# ASSESSMENT UPDATES

## INSIDE THIS ISSUE:

University of Findlay



Appreciative Inquiry

Asset Based

Look at what we've got!!

Look at what we're missing!!

Deficit Focused

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## GLOBAL ASSESSMENT CHALLENGE

By Kristen Renee Lindsay, Director of Institutional Research and Assessment

The Appreciative Inquiry (AI) framework challenges us to uncover and capitalize on strengths - downplaying the relevance of weaknesses - as we build a positive view of our organizational future together. The optimistic and productive concepts of AI have been applied to tackle obstacles and opportunities involving organizational change, action research, workforce engagement, leadership development, quality improvement, and even academic advising. Consider... for a moment... what questions from students  energize you? What sparks your excitement in the midst of a conversation with colleagues? What propels you to seek out new creative endeavors? These exhilarating occasions fuel academic excellence at UF. They comprise the transformative experiences, wrapped in a supportive community, that make us the place where students can develop into well-rounded knowledgeable, creative, ethical, and compassionate leaders. I challenge you to embrace and savor these occasions as we continue to identify and celebrate our collective UF strengths through assessment.

# GENERAL EDUCATION (CORE+) ASSESSMENT

## By Nathan Tice, Chair

Hello, UF Community and welcome to the 2023-2024 Academic Year!

As Committee Chair, I was excited to welcome a number of new faculty this past year onto the General Education Committee, representing several of our colleges (in brackets): Leah Brandt (CAHSS), Dana Emmert (COS), Darcy Metcalfe (CAHSS), Steve Wild (COS), and Carrie Wysocki (COE). As GE has an institution-wide reach, it is important that we have strong representation from all of UF's six colleges. Please reach out to your GE representative with questions or concerns related to the CORE+ curriculum.

With regards to General Education, we are always in the mindset of "continuous improvement." The GE Committee would love to see more engaging and interesting courses incorporated into the curriculum. In addition to adding new courses into the CORE+ curriculum, the Committee also likes to see areas reflecting upon the assignment used for assessment. Thus, there's a process to revise the assignment(s) for a CORE+ course. Please be watching for new CORE+ submission and CORE+ assignment revision invitations throughout the year.

The 2022-2023 academic year was full of a lot of great highlights as it pertains to General Education:
- We reached 65% and 59% participation rates in student assessment submissions (within the LAT side of Taskstream) for seats in CORE+ courses in the Fall and Spring semesters respectively. We definitely want to get these numbers higher. So, if you have new instructors in your area not familiar with the CORE+ assessment process, please send them my way! It's important to get strong student participation in CORE+ course assessment to "close the loop" on making the CORE+ curriculum even better.
- Undergraduate Council approved additional courses within the CORE+ Curriculum. For a full, updated list, follow this link on the University website: https://www.findlay.edu/intranet/core-approved-courses. Examples of these new, innovative courses include COMM 200 – Sport Communication and RELI 103 – Pop Culture and Religion: Methods and Theories in the Study of Religion.
- Additionally, Committee members reviewed the AMS CORE+ course submissions performed by faculty during the previous year. If you were the "point person" responsible for a course review, check your AMS space in Taskstream to look at the scoring and feedback. We want to give areas opportunities to improve their assessment work, and in doing so, improve their course instruction in general.

Finally, we want to hear from you! Please reach out to me or your GE Committee College Representative(s) if you have questions or concerns with all things related to GE. Don't forget that the University now has dedicated space on the website for assessment. To access key information or links for applications, go check out the General Education space:

Thanks again for all your hard work in making CORE+ a continued success on campus!
-Nate Tice, GE Committee Chair

