

Standard Operating Procedure for Reviewing Academic Program Assessment Reports

This SOP describes the process of reviewing outcomes assessment reports in accordance with REG 02.90.0, Section 2.3 (Assessment of Academic Programs, Reporting and Oversight), which designates the provost, college deans, and department heads as accountable for the effectiveness of outcomes assessment in improving programs. The SOP addresses two kinds of academic programs, those that are associated with a single department and those that are non-departmental, that is, associated with more than one department and in some cases more than one college.

Departmental programs

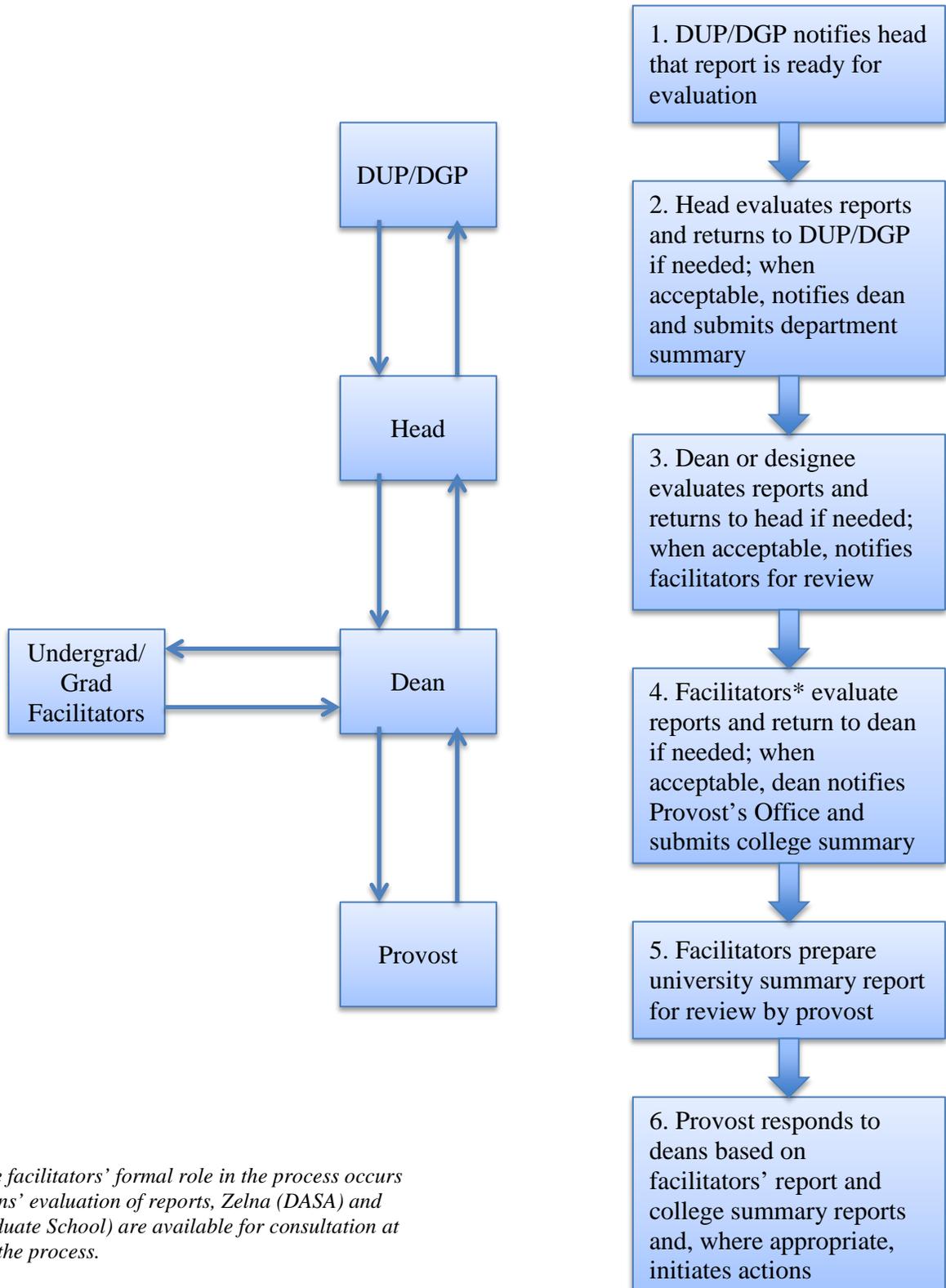
1. Undergraduate Coordinator/Director of a Graduate Program (UGC/DGP), or other person designated by a department head as responsible for the outcomes assessment of an academic program, notifies department head that the annual assessment report has been posted in InfoWeb and meets the criteria of the Evaluation Rubric for Outcomes Assessment Reports.
2. Department head evaluates the assessment report according to the rubric. When all reports in a department have been accepted, the department head notifies the dean or dean's designee that reports are complete and acceptable and sends the dean or designee a department assessment summary addressing (1) the quality of the reports from his/her department, (2) any major findings of potential interest to the dean, and (3) the use of assessment results for program improvement.
3. Dean or designee confirms that the assessment reports meet the criteria of the rubric. When all reports in a college have been accepted, dean or designee notifies the undergraduate and/or graduate assessment facilitator that reports are ready for review.
4. Assessment facilitator evaluates assessment reports according to the rubric. When the facilitator notifies the dean or designee that all reports in a college have been accepted, the dean or designee notifies the Provost's Office that reports are complete and acceptable and sends the Provost's Office a college assessment summary addressing (1) the quality of the reports from his/her college, (2) any major findings of potential interest to the provost, and (3) the use of assessment results for program improvement.
5. The Provost's Office sends the college summary to assessment facilitators in DASA and/or Graduate School, who will prepare university evaluation summaries for submission to the provost, one for undergraduate and one for graduate programs. These summaries will (1) list any reports that have not been posted, (2) comment on the overall quality of the reports, and (3) identify major findings of potential interest to the provost. If appropriate, assessment facilitators will recommend improvements in the overall university assessment process for academic programs.
6. If necessary, the provost will contact a dean to request missing reports.

