

**OFFICE OF THE PROVOST
AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS**

COUNCIL FOR LEARNING OUTCOMES ASSESSMENT (C-LOA)

REPORT

January 2016-May 2017



ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

OFFICE OF THE PROVOST
COUNCIL FOR LEARNING OUTCOMES ASSESSMENT (C-LOA)

REPORT

Table of Contents

| | | |
|------|---|----|
| I. | Committee Charge..... | 1 |
| II. | Committee Membership..... | 2 |
| III. | Committee Activities and Process | 2 |
| IV. | Recommendations..... | 9 |
| V. | APPENDIX A: Undergraduate Assessment Template..... | 13 |
| | APPENDIX B: Workshops..... | 19 |
| | APPENDIX C: Talking Points..... | 21 |
| | APPENDIX D: FAQs..... | 22 |
| | APPENDIX E: Letter to Campus..... | 24 |
| | APPENDIX F: Educational Policy Committee..... | 25 |
| | APPENDIX G: Rubric..... | 27 |
| | APPENDIX H: Process for evaluation..... | 29 |
| | APPENDIX I: Access to learning outcomes assessment..... | 30 |
| | APPENDIX J: Suggested Graduate Process Template..... | 31 |
| | APPENDIX K: Degree Programs..... | 37 |
| | APPENDIX L: Principles for Assessment at Illinois..... | 41 |

I. COMMITTEE CHARGE

Our campus is committed to the educational achievement of our students, and we strive to offer educational programs that are of the highest quality. A regular and thoughtful practice of articulating and assessing student learning outcomes allows for our campus to ensure that our graduates are receiving the world-class education that we promise. We are increasingly called on to demonstrate that our students have met certain learning goals, and to continuously review and affirm or improve our curricula based on feedback obtained through assessment.

To promote and guide these activities on our campus, the inaugural Provost's Council for Learning Outcomes Assessment (C-LOA) was created. The committee membership was established through nominations by a dean or other unit leader because of individuals' broad understanding of quality teaching and learning and commitment to continuous improvement of teaching and curricula.

The initial role of the Council is to foster a practice of assessment that is ongoing and meaningful to campus units. Our assessment efforts should also satisfy the needs of program and institutional accreditation. Over the long term, the Council will coordinate the assessment of student learning at Illinois, both at the institutional level and at the unit level, assuring that learning goals have been identified, that continuous evaluation is occurring, and that the evidence from those evaluations is being used to improve educational quality when needed.

Some assessment work has already begun. In 2008-2009, the university collected assessment plans from all academic units, and the Council should build on this previous work. Also, in spring 2015 a committee arising from the Campus Conversations on Undergraduate Education project created a draft set of campus-level learning outcomes for undergraduate students. Finally, an Assessment Working Group began meeting in fall 2014 to develop resources for assessment at Illinois. Members of that group have been involved in articulating principles for assessment, designing a website to support assessment, and leading assessment related workshops.

C-LOA was asked to complete the following tasks by May 15, 2016:

- Identify all units that are to be involved in the assessment of student learning.
- Survey and review the current status of program-level outcomes assessment across campus.
- Articulate campus expectations for unit-level activities around outcomes and assessment.
- Create an initial process for collecting unit-level assessment information during the 2016-17 academic year and begin to think about an ongoing process.
- Review the draft campus-wide undergraduate learning outcomes, and recommend a process by which they could be reviewed, refined, adopted and assessed.
- Receive an update on the recent efforts of the Assessment Working Group.
- Familiarize yourselves with the expectations of the Higher Learning Commission, our regional accreditor, around assessment.

C-LOA was asked to respect the variety of goals and types of evidence of student learning that may be appropriate across different programs.

In the 2016-17 academic year, the Council was asked to do the following:

- Communicate with the campus community about the expectations for assessment, including expectations related to regional accreditation.

- Collect assessment materials and reports from across campus to serve as examples of assessment practices, to assure that units are actively engaged in examining educational quality, and to fulfill the expectations of accreditors.
- Guide the adoption and assessment of campus-wide learning outcomes for undergraduate students.
- Provide advice to the Assessment Working Group on resources they could develop or provide to promote learning outcomes assessment and assist units in their assessment work.
- Recommend a structure and basic charge for continuing work of the Council as a standing committee of the campus.
- Recommend policy changes that might be needed to ensure that outcomes assessment on campus is ongoing, effective and meaningful.

II. COMMITTEE MEMBERSHIP

Wynne Korr, School of Social Work, *Chair*

Anna Dilger, ACES

Kim Graber, AHS

Xiaoling (Clare) Chen, BUS

Sarah Lubienski, EDU*

Jessica Li, EDU**

Erhan Kudeki, ENGR

Louis Bergonzi, FAA

Daniel Newman, LER

Stephen Altaner, LAS

Colleen Murphy, LAW

Linda C. Smith, SIS

Ann Reisner, Media

Dawn Morin, VetMed

Phyllis Baker, Student Affairs

Kimberly Shinew, Graduate College*

Isabela Molina, Graduate College**

Eric Meyer, Senate

George Gollin, General Education Board

Spencer Haydary, Undergraduate Student

Kirstin Phelps, Graduate Student

Michel Bellini, CITL

Provost's Office Staff: Staci Provezis

*on Council for Spring 2016 only

**on Council starting in Fall 2016

III. COMMITTEE ACTIVITIES AND PROCESS

The Council met five times over the course of the *Spring 2016* semester. An outline of the semester's meetings is listed below.

Initial Meeting, March 3, 2016: The Council received the charge from Vice Provost Charles Tucker, discussed the scope of the work for the semester, and reviewed assessment terms and

definitions as well as the role of accreditation in pushing assessment work forward. The Council familiarized itself with the HLC requirements for assessment.

Meeting 1, Wednesday, March 16, 2016: The Council reviewed the draft learning outcomes. Kelly Ritter, chair of the Spring 2015 Student Learning Outcomes (SLO) committee, talked about the work of the student learning outcomes committee. The Council agreed that the SLO committee's work represents both the campus-wide aspirations for our students and the perceptions of the students' achievements. The Council particularly liked the communication strategy outlined in the SLO report, which explained that the following groups should be engaged in the adoption of the Student Learning Outcomes:

Unit Executive Officers, Associate Deans, the Council of Undergraduate Deans, Teaching Academy members, the Student Affairs Committee, and other campus councils (such as the Humanities Council) and advisory boards. We also agreed that undergraduate students should ideally have some role in leading the campus toward embracing the SLOs, and that students should be encouraged to take ownership of their learning through an understanding of where and how the SLOs might engage with the courses, projects, and experiences they have chosen to engage in during their time at Illinois.

The Council discussed how the campus Student Learning Outcomes would proceed to the Academic Senate, and it was determined that the Educational Policy Committee would be the group to review and, we hope, endorse. The Council would like to see the campus student learning outcomes used across campus for general education, program approvals, and inclusion in course syllabi.

Meeting 2, Friday, April 8, 2016: The Council focused on program-level assessment and communication for this meeting. The Council reviewed historical information from 2008-2009 unit assessment reports and the information from peer institutions. The Council determined that all curricular and co-curricular units will need to respond to the expectations for learning outcomes assessment on campus to satisfy the requirements of the accreditor. C-LOA will serve as assessment ambassadors, develop the process for assessment on campus, and collect the assessment information. The Council came to consensus that it liked the template that Wisconsin is using, and it would like to explore creating something similar for Illinois. Moreover, the Council would like to identify ways that these efforts can be integrated into other processes, such as academic program review, Illinois Board of Higher Education Program Review, Senate processes, specialized accreditation, and so on.

The Council agreed that the campus should begin by reviewing the 2008 plans. The units should be asked how they have updated or modified what they are doing, what they are doing now, and what help do they need to move this work forward. The Council already agrees that the units will need strategies for data collection and best practices.

Meeting 3, Tuesday, April 19, 2016: The Council began to draft the progress report, to make plans for the 2016-2017 work, and to discuss communication strategies for assessment.

The communication strategy regarding assessment will be important in setting the right tone for engagement with the campus work and for encouraging ongoing participation. The materials that request assessment information from the units should indicate why we are doing

assessment, how it is important for student learning, how it affirms or improves the curriculum, and how the campus is seeking information from units rather than issuing directives to them.

Meeting 4, Monday, May 2, 2016: The Council reviewed the draft report and established a timeline for collecting information during the next academic year. The Council agreed that the first actions of the fall semester will include adapting/adopting a template and finalizing a statement motivating campus participation in assessment and describing assessment resources. The principles for assessment will be shared with the wider campus community.

In addition, the Council discussed the process for adopting the Campus Student Learning Outcomes, determining that a meeting with Senate leadership before the end of the year would allow the work to start immediately in the 2016-2017 academic year. While mapping program-level outcomes to the campus learning outcomes might be an ideal goal, the Council did not want to wait for approval of the campus learning outcomes before collecting program-level information.

During the *AY16-17*, the Council met eight times. The meetings are outlined below.

Meeting 1, Friday, September 2, 2016: The Council reviewed the charge of the committee for this year, which emphasized the collection of learning outcomes assessment information from across campus. Council members then reviewed and approved the template (see Appendix A) to be used for the collection of assessment information and discussed the workshops (see Appendix B) to be offered this year. The Council also discussed communication strategies for the work, including creating a one-page overview on Learning Outcomes Assessment at Illinois (see Appendix C), a FAQs document (see Appendix D), and a letter from the Provost to the deans and department chairs (see Appendix E); the request for information should start after the learning outcomes assessment website is launched. Finally, the Council recommended that a streamlined process be created for units to provide annual updates on assessment progress. The Council would like to include student learning outcomes in the Academic Catalog. The campus student learning outcomes need to be presented to the Educational Policy Committee.

