

ANNUAL ADMINISTRATIVE ASSESSMENT REPORT

Division: Academic Affairs

Program Area/Department: Institutional Research and Assessment

Mission Statement: *The mission of the Office of Institutional Research and Assessment (OIRA) is to enhance institutional effectiveness by supporting the management function of Butler University and by facilitating academic and non-academic assessment efforts across campus.*

Goals or Student Learning Outcomes	Annual Performance Objectives (APOs)	Methods of Assessing Annual Performance Objectives	Assessment Results	Improvements Identified (I) or Made (M)	Year Assessed
<i>List goals or student learning outcomes for your department, aligned with the mission of your division or the university. Goals are declarations of the end results you hoped to accomplish.</i>	<i>What specific actions did you take in the past year to help meet this goal? APOs should not be office functions, but should focus on how to better serve your constituents.</i>	<i>How, when, and where did you assess or evaluate your APOs, either quantitatively or qualitatively (i.e., surveys, interviews, focus groups, logbooks, completion times, success rates, etc.)?</i>	<i>What were the actual assessment results? How did you perform in meeting the APO?</i>	<i>What programmatic improvements were identified or made based on the assessment results? Describe and denote with an I or M.</i>	<i>List the Year when Goal/SLO was assessed.</i>
1. Manage academic and administrative outcomes assessment reporting process across all divisions of the university.	<p>a. Monitor the Annual Assessment Report submission process to ensure that 100% of departments submit assessment reports.</p> <p>b. Provide written feedback on all assessment plans. This feedback will be submitted to the authors' of the assessment plans and their supervisors.</p>	<p>a. The percentage of academic and administrative units that submit assessment reports.</p> <p>b. The date by which feedback is provided to programs/units and supervisors.</p>	<p>a. 93% of academic departments and programs (39 of 42) submitted assessment plans. 61% of administrative departments and programs (25 out of 41) submitted assessment plans.</p> <p>b. Due to changes in staff members in OIRA as well as reorganization of the division, feedback reports were given back later than previous years.</p>	<p>a. There was a sharp drop from last year's submissions in both academic and administrative units. We need to analyze and find ways to improve reporting procedures (I)</p> <p>b. The review of administrative assessment plans and the offering of feedback needs to be completed earlier in the academic year (I). This will allow units to use this feedback to make changes to their current assessment strategies.</p>	<p>Fall '12 and Spring '13</p> <p>Fall '12 and Spring '13</p>

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	<p>c. Provide two assessment workshops each year to assist academic and administrative departments/programs in completing their assessment reports.</p> <p>d. Increase the individualized assessment consultations on completing Academic and Administrative Assessment Reports.</p> <p>e. Incentivize assessment activities by offering 10 mini-grants to academic and administrative departments.</p> <p>f. Revise the role of OIRA in Academic Program Review such that colleges are the primary “owners” of the process and procedure</p>	<p>c. Log the number of workshops offered; Ask participants to complete satisfaction surveys.</p> <p>d. Log the number of consultations offered and compare with previous year’s results.</p> <p>e. Log the number of mini-grant applications and awarded grants.</p>	<p>c. With the change-over in staff, OIRA did 1-1 consultations rather than workshops. 15 personalized consultations/department meetings were conducted in Fall 2012.</p> <p>d. We completed 15 personalized consultations for administrative units and 6 in the academic departments in Fall 2012. This was an increase of 15% from last year.</p> <p>e. We received 2 mini-grant applications (Theatre, Math) and awarded two grants.</p> <p>f. Data and feedback are being collected from LAS and CCOM on the next steps to revamp the process</p>	<p>c. The Administrative Assessment Committee recommended offering targeted workshops earlier in the year, rather than general ones (I).</p> <p>d. We should indicate the assessment consultations as an available service on our website to increase awareness among administrative and academic departments (I).</p> <p>e. We need to formalize the requests for the mini-grants (I).</p> <p>f. Need to set up meetings with the 2 colleges to work out the details of this change (I)</p>	<p>Fall ’12 and Spring ’13</p>

