assess their effectiveness primarily by way of student performance in a capstone experience such as a seminar or independent study, with a research paper or project to be presented in some public forum within the department or program and evaluated by 2 to 3 members of the faculty. Other departments have devised a portfolio plan, with an ongoing review of student progress throughout the course of the major. Mandatory advising in LA&S insures as well that all students receive academic counseling on a regular basis as they pursue their degree. And the low faculty-student ratio that has been preserved in this division despite substantial enrollment increases for the campus over the past few years allows faculty to work with students outside the classroom, as virtually everyone does on a regular basis. Such contact with students complements the widespread use of student evaluations, providing faculty with feedback on the effectiveness not only of their own efforts but of the program as a whole.

The departmental/program plans have been reviewed by both the divisional and the campus assessment committees, and appear as an appendix to this document.

Surveys.

To complement the departmental/program assessments, the Division of Liberal Arts & Sciences will survey graduating seniors regarding: 1) their satisfaction with their own performance and with the program (including instruction, curriculum, and services); 2) their involvement in the intellectual and cultural experience they received in the Division of Liberal Arts and Sciences (a matter not only of how much time they spent studying but of how frequently, for example, they attended lectures or concerts); and 3) the importance to them of each item measured. (Faculty will purchase a standardized questionnaire or develop their own, but in either case a portion will be reserved for items to be devised by

each department/program according to its own needs.) Alumni will also be surveyed with respect to some of these same items (perhaps 2 or 5 years after graduation), as, with some departments, will employers. Faculty satisfaction with both student performance and the LA&S program will be assessed periodically as well.

Program review.

All departments/programs in the Division of Liberal Arts and Sciences will undergo an external review on a rotating basis over 6-year cycles, and the results of these reviews will be used as well for assessment purposes.

Teaching-related workshops and conferences.

Workshops provided through the Office of Academic Affairs on this campus enable faculty to familiarize themselves with current teaching trends and classroom aids. The Indiana University FACET award for excellence in teaching -- an award which has been received by a number of LA&S faculty on this campus -- offers recipients the opportunity to exchange teaching ideas and information with colleagues at several system-wide workshops and conferences each year. Increasingly, LA&S faculty are also attending national conferences on teaching-related topics such as critical thinking and collaborative learning.

Assessment conferences.

The Division of Liberal Arts & Sciences will periodically support faculty travel to appropriate assessment and teaching conferences.

Timetable

These assessment procedures will be implemented during the academic year 1994-1995. During that same time, the LA&S faculty will pursue the question of how to assess general education beyond the more obvious matter of fundamental skills, and implement the results the following year.

Administering the Program

A standing committee of 3 to 5 members will be elected by this faculty to oversee and co-ordinate its assessment program. Insofar as possible, this committee will include a representative from arts and humanities; social and behavioral sciences; and natural science and mathematics.

Each year this committee will analyze assessment results and prepare a report to be discussed by the LA&S faculty. Recommendations for changes in either the academic program or the assessment procedures will require faculty approval.

Costs

In estimating the cost of its assessment procedures, a number of departments have cited figures for both materials and the time the faculty will be required to invest. This faculty is aware that there is currently no money in the divisional budget to cover such costs, and that any new money that might be added to this budget will in all probability cover materials only. But it believes that there should be some form of compensation for the time a successful assessment program requires, and plans to pursue the matter of financial support.

Costs for the divisional surveys will include developing (or purchasing) and administering them, as well as reading and analyzing the results. At the current rate of some 100 graduates per year, such costs should be minimal.

The only additional cost should be that of sending faculty periodically to an assessment or teaching conference.

INDIANA UNIVERSITY SOUTH BEND
INDIANA UNIVERSITY SCHOOL OF NURSING

**Assessment Plan
January 1994**

The School of Nursing at Indiana University South Bend offers two nursing degrees, a Bachelor of Science in Nursing (BSN) and an Associate of Science in Nursing (ASN). The BSN program is four years in length. The first two years of studies are general education and science courses which serve as a foundation for the upper division courses in nursing. The ASN is two years in length and includes general education and science courses which also serve as a foundation for the nursing courses. The School of Nursing at Indiana University (IU) is a system school and as such the nursing curricula are identical throughout the eight IU campuses.

1. **Flows from the Institution's Mission Statement**

The mission of the School of Nursing, Indiana University South Bend, is to prepare students for entry level positions in nursing. Faculty efforts are directed toward preparing nurses capable of entry level behaviors which include providing quality basic nursing care and achieving desired health outcomes for clients within complex health care systems as hospitals and community services.

Specific learning outcomes needed to assure quality nursing practice include the utilization by the student of :

1. Scientific and humanistic principles in providing client (s) care
2. Effective communication skills in caring for a diverse patient population
3. Critical problem solving abilities in caring for acutely ill clients
4. Technical competence in nursing practice in multiple clinical settings
5. Professional, ethical and legal standards in providing client (s) care
6. Continuous learning as a value in order to identify and adapt to the changes and complexities in professional nursing practice and in the health care environment.

2. **The Plan has a Conceptual Framework**

The nursing process serves as the conceptual framework. The nursing process consists of a framework similar to problem solving: assessing client needs through data collection activities, developing a nursing diagnosis based upon the assessment data, planning and implementing client care, and evaluating client outcomes. Essential to the nursing process is the integration of scientific and humanistic principles, communication concepts, critical problem solving abilities, technical competence, and professional, legal, and ethical standards. Didactic and clinical courses are sequentially planned to achieve program outcomes. General education and science courses serve as the foundation for the development of scientific and humanistic principles and nursing courses build upon these principles. Table One details the relationships among program outcomes, the curriculum and the assessment tools.

Table 1 : A Summary of the relationship of the conceptual framework to expected outcomes, the curriculum, and assessment tools.

THE CONCEPTUAL FRAMEWORK : THE NURSING PROCESS

OUTCOMES	CURRICULUM	ASSESSMENT TOOL
Uses scientific and humanistic principles in providing client(s) care	General education Biomedical sciences Nursing education	Faculty/student Clinical evaluations Testing : Classroom Clinical National Licensing examination State, national accreditation Graduate/employer surveys
Uses effective communication skills in caring for a diverse patient population	General education Nursing education	Faculty/student Clinical evaluations Testing : Classroom Clinical National Licensing examination Graduate/employer surveys
Uses critical problem solving abilities in caring for acutely ill clients	General education Nursing education	Faculty/student Clinical evaluations Testing : Classroom Clinical National Licensing examination Graduate/employer surveys
Uses technical competence in nursing practice in multiple clinical settings	General education Nursing education	Faculty/student Clinical evaluations Testing : Classroom Clinical National Licensing examination Graduate/employer surveys
Uses professional, ethical, and legal standards in providing client(s) care	General education Biomedical sciences Nursing education	Faculty/student Clinical evaluations Testing : Classroom Clinical National Licensing examination Graduate/employer surveys
Uses continuous learning in order to identify and adapt to the changes and complexities in professional nursing practice	General education Biomedical sciences Nursing education	Faculty/student Clinical evaluations Testing : Classroom Clinical National Licensing examination Graduate/employer surveys

3. **The Faculty Have Responsibility For Design and Implementation**

The nursing faculty are responsible for participating in the design, implementation, and assessment of learning experiences conducive to the attainment of specific learning outcomes. The faculty are active participants in assessing nursing students' success in general education courses, courses in the nursing major, the national licensing examination, and post-graduation employment success.

4. **The Plan has Institution-Wide Support**

The assessment plan is developed, implemented, reviewed, and revised as necessary by the School of Nursing faculty and the Dean. The assessment plan is also reviewed at regular intervals by the IUSB Assessment Committee. Assessment strategies are identified in the University Bulletin, the School of Nursing Bulletin, course syllabi, and course evaluations.

5. **The Plan Uses Multiple Measures**

The plan uses multiple measures at specified intervals to monitor student progress.

5A. Prerequisite courses

The required general education and science courses are selected by the nursing faculty for prenursing students and are the basis for these learning outcomes : the development of scientific and humanistic principles, effective communication skills and critical problem solving abilities. Components of measurement at this level includes student completion of these required courses with a minimal grade of C. If a student fails to complete these courses successfully on two attempts, the student is automatically removed for consideration for admission and/or progression in the nursing program. A mathematics and English competency requirement is also a measure at this level. A school of nursing committee, which meets on a regular basis, serves as an oversight for the assessment of the successful completion of course requirements and progression in the prenursing program.

5B. Nursing courses

Building upon the learning outcomes in the required general education and science courses, nursing courses provide the basis for technical competence, the utilization of professional, ethical and legal standards, and continuous learning. Admission into the Nursing major is competitive and a nursing grade point average is used, for example, as one criteria for admission. Assessment occurs at regular intervals in each nursing course and a variety of strategies are used. Clinical assessment includes the effectiveness of the use of the nursing process through nursing care plans, faculty formative and summative evaluations of student progress, feedback from clinical staff, and self-assessment. Assessment of classroom based nursing courses includes the measurement of the achievement of the course objectives through testing, oral and written assignments, and other similar means.

At the completion of the program a standardized achievement test is administered which serves as the basis for the development of individualized study plans for success in the national licensing examination. Graduation rates, which would measure the number of students who successfully complete the nursing program as compared with those students who did not successfully complete the nursing major, are also used.

5C. Postgraduation

Assessment activities following graduation flow from the outcome criteria. Analysis of data from the licensing examination, the interviews with graduating students and the followup of alumni and employers. Graduates not successful on the national licensing examination are provided by faculty with a detailed analysis of the results from the examination, correlation of the licensing exam with the standardized achievement test and the development of a study plan.

6. **The Plan Provides Feedback to Students as well as the Institution**

Evaluation measures used throughout the programs are designed to provide for student feedback. Every clinical and didactic course requires student feedback. The students receive verbal and written feedback of their clinical competence through ongoing faculty observation of the care being provided, written nursing care plans, formative and summative evaluations, self-assessment, and assessment of clinical personnel. Verbal and written feedback also occurs in the classroom setting through written tests, oral and written assignments, and other similar means. Program end feedback is accomplished through the assessment of the standardized achievement testing. Overall program assessment occurs with interviews of all graduating students. Data is analyzed and provided to the faculty for potential action. The national licensing examination provides very specific feedback on the overall achievement of students and an assessment of program outcomes.

Feedback to the institution is provided through the ongoing assessment of student achievements in the program, affiliating agency assessments, success on the national licensing examination, and national and state accreditation.

7. **The Plan Is Cost-Effective**

The plan is cost-effective in the use of financial resources. However, clinical assessment is expensive in relation to faculty time but is a necessity if learning outcomes are to be determined. The plan is also expensive in analyzing data from the program end standardized achievement test and from the national licensing examination.

8. **The Plan Does not Restrict Access, Equity or Diversity**

In that the plan is designed to produce program improvement and enhanced quality, it facilitates access, equity, and diversity.

9. **The Plan Should Provide a Basis for Program Improvement**

Assessment data is used to examine all aspects of the program for possible reinforcement, revisions, and strengthening. Specifically, data from course end student/faculty evaluations, program-end student interviews, program end comprehensive testing, the national licensing examinations, and graduate and employer surveys are used.

Other components of assessment designed to elicit additional information which result in adjustments or changes in the learning environment are : (1) Student evaluations of the clinical facility and nursing personnel with whom they work following each clinical course; (2) Clinical facility staff feedback concerning student experiences following each clinical course; (3) Self-assessment of clinical performance for all clinical courses.

ASSESSMENT PROPOSAL

Master of Liberal Studies

November 1993

I. Mission

The Master of Liberal Studies program was established to provide a graduate degree for area students who want to continue their education in the liberal arts and sciences after receiving their baccalaureate degree. In the years since its inception the program has also become the degree of choice for a number of students, teachers in public schools and area colleges, for example, who are pursuing graduate work for professional advancement.

II. Objectives

Students graduating from this program are to be able to combine the detailed study of particular topics with a broad interdisciplinary perspective. Three interdisciplinary seminars are required, focusing respectively on the humanities, the social and the natural sciences. These seminars give students the opportunity to explore connections that exist among diverse disciplines. Fifteen hours of elective courses provide understanding of new areas of knowledge from an interdisciplinary point of view and build support for the graduate project. As the capstone of the program, each student demonstrates mastery of a specific topic in a six hour research project that is overseen by a three member faculty committee.

III. Student Assessment

Each graduate research project is overseen by a three member faculty committee chosen by the program director in consultation with the student. These committees evaluate the student's progress through the research project at three stages: a written proposal of the planned project; a rough draft; and the final draft of the project. Students receive feed-back from their committee at each of these three stages, which they must incorporate into their work in order to complete their project satisfactorily. In addition to required course work, the MLS degree is awarded only after each student has demonstrated an ability to carry out interdisciplinary research by completing their project to the satisfaction of their supervisory committee.

IV. Program Assessment

The Master of Liberal Studies program itself is evaluated in several ways. Students evaluate each of the required interdisciplinary seminars, along with its instructor. The director compiles these evaluations for use in future course planning. The Graduate Studies Committee also considers them as part of its annual program assessment meeting. The Graduate Studies Committee evaluates the program, along with the director, as part of the director's reappointment process. The Dean of Liberal Arts and Sciences also surveys alumni as part of this reappointment process.

The periodic divisional review provides an additional means of assessment for the entire MLS program.

V. Cost

These various modes of assessment require no expenditure of new funds.

Prepared by
J. Wesley Robbins, Director
November 30, 1993

**PORTFOLIO ASSESSMENT
of the SOCIOLOGY MAJOR PROGRAM**

MISSION

Sociology courses are intended for all students who want to understand social phenomena and are designed to provide them with the perspectives of a liberal-arts discipline, to equip them with practical analytical skills, and give them the ability to utilize and communicate these skills effectively. The curriculum, therefore, in the sociology major offers students multiple experiences for thinking theoretically, collecting and evaluating data, and using the sociological perspective in linking private lives and experiences to larger social and cultural processes.

STATEMENT OF GOALS

By the time students complete the major program in sociology, they need to demonstrate:

1. ability to apply the sociological imagination to trace the links between individual experiences and social forces and between social forces and history to critically understand oneself and the diversity of human perspective,
2. understanding of substantive issues, which include how culture and social structure operate, the reciprocal relationships between individuals and society, the relationships between macro and micro levels of social reality, the significance of social institutions and social inequality.
3. understanding of sociological research methods both quantitative and qualitative, including how to interpret the findings of such research, awareness of the assumptions built into various research methods and how the choice of a particular method may affect research conclusions and the advantages and disadvantages of applying a particular research method to a research question,
4. awareness of the role of sociological theory and ability to discuss, apply, and describe some basic theories or theoretical orientations in at least one substantive area of sociology,
5. ability to communicate their ideas effectively and correctly, especially in writing.

ATTAINMENT OF GOALS

The department tries to reach these goals by requiring majors to take the following courses.

1. S161 Principles of Sociology

This course is a prerequisite for all other courses in sociology as well as a service course for general education purposes. In each section faculty are asked to cover at least the following topics:

- a) the nature of sociology as a discipline and the activities of sociologists as practitioners and researchers;
- b) the major sociological theories and theorists (especially functionalism, conflict theory and symbolic interactionism;
- c) social differentiation, stratification and inequality (including the ideas of social class, power, domination, ideology, racism and sexism);
- d) socialization, deviance and social control;
- e) culture, social institutions and social change;
- f) small groups and complex organizations; and
- g) family and domestic life.

Only two courses at the S100 level can be counted towards the major.

2. Two courses in methods.

- a) S258 Quantitative Methods;
- b) S268 Qualitative Methods;

In various configurations these courses can also fulfill several general education requirements, emphasizing, as they do, the language of quantity and computer proficiency.

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3. S348 Introduction to Sociological Theory.

This course also satisfies the Second Level Writing Requirement of the College of Arts and Sciences.

4. S351 Social Statistics or S349 Topics in Contemporary Theory.

5. Two seminar-type courses at the S400 level.

6. Substantive courses in sociology, e.g.

- a) S210/S230 Macro- and Microsociology;
- b) S313 Sociology of Religion;
- c) S316 Sociology of the Family;
- d) S335 Racial and Ethnic Relations;
- e) E370 Peasant Society and Culture.

A major in sociology must take a total of 33 credit hours to graduate.

ASSESSMENT OF GOALS: THE PORTFOLIO

Portfolio development and assessment will serve to assess the major program, determining to what extent students are achieving the goals of the major. While members of the Department of Sociology assess the performance of majors in individual sociology classes, portfolio assessment enables the department to track and counsel majors over the course of their progress through the program. The Sociology Department Portfolio enables the faculty of the department to identify patterns of strength and weakness among all of its majors, to assess the consistency of standards across the program and, at the same time, offers the opportunity to evaluate the major itself.

Contents of the Portfolio:

The Sociology Major Portfolio holds examples of work completed by majors which assess whether the student is meeting departmental standards in writing skills and mastery of the content of the major program. Each student is assigned a departmental advisor, who performs a continuing critical task in the process of assessment. The portfolio includes:

1. Major Requirements Form--list of completed courses, instructors, dates, and grades, with periodic, i.e. semestral, assessment by the departmental advisor to indicate major's progress towards reaching departmental goals.
2. Table of Contents--list of titles, dates, and origin of materials included in the portfolio.
3. A minimum of three examples of student's work should enter the portfolio for every nine credit hours of enrollment in sociology courses. These examples should be primarily from sociology courses, but majors may (in consultation with their departmental advisor) include work done in closely related subject areas.
4. Examples of completed work might be:
 - a. Representative writing and analysis from sociology courses.
 - b. Evaluations of course materials by the sociology faculty and the student.
 - c. Examples of other quizzes and examinations with their scores.
 - d. Self-assessment to be completed by the student after each nine credit hours of sociology completed.

It is the primary responsibility of majors (in consultation with their departmental advisor) to decide which materials are placed in their portfolios. Majors should select materials that demonstrate their writing skills and their progress towards the departmental goals listed in the beginning of this document.

Portfolios will be stored in departmental offices, but students are encouraged to keep copies of the materials they place in the portfolios. Students may ask to see their own portfolios at any time during regular office hours.

Implementation Calendar:

Each student who enters the sociology major, beginning with the academic year of the plan's inception (academic year 1993-1994) and continuing until graduation, in cooperation with a permanently assigned sociology advisor, will develop and maintain

a portfolio to represent the variety, quality and progress of the student's performance in the major.

Students who declare a major in sociology late in their undergraduate program, in consultation with their advisor, will develop a portfolio of writings from previous courses and from the remaining major courses.

Transfer students, in consultation with their advisor, will develop a portfolio of writings from major courses taken at this campus and may include writings from courses at previous schools.

The department will assess the portfolio plan:

1. at the end of each year to measure progress and implement any immediate revision (e.g. reassignment of advisees);
2. at the end of every third year to assess the two-year outcome and to decide by what means assessment will continue.

Advising:

Assigned advisors. Sociology full-time faculty will serve as permanent advisors to a randomly distributed group of majors. (The number of advisees of each faculty member would equal the total number of majors divided by the number of full-time faculty in a given academic year.)

Faculty leaves. Advisees of faculty on leave will be temporarily reassigned.

Records and Conferences. Each advisor will maintain a permanent record of each student's writing, of other relevant information on the student's progress in the major, and will meet the student in conference on a regular basis such that the major will have completed no more than 15 credit hours of enrollment in the University since the last meeting with the major advisor. The student will be responsible for scheduling and attending portfolio conferences. Each major is required to be advised by his/her advisor before the beginning of each semester. This ensures that this crucial conference will take place.

Outcomes-Assessment:

Annual Assessment Session. In March or April of each year, the department will meet to assess the portfolios of graduating

majors and the portfolio program.

