

# ASSESSMENT

*at University of Phoenix*

## **AN ILLUSTRATED GUIDE**

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“

**Assessment is deciding what  
we want our students to learn  
and making sure they learn it.  
- Suskie (2018)**





# ASSESSMENT @UOPX

Assessment at University of Phoenix is a robust, systematic evaluation process measuring student performance against learning goals at the institutional, general education, programmatic, and course levels.

Through faculty-centered analysis of assessment data, the University promotes a culture that values data-informed decision-making and continuous improvement. This is further solidified through the faculty assessment liaisons (FALs), a dedicated team of faculty focused on the assessment of student learning. They analyze faculty feedback on courses and programs, facilitate reporting to inform decision-making, and ensure continuity in the assessment process across academic leadership and faculty.

Student learning is reported in the University's public-facing *Academic Annual Report* and communicated systematically across the University in a variety of channels, including through Faculty Governance Meetings and the Health of Programs Framework.





## Who Is AIR?

*Serve as academic partners to our Colleges and institutional units to improve student learning in formalized, sustainable ways.*

*Gather insights from faculty, staff, and students to supply valid and meaningful student learning assessment reporting and analysis.*

*Facilitate the transfer of AIR insight and knowledge by guiding our University stakeholders in learning about and utilizing assessment.*

*Disseminate information, research, and best practices at the University and in the broader higher education community as ethical stewards.*

Assessment & Institutional Research (AIR) believe assessment is a fundamentally collaborative process that connects students, faculty, staff, and others across the University. Our focus on continuous quality improvement serves as the mechanism for establishing learning outcomes, measuring the efficacy of those outcomes, celebrating success, identifying opportunities, and implementing improvement plans when needed.



# OUR VISION

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We strive to be trusted colleagues and thoughtful stewards of the assessment process who drive insightful, integrated, and data-informed continuous improvement of the student learning experience through assessment & institutional research.

AIR promotes the use of assessment & institutional research to continuously improve the student learning experience by designing, implementing, and evaluating sustainable measurement processes and data-gathering systems in collaboration with University stakeholders.



# OUR MISSION

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Our mission focuses us on continuous quality improvement: support and amplify student learning through academic program assessment; foster student learning, connection, and a sense of community through co-curricular assessment; bolster University-level outcomes through institutional assessment and research; and assure data validity and reliability through effective systems and technology.

# NEW Skills-Aligned Learning



@uopx

Our definition of *skills* is informed by programmatic accreditors across disciplines and Lightcast, a leading labor analytics company and creator of the Open Skills Taxonomy, and the World Economic Forum (WEF).

For Lightcast, a skill is a “knowledge, experience, ability or tool needed to do a certain job or work-related task” (Lightcast, 2022). For the WEF, skills and knowledge are two discrete things: “Skills are the capabilities needed to complete a task, and therefore a job. Knowledge is the body of facts, principles and theories that are related to a field of work or study, and that can be further split into dependent knowledge (practical and procedural) and context independent or theoretical knowledge” (World Economic Forum, 2021).

As an institution of higher education for adult learners, University of Phoenix balances the traditional rigors of academic socialization with these job-focused skills definitions. Our expectation of University of Phoenix graduates is that they demonstrate skills indicative of the comportment, critical thinking, and academic citizenship of any higher education student. Add to this the skills important to employment or career growth in an industry sector, and our model is a powerful differentiator for our students.

# What is skills-aligned curriculum at UOPX?

We believe skills-aligned curriculum is a crucial addition to the well-researched best practice of curriculum mapping in higher education (Udelhofen, 2005; Jacobs, 2004; Wiggins & McTighe, 2005). University of Phoenix approaches skills mapping within the curriculum as empowering students' academic development and career mobility. Skills give students the language and demonstrated outcomes to showcase on resumes, curriculum vitae, and in their online professional profiles. Programs' academic leadership takes into consideration programmatic accreditor guidelines, advisory council insights, labor market research, employer needs, and faculty expertise. This integrates the academic vision and industry focus to identify, tag, and map sought-after skills in courses.

**AS OF JUNE 2023, 100% OF UOPX  
PROGRAMS ARE SKILL MAPPED**

All Colleges within the University, working in conjunction with the AIR team, create curriculum maps that visually depict alignments of outcomes, skills, and accreditation and/or regulatory standards (when applicable) across each program. Finalized curriculum maps are digitized in Academic Competencies Management Tool (ACMT).



# SKILLS-MAPPING TERMINOLOGY



## **PROGRAM STUDENT LEARNING OUTCOME (PSLO)**

Defined as a clear, concise, and measurable statement of the knowledge, skill, ability, or disposition that students will demonstrate at the end of a program

## **PROGRAM SKILL**

An industry-aligned aptitude or ability that is developed within the program of study

## **COURSE STUDENT LEARNING OUTCOME (CSLO)**

Defined as a clear, concise, and measurable statement of the knowledge, skill, ability, or disposition that students will demonstrate in a course

## **COURSE SKILL**

A career-relevant aptitude or ability that is developed within a course

## **SKILL DESCRIPTOR**

A component of a course skill that describes what the learner will do in the summative assessment and in a career context; the Bloom's taxonomy leveling of the skill descriptor matches the CSLO

## **SUMMATIVE ASSESSMENT**

A comprehensive graded assignment that measures CSLO achievement

# PROGRAM MAPPING

PSLOs are identified, included in the curriculum, and assessed at the introduce, reinforce, and demonstrate levels. Here is an example portion of the curriculum map from the Master of Science in Counseling/Clinical Mental Health Counseling program.

