A Revised Timeline
for the Assessment of Academic Programs' Student Learning Outcomes
Fall 2017-Spring 2022

Approved by APAC
09.26.17

Presented to the EWU Faculty Senate
10.09.17

In May 2017, the EWU Academic Senate approved an assessment plan for academic programs. At this juncture, no changes are being proposed to the Senate-endorsed plan.

At about the same time that the Senate supported the plan, the Office of Institutional Research, Demography, and Assessment sent a timeline for the execution of the plan to the college deans and associate deans; program chairs and directors; and college assessment committees. A review of a sample of the assessment plans that programs submitted to their college assessment committees in in observance of the timeline suggested that faculty and administrators have not yet had sufficient training in how to conduct assessment to proceed fruitfully, however.

Rather than continue with the timeline, APAC, with the support of the provost, has approved this document, which proposes that EWU move forward with a new schedule: one that provides step-by-step guidance in how faculty can undertake assessment that will be meaningful to them and improve student learning.

The following document, which will supplant the previous timeline (including the requirement that programs submit an assessment report to their college committees by Nov. 1), puts forth a schedule of assessment activities for the next three academic years. This revised timeline specifies what each of the three key stakeholder groups—(a) faculty (including department chairs and program directors), (b) members of the college assessment committees, and (c) deans and associate deans—will be expected to do and by when.

In accordance with the Faculty Organization's Executive Committee's recommendation, this document is to be distributed to the Academic Senate on October 9, 2017 so that senators may bring it to their colleagues for discussion. The members of the Senate are then asked to present the faculty's feedback on the timeline at the following meeting on October 23.

All Faculty

2017-18: Training Year

- Fall 2017
  - Participate in training on writing assessable student learning outcomes (course learning outcomes (CLOs) and program learning outcomes (PLOs)) delivered by two members of the college assessment committee) (2 hours)
  - Participate in program faculty meeting(s) to revise PLOs (approx. 2 hours)
- Winter 2018
  - Participate in training on curriculum mapping and assessment data collection methods delivered by two members of the college assessment committee (2 hours)
  - Participate in program faculty meeting(s) to map the curriculum and develop CLOs for required courses (approx. 2 hours)
- Spring 2018
  - Participate in training on data analysis methods delivered by two members of the college assessment committee (2 hours)
  - Participate in program faculty meeting to discuss the data collection methods for the PLOs (approx. 90 mins)
  - Designated faculty member(s) design signature assignments, rubrics, CLO test questions, comprehensive exams and/or research standardized tests for program assessment (approx. 6 hours)

2018-19: Ramp-Up Year

- In all quarters (F – Su):
  - Faculty teaching a course required for a major revise their syllabus to list the required CLO(s) and the graded assignment(s) used to assess it/them
  - Faculty teaching a required course collect CLO data
  - Faculty teaching a capstone course collect PLO & GE SLO data in all quarters when the capstone is taught
- Fall 2018: Faculty participate in program faculty meeting to discuss annual assessment plan (approx. 90 mins)
- Summer 2019: Designated program faculty assess capstone projects (approx. 8 – 16 hours)

2019-20 to 2021-22: Academic Program Assessment Execution

- In all quarters (F – Su):
  - Faculty teaching a course required for a major revise their syllabus to list the required CLO(s) and the graded assignment(s) used to assess it/them
  - Faculty teaching a course that is part of the GE curriculum revise their syllabus to list the required CLO(s) and the graded assignment(s) used to assess it/them
  - Faculty teaching a required or GE course collect CLO data
  - Faculty teaching a capstone course collect PLO & GE SLO data all quarters when the capstone is taught
- Fall Quarter: Faculty participate in program meeting to discuss the program assessment data collected in previous academic year(s) (approx. 90-min)
- Summer Quarter: Designated program faculty assess capstone projects (approx. 8 – 16 hours)

