

Using Assessment in High Impact Practices to Break Down Academic Silos for 21st Century Learning

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UNIVERSITY OF NEW MEXICO

Public, Four-Year
Hispanic Serving Institution
Land Grant University
Carnegie Very High Research Institution

FALL 2015 ENROLLMENT:

20,251 Undergraduate Students
(includes 3,327 First-Year Students)
6,037 Graduate Students

Backward Mapping (Weir, 2009)

- What do you value?
- What do you want students to demonstrate as a result of their learning?
- How are you going to get them there?
- How is assessment going to be incorporated into your pedagogy?

Backward Design (Wiggins & McTighe, 1998)

- Step 1: Identify Desired Results
- Step 2: Determine Acceptable Evidence
- Step 3: Plan Learning Experiences

Backward Mapping High Impact Practices:

Step 1: Determine Desired Results:

- Balance between “Workforce Ready” and “Developing Community of Knowledge Creators”
- Not “Soft” Skills but, Essential Skills
 - o 4 C’s of 21st Century Education: Critical Thinking, Collaboration, Communication, Creativity
 - o Employer stated skills gap: Self-Direction/Initiative, Professionalism/Work Ethic, Leadership (ABEC, 2014)
 - o Habits of Mind (Costa & Kallick, 2000)
- Increased GPA & Retention
- Student Need (Introduction to Higher Education)
- Institutional Need (Accreditation, funding decisions)
- Learning Outcomes

High Impact Practices (HIPs) (Kuh, 2008)

First-Year Seminars	Common Intellectual Experiences
Learning Communities	Writing-Intensive Courses
Collaborative Assignments and Projects	Undergraduate Research
Diversity/Global Learning	Community-Based Learning
Internships	Capstone Courses and Projects

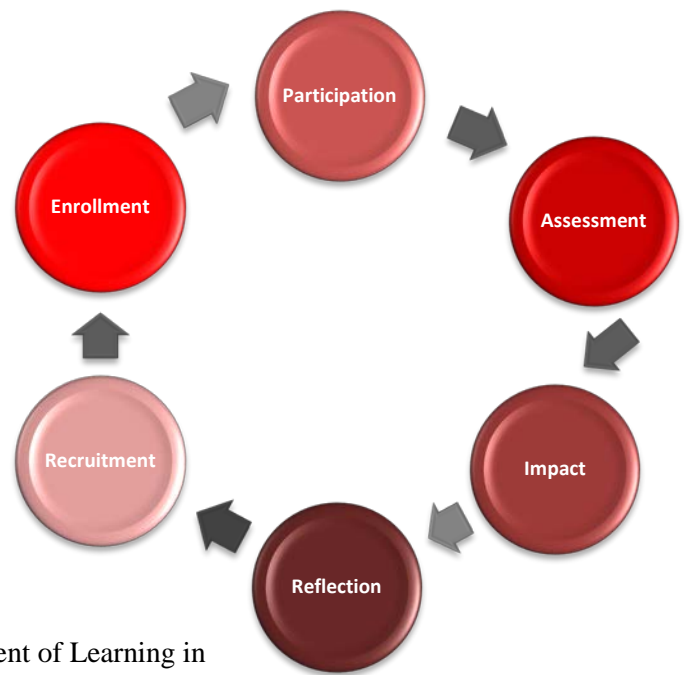
Step 2: Use Instrument to Define and Refine Program Goals

- Association of American Colleges & Universities (AAC&U) to create Student Learning Outcomes
 - o Intellectual and Practical Skills
 - o Personal and Social Responsibility
 - o Integrative And Applied Learning

Step 3: Assess Your Process and Progress

- Which HIPs are you doing?
- Who needs to be at the table?
- Who receives the data and why?
- How long have you been using your current assessment?
- Where are the HIPs housed?
- Who are the gatekeepers?
- Are you obtaining the data/information you want?
- How has your program improved/changed from obtaining the data?

Step 4: Begin the Cycle!



An Implementation Example:

1. Advisory Council decided what they wanted students to know, feel, and do in HIPs.
2. Create HIP Assessment Advisory Committee.
 - a. Implementing AAC&U Valid Assessment of Learning in Undergraduate Education (VALUE) Rubrics
3. Enrollment Data
4. Student Feedback:
 - a. Pre Semester benchmark
 - b. Mid-Semester touchpoint
 - c. End of Semester Evaluation
5. Instructor Feedback:
 - a. Pre-Semester Assessment Plan
 - b. Post-Semester Assessment Report
 - c. Classroom Observations
6. Attend Assessment Retreats on your campus
7. HIPs Assessment Booklet
8. *Tell Everyone Over and Over!* Sharing Info with Stakeholders
 - a. President, Provost, Deans, Chairs; Academic Advising Directors; Branch Campuses; Student Leaders; Faculty Institute; Advisory Committee; High Schools; University, State, and National Conferences

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