



UWSP Assessment Academy Workshop Part 3

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Sponsored by the Assessment Subcommittee with assistance from the Center for Academic Excellence and Student Engagement

Overview

- ★ Review
- ★ Evaluating outcomes with rubric
- ★ Example assessment plan
- ★ Curriculum alignment activity
- ★ Discussion
- ★ Looking ahead

What Specifically is a Learning Outcome?

- ★ A statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) as a result of a learning experience
- ★ Written in the form: 1) Student can/will be able to; 2) action verb; 3) specific action/skill they will be able to do
- ★ Learning outcomes can be measured (evidence of learning can be produced)

Example

Learning Outcome:

- Students will/can describe current issues in sustainable agriculture.
- "Knowledge"

Learning Outcome:

- Students will write an original musical composition.
- "Skills"

Example

Learning Outcome:

- ★ Students will articulate a personal philosophy of ethics.
- ★ “Dispositions”

Learning Outcome:

- ★ Students will identify and apply appropriate quantitative data analysis strategies.
- ★ “Knowledge” and “Skills”

Updated ASC Rubric

Criteria:

- ✧ Related to goals and mission
- ✧ Clarity
- ✧ Utility
- ✧ Alignment with professional standards
- ✧ Measurable/observable
- ✧ Criteria for achievement stated

Rubric - Handout

Rubric for Program Assessment Reports DRAFT- LEARNING OUTCOMES SECTION ONLY

Department/Program:

Date:

Category	Beginning	Developing	Proficient
OUTCOMES			
<i>Related to Goals and Mission</i>	<input type="checkbox"/> Outcomes often incongruent with goals and mission	<input type="checkbox"/> Outcomes somewhat aligned with goals and mission	<input type="checkbox"/> Outcomes clearly aligned with goals and mission
<i>Clarity</i>	Outcomes do not clearly define intended student learning in these areas: <input type="checkbox"/> knowledge <input type="checkbox"/> skills <input type="checkbox"/> dispositions	Outcomes somewhat clearly define intended student learning in these areas: <input type="checkbox"/> knowledge <input type="checkbox"/> skills <input type="checkbox"/> dispositions	Outcomes clearly define intended student learning in these areas: <input type="checkbox"/> knowledge <input type="checkbox"/> skills <input type="checkbox"/> dispositions
<i>Utility</i>	<input type="checkbox"/> Scope and detail of outcomes do not clearly reflect what is at the core of the program.	<input type="checkbox"/> Scope and detail of outcomes somewhat reflect what is at the core of the program.	<input type="checkbox"/> Scope and detail of outcomes clearly reflect what is at the core of the program.
<i>Alignment with professional standards</i>	<input type="checkbox"/> Learning goals/performance outcomes are not linked to national / professional standards in the field	<input type="checkbox"/> Learning goals/performance outcomes are partially linked to national / professional standards in the field	<input type="checkbox"/> Learning goals/performance outcomes are strongly linked to national / professional standards in the field
<input type="checkbox"/> not applicable <input type="checkbox"/> not evident			
<i>Measurable/Observable</i>	<input type="checkbox"/> Outcomes are not measurable/observable	<input type="checkbox"/> Outcomes are somewhat measurable/observable	<input type="checkbox"/> Outcomes are measurable/observable
<i>Criteria for Achievement</i>	<input type="checkbox"/> Criteria for achievement not stated or clear	<input type="checkbox"/> Criteria for achievement for outcomes are somewhat clear	<input type="checkbox"/> Criteria for achievement are stated clearly

COMMENTS:

Example - Geography Outcomes

- ★ Graduates will have the ability to:
 1. Explain environmental processes and the resulting geographic patterns of climate, landforms, water, and life.
 2. Utilize appropriate methodologies for solving geographic research and conducting geographic problems.
 3. Explain the development and spatial distribution of human cultural activities along with their relationship to environmental factors.

Example - Geography Outcomes

- ★ Graduates will have the ability to:
 4. Read, interpret, and analyze spatial information from thematic and reference maps.
 5. Explain the procedural elements in creating a map, and create a reference or thematic map of a chosen spatial phenomenon.

