

<b><i>Organizing Principle for Action</i></b>	<b>Goals</b>
<b><i>Understanding Assessment, LEAP, and ELOs</i></b>	<ul style="list-style-type: none"> <li>• Establish initial conditions:               <ul style="list-style-type: none"> <li>○ Determine level of student, faculty, and staff understanding of assessment, LEAP, and ELOs</li> <li>○ Determine attitudes of students, faculty, and staff toward assessment, LEAP, and ELOs</li> <li>○ Determine degree of use, degree of engagement of ELOs across campus</li> <li>○ Determine overall campus culture of assessment</li> <li>○ Identify campus assessment change agents</li> </ul> </li> <li>• Promote understanding of assessment and its value to campus (ELOs &amp; LEAP)</li> <li>• Provide orientation regarding assessment, LEAP, and ELOs to target groups (junior faculty &amp; staff, program coordinators, department chairs)</li> <li>• Identify relevant <i>resource needs, professional development opportunities, and best practices</i></li> </ul>
<b><i>Planning, Process, &amp; Practice</i></b>	<ul style="list-style-type: none"> <li>• Identify the organizational structure of assessment across the university</li> <li>• Develop and launch an annual Assessment Scholars Program designed to work with small groups of faculty and instructional academic staff to improve assessment skills and perspectives in ways that contribute to program and institutional-level assessment, and contribute to the scholarship of assessment and student learning</li> <li>• Develop and deliver an annual Summer Assessment Institute targeted at assisting departments and programs challenged by the assessment process (as identified in the audit and review process) in a collaborative and supportive context</li> <li>• Complete curricular maps of program SLOs to LEAP ELOs, including identification of assessment measures and where each ELO is being assessed</li> <li>• Develop a method to track assessment status and progress of all programs (e.g., an assessment grid)</li> <li>• Identify relevant <i>resource needs, professional development opportunities, and best practices</i></li> </ul>
<b><i>Assess Student Performance</i></b>	<ul style="list-style-type: none"> <li>• Conceptualize, secure funding, and complete a campus-wide longitudinal assessment project, evaluating the learning of a cohort of students from freshmen through senior years (relative to LEAP outcomes)</li> <li>• Implement assessment plans</li> <li>• Establish a campus-wide day without classes or meetings focused on measuring student outcomes (“Assessing Day”)</li> <li>• Use data to reflect on and improve student learning</li> <li>• Identify relevant <i>resource needs, professional development opportunities, and best practices</i></li> </ul>
<b><i>Reporting, Marketing, and Accountability</i></b>	<ul style="list-style-type: none"> <li>• Host a LEAP-focused UW System-wide Academic Assessment Conference</li> <li>• Reassess the role of assessment in the annual reporting process.</li> <li>• Develop a consistent format to use for assessment reports from units across campus</li> <li>• Develop a systematic process for communication about assessment plans and results, for both Academic and Student Affairs units</li> <li>• Facilitate campus-level analysis and interpretation of data on student learning in relationship to the ELOs</li> <li>• Revise the Academic Assessment webpage to include information about ongoing assessment projects, results, resources, and “success” stories</li> <li>• Map accreditation assessment to ELOs, identify areas of correspondence and existing assessment activity</li> <li>• Identify relevant <i>resource needs, professional development opportunities, and best practices</i>.</li> </ul>