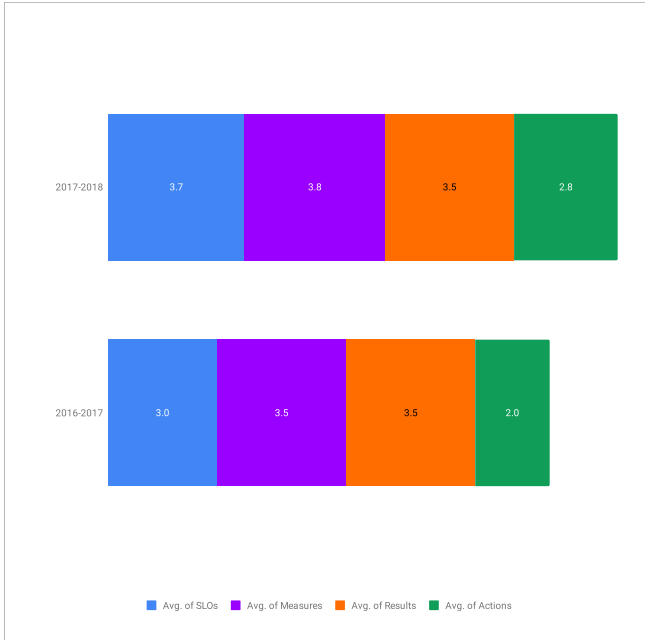


Direct Measure 1: Assessment Quality

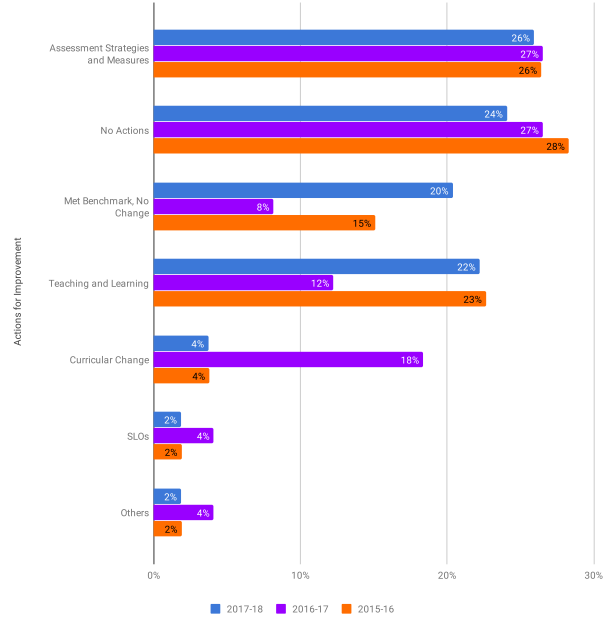
Peer Review of Program Assessment Report

(16-17: N= 3 and 17-18: N = 14)

1 = Initial 2 = Emerging 3 = Developed 4 = Highly Developed



Actions for Improvement



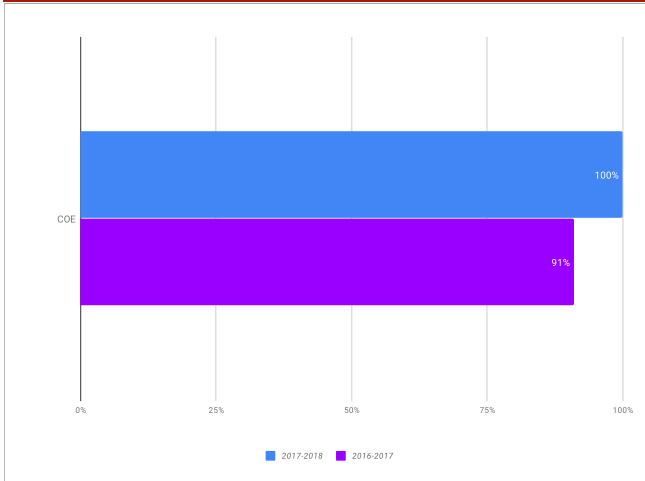
College Assessment Committee reviewed the reports in pairs. On average, the peer review scores of program assessment reports in 17-18 were slightly higher than 16-17 in most components.

