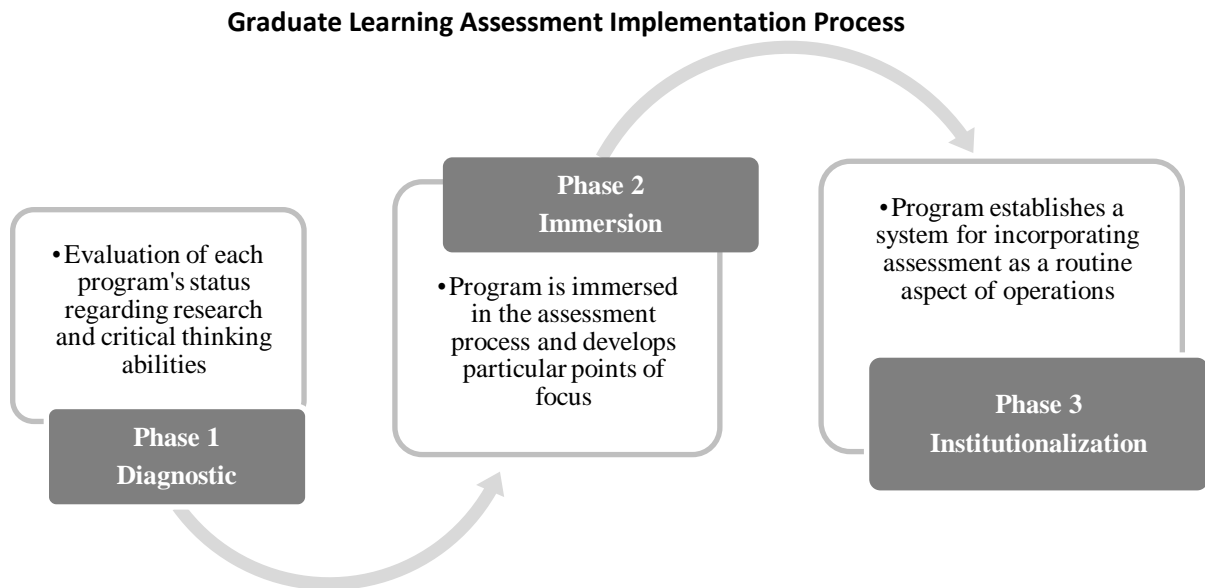


Graduate Learning Assessment Implementation Process

The Three-Stage Implementation Process

The implementation of the learning assessment process at the graduate level, which began in 2007, can be conceptualized in three phases. Programs transitioned across phases at different paces. The process is represented in the following figure.



The Diagnostic Phase

The first phase was the diagnostic phase. It attempted to determine the overall status of each graduate program. At this time assessment of student learning was formally integrated into the evaluation of graduate programs.

In 2008-09, the Office of the Dean of Graduate Studies and Research selected two learning outcomes from the institution's mission (i.e., critical thinking and research and creativity) to be assessed by all graduate programs. For this phase, the assessment of learning outcomes in these areas involved the use of rubrics and student focus groups. Diagnostic reports were produced at the end of the initial stage.

Assessment focused on three tasks:

- Revision of the conceptual framework of our graduate programs
- Ongoing implementation of transformative actions based on the findings of the diagnostic reports
- Selection and design of tools to measure student learning outcomes.

The Immersion Phase

The immersion phase, started in 2010-11. In this second phase, programs selected the learning outcomes to be measured, developed their own assessment instruments, and implemented them. During this phase, 97% of graduate programs implemented assessment plans, 94%

submitted diagnostic reports, and 75% carried out transformative actions. Many programs began to evaluate previously implemented transformative actions during this phase. In 2012-13 and 2013-14 graduate programs produced an Annual Assessment Plan and an Annual Assessment Report.

The Integration Phase

The third phase promotes the establishment of a system to incorporate the assessment of learning as a routine aspect of the institutional life of graduate programs. In this phase, which began in 2014-15, graduate programs designed curricular matrixes and five-year assessment plans to ensure continuity and long-term planning. During this process some programs began curricular revisions processes.

From August 2014, the coordination of activities for the assessment of student learning at the graduate level was integrated to the OEAE. Graduate programs began to follow the administrative reporting processes established by undergraduate programs. In November 2014, the OEAE organized a general orientation that addressed the integration process. In this activity, templates used for planning and reporting learning assessment activities were presented, discussed, and distributed.