



The University of Tulsa

Academic Continuous Improvement Plan

Office of Continuous Improvement

July 25, 2018

The University of Tulsa Continuous Improvement Plan Approval Process

The Office of Continuous Improvement developed the following Continuous Improvement Plan. The plan was reviewed by the University Assessment Committee on August 1, 2018, and unanimously approved. The Deans' Council reviewed and approved the Continuous Improvement Plan on August 2, 2018. Minor updates have been made by OCI on September 21, 2018, October 3, 2018, October 28, 2019, and August 12, 2022.

CONTENTS

University Mission	Page 3
Continuous Improvement Philosophy	Page 4
Continuous Improvement Plan	Page 4
Campus-wide Continuous Improvement Activities.....	Page 6
Campus-wide Assessment Engagement.....	Page 7
Campus-wide Assessment Calendar	Page 8
Acknowledgement - Continuous Improvement Models.....	Page 10

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UNIVERSITY MISSION

We are a student-centered research university that cultivates interconnected learning experiences to explore complex ideas and create new knowledge in a spirit of free inquiry. Guided by our commitment to diversity, equity, and service, we prepare individuals to make meaningful contributions to our campus, our community, and our world.

INSTITUTIONAL LEARNING OUTCOMES

Institutional Learning Outcomes
Students will:
ILO 1: Demonstrate literacy through informed inquiry and application of knowledge in the sciences, humanities, and arts.
ILO 2: Think critically by analyzing, synthesizing, and evaluating information.
ILO 3: Write and present clearly, practicing the skills of effective communication across the curriculum.
ILO 4: Recognize ethical dilemmas and determine how best to respond to them.
ILO 5: Apply knowledge and talents to identify and address real world problems in the local or global community.

Continuous Improvement Philosophy

The University of Tulsa is committed to continuous improvement in all its functions. Continuous improvement of student learning through the curriculum is a faculty- and data-driven process. University administrators aid with resources to carry out curricular and co-curricular assessment activities; however, faculty steer the curriculum and student learning assessment process. From faculty engagement in assessment, teaching and learning improvement strategies emerge, which lead to higher levels of student achievement.

Continuous Improvement Plan

The University of Tulsa is committed to a culture of continuous improvement through the process of university assessment. The TU plan of Continuous Improvement occurs with regularity and constancy. Strategies for improvement are guided by evidence and aligned with the University Mission. The institution evaluates university functions to determine how well we are achieving our stated mission. The TU commitment to continuous improvement ensures the implementation of assessment processes that evaluate student learning, educational programs, co-curricular services, and engagement activities. The plan for academic assessment has four basic elements.

The first element of the plan is to assess the effectiveness of the Tulsa Curriculum (general education). Learning Outcomes for Blocks I, II and III and for writing and mathematics map directly to the Institutional Learning Outcomes. Faculty teaching Block and Core courses assess student learning in the Tulsa Curriculum. The faculty make specific recommendations that lead to improvement of student learning. Faculty complete course assessment reports which are included in the annual assessment report. The annual assessment report is reviewed by the University Assessment Committee and faculty. Reviews are conducted annually.

Final reports are shared with the faculty and academic administrators. The provost is charged with oversight of the assessment process and allocation of resources required to affect improvements in student learning.

The second element of the academic assessment process is annual assessment of program learning outcomes. Program-learning outcomes are assessed on an annual basis, defined by program faculty. The purpose of the annual assessment is to evaluate the effectiveness of program courses that map to program learning outcomes, based on direct evidence of student learning.

Completed annual assessment reports are submitted to the Office of Continuous Improvement. The reports are reviewed annually by a peer review team from the University Assessment Committee. Results of the peer review are shared with faculty and academic administrators. The provost is charged with oversight of the assessment process and allocation of resources required to affect improvements in student learning.

Specialized academic programs are also included in the second element. Specialized programs include the university Honors Program, the Writing Program, and First Year Experience. The specialized university programs are reviewed by a peer review team from the University Assessment Committee. Peer review recommendations are shared with program directors. The provost provides oversight and allocation of resources to advance student learning.

The third element of the academic assessment process is academic program review. The goal of academic program review is to evaluate the quality of an academic program. The academic review includes the evaluation of student learning, as well as student achievement, completion, and success. For programs with specialized accreditation, those accreditation processes will be included as part of the academic review. Academic program reviews are conducted on a seven-year cycle with a one-year follow up. Details are provided in the Academic Program Review Procedures and Self-Study Template.

Reports and data from academic program reviews are submitted to the Academic Review Committee. The reports are reviewed by the Internal Peer Review Committee, External Peer Reviewer, Associate Dean, Dean, Academic Review Committee, and the Provost. The provost is charged with oversight of the academic review process and allocation of resources required to affect continuous improvement plans.

