2012-2013 University of Toledo Academic Program and Service Unit Assessment Institution-Wide Summary

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2012-2013 University of Toledo

Academic Program and

Service Unit Assessment

Institution-wide Summary

Prepared by the Office of Assessment, Accreditation, and Program Review,
University of Toledo.

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1. Purposes, Scope and Goals

A) Purposes and Scope of Institution-wide Summary Report

This summary compiles data from the Fall 2013 annual assessment reports from all University of Toledo undergraduate and graduate academic programs and service units that support the student learning environment. This summary, like the program and college level reports from which it is derived, shows key findings and representative samples of data, and is not intended to document all assessment activities. It should be noted that a more extensive review was conducted for the 2012-2013 academic year in order to collect additional quantitative data. The data is being used to benchmark the "state of assessment" at the University and will be collected every 4 years (2016-2017).

The purpose of this report is to:

1. Provide a snapshot of academic program and service unit assessment institution-wide;

2. Provide data for decision-making; and

3. Provide documentation for the Higher Learning Commission of effective and systematic assessment practices.

B) Goals

a. All academic programs and service units will complete an assessment plan.

b. All academic programs and service units will complete an assessment report.

c. Increase the percentage of academic programs reporting clear and measureable student learning outcomes (SLOs) from 56% to 100% and increase the percentage of service units reporting clear and measureable service outcomes from 54% to 100%.

d. Increase the percentage of academic programs reporting appropriate assessment measures that are aligned with student learning outcomes (including multiple sources of data, internal, external, direct and indirect) from 42% to 100% and increase the percentage of service units reporting appropriate assessment measures that are aligned with service outcomes (including multiple sources of data, internal, external, direct and indirect) from 41% to 100%.

2. Executive Summary

Summary of the 2012-2013 Academic Program and Service Unit Assessment Reports

Student Learning Outcomes

- 168 of 239 (68%) of academic programs make their student learning outcomes available to students.
- 19 of 46 (41%) of service units make their service outcomes available to stakeholders.

Actions to Improve Learning

- All academic programs and service units were asked how they use assessment results to inform decision-making.
- Academic program uses most commonly reported related to instruction. Service unit uses most commonly reported related to program content.

Sharing/Discussing Assessment

- Assessment results are shared and discussed with approximately half of the academic chairs and service unit directors.
- In approximately 50% of academic programs, results were discussed in various assessment related committees (Department/Program Curriculum Committee, Department/Program Assessment Committee, College Assessment Committee).
- Approximately one-third of academic programs and service units reported discussing assessment results with current students in their programs.
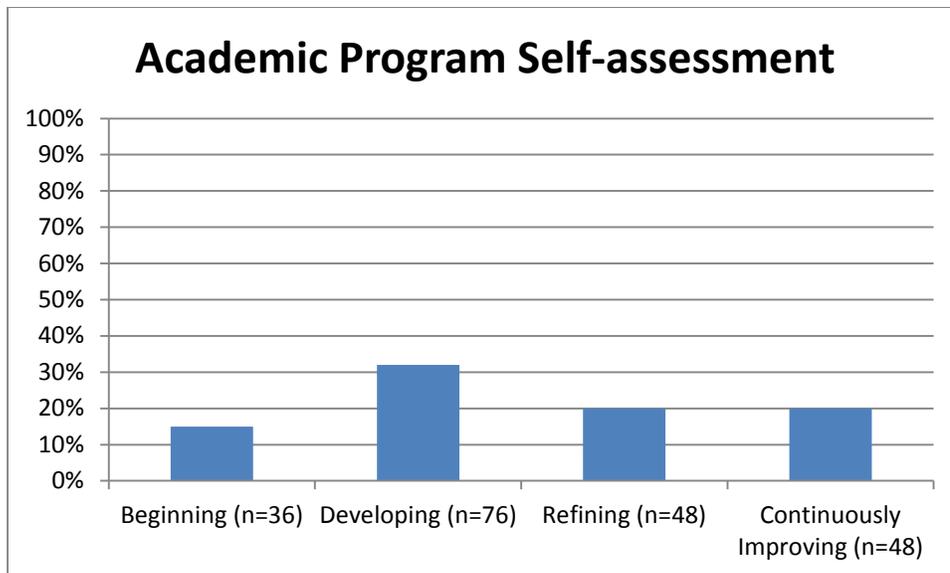
Student Involvement

- Approximately one-third of academic programs and service units reported discussing assessment results with current students in their programs.
- 19 of 239 (8%) academic programs and 2 of 46 (4%) service units share assessment results with prospective students.

Professional Development (Involvement in Assessment)

- Approximately two-thirds of academic programs (68%) and service units (63%) reported sharing assessment reports with chairs/faculty/staff.
- Approximately one-third of academic programs (34%) and service units (35%) reported:
  - "Faculty/Staff meetings include a regular time devoted to assessment."
- Less than one quarter of academic programs and service units reported:
  - "Assessment work is rotated among faculty/staff so all members gradually build familiarity with key components of program assessment and weigh in."

- Both academic programs and service units were asked to provide a self-rating of their level of achievement in assessment practices over the past year. The categories progressed from beginning to developing to refining to continuously improving. The majority of academic programs (52%) reported that they were either developing or refining their assessment practices. Approximately two-thirds of the service units (67%) reported that they were either beginning or developing their assessment practices.

Academic Programs Overall Rating

Academic Program Self-assessment

A bar chart titled "Academic Program Self-assessment" with a y-axis from 0% to 100% in 10% increments. Bars shown: Beginning (n=36) approximately 15%, Developing (n=76) approximately 32%, Refining (n=48) approximately 20%, Continuously Improving (n=48) approximately 20%.