**EACH PSLO ALIGNS TO A PROGRAM-LEVEL SKILL**

| Course ID | Course Title  | Course Skill                  | Course Skill Description  | CSLO   | University Learning Goals                    | PSLO 1: Develop a professional identity as an advocate and steward for the counseling profession. | PSLO 5: Integrate counseling theories, models, and techniques into their counseling practices. | PSLO 7: Execute counseling assessment and testing processes and procedures to guide their practice as a clinical mental health counselor. | CACREP Standards 2016                     |
|-----------|---|-------------------------------|---|--|--|---|--|---|---|
|           |   |                               |   |  |  | Professionalism   | Psychotherapy  | Clinical Assessments  |   |
| CCMH/515  | Legal, Ethical, and Professional Issues in Counseling | Professional Legal Liability  | Recognition of differences between legal responsibility and ethical obligations.   Awareness of state laws surrounding the counseling profession   Understanding of duty to warn.                                   | Explain legal responsibilities of the counseling profession.         | ULG 1: Cultural Competence and Ethics        | Introduce   |  |   | 2F.1g<br>2F.1i<br>5C.2i<br>5C.2j<br>5C.3c |
|           |   | Ethical Responsibility        | Identification of ethical issues associated with individuals seeking counseling services.   Awareness of ethical counselor behaviors when working with clients and special populations.                             | Explain ethical responsibilities of the counseling profession.       | ULG 1: Cultural Competence and Ethics        | Introduce   |  |   | 2F.1d<br>2F.1e<br>5C.2i<br>5C.3e          |
|           |   | Ethical Decision-Making Model | Identification of the steps in an ethical decision-making model.   Application of the ethical decision-making model to ethical dilemmas in a case study.   Analysis of outcomes to arrive at an ethical resolution. | Apply ethical decision-making models for resolving ethical dilemmas. | ULG 2: Critical Thinking and Problem Solving | Introduce   |  |   | 2F.1i<br>2F.1k<br>2F.1l                   |



# STANDARDS = SKILLS

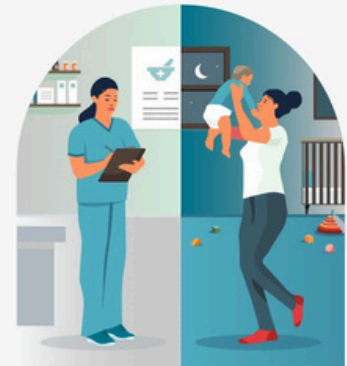


## Skills profile builder

Collecting all your skills in one place helps you be prepared to search for job opportunities.

### How it works:

- ✓ UOPX earned skills automatically update to your profile
- ✓ Add your self-identified skills you've learned through your life and work experiences
- ✓ We'll use the skills you've added, plus your UOPX earned skills to customize your list of potential job opportunities



## My Skills

**Refine your Job Explorer results** by adding more self-identified skills to your Skills Profile.

ALL SKILLS 26

UOPX SKILLS 26

SELF-IDENTIFIED SKILLS 0

✓ Strategic Planning

✓ Value Creation

✓ Teamwork

✓ Entrepreneurship

✓ Marketing Data

✓ Competitive Advantage

✓ Dynamic Business Process Ma...

✓ Key Performance Indicators

✓ Marketing Analysis

✓ Marketing Analytics

✓ SWOT Analysis

✓ Marketing Communications

✓ Change Management

✓ Marketing Strategies

✓ Diagnostic Tools

Show more

Add/edit self-identified skills

Course skills come from set standards and recognized governmental, industry, accreditation, and academic resources. Skill identification is guided first by programs' existing and approved Classification of Instructional Programs (CIP) and Standard Occupational Classification (SOC) codes as reported by the U.S. Bureau of Labor Statistics (BLS). Academic programs' aligned job titles come from these codes. The aligned skills come from the job titles.

The data and insights from CIP, SOC, and BLS are what help academic leadership and faculty, in collaboration with the AIR team, design course content and authentic formative and summative assessments that empower students to demonstrate these skills in real-world contexts. Verification comes from successful completion of the assessment in which the student demonstrates the skill. Skills and their associated assessments are then populated on students' University of Phoenix personal skills profile, as shown in the image below.

The University has also started to badge for skill attainment, an increasingly popular initiative across higher education that aligns to calls to close the skills gap. Decisions about what, where, and when course accountabilities are badged is a decision made by each program's academic leadership using similar inputs from faculty councils, subject matter experts (SMEs), and market data.

# WHERE DO SKILLS COME FROM?



## ADVISORY COUNCILS

Industry Advisory Councils, comprised of discipline-specific groups of senior-level industry leaders that join the academic leadership regularly to discuss curriculum and skills, are a crucial sounding board at the University in the design and iteration of skills-aligned curriculum.



## ALIGNED JOB TITLES

Skill identification is guided first by programs' existing and approved CIP and SOC codes, as reported by the BLS. Academic programs' aligned job titles come from these codes. The aligned skills come from the job titles.



## EXTERNAL BENCHMARKS IN HIGHER ED & INDUSTRY

Programmatic accreditors, discipline-specific professional organizations, and diverse benchmarks across higher education and industry provide regulatory, professional, and best-practice guidance for skill alignment within academic programs.



## LABOR ANALYTICS

Labor analytics reporting is the exhaustive process of gathering data from job posting websites related to job descriptions. It shapes decisions about skills that are aligned to a program, which is in turn informed by the job description data.



## FACULTY

Program faculty are involved in decisions and iterations related to skills alignment. Faculty are encouraged to be part of the dialogue through faculty councils meetings, College and program meetings, regular assessment surveys and focus groups, formalized feedback channels within existing College and program structures, faculty supervisors, and open doors to College and program leadership.



## ACADEMIC LEADERS: VISIONING

Cohering all these inputs is the overarching vision of the academic leadership of the Colleges and their programs.