1. Assessment of all portfolios of graduating majors.
 - a. Assessment by faculty other than the student's advisor using course materials, grades, and portfolio.
 - b. Self-assessment by the student. This will be combined with an exit interview.
2. Assessment of the sociology major--the content, sequence, and scheduling of requirements and electives. This will be based on:
 - a. Student assessment.
 - b. Faculty assessment.
3. Assessment of our job as faculty.
4. Outside Assessment. On the occasion of the regular Liberal Arts and Sciences' mandated external review of departments and departmental programs (now every 6/7 years), the department will invite faculty from other departments or an individual or a team from outside of the university to observe and assess the major program, the assessment plan, and the performance of its majors.

BUDGET

Most of the plan's activities will be part of each faculty member's teaching assignment and task as an academic advisor to students in the major discipline. If funds become available, the Department of Sociology recommends they be spent in the following prioritized manner:

1. The American Sociological Association (ASA) Teaching Services Program schedules an annual workshop "Outcomes Assessment for Undergraduate Sociology." The cost to attend this workshop is \$325 for ASA members and \$375 for nonmembers. The three day workshop includes lodging. There would be added travel and per diem costs. Travel to this workshop for one faculty member per year would help ensure proper assessment.

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2. Additional monies, to be added to Supplies and Expenses, to cover the costs of brochures to notify students, filing and copying expenses, estimated to average \$300.00 per year

2. Readers' fee for faculty who evaluate portfolios of students who are not their own advisees. Assuming \$30 per hour rate of overtime compensation for two independent evaluators (4 hours x \$30 x 15 students=\$1800). The cost in new dollars would be approximately \$3600 per semester or \$7200 annually.

IUSB

DEPARTMENT OF PSYCHOLOGY

ASSESSMENT PLAN

A. Mission Statement

The Department of Psychology offers a major in psychology leading to the Bachelor of Arts degree. The Department also offers a minor in psychology as well as course work that satisfies distribution requirements for undergraduates majoring in other fields. The Department of Psychology provides a curriculum designed to reflect psychology's status as a science and helping profession. As a science, psychology is concerned with an understanding of behavior and mental processes. As a helping profession, psychology is committed to the amelioration of human suffering using techniques that are solidly grounded in scientific psychology. Students are expected to learn critical thinking and problem solving skills by exposure to current theory, research methodology and techniques of statistical analysis. Personal growth and the development of communication skills is emphasized throughout the curriculum and students are encouraged to apply psychological knowledge to real world situations. Students who earn the B.A. in psychology are prepared to enter graduate school or to seek employment in a variety of workplace settings.

B. Desired Student Outcomes

Students who major in psychology will be able to do the following:

1. Describe, compare and critique major theories and theorists in psychology. Demonstrate an understanding of the historical development of psychological theory and method.
2. Demonstrate the ability to locate and obtain relevant information from a wide range of periodicals and other library resources.
3. Describe, compare and critique the commonly employed research methodologies used by psychologists. Demonstrate the ability to select methods appropriate to a variety of research questions.
4. Demonstrate the ability to conduct common statistical analyses and draw appropriate conclusions therefrom. Gain familiarity with use of the computer for statistical analysis.
5. Formulate a research question, conduct an appropriate literature review, and write a research proposal in American Psychological Association (APA) style.
6. Conduct a methodologically and ethically sound experiment and write a research report of the findings in APA style.
7. Explain and defend a research proposal (hypothesis, methodology, anticipated findings and conclusions) in an oral report to mentors and peers.
8. Apply problem solving skills and research techniques to a real-world problem.
9. Appreciate individual differences and human diversity.

C. Conceptual Framework

The desired student outcomes (above) and the methods of assessment (below) are conceptually organized around a core curriculum that is required of our majors and minors. For the major, the core curriculum consists of courses in General Psychology (P103), Methods of Experimental Psychology (P211), Statistical Analysis in Psychology (P354), History and Systems of Psychology (P459) and one advanced laboratory course (P421, P424, P 429, P435). In addition, students must choose one course from four of five emphasis areas within modern psychology. Outcomes 2-7 are emphasized in the methods, statistical analysis and advanced lab courses. Outcome 1 is emphasized at different levels of sophistication in several courses, from P103 to P459. Outcomes 2, 3 and 9 are emphasized in the diversity of courses comprising the areas of emphasis. Moreover, by requiring that students choose from among broadly defined emphasis areas we are giving students an opportunity to learn about a wide range of theories and viewpoints in psychology. For the minor, core requirements include exposure to critical methodology (P211) as well as broad exposure to three of the five emphasis areas. Finally, students are encouraged to take P495, Professional Practice Program Internship, in order to put into practice all that they have learned during their undergraduate program (Outcome 8).

D. Assessment

1. *Coursework:* The assessment of desired student outcomes occurs continuously during the student's progress through the curriculum, but especially in those courses comprising the core. In P211, students are required to formulate a research question, conduct a relevant literature review and write a proposal in APA style. This written proposal constitutes the basis for assessing outcomes 1, 2 & 5. In the advanced laboratory course, students must design and carry out an experiment and then defend it in oral argument in class. This exercise constitutes the basis for assessing outcomes 3, 4, 6 and 7. Outcome 4 is assessed in the execution of the experiment in the advanced laboratory course as well as in the P354 course. Examinations and term papers will constitute the basis of assessing outcomes 1 - 4 in all psychology courses. A principal focus of the work in P459 is on comparisons among important theorists in psychology and thus, written work in P459 constitutes an important component of the assessment battery.
2. *Survey:* The long range success of the psychology department in preparing its students for work or graduate school will be measured through the academic and professional achievements of its graduates. A survey of past graduates and their employment will be undertaken once every five years.
3. *Portfolio:* Each psychology major, with the assistance of the academic advisor, will maintain a portfolio of his/her work. Included in this portfolio will be selected exams, term papers, research proposals, research manuscripts and awards that the student has garnered during the undergraduate years. The portfolio serves as a unique record of the student's career and, as an assessment tool, providing a record of student progress. The portfolio of each graduating student will be reviewed by several faculty who will assess the extent to which the student has achieved the specific outcomes delineated above. Feedback to the student about her/his progress will be provided during annual advising when the contents of the portfolio are discussed with the faculty advisor.

E. Program Improvement

At least one department meeting each spring semester will be devoted to curriculum review and an analysis of assessment results. Insofar as assessment is grounded in the core curriculum, the faculty is in an advantageous position to monitor student progress toward achieving the desired outcomes.

Individual students who fail to achieve the expected outcomes can be counseled in their classes or during advisement. A review of the portfolio in such cases likely would result in the recommendation to select additional courses that would compensate for deficiencies or buttress weaknesses. Moreover, since curriculum review is an ongoing concern in the Department of Psychology, systematic failure to achieve one or more outcomes by large numbers of students would be detected early and corrected by adjustments in the curriculum.

G. Additional Resources Needed

Most of the assessment in the Department of Psychology occurs during the normal course of teaching and student advising. The 5 year surveys, however, require some budgetary support in the form of supplies (paper, duplicating, postage, phone) and released time for a faculty member to conduct the survey. The estimated cost of the survey is \$2500.

ASSESSMENT PROPOSAL

Department of Political Science
Indiana University South Bend

December 1993

1. Mission and Objectives

The undergraduate major in Political Science is designed to enable graduates to think, write, and talk critically and thoughtfully about politics and political science; to equip them to function as citizens in the world of politics; to prepare those who choose careers in public service; and to provide those who wish to do so with the foundations necessary to pursue graduate study in the field.

Students are, therefore, expected to possess by the time they graduate appropriate knowledge and analytical skills in the major areas of political science that are taught at IUSB. These areas are American politics, political theory, and the politics of the world beyond the United States with special emphasis on Europe, Russia, and Latin America. Students are expected to be able to write and talk about politics and political science accurately and cogently, and to be able to undertake independent research in both primary and secondary sources.

2. Methods of Assessment

The department employs four principal methods of assessing its program.

I. ASSESSMENT IN COURSES

While the assessment of general education is largely undertaken in general-education courses outside the Department of Political Science, it is continued in all the courses taught within the department. All courses require students to write essay examinations; all upper-level courses require research papers, and most introductory courses require some formal writing outside the classroom. These writing assignments enable instructors to assess writing ability, critical thinking, and ability to conduct independent research. Similarly, all courses encourage—and seminar courses require—student discussion in the classroom. Instructors assess students' ability in oral argument and discussion. In all these cases, students receive written evaluation of their work from instructors and have an opportunity—and in some courses a requirement—to meet with their instructors for individual conferences.

These same assessment procedures apply to students' work in the major. Courses at all levels, but particularly at the upper level, emphasize writing ability, cogency and thoughtfulness of argument, knowledge of the field, and ability to undertake independent work.

While assessment in courses is undertaken by instructors individually, it nevertheless provides an indispensable component of the department's assessment program.

II. ASSESSMENT THROUGH ADVISING

A very different kind of assessment accompanies the department's advising of its majors. All majors are required to be formally advised at least once every two semesters, and many seek advising more frequently. The department takes this advising very seriously. At present, two members of the department do almost all the formal advising, though students are free to discuss their programs with any member of the department. In these individual conferences, advisers discuss students' current academic progress and goals as well as longer-term plans for the future. This process enables advisers to assess students' progress in the broader contexts of their academic and personal goals.

III. CAPSTONE COURSE

The department also assesses the performance of students majoring in the field by means of a capstone seminar that they are required to pass with a minimum grade of C in their junior or senior years. The capstone seminar is a revised version of the senior seminar that the department has, for several years, required its majors to pass. It is offered once a year and is open to junior and senior majors. Other qualified students are admitted if space allows. Enrollment is held to a maximum of about 15, with graduating seniors having priority.

Seminar Content

The seminar is taught by each member of the department in successive years. The instructor is responsible, in consultation with the department, for selecting the topic of the seminar and has full academic responsibility for the course content. However, topics are chosen to enable students to draw upon the knowledge and skills they have acquired in their undergraduate careers, particularly in the major. The class is taught as a true seminar, with emphasis upon student participation in class discussion, upon substantial written assignments, and upon individual research projects. Students are invited to evaluate the seminar at the end of the term by means of a standard and anonymous instrument.

The details of the oral component of the seminar are decided by each instructor, within the limits set out in the previous paragraph. This usually means that each student makes an extended presentation in class of his or her research project and is graded on this presentation. However, it is open to the instructor to meet the requirement in some other way—e.g., with students making a number of shorter or collaborative presentations that are graded. In any case, it is expected that students are also usually graded on their participation in general class discussion.

Grading

Grading for the seminar is the responsibility of a special committee consisting of the instructor and two other members of the department. While the instructor has initial responsibility for grading each piece of work, the other committee members also read and grade each major piece and any other work the committee agrees on. If graders do not assign the same grade, they meet to discuss the appropriate grade. The committee also meets to discuss each student's final grade before these grades are published. In the event of irreconcilable disagreement, the committee determines the grade by majority vote. Grades of C or higher are given only to those students who demonstrate a satisfactory level of knowledge in the field and of performance in research, writing, and oral presentation and discussion.

Evaluation

At the end of every term in which the capstone seminar is offered, the instructor and the other members of the grading committee will report to the department their evaluation of the students' performance together with a summary of the students' evaluations. They will also suggest any changes in the department's curriculum or procedures that they think appropriate. The department will discuss the report and proposed changes, if any, and take appropriate action.

IV. DEPARTMENTAL REVIEW

The department, along with others in Liberal Arts and Sciences, will undertake a substantial program review every six years. This review will involve an outside reviewer and will require, among other components, that the department prepare an extensive self-study. These sexennial self-studies and reviews will enable the department to bring together the results of all its assessment methods for the most general evaluation of its program. These reviews will also provide the occasion for the most thorough evaluation of the department's assessment procedures. Out of this process, plans for needed changes will be developed and implemented. The next review of the department will be held in 1994-95.

3. Feedback

Students majoring in political science receive feedback from their course instructors and from advisers during the mandatory advising process. To improve the process, a new procedure will be added to these. At the end of every term, the department chair will review the grades of all majors in the field and will discuss with instructors the cases of students who are not making satisfactory progress. Instructors will also report to the chair any cases of serious deficiencies they are aware of. In this way both the chair and the faculty generally will be able to monitor the work of students in academic difficulty at any point in their academic careers, and to intervene appropriately through special advising or other action. Specific procedures will evolve as the department implements the plan.

4. Costs

The department's assessment plan is not expected to require any new funds. The costs of time and effort, which are very real, will be covered by reallocation of existing resources. If the assessment procedures become very time-consuming in the future and the chair has to relinquish some of them to another member of the department, it may be necessary to request released time from one or more courses for that person.

Department of Philosophy
Indiana University South Bend

ASSESSMENT PLAN

I. Conceptual Framework

Mission. The major program in philosophy cultivates reflective inquiry, imparts logical and critical skills, and teaches the history of philosophy. The major is designed both for students who wish to go on to graduate school in philosophy (and other areas) and for students who seek an undergraduate education that will prepare them for careers in business and civil service and for professional training in such fields as law, social work, health services, and ministry. The philosophy major is also designed for students who are undecided about career goals and desire a liberal education that will challenge and cultivate the mind.

Curriculum structure. The ongoing study of philosophy consists in broadening knowledge and appreciation of major texts and issues, in developing and progressively refining skills, both imaginative and critical. Majors therefore take at least twenty-seven credit hours in philosophy courses, including both electives and upper-level courses selected to satisfy specific area requirements within the major. A senior-level proseminar is offered as a capstone course for majors who want to pursue a special topic or problem under faculty supervision. The proseminar is a vehicle for one of the assessment options that the department uses.

Student Outcomes. At the completion of the major program:

- * Students will be reflective and inquiring.
- * Students will be skilled in logical and critical thinking.
- * Students will be familiar with major philosophers from several periods in the history of philosophy.
- * Students will express themselves effectively in philosophical writing; they will, for example, be able to recognize and cogently describe philosophical issues.
- * Students will have a sense of connection between the study of philosophy and their personal goals; they will, for example, be able to apply ideas from the study of philosophy to ethical dilemmas and other practical concerns.

Assessment of the philosophy major occurs at various stages. When students are advised, when they evaluate their courses and instructors, when they participate in departmental colloquia or discussion groups, when their work is reviewed prior to the department's selection of its annual award for excellence -- each of these occasions provides information that the department uses in order to assess its program. For each student, the process culminates in one of two assessment options.

II. Two Assessment Options

Having two different assessment strategies benefits both students and the department and provides flexibility in how assessment is accomplished. Students should make their choice known at the beginning of the senior year and make arrangements with the department chair for completing the assessment option chosen sometime within the senior year.

1. Proseminar Project. The student enrolls in the department's senior proseminar (P495) in order to pursue a substantial writing project under the supervision of a project committee made up of at least two full-time faculty members. The purpose of the proseminar project is to produce a paper (or a significant revision of an earlier paper) that is researched and formulated in a manner suitable for public presentation. Students selecting this option have to meet the project expectations of their committee and present their paper to the IUSB Philosophy Colloquium (or to some other suitable group or forum). The student's performance under this option is based on both the paper and the presentation, and a minimum grade of C is expected for the student's work in the proseminar to be an indication of a satisfactory rating of the major program for the purpose of assessment. This option requires significant research, supervised writing, and public presentation. The department will strongly encourage, but not require, all majors to pursue this option, especially majors who plan to go to graduate or professional school.

2. Portfolio. The student submits a portfolio of three or more papers. These papers are read and evaluated by a committee consisting of at least two full-time department members. If funding allows, people from outside the IUSB resident faculty (e.g., part-time philosophy instructors or philosophers from other colleges or universities) will at times be asked to serve on portfolio committees. The point of the portfolio is not just to collect and evaluate examples of a student's best work but to help the student achieve a larger perspective on his or her work in philosophy and to provide specific guidelines for further progress. To these ends, the portfolio option requires students either (a) to rewrite one of the papers submitted according to specific recommendations provided by the committee, or (b) to submit a written reflection on how, in retrospect, they understand their work in relation both to their own careers as undergraduate philosophy students and to the larger discipline of philosophy. Students are ordinarily required to rewrite a paper. If a major reworking is recommended, the student may earn credit by enrolling in the proseminar for one or more credits. In cases of portfolios of exceptionally high quality, the expectation to rework a paper is waived and the written reflection is required instead. In either case, however, the portfolio is the basis for a thorough review of the student's work and achievements during his or her undergraduate career. This review is communicated at a final meeting between the student and the portfolio committee. This meeting serves as a bilateral exit interview. It provides an occasion for a thorough exchange of evaluative observations and constructive recommendations between the faculty and the student.

III. Evaluation of Assessment Process

Both options involve constructive interaction between faculty and students. This is especially true of the proseminar option, which involves close supervision of a semester-long project by at least two faculty members. The portfolio option is interactive in that it involves faculty direction in the rewriting of a paper (in most cases) and a general evaluation meeting between the faculty and the student at the end of the portfolio process. In involving constructive interaction in these ways, both options provide the opportunity not only for faculty to give feedback to students but also for students to give feedback to the faculty.

The faculty committee, upon completing its final meeting with the student, prepares a written summary of the student's level of accomplishment, indicating the extent to which the student has met the expected outcomes listed in Part I. Suggestions from students about how the philosophy curriculum or assessment process might be improved are reported to the department and action, if appropriate, is taken.

IV. Additional Funding Needed

The assessment plan needs little immediate support beyond the (considerable) time and energy of department members. There are, however, two points at which need of funding would, or could, eventually come into play. First, if, in the portfolio option, philosophers were invited from outside the IUSB resident faculty to serve on portfolio committees, we would need to pay them a reasonable compensation, perhaps \$200, for reading and evaluating papers and for meeting with the committee and the student to discuss the student's accomplishments. Also, if, in the future, a large number of students choose to pursue the proseminar option, it will be necessary to begin offering that course as part of a faculty member's regular teaching assignment rather than, as has been done up to now, as an overload assignment. This same need might also arise if a large group were to pursue the portfolio option on a credit basis.

Mathematics Proposal for Assessment

1. Goals

The major goal of our program is to give our students a broad understanding of the field of mathematics. We attempt to give our students the tools needed to develop a new topic independently, and to communicate such material to others, exploring its connections with related areas of mathematics.

2. Procedure

The Department of Mathematics and Computer Science proposes to use a senior seminar, with associated project and oral presentation, as the assessment tool for Mathematics. The seminar would be a 3 credit hour course, taught by a mathematics professor. This seminar would be taken by students in the fall semester of their senior year, and will include presentations by faculty members, as well as preliminary presentations by students on their project areas. The seminar organizer will assign project topics to each student, and will coordinate the advising of students by other faculty members in the department. The students will make a public presentation of their project, which will be evaluated by a committee of faculty members. In addition, a paper will be submitted as part of each project, a copy of which will be retained by the department to provide long-term information on the program.

Other components of our assessment will include records of student applications to graduate schools, and student performance on the Putnam Exam and other contests.

3. Costs

The costs of this proposal would include 3 hours of teaching time for the seminar organizer, and an additional 1/2 credit hour of teaching credit per student for the advisors. A system will be designed by which the teaching credit for advisors will be awarded in future semesters, once appropriate amounts are accumulated. Additional time will be required for faculty members participating on oral examination committees: this is expected to place less demand on department resources than coordinating the seminar or advising students, but this may need to be reevaluated at a later date.

Computer Science Proposal

Goals of the Program in Computer Science

The primary goal of our program is to prepare our graduates to understand the field of computing, both as an academic discipline and as a profession within the larger context of society. We try to achieve this goal in the following ways:

We try to provide a broad and coherent coverage of the discipline.

We try to expose our students to the ethical and societal issues associated with the field.

We try to prepare our students to apply their knowledge to specific computing problems and produce solutions, both independently and as members of teams.

