

Alana Malik, PhD

Graduate Council Meeting

March 23, 2021

Assessment Update

Assessment is for

teaching and learning

&


collaborative reflection

and investigation of curriculum

coherence and quality

NEW!

Assessment of Student Learning University Policy

Name of Policy: Assessment of Student Learning		 Original effective date: March 3, 2021	
Policy Number: 3364-72-54			
Approving Officer: President			
Responsible Agent: Provost and Executive Vice President for Academic Affairs			
Scope: All graduate and undergraduate degree programs			
<input checked="" type="checkbox"/>	New policy proposal	<input type="checkbox"/>	Minor/technical revision of existing policy
<input type="checkbox"/>	Major revision of existing policy	<input type="checkbox"/>	Reaffirmation of existing policy

(A) Policy statement

The University of Toledo recognizes that assessment of student learning is integral to effective teaching and learning. Consistent with its mission, the University of Toledo strives to help students obtain a world-class education, and as such is committed to the continuous improvement of curricular and co-curricular programs, informed by the assessment of student learning.

(B) Purpose of policy

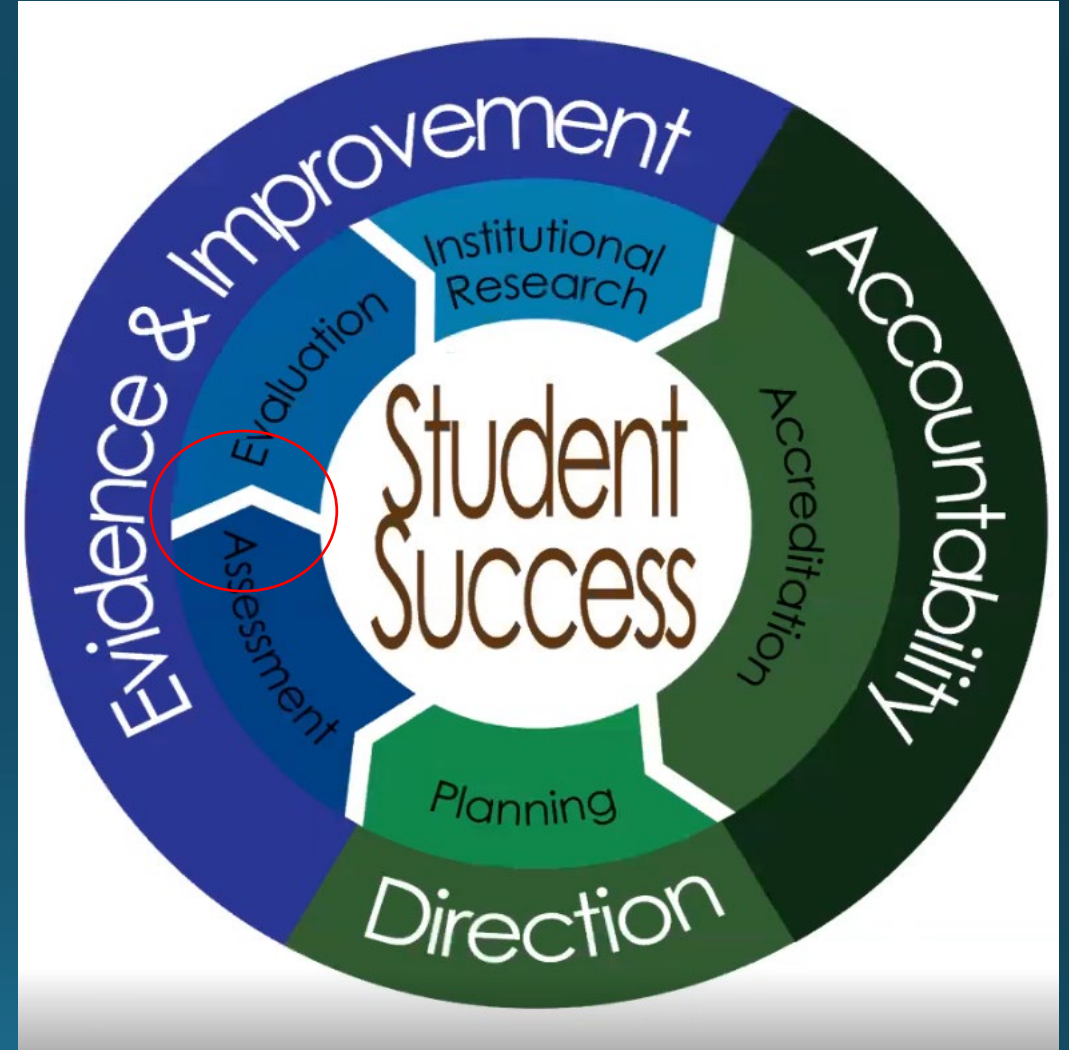
The purpose of this policy is to articulate the requirements for assessment of student learning outcomes and the use of results to improve curricular and co-curricular programs; and to specify the roles and responsibilities for implementing and overseeing assessment processes to assure the University of Toledo fulfills its primary mission as an educational institution.

