

University Assessment Committee (UAC) Procedures

*Revised by the University Assessment Committee
September 2017*

The UAC uses the seven overarching institutional learning goals (ILGs)¹ as the conceptual framework and common language for evaluating the status of student learning across academic and co-curricular units. These university-level goals were taken from the *Habits of Inquiry and Reflection* document. The UAC recognizes that each of the ILGs is complex and no one course, program or unit is expected to assess an ILG in its entirety. Instead, each course, program or unit is responsible for identifying student learning outcomes that are relevant to the learning opportunities that they provide, and then linking them to the university-wide ILGs as appropriate. In essence, as a cumulative process, students will have opportunities to learn and demonstrate their learning of the various aspects embedded in the ILGs throughout multiple courses, programs and experiences.

The University of Dayton considers assessment of student learning to be an integral component of the daily operations of every unit on campus, both in the classroom setting and outside of the classroom. All academic units at UD engage in some form of assessment. The purpose of assessment is for continuous improvement. The definition of "unit" is left to the discretion of the deans and vice presidents – whatever is appropriate for their situation. (University of Dayton Plan for Assessment of Student Learning, which is a revision of DOC-I-07-02: University of Dayton Assessment Plan)

Via their respective UAC representative, the units and programs annually submit to the UAC summaries of actions taken as a result of their assessment activities. Units are required to submit relatively short (could be as few as one to two pages) written assessment summaries on an annual basis. The intent of this process is to reinforce the practice of making these evaluations an integral part of the units' overall continuous improvement processes. The submitted summaries highlight actions taken as a result of past assessment activities, and evaluate the effect of those actions. This process encourages units to determine not only the level of accomplishment in relation to the learning goals and objectives, but also how to indicate how the data have been used for improvement. What subsequent changes were made as a result of evaluating the data? Were those changes effective? What do the data show now? Should there be other changes made? How do those changes impact other goals and strategies in the unit? What is the relationship between assessment and planning? (University of Dayton Plan for Assessment of Student Learning, which is a revision to DOC I-07-02: University of Dayton Assessment Plan)

¹ The university changed the terminology to institutional learning goals (ILGs), effective with the 2017-18 academic year. They were previously referred to as student learning outcomes (SLOs) according to the language originally used in the *Habits of Inquiry and Reflection*. The change was made in order to clarify assessment practices and align terminology.

The *Habits of Inquiry and Reflection* institutional learning goals are:

1. Scholarship: All undergraduates will develop and demonstrate advanced habits of academic inquiry and creativity through the production of a body of artistic, scholarly or community-based work intended for public presentation and defense.
2. Faith Traditions: All undergraduates will develop and demonstrate ability to engage in intellectually informed, appreciative and critical inquiry regarding major faith traditions. Students will be familiar with the basic theological understandings and central texts that shape Catholic beliefs and teachings, practices, and spiritualities. Students' abilities should be developed sufficiently to allow them to examine deeply their own faith commitments and also to participate intelligently and respectfully in dialogue with other traditions.
3. Diversity: All undergraduates will develop and demonstrate intellectually informed, appreciative and critical understand of the cultures, histories, times, and places of multiple others, as marked by class, race, gender, ethnicity, religion, nationality, sexual orientation, and other manifestations of difference. Students' understanding will reflect scholarly inquiry, experiential immersion, and disciplined reflection.
4. Community: All undergraduates will develop and demonstrate understanding of and practice in the values and skills necessary for learning, living, and working in communities of support and challenge. These values and skills include accepting difference, resolving conflicts peacefully, and promoting reconciliation; they encompass productive, discerning, creative, and respectful collaboration with persons from diverse backgrounds and perspectives for the common purpose of learning services. And leadership that aim at just social transformation. Students will demonstrate these values and skills on campus and in the Dayton region as part of their preparation for global citizenship.
5. Practical Wisdom: All undergraduates will develop and demonstrate practical wisdom in addressing real human problems and deep human needs, drawing upon advanced knowledge, values, and skills in their chosen profession or major course of student. Starting with a conception of human flourishing, students will be able to define and diagnose symptoms, relationships, and problems clearly and intelligently, construct and evaluated possible solutions, thoughtfully select and implement solutions, and critically reflect on the process in light of actual consequences.
6. Critical Evaluation of Our Times: Through multidisciplinary study, all undergraduates will develop and demonstrate habits of inquiry and reflection, informed by familiarity with Catholic Social Teaching, that equip them to evaluate critically and imaginatively the ethical, historical, social, political, technological. Economic, and ecological challenges of their times in light of the past.