We try to structure our program in such a way that it supports and is supported by the educational goals of the University and the College.

GOALS OF THE ASSESSMENT PROCEDURE

Our assessment procedure should allow us to see how well and how broadly our students understand computer science and how they deal with computing problems. It should reveal the extent to which our students are acquainted with ethical and societal issues in computing. It should also enable us to see how the program in computing relates to the educational goals of the University and the College.

ASSESSMENT PROPOSAL FOR COMPUTER SCIENCE

The Department of Mathematics and Computer Science proposes to use a senior seminar and an oral examination as its assessment tool in Computer Science. The seminar would be a three credit hour course, taught by a computer science faculty member. Each student in the seminar would be required to complete a project and write a paper based on that project. The project must be approved by the instructor, and it would ordinarily be supervised by the instructor. Each student would also be required to make at least one presentation in the seminar. Enrollment in the seminar would be limited to 7 students.

Each student would also take an oral examination given by a committee of computer science faculty. The student would present the results of his project to the examining committee, and the committee would use the presentation as a point of departure. This examination would not be limited to the student's project.

COSTS OF IMPLEMENTING THE PROPOSAL

The costs to the Department would include six to nine hours teaching time per academic year plus the time required of examining committees. With 20 students, two-hour examinations, and three member examining committees, the faculty members must spend eight hours (average) on the exams, plus the time required to study four projects. These demands will be concentrated at the end of the semester. The projects may also demand library and computing resources. Our current laboratory facilities are inadequate to support this proposal. However, independent of this proposal, the department is moving to develop facilities that we believe will be adequate.

HISTORY DEPARTMENT
MAJOR ASSESSMENT PROCESS

- I. The objectives for the history major are:
 1. basic knowledge of the history of the United States, of Europe since 1500, and of another area;
 2. knowledge of the library and its research tools;
 3. ability to gather and interpret information from both primary and secondary sources;
 4. knowledge of the bibliography of some historical topic and of current thinking about it;
 5. ability to write clear, well-organized, grammatical, and properly documented papers;
 6. ability to defend those papers;
 7. and ability to criticize the work of others.

- II. The assessment of the first objective is accomplished through examinations and papers in history courses. In addition, toward the end of each academic year the department as a whole will go over each major's academic achievements for that year. The department will review grades from completed courses and instructors' comments about work in progress. If any deficiencies are noted, a member of the department will be asked to confer with the student or students involved.

- III. Assessment of student progress toward the other objectives comes above all in the Proseminar for History Majors (J495). This class is the culmination of your work in history. It requires you to conceive, execute, and defend an original research paper and to demonstrate understanding of the criteria by which historians judge each others' work. This course requires you to demonstrate the knowledge and abilities set forth in objectives 2 through 7. The oral component of objectives 6 and 7 is accomplished through having you defend your work orally and orally critique the papers of other students.

- IV. Each J495 instructor will assign grades independently. J495 students with majors other than history will receive no other assessment of their work in the course. Papers written by history majors will also be reviewed by two members of the department other than the instructor. Ordinarily, one of those other faculty members will be in the general field of the seminar, American or European history, and the second will

be in the alternate field. The J495 instructor and the other two faculty members will jointly approve the paper; if two or three of the reviewers think that it does not meet their standards for a C, they will require that the paper be revised. If one of the three considers the paper inadequate, the department chair will assign a fourth reviewer who will decide whether the paper is acceptable or needs revision. Only the instructor's grade will be recorded.

- V. Because the seminar is the capstone of your major program, no history major will be allowed to take it without demonstrating thorough preparation. That will be done by submitting a portfolio of written work to the department chair at least ninety days before enrolling in the seminar. At minimum, each portfolio must include: (1) six essay exams (however constructed, each exam must consist entirely of written answers); (2) five essays (which may be book reviews, comments on documents, brief narratives, or interpretive essays); and (3) two longer papers that include systematic documentation. No more than three items in any portfolio may come from any one course. The items need not all come from history courses. Finally, all portfolios will include brief introductions in which students evaluate their own work and indicate which items they consider best.
- VI. Each portfolio will be reviewed by a committee of two faculty members selected by the chair, who will ordinarily try to choose those members whose assignments are least represented in the portfolio. Both faculty members must judge that the portfolio meets their requirements for a C. If only one thinks it inadequate, the chair will assign a third reviewer whose appraisal will be decisive. Failing approval, you will be required to take an additional course that stresses writing, add some of its results to the portfolio, and submit it for reevaluation at least one month before again trying to win a place in J495.

FOREIGN LANGUAGE DEPARTMENT

Assessment Plan

In compliance with the provisions in the Assessment Policy adopted by the Faculty of the College of Liberal Arts and Sciences at its meeting of April 13, 1990 the Department of Foreign Languages has developed the following program to assess its majors:

I. OBJECTIVES OF THE PROGRAM

All students earning a major in foreign language will be required to have demonstrated a satisfactory level of performance in each of the following six areas. They will:

1. understand the second language spoken in its standard form at a moderate rate by a native speaker;
2. speak the second language with a clear and accurate pronunciation and adequate stress, rhythm, and intonation in a variety of formal and informal situations which will include academic, social, and practical situations;
3. read with comprehension in the target language literary texts, informational materials and personal and routine business correspondence;
4. write clearly and correctly in the target language;
5. demonstrate a general knowledge of the distinctive features of the target language in comparison with English;
6. demonstrate a general knowledge of the literature, history, geography, and contemporary civilizations of countries and areas where the target language is spoken.

These objectives are satisfied by the following courses:

Objective

Numbers Courses

1, 2, 3, FGS 101, 102, 203, 204
4, 5, 6

3, 4, 5 F313 & F314, Advanced Grammar and Composition I & II
 G313 & G314, Writing German I & II
 S313 & S314, Writing Spanish I & II
 S425, Spanish Phonetics

S428, Applied Spanish Linguistics

- 1, 2 F325, Oral French for Teachers
 G325, Oral German for Teachers
 S325, Oral Spanish for Teachers
- 1, 3, 4, F363, Introduction a la France Moderne
6 G363, Deutsche Kulturgeschichte
 S363, Introduction a la Cultura Hispanica
- 1, 2, 3 F305 & F306, Masterpieces of French Literature I & II
4, 5, 6 G305 & G306, Masterpieces of German Literature:
 Classical and Romantic Periods, and Masterpieces of German
 Literature: Modern Period.
 S305 & S306, Masterpieces of Spanish Literature I & II
- F423, Tragédie classique; F424, Comédie classique; F435,
Littérature du dix-huitième siècle I; F443,
Nineteenth-Century Novel I; F445, Nineteenth-Century
Drama; F450, Colloquium in French Studies; F453,
Littérature contemporaine I; F454, Littérature
contemporaine II; F464, Civilisation française II; F471,
Structure of French Grammar; F495, Individual Reading in
French Literature. 11 courses total.
- G403, German Literature to 1770; G404, Survey of German
Literature from 1750 to the Present; G405, Goethe: Life
and Works; G411, Advanced German Grammar; G422,
Nineteenth-Century German Literature; G425, Twentieth-
Century German Literature; G452, Senior Seminar; G464,
German Thought and Society; G495, Individuals in German
Literature; G496, Foreign Study in Germany (6 credits).
9 courses total plus 6 credits of Foreign Study in
Germany.
- S415, Medieval and Golden Age Poetry; S416, Modern
Hispanic Poetry; S418, Hispanic Drama; S425, Spanish
Phonetics; S428, Applied Spanish Linguistics; S450, Don
Quixote; S477, Twentieth-Century Spanish-American Prose
Fiction; S478, Modern Spanish Novel; S411, Spanish
Culture and Civilization; S412, Latin American Culture
and Civilization; S494, Individual Readings in Hispanic
Literature. 10 courses total.

II. METHOD OF INSTRUCTION

In the last fifty years several approaches to the teaching of

foreign languages have been developed by linguists and methodologists. Each method has met with a certain measure of success, although none has been unanimously identified as unique in its effectiveness. Recognizing this fact, the faculty of the Department of Foreign Languages employs an eclectic approach that draws the most effective techniques from all methods. We do adhere to certain basic principles that have long been advanced and agreed upon by linguists and methodologists.

1. The most logical learning order for the four language skills is hearing, speaking, reading, and writing.
2. A foreign language curriculum should be built upon the acquisition of these skills in their natural order.
3. Progress towards the goal of fluency and correct use of the language should be encouraged and facilitated by a subtle but effective technique of error-correction.
4. A Foreign Language Laboratory, or Foreign Language Media Center, should play an important role in the development of all skills, particularly in those of an "active" nature.
5. The departmental faculty is in agreement that classroom use of the target language rather than English should increase during the first four semesters so that by the end of the fourth semester (FGS 204) the target language is the primary means of communication in class. At that point, English is used only to clarify difficult points and to avoid an inordinate slowing of pace.
6. In the first three semesters visual aids such as overhead transparencies are used by some of the faculty to stimulate conversation and reinforce vocabulary.
7. Audio-taped exercises coordinated with the textbook are used in the language laboratory by all first- and second-year foreign language students to reinforce auditory comprehension, pronunciation, and grammar of the target language.
8. Compositions in the target language are corrected by some of the faculty with symbols indicating the kinds of errors made, and the students are then required to resubmit the compositions with the errors corrected.
9. Oral readings and recitations are required in class by some of the faculty from each student, permitting individualized correction by the instructor.
10. Dictations and auditory-comprehension tests in the target

language are given in the first two years to reinforce auditory comprehension and grammar.

11. Oral questioning in the target language is utilized at all levels, with answers in the target language.
12. Brief dialogues between students in the second language are required in the first two years, and class discussions in the language are required in the third- and fourth-year literature and culture courses.
13. Term papers and research papers in the target language are required in third- and fourth-year literature and culture courses, and in Honors courses.

III. INTERNAL ASSESSMENT

1. All students graduating from Indiana University South Bend with a major in any of the languages offered by the Department of Foreign Languages will be assessed as to their competence before qualifying for their degree. This assessment will include the ability of the students to perform at the appropriate intellectual level.
2. The assessment of majors in the Foreign Languages Department will be made by judging both a portfolio of the student's written work, and the student's performance in a final oral exercise.
3. To form his or her individual portfolio, each student majoring in the department should submit to the secretary one term paper written in the target language for a course offered at the third-year level, and two more term papers written for courses offered at the fourth-year level. At least one of these papers must cover a topic on culture and civilization. The papers must be submitted in a clean copy, without any indication as to the grade received for the paper in the course.
4. After completing his or her course work in the department, and before being certified for graduation, each student will be required to appear before two instructors in the department for an oral exercise, in order to prove his or her oral ability, as well as, his/her general knowledge of the literature and culture of the countries where the chosen language is spoken. The questions asked during the oral exercise will generally address, but will not be limited to, the issues and topics covered by the student in the papers included in the portfolio. It is understood that the exit

interview will be conducted in the target language.

5. After the oral exercise has been completed the instructors will decide whether or not the student has given final proof of his or her competence and has met the above listed objectives of the program. If the two instructors can not agree on a decision, the department chair or another instructor appointed by the chair will consult with both instructors involved, and after reading the papers and/or meeting with the student and reviewing the student's grades in departmental course work, will cast the decisive vote.
6. If the decision is made that the student has not given proof of his or her satisfactory final competence, the instructors deciding the case will indicate whether the student must submit one or more new satisfactory papers, and/or take the oral exercise again. The student will not be able to do so until three months have passed from the negative decision.
7. Recognizing the need of the students to receive appropriate feedback during the course of his/her studies, the Department of Foreign Languages requires that each student meets with an advisor at least once per year. An evaluation of the student's portfolio and of the progress towards the degree will be made at that time. Through the department secretary, the advisor will file an appropriate written record of this meeting in the student's portfolio and in the central departmental advising file.

IV. EXTERNAL ASSESSMENT

Our graduates will be contacted every other year and will be asked to complete a questionnaire assessing the quality of the professional preparation received in the major program. Whenever possible, employers will also be contacted. This procedure will take place during the Fall and Spring semesters starting in the Fall, 1995.

V. EVALUATION OF ASSESSMENT PROCESS

A departmental committee will be appointed and charged with the review and examination of the returned questionnaires. This committee will also be responsible for writing a report evaluating the assessment plan, and for making appropriate recommendations for improvement as needed. This procedure will take place every other year, during the Fall and Spring semesters starting in the Fall, 1996.

VI. BUDGET

The proposed assessment plan will be part of each faculty member's expected service to the department. However, given the small number of full-time faculty in a department with three programs, service in this activity will be considered very meritorious. Although no direct cost is anticipated, we are requesting additional travel funds to send, at least, one faculty member to one of the many national conferences devoted to assessment techniques. Amount requested, \$642 (transportation - \$350; registration - \$80; hotel - \$150; meals - \$62).

HRR: 10-25-93

Department of English Assessment Plan
(January 1994)

Mission of the Major Program

The English major learns to analyze and interpret literary texts, to apply literary and rhetorical theories in the context of American and English social and literary history, and to write and speak with an awareness of authorial voice and of audience. The English major is not expected to master, as reader, writer, or speaker, all theories, all possible social and historical contexts, or all genres, but to learn some well and prepare well to assimilate others.

Assessing the Objectives of the Mission

Each student who enters the English program, beginning with the fall semester, 1992, and continuing until graduation, in cooperation with a permanently assigned English advisor, will develop and maintain a portfolio to represent the variety, quality and progress of learning in the major.

Reading. The English major learns the breadth and complexity of reading. The examples of writing in the major's portfolio demonstrate:

1. an ability to analyze and interpret literary texts;
2. an awareness of literary and rhetorical theories and of their application in reading and writing;
3. a sense of social and literary history as context;
4. a knowledge of the concept of genre.

Writing. The English major learns the breadth and complexity of writing. The examples of writing in the major's portfolio demonstrate:

1. the general skills of college-level exposition;
2. those skills associated specifically with analysis and interpretation of literary texts;
3. for majors with a Concentration in Writing, those skills associated with two of the following: creative writing, exposition and journalism.

Speaking. The teaching and evaluation of the English major include oral communication. The English major is required to take a senior seminar, in which the student completes some research project the results of which the student reports orally to classmates. In addition, oral reports—individual and

collaborative■are required in several other English classes, so that most majors will have made oral presentations prior to taking the senior seminar. Additionally, English classes, both literature and writing, involve much discussion (some function completely as discussion classes), so that the English major has ample opportunities to develop the more informal oral skills used in analyzing and critiquing.

Major Concentrations

Concentration in Literature

A. Writing Skills:

1. Standard English
2. Exposition
3. Research & documentation

B. Content:

1. Analytical/interpretive techniques
2. Literary theory: principles & applications
3. Literary History
4. Genres

Concentration in Writing

A. Writing Skills:

1. Standard English
2. Two writing areas (creative writing, exposition, and journalism)
3. Research & documentation

B. Content

1. Analytical/interpretive techniques
2. Literary theory: principles and applications
3. Genres

Implementation of Assessment

Calendar

The English Major Portfolio Plan will serve to assess the major program, determining whether the goals are valuable goals and to what extent the student is achieving them. The portfolio assessment will also determine whether faculty are consistently evaluating student work with the same general standards.

The student who has declared an English major prior to fall, 1992, and who has completed no more than 15 hours of credit in the major, will prepare a course portfolio in at least two English courses prior to the senior seminar. Course portfolios will contain a minimum of three writings from within the course.

In the senior seminar each student will prepare a senior (capstone) portfolio of at least three writings from among the major courses.

Exceptions:

1. At the time of the plan's inception. The student who has declared an English major and who has completed more than 15 hours of credit in the major may elect a portfolio plan, but will not be required to participate.
2. After the plan's inception. The student who declares a major in English late in the undergraduate program will, in consultation with the advisor, develop a portfolio of writings from previous courses and from the remaining major courses.

The transfer student will, in consultation with the advisor, develop a portfolio of writings from major courses taken at this campus and may include writings from courses at previous schools.

Portfolio Contents

The English Major Portfolio holds examples of writing which assess whether the major is meeting departmental standards in writing skills and in mastery of readings in the major program. While members of the Department of English assess the performance of majors in individual English classes, portfolio assessment enables the department to track and counsel majors over the course of their progress through the program. The English Major Portfolio enables the department to develop sound principles of reading, writing and the teaching of writing, to identify patterns of strength and weakness among all its majors, and to assess the consistency of standards across the program. The portfolio includes:

1. Major Requirements Form ■ list of completed courses, instructors, dates, and grades, with periodic assessments by the departmental advisor to indicate the major's status;
2. Table of Contents: list of titles, dates, and origin of writing samples;
3. Examples of Writing:
 - a. Representative writing with explanatory context from among courses in English.
 - b. Diverse writings from specific course assignments, e.g., analysis and interpretation, literary criticism, literary history, original literary creation, an honors thesis proposal or a statement of a career goal.
 - c. Evaluations of writing by English faculty and by the student.

- d. Test scores on standard or departmental writing tests.

Advising

Assigned Advisors. English fulltime faculty will serve as permanent advisors to a randomly distributed group of majors. The English major may request a specific advisor, but advisors' duties are limited to a fair share of the number of majors in the program.

Faculty leave. Advisees of faculty on leave will be temporarily reassigned.

Records & Conferences. Each advisor will maintain a permanent record of each student's writing, of other relevant information on the student's progress in the major, and will meet with the student in conference at least twice each academic year (at least once each semester). The student will be responsible for scheduling and attending portfolio conferences.

Assessment Standards

Standard Form. The advisor will assess writing submitted for the portfolio each semester, filing a standard rating form in the departmental office, with a copy to the student.

Departmental Central File. The departmental office will maintain a file of copies of the form which records each major's conference record and portfolio progress.

Quantity & Frequency. A minimum of three papers (including one abstract or one short paper, 2-3 pp.) will enter the portfolio for each 9 hours of enrollment in English courses. Annual Assessment Session. In March or April of each year, the department will meet in one or more assessment meetings:

1. To assess all major portfolios.
 - A. If the ratings of the advisor and the second reader do not concur, a third reading determines the final rating.
 - B. PASS/FAIL Consequences. The student who earns a PASS may continue the normal course of study. The student whose portfolio does not earn a PASS at the annual evaluation will be required to satisfy one or more of the following conditions:
 - 1.) successful completion of a course in literature or

writing selected by the advisor to be taken prior to additional English courses; for example, a case may be served by a contract between a student and an instructor, and approved by the department, describing specific goals to meet in the selected course;

- 2.) endorsement of the Writing Center, following tutorial sessions;
- 3.) submission of a portfolio that receives a PASS from two readers.

2. To assess the curriculum of the major: the content, sequence, and scheduling of requirements and electives.

Outside Assessment

At three-year intervals, the department will invite from the English department of another IU campus or another university an individual or a team to observe and assess the major program, the assessment plan, and the performance of its majors.

Faculty Training

Beginning with the year of the plan's inception, the English department will conduct seminars on the uses of the portfolio. A successful program in English depends on the faculty conducting an on-going discussion of the nature of the reading and writing process and of the teaching of that process.

Budget

Most of the plan's activities will be part of each faculty member's normal service as classroom teacher and as academic advisor to students in the major discipline. Successful implementation of the assessment plan depends on funding from the university for the following activities:

1. Annual: Reader fees for faculty who evaluate portfolios of colleague's students: 70 portfolios/yr @ 2 hours/portfolio @ \$15.00/hr = \$2,100
2. In the first years: Travel to appropriate conferences for one faculty member each year @ \$500

TOTAL (annual)

\$2,600

3. Triennial: Assessment by off-campus consultant
\$1,000

ASSESSMENT PLAN
DEPARTMENT OF BIOLOGICAL SCIENCES

(This report is being submitted to the Division of Liberal Arts and Sciences Ad Hoc Committee on Assessment for review and comment).