(C) Scope

- Academic degree major and certificate programs
- Core curriculum program
- Academic and student support service units responsible for co-curricular learning
- Colleges
- Divisions responsible for co-curricular learning

University Assessment Committee Goals:

- ✓ Reinforce the relationship between curriculum design and the assessment of student learning
- ✓ Develop a more longitudinal approach to assessment planning and reporting
- ✓ Strengthen the connection between assessment of student learning and evaluation tools used for strategic planning

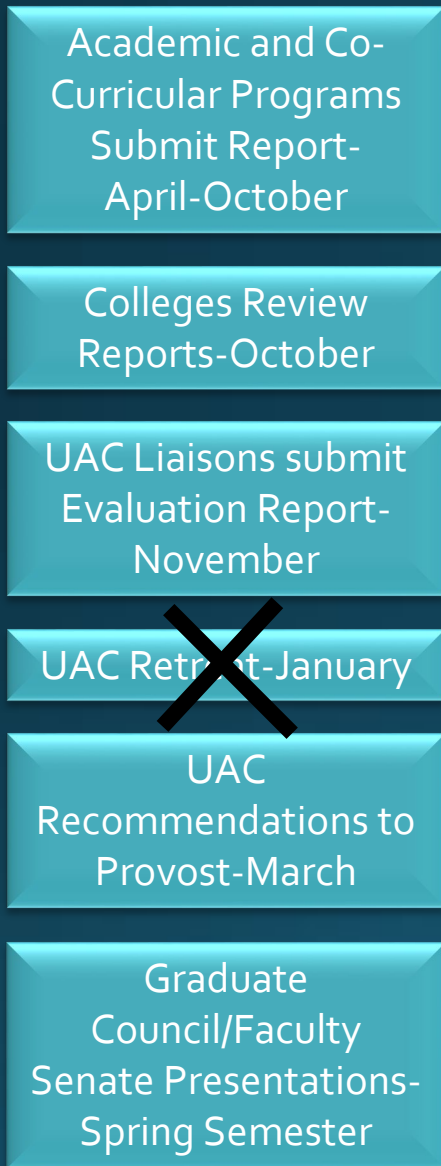


Association for Higher Education Effectiveness

New

Process Changes

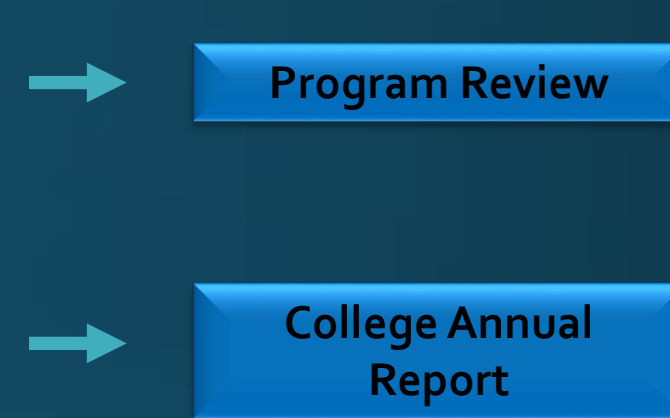
UAC Timeline



Evidence Generated for Evaluation by Level



Assessment Process Links to Institutional Evaluation Tools



New

Template Changes

Assessment Plan

UT THE UNIVERSITY OF TOLEDO VISIT APPLY GIVE MENU

I. Program Learning Outcomes

A. Program Learning Outcomes (Curricular - to be completed by all major and certificate degree programs)

*Institutional student learning outcomes (ISLO)