The fourth element of the academic assessment process is co-curricular learning activities. Co-curricular activities include activities from the Office of Student Affairs, student clubs and organizations, fraternities and sororities, and the Department of Athletics. Co-curricular learning activities are aligned with Institutional Learning Outcomes. The alignment with ILOs creates a bridge between academic and student affairs, which promotes learning across the campus.

Reports and data from co-curricular learning activities are submitted to the University Assessment Committee. Peer reviewers from the University Assessment Committee review reports and provide results for program directors and staff. The University Assessment Committee collaborates collectively with both academic and student services and provides updates on continuous improvement progress for both divisions.

CAMPUS-WIDE CONTINUOUS IMPROVEMENT ACTIVITIES

- **Annual Program Assessment Reports (APAR):** Yearly program assessment reports for certificates, bachelors, masters, and doctoral programs, and yearly program assessment reports for specialized academic programs; annual assessment reports assess the achievement of program learning outcomes (**PLOs**) and include Institutional Learning Outcomes (**ILOs**).
- **Co-curricular Activities:** The Office of Student Affairs, student services, academic departments, and other university programs facilitate learning activities that occur outside of an academic program and align with Institutional Learning Outcomes.
- **Academic Program Reviews:** Assessment evaluates the quality of an academic program. Academic Reviews are completed every seven years with a one-year follow up.
- **Tulsa Curriculum Program Assessment:** Assessment of Tulsa Curriculum Outcomes in Tulsa Curriculum/Block Courses (Blocks I, II, & III,) and Core Curriculum are measured by student learning assignments and activities. Tulsa Curriculum Program Outcomes are aligned with Institutional Learning Outcomes.

ASSESSMENT GLOSSARY

- **Institutional Learning Outcomes (ILOs):** ILOs are aligned with the University Mission and guide the assessment of institutional student learning. ILOs include: ILO1 –demonstrate literacy through informed inquiry and application of knowledge in the sciences, humanities, and arts; ILO2 –think critically by analyzing, synthesizing, and evaluating information; ILO3 –write and present clearly, practicing the skills of effective communication across the curriculum; ILO4 – recognize ethical dilemmas and determine how best to respond to them; ILO5 –apply knowledge and talents to identify and address real world problems in the local or global community. ILOs are mapped to academic programs, program courses, Tulsa Curriculum, and co-curricular activities; they are measured inside and outside the classroom.
- **Program Learning Outcomes (PLOs):** PLOs guide the assessment of student learning in academic programs. Program learning outcomes are clear, specific, measurable, and address student learning. PLOs describe knowledge and skills that students achieve throughout an academic program. PLOs are assessed annually during the campus-wide Continuous Improvement Days (CID).
- **Program Outcomes (POs):** POs guide the assessment of an academic program and its effectiveness. POs include retention rates, graduation rates, enrollment rates, transfer-out rates, student employment rates, graduate program acceptance rates, testing rates, and program satisfaction from students, alumni, and other stakeholders.
- **Student Learning Outcomes (SLOs):** SLOs guide the assessment of student learning in academic courses and co-curricular programs; student learning outcomes are clear, specific, measurable, and tied to program learning outcomes. SLOs describe knowledge and skills that students achieve by the end of an academic course or co-curricular program.

