Agenda

- Review Principles of Transformative Assessment (Wehlburg)
- Review UMD assessment plan development steps
- Role of a program liaison
- Reporting results
- Resources
Review - Transformative Assessment

- Mission specific
- Focused on Student Learning
- Participatory
- Meaningful
- Sustainable
- Formative
- Used for improvement
Transformative Assessment

- Outcomes are created by those who will use the data.
- The spiral effect – low scores are not failure – failure comes from not using the data – if you meet your targets, set the targets higher.
Developing a plan at UMD

- Step 1. Define goals and outcomes in line with program mission
  - Knowledge, skills, behaviors
- Step 2. Map to institutional outcomes
- Step 3. Identify course embedded assessments and a data collection cycle

- Not explicit
  - Establish criteria for learning success
Academy feedback--Strengths

- The **integrated approach** to measuring student learning will likely bring improved communication and shared research purpose to the project.

- The requirement of **learning outcomes in all syllabi** is a significant development and accomplishment.

- The **role of CASL** has been strengthened by more faculty participation from the academic and student services units.

- The increased level of **engagement and discussion** within programs about measuring student performance/learning is a real strength.

- This project is building expertise and capacity into **daily professional roles** of faculty and staff; assessment starts to become a way of doing business rather than a project for an accreditation purpose.
Many college units are contributing to the work of the project and continued incremental changes are advancing the project goals.

The ongoing conversations about assessment approaches and results are evidence of campus engagement.

The scheduled mapping of program outcomes to institutional outcomes should provide unique insights.

*Congrats on so much accomplished: learning outcomes, annual report, campus dialogue, and clear next steps.*
Academy Feedback - Recommendations

- Annual reports integrated into an existing report cycle
- Focus on programs that are out of the assessment cycle
- Consider common measure where applicable
  - Addressed through the Liberal Education Pilots
- The most important work post-data collection is the data analysis and interpretation for the potential of change and improvement—provide assistance as needed
- Maximize CASL members as resources
Role of a program liaison

- Lead assessment conversations within your programs
- Submit assessment reports
- Receive assessment communication—link to program
- Participate in peer reviews
2010-2011 Report review

- Reports submitted in October
- Reviewed by two CASL members
- Feedback compiled
- Feedback meeting
2011-2012 Report review

- One day---two sessions
  - Friday 11 November; 8am and 1pm (please sign up before you leave)
- Reports received one week before meeting (week of 4 November)
- Interdisciplinary groups
  - Presentation of report
  - Discussion
  - Rubric
- Feedback: Rubric sent to Liaison, DH and Dean
Assessment reports

- Due 10 October 2011
- Submitted through GRIP
- One report per **outcome** measured
- Changes were made to the template based on feedback
  - Connection to UMD SLOs
  - Opportunity to attach measures
  - Longer text length
Assessment reports

• Question 1-Student learning data:

  Briefly describe the evidence of student learning used for the identified program outcome. Please include a description of what was considered "satisfactory" levels of learning.

  ○ Provide information about what students have learned
Assessment report

• Question 2- analysis

_Briefly summarize and explain analysis of assessment data._

- Rubrics or guides are used with the measures
- Also define “satisfactory”
Question 3 - connection to UMD SLOs

Please explain how these data support student learning for the UMD Student Learning Outcomes (SLOs) you have mapped to this outcome.
Assessment report

- Questions 4- quantitative data
Assessment report

- Question 5- faculty involvement

Describe the process under which your program considered the assessment results including specific meeting dates and level of involvement of everyone in the program.
Question 6 – program development

Describe how the results of student learning assessment revealed development opportunities for your program and enhancement of student learning.
Question 7 – resources

Do you need resources to implement your plan to enhance student learning?

- Resources directly connected to student learning as a result of information gathered from assessment data analysis
Attachments
  - Attach up to five documents
    - Sample measure
    - Rubric
    - Etc.
Assessment Rubric

- Six domains
  - Developing and At standard levels identified
- Available on the assessment website

*It is recommended to look at the rubric before completing your program reports.*
## Rubric-Learning Outcome Statements

<table>
<thead>
<tr>
<th>Developing</th>
<th>At standard</th>
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<tbody>
<tr>
<td>• Outcomes cover key knowledge, skills and values relevant to the program and are measurable.</td>
<td>• Outcomes cover key knowledge, skills and values relevant to the program; clearly stated and measureable; reflect multiple levels of learning including some higher levels. Outcomes are posted on website. Routinely revisited with students and faculty.</td>
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### Rubric-Alignment of Measure to Outcome

<table>
<thead>
<tr>
<th>Developing</th>
<th>At standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Alignment exists with some aspect of the outcome. General measures are identified (e.g. student written assignment).</td>
<td>• Specific measures are clearly identified. Measures relate to program learning outcomes. Measures can provide useful information and guide student learning. Multiple measures are used to assess a student learning outcome.</td>
</tr>
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</table>
### Rubric - Assessment Results

<table>
<thead>
<tr>
<th>Developing</th>
<th>At standard</th>
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</thead>
<tbody>
<tr>
<td>Appropriate data are collected and aggregated for at least one learning outcome.</td>
<td>Assessment data are processed with faculty/staff. Data collected and aggregated are clearly linked to specific learning outcomes. Data is provided in a meaningful way. Outcomes in the report clearly match the assessment plan. All outcomes are reported in a three-year cycle.</td>
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</table>
## Developing

- Analysis is shared with a variety of constituencies.

## At Standard

- Discussions of results and learning improvement involve all department faculty/staff/students.
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<tr>
<th>Developing</th>
<th>At standard</th>
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</thead>
<tbody>
<tr>
<td>• Data are used for program improvement. Objectives for learning improvement are stated.</td>
<td>• An on-going, inclusive, systematic, process is in place for using data to make decisions and improve learning within the program, appropriate to the program internal and external constituencies involved.</td>
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<td>Rubric- Connection to UMD SLOs</td>
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<td>-------------------------------</td>
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<tr>
<td><strong>Developing</strong></td>
<td><strong>At standard</strong></td>
</tr>
<tr>
<td>• Outcomes are linked to UMD SLOs.</td>
<td>• Outcomes are linked to UMD SLOs and reports include clear examples of student learning that demonstrate the associated SLOs.</td>
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<tr>
<td>Info, forms, rubrics, etc...</td>
<td>CASL Members</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>• <a href="http://www.d.umn.edu/vcaa/assessment">www.d.umn.edu/vcaa/assessment</a></td>
<td>• Brandy Hoffman (WRIT)</td>
</tr>
<tr>
<td>• <a href="http://www.marquette.edu/assessment">www.marquette.edu/assessment</a></td>
<td>• Eric Musselman (CE)</td>
</tr>
<tr>
<td>• <a href="http://course1.winona.edu/shatfield/air/rubrics.htm">http://course1.winona.edu/shatfield/air/rubrics.htm</a></td>
<td>• Jackie Millsagle (Assessment)</td>
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<td>• Jim Klueg (ART)</td>
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<td>• Jeni Eltink (1st Year Experience)</td>
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<td>• John Schwetman (ENGL)</td>
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<td>• Julia Williams (EDUC)</td>
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<td>• Mick McComber (RSOP)</td>
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<td>• Molly Harney (Lib Ed-EDUC)</td>
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<td>• Richard Davis (CHE)</td>
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<td>• Shannon Godsey (Assessment-CSD)</td>
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<td>• Theodore Schoen (MU)</td>
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<td>• Wayne Jesswein (LSBE)</td>
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