

Institutional Assessment Update

September 2024

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Current Academic Program Quality Activities

Direct Assessment of Program Outcomes
HelioCampus

Program Annual Reports

Annual Summary of
Assessment Activity
(ASAA)

Annual Program
Quality Report
(APQR)



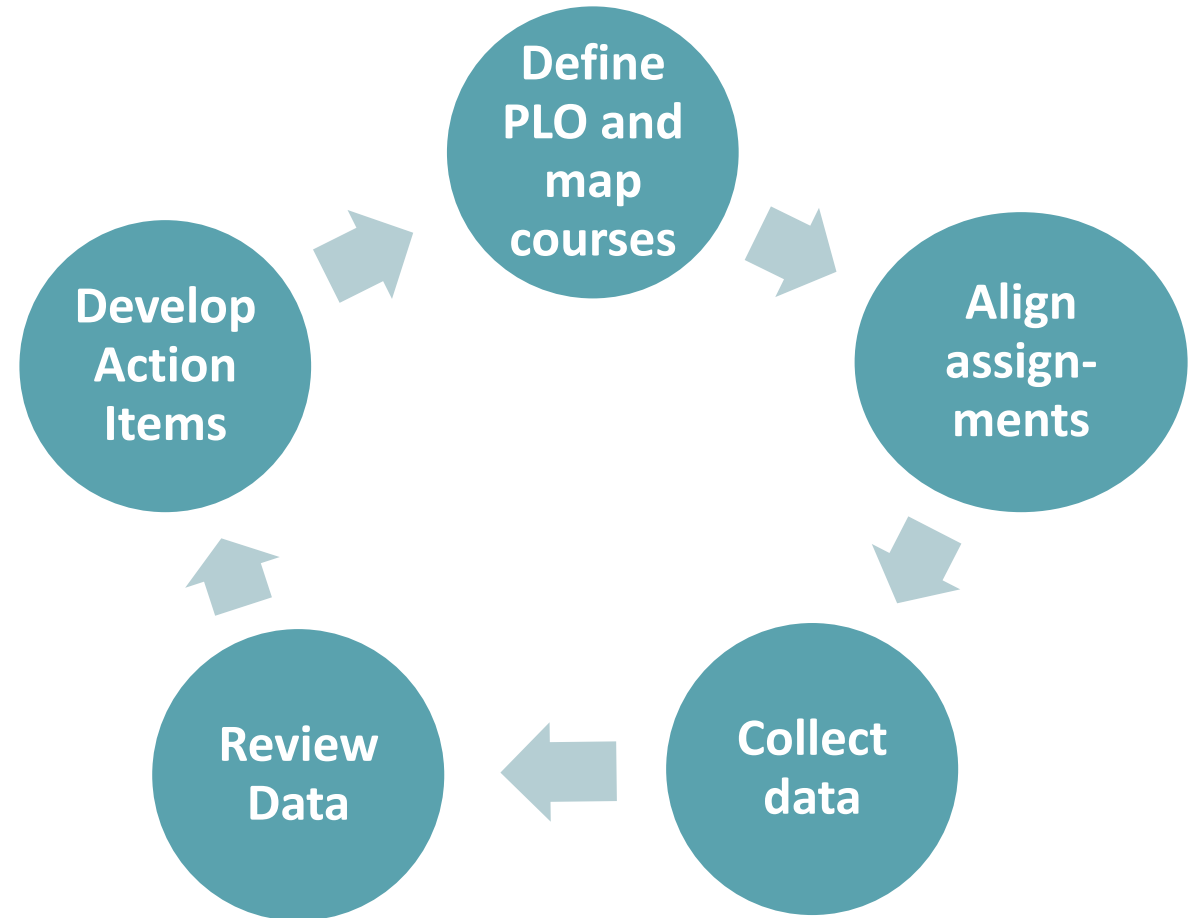
NUpath
Core
Curriculum
Assessment

Current Academic Program Quality Activities

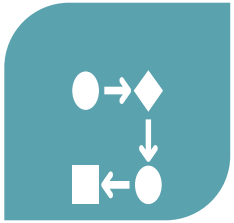
Direct Assessment of Program Outcomes
HelioCampus

Direct Assessment of Student Learning in HelioCampus

The ongoing cycle of evaluating student performance on program learning outcomes (PLO) for continuous improvement

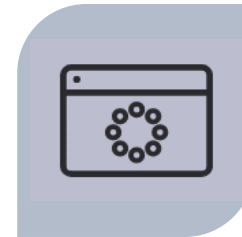


Program Assessment Best Practices



Embedded Assessment

- Based on using the grading process of linked assignments to assess program learning outcomes (PLO)



