

ASSESSMENT UPDATE

Graduate Council

October 3, 2023

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AGENDA

Co-Curricular Assessment

2021-2022 Institutional Assessment

University Assessment Reporting Timeline

Summary of Graduate Program Reports

Highlights of Deans' meetings

Recommendations to Provost



CO-CURRICULAR ASSESSMENT

Higher Learning Commission

Criterion 4. Teaching and Learning: Evaluation and Improvement

4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

CO-CURRICULAR ASSESSMENT

CURRICULAR LEARNING

Curricular learning refers to the lessons and academic content taught in a specific course or program. The scope of the University's formal assessment process comprises the assessment of the core curriculum, and all academic major and certificate programs. The formal assessment process also includes the assessment of credit-bearing courses aligned with service units that support co-curricular learning, that are not otherwise assessed within the context of an academic major or certificate.

Examples include library instructional support, tutoring, supplemental instruction, American Language Institute, and the credit-bearing courses affiliated with Rocket Kids, and Levis Leadership, etc.

CO-CURRICULAR LEARNING

Co-curricular learning is an intentionally designed learning opportunity sponsored by the University of Toledo that falls outside of the scope of a credit-bearing course, but reinforces the institution's mission, values, and complements the formal curriculum. Co-curricular programs purposefully align to, and support student development in, one or more of the institutional student learning outcomes (ISLO).

Examples include leadership, learning communities, undergraduate research, service learning, career services, etc.

Each academic program and co-curricular service unit that offers co-curricular programming is responsible for: (a) determining the program's alignment with the ISLOs; and (b) assessing and reporting the program's impact on students' learning.

EXTRA-CURRICULAR LEARNING

Extra-curricular learning encompasses activities for students that do not support their course of study. They may grow efficacy or be socially or otherwise relevant but not specifically designed to support the curriculum.

Extra-curricular learning falls outside the scope of the University's formal assessment process.

Examples include social student organizations, intermural sports, and athletics, etc.



**2021-2022
INSTITUTIONAL
ASSESSMENT**

University Assessment Reporting Timeline

Core Curriculum Reports

Final deadline to submit core curriculum course reports.

June 15th

October 15th

November 1st

December / January

February

March

Late Spring/Early Fall

Evaluation Report

Review of individual program reports complete. Liaison provides feedback to individual programs. Liaison completes evaluation report, summarizing results.

Analysis

UAC Liaisons review and analyze data, develop recommendations for Provost's consideration.

Share Findings with Faculty Senate & Graduate Council

UAC Leadership requests to share findings with Faculty Senate and Graduate Council

Program Reports

Final deadline for individual programs to submit reports. College/Co-Curricular units may establish an earlier deadline date.

Dean/VP Meetings

UAC Leadership meets with College/Co-Curricular liaison and leader to review results, and to discuss action items from the previous cycle.

Recommendations to Provost

Formal recommendations sent to Provost.



OVERVIEW OF PROGRAM-LEVEL REPORTS

85 Graduate Programs

530 Data points of Student Learning Outcomes (SLOs) aligned with one or more of the Institutional Student Learning Outcomes

78 Graduate/Professional Programs

509 Data points of SLOs

9 Colleges: AL, BU, EN, COM, HHS, JHCOE, NSM, NU, PHARM

7 Post-Bac. Certificate Programs

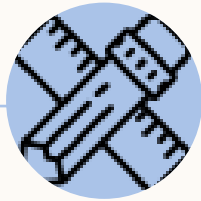
21 Data points of SLOs

5 Colleges: EN, COM, JHCOE, NU, PHARM

OVERVIEW OF PROGRAM-LEVEL REPORTS

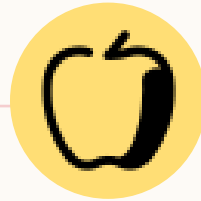
College	# of Data Points	# of Programs
HHS	143	14
EN	128	18
COM	84	14
PHARM	64	8
AL	35	9
NSM	35	8
JHCOE	16	6
BU	13	3
NUR	12	4

MEASUREMENT OF STUDENT LEARNING



DIRECT VS. INDIRECT

Direct measures assess student achievement of LOs, e.g., projects, papers, exams, a prescribed formalized test, or other program requirements, e.g., portfolio. Indirect measures assess thoughts about LOs, e.g., surveys or focus groups.



EMBEDDED

Data are embedded as part of the requirement for a course.



CAPSTONE

Data are collected within a capstone class/assignment; a capstone is a culminating experience that integrates and applies learning.