## PROGRAM

What **DIFFERENTIATES** the University of Phoenix skill-mapping initiative is our simultaneous focus on one-to-one mapping credit hour, CSLO, industry-aligned skill, and accompanying authentic summative assessment to one another.

# THE POWER OF ONE



**ONE  
CREDIT  
HOUR**



**CSLO**



**INDUSTRY-  
ALIGNED  
SKILL**



**AUTHENTIC  
SUMMATIVE  
ASSESSMENT**

**ONE** CSLO

**In this course  
you will learn to:**

Examine the adaptability of theoretical leadership models in a variety of educational settings that best align to organizational goals.

Analyze the traditional and contemporary practices of educational leadership in order to develop a vision to promote organizational success.

Analyze leadership strategies to motivate employees during times of organizational change.

mapped to **ONE** skill

**Career-relevant  
skill:**

Organizational  
Change

Organizational  
Success

Change  
Management

measured with **ONE** authentic summative assessment

**Where you will  
demonstrate  
your learning:**

Week 3  
Summative Assessment:  
  
Adaptability in  
Leadership Models

Week 5  
Summative Assessment:  
  
Social Justice  
Leadership

Week 8  
Summative Assessment:  
  
School Culture  
and Change

# AUTHENTIC ASSESSMENT

University of Phoenix uses authentic assessment as the primary mechanism for measuring learner outcomes within their skills-aligned curricula.

Authentic assessment at the institution is aligned with the seminal assertions of Wiggins (1993), Suskie (2018), Banta and Paloma (2015), and Wiggins and McTighe (2005): These summative assessments are real-world, relevant, and context rich. They align tightly to the learner's academic or practice discipline, and require demonstration of foundational knowledge, skills, and abilities within that discipline.

Summative and formative assessments are designed with this in mind. This way of designing and scoring assessments provides a clear lens and research-based framework through which a learner can be observed attaining a skill.

Skills are not an afterthought and overlaid after curriculum has been designed and assessments created. Instead, they are deeply embedded in curricular content and in learning outcomes during the design process.

Skills are present at the undergraduate and graduate levels in a 1:1 ratio across course outcome, from summative assessment to skill to credit. This means students, faculty, and academic leaders have a clear line of sight to student attainment of a skill and where that attainment is occurring in a course.



# AUTHENTIC [SUMMATIVE] ASSESSMENTS

Summative assessments mimic real-world deliverable or performance.  
Each summative assessment provides situational career context.



Reason for assessment is clear (Andragogy)



Assessment measures performance of the CSLO skill (Valid)



Deliverable mimics real-world knowledge, skills, and abilities (Relevant/Valid)



Rubric scores what the assessment is asking for (Valid)



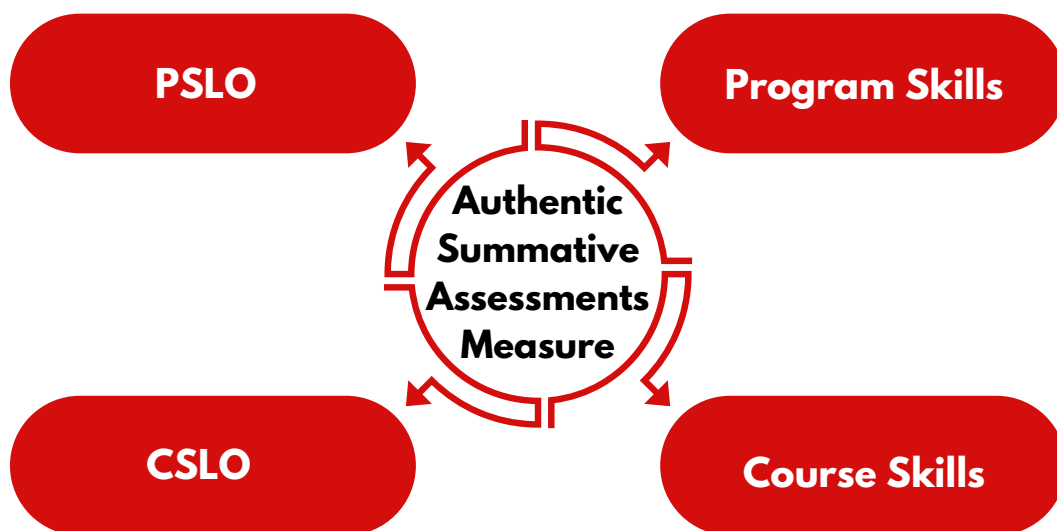
Rubric scores what the assessment is asking for (Valid)



Rubric guides fair and consistent grading (Reliable)

Authentic assessment design poses shifting scenarios for learners that challenge them, empower them to interpret the assessment in their own context, and provide them opportunity to engage with faculty and peers in understanding the assessment.

These assessment deliverables are expected to be novel, resulting in a unique demonstration of learning. Lending themselves to detailed feedback from faculty and/or peers that is reflected in rubric design and language, authentic assessment is direct evidence of the skill the learner has earned.



Each summative assessment is aligned to a CSLO, course skill, PSLO, and program skill. These alignments are indicated in the curriculum maps. The Colleges use assessment data provided by the AIR team to ensure alignments are consistent.





**Eve Krahe Billings, PhD**

## **Dean, Academic Innovation & Evaluation**

Dr. Krahe Billings' work at the University is grounded in the belief that learners benefit from socialization to the rigor, critical thinking, academic expectations, and long-standing traditions that are the hallmark of higher education. Balancing this with the institution's career-focused, skills-aligned curriculum initiative, Eve oversees student learning assessment at the University.



