

## Academic Assessment Schedule for ODU

### *Supporting a successful process and report for Weave*

Assessment is the ongoing process of systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations. This information is then used to understand and improve student learning. In order to better facilitate this ongoing process, we have outlined a schedule to help programs collect information, reserve time for discussions, and document program and student learning improvements.

#### **Before Spring Semester – have you communicated assessment data collection expectations to faculty this semester?**

1. Collect fall data and feedback from faculty.
2. Communicate with faculty teaching during the spring semester about the assessment data and feedback that will be collected from each course.

Resource: Best practices for collecting data. Create a folder using a shared drive for assessment data. Ask faculty to upload assessment data here. Make it easy for them and provide a clear example of the data and feedback you need from them. See example here.

#### **Before Spring Semester -**

1. Consider developing a curriculum map this semester to outline the development of learning outcomes across courses in the program.
  - a. **Outline benefits**

Resource: Link to Curriculum Mapping.

#### **Early Spring Semester – what is the status of program action plans?**

2. Determine if any immediate changes need to be made to courses or assignments based on fall assessment data and feedback.
3. Review and discuss program action plans, continue progress, provide updates as necessary in Weave.

Resource: Link to modifications and action plan examples.

**Middle to Late Spring Semester – do you have a plan to discuss assessment information, feedback, and actions with faculty?**

1. Outline your plan to collect spring semester data and feedback from faculty.
2. Outline your plan to discuss results and feedback with faculty and develop action plans for the next academic year.
3. Document this process in the assessment report.

Resource: ABET DAY, SLR

Suggested discussion and meeting formats:

- Curriculum committee meeting
- Facilitate one large meeting to discuss all student learning outcomes and with faculty teaching those associated courses (e.g. ABET DAY)
- Facilitate mini meetings focused on one student learning outcome and associated courses and faculty (e.g. W course faculty)
- Hold a one-hour post capstone project/ portfolio debrief session. Use this time to discuss the interpretation questions with faculty. (e.g. Art portfolio showcase)
- Consider holding a half day retreat in May to focus on one area of student learning that faculty would like to address.

**End of Spring Semester – are you ready to write the assessment report? Do you have an interpretation of results and documentation of program modifications?**

Draft the Assessment Report

1. Add spring data to Weave. Summarize faculty feedback and respond to interpretation questions.
2. Document completed action plans and ways to monitor the impact of those changes on student learning.
3. Write new actions plans and provide updates to action plans that are in-progress.

**\*May 15<sup>th</sup>** confirm upcoming Program Assessment Leaders with Associate Deans\*

**June/July/August - do you want to complete the assessment report before august gets here?**

1. Review the report to ensure that the program is telling a clear and rich story of student learning and improvement.
2. Track down any additional assessment information.
3. Remind faculty of action plans for the upcoming academic year.

Resource: Use of results example.

**August 1<sup>st</sup> - are you ready to write the assessment report? Do you have an interpretation of results and documentation of program modifications?**

1. Outline your plan to collect spring semester data and feedback from faculty.
2. Outline your plan to discuss results and feedback with faculty and develop action plans for the next academic year.
3. Document this process in the assessment report.
4. Add spring data to Weave. Summarize faculty feedback and respond to interpretation questions.
5. Document completed action plans and ways to monitor the impact of those changes on student learning.
6. Write new actions plans and provide updates to action plans that are in-progress.
7. Consider asking your chair and a newish faculty member to read the assessment report. Any clarifying questions or comments that they can provide will help ensure the report has enough information about the program's assessment process and plans to improve.

**August - Are you ready to submit the assessment report in Weave?**

A successful submission includes:

- Results for all assessment measures unless otherwise noted

- Responses to the interpretation questions for at least two of the reported results
- Documentation of modifications to student learning and completed action plans
- New action plans for the upcoming year or updates to action plans that are still in-progress

Assessment reports are reviewed based on the university rubric. It may be helpful to review this to clarify expectations.

Resource: Include direct links to resources, include link to Weave, include link to rubric

### **Beginning of the fall semester - How can we leverage the start of the semester to talk about student learning and areas of improvement?**

1. Review student learning outcomes and action plans for the current academic year with program faculty. Share assessment report with faculty. Determine if action plans need to be updated and clarify any professional development needs of faculty.

### **September 30th – Have you submitted the assessment report in Weave?**

1. Academic Assessment reports are due in Weave

Resource: Include direct links to resources, include link to Weave, include link to rubric

### **October/November - do you have assessment revisions you want to make?**

1. Create a plan to make revisions to the assessment plans based on results and experience from previous submission. Set a working meeting with IE&A to complete these revisions.
2. Maintain progress on the action plans outline by the program. Consider including them as running action items on department meeting agendas.

Resource: Good measures

### **End of fall semester – what’s your assessment infrastructure?**

1. Prepare for the collection of fall data and feedback from faculty.
2. Communicate with faculty teaching during the fall semester about the assessment data and feedback that will be collected from their course.

Resource: Best practices for collecting data. Create a folder using a shared drive for assessment data. Ask faculty to upload assessment data here. Make it easy for them and provide a clear example of the data you need from them.

### **Assessment Feedback – how to use your assessment feedback?**

1. Celebrate and highlight the assessment best practices of the program.
2. Discuss and share assessment feedback with Chair and committees focused on student learning. This is a great time to review the report, collect updated information, and gather clarifying information based on the feedback from others.
3. Make a plan to improve areas of the assessment report with support from IE&A.

Resource: [Link to rubric](#)