Assessment Update

Graduate Council

April 21, 2015

Agenda

- Provide an update on the 2014-2015 Institutional Assessment Goals

- Discuss an overview of the Graduate Program Assessment Plans

2014-2015 Institutional Assessment Goals

- Develop Institution-Wide System to Inform Decision-Making

- Focus on General Education

- Simplify Report Templates for Departments

- Create More Support for Individual Departments

- Publish Assessment Plans on Public Website

- Grow Beyond Compliance

Institutional Plan

- Currently in development

- Outlines process for using data from multiple sources for recommendations

Support for Individual Departments

- Faculty Assessment Representative

- Workshops

- Individual Consultations and Feedback

- Resources

Focus on General Education

- **General Education Assessment Planning Committee**

- **Fall 2014 Report**

- **Revised Course Report Template**

- **Individual Meetings with Departments**

- **Senior Survey**

- **Collegiate Learning Assessment**
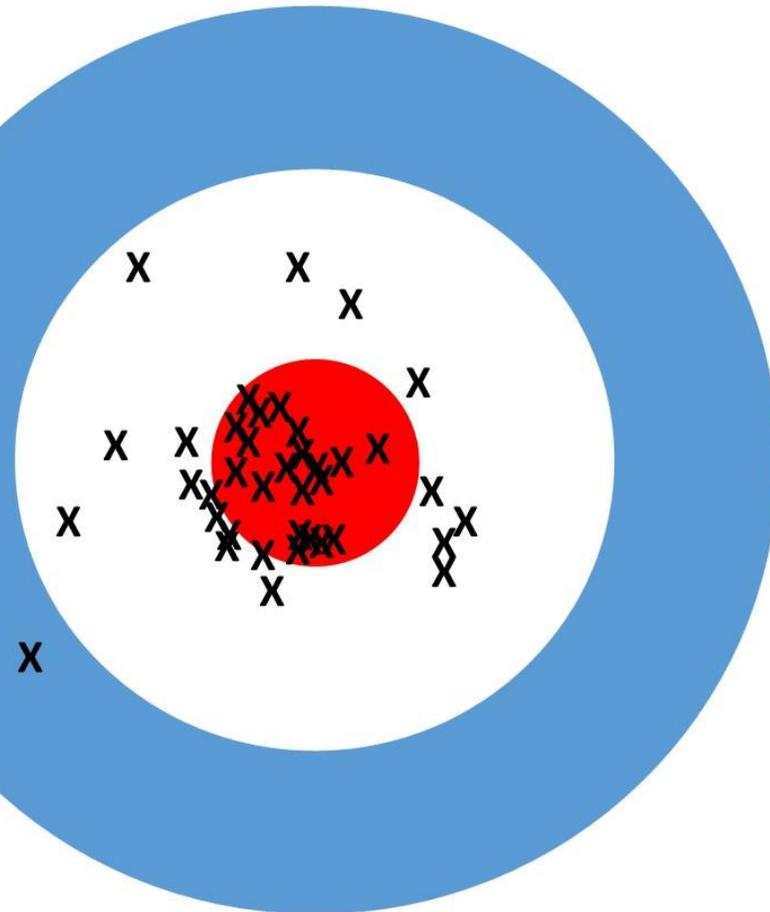
- **Website**