MISSION

The Biology Department offers programs to students in a geographical region that serves a dozen counties in Northern Indiana and Southern Michigan. The primary mission is to offer quality programs at the undergraduate level that includes the Bachelor of Arts and Bachelor of Science degrees. In pursuing this mission, the department is dedicated to maintaining the highest standards in teaching, scholarship, research, and service by providing students with the best possible faculty, classroom and laboratory facilities and other support elements.

Further, Biology is committed to offering general education coursework that would satisfy requirements for students in the Division of Liberal Arts and Sciences, the School of Nursing, the Division of Education, The Division of Business and Economics and Radiography/Allied Health Services.

GOALS

Assessment has great value in measuring how effective a department or an institution is in educating students as well as determining what students learn during their university experience. Assessment that is thoughtfully and carefully done will allow faculty to identify strengths and weaknesses in courses and programs. Once the results of assessment are realized changes can be made with greater confidence.

Assessment will be used to determine how well the Biology Department is achieving its goals. Identification of goals "seems to be a logical way to avoid wasted effort and improve the efficiency of the educational enterprise" (Cox). Establishment of goals facilitates curricular planning, and tends to focus teaching practices and departmental priorities. It should be clearly understood that no two biology departments will necessarily develop the same goals since they exist in different academic environments. Thus the goals of IUSB may not be the same on all counts, as the goals of IU Gary or IU Bloomington.

The Department of Biological Sciences at IUSB seeks to provide experiences that will enable the student:

1. to demonstrate mastery of a given body of biological information,
2. to demonstrate mastery of certain biologically related manipulative skills such as laboratory, field and computer skills,
3. to develop an appreciation for the historical perspective of biology,
4. to improve writing and speaking skills,
5. to develop high level cognitive thinking including observation and experimentation, collection and analysis of data, synthesis of conclusions, and extrapolation of information and data.
6. to understand ethical issues related to Biology,
7. to develop the ability to learn independently,
8. to develop a clear understanding of the relationship between science (biology) and society.

INDIRECT METHODS OF ASSESSMENT

Indirect methods do not measure what the student is learning but what is being taught. This is important in biology because resources are important in determining the level of student opportunity to learn. Each indirect method below will be part of the curriculum review previously mentioned:

1. number and type of scientific journals in the IUSB library,
2. number and general subdiscipline of monographs in biology in the IUSB library,
3. inventory of equipment and number of majors per instrument in the laboratory,
4. class size limits,
5. level of maintenance of professional expertise by faculty such as use of new (updated) texts, attendance at workshops, meetings or conferences related to biology, etc.

DIRECT METHODS OF ASSESSMENT ENTRY-LEVEL OR NEAR ENTRY-LEVEL ASSESSMENT

In the Department of Biological Sciences, two general types of assessment are employed. One is "value added," or what the student leaves with as compared to what he/she enters with. The other is "absolute" or how much of the designated subject matter a student has incorporated at the end of the class.

The "value-added" approach is used in the way we admit students to the classes, and the "absolute" approach is used in the final class evaluations. In Biology, our "value-added" approach is based on a strict interpretation of prerequisites for our courses; we assume that certain skills and information are obtained in specified prerequisite classes (chemistry, math, basic biology or upper level courses, etc), and we examine the grades of those classes before advancing students through the curriculum.

In addition, initial assessment is done by counseling Biology majors every semester before registration, so that a personal assessment of progress is made by some faculty member regularly and frequently.

CLASS OR COURSE ASSESSMENT

The style of assessment used in individual classes is the "absolute" assessment, total knowledge gained as a function of the material covered in the class. Each major-level class is assessed using a variety of methods after initial evaluation of student readiness in courses demanding prerequisites.

All courses taken by biology majors employ measures which not only observe and evaluate student understanding of content, but also cognitive, communication and laboratory skills. The pattern in biology is to design examinations that employ subjective questioning from the entry level course (L101) on. Because of the relatively small numbers of students per course, student class participation is encouraged. These methods lend to almost instant feedback from students (course improvement), and improved student performance.

Content and understanding of subject matter is also evaluated in term papers which measure the ability of the student to develop a topic, locate sources of pertinent information (literature review), assimilate and synthesize the information and draw logical conclusions.

Understanding scientific procedure is evaluated primarily in the laboratory. Students are required to perform experiments, collect data, organize data in a suitable form (i.e., graphs,

tables, etc.), evaluate data, comprehend the relevance of controls, draw conclusions and apply information to alternate situations. Students are then asked to write a summary from the data collected.

CONTINUED PROCESSES OF ASSESSMENT

The Department of Biological Sciences finds value in continued assessment of learning and skills. This is done through writing, laboratories, a junior/senior seminar, and a capstone experience. Continually more demanding standards are expected of students and evaluated on progress.

Writing across the curriculum - Ever-increasing standards of writing are expected from our students. In all major level biology classes, some essay questions are required on exams. In the introductory class a research paper updating some topic covered in class is demanded. In the organismal physiology class (L308), the students write up their laboratory experiments extensively. In the ecology class (L473), an essay on the field trip is written. The writing culminates in the capstone experience, to be described in a later paragraph.

Laboratories - There is a constant assessment of skills in the laboratory experiences demanded of all majors. The introductory level labs are preparatory for the more sophisticated laboratories of the higher level courses. Computer literacy in the laboratory is expected in the ecology (L473) class. For the BS degree, assessment of laboratory skills should culminate in the capstone experience, to be described in the next paragraph.

Capstone Experience - At present, the capstone assessment for both the BA and the BS degree is the Proseminar course (M403), in which the students do a library research paper and present their results orally to the faculty and other students. This exercise gives them an opportunity to synthesize their backgrounds, skills, and understanding.

However, the department unanimously agrees that the most reasonable capstone experience is a thesis summarizing independent laboratory research conducted by the student. This capstone experience will be called the senior thesis (L490). Original research done by the student under the supervision of a full-time faculty member will culminate in a written report which will be defended before a panel of three faculty members other than the supervisor. The thesis must include an extensive literature review. It is hoped to have the senior thesis in place no later than the Fall semester, 1994, and will act as our

terminal "absolute" assessment tool.

DOCUMENTATION OF ASSESSMENT

To document our assessment process the Department of Biological Sciences will study and compare student preparations, class grades, laboratory requirements and student writing skills over time. To do this, we will each collect relevant data individually and meet at least once a semester to discuss these data and observations which will then be formally documented.

In addition, the Department will periodically review the results of the capstone experience to see if students are performing at a reasonable level.

Also, we will compare our curriculum to that of other institutions to remain aware of national trends.

The Department of Biological Sciences has in the past, always operated well through discussion and consensus and that will remain our vehicle for change.

POSTGRADUATION ASSESSMENT

Since so much that leads to success in a field is intangible, the ability to apply what is learned is an important measure of student ability. The Biology Department is incorporating a formal study of our graduates over the years as a assessment tool. We are checking their professional achievements, and the level of preparation they feel they received at IUSB, with a view to improving the curriculum in our major. It is also viewed as another student feedback mechanism.

COSTS

The only costs anticipated for pursuit of the above assessment plan reside in the senior thesis. It is estimated that costs over and above the present Biology annual budget will amount to approximately \$750 per student per semester for supplies including glassware, chemicals, duplicating, etc.

Further costs to cover expenditures for certain students to attend meetings to present their research findings should be covered. Not all students would fall into this category, and the biology faculty would determine which student(s) (and research)

was appropriate for presentation before some scientific body. The annual Fall meeting of the Indiana Academy of Sciences would be an excellent forum for this type of experience.

To send one student to a meeting of the IAS would cost approximately \$75. This would include registration fee, two meals, and gasoline/mileage. If lodging was necessary, another \$50 would be added.

At present, Biology has 3 to 5 senior-level students in any one year. This number is expected to climb in the near future, based upon significant higher numbers of students declaring Biology as a major in the last two Freshmen classes (1990-91, 22 students; 1992-93, 32 students).

In summary, it would cost between \$825 - \$875 per student for supplies (\$750) and attendance at an IAS meeting (\$75 - \$125). This would be the minimum costs. If five senior level students participated, the cost would be \$4125 - \$4375.

If funding is unavailable, the Biology faculty would select one or two students on a competitive basis. Money might be available from the Biological Sciences Foundation account or some other source.

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Assessment Plan

Northern Region Office-IUSB

Division of Labor Studies

School of Continuing Studies

Indiana University

Approved by the Division's University-wide faculty, 1/28/94

I. Background and Mission

The Division of Labor Studies is a university-wide unit of the School of Continuing Studies. The School in turn reports to university-wide administration (IUPUI, vice-president's office). With the cooperation of the several campuses, faculty appointments are assigned to the campuses. The Division has 30 teaching, service, research and support staff positions located on IU campuses in Bloomington, Fort Wayne, Gary, Indianapolis, Kokomo, and South Bend. Of these, 2 full time teaching positions, 1 full time support staff position, 1 part-time professional service position, and 1 part-time support staff position are housed in the Northern Region office at IU South Bend. The university-wide faculty award the Certificate, the Associate of Science and the Bachelor of Science in Labor Studies.

A majority of the adult citizens of the state of Indiana are wage and salary workers. A significant percentage are also union members. These workers and their unions represent a major part of the economic development

strategy of the state. The Division of Labor Studies is a direct demonstration of the University's commitment to developing democratic workplaces and a skilled workforce in the global economy. With an annual university-wide enrollment in the non-credit Union Education Program and the credit Labor Studies Certificate and Degree Programs of over 5,000, the activities of the Division contribute measurably to the educational value of Indiana employees in both the public and private sectors.

Through continuing work with, and the approval of, its statewide advisory committee the Division's current mission is to provide university-level labor studies programming to meet the needs of workers as individuals or as members and leaders in their organizations, as active and interested citizens in their communities, and as free people in a democratic society. Specifically, the Division strives to:

Strengthen the academic resources of the University by providing credit programs in labor studies leading to certificates, and to undergraduate and graduate degrees.

Offer credit and non-credit labor studies programs that meet the needs of worker organizations and to encourage and assist them in the development and delivery of their educational programs.

Undertake research and creative activity in support of the discipline of labor studies, principally through the development of curricula, instructional materials, evaluation of programs, and presentations of theories and ideas.

Provide leadership and coordination of labor studies programs throughout the state of Indiana and to establish appropriate cooperative relationships with other educational institutions.

II. Past and Current Assessment Activities

In addition to traditional assessment activities in the classroom--writing assignments, verbal presentations, exams, research papers, and the like--the division has engaged in programmatic assessment through internal self studies, external review (the most recent was completed in Fall 1992), and curriculum review (the most recent was completed in Fall 1993). In these assessment processes, a core component is the Division's extensive advisory committee system.

The Statewide Advisory Committee on Labor Education and Research (SWACLER), appointed by the President of the university, advises the university-wide division regarding overall program development, implementation, and evaluation. On each campus where the division has an office, and in other locations where programs are offered, there are area advisory committees with similar functions. The South Bend Area Labor Education Advisory Committee (SBALEAC) illustrates the composition and roles of the area committees. SBALEAC currently has 38 members representing a cross-section of community labor leadership. Of these, 10 regularly take non-credit Union Education Program classes, 12 are labor studies majors, and 2 have the Bachelor of Science in Labor Studies. Thus, the SBALEAC is directly aware of student outcomes and is capably involved in program planning, implementation, and evaluation at its bi-monthly meetings.

To provide additional evaluative information, course participants are given the opportunity and are encouraged to complete an anonymous end-of-course detailed evaluation form. Support staff compile these for each course. The compilations are provided to the participants, faculty, and advisory committee. These compiled evaluations are discussed by participants and faculty at

advisory committee meetings for future course and overall program improvement. At IUSB, each labor studies classroom credit course also has an evaluation committee chosen by the participants. It meets privately with the students, followed by a meeting with the faculty at least twice during the course. The faculty then respond in the following class session to the issues and recommendations received.

The impact of these ongoing, systematic assessment processes is indicated through the history of the Division's degree programs. In the early 1970's, the SWACLER played a central role in establishing the original Certificate in Labor Studies and the labor studies concentrations in the Associate and Bachelor of General Studies degrees. On the local level, the SBALEAC assisted in the implementation and evaluation at IUSB. By the mid-1980's, these assessment processes led the faculty to make major modifications in the curriculum. These included new requirements and the initiation of the Associate and Bachelor of Science in Labor Studies degrees. In the early 1990's, these processes, especially the assessments provided students on several area advisory committees and the SWACLER, led the faculty to overhaul the curriculum in which we dropped 2 courses, revamped 6 courses, and added 15 courses.

The evaluative comments received from students as students and from students as advisory committee members demonstrate program effectiveness through student outcomes. Reports are regularly received on: conflict resolution through the grievance procedure, successfully negotiated contracts, appointments to community boards, election to office, and other activities engendered in our curriculum.

III. Individual Assessment Processes

At entry, students receive advising about skill levels and career goals. Beginning in Fall

Semester 1994, all new majors will be asked to enroll in at least 1 labor studies 100 level course as a threshold course. As they do so, whether for a classroom or distance learning version, they will be asked to write a one-page outline of their major educational goals. This will go into their student file. At each level of certification, Certificate, Associate, and Bachelor, an advisor will review and discuss these goals with the major.

For a capstone experience, those seeking an Associate Degree will be asked to enroll in L285, Assessment Project. Those majors who are bachelor's degree candidates will be asked to enroll in L420, Labor Studies Internship, L480, Senior Seminar or Readings in Labor Studies, or L495, Directed Labor Studies, prior to graduation, but after achieving junior class standing. Each major will be expected to demonstrate verbally and/or in writing the relationship of the goals on file to the focus and issues of the internship, seminar, readings, or directed project.

In cooperation with the SWACLER and area advisory committees, we will also develop a surveying system to be used with our graduates every five years beginning in 1995. At IUSB with assistance from the SBALEAC, we will begin developing this more formal follow-up on outcomes in the summer of 1994.

The direct cost of these additional assessment processes is minimal because the Division already provides extensive advising, evaluates courses, has regularly scheduled Advisory committee meetings, and consistently uses personal, telephone and written communications with students.

skb/asesplan

Draft: February 3, 1994

Assessment Plan
for the Indiana University South Bend
School of Continuing Studies
General Studies Degree

1. Mission Statement

It is the mission of the Indiana University South Bend School of Continuing Studies to assist each student to design and implement a coherent and comprehensive plan of study leading to the associate and/or baccalaureate degrees in General Studies

- A. that achieve the traditional objectives of a university education,
- B. and the academic, professional, and personal goals of the student,
- C. through the use of established academic methods and procedures most appropriate to each student's background and life situation.

2. Conceptual Framework

Each student's associate and baccalaureate degree in General Studies is designed to achieve the following:

- A. the traditional objectives of a university education

The IUSB General Studies Degree Faculty adopts the following statement expressing the fundamental values and goals of a university degree, presented in the Indiana University Academic Planning Paper, Fall 1988, pp. 7-8, as a guide in assisting students in the development of their program of study. The statement specifically addresses the baccalaureate degree. The IUSB General Studies Degree Faculty, however, understands it as applicable in the development of a program of study leading to the Associate of General Studies Degree as well.

"A baccalaureate degree from Indiana University is a signified - it has meaning. Our challenge is to define the nature of that meaning - to codify it and put it into practice. We need to ask ourselves what we are saying, not just to our students, but also to employers, to the citizens of Indiana, and to the entire country.

The first step is to state what we consider to be the elements or goals of an IU baccalaureate degree:

- *writing and speaking English, clearly, persuasively, and interestingly;

- *reading carefully and critically, both for personal growth and enjoyment, and to acquire information and knowledge;

- *computing and reasoning both quantitatively and analytically;

- *understanding the physical world and its relationship to human activities;

- *reading, writing, and understanding at least one foreign language;

- *using concepts from the behavioral and biological sciences to comprehend human relationships and human communities;

- *deriving insight and pleasure from intellectual and artistic achievement in both contemporary and historical contexts;

- *recognizing and appreciating the contributions of both Western and non-Western cultures in the modern world and throughout human history;

- *developing a consciousness of the ethical implications of human actions and the ability to define and articulate personal and cultural values.

There is broad agreement across the University on these nine goals. Many would add a tenth, though we found no consensus on which one should be included. We did find broad agreement, however, that the breadth of experience, which marks the most exciting undergraduate adventure,

should be complemented by a rigorous, in-depth exposure to a major discipline, field or profession. The ideal undergraduate program thus registers the creative tension between the general and speculative curriculum on the one hand, and the professional, practical, and specialized curriculum on the other."

- B. the academic, professional, and personal goals of the student

Each student is assisted to reflect upon and articulate his/her specific goals for earning the associate and/or baccalaureate degree and to develop a plan of study which realizes these personal goals within the context of the traditional objectives of a university education as enunciated above.

- C. the development of a plan of action to realize these objectives through the use of established academic methods and procedures most appropriate to each student's background and life situation

Each student is informed of the resources, services, and procedures of the university to assist him/her in the design and implementation of a comprehensive and practical plan to realize the traditional objectives of a university education and his/her personal degree objectives consistent with each student's background and life situation.

3. Faculty Ownership/Responsibility

The IUSB School of Continuing Studies Faculty, in conjunction with the University-wide School of Continuing Studies, has responsibility for the development of policies and procedures and the monitoring of their implementation, including admission, probation, dismissal and readmission of students, the certification of graduates, and overall program assessment. This Assessment Plan has been developed with the faculty who are responsible for its implementation.

4. Institutional Support

The assessment of the General Studies Degrees is part of the regular Indiana University South Bend assessment process.

5. Multiple Assessment Measures

The following structures and procedures are in place to realize the mission of the School of Continuing Studies and to measure the achievement of the objectives of the associate and baccalaureate degrees in General Studies.

- A. Each student must meet the degree requirements as promulgated in the University Bulletin. The certification of candidates for degrees occurs through formal action by both the IUSB General Studies Degree Faculty and the faculty of the University-wide School of Continuing Studies.
- B. Each student will participate in the one-credit Threshold Seminar upon admission to the School of Continuing Studies and produce a portfolio consisting of:
 - a. a plan of study for the associate and/or baccalaureate degree
 - b. a written rationale explaining how this plan of study achieves the traditional values of a university education and his/her personal goals
 - c. a plan of action to complete the degree(s) within a specified time frame, and using the resources, services and procedures of the university consistent with the student's background and pertinent to his/her particular life situation.

This portfolio is formally approved by the IUSB General Studies Degree Faculty and becomes part of the student's permanent file. It is used as the basis for subsequent periodic advising; in the certification of the student for graduation with the associate degree; and as the starting point for the assessment of the student's baccalaureate degree in the Capstone Seminar.

- C. Each baccalaureate degree student will participate in the

one-credit Capstone Seminar prior to graduation and produce a portfolio consisting of:

- a. the original portfolio produced in the Threshold Seminar, noting and explaining any changes
- b. a selection of no fewer than three and no more than five representative products which document his/her academic work
- c. a written report explaining and assessing how this completed program of study, and as documented in the representative academic products, has achieved the traditional values of a university education and his/her personal goals, noting the resources, services and procedures used to achieve these objectives.

The portfolio should demonstrate the student's ability to integrate his/her university experience, to identify its various components, to explain their interconnections, and to assess the breadth, depth and level of academic achievement.

The portfolio must be approved by the IUSB General Studies Degree Faculty prior to the student's certification for graduation. The portfolio - excluding representative products - will be kept as part of the student's graduation record for a period of five years.

