



University Assessment Plan

Office of Assessment, Accreditation, and Program Review

Spring 2015

Adapted from The University of North Dakota: Plan for the Assessment of Student Learning and Development

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I. INTRODUCTION

Assessment at the University of Toledo is an evolving and multi-faceted process. Assessment activities including data collection, review, and the identification of actions items focused on improvement in students' achievement are conducted at various levels and involve a range of stakeholders. Activities across the institution involve the participation of faculty, staff, and administrators.

The institution has mechanisms in place for gathering and reviewing data related to students' achievement that span individual degree granting programs and the general education program. In a similar way, data regarding student support services are collected and reviewed annually with a goal of ongoing improvement.

The University Assessment Committee (UAC) and the General Education Assessment Planning Committee, both a combination of faculty, staff, and administrators, oversee the participation of colleges and service units in the assessment process.

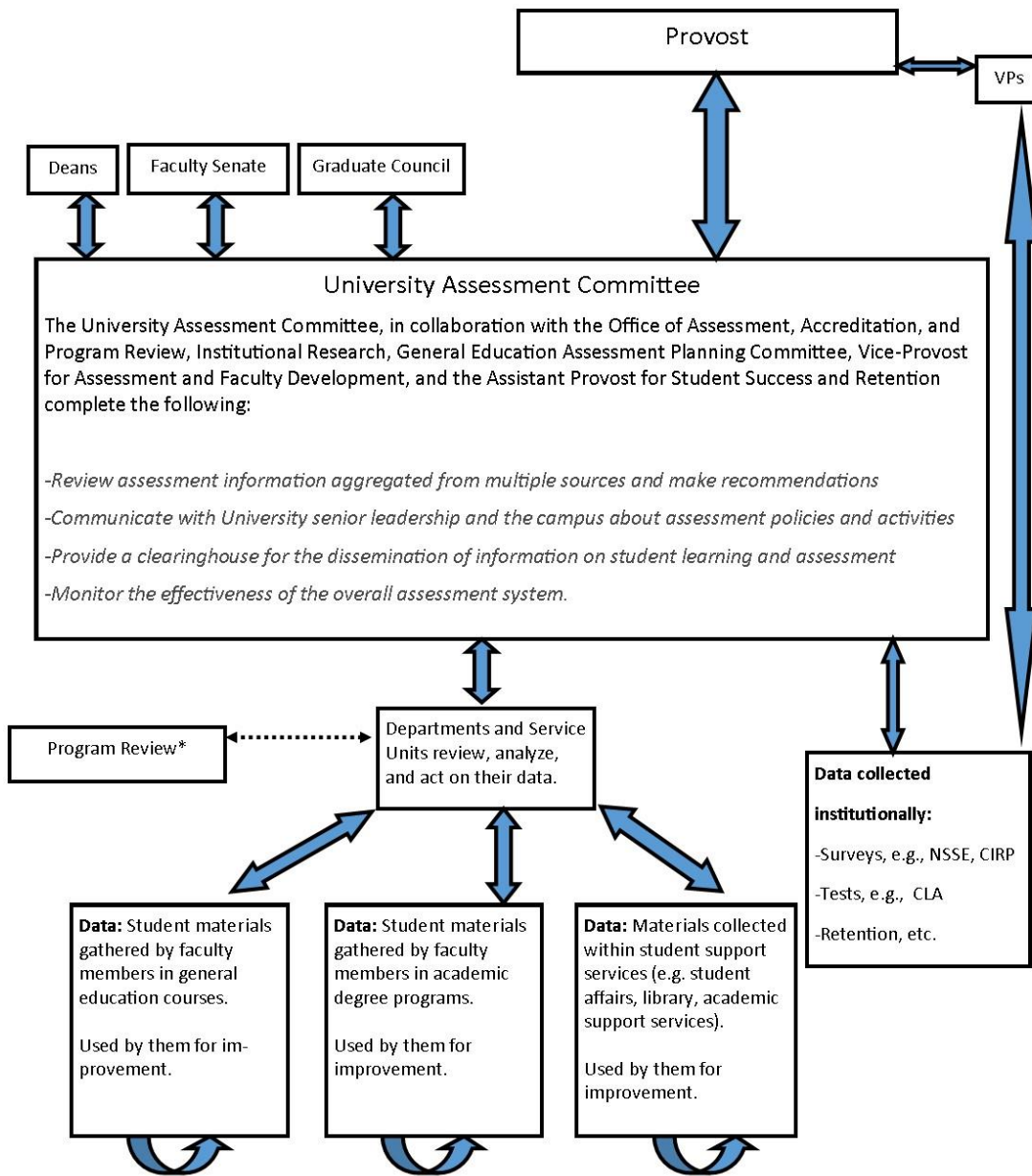
Under the direction of the Office of Assessment, Accreditation, and Program Review, reports and recommendations from these committees are further discussed by the University Assessment Committee along with additional data related to student persistence and completion. Recommendations are then made to the Provost that have the potential to improve students' achievement across colleges, programs and the range of supporting service units.

This document, the *University Assessment Plan*, provides a detailed overview of the institution's current structure and processes related to assessment. Since both the structure and processes have and continue to evolve over time, some history is also included.

A. Structure

The following diagram provides a visual overview of the institutional assessment structure:

Overview of the University of Toledo Assessment Structure



*For more information about Program Review, please refer to the current Academic Program Review Manual.

Adapted from Walvoord, B. (2010) *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education*

B. History

In 2008, the University Assessment Committee recommitted its efforts to improve assessment practices at the University of Toledo (UT) by revising the existing (2004) institutional Assessment Strategic Plan. The focus of the document was to describe a structure in which to strengthen the foundation of assessment at the university. The objectives outlined in the initial plan were to:

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).

Develop an institutional culture in which the value of assessment and responsibility for assessment are shared by faculty, students, and staff.

Develop a sustainable infrastructure that will continuously support a comprehensive assessment program at the course, program, and institutional levels.

Provide a mechanism for assessing the effectiveness and relevance of the strategic plan with regard to individualized and integrated student learning and achievement.

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.

Develop institutional accountability that includes transparency in communication of assessment data and results to the university community and its stakeholders.

[University Assessment Strategic Plan, 2008]

Building upon the previous work of the earlier committees, this document serves to acknowledge the evolution of institutional assessment practices and the progress achieved thus far, and further develop the future direction of assessment at UT.

In 2015, national assessment trends in higher education continue to move towards an emphasis on assessing the outcomes of the higher education experience, not simply the process. Rather than focus on the quality of the structure of our assessment process, assessment efforts today must reflect an institutional commitment to defining what students learn, setting expectations for student learning, collecting evidence to demonstrate that student learning is taking place, and informing changes to improve programs. The institution must also, in tandem with the assessment of student learning, commit to defining how our services support teaching and learning, setting expectations for those services, collecting evidence to demonstrate their effectiveness, and informing changes to improve services.

This shift in focus is a reaction to calls from both the state and federal government for increased accountability in higher education. Regional accrediting bodies, like the Higher Learning Commission (HLC), which audits the University of Toledo, have supported this call for accountability by modifying their requirements to emphasize the outcomes of higher education rather than the process.

Today, assessment at the University of Toledo remains a reflection of our commitment to excellence in teaching and learning. The University of Toledo's mission and statement of core values broadly define the identity and overall goals of the institution. Together they provide direction for the assessment of student learning and academic support activities for the institution.

The mission of The University of Toledo is to improve the human condition; to advance knowledge through excellence in learning, discovery and engagement; and to serve as a diverse, student-centered public metropolitan research university.