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<p>2. Provide timely and accurate data and other information that supports Butler’s assessment, planning, and accreditation processes.</p>	<p>a. Provide the Institutional Data Profile by October 31st.</p> <p>b. Assist academic programs that have external accreditations by providing needed data.</p> <p>c. Support departments with survey construction and data analyses to obtain information for assessment purposes.</p> <p>d. Coordinate the assessment of four to six areas in the Core Curriculum in partnership with Faculty Core coordinators.</p>	<p>a. Log the date by which the Institutional Data Profile is provided.</p> <p>b. Log the number of hours spent gathering and analyzing data for external accreditation. Surveys users’ satisfaction with OIRA data.</p> <p>c. Log the number of surveys created for departments through surveymonkey site. Survey users’ satisfaction with OIRA survey assistance.</p> <p>d. Log whether Core areas completed assessment activities.</p>	<p>a. We completed Institutional Data Profile on time.</p> <p>b. We spent 30 hours on external accreditation projects (COE; JCA; COPHS); 40 hours on Cost of Study project;</p> <p>c. Created and administered 20 surveys for other departments.</p> <p>d. First Year Seminar, Global and Historical Studies, Analytical Reasoning, Texts and Ideas, and Writing Across the Curriculum completed direct and indirect assessments this spring and summer. The Indianapolis Community Requirement completed indirect assessments in the fall and spring. We supported the</p>	<p>a. Our office will strive to find ways to increase efficiency and timeliness (I).</p> <p>b. Our office needs to update the “Request for Data” spreadsheet in a timely manner to maintain accurate records of hours spent on these types of projects (I).</p> <p>c. Our office needs to update the “Request for Data” spreadsheet in a timely manner to maintain accurate records of hours spent on these types of projects (I). We did not send out our satisfaction survey last year. (I)</p> <p>d. We will continue to provide this support to at least four areas of the Core each year.</p>	<p>Fall ’13</p> <p>Fall ’12 and Spring ’13</p> <p>Fall ’12 and Spring ’13</p> <p>Spring ’13</p>

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			direct assessments by drawing random samples of enrolled students from who assignments were reviewed, making PDFs of assignments, uploading these to the Core Moodle site, and assisting Core coordinators with data analysis and writing-up reports. We prepared the IDEA form in-direct assessments that were reviewed by the faculty. We analyzed survey data and prepared reports for the ICR courses.		
3. Coordinate the student evaluation of teaching (IDEA forms) process throughout the University.	<p>a. Ensure that the IDEA forms and reports are distributed and collected in a timely manner.</p> <p>b. Provide two workshops to help faculty and academic leaders understand all aspects of the IDEA forms and utilize these results.</p>	<p>a. Log problems with collecting these forms and distributing these results.</p> <p>b. Log for when the workshop occurred.</p>	<p>a. The IDEA forms were distributed and returned on time from the College Coordinators (three days after the last day of classes). Our office mailed the completed forms to the IDEA Center by the fourth day after classes ended.</p> <p>None offered in 2012-13</p>	<p>a. Our office improved the instructions for filling out the Faculty Information Forms (M), to improve the accuracy and completeness of these forms and results.</p> <p>b. We will plan on proving individualized workshops more productively (I)</p>	<p>Fall '10 and Spring '11</p> <p>Fall '12</p>

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	c. Provide an administrative workshop to help College Coordinators understand how to complete their roles in facilitating these processes.	c. Log for when the workshop occurred. Informal feedback gathered among workshop participants afterwards.	c. None offered in 2012-13	c. Our office facilitated the process of using pre-mark Faculty Information Forms among the College Coordinators to reduce errors in the IDEA forms (M). We provided this service to five of six College Coordinators; offered individual consultations to help with the distribution/collection of IDEA forms and results	Fall '12 and Spring '13
4. Coordinate external reporting required by state and federal agencies, as well as requests from institutions and agencies that serve Butler's constituencies.	a. Respond to external data requests by providing accurate information in a timely manner.	a. Internal tracking of deadlines.	a. Responded to 32 external surveys. All surveys were completed on time.	a. Our office used a monthly office calendar to track when all surveys were due and completed (M).	Fall '10 and Spring '11