



CAP Phase 4: Degree Program Assessment Spring 2024 Cohort Launch Meeting

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Agenda

- Introductions
- The Big Picture: Curriculum Alignment Process (CAP) Phase 4
- Myths of Assessment
- Program Learning Outcomes (PLOs)
- Curriculum Mapping
- The Assessment Plan
- Your Role

There is no perfect way to do this,
no single right way, so accept that
upfront and you will be happier.

*-Erika Eckert, Director of Assessment
Kent State University*

Outcomes for Today's Session

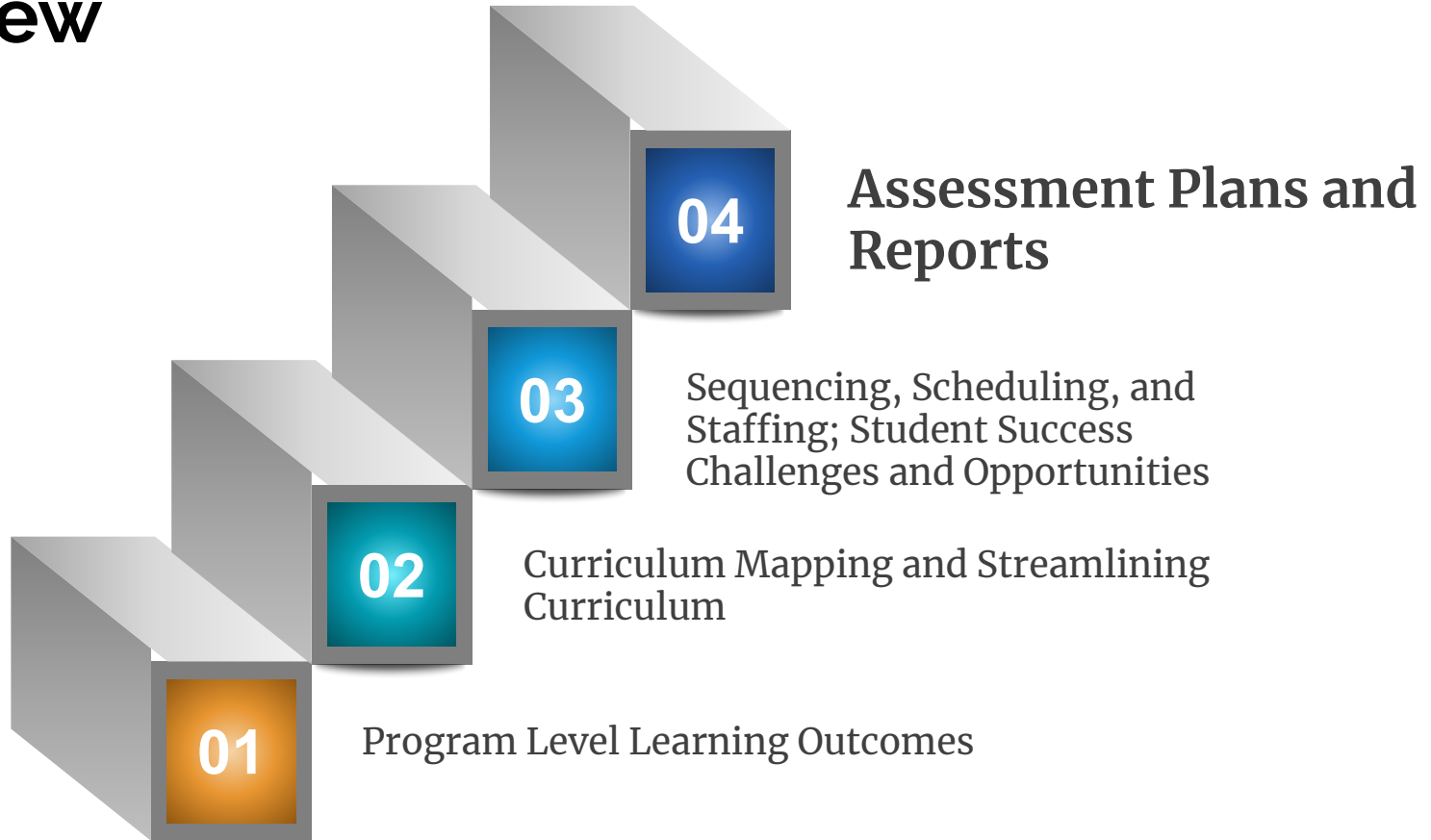
- Recognize the **common language** of assessment relevant to degree program assessment.
- Describe **key components** of degree program assessment, avoiding the common myths associated.
- Articulate the **scope of your role** as a liaison and resources available to support your work.
- Develop **action steps** toward drafting your first degree assessment plan.