Meeting 2, Tuesday, September 13, 2016: During this meeting, the Council identified questions that should be included in an FAQ and information that should be included on the one-page overview (Talking Points) that will be shared with campus. The Council also discussed ways to reach out to colleagues regarding the assessment work taking place.

Meeting 3, Thursday, October 13, 2016: The Council reviewed the draft Talking Points and FAQs. Members received updates about the learning outcomes work: the Provost talked about Learning Outcomes during the Town Hall; Provost's October newsletter mentioned learning outcomes; Council of Deans received an update during the September meeting; in October, the Annual Workshop for Directors of Graduate Study and Graduate Contacts held a discussion on student learning outcomes assessment; the October Assistant & Associate Deans meeting included a presentation on learning outcomes assessment; LAS advisors meeting covered learning outcomes assessment; and Academic Leadership Series/EO Workshop focused on learning outcomes assessment. Starting in October, a learningoutcomes@illinois.edu email address was made available. The Council planned for the October 24th Educational Policy Committee meeting, where the campus-wide learning outcomes will be shared. Then, the committee discussed Graduate Student Learning Outcomes Assessment planning, and it was

decided that the UG planning will come first, and that Graduate Assessment plans will be requested in May 2018 to give units time to plan.

Cheryl Hanley-Maxwell, Dean for Applied Health Sciences, joined the University of Illinois this academic year from the University of Wisconsin. She was involved with the assessment work at Wisconsin and shared her experience. She emphasized that it is important to consider three to five outcomes that you want students to have when they graduate. Sharing examples of the outcomes can help the units know how to create their own. She emphasized that it is important to understand progress towards the outcome, so that you know how students get to the outcome. Therefore, programs need a coherent curriculum that leads to positive outcomes for the students. The Council asked Dean Hanley-Maxwell how to incentivize outcomes work and engage faculty. She replied that her department had a retreat, and she emphasized the importance of being able to share what is unique about the learning in the degree program to attract students. She emphasized that programs need to match assessment to the outcomes.

Meeting 4 Monday, December 12, 2016: The Council discussed the Assessment website and template distribution. The website includes important resources for the template work, and the Council agreed that the templates should not go out until the website is available. Anticipating a January release of the website and the request for assessment information, the Council agreed to keep the May 1 deadline. The Council also reviewed the degree program list, which showed which individual program leaders were met with ahead of the January announcement. The Council was updated on the meeting that took place with the Educational Policy Committee (EPC), where Wynne Korr, Kelly Ritter, and Staci Provezis presented to the committee. EPC asked for a short report that could be forwarded as an information item to the Senate (see Appendix F for report submitted and approved). The Council should also submit a request to Educational Policy Committee and General Education Board about the assessment template, so as to explore how new programs can start doing similar assessment work.

Meeting 5, Tuesday, January 31, 2017: The Spring 2017 plans were outlined during the first part of this meeting, and then the group broke into two working groups: 1) **Graduate Assessment Working Group:** designed to discuss in detail and plan the template for graduate programs and chaired by Isabel Molina; and 2) **Oversight Working Group:** created to think about possible ways to provide oversight to the process and chaired by Anna Dilger.

Graduate Assessment Working Group: Began to discuss rollout for graduate communication and reviewed models for undergraduate rollout/template. Group decided that Department heads, Associate heads, and Graduate contacts should be involved with actual rollout. The template should be sent in August with an expectation to have it completed by April 2018. Information about the process should be shared on the Graduate College website and the Provost's Assessment website. Discussed philosophy/approaches for assessment, curriculum mapping (using benchmarks instead of experiences). Examples of completed templates will be needed.

Oversight Working Group: Began to discuss who will have access to the Assessment Reports, assessment data, and follow-up work. Some expressed concern with campus oversight of data leading to less forthcoming reports. For assessment to truly be helpful, programs will need to address weaknesses without it being held against them. Started to discuss a mechanism for reviewing the reports. Also, explored ways that the programs will provide updates on their assessment reports on an annual basis in a way that will not be overly burdensome.

Meeting 6 Friday, February 24, 2017 (working groups): During this meeting both Working Groups met separately.

Graduate Assessment Working Group: Decided to have two templates: one for master's programs and one for doctoral programs. Agreed to use a similar structure of the template that was used for Undergraduate, but to make some changes for graduate specific information (e.g., including milestones in curriculum map). Talked about whether AIDE could fit into this work in some way.

Oversight Working Group: Reviewed several examples of rubrics used to evaluate assessment plans, and decided to go with a simple rubric that indicates yes or more information needed (see Appendix G). Started with the Program Review Policy on sharing materials and adapted it for Learning Outcomes Reports (see Appendix H). Decided to extend the table in the assessment template for updates (see Appendix I).

Meeting 7: Friday, April 14, 2017 (full group): The Council was provided with updates on the workshops, meetings, and assessment planning. The workshop attendance has been between 30-40 people that represent various college and program representatives. Overall, there appeared to be a clear understanding of why this work is being done. Educational Policy Committee received the report on campus student learning outcomes, and it forwarded it on to the Senate. The Senate will be on record as having accepted. The full group was updated on the tasks of the Working Groups.

Graduate Assessment Working Group: Shared the revised template, which looks nearly identical to the Undergraduate template with a few changes to make it more specific to graduate education (see Appendix J). If consistent with feedback received thus far, people appreciate that it looks like the undergraduate template and is easy to understand. There are some changes to the graduate template – for example curriculum mapping will change “experience” to “milestone”, co-curricular steps for professional – include conference presentations, exclude study abroad, include *residency, internships* (master's but not doctoral). Graduate degree program template will be due April 2018, based on a discussion of the full Council.

Oversight Working Group: Outlined the process for evaluating the assessment reports, stating that each member of the Council would review 10 templates – committee says YES OR *please give us more information* (rubric). In addition, part of the process will include asking programs to update the last page each year – *this is what we completed in the past academic year, and this is what we plan to do this year*. In regards to transparency, who would have access, it was decided that the data belongs to the unit and it is not reported out to the campus. The Provost's Office holds all reports, but does not share information with other units, unless unit gives permission. The Council will continue to explore if learning outcomes can be included in the Academic Catalog, since the outcomes define what the unit offers, but does not change the degree program.

The Provost's Office plans to continue the Council as a standing committee. A new chair will be appointed next year because Wynne Korr is returning to the faculty. Moving forward, members will be asked for a three-year commitment. Given the original Council has already served three semesters, a request will be sent to them to determine if they want to continue and for how long (with a 1-3 year commitment). In so doing, the Council will maintain some continuity, and it will allow for staggered terms.

Meeting 8: Tuesday, May 9, 2017

The Council received the update that over 80% of the degree programs (see Appendix K) had submitted the required template and that the campus learning outcomes had been approved by the Senate. They discussed future membership on the Council. In addition, the Council reviewed and offered feedback for the C-LOA report.

The Council had read at least one of the assessment reports, and using the draft rubric, they reviewed the report. This activity was done not to actually review the report, but instead to better understand the effectiveness of the rubric. It was decided that the rubric needs to better follow the template, and that the rubric should be given to the departments earlier. The rubric would be more helpful to departments if it had tips on how the information in the assessment plan could be improved. The tips could possibly point to resources. The rubric should also allow for the Council members to flag a great example, prior assessment, and if the program's outcomes map to the campus learning outcomes. Consider having the rubric electronically available. Reviewing the plans took about 20 minutes, and the Council members confirmed that reviewing 10 a year would be possible. In addition, they believe that the reviews should take place prior to December 1, 2017.

Timeline of 2016-2017 Activities (outside of council meetings)

September 21, 2016: Updated the deans on the learning outcomes assessment process underway (Wynne Korr)

October 3, 2016: Discussed learning outcomes assessment process with Council for Undergraduate Deans (Staci Provezis)

October 12, 2016: Presented on learning outcomes assessment process to A&A Deans (Staci Provezis)

October 24, 2016: Presented the campus learning outcomes and the process for collecting assessment templates to the Educational Policy Committee. (Wynne Korr, Kelly Ritter, and Staci Provezis)

November 18, 2016: Student learning outcomes assessment work announced in *Update on Academic Affairs* newsletter

January 10, 2017: Provost's Office website launched, including a section on Assessment where learning outcomes assessment information could be found (such as introductions to learning outcomes assessment, past reports, assessment workshop announcements, where to upload assessment reports).

January 12, 2017: Using email communication, Interim Provost Ed Feser requested of Academic Deans, Council of Undergraduate Deans, and Academic Department Heads, Directors, and Chairs to document the learning outcomes and assessment activities for undergraduate educational programs by May 1, 2017. Units were informed that information on graduate degree programs will be requested during the 2017-2018 academic year.