ASC Review

Department/Program: **Geography/Geology**

Date: **April 2011**

Category	Beginning	Developing	Proficient
OUTCOMES			
<i>Related to Goals and Mission</i>	<input type="checkbox"/> Outcomes often incongruent with goals and mission	<input type="checkbox"/> Outcomes somewhat aligned with goals and mission	<input type="checkbox"/> Outcomes clearly aligned with goals and mission
<i>Clarity</i>	Outcomes do not clearly define intended student learning in these areas: <input type="checkbox"/> knowledge <input type="checkbox"/> skills <input type="checkbox"/> dispositions	Outcomes somewhat clearly define intended student learning in these areas: <input type="checkbox"/> knowledge <input type="checkbox"/> skills <input type="checkbox"/> dispositions	Outcomes clearly define intended student learning in these areas: <input checked="" type="checkbox"/> knowledge <input checked="" type="checkbox"/> skills <input type="checkbox"/> dispositions
<i>Utility</i>	<input type="checkbox"/> Scope and detail of outcomes do not clearly reflect what is at the core of the program.	<input type="checkbox"/> Scope and detail of outcomes somewhat reflect what is at the core of the program.	<input checked="" type="checkbox"/> Scope and detail of outcomes clearly reflect what is at the core of the program.
<i>Alignment with professional standards</i>	<input type="checkbox"/> Learning goals/performance outcomes are not linked to national/professional standards in the field	<input type="checkbox"/> Learning goals/performance outcomes are partially linked to national/professional standards in the field	<input type="checkbox"/> Learning goals/performance outcomes are strongly linked to national/professional standards in the field
<input type="checkbox"/> not applicable <input checked="" type="checkbox"/> not evident			
<i>Measurable/Observable</i>	<input type="checkbox"/> Outcomes are not measurable/observable	<input type="checkbox"/> Outcomes are somewhat measurable/observable	<input checked="" type="checkbox"/> Outcomes are measurable/observable
<i>Criteria for Achievement</i>	<input type="checkbox"/> Criteria for achievement not stated or clear	<input type="checkbox"/> Criteria for achievement for outcomes are somewhat clear	<input type="checkbox"/> Criteria for achievement are stated clearly

COMMENTS:

The department submitted a well-organized assessment plan; however, for this first phase, the committee will provide feedback on the program learning outcomes only. The learning outcomes are well-written, concise, and use language to accurately convey the expectations for student learning. The committee easily identified those outcomes that address student's knowledge and skills. These outcomes appear to have adequate scope and detail and truly communicate the cornerstone concepts of the program. In addition, the program learning outcomes are measurable and observable. Future discussions for the department may include learning outcomes that reflect dispositions. If professional or accreditation standards exist for this department, such information can be included in future reporting. Finally, for future reporting, departments will be asked to include their departmental mission as well as criteria used to discern achievement of the learning outcomes. Test addition by Anne 3/30 3:10 pm.

NOTE: Criteria in blue will be used only when complete Program Assessment Reports are submitted, not for isolated lists of Program Learning Outcomes.

Giving Feedback on Learning Outcomes

- Using the learning outcomes rubric, assess your own department's learning outcomes and discuss within your departmental group
- Pencil in any revisions you want to make to your learning outcomes
- Exchange revised learning outcomes with the other departmental group at your table
- Using the learning outcomes rubric, provide written feedback to the other department on their learning outcomes and discuss your feedback with them
- Department teams consider if any changes are warranted to the PLOs.

Next Steps with the PLOs

- Submit draft to Assessment Subcommittee by April 30
- Receive feedback from ASC
- Additional steps at today's conclusion

Assessment Plan of the Geography Major - Handout

★ Neil Heywood, Department Chair

Program Curriculum Map - Benefits

- Represent the underlying logic of a curriculum
- Illustrate where contributions to student learning are integrated
- Identify gaps in learning opportunities
- Can also reflect co-curricular opportunities
- Stimulate faculty discussion
- Promote curricular coherence
- Contribute to continuous improvement loop

Program Curriculum Maps - Gen Ed Example

Mission Statement: The General Education Program provides the framework of a liberal education, equipping students with the knowledge and skills to flourish intellectually and personally, pursue their advanced studies, and improve the world in which they live.																
Program Outcomes	Foundation: Developing Fundamental Skills				Investigation: Understanding the Physical, Social, and Cultural Worlds					Integration: Applying Knowledge and Skills				Cultural & Environmental Awareness		
	First Year Seminar	Writing and Oral Communication	Quantitative Literacy	Writing	Arts	Humanities	Physical Perspectives	Social Sciences	Natural Sciences	Interdisciplinary Studies	Experiential Learning	Communication	Leadership	Global Awareness	U.S. Diversity	Environmental Awareness
Demonstrate critical thinking, quantitative, and communication skills necessary to succeed in a rapidly changing global society.	I	D	D		D	D	D	D	D	D	D	M	M			
Acquire broad knowledge of the physical, social, and cultural worlds as well as the methods by which this knowledge is produced.	I				U	U	U	U	U	U	D		M			
Recognize that responsible global citizenship involves personal accountability, social equity, and environmental sustainability.	I			I						D	D		M	D	D	D
Apply their knowledge and skills, working in interdisciplinary ways to solve problems.					I	I	I	I	I	D	D	D	M			

I → Introduce D → Develop M → Master

First, take a
step back...