- D. The results of student course evaluations of the Threshold and Capstone Seminars will be tabulated and analyzed each semester and shared with General Studies Degree Faculty to assess course effectiveness in reaching stated objectives.
- E. A random sample of associate and baccalaureate degree graduate files will be reviewed and assessed every five years to monitor compliance with these assessment measures and to gauge effectiveness in achieving program objectives.
- F. A survey of associate and baccalaureate degree alumni will be conducted every five years to determine the level of satisfaction with the degree in achieving their personal and/or career objectives.

- G. A survey of employers of General Studies Degree graduates will be conducted every five years to determine appropriateness of the General Studies degree in the work environment.
- H. Reports of these studies will be made to the IUSB General Studies Degree Faculty for review and action as may be required and then made available to the Indiana University South Bend Vice-Chancellor for Academic Affairs and the University-wide Dean of the School of Continuing Studies.

6. Feedback to Students and the Institution

Annual reports on the General Studies Degrees are provided the Indiana University South Bend General Studies Degree Faculty, the IUSB Vice-Chancellor for Academic Affairs and the Dean of the University-wide School of Continuing Studies.

Information pertinent to students is communicated orally and in printed documents in individual student advising sessions and is incorporated into the Threshold and Capstone Seminars.

7. Cost-Effectiveness

Advising of students is provided. Requiring the Threshold and Capstone Seminars will require a minimum of 25% FTE for one faculty for each semester and funds to support adjunct faculty as need arises.

8. Access, Equity, Diversity

The General Studies Degree structure and requirements are the same for all students. Furthermore, the General Studies Degrees are uniquely responsive to the needs of the adult student, e.g., residency requirements, and in providing access, e.g., academic forgiveness policy. It is a degree program that is especially suited to Distance Learners within the State of Indiana, the nation, and even internationally.

9. Leads to Improvement

Results of the various assessment measures are included in the annual reports and will be addressed systematically at the regular monthly IUSB General Studies Degree faculty meetings and/or through the establishment of special sub-committees.

10. Evaluation of the Assessment Process

The assessment of the appropriateness of the various assessment measures and of the results that they produce are a regular part of the overall program assessment process.

DENTAL ASSISTING PROGRAM INDIANA UNIVERSITY SOUTH BEND

The Dental Assisting Program is a one year (three semesters: Fall, Spring, and Summer Session I) program. Upon graduation students receive the Certificate in Dental Assisting.

1. FLOWS FROM THE INSTITUTION'S MISSION

The mission of the Department of Dental Assisting is to educate and train students for entry level positions as qualified chairside dental assisting professionals.

Upon successful completion of the Dental Assisting Program the graduate will:

1. Be able to apply the principles of dental assisting theory and practice required to carry out operator, laboratory, and office procedures with the dentist in the delivery of dental care.
2. Be able to practice using the highest level of professional ethics, jurisprudence, and professional conduct necessary to deliver quality dental care to the public.

2. HAS A CONCEPTUAL FRAMEWORK

The Dental Assisting Program prepares students for the comprehensive and varied roles they assume in the delivery of dental care. The program is designed to present theoretical aspects of operator procedures, laboratory techniques, and office management, as well their practical application.

The curriculum includes content in five areas: General Studies, Biomedical Sciences, Dental Sciences, Clinical Sciences, and Clinical Practice. General studies courses prepare the student to work and communicate effectively with patients, staff, and other health care professionals. Courses in biomedical sciences provide a basic understanding of body structure and function, disease transmission, and nutritional concepts for the dental patient. Dental sciences provide an understanding of dental materials, the form and function of oral structures, oral diseases, therapeutics, and principles of radiology. The clinical sciences provide the background for clinical practice. Lastly, clinical practice

courses provide an opportunity for students to perfect competence in dental assisting functions.

In the first semester, students receive training in the fundamental theories and procedures of dental assisting. During the second semester, advanced theories and practice are presented, along with an increased emphasis on application through the introduction of the externship experience. The advanced externship in dental offices is undertaken during the final semester. This capstone experience allows students to fully integrate and perfect the theory and practice of dental assisting in a supervised setting.

The curriculum is presented through lecture, laboratory, and clinical experiences. Students receive information through didactic instruction, then apply the information in a structured sequence of laboratory and clinical experiences.

Program assessment occurs throughout the curriculum. Assessment tools include laboratory and clinical evaluations, externship evaluations, results of the Dental Assisting National Board, results of the national accreditation report, and employer and alumni survey instruments.

Assessment results are distributed to the administration, faculty, students, and the Dental Assisting Advisory Board. The results are used to evaluate, up-date and improve the program. The overall results lead to development of the curriculum, which can include additional study, remediation, or changes in the evaluation instruments.

The students are given feedback on their progress throughout the program. This is especially beneficial during the externship when students have an opportunity to directly utilize the feedback.

Overall curriculum evaluation is made using assessment tools available. If a program weakness is found, this information is shared with faculty members involved. Then faculty are able to determine the diversity and adequacy of the learning experiences and make appropriate revisions to compensate for any deficiencies. The program director monitors curriculum revisions resulting from the assessment.

See Appendixes 1, 2 and 3.

3. THE FACULTY HAVE RESPONSIBILITY FOR DESIGN AND IMPLEMENTATIONS.

Within the Dental Assisting Program the faculty have the responsibility for crafting, regulating, and implementing the curriculum and its assessment.

4. THE PLAN HAS INSTITUTION-WIDE SUPPORT

Assessment strategies are identified in course syllabi, laboratory/clinical, externship evaluation forms and the University Bulletin. Report formats are supported and are approved by the faculty, program director, division director, university, and IU system-wide governance structures.

The Assessment Plan is reviewed and approved by the faculty, the division director, and the IUSB Assessment committee.

5. THE PLAN USES MULTIPLE MEASURES

The Dental Assisting Program Assessment Plan uses multiple measures to evaluate student progress and program goals. On an annual basis the Dental Assisting National Board results are utilized along with evaluations of students which are completed by the appropriate personnel in externship sites.

Surveys completed by employers and alumni are utilized on a seven year rotation schedule. These assessment tools are designed and implemented to measure the degree to which stated goals and objectives are being met. Such measurements are ongoing and systematically documented.

Assessment results are used to evaluate the program's effectiveness in meeting its goals and to foster enhanced student achievement.

6. THE PLAN PROVIDES FEEDBACK TO STUDENTS AS WELL AS THE INSTITUTION.

The evaluation measures utilized throughout the curriculum are designed to provide for direct feedback to students.

Annual results of the Dental Assisting National Board Examination provide the program director and faculty with feedback on specific courses, laboratories/clinics, off campus instruction, and curriculum revision and improvements. Reviewing the accreditation

document, surveys from dentists, and alumni surveys also provide basis for program enhancement.

Each didactic and laboratory/clinic course requires student feedback. This feedback is made available to the student through avenues including results of examinations, laboratory/clinical evaluations, student-faculty conferences, and midterm and semester conferences. The faculty utilize the results of assessment measurements to design and implement various strategies to reinforce, improve, and remediate, if appropriate, their particular discipline.

7. THE PLAN IS COST-EFFECTIVE

The Assessment Plan is cost effective in use of financial resources, however, the cost of time resources is high for clinical evaluation of clinical experiences. The clinical evaluation process is a critical tool in both student and program assessment.

8. THE PLAN DOES NOT RESTRICT ACCESS, EQUITY OR DIVERSITY

The Assessment Plan was created to improve and evaluate the program's effectiveness in it's entirety. The assessment plan leads to program revisions and improvements, which ensure access, equity and diversity.

9. THE PLAN SHOULD PROVIDE A BASIS FOR PROGRAM IMPROVEMENT

Data from the Assessment Plan provides a basis for improvement. When the results indicate an area(s) is (are) deficient, this area is reviewed by the program director and the faculty. Plans are put into place to re-evaluate and possibly revise the curriculum, teaching methodologies, equipment and materials, and then implement the changes necessary to correct the deficiency. This plan is monitored by the program director throughout the year.

10. AN ON-GOING SYSTEM TO EVALUATE EFFECTIVENESS OF THE PLAN IS IN PLACE

The faculty and program director will periodically review the Assessment Plan and any program, division or institution-level data. In addition, the Commission on Dental Accreditation requires a review which is part of the self-study submitted to the accreditation agency every seven years.

APPENDIX ONE

CONCEPTUAL FRAMEWORK		
Outcomes	Curriculum	Assessment Tool
Be able to apply the principles of dental assisting theory and practice required to carry out operator, laboratory, and office procedures with the dentist in the delivery of dental care	General Studies Biomedical Sciences Clinical Sciences & Practices Dental Sciences	Dental Assisting National Board Accreditation Review Clinical Evaluations Alumni & Employer Surveys
Practice using the highest method of professional ethics, jurisprudence, and professional conduct necessary to deliver quality dental care to the general public	General Studies Clinical Sciences & Practices Dental Sciences	Accreditation Review Clinical Evaluations Employer Survey

APPENDIX TWO

DENTAL ASSISTING CURRICULUM

GENERAL STUDIES	BIOMEDICAL SCIENCES	DENTAL SCIENCE	DENTAL ASSIST. SCIENCE
Oral & Written Communication	Anatomy, Physiology, I & II	Oral Anatomy, Histology & Embryology	Clinical Science I, II, & III
Behavioral Science	Nutrition	Dental Materials I & II	Preventive Dentistry
	Microbiology & Asepsis	Dental Radiology	Externship I & II
		Oral Pathology	Med & Dental Emergencies
		Therapeutics	Ethics & Jurisprudence
			Office Practice Mgt.
			Introduction to Dentistry
			Radiology Clinic I & II

The courses in each of the four categories have been developed into a curriculum that provide the students with the proper sequence of knowledge to be utilized throughout their course of study. The didactic courses are linked with laboratory/clinic to the externship phase of the program. This sequence is necessary to provide for continuity and adequate instruction in the curriculum.

Prior to externship, students demonstrate competence in performing those procedures which they will be expected to carry out in clinical assignments. The externship phase of the program has been designed to prepare the student to perfect these duties and procedures that are expected of a dental assistant.

APPENDIX THREE

ASSESSMENT TOOLS

ASSESSMENT TOOL	GOAL ASSESSED	FREQUENCY ADMINISTERED	SCHEDULED
Dental Assisting National Board	1	Annually	August
Accreditation Review	1, 2, 3	7 Yr. Interval	1995
Clinical Evaluation	1, 2, 3	Spring & Summer Session	
Employer Survey	1, 2, 3	5 Yr. Interval	1993
Alumni Survey	1, 2, 3	5 Yr. Interval	1994

Description of Assessment Tools

1. Dental Assisting National Board Examination
The examination assesses the capability of the graduate to recall information from the general studies, basic biomedical, dental and dental assisting sciences and their ability to apply such information in a problem-solving context.
2. Accreditation Review
Site visit accreditation evaluates the extent to which programs goals, institutional objectives and approved accreditation standards are met.
3. Clinical Evaluations
Evaluations are used to assess the preparedness of the student while rotating through the various dental practices indicating strengths and weaknesses of both the student and the program.
4. Employer Surveys
Surveys evaluate the extent to which employers feel the graduates are prepared for entry level positions in dental offices.

5. Alumni Surveys

Surveys evaluate how well the program has prepared the graduates for their positions in the dental community.

DENTAL HYGIENE PROGRAM
indiana university south bend

Assessment Plan - January 1994

Dental Hygiene is the study of the art and science of preventive oral health care including the management of behavior to prevent oral disease and promote health. The IUSB Dental Hygiene Program three years in length and leads to the Associate of Science degree. The first year of studies consists of general education and biomedical courses which serve as the foundation of the dental hygiene curriculum and represents a knowledge base for the profession. The last two years incorporate courses in dental and dental hygiene sciences and provide the theoretical and clinical framework of dental hygiene practice.

1. Flows from the Institution's Mission

MISSION OF THE DEPARTMENT OF DENTAL HYGIENE

The mission of the Department of Dental Hygiene at Indiana University South Bend is to prepare students for entry level positions as clinical dental hygienists.

To be able to fulfill the requirements of an entry level position in their discipline, graduates of the Department of Dental Hygiene at Indiana University South Bend will

1. Be able to utilize the knowledge and clinical competencies required to provide current, comprehensive dental hygiene services.
2. Be able to communicate - write, speak, listen - effectively to acquire, develop, and convey ideas and information.
3. Practice their profession adhering to the ethical, legal, and professional codes of conduct expected of the dental hygiene practitioner.

2. THE PLAN HAS A CONCEPTUAL FRAMEWORK

Program outcomes are achieved through carefully sequenced courses and learning experiences which utilize the dental hygiene treatment

model as the framework for understanding and applying of Dental Hygiene theory and practice.

The dental hygiene curriculum includes four content areas: general education, biomedical sciences, dental sciences, and dental hygiene sciences. The courses in general education, taken in the first year of study, provide the prerequisite background for components of the curriculum which prepare the students to communicate effectively, assume responsibility for individual oral health counseling, and participate in community health programs.

Biomedical science courses are sequenced throughout the three years and provide a background for dental and dental hygiene sciences. The courses in dental science are taken during the two years of professional study and provide the student with knowledge of oral health and disease as a basis for assuming responsibility for assessing patient preventive needs, developing patient counseling programs, and providing prescribed patient care. Dental hygiene sciences are in the two years of professional study. These courses are designed to prepare the student to assess, plan, implement and evaluate dental hygiene services as a member of the dental health care team.

With the dental hygiene treatment model as a framework, students approach patient treatment as a process in which treatment decisions are based on individualized patient needs, utilizing a systematic approach. Students learn how to assess the patient's oral health; to utilize assessment data to determine and develop individualized and appropriate treatment; to implement the treatment utilizing the plan, and finally to evaluate the effectiveness of the plan at various points in the treatment.

The course work in the curriculum is provided through a mix of lectures, laboratories, and clinical experiences. This blend of methodologies allows students to learn the theoretical basis for practice while applying this information first in a laboratory environment, then clinically.

Program assessment occurs throughout the curriculum. Assessment tools include evaluation of writing portfolios, results of national and state licensing exams, results of national accreditation reports, alumni surveys, and employer surveys.

Assessment results are shared with many parties in order to enhance the learning outcomes. Feedback to students enable them to participate in remediation or enrichment efforts. Feedback to instructors enables the faculty member to suggest and/or provide

proper remediation to individual students.

Collective feedback about student achievement from annual external reviews (national and state boards) suggests program strengths and weakness, and therefore needed program modifications. See Appendices 1, 2, 3.

3. THE FACULTY HAVE RESPONSIBILITY FOR DESIGN AND IMPLEMENTATION.

The faculty of the Dental Hygiene Program have the responsibility for developing, approving and monitoring the curriculum and its assessment. Both the curriculum and assessment plan are reviewed and approved by IUSB faculty committees and administration.

4. THE PLAN HAS INSTITUTION-WIDE SUPPORT

Assessment strategies are identified in course syllabi, on clinic intervention forms and the University Bulletin. Report formats are supported and are approved by the entire faculty, Dental and university, and IU system wide governance structures.

The Assessment Plan is reviewed and approved by the faculty, the director, and IUSB Assessment committee. The department was awarded an Assessment Grant for 1993-94 which also demonstrates institutional support for the plan.

5. THE PLAN USES MULTIPLE MEASUREMENTS.

The Dental Hygiene Program Assessment Plans employs multiple measurements, taken at specified intervals, to monitor student progress. A portfolio is used to monitor overall progress each semester. Written and clinical licensing exams are utilized annually; while program accreditation, alumni surveys, and employer surveys are scheduled over a seven year cycle. Data from these measurement tools are reviewed and used for program evaluation and improvement.

The Dental Hygiene Program will begin a two-year assessment project this fall. The goal of the project is to assist the faculty in improving the current system of clinical instruction and evaluation. Key factors responsible for effective clinical instrumentation will be identified in this study.

At this time we are unable to identify the key factors related to clinical success. Using the Pareto Analysis, we hope to determine what are the common student errors, why students are making those errors, and then alter the way we teach to prevent. Through the use of a formal assessment process, we can determine which areas of instrumentation cause the most problems to incoming students and may lead to failure in achieving clinical proficiency.

6. PLAN PROVIDES FEEDBACK TO STUDENTS AS WELL AS THE INSTITUTION.

Assessment data are used to improve student learning. Program and course changes are made when necessary. For example, evaluation of portfolios revealed first-year student were able to learn to identify oral structures and their variations in Clinical Practice I, but were not able to relate the conditions to states of health or disease. Therefore, for students, clinical and classroom instruction was revised to focus more on oral structures, point out more subtle variations, and their relationship to health and disease. Faculty were asked to continue to reinforce and included concepts in oral anatomy in their didactic courses and to help students identify and evaluate changes in oral structures in the clinical setting.

Results of annual licensing exams provide faculty feedback on course and clinical instruction and identifying program strengths and weakness. They are also used for overall course and program improvements. Results of accreditation reviews, alumni surveys, and employer surveys have served as guides for program improvement and change.

Individual student feedback is part of every didactic courses and clinical experience. Feedback comes in several forms, including results of tests, student-faculty conferences, written clinical evaluations, and semester student conferences. Faculty use results of assessment measurements to develop for students individualized reinforcement and remediation strategies.

7. THE PLAN IS COST-EFFECTIVE.

The plan is cost-effective in terms of financial resources expended, but the time required for evaluation of portfolios is high. However, portfolios are one of the most valuable tools in our program assessment and their use in individual student assessment. Therefore, we are looking for ways to maintain the use of the portfolio, yet reduce the time for its evaluation and analysis.

8. THE PLAN DOES NOT RESTRICT ACCESS, EQUITY OR DIVERSITY.

The Assessment Plan is designed to improve program effectiveness and instruction as a whole. Therefore, assessment is a tool which assists the faculty in designing courses and selecting teaching methodologies that enhance learning and remove barriers to access, equity and diversity.

9. THE PLAN SHOULD PROVIDE A BASIS FOR PROGRAM IMPROVEMENT.

At the end of each year, the Dental Hygiene Program evaluates student portfolios and the results of licensing examinations in terms of program goals and objectives. When areas of weakness are identified, problems are assessed and prioritized. Then plans are made, timetables set, and resources are allocated to remedy the weakness. Improvement plans are monitored throughout the year.

10. AN ON-GOING SYSTEM TO EVALUATE EFFECTIVENESS OF THE PLAN IS IN PLACE.

The faculty of the Dental Hygiene Program will periodically review the Assessment Plan and any program, division or institution level data. Such a program of review is required by the accreditation agency for dental hygiene education, and is submitted as part of the program's self-study every seven years.

APPENDIX 1

ASSESSMENT PLAN
 DENTAL HYGIENE PROGRAM/indiana university south bend
 January 1994

CONCEPTUAL FRAMEWORK		
Outcomes	Curriculum	Assessment Tools
Utilize knowledge and clinical competencies to provide current, comprehensive dental hygiene services	General Education Biomedical Sciences Dental Sciences DH Sciences	DHNB Scores Licensing Scores Writing Portfolios Alumni Surveys Employer Surveys Accreditation Review

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
5700 S. UNIVERSITY AVENUE
CHICAGO, ILLINOIS 60637

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DEPARTMENT OF CHEMISTRY
5700 S. UNIVERSITY AVENUE
CHICAGO, ILLINOIS 60637

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Adhere to ethical, legal, and professional codes of conduct expected of practitioner	General Education DH Sciences	Writing Portfolios Accreditation Review Employer Survey
Communicate -speak, read, listen - effectively with patient, office staff, other health care professionals	General Education DH Sciences	Writing Portfolios Alumni Surveys Accreditation Review Employer Surveys

Appendix 2

ASSESSMENT PLAN

DENTAL HYGIENE PROGRAM/indiana university south bend

January 1994

DENTAL HYGIENE CURRICULUM

GENERAL EDUCATION	BIOMEDICAL SCIENCES	DENTAL SCIENCE	DENTAL HYGIENE SCIENCE
English Composition	Human Anatomy	Oral Anatomy	Preventive Dentistry
Public Speaking	Physiology	Head & Neck Anatomy	Clinical Practice of DH
Psychology	Human Nutrition	Oral Histology & Embryology	Community Practice of DH
Sociology	Microbiology	Oral Pathology	Med & Dent Emergencies

GENERAL EDUCATION	BIOMEDICAL SCIENCES	DENTAL SCIENCE	DENTAL HYGIENE SCIENCE
English Composition	Human Anatomy	Oral Anatomy	Preventive Dentistry
	Chemistry	Periodontics	Ethics and Jurisprudence
	Pharmacology	Pain control	
		Dental Materials	
		Radiography	

The courses in General Education are taken in the first year of study. These prerequisites provide background for components of the curriculum which prepare the students to communicate effectively, to participate in community health programs, and to assume responsibility for individual oral health counseling.