## **Institutional Assessment**

Oversees the administration, analysis, and scheduling of institution-wide surveys that assess student and alumni experiences; oversees the framework and assessment of co-curricular offerings at the institution

## **Academic Assessment**

Oversees the measurement, analysis, and reporting of student learning outcomes across academic programs and courses; advises on best practice for designing assessments and measuring learning outcomes at course and program levels; interfaces with institutional and programmatic accreditation teams

## **Assessment Systems & Technology**

Oversees the preparation and flow of assessment data to the systems that aid in assessment reporting and recording field experience, practica, and clinical hours; interfaces with the teams that focus on backend work for badging and microcredentialing, data dashboards, the data lake, and the comprehensive learner record



# INSTITUTIONAL ASSESSMENT TEAM

Institutional assessment at University of Phoenix is a comprehensive and dynamic process that encompasses not only student learning and satisfaction, but also the co-curricular activities integral to our students' holistic development.

This approach acknowledges that learning extends beyond the classroom. As such, we evaluate student satisfaction and learning from our university learning goals (ULGs) and in our co-curricular programs and initiatives on student learning and personal growth.

Our institutional assessment efforts involve a systematic collection of data, including surveys, to continually refine and enhance the co-curricular and student learning experiences that occur across the University. We collaborate with departments across the University to ensure comprehensive assessment of student learning.

## CO-CURRICULAR LEARNING

Student learning experiences occur through engagement in activities and programs in and outside of the classroom. Those out-of-classroom experiences, known as co-curricular experiences, provide opportunities for students to engage in life-enriching learning experiences that have the potential to impact their personal growth, development, and knowledge attainment in the areas of teamwork, ethics, problem-solving, decision-making, leadership, and humanitarian and civic qualities (Kuh, 2001).

Co-curricular efforts at University of Phoenix are defined as passive or active interventions, programs, or services outside the formal academic curriculum designed to support student experience or enhance learning. These efforts exist to educate and support the development of the whole person as a lifelong learner.

The Institutional Assessment team collaborates with College personnel and student-serving staff members to plan co-curricular programs, assess learning, and report findings.



**Alisa Fleming, PhD**

### **Director, Institutional Assessment**

Alisa sets the path for institution-wide student learning and experience assessment efforts, as well as those that extend beyond academics. These efforts include survey oversight and the gathering, reporting, and sharing of data to foster a culture of evidence and improvement.



**Sam Rodriguez-Flores**

### **Assessment Manager, Co-Curricular**

Sam partners with University departments to capture, assess, and visualize evidence of student learning taking place outside of courses. He also supports institutional assessment efforts by administering, analyzing, and reporting on select campus surveys.

# INSTITUTIONAL SURVEY



We regularly administer and analyze large-scale surveys that assess student and alumni experiences with the University and beyond. This data is then visualized and presented to campus partners, including several student-facing units and all academic Colleges. The large-scale institutional surveys currently administered by the Institutional Assessment team are the Academic Alumni Questionnaire (AAQ) and the Priorities Survey for Online Learners (PSOL).

## Academic Alumni Questionnaire (AAQ)

This is a web-based questionnaire developed by our team and designed to gather alumni perceptions regarding the quality of their University of Phoenix education, attainment of learning related to the ULGs and PSLOs, and information about their engagement in leadership and service activities since graduating.

The AAQ assesses the following categories:

- Career goals
- Co-curricular involvement
- Educational plans
- PSLOs
- Student engagement
- Lifelong learning and service
- University evaluation
- ULGs

## Ruffalo Noel-Levitz

## Priorities Survey for Online Learners (PSOL)

Developed by Ruffalo Noel-Levitz, it is a national benchmark survey designed specifically for undergraduate and graduate students in fully online programs. The survey aims to determine which factors of the online college experience students find satisfactory. Then, it compares that information to the level of importance students assign to those same factors.

The PSOL assesses the following categories:

- Academic services
- Enrollment services
- Institutional perceptions
- Instructional services
- Student services

# ACADEMIC ASSESSMENT TEAM



**Gretchen Meyers, EdD**  
**Director, Academic Assessment**

Gretchen ensures continuous quality improvement through assessment processes that support each College's quest to improve student learning. Dr. Meyers is involved in a variety of institution-wide initiatives.



**Leslie Bliss, Senior Assessment Manager & Accreditation Liaison**  
College of General Studies, College of Health Professions, College of Social & Behavioral Sciences

Leslie provides guidance and support to institutional stakeholders in the assessment of student learning. She manages a team of over 30 FALs who conduct assessment-related activities across Colleges at University of Phoenix.



**Eric Page, EdD**  
**Senior Assessment Manager**  
College of Doctoral Studies, College of Business and Information Technology

Eric conducts educational research and helps steer academic assessment and curricular strategy. Dr. Page is involved in initiatives across the institution, including designing the University's framework for the interface between assessment design and artificial intelligence.



**Melinda Kulick, EdD**  
**Assessment Manager**  
College of Education, College of Nursing

Melinda is actively involved in aligning academic assessment across K-12 and higher education with alignment to industry. Dr. Kulick supports the Colleges and her colleagues by shaping assessment and curricular strategy by using educational technology.



The University's assessment model reflects a research-based continuous quality improvement model that is applied to the University's assessment efforts at the programmatic and course levels. The model is implemented through a regular schedule of reporting (plan); collecting data (do); processing that shared student learning data with faculty and other University stakeholders and collecting their recommendations on ways to improve student learning (check); and making resulting changes to course sequence, curriculum, faculty expectations, or other variables identified through the assessment process to be addressed (act). The Academic Assessment team delivers formal reporting on two cadences: the Academic Program Review (APR) occurs every five years and the Program Health Check occurs every 18 months. The Rapid Assessment Process (RAP), a University of Phoenix innovation, is an organic and collaborative academic and instructional design response to assessment data within courses.