Campus-wide Assessment Engagement

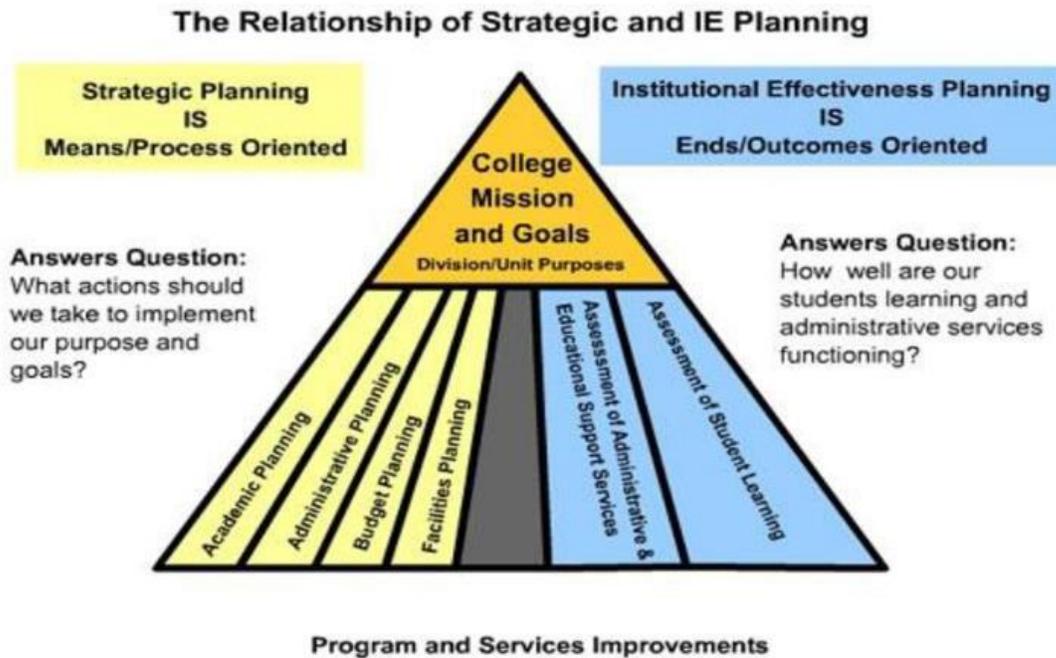
	Institutional Learning Outcome One	Institutional Learning Outcome Two	Institutional Learning Outcome Three	Institutional Learning Outcome Four	Institutional Learning Outcome Five
Continuous Improvement Process	Demonstrate literacy through informed inquiry and application of knowledge in the sciences, humanities, and arts.	Think critically by analyzing, synthesizing, and evaluating information.	Write and present clearly, practicing the skills of effective communication across the curriculum.	Recognize ethical dilemmas and determine how best to respond to them.	Apply knowledge and talents to identify and address real world problems in the local or global community.
Assessment Processes	<ul style="list-style-type: none"> • Academic Programs • Specialized Academic Programs • Tulsa Curriculum 	<ul style="list-style-type: none"> • Academic Programs • Specialized Academic Programs • Tulsa Curriculum 	<ul style="list-style-type: none"> • Academic Programs • Specialized Academic Programs • Tulsa Curriculum 	<ul style="list-style-type: none"> • FYE 1001 • Tulsa Curriculum • Academic Programs • Specialized Academic Programs 	<ul style="list-style-type: none"> • Volunteer Services • Study Abroad • Undergraduate Research • Impact TU • Academic Programs • Specialized Academic Programs • Tulsa Curriculum
Assessment Leadership	<ul style="list-style-type: none"> • Faculty 	<ul style="list-style-type: none"> • Faculty 	<ul style="list-style-type: none"> • Faculty 	<ul style="list-style-type: none"> • Faculty • Staff 	<ul style="list-style-type: none"> • Faculty • Staff
Continuous Improvement	<ul style="list-style-type: none"> • Annual Assessment Reports • Tulsa Curriculum Report 	<ul style="list-style-type: none"> • Annual Assessment Reports • Tulsa Curriculum Report 	<ul style="list-style-type: none"> • Annual Assessment Reports • Tulsa Curriculum Report • Writing Program Report 	<ul style="list-style-type: none"> • FYE Report • Tulsa Curriculum Report 	<ul style="list-style-type: none"> • Volunteer Services Report • Study Abroad and Global Studies Report • Undergraduate Research Report • ImpactTU Report

Campus-wide Assessment Calendar

Continuous Improvement Timeline	Continuous Improvement Day (CID)	Annual Program Assessment Reports	Academic Program Review	Block & Core Courses Assessment	NSSE Surveys- Every 3 Years	Co-curricular Learning Activities
August			Semester Schedule Distributed by ARC			
September		Peer Reviews				
October						
November						
December	CID Planning, Review, and Data Collection		Spring Review: Program Self-Studies Fall Review Completed	Fall Block and Core Course Assessment Report Submission		CID Planning, Review, and Data Collection
January						
February		UAC Review			NSSE & FSSE	
March		Peer Review Report Shared with Colleges and CCSS Programs			NSSE & FSSE	
April					NSSE & FSSE	
May	CID Planning, Review, and Data Collection		Spring Review Completed	Spring Block and Core Course Assessment Report Submission		CID Planning, Review, and Data Collection
June		AARs Submitted				
July			Fall Review: Program Self-Studies			Co-curricular and Student Services AAR Submission

Our Commitment to Continuous Improvement: The ongoing review of assessment findings, through continuous monitoring of success and adjustments guided by evidence, provides accountability to our stakeholders and ensures improvement in student learning and institutional function. The University of Tulsa is committed to a culture of continuous improvement, which is the foundation of institutional effectiveness.

Acknowledgements: The University of Tulsa Continuous Improvement Plan was adapted from the Nichols and Nichols model titled *The Relationship of Strategic and Institutional Effectiveness Planning* (page 13), as well as Peggy Maki's, *Building A Core Institutional Process of Inquiry Over Time* (pages 283-303). Both models guided our continuous improvement processes and systems application.



References:

Maki, P. L. (2010). *Assessing for Learning: Building a Sustainable Commitment Across the Institution* (2nd Edition). Sterling, VA: Stylus Publishing, LLC.

Nichols, J.O. & Nichols, K.W. (2000). *The Department Guide and Record Book for Student Outcomes Assessment and Institutional Effectiveness* (3rd Edition). New York, NY: Agathon Press.

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