Overall Rating	Number of Programs (Total=239)
Developing: *Actively adjusting basic process or tools; some sharing and discussion of data; developing system of participation.*	76 (32%)
Refining: *Data regularly shared and discussed through more than one assessment cycle; results used to improve and validate student learning; use of results being regularly documented.*	48 (20%)
Continuously Improving: *Process is structurally driven with wide participation, process tools are established but also responsive to changing needs in the program; system is cyclic and used to improve and validate student learning.*	48 (20%)
Beginning: *Assessment process has begun; may not yet have data or data may not yet be shared or discussed.*	36 (15%)

Service Units Self-assessment
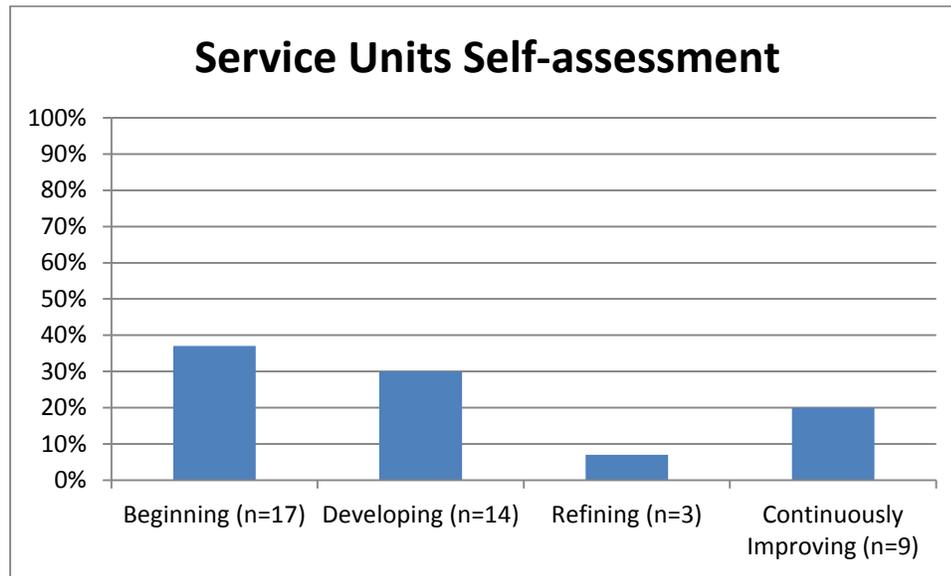
Overall Rating	Number of Units (Total=46)
Beginning: *Assessment process has begun; may not yet have data or data may not yet be shared or discussed.*	17 (37%)
Developing: *Actively adjusting basic process or tools; some sharing and discussion of data; developing system of participation.*	14 (30%)
Continuously Improving: *Process is structurally driven with wide participation, process tools are established but also responsive to changing needs in the program; system is cyclic and used to improve and validate academic support services to all relevant stakeholders.*	9 (20%)
Refining: *Data regularly shared and discussed through more than one assessment cycle; results used to improve and validate academic support services to all relevant stakeholders; use of results being regularly documented.*	3 (7%)

Academic Programs and Service Units were asked to indicate via check box how they shared their outcomes with students during the past year. These questions were added to the report templates this year to provide the UAC with more information regarding specific best practices in providing transparency to students about expectations for student learning and service outcomes.

Academic Programs

Program Student Learning Outcomes	Number of Programs (out of 239)
Student Learning Outcomes (SLOs) available to students through department or program	163 (68%)
Program has course specific SLOs in addition to program SLOs	155 (65%)
Course specific SLOs map to program SLOs	135 (57%)
Program SLOs published on the website	91 (38%)
Other (Program SLOs shared in alternative format)	81 (34%)
Program SLOs required on course syllabi (if applicable)	69 (29%)

Service Units

Service Outcomes	Number of Units (out of 46)
Service Outcomes available to stakeholders	19 (41%)
Service Outcomes available to stakeholders on the website	14 (30%)
Other (Service outcomes shared in alternative format)	13 (28%)

Observations:

- 163 of 239 (68%) programs make their program SLOs available to students. Seven colleges responded that over 90% of their programs provide this information to their students (Adult and Lifelong Learning, Engineering, Honors, Law, Nursing, Pharmacy and Pharmaceutical Sciences, Social Justice and Human Service). Only two colleges reported that 50% or less than their programs make their program SLOs available to students

(Languages, Literature and Social Sciences (41%), Natural Science and Mathematics (50%).

- 19 of 46 (41%) service units make their service outcomes available to students and other stakeholders. Seven units responded that 100% of their sub-units provide this information (Social Justice and Human Service, Graduate Studies, Youcollege, Nursing, Tri-College-LLSS, NSM, CoCA, Library, Honors). Learning Ventures reported the lowest percentage (25%) of sub-units providing their service outcomes to stakeholders.

- 91 of 239 (38%) programs make their program SLOs available on their websites. Engineering, Law, Medicine and Nursing have the most programs indicating that their SLOs are available online. Honors, Health Science, Languages, Literature and Social Science, and Natural Science and Mathematics have the smallest number of programs indicating that they share their program SLOs online.

- 14 of 46 (30%) of service units make their service outcomes available on their websites. Graduate Studies, Youcollege, Tri-College-LLSS, NSM, CoCA, Library, and Honors indicated that 100% of their sub-units post their service outcomes online. Nursing, Engineering, Social Justice and Human Service, Health Science and Education indicated that none of their service units post their outcomes online.

- Most academic programs (65%) indicated that they have specific course SLOs in addition to their program SLOs.

- Of the academic programs indicating that they have specific course SLOs in addition to their program SLOs, 57% reported that their course SLOs map to their program SLOs.

Academic Programs and Service Units were asked to indicate via check list the types of decisions that assessment helped to inform during the past year. The change in formatting of the report from an open-ended response to a check list provided individuals with more structure and understanding of the types of changes the UAC is looking for each year.

Academic Programs

Kinds of Decisions Assessment has helped to inform (Check all that apply)	Number of Programs (Total=239)
Instruction (e.g., pilot new instructional approach or assignment; improve communication of SLOs to students and faculty; continue or expand a successful approach or assignment)	56 (23%)
Other	47 (20%)
Curriculum (e.g., revise one or more courses for knowledge and skills; revise course sequence or prerequisites; continue or expand a successful course)	45 (19%)
Assessment Process, Plan or Infrastructure (e.g., change methods of data collection; revise student outcomes, adjust process of infrastructure to support assessment)	33 (14%)
Advising (revise advising practices)	19 (8%)
Faculty, professional development (e.g., opportunity for faculty to apply an aspect of assessment in their own courses; training for faculty on assessment, changing faculty participation in assessment)	19 (8%)
Recommendations that involve other units of the university (e.g., units such as the libraries that provide support to other programs	12 (5%)
Course Scheduling (modify frequency or schedule of class offerings)	10 (4%)
Equipment (e.g., computer hardware, software)	7 (3%)
TA Training (e.g., introduce or adjust TA training)	6 (3%)
Facilities (labs, classrooms, etc.)	4 (2%)

