Program Review and Assessment Committee

Thursday, March 23, 2006
UL1126
1:30-3:00 p.m.
Karen Johnson, Chair
Joshua Smith, Vice Chair

AGENDA -

1. Approval of the Minutes of the February Meeting .... K. Johnson
2. Assessment Strategies Presentations .... I. Queiro-Tajalli and M. Hanson
   ....
3. Program Review Report, Kelley School of Business   Tim Bennett
4. Subcommittee Reports
   Grants..L. Houser
   Advanced Practitioners .... J. Smith
   Other
5. Report on Integrative Department Grant, School of Education.................... J. Smith
6. Adjournment.. K. Johnson

MINUTES -

Members Present: Drew Appleby, Rachel Applegate, Kate Baird, Trudy Banta, Karen Black, Polly Boruff-Jones, Jake Chen, Yao-Yi Fu, Michele Hansen, Karen Johnson, Susan Kahn, Hea-Won Kim, Allison Martin, Howard Mzumara, Joanne Orr, Irene Queiro-Tajalli, Kenneth Rennels, Joshua Smith, Russell Vertner, Gail Whitchurch, Debra Winikates, Marianne Wokeck, Charles Yokomoto, and Nancy Young.

Guests Present: Timothy Bennett (Kelley School of Business) and Cathy Buyarski (University College Academic Advisement)

Minutes of the February 16th meeting were approved without correction.

Program Review Report
In 2002 Kelley School of Business conducted a program review of their newly created internship program. Kelley opened a separate career center specifically for the School following a national trend to create a career center within business schools. Kelley developed a fully functioning career center with one component for career services and one component for internship placement and monitoring.

In 2001, Kelley was only placing 35 students in internships; in 2005-2006, over 600 internship opportunities exist. Employers in Central Indiana are recognizing the importance of internships and students are getting involved. Major impediments to increasing offerings include the number of hours students are working and their increasing family responsibilities. A limitation on the employers' side is that a partnership with Kelley is a relatively new phenomenon. Indianapolis has many small/medium sized firms that lack the formal experience and understanding an "internship" experience should encompass. Some view it as a free part-time job. Others such as

Corrected 4-20-06

Lilly have national internship programs and years of experience. IUPUI's Internship Council is trying to bring coherence to the internship process across the campus, using a software system to link units/schools with employers regardless of major.

Major recommendations from the review involved increasing communication with students and engaging employers in a development network. In a recent survey 40% of businesses did not know IUPUI had a school of business. T. Banta asked about any relationships between the KSB internship programs and the Solution Center. Tim Bennett of KSB referred again to the process of connecting internship experiences across campus. D. Appleby inquired about a core set of skills for internships and whether or not Kelley has defined any mechanism for assessing the extent to which students have attained a core set of skills.

Bennett described two different types of internships: one for credit, the second not for credit. Internships that receive course credit are monitored by a staff/faculty mentor who meets with student and employer to see the extent to which internship goals were met. Not for credit are not supervised as stringently, beyond determining that the internship experience is worthy of experiential learning. Bennett noted that 80% of internships lead to full-time job offers.

R. Vertner added that the review provided an opportunity for introspection on the internship program. It permitted staff to reflect on the process of connecting students with internships and to analyze the goals and virtues of going forward with the program. K. Rennels asked if Kelley is using employer feedback to assess student learning on the PULs. Bennett replied, "We are now!"

Assessment Strategies: Michele Hansen & Cathy Buyarski
M. Hansen presented the results of the comprehensive assessment of the advisement center in University College. Excerpts from the PowerPoint that were highlighted in the presentation included:
- Overall Assessment Approaches: active, triangulate, and accountability
- Assessment Plan: Stakeholders, purpose of assessment, mapped out processes, articulated intended goals, sources of evidence, methods of gathering evidence
- 25-30% response rate for surveys
- 48 items on the survey
- Most important aspects to students: treats me with respect, is trustworthy, and provides accurate information.
- Advising processes significantly predicting spring cumulative grade point average
  - Knowledgeable -
  - Professionalism +
- Group Differences: African Americans, Latinos, and Asian Americans consider interaction style more important than other students.
- Students who met with the same advisor were more satisfied, controlling for demographics.
  - "Overall, I am satisfied with my advising experiences at IUPUI."
- UC advising made significant improvements over time - 1999-2005
- Struggling to find ways to give feedback to students
  - Posters, Web
- Still working on the self-study for the Advising Center program review; how can advising maintain momentum?

