

2018-2019 Assessment

Taskstream workspaces for the 2018-2019 academic year are set up and available.

2018-2019 Assessment Calendar

Due dates for completion of the following items in Taskstream:

- September 8, 2018, 2017-2018 Use of Results
- September 8, 2018, 2018-2019 Assessment Plan
- September 15, 2018 Administrators and Deans approve final Taskstream submissions submissions
- September 2018-April 2019 Collect, Organize, and Analyze Data
- May 8, 2019 Assessment Findings and Improvement Plan
- May 15, 2019 Administrators and Deans approve final Taskstream submissions submissions

Administrative Outcomes

All administrative areas, academic schools, and academic departments must have a minimum of three (3) outcomes.

All administrative areas and academic schools/departments will assess student recruitment and/or retention. Depending on your particular area and its primary focus both recruitment and retention may be assessed. Otherwise choose the one that best fits the primary focus of your area.

Sample Recruitment/Retention Outcomes:

_____ (School, department, admin area) will facilitate student recruitment by _____ in the 2018-2019 academic year.

_____ (School, department, admin area) will increase student retention by _____% in the 2018-2019 academic year.

Once the outcome is set determine what measures will be used. The measures identify what, when, and how the outcome will be met.

Sample Recruitment/Retention Measures:

- Department will send bi-monthly reminders for instructors to identify at risk students.
- Instructors will submit Academic Risk Tickets for at risk students. The Academic Risk Ticket should contain details related to instructor efforts to help at risk students.
- Department/Admin area will increase student satisfaction by responding to voice mail-messages and emails within 24 hours.
- Administrative area or Department will collect names of potential students at Preview Days and contact them at least twice.
- Administrative area or Department will measure student satisfaction at mid-term and end of course. Satisfaction should be above 75%.
- Administrative area or Department will maintain open lines of communication by

Use a variety of direct and indirect measures to assess the effectiveness of your efforts. Direct measures relate to performance and indirect measures relate perceptions.

Academic Outcomes

Academic departments and programs are responsible for assessing the aspects of their students' performance that are relevant to the programs' mission, as expressed through their Program Learning Outcomes (PLOs).

- All academic schools/departments must assess no less than three (3) student Learning Outcomes (SLOs).
- If a course in your annual assessment cycle is part of the General Education Assessment Committee assessment cycle, one or two of your outcomes (i.e., Writing in the Major and Critical Thinking) will be based on GEAC assessment outcomes.
- “Close the loop.” Be sure to review the 2017-2018 assessment cycle when planning for the 2018-2019 assessment cycle to ensure the assessment loop is closed. Any changes in a Program Learning Outcome, Student Learning Outcome, or assessment measure should be based on findings from past assessment cycles.
- Use a variety of direct and indirect measures to evaluate student learning and improve the quality of teaching. Direct measures relate to student learning/performance and indirect measures relate to student perceptions of their learning.
- Share outcomes and rubrics with students early in the course, either as part of a syllabus or through some other printed material. If a rubric will be used to score the assessment, students should receive this as well, and before they participate in the assessment. This will ensure that students take assessment seriously.

The following graphic may be helpful in formulating outcomes and measures.