Kinds of Decisions Assessment has helped to inform (Check all that apply)	Number of Units (Total=46)
Program content (e.g., revise one or more programs for knowledge and skills; continue or expand a successful program)	20 (44%)
Assessment Processes, Plan, or Infrastructure (e.g., Change methods of data collection; revise service outcomes; adjust process of infrastructure to support assessment)	19 (41%)
Staff, professional development (e.g., opportunity for staff to apply an aspect of assessment in their own work; training for staff on assessment, changing staff participation in assessment)	18 (39%)
Advising (revise advising practices)	17 (37%)
Program/Event Scheduling (modify frequency or schedule of program/event offerings)	16 (35%)
Undergraduate Employee Training (e.g., introduce or adjust student employee training)	13 (28%)
Recommendations that involve other units of the university (e.g., units such as the libraries, that provide support to other programs)	11 (24%)
Equipment (e.g., computer hardware/software	11 (24%)
Other	11 (24%)
Graduate Assistant Training (e.g., introduce or adjust GA training)	9 (20%)
Facilities (residence halls, meeting spaces, recreational spaces, etc.)	8 (17%)

Observations:

- The "other" category represented 20% of the academic program responses and 24% of the service unit responses. The most common qualitative responses clarifying the "other" category for academic programs were that the programs provided the information via email to students or it was contained in their student handbooks. Service unit responses were more varied in their explanations, with some units citing the need to revise the outcomes for public display or that senior leaders would decide if requests for service outcomes could be accommodated.

- Twenty-three percent of the academic programs indicated instruction as a type of decisions related to assessment results. This category was the highest ranked of the options provided in the report. Although assessment results may contribute to formal and informal decision-making by faculty and administration, the low response rate may

reflect the ongoing challenge to record/report how assessment informs decision-making within the academic programs.

5. Sharing/Discussing Assessment

Academic Programs and Service Units were asked to indicate via check list with whom they discussed their assessment results with during the past year. The decision to change the format of this question from an open-ended response to a check list allowed for more efficiency in responding to the question, and standardized responses between colleges and service units.

Academic Programs

Discussed Assessment Results in 2012-2013 (Check all that apply)	Number of Programs (Total=239)
Chair	129 (54%)
Department/Program Curriculum Committee(s) (or equivalent)	127 (52%)
Department/Program Assessment Committee (or equivalent)	125 (52%)
University Assessment Committee College Liaison	123 (52%)
Associate Dean(s)	115 (48%)
College Assessment Committee (or equivalent)	100 (42%)
Assessment Coordinator(s)	104 (44%)
Students in your program	84 (35%)
Dean	79 (33%)
Advisory Board	53 (22%)

Alumni	39 (16%)
Other	39 (16%)
Prospective students	19 (8%)
Ad hoc	3 (1%)
Unsure	1 (<1%)

Service Units

Discussed Assessment Results in 2012-2013 (Check all that apply)	Number of Units (Total=46)
Department Director	22 (48%)
Department Associate/Assistant Director(s)	15 (33%)
Assessment Coordinator(s)	14 (30%)
University Assessment Committee Divisional Liaison	14 (30%)
Students in your department or division	14 (30%)
Other	14 (30%)
Department/Program Assessment Committee (or equivalent)	10 (22%)
Other Committee	7 (15%)
Advisory Board	6 (13%)
Divisional Assessment Committee	4 (9%)
Prospective students	2

	(4%)
Unsure	1 (2%)
Alumni	0 (0%)
Ad hoc	0 (0%)

Observations:

- Assessment results are not widely shared amongst both academic programs and service units.
- Results are shared with approximately 50% of program chairs and department directors.
- Approximately 50% of academic programs discuss assessment results with related committees.
- Service units reported less discussion of assessment results than the academic programs in all categories defined in the report.
- Sixteen percent of academic programs and 0% of service units reported sharing results with alumni. Eight percent of academic programs and 4% of service programs reported sharing results with prospective students.
- With the exception of discussing assessment results with ad hoc committees and prospective students, the College of Nursing reported over 90% of their programs discussing results with all categories defined in the report.

6. Student Involvement

Academic Programs and Service Units were asked to indicate via check list with whom they discussed their assessment results with during the past year, including categories directly addressing communication of assessment results with students. Programs also included a qualitative discussion of their student involvement through the same open-ended question as the previous template.

Academic Programs

Student Involvement in Assessment	Number of Programs (Total=239)
Assessment results are shared with students in your program	84 (35%)
Assessment results are shared with prospective students to your program	19 (8%)
Liaison rating-Assessment results indicate that student involvement is well defined and utilized appropriately	52 (22%)

Service Units

Student Involvement in Assessment	Number of Units (Total=46)
Assessment results are shared with students in your department or division	14 (30%)
Assessment results are shared with prospective students to your department or division	2 (4%)
Liaison rating-Assessment results indicate that stakeholder involvement is well defined and utilized appropriately (stakeholders may include more than students)	8 (17%)

Observation:

- Over one-third of academic programs and service units reported either no student/stakeholder involvement or involvement limited to only responding for requests for data.
    7. Professional Development in Assessment (Involvement in Assessment)

Academic Programs and Service Units were asked to indicate via check list the types of professional development activities that had taken place within their programs and service units during the past year. Although indirectly addressed through open-ended questions regarding improvements to the assessment process in past report templates, the check list format allowed for more efficiency in responding to the question, standardized responses between colleges and service units, and provided programs and units with examples of professional development activities to consider in the future.

Academic Programs

Assessment Activities (Check all that apply)	Number of Programs (Total=239)
Assessment reports available to faculty/chair	162 (68%)
Assessment leadership has continuity	107 (45%)
Assessment a part of regular standing committees	101 (42%)
Faculty meetings include time for assessment	82 (34%)
In-house professional development	75 (31%)
Faculty attend assessment workshops/conferences	61 (25%)
Faculty attend accreditation workshops	49 (21%)
Training sessions for faculty offered	43 (18%)
Work rotated among all faculty	39 (16%)
Publications available on assessment	32 (13%)
Paid part-time or full-time assessment position	28 (12%)
Annual retreat to discuss assessment	25 (11%)
Displays assessment results on performance indicators	23 (10%)
Other	20 (8%)
Assessment coordinator given release time	10 (4%)

Service Units

Assessment Activities (Check all that apply)	Number of Units (Total=46)
Assessment reports available to staff	29 (63%)
In-house professional development	17 (37%)
Staff meetings include time for assessment	16 (35%)
Displays assessment results on performance indicators	16 (35%)
Assessment leadership has continuity	10 (22%)
Work rotated among all staff	10 (22%)
Other	10 (22%)
Staff attend assessment workshops/conferences	8 (17%)
Training sessions for staff offered	8 (17%)
Staff attend accreditation workshops	6 (13%)
Assessment a part of regular standing committees	5 (11%)
Paid part-time or full-time assessment position	5 (11%)
Assessment coordinator given release time	4 (9%)
Annual retreat to discuss assessment	4 (9%)
Publications available on assessment	4 (9%)

Observations:
- Several low-cost methods exist to build assessment infrastructure, but appear to be underutilized throughout campus.
    - Approximately two-thirds of academic programs (68%) and service units (63%) reported sharing assessment reports with chairs/faculty/staff.
    - Approximately one-third of academic programs (34%) and service units (35%) reported:
        - "Faculty/Staff meetings include a regular time devoted to assessment."
    - Less than one quarter of academic programs and service units reported:

- "Assessment work is rotated among faculty/staff so all members gradually build familiarity with key components of program assessment and weigh in."
- Less than the majority of academic programs (45%) and service units (22%) reported that "assessment leadership has continuity in some way; may be led by a senior administrator." Noted exceptions were Tri-College-LLSS, NSM, CoCA, Pharmacy, Social Justice and Human Service, Graduate Studies, reporting 100% continuity for their service units.

