

Board of Trustees of the Nebraska State Colleges

ITEMS FOR DISCUSSION AND ACTION\ACADEMIC AND PERSONNEL

ACTION: **First Round Approval of Revisions to Board Policy 4220;
Assessment; Policy and Procedures**

The revisions to Board Policy 4220 include the removal of reporting requirements, as this type of reporting currently doesn't occur at the System level. Some minor edits were made throughout the policy to provide additional examples of assessments and to strengthen focus on continuous improvement. Number five (5) related to online student identity was removed, since this requirement is already addressed in Board Policy 4730.

The System Office recommends approval of the Revisions to Board Policy 4220; Assessment; Policy and Procedures.

ATTACHMENTS:

- Revisions to Board Policy 4220 Assessment; Policy and Procedures (PDF)

ACADEMICS, NEBRASKA STATE COLLEGE SYSTEM

POLICY: 4220 Assessment; Policy and Procedures

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BOARD POLICY

Introduction

1. The Board of Trustees of the Nebraska State College System believes that an effective assessment system is essential because it promotes accountability, informing program development and review, assuring that students achieve established educational course and program goals, and providing evidence of institutional progress over time. In addition, an effective assessment system provides an effective review of its student support services.
2. In recognition of the importance of assessment, each College shall engage in a college-wide assessment system of student learning, program quality, and institutional effectiveness to enhance the quality and excellence of learning and teaching for students and ensure a culture of continuous improvement.
3. The assessment system in place at each College shall meet the ~~requirements of the~~ Higher Learning Commission Criteria for Accreditation and any specialty accreditations held by the College in addition to requirements outlined in this policy.
4. An effective assessment system will rely on measures that are reliable, valid, and practical; incorporate a variety of direct and indirect measurements; use appropriate technologies; and exhibit the multiple roles of assessment.
 - a. Examples of direct measurements include, but are not limited to:
 1. Standardized tests used to assess general education, academic majors, and professional capstone courses
 2. Portfolios scored with rubrics
 3. Scored exhibitions, authentic artifacts, and/or performances
 - b. Examples of indirect measurements include, but are not limited to:
 1. Interviews of students, alumni or focus groups
 2. Surveys of students, graduates, or employers
 3. Self-reported job placement data
- ~~5. The assessment system will include specific procedures related to online courses or programs that will ensure "...that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit."²⁴ The Chief Academic Officers at each college will establish a distance learning assessment policy that may include a substantial culminating experience that is proctored.~~

Reporting Requirements

- ~~1. "The Chief Academic Officers at each college will submit an accountability report to the chancellor based on participation in a systematic process of assessment. This report will include a description of key assessment strategies, assessment data, and a description of changes that have been implemented as a result of assessment findings."~~
- ~~2.1. Annually, the Chancellor shall report to the Board the results of assessment measures as indicated on the 6 (six) year schedule developed by the Academic, Personnel and Student Affairs Committee.~~

¹The Library of Congress. Section 495 of the Higher Education Act of 2008 (Public Law 110-315). Retrieved from the THOMAS Home search page on March 4, 2009 from the World Wide Web: <http://Thomas.loc.gov>

Policy Adopted: 3/28/08
Policy Revised: 4/17/09
Policy Revised: 1/19/11
Policy Revised: 7/8/15