Introductions

- Name
- Discipline
- Share a little bit about why you choose to take on this liaison role.

Curriculum Alignment Process (CAP) Overview



Reflection activity:

What comes to mind when you think about Assessment?



What is Program-Level Assessment?



Our definition: An ongoing and collaborative process to improve student learning and progress towards meeting program learning outcomes.

**Debunking common
assessment myths and
misconceptions**

Myth 1



Assessment isn't useful. It is just a box we must check because someone is making us.

Compliance vs. Continual Improvement

Compliance Focus

- Appease an accreditor
- Collecting data
- “Checkbox exercise”



Continual Improvement Focus

- Self growth & development: “Are we teaching what we say we are teaching?” “Are we teaching what we think is important?”
- Ongoing process of identifying program strengths & opportunities as reflected through student performance
- Using data to improve student learning



Benefits to Continual Improvement



Community

Build internal connections in your program as faculty come to understand shared commitments and values for learning.

Outreach

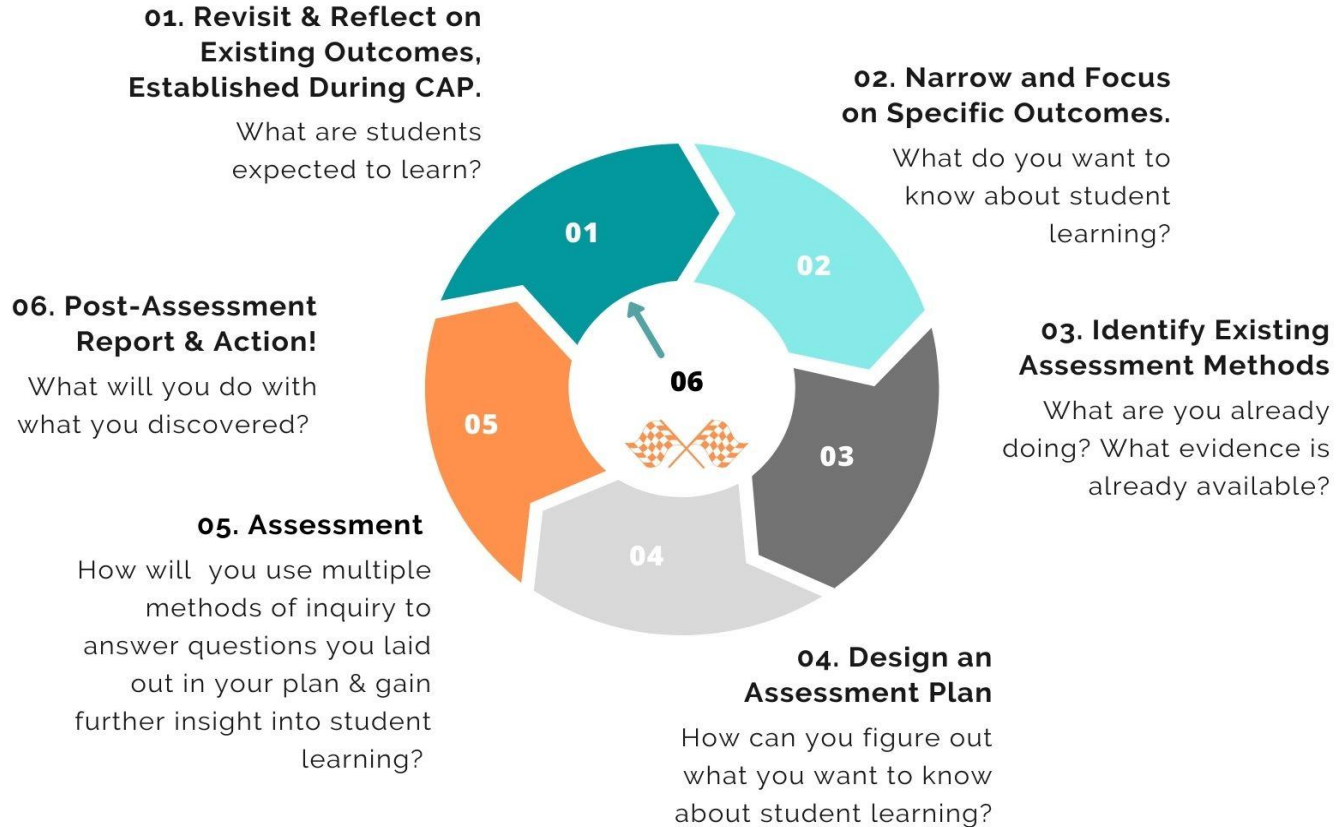
Create & circulate transparent internal & external communication about the good work of your program.