# ACADEMIC ASSESSMENT REPORTING

## Academic Program Review (APR)

This is a comprehensive program evaluation that occurs every 5 years. It provides deep insights through analysis of multiple data points.

5  
years

## Comprehensive Assessment Process (CAP)

There are two specific assessment-related components of the APR overseen by the FAL: Program surveys and course surveys. All faculty teaching in a program receive an assessment survey to collect feedback on student learning regarding the program and its courses under review.



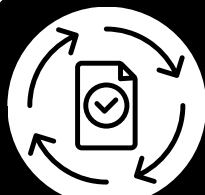
18  
months

## Health Check

Ensuring continuity of insight, this is a succinct report that occurs every 18 months. It analyzes four predetermined categories: program viability, students and faculty, curriculum and student learning, and operations/policy.

## Rapid Assessment Process (RAP) College-Selected Courses

This is faculty course feedback coordinated by a FAL. It identifies opportunities for real-time improvement in course assessments, content, and/or course design through surveys and focus groups.



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# HIGHER LEARNING COMMISSION ASSESSMENT ACADEMY



From 2017 to 2021, a team of select UOPX staff represented the institution as participants in the Higher Learning Commission (HLC) Assessment Academy. With the guidance of HLC, the UOPX team had the opportunity to grow and sustain a University-wide initiative of their choice related to assessment. The team sought to address a widespread problem across traditional and nontraditional higher education: the lack of involvement of adjunct (associate) faculty in assessment activities.

Four years later, the University solved this problem by creating the RAP. This is a real-time snapshot of a course provided by the Assessment team to program leadership and instructional designers. Then, they collaboratively identify solutions to issues in the course. Identification of the issue to proposed solution takes approximately 6-9 months. This is a quick turnaround that ensures optimal learning experiences for students and empowers adjunct (associate) faculty to contribute meaningfully to assessment at the University.

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# ASSESSMENT SYSTEMS & TECHNOLOGY



**CURRICULUM  
MAPPING &  
SKILLS  
ALIGNMENT**

**FIELD  
EXPERIENCE &  
DISSERTATION  
ASSESSMENT**

**LEARNING/USER  
EXPERIENCE  
RESEARCH**



**Nick Williams, EdD**  
**Director, Systems &  
Technology**

Nick spearheads institution-wide efforts to streamline the assessment process through systems integration and seamless data flow. He is focused on the generation of meaningful data to inform continuous quality improvement.



**Chad Flores**  
**Assessment Systems  
Coordinator**

Chad manages processes related to curriculum mapping and assessment data flow, as well as the University's badging and microcredentialing ecosystem.



**Heather Stull**  
**Assessment Manager, Systems  
& Field Experience**

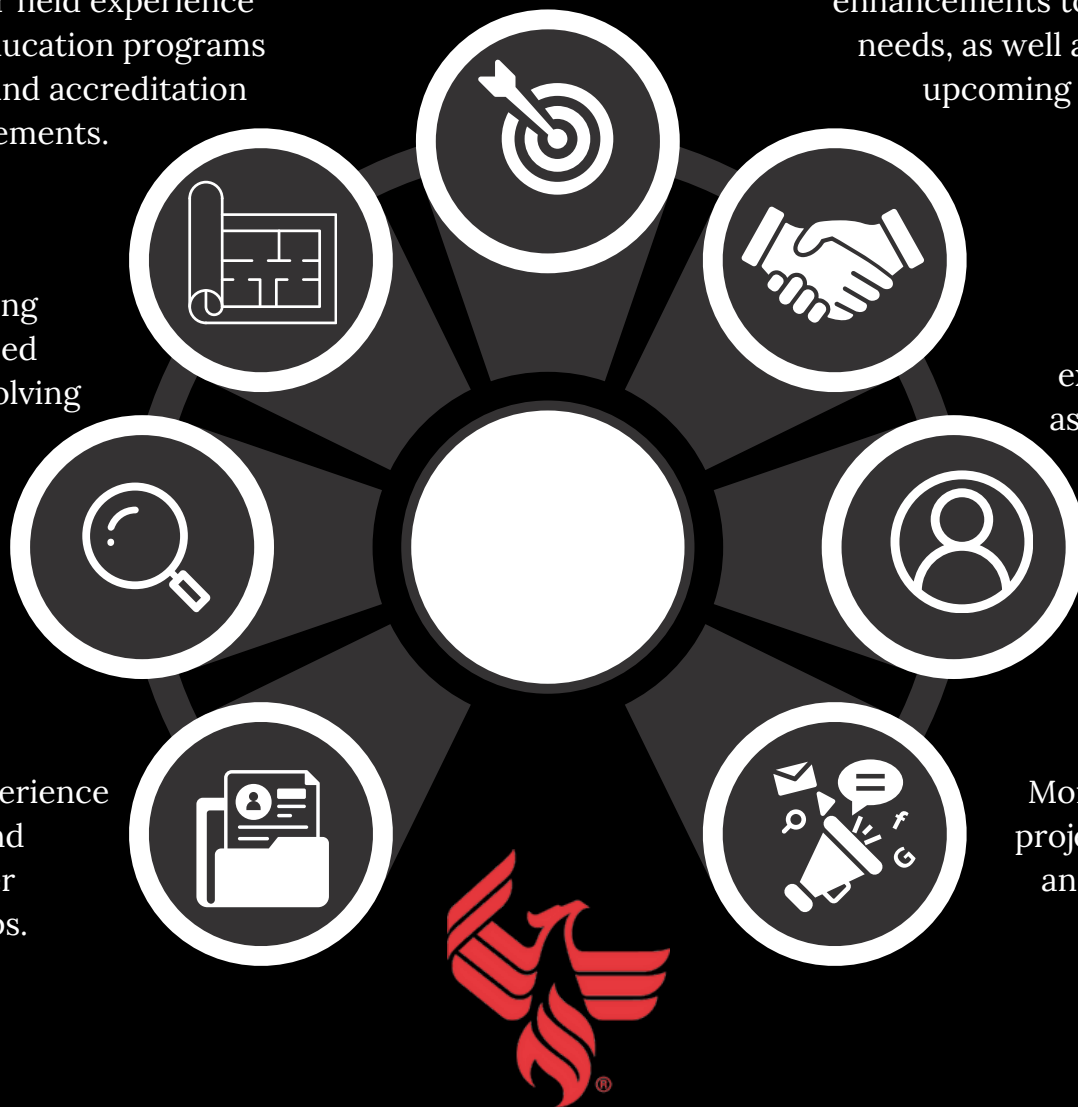
Heather supports the Colleges' field experience technology, systems housing capstone, and dissertation processes. She provides trainings, interfaces with vendors, and develops solutions to accommodate program needs. In addition, she has oversight of surveys and interviews related to student and faculty use of these systems.

