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
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 measurable (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%)
Number of Types of Measures by College

- Business
- Communication and Arts
- Engineering
- Language, Literature, and Social Sciences
- Medicine and Life Sciences
- Social Justice and Human Services
- Nursing
- Education
- Pharmacy and Pharmaceutical Sciences
- Natural Sciences and Mathematics
- Law
Changes

- Most popular: Curriculum and Instruction modifications (n=59, 43%)
- Other examples:
  - Developing new courses
  - Adding/modify 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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