Simplified Templates

- University Assessment Committee

- New Short Assessment Plan and Report Templates

- Streamlined Questions
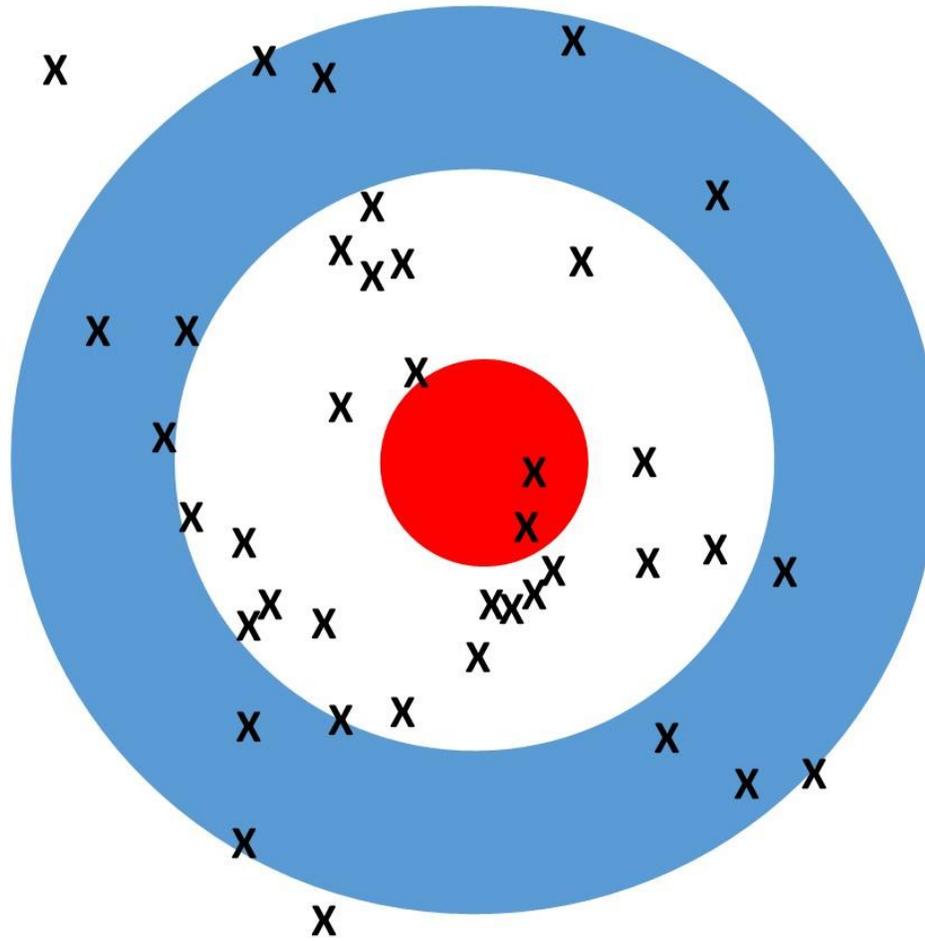
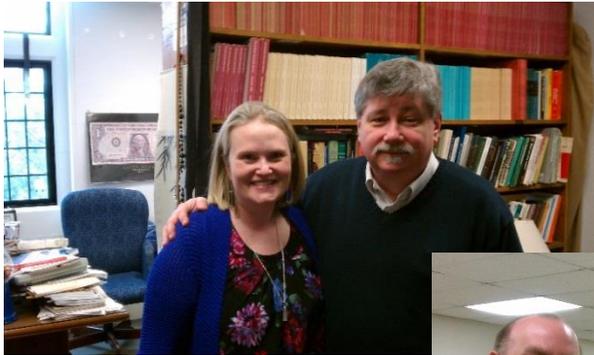BEFORE AFTER

Assessment Plans on Website

Coming Summer/Fall 2015

Beyond Compliance…

Summary of Graduate Program Assessment Plans

Assessment Plans

- Updates submitted to the University Assessment Committee, Fall 2014

- Outline
  - Program goals/outcomes for student learning
  - Methods for measuring student achievement
  - Types of changes informed by the data

- Designed to serve as public documents

Graduate Programs (n=137)

- Business (n=4)
- CoCA (n=1)
- Education (n=27)
- Engineering (n=16)
- Health Sciences (n=9)
- LLSS (n=16)
- Law (n=1)
- Medicine (n=26)
- NSM (n=12)

- Nursing (n=5)
- Pharmacy (n=8)
- Social Justice and Human Service (n=12)

Student Learning Outcomes (Goals)

Level 3   Learning outcomes have been created, all are clear and measureable (n=100, 73%)

Level 2   Some learning outcomes have been articulated that are clear and measurable, but not all are written in terms of observable student behavior, some are unclear or not measurable (n=18, 13%)

Level 1   Learning outcomes have been articulated but are not written in terms of observable student behavior and are not measurable (n=5, 4%)

Level 0   No answer provided

Types of Measures

- *Exams/Tests (n=62, 45%)*
- *Projects/Papers (n=56, 41%)*
- *Thesis/Dissertation (n=50, 36%)*
- *Presentations (n=45, 33%)*
- *Comprehensive Exams (n=40, 29%)*
- Course Evaluations (n=28, 20%)
- Publications (n=27, 20%)
- Job Placement (n=20, 15%)
- Exit/Graduation Survey (n=24, 18%)

