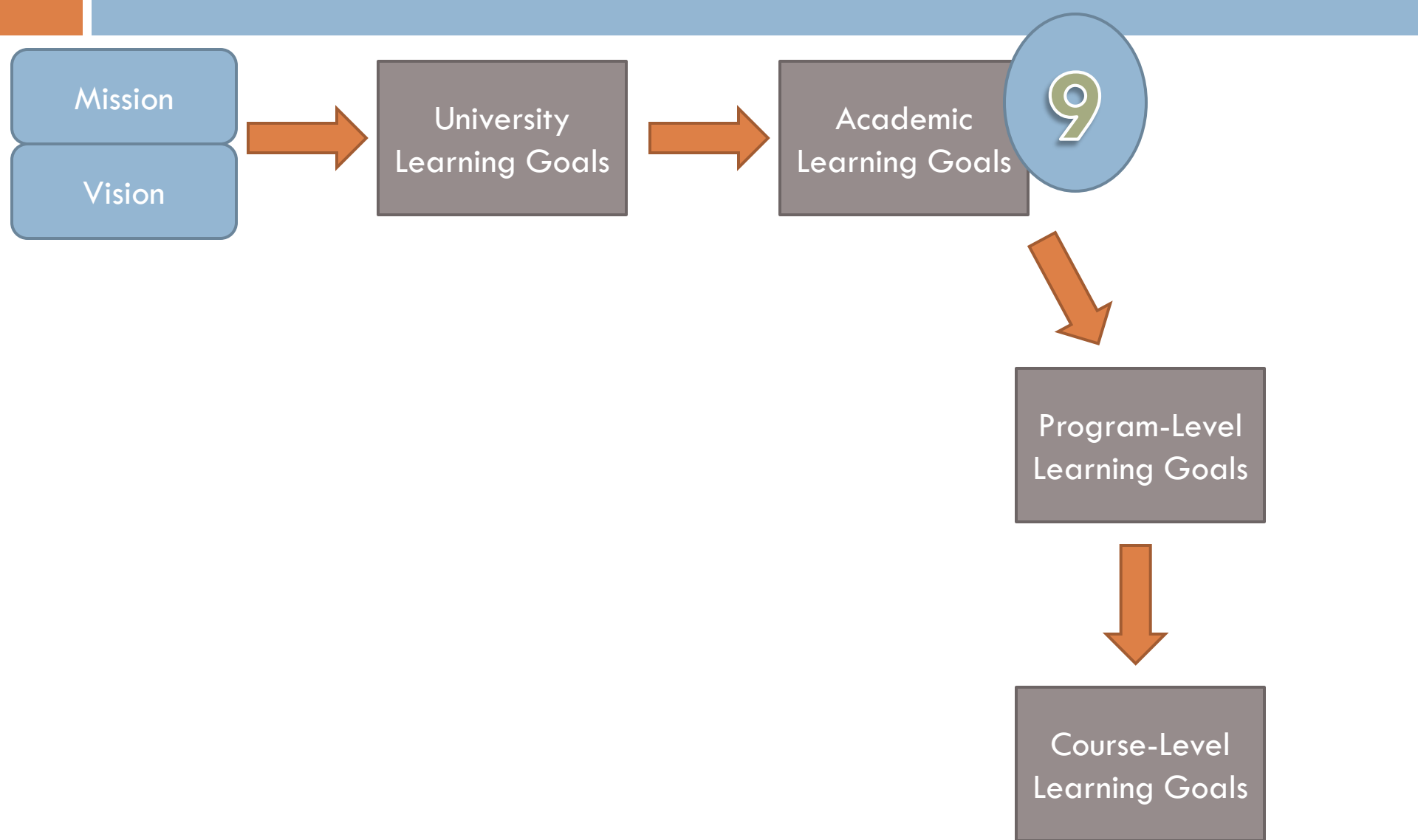


# ASSESSMENT OVERVIEW

Assessment Advisory Committee (Fall 2014)

# Learning Goals



# Academic Program Review Overview

- Faculty-centered process of systemic self-examination to sustain and improve educational effectiveness in departments and interdisciplinary programs with a major
- Approximately eight year cycle
- Begins spring of one year, concludes spring of the next

# APR Sample Timeline

- Spring 2015
  - Reviewer Selection
  - Data Collection, Analysis, and Reporting
- Summer 2015
  - Self-Study Drafted (due 3<sup>rd</sup> week of Sept to Dean)
- Fall 2015
  - Reviewers Visit Campus
- Spring 2016
  - Response and Action Plan

# APR Self-Study Sections

- Mission and Outcomes
- Faculty
- Curriculum
- Student Learning
- University Support and Resources
- Assessment
  - ▣ Student Learning
- Assessment (cont.)
  - ▣ Strengths/Weaknesses
  - ▣ Action Plan
    - Vision
    - Can Do
    - Want to Do (\$)
- Comparisons
  - ▣ Competitors
  - ▣ Best Practices
  - ▣ Unique
- Discussion Questions

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# Student Learning Assessment Process

- Assessment Plan
  - Program-level learning goals
    - Aligned, specific, measurable
    - Focus on student learning
  - Measures
    - At least 1 direct and 1 indirect
- Prepare for Implementation
- Collect Data
- Assessment Meeting
  - Strengths, weakness
  - Changes
- Assessment Report
- Follow-Up on Changes
- Units with Outside Accreditation
- Two cohorts

# Student Learning Assessment Timeline

	PLAN	PREP	COLLECT	MEET
Majors (advanced)	FA14	SP15	FA15	SP16
Majors (typical)	FA14	SP15, FA15	SP15	FA16
Special Programs Academic Support	SP15	FA15	SP16	FA16
Minors	FA15	SP16	FA16	SP17

Programs with Outside  
Accreditation

Core

# End of Semester Report

- 20 academic departments, 7 interdisciplinary programs with a major, and 1 special program (Pre-Health Professions)
  - 6 with outside accreditation
  - 3 undergoing Academic Program Review
  - 19 completed Assessment Plans by the HLC appeal deadline!