The core values are:

- I. Compassion, Professionalism and Respect: Treat every individual with kindness, dignity and care; consider the thoughts and ideas of others inside and outside of the University with a strong commitment to exemplary personal and institutional altruism, accountability, integrity and honor;*
- II. Discovery, Learning and Communication: Vigorously pursue and widely share new knowledge; expand the understanding of existing knowledge; develop the knowledge, skills and competencies of students, faculty, staff and the community while promoting a culture of lifelong learning;*
- III. Diversity, Integrity and Teamwork: Create an environment that values and fosters diversity; earn the trust and commitment of colleagues and the communities served; provide a collaborative and supportive work environment, based upon stewardship and advocacy, that adheres to the highest ethical standard;*
- IV. Engagement, Outreach and Service: Provide services that meet students' and regional needs and where possible exceed expectations; be a global resource and the partner of choice for education, individual development and health care, as well as a center of excellence for cultural, athletic and other events;*
- V. Excellence, Focus and Innovation: Strive, individually and collectively, to achieve the highest level of focus, quality and pride in all endeavors; continuously improve operations; engage in reflective planning and innovative risk-taking in an environment of academic freedom and responsibility; and*
- VI. Wellness, Healing and Safety: Promote the physical and mental well-being and safety of others, including students, faculty and staff; provide the highest levels of health promotion, disease prevention, treatment and healing possible for those in need within the community and around the world.*

In addition to the overarching statements above, *Directions 2011*, the University of Toledo's Strategic Plan, in alignment with the mission, also supports the role of assessment within the institution. Specifically it acknowledges accountability and quality as two of the connecting threads woven throughout the document.

The overall university goals for student learning and student services support are conveyed through the mission, core values, and strategic plan. In summary, they are:

- 1. Committing to exemplary institutional accountability and integrity;*
- 2. Developing the knowledge, skills and competencies of students, faculty, staff and the community;*
- 3. Promoting a culture of lifelong learning;*
- 4. Striving to achieve the highest level of focus and quality in all endeavors; and*
- 5. Sharing responsibility for continuous improvement.*

Whereas the above overall university goals address the responsibilities of the institution to promote student success, the institutional student learning outcomes address the specific expectations of our graduates. The following student learning outcomes were created in 2004 as a part of the University's participation in the Gardner Institute's Foundations of Excellence program. The Academic Desired Student Experience Committee, a group of faculty members and administrators charged with identifying

the academic dimension of the “Desired Student Experience” drafted the outcomes to present at to the Academic Affairs sub-committee of the Board of Trustees.

University of Toledo students:

1. *Are engaged learners and participate in the generation of new knowledge;*
2. *Learn and exercise multiple forms of reasoning;*
3. *Experience engagement with diverse populations and perspectives;*
4. *Seek, use, and critically evaluate multiple sources of information to develop knowledge, professional expertise, and personal capability;*
5. *Are ethical and engaged communicators*
6. *Are public intellectuals*

The drafted outcomes above provide existing documentation referring to institutional student learning outcomes as the foundation to the institutional assessment process however, these outcomes were created prior to the merger between the University of Toledo and the Medical University of Ohio and should be re-examined by current faculty and staff members. A review of the institutional student learning outcomes is planned for Fall 2015.

In support of the undergraduate academic programs, the Faculty Senate outlines more specific student learning outcomes for the general education curriculum. Within its interdisciplinary framework, the general education outcomes stated below expand upon the university student learning outcomes.

1. *Communication:* UT students must demonstrate abilities to communicate meaningfully, persuasively, and creatively with different audiences through written, oral, numeric, graphic and visual modes.
2. *Scientific and Quantitative Reasoning and Literacy:* UT students must demonstrate the capacity to apply mathematical reasoning and scientific inquiry to diverse problems.
3. *Personal, Social, and Global Responsibility:* UT students must demonstrate understanding of and critical engagement in ethical, cultural, and political discourse and capacity to work productively as a community member committed to the value of diversity, difference, and the imperatives of justice.
4. *Information Literacy:* UT students must demonstrate the ability to find, organize, critically assess, and effectively use information to engage in advanced work in a challenging field of study. Students should demonstrate responsible, legal, creative, and ethical use of information.
5. *Critical Thinking and Integrative Learning:* UT students must be able to integrate reasoning, questioning, and analysis across traditional boundaries of viewpoint, practice, and discipline.

As a comprehensive research university, UT offers a wide variety of academic programs ranging from certificate, associate, and bachelor degrees to master, graduate certificate, professional and doctoral level degrees. Colleges include adult and lifelong learning, business and innovation, communication and the arts, Judith Herb College of Education, engineering, health sciences, Jesup Scott Honors College, languages, literature, and social sciences, law, medicine, natural science and mathematics, nursing, pharmacy and pharmaceutical sciences, and social justice and human service. The institution also has a number of student support services including academic support services, college of graduate studies, student affairs, enrollment management, international programs, student engagement and career services, online learning, library, registrar, and YouCollege. In addition to the university level documents,

each college, academic department, and student support service also adopts its own mission statement that includes a more focused explanation of their individual purposes and areas of responsibility as related to the broader goals of the institution.

The ongoing assessment of student learning and student services support remains an important contributor to the University’s efforts to meet these goals. Student learning and support services are assessed on several levels: individual academic programs and service departments, college and broader service units such as Student Affairs and Academic Support Services, general education, and the institution.

II. OVERVIEW OF THE ASSESSMENT PROCESS

The institutional process of assessment continues to mature and be refined. The following overview provides a more detailed description of the current assessment process at the University of Toledo. Section A summarizes the entire process, while sections C, D, E, and F further elaborate on the process at each level: Institutional, General Education, Academic Program, and Academic Support Services, respectively.

A. Contributing Components

The assessment process begins with good planning, including defining student learning outcomes and academic support activities. Once those outcomes and activities are defined, the process of assessment may be developed. Such planning includes identifying the educational experiences or services to be assessed; the methods with which to make the assessment; the timeline for data collection; the institutional members responsible for data collection, analysis, and reporting; and the anticipated use of the data analysis. Tables A, B, and C below identify these five essential components of the overall assessment process for the general education curriculum, academic programs, and service units at the University of Toledo. These components create the framework for all assessment plans developed throughout the institution.

The assessment of student achievement related to the general education curriculum:

Table A: General Education Assessment Plan

General Education Outcomes				
What are the general education outcomes? What will our students be able to think, know, do, or feel because of their participation in the general education curriculum?				
Educational Experiences	Assessment Methods	Timeline	Responsibilities	Use of Results for Decision Making
How are individual course student learning outcomes mapped to the general education outcomes? How will the general education outcomes be met?	What assessment methods are used to collect data about what our students have learned? How will we know the outcomes have been met? How will we interpret and evaluate the data?	When will we collect the data? How often?	Who is responsible for collecting, interpreting, and reporting the results?	How will the results of assessment be used? Who needs to know the results? How can we improve the general education curriculum and its assessment process?

The follow table displays the model utilized by individual academic programs to guides their assessment activities.

Table B: Academic Program Assessment Plan

Student Learning Outcomes				
What are our program's student learning outcomes? What will our students be able to think, know, do, or feel because of a given educational experience?				
Educational Experiences	Assessment Methods	Timeline	Responsibilities	Use of Results for Decision Making
How will the student learning outcomes be met? What program experiences (courses, seminars, research, etc.) help students achieve the desired outcomes?	What assessment methods are used to collect data about what our students have learned? Do we have at least one direct measure of student achievement? How will we know the outcomes have been met? What level of performance is required to achieve each outcome? How will we interpret and evaluate the data?	When will we collect the data? How often?	Who is responsible for collecting, interpreting, and reporting the results?	How will the results of assessment be used? Who needs to know the results? How can we improve our program and assessment process?

Similar to the academic model, yet specific to the unique needs of our service units, the following table displays the structure utilized by individual service units to guides their assessment activities.

Table C: Academic Support Service Unit Assessment Plan

Academic Support Activities				
How does the department directly or indirectly support effective teaching, learning and development?				
Services	Assessment Methods	Timeline	Responsibilities	Use of Results for Decision Making
What services support effective teaching, learning and development?	What assessment methods are used to collect data about the effectiveness of our services? How will we know our service standards have been met? What target level of service is required to meet our goals? How will we interpret and evaluate the data?	When will we collect the data? How often?	Who is responsible for collecting, interpreting, and reporting the results?	How will the results of assessment be used? Who needs to know the results? How can we improve our service and assessment process?

Each of these plans resulted in the following descriptions of the assessment processes and activities for each area.