Actions: University updated the rubric to score the program assessment report annually. Each college created College assessment committee, trained the faculty to review 60 reports in 17-18.

The purpose of program assessment is to use assessment results to make improvements in student learning. From 15-16 to 17-18, No Actions decreased slightly from 28% to 24%. Program made no significant changes that had a direct impact on students (teaching and learning, curricular change and SLOs).

Actions: Encourage to make actions with direct impact on student learning.

Direct Measure 2: Assessment Participation

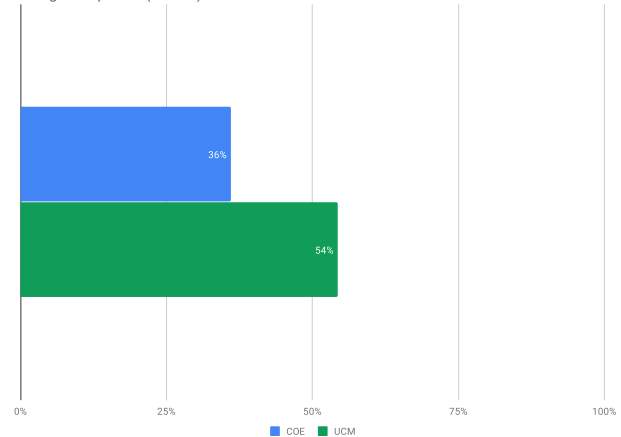


Every year, program coordinators enter program assessment data into TK20. Programs completed the reports increased significantly from 91% in 15-16 to 100% in 17-18.

Actions: University assigned Unit Administrators (UA) in each college to provide continuous support in assessment activities.

Indirect Measure 3: Assessment Survey

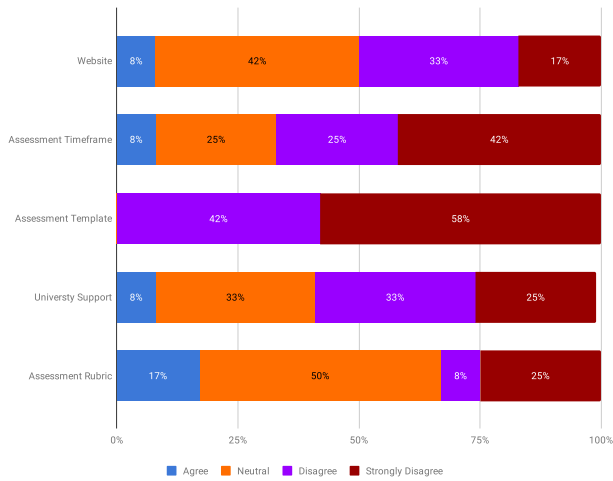
College Response (N = 33)



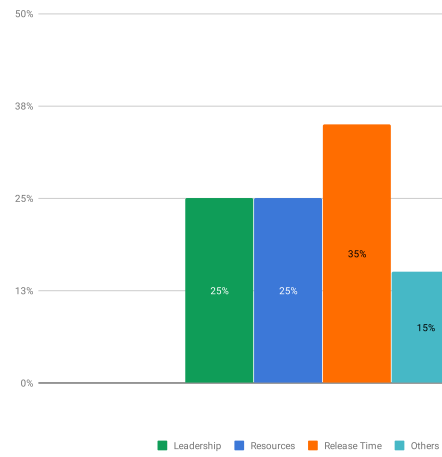
36% of PCs responded to the assessment survey. Since the assessment survey is a local survey, university checked for the reliability and the Cronbach alpha is .91, so this is a reliable tool to evaluate the assessment process.

Indirect Measure 3: Assessment Survey

Assessment Process



Department Assessment Support



8% of PCs agreed that the assessment website provides enough assessment information. ($M = 2.50, SD = 0.91$)

8% of PCs agreed that the timeline for completing the assessment report was adequate. ($M = 2.25, SD = 1.22$)

100% of PCs disagreed that the assessment template (TK20) was easy to use. ($M = 1.58, SD = 0.9$)

8% of PCs agreed that the university provided adequate assessment support. ($M = 2.33, SD = 0.99$)

17% of PCs agreed that the program assessment rubric was easy to use for the self-reflection. ($M = 2.33, SD = 0.89$)

Actions: UAs set up additional face-to-face meeting with PCs, chairs and Dean to update assessment activities. University is looking for TK20 replacement or provide additional support in data entry. University assessment committee use this result to improve next year.

