UWT Assessment Work Charges 2008-2011

Goal: To improve student achievement in the academic disciplines, readying them for lifelong learning and professional success after leaving UWT.

Objective:
1. Each unit will show improvement over past year in showing evidence of using assessment to inform program planning and improvement in the delivery of instructional services to students.
2. Units will take advantage of all currently available, useful assessment processes and data, in order to make the least amount of new work for faculty & staff.

Charge: 2008-2009

1. Academic Affairs will produce a strategic plan, articulated to UWT Strategic Plan
2. All units will produce strategic plans, articulated to Academic Affairs Strategic Plan and UWT Strategic Plan
3. An assessment audit will be conducted, documenting baseline information on the breadth and depth (e.g., existence of unit/majors strategic plans, Student Learning Objectives (SLOs), articulation of syllabi to goals, evaluation timelines)
4. Baseline information on the types of assessment methods used at UWT across all programs will be determined and shared.
5. A timeline will be established to document assessment activities such as accreditation visits and Graduate School program review visits.

Committee Formed Autumn, 2009

By June 1, 2010, the following must be accomplished:
1. Unit has articulated Student Learning Goals (SLG).
2. Unit has determined how, when, and where unit SLGs will be measured.
3. Course syllabi are modified (if not currently in compliance) to indicate course SLGs and connection to unit SLGs.
4. Each undergraduate Unit has constructed a matrix of how their SLG articulates to the UWT Undergraduate SLGs. [Moved to 2010-2011 Agenda]
5. Unit has established a regular cycle and method for considering the results of assessment data.
6. At least one cycle is implemented and documented. A meeting is held, process documented in unit records and Director’s annual report.
By January 1, 2011 the following must be accomplished:

1. A matrix of unit SLGs and course SLGs is created.
2. Metrics for assessing satisfactory level of accomplishment of SLGs by students are created by faculty.
3. Benchmarks for assessing satisfactory level of accomplishment of SLOs by students by faculty.
4. A system for ongoing tracking of students (while in unit) in unit is created.
5. Create follow up system to measure impact of SLO after leaving UWT.
6. A matrix of unit SLGs and UW Themes will be constructed. [TABLED for 2010-2011]

Charge: 2010-2011 (some repetition, if not completed)

1. Creation of a matrix that shows the relationships between unit student learning goals and course student learning goals
2. Identification of metrics that how faculty will judge student accomplishment
3. Development of benchmarks that describe the level of achievement students must demonstrate to be considered as having met a particular student learning goal
4. Collect and report on the various ways in which your unit (School, Program, or Major) is currently collecting data on student achievement, as defined by the Undergraduate Student Learning Goals
5. Review the results of the National Survey of Student Experience (NSSE) and Collegiate Learning Assessment (CLA) and make a recommendation on how the campus should address the findings.

UWT GENERAL EDUCATION Student Learning Objectives

1. Global Perspective
   Students will develop an awareness of the interrelationships among personal, local, and global entities, as well as gain understanding of issues of well-being and sustainability. Students will also learn about the importance of the social, cultural, economic, scientific, and environmental differences that mark world regions.

2. Inquiry and Critical Thinking
   Students will acquire skills and familiarity with modes of inquiry and examination from diverse disciplinary perspectives, enabling them to access, interpret, analyze, quantitatively reason and synthesize information critically.

3. Diversity
   Students will gain an understanding of the multiplicity of human experience and the roles that culture, environment, historical processes, and differential treatment play in shaping the diverse experiences of groups in society.

4. Civic Engagement
   Students will define their roles and responsibilities as members of a broader community and develop an understanding of how they can contribute to that community for the greater good. They will have opportunities for service learning and other forms of active involvement such as undergraduate research.

5. Communication/Self-Expression
   Students will gain experience with oral, written, symbolic, and artistic forms of communication and the ability to communicate with diverse audiences. They will also have the opportunity to increase their understanding of communication through collaboration with others to solve problems or advance knowledge.