Table D aligns with the institutional student learning outcomes and describes the assessment process used to collect and analyze relevant data with the goal of ongoing improvement.

Table D: Institutional Outcomes Assessment Process

Institutional Student Learning Outcomes				
<p><i>University of Toledo students:</i></p> <ol style="list-style-type: none"> 1. <i>Are engaged learners and participate in the generation of new knowledge;</i> 2. <i>Learn and exercise multiple forms of reasoning;</i> 3. <i>Experience engagement with diverse populations and perspectives;</i> 4. <i>Seek, use, and critically evaluate multiple sources of information to develop knowledge, professional expertise, and personal capability;</i> 5. <i>Are ethical and engaged communicators</i> 6. <i>Are public intellectuals</i> 				
Educational Experience	Assessment Methods	Timeline	Responsibilities	Use of Results and Process for Documentation and Decision-Making
General Education	Direct assessment data compiled from individual courses for the General Education Assessment Planning Committee Assessment of general education outcomes from seniors.	Report from the General Education Assessment Planning Committee filed in fall semester. Collegiate Learning Assessment (CLA) data collected every two years.	Faculty Senate responsible for the oversight of all general education assessment initiatives. University Assessment Director responsible for compiling data and writing the yearly report.	The University Assessment Committee reviews the summaries of the various types of data to compile themes related to student learning and effective teaching. The group provides findings back to the Faculty Senate, and Graduate Council, as findings are relevant and trends are noted.
Degree Programs in all UT academic departments	Yearly review of academic program reports to describe and analyze findings.	Annual reports filed in October, reviewed by University Assessment Committee in the Spring Semester.	Chair of each individual department responsible for direct assessment of student learning outcomes.	
Academic Support Services	Yearly review of support services reports to describe and analyze findings.	Annual reports filed in October, reviewed by University Assessment Committee in the Spring Semester.	Leader of each individual department responsible for direct assessment of academic support activities.	The Office of Assessment, Accreditation, and Program Review oversees the assessment process, working in collaboration with Faculty Senate and the University Assessment Committee to recommend changes in processes as needed, and updating the Institutional Assessment Plan. The Vice Provost for Assessment and Faculty Development receives input directly from the University Assessment Committee and forwards/reports to the Provost.
Office of Institutional Research	Surveys administered to collect student perception data regarding learning goals.	Surveys completed on a rolling basis as defined by the Office of Institutional Research.	Director of Institutional Research responsible for delivery and analysis of institutional surveys.	
University Assessment Committee	Summary and compilation of outcome findings from academic programs and service unit reports.	Annual report completed spring semester.	University Assessment Director and UAC Chair responsible for writing the annual report.	

Under the leadership of the General Education Assessment Planning Committee, the implementation of the general education assessment plan resulted in the following process:

Table E: General Education Assessment Process

General Education Outcomes				
<ol style="list-style-type: none"> 1. Communication 2. Scientific and Quantitative Reasoning and Literacy 3. Personal, Social, and Global Responsibility 4. Information Literacy 5. Critical Thinking and Integrative Learning 				
Educational Experience	Assessment Methods	Timeline	Responsibilities	Use of Results and Process for Documentation and Decision-Making
Course Work (all outcomes)	Student learning outcomes identified in individual courses, aligned with the general education outcomes are assessed and analyzed by individual faculty teaching general education courses.	Individual assessment reports from all general education courses are collected annually.	University Assessment Director collects, analyzes, and reports a summary of the findings from the individual course submissions.	All general education findings are reported to the General Education Assessment Planning Committee and shared with the University Assessment Committee.
Student Feedback (all outcomes)	Senior undergraduate survey linked to general education outcomes.	Administered, analyzed and reported in spring semester.	University Assessment Director collects, analyzes and reports a summary of the results from the survey.	The General Education Assessment Planning Committee shares relevant findings with Faculty Senate.
Collegiate Learning Assessment (CLA) (outcomes 1 and 5)	Standardized testing of a sample of first-year and senior students.	Tests administered every two years with analysis and discussion in the year following administration.	University Assessment Director coordinates the administration with assistance from UAC members.	Changes in assessment methods or procedures, as needed, are determined by the General Education Assessment Planning Committee with input from the University Assessment Director, and the UAC.
Student Records (all outcomes)	Transcript analysis to match general education outcomes with courses actually taken on a randomly selected sample of graduating students' transcripts.	In development.	University Registrar and University Assessment Director conduct, analyze, and report on transcript analysis.	

The University Assessment Committee, worked collaboratively with the liaisons from each college to implement their plans and develop a common reporting structure. Table F is an overview of the academic program student learning outcomes assessment process.

Table F: Academic Program Assessment Process

All student learning outcomes for academic programs are determined by the faculty within the program and vary from program to program. All programs are expected to fit within and support the institution’s mission. All program student learning outcomes are included in the individual program’s assessment plan, posted on the Office of Assessment, Accreditation, and Program Review website.				
Educational Experience	Assessment Methods	Timeline	Responsibilities	Use of Results and Process for Documentation and Decision-Making
<p>The general education curriculum is expected to support and connect to the student’s major program of study, often providing initial learning related to departmental intended learning outcomes.</p> <p>The program’s courses and other academic requirements if applicable are the primary source of educational experiences relevant to its own outcomes.</p> <p>Student support services sometimes support learning related to program outcomes, especially outcomes that are skill-oriented (e.g., critical thinking) and affective (e.g., ethics and professionalism).</p>	<p>Methods for assessing program-specific learning outcomes are developed by the departments and embedded in their academic programs or (in the case of indirect evidence) collected through department-administered surveys, focus groups, etc. For more details regarding methods, see each individual program’s plan for assessing student learning on the Office of Assessment, Accreditation, and Program Review website.</p> <p>Departments may also draw on assessment data collected through institutional sources (e.g., findings regarding general education outcomes, findings from Office of Institutional Research surveys, findings from student services) where relevant.</p>	<p>Departments develop their own timelines for data collection, analysis, and use. See plans for assessing student learning on the Office of Assessment, Accreditation, and Program Review website.</p>	<p>Each program/department chair is responsible for overseeing the development of that unit’s plan for the assessment of student learning.</p> <p>In some cases, departmental-level assessment committees are assigned to carry out that work. (See the assessment plans, posted on the Office of Assessment, Accreditation, and Program Review website for more detail.)</p> <p>The UAC is responsible for working with the University Assessment Director to oversee the assessment process, including reading, reviewing, and culling relevant information from program reports, as described above, and to conduct reviews of the program’s work as a component of the institutional assessment process.</p>	<p>Departments use findings for internal decision-making, as described in the academic program plans on the Office of Assessment, Accreditation, and Program Review website.</p> <p>Decision-making at the college or institutional level draws on findings from the program assessments as documented in annual reports.</p>

Likewise, the University Assessment Committee, worked collaboratively with the liaisons from each service unit to implement the plan and develop a common reporting structure for the offices and departments that support student achievement. Table G outlines their structure.

Table G: Academic Support Service Unit Assessment Process

All academic support activities are determined by the staff and/or faculty within the department* and vary from service unit to service unit. All service units are expected to fit within and support the institution's mission. All academic support activities are included in the individual service unit's assessment plan, posted on the Office of Assessment, Accreditation, and Program Review website.				
Academic Support Activities	Assessment Methods	Timeline	Responsibilities	Use of Results and Process for Documentation and Decision-Making
<p>The department's services and programs are the primary source of goals related to each academic support activity.</p>	<p>Methods for assessing academic support activities are developed by the departments and embedded within the functions of their support unit. For more details regarding methods, see each individual service unit's plan for assessing their academic support activities on the Office of Assessment, Accreditation, and Program Review website.</p> <p>Departments may also draw on assessment data collected through institutional sources (e.g., findings from Office of Institutional Research surveys) where relevant.</p>	<p>Departments develop their own timelines for data collection, analysis, and use. See plans for assessing support services on the Office of Assessment, Accreditation, and Program Review website.</p>	<p>Each department leader is responsible for overseeing the development of that unit's plan for the assessment of their academic support activities. See the assessment plans, posted on the Office of Assessment, Accreditation, and Program Review website for more detail.</p> <p>The UAC is responsible for working with the University Assessment Director to oversee the assessment process, including reading, reviewing, and culling relevant information from service unit reports, as described above, and to conduct reviews of the service units' work as a component of the institutional assessment process.</p>	<p>Departments use findings for internal decision-making, as described in the service unit plans on the Office of Assessment, Accreditation, and Program Review website.</p> <p>Decision-making at the divisional or institutional level draws on findings from the service unit assessments as documented in annual reports.</p>

*The term department is used in a general manner to represent all of the variable organizational structures reflected in the academic support service units.