8. Additional assessment activity 2013-2014

In addition to gathering extensive data on the state of assessment, the University Assessment Committee sponsored a two-day workshop with Barbara Walvoord, national assessment expert. Workshops tailored to programs and general education courses were well attended by faculty and staff. In addition, Barbara Walvoord attended the April UAC meeting and provided feedback to the committee regarding the university assessment reporting structure. Barbara was also the keynote speaker at our inaugural Assessment Awards Banquet. The banquet recognized the work of the College and Service Unit Assessment Committees. Two *Excellence in Assessment* awards were presented to the College of Social Justice and Human Service School Psychology program and the Division of Student Affairs Residence Life Department.

Based on her consultation, she recommended the UAC adopt the following:
- Engage a release-time faculty member during the 2014-2015 academic year to work with departments on general education assessment and program assessment. The faculty member would work with departments as needed to get more consistent, high quality reports onto a website. The faculty member should also work with service units in completing their plans and reports.
- Use the same assessment questions for the program review so that departments can clearly see that their annual reports build toward program review.
- Simplify the current UAC assessment report. The current form is more complicated than it needs to be.
- Rebalance the UAC – the UAC needs to direct its energy to those tasks common to assessment committees across the country.
  - Aggregate assessment information from multiple sources and make recommendations that inform institution's decision-making, strategic planning, and budgeting processes
  - Monitor the effectiveness of the overall assessment system
  - Help to shape the self studies and reports to HLC and other audiences
- Create an assessment website on which to post reports. It should include program assessment plans and reports, service unit assessment plans and reports and general education assessment reports.

9. Discussion

One of the main purposes of this document is to pause and reflect on the growth of our assessment process as an institution. Over the past ten years, the UAC has developed and continuously refined their reporting process to improve the quality of assessment practices throughout campus. Prior to this year, the focus of the UAC was to ensure that all programs and service units defined their student learning and service outcomes and documented decisions based on assessment data. In their 2012 site visit, the Higher Learning Commission commended the institution on our commitment to assessment. "UT has made great inroads in establishing a foundation for effective assessment." (2012, Report of Comprehensive Evaluation Visit, HLC)

Although the HLC acknowledged the progress made by the UAC during the seven year interval between their visits in 2005 and 2012, as an institution, the report also challenged UT to continue building upon this important groundwork. During the 2012-2013 academic year, the UAC discussed and began to implement changes designed to move the campus beyond the compliance-based reporting structure described above, to a process that will open up more opportunities for the institution to engage in meaningful dialogue to improve performance.

Issues

An important set of key issues will influence the UAC as we move forward. The shift from an audit-focused role to a recommending body will require increased efforts to help the campus community better understand the context of the assessment planning and reporting process in the overall structure of the institution. A priority exists to continue to develop a common language of assessment for all individuals with a responsibility for student learning, from Vice Presidents, to College Deans, to adjunct faculty and program coordinators. Establishing the context and shared language of assessment is essential to defining our success through deeper analysis of data and actions based on results. The UAC is positioning itself to lead the institution in meaningful discussions leading to data-driven recommendations, beyond the program and service unit level.

Recommendations

The UAC should continue to promote professional development opportunities for both faculty and staff to help educate individuals about their role in the assessment process, and how assessment practice should inform institutional decision-making. Although the institution has made some progress, more attention should focus on building trust among constituents and transparency in sharing relevant data with others. In addition to supporting professional development, the UAC should help the institution identify additional groups and offices needed to participate in building institutional recommendations. Closer collaboration with Institutional Research to provide relevant data is desired. Once the UAC prepares their recommendations, feedback should not only be provided to the individual colleges, as in the past, but also to other

decision-making bodies throughout campus. The Academic Leadership Team is one example of a group that the UAC should consider engaging in the process.

Appendix A
Lists of Academic Programs and Service Units in 2012-2013

College of Adult and Lifelong Learning
Academic Programs (2)
1. Individualized Program: Interdisciplinary Studies (Undergraduate)
2. Adult Liberal Studies (Undergraduate)

Service Units (3)
1. Academic Advising
2. Military Service Center
3. Office of Adult Student Extended Services

College of Business and Innovation
Academic Programs (13)
1. MS – Accounting (Graduate and Professional)
2. MBA – Administration (Graduate and Professional)
3. PhD – Manufacturing and Tech Mgmt (Graduate and Professional)
4. Executive MBA (Graduate and Professional)
5. Bachelor of Business Administration (Undergraduate)
6. Bachelor of Applied Organizational Technology (Undergraduate)
7. AAB – Business Management Tech (Undergraduate)
8. AAB – Computer Software Spec Tech (Undergraduate)
9. AAB – Computer Network Admin (Undergraduate)
10. BSIT (Undergraduate)
11. AA – Pre-Business (Undergraduate)
12. AAB – Program and Software Develop (Undergraduate)
13. ATS – Technical Studies (Undergraduate)

College of Communication and the Arts
Academic Programs (11)
1. Communication Grad Certificate (Post-baccalaureate/Certificates)
2. BA New Media Design Practices (Undergraduate)
3. BM Music (Undergraduate)
4. BA Communication (Undergraduate)
5. BA Music (Undergraduate)
6. BA Film (Undergraduate)
7. BA Theatre (Undergraduate)
8. Master of Music Performance (Graduate and Professional)
9. BA Visual Arts (Undergraduate)
10. BA Fine Arts (Undergraduate)
11. BA Art History (Undergraduate)

College of Engineering
Academic Programs (27)
1. Bioengineering – BS (Undergraduate)
2. Chemical Engineering – BS (Undergraduate)
3. Civil Engineering – BS (Undergraduate)
4. Computer Science and Engineering – BS (Undergraduate)
5. Electrical Engineering – BS (Undergraduate)
6. Mechanical Engineering – BS (Undergraduate)

