Academic Units
Assessment Guidelines for XXXX
May 2018

These recommendations should be adopted immediately in order for XXXX to attain the next level of best assessment practices in preparation for the XXXX 2020 reaffirmation of accreditation.

1. Faculty may assess their own students and courses provided there are at least three readers or more raters (even numbers create unreliable assessments).
2. If a graded assessment also is used as an assessment tool, identification (names, ID #s, etc.) should be removed from the assessment tool.
3. Curriculum maps should indicate the learning level for each course (IRMA - *Introductory, Reinforcement, and Mastery Assessment Levels*).
4. A syllabus audit should not be listed as a direct assessment of a course or program; syllabus audits/reviews are conducted by Academic Deans.
5. Direct assessment measures must be used for programs and courses; exclusive use of indirect assessment measures is not acceptable.
6. The term "survey" should not be used for direct assessments. The XXX interprets a "survey" as an indirect measure of student dispositions/attitudes.
7. Achievement targets should be between 70% and 80%, not 100%, which is unrealistic.
8. All syllabi need to list program SLOs for all programs (majors, minors, Gen Ed categories).
9. Academic Deans should review syllabi for SLOs prior to the start of the semester. Fall syllabi should be submitted to Deans by June 30. Feedback will be provided to faculty the first week of the semester to ensure updates and posting to the LMS. Spring and Summer syllabi should be submitted to Deans at least three weeks in advance of the start of the semester. *(In the future, the recommendation is for June 1 submission to the Deans (for Fall) to ensure feedback can be given and changes made by June 30 when faculty are still on contract; feedback to faculty the first week of the semester provides a short window for amendments.)*
10. Deans, Conveners, and School Assessment Coordinators should meet at least three times per semester to ensure review of all pre, embedded, and post assessments.
11. Assessment plans and reports should be reviewed together to ensure that the documents are consistent. If there are changes between the plans and reports, the reasons for the differences must be clearly explained in the assessment reports.
12. Programs should have clear goals and outcomes.
13. Program websites should list goals and outcomes; synthesis should be across schools as some currently list a combination of goals, objectives, and outcomes, while some list one or two demarcations (only outcomes, only goals, etc.).
14. School Cores should be assessed or deleted; historically, school cores were deemed necessary in the absence of a General Education Curriculum.
15. Free standing minors should be assessed.
16. A template for all syllabi should be adopted so that syllabi have a standard outline and SLOs are easily identified.
17. Pre and post assessment – XXX should have further conversations to see which programs could adopt this model easily, as well as to identify challenges for other programs.