

Workgroup 5 – Educational Effectiveness Assessment

Workgroup 5 Mission: Show that assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Workgroup 5 to cover (in approximately 10 single spaced pages, not including appendices) a section in Chapter 4 of the Self-Study that focuses on the assessment of student learning across undergraduate and graduate programs.

Chapter 4: Fostering an Environment of Continuous Improvement: This chapter documents compliance with Standards 5 and 6. It describes the ways in which the institution engages in assessment of learning outcomes and ensures that its planning, resources, and structures are aligned to achieve the mission and goals of the institution.

The following criteria should be covered to address Standard 5.

1. clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;
2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:
 - a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;
 - b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;
 - c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;
3. consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:
 - a. assisting students in improving their learning;
 - b. improving pedagogy and curriculum;
 - c. reviewing and revising academic programs and support services;
 - d. planning, conducting, and supporting a range of professional development activities;
 - e. planning and budgeting for the provision of academic programs and services;

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- f. informing appropriate constituents about the institution and its programs;
 - g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates;
 - h. implementing other processes and procedures designed to improve educational programs and services;
4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and
 5. periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.

The following is a suggested outline for this section of Chapter 4. A great start would be to see how the 2015 Periodic Review Report describes this area, as well as review how the assessment of student learning was addressed in the 2010 Middle States Self-Study. But feel free to craft a different approach.

The other section in this chapter will be written by Work Group 6, Planning, Resources, and Institutional Improvement.

- Introduction – A key theme to discuss may be to describe how UAlbany’s assessment processes have matured over time from assessing and using data on student curricular and co-curricular experiences to now focusing to a much greater extent, as Middle States expects, on the direct assessment of student learning, by the faculty, as demonstrated by the work of the Council on Academic Assessment.
- Institutional, Program, and Course-based Learning Goals
 - Albany’s approach to setting and periodically reviewing learning goals at these levels.
- Assessment of Undergraduate Student Learning
 - Assessment in the Major
 - General Education Assessment
 - Assessment of the University in the High Schools program
- Assessment of Student Learning in Graduate Programs
 - Master’s and Certificate Programs
 - Doctoral Programs
 - Use of Graduate Program Evaluation Metrics Developed Under the 2010 Strategic Plan
- Reflections on UAlbany’s Student Learning Assessment Processes
 - Challenges

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- Significant Accomplishments
- Suggestions for Strengthening our Assessment Processes

And, in an accompanying document provide a bullet point summary of how UAlbany meets these Requirements of Affiliation: 8 and 9. Include reference to specific documentary evidence.

8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.