B. Overview of Institutional Assessment

The previous tables provided a snapshot of the institutional, general education, academic program, and service unit assessment activities. This portion of the plan elaborates on each of these components. The following narrative outlines the assessment of students learning and student service support at the institutional level by outlining (a) the student learning outcomes, (b) the sources of data for assessment of those outcomes, (c) the analysis and interpretation of the data collected, and (d) the response to that analysis and interpretation.

Student Learning Outcomes:

University of Toledo students:

- 1. Are engaged learners and participate in the generation of new knowledge;*
- 2. Learn and exercise multiple forms of reasoning;*
- 3. Experience engagement with diverse populations and perspectives;*
- 4. Seek, use, and critically evaluate multiple sources of information to develop knowledge, professional expertise, and personal capability;*
- 5. Are ethical and engaged communicators; and*
- 6. Are public intellectuals*

Assessment Methods:

Data regarding achievement of institutional student learning outcomes are collected at multiple levels. Four of the outcomes (2, 3, 4 & 5) are closely aligned with the general education outcomes. Data collected by the General Education Assessment Planning Committee provide direct evidence of the degree to which these outcomes are being achieved for undergraduate students. The Collegiate Learning Assessment, Senior Survey, and additional survey data collected by Institutional Research also provides evidence of students' achievement of these outcomes.

Most of the institutional student learning outcomes align well with individual academic program outcomes. In those cases, the outcomes are assessed at the program level. Regular review of academic program annual reports by the University Assessment Committee allow data and findings to be collected and applied to the institutional analysis. The institutional student learning outcomes are also similar to some academic support activity goals identified by the service units that promote and support student learning but do not offer degrees, (e.g., Learning Ventures, Library, Student Affairs, Enrollment Management, Academic Support Services.) The University Assessment Committee members annually review reports from all relevant service programs allowing the data and findings to be collected and applied to the institutional outcomes as well.

The Office of Institutional Research (OIR) also administers a number of surveys, many of which provide indirect evidence related to the achievement of the institutional student learning outcomes. Data from those surveys are analyzed by OIR and reviewed by members of the University Assessment Committee to elicit information relevant to the institutional outcomes.

The purpose of collecting data at various points along the continuum of a student's experience (e.g., general education courses vs. senior surveys) is to capture snapshots of students' levels of achievement at different times during their academic careers. In such a large and diverse institution, an assessment strategy that involves multiple types of data, collected at multiple points provides a more useful picture of student learning than relying on a single type of data or a single point of collection.

Analysis and Interpretation: Timeline and Responsibilities

Data for institutional student learning outcomes that align closely with the general education outcomes is collected and analyzed by the Office of Assessment, Accreditation, and Program Review in conjunction with the General Education Assessment Planning Committee (GEAPC). The GEAPC developed an annual reporting system for collecting data from the departments teaching general education courses so that findings may be analyzed to determine the degree to which the general education outcomes are both addressed in courses and met by the students taking those courses. The findings are approved by the GEAPC, then subsequently shared with both the Faculty Senate and the University Assessment Committee. The report is also made available on the General Education Assessment Website.

Data collected by academic programs are analyzed, interpreted, and reviewed at the program or department level, and the college. In addition, data collected from each service unit are analyzed, interpreted, and reviewed at the department level, and also their respective divisional level. Each year, the University Assessment Committee compiles the relevant data from the individual academic program and service unit reports. These cumulative data, often including direct assessment findings, are reviewed and summarized by the UAC for their applicability to the institutional outcomes.

Instruments administered through the Office of Institutional Research are collected, reviewed, and analyzed within that office. Their analysis summaries are shared with the University Assessment Committee.

The overall findings from the GEAPC, the University Assessment Committee (UAC), and Institutional Research are brought together and reviewed by the UAC. The UAC is responsible for overseeing and reviewing the collection of data in accordance with this plan, evaluating the appropriateness of tools used, evaluating the adequacy of reporting mechanisms, and overseeing the analysis and interpretation of the accumulated data.

Closing the Loop: Use of Results

Based on the analysis, review, and interpretation of data as described above, the ADRC makes overall recommendations to the Provost for his or her use in determining the budget and allocation of other resources for the following fiscal year. The ADRC members also recommend any changes needed in institutional assessment procedures. In addition, the group forwards relevant information to other stakeholders (e.g., Faculty Senate, Graduate Council, University Council, college deans, department chairs, and other senior leadership team members).

The Office of Assessment, Accreditation, and Program Review, through the Faculty Assessment Representative and the University Assessment Director, is responsible for following up with departments and service units in need of or specifically requesting additional assistance.

In addition, organizations collecting, analyzing, and interpreting the various types of data (colleges, service divisions, academic programs, service units, individual departments, etc.) are responsible for closing the loop on their own data within their own programs; reporting within their annual reports (if applicable), their assessment efforts, conclusions, and responses; and sharing analyzed data to other offices on campus as appropriate. The University Assessment Committee liaisons serve a vital role in maintaining a continuous dialogue about assessment initiatives with representatives from throughout campus, in addition to providing leadership and support to their individual units of responsibility. Finally, the University Assessment Director and the Vice Provost for Assessment and Faculty Development serve

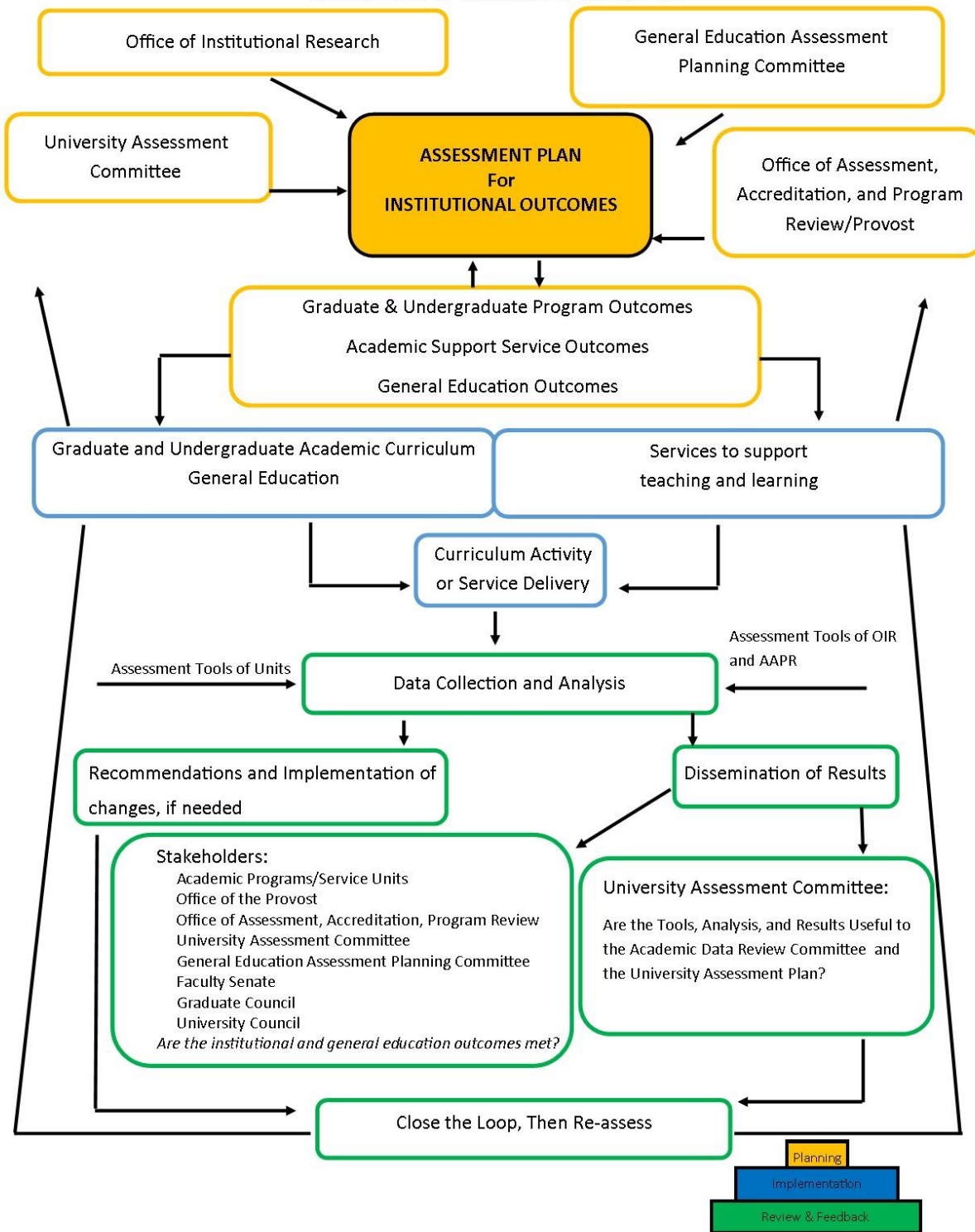
as members of the University Assessment Committee. They provide a direct connection for feeding information forward into institutional planning as well as feeding it back to individual campus units.

