

UNIVERSITY OF TOLEDO ASSESSMENT STRATEGIC PLAN

GOAL OF THE ASSESSMENT PLAN

The University of Toledo commits itself to the Identification of appropriate assessment metrics, acquisition of outcomes data, and a process of ongoing outcome-oriented, strategic self-examination (Directions Document, 2007). The goal of this plan is to provide the framework needed for systemic implementation of assessment programs that ensure continuous improvement of student learning and achievement.

UNIVERSITY-WIDE OBJECTIVES OF THE ASSESSMENT PLAN

The Assessment Plan includes six broad objectives and their associated University-wide strategies. The objectives are intentionally un-numbered, to emphasize their equal importance in the assessment of student learning objectives and outcomes. Colleges and units might develop additional strategies to achieve the objectives:

- Develop an institutional culture in which the Administration and Board recognize and acknowledge the importance of assessing student learning and achievement, which is reflected in institutional foundational statements (e.g., mission, vision, values, strategic directions).
 - Include in presidential presentations to various campus constituencies acknowledgement of campus assessment activities and recognition of those individuals who have made substantial contributions to progress in the assessment of student achievement.
 - Include in the president's regular executive report to the Board of Trustees updates on campus assessment activities and recognition of those individuals who have made substantial contributions to progress in the assessment of student achievement.
 - Charge the Senior Leadership with the development of a systematic method for recognizing and rewarding individuals, groups and academic units who are making substantial contributions to the assessment and improvement of student learning.
 - Charge the Senior Leadership with the development of a plan for the reporting of college/unit assessment activities to the higher administration along with needs to make improvements in instruction, staffing, curriculum and student services.
 - Make unit Deans and Directors responsible for the oversight, implementation, and documentation of assessment activities.
- Develop an institutional culture in which the value of assessment and responsibility for assessment are shared by faculty, students, and staff.
 - Build on reform of core UG education to bring students into full partnership in assessing their learning through means such as an electronic portfolio
 - Include assessment expectations in letters of agreement that precede faculty hiring, in contract elaborations that define requirements for promotion and tenure, in annual PMPs, and in annual merit evaluations.
 - Include language in the University catalog and student handbook to inform students of

- their role in assessment.
 - Introduce new students to systems of documenting student learning (e.g., electronic portfolio) during orientation and provide instruction during FYI classes.
 - Seek and obtain the endorsement of assessment initiatives from relevant governance bodies.
- Develop a sustainable infrastructure that will continuously support a comprehensive assessment program at the course, program, and institutional levels.
 - Provide training and development for faculty, administrators, and staff involved in the assessment process
 - Coordinate college/unit assessment committees through University Assessment Committee
 - Choose/work with a software vendor that will provide assessment reporting mechanisms
 - Develop an assessment calendar for survey and test administration, assessment committee meetings, report deadlines, and professional development opportunities
- Provide a mechanism for assessing the effectiveness and relevance of the strategic plan with regard to individualized and integrated student learning and achievement
 - Incorporate general education/core curriculum assessment into student keystone experience
 - Provide assessment tools on University Assessment Website.
- Develop institutional processes and procedures so that assessment feedback is used to inform and continuously improve student learning, pedagogy, curriculum, resource allocation, services, and planning.
 - Provide written summary of assessment activities and outcomes each semester to the Provosts for distribution to senior leadership.
 - Provide regular presentations of assessment activities and outcomes to campus groups such as Board of Trustees, Faculty Senate, student senate, senior leadership, student affairs, etc.
 - Make recommendations for continuous improvement to appropriate unit(s) based on assessment outcomes
 - Develop system for monitoring how assessment outcomes are integrated into university wide functions such as budgeting and planning
- Develop institutional accountability that includes transparency in communication of assessment data and results to the university community and its stakeholders.
 - Enhance Assessment Website.
 - Work with Communications staff to publicize and disseminate reformation about assessment activities and outcomes