# NON-INSTRUCTIONAL ASSESSMENT
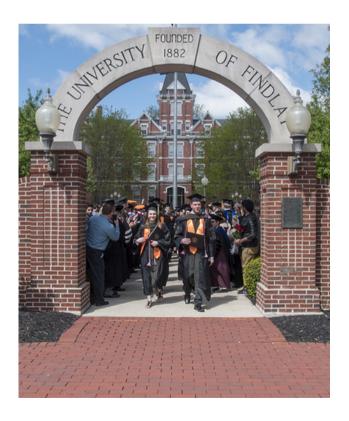
By Mariah Schroeder, Chair

NIA would like to thank all participating areas for their time and effort in completing this year's assessment. This year's assessment, along with the prior seven years, has been submitted as part of the upcoming HLC review. The changes made to the assessment to institute benchmarking was appreciated and better aligns with the requirements for the HLC review. Moving forward, we will continue to look at benchmarking within your divisional goals while still focusing on the strengths of each non-instructional area and challenges faced. We are still looking at ways to better support your areas whether we do that by offering development workshops as we did in Fall 2022 with Kristen Lindsay or meeting with your divisions. We hope to continue to be able to partner with staff, faculty, and University partners to help facilitate more development opportunities.

This year NIA saw 90% of units reporting out for the 2022-2023 year, which was down from last year. The committee has been working on reviewing the assessment data as well as identifying several overall common themes. More information is forthcoming from the Spring 2023 review of data, as the committee moves into Fall 2023 this information will be shared with Dr. Fell and the Cabinet.

COMMITTEE MEMBERSHIP: Mariah Schroeder, Kim DeMars, Kiele Reamer, Brandi Laurita, Skylar Mettert, Kyle Nierman, Tina Harvitt, Maggie Morehart, and Rebecca Quintus

Come visit the
## OFFICES OF INSTITUTIONAL RESEARCH, ACCREDITATION, AND GRANTS
in Old Main 102

- Ann Arbaugh | Data and Assessment Specialist
- Sara A. Hingson | Director of Accreditation and External Academic Affairs
- Kristen Lindsay, Ph.D. | Director of Institutional Research and Assessment
- Hillary Hartman | Grants Manager
- Daniel Haas | UIS Director (IT Liaison located in Shafer Library)



**Institutional Research & Assessment Resources Available at https://www.findlay.edu/about-uf/institutional-research**

# CURRICULAR ASSESSMENT COMMITTEE

By Joanna Beres, Chair

The Curricular Assessment Committee has been busy rolling out the new outcomes that were approved by the Faculty Senate in Spring 2022. The new workspaces became available in October 2022 with the first round of submissions in January 2023. The committee moved to a three-year reporting cycle; submitters reporting this year are in the Black cycle. A full list of each program and what cycle they will be submitting is provided in the links below.

Assessments of the Orange cycle submitters have been released. The committee is hopeful that the changes made from previous years were beneficial and required less time of the submitters while being a helpful tool for self evaluation as well as assessment by the University. We have identified some programs that need further guidance and will be rolling out a plan for them in the Fall 2023.

The committee has worked to make the submission of reports as smooth as possible. Directions for submitters have been created, complete with pictures directly from Taskstream to eliminate as much confusion as possible. Those directions can be found in the links below. We will be offering information sessions this fall to help this year's submitters.

Each submitter for the Black cycle will be contacted by their review team and are encouraged to meet with them individually before the submission deadline to clear up any confusion about the entire submission process.

What does this mean for you?
- Each program has been assigned to a submission cycle
  - Black Submissions = 2023-24 academic year
  - White Submissions = 2024-25 academic year
  - Orange Submissions = 2025-26 academic year (2nd round with new objectives)
- The full list of program submission groups can be found here.
- Education and support resources:
  - Taskstream Directions: https://docs.google.com/document/d/1nem7GicuOGlaJ5qhpySOfVLjI_mcXb1KIUTyZkkz4M4/edit
  - Glossary of Terms: https://docs.google.com/document/d/1FQVABtAt9VQMQ7p5qhIVKpMHm622SEYu/edit
  - Undergraduate Crosswalk Template: https://docs.google.com/spreadsheets/d/1-HHryiNEBjPQ4OqqO-RBqTrEyGkDt0MJ/edit#gid=903355536
  - Graduate Crosswalk Template: https://docs.google.com/spreadsheets/d/1OfOS1dClUFG7hxYnnP81lfYLjvZk0Cto/edit#gid=2096244121
  - Crosswalk Example: https://docs.google.com/spreadsheets/d/1O0jh2PEgac0CaLWCRroCG3_Jh7U8m_d7/edit#gid=468448551
- Black Submission due date = January 26, 2024