The UAC oversees efforts to periodically appraise the value of current sources of data as well as seek out new sources of data. The group also oversees efforts to intermittently review the methods used for data collection, analysis, and interpretation, and seeks out new and more effective methods for such collection, analysis, and interpretation. The group also oversees efforts to evaluate the methods and effectiveness of feeding data analysis back to the appropriate institutional units for decision-making.

Assessment information shared in the annual reports provided to the UAC is available for examination during program review. Through the program review process, use of data is discussed and any necessary decisions, including those related to budget, are considered in view of the information presented.

Chart 1

Assessment of Institutional Outcomes



D. Overview of General Education Assessment

As an accompaniment to Table E, the following narrative further articulates assessment of student learning at the general education level through delineating (a) the general education outcomes, (b) the sources of data for assessment of those goals, (c) the analysis and interpretation of the data collected, and (d) the response to that analysis and interpretation. Following this narrative, Chart 2 depicts where the elements fall within this assessment process, and where the information flows in relation to these elements and within each stage of the assessment process.

General Education Outcomes:

1. *Communication*: UT students must demonstrate abilities to communicate meaningfully, persuasively, and creatively with different audiences through written, oral, numeric, graphic and visual modes.
2. *Scientific and Quantitative Reasoning and Literacy*: UT students must demonstrate the capacity to apply mathematical reasoning and scientific inquiry to diverse problems.
3. *Personal, Social, and Global Responsibility*: UT students must demonstrate understanding of and critical engagement in ethical, cultural, and political discourse and capacity to work productively as a community member committed to the value of diversity, difference, and the imperatives of justice.
4. *Information Literacy*: UT students must demonstrate the ability to find, organize, critically assess, and effectively use information to engage in advanced work in a challenging field of study. Students should demonstrate responsible, legal, creative, and ethical use of information.
5. *Critical Thinking and Integrative Learning*: UT students must be able to integrate reasoning, questioning, and analysis across traditional boundaries of viewpoint, practice, and discipline.

Assessment Methods:

Courses submitted for approval for the General Education curriculum must identify their student learning outcomes and how they align with the general education outcomes. In addition, each submission is also required to identify the planned assessment strategies to review student work. Once the course is approved as a part of the curriculum, each department provides the Office of Assessment, Accreditation, and Program Review with an annual report of assessment activities for each of the courses taught within the overall curriculum.

In addition to evidence collected from the departments, the institution utilizes the Collegiate Learning Assessment (CLA), a nationally normed exam designed to measure the value added of college experience on two key general education outcomes-communication, and critical thinking.

Survey data generated from both the Office of Institutional Research and the Office of Assessment, Accreditation, and Program Review also provide indirect evidence of students' perceived levels of success in achieving the general education outcomes.

The Office of Assessment, Accreditation, and Program Review is also partnering with the Registrar's Office to develop a system of transcript analysis as an indirect, but highly useful, measure of the general education curriculum. Transcript analysis provides information about the degree to which university graduates are enrolling in courses designed to aid learning related to the various general education outcomes. Although data from transcript analysis cannot verify that learning has occurred, when combined with departmental data, transcript analysis will show whether (a) an individual student can

expect to achieve a reasonable degree of “coverage” of all the various outcomes by the time of graduation and (b) whether such coverage can be shown by departments/faculty to result in student learning related to those outcomes.

Collecting data from these varied sources, and at these varied times in a student’s academic career, provides a comprehensive picture of students’ achievement of the general education goals.

Analysis and Interpretation: Timeline and Responsibilities

Course data is collected by department chairs from the individual faculty teaching general education courses, and analyzed and interpreted by the faculty from their home departments. Once submitted to the Office of Assessment, Accreditation, and Program Review, evidence is collected and compiled into a comprehensive summary of outcome achievement.

CLA tests are scored and analyzed nationally, with information returned to the University of Toledo through the Office of Assessment, Accreditation, and Program Review. Additional survey data collected by the Office of Institutional Research and the Office of Assessment, Accreditation, and Program Review are analyzed by their respective offices, and shared for interpretation with the University Assessment Committee, and where applicable, forwarded to the General Education Assessment Planning Committee for further discussion with Faculty Senate as is determined to be appropriate.

Closing the Loop: Use of Results

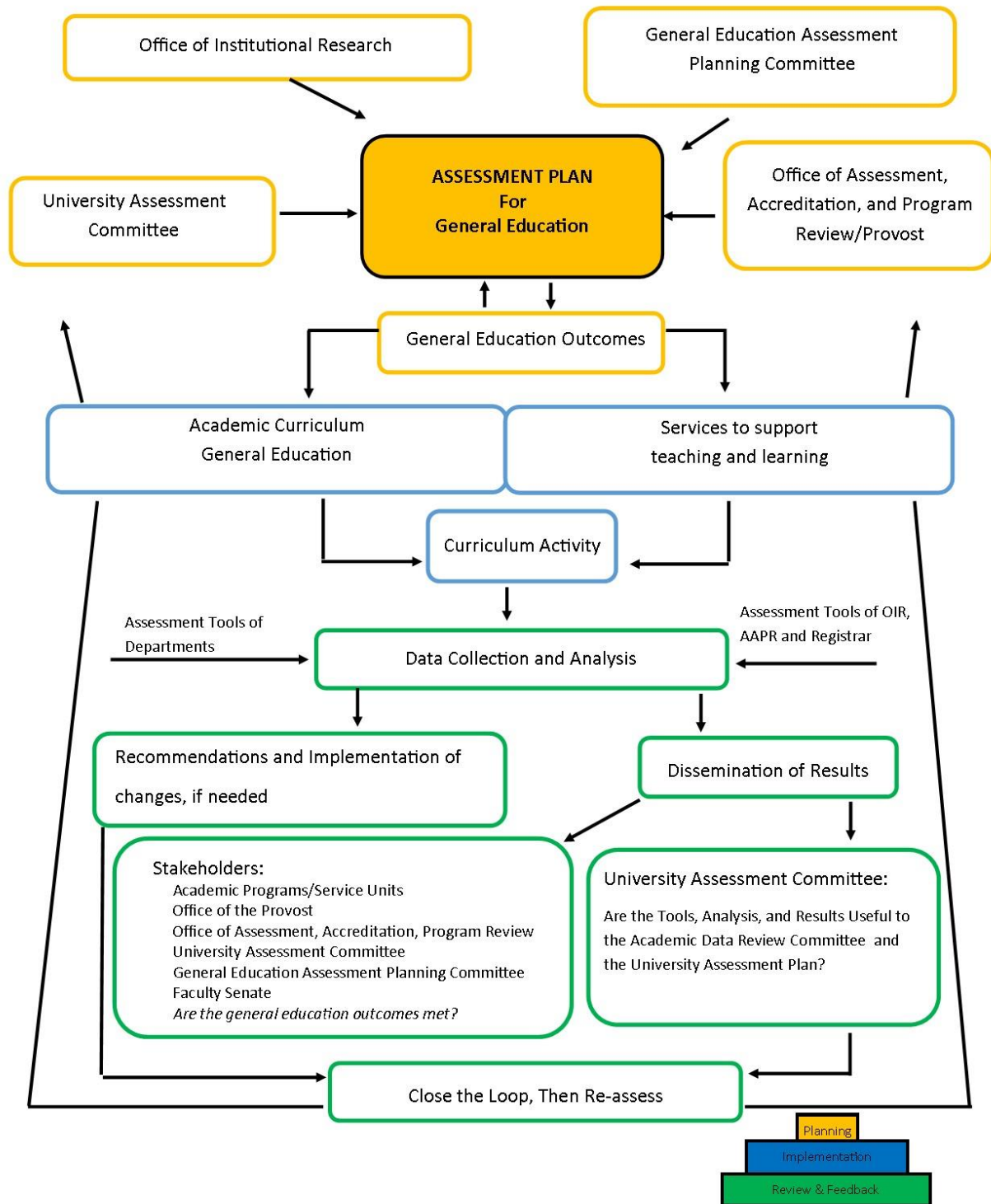
All findings relevant to the assessment of the general education curriculum are compiled in an annual report submitted to the General Education Assessment Planning Committee for review and subsequent approval. As needed, findings are reported back for discussion within larger campus forums, including the University Assessment Committee, Faculty Senate, Office of the Provost, department chairs, or other appropriate audiences.