7. Construction Engineering Tech – BS (Undergraduate)
8. Computer Science and Engineering Technology – BS (Undergraduate)
9. Electrical Engineering Technology – BS (Undergraduate)
10. Information Technology – BS (Undergraduate)
11. Mechanical Engineering Technology – BS (Undergraduate)
12. Bioengineering – MS (Graduate and Professional)
13. Chemical Engineering – MS (Graduate and Professional)
14. Civil Engineering – MS (Graduate and Professional)
15. Computer Science Specialization – MS (Graduate and Professional)
16. Electrical Engineering Specialization- MS (Graduate and Professional)
17. Industrial Engineering – MS (Graduate and Professional)
18. Mechanical Engineering – MS (Graduate and Professional)
19. Engineering (Practice Oriented Masters) – MS (Graduate and Professional)
20. Biomedical Engineering – PhD (Graduate and Professional)
21. Bioengineering – PhD (Graduate and Professional)
22. Chemical Engineering – PhD (Graduate and Professional)
23. Civil Engineering – PhD (Graduate and Professional)
24. Computer Science in Engineering – PhD (Graduate and Professional)
25. Electrical Engineering – PhD (Graduate and Professional)
26. Industrial Engineering – PhD (Graduate and Professional)
27. Mechanical Engineering – PhD (Graduate and Professional)

Service Units (3)
1. Academic Advising
2. Career Development Center
3. Engineering College Computing

College of Graduate Studies
Service Units (1)
1. College of Graduate Studies

College of Health Sciences
Academic Programs (19)
1. Healthcare Administration (Undergraduate)
2. Exercise Science – Masters (Graduate and Professional)
3. Exercise Science – PhD (Graduate and Professional)
4. Exercise Science (Undergraduate)
5. Recreation Therapy – Masters (Graduate and Professional)
6. Recreation Therapy (Undergraduate)
7. Public Health (Undergraduate)
8. Athletic Training (Graduate and Professional)
9. Athletic Training (Undergraduate)
10. Health Education – PhD (Graduate and Professional)
11. Health Information Administration (CHIA) (Post-baccalaureate/Certificates)
12. Master's in Education School Health (Graduate and Professional)
13. Health Information Administration (HIA) (Undergraduate)
14. School Health Education (Undergraduate)
15. Respiratory Care (Undergraduate)
16. Speech-Language Pathology (Undergraduate)
17. Doctor of Physical Therapy (DPT) (Graduate and Professional)
18. Occupational Therapy Doctor (OTD) (Graduate and Professional)

19. Speech-Language Pathology (Graduate and Professional)

College of Literature, Languages, and Social Sciences
Academic Programs (27)
1. Religion (Undergraduate)
2. Urban Studies (Undergraduate)
3. European Studies (Undergraduate)
4. Philosophy (Graduate and Professional)
5. Asian Studies (Undergraduate)
6. Municipal Administration (Post-baccalaureate/Certificates)
7. Health Care Policy and Administration (Post-baccalaureate/Certificates)
8. Management of Nonprofit Organizations (Post-baccalaureate/Certificates)
9. Economics (Graduate and Professional)
10. Global Studies (Undergraduate)
11. Political Science (Graduate and Professional)
12. Psychology (Undergraduate)
13. Philosophy (Undergraduate)
14. Certificate in the Teaching of Writing (Post-baccalaureate/Certificates)
15. English Language and Literature (Undergraduate)
16. Liberal Studies (Graduate and Professional)
17. English, Literature Concentration (Graduate and Professional)
18. Public Administration (Graduate and Professional)
19. Political Science (Undergraduate)
20. Economics (Undergraduate)
21. German (Graduate and Professional)
22. French (Graduate and Professional)
23. Spanish (Undergraduate)
24. Geography (Undergraduate)
25. Geography (Graduate and Professional)
26. English, Concentration in English as a Second Language (Graduate and Professional)
27. Spanish (Graduate and Professional)

College of Law
Academic Programs (1)
1. College of Law (Graduate and Professional)

Service Units (2)
1. Office of Professional Development
2. LaValley Law Library

College of Medicine and Life Sciences
Academic Programs (27)
1. MSBS – Medical Physics (Graduate and Professional)
2. MSBS – Bone Biology and Orthopaedic Science (Graduate and Professional)
3. MSBS – Biomedical Science in Medical Sciences (Graduate and Professional)
4. Certificate in Biostatistics and Epidemology (Post-baccalaureate/Certificates)
5. Certificate in Epidemology (Post-baccalaureate/Certificates)
6. Certificate in Public Health and Emergency Response (Post-baccalaureate/Certificates)
7. Certificate in Occupational Health (Post-baccalaureate/Certificates)
8. Certificate in Global Public Health (Post-baccalaureate/Certificates)
9. Masters – Public Health Administration (Graduate and Professional)

10. MPH – Public Health Nutrition (Graduate and Professional)
11. MSBS – Cancer Biology (Graduate and Professional)
12. MPH – Health Promotion and Education (Graduate and Professional)
13. MPH – Public Health Epidemology (Graduate and Professional)
14. MPH – Environmental and Occupational Health and Safety Science (Graduate and Professional)
15. Certificate in Pathology (Post-baccalaureate/Certificates)
16. PhD – Cancer Biology (Graduate and Professional)
17. PhD – IIT (Graduate and Professional)
18. MSOH – Industrial Hygiene (Graduate and Professional)
19. MSBS – Oral Biology (Graduate and Professional)
20. Certificate in Bioinformatics and Protemics/Genomics (Post-baccalaureate/Certificates)
21. Physician's Assistant Program (Graduate and Professional)
22. MSBS – Human Donation Science (Graduate and Professional)
23. PhD – Biomedical Sciences CVMD Track (Graduate and Professional)
24. Certificate in Contemporary Gerontological Practice (Post-baccalaureate/Certificates)
25. PhD – Neurosciences and Neurological Disorders (Graduate and Professional)
26. MSBS – Bioinformatics and Protemics/Genomics (Graduate and Professional)
27. Doctor of Medicine (Graduate and Professional)