STOPLIGHT INDICATOR OF STUDENT ACHIEVEMENT



Green

Students are meeting or exceeding performance expectations

Yellow

Students are not meeting expected performance standards; faculty monitoring outcome

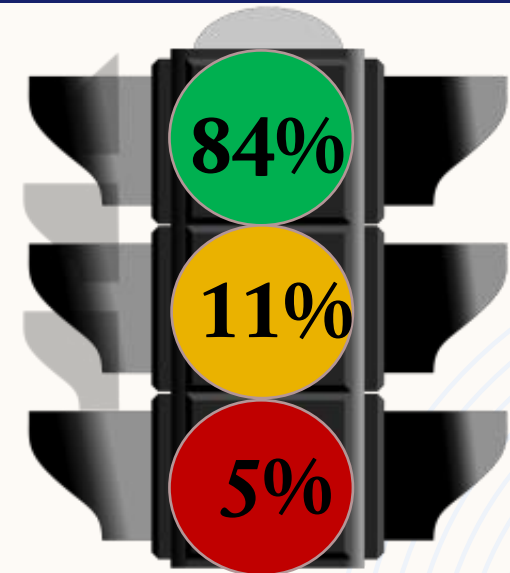
Red

Students are not meeting expected performance standards; outcome is a high priority for faculty focus

OVERVIEW OF PROGRAM-LEVEL REPORTS

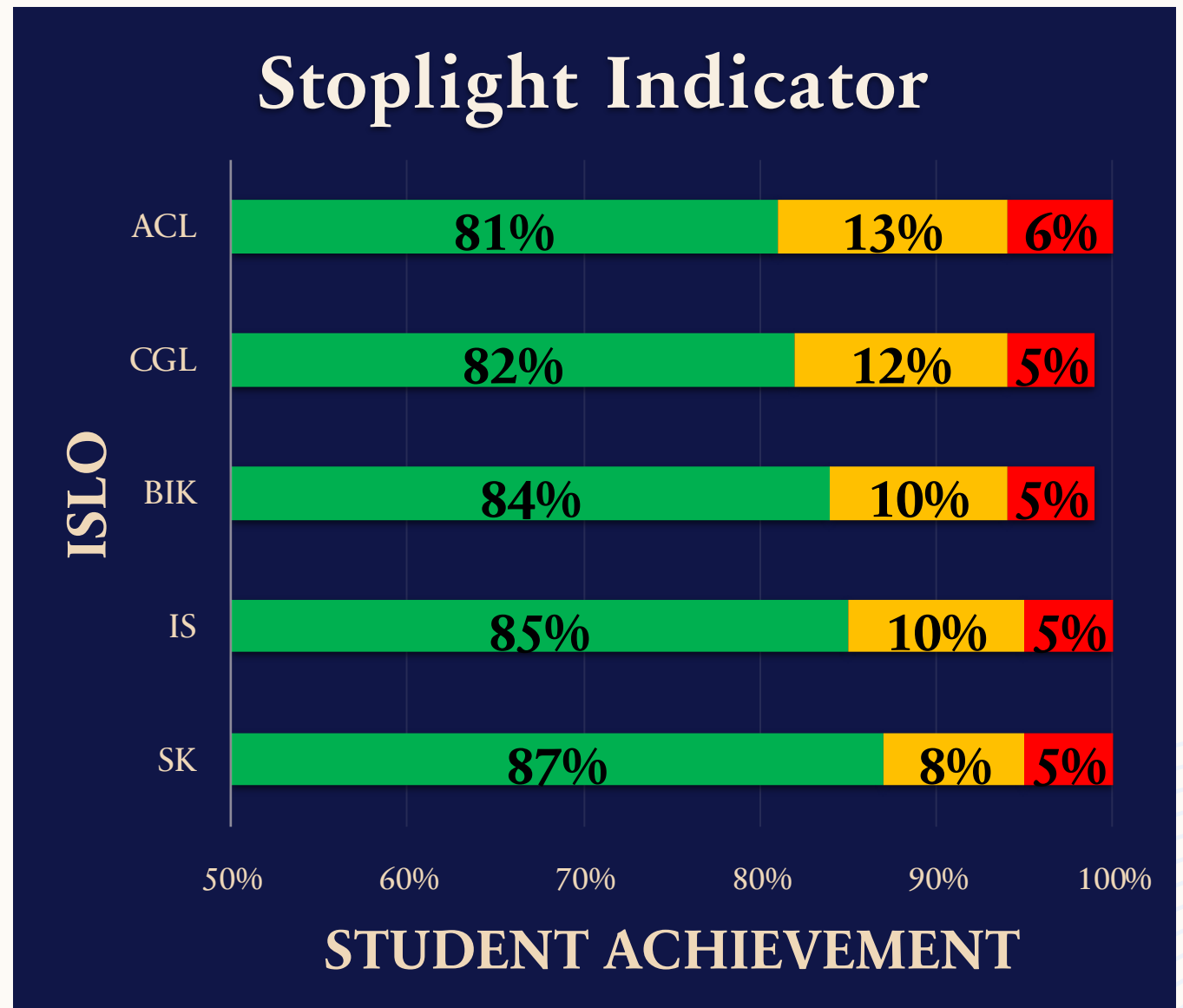
530	Total Data points of Student Learning Outcomes aligned with one or more of the Institutional Student Learning Outcomes
386	Specialized Knowledge
310	Intellectual Skills
241	Broad Integrative Knowledge
182	Civic and Global Learning
169	Applied and Collaborative Learning

Measures	
Direct	90%
Embedded within a Course	72%
Capstone	15%



STUDENT ACHIEVEMENT OF INSTITUTIONAL STUDENT LEARNING OUTCOMES

Overall, programs indicated that student achievement of the institutional student learning outcomes is strong.