February 8, 2017: Student learning outcomes assessment website and workshops announced in Update on Academic Affairs newsletter

February 20, 2017: Email communication about workshops sent to Department Heads, Directors, and Chairs

February 28, 2017: Workshop on Writing Learning Outcomes

March 6, 2017: Workshop on Mapping Your Curriculum

March 10, 2017: Workshop on Writing Learning Outcomes

March 14, 2017: Workshop on Using ePortfolios for Assessment

March 15, 2017: Shared campus learning outcomes and assessment information with Provost's Office Undergraduate Student Advisory Board (Staci Provezis)

March 31, 2017: Workshop on Methods & Measures for Assessing Learning and Program Quality

April 10, 2017: Educational Policy Committee meeting to share campus learning outcomes report

April 13, 2017: Assessment Planning Working Brown Bag

April 14, 2017: Reminder about student learning outcomes assessment work announced in Update on Academic Affairs newsletter

April 17, 2017: Assessment Webinar by AAC&U: Beyond the "A" Word: Assessment that Empowers Faculty to Take Risks with Pedagogical Innovation

April 20, 2017: Reminder message sent to Academic Deans, Department Heads, Directors, and Chairs

April 21, 2017: Assessment Planning Working Brown Bag

May 1, 2017: Undergraduate Learning Outcomes Assessment reports due to the Provost's office. By that date, the Provost's office had heard from 90% of the degree programs. Also, on this date, campus student learning outcomes listed on the Senate agenda and approved.

IV. RECOMMENDATIONS

The purpose of assessment is to assure that students are learning what their programs want them to learn. Through assessment, faculty should acquire information that is useful for review of the curriculum. Some programs are already engaged in assessment, primarily for specialized accreditation purposes. In the interest of efficiency, their assessment reports should satisfy the campus documentation requirements. Other units may be participating in assessment-related activities without reporting their findings. C-LOA will establish a coherent process for collecting information about units' assessment activities.

The assessment of student learning required by the Higher Learning Commission involves not individual course assessment but program-level assessment. Courses have their own set of assessment criteria, and a program is an aggregation of courses, but a program needs to be independently evaluated to assure that it is meeting its instructional goals. C-LOA would like assessment to become an inseparable part of the culture of the University so that curriculum decisions are always informed by careful review of learning goals and assessment data. The Council will monitor programs' assessment practices rather than serve to approve curriculum changes.

The Council understands that there are challenges to building a culture of assessment. Faculty already have many obligations and will see assessment as an additional task; until assessment is built into the culture, this perception is likely to continue. Misperceptions sometimes make faculty reluctant to engage in learning outcome assessment. For example, faculty may perceive they lack expertise in this type of assessment, when they are already skilled at individual student assessment and could easily shift to program assessment. They may also be concerned that student learning outcome assessment could be used in assessing their own performance. It is not and cannot be used in that way.

To build a successful culture for assessment, our campus will need institutional leaders to support the assessment efforts, assessment information will need to be openly shared across campus, resources will need to be developed that can assist with assessment efforts, and assessment should be routinized into other reporting structures. Assessment plans will need to be reviewed and updated, and a systematic process developed to collect information on a regular cycle.

The Council agrees with the Assessment Working Group's *Principles for Assessment at Illinois* that state that the assessment of student learning should begin with educational values; that assessment is most effective when it reflects an understanding of learning as multidimensional, dynamic, contextual, and experiential; assessment works best when programs have clear, explicitly stated purposes; assessment works best when it is ongoing, not episodic; assessment fosters wider improvement when representatives from across the educational community are involved; assessment makes a difference when it addresses top-priority issues to illuminate outcomes of highest importance to stakeholders; assessment leads to improvement when it is part of a larger set of conditions that promote change; and through assessment, educators meet responsibilities to students and to the public. See Appendix L for the full description of these principles.

The Council has made the following progress on the items that it was charged with for *Spring 2016*, and it has made several recommendations to move this work forward.

- **Charge:** Identify all units that are to be involved in the assessment of student learning.

- *Activity/Decision:* All curricular and co-curricular units (e.g. library, student affairs units, and leadership center) on campus will need to be involved in the assessment of student learning according to the Higher Learning Commission (HLC) requirements, specifically Criterion 4.B.2.
- **Charge:** Survey and review the current status of program-level outcomes assessment across campus.
 - *Activity/Decision:* The Council found that most of the unit assessment plan reports from 2008-2009 have not been updated. These can be found here: <http://cte.illinois.edu/outcomes/outcome.html>.
- **Charge:** Articulate campus expectations for unit-level activities around outcomes and assessment.
 - *Activity/Decision:* Learning outcomes assessment at the program-level should be ongoing, systematic, and sustained to assure that students learn what is expected of them at the degree level. This assessment activity allows the program faculty to affirm or improve the curriculum based on the findings. Assessment done for this purpose is **not** about evaluating faculty nor about allocating funds. Learning outcomes assessment also allows for the campus to comply with HLC requirements, which expect that all curricular and co-curricular units “demonstrate a commitment to educational achievement and improvement through ongoing assessment of student learning” (Criterion 4).
 - *Activity/Decision:* The Council believes that all curricular and co-curricular units should have stated and measurable student learning outcomes. The outcomes should be mapped to the curriculum to show where students achieve the outcome. The unit should identify questions about its students’ learning that the faculty hope to better understand. These questions should be of interest to the faculty in the unit as they reflect on the students’ knowledge, skills, and dispositions.

All units’ responses will be guided by a template that will be shared with the Council and posted on a campus Learning Outcomes Assessment website, which is under development. Updates to this information will need to be made on a regular basis that is yet to be determined. After the first round of updates occurs during the 2016-2017 academic year, the information may be regularly revised during the unit’s scheduled program review.

- **Charge:** Create an initial process for collecting unit-level assessment information during the 2016-17 academic year and begin to think about an ongoing process.
 - *Activity/Decision:* The units will receive a communication around September 15 describing the learning outcomes assessment work by University leadership (chancellor and provost) and the resources available on campus. Around October 1st, the units will receive a message that will include a template, asking for the units to review and revise past reports, including any changes to their learning goals as well as current assessment activities. The template or similar information from the template will be requested some time between March 1st to May 1st. Not all goals have to be assessed every year, instead the program should identify the appropriate strategies it hopes to take to assess the outcomes over the next five years. This template will be finalized at the first C-LOA meeting of the 2016-2017 year.

- **Charge:** Review the draft campus-wide undergraduate learning outcomes, and recommend a process by which they could be reviewed, refined, adopted and assessed.
 - Activity/Decision: The Council agrees that the campus should move to approve the student learning outcomes.
 - Activity/Decision: Some members of the Council with Senate affiliations will help support this work going forward. Eric Meyer met with Senate leadership to identify next steps. Early discussions with Senate leadership suggests that C-LOA forward the Student Learning Outcomes report to the Educational Policy Committee, which could attach some acknowledgement and brief statement of intent that could then be forwarded to the Senate, probably as an information item.
- **Charge:** Receive an update on the recent efforts of the Assessment Working Group.
 - Activity/Decision: The Council was informed that the Assessment Working Group created principles for assessment and that it is in the process of creating a website; this website will be useful for collecting the unit reports.

For the 2016-2017 academic year, the Council has made the following progress on its charges, and it has made several recommendations to move this work forward.

- **Charge:** Communicate with the campus community about the expectations for assessment, including expectations related to regional accreditation.
 - Activity/Decision: The Council engaged in workshops, presentations, and discussions within colleges and departments.
- **Charge:** Collect assessment materials and reports from across campus to serve as examples of assessment practices, to assure that units are actively engaged in examining educational quality, and to fulfill the expectations of accreditors.
 - Activity/Decision: The Council successfully collected over 80% of the reports for undergraduate programs..
- **Charge:** Guide the adoption and assessment of campus-wide learning outcomes for undergraduate students.
 - Activity/Decision: The Council forwarded a report to Educational Policy Committee that was forwarded to the Senate on May 1, 2017 and approved.
- **Charge:** Provide advice to the Assessment Working Group on resources they could develop or provide to promote learning outcomes assessment and assist units in their assessment work.
 - Activity/Decision: Council members provided suggestions for workshops and materials to help with the assessment roll out this year.
- **Charge:** Recommend a structure and basic charge for continuing work of the Council as a standing committee of the campus.
 - Activity/Decision: Council members were asked if interested in continuing and for how long (1-3 years. This will create a committee with knowledge of what was done before and a staggered membership.
 - The Council created the Graduate template and a process for evaluating the assessment reports.

- The Council believes that more capacity is needed for the assessment work on campus. Benchmarking against peer campuses, at least one additional FTE is needed.
- The Council would like to see that outstanding assessment work be recognized—possibly having “awards” for assessment or seed grants that provide additional help for promising assessment activities.
- **Charge:** Recommend policy changes that might be needed to ensure that outcomes assessment on campus is ongoing, effective and meaningful.
 - Activity/Decision: Work with Educational Policy Committee to assure that changes in curriculum or new programs have assessment built into the proposals, including the stated learning outcomes for the programs.
 - Work with the General Education Board to encourage that learning outcomes and assessment of the courses are embedded into the course proposals.
 - Add program level outcomes to Academic Calendar on Courseleaf, so that they are easily accessible to students.

C-LOA will continue to serve as ambassadors for learning outcomes assessment, by identifying and assisting with workshops and training opportunities; by providing feedback on the assessment reports; by overseeing that a repository for the assessment reports is built; and by promoting that assessment work be embedded in other processes.

Assessment Process Template: Undergraduate Degree Programs

The campus is undergoing a systematic approach to collect learning outcomes assessment information for every degree program. An overview of the five steps to complete this process is listed directly below, and the following pages include the template.

