

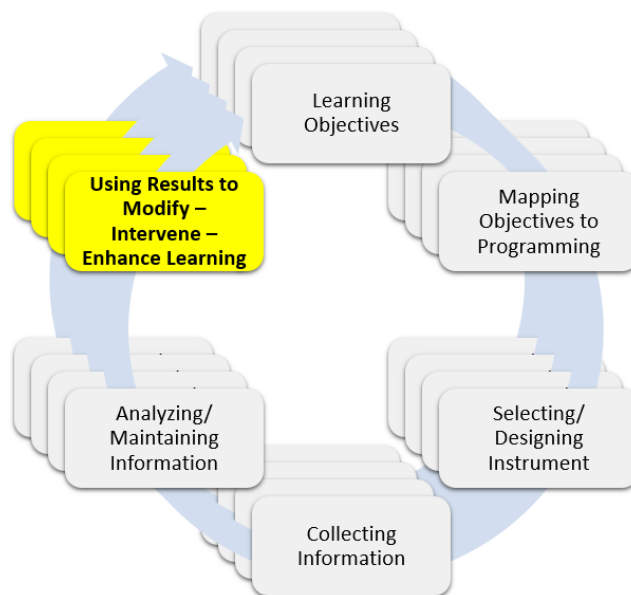
Non-Accredited Programs

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.¹ 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 Improvement²



¹ Student Learning Outcomes (SLOs) are program specific learning outcomes or competencies that are assessed by the program. SLOs are expected to be linked to current discipline or professional standards. Please note, SLOs may map to one or more University Learning Goals.

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

Year 2³

Non-Accredited programs are required to submit the **Year 2 Assessment Template**. 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

Non-Accredited programs are required to submit a completed **Year 4 Assessment Template** 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. The optional cover memo (not to exceed 1 page) may 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. In addition, the report will 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.

³ With permission of the VP for Academic Affairs or designee, programs may substitute the IBHE program review (not the short form) in place of the Year 2 or 4 report, if it falls within the same calendar year, and if these documents substantively discuss assessment, outcomes, and data.