25% of PCs felt they had adequate support from department chairs.

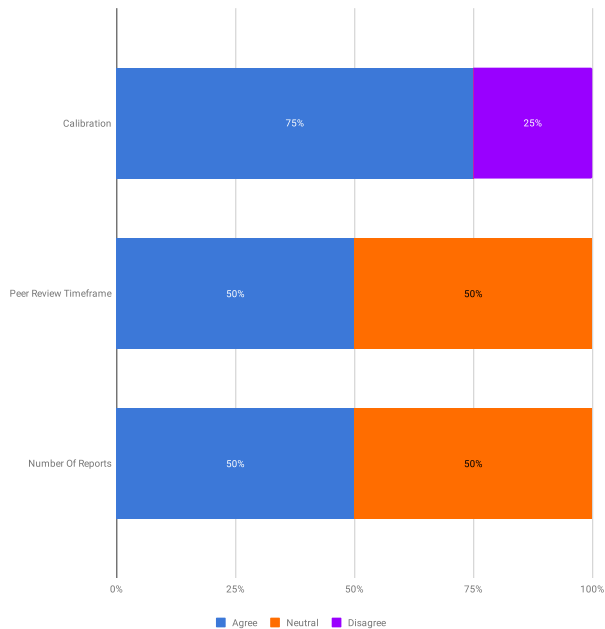
25% of PCs felt they had enough resource allocations.

35% of PCs had release time but no PCs had stipend.

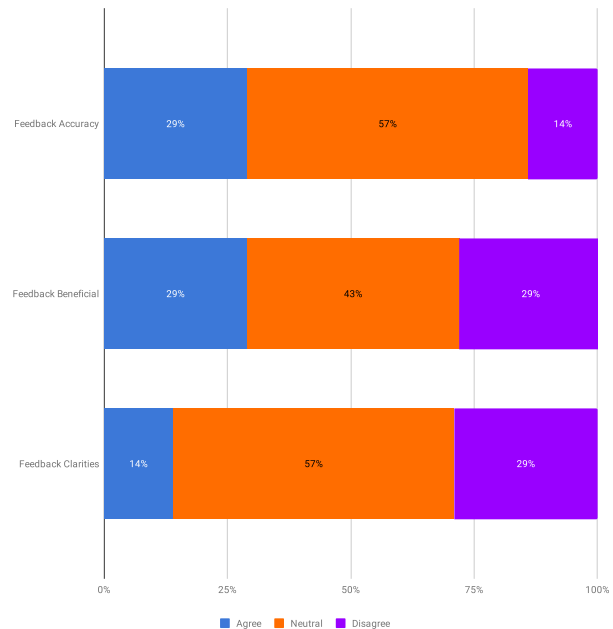
15% of PCs felt they did not have any support from department.

Actions: Survey feedback will be sent to department chairs and Deans for reference.

Peer Review Process



Peer Review Feedback



75% of peer reviewers agreed the calibration was helpful. ($M = 2.50, SD = 0.577$)

50% agreed the numbers of reports was enough. ($M = 2.75, SD = 0.5$)

50% agreed timeframe for the review was enough. ($M = 2.75, SD = 0.5$)

Feedback from open question indicated that faculty would like to have additional financial support (e.g. stipend) in the peer review.

Actions: University will consider providing stipend for the peer review. The review will be conducted in the summer to avoid faculty busy schedule. University continues to engage college assessment committee in the peer review process.

29% of PCs agreed that the peer review feedback was accurate. ($M = 2.86, SD = 0.378$)

29% of PCs agreed that the peer review was beneficial in program assessment. ($M = 2.71, SD = 0.488$)

14% of PCs agreed that the feedback was clear for next year improvement. ($M = 2.43, SD = 0.976$)

Feedback from open survey showed that some PCs hope to have more opportunity to engage in peer review process to learn more from the peers.

Actions: University will consider recruiting new reviewers to college assessment committee every year.