



## Update on Student Learning Outcomes Assessment at UDM

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Mid-Year Colleague Development Day  
January 7, 2016

## Student Learning Outcomes Assessment

- Assessment at UDM
- Assessment Team
- Professional Development
- Assessment Reports
  - Report format
  - History and Modifications
- Written Communication
  - Summary
- Moving Forward



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## Student Learning Outcomes Assessment

*“Assessment of student learning is the systematic collection of information about student learning, using the time, knowledge, expertise and resources available, in order to inform decisions about how to improve learning.”*

Barbara Walvoord,  
Assessment Clear and Simple (2004)



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## Student Learning Outcomes Assessment

Assessment at UDM is ongoing and aimed at improving student learning

- making our expectations explicit and public;
- setting appropriate criteria and high standards for learning quality;
- systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and
- using the resulting information to document, explain, and improve performance.



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## UDM Assessment Team

### Composition

- one representative from each of the colleges/schools;
- one representative from the library;
- one faculty member from the McNichols Faculty Assembly;
- two administrative representatives including the Director for Assessment (ex officio member of the Team).



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## UDM Assessment Team

The UDM Assessment Team is responsible for:

- developing a mechanism for sharing best practices around the University regarding assessment,
- reviewing the assessment methodologies being used by each school and identifying those schools in which assessment activities require improvement,
- providing ongoing reports to and consultation with the Academic Vice President and Provost, and
- keeping the University community informed of team activities.



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## Assessment–Professional Development

Date	Presenter	Title
August 2005	Barbara Walvoord, Ph.D., University of Notre Dame	Embedding assessment of student learning into the classroom routine AND Assessment of student learning at the program or department level
August 2006	Virginia Anderson, Ph.D., Towson University	Effective grading and assessment: Strategies to Enhance Student learning, Faculty satisfaction, and Institutional Success AND Assessment strategies to Enhance Student learning, Departmental Success, Faculty Scholarship, and Professional Excellence
August 2007	Pam Bergeron, RDH, MA	Connecting Classroom Assessment and Active Learning AND Developing a Basic Outcomes Assessment Plan for your Department or Program
August 2008	Amy Driscoll, Ph.D., Carnegie Foundation for the Advancement of Teaching	Aligning Assessment with the Intentions of the University of Detroit Mercy: For Learner-centered Curriculum and Pedagogy



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## Assessment–Professional Development

Date	Presenter	Title
August 2009	Dannelle Stevens, Ph.D., Portland State University	Rubrics: An assessment tool that impacts teaching and learning
May 2009	L. Mike Verduco, UDM	Leveraging ePortfolios for Assessment
August 2010	Douglas Eder, Ph.D.	Make a Joyful Noise: Assessment that Actually Benefits Students and Professors
August 2011	Peter A. Facione, Ph.D., Measured Reasons, LLC and Carol A. Gittens, Ph.D., Santa Clara University	Critical Thinking in the Major/Programs AND Critical Thinking in General Education
August 2011	Mitzi Saunders, Ph.D., UDM and Laurie Ann Britt-Smith, Ph.D., UDM	Why Bloom's Taxonomy? It's Not Just about Assessment



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## Assessment–Professional Development

Date	Presenter	Title
August 2012	Marilee J. Bresciani, Ph.D., San Diego State University	How well are you organized to deliver the learning that you value?
February 2013	Russell Davidson, UDM	Rubrics in Blackboard, Getting Rubric Reports, Grading Rubrics (online videos)
May 2014	Sharla Fasko, Ph.D., UDM	Scoring Rubrics, Simplify Your life
August 2015	Sheryl Johnson-Roulhac & Elissa Clemons	What Is the First Destination of Our UDM Graduates; and Why Should You (And Everyone at UDM) Care?
August 2015	Kathleen Zimmerman-Oster & Kari Hoepner	What Does This Mean to Us? Interpreting The Results of the UDM Multi-Institutional Study Of Leadership
August 2015	Sharla Fasko, Ph.D., UDM	Rubrics Reviewed



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## Assessment Report-History

Major mechanism for collecting information on student learning outcomes assessment

2007-08 Web-based, UDM-designed instrument, Report on all outcomes each year, Mentioned embedded assignment, Very little other information

2008-10 Word documents, Focused on one outcome, Provided an example report, More information about primary instrument, Defined direct and indirect measures



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## Assessment Report-History

2010-12 Report 4 SLOs, Include criteria and benchmarks, Report strengths and weaknesses related to those, Suggest attaching rubric giving criteria, Provided rubric related to each area of assessment report.