Service Units (2)
1. COM Admissions Office
2. COM Student Affairs

College of Natural Sciences and Mathematics
Academic Programs (28)
1. BIOL Science Grad PhD – CMOL (Graduate and Professional)
2. BA Geology (Undergraduate)
3. BIOM – BS (Undergraduate)
4. BA Environmental studies (Undergraduate)
5. MS Geology (Graduate and Professional)
6. BS Environmental Studies (Undergraduate)
7. BIOM – PhD – ECOL (Graduate and Professional)
8. Biochemistry BA (Undergraduate)
9. Biochemistry BS (Undergraduate)
10. BS Chemistry (Undergraduate)
11. BA Chemistry (Undergraduate)
12. PhD Chemistry (Graduate and Professional)
13. MS Chemistry (Graduate and Professional)
14. BS Math/Stats (Undergraduate)
15. BA Math/Stats (Undergraduate)
16. BIOL Science Grad MS – CMOL (Graduate and Professional)
17. BIOM – MS – ECOL (Graduate and Professional)
18. BS Geology (Undergraduate)
19. BIOL Science UG MEDT (Undergraduate)
20. BIOL Science UG BA (Undergraduate)
21. BIOL Science UG BS (Undergraduate)
22. BA Astronomy (Undergraduate)
23. BA Physics (Undergraduate)
24. MS Physics (Graduate and Professional)
25. MS Physics PSM-PV (Graduate and Professional)
26. PhD Med Physics – Revised (Graduate and Professional)

27. PhD Physics (Graduate and Professional)
28. BS Physics (Undergraduate)

College of Nursing
Academic Programs (14)
1. Baccalaureate of Science in Nursing (Undergraduate)
2. Master's Certificate - Adult Nurse Practitioner (Post-baccalaureate/Certificates)
3. Master of Science in Nursing – Adult Nurse Practitioner (Graduate and Professional)
4. Master of Science in Nursing – Clinical Nurse Specialist (Graduate and Professional)
5. Master of Science in Nursing – Pediatric Nurse Practitioner (Graduate and Professional)
6. Master's Certificate – Pediatric Nurse Practitioner (Post-baccalaureate/Certificates)
7. Doctoral of Nursing Practice (Graduate and Professional)
8. Master of Science in Nursing – Clinical Nurse Leader (Graduate and Professional)
9. Master of Science in Nursing – Family Nurse Practitioner (Graduate and Professional)
10. Graduate Certificate – Family Nurse Practitioner (Post-baccalaureate/Certificates)
11. Master of Science in Nursing – Nurse Educator (Graduate and Professional)
12. Certificate – Nurse Educator (Post-baccalaureate/Certificates)
13. Master of Science in Nursing – Psychiatric Mental Health Clinical Nurse Specialist (Graduate and Professional)
14. Master's Certificate - Psychiatric Mental Health Clinical Nurse Specialist (Graduate and Professional)

Service Units (1)
1. Office for Student Services

College of Pharmacy and Pharmaceutical Sciences
Academic Programs (10)
1. BSPS – Pharmaceutics (Undergraduate)
2. MS Pharmaceutical Science – Industrial Pharmacy (Graduate and Professional)
3. PhD – Medicinal Chemistry (Graduate and Professional)
4. MS – Medicinal Chemistry (Graduate and Professional)
5. MS Pharmaceutical Science– Health Outcomes and Socioeconomic Sciences (Graduate and Professional)
6. MS Pharmaceutical Science – Pharmacology/Toxicology (Graduate and Professional)
7. BSPS – Medical and Biological Chemistry (Undergraduate)
8. BSPS – Pharmacy Administration (Undergraduate)
9. BSPS – Pharmacology/Toxicology (Undergraduate)
10. Doctor of Pharmacy (Graduate and Professional)

Service Units (2)
1. BSPS Service Program
2. Office of Student Affairs - Pharmacy

College of Social Justice and Human Service
Academic Programs (17)
1. BS in Criminal Justice (Undergraduate)
2. BS in Paralegal Studies (Undergraduate)
3. BSW in Social Work (Undergraduate)
4. Certificate – Elder Law (Post-baccalaureate/Certificates)
5. Certificate – Nurse Paralegal (Post-baccalaureate/Certificates)
6. Certificate – Paralegal Studies (Post-baccalaureate/Certificates)

7. Certificate – Patient Advocacy (Post-baccalaureate/Certificates)
8. Certificate – Child Advocacy (Post-baccalaureate/Certificates)
9. Certificate – Juvenile Justice (Post-baccalaureate/Certificates)
10. MA in Criminal Justice (Graduate and Professional)
11. MSW in Social Work (Graduate and Professional)
12. MA in School Psychology (Graduate and Professional)
13. MA in Counselor Education (Graduate and Professional)
14. EdS in School Psychology (Graduate and Professional)
15. MEd in Higher Education (Graduate and Professional)
16. PhD in Higher Education (Graduate and Professional)
17. PhD in Counselor Education and Supervision (Graduate and Professional)

Service Units (1)
1. Office of Student Services

Division of Student Affairs
Academic Programs (5)
1. American Language Institute (Service Course)
2. Education Abroad Office – CISP (Service Course)
3. Basic Chinese (Level I & II) (Service Course)
4. UT SWAT (Service Course)
5. Leadership UT (Service Course)

Service Units (15)
1. Center for Experiential Learning and Career Development
2. Excellence and Multicultural Student Success
3. Student Experience
4. Student Involvement
5. Education Abroad – CISP
6. Recreation
7. Academic Access
8. Confucius Institute
9. Counseling Center
10. Residence Life
11. TRIO Student Support Services
12. International Student and Scholar Services
13. Student Athletic Academic Services
14. Toledo EXCEL
15. Upward Bound

Enrollment Management
Service Units (7)
1. International Admission
2. Adult Transfer Military Admission
3. Online Admissions and Student Services
4. Rocket Solutions Central
5. Undergraduate Admission
6. New Student Orientation Programs
7. Financial Aid

