

ASSESSMENT SUMMARY and DEPARTMENTAL PLAN REVIEWS - June 2003

1. **Assessment is defined** as “the systematic collection and use of the results of student learning and academic program quality to determine the achievement of goals and objectives.” (Palomba, Catherine A. and Trudy W. Banta, 1999, *Assessment Essentials*, Jossey-Bass Publishers (San Francisco), p. 4.)
2. **Nine assessment principles** govern WMU’s assessment program include: establishing a culture of evidence about program quality and student learning, use of continuous improvement as the standard of performance, use of action agendas with multiple types of information, and recognition that various disciplines and programs will conduct assessment work in different ways.
3. **The full cycle of assessment** usually involves: (a) the collection of entry or baseline information, (b) the intermediate assessment of quantitative and writing skills, and the undergraduate major and or graduate concentration assessment of student learning outcomes, (c) an end-of-program assessment, (d) post-graduate assessments about the satisfaction and loyalty of alumni, graduate schools, and employers, and (e) the comprehensive and systematic program planning, accreditation, and review reports. Departments may wish to consider this range of assessment avenues when developing plans although the emphasis is on student learning assessments.
4. **Common uses of assessment information include:** the provision of evidence about mission achievement, to help document and articulate program quality, to strengthen student learning through program improvement, to enhance advising and target curricular revisions, to improve the retention of students, to change admission criteria, to lessen time from matriculation to graduation, to increase degree completion rates, to link assessment outcomes with resource allocations, and to provide information to stakeholders including parents, employers, graduate programs, external agencies, and legislators.
5. **Scope of assessment at WMU includes:**
 - a) General Education Assessment (plan initiated in fall 2003, implementation fall 2003)
 - b) Undergraduate Majors/Graduate Concentration Assessments (implementation fall 2004)
 - c) Student and Alumni Engagement and Satisfaction Studies (NSSE 2002 and NSSE 2003)
 - d) Targeted Assessment Projects (alumni, first-year, and departing students - ongoing)
 - e) Institution-wide Studies (Library and Technology Services – fall 2003)
6. **University Assessment Steering Committee (UASC)** serves as the university-wide assessment policy, planning, and resource coordination group with annual reports to the faculty, department chairs, deans, the Faculty Senate, Provost, and the Vice President for Student Affairs. The *WMU Assessment Plan and Timetable* policy, recommended by the Faculty Senate on December 5, 2002 and approved by the Provost on February 19, 2003, is posted on WMU’s web site at www.wmich.edu/poapa/assessment/mypublicplan.pdf. USAC is composed of several consultation review teams to assist individuals and departments within the respective colleges.
7. **Department Assessment Plans** – review and approval of all department plans by the consultation teams and UASC will be completed no later than fall 2004. *Plans should be submitted: (a) electronically to Linda.delene@wmich for UASC review, (b) may not be longer than 15 single-sided pages, and (c) must have a font size of “11” or above.*
8. Template for USAC to Review Department Assessment Plans is attached as second page.

UNIVERSITY ASSESSMENT STEERING COMMITTEE (UASC) REVIEW SHEET

DEPARTMENTAL ASSESSMENT PLANS

Department Name: _____

Faculty Recommended? Yes _____ No _____. **Chair Approved?** Yes ____ No _____

Department Chair's Name: _____ **Tel. #** _____

College of: _____ **Date of Assessment Plan:** _____

UASC will use the following rating system to review Departmental Assessment Plans:

- Marginal Lacks sufficient Information, requires clarification or additional information -
Changes are required by the department
- Adequate Clear and complete
- Exemplary Well conceived and thoroughly developed

Criteria for UASC Review:	Marginal	Adequate	Exemplary	Not Applicable
Specific Departmental Goals and or Program Objectives are Evident				
Assessment for both Graduate and Undergraduate Programs is Included				
Multiple Student Learning Outcomes are Evident				
Targeted Students are Identified and Described				
Timeline for Data Collection is Appropriate				
Expected and Planned Uses of Assessment Information is Clear				
Specific Date for Plan's Evaluation is Included				
Responsible Assessment Individual or Assessment Committee Chair is Identified	Yes: ____ No ____. Name: _____ Tel: _____			

Comments: (Attach additional pages if needed)

UASC ACTION:

- Approved: Yes _____ No _____ Date _____
- Tabled: Yes _____ No _____ Date _____
- Returned with suggestions: ____ on (insert date) _____
- Returned with clarification requests: ____ on (insert date) _____
- Please resubmit by: (insert date) _____
- Disapproved by USAC ____ on (insert date) _____

USAC Chair's Name/Signature: _____