The committee is very excited for this new process. We will continue to modify our instructions in Taskstream as needed. Our goal is to provide the best opportunity for each program to use its assessment to improve their program to fit the needs of the students and faculty.

# ACADEMIC PROGRAM REVIEW

By Kristen Renee Lindsay, Chair

Following a successful implementation of the APR Annual Wellness Snapshot 2022, the APR Committee is gearing up to roll out the 2023 edition. We know we need to present increasingly detailed financial information to bolster program level decision-making and planning thanks to last year's feedback. To that end, we are exploring software packages and visualization options that will enhance financial understanding and provide the deeper dive department leads crave. Thus, financial data will not be a part of the Fall 2023 APR Snapshot as we prepare to provide a more complete picture of the financial landscape for Fall 2024. Instead we will focus on non-financial data and get you thinking about topics that align with HLC criterion in preparation for the upcoming site visit (October 30-31, 2023). Get ready to share information about graduate outcomes and departmental - institutional mission alignment! Additional details will be shared directly with department leads later in August 2023. The committee looks forward to a second successful Snapshot implementation in 2023-2024!

# IR&A FALL TRAINING SESSIONS

By Kristen Renee Lindsay, Director of Institutional Research and Assessment

Curious about the institutional level surveys that UF administers? Well then, you are in luck! This fall, each IR&A virtual training session will feature a "mini-dive" into a survey deployed at UF over the last two years. Following a brief overview of survey development and deployment, discussion will focus on results: how the data has been / can be used to inform decision-making on campus. Specific dates and times will hit your inbox later in August.

**FALL 2023 TOPICS**

>HEDS (Higher Education Data Sharing Consortium) Diversity and Equity Campus Climate Survey (*Conducted Spring 2022*)

>Outcomes Survey: Our Graduates and Their Post-Graduation Goal Attainment (*Conducted Summer 2023*)

>HEDS (Higher Education Data Sharing Consortium) New Student Survey (*Conducted Fall 2022, Planned Again for Fall 2023*)

## Global Review Committee

**2022-2023 Goals**
1: Standardize data definitions and encourage common language
2: Promote appropriate, accessible data storage
3: Model closing the Loop
4: Support and provide counsel to the Office of Institutional Research and Assessment team

**2022-2023 Accomplishments**
1: Provided evidence for HLC Reaffirmation
2: Consulted with IR&A Staff to provide relevant CTE Sponsored Fall 2022 and Spring 2023 Training Sessions
3: Drafted the "Institutional Assessment at The University of Findlay" visualization
4: Established a mid-year assessment update to further improve communication

**2023-2024 Goals**
1: Enhance engagement in assessment committees
2: Promote appropriate, accessible data storage, modelling via our committee practices
3: Encourage increased communication, thus stimulating positive "closing the loop" behavior
4: Continue to support and provide counsel to the Office of Institutional Research and Assessment team

# COURSE EVALUATIONS AND SURVEYS

By Kristen Renee Lindsay, Director of Institutional Research and Assessment

As you may recall, our new Course Evaluation and Survey software (CE&S, powered by Watermark) was successfully implemented in 2021-2022. The Institutional Research and Assessment team then turned attention to expanding implementation of institutional level surveys. CE&S is an effective and efficient survey tool that can serve many purposes. The product's main benefit - when deploying a survey to current students - is the integration with Canvas for direct user links and reminder messages. Individual links can also be created for non-student users based on unique email addresses, or a general invite code can be developed for external audiences. Here are a few of the institutional level surveys administered over the past year.