The departments collecting, analyzing, and interpreting the various sorts of data are responsible for closing the loop on their own data within their own programs. The Office of Assessment, Accreditation, and Program Review also provides feedback and support to individual departments.

The University Assessment Committee oversees efforts to periodically appraise the value of current sources of data as well as seeking out new sources of data. The group also oversees efforts to intermittently review the methods used for data collection, analysis, and interpretation, and seek out new and more effective methods for such collection, analysis, and interpretation. Finally, the group oversees efforts to evaluate the methods and effectiveness of returning data analysis back to the appropriate institutional units for decision making.

Chart 2

Assessment of General Education Outcomes



E. Overview of Academic Program Assessment

As part of their educational experience at the University of Toledo, students develop proficiency in an academic or professional field(s) as well as developing more general skills, interests and knowledge. This is expected to occur for programs at all levels, including certificates (undergraduate and graduate) and degrees (undergraduate, graduate, law and medicine). Responsibility for the assessment of program-specific outcomes lies with the individual department, with support from the University Assessment Committee and the Office of Assessment, Accreditation, and Program Review. Some of an academic program's outcomes are expected to align with the institutional outcomes, and the general education outcomes when appropriate, although others will be unique to the program or department. The University Assessment Committee reviews assessment plans and annual reports from all academic programs in order to provide feedback regarding opportunities for improving the plans, strengthening reports, and/or using the data. As the culmination of that review, each liaison provides an annual presentation to the UAC regarding the assessment activities of the programs within their college.

As an accompaniment to Table F, further information about academic program-specific student learning outcomes, sources of data for assessment of those outcomes, analysis and interpretation of the data collected, and response to that analysis and interpretation is provided below. Chart 3 depicts where the elements fall within the assessment process and where the information flows in relation to these elements and within each stage of the assessment process.

Student Learning Outcomes:

Determined by faculty in individual programs and described on assessment plans posted by each department on the Office of Assessment, Accreditation, and Program Review website.

Assessment Methods:

Determined by faculty in individual programs and described on assessment plans posted by each department on the Office of Assessment, Accreditation, and Program Review website.

Analysis and Interpretation: Timeline and Responsibilities

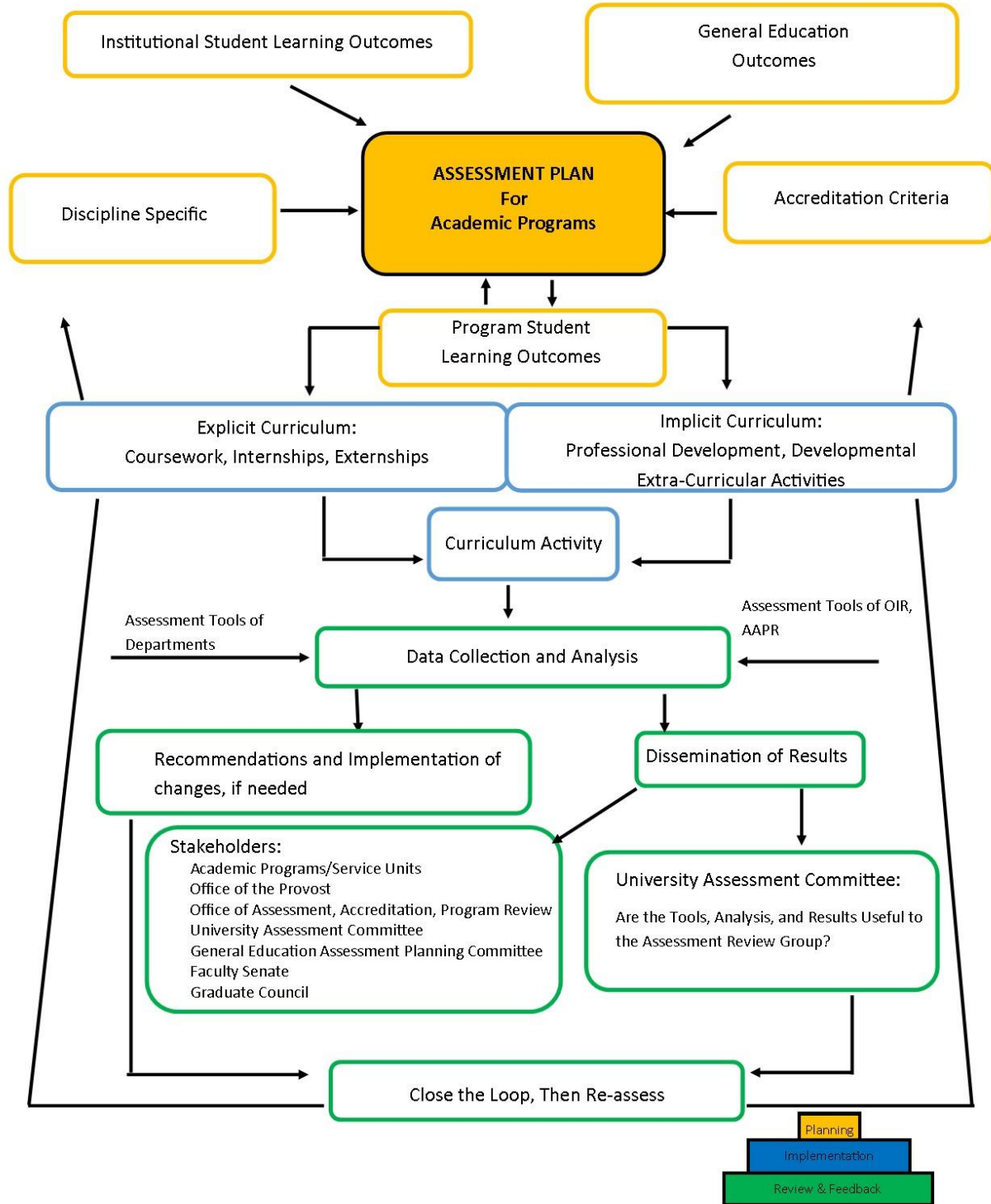
Determined by faculty in individual programs and described on assessment plans posted by each department on the Office of Assessment, Accreditation, and Program Review website.

Closing the Loop: Use of Results

Each program is responsible for closing the loop on their own data within their own programs. In addition, University Assessment Committee college liaisons follow up with the individual programs to review their annual reports.

