Assessing Graduate Degree Programs - What You Need to Know for the April 1, 2018 Deadline

Isabel Molina, Associate Dean for Assessment
Staci Provezis, Associate Provost for Academic Effectiveness
Fall 2017
Today’s Session

• What is assessment? Why?
• What assessment activities are taking place at the University of Illinois?
• What type of assessment can take place in a program?
• What assessment activities are taking place in your units?
“Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development” (Palomba and Banta, 1999).
Assessment Answers these Questions

• What is my program accomplishing?
• How well is my program influencing student learning?
• How do we know that students are learning?
• How do we improve student learning?
• On what information can we base celebrating our students’ accomplishments?
• Have the improvements been effective?
Define intended Learning Outcomes

Align outcomes with courses

Ask how well outcomes are achieved

Use evidence to improve or confirm student learning

Gather evidence

Share results

Analyze the results

Assessment Loop
4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.
Program-level assessment plans
started in 1997-1998
rejuvenated in 2008-2009

AIDE Process (started Fall 2010)
Graduate College assessment of doctoral education

Student Learning Outcomes Committee (Spring 2015)
drafted campus-wide learning outcomes

Assessment Working Group (started Fall 2013)
created Principles for Assessment
creating an assessment website and resources

Council for Learning Outcomes Assessment (started Spring 2016)
discuss adoption of campus Student Learning Outcomes
review program-level assessment plans and plan for updates for Accreditation
Council for Learning Outcomes Assessment

- Cheryl Hanley-Maxwell, AHS, Chair
- Anna Dilger, ACES
- Min Zhan, SW
- Xiaoling (Clare) Chen, BUS*
- Luc Paquette, EDU
- Matthew West, ENGR
- Linda Robbenolt, FAA
- Ryan Lamare, LER
- Kelly Ritter, LAS
- Colleen Murphy, LAW
- Linda C. Smith, LIS
- Shachar Meron, MEDIA
- Jenny Amos, COM
- Jen-chien Yu, University Library
- Dawn Morin Marick, VetMed
- Julia Makela, Student Affairs
- Isabel Molina, Graduate College
- Eric Meyer, Senate
- George Gollin, General Education Board
- Kirstin Phelps, Graduate Student
- Michel Bellini, CITL
Future of Assessment Activities

January 2017:

- Campus-wide announcement about Learning Outcomes Assessment, along with assessment templates sent to units for assessment plan updates and revisions.
- Resources, website, training opportunities made available.

May 1, 2017: Submit UG assessment templates

As of September 2017: 98% of UG assessment templates

AY17-18: Begin implementing revised assessment plans

May 1, 2018: Submit G templates

AY19-20: HLC comprehensive evaluation
Five steps to filling out the assessment template:

1. **Describe** assessment administration
2. **List** student learning outcomes
3. **Map** student learning outcomes to **curriculum**
4. Describe past **assessment activities**
5. Identify **strategies for assessing** outcomes
1. Intellectual Reasoning and Knowledge
2. Creative Inquiry and Discovery
3. Effective Leadership and Community Engagement
4. Social Awareness and Cultural Understanding
5. Global Consciousness

Campus-wide Student Learning Outcomes
Importance of well-stated learning outcomes

• Provides faculty with clear direction for implementation in the classroom
• Makes expectations explicit to students (great pedagogy)
• Focuses data collection
<table>
<thead>
<tr>
<th><strong>Undergraduate Outcomes</strong>*</th>
<th><strong>Graduate Outcomes</strong>*</th>
</tr>
</thead>
</table>
| • Constructs a **summative** project, paper, performance or application that draws on current research, scholarship and techniques in the field of study  
  
• ** Produces** an investigative, creative or practical work that draws on specific theories, tools and methods from at least two core fields of study. | • **Articulates significant challenges** involved in practicing the field of study, elaborates its leading edges and explores the current limits of theory, knowledge and practice through a project that lies outside conventional boundaries.  
  