Developing Curriculum Maps

★ Audit current practices

★ Example Survey (handout)

Curriculum Alignment with Intended Learning Outcomes Spring 2010

Department of [_____]

Directions: For each course you teach as a part of the degree program, please complete one of these forms and return it to your chair by [date].

Faculty Name _____

Course Number and Name _____

Frequency Taught _____

SECTION A: For each outcome, complete two steps.

- Instructional Emphasis. Answer the question, "To what extent do students in this course receive instruction or have learning experiences that promote the development of the learning outcome? (Circle one: Does not apply, Limited, Somewhat, or A Great Deal)
- Description. Briefly describe course experiences that promote each outcome or the teaching/learning strategies that are used to achieve it?

Outcome #1: Students will [paste outcome here]

Does not apply to this class Limited Somewhat A Great Deal

Outcome #2: Students will [paste outcome here]

Does not apply to this class Limited Somewhat A Great Deal

SECTION B: To help the department refine the outcomes, please respond to the following: Is anything missing, unclear, or redundant about these program learning outcomes?]

Program Summary Matrix

Table 3. Faculty Ratings of Instructional Emphasis by Learner Outcome

Learner Outcomes		Rating of Emphasis		
		<u>Not at all</u> <u>(0)</u>	<u>Somewhat</u> <u>(1)</u>	<u>Great Deal</u> (2)
Students will BE:	Experienced practitioners and educational leaders	10%	45%	45%
	Knowledgeable student affairs scholars	15%	55%	30%
	Reflective and critical thinkers	0%	33%	67%
	Individuals who are sensitive and aware of themselves and others	10%	38%	52%
Students will BE ABLE TO:	Apply theory to practice	0%	38%	62%
	Demonstrate effective oral communication	0%	38%	62%
	Effectively communicate in writing	0%	38%	62%
	Create, design, and implement programs and interventions	19%	62%	19%
Students will KNOW:	Foundations of higher education and student affairs	38%	43%	19%
	Student development theory	33%	48%	19%
	Student characteristics and effects of college on students	33%	24%	43%
	Individual and group interventions	50%	33%	17%
	Organization and administration of student affairs	42%	37%	21%
	Assessment, evaluation, and research	16%	42%	42%

Low rated learner outcomes percentages (> 40%) are shaded dark gray, highly rated learner outcomes percentages (> 40%) are shaded light gray in Table3.

(N=21 for most outcomes. Percentages are calculated based on the number of instructors that rated the category for their course section).

Provides birds-eye view

Appendix 9 – Faculty Ratings of Learner Outcomes Emphasis by Course

Course/ Outcomes Matrix

Illustrates emphasis on outcomes by course

Learner Outcomes		HGED														RESEV					
		504 McG	504 Jac	574 Art	575 McG	576 Ham	576 Kil	577 Eva	578SMC	578Rob	578Moo	579Rob	591Rob	597 Hub	597 Cyc	598 Eva	550 Ham	550 Ste	552 She	580 Blo	580 Kil
Students will BE:	Experienced practitioners and educational leaders	2	2	1	2	2	1	1	2	1	1	1	1	2	0	2	2	2	1	0	
	Knowledgeable student affairs scholars	2	2	1	2	2	1	1	1	2	2	1	1	1	1	1	1	0	0	0	
	Reflective and critical thinkers	1	2	1	2	2	1	2	2	2	2	1	1	1	2	2	2	2	1	2	2
	Individuals who are sensitive and aware of themselves and others	2	1	1	2	2	1	2	2	2	2	1	0	1	1	2	1	1	0	2	2
Students will BE ABLE TO:	Apply theory to practice	1	1	1	2	2	1	2	1	2	2	1	1	2	2	2	2	2	1	2	2
	Demonstrate effective oral communication	2	2	1	1	2	2	2	1	2	2	1	1	1	2	2	1	2	1	2	2
	Effectively communicate in writing	1	2	1	1	2	1	1	2	2	2	1	1	1	2	2	2	2	2	2	2
	Create, design, and implement programs and interventions	1	1	0	2	1	1	1	1	2	2	1	0	2	1	1	1	1	1	0	0
Students will KNOW:	Foundations of higher education and student affairs	2	2	2	1	1	1	1	2	1	1	1	0	0	1	0	1	0	0	0	0
	Student development theory	1	1	1	1	2	2	1	2	1	1	1	1	0	1	0	0	0	0	0	0
	Student characteristics and effects of college on students	2	2	1	2	1	2	2	2	2	2	2	0	0	1	0	1	0	0	0	0
	Individual and group interventions	0	2	0	1	2	2	1	1					1	0	0	0	0	1	0	0
	Organization and administration of student affairs	2	2	2	2	1	1	1	1					0	0	1	1	1	0	0	0
	Assessment, evaluation, and research	0	1	0	1	1	1	1	2					2	1	2	2	0	1	2	2

