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Institutional Assessment Plan: Updates and Proposed Activities

Assessment of Student Learning Committee

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Institutional Assessment Plan: Updates and Proposed Activities

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Chair, Assessment of
Student Learning Committee

December 2, 2013

UNIVERSITY OF MINNESOTA
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A renewable, sustainable education.



Purposes of Assessment

- I. To guide improvements in
 - curriculum and pedagogy
 - student support services
 - student learning

- II. To demonstrate accountability to external stakeholders

Higher Learning Commission

- A comprehensive evaluative visit of the HLC for continued accreditation took place in March 2010
- Special Emphasis of UMM Self-Study: Practicing the Liberal Arts: Explore, Renew, Sustain, and Lead
- One area of concern: **ASSESSMENT**
- HLC requests progress report on assessment of student learning by November 1, 2015

Assessment Requests from the HLC

- The general education requirements need review and reaffirmation
- Build a culture of assessment and develop a sustainable assessment process
- Provide DATA on the assessment of student learning
- Develop assessment tools for assessing the cohesiveness and effectiveness of the general education program
- Close the assessment loop and assess the extent to which students achieve learning outcomes

Assessment Activities

- A team from UMM composed of faculty/staff attended the 2013 Institute on General Education and Assessment of the AAC&U (Association of American Colleges and Universities)
- An outcome of the institute was to construct an “action plan” of assessment to be shared with the institution
- This action plan was shared with the UMM community at the beginning of the fall semester
- This plan will help guide assessment activities in the short term

Typical Steps for Assessment

- I. Develop Learning Outcomes
- II. Check for alignment between the curriculum and the outcomes (i.e., mapping)
- III. Develop assessment plans
- IV. Collect assessment data
- V. Use results to improve programs and student learning

I. Develop Learning Outcomes

UMM Student Learning Outcomes (SLOs)

Approved Unanimously by the Curriculum Committee, December 10, 2009

Approved by Campus Assembly, March 3, 2010

- 1. Knowledge of Human Cultures and the Physical and Natural World*
- 2. Intellectual and Practical Skills*
- 3. An Understanding of the Roles of Individuals in Society*
- 4. Capacity for Integrative Learning*

II. Mapping

Mapping can show....

- Where the institution/program offers opportunities to acquire knowledge and skills, e.g.,
 - Major
 - General education
 - Co-curriculum
- What gaps may exist
- Where to collect evidence
- Where to focus improvements

II. Mapping

Reminder...one of our goals as an institution is for students to have gained exposure to the SLOs by the time of graduation.

Mapping from the perspective of the student...

- Provides a visual representation of a students' journey through a program
- Helps students make meaning of the journey and holds them accountable for their learning over time

Mapping Requests

- Mapping request sent to Division Chairs on November 25, 2013
- Minimum request: Map three SLOs (SLO-2d) (written communication, oral communication, and multi-media). Complete by Feb. 28, 2014.
- Programs are also encouraged to map remaining SLOs
- Mapping performed in Google Docs

Proposed UMM Assessment Activities and Schedule

| | University of Minnesota, Morris Assessment Activities and Schedule | | | | | |
|--|--|---|---|---|--|--|
| | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
| Institutional | | | | | | |
| Assessment of Student Learning Outcomes ¹ | | Category 2: Written Communication | Category 2: Oral Communication | Category 3: Intercultural Knowledge | Category 4: Integrative Learning | Category 2: Written Communication |
| Assessment of Learning Outcomes (ALO) Survey | | FY (Fall) | SR (Spring) | FY (Fall) | SR (Spring) | FY (Fall) |
| Mapping of Student Learning Outcomes | | Category 2d | Category 3 | Category 4 | Category 2a,b,c,e,f,g | |
| National Survey of Student Engagement (NSSE) | | FY (Spring) SR (Spring) | | FY (Spring) SR (Spring) | | FY (Spring) SR (Spring) |
| Cooperative Institutional Research Program (CIRP) Survey | | | | | | |
| | | | | | | |
| General Education | | | | | | |
| Assessment of General Education (AGE) Survey | SR (Spring) | FY (Fall) | SR (Spring) | FY (Fall) | SR (Spring) | FY (Fall) |
| Catalog Revisions and General Education Reform | Revisions Approved for 13-15 Catalog (Fall) | | Revisions Approved for 15-17 Catalog (Fall) | | Revisions Approved for 17-19 Catalog (Fall) | |
| | | | | | | |
| Discipline/Program | | | | | | |
| Assessment of Outcomes in Majors, Concentrations, and other Academic Programs | | Development of Program Learning Outcomes | Plan Due (Program Five year plan Due) ² | Report Due³ (Program Assessment Report Due) ² | Plan Due (Program Assessment Plan Due) ² | Report Due (Program Assessment Report Due) ² |
| Study Abroad Learning Assessment | | | | | | |
| | | | | | | |

Discipline/Program Assessment

2013-14: Development/Revision of Program Learning Outcomes and Assessment Plan

2014-15: Report Plan and Carry out “Year 1” Assessment Activities

2015-16: Report findings AND identify what improvements are likely based on the assessment findings

Repeat the two-year cycle

2016-17: Update Plan and Report the Plan

2017-18: Report assessment activities since last report

Example Outcomes

Economics (from 2013-15 UMM Catalog)

Students are able to....

- *Understand* the nature of the market system;
- *Define* criteria for assessing efficiency in the provision of goods and services;
- *Evaluate* alternative policies intended to enhance economic outcomes;
- *Conceptualize* and *analyze* problems using the tools of economic theory and communicate the results; and
- *Investigate* and *assess* the operation of economic institutions

(note the good use of action words)

Typical Assessment Plan

1. What outcome are you assessing?
2. How would you know it (the outcome) if you saw it?
(What will the student know or be able to do?)
3. How will you help students learn it (in or outside of class)?
4. How will you measure the outcome?
5. What are the assessment findings?
6. What improvements might be based on the assessment findings?

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Rubrics

Some options....

- VALUE Rubrics from the AAC&U

<http://www.aacu.org/VALUE/rubrics/>

- UCLA Knowledge Base (a fine collection of rubrics)

<http://kb.ucla.edu/articles/rubrics>

- Or develop your own!

End of Semester Assessment?

Interested in performing some indirect assessment in your courses at the end of the term?

Check out the SALG website for instructors:

<http://www.salgsite.org/>

Student **A**ssessment of their **L**earning **G**ains

SALG asks students to assess and report on their own learning, and on the degree to which specific aspects of the course have contributed to that learning.

Similar surveys can also be conducted in Moodle.

Questions?

Contact:

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Or other members
of the ASL Committee.

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