Program Learning Outcome	*ISLO Alignment	Observable/Measureable	Required by external accreditation	
<p>B I U ¶ ¶ ¶ ¶</p> <p>1. Students will examine and investigate a diverse selection of theatrical voices, traditions and practices in service of creating a more comprehensive and expansive knowledge of their craft.</p>	<p><input checked="" type="checkbox"/> Broad integrative knowledge</p> <p><input type="checkbox"/> Specialized knowledge</p> <p><input checked="" type="checkbox"/> Intellectual skills</p> <p><input checked="" type="checkbox"/> Civic and global learning</p> <p><input checked="" type="checkbox"/> Applied and collaborative learning</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<p><input type="radio"/> Yes</p> <p><input checked="" type="radio"/> No</p>	<p>Delete</p>
<p>B I U ¶ ¶ ¶ ¶</p> <p>2. Students will construct critical perspectives about text, performance, production and design in both practice and theory.</p>	<p><input type="checkbox"/> Broad integrative knowledge</p> <p><input checked="" type="checkbox"/> Specialized knowledge</p> <p><input checked="" type="checkbox"/> Intellectual skills</p> <p><input type="checkbox"/> Civic and global learning</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<p><input type="radio"/> Yes</p> <p><input checked="" type="radio"/> No</p>	<p>Delete</p>

This column is new!

Prepopulates from current plan:

- ✓ Program learning outcomes
- ✓ ISLO alignments
- ✓ External accreditation status

Assessment Plan

Co-Curricular Outcomes

Co-curricular programs are intentionally designed learning opportunities sponsored by the University of Toledo that fall outside of the scope of a credit-bearing course.

They are purposefully aligned to, and support student development in, one or more of the institutional student learning outcomes (ISLO).

<https://www.utoledo.edu/aapr/assessment/CoCurricularAssessment.html>

B. Program Learning Outcomes (Co-Curricular - to be completed by all service units and academic major and certificate degree programs with co-curricular experiences outside the scope of a credit-bearing course)

*Institutional student learning outcomes (ISLO)

Program learning outcome	*ISLO Alignment	Observable/ Measureable	Required by external accreditation	Aligned with CAS or Professional Standard Guidelines	
<p>B I U ¶ ☰ ☲ ☱</p> <div style="border: 1px solid #ccc; height: 100px; width: 100%;"></div>	<p><input type="checkbox"/> Broad integrative knowledge</p> <p><input type="checkbox"/> Specialized knowledge</p> <p><input type="checkbox"/> Intellectual skills</p> <p><input type="checkbox"/> Civic and global learning</p> <p><input type="checkbox"/> Applied and collaborative learning</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<p>Add</p>

Assessment Plan

II. Multi-Year Learning Outcome Assessment Plan – Please assess each Program Learning Outcome as frequently as necessary to provide a robust analysis over the assessment cycle timeframe.



A. Identify which sources would best assess the PLO. Please note that you may gather assessment data on these sources outside of the years identified. The years identified will be when departments report data from the particular sources.

PLO	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
Understand the cyber security challenges in contemporary networks and software systems.	Report: <input checked="" type="radio"/> Yes <input type="radio"/> No Source(s): EECS 5790 student project	Report: <input checked="" type="radio"/> Yes <input type="radio"/> No Source(s): EECS 5790	Report: <input type="radio"/> Yes <input checked="" type="radio"/> No Source(s):	Report: <input type="radio"/> Yes <input checked="" type="radio"/> No Source(s):	Report: <input type="radio"/> Yes <input checked="" type="radio"/> No Source(s):	Report: <input type="radio"/> Yes <input checked="" type="radio"/> No Source(s):	Report: <input type="radio"/> Yes <input checked="" type="radio"/> No Source(s):
Demonstrate the proficiency in various tools and utilities used in cyber security.	Report: <input type="radio"/> Yes <input checked="" type="radio"/> No Source(s):	Report: <input type="radio"/> Yes <input checked="" type="radio"/> No Source(s):	Report: <input type="radio"/> Yes <input checked="" type="radio"/> No Source(s):	Report: <input type="radio"/> Yes <input checked="" type="radio"/> No Source(s):	Report: <input type="radio"/> Yes <input checked="" type="radio"/> No Source(s):	Report: <input type="radio"/> Yes <input checked="" type="radio"/> No Source(s):	Report: <input type="radio"/> Yes <input checked="" type="radio"/> No Source(s):

Key assessments for each PLO from the program's curriculum map

Multi-Year

Assessment Plan

 VISIT APPLY GIVE  MENU

III. Learning Outcome Assessment Reporting Cycle

	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
Reporting Requirements	Short Form	Short Form	Long Form	Short Form	Short Form	Long Form	None
Review	None	None	None	None	None	None	Program Review

Upload Curriculum Map: No file chosen

The attached curriculum map:

Optional: If you have other supporting documentation that you would like to share with the University Assessment Committee, you may upload up to two additional files here.