Five steps to filling out the following assessment template:

1. **Describe** how assessment will be administered in the department/program (page 2).
2. **List** the intended student learning outcomes for the degree program (page 3).
 - What should students know or be able to do if they complete the degree program?
3. **Map** the curriculum onto the student learning outcomes (page 4).
 - Where are the students learning the intended program outcomes?
 - What shared experiences do the students have outside of the curriculum?
4. **Explain** what assessment activity has taken place (page 5).
 - What did you learn from past assessment activities?
 - How did you use what you learned to affirm or improve the student experience?
5. **Identify** the questions the department wants to ask about the student outcomes and how the questions will be answered using direct and indirect assessment strategies (page 6).
 - Are the students learning what you want them to learn?
 - How will you know that your students are learning the program outcomes?
 - What information will you collect to better understand student learning?

For resources, please see the Learning Outcomes Assessment [website](#), attend a workshop (see website for workshop details), or contact Staci Provezis, Assistant Provost for Assessment, at sprovez2@illinois.edu or learningoutcomes@illinois.edu.

DUE: May 1, 2017

Assessment Process Template: Undergraduate Degree Programs

Identifying Information

School/College:

Undergraduate Degree/Major Program Name:

Faculty Director Contact/Title:

Contact Information:

Step 1: Assessment administration in the department

1. **Who will lead the assessment work?**
(identify an individual or team who will coordinate the implementation of the plan)

2. **How will assessment information be shared within the department/program?**
(typically during an annual meeting of the program faculty and staff; note that at this meeting the program may want to review enrollment information, course progression, degree completion, and other structural features of the student experience in addition to the evidence about student learning)

3. **What is the plan for production of an annual summary report?**
(the annual summary report includes the materials that form the basis of discussion at the annual meeting of the program faculty and staff, along with any recommendations made after considering the student learning assessment information presented; a template will be provided to collect this information)

Assessment Process Template: Undergraduate Degree Programs

Step 2: Student Learning Outcomes

In this section, please **list** the program's student learning outcomes.

- Look to the campus student learning outcomes as a resource for program-level outcomes. Not all campus learning outcomes need to be present in the program outcomes, and a program may have more than one outcome under a campus outcome.
- The learning outcomes should represent what students are able to do or know as a result of the program.
- Most programs have 3 to 5 learning goals. Space to list the program learning outcomes is available below; add rows as necessary.

Student Learning Outcomes

1.

2.

3.

4.

5.

Assessment Process Template: Undergraduate Degree Programs

Step 3: Undergraduate Degree Program Curriculum Mapping

This worksheet, or similar document, **must be included** with the submission of the program's assessment plan.

- **Learning Outcomes** – Enter the academic degree program learning outcomes identified in the assessment plan on the top row of the following chart. Feel free to add columns if the academic degree/major program has more than five learning goals.
- **Degree/Major Program Courses/Experiences** – List all degree requirements (in some cases co-curricular experiences may also be included if required by every student). Feel free to add rows as needed.
- Indicate where the course or learning experience contributes to each of the learning goals. Courses may contribute to multiple learning goals.
 - May indicate with an X
 - Or, A= Attained; R= Reinforced; M= Mastered, (F) = Formal Feedback w Graded work and rubric

| Curriculum Map | | | | | |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|
| <u>Degree Program Courses or Experiences</u> | Learning Outcome #1 | Learning Outcome #2 | Learning Outcome #3 | Learning Outcome #4 | Learning Outcome #5 |
| Course #1 | | | | | |
| Course #2 | | | | | |
| Course #3 | | | | | |
| Course #4 | | | | | |
| Course #5 | | | | | |
| Course #6 | | | | | |
| Course #7 | | | | | |
| Course #8 | | | | | |
| Course #9 | | | | | |
| Course #10 | | | | | |
| Course #11 | | | | | |
| Course #12 | | | | | |
| Course #13 | | | | | |
| Course #14 | | | | | |
| Course #15 | | | | | |
| Experience #1 | | | | | |
| Experience #2 | | | | | |

**Add additional rows as needed to capture all requirements.*

Minimally, all of the courses required to complete the major degree program should be listed. Optionally, elective courses may be included in addition to the required courses.

Assessment Process Template: Undergraduate Degree Programs

Step 4: Previous Assessment Activities

What use has your program made of assessment evidence (formally or informally collected) in the last 5 years? Please outline what actions (if any) that your program has taken in the last five years that responded to assessment evidence. The actions may include: any changes that impact the degree program, such as changes to curriculum, instruction strategies, or co-curricular activities (such as internships, study abroad) *and* any decision to continue a current practice that evidence shows is effective. Please also explain what evidence was used to inform your department's practice.

Assessment Process Template: Undergraduate Degree Programs

Step 5: Assessment Planning

What questions, issues, or concerns about student learning in the degree program do you want to address? Looking at your program's student learning outcomes write at **least three questions** you would like to pursue to learn more about student learning at the program level. Describe what information you need to answer the questions and the timeline it would take you to answer the question. While not every learning outcome needs to be assessed every year, all need to be assessed over a 5-8 year period. The expectation is for some assessment work to take place every year, such as collecting evidence, interpreting evidence, or implementing changes. Add more rows if needed.

| | | |
|--------------------|---|--|
| Question 1: | <i>(Enter question about student learning at the program level)</i> | |
| | Student Learning Outcome: | <i>(Enter the number of the program level SLO)</i> |
| | Sources/Methods for acquiring evidence: | <i>(List the sources of evidence, i.e. student capstone paper)</i> |
| | Timeline: | <i>(Write academic year for this analysis)</i> |
| Question 2: | | |
| | Student Learning Outcome: | |
| | Sources/Methods for acquiring evidence: | |
| | Timeline: | |
| Question 3: | | |
| | Student Learning Outcome: | |
| | Sources/Methods for acquiring evidence: | |
| | Timeline: | |
| Question 4: | | |
| | Student Learning Outcome: | |
| | Sources/Methods for acquiring evidence: | |
| | Timeline: | |
| Question 5: | | |
| | Student Learning Outcome: | |
| | Sources/Methods for acquiring evidence: | |
| | Timeline: | |



**University of Illinois
ASSESSMENT PLANNING WORKSHOPS**

To register for or show interest in any of these sessions, please go to:

<https://illinois.edu/fb/sec/9298736>

The Provost's office will provide several workshops during Spring 2017 to assist programs with their assessment work. Units may send one or more people to each event. Please register for the session if you can attend, or if you are interested in the topic and you cannot attend. We will share materials with those interested, but who cannot attend.

Writing Learning Outcomes

Staci Provezis, Assistant Provost for Assessment

Cheelan Bo-Linn, Senior Specialist in Education, Center for Innovation in Teaching and Learning

Feb. 28, 3 – 4 PM (ACES Library, Heritage Room)

The primary goal for this session will be to share the campus student learning outcomes and discuss how to write measurable learning outcomes for your degree programs. Program-level learning outcomes should describe the skills, attributes, and knowledge of a learner at the end of the program. Examples will be shared from across campus. Participants are encouraged to bring draft outcomes with them and will work in groups to discuss the outcomes.

We will also provide guidance on completing the Assessment Process Template that is due May 1, 2017.

Mapping Your Curriculum

Jenny Amos, Teaching Associate Professor, Department of Bioengineering

Staci Provezis, Assistant Provost for Assessment

March 6, 2 – 3 PM (Illini Union, Rm 104)

During this session, we will describe the purpose and value of curriculum maps. A curriculum map allows you to visualize how your learning outcomes align with the content and experiences in the curriculum, revealing strengths, gaps, and redundancies in the curriculum. Best practices in curriculum mapping will be shared. Please bring learning goals, so that you can start to map your curriculum to your program goals. We will also provide guidance on completing the Assessment Process Template that is due May 1, 2017.

Methods & Measures for Assessing Learning and Program Quality

Denice Hood, Teaching Associate Professor, Department of Education Policy, Organization and Leadership

Staci Provezis, Assistant Provost for Assessment

March 31, 2 – 3 PM (Illini Union, Rm 104)

In this session, we will share various direct and indirect methods to measure student learning, describing for you campus-level tools that may be useful, such as the Chancellor's Senior Survey, First Destination Survey, and ePortfolios at Illinois. Direct measures of student learning may include reviews of student work in a capstone course, reviews of graduate theses, and tests and examinations, for example. We will also provide guidance on completing the Assessment Process Template that is due May 1, 2017.

Assessment Planning Working Brownbag

April 13, Noon – 1 PM (ACES Library, Heritage Room)

April 21, Noon – 1 PM (Illini Union, Illini Rm C)

At this working session, we will provide a brief update on the assessment planning process, then offer a working session where peers and campus assessment experts will be available to respond to questions and assessment plans in progress. Please bring your drafts and questions so that we can assist you in moving forward during the spring semester. Examples and models of direct and indirect measures of student learning will be available as part of these consultations. Please feel free to bring your lunch to the session.

Please contact Staci Provezis Assistant Provost for Assessment (sprovez2@illinois.edu; 333-1353) if you have questions about the workshops or assessment planning.

Appendix C

Talking Points: **Student Learning Outcomes Assessment**

Undergraduate Academic Degree Programs

1 The campus will be collecting information on learning outcomes assessment.

- Over the 2016-2017 academic year, the campus community will engage in a systematic collection of assessment information for every academic program. The campus went through a similar process in 2007-2008, and materials from that collection are available on this [website](#).
- This process will involve additional details and will involve documenting at the program level.
- An assessment template will be shared with the campus in October. Units will need to fill in the template with learning outcomes, previous assessment work, plans for assessment, and a curriculum map.
- These assessment process templates will be due in May 2017, follow-up work will be done during the next academic year, and the University goes through accreditation in 2019.