Process & Growth

Ongoing process which is both doable and actionable; supports existing review & accreditation efforts & allows for programmatic revision & growth.

The Assessment Process

Throughout/Each Step of the Way:
Reflection & recursivity; equity-minded;
faculty-driven.



Myth 2

Course grades can be repurposed to assess degree programs.



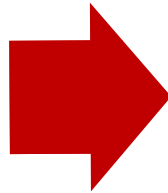
- Grades represent the extent to which a student has successfully met the faculty member's requirements and expectations for a course.
- Program assessment focuses on providing evidence that students can demonstrate knowledge or skill directly linked to specific program outcomes.



Example

PLO 4: Graduates will be able to analyze business situations and construct viable solutions based on theory, analytical methods, and business best practices.

Example: Jasmine is a full-time student majoring in Business. She submits all assignments late losing points each time. She followed all the final project guidelines and made use of the writing center to edit her paper and scored high on the final project rubric on each project component. She lost points for turning work in late, so she earned a B on the final project and a C in the course.



Does Jasmine's course grade reflect her progress towards PLO 4?

What do you need to know to answer this question?

Myth 3

Surveys of student satisfaction in a course or program are sufficient evidence of student learning.



Evidence of Student Learning

Direct Measures (Student Work)

Examination:

- Assessments (Exams) pulled from courses with “Mastery” designation
- Licensure, certification or subject area tests
- Oral Defense or Comprehensive Exam
- Content Area Exam

Student Work Product:

- Capstone projects
- Senior thesis
- Portfolio
- Student publications
- Signature assignments or other written work

Student Performance:

- Recital, exhibit, performance
- Lab work
- Field experience
- Presentation (class or conference)
- Internship

Indirect Measures (Everything else)

- Focus group interviews with students, faculty members or employers
- Registration or course enrollment information
- Employer or alumni surveys
- Student perception surveys
- Graduate school placement rates
- Surveys of student perceptions or self-report of activities or attitudes (e.g., NSSE or BCSSE)
- Campus climate surveys
- Student involvement
- Exit interviews
- Retention data
- Majors progress report
- Starfish Analytics insights reports
- Student Course Evaluations



- Indirect measures tell us about student perceptions of learning, not student achievement of Program Level Outcomes
- Indirect measures can help us shape and understand student learning evidence from direct measures
- Because direct measures capture what students can actually do, they are considered best for measuring levels of achievement of student learning on specific outcomes. ✓

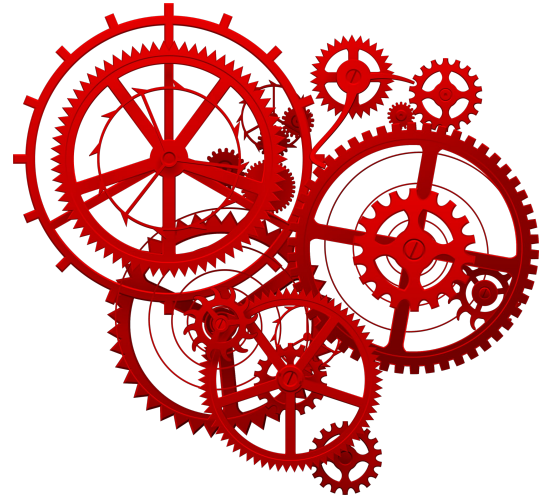
Myth 4

My students' performance on a PLO assessment will be used to evaluate my performance as an instructor.



The purpose of assessment is to showcase and improve degree programs, not evaluate faculty.

- It is the responsibility of the program as a whole to help students meet the PLOs, not the responsibility of a single course or instructor
- Assessment results can help guide conversations about the coherence of the program (sequencing, overall experience, etc.)
- Facilitates a conversation on how to best support students towards the desired outcome



Myth 5

Assessments are a way to judge or characterize students or groups of students.



On the contrary, assessment can identify ways to help all students succeed

Providing multiple opportunities to assess student performance towards outcomes is essential

Myth 5a: Assessments are summative only. Formative assessments built in at multiple touchpoints in the program are a great way to show growth!