Utilize Canvas LMS and HelioCampus

- Official University LMS
- HelioCampus integration



Assess all Students

- Understand patterns of performance by student and curriculum variables



Engage Faculty as part of Teaching and Learning

- Faculty define curriculum
- Builds on reflection process

HelioCampus Assessment Management Platform

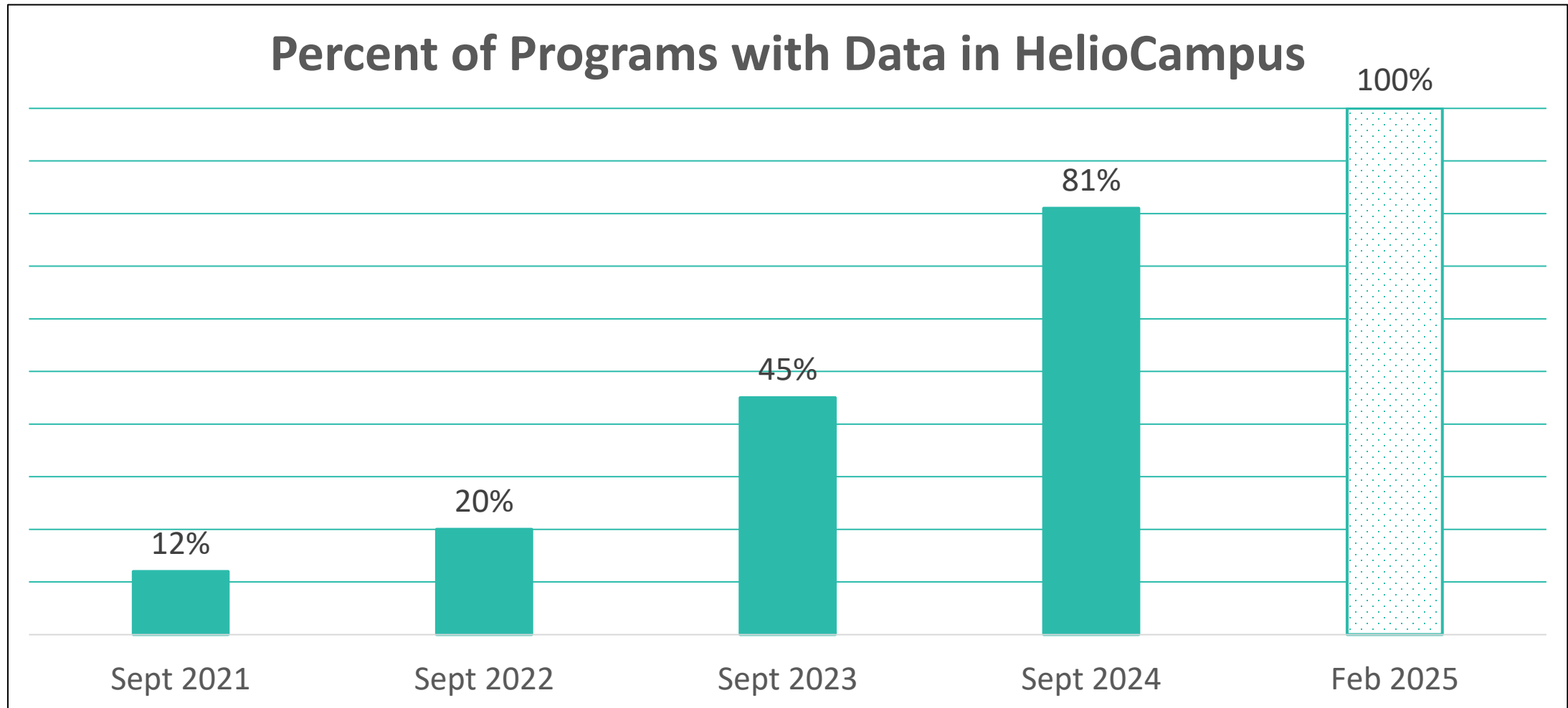
Fall 2024 Goal

All programs will be utilizing HelioCampus for direct assessment of program learning outcomes **by Fall 2024.**



[HelioCampus Assessment Overview](#)
(Panopto video)

HelioCampus Implementation Progress



n = 484 programs

HelioCampus Utilization- Next Steps

Colleges & Programs

- Address assessment capacity & priority
 - Assign roles & responsibilities
 - Connection to instructors
- Assess all programs in a department
- Assess all locations and modalities
- Ongoing assessment work each term-continuous improvement

