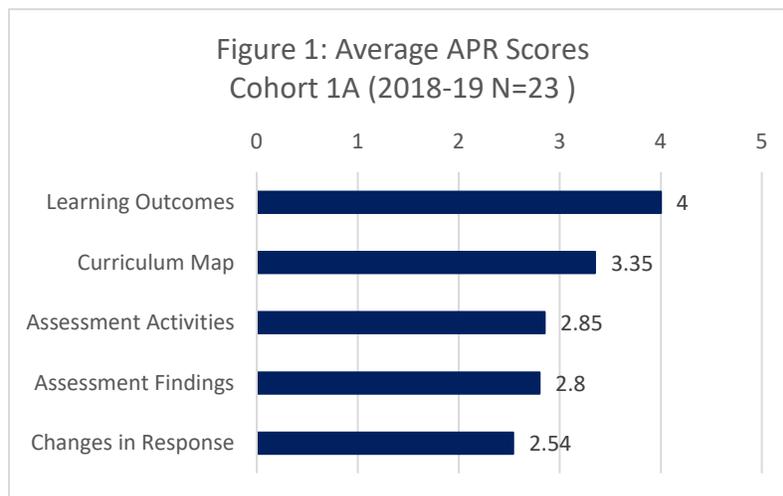




The University of Arizona recognizes the importance of assessment and evaluation in improving the quality of its academic and support programs for students. Rather than viewing assessment as a reaction to demands for accountability, it is viewed as a continuous source of evidence-based knowledge for institutional improvement. As a result, a representative faculty group developed the plan for a faculty-driven process for program level assessment of student outcomes. The assessment team in the Office of Instruction and Assessment provides consultation for academic units to implement and conduct student learning outcomes assessment at the program level. In 2011, this Model was incorporated into the Academic Program Review process and the self-study report. For more detail on both the Model and the APR process go to: [Program Assessment](#)

### Assessment Impact

The 2018-2019 academic year marked the beginning of the second 7-year APR cycle requiring reporting of assessment of student learning in all degree programs. The [evaluation rubric](#) was updated for the new cycle, with a scoring level added, 5-Outstanding, and two new areas of review: Curriculum Map and Process of Assessment. The increase in scale is to encourage programs to always think of improvement. Also of note is the change from reporting in the form of numbers to descriptive terms. Although numbers are still used for graphing, programs received the descriptive terms in their feedback.



5=Outstanding; 4=Excellent; 3=Achieving; 2=Needs Development; 1=Inadequate

Scores for all areas improved from the previous cohorts, however there was a noted improvement in the Findings and Changes in Response to Findings for all of the programs when compared to previous years. Not all programs presented their assessment plans in Taskstream, but were evaluated in the APR Self-Study Report. We are working on getting all programs to submit in Taskstream on an annual basis.