Chart 3

Assessment of Academic Programs



F. Overview of Academic Support Service Assessment

As part of their educational experience at UT, students develop general skills, interests, and knowledge through co-curricular programs and services. In addition, the university recognizes that although some service units that may not interact with students directly, these units still provide essential services to the institution to support effective teaching and learning. All student support services are expected to identify their specific academic support activities and report on how they are achieving their self-identified benchmarks for success. Responsibility for the assessment of academic support activities lies with the individual department, with support from the University Assessment Committee, (UAC), and the Office of Assessment, Accreditation, and Program Review. Where appropriate, some service unit academic support activities are expected to align with the institutional outcomes, although others will be unique to the department. The UAC reviews assessment plans and annual reports from all departments providing service in order to provide feedback regarding opportunities for improving the plans, strengthening reports, and/or using the data. At the culmination of that review, each liaison provides an annual presentation to the UAC regarding the assessment activities of the departments within their service unit.

As an accompaniment to Table G, further information about academic support activities, sources of data for assessment of those activities, analysis and interpretation of the data collected, and response to that analysis and interpretation is provided below. Chart 4 depicts where the elements fall within the assessment process and where the information flows in relation to these elements and within each stage of the assessment process.

Academic Support Activities:

Determined by staff members in individual departments and described on assessment plans posted by each department on the Office of Assessment, Accreditation, and Program Review website.

Assessment Methods:

Determined by staff members in individual departments and described on assessment plans posted by each department on the Office of Assessment, Accreditation, and Program Review website.

Analysis and Interpretation: Timeline and Responsibilities

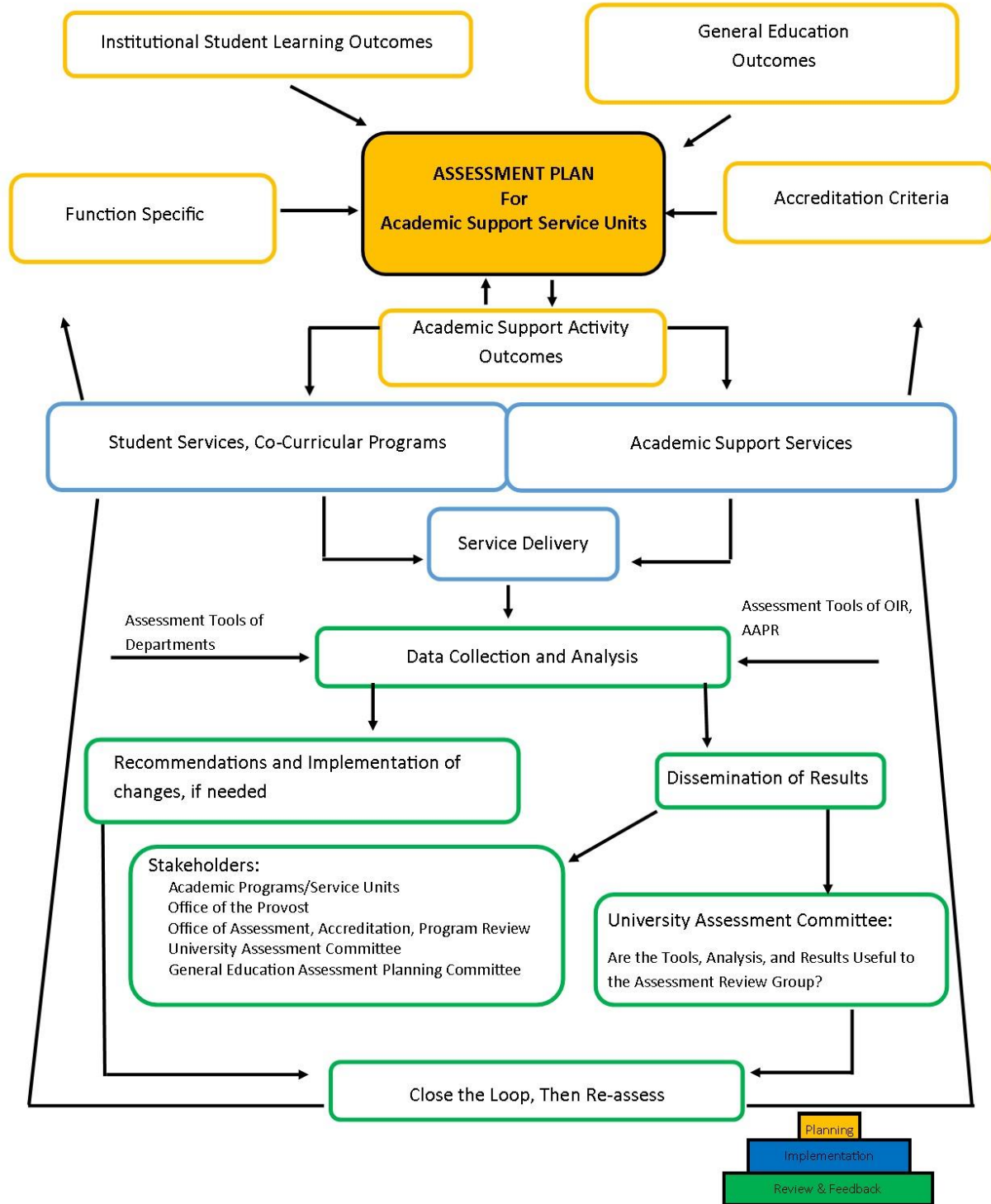
Determined by staff members in individual departments and described on assessment plans posted by each department on the Office of Assessment, Accreditation, and Program Review website.

Closing the Loop: Use of Results

Each department is responsible for closing the loop on their own data within their own department. In addition, UAC service unit liaisons follow up with the individual departments to review their annual reports.

Chart 4

Assessment of Academic Support Service Units



III. OVERVIEW OF COMMITTEE RESPONSIBILITIES AND CURRENT MEMBERSHIP

A. University Assessment Committee

Responsibilities

The University Assessment Committee (UAC) leads the continued development of assessment policies at the University of Toledo. The UAC reviews the materials collected through the general education, academic program, service unit assessment processes, and in addition, reviews supplemental materials from Office of Institutional Research and the Office of Assessment, Accreditation, and Program Review to bring recommendations forward to the Provost's attention for budgeting and hiring considerations. Through College, academic support units, student affairs, and core curriculum liaisons, the University Assessment Committee (UAC) also monitors assessment activity at the program level, and reviews and provides feedback on the annual reports. The UAC collaborates with the appropriate internal and external resources to provide leadership for the professional development of faculty, administration and staff on assessment processes and resources. The UAC website serves as a source for archiving assessment activity and resources available for those involved with assessment at the university. Specifically, the UAC will:

- Lead the development of learning assessment policies at the University of Toledo.
- Provide leadership in the review, evaluation and continuous improvement of the University's assessment plan.
- Review assessment information aggregated from multiple sources and make recommendations that inform institution's decision-making, strategic planning, and budgeting processes.
- Provide a clearinghouse for the dissemination of information on student learning and assessment.
- Monitor the effectiveness of the overall assessment system.
- Communicate with University senior leadership and the campus about assessment policies and activities, assessment report summaries and recommendations, and recognition of substantial individual and group contributions to progress in the assessment of student achievement.
- Review assessment information aggregated from multiple sources and make recommendations that inform institution's decision-making, strategic planning, and budgeting processes.
- Identify external professional development opportunities to help faculty understand the complexities of assessment and to help articulate learning outcomes.
- Provide leadership for training faculty in the use of assessment tools such as portfolios, surveys, formative and summative instruments, capstone experiences, applied experiences, course embedded assessment and use of multiple measures in student outcomes assessment.
- Provide resources for self-studies, HLC reports and other entities as requested.