Biomedical science course are sequenced throughout the first two years. These subjects provide a background for dental and dental hygiene sciences.

The courses in Dental Science are taken during the two years of professional study. The courses provide the student with knowledge of oral health and disease as a basis for assuming responsibility for assessing patient preventive needs, for developing patient counseling programs, and for providing prescribed patient care.

Dental Hygiene Sciences are part of the professional course work. These courses are designed to prepare the student to assess, plan, implement and evaluate dental hygiene services as a member of the dental health care team.

Appendix 3

ASSESSMENT PLAN

DENTAL HYGIENE PROGRAM/indiana university south bend

January 1994

ASSESSMENT TOOLS

Assessment Tool	Goal Assessed	Frequency Administered	Scheduled
Dental Hygiene Nat. Board	1	annually	annually/Mar

State Licensing Exam	1	annually	annually/Jun
Accreditation Review	1, 2, 3	every 7 yrs.	1995
Employee Survey	1, 2, 3	every six yrs	1993
Alumni Survey	1, 2, 3	every six yrs	1996
Portfolio	1, 2, 3	each semester	

Description of Assessment Tools

1. Dental Hygiene National Board Examination: The exam is written and assesses the ability to recall important information from basic biomedical, dental and dental hygiene sciences and the ability to apply such information in a problem solving context.
2. Licensing Board/Indiana State Dental Board Examination: The state board examination assesses clinical competency in dental hygiene skills.
3. Reaccreditation Review: Reaccreditation site visit evaluated the extent to which programs goals, institutional objectives and approved accreditation standards are met.
4. Alumni Surveys: Surveys evaluate how well the program prepared students for their initial positions in clinical practice.
5. Employer Surveys: Employer surveys evaluate the extent to which employers feel the graduates are prepared for entry level positions in dental offices.
6. Writing Portfolios: Writing portfolios are used to assess how well students achieve the following goals:
 1. Use writing as a means to help students "think through and organize" patient treatment.
 2. Increase student ability to communicate clearly and accurately in writing.
 3. Increase the effectiveness of patient treatment.
 4. Help students develop a more global approach to dental hygiene treatment.
 5. Fulfill ADA Accreditation requirement regarding patient assignment, maintenance appointments, and evaluation of the outcome of treatment.

**INDIANA UNIVERSITY SOUTH BEND
DIVISION OF BUSINESS AND ECONOMICS
UNDERGRADUATE OUTCOME ASSESSMENT PROGRAM
IMPLEMENTATION PLAN**

September 17, 1993

INTRODUCTION

The following plan addresses the need for an outcome assessment program for the Division of Business and Economics' (B&E) undergraduate program. The impetus behind the assessment program is the Divisional mission statement. The assessment program uses a strong conceptual base for general business education. Through a combination of exit interviews, a standardized exam, alumni surveys and employer evaluations, the program will allow faculty and administrators to evaluate how well the Division fulfills its objectives. The assessment plan also provides information on which to base continuous improvement of the business program. The program defines procedures for the B&E faculty and administrators to respond to this information.

The presentation follows the ten "Assessment Program Characteristics" required by the North Central Association.

1. The plan flows from the institution's mission statement.

The B&E faculty approved the following Divisional mission statement during their meeting on April 12, 1993:

IUSB's Division of Business and Economics shall provide its diverse student body with accredited programs and high quality teaching. The Division shall provide flexible access to programs, as well as ongoing assessment and adaptation to changing needs and circumstances.

As part of a campus within the Indiana University system of programs and resources, the Division shall provide its region with professional expertise, research, and service. The Division's contribution shall benefit the local public and private sectors and further its role as a leader in professional service to the region.

The first paragraph is significant to the development of this assessment program. Note the key terms used: "high quality teaching," "flexible access to programs," and "ongoing assessment and adaptation." The assessment program described herein meets these requirements.

We also want to highlight service to the region found in the second paragraph. The assessment program seeks feedback from stakeholders and beneficiaries of the Divisions' teaching, research, and service to gain a better understanding of our impact in the region.

2. The plan has a conceptual framework.

The Division prepares students in three aspects of business knowledge:

1. Skills. Students should have mathematical, analytical, and computer skills. Students should be competent in both written and oral expression.
2. Functional Knowledge. Students should have the ability to create, interpret, and evaluate data pertaining to specific business decisions.
3. Behavioral Knowledge. Students should master general management skills. They should be able to implement decisions within an organization.

The details of each aspect are discussed below.

Skills

Skills provide students with a foundation of general analytical capabilities and communications tools needed in business. We expect our students to master basic mathematics, algebra, probability and statistics. Mathematics form the basis for many of the specialized business analyses that students will study in developing their functional knowledge.

The computer has become a ubiquitous tool in modern business. Computers are used for analysis, decision modelling, written communication and many other business needs. Students in undergraduate business must master basic business computing applications. This includes word processing and graph development, spreadsheet and statistical applications, database management, and telecommunications (for instance, electronic mail).

Business students must, of course, learn to communicate. Students must have the ability to express their analyses and ideas in both written and oral form.

Functional Knowledge

Once students master the basic skills they must develop special knowledge of business problem identification and problem solving. Students have to create data by learning to access generally available databases, developing simple computer simulations, or collecting survey data in the field. They need to interpret and evaluate the data using the generally accepted tools found in the study of Accounting, Business Law, Finance, Information Systems, Marketing, Operations Management, and Organizational Behavior. Such an analysis may involve computationally intense statistical modelling. Or, it may require reflective, qualitative analysis. Students must not only be proficient with these various tools, but know when and where to apply each tool.

Behavioral Knowledge

It is not sufficient to identify the correct source of a problem and define the correct response to the problem. Modern business managers have to deal with the demanding task of successfully implementing their decisions within a specific organization. The development of general managerial skills prepares students for the implementation process. Students must learn to identify key organizational characteristics and the influence these characteristics have on successful implementation. Organizational Behavior, Organizational Dynamics, Organizational Theory, and other fields of study prepare students in this aspect of business knowledge. In addition, each functional area (Finance, Marketing, etc.) must address specific issues related to implementation of plans within their field.

The American Association of Collegiate Schools of Business (AACSB) has defined a general undergraduate business curriculum for its member schools. As an accredited member of the AACSB, the Division follows these curricular guidelines. AACSB mandates that students take 50 percent of their course requirements outside the business school. Therefore, the Division requires business majors to complete a variety of general education core courses. See attached for AACSB guidelines and our curriculum requirements designed to meet these guidelines.

3. The faculty have responsibility for design and implementation.

The Divisional Steering Committee, which represents the entire B&E faculty, appointed an Assessment Planning Committee. The charge to the Assessment Planning Committee is to design an assessment program. The Assessment Planning Committee has representation from the various disciplines within the Division. The members of the Assessment Planning Committee presented the completed plan to the entire B&E faculty for comments and approval. The Dean has appointed an Assessment Implementation Committee composed of B&E faculty. This committee is responsible for the plan's implementation.

4. The plan has institution-wide support.

The plan was presented to the faculty for discussion and comment at the Division's annual retreat (August 26, 1993). After undergoing final revision, the plan was approved unanimously by the B&E faculty at the first Divisional meeting of this academic year (September 17, 1993).

5. The plan has multiple measures

The plan uses a combination of five assessment tools to evaluate whether the Division is successful in achieving its objectives. These tools are described in greater detail later in this section.

Division of Business and Economics Undergraduate Outcome Assessment Program

1. Exit Interviews. The Division will conduct interviews once a year with recent graduates. These interviews will give the Division immediate feedback on students' assessment of the business program. The interviews will also show how well the program integrates the three aspects of business knowledge.

2. Comprehensive Student Posttest. Students will have to pass a comprehensive test to graduate. The Division will administer the posttest three times a year; within the last month of the Fall and Spring semesters and during the Second Summer Session. The test will focus on the mathematical, analytical and computer skills and the functional knowledge of the students and provide an overall measure of how well the students are performing.

3. Skills Evaluation. The Division requires all students to take W301 (Management and Organization Theory), Z301 (Organizational Behavior and Leadership), and J401 (Administrative Policy) as part of their business curriculum. These courses will evaluate written and oral performance. Students typically take Z301 and W301 in their Junior year. J401 is a capstone course taken in the students' senior year.

The Division requires all students to take K321 (Management Information Systems). Students in this course must demonstrate their computing and math skills.

The professors that teach the courses listed above will report (either on a written or oral basis) periodically to the assessment committee about students' preparedness in skills performance.

4. Alumni Surveys. The Division will administer alumni surveys every two or three years. Alumni surveys will supply feedback from employed graduates who have applied their business knowledge in a real working environment. The surveys, which will provide data on the behavioral and functional aspects of student knowledge, add a practical perspective to the assessment process.

5. Employer Evaluation. The Division will invite employers of our graduates to offer feedback concerning both the graduates' preparation and continued development as employees. The evaluation will concentrate on functional preparation and behavioral knowledge. In addition, the evaluation will give employers an opportunity to assess the basic skills that students bring to the job.

ASSESSMENT POLICY AND PROCEDURES

The following sections discuss implementation of the assessment tools in greater detail.

EXIT INTERVIEWS

The Division will conduct exit interviews within one month following a student's graduation. We will carry out this process using focus groups.

Four weeks before graduation, the Division will invite faculty of graduating seniors and officers of student groups and clubs to nominate prospective focus group participants. We will supplement these nominations with random selections of possible participants from the graduation list. Nominations will close two weeks later.

Two weeks before graduation, the Dean's office will phone the nominees. The Dean's office will invite the nominees to participate in a focus group at one of two or three time slots. Nominees who agree to participate will receive a letter of confirmation from the Dean's office.

The letter of confirmation will include:

- an expression of the Dean's and faculty's gratitude for the student's time and effort,
- a reminder of when and where the student agreed to meet for the discussion,
- a statement that the discussion may be audiotaped for transcription purposes (with assurance that the student's identity will not be revealed to the Division's faculty or to the Division's evaluators),
- a brief description of the goals of the discussion, and the student's role in the process,
- a list of questions that may be discussed so they may consider responses.

The Dean's office will strive to form the focus groups based on demographic categories whenever possible. However, the Dean's office must balance this goal with students' schedules and other commitments; the overall goal is to maximize participation from interested students.

The discussants will meet in the Administration Building's Board Room, or a similar room conducive to open dialogue. The only people in the room during a focus group discussion will be the invited participants, the Dean, and a representative from the Vice Chancellor for Student Affairs office. No faculty will be present.

The Dean and the Vice Chancellor's representative will act as facilitators. They introduce the questions previously submitted to the students, and encourage participation from all the students present. There are two goals:

6 *Division of Business and Economics Undergraduate Outcome Assessment Program*

1. Identify all responses to a given question.
2. Try to develop a consensus within the focus group in response to a particular question.

Because changes caused by the students' criticism may be long-term in nature, the facilitators will avoid making promises about actions to the students. After each focus group discussion, the facilitators will thank the students and award a small gift (perhaps a gift certificate from the bookstore, or an IUSB monogram item). The Vice Chancellor's office and the Dean's office will follow with letters of appreciation to each participant.

Upon completion of the interview, the Dean's office will prepare transcripts of the focus group discussions. The transcripts will maintain the anonymity of the student participants. There will be no means of identifying a given contributor from reading the transcripts. The Dean has the option to edit the transcripts to eliminate matters of personnel.

The Dean's office will present the transcripts to the Assessment Implementation Committee. They are charged with evaluating the students' comments and preparing a summary report. The Assessment Committee will present their report to the Dean and the faculty at a divisional meeting. The report will contain two specific sections:

1. A general summary of the students' comments will begin the report. A frequency distribution of comments may suffice. However more analysis, based on any response consensus identified, may be of more value.
2. The report will contain suggested causes of (and possible responses to) the predominant student criticisms. This section will require some work on the part of the committee. The committee must try to identify causes of the problems most often mentioned by the students. In some cases, there may be little that the faculty can do to remedy the problem (e.g., the classes have too many students; they need more computers in the laboratories). In some cases, however, simple responses may prove very effective.

The Assessment Committee will distribute the report to the faculty before the divisional meeting. This will give any faculty member the opportunity to respond to the report, suggest changes, and offer alternative responses.

The Assessment Committee will refer specific findings to the Division's Teaching Committee and Curriculum Committee where appropriate. These committees will be charged with developing specific plans that respond to the report's findings.

The Assessment Committee will prepare a final version of the report before a subsequent divisional meeting. The major addition to the final report is an implementation plan for the changes provided by the Teaching and Curriculum committees.

COMPREHENSIVE STUDENT POSTTEST

A comprehensive student posttest will be administered to assess the general knowledge that B&E majors retain as they graduate. Students must pass the comprehensive posttest to qualify for graduation. Students who fail the exam may retake the exam (when scheduled) an unlimited number of times. Initially, the posttest will serve as an examination exercise in the business program's capstone course (J401).

The posttest will cover all B&E required areas of study. Questions will cover the areas of Accounting, Finance, Economics, Management Information Systems, Marketing, Operations Management, Business Law, Ethics, Organizational Behavior, Organization Theory, Administrative Policy, and Quantitative Methods.

The Assessment Committee shall manage the preparation of the annual posttest. Standard exams (like those available from AACSB) may provide sufficient coverage of topic and depth of analysis to satisfy divisional needs. The committee must manage the process of question selection. The committee also must establish standards of satisfactory performance for the exam. The committee will revise and update the exam as needed.

The Assessment Committee will compile the results of the exam and calculate frequency distributions for every question and topic covered. The committee may use statistical analyses to identify particular questions (and/or topics) that consistently gave students considerable trouble.

The committee will report the results of their analysis to the faculty at a Divisional meeting. The goal of the meeting is to suggest possible causes for patterns uncovered in the statistical analysis. The goal of the discussion is to identify general content problems in particular courses, or in the linkage between various courses in the curriculum. The committee will refer any content problems within specific courses to faculty specializing in the specific field for further action. The product of the meeting will be a list of objectives addressing the correction or improvement of the existing curriculum. The objectives will include target dates for completion of the changes. The assessment committee will then revise their report to include the findings and suggestions of the faculty.

The parties involved will *not* use the meeting to single out particular faculty for poor performance. Teaching evaluation procedures exist for this purpose. If the posttest process uncovers additional feedback about poor performance by specific faculty members, the committee will forward this information to the Dean for proper action. The assessment committee will have to prepare and present their reports with extreme care to avoid such predicaments.

SKILLS EVALUATION

As mentioned earlier, all undergraduate majors are required to complete W301 (Management and Organizational Theory), Z301 (Organizational Behavior and Leadership), J401 (Administrative Policy), and K321 (Management Information Systems). The first three courses listed offer an opportunity to assess students' written and oral communication skills. Through various class assignments, students are required to demonstrate their communications skills. The Assessment Committee will survey faculty involved in these courses and incorporate their feedback into the Committee's report to the divisional faculty.

Instructors in K321 will assess the students' general ability to use microcomputers. Along with learning concepts of Management Information Systems, K321 students must apply the computing skills they mastered in K201 (Computing in Business). Therefore, K321 class assignments and instructors' evaluations will provide assessment of computing skills learned in the previous class. The procedures for collecting this assessment data are similar to those described for the managerial courses above.

Faculty involved in presenting functional knowledge in the curriculum should also evaluate skills. For example, Finance faculty rely on the students' mathematics preparation when developing discussions of financial decision-making models. Therefore, the Committee will survey all divisional faculty for their opinions concerning students' skills preparation for their respective courses. The Assessment Committee must identify trends in the faculty responses and suggest appropriate actions to ensure proper skills preparation for our students.

ALUMNI SURVEYS

Every two to three years the Division will survey alumni to determine how well the business program is integrating the three general aspects of business knowledge: skills, functional, and behavioral. We will develop the surveys from sessions with alumni focus groups. The Division will carry out the construction of the surveys according to acceptable practices concerning validity and reliability. The Dean's office will administer the surveys with the appropriate staff support.

The Division will question alumni regarding their undergraduate experiences at the Division of Business and Economics and how well the Division prepared them for the market place. We will ask alumni what changes they would recommend to improve the program and what areas were the most helpful in preparation for the business community. We will integrate this survey with ongoing surveys of alumni.

The survey also offers an opportunity to ascertain how many of our graduates go on to higher education. This information provides a measure of program quality.

EMPLOYER EVALUATION

The Division will invite employers of our graduates to provide feedback concerning both the graduates' preparation and continued development as employees. The AACSB Advisory Board members will perform the initial evaluation. The Advisory Board consists of alumni and employers. The format will be less formal than the exit interviews conducted with recent alumni. Instead, members of the Assessment Committee will informally discuss the quality and caliber of our graduates with the Advisory Board members. The Division will arrange annual meetings between the Advisory Board and the Assessment Committee.

The Assessment Committee will incorporate the Advisory Board's contributions into their annual report to the faculty.

6. The plan provides feedback to students as well as the institution.

The Division will provide students with scores on their performance on the posttest. We will make summary test results available to students for their review. In addition, the Assessment Committee will provide an annual report to be put on reserve at the Schurz Library for public inspection. The annual report will contain a summary of the committee's evaluation and recommendations from the year's assessment process.

7. The plan is cost effective.

The only monetary cost incurred is the acquisition of the post test and preparation of surveys. The Division has received approval and funding from the IUSB Assessment Committee to purchase the AACSB standard test bank. Other costs include the commitment of faculty to carry out the assessment process. As our mission states, the B&E faculty strives for "ongoing assessment and adaptation to changing needs and circumstances."

8. The plan does not restrict access, equity or diversity.

Our plan meets the requirements of the North Central Association

9. The plan provides a basis for program improvement.

Procedures for collecting and reacting to feedback are detailed above in question five. The actions initiated by analysis of the feedback will be directed by the B&E faculty in cooperation with the Dean.

10. An ongoing system to evaluate effectiveness of the assessment is in place.

Every two to three years, outside parties will audit the Division's assessment process. The Division will prepare a means for having experts help in auditing the Division's assessment program.

The audit process may be as simple as providing copies of the assessment committee's reports to assessment experts. It also could require campus visits by the reviewers. This would ensure that the Division takes responsive action to the shortcomings identified and described in the reports. In addition, the outside experts may request to observe the assessment committee's deliberations as the reports are prepared.

Periodic evaluation, especially by objective outsiders, helps identify the need to revise the existing assessment program. The audit may suggest the need for additional assessment instruments, or the fine-tuning of existing instruments. The Division's faculty must recognize the valuable input that such audits can provide as we continue to refine our assessment program.

Summary

The Assessment Plan for the undergraduate program in Business and Economics is a mission-driven response to the need for data from which to effect program improvement. It collects data from the stakeholders involved with IUSB: recent graduates, alumni, employers of our graduates, and faculty. The data are collected using a variety of measures: exit interview focus groups, comprehensive posttest, mail surveys, and informal interviews. The plan describes how these data are to be evaluated, and what mechanisms will be implemented to effect response to data. Finally, procedures for reporting the results of the assessment process are explained in the plan. The entire process is managed by the faculty of the Division of Business and Economics.