Banta commented that external reviewers are coming in May. They are experts in assessment and advising and will provide national feedback on the process and results of the review.
S. Hamilton indicated that the ePort group must be excited because they are working on

prompts to elicit pre-post changes on academic goals, academic success, and confidence in degree completion and goal persistence. Hansen noted that the Testing Center was enormously helpful in constructing the survey and administering it via the Web.

Indiana School of Social Work: Irene Queiro-Tajalli & Khadiga Khaja
I. Querio-Tajalli recognized Hea-Won Kim and Khadiga Khaja, who helped with work on the project. Her PowerPoint presentation is summarized below.

- Faculty and staff in social work believe that assessment should be embedded in the teaching and learning environment.
- School of Social Work
    - o 900 students, 45-full time, 50 part-time, faculty
    - o BSW, MSW, & Ph.D.
- BSW programs on three IU campuses, MSW on 4 campuses, Ph.D. at IUPUI, and BSW courses at Columbus and Kokomo.
- Purpose of Assessment: formative and summative to improve quality and to demonstrate goal achievement and outcomes
    - o Assessment Methods
        - ▪ Bring to the table that you can have confidence that things are working well. You can set benchmarks, make program modifications, and pressure change.
        - ▪ More than ten years ago, the school assumed control of its course/evaluation system.
        - ▪ Multiple, on-going methodology
        - ▪ Assured control of assessment system
        - ▪ Faculty agreed on common items
        - ▪ Added course objectives
        - ▪ Revised four years ago
        - ▪ Added items about student effort and satisfaction with their performance
        - ▪ For students to make sure faculty and students have satisfied objectives
        - ▪ First come to program directors to review the responses prior to forwarding the results to the appropriate faculty person
            - • Used for annual review & P/T helps Irene provide feedback for associate faculty
    - o Course Learning Objectives (CLO) Classification System and Database→assess the curriculum
    - o Before Classification took place
        - ▪ Development of a shared school mission
        - ▪ Development of each program shared: vision, mission, goals, objectives
    - o The CLO Classification System organizes, plans, develops, and assesses curriculum.
    - o Lessons learned: Make sure faculty are part of the process

Khadiga Khaja presented an example of classroom assessment. She teaches a course entitled Diversity in a Pluralistic Society. She described coming to the campus as a Muslim right after 9/11. Khaja wanted to develop an assessment process that was student-centered. She took the 8 course objectives and divided the class into teams. She asked students to bring back their perspectives on the importance of each objective. Students took the task seriously, debated the issues, and arrived at consensus. D. Appleby noted the importance of involving students actively in creating assessment rather than "assessment being done to students."

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New Business/Announcements

Banta handed out the *2005 IUPUI Performance Report* and recognized S. Kahn for her important contributions to the process and document.

J. Smith announced that the Advanced Practitioners group is developing a series of methodology workshops in conjunction with the Office for Professional Development. He asked PRAC members to suggest workshop topics via the LISTSERV.

Kahn passed around the COIL Integrative Department Grant RFP. A total of $5,000 may be awarded to one or two departments, with the hope of bringing along a new group.

Meeting adjourned at 2:58pm

University College

Assessing the Processes and Outcomes of UC Academic Advising: Moving Beyond Satisfaction

Presented by:
Michele J. Hansen, Ph.D., Director of Assessment, University College
Cathy Buyarski, Ph.D., Assistant Dean and Director of Advising, University College
Indiana University-Purdue University Indianapolis

PRAC Committee
March 23, 2006

University College

Presentation Overview

- Assessment Planning and Approaches
- Assessing Processes and Outcomes
- Highlights of Results

University College

Overall Assessment Approaches

- Sought involvement of key stakeholders in planning and implementation (formed advising assessment committee).
- Selected outcome measures that were valid, reliable, aligned with goals and learning outcomes.
- Attempted to understand what processes lead to particular outcomes: the why and the what.
- Employed qualitative and quantitative methods.
- Used multiple measures from different sources.
- Employed summative and formative approaches.
- Took steps to ensure results are linked to planning and decisions.