- Internship/Practicum (n=14, 10%)
- Portfolios (n=13, 9%)
- External Exams (n=11, 8%)
- Physical Observation (n=8, 6%)
- Interviews (n=6, 4%)
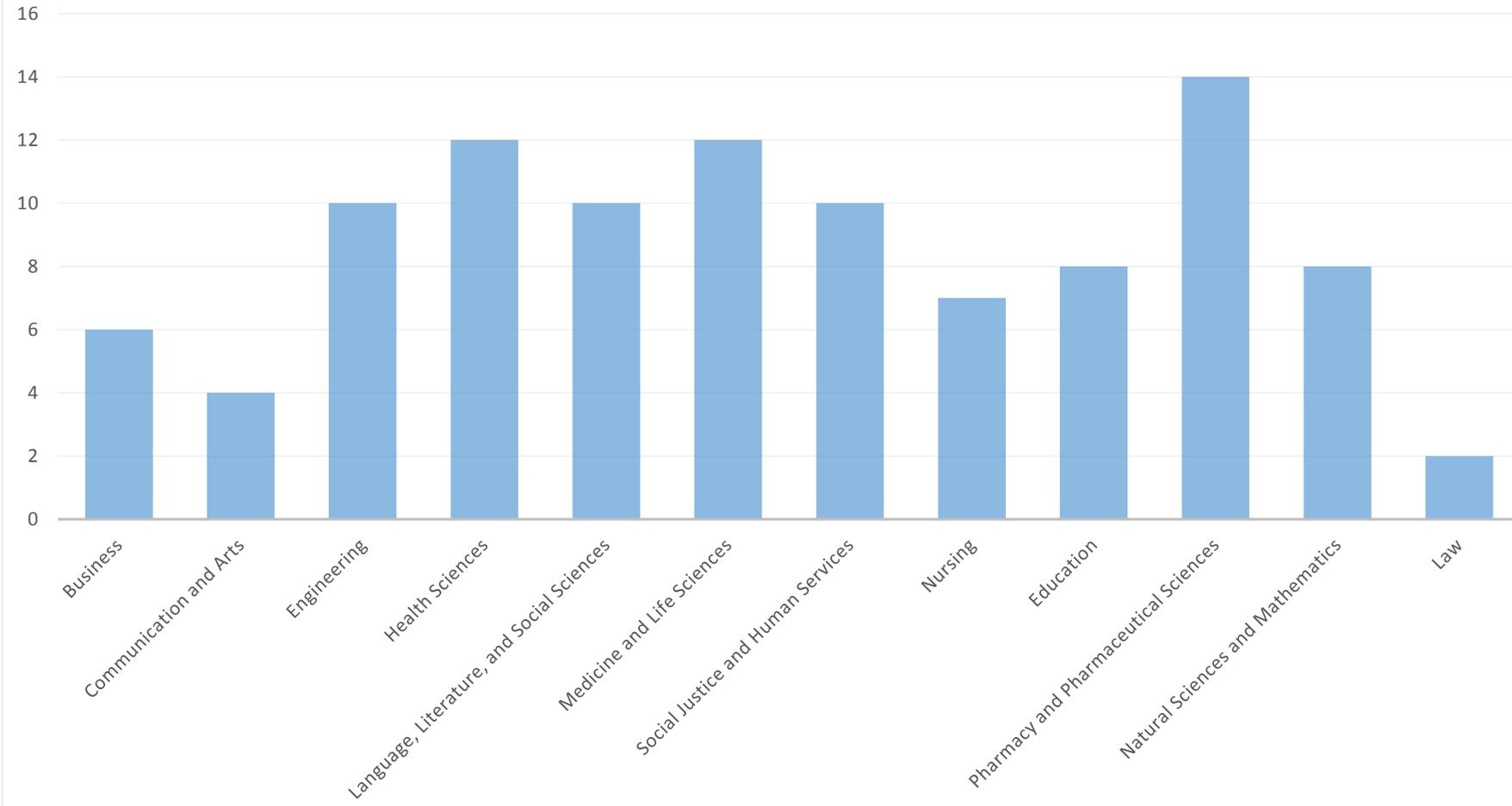
Changes

- Most popular-Curriculum and Instruction modifications (n=59, 43%)

- Other examples:
  - Developing new courses
  - Adding/modifying Student Learning Outcomes
  - Adding additional faculty members
  - Offering new program concentrations
  - Communication skills support-Writing Center, Presentations, Publications

So what? Who cares?

Questions?

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