Judith Herb College of Education
Academic Programs (36)
1. EdS – Curriculum and Instruction: Early Childhood (CIEE) (Graduate and Professional)*
2. PhD – Foundations of Education: Ed Psych (FEEP) (Graduate and Professional)*
3. EdD – Education Administration and Supervision (EDAS) (Graduate and Professional)*
4. EdS – Education Administration and Supervision (Graduate and Professional)*
5. MEd – Educational Psychology (ESPY) (Graduate and Professional)*
6. MEd – Education Administration and Supervision (EDAS) (Graduate and Professional)*
7. PhD – Curriculum and Instruction: Gifted-Talented (CIGI) (Graduate and Professional)*
8. EdS – Curriculum and Instruction: Elementary Ed and Early Childhood (CIEL) (Graduate and Professional)*
9. EdS – Curriculum and Instruction: Early Childhood (CIEE) (Graduate and Professional)*
10. BEd – Multiage Education (PreK-12) Art (Undergraduate)
11. PhD – Curriculum and Instruction: Secondary Education (Graduate and Professional)
12. PhD – Curriculum and Instruction (Graduate and Professional)
13. EdS – Curriculum and Instruction (Graduate and Professional)
14. Master of Music Education (Graduate and Professional)
15. MEd – Curriculum and Instruction (Graduate and Professional)
16. BEd – Secondary Education: Adolescent and Young Adult Ed (Undergraduate)
17. BEd –Middle Childhood Licensure Program (Undergraduate)
18. Master's in Educational Theory and Social Foundations (Graduate and Professional)
19. MEd – Career and Technical Education (Graduate and Professional)
20. EdS – Curriculum and Instruction: Special Education (Graduate and Professional)
21. PhD – Curriculum and Instruction: Special Education (Graduate and Professional)
22. MEd – Secondary Education (Graduate and Professional)
23. PhD – Social Foundations of Education (Graduate and Professional)
24. MEd – Middle Childhood Licensure Program (Graduate and Professional)
25. Bachelor of Music Education (Undergraduate)
26. MEd – Early Childhood (PreK-3) (Graduate and Professional)
27. MEd – Special Education: Intervention Specialist (Graduate and Professional)
28. BEd – Early Childhood Education (PreK-3) (Undergraduate)
29. BEd – Special Education: Intervention Specialist (Undergraduate)
30. BEd – Arts in Multiage Education (PreK-12) Foreign Language (Undergraduate)
31. MEd – Educational Technology (Graduate and Professional)
32. PhD – Curriculum and Instruction: Educational Media (Graduate and Professional)
33. MEd – Educational Research and Measurement (Graduate and Professional)
34. PhD – Foundations of Education: Educational Research and Measurement (Graduate and Professional)

Service Units (2)
1. Carver Services
2. Office of Student Services

Online Learning
Service Units (4)
1. Instructional Design and Development
2. Classroom Support Services
3. Instructional and Research Technology
4. Educational Technology Services

TriCollege
        College of Communication and the Arts
        College of Language, Literature, and Social Science
        College of Natural Sciences and Mathematics
Service Units (1)
1. TriCollege Student Services

University Libraries
Academic Programs (1)
1. Information Literacy (Service Course)

Service Units (1)
2. Access Services (Carlson, Mulford, McMaster, and Canaday)

YouCollege
Service Units (1)
1. Gateway Programs – Department of Exploratory Studies

Report on Assessment at the University of Toledo

Barbara E. Walvoord, Ph.D., Consultant

April 7, 2014

Background

This report is based on my reading of UT assessment materials and a two-day visit to campus April 1-2, 2014.

How is UT Doing for the Upcoming HLC visit?

You have many good things in place. I would judge that you are in pretty good shape for the HLC review, except for gen-ed assessment and aggregating assessment results to inform institution-wide planning and budgeting. My recommendations:

1. **First Priority: A set of gen-ed assessment reports from each department that offers gen ed, included on a website (open to faculty and administration, not necessarily the public)**
   a. **Progress so far**: The CCC has distributed a clear, simple form for the reports, and they are due from departments this spring.
   b. **Needed now**: My experience suggests that departments will need substantial help to understand what is required, construct gen-ed assessment, and write good reports. The CCC and UAC cannot provide the kind of consistent, time-intensive help that is needed. I suggest you engage a release-time faculty member during AY 2014-2015 to work with departments on gen-ed assessment (and also with departments that need help with assessment of their degrees and certificates, and with service units). A rationale for this appointment is included later in this report. The website does not need to be fancy; it's just a place to post the reports. Some institutions post these reports as a section of the assessment web page, with a link from the assessment page menu. The idea is for departments to see one another's, for leaders to be able to access them all, and for the HLC readers to be able to browse through them.
2. **Also First Priority: A system for aggregating gen-ed results and taking action for the gen-ed program as a whole.**
   a. **Progress so far:** The CCC has accepted its responsibility for gen-ed assessment. Connections have been formed between UAC and CCC.
   b. **Needed now**: For HLC, it will not be enough to have reports of gen-ed assessment in individual courses and departments or to cite changes you have made in a particular gen-ed course or program (item 1). You need a way of addressing the question, "When students complete all their gen-ed requirements, what do we expect them to have learned? How do we know? How do we use that information to inform actions within the gen-ed curriculum?" More details are included later in this report.
3. **Also First Priority: An INSTITUTION-WIDE SYSTEM for aggregating assessment results from gen-ed, departments, and other sources, and using those aggregated results to inform planning and budgeting at the institution level.**
   a. **Progress so far**: In your 2011 self-study, you cited some examples of changes based on assessment. UAC has a diagram showing how reports from departments move through their extensive peer review system and then into decision-making centers. The diagram

does not give much detail about the move into institutional decisions and budgeting, but the diagram is a start.

b. **Needed now**: You need a SYSTEM that you can explain, that shows precisely how information about student learning gleaned from departments' degree and gen-ed reports is integrated with other relevant information such as CLA or survey results and reports from service units such as tutoring, to result in recommendations and action within institutional strategic planning, budgeting, and policies. More details are included later in this report.

4. **Program Review**

   a. **Progress so far:** You have a guideline and format for program review. Several items in the format ask for assessment of student learning.

   b. **Needed now**: I suggest making the wording of the assessment questions for the program review exactly the same as for the UAC's annual report forms, so that departments can clearly see that their annual reports build toward program review. Then implement program review as your schedule dictates, and have sample program review documents to show HLC that the assessment part of program review was taken seriously and that it resulted in action. Better to have a few program reviews with strong assessment than to have a larger number of program reviews completed.

5. **Higher consistent quality of departmental reports on their assessment of their degrees and certificates, on a website as above for general education**.

   a. **Progress so far**: As HLC noted in 2012, you have high compliance in your department reports and a very dedicated, hardworking, and passionate UAC that has implemented a time-intensive system of peer review for departmental reports, conducted through a far-reaching system of UAC liaisons to departments.

   b. **Needed now**. HLC noted in 2012 that the department reports are inconsistent in quality. The same release-time faculty member mentioned above could work with departments as needed to get more consistent, high-quality reports onto a website. The person's time, however, should be devoted first to gen-ed reports. Further, the current departmental report form that the UAC is using is more complicated than it needs to be, and I heard both confusion and resistance from departments, especially to some of the later items. I recommend a simplified form; in the last few days, John Barrett has sent me a draft that looks very good.