The faculty of the Division of Business and Economics at IUSB will strive to carefully evaluate the data collected during the assessment process. The faculty will use this data as the cornerstone of their continuous improvement program for the Division.

Assessment is an ongoing, evolutionary process. As the faculty learn the value of the various instruments and procedures outlined here, they may identify opportunities for improving the plan. In other words, the assessment plan itself will be under regular assessment as part of the process.

FACULTY OF ECONOMICS

OUTCOMES ASSESSMENT PROGRAM

IMPLEMENTATION PLAN

December, 1993 (Final Version)

Rationale

The following implementation plan is the contribution of the faculty of economics to the outcome assessment program of the Division of Business and Economics. Through an ongoing and proactive assessment program and implementation activities, faculty and administrators will be able to evaluate how well the faculty of economics meets its objectives and contributes to the mission of the Division of Business and Economics and Indiana University South Bend. In this document the **Mission of the Economics Program** and the **Objectives of the Economics Program** sections set out student learning objectives; the appended listing

of courses provides the current curriculum; and **The Assessment Program, A Detailed Plan for Systematic and Continuous Improvement**, and the appended **Assignments for Assessment Program in Economics** sections discuss the assessment of student learning.

MISSION OF THE ECONOMICS PROGRAM

The faculty of economics has the following mission in preparing students:

1. Students majoring in economics should have the deductive analytical skills as well as oral and written communication skills necessary for entry level jobs in business or economics, or to begin graduate training in law, business, or economics.
2. Students who are not majors but are taking economics classes should have the economic and statistical knowledge which is prerequisite for the pursuit of their curriculum.

OBJECTIVES OF THE ECONOMICS PROGRAM

Students should possess, at the appropriate level, the following skills:

1. Knowledge of microeconomic and macroeconomic theory and how to apply this knowledge. Knowledge of microeconomics is understanding how households and businesses make decisions with respect to income, prices, and output. Economic theories are developed and illustrated by applying them to real-world problems, such as environmental concerns. Knowledge of macroeconomics is understanding the causes of the level of national economic activity, why this level changes over time, and government spending, taxing, and monetary policies which retard or promote economic performance. Problems of unemployment, inflation, and economic growth are analyzed.

2. Knowledge of statistical and quantitative analysis and how to apply this knowledge.
3. Critical thinking skills, including using abstract models to solve real world problems.
4. Communication skills, that is, the ability to express their analyses and ideas in both written and oral form.

THE ASSESSMENT PROGRAM

The plan to assess the effectiveness of the economics program utilizes seven assessment techniques to evaluate the ability of the faculty to achieve its objectives.

1. Comprehensive testing:
 - a. Pre- and posttest versions of TUCE, Test of Understanding of College Economics
 - b. Comprehensive Student Posttest administered by the Division of Business and Economics
 - c. Educational Testing Service Field Examination in Economics
2. Survey of Business Faculty
3. Outside Peer Review
4. Capstone Course
5. Portfolio
6. Exit Interviews
7. Alumni Surveys

A DETAILED PLAN FOR SYSTEMATIC AND CONTINUOUS IMPROVEMENT

The remainder of this document specifies concrete, targeted activities meant to achieve the assessment and improvement of the economics program. Attached to this document is a specific schedule

for assigning responsibilities for implementing the assessment plan, as well as a listing of the required economics and mathematics courses for majors. The direct cost of administering this plan is minimal. The ETS Field Examination, administered annually to about five graduating majors, costs \$35 per copy. The only other costs will be postage for the alumni surveys, periodic outside peer review, and the purchase of a file cabinet to store the various documents. The TUCE exam that we have already administered will be reused to implement this plan.

A. NON-MAJOR STUDENTS IN ECONOMICS

In order to assess how well the economics program is carrying out its service function to the university, the following activities will be undertaken:

1. Comprehensive Testing:

- a. The pre- and posttest versions of the TUCE, Test of Understanding of College Economics, will be administered to all students in introductory Microeconomics and Macroeconomics every five years. TUCE is a national standardized examination of the principles of economics developed jointly by the American Economic Association's Committee on Economic Education and the Joint Council on Education. The TUCE will be given during the spring and fall semesters by fulltime and adjunct faculty. The results will be tabulated during the summer and made available to the economics faculty at its October meeting. These results will allow the faculty and administrators to judge the understanding of our students compared to national norms and to determine the rate of improvement of our students relative to national averages. The faculty will discuss the results of the TUCE test and make recommendations for changes if needed. The economics faculty have recently administered the TUCE and thus the proposed practice continues the self-assessment that the economics faculty currently

has in place. The results of the TUCE will be reported in writing, along with any faculty actions, to the Assessment Committee. The results of TUCE will also be made available to individual students so that they can discover how well they did on both the pre- and posttest.

b. Questions about economics and statistics will be developed and added to the comprehensive student posttest that is required of all business students. The economics faculty will follow the Assessment Committee's direction for the preparation, management, analysis, and review of the posttest. In addition, these results will be analyzed and discussed by the economics faculty, regardless of whether or not the Assessment Committee has determined that graduating business students have displayed an adequate knowledge of economics. If the Assessment Committee determines that graduating business students are inadequately prepared in economics and statistics, the faculty will develop recommendations for correcting the situation. These recommendations will be conveyed to the Assessment Committee in writing. If the Assessment Committee finds that the graduating business students are adequately prepared in economics, the economics faculty will still examine the results of the test and discuss ways of improving the economic knowledge of graduating business students.

2. Faculty Surveys. A survey of the Business faculty will be conducted every five years. The survey will ask them which principles of economics and statistics they feel are important for their students and how well prepared their students are in economics and statistics. The economics faculty will develop the questionnaire. The results of the survey will be tabulated and distributed to the economics faculty, and will be discussed at a meeting of the economics faculty. If the economics faculty determines that changes should be made in the curriculum, these recommendations will be forwarded to the Assessment Committee and

the Business and Economics Curriculum Committee.

3. Exit Interviews and Focus Groups by the Division of Business and Economics. In conjunction with the Division of Business and Economics, exit interviews will be conducted annually in order to ascertain how well the economics program was able to achieve its objectives in the opinion of the students themselves. Refer to the section, "Exit Interviews," included in the "Undergraduate Outcome Assessment Program Implementation" for the Division of Business and Economics.

4. Alumni Surveys by the Division of Business and Economics. In conjunction with the Division's survey of alumni, questions concerning the economics curriculum will be included in the survey instrument. Please refer to the section, "Alumni Survey," in the aforementioned divisional implementation plan.

B. MAJORS IN ECONOMICS

In order to assess the economics program with respect to students majoring in economics:

1. Comprehensive Testing

a. TUCE, Test of Understanding of College Economics. All majors, of course, will be included in the TUCE tests administered in the introductory courses.

b. Field Examination in Economics. All students majoring in economics will be required at the end of their studies to take the Field Examination in Economics, developed by the Educational Testing Service. The Field Examination is a national standardized

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test of economic knowledge for students who have majored in economics. The results of each student's ETS Field Examination will be placed in that student's portfolio.

2. Outside Peer Review. Following Indiana University Procedures for Program Reviews, during every fifth year the economics faculty will make use of an outside peer reviewer. This person will be someone mutually agreeable to the faculty and the Dean. Such a review will address certain essential questions: Is the economics curriculum consistent with the mission of the economics program? Are the teaching, research, and service activities of the faculty consistent with the economics program's mission? Is the economics program better than, the same as, or worse than it was five years ago? What changes are needed in the next five years?

3. Capstone Course, E490. All economics majors will have to take E490, Advanced Undergraduate Seminar in Economics. At present students selecting the liberal arts track in economics are not required to take E490. E490 will serve as the capstone course for all economics majors. Students will be required to write a major research paper. Students pursuing either of the B.S. degrees in economics will be required to write a research paper which utilizes economic theory and econometrics. Students pursuing the A.B. degree in economics will be required to write a research paper which emphasizes economic theory, but does not require the use of econometrics. Students will be required to submit two copies of their research paper. One copy will be circulated to all members of the economics faculty. The other copy will become part of the student's portfolio. After all members of the economics faculty have reviewed all of the student papers from E490, the faculty will discuss the overall quality of the papers and the implications for the economics program. Specifically, the faculty will examine the

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quality of writing, critical thinking, development of economic theory, and analytical methodology employed.

Furthermore, a fourth credit hour will be added to E490's present three credit hour requirement. The additional credit hour represents supplemental work that E490 students must perform. E490, in addition to its research component, will also provide brief reviews of microeconomics, macroeconomics, and statistics, and will administer the ETS Field Examination in Economics. Each student will be informed how well they did on the ETS examination. The overall results of the exam, but not the results for the individual students, will be made available to the entire economics faculty. Each year a meeting of the faculty will be held to discuss the implication of the exam results.

4. Portfolio. In order to continually assess the writing and oral presentation skills of our economics majors:

a. All faculty teaching economics courses at the 300 and 400 levels will be encouraged to include a writing assignment as part of their course requirements. A short evaluation instrument will be developed and each member of the faculty will evaluate each economics major in his or her class with respect to writing ability. A copy of this evaluation will be sent to the student's academic advisor and it will become a permanent part of the student's portfolio. Individual students with writing deficiencies will be counseled by their advisor to take additional writing courses or work at the Writing Center to improve their writing abilities before graduation. Students are encouraged to submit any or all of their writing assignments to their academic advisor to be included, along with their E490 research paper, as part of a portfolio indicating their writing ability, critical thinking skills, and command of economic theory.

b. All faculty teaching economics courses at the 300 and 400

levels, except E321 and E322, will be encouraged to include an oral presentation assignment as part of their course requirements. A short evaluation instrument will be developed and each member of the faculty will evaluate each economics major in his or her class with respect to their oral presentation skills. A copy of this evaluation will be sent to the student's academic advisor and it will become a permanent part of the student's portfolio. Once each year an analysis will be made of the oral presentation skills of the economics majors, as indicated by the oral evaluation reports. If individual students are deficient in their oral presentation skills, the academic advisor will encourage these students to take additional course work that would improve their skills. If the economics faculty concludes that there is an overall weakness in writing and oral presentation skills of our students, it will make recommendations designed to overcome the deficiencies. The recommendations will be made to the Business and Economics Curriculum Committee.

5. Exit Interviews. During the Assessment Committee's exit interviews, the economics faculty will request that a focus group of currently graduating seniors or students who graduated within the last year be formed. The results of these interviews will be analyzed by the economics faculty and discussed at its October meeting.

6. Alumni Survey. The economics alumni will be surveyed every five years. The survey will solicit their opinions about the quality of their undergraduate education, the economics program in particular, and the advising process. The results of the survey will be circulated among the economics faculty and discussed at a meeting. Any recommendations for change in the curriculum will be forwarded to the Assessment Committee and the Business and Economics

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The following information is being furnished to you for your information. It is based on the information available to the Bureau at this time. It is not intended to be a complete statement of the facts and circumstances surrounding the case.

The Bureau has received information that the following individuals are active in the Communist Party of the United States of America (CPUSA). The information was obtained from a confidential source who has provided reliable information in the past.

The following information is being furnished to you for your information. It is based on the information available to the Bureau at this time. It is not intended to be a complete statement of the facts and circumstances surrounding the case.

The following information is being furnished to you for your information. It is based on the information available to the Bureau at this time. It is not intended to be a complete statement of the facts and circumstances surrounding the case.

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Curriculum Committee. The economics faculty will also contact a sample of those persons who initially majored in economics but then decided to switch to another field. Also, once every five years an analysis of economics majors who pursue graduate training will be undertaken and shared with the entire economics faculty. If the faculty detects that a significant number of our alumni were not successful in their graduate studies, an attempt will be made to determine if changes need to be made in the economics program.

ONGOING EVALUATION OF ASSESSMENT PLAN

Periodically, the economics faculty will evaluate the effectiveness of its assessment plan. Our successes and failures, along with those of assessment efforts in the division, university, and economics faculties at other universities will be examined for ways to continually improve our evaluation and improvement actions.

ASSIGNMENTS FOR ASSESSMENT PROGRAM IN ECONOMICS

Faculty	Frequency	Starting Date	Task
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Bartholomew	Annually	1994	Order, administer, analyze, and report results of ETS Exam
Bartholomew	Annually	1995	Analyze and report results of economics faculty evaluation of the oral and written communication skills of economics students in their classes. Report the results of the exit interviews.
Smith	Annually	?	Analyze and report results with respect to those economics and statistics questions on the posttest for graduating business students
Herschede	Every Fifth Year	1994	Survey Business faculty, analyze and report results
Kochanowski	Every Fifth Year	1995	Administer, analyze, and report results of TUCE test for fall and spring semesters, all sections of E103 and E104
Peck	Every Fifth Year	1996	Survey economic graduates, analyze and report results

INDIANA UNIVERSITY SOUTH BEND
DIVISION OF BUSINESS AND ECONOMICS
MBA OUTCOME ASSESSMENT PROGRAM
FINAL IMPLEMENTATION PLAN
January, 1994

INTRODUCTION

The following plan focuses on the importance, the need and the implementation of an outcome assessment program for the Masters of Business Administration (MBA) degree, an entity of the Division of Business and Economics. The underlying premises for this plan are derived from the Division's mission statement. This, along with exit interviews, a standardized examination, alumni surveys and employer evaluations, will enable faculty and administrators to judge how well the MBA program meets its objectives. The assessment plan also provides a means to generate information from which to develop ongoing improvements for the MBA degree program. Also included are prescribed procedures that involve comprehensive faculty and administrative responses to this valiative information.

This plan will address ten measures of assessment planning in the following sections.

I. DOES THE PLAN FLOW FROM THE MISSION STATEMENT?

The Division of Business and Economics faculty approved the following mission statement on April 12, 1993:

IUSB's Division of Business and Economics shall provide its diverse student body with accredited programs and high quality teaching. The Division shall provide flexible access to programs, as well as ongoing assessment and adaption to changing needs and circumstances.

As part of a campus within the Indiana University system of programs and resources, the Division shall provide its region with professional expertise and service. The Division's contribution shall benefit the local public and private sectors and further its role as a leader in professional service to the region.

The first major emphasis in this statement reflects the presence of accredited programs and high quality teaching efforts for a diverse student body. To insure the continuation of these goals, the Division will provide flexible access to its programs and an on going assessment and adaptation program. The MBA outcome assessment program meets these requirements

The second major focus of the mission statement emphasizes the

Division's role as a contributor of services to both business and nonbusiness interests as well as leading these interest groups in their professional development. Therefore, this assessment program will provide useful feedback data from its constituents in order to attest that the Division's teaching, research and service efforts are and will continue to attain their desired results.

II. DOES THE PLAN HAVE A CONCEPTUAL FRAMEWORK?

The MBA program provides seven areas of academic preparation for its candidates:

1. Advanced Skills Candidates should master advanced mathematical, computer, accounting and written and oral communications.
2. Economics Knowledge Candidates should master the various sub fields of economics including micro and macro economics, economic forecasting and economic analysis.
3. Functional Knowledge Candidates should be knowledgeable about ideas pertaining to functional areas of the firm such as marketing, finance and operations.
4. Legal and Ethical MBA students should obtain knowledge about the essential areas of commercial law and the various ethical tenants that provide a moral framework from which future managers will be able to apply this knowledge when they are engaged in real life experiences.
5. Behavioral Science MBA students should have a command of the necessary behavior science skills that will enhance each student's decision making skills.
6. Global Issues As business activities become increasingly international in nature, MBA students should become knowledgeable about business affairs that expand the globe. The students must gain an understanding about the establishment of business arrangements in various countries that represent diverse cultures, different forms of government, and changing economic systems.
7. Capstone Experience MBA students who are nearing the completion of their course work should engage in an integrative experience where the interrelationships of the various academic courses are assimilated. This experience will provide each student with a keen insight into how the framework of the MBA curriculum is tied together and how this same curriculum maintains a holistic approach to

processing real world business decisions.

The following is an enlarged discussion of these seven conceptual framework items:

Advanced Skills

Advanced skills provide candidates with a basis from which to carry on problem analysis and communication of the results of these efforts. MBA students must be able to apply techniques of higher mathematics and statistics, various insights associated with financial and managerial accounting and the many tools made possible by computer science.

Economics

The study of economic theory and applications techniques should serve as a cornerstone of the MBA student's academic training. Students should have a command of the various principles associated with both micro and macro economics. There should be a firm understanding of concepts associated with economics of the firm, regional, national and international economic behaviors and economic forecasting.

Functional

The promotion, marketing and distribution of goods and services are functions about which the contemporary MBA student must obtain a comprehensive knowledge. In the same light, students should be fully aware of the financial character of business organizations. A working knowledge of financial management, investing strategies and financial institutions will enable the MBA student to survive in today's demanding financial environments. Mastering knowledge about operational management of the business organization and the accompanying decisional frameworks and models are equally important areas of study for the MBA candidate.

Legal and Ethical

It is essential that the present student steep himself or herself in the fundamental framework of our legal system and those ethical principles that buttress the US legal environment. It is important to have an accurate knowledge of our judicial and administrative entities, agency law, the unified commercial code, tort law, contract law, product liability law, negotiable instruments and equal opportunity legislation.

Behavioral Sciences

Modern business managers are charged with the responsibility of implementing important decisions within a dynamic environment of personal and social challenges. It is important that the MBA student receive a solid foundation in the theoretical frameworks of the behavioral sciences. Understanding individual differences of persons within and external to the organization is an important factor in obtaining desired responses to announced decisions. In addition, the dynamic influence of group behavior in the successful administration of decisions is a necessary area of study for students in the MBA program. Implementing methods of organization design and change on a continuous basis also is a primary responsibility of the modern manager.

Global

Internationalization of business arrangements has placed an important global requirement on the academic needs of today's MBA students. Students need to know about the intricate arrangements and processes associated with overseas ventures. Information about international finance, marketing and operational strategies is an important elements in our contemporary MBA curriculum. Additionally, the continuous infusion of international faculty and students will enhance the opportunities for native US MBA candidates to exchange insights about world wide business arrangements.

Capstone

The benefits associated with individual course work is enhanced manifold when the linkages within the curriculum are explored at some strategic point in the MBA degree experience. Traditionally at IUSB and other universities this capstone training occurs during the final stages of the student's academic program. It is at this point that the student can observe and experience these connections. The vehicles for experiencing and observing these relationships are case studies, business games and field studies.

As a member of the American Association of Collegiate Schools of Business (AACSB), the IUSB MBA program is obligated to follow the prescribed MBA curriculum for member schools. Additional information on the AACSB guidelines and curriculum requirements is attached to this document.

III. DOES THE FACULTY HAVE RESPONSIBILITY FOR DESIGN AND IMPLEMENTATION OF THE ASSESSMENT PLAN?

The MBA Assessment Committee was appointed by the Division of

Business and Economics Steering Committee which represents the entire Business and Economics faculty. The MBA Assessment Committee membership is composed of a wide representation from the various graduate disciplines. The Dean, if possible, will appoint an Assessment Implementation Committee made up of MBA faculty. (Given the small size of our MBA faculty, membership on these two committees probably will be the same individuals.) This committee, regardless of its title, will be responsible for the plan's implementation.

IV. DOES THE PLAN HAVE DIVISIONAL WIDE SUPPORT?

The plan was presented to the Business and Economics faculty for discussion and comments at its January 21, 1994 meeting.