2 The Council for Learning Outcomes Assessment (C-LOA) oversees this process.

- Established in Spring 2016 to help facilitate the process and to set policies, C-LOA has created a template for collecting assessment information.
- C-LOA assures that reports are being submitted and that they are complete.

3 The campus will provide resources to assist with assessment work.

- A campus website on assessment will be available in January 2017.
- Several workshops (online and in person) will take place in the Fall and Spring.
- Your C-LOA representative can also be helpful. See the website for [names](#).

4 Assessment should be meaningful and useful.

- When available or relevant, the unit should pull assessment information from other work that it is doing, such as from specialized accreditation reports and committee reports.
- Program faculty should list question(s) about how students are performing in the program, identify evidence to answer the question(s), and use the information to confirm the program is effectively impacting student learning or to improve the curriculum.

5 The campus needs assessment information for institutional accreditation.

- The campus is accredited by the Higher Learning Commission, which expects the campus to collect assessment information for every program at the University.
- The campus will describe the assessment processes used on campus as well as share assessment reports with institutional accreditors.

Appendix D

FAQs: Student Learning Outcomes Assessment

1 Campus collection of learning outcomes assessment information

- **Question:** Can we just use our 2007-2008 reports?
 - **Answer:** In part, yes; but this information needs to be updated, revised, and placed in the new template.
- **Question:** Where will I get the template?
 - **Answer:** The template will be mailed to academic program executive officers, and it will also be on the assessment website.
- **Question:** Does the plan need to include evidence from our assessments of learning outcomes?
 - **Answer:** No. The template is asking for the PLAN for assessment of learning outcomes including what evidence will be collected. But the actual evidence that has been collected does not need to be included.
- **Question:** Do programs need to address campus LOs?
 - **Answer:** A campus committee has drafted campus leaning outcomes. They are being reviewed by various groups for approval. However, programs do **not** need to integrate those campus-wide learning outcomes into their plans.
- **Question:** What evidence is there that LOs and their assessment of attainment benefits student learning?
 - **Answer:** Programs that have assessed student learning, used the evidence from the assessment, made changes, and reassessed have found that they have improved the learning gains of students.
- **Question:** What types of programs need to participate at this time? Minors? Certificates?
 - **Answer:** At this time, all undergraduate degree-granting programs will need to submit plans of assessment of learning outcomes. Eventually, we will also need to assess graduate programs. Currently, the Council for Learning Outcomes Assessment is making plans for graduate and professional education.
- **Question:** If a department has more than one degree, do they submit two plans?
 - **Answer:** if a department has 3 “concentrations” but only one degree, submit one plan that covers all three. A LO might be “concentration” specific, but that’s ok.
 - **Answer:** if a department has more than one degree, then they do need to submit a plan for each degree.
- **Question:** When are the reports due?
 - **Answer:** These assessment reports will be due in May 2017.

2 Council for Learning Outcomes Assessment (C-LOA)

- **Question:** Will C-LOA look at my unit’s accreditation report?
 - **Answer:** Yes, C-LOA assures that units are submitting reports and that they are complete.

3 Resources for Assessment

- **Question:** I don't know how to do program level assessment. Where can I find assistance?
 - **Answer:**
 - A campus website on assessment will be available in November.
 - Several workshops (online and in person) will take place in the Fall and Spring.
 - Your C-LOA representative can also be helpful.
- **Question:** What is an example of a LO and how it would be assessed? How many LOs do programs typically have?
 - **Answer:** The campus website will have examples, but typically a program would have between 5 and 7 learning outcomes. These can be assessed using direct assessment of student work (i.e. a final paper, a capstone class) and by using indirect assessment (i.e. surveys, focus group).

4 Assessment should be meaningful and useful

- **Question:** Can I use the assessment information I did for my discipline's accreditation?
 - **Answer:** Yes, when appropriate, the unit should pull assessment information from other work that it is doing, such as from specialized accreditation reports and committee reports.
- **Question:** My curriculum committee just completed a review of student learning using evidence; do we have to do something new for this request?
 - **Answer:** Absolutely not, please pull from assessment work already being done in the programs to fill in the template.
- **Question:** What are the expectations?
 - **Answer:** The program faculty should ask what they want to know about student learning in the degree program. For instance, faculty could ask whether graduating students can effectively present material; identify evidence to answer the question; analyze what it has found. Finally, it should use that information to confirm the program is impacting student learning or improve the curriculum.

5 Quality assurance and accreditation

- **Question:** Why?
 - **Answer:** Our campus is committed to the educational achievement of our students, and we strive to offer educational programs of the highest quality. A regular and thoughtful practice of articulating and assessing student learning outcomes allows for our campus to ensure that our graduates are receiving the world-class education that we promise.
- **Question:** Why is accreditation by the Higher Learning Commission (HLC) important for our campus? What are the consequences of not being accredited?
 - **Answer:** HLC accreditation holds campuses to a high standard for assessing student learning outcomes, by expecting that the campus collects assessment information (plans and use) for every program at the University. The campus cannot receive any federal money without HLC accreditation.

Appendix E

To: Academic Deans, Associate Deans, and Department Heads

CC: C-LOA, Assessment Working Group, Chuck Tucker, Staci Provezis, Michel Bellini

From: Provost Feser

Subject: Learning Outcomes Assessment Report Collection

Dear Colleagues:

I write to ask your help in documenting the learning outcomes and assessment activities for educational programs in your unit **by completing the attached template** during the Spring 2017 semester.

Articulating student learning outcomes, and assessing them regularly and thoughtfully, allows us to ensure that our graduates are receiving the world-class education we promise. Learning outcomes assessment also helps us demonstrate the value of an Illinois education to external stakeholders, and it is a requirement for institutional accreditation.

The Council for Learning Outcomes Assessment (C-LOA), a cross-campus group of faculty, has been charged with monitoring and supporting assessment work on campus. C-LOA has created the attached template as a way to document learning outcomes assessment work being done in undergraduate programs. Information on graduate degree programs will be requested during the 2017-2018 academic year.

Your completed template(s) for undergraduate programs should be submitted by May 1, 2017 by uploading them to box.com on this website. After this year, reports will be collected and reviewed by C-LOA on a regular basis.

Learning Outcomes Assessment Tools:

- A new website for Learning Outcomes Assessment website includes resources for filling out the template, including past assessment reports. This website is available here. [[https:// provost.illinois.edu/planning-assessment/learning-outcomes-assessment](https://provost.illinois.edu/planning-assessment/learning-outcomes-assessment)]
- Information about upcoming workshops will also be posted here.
- C-LOA hopes that you will review the *Principles for Assessment at Illinois* [[https:// provost.illinois.edu/planning-assessment/learning-outcomes-assessment/assessment-at-illinois/illinois-principles-for-assessment/](https://provost.illinois.edu/planning-assessment/learning-outcomes-assessment/assessment-at-illinois/illinois-principles-for-assessment/)].

Questions can be directed to Staci Provezis, Assistant Provost for Assessment, sprovezz@illinois.edu or learningoutcomes@illinois.edu, or to your college's C-LOA representative [[https:// provost.illinois.edu/committees/#assessment](https://provost.illinois.edu/committees/#assessment)].

Our campus is committed to offering educational programs that are of the highest quality, so I thank you for your help in this important task.

Sincerely,

Ed Feser

Interim Vice Chancellor for Academic Affairs and Provost

Report for the Education Policy Committee

Learning Outcomes at University of Illinois

During the Campus Conversation on Undergraduate Education, participants discussed the desire for campus-level student learning outcomes. Learning outcomes are most valuable when they articulate what the faculty and campus believe an education should be, and reflect the faculty's commitment to the education of its students. This report provides a summary of the nearly three years of work that has been put into creating the Illinois Student Learning Outcomes and vetting them widely across campus. The Council of Learning Outcomes Assessment seeks endorsement of the Illinois Learning Outcomes.

Campus-wide Student Learning Outcomes Development

In December 2014, a committee was charged by the Office of the Provost to create a set of campus-wide Student Learning Outcomes (SLOs) that would be achievable by every student earning a baccalaureate degree from the University of Illinois Urbana-Champaign. Specifically, the committee was charged with 1.) drafting a set of learning outcomes that all Illinois undergraduate students should achieve by the time they complete their baccalaureate degrees, and 2.) recommending a process by which the campus could review and adopt the learning outcomes. Moreover, the committee was asked to consider learning outcomes as “an expression of the education that a world-class university with a land-grant mission should provide.”

Members of the Committee on Student Learning Outcomes consisted of 15 faculty and staff representing all colleges on campus, and was led by Professor Kelly Ritter (English). Each member was recommended by their respective Deans and represented a cross-section of programs/departments.

The committee's thinking was informed by reviewing a cross-section of learning outcomes from internal and external resources, including, but not limited to: University of Illinois learning outcomes used for degree programs; Big Ten and benchmark campuses' learning outcomes; Association of American Colleges and Universities (AAC&U) LEAP Program - Liberal Education and America's Promise; and National Institute for Learning Outcomes Assessment (NILOA).

The committee shared the draft learning outcomes with a variety of audiences, including the home departments and colleges of the committee members, the Council for Undergraduate Deans, the Council of Deans, various faculty groups who have attended assessment workshops and presentations.

Then, in Spring 2016, the Council for Learning Outcomes Assessment (C-LOA) was charged to promote and guide learning outcomes assessment on campus in a way that is ongoing and meaningful. One task of this group was to review and recommend a process for adopting the draft Student Learning Outcomes. The C-LOA approved adopting the campus Student Learning Outcomes, and worked with the Educational Policy Committee to discuss the adoption.