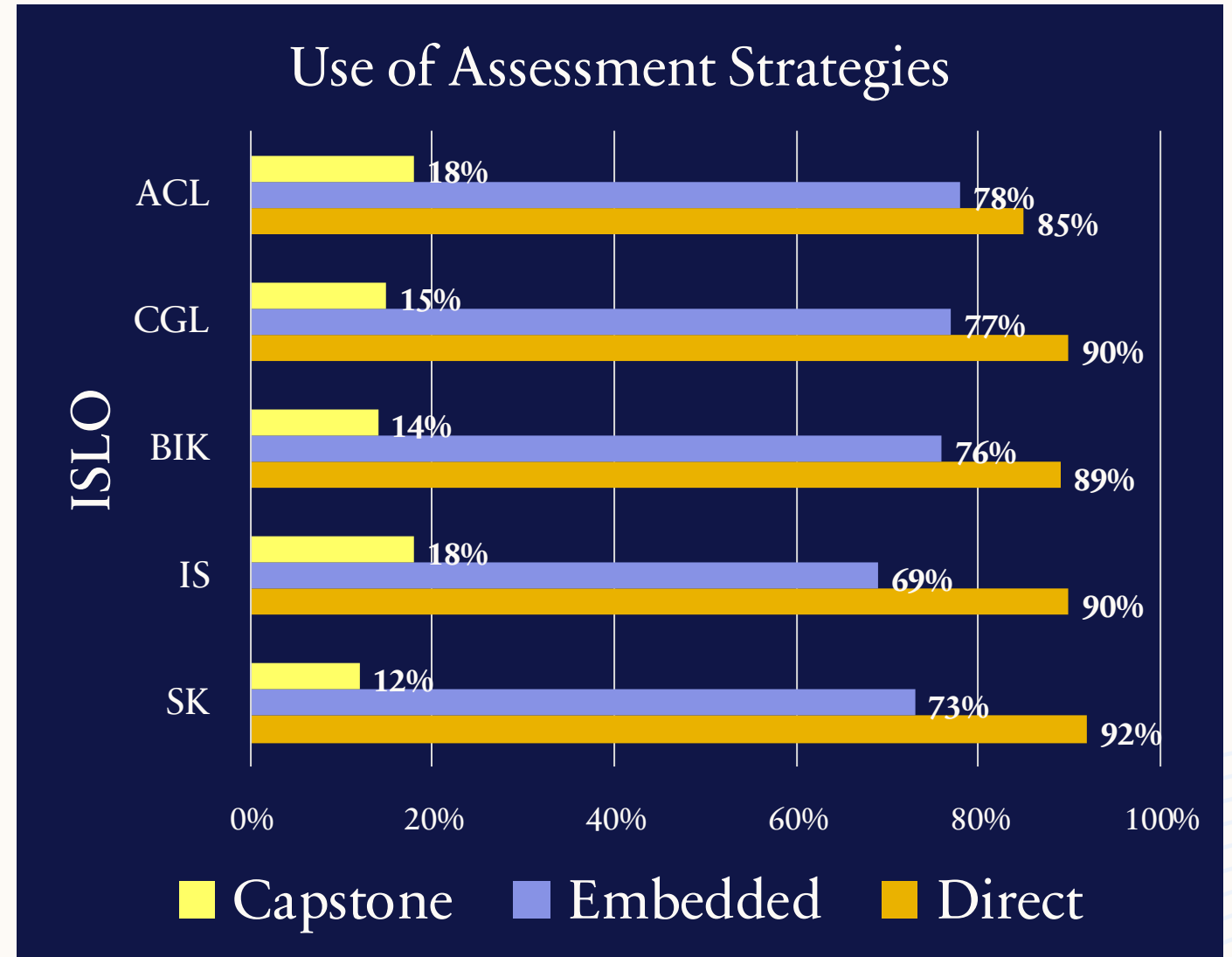


USE OF ASSESSMENT STRATEGIES

The use of direct measures 2021-2022 was prevalent across all institutional student learning outcomes.

The majority of academic programs embed their assessment measures within the context of a course requirement.

Capstone experiences are utilized in assessment practices for all of the institutional student learning outcomes.





STRENGTHS AND CHALLENGES

Summary from Meetings with the Deans

STRENGTHS

- Accredited programs
- Increased use of other institutional data sources to inform assessment (Huron, IR Dashboard, Starfish)
- Faculty engagement
- Leadership

CHALLENGES

- Certificate programs
 - Faculty lack awareness of HLC requirement to assess these types of programs
 - Insufficient enrollment to assess impact on student learning
- Co-curricular assessment
- Translating results from program to college and institutional-level recommendations
 - Snapshot nature of assessment reporting may be over-emphasizing some colleges, and some ISLOs
- Personnel Resources
- Faculty and Department Chair workload
- Program Director turn-over rate



RECOMMENDATIONS TO PROVOST

Review the certificate program assessment process

Research co-curricular assessment and
benchmark best practices at other institutions



THANK YOU!

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