• **Designs and executes** an applied, investigative or creative work that draws on the perspectives and methods of other fields of study and assesses the resulting advantages and challenges of including these perspectives and methods. |

*Examples pulled from [http://degreeprofile.org/](http://degreeprofile.org/)*
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## Curriculum Map

<table>
<thead>
<tr>
<th>Degree Program Courses or Experiences</th>
<th>Learning Outcome #1</th>
<th>Learning Outcome #2</th>
<th>Learning Outcome #3</th>
<th>Learning Outcome #4</th>
<th>Learning Outcome #5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXAMPLE: ProSeminar</strong></td>
<td>X</td>
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<tr>
<td>Course #2</td>
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<td>Course #10</td>
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<tr>
<td><strong>EXAMPLE: Thesis/Dissertation</strong></td>
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<td>X</td>
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<td>X</td>
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</tr>
<tr>
<td><strong>EXAMPLE: Internship</strong></td>
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<td>X</td>
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</tbody>
</table>

*Add additional rows as needed to capture all requirements. Minimally, all of the courses required to complete the major degree program should be listed. Optionally, elective courses may be included in addition to the required courses.
Five steps to filling out the assessment template:

1. Describe assessment administration
2. List student learning outcomes
3. Map student learning outcomes to curriculum
4. Describe past assessment activities
5. Identify strategies for assessing outcomes
Learning Outcomes Assessment

Illinois is committed to assessment of educational and student programs to ensure continuous improvement of learning and development.

What is Learning Outcomes Assessment?
Read about learning outcomes assessment – what it is and why it matters.

Assessment at Illinois
Find past assessment reports. Download the Assessment Process template. Learn more about assessment tools available at Illinois, including the Chancellor’s Senior Survey.

Resources & Workshops
Find advice for writing learning goals and assessment plans, strategies to use assessment evidence, and workshops on campus to help with assessment work.

Assessment FAQ
See answers to common questions about learning outcomes assessment.
Program Assessment

Assessment Activities for 2017-2018

1. The campus will be collecting information on learning outcomes assessment.
2. The Council for Learning Outcomes Assessment (C-LOA) oversees this process.
3. The campus will provide resources to assist with assessment work.
4. Assessment should be meaningful and useful.
5. The campus needs assessment information for institutional accreditation.

Assessment Template and Reports

These resources can help you with your 2017-2018 reports:

- Assessment Activities 2008-2009
- Unit Outcomes Assessment Reports 2008-2009
- Assessment FAQ
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Assessment Templates
## Assessment Planning

<table>
<thead>
<tr>
<th>Question 1:</th>
<th>(Enter question about student learning at the program level)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcome:</td>
<td>(Enter the number of the program level SLO)</td>
</tr>
<tr>
<td>Sources/Methods for acquiring evidence:</td>
<td>(List the sources of evidence; performance indicators for graduate programs could include student’s teaching evaluations, grant and fellowship applications, awards, conference papers and presentations, publications, academic and non-academic job placement)</td>
</tr>
<tr>
<td>Timeline:</td>
<td>(Write academic year for this analysis)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 2:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Student Learning Outcome:</td>
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<tr>
<td>Sources/Methods for acquiring evidence:</td>
<td></td>
</tr>
<tr>
<td>Timeline:</td>
<td></td>
</tr>
</tbody>
</table>
Assessment Methods Examples

- **Indirect Assessment Methods**
  - Alumni, Employer, Student Surveys/Studies
  - Student Success Indicators
    - Student Placement
    - Student Retention/Graduation Data

- **Direct Assessment Methods**
  - Comprehensive Exams
  - Dissertations/Capstone Projects
  - Peer reviewed papers/conference proceedings
  - Externally reviewed internship
  - Performance on a case study/problem
Workshops

- Writing Student Learning Outcomes
- Curriculum Mapping
- Evidence (in support of SLOs)
- Assessment Brown Bags
Questions?
Comments?

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