Department Chairs/Program Directors

2017-18: Training Year

- Fall 2017
  - Participate in training on writing assessable student learning outcomes (course learning outcomes (CLOs) and program learning outcomes (PLOs)) delivered by two members of the college assessment committee) (2 hours)
  - Convene program faculty meeting(s) to revise PLOs (approx. 2 hours)
  - By the end of the quarter, submit revised PLOs to the college curriculum committee and the college dean for their
- Winter 2018
  - Participate in training on curriculum mapping and assessment data collection methods delivered by two members of the college assessment committee (2 hours)
  - Convene program faculty meeting(s) to map the curriculum and develop CLOs for required courses (approx. 2 hours)
  - By the end of the quarter, submit revised curriculum map and required courses' CLOs to the college curriculum committee and the college dean for their review and feedback
- Spring 2018
  - Participate in training on data analysis methods delivered by two members of the college assessment committee (2 hours)
  - Convene one or more program faculty meetings to discuss the data collection methods for the PLOs (approx. 1 hour)
  - Assign responsibility to specific faculty member(s) to design signature assignments, rubrics, CLO test questions, comprehensive exams and/or research standardized tests for program assessment (approx. 6 hours)
  - By the end of the quarter, submit to the college assessment committee and the college dean for their review and feedback the signature assignments, rubrics, CLO test questions, comprehensive exams and/or the name(s) of the standardized test(s) that will be used for program assessment

2018-19: Ramp-Up Year

- In all quarters (F – Su): Before the quarter begins, review syllabi for all required courses to ensure that faculty have listed the required CLO(s) and the graded assignment(s) used to assess it/them
- Fall 2018
  - Convene one or more program faculty meetings to discuss the program's annual assessment plan and assign responsibilities to individuals
  - By the end of the quarter, submit the annual assessment plan to the college assessment committee and the dean for their review and feedback
- Summer 2019: Identify faculty who are willing to assess capstone projects during the summer quarter

2019-20 to 2021-22: Academic Program Assessment Execution

- In all quarters (F – Su)
  - Before the quarter begins, review syllabi for all required courses to ensure that faculty have listed the required CLO(s) and the graded assignment(s) used to assess it/them

    - Before the quarter beings, remind faculty teaching a required course to collect CLO data and faculty teaching a capstone course to collect PLO & GE SLO data all quarters when the capstone is taught
- Fall Quarter:
    - Convene a program faculty meeting to discuss the program assessment data collected in previous academic year(s) (approx. 90-min)
    - Designate someone (possibly oneself) the responsibility of writing and submitting the program's annual assessment report to the college assessment committee and dean by the end of the quarter for their review and feedback
- Summer Quarter: Identify faculty who are willing to assess capstone projects during the summer quarter

Deans/Assoc. Deans

2017-18: Training Year

- Fall 2017: Participate in training on SLOs delivered by JAK (2 hours)
- Winter 2018:
  - Participate in training on curriculum mapping and assessment data collection methods (signature assignments, rubrics, tests, and standardized tests) delivered by JAK (2 hours)
  - Review programs' PLOs and provide written feedback to the chairs or program directors
- Spring 2018:
  - Participate in training in data analysis methods (i.e., calculating means), target setting, and data table creation delivered by JAK (2 hours)
  - Review programs' curriculum maps and provide written feedback to the chairs or program directors
- Summer 2018:
  - Review programs' signature assignments, rubrics, CLO test questions, comprehensive exams and/or standardized test(s) that will be used for program assessment and provide written feedback to the chairs or program directors

2018-19: Ramp-Up Year

- Winter 2019: Review programs' annual assessment plan and provide written feedback to chairs/program directors

2019-20 to 2021-22: Academic Program Assessment Execution

- Winter Quarter: Review programs' annual assessment reports and provide written feedback to chairs/program directors

College Assessment Committee Members

2017-18: Training Year

- Fall 2017
  - Participate in training on SLOs delivered by JAK (2 hours)
  - Deliver training on SLOs to departments (2 hours)
- Winter 2018
  - Participate in training on curriculum mapping and assessment data collection methods (signature assignments, rubrics, tests, and standardized tests) delivered by JAK (2 hours)
  - Deliver training on curriculum mapping and assessment data collection methods to departments (2 hours)
  - Review PLOs submitted by programs and provide written feedback to chairs/program directors (cc: the dean)
  - Provide guidance to deans, assoc. deans, chairs, directors, programs, and indiv. faculty (based on college needs and assessment committee members' availability)
- Spring 2018
  - Participate in training in data analysis methods (i.e., calculating means), target setting, and data table creation delivered by JAK (2 hours)
  - Deliver training on data analysis methods to departments (2 hours)
  - Review curriculum maps and CLOs for required courses submitted by programs and provide written feedback to chairs/program directors (cc: the dean)
  - Provide guidance to deans, assoc. deans, chairs, directors, programs, and indiv. faculty (based on college needs and assessment committee members' availability)