Equity minded assessment provides a lens to examine your program to ensure all students have the tools needed to be successful

Equity Minded Assessment

Assessment offers a unique opportunity to focus on equity in a way that is focused, systematic, and actionable

Equity-minded assessment entails:

- **Check biases** and ask reflective questions throughout the assessment process to address assumptions and positions of privilege.
- Use **multiple sources** of evidence appropriate for the students being assessed and assessment effort.
- Include **student perspectives** and take action based on perspectives.
- Increase **transparency** in assessment results and actions taken.
- Ensure collected data can be **meaningfully disaggregated** and interrogated.
- Make **evidence-based changes** that address issues of equity that are context-specific.

Myth 6

It is more efficient for one person to conduct all program assessments. Too many people and opinions make this work more complicated.



Degree Program Assessment

Degree Program Assessment is inquiry-driven and guided by faculty. You are the ones who have the pulse of student learning.

While having a few faculty members drive or guide the process is useful, it is vital to include different perspectives and ideas for improving your academic programs.

All faculty must understand and agree to the goals and outcomes of the programs.



Your Expertise Matters.

Faculty vision, voice, & input are crucial to guide assessment and maintain the strength of degree programs.



Students Matter.

Assessment strives to support the ever-changing needs of students at UMSL and enhance their experiences in their programs.



Equity Matters.

Assessment can serve as a systematic way to listen to & honor the diverse & individualized experiences of UMSL students.



Action & Sustainability Matter.

Assessment is ideally ongoing and evolving, planned and enacted in small steps. This leads to sustainable labor and actionable results.

Who is involved in assessment?

- Involve all faculty in assessment at all steps
 - Programs are offered and led by faculty
- Consider strategies to collect input from faculty at each stage
- Consider how student voice could play a part in the planning
- Possibly create a committee to help
- Committee should provide leadership for assessment
 - Possible structure with ~3 faculty members
 - Develop an assessment plan
 - Oversee the implementation of the plan
 - Responsible for presenting and gathering input from faculty
 - Develop post-assessment action items

The importance of student voice

- What do we mean by incorporation of student voice?
- Where might you be able to build student voice into the process?



Stretch Break



Two Types of Assessment Plans

Program Effectiveness

Focus on:

- Issues pertaining to enrollment retention, curriculum, graduation, placement & satisfaction
- What the faculty and program curriculum will **provide**

Example goals:

- Program will admit 75 student annuals
- Faculty will be active in research & scholarship

Student Learning Outcomes

Focus on:

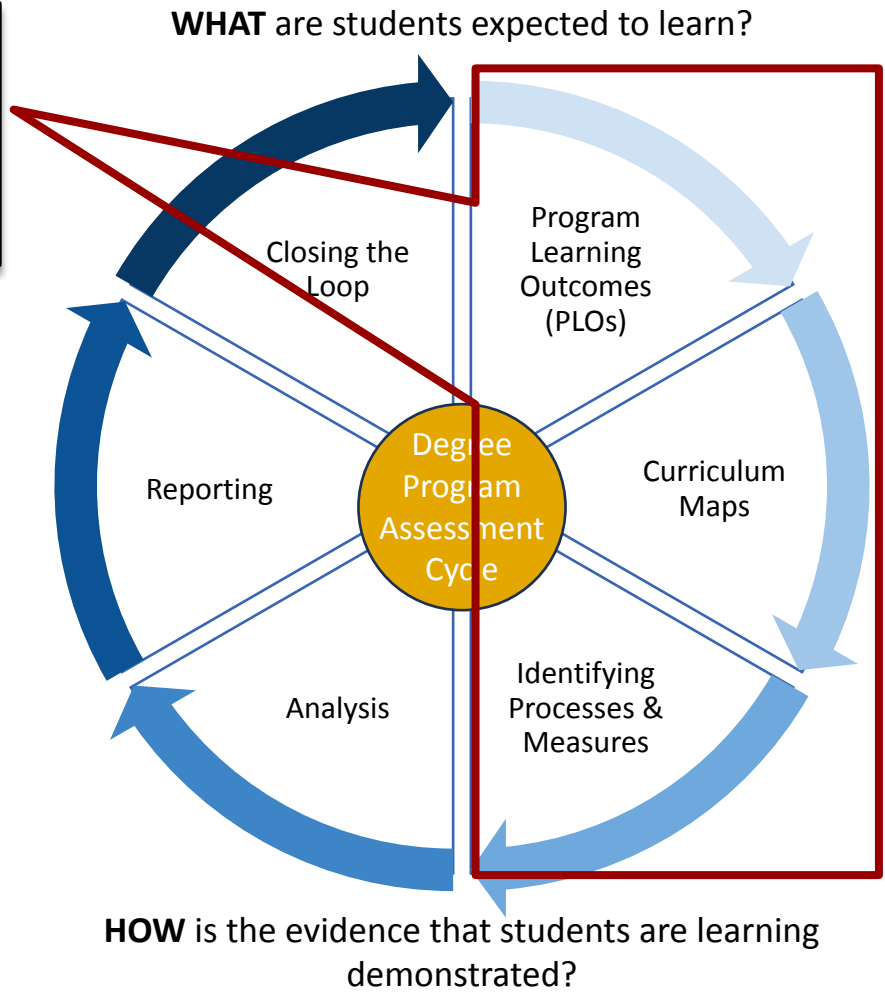
- What the students will be able to do as a result of completing the program