2012-14 Themed reports (written communication), Give all SLOs and report if available on UDM's website (making our expectations explicit and public), added Item 9 (when evaluated again).



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## Assessment Report-History

2013-15 Oral Communication, More guidance for SLOs-including website for the National Institute for Learning Outcomes Assessment and their criteria for clear and transparent SLOs.

2015-17 Social Responsibility, Submission 1 asked for summary of direct and indirect measures, and 1 example of closing the loop for HLC Assurance Argument.

2016-18 Critical Thinking



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## Assessment Reports-Submission 1

Part I. Program and reporter information  
 Part II. Student Learning Outcomes  
 Part III.

State the student learning outcome you will assess:

1. Embedded Assignment or other activity to be examined	2. How is the embedded assignment or other activity evaluated and what is the expectation for satisfactory performance?	3. Who is responsible for evaluation and when will it occur?



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## Assessment Reports-Submission 2

Part III. The observations of student performance should include how many students exceeded, met, or did not meet the expectation of satisfactory performance that you described in the previous section. Describe the changes in curriculum, instructions, etc. that will be implemented and the action plan for implementation.

Student Learning Outcome #\_\_\_\_\_

- Identify Major Student Learning Strengths:
- Identify Major Student Learning Weaknesses:
- Describe the changes agreed upon if the objective was not completely satisfied.
- Describe the action plan for how changes will be implemented in 2016-17 to improve student learning:



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## Assessment Reports-Submission 3

Part III. Student Learning Outcome #\_\_\_\_\_

8. How effective was implementation of the action plan?

9. Describe when and how the student learning outcome will be evaluated again.



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## Assessment Reports-Summary

Report	Submission 1 Parts I, II, III (Items 1-3)	Submission 2 Part III (Items 4-7)	Submission 3 Part III (Items 8-9)
Written Communication	Jan 15, 2013	Sept 30, 2013	Sept 30, 2014
Oral Communication	Jan 30, 2014	Sept 30, 2014	Sept 30, 2015
Social Responsibility	Feb 27, 2015	Sept 30, 2016	Sept 30, 2017
Critical Thinking	April 15, 2016	Sept 30, 2017	Sept 30, 2018



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## Assessment Reports-Summary

Report years	Theme	Core Curriculum Objective	Programs submitting at least 1 report (%)	Programs submitting final report (%)
2012-14	Written Communication	Obj. 1	74	61
2013-15	Oral Communication	Obj. 1	64	43
2015-17	Social Responsibility	Obj. 6	42	NA



NA, not applicable, final report is due in 2017. Reports as of December 2015.

## Written Communication-Report statistics

- Reports stored in password-protected Sakai electronic site
- Reports from 64 programs
- All levels  
certificate, minor, major, doctoral
- All Schools and Colleges



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## Written Communication-SLO examples

### Graduates of the program will:

- document the data and patient assessment (using written or oral dictation/electronic techniques) in a record that is legible, effective, appropriately comprehensive for medical, legal, quality and financial/reimbursement purposes and efficient in communicating information. (Physician Assistant-M)
- demonstrate that she or he can write effectively. (Business Administration-B)
- write legal briefs including case briefs and attorney briefs. (Legal Studies Certificate)
- express economic ideas accurately, professionally, and succinctly by effectively applying relevant economic sources and data in various written formats. (Financial Economics-M)



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## Written Communication-SLO examples

### Graduates of the program will:

- write concise, logical and sophisticated passages on a variety of topics of interest and current events, creating compositions that demonstrate comprehensibility and accuracy in content, organization, vocabulary, construction, & mechanics (Language and Cultural Training, Certificate)
- construct well-organized expository and analytic essays that contain well-developed arguments related to issues in religious studies. (Religious Studies-B)
- communicate effectively in writing (Chemistry-B)
- translate evidence to produce innovative models of care that integrate informatics, health care technology and interpersonal collaboration to affect population health, outcomes and support health care policy initiatives (Nursing Practice-D)



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## Written Communication-SLO examples