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Purpose of Advising Assessment

- Improvement in student learning/satisfaction
- Improvement in advisor training/satisfaction
- Efficiency and effectiveness in all areas
- Accountability

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Assessment Plan

- Stakeholders
- Purpose of Assessment
- Mapped out Processes
- Articulated Intended Goals
- Sources of Evidence
- Methods of Gathering Evidence

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Guiding Questions:

- Do students' perceptions of advising differ by background (e.g., gender, ethnicity, admit status, etc.) and advising experiences (e.g., whether students met with the same advisor or different advisors)?
- What have students have learned from their advising experiences?
- Have there been improvements in UC advising services over the years?

Guiding Questions:

- What are students' perceptions of their advising experiences?
- What do students consider the most important aspects of their advising experiences?
- What aspects of the advising experience contribute to academic success variables and intended advising outcomes?

Multiple Sources of Information

- Spring 2005 web-based survey (random sample of UC students)
- Pre-post questionnaire administered in First Year Seminar Courses
- Spring 2006 web based survey (students recently certified into schools)
- Spring 2006 survey for UC professional advisors

Factor 1: Interaction Style

Item	Factor Loading
Item 11: Treats me with respect	.792
Item 13: Treats me fairly	.779
Item 14: Is a good listener	.764
Item 17: Is friendly	.761
Item 18: Is approachable	.740
Item 15: Is open-minded when making decisions	.688
Item 12: Is trustworthy	.673
Item 19: Shows genuine concern for me	.660
Item 16: Motivates me to do my best work	.576
Item 23: Provides adequate information	.539
Item 25: Makes my duties, responsibilities and obligations clear to me	.395
**Satisfaction scale α= .957; **Importance scale α= .942	

Factor 2: Knowledgeable

Item	Factor Loading
Item 4: Is knowledgeable about the degree requirements needed for a degree in my school	.820
Item 3: Is knowledgeable about the general requirements needed for a degree in my school	.812
Item 2: Understands my school's academic rules and policies	.753
Item 1: Understands university rules and policies	.708
Item 6: Is knowledgeable about the content of courses in my major	.675
Item 22: Provides accurate information	.559
Item 7: Is knowledgeable about when and how often courses in my major are offered	.550
Item 8: Is able to answer my questions about the graduation process	.506
Item 5: Is knowledgeable about the content of courses outside my major	.476
**Satisfaction scale α= .942; **Importance scale α= .883	

Factor 3: Student Familiarity

Item	Factor Loading
Item 29: Is familiar with my academic goals	.768
Item 27: Knows my name	.729
Item 30: Is familiar with my career goals	.706
Item 34: Is familiar with my academic progress	.684
Item 32: Treats me as an individual, not a number	.593
Item 28: Is able to help me set goals	.563
Item 33: Understands how my personal life affects my academic progress	.562
Item 31: Is willing to work with me to achieve my goals	.506
Item 26: Is well-prepared for our meetings	.403
**Satisfaction scale α= .945; **Importance scale α= .911	

Factor 4: Connections

Item	Factor Loading
Item 36: Is knowledgeable about how to conduct a job search	.764
Item 38: is knowledgeable about student organizations in my major	.657
Item 35: Is knowledgeable about career opportunities in my major	.592
Item 37: Is knowledgeable about whom to contact if he or she can't answer a question	.541
Item 24: Makes his or her duties, responsibilities and obligations clear to me	.519
Satisfaction scale α= .896;Importance scale α= .854	

Factor 5: Professionalism

Item	Factor Loading
Item 10: Is readily available	.764
Item 9: Is flexible in arranging meeting times with me	.749
Item 20: Promptly returns my phone calls	.680
Item 21: Provides information in a timely manner	.542
**Satisfaction scale α= .867; **Importance scale α= .830	