Example goals:

- Students will be able to execute a qualitative research study
- Students will be able to diagnose system failures

LIFE CYCLE OF ASSESSMENT PLAN

Improve/So What
What do the results mean and how can you use this information to improve the program?



WHAT are students expected to learn?

WHERE in the curriculum are students expected to learn and apply the knowledge and skills specified as PLOs?

HOW is the evidence that students are learning demonstrated?

LIFE CYCLE OF ASSESSMENT PLAN

Improve/So What
What do the results mean and how can you use this information to improve the program?



WHERE in the curriculum are students expected to learn and apply the knowledge and skills specified as PLOs?

Program Learning Outcomes

66

*At the core of any
program-level assessment
plan are the student
learning outcomes.*

99

(Hatfield, 2009, p. 3).

Program Learning Outcomes (PLOs)

Students will be able to <<action verb>> <<something>>.

Optional Prompts for discussion

- How many should a program have?
- What is “measurable”?
- What is the appropriate level of broad versus specific?
- How advanced a skill should it be?

Program Learning Outcomes

“

Discussion among faculty as to what [PLOs] actually mean is a critical task to undertake before the collection of data begins.

”

(Hatfield, 2009, p. 3).

Program Level Outcomes (PLOs) in Action



Is there a shared understanding among your colleagues of what each outcome means?

Example: Students will be able to participate effectively as a member of a task-oriented team.

In what different ways could this be interpreted? What different faculty expertise areas might impact interpretation?

| Program learning outcomes | Direct / Indirect Measure (Check all that apply for each PLO) | Timetable for Assessment Activity of PLO (Check one for each PLO) |
|--|---|---|
| PLO 1: <i>Describe the social, political, economic, and cultural determinants of law.</i> | X Direct Measure (2) X Indirect Measure (1) | <input type="checkbox"/> Once/semester X Once/year (each spring) <input type="checkbox"/> Once/two years <input type="checkbox"/> Once/three years <input type="checkbox"/> Other – describe below: |
| PLO 2: <i>Apply legal reasoning and analysis in common law, civil law, and other legal systems.</i> | X Direct Measure (2) X Indirect Measure (1) | <input type="checkbox"/> Once/semester X Once/year (each fall) <input type="checkbox"/> Once/two years <input type="checkbox"/> Once/three years <input type="checkbox"/> Other – describe below |
| PLO 3: <i>Analyze the cross-cultural and international valences of law in distinctive social orders.</i> | X Direct Measure (3) X Indirect Measure (1) | <input type="checkbox"/> Once/semester X Once/year <input type="checkbox"/> Once/two years <input type="checkbox"/> Once/three years <input type="checkbox"/> Other – describe below |
| PLO 4: <i>Explain the functioning of legal institutions and how those institutions differ from other societal institutions.</i> | X Direct Measure (1) X Indirect Measure (2) | <input type="checkbox"/> Once/semester X Once/year <input type="checkbox"/> Once/two years <input type="checkbox"/> Once/three years <input type="checkbox"/> Other – describe below |
| PLO 5: <i>Navigate, access and summarize publicly available legal resources (laws, regulations, court cases and secondary scholarly literature on legal topics.</i> | X Direct Measure (3) <input type="checkbox"/> Indirect Measure | <input type="checkbox"/> Once/semester X Once/year <input type="checkbox"/> Once/two years <input type="checkbox"/> Once/three years <input type="checkbox"/> Other – describe below |
| Additional Student Success Assessment Question (as drafted by the department or committee) <i>What effect did the recent change in program course requirements have on student achievement for PLO 4?</i> | <input type="checkbox"/> Direct Measure X Indirect Measure | <input type="checkbox"/> Once/semester X Once/year <input type="checkbox"/> Once/two years <input type="checkbox"/> Once/three years <input type="checkbox"/> Other – describe below |