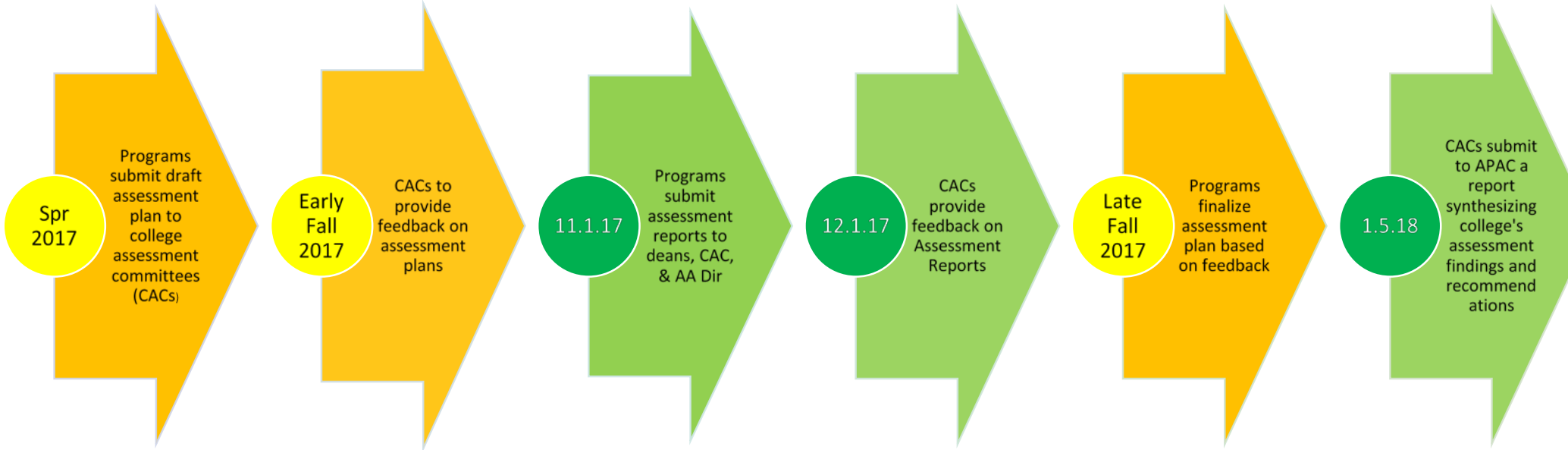
2018-19: Ramp-Up Year

- In all quarters (F – Su): Provide guidance to deans, assoc. deans, chairs, directors, programs, and indiv. faculty (based on college needs and assessment committee members' availability)
- Fall 2018: Review programs' data collection methods and provide written feedback to chairs/program directors (cc: the dean)
- Winter 2019: Review programs' annual assessment plans and provide written feedback to chairs/program directors (cc: the dean)

2019-20 to 2021-22: Academic Program Assessment Execution

- In all quarters (F – Su): Provide guidance to deans, assoc. deans, chairs, directors, programs, and indiv. faculty (based on college needs and assessment committee members' availability)
- Winter Quarter: Review programs' annual assessment reports and provide written feedback to chairs/program directors (cc: the dean)

“Old” Assessment Timeline



Legend:

New Assessment Cycle

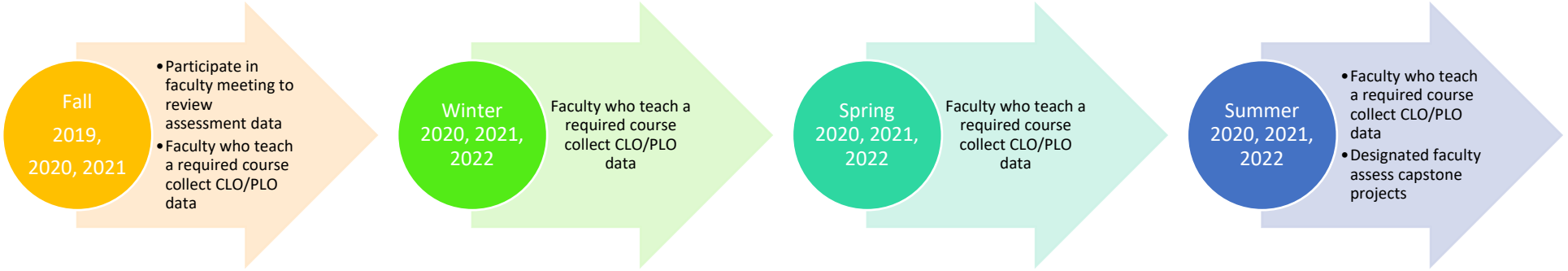
Previous Assessment Cycle

Revised Timelines

Faculty

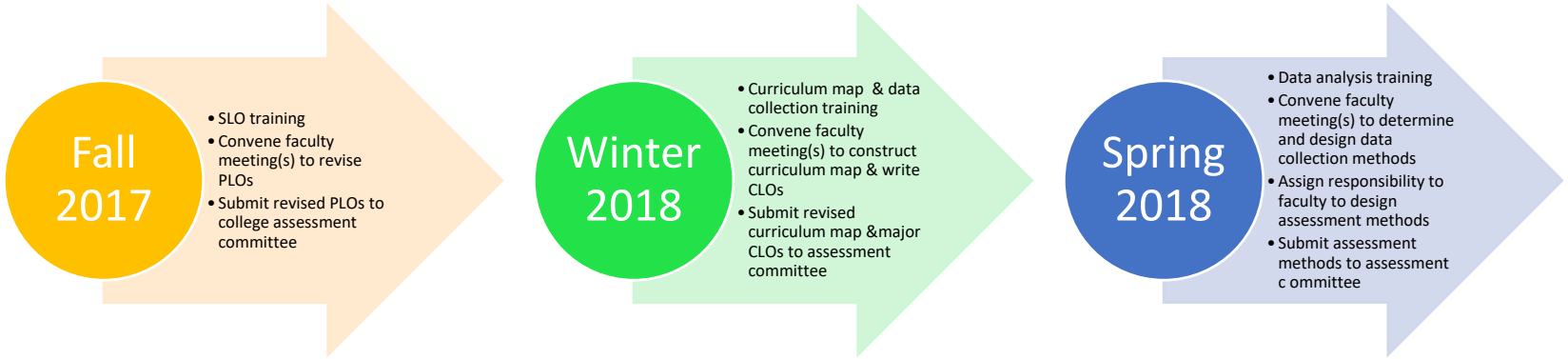
Training Year

Ramp-Up Year



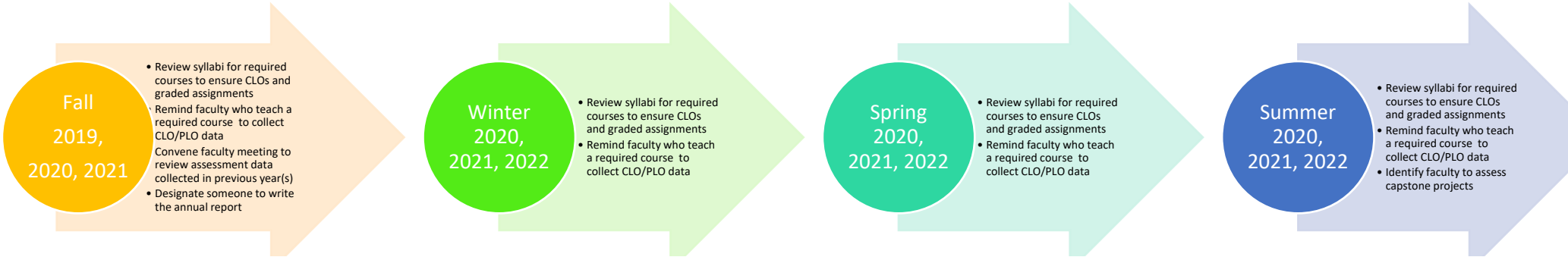
Assessment Execution Years

Dept Chairs/Program Directors



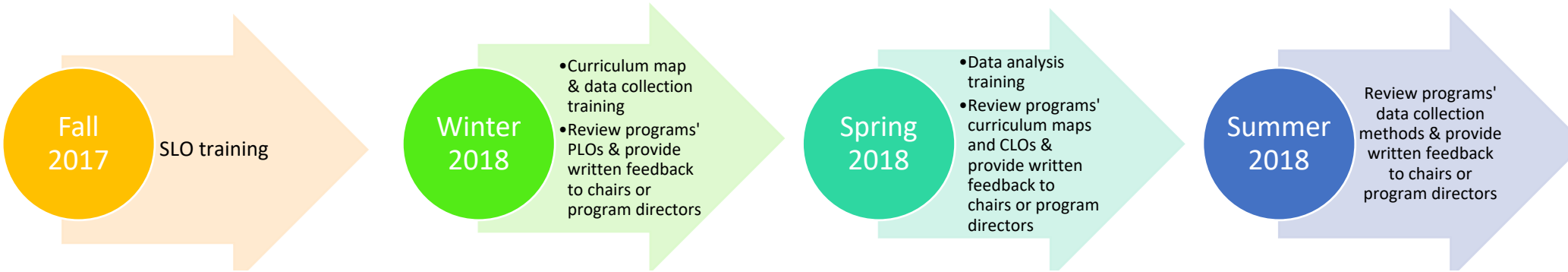
Training Year

Ramp-Up Year



Assessment Execution Years

Deans/Assoc Deans