KEY for instructional emphasis: To what extent do students in this course receive instruction or have learning experiences that promote the development of the learning outcomes in the area?

2 = "A Great Deal" 1 = "Somewhat" 0 = "None"

Inventory Pedagogical Practices

- ✿ Stimulates discussions of pedagogy and cross-pollination of ideas

Students will BE ABLE TO:

Apply Theory to Practice

- Class discussion including current issues and theory (3)
- Case study or analysis (3)
- Apply reading and class discussion in practical experiences such as practicum or assistantship (3)
- Using statistical methods to test theories or hypotheses (2)
- Invited speakers or panel presentation (2)
- Self-assessment/reflection paper (2)
- Journaling
- Final exam
- E-mail reactions to class readings and discussion
- Policy memo
- Final paper

Demonstrate Effective Oral Communications

- In-class presentation (10)
- Focused class discussion (5)
- Group discussions (3)
- Interviews with classmates about experiences

Effectively Communicate in Writing

- Journal (3)
- Reaction papers (2)
- Project paper (2)
- Reflective paper (2)
- Weekly written assignment or abstracts (2)
- Website analysis
- Field study reports
- Classroom discussion
- Portfolio
- Book review

Gather Feedback on the Outcomes

Rewrite

Refine

Revise

Additional Curriculum Alignment Strategies

Table 5. Summary of Faculty Ratings of Instructional Emphasis, Course Objectives Categorization, and Student Use of Outcomes on Portfolio

		Faculty Survey Rating ¹			Placement on Syllabus ²	Student Portfolio Placement ³
		"0"	"1"	"2"		
Students will BE :	Experienced practitioners and educational leaders	10%	45%	45%	10%	89%
	Knowledgeable student affairs scholars	15%	55%	30%	50%	0%
	Reflective and critical thinkers	0%	33%	67%	48%	58%
	Individuals who are sensitive and aware of themselves and others	10%	38%	52%	19%	63%
Students will BE ABLE TO :	Apply theory to practice	0%	38%	62%	62%	39%
	Demonstrate effective oral communication	0%	38%	62%	38%	56%
	Effectively communicate in writing	0%	38%	62%	38%	32%
	Create, design, and implement programs and interventions	19%	62%	19%	24%	74%
Students will KNOW :	Foundations of higher education and student affairs	38%	43%	19%	48%	11%
	Student development theory	33%	48%	19%	24%	22%
	Student characteristics and effects of college on students	33%	24%	43%	14%	44%
	Individual and group interventions	50%	33%	17%	17%	11%
	Organization and administration of student affairs	42%	37%	21%	16%	22%
	Assessment, evaluation, and research	16%	42%	42%	42%	37%

¹ **KEY** for instructional emphasis: To what extent do students in this course receive instruction or have learning experiences that promote the development of the learning outcomes in the area? "2" = A Great Deal "1" = Somewhat "0" = None

² Percentage of course sections with an outcome on syllabus that matched Program Outcome.

³ Percentage of the number of Master's students surveyed who selected this Program Outcome for inclusion in their Master's portfolio.

Dark Gray Shading indicates a program outcome that is rated low in the category
 Light Gray Shading indicates a program outcome that is rated high in the category

Implementing a Process

- Create your own process to develop a curriculum map

OR

- Sign-up with Shari to participate in survey and receive deliverables

Looking Ahead: Assessment Timeline

What we are doing now:

- Spring 2010: Program Learning Outcomes
 - ✧ Continued refinement to find balance between measurable PLOs and Course Learning Outcomes

How this fits in the bigger picture:

- Fall 2010: Curriculum Map links PLOs with Courses
 - ✧ Introducing, Developing, Mastering
 - ✧ Finding gaps, strengthening student learning experiences
- Spring 2011: Assessment Plan
 - ✧ Assessment Strategies, Continuous Improvement
 - ✧ Preparing to offer new General Education Courses



Discussion
Q&A
Wrap-up