- **Advising Survey** (collect student feedback on the advising process)
- **CCP Student Alumni Survey** (follow-up on CCP students' post-course goals)
- **College of Pharmacy Belonging Survey** (COP student perceptions of belongingness)
- **FYE Instructor Survey** (gather instructor perspectives on student preparedness)
- **Graduate Exit Survey** (invitation for graduating students to share about their UF experiences)
- **UF New Student Survey** (targeted questions distributed to a random stratified sample of the fall 2023 first year cohort students)
- **New Student Micro-Surveys** (three targeted surveys collecting information from fall 2023 first year cohort students at strategic touchpoints)
- **HLC Surveys** (collect feedback from students, faculty, staff, and trustees on HLC related topics)
- **Outcomes Survey** (follow-up on students' post-graduation goals)

## TASKSTREAM TROUBLE?
Submit your troubleshooting request to IR@findlay.edu!
For faster results, if you are contacting us on behalf of a student, please include specific details like UF ID# / course title / student major (for AMS issues) / screenshot of the specific error(s) encountered.

# COMMITTEE MEMBERSHIP 2022-2023

### General Education Committee:

Nate Tice, Chair

Carrie Wysocki, Dana Emmert, David Essinger, Steve Wild, Darcy Metcalfe, Robert Coleman, Tina Fournier, Tim Burkhart, Stephanie Born, Leah Brandt

### Academic Program Review Committee:

Kristen Lindsay, Chair

Jeremy Coles, Sandra Earle, Darin Fields, Scott Grant, Shawn Graves, Sara Hingson, Lisa Johnson, Aly Matejka, Kirby Overton, Debra Parker, James Roll, Jaclyn Schalk

### Non-Instructional Assessment Committee:

Mariah Schroeder, Chair

Mariah Schroeder, Kim DeMars, Kiele Reamer, Brandi Laurita, Skylar Mettert, Kyle Nierman, Tina Harvitt, Maggie Morehart, Rebecca Quintus

### Curricular Assessment Committee:

Joanna Beres, Chair

Stephanie Born, Vice Chair

Susie Surowiec, Brent Wickham, Jennifer Fennema-Bloom, Maria Gamba, Jenny Theriault, Samantha Barefoot, Valerie Escobedo, Sandy Earle, Kathy Crates, Christine Denecker, Sara Hingson, Anthony Silecchia, Helen Schneider

### Global Review Assessment Committee:

Kristen Lindsay, Chair

Joanna Beres, Stephanie Born, Kim DeMars, Darin Fields, Kiele Reamer, Mariah Schroeder, Nate Tice

## National Survey of IR Offices

The Association of Institutional Research (AIR) conducts a nationally representative survey every two years. The survey collects information about the IR office function: structure, leadership, resources, and effectiveness. Since 2015, it has provided a longitudinal perspective on IR office operations across the country. The table below from the 2021 survey features a comparison of responsibilities across major higher education sectors. UF participated in the 2021 survey. For more national level data on the role of IR, additional research briefs can be accessed at www.airweb.org/resources/publications/studies-and-reports/national-survey-of-ir-offices#2021.

### Table 1. Percentage of IR Office Work by Category

| Category | All Institutions | Public 4-year | Public 2-year | Private NFP 4-year |
|---|---|---|---|---|
| Compliance reporting | 20% | 20% | 20% | 20% |
| Information for decision support | 19% | 20% | 19% | 18% |
| Non-compliance reporting | 14% | 14% | 11% | 16% |
| Institutional effectiveness | 9% | 8% | 11% | 9% |
| Accreditation | 9% | 7% | 9% | 9% |
| Assessment | 8% | 7% | 9% | 7% |
| Analytics / business intelligence | 9% | 8% | 10% | 10% |
| Strategic planning | 8% | 11% | 7% | 7% |
| Other | 4% | 5% | 4% | 4% |