Sample from Template Overview of Plan

- Shows overview/roadmap for assessment activity
- Must contain 1 direct measure for each PLO
- Frequency and type of assessment is determined by department

PLO = Program Learning Outcome (as written by your department)

Sample from Template PLO Detail, Direct Measure #1

Describes in more detail how assessment is implemented including

- When the assessment happens
- Describes student population (all or sample?)
- Describes the minimum score to be considered proficient (threshold)
- Describes how many students need to meet that threshold for dept to see that PLO as met (target)
- Describes how evidence is collected and shared for analysis

| | | | | | | | | |
|--|--|-------|----------------------------------|---|---|---|---|---|
| PLO 1: <i>Describe the social, political, economic, and cultural determinants of law.</i> | | | | | | | | |
| 1. Title of measure: <i>Final exam essay question in LS 261</i> | | | | | | | | |
| 2. Describe how the measure aligns to the PLO: <i>This essay question asks students to analyze the landmark Supreme Court case of Dred Scott v. Sandford (1857) which requires students to consider how political, economic, social and cultural changes of the 19th century affected legal and constitutional arguments.</i> | | | | | | | | |
| 3. Type | <input checked="" type="checkbox"/> Direct Measure <input type="checkbox"/> Indirect Measure | | | | | | | |
| 4. Domain (if Direct measure) | <input checked="" type="checkbox"/> Examination <input type="checkbox"/> Product <input type="checkbox"/> Performance | | | | | | | |
| 5. Point in program assessment is measured | <table border="1"> <tr> <td>When?</td> <td>Where does the assessment occur?</td> </tr> <tr> <td><input type="checkbox"/> In first year of program</td> <td rowspan="4">Legal Studies (LS) 261, final exam essay question</td> </tr> <tr> <td><input checked="" type="checkbox"/> In second year of program</td> </tr> <tr> <td><input type="checkbox"/> In third year of program</td> </tr> <tr> <td><input type="checkbox"/> In final year of program</td> </tr> </table> | When? | Where does the assessment occur? | <input type="checkbox"/> In first year of program | Legal Studies (LS) 261, final exam essay question | <input checked="" type="checkbox"/> In second year of program | <input type="checkbox"/> In third year of program | <input type="checkbox"/> In final year of program |
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| <input checked="" type="checkbox"/> In second year of program | | | | | | | | |
| <input type="checkbox"/> In third year of program | | | | | | | | |
| <input type="checkbox"/> In final year of program | | | | | | | | |
| 6. Population measured | <input checked="" type="checkbox"/> All students <input type="checkbox"/> Sample of students (Describe below) | | | | | | | |
| 7. Frequency of data collection | <input type="checkbox"/> Once/semester <input checked="" type="checkbox"/> Once/year (each spring) <input type="checkbox"/> Once/two years <input type="checkbox"/> Once/three years <input type="checkbox"/> Other – describe below | | | | | | | |
| 8. Proficiency threshold | Describe: <i>To be considered proficient in this PLO, the expectation is that individual students will score at the "Meets Expectations" level or higher for each criterion on the final essay rubric for this question.</i> | | | | | | | |
| 9. Program proficiency target | Describe: <i>This is an essential outcome, and the expectation is that 70% of all students will met or exceed the threshold noted above.</i> | | | | | | | |
| 10. Who is responsible for implementing this assessment? | Describe: <i>The instructors assigned to teach Legal Studies (LS) 261 each spring semester will ensure the question is asked on the final exam, use the provided rubric for that particular essay question, and send the de-identified set of individual student scores on that question to the undergraduate curriculum committee at the end of the spring semester.</i> | | | | | | | |
| 11. Who is responsible for analyzing the results? | Describe: <i>The undergraduate curriculum committee analyzes this data in conjunction with other measures for PLO 1 to determine whether the expectations are Met, Partially Met, Not Met, or Unknown.</i> | | | | | | | |

LIFE CYCLE OF ASSESSMENT PLAN

Improve/So What
What do the results mean and how can you use this information to improve the program?