Upload File: No file chosen

Upload File: No file chosen

Short Form = report on data from the previous academic year

Long Form = longitudinal report that includes data from the previous academic year and other previous years' short form report data

Indicate the year in which your program is scheduled for program review, and external accreditation (if applicable).


Assessment Report – Short Form


I. Program Learning Outcomes Review Cycle

Provide the dates associated with the planned assessment of each program learning outcome (regardless of whether or not they are being assessed this year) and identify the program learning outcome(s) to be included in this report.

Program Learning Outcome	Year of Last Report	Reported this Year	Year of Next Planned Report	
<p>B <i>I</i> <u>U</u> </p> <p>Understand the cyber security challenges in contemporary networks and software systems.</p>		<p><input checked="" type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p>Source(s):</p> <p>EECS 5790 student project</p>	<p>2021-2022 ▾</p> <p>Source(s):</p> <p>EECS 5790</p>	<p>Update</p> <p>Cancel</p>

Assessment Report – Short Form



[VISIT](#)
[APPLY](#)
[GIVE](#)


[MENU](#)

II. Provide data related to the outcomes selected from above for the past academic year:

A. Curricular Data:

Program Learning Outcome Assessed <input type="checkbox"/>	Who <input type="checkbox"/>	Measure <input type="checkbox"/>	Embedded <input type="checkbox"/>	Capstone <input type="checkbox"/>	Expectations <input type="checkbox"/>	Results <input type="checkbox"/>	Flag <input type="checkbox"/>	
<div style="border: 1px solid #ccc; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> Select PLO ▼ </div>	<p># of Students:</p> <div style="border: 1px solid #ccc; padding: 2px 5px; width: 60px; text-align: center;">200</div> <p>Class Level:</p> <div style="border: 1px solid #ccc; padding: 2px 5px; width: 60px; text-align: center;">Juniors</div> <p>Source:</p> <div style="border: 1px solid #ccc; padding: 2px 5px; width: 60px; text-align: center;">ARTH 3010</div>	<p><input type="radio"/> Direct</p> <p><input type="radio"/> Indirect</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<div style="border: 1px solid #ccc; padding: 5px;"> <p>B I U </p> <p>☰ ☷ ☶ ☱</p> <p>We expected that 80% of students will have achieved a 2 (meeting expectations) or higher on the assessment.</p> </div>	<p>Not Met:</p> <div style="border: 1px solid #ccc; padding: 2px 5px; width: 40px; text-align: center;">15</div> % <p>Met:</p> <div style="border: 1px solid #ccc; padding: 2px 5px; width: 40px; text-align: center;">70</div> % <p>Exceeded:</p> <div style="border: 1px solid #ccc; padding: 2px 5px; width: 40px; text-align: center;">15</div> %	<div style="border: 1px solid #ccc; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> Select ▼ </div>	<div style="border: 1px solid #ccc; padding: 5px; width: 30px; margin: auto;">Add</div>

Assessment Report – Short Form

Provide a brief description of the assessment(s) and rubric(s) used to illustrate how expectations for student achievement are defined.

Describe how the results have been shared with program faculty/staff, and how they have provided input into decisions about curriculum and/or co-curricular improvements.

Describe the connection between assessment results and program changes. Are there any additional actions that have been taken regarding the previous year's assessment of program learning outcomes?

Assessment Resources

Helpful Websites

Professional Development Tools:

<https://www.utoledo.edu/aapr/assessment/resources.html>

Update your Assessment Plan:

<https://www.utoledo.edu/aapr/Plans.html>

Submit your Assessment Report:

<https://www.utoledo.edu/aapr/AssessmentReports.html>

2020-2021 UAC Liaisons

College of Arts and Letters

Daniel Hammel

Neff College of Business and Innovation

Terribeth Gordon-Moore

Judith Herb College of Education

Lynne Hamer

College of Engineering

Patricia Relue

College of Health and Human Services

Shery Milz

College of Law

Geoffrey Rapp

College of Medicine and Life Sciences

Lori DeShetler

College of Natural Sciences and Mathematics

Brian Ashburner

College of Nursing

Susan Pocotte

College of Pharmacy and Pharmaceutical Sciences

Laurie Mauro

Questions?

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University Assessment Director