Office of Institutional Assessment

- Continue one-on-one support
- Customize process, ex. Doctoral programs, combined majors, ungrading
- Support continuity- develop resources for new chairs, staff and committee members
- Focus on multiyear assessment planning
- Develop course learning outcomes

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Academic Program Quality Review Reporting

	Program Annual Reports		
NECHE Components of Academic Program Review	Annual Summary of Assessment Activity (ASAA Survey)		
Direct Assessment of Student Learning	(X)		
Indirect Assessment of Student Learning	(X)		
Review of Program Effectiveness	(X)		
Incorporate an External Perspective	(X)		

Academic Program Quality Review Reporting

	Program Annual Reports		
NECHE Components of Academic Program Review	Annual Summary of Assessment Activity (ASAA Survey)	Annual Program Quality Report (APQR survey)	
Direct Assessment of Student Learning	(X)	X	
Indirect Assessment of Student Learning	(X)	X	
Review of Program Effectiveness	(X)	X	
Incorporate an External Perspective	(X)		

Academic Program Quality Review Reporting

	Program Annual Reports		Periodic Program Reviews (5-7 year cycle)
NECHE Components of Academic Program Review	Annual Summary of Assessment Activity (ASAA Survey)	Annual Program Quality Report (APQR survey)	
Direct Assessment of Student Learning	(X)	X	X
Indirect Assessment of Student Learning	(X)	X	X
Review of Program Effectiveness	(X)	X	X
Incorporate an External Perspective	(X)		X

Revised UDS Metrics for APQR

Common Data Set for each program

Initial Data set includes metrics on:

- Enrollment
- Retention
- Graduation Rates/Time to degree
- Exit survey data (graduate programs)
- Student achievement of PLO

For each Metric

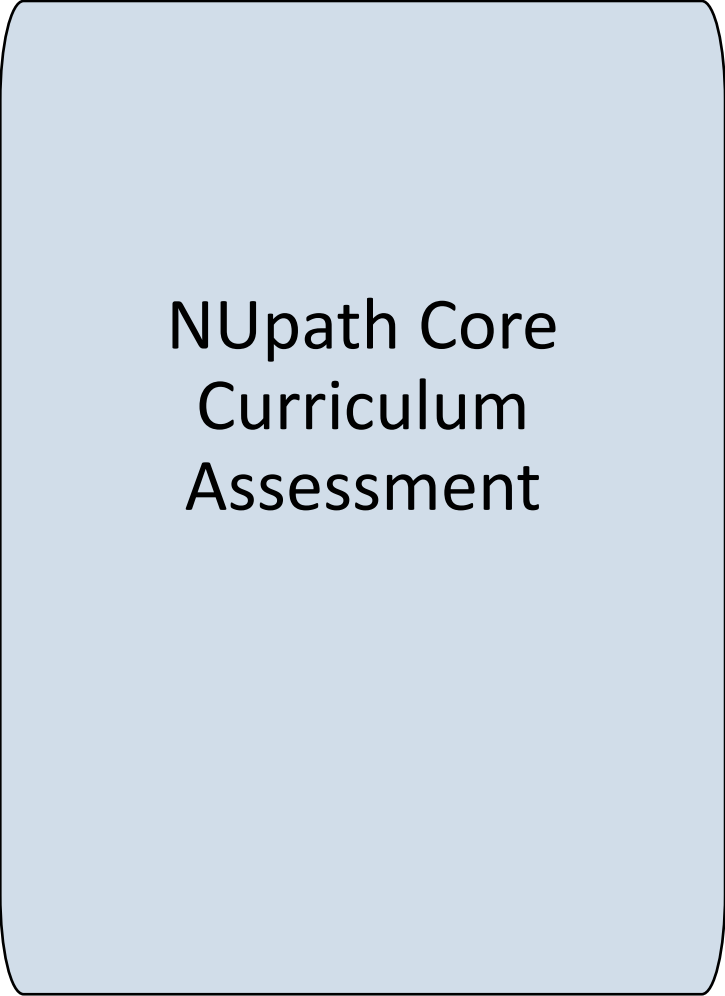
- 5-year trends
- Disaggregated by race/ethnicity, gender and international/domestic student
- Disaggregated by campus

Note: Programs can also use additional “local” data

Timeline on Annual Program Quality Review Reporting

Spring	Annual Summary of Assessment Activity (ASAA Survey)	Annual Program Quality Report (APQR survey)
2022 2023	Conducted for all programs	
2024	Conducted for bachelors and doctoral programs <u>Results</u>	Pilot with masters' programs <u>Results</u>
2025	Doctoral programs	Bachelors and masters programs based on revised UDS metrics
2026	Retired	All programs. Doctoral reviews based new UDS metrics

Current Academic Program Quality Activities



NUpath Core
Curriculum
Assessment

NUpath Assessment Strategy

Key Question: Do the courses tagged with the attribute have assignments that can be used to measure student performance on the learning goals of the attribute?