7. Vocation: Using appropriate scholarly and communal resources, all undergraduates will develop and demonstrate ability to articulate reflectively the purposes of their life and proposed work through the language of vocation. In collaboration with the university community, students' developing vocational plans will exhibit appreciation of the fullness of human life, including its intellectual, ethical, spiritual, aesthetic, social emotional, and bodily dimensions, and will examine both the interdependence of self and community and the responsibility to live in service of others.

1. Administrative Structure and Scope of UAC Authority

- 1.1 General Administrative Structure

The UAC acts as a resource for those conducting assessments and makes assessment results available to all units. The UAC writes an annual "State of Student Learning" report and then relays the information to the Provost and the university community.

The University holds local units responsible for planning and implementing their own assessment activities. The University will not dictate to units how to conduct their assessment, yet it does require that assessment be conducted on a regular basis and that a summary of assessment results and actions taken as a result of the assessment activities be reported annually to the University Assessment Committee (UAC), which acts under the authority of the Provost. The UAC serves as a resource to the units represented on the committee, as well as for the campus community more broadly. (University of Dayton Plan for Assessment of Student Learning, which is a revision of DOC-I-07-02: University of Dayton Assessment Plan)

The UAC is a community of learners that supports the development of assessment leaders who are able to help their units develop capacity for assessment and, importantly, assist their units in infusing assessment into their decision-making practices. The UAC facilitates the sharing of assessment practices and results between units to support a systems-level approach to student learning improvement. The UAC is responsible for fostering an assessment culture on campus that is focused on continuous improvement.

Each unit has one representative that serves on the UAC and acts as a liaison between the committee and the unit departments and programs. UAC members are responsible for orchestrating assessment activities for their units and act as resources for unit departments and programs conducting assessment activities. They assist with the development and measurement of goals, and the interpretation of results from those measurements.

Unit Responsibilities. The units themselves develop goals and then determine learning objectives and assessment methods to measure achievement of those goals. Units develop plans and implement their assessments based on a cycle that will allow for them to monitor improvement. Assessments are implemented as planned and the results are

used to engage in continuous improvement. Units are encouraged to engage in reflection of the assessment results through discussions of strengths and methods to address areas needing improvement.

The units assure that their goals and assessments link with UD's mission, with UD's HIR institutional learning goals, and with their own mission. Additionally, outside accreditation requirements can be mapped to the unit's goals and objectives. In reviewing their goals, units ask themselves the following questions: Is the unit goal relevant to the expectations of student learning in the course, experience, department, or program? Is the goal measurable? Are direct methods available to assess the goal? If not, are indirect methods available? Do the selected methods of measurement actually reflect attainment of the goal? (University of Dayton Plan for Assessment of Student Learning, which is a revision of DOC-I-07-02: University of Dayton Assessment Plan)

Organizationally, reports are received from three sources: (1) the Common Academic Program (CAP); (2) Academic units; and (3) Co-curricular units.

- 1.1.1 CAP: The CAP Office, in coordination with the CAP Committee, annually reports the assessment results and summaries of actions taken from the 4-year review of CAP approved courses.
- 1.1.2 Academic units: The Deans' offices in the academic units annually submit summaries of assessment results and actions taken as a result of the program assessments.
- 1.1.3 Co-curricular units: Co-curricular units submit summaries of assessment results every year.

