

Appendix 1:

Description of Educational Effectiveness Assessment and Evaluation Activities

UMass Amherst • Description of Educational Effectiveness Assessment and Evaluation Activities: Organized by Standard 8 Narrative Sections

Standard 8	Assessment Tool and/or Evidence Source *Indicates administration on a regular cycle (ongoing)	Types of Evidence/Data	Examples of Use of Evidence
<p>Assessment of University-Wide Strategic Priorities</p>	<p><i>Student Perspective:</i> Entering Student Information (ACE-CIRP survey, OIR data)* Use and Quality of Advising Surveys (Home Grown, NSSE) Student Learning and Engagement: National Survey of Student Engagement (NSSE)* Spring Student Life Surveys on quality of experience* Educational Advisory Benchmarks (EAB) advising and predictive success metrics* Senior Survey (Satisfaction with Major and University, Career & Graduate School Plans, Self-Reported Learning Gains)* UG Student Experience Focus Groups about overall experience, General Education, Integrative Learning Graduate Student Surveys (Masters, Doctoral) about experience, advising, teaching and research experiences, mentoring, professional development* Student Response to Instruction (SRTI) Course Evaluation Survey –used for individual instructor formative assessment, P&T, and department-level assessment and program review.*</p>	<p>Quantitative Qualitative External Benchmark Internal Comparisons Indirect Direct</p>	<p>Provides external accountability reporting, evidence of effectiveness to external audiences. Changes to advising structure, ongoing formative assessment to inform effectiveness Informed changes to New Student Orientation, early student support and activities Tracks institutional (and departmental) progress in promoting High Impact Practices (HIPs) & impacts on student success Informs campus-wide and college-specific student success programming Informed School/College Advising Redesign and enhanced personalization of advising Helped shape IE, TBL, and Diversity Requirement course design workshops and course design Informs a “Pathways” approach to student development and curriculum Informs instructor teaching improvement; enhanced active learning strategies Identified focused priorities for Student Success intervention Identified need for better post-graduation outcome data Informed changes to career support structure Informed residential hall peer student support programming Informed Graduate School Professional Development programming</p>
	<p><i>Program/Initiative Evaluation:</i> Focused/Topical studies of Instructional and Curricular Innovation: <ul style="list-style-type: none"> • Team-Based Learning (TBL) Course-Based Survey (Multiple Semesters) • Large Class student engagement Course-Based Survey (Multiple Semesters) • Integrative Concentration in the Natural Sciences (iCONS) Course-Based Survey* & Direct Assessment • Gen Ed Integrative Experience: Course-Based survey*, student and instructor interviews and focus groups, Direct Assessment of Integrative and Reflective Learning. • First Year Seminar Student Experience & Preferences Survey* • ExSEL (Excellence through Student Enhanced Learning) Evaluation (Quasi-Experimental Evaluation design, surveys of student participants, student leaders, and analysis of student performance for treatment and control groups). </p>		<p>Supported Implementation of First Year Seminar Requirement; revisions to FYS focus (common curriculum, revised course proposal process) Supported innovative instruction, high impact practice, and active learning priorities in strategic plan Guided revisions to Peer-to-Peer support programs in residential halls and in Supplemental Instruction (SI) Helped shape IE, TBL, and Diversity Requirement course design workshops Informs individual instructor course revisions (IE, TBL, Large Courses) Informs instructor teaching improvement; enhanced active learning strategies</p>
	<p><i>University-Wide, Multiple Population, Assessments:</i> Campus Climate Survey* (all undergraduate and graduate students, staff, and faculty) Academic Honesty Survey Workplace Bullying Survey</p>		<p>Informed structural/administrative changes to EOOD and other support offices Identified climate improvement needs; informed interventions Informed Staff Support Initiatives Informing School/College and Administrative Unit Actions to improve climate Supports rationale for new Gen Ed Diversity Requirement Identified academic honesty support needs and Intervention structures</p>

