How did we do this past year in Assessment Reporting?

As the Assessment Team in OIA wraps up reviewing the submitted assessment cycles in Taskstream, we want to share our findings with you. We reviewed and scored 254 programs for the 2020-21 Assessment Cycle. Figure 1 includes the average scores for all undergraduate and graduate programs submitted for review for the last three annual cycles. Scores have increased slightly or stayed stable. However, the percentage of programs submitting their workspaces for reviewing has increased greatly, with the plan reporting increasing from 51% to 69%, findings reporting increasing from 49% to 66% and changes reporting increasing from 45% to 62%.

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<tbody>
<tr>
<td>Assessment plan</td>
<td>2.85 (57%)</td>
<td>3.12 (51%)</td>
<td>3.2 (69%)</td>
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<tr>
<td>Assessment Findings</td>
<td>2.75 (54%)</td>
<td>3 (66%)</td>
<td>3.12 (51%)</td>
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<tr>
<td>Changes in Response to Findings</td>
<td>2.86 (49%)</td>
<td>3.26 (45%)</td>
<td>3.2 (62%)</td>
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Figure 1: Average Rubric Scores of All Programs Reviewed in Taskstream for Three Assessment Cycles (% programs reporting)

Did you know?

The Assessment team in OIA does an annual summary every year to review the highlights of the previous year.

All of our annual summaries as well as the past editions of the Assessment Matters newsletter can be found on our assessment website.

You can also see all of our assessment resources here as well.

How can you make your outcomes more powerful?

Learning outcome statements may be broken down into 3 main components:

1. A verb that identifies the performance to be demonstrated. Use verbs of a higher cognitive level.
2. A learning statement that specifies what learning will be demonstrated in the performance.
3. A broad statement of the criterion or conditions for the performance.
So, what do these results mean?

These results mean that there continues to be an uptick in the engagement of programs with assessment. There are several programs across colleges that, in the past, have not actively engaged in assessment reporting that have now dedicated personnel to collecting and uploading the assessment information from the faculty. However, there are still some programs that have not shared their assessment information in Taskstream and the Assessment team.

Just over 10 years ago, at our previous HLC accreditation visit, we were severely cited on the lack of program-level student learning assessment and the subsequent reporting of the information. That is what triggered the work of OIA and embedding assessment reporting in the Academic Program Review (APR). However, that only gave us a snapshot of a 7-year mark. Consequently, we first used a homegrown website for reporting, but then moved into Taskstream account management system for assessment reporting. Fortunately, the recent HLC review resulted in our “passing” in the assessment criteria, however their comments mentioned that they expect to see 100% of the programs reporting on program assessment.

We have come a long way in 10 years. The goal of the OIA Assessment team is to get those “hold-outs” to sign their contract and get their program assessment into the system and submitted for review. Yes, we do this for accountability, but also for program improvement based on evidence of student learning, which is why we are ALL here! So, in our update report to HLC 4 years from now, we want to proudly announce that 100% of our programs are doing assessment and we have the stuff to prove it. As always, the Assessment team is available for assistance! (Ingrid Novodvorsky and Elaine Marchello)

Assessment in General Education: GE Signature Assignments and the GE Portfolio

All students in the new GE program will be creating an ePortfolio during their GE journey. Starting with the UNIV 101, students will start creating their ePortfolio and then continue to add to it throughout their GE courses. The UNIV 301 course will support students in aligning their work with the learning outcomes and reflecting back on their learning.

In support of this practice, every GE course will include one or more signature assignments that demonstrate key learning outcomes from curricular categories and attributes. These assignments will be:

- Based on the emphasis of the course (or most representative of students' learning)
- Authentic and meaningful learning experiences
- Connected to the GE learning outcomes

This signature work should be a highlight of student work for potential employers, graduate programs, and other post-baccalaureate endeavors. Instructors are free to shape this assignment but should note that it will become part of students’ GE ePortfolios to represent their engagement in the curriculum. In time, the GE office plans on having a library of signature assignments that faculty can turn to for ideas and peer-reviewed assignments they can use.

1938 aerial of stadium at homecoming

A small stadium section on the east side of the field, along Cherry Avenue, constructed in the summer of 1938 with $45,000 surplus from the WPA building program, seated about 3,600. The north and south ends of the field were landscaped with oleander hedges and several eucalyptus trees. At this particular homecoming game the happy fans cheered the Wildcats to a 28-21 victory over Kansas State, and no one dreamed of the shattering event that would happen just one week away on December 7.

Reference number: azu_azswp_stadium1940s_a

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