Policy Title	**Outcomes Assessment in Academic Programs and Non-Academic Units**
Responsible University Office	**Measurement and Assessment center**
Policy Owner	**Executive director of Measurement and Assessment center**
Pertinent Dates	Developed: 4th June 2022 Revised: Approved:

I.   SCOPE OF POLICY

This policy applies to the following:

- Academic degrees and certificates (undergraduate, graduate, and professional);
- Administrative units;
- Academic and student support units that deliver institutional services;
- Units conducting or supporting research;

II.   DEFINITIONS

The purpose of this policy is to articulate requirements for assessment of outcomes and use of results for improvement purposes in academic and non-academic units and to specify the roles and responsibilities for implementing and overseeing assessment processes to ensure compliance with this policy and AIU strategic plan.

Academic Program: A formal course of study that leads to a degree or a certificate.

Non-Instructional Unit: An organization with a mission that does not include offering credit-bearing courses that lead to a degree or certificate but instead provides services and operational support in fulfillment of the University's mission.

Outcomes: Statements that describe what should occur as a result of a program or unit's work. Outcomes are often synonymous with goals and objectives; however, they are typically focused on the quality and impact of the unit's work as opposed to completion of tasks.

Student Learning Outcomes: Statements that describe what students should know, think and be able to do upon completion of an academic program.

Assessment Plan: A document that articulates the program or unit's mission, the intended outcomes of its work, methods to be used to measure these outcomes, and targets for determining success.

Assessment Report: An annual report from a program or unit that describes the outcomes measured during the past year, the findings from those assessments, and how the results were used to make decisions and improvements.

Formative Assessment: Formative assessment is an integral part of teaching and learning. It does not contribute to the final mark given for work completed instead it contributes to learning through providing feedback. It should indicate what is good about a piece of work and why this is good; it should also indicate what is not so good and how the work could be improved. Effective formative feedback will affect what the student and the teacher do next.

Summative Assessment: Summative Assessment is an assessment of the students' learning. The main purpose of summative assessment is to grade and certify students' achievement. Summative assessment is formal in nature.

III.   **POLICY STATEMENT**

Assessment is the process of gathering and analyzing information to guide and make judgements about what should occur "ex. students' learning" in relation to the goals "ex. curriculum goals". Assessment tasks are designed to indicate progress towards the desired outcomes of a program or unit's work; the assessment grade is a measure of the extent to which the outcomes have been mastered. well-designed assessment enhances the overall goals achievement.

IV.   **RESPONSIBILITIES**

1- **The Vice president for academic affairs**: has overall responsibility and oversight for outcomes assessment processes for academic program and non-instructional units.

2- **Deans and program director**: are responsible for ensuring that all of the academic programs and non-instructional units within their respective organizations have assessment plans, carry out assessments that meet prescribed standards, and submit annual reports that document improvements made based on assessment results.

Deans and program director will appoint one Assessment Coordinator to facilitate internal assessment process and to serve as focal point to the University Center of Measurement and Assessment. Assessment Coordinators will be responsible for collecting and reviewing assessment plans and reports, providing feedback to faculty and staff to improve the quality of their assessments, and providing the plans and reports to the dean for approval prior to submission to **Executive director of Measurement and Assessment**. Assessment Coordinators must participate in periodic training and professional development activities sponsored by the University Center of **Measurement and Assessment**.

3- **Executive director of Measurement and Assessment center**: will offer training and consultation to Assessment Coordinators and program faculty about effective assessment practices. They will publish the annual calendar of due dates for plans and reports and provide templates and other assessment resources. In addition to maintaining a central repository for assessment plans and reports, they will also review these documents for compliance with standards, provide feedback to Assessment Coordinators on necessary changes, and report to The Vice president for academic affairs concerning policy compliance and opportunities for process improvement.

