

Excerpted from **OUS Learning Outcomes Assessment Initiative—
Proposal for a Systemwide Assessment Framework: Draft Outline for Final Report**

5. Recommendations

- a. Critical characteristics
- b. Connection to accreditation standards
- c. Participation in VSA
 - i. Strengths, weaknesses, and unknowns of VSA
 - ii. Evaluation of standardized tools, including caveats
 - iii. Conditions under which VSA and/or tools could be useful or appropriate
 - iv. System or institution position on VSA
- d. Systemwide assessment plan or framework
 - i. Statement of Purpose: The improvement of student learning
(Does this replicate the critical characteristics above?)
 - ii. Framework of Expectations (defining expectations & process):
 1. Each institution will have student learning outcomes – university-wide and program-specific, connected to institution mission and OUS strategic plan
 2. Each institution will communicate expectations for student learning and assessment to students, faculty, administrators/staff, external constituents
 3. Each campus will have a full cycle assessment program/plan at all levels
 4. Each program will develop, adopt, or adapt assessment tools and methodologies for determining whether students are achieving desired learning
 5. Assessment results will be used to improve student learning, program and curricular development, and institutional effectiveness
 6. Results of assessment and subsequent evaluation will be reported
 - iii. Making the Results Transparent: Website with link to a template for each campus, mapped to an overarching system framework (with program level reporting maintained internally). This template would likely include the following areas of inquiry:
 1. What are the student learning outcomes?
 2. How are students made aware of the learning outcomes?
 3. How is student progress on these outcomes assessed and reported?
 4. How are results applied to promote student learning, improve programs, and enlighten curriculum?
 5. What curriculum design principles and teaching-learning practices have proven most powerful in helping students achieve the learning outcomes?
 6. What are the assessment tools/methodologies most helpful in fulfilling the full cycle responsibilities of assessment?
 7. How are results ‘rolled up’ to address campus and system needs for assurance of student learning in robust yet clear terms?
 8. How are the results connected to K-12, community colleges, graduate programs, and/or the workforce to aid student success?
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 9. What ongoing research is underway to improve teaching-learning or assessment and measurement practices?
 - iv. Evaluating and Demonstrating Progress: Institution- and system-level metrics

- and data on student achievement
- e. Faculty engagement, support, and development
 - i. Next steps for faculty engagement
 - ii. Recommendations for ongoing faculty support and involvement
 - 1. Finding and sharing experience within OUS and nationally
 - 2. Providing assessment guidelines and resources
 - 3. Using technology for faculty collaboration and shared learning
 - 4. Faculty workload and reward structure
- f. IT and IR capacity
 - i. Technology infrastructure and software
 - ii. IR support: data and analysis
- g. Requirements for successful implementation
 - i. Roles & responsibilities
 - 1. Leadership/Administration; Faculty; Student
 - 2. System; Institution; Department
 - ii. Resources
 - 1. Staffing
 - 2. Fiscal
 - iii. Connection to broader education community
 - 1. Next steps for K-12 alignment
 - 2. Next steps for community college alignment
 - iv. Further or continuing research and development
 - 1. Assessment tools and methodologies
 - 2. Technology and software
 - 3. Teaching and learning