University Assessment

New Faculty Orientation
August 17, 2010

Dr. Penny Poplin Gosetti
Interim Vice Provost for Academic Innovation
What is Assessment?

- Assessment is more than a response to demands for accountability, more than a means for curricular improvement.

- Effective assessment is best understood as a strategy for understanding, confirming, and improving student learning.

- Effective assessment of student learning is a matter of commitment, not a matter of compliance.

Higher Learning Commission
Questions to Guide Assessment

- How are your stated student learning outcomes appropriate to your mission, programs, degrees, and students?
- What evidence do you have that students achieve your stated learning outcomes?
- In what ways do you analyze and use evidence of student learning?
- How do you ensure shared responsibility for student learning and for assessment of student learning?
- How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?
- In what ways do you inform the public and other stakeholders about what and how well your students are learning?

Higher Learning Commission
Recent History of University Assessment

- Higher Learning Commission (HLC) conducted regional accreditation site visit, spring 2002.
- University hired Vice Provost for Assessment and Strategic Planning, fall 2002.
- HLC returned to University for focused visit in areas of assessment and strategic planning, spring 2005.
Responsibility for University Assessment

- Administrative responsibility for university assessment assumed by Interim Vice Provost for Academic Innovation, fall 2007.

- University Assessment Committee charged with preparing for HLC site visit, scheduled for February 2012.
Primary Goals of the University Assessment Committee

- Facilitate and document faculty efforts to assess student learning in each degree program, as well as in the general education program.

- Facilitate and document efforts of student affairs to assess student service outcomes.
Comprised of assessment liaisons from
- each of the academic colleges on both the Main and Health Science Campuses
- Student Affairs, the University of Toledo Learning Collaborative (UTLC), and Learning Ventures
- student representatives.
Assessment liaisons work with their respective units to:

- prepare assessment reports at the end of each academic year.
- prepare new assessment plans every 5 years.
University Assessment Committee

- Assessment plans, revised by units every 5 years, are reviewed by Assessment Planning Committee, currently chaired by Dr. Laurie Mauro in Pharmacy.

- Assessment Planning Committee will review assessment documentation for HLC site visit in 2012.
University Assessment Committee

- Assessment reports, prepared at the end of each academic year, reviewed by Assessment Report Committee, currently chaired by Dr. Lee Heritage in Arts and Sciences.

- Professional development activities, coordinated by the Professional Development Committee, currently chaired by Dr. Ben Pryor, Assistant Vice Provost, Learning Ventures.
UAC works closely with Faculty Senate Core Curriculum Committee to ensure yearly administration of *Collegiate Learning Assessment*, which measures student learning in general education.

UAC works closely with University Survey Committee, which coordinates university-wide student surveys, such as *National Survey of Student Engagement* and UT’s *Student Centeredness Survey*. 
University Assessment Tools

- E-portfolio software, *Epsilen*, available for creating Learning Matrices

- Ad hoc committee works with *Epsilen* programmers to design a Matrix tool to be a repository for UT student artifacts across their undergraduate years.
Institutional Research Office (IR) has web-based survey tool, **Vovici**, available for designing web-based assessment surveys.

- Staff in IR are available to help you design surveys for assessment purposes.
Faculty Role in Assessment

- Develop *measurable* objectives for program educational goals.

- Ensure direct and indirect measures of student learning are aligned with goals and objectives.

- Become knowledgeable and remaining current in the field of assessment, and with the assessment program, its structures, components, and timetable.
Faculty Role in Assessment

- Learn vocabulary and practices used in effective assessment activities and contribute to assessment discussions and activities.

- Engage in effective assessment practices

- “Close feedback loop” by reviewing assessment data and identifying areas of strength and areas for possible improvement of student learning.

- Link assessment findings to decision making and instructional and program improvement.
Questions?

- Dr. Ron Opp – Chair of the University Assessment Committee – ron.opp@utoledo.edu

- Dr. Penny Poplin Gosetti – Interim Vice Provost for Academic Innovation – penny.poplin.gosetti@utoledo.edu

- http://utassessment.utoledo.edu