

Assessment of Student Learning Outcomes – Report to Northwest Council 12/12/2012

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1. General Education (GE) Program

The GE principles were approved by the campus and revisions made to the curriculum of every degree in time for the *2010-12 Academic Bulletin*. Once the principles were approved, the General Education Committee turned its attention to assisting the academic areas with assessing the GE learning outcomes. Both the General Education/Assessment Committee and the Office of Academic Affairs now work together to maintain the progress and general awareness of the assessment process.

Timeline for Assessment – 4-year General Education Cycle

http://www.iun.edu/~nwacadem/academic/curriculum_processes/Program%20Review%202011-2017.pdf. This timeline integrates our General Education Assessment timeline with annual departmental assessment and accrediting body assessments (both campus and program) to provide an overall picture of our annual academic assessment schedule.

The results for our assessment efforts in general education can be found at <http://www.iun.edu/~nwacadem/caslo/results/index.shtml>. The specific links below lead to the assessment reports received during our first assessment cycle. There is a wide variety of assessment measures used across these reports. The General Education/Assessment Committee and Office of Academic Affairs worked with the assessment coordinators for the individual courses as they designed and collected their assessment data.

Principle 1 [Writing Assessment Results 2009](#)

Principle 1 Mathematics Assessment Results 2009-10

[M100](#)

[M118](#)

[Math Assessment Questions](#)

Principle 1 Oral [Communication Public Speaking 2011](#)

Principle 1 [Scientific Reasoning 2011](#) - Chemistry

Principle 1 [Scientific Reasoning 2011](#)- Biology

Principle 2 Breadth of Learning - [Psychology](#)

Principle 2 Breadth of Learning - [Interpersonal Communication](#)

Principle 2 Breadth of Learning - [American History](#)

Principle 2 Breadth of Learning - [Music Appreciation](#)

Principle 2 Breadth of Learning - [Introductory Spanish](#)

Principle 2 Breadth of Learning - [Introduction to Computing](#)

Principle 2 Breadth of Learning - Introduction to Earth Science

Principle 2 Breadth of Learning - Microorganism in Nature and Disease

Principle 2 Breadth of Learning - Principles of Sociology

Principle 2 Breadth of Learning - [Introduction to Philosophy](#)

Principle 2 Breadth of Learning - Introduction of Cultural Anthropology

Indiana University and IU Northwest have become part of a study of student learning gains using the [ETS Proficiency Profile](#) in AY 2012-13. This multiple choice test assesses reading, critical thinking, writing mechanics, and math skills. The following protocol has been implemented:

- Time 1 Entering Cohort (Spring and Summer prior to AY 2012 – 2013): Administer the 2-hour version of the ETS Proficiency Profile to the Fall 2012 entering cohort during campus placement testing, using a sample size of between 300 and 350 students.
- Time 1 Seniors (Spring 2013): Administer the 2-hour version to a sample of 50 seniors on each campus to use for the Voluntary System of Accountability (VSA) value-added learning score.

ETS Proficiency Profile Results (First Year Students) for IU Northwest Spring and Summer 2012

Tests were given to students during placement testing if they were first time students and indicated they would be attending fulltime in the Fall of 2012

Norm Referenced Scores (take their meaning from comparison against the scores of others)

	Possible Range	Mean Score*	Standard Deviation**
Total Score	400 to 500	430.89 (435.77)	14.42 (7.76)
Skills Subscores:			
Critical Thinking	100 to 130	108.42 (109.45)	4.58 (1.96)
Reading	100 to 130	113.09 (115.17)	5.85 (62.59)
Writing	100 to 130	111.39 (112.64)	4.55 (41.81)
Mathematics	100 to 130	110.39 (111.56)	5.32 (2.05)

** IUN n=332; (Masters' Comprehensives I and II n=44,719)

2. Unit Assessment Reports

Each fall (since 2008), academic units are asked to provide a report regarding their assessment of the majors/disciplines in the previous year. The links below lead to these assessment reports.

- [2008](#)
- [2009](#)
- [2010](#)
- [2011](#)
- [2012](#)

3. Next Steps

The General Education/Assessment Committee will meet in the Fall of 2012 to begin work on the 2012-13 assessment plan for Year 3 of the cycle. We are scheduled to assess Principle 1 Advanced Foundations and Principle 4 Diversity. We are on target to complete our first full cycle of GE assessment during AY 2013-14 as detailed in the timeline.

IU Northwest (along with all of the regional IU campuses) are recent adopters of WEAVEonline. This software application addresses the need to develop and maintain continuous improvement processes for both the academic and administrative structures within an institution of higher education. The Offices of Academic Affairs and Institutional Effectiveness and Research intend to use WEAVE to report general education, strategic planning, accreditation, and annual departmental assessment results. To start, we will be entering learning outcomes and departmental goals and operational plans into the system. WEAVE has provided a template for reporting departmental assessment results that we will use during this transitional year in an electronic format similar to how the academic units have been reporting in previous years but phrased in the language that WEAVE uses. These new forms can be seen in the 2012 reports currently being submitted. Academic Affairs will then enter those results into WEAVE this year. Then, next year, when the units are asked to use WEAVE to enter their results, they will have one year already present along with their learning outcomes and any known operational plans.

The General Education/Assessment Committee has asked that each group that produces an assessment report presents its findings first to the committee and then, in brief, to the Faculty Organization. This has proved to be a very effective strategy for our campus culture. The academic units that have undertaken significant assessment projects are recognized by the administration and their campus peers for their accomplishments, and they are serving as models for those yet to come in the assessment pipeline. This has been especially important since our campus has a relatively short history of centralized assessment of student learning outcomes. These presentations make the process more transparent to everyone.