First steps for a meaningful assessment process:

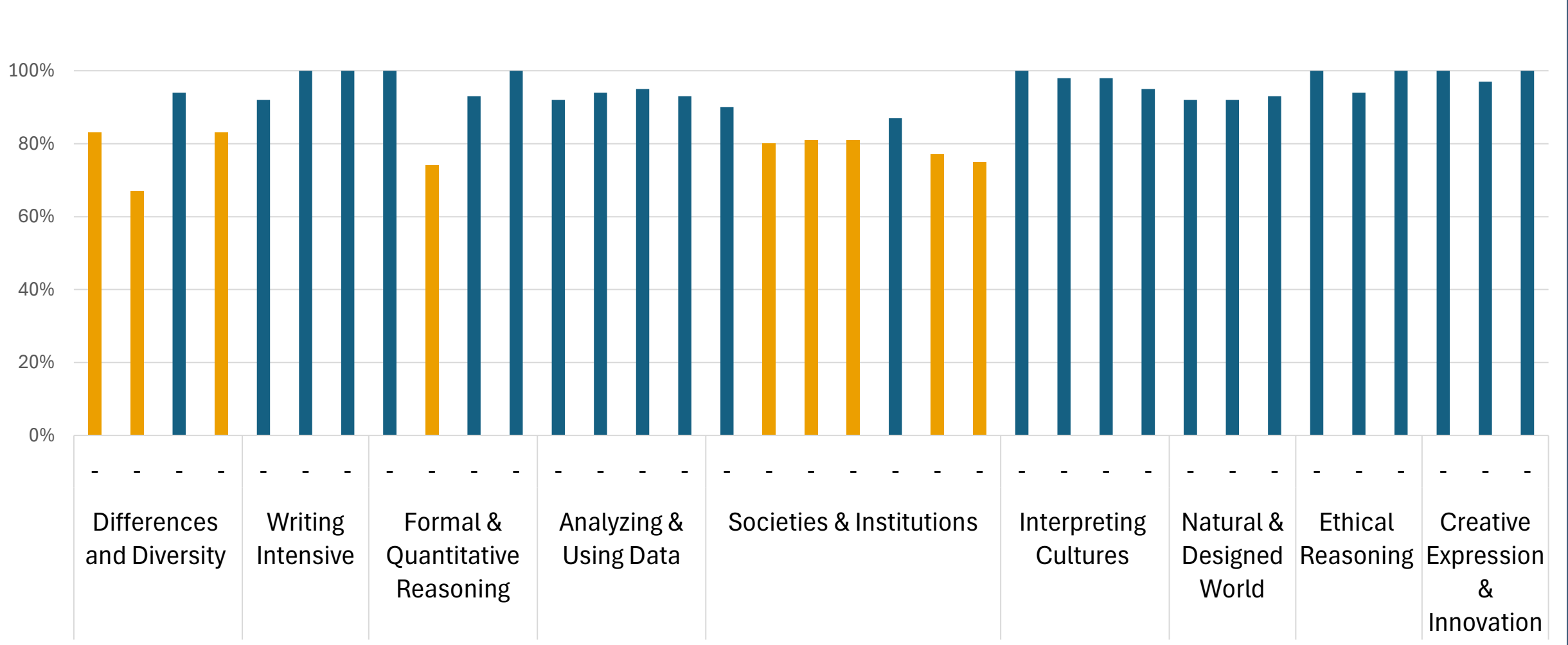
- Use as a measure that the courses and assignments are structured to meet the learning goals
- Focus on key assignments at end of course
- Instructors determine if their own assignments meet the goals

Results: Baseline measure of % of courses that have assignment that align with each of the attribute learning goals

[2020-24 Results and OIAE Recommendations](#)

NUpath Core Curriculum 2020-24

Courses with Assignments Aligned with Learning Goals



NUpath Core Curriculum- Spring 2024

Demonstrating Thought and Action in a Capstone

“The learning goals for a capstone will be developed by the unit that is designing the capstone.”

Spring 2024 Results

124 NUpath Capstone courses

- CLO reported for 40 courses (32%)
- CLO need to be developed for some capstone courses
- Ongoing work to develop and collect CLO

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