

# Degree-Level Assessment Process

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# University Academic Assessment Committee (UAAC)

## Charge:

- To promote student learning outcome assessment as a means of understanding, documenting and improving the quality of student learning.
- To provide guidelines and feedback on the assessment of student learning and the use of assessment results at the institutional and academic unit levels.

# UAAC Members

Brian Barnes, *School of Pharmacy*

Anne Dunning, *School of Architecture, Design and Planning*

Kyle Camarda, *School of Engineering*

Vacant, *School of Education*

Jacob Dakon, *School of Music*

Barbara Barnett, *School of Journalism*

Rich Levy, *School of Law*

Amalia Monroe-Gulick, *KU Libraries*

Chris Petr, *School of Social Welfare*

Phil Baringer (Chair), *Division of Natural Sciences and Humanities*

Michael Krueger, *School of the Arts*

Dave Tell, *Division of Social and Behavioral Sciences*

Paul Mason, *School of Business*

Marilu Goodyear, *Edwards Campus*

Amy Rossomondo, *Division of International and Interdisciplinary Studies*

Sonya J. Lancaster, *Division of Humanities*

Support Staff:

Paul Klute, *Office of Institutional Research and Planning*

Ying Xiong, *Center for Teaching Excellence*

Aileen Ball, *Office of the Provost*

# Assessment Plans

- In December 2013, all degree programs were requested to submit assessment plans.
- All plans are currently stored in an online assessment system called Campus Labs.
- Assessment plans must address the following critical components for each degree offered:
  - What are the degree-level learning outcomes?
  - What data will be collected to assess the learning outcomes?
  - How are the data being used to improve student learning?

# Process Timeline

- Every year: data collection on at least one learning outcome
- Every 3 years: complete assessment cycle on at least one learning outcome (analyze data, report findings and any recommendations resulting from those findings)
- Every 8 years: all learning outcomes to be assessed
- Annual report is due by mid-November each year.
- The first round of annual reports was collected in November 2014
- This year's due date is Friday, November 13, 2015. (Yes, Friday the 13<sup>th</sup>!)

# Report Template

- Assessment annual report template contains 5 guiding questions.
  - What are your current degree-level learning outcomes? Have the learning outcomes been modified over the last year?
  - What assessment data were collected in the past year? Which learning outcomes do the data address?
  - What are your current findings based on the data you collected?
  - What recommendations have been generated from discussions of assessment results among the faculty?
  - What changes did you make as a result of these assessments in the past year?

# Expectations for This Year

- An annual assessment update report is due by Nov. 13, 2015
- Data collection on at least one learning outcome.
- Progress on the assessment cycle on at least one learning outcome
- Use of results is encouraged, but not required.
- The report should address at least the first two questions shown on the report template.

# Internal and External Uses of the Degree-Level Assessment Reports

1. The primary use of the assessment results is for curriculum and course improvement.
2. Degree-level assessment reports inform the Board of Regents program review, prepopulating the self-study with units' assessment data, which will ultimately be shared with external review teams, dean's level review, graduate program review, provost review, and Board of Regents review.
3. This process generates local examples and build internal expertise to promote best practices in assessment and use of assessment results.
4. Annual reports will be used to select an annual assessment winner.

# Win a prize!

- Degree-level assessment award for Graduate Programs this year
- Self-nominations due by Jan. 15, 2016
- The award will be presented to the winner on March 4th, 2016 at the Student Learning Symposium.

# Support and Resources

- Assessment Lunch Sessions titled “*From My Work to Our Work*”: Peer sessions designed to create occasions for units and faculty members to share their assessment practices and work together to address common questions and concerns
- Online Resources: <http://assessment.ku.edu>
- One-on-One Consultations with CTE

# Feedback Mechanism

- Unit/faculty feedback to the UAAC and the Provost's Office on the process
- Feedback to the units on their assessment processes
  - UAAC feedback
  - Peer feedback provided at various occasions
    - SLS breakout sessions
    - Peer lunch sessions
  - Guidelines and online examples
  - One-on-one consultations with CTE