Goal	Measure for Success	Responsible Persons	Timeline	Resources	Steps
Redefine the Academic Program Review process to provide increased focus on program level assessment	Completed "APR Guide for Participants" approved by the Academic Senate and Provost's office	• APR Chair • Administrative liaison to APR • APR council members • FSU Faculty Community	• Dec 1, 2013, preliminary review by APR chair and council (with input from FSU faculty community) completed • March 1, 2014, updated guide language completed. • April, 2014, updated guide presented to Academic Senate for approval • August, 2014, new APR processes are presented during APR orientation to the 2015/2016 cycle	Additional resources beyond current APR chair release time not required.	
	All Colleges will have revised their policies to incorporate recognition of assessment in these processes.	• Provost • Deans' Council • College Leadership Teams • Faculty	• Begin June 2013 • Present proposal to Deans in July 2014 • Colleges work on during academic year • Completion by May 2014		1. Prepare rationale that includes its inclusion in effective teaching/learning processes and expectations of accreditors and others 2. Prepare sample language for incorporation into processes 3. Remind deans in October 2013 4. Check on progress in January 2014 5. Check on progress in March 2014 6. Include its completion in deans' annual performance reviews in June 2015
To attain a common understanding among all key stake holders of the assessment process by offering a structured training session on assessment of student learning.	The training program is designed in blackboard for flexible access by individuals in an online format.	• Assessment Committee • Assessment Coordinator	• Summer 2013 – determine a program to use. • Fall 2013 – develop the program • Jan 2013 – begin program offering	Purchase of an established program or funding for a designee (Cliff?) to become certified and prepare the training program. PDI for faculty who complete the course.	1. Explore options that may currently exist in terms of established assessment training courses vs the need to develop our own course. 2. Identify an assessment expert to develop the course. a. Note: Cliff is interested in completing a post graduate assessment certificate and assuming this role. 3. Develop the course in FerrisConnect. 4. Offer the course to a selected pilot group who could potentially become assessment champions in each college. 5. Modify course based on pilot group feedback. 6. Engage administrative support to determine who should be targeted for training. 7. Begin offering to the greater FSU community.
Develop an assessment strategy for the Ferris Learning Outcomes	There will be clear and useable strategies for measuring and tracking the new FLO	• Gen Ed taskforce • Assessment coordinator • Assoc. Provost office?	• Plan (summer 2013) • Prepare for data input (2013) • Initial data (2014)	None	1. Meet with Ge n Ed committee (July 1) 2. Create TracDat alignments (August 2013) 3. Create FerrisConnect alignments (August 2013) 4. Training workshops on FLO measurement (October 2013) 5. Convince the Gen Ed taskforce to select five foundational outcomes (November 2013) 6. Continue outcome mapping and assessment in Blackboard (December 2013) 7. Map the foundational FLO onto the Ferris curricula (May 2014) 8. Pilot full-scale on one outcome beginning August 2014?)
Catalog existing data collected: NSSE, Inquiries, Lilly, SoTL, Kristin Solomonson	A n on-line, searchable database	• Lucian Leone • Cifton Frankland	• June 31, 2013 • July 30, 2013 • August 30, 2013 • Dec 31st, 2013		1. Compile an index of relevant data and research on campus 2. Review data sets to determine those we will include 3. Write abstracts and key words for each data set and publication 4. Develop a searchable, on-line index for relevant data