Membership

- Chair
- Vice-Chair
- Academic Support Services Liaison
- College of Adult and Lifelong Learning Liaison
- College of Business and Innovation Liaison
- College of Communication and the Arts Liaison
- College of Engineering Liaison
- College of Graduate Studies Liaison
- College of Health Sciences Liaison

- College of Languages, Literature, and Social Sciences Liaison
- College of Law Liaison
- College of Medicine and Life Sciences Liaison
- College of Natural Sciences and Mathematics Liaison
- College of Nursing Liaison
- College of Pharmacy and Pharmaceutical Sciences Liaison
- College of Social Justice and Human Service
- General Education Liaison-Education
- General Education Liaison-Humanities
- General Education Liaison-Natural Sciences and Mathematics
- General Education Liaison-Social Sciences
- HLC Criterion 4 Leader
- International Programs, Student Engagement, and Career Services Liaison
- Jessup Scott Honors College Liaison
- Judith Herb College of Education Liaison
- Libraries Liaison
- Learning Ventures Liaison
- Registrar Liaison
- Student Affairs Liaison
- University Assessment Director
- Vice-Provost for Assessment and Faculty Development
- You College Liaison

C. General Education Assessment Committee

Responsibilities

The Faculty Senate, in collaboration with the Office of Assessment, Accreditation, and Program Review design and implement the structure of the general education assessment reporting process. The General Education Assessment Planning Committee was created to develop, implement, and oversee the general education assessment process. The committee is made up of faculty members from the Faculty Senate Executive Committee and Faculty Senate Core Curriculum Committee, and the University Assessment Director. At the request of the chair of the Faculty Senate Core Curriculum Committee, departments responsible for teaching general education courses complete a general education assessment report for each course taught within their department. The Office of Assessment, Accreditation, and Program Review collects and analyzes the data and writes the annual general education assessment report. This report is reviewed and approved by the General Education Assessment Planning Committee, and shared with the Faculty Senate, University Assessment Committee, and the Office of the Provost.

Membership

- Faculty Senate Core Curriculum Chair
- Education Faculty Representative
- Humanities Faculty Representative
- Social Sciences faculty Representative
- Natural Sciences and Mathematics Representative
- Faculty Senate Chair
- University Assessment Director

The following three tables provide an overview of the responsibilities of, and institutional assessment tools evaluated by each of the three bodies listed above and the Office of Assessment, Accreditation, and Program Review. More specifically, Table H sets out the annual schedule or their respective responsibilities, Table I identifies the institutional assessment tools used by the University and the schedule of data collection for each tool, and Table J identifies how each of these tools assesses student achievement of the institutional and general education student learning outcomes. In addition to the surveys listed in Table J, the Office of Institutional Research administers instruments designed to provide other kinds of information for monitoring and improving departments, programs, and services offered by UT. The UAC reviews these on occasion to determine any potential applicability to student learning and support for effective teaching and learning. In addition, the UAC occasionally reviews other externally produced instruments (e.g., commercially available standardized exams) for possible inclusion in the University Assessment Plan. Based on regular review of current assessment tools and occasional review of alternative methods and tools, the UAC updates the University Assessment Plan and offers recommendations for possible changes in assessment tools and use of commercial instruments.

Table H

Proposed Assessment Annual Schedule of Responsibilities

Responsibilities	August	September	October	November	December	January	February	March	April	May	June	July
<i>University Assessment Committee</i>												
Review University Assessment Plan				X								
Review OIR Surveys and Analyses						X						
Make Recommendations Regarding Assessment							X					
Evaluate University Assessment Plan									X			
Exploration of Additional Assessment Tools									X			
Compile and Review Academic Program Plans and Reports			X									
Compile and Review Service Unit Plans and Reports			X									
Complete Individual Liaison Reports				X								
Submit summary and recommendations to the Provost						X						
Review Annual Assessment Report										X		
Complete College/Service Unit Presentations	X			X	X	X	X	X	X	X	X	X
<i>Office of Assessment, Accreditation, and Program Review</i>												
Review 1/3 of Academic Program Assessment Plans & Annual Reports			X	X	X							
Review of 1/3 of Service Unit Assessment Plans & Annual Reports			X	X	X							
Review General Education Departmental Reports	X										X	X
Maintain Assessment Websites	X	X	X	X	X	X	X	X	X	X	X	X
<i>General Education Assessment Planning Committee</i>												
Review Annual Report-General Education Assessment		X										

Table I

Projected Schedule of Institutional Assessment Tool Use Organized by Expected Review Date

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Office of Institutional Research and Office of Assessment, Accreditation and Program Review Surveys and Analyses								
CIRP		X		X		X		X
NSSE	X		X		X		X	
Campus Climate		X		X		X		X
Student-Centeredness								
UAC Comprehensive Survey				X				X
CLA	X		X		X		X	
Graduating Seniors	X	X	X	X	X	X	X	
Academic Programs (By College): Longitudinal Assessment Review aligned with Program Review Cycle*								
Adult and Lifelong Learning			1	2		1	2	
Business and Innovation				13				
Communication and the Arts			4	3	4	4	3	4
Engineering		19			27			27
Health Sciences		1	2	2	4	2	2	4
Jesup Scott Honors College				1			1	
Judith Herb College of Education				8	35		8	35
Languages, Literature, and Social Sciences		3	7	5	19	7	5	19
Law			2			2		
Medicine and Life Sciences		6	12	3	6	12	3	6
Natural Sciences & Mathematics		15	16	8	15	16	8	15
Nursing			10			10		
Social Justice and Human Service				10	7		10	7
Pharmacy & Pharmaceutical Sciences		5		6	6		6	6
You College			1			1		
Academic Support Service Units: Longitudinal Assessment Review								
Academic Support Services		X			X			X
Adult and Lifelong Learning				X			X	
Business and Innovation			X			X		
CoCA, LLSS, NSM			X			X		
College of Graduate Studies				X			X	
Engineering		X			X			X
International Programs, Student Engagement, Career Services		X			X			X
Jesup Scott Honors College				X			X	
JHCOE, HS, SJHS		X			X			X
Law				X			X	
Libraries				X			X	
Medicine and Life Sciences				X			X	
Natural Sciences & Mathematics			X			X		
Nursing				X			X	
Online Learning				X			X	
Pharmacy & Pharmaceutical Sciences			X			X		
Registrar		X			X			X
Student Affairs			X			X		
You College				X			X	
General Education: Longitudinal Assessment Review								
Communication	X	X			X			X
Scientific and Quantitative Reasoning and Literacy	X			X			X	
Persona, Social, and Global Responsibility	X		X			X		
Information Literacy	X	X			X			X
Critical Thinking and Integrative Learning	X		X			X		

*The numbers indicated in the longitudinal assessment of Academic Programs align with the Program Review schedule.

Table J

Relationship between Institutional Assessment Tools and Institutional and General Education Student Learning Outcomes

Outcomes	CIRP	NSSE	Campus Climate	Student Centeredness	UAC Comprehensive Survey	CLA	Graduating Seniors
University of Toledo students participate in the generation of new knowledge.					X		
University of Toledo students learn and exercise multiple forms of reasoning.					X	X	X
University of Toledo students experience engagement with diverse populations and perspectives.		X	X	X	X		X
University of Toledo students seek, use, and critically evaluate multiple sources of information to develop knowledge, professional expertise, and personal capability.					X	X	X
University of Toledo students are ethical and engaged communicators.					X	X	X
University of Toledo students are public intellectuals.	X	X	X	X	X		
Communication: UT students must demonstrate abilities to communicate meaningfully, persuasively, and creatively with different audiences through written, oral, numeric, graphic and visual modes.					X	X	X
Scientific and Quantitative Reasoning and Literacy: UT students must demonstrate the capacity to apply mathematical reasoning and scientific inquiry to diverse problems.					X		X
Personal, Social, and Global Responsibility: UT students must demonstrate understanding of and critical engagement in ethical, cultural, and political discourse and capacity to work productively as a community member committed to the value of diversity, difference, and the imperatives of justice.		X			X		X
Information Literacy: UT students must demonstrate the ability to find, organize, critically assess, and effectively use information to engage in advanced work in a challenging field of study. Students should demonstrate responsible, legal, creative, and ethical use of information.					X		X
Critical Thinking and Integrative Learning: UT students must be able to integrate reasoning, questioning, and analysis across traditional boundaries of viewpoint, practice, and discipline.					X	X	X