



## Assessment Tier Requirements

### Student Learning Outcomes

	<b>Clarity</b>	<b>Frequency</b>
<b>Tier 1</b>	The program has well-defined student learning outcomes (learner centered, specific and measurable)	Student learning outcomes are reviewed regularly (once per academic year), and updated (as needed) regularly
<b>Tier 2</b>	The program has student learning outcomes	Student learning outcomes are reviewed inconsistently (less than once per academic year), updates (as needed) are also inconsistent
<b>Tier 3</b>	Student learning outcomes are unknown (may be present, but unclear)	Student learning outcomes are rarely reviewed and updated, if at all

### Culture

	<b>Culture</b>	<b>Labor of Assessment</b>	<b>Educational Development</b>
<b>Tier 1</b>	There is a strong culture of student learning outcome assessment in the department. The department, as a whole, is working as a change agent for student-centered, inclusive, evidence-based teaching.	The department or program shows demonstrable value for the labor of assessment. It is clearly listed in job descriptions and credited in the promotion and tenure process.	Educational development opportunities are offered, encouraged and/or incentivized by the department or program. The program takes joy in learning about student success and areas for growth.
<b>Tier 2</b>	There is a developing culture of student learning outcome assessment in the department.	The department or program is working to adapt job descriptions and the promotion and tenure process to encompass the labor of	Some effort is being made to encourage participation in supportive educational development programs.

		assessment.	
<b>Tier 3</b>	There is no culture of student learning outcome assessment in the department.	The department or program does not include (and there is currently no discussions or effort to include) the labor of assessment in job descriptions along with the promotion and tenure process.	Currently there is no effort to encourage participation in supportive educational development programs.

### Assessment Process

<b>Tier 1</b>	The program has a robust assessment process that is clearly documented and explainable and encompasses: <ul style="list-style-type: none"> <li>- assessment of student work on multiple levels; and,</li> <li>- exemplary processes and practices that are scalable to the university community.</li> </ul>	Effective gathering of data that directly measures students' attainment of learning outcomes.	Effective gathering of data that indirectly measure students' engagement, satisfaction and growth.
<b>Tier 2</b>	The program has a functioning assessment process that may be documented and is working toward assessing student work on multiple levels.	Effective gathering of data that directly measures students' attainment of learning outcomes is in progress.	Effective gathering of data that indirectly measure students' engagement, satisfaction and growth is in progress.
<b>Tier 3</b>	The program has an inconsistent, limited assessment process that is not documented. There is little consideration given to student learning outcomes.	There is little/limited gathering of data that directly measures students' attainment of learning outcomes.	There is little/limited gathering of data that indirectly measure students' engagement, satisfaction and growth.

### Analysis

<b>Tier 1</b>	The assessment data is carefully analyzed for learning outcome trends
<b>Tier 2</b>	Some analysis of assessment data is conducted, but is incomplete
<b>Tier 3</b>	Limited, if any, analysis of assessment data is conducted

### Assessment to Inform and Guide Practice

<b>Tier 1</b>	<p>The assessment results</p> <ul style="list-style-type: none"> <li>- indicate progress toward achieving student learning outcomes;</li> <li>- inform and are used to improve student learning outcomes (as needed); and,</li> <li>- support pedagogical changes as necessary.</li> </ul>
<b>Tier 2</b>	<p>The assessment results <i>may</i></p> <ul style="list-style-type: none"> <li>- indicate progress toward achieving student learning outcomes; and,</li> <li>- face challenges in changing/improving student learning outcomes.</li> </ul>
<b>Tier 3</b>	<p>The assessment results (if available)</p> <ul style="list-style-type: none"> <li>- are seldom used to inform and improve student learning outcomes; and,</li> <li>- indicate a need for student learning outcome changes and/or pedagogical adjustments that are not/have not been adopted in response.</li> </ul>

### Transparency

	<b>Transparency</b>	<b>Online Access</b>
<b>Tier 1</b>	The assessment results (affirmation and/or changes) are transparent and accessible to students and internal and external stakeholders as identified by the program.	All program student learning outcomes are published on the program website.
<b>Tier 2</b>	The assessment results (affirmation and/or changes) are not fully transparent and accessible to students and internal and external stakeholders as identified by the program.	Some program student learning outcomes are published on the program website.
<b>Tier 3</b>	The assessment results (affirmation and/or changes), if any, are not transparent and accessible to students and internal and external stakeholders as identified by the program.	Program student learning outcomes are not published on the program website.

### Outside Accreditation

<b>Tier 1</b>	If accredited by an outside body, it has received favorable feedback with minor assessment improvement.
<b>Tier 2</b>	If accredited by an outside body, it has received some feedback for assessment improvement.
<b>Tier 3</b>	If accredited by an outside body, it has received significant corrective feedback for assessment improvement.