Factor 6: Academic Goal Facilitation

Item	Factor Loading
Item 39: helps me set concrete academic goals.	.766
Item 40: encourages me to continue to pursue my goals even when I encounter difficulties.	.607
Item 41: helps me develop alternatives when I face obstacles.	.551
Item 42: helps me develop my academic strengths.	.737
Item 43: helps me explore career and major alternatives.	.712
Item 45: discusses other campus resources as needed (e.g., Math Assistance Center, Writing Center, Mentoring, Career Center, Financial Aid).	.539
Item 46: makes useful referrals.	.677
Item 47: understands my unique needs and abilities.	.708
Item 48; understands the needs of students with diverse backgrounds (ethnicity, religious, income, gender, sexual orientation, etc.).	.679
**Satisfaction scale α= .959; **Importance scale α= .939	

Most Important Aspects to Students

1. Treats me with respect.
2. Is trustworthy.
3. Provides accurate information.
4. Is knowledgeable about the general requirements needed for a degree in my school.
5. Is knowledgeable about the degree requirements needed for a degree in my school.
6. Is a good listener.
7. Treats me fairly.
8. Understands my school's (e.g., Liberal arts, business, public and environmental affairs, science, etc.) Academic rules and policies.
9. Provides adequate information.
10. Is approachable.

Most Important Aspects to Students

	N	Mean
Factor 1: Interaction Style	330	4.19
Factor 2: Knowledgeable	289	3.97
Factor 5: Professionalism	282	3.87
Factor 4: Connections	298	3.83
Factor 6: Academic Goal Facilitation	262	3.77
Factor 3: Student Familiarity	318	3.76

Most Likely to Experience/Satisfaction

1. Treats me with respect.
2. Is friendly.
3. Treats me fairly.
4. Understands university rules and policies.
5. Is trustworthy.
6. Is approachable.
7. Is a good listener.
8. Is open-minded when making decisions.
9. Provides information in a timely manner.
10. Provides accurate information.

Most Likely to Experience/Satisfaction

	N	Mean
Factor 1: Interaction	326	4.62
Factor 2: Knowledgeable	320	4.57
Factor 5: Professionalism	318	4.46
Factor 6: Academic Goal Facilitation	304	4.43
Factor 3: Student Familiarity	321	4.39
Factor 4: Connections	317	4.39

Advising Processes Significantly Predict Spring Cumulative Grade Point Average

- Knowledgeable –
- Professionalism +

Important Academic Success Outcome: Academic "Hope" Scale

- If I should find myself in a jam, I could think of many ways to get out of it.
- At the present time, I am energetically pursuing my academic goals.
- There are lots of ways around any school-related problems that I am facing now.
- I can think of many ways to reach my current academic goals.

adapted from Snyder, Sympson, Ybasco, Borders, Babyak, and Higgins, 1996.
6-item scale; coefficient alpha of .888.

Theoretical Model

Advising Processes: Academic Goal Facilitation → Academic Hope → Academic Performance (cumulative grade point averages)

Statistically Significant Relationships

Advising Process or Characteristic	Outcome for Students
Interaction Style	Accept responsibility for achieving academic goals
Knowledgeable	Know the process of getting into a degree granting school
Connections	Selected a major or future career
Student Familiarity	Feel a sense of belonging at IUPUI

