LEARNING MATTERS
The Idaho Expectations

EXCELLENCE IN TEACHING AND LEARNING

Using an Evidence Based Approach to Improving Student Learning

Spring 2007

SPRING 2007 ACTIONS AND TIMELINE

March 1, 2007 **Program learning outcomes submitted to dean or vice provost and entered on web**

Provide approximately four to six broad outcomes that state what students should know or be able to do as a result of learning opportunities in the program. The learning outcomes, usually expressed as knowledge, skills, and/or attitudes, drive curriculum, serve as focal points to measure student performance, provide the foundation for program assessment and improvement, and are understood by stakeholders. **(See Program Learning Outcomes for process information at [Vice Provost web site])**

June 1, 2007 **Program faculty review of assessment evidence and action statements completed**

Assessment plan is developed for implementation.

Assessment of at least one university learning outcome including:1) direct and/or indirect measures of student performance currently available through the program and/or Office of Assessment (e.g., Graduating Senior Survey, Alumni Survey, NSSE) and 2) comments and suggestions from students. Program faculty meet to discuss data and identify actions linked to the evidence considered in the assessment process.

June 30, 2007 **Program assessment summary submitted to dean or vice provost and posted on web**

Integrate assessment information and action steps in Program Assessment and Action Template included here and post on web.

Program Assessment Plan
Spring 2007

1. Mission, vision, and goals

2. Learning outcomes

3. Multiple measures*
   a. At least one interview with students asking questions such as: 1) How well did you achieve each of the departmental learning outcomes? 2) What aspects of your education in this department helped you with your learning, and why were they helpful? and 3) What might the department do differently that would help you learn more effectively, and why would these actions help?

   b. Current measures of student performance
      Examples of direct measures of student performance
      i. Review of senior work by faculty teaching seniors
      ii. Direct observation of student performance in practicum/internship in work place (with reliable, valid rubric)
      iii. If students take a licensure or certification exam, this can be an additional, but not only direct measure
      iv. Other direct measure(s)

   c. Examples of indirect measures
      i. Senior student surveys
      ii. Alumni surveys
      iii. Employer surveys and/or focus groups
      iv. Job placement rates
      v. Advisory board input
      vi. Other indirect measure(s)

4. Annual program meeting to discuss data and identify actions linked to the evidence considered in the assessment process.

* Best practice in assessment includes both direct and indirect measures of student performance and the use of more than one measure to begin to triangulate the data.

Programs must have a minimum of one direct measure ready for use in **fall 2007**; one focus group with students conducted in the **spring 2007** and integrated in the spring 2007 program assessment discussion with other existing data on student performance and/or additional measures pertinent to the program under review.

Adapted from Assessment Clear and Simple: Practical Steps for Institutions, Departments, and General Education, Barbara E. Walvoord, University of Notre Dame, IUPUI Assessment Institute, October 29-31, 2006.

Program Assessment and Action Template

Instructions:

1) ***University-level learning outcomes are provided in column one. Map your program learning outcomes to these or replace these with program learning outcomes specific to your discipline and congruent with university-level learning outcomes.***
2) ***Identify at least one program learning outcome for comprehensive assessment in this calendar year.***

Unit: **Department:** **Program:** **Mission/Vision/Goals:**				
Student Learning Outcome	**Assessment Tools and Processes**	**Benchmark/Performance Target(s)**	**Results and Analysis**	**Actions**
Learn and integrate - Through independent learning and collaborative study, attain, use and develop knowledge in the arts, humanities, sciences and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.	Direct Measure: Focus Discussion: Indirect Measure:			
Think and create - Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems and make consequential decisions.	Direct Measure: Focus Discussion: Indirect Measure:			
Communicate – Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.	Direct Measure: Focus Discussion: Indirect Measure:			

Unit: **Department:** **Program:**				
Student Learning Outcome	**Assessment Tools and Processes**	**Benchmark/Performance Target(s)**	**Results and Analysis**	**Actions**
Clarify purpose and perspective – Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships and diverse global perspectives.	Direct Measure: Focus Discussion: Indirect Measure:			
Practice citizenship – Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world and a service-oriented commitment to advance and sustain local and global communities.	Direct Measure: Focus Discussion: Indirect Measure:			
(additional program outcomes)	Direct Measure: Focus Discussion: Indirect Measure:			
(additional program outcomes)	Direct Measure: Focus Discussion: Indirect Measure:			

Adapted from Assessment Clear and Simple: Practical Steps for Institutions, Departments, and General Education, Barbara E. Walvoord, University of Notre Dame, IUPUI Assessment Institute, October 29-31, 2006

Suggestions for Completion of the Assessment Template

Column 1, Student Learning Outcomes

Provide approximately, four to six broad outcomes that state what students should know or be able to do as a result of learning opportunities in the program. The learning outcomes, usually expressed as knowledge, skills, and/or attitudes, drive curriculum, serve as focal points to measure student performance, provide the foundation for program assessment and improvement, utilize multiple assessors, and are understood by stakeholders.

Program learning outcomes might be written in several ways:

- adopt the university learning outcomes
- use the essence of the university learning outcomes and personalize them for the program
  - re-write the university learning outcomes to reflect program applications
  - explicate university learning outcomes with program goals and objectives
- provide a matrix of the alignment of the university learning outcome and specialized accreditation or discipline standards

See Program Learning Outcomes for process information at (http://www.vice-provost.uidaho.edu/default.aspx?pid=93017) for additional information.

Column 2, Assessment Tools and Processes

Best practices in program assessment include several characteristics: 1) use multiple measures to assess student performance, 2) include direct and indirect measures of student performance for each program learning outcome, 3) use authentic, useful, fair, and ethical assessments, and 4) incorporate quantitative and qualitative information and data.

Multiple measures should be described for each learning outcome stated for the program. Direct measures of student learning provide tangible, visible, self-explanatory evidence of exactly what students have and haven't learned (or can and cannot do). Indirect measures provide signs that students are probably learning, but the evidence is usually reported as self-assessment and/or satisfaction information. Focus discussions include structured interviews with students about the ways in which university and program learning outcomes are met through curricular and co-curricular learning opportunities.

See Measures of Student Performance for examples of various measures to consider in program assessment at (http://www.vice-provost.uidaho.edu/default.aspx?pid=93017).

Column 3, Benchmark/Performance Target(s)

Note the level of performance students should achieve for the selected measure(s). Examples include minimum scores on required assessments; percentage of students who must meet a defined level of performance on a work product scored with a rubric; student performance in a studio, classroom, simulation, lab, or teaching demonstration; performance on graduate research (e.g., theses, dissertations, projects). Benchmarks may be established using input from external agencies (e.g., required test scores), specialty organizations in the discipline, and external stakeholders.

Column 4, Results and Analysis
The results of each measure used to gather information and data are summarized and provided for faculty review and discussion. At a meeting of the faculty, the analysis of the measures is completed and a summary statement is developed on which actions for the future can be based.

Column 5, Actions
Once the review of the measures used to assessment the program based on student learning has occurred, action items are developed for implementation during the coming academic year. These items should be linked to the data used in the review and analysis of the program. Assessment in the subsequent year(s) should provide a provision to analyze data to see if the actions implemented resulted in improved student performance.

Posting Assessment Templates
Once assessment templates have been submitted to the unit dean or vice provost, they will be posted on the web at (http://www.webs.uidaho.edu/ipb/assess/assessment_plans.htm).