In Fall 2016, chairs from the SLO committee and C-LOA presented to Educational Policy Committee. Senate leadership suggested that C-LOA forward the Student Learning Outcomes report to the Educational Policy Committee, which could attach some acknowledgement and brief statement of intent that could then be forwarded to the Senate as an information item.

Report for the Education Policy Committee

Learning Outcomes at University of Illinois

University of Illinois Student Learning Outcomes

As a preeminent public land grant university, the University of Illinois at Urbana-Champaign serves society and transforms lives, producing leaders who value excellence, innovation, inclusivity, stewardship, and accountability. Through a uniquely Illinois experience that takes place both inside and outside the classroom, our graduates are broadly educated yet have expertise in specific fields of study. They are intellectually curious, having the ability to think critically and imaginatively. They exhibit a consciousness of global connectedness and interdependencies, possess a critical appreciation of social and cultural communities, and participate knowledgeably and responsibly in civic life. Ultimately, our graduates understand how to employ knowledge in order to generate new ideas, discoveries, and solutions, and are adept in building and sustaining productive relationships in order to create positive change.

SLO 1: Intellectual Reasoning and Knowledge

Definition: *Illinois students will acquire broad and deep knowledge across academic disciplines and fields.*

SLO 2: Creative Inquiry and Discovery

Definition: *Illinois students will apply knowledge to promote inquiry, discover solutions, and generate new ideas and creative works.*

SLO 3: Effective Leadership and Community Engagement

Definition: *Illinois students will build and sustain productive relationships to respond to civic and social challenges at local, national, and global levels, creating positive change in their communities.*

SLO 4: Social Awareness and Cultural Understanding

Definition: *Illinois students will develop a critical and reflective orientation toward such social and cultural differences as race, indigeneity, gender, class, sexuality, religion, language, and disability.*

SLO 5: Global Consciousness

Definition: *Illinois students will discover how complex, interdependent global systems—natural, environmental, social, cultural, economic, and political—affect and are affected by the local identities and ethical choices of individuals and institutions.*

March 29, 2017

Scoring Rubric for Evaluation of Assessment Templates: Undergraduate Degree Programs

Department name: _____

Date of Review: _____

Departments addressed five steps in the assessment template, this rubric serves as a tool to evaluate the process outlined in the assessment template.

| <i>Good Assessment Practices</i> | Yes | Need more information |
|--|------------|------------------------------|
| Step 1 Assessment Administration: Describe how assessment will be administered in the department/program. | | |
| Completed the questions | | |
| Set priorities for assessment work in program | | |
| Established an assessment process in the program | | |
| Identified support structure | | |
| Engaged faculty in the process (i.e. by discussing at meetings) | | |
| Step 2 Learning Outcomes: List the intended student learning outcomes for the degree program. | | |
| Defined at least 3-5 programmatic learning outcomes | | |
| Learning outcomes include clearly stated expectations | | |
| Learning outcomes specified actions that are observable and measurable | | |
| Learning outcomes focused on <i>results</i> of the learning experiences | | |
| OPTIONAL: Related or connected programmatic learning outcomes to the campus outcomes | | |
| Step 3 Curriculum Map: Map the curriculum onto the student learning outcomes. | | |
| Aligned courses to intended program outcomes | | |
| Identified the shared experiences outside of the curriculum that connect to learning outcomes | | |

Scoring Rubric for Evaluation of Assessment Templates: Undergraduate Degree Programs

| <i>Good Assessment Practices</i> | Yes | Need more information |
|--|------------|------------------------------|
| Step 4 Past Assessment Activity: Explain what (if any) assessment activity has taken place. | | |
| Assessment activity took place during the last five years | | |
| If yes, then review for these traits: | | |
| Used authentic evidence, arising from actual assignments and learning experiences | | |
| Assessment work focuses on student learning, not course outcomes statistics, and provide evidence that can evaluate student learning. | | |
| Used student learning assessment for program improvement (revise curriculum, courses, and assignments) | | |
| Improved student support services | | |
| Improved student engagement | | |
| Step 5 Assessment Planning: Identify the questions the department wants to ask about the student outcomes and how the questions will be answered using direct and indirect assessment strategies. | | |
| Set program priorities | | |
| Identified 3-5 questions about whether students are learning what the program wants them to learn | | |
| Listed evidence of what will be collected to answer questions | | |
| Overall | | |
| Program has a fully-articulated, sustainable, multi-year assessment plan | | |

Reviewed by: _____

Date Reviewed: _____

Comments:

Process for Evaluation of Assessment Templates: Undergraduate Degree Programs

1. All C-LOA members are assigned to read approximately 10 Assessment Templates, so that each template is reviewed by two people using the evaluation rubric.
2. The rubric for the review is used to identify that the program has met the expectations and to give comments.
3. The completed rubrics will be shared with the department along with a letter from C-LOA indicating that the assessment template was reviewed.
4. Any responses or changes based on reviewer concerns can be addressed by May 2018 during the annual update period.
5. C-LOA will discuss ways that the assessment templates have effectively captured the assessment process and make adjustments for the next collection to improve the process.
6. Units would complete a new assessment template would be completed every 5-7 years;

All departments should receive the rubric by April, so they will know how the templates are being evaluated.

Annual Updates:

Each year (by May 1), units will provide updates regarding their assessment activities during the last year. The goal of these updates are to highlight the assessment work the unit undertook and what, if any, changes were made to programs as a result of that assessment. It is not expected that units will conduct assessments for every learning outcome every year.

Updates also do not need to include the actual data or evidence collected as part of the assessment.

Annual updates will be reviewed by the C-LOA using a rubric that will need to be developed.

Access to Learning Outcomes Assessment Materials- 3-2-2017

| Data/ Report | Audiences | | | | | | |
|----------------------------|-------------------|----------------------|-------------------------|---|----------------------------|--------------------|-----------------------------------|
| | Department | Dean's Office | Provost's Office | Council for Learning Outcomes Assessment (C-LOA) | Internal to Campus* | Accreditors | All other External/ Campus |
| Learning Outcomes | X | X | X | X | X | X | X |
| Curriculum Map | X | X | X | X | X | X | |
| Assessment Plan | X | X | X | X | | X | |
| Progress Updates | X | X | X | X | | X | |
| Assessment Data | X | | | | | | |
| Summary of Assessment Work | X | X | X | X | X | X | X |
| C-LOA Review | X | X | X | X | | X | |

The department has complete oversight of its assessment work and data, which it can decide what it wants to share. The learning outcomes should be widely available, and the completed template will be available to several stakeholders on campus but not necessarily publically available. A Summary of the assessment work should be available to share for accountability purposes.

Assessment Process Template: Graduate Degree Programs

The campus is undergoing a systematic approach to collect learning outcomes assessment information for every degree program. An overview of the five steps to complete this process is listed directly below, and the following pages include the template.

Five steps to filling out the following assessment template:

1. **Describe** how assessment will be administered in the department/program (page 2).
2. **List** the intended student learning outcomes for the degree program (page 3).
 - What should students know or be able to do if they complete the degree program?
3. **Map** the curriculum onto the student learning outcomes (page 4).
 - Where are the students learning the intended program outcomes?
 - What shared experiences do the students have outside of the curriculum?
4. **Explain** what assessment activity has taken place (page 5).
 - What did you learn from past assessment activities?
 - How did you use what you learned to affirm or improve the student experience?
5. **Identify** the questions the department wants to ask about the student outcomes and how the questions will be answered using direct and indirect assessment strategies (page 6).
 - Are the students learning what you want them to learn?
 - How will you know that your students are learning the program outcomes?
 - What information will you collect to better understand student learning?

For resources, please see the Learning Outcomes Assessment [website](#), attend a workshop (see website for workshop details), or contact Staci Provezis, Assistant Provost for Assessment, at sprovez2@illinois.edu or learningoutcomes@illinois.edu.

DUE: May 1, 2017

Assessment Process Template: Graduate Degree Programs

Identifying Information

School/College:

Graduate Degree/Major Program Name:

Faculty Director Contact/Title:

Contact Information:

Step 1: Assessment administration in the department

1. **Who will lead the assessment work?**
(identify an individual or team who will coordinate the implementation of the plan)
2. **How will assessment information be shared within the department/program?**
(typically during an annual meeting of the program faculty and staff; note that at this meeting the program may want to review enrollment information, course progression, degree completion, and other structural features of the student experience in addition to the evidence about student learning)
3. **What is the plan for production of an annual summary report?**
(the annual summary report includes the materials that form the basis of discussion at the annual meeting of the program faculty and staff, along with any recommendations made after considering the student learning assessment information presented; a template will be provided to collect this information)

Assessment Process Template: Graduate Degree Programs

Step 2: Student Learning Outcomes

In this section, please **list** the program's student learning outcomes.

- While the campus student learning outcomes are primarily for undergraduate students, it may still be beneficial for Graduate programs to look to the campus student learning outcomes as a resource for program-level outcomes.
- The learning outcomes should represent what students are able to do or know as a result of the program.
- Most programs have 3 to 5 learning goals. Space to list the program learning outcomes is available below; add rows as necessary.

Student Learning Outcomes

- 1.
- 2.
- 3.
- 4.
- 5.

DRAFT

Assessment Process Template: Graduate Degree Programs

Step 3: Graduate Degree Program Curriculum Mapping

This worksheet, or similar document, **must be included** with the submission of the program's assessment plan.

