

Timetable

By June 1, 2010, each Academic Program/School must document the following:

1. Unit has articulated Student Learning Goals (SLG).
2. Unit has determined how, when, and where unit SLGs will be measured. These are to be determined by unit faculty and informed by accrediting bodies (if applicable).

These are not necessarily new activities. There may be a classroom-based assessment such as a specific test, paper, or project in a course that all students take. This may become the measuring point for that SLG for the unit. Achievement could be documented in a portfolio, a capstone project, student and alumni surveys,

3. Course syllabi are modified (if necessary) to indicate course SLGs and connection to unit SLGs.

In addition to clarifying the relationship between courses and degree programs, this work can identify potential sources of data for documenting student achievement of unit SLGs. It also helps students understand how a particular course fits into their overall education.

4. Unit engages in a regular cycle and method for collecting and evaluating the results of assessment data. Consider how many goals will be assessed per year. Typically 1-2, with a cycle designed for a period of years into the future. Improvements are implemented based on these results.

Possibilities: an annual assessment meeting, a standing slot in faculty meetings, faculty brainstorm sessions to address unit strengths and weaknesses exposed by data

5. At least one cycle is implemented and documented.

Process is documented in unit records, and included in the Dean/Director's annual report.

By January 1, 2011 the following must be accomplished and documented:

1. A matrix of unit SLGs and course SLGs is created.
2. Metrics for assessing satisfactory level of accomplishment of SLGs by students are created by faculty.

This articulates how faculty will judge student accomplishment. It could be a general rubric, a list of exemplary performance criteria, developmental acquisition (novice, apprentice, proficient, professional), etc.

3. Benchmarks for assessing satisfactory level of accomplishment of SLGs by students by faculty.

Benchmarks establish (at a minimum) the minimal criteria for passing. They may include other developmental criteria (see metrics).

4. A system for ongoing tracking of students (while in unit) in unit is created.

Determine what process can be used, and what measures. Decide when to assess (e.g., mid-term or at exit only? Senior capstone, last year of graduate school students only?)

5. Create follow-up system to measure impact of SLG after leaving UWT.

Note: we will be working on a standardized system for all campus (working with Institutional Assessment and the Alumni Office), but each unit will personalize it with their SLGs.

6. A matrix of unit SLGs and UW Themes will be constructed.

Note: This new accreditation requirement is not yet possible, because the "themes" have not been determined. For the next round of accreditation we will retro-fit our outcomes to the new themes. We will likely know them by the end of June 2010.