**Outcomes Assessment**  
**2019 Summary** <http://assessment.arizona.edu>

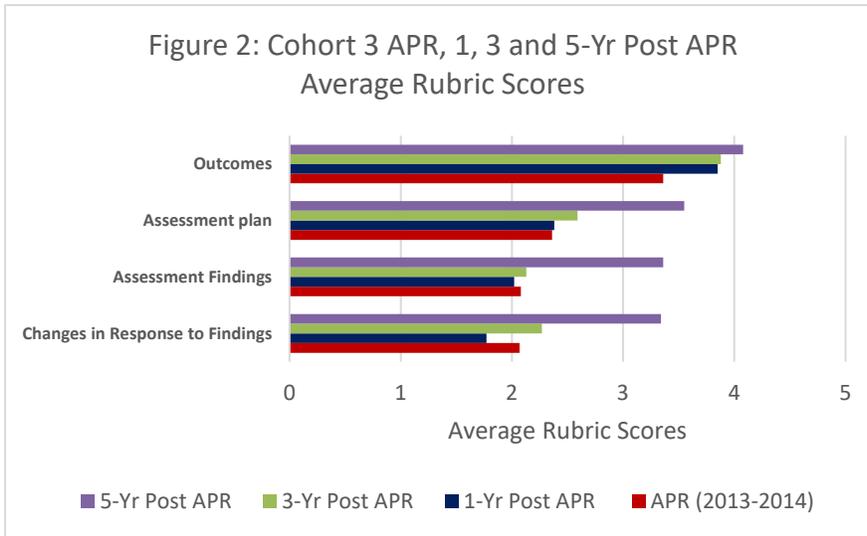
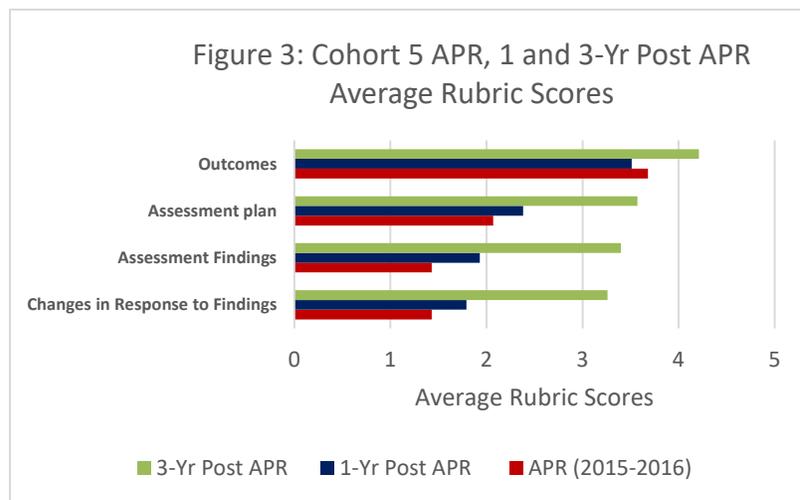


Figure 2 depicts the successive rubric scores for Cohort 3 from Cycle 1. Only those programs that entered their assessment plans into Taskstream were evaluated for the 5-Yr Post APR scoring period. That is why there is a discrepancy in the number of programs evaluated from APR to present. However, those programs that were evaluated show significantly higher scores than they did at the 3-Yr Post APR scoring. Again, we are working with those programs that did not report to get up to date in Taskstream.

	Outcomes	Assessment Plan	Assessment Findings	Changes in Response to Findings
5-Yr Post APR	4.08 (n=41)	3.55 (n=31)	3.36 (n=30)	3.34 (n=25)
3-Yr Post APR	3.88 (n=45)	2.59 (n=45)	2.13 (n=45)	2.27 (n=45)
1-Yr Post APR	3.85 (n=45)	2.38 (n=45)	2.02 (n=45)	1.77 (n=45)
APR (2013-2014)	3.36 (n=45)	2.36 (n=45)	2.08 (n=45)	2.07 (n=45)

As with Cohort 3, Cohort 5 was not fully reported in Taskstream, however as Figure 3 depicts, those that did report scored much higher than in the past.

