



CISL Commitment to Improving Student Learning

# Drafting and Refining Unit Assessment Plans

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# The **LEARNING** Initiative

## *Dual Track Implementation Strategy*

<b>Completion Dates</b>	<b>Not actively engaged in program level assessment</b>	<b>Actively engaged in program level assessment</b>
<b>Sept 2009</b>	Program level student learning outcomes revised and/or updated	
<b>Dec 2009</b>	Assessment strategy in place	
<b>Jan-Mar 2010</b>	Assessment strategy implemented	
<b>April 2010</b>	Assessment results available for faculty reflection and action	
<b>May 2010</b>	First cycle completed and improvement plans submitted	At least one cycle completed and improvement plans submitted
<b>September 2010</b>	First annual <b>LEARNING Improvement</b> awards announced	
<b>May 2011</b>	Two cycles completed	At least two cycles completed
<b>August 2011</b>	SACS Compliance Audit begins	
<b>September 2011</b>	Second annual <b>LEARNING Improvement</b> awards announced	

# Provost's Learning Initiative:

*a Renewal of UK's Commitment to Improving Student Learning*

- ▶ Goal: Two full cycles of assessment completed by May 2011
  - Activities include:
    - Establish or strengthen ongoing program-level assessment to promote student learning and curriculum improvement for all degree programs
    - Formulate a plan to develop learning outcomes assessment coordinators in every college
    - Create *Provost's Learning Improvement Awards*
    - Implement a dual track strategy to advance continuous improvement through assessment

# The Basic Elements of an Assessment Plan

- ▶ Mission statement
- ▶ Statement of learning outcomes and/or curriculum map
  - “Curriculum Map”: Document that maps learning outcomes to program curriculum
- ▶ Explanation of who is responsible for assessment
- ▶ Description of program assessment methods and procedures
- ▶ Clear articulation of assessment cycle

# The Assessment Inventory

- ▶ Helps you organize/discover
  - The assessment work you are already doing
  - The evidence you already gather, such as:
    - Student learning data
    - Institutional Research data
    - Student Life data
    - Exit Surveys (seniors)
    - Alumni Surveys
- ▶ Helps build the assessment plan draft by:
  - Providing a framework for gathering and organizing existing information
  - Identifying gaps

# The Assessment Inventory

- ▶ Refer to your Assessment Inventory Handout
  - Three parts:
    - *Part I: Inventory of Statements & Plans*
      - Collect mission statements, assessment plans, program learning outcomes, curriculum maps, etc
    - *Part II: Assessment of Outcomes*
      - Identify direct and indirect measures/methods currently in use
      - Identify measures/methods that could be useful in strengthening and enhancing program assessment
    - *Part III: Other Information*
      - Helps you report how you have used assessment data to improve learning
      - Helps the Office of Assessment identify resources and support needed to enhance assessment in the program

# SACS Requirements & Expectations for Evidence of Student Learning

- ▶ Evidence that supports compliance must be:
  - Reliable
  - Current
  - Verifiable
  - Coherent
  - Objective
  - Relevant
  - Representative
- ▶ Entail interpretation and reflection
- ▶ Represent a combination of trend and snapshot data
- ▶ Draw from multiple indicators

# General Definitions of Evidence

- ▶ Information that tells you something directly or indirectly about the topic of interest
- ▶ Evidence is neutral -- neither “good” nor “bad”
  - Requires **context** to be meaningful
- ▶ Two types of assessment evidence
  - Indirect methods measure a proxy for student learning
  - Direct methods measure actual student learning
- ▶ “Learning” = *what students know* (content knowledge) + *what they can do with what they know*

# Developing Measures of Effectiveness

## ▶ Intentional Planning

- Determine assessment points: what course(s) are logical places to collect data?
  - Program entry, mid-point (if possible), exit
- Identify assessable assignments/instruments that measure stated program learning outcomes
- Design *non-passive* (performance-based) assignments/instruments
  - Ex: Written work, oral presentations, tests using open-ended questions ...
- Identify opportunities for processing results and formulating improvement action plans

# Tips for Creating a Practical Assessment Cycle

- ▶ The cycle must be long enough to assess every program outcome
- ▶ The cycle ought to be short enough that students can enter UK, be assessed early in their educational experience, and still enjoy the benefit of assessments they participated in
  - For example, a 3-year cycle for a program with 5 learning outcomes
- ▶ Don't try to assess everything all the time
  - Plan on assessing 1–2 outcomes per year
- ▶ Don't try to assess all students
  - Plan to use a representative sample
  - If you're going to disaggregate by level, then the sample must be stratified

# Activity

- ▶ Use the Assessment Inventory in conjunction with the Assessment Plan Template and the unit/program information you brought with you to begin drafting an Assessment Plan for your program or unit
- ▶ Office of Assessment Staff are here to assist you

# One More Thing ...

- ▶ Please fill out the Workshop Evaluation Form

*Thanks!*