- **Learning Outcomes** – Enter the academic degree program learning outcomes identified in the assessment plan on the top row of the following chart. Feel free to add columns if the academic degree/major program has more than five learning goals.
- **Degree/Major Program Courses/Experiences** – List all degree requirements (in some cases co-curricular experiences may also be included if required by every student). Feel free to add rows as needed. For graduate level work, typical milestones such as qualifying exams/ comprehensive exams, research projects, Dissertation defense, and so on should be included.
- Indicate where the course or learning experience contributes to each of the learning goals. Courses may contribute to multiple learning goals.
 - May indicate with an X
 - Or, A= Attained; R= Reinforced; M= Mastered, (F) = Formal Feedback w Graded work and rubric

| Curriculum Map | | | | | |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|
| <u>Degree Program Courses or Experiences</u> | Learning Outcome #1 | Learning Outcome #2 | Learning Outcome #3 | Learning Outcome #4 | Learning Outcome #5 |
| Course #1 | | | | | |
| Course #2 | | | | | |
| Course #3 | | | | | |
| Course #4 | | | | | |
| Course #5 | | | | | |
| Course #6 | | | | | |
| Course #7 | | | | | |
| Course #8 | | | | | |
| Course #9 | | | | | |
| Course #10 | | | | | |
| Course #11 | | | | | |
| Course #12 | | | | | |
| Experience/milestone #1 | | | | | |
| Experience/milestone #2 | | | | | |
| Experience/milestone #3 | | | | | |
| Experience/milestone #4 | | | | | |
| Experience/milestone #5 | | | | | |

**Add additional rows as needed to capture all requirements.
Minimally, all of the courses required to complete the major degree program should be listed. Optionally, elective courses may be included in addition to the required courses.*

Assessment Process Template: Graduate Degree Programs

Step 4: Previous Assessment Activities

What use has your program made of assessment evidence (formally or informally collected) in the last 5 years?

Please outline what actions (if any) that your program has taken in the last five years that responded to assessment evidence. The actions may include: any changes that impact the degree program, such as changes to curriculum, instruction strategies, milestone experiences, or co-curricular activities (such as internships, research experiences) **and** any decision to continue a current practice that evidence shows is effective. Please also explain what evidence was used to inform your department's practice. Possible sources of evidence are the **annual reviews of students** and the reports from **AIDE**.

DRAFT

Assessment Process Template: Graduate Degree Programs

Step 5: Assessment Planning

What questions, issues, or concerns about student learning in the degree program do you want to address? Looking at your program’s student learning outcomes write at **least three questions** you would like to pursue to learn more about student learning at the program level. Describe what information you need to answer the questions and the timeline it would take you to answer the question. While not every learning outcome needs to be assessed every year, all need to be assessed over a 5-8 year period. The expectation is for some assessment work to take place every year, such as collecting evidence, interpreting evidence, or implementing changes. Add more rows if needed.

| | | |
|--------------------|---|--|
| Question 1: | <i>(Enter question about student learning at the program level)</i> | |
| | Student Learning Outcome: | <i>(Enter the number of the program level SLO)</i> |
| | Sources/Methods for acquiring evidence: | <i>(List the sources of evidence, i.e. student capstone paper)</i> |
| | Timeline: | <i>(Write academic year for this analysis)</i> |
| Question 2: | | |
| | Student Learning Outcome: | |
| | Sources/Methods for acquiring evidence: | |
| | Timeline: | |
| Question 3: | | |
| | Student Learning Outcome: | |
| | Sources/Methods for acquiring evidence: | |
| | Timeline: | |
| Question 4: | | |
| | Student Learning Outcome: | |
| | Sources/Methods for acquiring evidence: | |
| | Timeline: | |
| Question 5: | | |
| | Student Learning Outcome: | |
| | Sources/Methods for acquiring evidence: | |
| | Timeline: | |

Appendix K Undergraduate Degrees for Student Learning Outcomes Assessment

| College | Unit/Program Name | | Meeting with department | CIP | Received report |
|------------|--|--|-------------------------|---------|-----------------|
| ACES | Bachelor of Science in Agricultural Leadership and | | Anne/Staci | 13.1301 | 4/12/2017 |
| ACES | BS and BSAG | Agricultural and Biological Engineering | Anne/Staci | 14.0301 | 4/30/2017 |
| ACES | BS | Agricultural and Consumer Economics | Anne/Staci | 01.0103 | 5/5/2017 |
| ACES | BS | Animal Sciences | Anne/Staci | 01.0901 | 5/1/2017 |
| ACES | BS | Crop Sciences | Anne/Staci | 01.1102 | 5/16/2017 |
| ACES | BS | Food Science and Human Nutrition | Staci | 01.1001 | 4/28/2017 |
| ACES | BS | Human Development and Family Studies | Staci | 19.0701 | 5/1/2017 |
| ACES | BS | Natural Resources and Environmental Sciences | | 03.0104 | 5/1/2017 |
| ACES | BS | Technical Systems Management | | | 4/30/2017 |
| ACES/MEDIA | | Agriculture Communications | | | 4/18/2017 |
| AHS | BS | Community Health (with Kinesiology | | 51.2208 | 5/1/2017 |
| AHS | BS | Kinesiology | | 31.0505 | 4/30/2017 |
| AHS | BS | Recreation, Sport and Tourism | | 31.0101 | 4/28/2017 |
| AHS | BS | Speech and Hearing Science | | 51.0204 | 4/27/2017 |
| AHS | Bachelor of Science in Health | lhealth | | 51.0000 | 4/27/2017 |
| BUS | BS | Accountancy | Clara | 52.0301 | 4/21/2017 |
| BUS | BS | Business Process Management/ Now Opera | yes | 52.0205 | 5/1/2017 |
| BUS | BS | Finance | emailed head | 52.0801 | 5/1/2017 |
| BUS | BS | Information Systems and Information Tech | yes | 52.1201 | 5/1/2017 |
| BUS | BS | Management | yes | 52.0299 | 5/1/2017 |
| BUS | BS | Marketing | yes | 52.1401 | 5/1/2017 |
| BUS | BS | Supply Chain Management | yes | 52.0203 | 5/1/2017 |
| EDU | BS | Early Childhood Education | Staci/Jessica | 13.1210 | 4/24/2017 |
| EDU | BS | Elementary Education | Staci/Jessica | 13.1202 | 4/24/2017 |
| EDU | BS | Special Education | Staci/Jessica | 13.1001 | 4/24/2017 |
| EDU | BS | Middle Grades | Staci/Jessica | | 4/24/2017 |
| ENGR | BS | Aerospace Engineering | Staci (met with D | 14.0201 | 5/1/2017 |
| ENGR | BS | Bioengineering | yes | 14.0501 | Jan-17 |
| ENGR | BS | Chemical Engineering | Staci (met with D | 14.0701 | 5/5/2017 |

Undergraduate Degrees for Student Learning Outcomes Assessment

| College | Unit/Program Name | | Meeting with department | CIP | Received report |
|---------|------------------------------------|---|-------------------------|---------|-----------------------|
| ENGR | BS | Civil Engineering | Staci (met with D | 14.0801 | 5/1/2017 |
| ENGR | BS | Computer Engineering | Staci (met with D | 14.0901 | 5/1/2017 |
| ENGR | BS | Computer Science | Staci (met with D | 11.0701 | 6/12/2017 |
| ENGR | BS | Electrical Engineering | Staci (met with D | 14.1001 | 5/1/2017 |
| ENGR | BS | Engineering Mechanics | Staci (met with D | 14.1101 | 5/1/2017 |
| ENGR | BS | Engineering Physics (part of Physics submis | Staci (met with D | 14.1201 | 5/1/2017 |
| ENGR | BS | Industrial Engineering; Systems Engineering | Staci (met with D | 14.3501 | 4/27/2017 |
| ENGR | BS | Materials Science and Engineering | Staci (met with D | 14.1801 | 5/1/2017 |
| ENGR | BS | Mechanical Engineering | Staci (met with D | 14.1901 | 5/1/2017 |
| ENGR | BS | Nuclear, Plasma, and Radiological Engineer | Staci (met with D | 14.2301 | 5/15/2017 |
| ENGR | BS | Physics | Staci (met with D | 40.0801 | 5/1/2017 |
| FAA | Bachelor of Landscape Architecture | | | 04.0601 | 5/1/2017 |
| FAA | BS | Architectural Studies | | 04.0201 | Asked for extension; |
| FAA | BFA | Art Education | Staci | 13.1302 | 5/1/2017 |
| FAA | BA and BFA | Art History | Staci | 50.0703 | 5/1/2017 |
| FAA | BFA | Crafts | Staci | 50.0201 | 5/1/2017 |
| FAA | BFA | Dance | | 50.0301 | 4/30/2017 |
| FAA | BFA | Graphic Design | Staci | 50.0409 | 5/1/2017 |
| FAA | BFA | Industrial Design | Staci | 50.0404 | 5/1/2017 |
| FAA | BMUS | Instrumental | Staci | 50.0903 | 5/1/2017 |
| FAA | BMUS | Jazz Performance | Staci | 50.0910 | 5/1/2017 |
| FAA | BMUS | Music Composition | Staci | 50.0904 | 5/1/2017 |
| FAA | BMUS | Music History/ now musicology | Staci | 50.0902 | 5/1/2017 |
| FAA | BFA | New Media | Staci | 50.0706 | 5/1/2017 |
| FAA | BFA | Painting | Staci | 50.0708 | 5/1/2017 |
| FAA | BFA | Photography | Staci | 50.0605 | 5/1/2017 |
| FAA | BFA | Sculpture | Staci | 50.0709 | 5/1/2017 |
| FAA | BFA | Theatre | Staci | 50.0501 | 4/17/2017 |
| FAA | BA | Urban Planning | | 04.0301 | 5/1/2017 |
| FAA | BMUS | Vocal | Staci | 50.0908 | 5/1/2017 |
| FAA | BA | Music | | | 5/1/2017 |
| FAA | Bachelor in Music Education | | Staci | 13.1312 | 5/1/2017 |
| LAS | BS | Actuarial Science | Staci | 52.1304 | 5/1/2017 |
| LAS | BA | Anthropology | | 45.0201 | extension to 9/1/ 201 |

