

# University of La Verne

## Academic Assessment Framework

Approved by Faculty Assembly April 9, 1997

### General Statement of Principles

#### A. University Mission

Through its academic and co-curricular programs, the University provides rich educational opportunities that relate to both the academic and personal development of its students. For its undergraduates the University offers a challenging general education program, as well as a strong knowledge base in a particular discipline. Graduate programs at UL V are offered in selected professional disciplines. These graduate programs are aimed at the practicing professional, and integrate theory with practice. The University emphasizes four major concerns that affirms a positive and rewarding life for its students:

1. Values orientation,
2. Community and diversity
3. Lifelong learning
4. Community service.

#### B. What Is Assessment?

"Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education."(American Association for Higher Education, Bulletin, November 1995, p. 7.)

#### C. Need For Academic Assessment

1. The University needs to respond to the accountability question being raised by government accrediting bodies, employers, students, and the community at large: What is the evidence that higher education has improved the quality of life in general, and preparation for careers by students?

2. The University needs to provide the faculty and administration with reliable and valid information about educational outcomes to assist in the continuous quality improvement process.

#### D. Purpose of Assessment

1. Accountability: To demonstrate to faculty, administration, accrediting bodies, employers, students, peers in other institutions and the community at large, the quality of the academic programs at the University of La Verne.

2. Continuous Quality Improvement: To provide valid and reliable information to assist faculty and administration in the continuous improvement of academic programs.

#### E. Methodology

The methodology to accomplish the purpose of assessment seeks to demonstrate reliable relationships between the educational experiences (e.g., curriculum) at the course, major/program and degree levels, and learning outcomes (goals). Academic units are encouraged to use a variety of measures, such as:

1. Written quantitative measures (e.g., attitude surveys, standardized tests, comprehensive final exams, senior competency exams, etc.)

2. Behavioral quantitative measures (e.g., attendance rates, utilization rates, contact hours, percentage of occurrences, length of time spent, employment rates, graduate/professional school admissions, etc.)

3. Qualitative measures (e.g., portfolios, essays, term-paper, senior projects, focus groups, oral presentations, simulations, videos, performances, etc.)

#### F. General Responsibilities and Procedures

1. Each academic unit (e.g., major/program, department, college, or school) develops an assessment plan that best suits its programs/majors.

2. Assessment plans and procedures are reviewed and approved by the appropriate academic dean, and filed in the Quality Management Office of the Academic Vice President.

3. The Assessment Committee proposes general assessment frameworks for undergraduate and graduate programs/majors.

4. The Assessment Committee and the Office of Institutional Research will serve as resources to provide expertise, assistance, and guidance in the design and implementation of the academic unit-based assessment plans.

5. The University will financially support the development and implementation of the assessment plans. An object code (line item) will be created for assessment.