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			Informing retention research and focusing intervention priorities
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General Education	<p><i>Student Perspective:</i> Student Focus Groups regarding Gen Ed, Diversity Requirements, and Integrative Experience National Survey of Student Engagement (NSSE)*</p> <p><i>General Education Council Monitoring:</i> Systematic re-approval process (includes campus metrics for enrollment, multi-section reporting, and instructor reflection and reporting, GEC review) Unit Planning and Review Process, Review of Results, Action Steps</p> <p><i>Instructor Perspective:</i> General Education Course Mapping to Gen Ed Objectives (through course approval and re-approval process)</p> <p><i>Student Learning Outcomes (direct and indirect):</i> NSSE Learning Gains Items* Integrative Experience (IE) Formative Evaluation – IE Course Survey*, Student and Instructor Interviews, Direct Assessment of Student Work Senior Survey Learning Objectives, items on writing and integrative learning in the major (tied to Gen Ed requirements)* VALUE Institute Assessment of Student Critical Thinking and Written Communication*</p>	<p>Quantitative Qualitative External Benchmark Internal Comparisons Indirect Direct</p>	<p>Assures and enhances alignment of Gen Ed Learning Objectives with Course Offerings Informs ongoing changes to Gen Ed Course Design, and alignment with Gen Ed Objectives Informed changes to IE criteria, and development of IE 5-Year Quinquennial (QQ) Review criteria/process Provided instructional development to IE Instructors and Departments Informs campus-wide “Pathways” approaches to student development and curricular reform Informed revised Gen Ed Diversity Requirements Affirms students development of Gen Ed Learning Objectives (comparisons to other 4 year institutions and research universities) Provides assessment experience and training to a range of instructional faculty</p>
The Major (also see E-Series)	<p>Unit Planning* and Educational Effectiveness Plan* (EEP) which includes: <i>Departmental Perspective:</i> Revised/Updated Learning Objectives Mapping of Major Objectives to Curriculum Review of Current Evidence Identification of department-focused Inquiry <i>Student Perspective:</i> Entering Student Information (ACE-CIRP survey, OIR data)* Senior Survey (Satisfaction with Major and University, Career & Graduate School Plans, Self-Reported Learning Gains)* Student Response to Instruction (SRTI) Course Evaluation* Graduation Rates, enrollment patterns, and other campus-wide metrics by department* Other evidence departments identify and collect (both qualitative and quantitative, including focus groups, alumni surveys) Graduate Student Surveys (Masters, Doctoral)* <i>Analysis of Alignment of Department Objectives with Strategic Priorities:</i> Departmental Learning Objectives Mapped to Campus-Wide Objectives Synthesis of EEP responses related to: Assessment methods used/proposed, inquiry topics, changes/enhancements made based on evidence</p>	<p>Quantitative Qualitative Internal Comparisons Indirect Direct</p>	<p>Enhanced communication of expectations to students Affirms University-Level Educational Values and Learning Objectives Informs centralized instructional support funding Informs Graduate School advising, mentoring, and professional development programming</p> <p>Departments have used the information to identify Undergraduate and Graduate education action priorities, and report making improvements in:</p> <ul style="list-style-type: none"> • Building departmental community • Revising Program Curricula • Developing Curricular Pathways • Revising Course Curricula • Advising • Career Preparation/Professional Development • Enhancing High Impact Practices/Other experiences • Instructional quality

