

## Undergraduate Program Academic Assessment Plan:

Undergraduate programs are fields of study that concentrate on providing knowledge within a specific discipline. All Ashford University undergraduate programs assess the unique program outcomes, and all programs assess students on their (a) understanding and application of discipline-specific knowledge; (b) understanding and use of the appropriate professional vocabulary and written skills; and (c) proficiency in the field of study. Ashford University's Academic Assessment Plan involves faculty from all three colleges including full-time faculty, lead online faculty, adjunct faculty, and the appropriate support staff. Each college determines the assessment points and conducts its assessment with the support of the Associate Director of Assessment, the assessment staff, and the Assessment of Learning Committee.

Each college is responsible for programmatic review of student learning and conducts program assessments using the Ashford University Assessment Plan. All colleges use the same assessment plan components including format, terminology, assessment cycle, and reporting template to ensure consistency across all programs. The plan includes a predetermined assessment timeline that completely evaluates all online program outcomes within a two-and-one-half-year cycle and within a five-year cycle for campus programs. Programs use assessment measures appropriate to the discipline and degree. Common to all undergraduate programs is a culminating capstone course. This course serves an excellent opportunity not only to conclude the student learning experience, but also to serve as an excellent method of assessing student ability to demonstrate proficiency in the discipline-specific field of study. All program learning outcomes are mapped to course learning outcomes, and the individual college determines assignment/assessment benchmarks. Each college, in conjunction with the Associate Director of Assessment, develops performance rubrics to evaluate individual program outcome effectiveness. While performance rubrics vary depending on the program and specific learning outcomes, both quantitative and qualitative means of assessment are used. Student performance and faculty/evaluator feedback is used to identify program effectiveness and to modify course, pedagogy, and learning outcomes.

Responsibility for oversight of the Ashford University undergraduate programs has been given to the Faculty Assembly. The Assessment of Learning Committee is a standing Faculty Assembly committee and is responsible for providing support and feedback on the analysis of student and programmatic assessment data. At the end of the assessment cycle, the degree program is asked to provide the following information on program success to the Assessment of Learning Committee: (a) program learning outcomes; (b) measures of evaluating student performance; (c) identification of the learning outcomes being successfully met, as well as those that may need revision based on data analysis; and (d) plans to use the assessment data to improve program performance and student learning. A formal report is also submitted to the Vice President of Academic Affairs and the Provost.

## Graduate Program Academic Assessment Plan:

Graduate programs are advanced fields of study that concentrate on providing knowledge within a specific discipline. All Ashford University graduate programs assess the unique program outcomes, and all programs assess students on their: (a) understanding and application of advanced knowledge; (b) understanding and use of the appropriate professional vocabulary and written skills; and (c) ability to do appropriate research. Ashford University's Academic Assessment Plan involves faculty from all three colleges including full-time faculty, lead online faculty, adjunct faculty, and the appropriate support staff. Each college determines the appropriate assessment points and conducts its assessment with the support of the Associate Director of Assessment, the assessment staff, and the University Assessment of Learning Committee.

Each college is responsible for programmatic review of student learning and conducts program assessments using the Ashford University Assessment Plan. All colleges use the same assessment plan components including: format, terminology, assessment cycle, and reporting template to ensure consistency across all programs. The plan includes a predetermined assessment timeline that completely evaluates all program outcomes within a two-and-one-half-year cycle for online programs and a five-year cycle for campus programs.

Programs use assessment measures appropriate to the discipline and degree. Common to all graduate programs is a culminating capstone course. This course serves as an excellent opportunity not only to culminate the student learning experience but also serves as an excellent method of assessing student ability to research, demonstrate advanced skills or techniques, and write in a professionally acceptable manner. All program learning outcomes are mapped to course learning outcomes and the individual college determines assignment/assessment benchmarks. Each college, in conjunction with the Associate Director of Assessment, develops performance rubrics to evaluate individual program outcome effectiveness. While performance rubrics vary depending on the program and specific learning outcome, both quantitative and qualitative means of assessment are used. Student performance and faculty/evaluator feedback is used to identify program effectiveness and to modify courses, pedagogy, and learning outcomes.

Responsibility for oversight of Ashford University graduate programs has been given to the University Graduate Council. At the end of the assessment cycle the degree program is asked to provide information on program success including: (a) program learning outcomes; (b) measures of evaluating student performance; (c) identification of the learning outcomes being successfully met as well as those that may need revision based on the data analysis; and (d) plans to use the assessment data to improve program performance and student learning. The Graduate Council has the opportunity to provide support and feedback on the analysis of student and programmatic assessment information. A formal report is also submitted to the Vice President of Academic Affairs and the Provost.