V. DOES THE PLAN HAVE MULTIPLE MEASURES?

The MBA assessment plan consists of five assessment tools to determine if the MBA Program is achieving its objectives. The following are descriptions of these tools:

1. Comprehensive Testing. MBA candidates will have to pass a comprehensive examination to graduate. The MBA office will administer the examination in November, April and during one of the summer sessions of each academic year. The test will examine the student's working knowledge of mathematical and other advanced skills, along with economics subject areas, the business functional activities described earlier, the legal and ethical environments and global issues.

The MBA Program requires all of its students to successfully complete E510 (Business Policy). Since this class will be taken by the students in their final semester of course work, administration of a behavioral oriented test to students in this class will provide a convenient opportunity to evaluate the various course contents prescribed in the MBA curriculum.

2. Capstone Experience All MBA candidates are required to take E510 (Business Policy) during their last semester of course work. The course requires the students to demonstrate knowledge of ideas and concepts learned from those required courses taken earlier in their MBA programs. The faculty who teach this course will in turn report periodically about the level of preparedness exhibited by their students.
3. Exit Interviews The MBA Office along with other

administrative offices will interview recent graduates on an annual basis. These interviews will provide the MBA administration and faculty feedback information on the students' assessment of their MBA course work.

4. Alumni Surveys The Division of Business and Economics will administer alumni surveys to both undergraduate and MBA graduates every three years. These surveys will provide information from employed MBA graduates who have had an opportunity to assess their business knowledge in the real world. The surveys also will provide give a practical connotation to the assessment process.
5. Employer Surveys The Division of Business and Economics will survey employers of graduates from both the undergraduate and MBA programs. The information obtained from these surveys will provide feedback on the seven areas of academic preparedness previously described in this document. An assessment of this information will provide a basis from which to make adjustments and modifications to the MBA curriculum.

IMPLEMENTATION OF ASSESSMENT POLICIES AND PROCEDURES

The following is a detailed discussion of the implementation processes associated with the assessment tools described in this document:

COMPREHENSIVE TESTING

A comprehensive posttest will be administered to all MBA students when they are enrolled in E510 (Business Policy). The test will be a class activity for E510. Students must pass this examination as a graduation requirement. Students who fail the examination will be allowed to retake it at the next available opportunity. Students may retake the examination an unlimited number of times.

This posttest will cover all of the required areas of study previously described in this document. The testing device used is generically called "in-basket" testing. Each student is given a number of described situational events that parallel the various required academic subject areas, eg, advanced skills, economics etc. The student then will be expected to respond to these described events by evaluating the business situation that he or she is confronted with, by establishing possible courses of action, by ranking possible courses of action, by choosing a course(s) of action and by demonstrating appropriate managerial behavior associated with the course of action chosen. These student responses will be video recorded after which a faculty panel will

review each student's performance as it compares to a standard set of performance criteria.

The MBA Assessment Committee will work with the E510 instructor in selecting the testing situations. Together they will establish standards of satisfactory performance for the exam. In addition, they will periodically review, revise and update the examination.

The MBA Assessment Committee and the E510 instructor also will work together to develop techniques to observe, measure and record the in-basket test performances. They will compile the results and the frequency patterns. When possible they will use statistical analyses to determine appropriate and inappropriate performance patterns.

The committee will meet on a regular basis with all MBA faculty. The focus of these meetings will be to share and discuss test results. Collectively, the group will assess problems and benefits associated with the testing experience. An attempt also will be made to assess the connections among the different courses in the MBA curriculum along with the level of course content mastery by the students. Another outcome of these periodic meetings will be to communicate content difficulties to those faculty members who are involved in the teaching and administration of MBA courses. Finally, a list of objectives with target dates will be established to provide an ongoing means for improving the delivery of our MBA Program objectives.

CAPSTONE EXPERIENCE

To a degree, the capstone experience is an expansion of the posttest exercise, only the integrative activities are carried on throughout the whole semester. E510, Business Policy, is a required course for MBA students who are in their last semester of course work. Students will be required to work in teams to analyze and evaluate business cases and provide solutions to associated problems. These teams will be required to make oral and written presentations to the instructor and their fellow classmates. Each team's presentation will be evaluated by the instructor and classmates. The non-presenting classmates' evaluation, usually in writing and through oral remarks, will be graded by the instructor. Through this process positive feedback can reinforce learned material that is successfully presented. Of course, negative feedback may distinguish prior learning that is not perceived to be appropriate. Each team will be required to make two case presentations during the semester.

Members of the E510 class will be required to participate in an integrative business experience by competing in a simulated

business game. For example, IN-TOP, a computerized based business game, provides opportunities for students to compete through the use of teams (same membership as the case presentation teams). With this game, all teams are faced with the same business decision opportunities. The computer will score the results of each decision, allowing for making group comparisons. The instructor has the ability to control the parameters of the game conditions by changing any one of a number of input variables.

Field studies will provide an opportunity for the E510 or B503 instructors to evaluate the MBA student's responses to real business situations. (This field experience may also be obtained in B503 Organization Behavior II which is currently the case.) Teams of E510 or B503 students will be required to site visit and assess the strengths and weaknesses of local business firms. Each team will be required to present, in writing and orally, the result of their finding and recommendations to the firm's management and the class.

The E510 and B503 instructors are very critical factors in successfully carrying out the assessments that are facilitated through the capstone experience. It is important that the faculty persons has an in depth knowledge of the various business disciplines that are being integrated, is very capable of administrating the case problems, business game and field studies, and is effective when communicating with all of parties interacting through this course experience.

EXIT INTERVIEWS

The MBA Office will conduct exit interviews no later than one month after a student's graduation. The Director of the MBA Program will use focus groups to carry out this assessment tool. The composition of these groups will include current persons on the graduation list. The following conditions will be addressed in the development and operation of the focus groups:

1. The MBA Director will be responsible for the nomination of potential participants, the selection of participants, and the formation of individual groups. Demographic category balance will be maintained whenever possible.
2. The MBA Director will conduct a preliminary meeting with the individual groups to communicate the following issues:
 - a, The goals of the focus discussions.
 - b, The participant's role in the discussions.
 - c, Develop a list of questions and issues to be

discussed.

- e. Notification that discussions will be audio recorded for transcription purposes only, without revealing the identities of the discussants.
3. The MBA Director will convene the focus group discussions in a appropriate physical environment. No faculty will be present.
4. The Director and a representative from the Vice Chancellor of Academic Affairs Office will act as facilitator during the interview\discussions.
5. The discussions should attempt to respond to all questions and issues previously presented to the focus groups.
6. After the discussions are completed, transcripts of the discussions will be prepared by the Director's Office without identifying the contributors.
7. The Director is given the option to edit the transcripts in order to maintain confidentiality and to avoid revelation of personal comments about specific faculty members.
8. The Director's Office will provide the MBA Assessment Committee with the edited transcripts. The Committee's responsibility will be to evaluate the transcripts and prepare a summary report to the Dean, Director and faculty at a designated Divisional meeting. The report should be distributed prior to the actual meeting in order to give the faculty ample time to respond and prepare comments about the report.
9. The report will include a summary of the focus groups' comments. This summary will identify causal relationships associated with problem areas identified by the focus groups. In addition, a statistical analysis will be provided whenever this form of presentation is beneficial.
10. The MBA Assessment Committee will refer specific findings to the Division Teaching Committee, the Curriculum Committee, specific academic disciplines and individual faculty members for recommendations.
11. The MBA Assessment Committee is responsible, in conjunction with specific parties involved, for the development of a plan of action that addresses the problems and issues revealed through the focus group process.

12. The MBA Assessment Committee also is responsible for implementing this action plan along monitoring and evaluating its progress.

The MBA Assessment Committee and Director will need to work closely in implementing and coordinating the focus group processes. These two entities will need moral and financial support from the Dean and the Vice Chancellor for Academic Affairs.

ALUMNI SURVEYS

Surveys of MBA graduates will be conducted every three years. The MBA survey will be a section of a larger survey of all business and economics graduates. Specific questions will be included that address the MBA Program's operation and academic objectives. Specific attention will be given to obtaining responses about the graduates' assessment of their academic preparedness in the areas of advanced skills, economics knowledge, functional knowledge, legal and ethical concepts, applied behavioral sciences, global issues, and a capstone experience.

The MBA Assessment Committee will work closely with the Dean's Office in coordinating the many activities associated with the alumni survey.

EMPLOYER SURVEYS

In conjunction with Dean's Office and the AACSB Advisory Board, the MBA Assessment Committee will obtain feedback about the quality of our MBA graduates from selected employers. The Advisory Board, consisting of alumni and employers will perform the initial survey that will be followed by surveys every three years. Members of the MBA Assessment Committee will informally discuss the information about the quality of our MBA graduates with the Board members. An annual meeting is planned between the Division's assessment committees and the Advisory Board. Contributions from the Advisory Board will be included in MBA Assessment Committee's annual report to the faculty.

VI. DOES THE PLAN PROVIDE FEEDBACK TO STUDENTS AS WELL AS THE INSTITUTION?

The MBA Office will provide each student with the results of his or her performance on the in-basket posttest. In addition, summary results will be made available for interested MBA students on a request basis. The MBA Assessment Committee's annual report will be placed on unrestricted reserve at the Schurz Library. The Committee's report will contain a summary of their evaluations and recommendations that result from the year's assessment efforts.

VII. IS THE PLAN COST EFFECTIVE?

The only significant funds expended for the implementation of this plan is an estimated \$2,500 for the in-basket test along with required materials to complement its administration. The human costs associated with spent efforts on the part of involved committee members and faculty is the only other commitment to the Division of Business and Economics. As the B&E mission statement indicates, the Division is dedicated to "----- ongoing assessment and adaptation to changing needs and circumstances."

VII. DOES THE PLAN RESTRICT ACCESS, EQUITY AND DIVERSITY?

The plan, in fact, promotes accessibility, equality and diversity according to the requirements of the North Central Association.

IX. DOES THE PLAN PROVIDE A BASIS FOR PROGRAM IMPROVEMENT?

The discussion concerning the implementation of the measurement tools described in question V above provides detail as to the use of information collected and analyzed for the intended purpose of improving the MBA program. The total involvement of Division's faculty, administration, students and constituent groups will enhance the prospects for program improvement.

X. IS THERE AN ONGOING SYSTEM TO EVALUATE THE EFFECTIVENESS OF THE ASSESSMENT PLAN?

Every three years an outside party will audit the MBA assessment process. The MBA Office will facilitate the efforts of these visiting outside experts. Assessment documents, data summaries and an opportunity to observe the administration of selected measurement tools will be made available to the independent auditors. The purpose of bringing in outside experts is to institute an objective independent appraisal of the MBA assessment plan. Feedback for these outside persons will provide insights about the strengths and weaknesses of this plan.

SUMMARY

The MBA assessment plan is a response to the underlying tenants of the Division of Business and Economics mission. The realization by the MBA faculty that program improvement is an ongoing process has provided the impetus for the development of this plan. The framework of the plan provides directions and specific descriptions about creating feedback information that will provide an opportunity to compare expected MBA student academic performances with real performances. The plan utilizes a multiple of

information input sources which include the MBA stakeholders
 - MBA students, alumni, employers, and business community leaders.

IMPLEMENTATION SCHEDULE FOR MBA ASSESSMENT PLAN

<u>Activity</u>	<u>Frequency</u>	<u>Starting Date</u>
1. Evaluation of Assessment Plan (Internal)	Continuous	Spring, 1994
2. Comprehensive Testing (In-Basket) Order, organize, administer, analyze results, and implement improvement programs	Each Semester	Spring, 1995
3. Capstone Experience Fine tune the current E510 Business Policy class structure	Each Semester	Spring, 1995
4. Exit Interviews (Focus Groups) Organize, train, facilitate group responses, analyze feedback information, and process curricular changes	Annually	Spring, 1996
5. Alumni Surveys Prepare, distribute, and administer survey instrument Analyze responses Communicate implications of summary data to faculty and other interested parties.	Every Three Years	Spring, 1997
6. Employer Surveys Coordinate survey instrument administration with AACSB Advisory Board Share implications of feedback	Every Three Years	Spring, 1998

information with faculty, Dean
and Director

Fifth_Draft

QUALITY CONTROL AND ASSESSMENT FOR THE DIVISION OF THE ARTS

Mission_of_the_Division_of_the_Arts

The quality control procedures described below arise from, and are intended to guarantee, the stated mission of the IUSB Division of the Arts. That mission statement, published in the Indiana University South Bend Bulletin (pages 99-100 of the 1992-94 edition), spells out in detail the range of students, levels of study, and programs within the responsibilities of the division. (Those programs are further defined in the passages which follow in the Bulletin.)

The assessment policies and procedures here have been established over the years by the faculty of the division and its disciplines itself. Specific faculty involvement in drafting and approving this comprehensive statement of these policies and procedures was sought and obtained during the 1992-93 academic year. All the policies and procedures described are in place as of the present date.

Admission_to_a_Curriculum

Each matriculant (whether an incoming freshman, sophomore, transfer student, or more advanced applicant) is examined for certification to a degree program within this division by a committee of faculty from the discipline in which the student is interested. That entrance examination includes one or more of the following: an audition, a portfolio review, a submission of projects or works for consideration, an interview, a diagnostic exam, or a project. On the basis of this presentation, considered together with transcripts and other traditional academic data, the faculty committee recommends the admission, probationary admission, or denial of admission of each candidate.

Student records are maintained by the division, of course, spanning the period from the entry application beyond graduation to alumni status. The materials submitted by the matriculant (or a videotape, in the case of a performer, or both) are retained among those student files as records of the candidate's capability at the time of this admission examination.

Mid-Course Review

At a reasonable moment, normally at or near the end of the fourth semester of study at IUSB, but earlier or later if appropriate (in the case of a transfer student, for example), each student's progress is reviewed by a substantial committee drawn from among the whole faculty of the division (one crossing disciplinary lines). The committee considers the entire academic record of the candidate to the present date, including specifically the general education requirements. The review process may include such aspects -- depending on the major sought -- as a portfolio review, an audition, a scholarly paper, or a significant project of some sort.

Based on this comprehensive review, the committee permits or does not permit the candidate to pursue the degree sought. Specific recommendations may include additional coursework to be taken, certain required courses to be waived, an estimate of the time needed yet for completion of the degree, a suggested change of degree, later reconsideration, withdrawal from the division, and the like. An appeal process is available to the student.

Degree Completion

In partial fulfillment of the degree requirements, each curriculum culminates in one or more comprehensive academic experiences which -- as appropriate to the specific discipline -- enable the candidate to give evidence of an overall conceptual and technical competence gained during these studies. These experiences may include the defense of a scholarly paper, a public recital, a gallery show, the design or direction of a theatrical production, presentation of a major role, participation in a comprehensive seminar, submission of a portfolio, and/or similar efforts approved by the faculty.

Responsibility for the proposal and acceptance of these projects rests with the disciplinary faculty involved, subject to ratification by the divisional faculty as a whole.

Student Appeals

The disciplinary faculty constitutes the first level of appeal for any student wishing postponement of, or relief from a faculty decision in one of these contexts. The divisional Arts Standards Committee, consisting of a body of faculty from across the Division of the Arts, is the second level of appeal.

QUALITY CONTROL AND ASSESSMENT FOR THE DIVISION OF THE ARTS, page three

Review of Alumni Achievement

An ongoing process solicits commentary from and about alumni of the division, including data on professional development as well as opinion on the relevance and effectiveness of the instruction each alumnus received in Arts/IUSB. Scholarly reviews of monographs and journal articles, published critiques of public exhibits or performances, and similar formal, equitable evaluations of alumni performance are specifically sought.

Evaluation

The area coordinators meet from time to time to report to the divisional faculty their evaluation of this quality control process, in order that necessary modifications may be made.

Disciplinary Objectives

For each of the major disciplines within the division a brief, direct statement of goals to be reached by each graduate has been prepared. These are as follows.

FINE ARTS

By the end of the senior year each Fine Arts student will be able to:

1. Apply her or his representational skills in drawing from the figure, from the still life, and from landscape. This includes a command of such

things as composition, scale, and balance, as well as perspective, manipulation of tone, control of contour, and is also to extend through a variety of drawing media such as pencil, conte, charcoal, pen and ink, wash, and graphite.

2. Demonstrate her or his competence in design, both two dimensional and three dimensional. This shall include, but is not limited to composition, color theory, layout, typography, space, balance, and such factors as constitute accepted competence in design areas.

QUALITY CONTROL AND ASSESSMENT FOR THE DIVISION OF THE ARTS, page four

FINE ARTS (cont.)

3. Produce competent projects in at least three other studio areas drawn from a list to include, but not limited to painting, sculpture, printmaking, water color, and photography. Such competence shall be consonant with accepted standards for BA-level work in accredited institutions of higher learning.

4. Recall the principles of the history of art, including knowledge of the major periods and styles of Western Art, some awareness of non-Western art, and skills pertaining to the craft of art history, including research techniques, accepted practices of scholarship, and writing skills concomitant with those of other BA programs involving writing, and a knowledge of relevant bibliography and resources available to the art historian.

5. Demonstrate her or his knowledge by producing a portfolio or exhibition of work which meets generally accepted standards for BA candidates, and acceptable grades in Art History coursework.

HISTORY AND THEORY OF THE ARTS

By the end of the senior year each student in the Division of the Arts will:

1. Complete an entrance examination to determine the level of awareness of the student of the major components of the history and practice of the

discipline.

2. Apply her or his comprehension of the history of the discipline in an exit examination; for each major discipline a hypothesis will be proposed, and the student will design a project to test the hypothesis.

3. Successfully complete the general education requirements which are appropriate for Arts BA students.

4. Demonstrate her or his knowledge in the area of general culture in an exit examination or in a one-semester capstone seminar.

QUALITY CONTROL AND ASSESSMENT FOR THE DIVISION OF THE ARTS, page five

MUSIC

By the end of the senior year each music student will have:

1. Performed for an audition committee to determine their admittance to the appropriate music degree program.

2. Successfully completed an Upper Division Examination supervised by the entire Music Faculty. This comprehensive examination reviews the musical performance of the student, his or her entire academic record, and his or her piano proficiency.

3. Demonstrated musical competency before the music faculty in a recital hearing, thereby gaining permission to present a public recital; and subsequently successfully performed that recital.

4. Proved her or his competency in piano by passing the piano proficiency examination (the requirements for which are listed in the IUSB Bulletin).

SPEECH COMMUNICATIONS

By the end of the senior year each student in the Speech Communications area will be able to:

1. Recall the history and basic concepts associated with social scientific approaches to the study of human communication.
2. Demonstrate his or her understanding of the history and basic concepts associated with humanistic approaches to the study of human communication.
3. Explain the basic assumptions and techniques of research methodology in the study of human communications.
4. Define the variables involved in various contexts of human communication.
5. List the functions of human communication.

QUALITY CONTROL AND ASSESSMENT FOR THE DIVISION OF THE ARTS, page six

SPEECH COMMUNICATIONS (cont.)

6. Apply the communicative skills appropriate to interpersonal, small group, organizational and public contexts of interaction.
7. Identify and demonstrate awareness of the impact of major philosophical issues on the conceptualization and study of human communication.
8. Demonstrate application of training, skills and knowledge of communication processes and functions to the student's career and intellectual interests.

THEATRE

By the end of the senior year each Theatre student will be able to:

1. Analyze and interpret dramatic literature.
2. Explain the development of theatrical history

and apply his or her knowledge in an actual performance.

3. Demonstrate an understanding of the elements of design and describe how the visual aspects of the production contribute to the overall performance.

4. Describe the collaborative nature of the theatrical art and the roles the various artists play in the production of that art.

5. Explain the methodology an actor uses to prepare for a role.

6. Express the fundamental principles of theatre technology.

7. Critically analyze theatrical productions.

Approved by the Arts/IUSB Faculty: 03/19/93