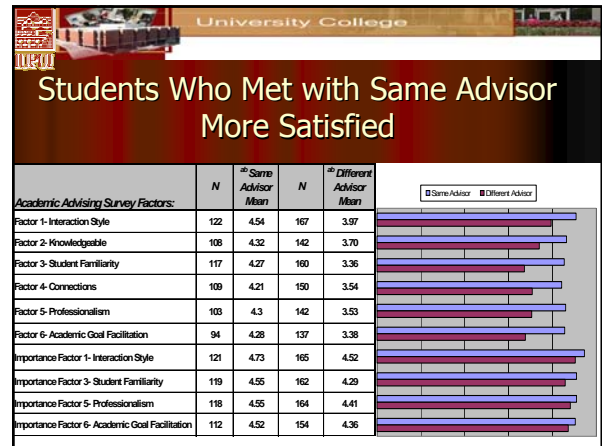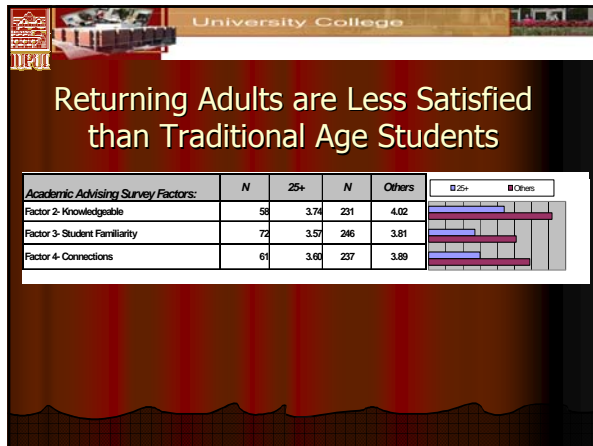## Multiple Regression Results: Factors That Predict Overall Satisfaction

Criterion Variables	Std. Beta Weight	t	df	prob.
Factor 1: Interaction	.224	2.073	194	.040
Factor 2: Knowledgeable	.098	1.072	194	.285
Factor 3: Student Familiarity	.328	2.461	194	.015
Factor 4: Connections	.014	.117	194	.907
Factor 5: Professionalism	.024	.285	194	.776
Factor 6: Goal Facilitation	.117	.994	194	.321

(adjusted $R2$ =.560, F (6, 194)=42.132, p<.0001).

Group Differences

- Ethnic minority students (African American, Latino/a, and Asian Americans) consider Interaction Style more important than other students [(means=4.32 (60) and 4.16(266) respectively]

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Returning Adults are Less Satisfied than Traditional Age Students

Academic Advising Survey Factors:	N	25+	N	Others
Factor 2- Knowledgeable	58	3.74	231	4.02
Factor 3- Student Familiarity	72	3.57	246	3.81
Factor 4- Connections	61	3.60	237	3.89

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Students Who Met with Same Advisor More Satisfied

Academic Advising Survey Factors:	N	ab Same Advisor Mean	N	ab Different Advisor Mean
Factor 1- Interaction Style	122	4.54	167	3.97
Factor 2- Knowledgeable	108	4.32	142	3.70
Factor 3- Student Familiarity	117	4.27	160	3.36
Factor 4- Connections	109	4.21	150	3.54
Factor 5- Professionalism	103	4.3	142	3.53
Factor 6- Academic Goal Facilitation	94	4.28	137	3.38
Importance Factor 1- Interaction Style	121	4.73	165	4.52
Importance Factor 3- Student Familiarity	119	4.55	162	4.29
Importance Factor 5- Professionalism	118	4.55	164	4.41
Importance Factor 6- Academic Goal Facilitation	112	4.52	154	4.36

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Students Who Met with Same Advisor Better Outcomes

Academic Advising Outcomes:	N	Same Advisor Mean	N	Different Advisor Mean
I know what is required of me to succeed academically.	127	4.50	175	4.29
I know about campus resources to help me succeed academically.	126	4.33	175	3.90
I know which courses fulfill requirements for my major.	124	4.33	174	4.03
I feel a sense of belonging at IUPUI.	127	3.83	175	3.45
I would recommend the advising services to other students.	127	4.27	174	3.61
Overall, I am satisfied with my advising experiences at IUPUI.	127	4.29	174	3.41

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Students Who Participated in First Year Seminar Courses More Satisfied

Academic Advising Factors:	N	Seminar	N	Non-Seminar
Interaction Style	127	4.50	175	4.29
Academic Goal Facilitation	126	4.33	175	3.90

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Assessing Improvements Over Time 1999 and 2005 Comparisons

Academic Advising Survey Factors:	1999 Mean	2005 Mean
Interaction Style	3.80	4.15
Knowledgeable	3.65	3.85
Student Familiarity	3.27	3.71
Connections	3.18	3.67
Professionalism	3.24	3.65

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What Students Learned/Gained From Advising: Pre-Post Results (N=294)

