

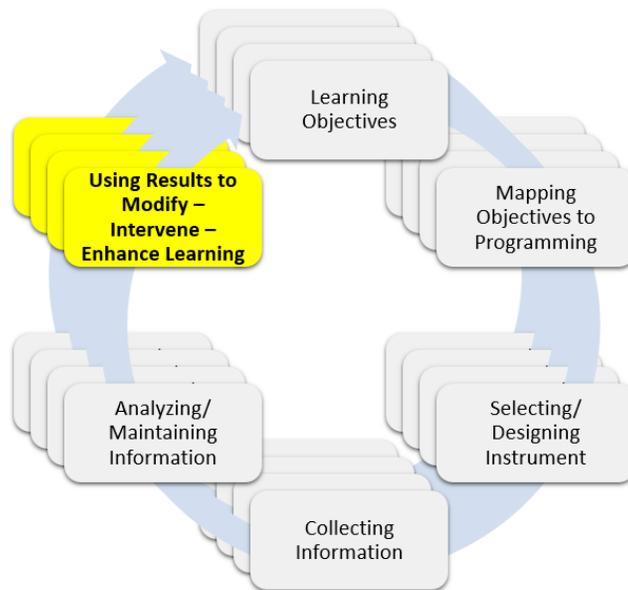
## Accredited Programs

### Assessment of Student Learning

All academic programs are required to create assessment plans that focus on continuous improvement, academic excellence, and articulate measurable student learning outcomes.<sup>1</sup> The plans should be periodically reviewed and revised, as needed, by program faculty to reflect curriculum revisions, new interventions (such as course revisions), and enhanced measurements of student learning. Assessment is a sustained, ongoing, and reflective annual process that is student focused, documents change, and demonstrates that the program faculty engage in regular evidence-based discussions that contribute to continuous program improvement.

The assessment cycle at EIU requires the development of an assessment plan, annual data collection, and regular faculty engagement in the analysis of data on student outcomes. As such, assessment is an annual process of continuous improvement and refinement of academic programs, as well as learning outcomes. From a compliance perspective, all academic programs, including the general education program, will engage in a biennial review process. This biennial review process will require reports in Years 2 and 4 that include administrative review and feedback. Year 4 reporting and feedback will be more detailed and extensive. The assessment reports will be due to the Dean no later than October 15 or the first business day thereafter. Ordinarily, Dean feedback will be provided by November 15 and VPAA-designee feedback by December 15 (in Year 4-only). The materials will be archived online by the Academic Success Center.

**Figure 1. Assessment as Continuous Improvement<sup>2</sup>**



<sup>1</sup> Student Learning Outcomes (SLOs) are program specific learning outcomes or competencies that are assessed by the program—and often align with specialized accrediting program standards. Please note, SLOs may map to one or more University Learning Goals.

<sup>2</sup> Based on Walvoord, B. 2010. *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, & General Education*, 2<sup>nd</sup> Edition. San Francisco: Jossey-Bass-Wiley.

## Year 2.

Programs are required to submit the following two items: **Evidence of Ongoing Accreditation**<sup>3</sup> and the **Annual (or periodic) Accreditation Report**.<sup>4</sup> Programs may also include an optional cover memo (not to exceed 1 page). The cover letter might include any information or highlights the department believes would be important to demonstrate academic excellence and program quality.

The submitted materials will be reviewed by the Dean or their designee and feedback shared with the department. The program report and dean feedback will be archived by the Assessment Coordinator.

## Year 4<sup>5</sup>

In year 4, accredited programs will be required to complete the **Year 4 Template**, as well as the following three appendices: **Evidence of Ongoing Accreditation**, **Annual (or periodic) Accreditation Report**, and a **Summary of the Assessment Data by SLO** for the past 4 Years as an appendix. The **Summary of the Assessment Data by SLO** prepared by programs is expected to be a chart or other means of presentation that describe the annual data collected, when, where/which course(s), by whom it was collected, and the assignment or activity. This summary should correspond to the record-keeping documents maintained by the academic program. Programs may also include an optional cover memo (not to exceed 1 page). The cover letter might include any information or highlights the department believes would be important to demonstrate academic excellence and program quality.

The submitted materials will be reviewed by the Dean or their designee and feedback shared with the department. The report will also be reviewed by a designee of the VP for Academic Affairs and archived by the Assessment Coordinator.

Finally, all programs are expected to annually collect data and retain all records pertaining to the instruments and methods used for data collection. These materials are to be made available for periodic review by the Dean's or Provost's offices upon request.

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<sup>3</sup> Evidence includes the accreditation or reaffirmation letter from the accrediting body—and any other more recent official communication on current standing.

<sup>4</sup> Ordinarily, accrediting bodies require annual (or periodic) reporting of critical program assessment data. Programs should submit a copy of the annual (or periodic) report to the accrediting agency. If no data is required, the raw data should be included to document on-going data collection as a separate appendix.

<sup>5</sup> With permission from the VP for Academic Affairs or designee, accredited programs may substitute major reaffirmation documentation submitted to their accrediting agency, or the IBHE program review (not the short form) in place of the Year 2 or 4 reports. To be approved, these documents must substantively discuss assessment, outcomes, and data, and have been prepared and submitted within the same calendar year.

Year 4

Student Learning Outcomes (SLOs) for Academic Programs

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. [SLO#1]
2. [SLO#2]
3. [SLO#3], etc.

Overview of Measures/Instruments

<b>SLO(s)</b> <i>Note: Measures might be used for more than 1 SLO</i>	<b>ULG*</b>	<b>Measures/Instruments</b> <i>Please include a clear description of the instrument including when and where it is administered</i>	<b>How is the information Used?</b> <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>

\*Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable

**Improvements and Changes Based on Assessment**

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past four years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?
2. Please provide a brief description or bulleted list of any improvements observed/measured in student learning over the past four years. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).
3. Using the form below, please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

<b>History of Annual Review</b>		
<b>Date of Annual Review</b>	<b>Individuals/Groups who Reviewed Plan</b>	<b>Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc..)</b>

**Dean Review & Feedback**

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Dean or designee \_\_\_\_\_  
Date

**Academic Affairs – Academic Success Center Review & Feedback**

\_\_\_\_\_

Executive Director \_\_\_\_\_  
Date