DePaul University Academic Program Review

Cycle 7: Spring 2004--Spring 2005

Memorandum of Agreement – November 2005

Office for Teaching, Learning & Assessment

As a result of the seventh cycle of DePaul University's Academic Program Review Process (Cycle 7), the participants in the process enter into the following agreements. The participants understand that this document will be available to be made public once all the signatures are in place.

Academic Affairs Commitments for the Academic Year 2005 – 2006:

I. The EVP for Academic Affairs will provide leadership and support to the Office for Teaching, Learning and Assessment, enlisting the support of the Deans as needed
   A. Learning Outcomes

      i. In preparation for NCA, the EVP for Academic Affairs takes primary responsibility for working with the Deans to ensure that all programs (undergraduate, graduate, joint degree, and on-line) have identified learning outcomes by January 2006. The Office for TLA takes primary responsibility for providing support for these programs in this effort.

   B. Assessment Process

      i. The EVP for Academic Affairs takes primary responsibility for working with the Deans to ensure that all programs conduct an annual assessment of student learning. The Office for TLA takes primary responsibility for providing support to these programs in this effort.

TLA Commitments for the coming Academic Year 2005 – 2006:

I. Faculty Support for Assessing Student Learning
   A. Identify specific faculty development efforts possibly including workshops, consultations, and materials for distribution on the following topics and concerns:

      i. Reliability and/or Validity of Assessments
         1. Assessing learning effectively (yet efficiently)
         2. Planning an assessment
         3. Analysis of assessment results
4. Recognizing and sharing selected model assessments & results from DePaul departments

II. Assessment Advisory Board/Associate Dean/Depart Chair Support for Assessing Student Learning

   A. TLA will provide to its assessment contacts on the Assessment Advisory Board a collection of “best practices” – both from internal departmental/program reports and from external resources.

   B. TLA will create and distribute positive “assessment profiles” in specific disciplines.

   C. TLA will follow the Assessment Advisory Board’s request that it share its’ findings regarding student learning and assessment with them. This will enable the Board to disseminate this information to their units, making the best use of assessment information.

III. Assessment in Other Areas

   A. The TLA Office will strive to provide appropriate, relevant support for assessment of pedagogies and programs that contribute to learning outside of the traditional classroom (e.g. distance learning, international programs, Centers and Institutes, Student Affairs, etc.).

   B. TLA will ask the Assessment Advisory Board to consider adding one or two representatives from the above areas to the Board.

   C. TLA will continue to be alert to, and alert other responsible parties to the implications and complications of expanding TLA’s mission to include assessment by non-academic units.

IV. Communications

   A. TLA will increase communications with the assessing units and increasingly stress the positive, improvement side of assessment to better balance the accountability side. Additionally, TLA will continue to stress the office’s willingness to consult with departments and their committees.

V. Collaborations

   A. TLA will work with the Open Portfolio project (sponsored by ITD) to encourage departments and colleges to test out and adopt portfolios as an assessment method

   B. TLA will, as time and resources permit, consider the proposal of establishing assessment mentors for each of the colleges.