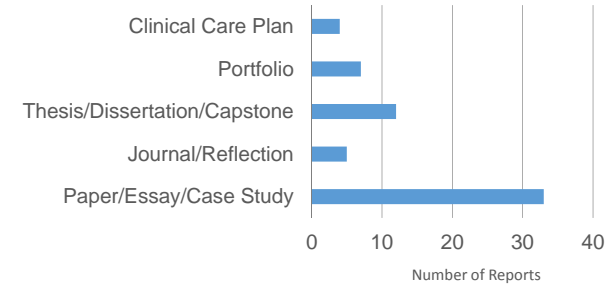
Graduates of the program will or will demonstrate:

- create professional quality web and print portfolios. (Digital Media Studies-B, minor)
- an ability for effective oral, graphic, and written communication. (Civil & Environmental Eng.-B)
- an ability to communicate effectively both orally and in writing. (Computer Science-B)
- an *inquirer* who is skilled in decision-making and in ethical, critical, and reflective thinking. (Educational Administration-M)
- a) Effectively communicate with all individuals influencing patient care, b) Utilize appropriate verbal, nonverbal, and written communication in the delivery of perianesthetic care. (Nurse Anesthesia-M)



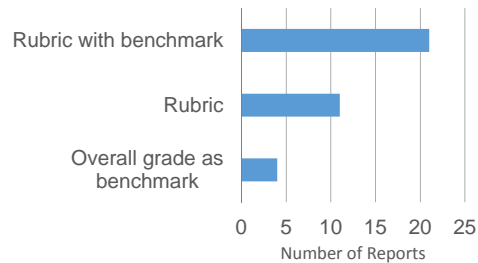
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## Written Communication-Direct Measures



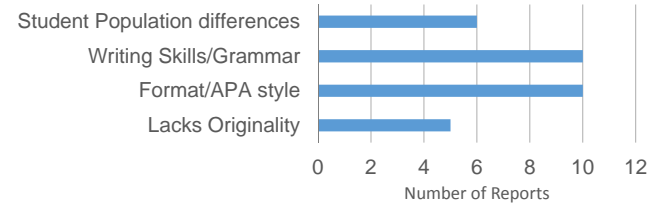
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## Written Communication-Criteria for Evaluation



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## Written Communication-Examples of Reported Weaknesses



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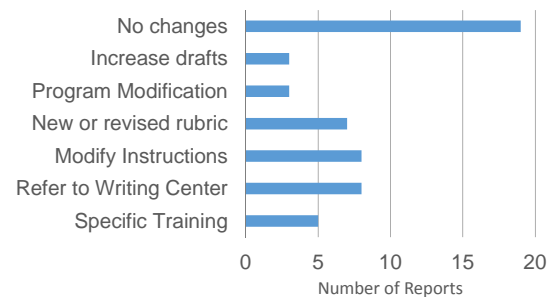
## Written Communication-Examples of Reported Strengths

Well written  
 Organization  
 Content  
 Technical accuracy  
 Thoughtful  
 Integrating qualitative and quantitative information  
 Clarity of exposition  
 Articulation of ethical issues  
 Using a variety of sources to gather information  
 Well integrated  
 Excellent level of critical social analysis  
 Ability to articulate an appropriate thesis



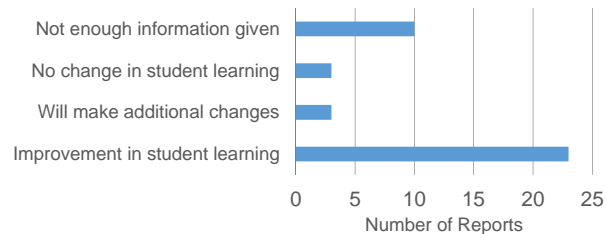
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## Written Communication-Implemented Strategies



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## Written Communication-Effectiveness



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## Moving Forward

- Continue to encourage programs to submit documentation of their assessment results
- Next report cycle: Critical Thinking
- Summary of Oral Communication reports
- SLOs on UDM Academic Affairs website
- Web-based data management system



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## Summary

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- Assessment Team
- Assessment Reports
  - History and Modifications
  - Format
  - Themes and Schedule
- Professional Development
- Written Communication
  - Assessment Reports
- Moving Forward