6. **Rebalance the role of the UAC**.

   a. **Progress so far**: The UAC has been highly effective and energetic. The committee members have worked very hard to get a high level of compliance from departmental and service unit reports--an unusual accomplishment. But my discussions with them revealed the heavy load of work that this has entailed--a load that cannot be sustained long-term by a faculty committee. So that phase is coming to an end, as the departmental reports are increasingly high quality, and as the release-time person takes over to help the departments most in need.

   b. **Needed now:** Now the UAC needs to direct its energy to these tasks common to assessment committees across the country: (1) aggregating assessment information from multiple sources and making recommendations for institutional action; (2) monitoring the effectiveness of the overall assessment system; and (3) helping to shape the self studies and reports to HLC and other audiences. More detail is included later in this report.

7. **Service unit assessment reports**. These are less important than academic unit and gen-ed reports, in terms of what HLC will scrutinize.
    a. **Progress so far:** Many units have completed reports.
    b. **Needed now**: There is a considerable amount of confusion about just how service units should assess learning, what methods they should use, and how they should complete the form that the UAC has asked for. To the extent possible, the release-time faculty member above can work with service units, perhaps especially those that most directly affect the quality of the general-education learning goals. However, I believe that your current state would get you through, provided that the above items are in place.

DETAILS: Rationale for Engagement of a Release-Time Faculty for AY 2014-2015 (Part of Items 1, 5, and 7 above)

- You are behind in terms of gen-ed assessment. This is your most important priority. You are now asking departments to report their assessment of gen-ed, but CCC clearly cannot mirror the time-intensive system that UAC has used to work with departments on these reports. A great deal of education and guidance will be needed, because departments are not accustomed to being asked to assess their gen-ed courses and many may resist doing so. Yet your gen-ed assessment will be subject to intense scrutiny by HLC, especially because in your last HLC review, you got a "bye" on general-education because you were rethinking the curriculum in terms of competencies. Now you have backed off those earlier plans somewhat, and this will draw HLC's attention.

- The UAC has done a fantastic job of conducting peer review of program assessment reports, but, as HLC notes (p. 22), it is a compliance review. It is enormously time consuming. Despite UAC's best efforts, it has resulted in a set of assessment reports that varies in quality, as HLC noted (p. 22). The workload of this system for UAC has pulled them off center. Most assessment committees around the country focus more on monitoring the entire assessment system, aggregating the data from multiple sources, and making recommendations for institution-wide or college-wide action. I think the UAC is ready for that next stage in its development.

- Further, there is now a stringent time limit. A single person can work faster with these departments.

- Further, your departments and programs are very hungry for guidance about their own individual assessment. This showed up in the fact that 22 programs signed up for individual feedback on the second morning. I had read their reports, most ranging from 7-10 pages, but one at 100 pages. A miscommunication muddied the water, here, because I did not realize that each department expected individual feedback in the session. However, even if we had communicated better, there was no way I could have offered individual feedback to 7-9 programs in a 45-minute open session with 20-30 people around the table. The take-away lesson is that the hunger is clearly there.

- When I was the assessment coordinator at Notre Dame, I was given enough released time from my teaching to allow me to meet individually with departments for whom an introductory workshop had not been enough to produce a high quality assessment system and report. It was my job to ensure that by the time of the HLC visit, we had a website on which every program had a high-quality assessment plan written in a 2-3-page, common format that was easy for HLC

visitors to read. I think that system of individual meetings with a release-time faculty member would work well for you.

DETAILS: Constructing a SYSTEM for Gen-ed and Institution-wide Assessment (Items 2, 3, and 6, above)

Gen-ed Assessment System: This spring, when gen-ed reports come in, no matter how flawed they are, CCC/UAC should review them (along with other relevant data from, for example, the CLA, relevant student survey data, and service unit reports) to formulate recommendations about what the institution and colleges should work on, in terms of the general-education curriculum and support (such as tutoring) for gen-ed. The question on the report form that asks what departments believe the institution should work on will be particularly useful. Aggregate these answers and recommend actions to strengthen the gen-ed curriculum. Given your short time frame, this is a relatively quick way to give HLC and others the strongest possible evidence about ACTION on gen-ed, at the institutional level. In your self-study, explain this system AS A SYSTEM. You already have a diagram of a system for departmental assessment of degrees, and that diagram can be a model if it becomes more detailed about how the data lead to action. See my *Assessment Clear and Simple*, p. 87 for a sample diagram of a gen-ed system. That gen-ed system then becomes part of the larger institution-wide system, below.

Institution-wide Assessment System: The UAC should shift from intensive effort at ensuring compliance on departmental reports to more focus on aggregating data across the institution and recommending actions. One way to do this is to hold a half-day or full-day retreat (or a series of shorter meetings) sponsored by the UAC. Institutions vary in the breadth of representation at such a retreat: some invite only a small, lean group of planners and leaders, including administrators and key faculty representatives plus the UAC; others invite a much larger group; some invite the whole campus. Some bind this system with strategic planning. In preparation for the retreat, participants examine a 5-8-page summary of the following information about student learning: (1) a summary of what departments are working on and what they recommend for institutional action, drawn from the departmental reports that are submitted to UAC and from whatever program reviews have been conducted; (2) a summary of what gen-ed reports are showing, as the CCC has reported; (3) a summary of other relevant data, e.g. CLA results, student survey, service unit reports, and other data relevant to understanding the state of student learning at UT. The participants in the retreat read these data ahead of time and come together to discuss what the data suggest about institution-wide action. These recommendations then inform the institution's decision-making, strategic-planning, and budgeting processes. For example, at one institution with which I worked, such a process led to three recommendations, which then came up to the provost, who, in consultation with others, chose one of them--student writing--as an institution-wide focus. The provost then appointed a faculty/staff/student task force to analyze the institution's current efforts toward student writing, review research and national best practice, and recommend how the institution could move forward. Now the institution can diagram and explain its system, as well as the specific action on writing, in its self-study to accreditors.

DETAILS: Websites for Reports

You may want to create three sections of an assessment website on which to post reports. When I served as assessment coordinator, I provided the text for these reports, as I worked with the departments to complete them, and then a technical person put them onto the web site. Your release-time faculty member can do this, too. These reports can then be shared among departments, accessed by administrators and by those who write the self-study, and available to the HLC through links within the self-study, so HLC readers can browse among them. The website does not need to be open to the public at large; it can be limited to faculty and administrators.

- General education assessment reports. As above. This spring, departmental gen-ed reports can be posted, and then updated periodically as needed. This spring's reports are likely to be uneven and weak, but post them anyway. Department can learn from one another's reports, and, as the release-time faculty member works with these departments, the reports will be substantially improved.
- Departmental assessment reports. The reports can be posted, and then updated annually thereafter. If a department has not changed its system of assessment, then it can leave that section alone, only updating its current actions as time goes on.
- Service units assessment reports. As above.