- **Academic Success Strategies**
  - I have learned to accept responsibility for achieving my academic goals.
  - I can maintain a balance between school and my personal life.
- **Career Decision Making**
  - I am able to identify links between my chosen major and possible careers.
  - I have a good understanding of how to decide on a major or future career.
- **Goal Persistence**
  - At the present time, I am energetically pursuing my academic goals.
  - There are lots of ways around any school-related problems that I may face.
- **Feelings of Connection**
  - I have a good understanding of ways to become engaged at IUPUI (co-curricular and campus life activities).
  - I feel a sense of belonging at IUPUI.

Significant Predictors of Fall 2005 Grade Point Average (N=358)

- Academic Goal Setting (e.g., "I have a good understanding of my academic goals.")
- Academic Success Strategies (e.g.," I can maintain a balance between school and my personal life.")
- Confidence in Degree Completion (e.g., "I feel confident that I will complete my degree in a timely manner.")
- Academic Goal Persistence (e.g., "At the present time, I am energetically pursuing my academic goals.")

Students Who Were Recently Certified Into a Degree Granting School

- How did your UC advisor/advisors assist you in making your career/major decision?
  - "I asked questions about fields of interest and they gave educated answers."
  - "They helped me choose classes that would work for me and my needs."
  - "My advisor gave me useful information that related to my future career."
  - "They were very helpful in making career choices for graduation."

Students Who Were Recently Certified Into a Degree Granting School

- How did your UC advisor/advisors assist you in making your career/major decision?
  - "Did not assist in me making my career or major decisions."
  - "Did not seem to be aware of the best classes to prepare me for Kelley School of Business."
  - "The information given was pretty vague, and some even incorrect. I was told that the degree program I wanted was not available in the fashion I wanted to take it, when in all actuality it was!"

Expectations Compared to Reality

- PRE N=661; POST N=392
- PRE: "Please list three specific things you expect to obtain from your relationship with an academic advisor:"
- POST: "Please list three specific things you obtained from your relationship with an academic advisor"

Assistance with Academic Plan and Major Placement Top Response on Pre and Post

- Pre
  - "Helping me make the right choices pertaining to school.
  - "Help me set up my schedule and what is required."
  - "Help me better understand the process of getting into nursing school."
  - "Learn more about my major."
  - "Getting through my degree in a timely manner."
  - "What classes are best for me."
- Post
  - "How to apply for nursing."
  - "Registration for Nursing."
  - "Selecting a major."
  - "Credit requirements."
  - "An understanding of my major."
  - "I know now what classes I need."

Relationship or Connection with an Advisor Second Top Response on Pre and Post

- Pre
  - "Respect."
  - "A comfortable relationship so I can feel free to ask questions."
  - "Friendship."
  - "Feeling more welcome and like I have a purpose here."
  - "An encouraging academic advisor."
  - "Support (someone supportive of my choices)."
  - "Easy to talk to."
- Post
  - "Felt like my needs were taken into consideration."
  - "I have a rapport with my advisor."
  - "Encouragement."
  - "Personal interest of advisor is appreciated."
  - "Friendship – I feel I can discuss anything with her."
  - "Able to talk to without being nervous."
  - "Knew me on a name basis."
  - "Someone to talk to, since you are in our UCOL class and we get to talk to you."

Students Placed Much More Emphasis on College Adjustment and Skills in Post Survey

- "Showed me how to manage my time."
- "How to manage a stressful academic career."
- "Study skills."
- "Test-taking strategies."
- "Make your own decisions."
- "How to calculate GPA."
- "New view on how to handle myself."
- "Ways to succeed."
- "Help fitting in as a freshman."
- "New ways to deal with stress."