Find application and program solutions to support the University's program and College needs.

Work with vendors on enhancements to address ongoing needs, as well as exploration of upcoming technology.

Enhance user experience for field assessment systems.

Monitor capstone project progression and submission.



# FIELD EXPERIENCE

**COLLEGES OF NURSING, EDUCATION, SOCIAL & BEHAVIORAL SCIENCES, HEALTH PROFESSIONS**

Students upload work, log observation/field hours, and complete other program requirements. Faculty and external evaluators evaluate student performance.

# DISSERTATION PROCESS

**COLLEGE OF DOCTORAL STUDIES**

Students, doctoral committee chair, and committee members track chapter submissions, course progression, oral defense, and final dissertation submission.



# ACADEMIC COMPETENCY MANAGEMENT TOOL (ACMT) & PROGRAM MAPPING

Edit, update, and manage the various components of our skills-aligned curriculum and the relationships among those components.

Control the flow of skills-aligned learning data to other downstream systems and tools, so students, faculty, staff, and external bodies can see the connection of UOPX classroom learning to real-world application.

Export program-specific curriculum maps that illustrate the learning and skills attainment that builds across a student's course-by-course program sequence.

Upload skills-aligned curriculum to a digital centralized location by program/version.

Frost Align provides data to the University's platform, ACMT, for managing skills-aligned curriculum. Curriculum is a living thing, and Frost Align supports our Colleges' desire to be responsive to the dynamic nature of academic disciplines in the current higher education environment.

Frost Align organizes the many layers of our skills-aligned curriculum (i.e., skills, courses, programs, and learning outcomes) into separate, but connected, taxonomies. It allows us to view the relationships between individual components of the curriculum. In collaboration with our academic teams and curriculum design group, we can revise/edit outcomes, as needed, and align learning outcomes to accreditation or other professional standards.

Through Frost Align, our digitized skills-aligned curriculum is connected to other systems at the University, enabling downstream consumption for a variety of use cases. Skills-aligned learning information is piped into program and course pages on our public-facing website (phoenix.edu) and into current students' skills profiles. It is used to create reports and visualizations for other internal staff teams for tracking and awareness. We also push taxonomies of learning outcomes into our learning management system (LMS), so students and faculty see how classroom learning is connected to real-world outcomes. Finally, Frost Align facilitates exporting skills-aligned curriculum maps for individual program versions. These are shared with accreditors and other external groups and leveraged internally for continuous program and course improvement.

## CURRICULUM

### FIELD EXPERIENCE & DISSERTATION ASSESSMENT

Through centralized online platforms, the Assessment Systems & Technology team administers the field experience and assessment for students in numerous academic programs within the University.

The largest of these platforms is Tk20, which hosts teacher-preparation programs in the College of Education, graduate-level counseling programs in the College of Social & Behavioral Sciences, and public health programs in the College of Health Professions. Within Tk20, we can facilitate interactions between students, faculty, and their evaluators in the field (e.g. mentors, site supervisors, cooperating teachers). It provides students a place to gather their work, log observation/field hours, and receive both formative and summative evaluations of their performance. Tk20 also provides an administrative and reporting layer for program staff and specialized placement teams to see individual student progress and track entire cohorts of students.

In addition to its role in field experience, Tk20 also supports doctoral candidates through their multi-phased dissertation research. Throughout the candidates' dissertation phases, candidates submit parts of their dissertation to their committee chair and members for evaluation and approval. Additionally, Tk20 provides transparent student progress tracking for both faculty and committee members. This functionality not only streamlines the process, but also contributes to the retention and progression of doctoral students within the program.