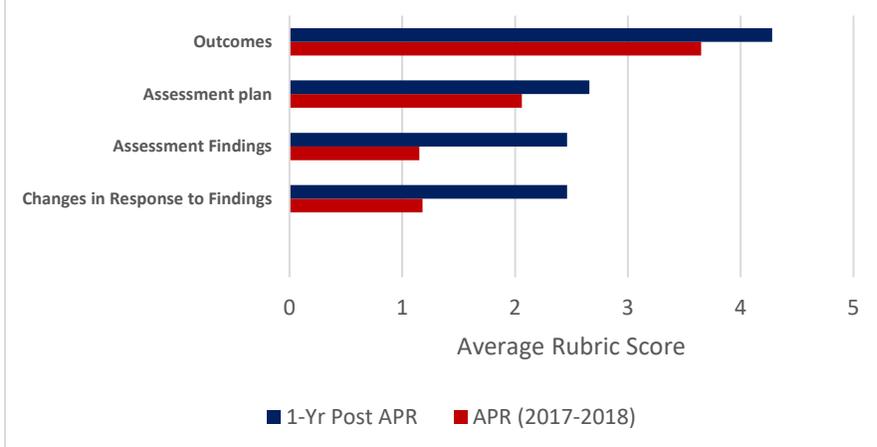


	Outcomes	Assessment Plan	Assessment Findings	Changes in Response to Findings
3-Yr Post APR	4.21 (n=23)	3.57 (n=23)	3.4 (n=23)	3.26 (n=23)
1-Yr Post APR	3.51 (n=38)	2.38 (n=38)	1.93 (n=38)	1.79 (n=38)
APR (2015-2016)	3.68 (n=38)	2.07 (n=38)	1.43 (n=38)	1.43 (n=38)





Figure 4: Cohort 7 APR and 1-Yr Post APR  
 Average Rubric Scores



The same trends continue in Cohort 7 as the previous two as depicted in Figure 4. All of the reporting programs increased their assessment efforts considerably in the year since their APR.

	Outcomes	Assessment Plan	Assessment Findings	Changes in Response to Findings
1-Yr Post APR	4.28 (n=25)	2.66 (n=25)	2.46 (n=23)	2.46 (n=22)
APR (2017-2018)	3.65 (n=44)	2.06 (n=44)	1.15 (n=44)	1.18 (n=44)

***Rubric scoring of “off” year cohorts for formative feedback***

Because of the increased efficiency of evaluating assessment plans in Taskstream, the assessment team was able to evaluate ALL programs that were submitted for review. Those programs not part of the 1, 3 or 5 year post APR were evaluated to give formative feedback to the programs. With this approach, not only do we hope to see more complete assessment information reported in a timely manner, but to transition into a mindset of **annual assessment reporting** as a result of gathering and using evidence for program improvement.

***Additional Highlights***

**APR Assessment workshops**

In the spring semester before units engage in the APR process, the OIA assessment team has facilitated a session specifically designed for units preparing for APR in the upcoming academic year. However, because most of the units have already gone through the APR and assessment reporting, instead of a workshop, we were able to work with any individual units if there were questions.

**Assessment: Back to Basics Workshops**

In the 2018 annual report, it was noted that as a result of the Taskstream workshops, we realized there was a need for Assessment: Back to Basics workshops. Therefore, two workshops were offered in the





spring of 2019 on what is basic assessment and how to do it. We had about 30 attendees between the two offerings.

#### **Assessment Matters Monthly Newsletter**

The Assessment Matters Newsletter continues to be published every month during the academic school year. This monthly newsletter provides snapshots on academic program assessment from the Office of Instruction and Assessment. Its purpose is to 1) support building and maintaining a culture of assessment and 2) serve as an instructive resource for units. It also provides a timely reminder that assessment should be ongoing, not episodic. The distribution is via email to unit heads, program assessment coordinators, and associate deans on or about the second Wednesday of each month, August to May.

#### **General Education News**

The newsletter for communication with the general education instructors has also continued to be published. This monthly publication provides policy updates, writing tips, and other helpful tips and ideas for teaching general education courses. One of the main goals of this newsletter is to remind faculty that by teaching a general education course, they are part of a larger, university-wide program, even though they are all in different disciplines and departments.

#### **General Education**

Team members still remain active in the General Education Program Refresh efforts as part of the Strategic Initiative: Wildcat Journey. The plan is to help build the assessment process into the new program as it is created, and not as an afterthought. Also as part of the General Education Assessment process, we gathered student artifacts for two of the VALUE rubrics, Written Communication and Critical Thinking, and processed them for evaluation by the VALUE Institute. Over 1200 samples were submitted for each rubric from students with less than 30 completed hours, and students with greater than 75 completed hours.

#### **Assessment Outreach**

Both Ingrid Novodvorsky and Elaine Marchello participated in several conferences in 2019. They presented at two of those meetings about the assessment process at UA.

For questions related to Outcomes Assessment, contact Elaine Marchello at [evm@email.arizona.edu](mailto:evm@email.arizona.edu), or Ingrid Novodvorsky at [novod@email.arizona.edu](mailto:novod@email.arizona.edu).