Important Considerations

- How can we effectively assess the processes and outcomes of UC advising?
- What are we learning from assessment results?
- How can we leverage assessment results to improve advising?
- How can we sustain the momentum for quality assessment when the self-study is completed?

http://uc.iupui.edu/staff/research.asp

University College
Promoting academic excellence and enhancing student persistence

| UCOL Organization | Programs | Research & Assessment | Policies | Publications |

Faculty & Staff

Research & Assessment
First-Year Seminars
UCOL U110
Learning Communities
Critical Inquiry
UCOL U112
Summer Academy Bridge
Mentoring
Reviews
National Projects
Faculty Fellowships
IUPUI Retention Report
Institutional Research
 (IMIR)

Research & Assessment

University College includes numerous support programs, grant initiatives, and academic courses. In order to facilitate on-going communication with the campus community and outside constituencies concerning the effectiveness of all programs in contributing to student success, University College developed a comprehensive assessment plan, which includes qualitative and quantitative methodologies for evaluating particular program components/operations. The three-phase approach model incorporated by University College includes an assessment of needs, processes, and outcomes.

Virtually all of University College's programs, including orientation, advising, student mentoring, learning communities, academic support for gateway courses, summer bridge, and honors are completed in cooperation with other undergraduate schools and units. Assessment results are used to continuously improve programs and to ensure unit mission alignment.

Indiana University
School of Social Work

Report for the IUPUI Program
Review & Assessment
Committee

March 23 , 2006

Agenda

In today's presentation, we will cover:

- A brief overview of our School;
- Multiple assessment methods;
- Lessons learned;
- Example of an assessment project at the course level.

Indiana University
School of Social Work (IUSSW)

- As a system school, IUSSW sponsors:
- Bachelor of Social Work (BSW) Programs on three IU Campuses (IUB, IUE & IUPUI)
- Master of Social Work (MSW) Programs on four IU Campuses (IUPUI, IUN, IUSB, FW)
- Doctor of Philosophy (Ph.D.) in Social Work Program at IUPUI
- BSW courses in Columbus & Kokomo

IUSSW [cont.]

- Multiple Course Sections.
- Eight-to-nine-hundred students.
- More than 45 Full-Time and more than 50 Part-Time Instructors.
- More than 50 Required Courses - Most Offered in Multiple Sections and on Several Indiana University Campuses.
- Online courses at the undergraduate level.

General Outcomes of our School Programs

BSW Program prepares students for:
- Generalist social work practice;

MSW Program prepares students for:
- Advanced clinical practice in child welfare, families, health, mental health and addictions.
- Advanced macro practice in leadership.

Ph.D. Program prepares students for:
  leadership roles in research, education, and policy development.

Purpose of Assessment

Assessment is viewed as both:

- Formative and summative:
    - Performance review followed by feedback
    - Provide judgment about the program...

That is

- a way to improve quality, and
- a means to demonstrate goal achievement and outcomes

Assessment Road Map

The School has established an assessment road map that:

- Promotes a <u>cohesive vision</u> about the goals and role of assessment in our School among faculty and other school constituencies.

- Promotes assessment as a central component of what we do.

- Develops a systematic and on-going view of assessment that includes processes and outcomes.

Assessment Methods

- A Course/Instructor & Student Learning Assessment (CISLA) System.
- Course Learning objectives (CLO) classification System & Database.
- Baccalaureate Education Assessment Project (BEAP).
- Alumni surveys.
- Focus groups with different constituencies.
- Assessment by Program Committees.
- Retreats focused on assessments.
- Input from School Advisory Committee.

Assessment Methods [cont.]

- Classroom Assessment Techniques (CATs)
- Individual student assessment in the classroom.
  - Student produced media such as videotaped real or simulated interviews;
  - Poster presentations;
  - Written products such as essays, reports, papers, dissertations, research projects; etc.

Assessment Methods [cont.]

- **More than ten years ago, the School assumed control of the course/evaluation system.**

- **The School also instituted several key changes:**
- **First, "common course/instructor assessment items" were selected for use:**
  - In all social work courses

  - In all social work programs (e.g., BSW, MSW, Ph.D.)

  - On all Indiana University campuses where social work courses are offered.

Assessment Methods [cont.]

- Second, the course objectives for each course were added to the instrument.
    - The course-objective related items enable students to assess the degree of learning in relation to each course learning objective.
- These two changes led to the production of individualized course/instructor & student learning assessment (CISLA) instruments for each social work course.

Assessment Methods [cont.]

