The 2020-2021 Assessment Cycle

You have submitted your assessment cycle…

Now What?

Yay! Just like your students when they turn in a major project, most of you have submitted last year’s assessment cycles for your programs and feel a huge relief. To those of you who did not quite make the deadline, there is still time! Please get your 2020-2021 Assessment Cycles submitted as soon as possible.

So, what happens next? We have started reviewing the 1, 3 and 5 year post-APR programs for their evaluations. Once those are done, we will review the other programs and provide formative feedback. When we release the scores for the programs, your Taskstream reporter will receive an email notifying them that the reports are available. To access them, click on the “Submission & Read Reviews” tab in the program workspace and you will see the black buttons “Scores/Results Report” for each section.

When the report opens, scroll down to the bottom to see our comments. These comments are meant to help you with making improvements (if necessary) on subsequent cycles. If you have questions about any of our comments, please do not hesitate to contact Elaine or Ingrid.

If you continually find that no changes are necessary based on findings, maybe it is time to challenge your students with higher targets of achievement!
Working on your Academic Program Review?

What you should include for program learning assessment

Ah, the wonderful 7-year Academic Program Review, affectionately known as APR. Every department head’s dream! Well, maybe not, but it can be a very useful tool for taking a broad look at your programs. Since the 2011-2012 academic year, the section for student learning outcomes assessment has been included. The way the information is reported may have changed (Taskstream), but the basic premise of reporting out on how much your students learned is critical to the mission of the university. In addition to the URL links from Taskstream for each of your degree programs, we added two new questions regarding assessment of student learning. (sections H5-undergraduate programs and I4-graduate programs)

Based on your Assessment Findings and Action Plans since your last APR, reflect on how assessment of student learning outcomes has changed/improved your program and student learning.

One of the main reasons we assess student learning is to ensure that our programs are producing students that can go out and use their education. The use of student evidence of that learning, or not, can help you make changes from little subtle things to major overhauls that allow your students to learn more effectively and be successful. Some of these changes may lead to more recruitment of students, retention, and persistence.

Looking ahead, how will you modify your analysis of findings so that you can identify any achievement gaps with regard to student demographics, such as gender, under-represented minority status, first-generation college student, program modality (online vs. face-to-face), etc.? Data from first gen students might tell you a different story when compared to students whose parents went to college. In-state vs out-of-state students might reveal other weaknesses in your program. Do your online students do better than in-person or hybrid? We encourage you to dig deeper into your findings to reveal more about the student learning experience in your degree programs.

Historic student officers march past Herring Hall

Naval flight instructors in the CAA war training service leave their “barracks” in Yavapai Hall and march past Herring Hall and the Agriculture Building.

DID YOU KNOW? 1969 made ROTC voluntary: Up until that point, all male students had to take 2 years of classes, which made U of A to that point the largest program West of the Mississippi River

If you have any ideas for items in this newsletter, please send to evm@arizona.edu