

University of Arizona Assessment Plan Summary

| | ABOR Strategic Directions: | UA Mission | UA Goals (student related) | Content and Domain of Student Outcomes Assessment (Plan) | Assessment Activities |
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| 1995 | <p>By 2000, ABOR seeks to achieve:</p> <ul style="list-style-type: none"> • Improve the quality of undergraduate education • Develop and strengthen research, scholarly and creative activities, and graduate programs • Extend access and improve achievement of under-represented students • Increase the contributions of the university system to the State's economic development • Enable the Arizona public universities to meet the baccalaureate and graduate student educational needs • Acquire and efficiently utilize human, informational, financial and capital resources • Support K-12 Educational Reform | <p>"The University of Arizona's mission defines its educational aspirations. "The University of Arizona, a public, land-grant, research and educational institution, is dedicated to preparing students for an increasingly diverse and technological world and to improving the quality of life for the people of Arizona and the Nation. The University provides distinguished undergraduate, graduate, and professional education; excels in basic and applied research and creative achievement; and integrates these activities and achievements of regional, national, and international significance into everyday life."</p> | <p>A major goal of the University is to "educate the learner of tomorrow" by transforming educational activities to focus on learning as well as teaching.</p> | <ul style="list-style-type: none"> • General and Liberal Education • Discipline-Based Knowledge • Creation and Understanding of New Knowledge • Critical Thinking • Lifelong Learning Skills • Career Preparation | <ul style="list-style-type: none"> • Baseline measures of entering students (placement exams, student characteristics) • Value-added assessment (institutional impact, repeated assessment of the same qualities on the same students done at various points in a student's career) • Outcomes (final comprehensive exams, exit interviews, capstone courses, alumni surveys, employer surveys) |
| 2000 | | <p>To discover, to learn, to serve, and to inspire</p> | <p>To enhance learning activities and outcomes at the undergraduate, graduate, and professional levels in a manner consistent with a student-centered research university.</p> | <ul style="list-style-type: none"> • Student assessment is decentralized, faculty driven, and integrated into the evaluation and planning processes of each academic unit • Assessment at the program, department and college levels reflects the nature of the academic discipline and the goals of the program | <ul style="list-style-type: none"> • APR process asked each program to include intended student outcomes, program goals, faculty involvement in assessment, data-collection methods, application of assessment results to learning and instruction improvement, incorporation of assessment results into strategic planning and curricular review, and feedback to instructors, students and external reviewers • Formation of Student Assessment Coordinating |

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| | | | | <ul style="list-style-type: none"> A unit's plan and results are reviewed and evaluated during the unit's septennial Academic Program Review | Committee (SACC); will offer symposium on assessment <ul style="list-style-type: none"> General Education Program Assessment through student surveys Teacher and Course evaluations used as assessment of student satisfaction with courses and instructors |
| 2005 | | To discover, educate, serve and inspire | Build a world-class and diverse academic community at the forefront of discovery; increase student engagement, achievement, retention and graduation rates | <ul style="list-style-type: none"> Learn how to use assessment strategies as a productive activity to improve program success View assessment as a continuous sources of knowledge essential for instructional improvement Build appreciation for assessment as a productive way to understand and improve teaching and learning | <ul style="list-style-type: none"> Review materials submitted on the web and provide feedback to colleges and departments Organize an event in which the Provost responds to the efforts of the colleges Continue to develop website postings and publicize Continue work on developing ways to assess learning outcomes for General Education Develop ways to improve understanding of outcomes assessment in colleges and departments Possible a 3rd Provost Symposium Work with Dean of Grad College to promote graduate program level assessment |
| 2010 | By 2020, ABOR seeks to achieve: <ul style="list-style-type: none"> To increase the education attainment of Arizona citizens by producing enough high-quality university degrees for the state to be nationally competitive by the year 2020 To increase the prominence of the system's research enterprise so that it can | To improve life for the people of Arizona and beyond through education, research, creative expressions and community engagement | | <ul style="list-style-type: none"> Learn how to use assessment strategies as a productive activity to improve program success View assessment as a continuous sources of knowledge essential for | <ul style="list-style-type: none"> May, 2008, formation of Assessment Coordinating Council (ACC) to coordinate resources for campus assessment activities such as connecting people actively involved in assessment; serve as a cross-campus forum for exchange of ideas, etc.; provide information and expertise to units; keep university community |

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| | <p>contribute to the knowledge economy and improve the quality of life in Arizona</p> <ul style="list-style-type: none"> To provide the educated workforce needed to fill shortages and to stimulate demand for higher paying jobs in Arizona | | | <p>instructional improvement</p> <ul style="list-style-type: none"> Build appreciation for assessment as a productive way to understand and improve teaching and learning | <p>apprised of expectations for assessment; advise the Provost and other administrators on matters related to assessment and evaluation; ensure the implementation of the University's assessment plan and to evaluate and revise plan on regular basis</p> <ul style="list-style-type: none"> January, 2010, formation of the Office of Instruction and Assessment Redesign of the UA Assessment Website APR Assessment Review becomes more rigorous and required with follow-up visits and plans such as a detailed rubric for scoring both APR plans as well as webpages Assessment of Student Support Services and Student Development (Student Affairs) |
| 2015 | <p>ABOR Goals:</p> <ul style="list-style-type: none"> Educate Achieve Discover Impact | <p>To improve the prospects and enrich the lives of the people of Arizona and the world through education, research, creative expression, and community and business partnerships</p> | <ul style="list-style-type: none"> Engaging Innovating Partnering Synergy | <ul style="list-style-type: none"> Learn how to use assessment strategies as a productive activity to improve program success View assessment as a continuous sources of knowledge essential for instructional improvement Build appreciation for assessment as a productive way to understand and | <ul style="list-style-type: none"> APR Assessment is working with its fifth cohort of seven Scoring rubrics have been refined and updated Webpages for Cohorts 1 and 3 have been scored using rubric Pilot project for General Education Program is underway as a result of 5 person team attending the 2015 AACU General Education Assessment Institute Formation of institutional-level Assessment Leadership Team to bring together all aspects of the university |

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| | | | improve teaching and learning <ul style="list-style-type: none"> • Focus on closing the loop | such as academic affairs and student affairs as well as others <ul style="list-style-type: none"> • Publication of Assessment Matters Monthly Newsletter by OIA • Assessment workshops and Gearing up sessions by OIA continue to help departments and programs prepare for their APR review |

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