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<p>Co-Curricular Assessment</p>	<p><i>Student Perspective:</i> Student Affairs Departmental programmatic data (e.g., RL maintenance reports, on-call records) Early First-Year Experience Survey* Spring Student Life Quality of Experience Survey* Departmental CRM software/platforms (Care, Symplicity, Voice)* Tracking of student participation Educational Benchmark Indicators (EBI)* Alcohol and Other Drugs Survey (CHP)* Title IX tracking and reporting*</p> <p><i>Department and Unit Activity/Perspective:</i> Departmental review process* includes Intensive self-study, using Professional and Accreditation Standards as relevant. External site visit & review 7-year action plan. Functional reviews: expert consultants, special commission</p>	<p>Quantitative Qualitative External Benchmark Internal Comparisons Indirect Direct</p>	<p>Major SACL reorganization and definition of 8 division-wide functional priorities (detailed description in Standard 5 introduction) Functional reviews informed improvements to policies and practices focused on campus climate, safety, and compliance Informed & prompted several SACL initiatives: Maroon Folder, Student Care & Emergency Response Fund, Student Care Supply Closet, Single Stop Resources website, DOSO Student Life: Case management role, support, service, Assessment & Care Team: Cross-campus collaboration to identify individual students & provide needed support, #40 Days of UMass (6-week transition program to connect new students with campus resources) Informs continual improvement of orientation priorities & programming (Summer, Fall & first 6 weeks)</p> <p>Prompted and informed several SACL initiatives:</p> <ul style="list-style-type: none"> • UMass @ UMass initiative, emphasizing active bystander training and building knowledge of important campus resources • Maroon Folder identifying sources of support for students in need • MyUMass app • Single Stop Resources website • Weekly VC emails of weekend activities on & around campus • Title IX communications, awareness/educational campaign • Team Positive Presence <p>Prompted and informed initiatives to strengthen campus-community relations/partnerships</p> <ul style="list-style-type: none"> • Party Smart registration • Walk This Way
<p>Student Outcomes Assessment: Progress, Retention, & Graduation</p>	<p>Progress, Retention, and Graduation OIR Analyses/Tracking* Multivariate predictive modeling to identify risk factors, identify priorities for intervention Other Retention Studies (survey-supported studies)</p>	<p>Quantitative Qualitative Direct Indirect External Benchmark Internal Comparisons</p>	<p>Prompts attention and programmatic changes to sophomore and junior year retention support Developed Retention Working Group to review results and take action Multiple retention improvement related initiatives (e.g., College of Natural Sciences sophomore initiative, Senior Completion Committee, financial support for students) Created Office of Student Success Informed EAB Early Warning processes</p>

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<p>Student Outcomes Assessment: Student Learning & Experiences</p>	<p>Student Learning and Development Outcomes (Prior to/at Graduation)</p> <p><i>Direct</i> Integrative Experience (IE) Reflective and Integrative Thinking VALUE Initiative—Critical Thinking and Writing Outcomes* Student Employee development and outcomes assessment in Student Affairs (Moodle tests, 1:1 observations, post training feedback)*</p> <p><i>Indirect</i> National Survey of Student Engagement (NSSE)* Senior Survey (self-reported learning gains, employment, graduate school plans)* Value Initiative Formative Assessment (Faculty Interviews, Scorer Focus Groups)</p>	<p>Quantitative Qualitative External Benchmark Internal Comparisons Indirect Direct</p>	<p>Provides external accountability reporting, evidence of effectiveness to external audiences Provides assessment experience and training to a range of instructional faculty Affirms students' development of Campus-Wide Learning Objectives (comparisons to other 4 year institutions and research universities) Departments Identify student learning assessment priorities & curricular improvements based on student learning progress Instructor reflection and changes in Critical Thinking instruction tied to participation in assessment efforts and review of results Determines student knowledge of information/content linked to university compliance requirements Determines skill and knowledge readiness of students to assume peer staff roles and responsibilities Informs continual improvement of training programs/workshops (e.g., effectiveness, goal/objectives, frequency, focus, content, delivery, audience) Informs Gen Ed priorities and review processes</p>
	<p>Career, Advanced Study, and Long-Term Alumni Outcomes</p> <p><i>Direct and Indirect</i> Alumni Survey (Includes workplace skills, learning gains in college, post-graduation employment and activity)* External Analytics (Educational Clearinghouse)*</p>		<p>Departmental reconsideration of learning objectives and curricular priorities tied to career preparation campus-wide priorities and alumni reporting Redesign of Career Preparation and Support programming Affirms Campus-Wide Learning Objectives (Alumni Survey) Identified need for better post-graduation outcome data, supported pilot of new data collection method (Handshake) Informed changes to career support structure Supports adoption of NACE reporting criteria, and pilot of Handshake data collection tool</p>