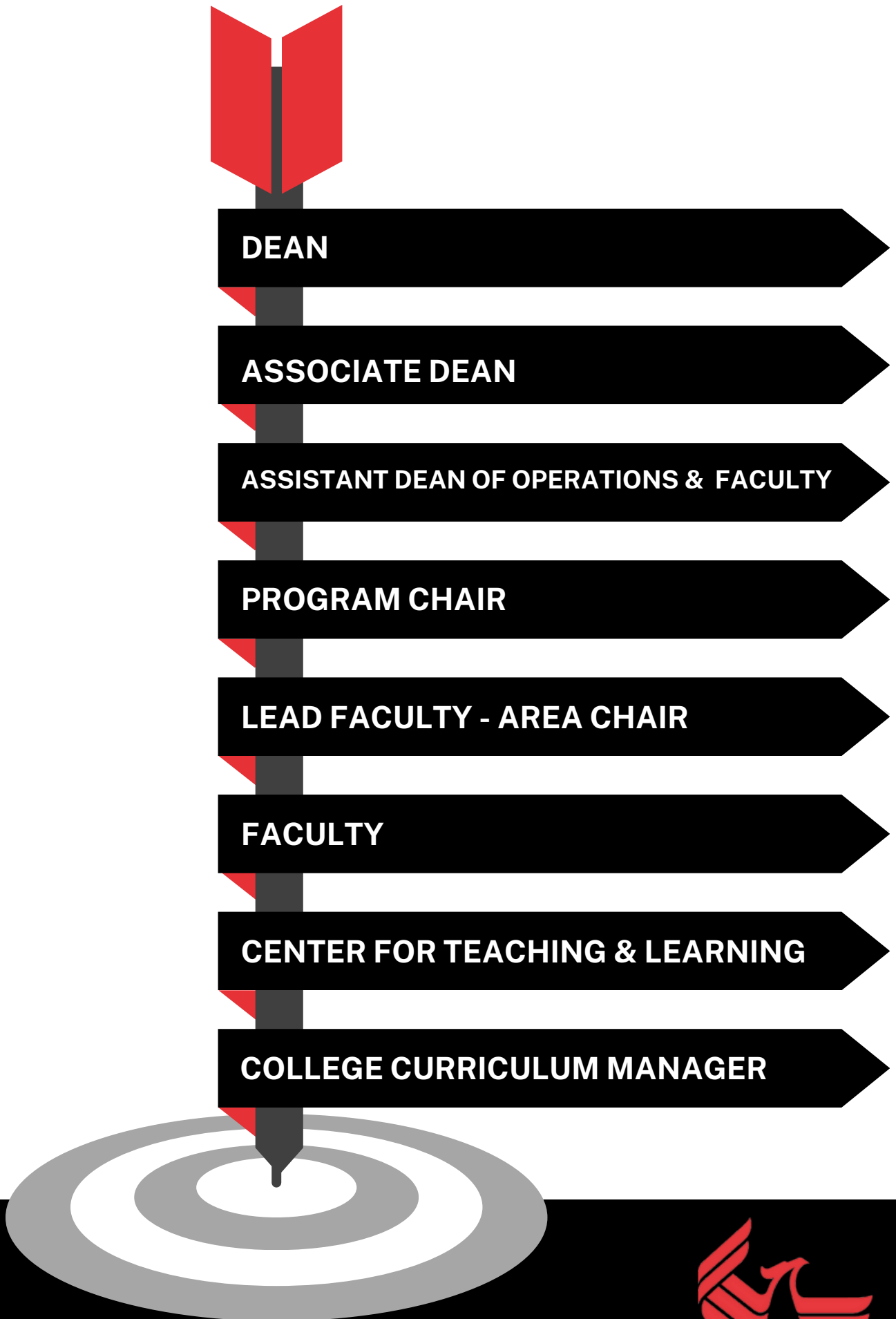
Fundamentally, the purpose of the University's assessment systems is to serve the learner and those supporting the learner. To ensure we meet that goal, we employ multiple data-collection measures to continually monitor and report on students' experiences.

End-of-course, end-of-program, and transactional surveys are one information-gathering category. Through these indirect measures of student learning, we gauge students' perceptions of learning and the learning experience more broadly, as well as more targeted inquiries on specific tools and systems. We also assess faculty and external evaluators who oversee our students in the field for still greater insight into the student within the classroom and in field experiences.

We also conduct user experience research studies to gather deeper, more robust data about usability of our assessment tools and systems. Using qualitative data from interviews and other means, the mixed-methods approach of these research studies helps further illuminate successes for our learners. It also illuminates opportunities for improvement across our courses, programs, and other academic services—and especially within the assessment tools and system they utilize.



# ASSESSMENT ROLES ACROSS THE INSTITUTION



# ASSESSMENT ROLES ACROSS THE INSTITUTION



Eve Krahe Billings, PhD  
Dean of Academic Innovation & Evaluation



Raelene Brooks, PhD, RN  
Dean, College of Nursing



Briana Houlihan, MBA  
Dean, College of General Studies



Mark Johannsson, DHSc, MPH  
Dean, College of Health Professions



Christina Neider, EdD  
Dean, College of Social and Behavioral Sciences



Pamela Roggeman, EdD  
Dean, College of Education



Kathryn Uhles, MSP, MIS  
Dean, College of Business & Information Technology

## Dean

- Craft the vision for the College based on academic inputs, faculty feedback, industry trends, and the composition programs offered within their purview.
- Align the College vision to the University mission and vision.
- Ensure College outcomes are met through oversight and guidance of academic staff accountable for program outcomes.
- Determine program changes in collaboration with programming academic leadership and faculty through inputs that include formal assessment reporting and survey analyses.
- Set the APR schedule in collaboration with the vice provost and Assessment team. Identify College needs for the CAP surveys.

## Associate Dean

- Create and facilitate academic vision for programs under their purview.
- Map curriculum and identify and solidify skills aligned to student learning outcomes.
- Review formative and summative assessment alignment to outcomes/skills and vision for course/program outcomes.
- Select SMEs.
- Determine courses for the RAP and participate in the RAP analysis report out.
- Determine changes to programs and courses based on assessment reporting and other inputs. Discuss with academic leadership and faculty.



## **Assistant Dean of Operations and Faculty**

- Oversee program chairs and faculty and evaluate their involvement in the assessment process.
- Support assessment activities at the University by promoting the importance of the faculty role in assessment.
- Collaborate with assessment on yearly assessment communication plan for formal report-out schedule.
- Ensure assessment information is placed in faculty meetings (e.g., Faculty Council, Content Area Meetings, General Faculty Meetings) and College sites on PhoenixView.
- Support FALs by sending out assessment survey requests for surveys with low response rates.
- Attend University meetings where assessment results are shared, provide insight, and report back to College and faculty stakeholders.

