Intention of the pilot: Professional learning community

- Establish a process for student learning assessment within liberal education
- Create multidisciplinary collaboration opportunities and professional development
- Achieve consensus and communication about liberal education purpose
- Provide transparency for students and faculty
- Show evidence of continued development for teaching and learning within Lib Ed.
Pilot Outcomes

- Complete professional development through participation
- Create common assessments for liberal education category student learning outcomes
- Evaluate the collective category outcomes and adjust as needed.
- Evaluate effectiveness of the process for assessment and professional development
Essential questions for assessment

- What do we want students to learn?
- How will we know when students have learned it?
- How will we respond when student(s) experience difficulty in learning?
What do we want students to learn?

- Students will appropriately translate problems to symbolic systems
- Students will apply mathematical or logical reasoning to identify potential solutions
- Students will evaluate whether mathematical or logical reasoning and conclusions are valid

Logic and quantitative reasoning outcomes

Mapped to UMD outcomes

- Construct, integrate, and apply knowledge from instruction and experience. (Knowledge)
- Think critically and creatively in seeking solutions to practical and theoretical problems. (Thinking)
- Apply life skills to succeed in college and beyond. (Life Skills)
What do we want students to learn?

**Humanities outcomes**
- Students will apply humanistic methods of inquiry and interpretation to the products/processes of human thought and culture.
- Students will analyze products/process of human thought and culture.
- Students will explain how the products/processes of human thought and culture relate to cultural/social/historical context(s).

**Mapped to UMD SLO**
- Construct, integrate, and apply knowledge from instruction and experience. (Knowledge)
- Think critically and creatively in seeking solutions to practical and theoretical problems. (Thinking)
How will we know when students have learned it?: Common Metric

- **Outcome:** Create common assessments (Metric) for liberal education category student learning outcomes
  - **Why common assessments?:**
    - are more efficient
    - are more equitable
    - most effective strategy for data
    - inform practice and build capacity to improve the program
    - facilitate a systematic collective response for struggling students
Process

- A group representing each department with a course in the category will determine the common metric.
- Meet 1-4 times during fall semester
- Communicate consensus to all faculty teaching a course in the category during spring 2012
- Summer workshop to assess student work and evaluate the pilot
  - one day; $200
  - May 30th and 31st

- **Outcome:** Complete professional development through participation
  - **Purpose:**
    - To develop more effective assignments, projects, and assessment tasks.
    - To develop common standards for students’ work
    - To support teachers’ instructional practice by focusing on student performances and how they are assessed
  - **Role**
    - *Primarily evaluation:* The process asks participants to provide warm and cool feedback on student work samples and teachers’ assignment, scoring instruments and so on.
Nuts and bolts

- 8-12 people
  - Facilitator
  - Presenter
  - Participants
- One or multiple pieces of student work (and teacher components)
- Warm and cool feedback
- 50 minutes
Collection and Sampling

- All courses taught in spring 2012 will submit student work samples
  - Humanities via ePortfolio
  - Logic and Quantitative Reasoning via paper

- A random sample from every class in the category will be scored
  - Humanities chosen from ePortfolios
  - Logic and Quantitative reasoning will submit samples identified by student IDs.
Using the common assessment

- **Course instructors will use the common assessment in their courses (this is a PILOT-feedback is valued)**
  - Opportunity to help students who are struggling

- **Pilot members will use the assessment on a sample of student work in the May workshop**
  - Opportunity to learn from colleagues
  - Evaluate the inter-rater reliability of the tool
Next steps

- Identify members of group
- Schedule fall meetings
- ePortfolio training
Resources