- Each End-of-Semester CISLA Instrument is individualized by course and contains:
    - <u>22 Standard or Common Items for All Social Work Courses.</u>

    - Items Related to Each Discrete Course Learning Objective.

Assessment Methods [cont.]

- The 22 Standard or Common Items allow for easy analysis and comparison by factors such as program, campus, course level, semester, year, program format (full-time, part-time, evening,..)

- Responses to the Course Learning Objective (CLO) related items yield students' self-assessment of the degree to which they accomplished the course learning objectives contained in the syllabus. They also can be used for analysis and comparison.

Assessment Methods [cont.]

- The Testing Center analyzes the responses to the CISLA Instrument.

- Each individual faculty member receives descriptive statistics related to the courses s/he taught.

- In order to provide context for faculty specific results, aggregated descriptive statistics are also provided for all sections of the particular course and for all courses in the relevant program (e.g., BSW, MSW, Ph.D.)

Assessment Methods [cont.]

- Program Directors review the responses prior to forwarding the results to the appropriate faculty person.
- The Dean and Program Directors also receive summary descriptive statistics (e.g., school as a whole, program as a whole, campus scores, part-time versus full-time, etc.) as needed or requested

Course Learning Objectives (CLO) Classification System and Database

What does the Course Learning Objectives Classification System do?

- It assesses the
  - Relationship of course learning objectives (CLO) to Schools goals.
  - Relationship of CLO to program goals.
  - Relationship of CLO to program objectives
  - Relationship of CLO to CSWE ….
  - Relationship of CLO to Boom's taxonomy.
  - Other dimensions, i.e. PUL

Before Classification Took Place….

- We went through a number of preliminary steps
  - Development of a shared School mission
  - Development of each program shared:
    - Vision
    - Mission
    - Goals
    - Objectives
  - Shared evaluative instruments

Assessment Methods [cont.]
Course Learning Objectives (CLO)
Classification System & Database

- The CLO Classification System & Database facilitate curriculum:
  - organization;
  - planning;
  - development, and
  - assessment.

Assessment Methods [cont.]

- Baccalaureate Education Assessment Project (BEAP). This assessment packet includes:
  - Entrance Survey
  - Social Work Values (pretest)
  - Exist Survey
  - Social Work Values –Posttest
  - Alumni/ae Survey
  - Employer Surveys

Other Assessment methods [cont.]

- Other assessment mechanisms include:
  - Student produced media such as videotaped real or simulated interviews.

  - Written products such as essays, reports, papers, dissertations, research projects.

  - Peer reviews
    - Of students
    - **Of faculty**

Other Assessment methods [cont.]

- Surveys
- In the last five years several focus groups took place to assess:
  - Technology needs
  - MSW curriculum
  - Needed Gerontology content in the BSW and MSW curricula
  - Online teaching and learning

Utilization

- Faculty use the results of their assessment activities to:
  - Modify and enhance the quality of their learning processes and activities (e.g., curriculum & instruction), and improve student learning outcomes.

  - Make changes in course descriptions and objectives, create new courses, curriculum changes, etc.

Faculty Role in Assessment [cont.]

- ☐ Assessment is seeing as an on-going process and as such the faculty devotes a significant amount of time in assessment processes.

- ☐ Faculty may devote less time to writing assessment reports which are seeing more as an administrative responsibility.

Lessons Learned

- Based on the literature and our experience with assessment we are learning important lessons:
  - Emphasize student learning as a guiding focus for school and program activities.
  - Foster development of a "culture" where "assessment" activities are "natural" and "routine".

Lessons learned [cont]

- Engage in self-assessment activities.
- Use assessment data in decision making processes.
- Involve as many stakeholders as possible (e.g., faculty, students, agency employers, graduates) in developing assessment approaches.

Lessons learned [cont]

- Share our assessment approaches with others. Most recently we created the Office of Educational Assessment (OEA)
- We provide independent analyses of programs' curricula.

  - Based on the data programs may choose to change
    - Mission statement
    - Goals
    - Program objectives
    - Learning objectives

Example of Classroom Assessment

Presented by Dr. Khadija Khaja