Reviewing your Curriculum Map

| | Enter program-level learning outcomes and indicate with I/D/M which course or experience contributes to which learning outcome. | | | | |
|--|---|---------------------|---------------------|---------------------|---------------------|
| <u>Degree Program Required Courses or Experiences*</u> | Learning Outcome #1 | Learning Outcome #2 | Learning Outcome #3 | Learning Outcome #4 | Learning Outcome #5 |
| LS 101 | I | | I | | |
| LS 102 | I | I | | | |
| LS 201 | | I | | I | |
| LS 230 | | D | I | I | |
| LS 261 | D | D | D | | |
| LS 262 | D | D | | D | |
| LS 300 | | | D | D | |
| LS 350 | | | | D | |
| LS 430 | M | | | M | M |
| LS 480 | M | M | M | M | |

*Add additional rows as needed to capture all requirements and electives

I= Introduces students to outcome; D=Develops students' skills in outcome; M=Students are expected to show mastery of this outcome without additional instruction.

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Reviewing your Curriculum Map



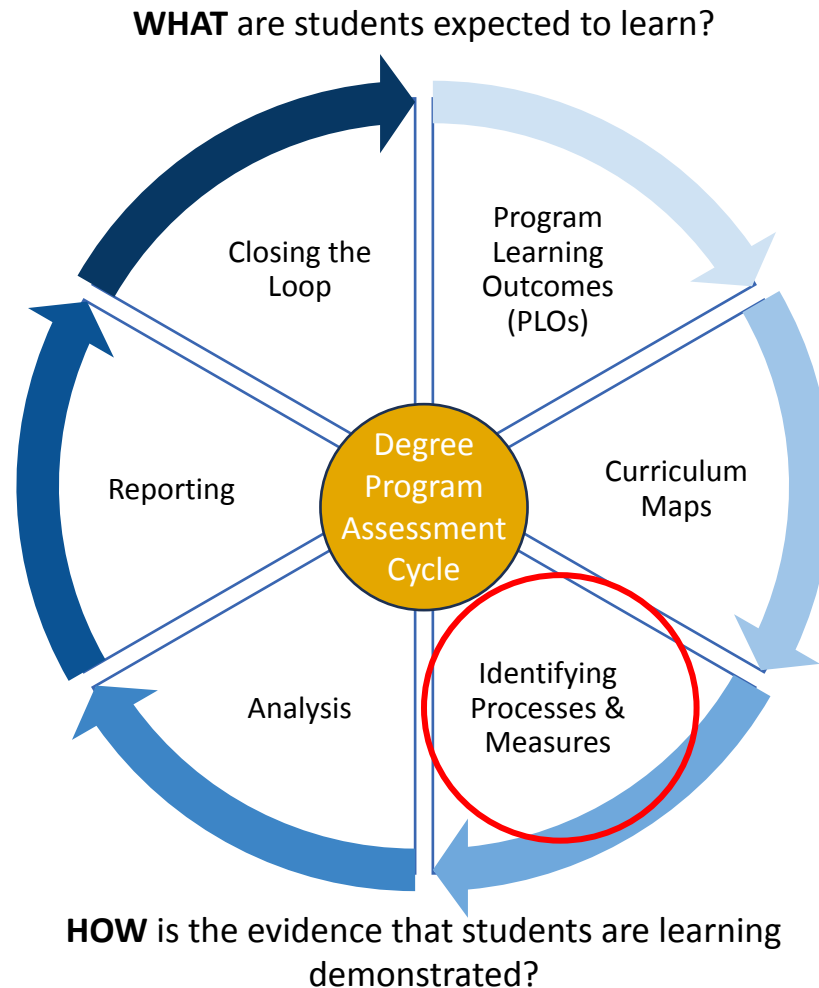
Optional prompts for discussion

- What do we mean by Mastery?
- Where are students achieving mastery?
- Are they mastering all the PLOs?
- Do students have opportunities to be introduced to and develop skills before reaching mastery?

For your reflection: Have there been any program changes that may have impacted the curriculum maps or Learning outcomes?

LIFE CYCLE OF ASSESSMENT PLAN

Improve/So What
What do the results mean and how can you use this information to improve the program?



WHERE in the curriculum are students expected to learn and apply the knowledge and skills specified as PLOs?