## **Program Chair**

- Support assessment activities by championing the work of faculty with the designation of FAL when surveys are administered, or feedback is being gathered to ensure robust participation and rich data.
- Attend University meetings where assessment results are shared and communicate to stakeholders, as applicable.
- Evaluate faculty performance and provide feedback.
- Coach faculty identified as needing improvement overall, as well as in relation to their assessment activities.
- Make recommendations for staffing related to general faculty performance and assessment engagement.

## **Lead Faculty – Area Chair (LFAC)**

In addition to all faculty responsibilities related to assessment, LFACs:

- Attend University meetings where assessment results are shared, engage in dialogue with the larger LFAC and College communities, and report back to their faculty communities.
- Serve as connection points to the specifics of the academic program for which they are responsible and stewards of generalized assessment communications related to the academic program between College leadership and faculty.
- Act as mentors to associate faculty and answer questions about the assessment model and processes.
- Refer general faculty to members of the faculty community designated as FALs for support and feedback on assessment-related activities.
- Provide feedback related to general faculty performance and assessment-related performance. Refer faculty to program chair for formal coaching and evaluation.



## **Faculty**

- Receive a survey soliciting their feedback when they participate in the CAP.
- Receive a survey soliciting their feedback when they participate in the RAP.
- Provide feedback through assessment surveys and are notified of changes via the Closing the Loop email.
- Regularly engage in face-to-face interaction with College staff related to assessment through faculty council meetings, content area meetings, and general faculty meetings. Talk with to their faculty supervisor and campus leadership, as needed.
- Ensure summative assessments are not changed in their courses while teaching the course to ensure data consistency. If faculty have an immediate summative assessment concern, they reach out to their faculty supervisor. Faculty are empowered to modify the curriculum and provide feedback through the assessment process and on an ongoing basis through their faculty supervisor.
- Conduct unbiased scoring of summative assessments that are aligned to CSLOs using analytic rubrics.

## **Center for Teaching and Learning (CTL)**

- Partner with programs and College leadership regarding best practices in instructional design.
- Participate in program and course kickoffs, awareness of vision and arc of program, and details of curriculum map and skills tagging.
- Develop/integrate course activities and content, including assessments, discussion prompts, and learning activities, in collaboration with academic leadership and faculty SME.
- In collaboration with faculty and assessment representative, develop rubrics and assessments that are aligned to learning outcome, skill, and ULGs.

## **College Curriculum Manager**

- Support associate dean operationally, monitor completion of curriculum mapping, provide data analysis on operational aspects of academic work, and provide insights on existing course and program opportunities based on data.
- Project manage program and course design, including SMEs and CTL on assessments.
- Ensure CTL is aware of assessment changes in courses.
- Help develop faculty support materials specific to course and larger academic program.





# A UOPX INNOVATION

## FACULTY ASSESSMENT LIAISON

### **FACILITATION**

FALs support the Academic Assessment team's implementation of learning outcomes assessment at the program, course, and institutional levels.



### **FACULTY**

Select associate (adjunct) faculty members serve as FALs.



### **CONTACT**

FALs are the primary contact for faculty regarding student learning assessment.



### **ANALYSIS**

Analyses are created based on assessment feedback gathered from faculty. FALs share these with the Colleges.



### **COMMUNICATE**

FALs share upcoming course and program changes meant to enhance student learning with the faculty.



# AIR ADVISORY STRUCTURE

Continuity of understanding of assessment systems and processes across levels of academic and student affairs administration at the University of Phoenix is ensured by a series of formalized touchpoints. These include weekly Deans' meetings (Colleges, Assessment and Institutional Research, and the Center for Teaching and Learning), monthly student success meetings, faculty council meetings, and regulatory and compliance meetings, as well as quarterly faculty assessment liaison meetings. Institutional research is planned, gathered, and shared across academic affairs and student services on a cadence that is aligned to institutional survey administration as well as the occurrence of co-curricular activities. Academic assessment, including student learning data and faculty insights, are collected and communicated with the colleges and their stakeholders based on the program evaluation schedule and college needs.

In addition, Directors of Academic and Institutional assessment, as well as the Director of Assessment Systems and Technology, convene ad hoc working groups from departments across the university including full-time and associate faculty, according to initiatives and projects that are underway in their respective verticals. This capacity ensures that Assessment and Institutional research remains connected to appropriate stakeholders, securing crucial feedback and ensuring that measurement and continuous quality improvement support student success and secure faculty input.

Meeting minutes and meeting recordings ensure proper documentation of attendance, discussion, action items and progress.

Any change to an assessment system, process or policy resulting from these meetings and/or working groups is finalized by the AIR team and then brought by the Dean or appropriate Director to Academic Council.





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# ACRONYMS



|      |  |
|------|--|
| AAQ  | Academic Alumni Questionnaire            |
| ACMT | Academic Competencies Management Tool    |
| AIR  | Assessment & Institutional Research      |
| APR  | Academic Program Review                  |
| BLS  | Bureau of Labor Statistics               |
| CAP  | Comprehensive Assessment Process         |
| CIP  | Classification of Instructional Programs |
| CSLO | Course Student Learning Outcome          |
| CTL  | Center for Teaching & Learning           |
| FAL  | Faculty Assessment Liaison               |
| HLC  | Higher Learning Commission               |
| LFAC | Lead Faculty - Area Chair                |
| PLSO | Program Student Learning Outcome         |
| PSOL | Priorities Survey for Online Learners    |
| RAP  | Rapid Assessment Process                 |
| SME  | Subject Matter Expert                    |
| SOC  | Standard Occupational Classification     |
| ULG  | University Learning Goal                 |
| WEF  | World Economic Forum                     |

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