1.2 Scope of UAC Authority

The University Assessment Committee (UAC) works under the authority of the Provost and oversees the student learning assessment process at the University of Dayton. (University of Dayton Plan for Assessment of Student Learning, which is a revision of DOC-I-07-02: University of Dayton Assessment Plan)

1.3 UAC Membership

- 1.3.1 Membership: The UAC is chaired by the Associate Provost for Academic Affairs and Learning Initiatives. Membership is comprised of unit assessment representatives, often unit associate deans charged with assessment; the Director of Student Development Assessment and Planning; the Assistant Provost for the Common Academic Program; and the Data and Assessment Coordinator. (University of Dayton Plan for Assessment of Student Learning, which is a revision of DOC-I-07-02: University of Dayton Assessment Plan)

2. Procedures

2.1 Common Academic Program (CAP) Assessment

In order for a course to continue to satisfy one or more components of the Common Academic Program, the department that submitted the original course proposal must, at least once every four years, submit information that demonstrates that the course continues to meet the CAP requirements for those components and the institutional learning goals for which it was approved.

To continue CAP designation, the department responds to the following questions and the CAPC reviews the responses to determine if the course continues to satisfy the CAP components and institutional learning goals for which it was originally approved. The CAP Office, in coordination with the CAP Committee, annually reports to the UAC the assessment results and summaries of actions taken from the 4-year review of CAP approved courses.

Learning Outcomes

1. What are the course learning objectives (CLOs)?
2. How do those CLOs connect to the UD institutional learning goals (ILGs) and CAP component(s)? Or, put differently, which ILGs and CAP components connect to which CLOs? (Mapping CLOs to ILGs is sufficient.)
3. What do you do to determine if *each* CLO is being achieved? How do you determine if *each* CLO is being achieved each semester? What student artifacts are used to make those determinations about achievement of CLOs? Please be specific in your responses and you are encouraged to attach supplemental information, such as review plans, rubrics, assignment instructions, etc.

Tracking Learning

4. How do you use the information gleaned from student artifacts to determine student learning? Please attach any relevant documents, such as rubrics.
5. What conclusions can you draw from your review of student learning regarding overall student learning in this course over the last four years?

Future Course Offerings

6. What changes, if any, regarding CAP components, ILGs, and/or CLOs and their relationship to ILGs do you plan on making in the future and why?
7. Looking ahead to future offerings of this course, what would you like to do with this course? What changes do you want to make and why? What do you need to make those aspirations a reality?

2.2 Academic Program Assessment

Each appropriate unit, as determined by the Dean's office, must submit an annual report to their Dean that describes student learning outcomes for the programs in their department. The report includes the following information: program learning outcomes; the linkage of these outcomes to the HIR institutional learning goals; the assessment measures used for each outcome; a schedule for the application of the measures; an analysis of the results; and a summary of how documented deficiencies are being addressed by the faculty or staff. The Dean or appointee summarizes and aggregates the results in the annual report that is provided to the UAC.

Academic Program Review is normally conducted on a regular basis by means of assessment procedures established for each program. Programs are also reviewed under circumstances involving the initiation, suspension or reactivation of a program. (DOC 1995-06 Academic Program Review – Program Assessment)

Unit departments and programs are responsible for conducting assessment activities in their area. Summary unit reports are submitted to the UAC yearly by the representative. The purpose of the report is to contribute to the university-wide annual report of continuous improvement for learning that is submitted to the Provost. (University of Dayton Plan for Assessment of Student Learning, which is a revision of DOC-I-07-02: University of Dayton Assessment Plan)

In cases in which units have their own accrediting bodies that require specific assessment-related activities, the summaries submitted to the UAC may contain information taken directly from accreditation reports submitted by the unit. (University of Dayton Plan for Assessment of Student Learning, which is a revision of DOC-I-07-02: University of Dayton Assessment Plan)

2.3 Co-curricular Assessment

Because student learning is our priority at UD, assessment is not limited to the measurement of learning related to classroom experiences. Several co-curricular areas have identified and measure learning outcomes for student experiences that take place outside of the classroom. The University Assessment Committee holds co-curricular units that are represented on it to the same expectations as academic units with reasonable exceptions based on variance in mission and when expectations would require a relationship to classroom experiences in order to be fulfilled (academic program review and CAP assessment procedures). Based on this expectation staff representatives abide by the same annual reporting expectation as academic units.