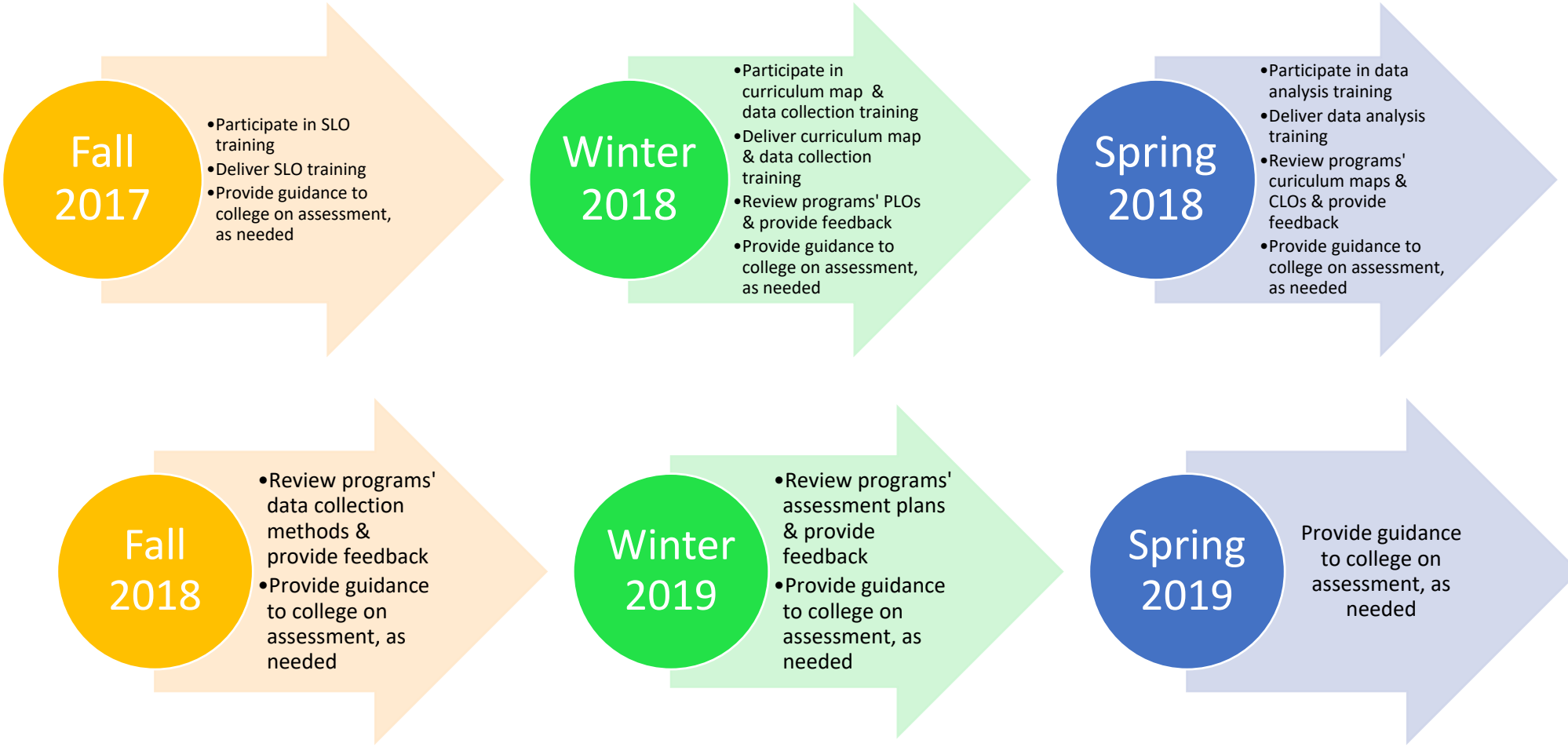


Training Year

Ramp-Up Year

Assessment Execution Years

College Assessment Committees



Fall
2019,
2020, 2021
Provide guidance to college on assessment, as needed
Winter
2020,
2021, 2022
•Review programs' annual assessment reports & provide feedback
•Provide guidance to college on assessment, as needed
Spring
2020,
2021, 2022
Provide guidance to college on assessment, as needed