Non-departmental programs

1. UGC/DGP, or other person designated by the relevant dean(s) as responsible for the outcomes assessment of an academic program, notifies dean(s) or designee(s) that the annual assessment report has been posted in InfoWeb and meets the criteria of the Evaluation Rubric for Outcomes Assessment Reports.
2. Dean or designee confirms that the assessment report meets the criteria of the rubric. When all reports in the college have been accepted dean or designee notifies the undergraduate or graduate facilitator that reports are ready for review.

3. Assessment facilitator evaluates assessment reports according to the rubric. When the facilitator notifies the dean or designee that all reports in a college have been accepted, the dean or designee notifies the Provost's Office that reports are complete and acceptable and sends the Provost's Office a college assessment summary addressing (1) the quality of the reports from his/her college, (2) any major findings of potential interest to the provost, and (3) the use of assessment results for program improvement.
4. The Provost's Office sends the college summary to assessment facilitators in DASA and/or Graduate School, who will prepare university evaluation summaries for submission to the provost, one for undergraduate and one for graduate programs. These summaries will (1) list the reports that have not been posted, (2) comment on the overall quality of the reports, and (3) identify major findings of potential interest to the provost. If appropriate, assessment facilitators will recommend improvements in the overall university assessment process for academic programs.
5. If necessary, the Provost will contact a dean to request missing reports.

Flow Chart for Assessment of Academic Programs



** Though the facilitators' formal role in the process occurs after the deans' evaluation of reports, Zelna (DASA) and Carter (Graduate School) are available for consultation at any point in the process.*

Evaluation Rubric for Outcomes Assessment Reports

Criteria	Needs revision	Acceptable	Notes
Report addresses the appropriate outcomes in the program's assessment plan			
Column 2: Report summarizes findings with enough detail that the reader understands what the analysis of the data has yielded			
Column 2: Report uses data for each outcome that are suitable for identifying strengths and/or areas for improvement; some data are almost never suitable (see note*)			
Column 3: Report explicitly evaluates strengths and areas for improvement <i>of the program</i> that are clearly derived from analysis of the data and labeled STRENGTHS and AREAS FOR IMPROVEMENT			
Column 4: Report describes decisions for <i>new actions</i> to be undertaken or that have been employed to address each area for improvement; avoids "Continue to..." or "Will consider..." (See note**)			
Report is effective in applying evidence-based reasoning to improve the program			

* Typically, data such as students having taken particular courses or grades in courses or how many students pass preliminary examinations are not considered appropriate data because the information they yield is too general for identifying specific areas for improvement.

**The idea behind avoiding "We will continue to..." constructions is that continuing to do what you have been doing stands little chance of improving the program. The problem with "We will consider..." constructions is that you are supposed to describe strategies faculty have already decided to implement or have implemented to address the area for improvement.