V.   **POLICY STANDARDS AND PROCEDURES**

[The section contains the full text of the policy, including detailed information about the policy components and procedures.]
Administrative, Student Support, Research, Public Service Unit Assessment Process

Outcomes assessment involves systematically collecting and analyzing evidence to determine how well the unit is accomplishing its intended purposes and – most importantly – using the findings to improve performance. Most organizations already evaluate their services in terms of outputs. Outcomes assessment also measures

the *quality* and *impact* of the unit's services to its stakeholders or in fulfilling the AIU University's mission.

The assessment process involves

- Establishing expected outcomes
- Measuring, observing and documenting the degree to which outcomes are achieved
- Findings ways to improve based on your measures and observations
- Implementing improvement plans

Expected outcomes are specific statements about what should occur as a result of the core services or functions your unit performs.

Expected Outcomes statements are

- Measurable – the outcome can be observed and verified with evidence
- Aspirational – the outcome describes an improvement the unit intends to achieve
- Beneficial – the outcome supports the mission of AIU and benefits the AIU community; if there are particular beneficiaries of your services or function – such as students or other staff – be sure to reference them
- Attainable – the outcome can be accomplished given the available resources
- Stable – expected outcomes are fairly stable over time, and are aligned with the mission of the unit.

Academic Program Assessment Process

Assessment of academic programs focuses on enhancing student learning through systematic, faculty-driven processes for measuring what students know and can do at the end of their programs and using results to improve the educational experience.

The student learning outcomes assessment process involves

- Establishing student learning outcomes
- Measuring and analyzing student achievement of the outcomes aggregated across the program
- Reviewing findings and creating action plans to improve curricula or support services
- Implementing improvements and assessing effectiveness of those changes on student outcomes

Student learning outcomes describe the knowledge and skills we expect students to demonstrate by the time they complete a course of study at AIU.

Assessment methods should emphasize **direct** examination of student work such as papers, tests, and presentations. These measures should provide evidence that students have attained the knowledge or abilities at the levels targeted by the program.

Indirect assessments such as exit interviews; job placement rates; and awards; or surveys of alumni may also be used as supplemental measures. These types of assessments are useful in understanding how students believe they have benefited from their educational experience and how they have applied it. They can be helpful in informing decisions related to changes in instruction or the curriculum, but don't provide direct evidence of what students have learned.

Academic departments may also address program goals in their assessment plans in addition to student learning outcomes. These may describe strategic goals for the unit such as graduation rates, diversity, faculty hires to enhance the curriculum, or improvements identified through the external Program Review process.

Direct assessment principles:

1- Assessment practice should promote effective learning
2- The amount and timing of assessment enables effective and appropriate evaluation of students' achievement of intended learning outcomes.
3- Appropriate and timely feedback is provided to students on assessed work in a way that promotes learning and facilitates improvements
4- Students should be fully aware of what constitutes academic misconduct and the consequences associated with it.
5- Everyone involved in the assessment of students must be competent to undertake their roles and responsibilities
6- The principles and procedures for, and processes of, assessment should be explicit, valid and reliable
7- Assessment should be conducted with rigor, probity and fairness and with due regard to security.
8- The procedures for marking and for moderating marks must be transparent and fair
9- Assessment decisions must be documented accurately and systematically and decisions of relevant assessment panels and examination boards are to be communicated as quickly as possible.
10- Any summative assessment (method ex; OSCE) have to be preceded by formative assessment (method ex; formative OSCE).

VI.   **FORMS/INSTRUCTIONS (if applicable)**

[Lists forms the reader must use to comply with the policy, explains the purpose of each form, and may provide a hyperlink to the applicable form(s). If this is a new form, provide to OGCC.]

1- AIU-MAC-001 detailed assessment plan template
2- AIU-MAC-002 Blueprint template
3- AIU-MAC-003 detailed assessment report template

VII.   APPENDICES (if applicable)

[Includes any additional relevant information or documents in attached appendices.]

https://oira.unc.edu/assessment/assessment-policies-and-procedures/

https://oira.unc.edu/institutional-effectiveness/

https://moynecollege.ie/index.php/policies/assessment-policy

https://www.niu.edu/effectiveness/assessment/index.shtml

https://www.niu.edu/effectiveness/assessment/support-unit.shtml

VIII.   CONTACT INFORMATION

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