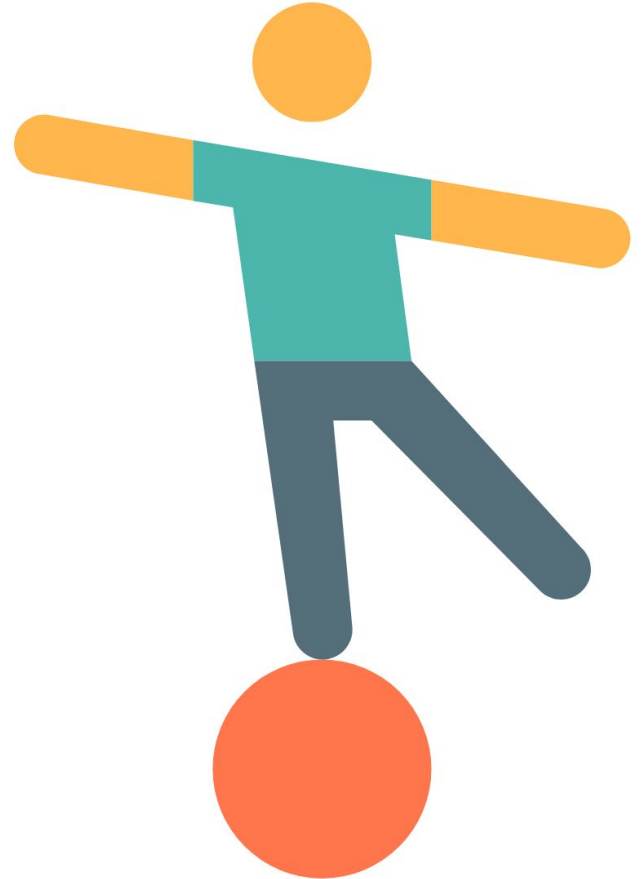
- What types of assessments of student learning are you already doing at the degree program level?
- Of these, what did you feel brought meaning?



Finding a Balance

You will decide what evidence will be used.

Your decisions on sources of evidence will reflect not only disciplinary norms, but also program size, available resources, time, and expertise.



Degree Program Assessment and Other Campus Initiatives

A well-crafted Assessment plan sets your department up for success for the following important initiatives:

- 1) Five Year Review key component : Teaching and Learning- First section is Degree Program Assessment
- 2) HLC Reaccreditation - Criterion 4 (Teaching and Learning: Evaluation and Improvement) is often areas where universities fail
- 3) External accreditors (AACSB, ABET, ACS, etc) include degree program assessment



Assessment Liaison Responsibilities

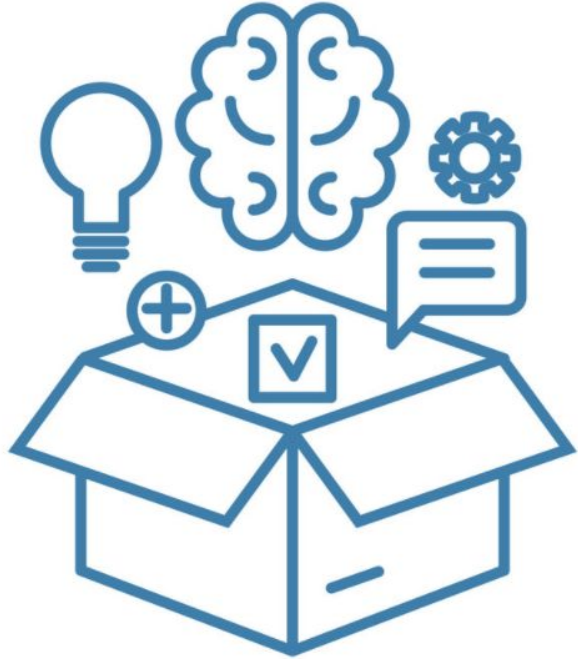
- Reviewing materials and examples of degree program assessment from the CTL
- Designing the assessment plan of student learning outcomes while ensuring input from all relevant stakeholders (faculty, students, staff, etc.)
- Submitting the assessment plan draft for input from CTL, Dean of College, and Academic Affairs
- Overseeing the initial pilot phase of assessment data collection.
- Closing the loop!

Making a Plan:

What is Included in a Degree Assessment Plan?

- Program Outcomes ✓
- Curriculum Map ✓
- What, where, when, how, and how often evidence of learning will be collected
- Student population identified (all students? representative sample?)
- Benchmarks and Targets
- Rubrics, if applicable
- Department or program processes for gathering evidence, analyzing it, sharing it, and using it to improve learning

What We Can Provide



- **Slides & materials** to share with your faculty
- **List of measures** (direct and indirect)
- Sample **rubrics**
- **Template** for assessment plan
- **Sample plan** mockup to provide guidance
- **Consultations / Workshops**

What's Next...