Undergraduate Degrees for Student Learning Outcomes Assessment

| College | Unit/Program Name | | Meeting with department | CIP | Received report |
|---------|-------------------|---|-------------------------|---------|-----------------------|
| LAS | BS | Astronomy | | 40.0201 | 5/1/2017 |
| LAS | BS | Atmospheric Sciences | | 40.0401 | 4/27/2017 |
| LAS | BS | Biochemistry | | 26.0202 | Asked for extension t |
| LAS | BS | Chemistry | | 40.0501 | 4/10/2017 |
| LAS | BA | Classics Classical Archaeology Classical Civilization Greek Latin | | 16.1200 | 5/1/2017 |
| LAS | BSLAS | Communication | Staci | 09.0100 | 4/25/2017 |
| LAS | BA | Comparative Literature | | 16.0104 | 5/1/2017 |
| LAS | B.S.L.A.S. | Computer Science and Chemistry | | 11.0199 | |
| LAS | BS | Earth Systems, Environment, and Society | | 30.0601 | 4/28/2017 |
| LAS | BA | East Asian Languages and Cultures | | 05.0104 | 4/20/2017 |
| LAS | BA and BS | Economics | | 45.0601 | Not received: College |
| LAS | BA | English | Kelly | 23.0101 | 5/1/2017 |
| LAS | BA | French | | 16.0901 | 4/27/2017 |
| LAS | BA | Gender and Women's Studies | | 05.0299 | 4/27/2017 |
| LAS | BA | Geography | | 45.0701 | 4/28/2017 |
| LAS | BS | Geology | | 40.0601 | 5/19/2017 |
| LAS | BA | Germanic Languages and Literature | | 16.0501 | 4/26/2017 |
| LAS | BA | History | sent email to Clai | 54.0101 | 4/29/2017 |
| LAS | BS | Integrative Biology | Staci | 26.9999 | 5/1/2017 |
| LAS | BA | Italian | | 16.0902 | 4/27/2017 |
| LAS | BA | Latin American Studies | | 05.0107 | 5/25/2017 |
| LAS | BALAS | Latina/Latino Studies | Staci | 05.0203 | 6/13/2017 |
| LAS | BA | Liberal Arts and Sciences in African Amer.Studies | | 05.0201 | 5/2/2017 |
| LAS | BA | Linguistics | | 16.0102 | Asked for extension t |
| LAS | BS | Mathematics | Staci | 27.0101 | 5/1/2017 |
| LAS | BS | Mathematics and Computer Science | Staci | 30.0801 | Due by 6/12/2017 |

Undergraduate Degrees for Student Learning Outcomes Assessment

| College | Unit/Program Name | | Meeting with department | CIP | Received report |
|---------|----------------------------------|--|-------------------------|---------|-----------------------|
| LAS | BS | Molecular and Cellular Biology MCB concentration/MCB Honours concentration | Staci | 26.0406 | 5/1/2017 |
| LAS | BA | Philosophy | | 38.0101 | Not received: College |
| LAS | BA | Political Science | | 45.1001 | 5/15/2017 |
| LAS | BS | Psychology | Staci | 42.0101 | 5/1/2017 |
| LAS | BALAS | Religion | | 38.0201 | 5/8/2017 |
| LAS | BA | Russian Language and Literature | | 16.0402 | 4/21/2017 |
| LAS | BALAS | Slavic Studies | | 16.0400 | 4/17/2017 |
| LAS | BA | Sociology | Phyllis/ Staci | 45.1101 | 5/1/2017 |
| LAS | BA | Spanish | Staci | 16.0905 | 5/1/2017 |
| LAS | BS | Statistics | | 27.0501 | 5/17/2017 |
| LAS | BS | Statistics and Computer Science | sent email to cha | 27.0599 | Asked for an extensic |
| LAS | BA and BSED | Teaching of French | | 13.1325 | 5/1/2017 |
| LAS | BA and BSED | Teaching of German | | 13.1326 | 5/1/2017 |
| LAS | BA and BSED | Teaching of Spanish | Staci | 13.1330 | 5/1/2017 |
| LAS | BA | Asian American Studies | | | 4/30/2017 |
| LAS | B.S.L.A.S. | Computer Science and Anthropology | | 11.0199 | |
| LAS | B.S.L.A.S. | Computer Science and Astronomy | | 11.0199 | |
| LAS | B.S.L.A.S. | Computer Science and Linguistics | | 11.0199 | 5/25/2017 |
| LAS | BA | Creative Writing | | | 5/1/2017 |
| MEDIA | BS | Advertising | Staci | 09.0903 | 4/28/2017 |
| MEDIA | BSJ | Broadcast Journalism (submitted as journal | Eric | 09.0402 | 4/28/2017 |
| MEDIA | BS | Media and Cinema Studies | | 09.0102 | 5/1/2017 |
| MEDIA | BSJ | News-Editorial (submitted as journalism) | Eric | 09.0401 | 4/28/2017 |
| SW | Bachelor of Social Work (BSW) | | Staci | 44.0701 | Jan-17 |
| | BMUS | Musicology/Open Studies | | | 5/1/2017 |

Appendix L

Principles for Assessment at Illinois

The University of Illinois is committed to preparing students to skillfully face challenges and opportunities through their lives, by transforming talented individuals into well-rounded citizens with strong academic backgrounds, employability in their respective fields, and the core life skills necessary for success.

Appendix A

The following are adaptations of the Principles of Good Practice for Assessing Student Learning provided by the American Association of Higher Education, and can be accessed via <http://www.learningoutcomeassessment.org/PrinciplesofAssessment.html>. In some cases, the language is used verbatim, but has been modified to reflect the priorities of the University of Illinois' Learning Analytics Working Group.

- 1. The assessment of student learning begins with educational values.** Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with identifying universal or university-wide values of student learning. These values should drive not only what we choose to assess but also how we do so. The best assessment accommodates and prioritizes overarching educational values as both the end and the means.
- 2. Assessment is most effective when it reflects an understanding of learning as multidimensional, dynamic, contextual, and experiential.** Learning is a complex process, including what students know and what they can do with what they know, and involves all of the knowledge and skills that promote success in and out of the classroom. Proper assessment accounts for outcomes as well as experiences that lead to those outcomes. Effective assessment accounts for the experiences of learners from a diversity of social, geographic, demographic, and economic contexts, and defines learning as both an outcome and a skill worth enacting. To aim for a more complete and accurate picture of learning, assessment should reflect a diverse array of methods that accounts for differences and highlights change over time.
- 3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.** Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations – these derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of student goals. Assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.
- 4. Assessment works best when it is ongoing, not episodic.** Though isolated, “one-shot” assessment can be better than none, continuous improvement is best fostered when assessment entails a linked series of collecting, analyzing, interpreting, and reflecting on the data over time. Ongoing assessment activities can take many forms, such as tracking the progress of individual students or specific cohorts, sampling students in a certain course or at a certain point in their academic progress, or automating the assessment process to measure and report outcomes on a regular basis. Additionally, assessment is best practiced when the process is regularly evaluated and refined in light of changing goals, emerging methods, and new questions that surface from the results.
- 5. Assessment fosters wider improvement when representatives from across the educational community are involved.** Student learning is a campus-wide responsibility, and assessment is a principal way of enacting that responsibility. Assessment efforts may start in one unit, but the aim over time is to involve a variety of stakeholders from across the educational community. Faculty play an especially important role as do student-affairs educators, librarians, administrators, and students. Individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning may also play a part in assessment. In other words, assessment and improvement are responsibilities shared by those members of the entire educational community who have a stake in student learning.
- 6. Assessment makes a difference when it addresses top-priority issues to illuminate outcomes of highest importance to stakeholders.** While assessment understands the innate value of information and

improvement, its use is only exemplified when information is connected to the questions of top importance to those with stake in its improvement. Assessment must, therefore, produce evidence that is credible, informative, and applicable to decisions that need to be made in policy and/or practice. Rather than just analyzing data and returning “results,” those engaged in assessment should take into account how data and information will be used for continuous improvement.

7. Assessment leads to improvement when it is part of a larger set of conditions that promote change.

Assessment’s greatest contribution occurs when the quality of teaching and learning are visibly valued and improved. Realistically, assessment is an informative piece of the larger puzzle for improving educational performance, where the push for improvement is a visible and primary goal of leadership, and issues of quality are central to the institution’s planning, budgeting, and personnel decisions. Assessment can be most effective when undertaken in an environment that is receptive, supportive, and enabling.

8. Through assessment, educators meet responsibilities to students and to the public. There is compelling public stake in education. As educators, we have a responsibility to the public and stakeholders that support or depend on us to provide information about the ways in which our students meet goals and expectations. This responsibility goes beyond simple reporting of data; stakeholders must be informed of critical needs, and how we are working to improve the quality of education, so that we can all actively engage in the process of assessment and continuous improvement. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.