Leveraging Existing Technologies and Faculty Expertise to Build Learning Outcomes Assessment Momentum and Culture

IUPUI Assessment Institute
October 2021

Mark St. André
Associate Dean of Undergraduate Studies
University of Utah
Overview

• Background on Assessment at the University of Utah
• Accreditation History
• Office of Learning Outcomes Assessment & Policy Development
• Leveraging Existing Technologies and the LO Ecosystem
• Faculty-led Workshops - Building Momentum and Culture
NWCCU Accreditation Recommendation
Fall 2012

“While some programs have an established track record of assessment of program learning outcomes...progress is needed to develop a comprehensive program of assessment across all disciplines.”
University Response to NWCCU’s 2012 Recommendation

We asked all departments to write and submit learning outcomes for each of their degree programs. These were then published on our web site: learningoutcomes.utah.edu
NWCCU Accreditation Recommendations
Fall 2015

2. “The evaluation committee recommends that the University of Utah allocate additional financial resources for measurable, direct student learning outcomes.”

3. “…the evaluation committee recommends the University of Utah continue to fully implement a student learning assessment plan that identifies quality standards for all programs.”
University Response to NWCCU’s 2015 Recommendation

• Gathered students, faculty, and staff from around campus to develop a set of university-wide goals. This effort resulted in four big goals that we refer to as the Learning Framework.

• Developed policy in collaboration with Academic Senate Subcommittee

• Created an Office of Learning Outcomes Assessment to consult with departments specifically on program-level learning outcomes assessment.
University of Utah Learning Framework

**FRAMEWORK**
At the U, we pledge that every student has opportunities to be part of a community, develop knowledge and skills they need, make an impact and be transformed in the process. The Learning Framework is a tool that helps us meet that pledge to you.

[LEARN MORE](#)
Learning Framework Ambassadors

- Provided stipends to faculty to align program outcomes with Framework dimensions.
- Show how they were going to measure their outcomes.
“The review of every credentialized program ... on a cycle of no more than seven years, and two interim summary program learning outcome assessment reports within the seven-year cycle (ordinarily in the 3rd and 5th years).”
Office of Learning Outcomes Assessment

Values

• Assessment owned by the faculty or not meaningful.
• One size does not fit all.
• Reports every year = busywork + not meaningful. Thus reports at 3, 5, and 7 years.
• We are the coaches, not the cops, most of the time…
# LO Assessment Plans and Reports

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Technology Hooks and the Learning Outcomes Assessment Ecosystem

1. Kuali - Curriculum Management
2. Canvas - Learning Management System
Outcomes Stored in Kuali CM

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**Learning Outcomes**

Describe key concepts, principles, and overarching themes in psychology

Source of new outcome
Knowledge Base in Psychology

**LINKED COURSE OUTCOMES**

- **PSY2010: Orientation to Psychology as a Science and Profession**
  - Describe key concepts, principles, and overarching themes in psychology

- **PSY3010: Research Methods in Psychology**
  - Describe key concepts, principles, and overarching themes in psychology

Develop a working knowledge of psychology's content domains

Source of new outcome
Knowledge Base in Psychology

**LINKED COURSE OUTCOMES**

- **PSY2010: Orientation to Psychology as a Science and Profession**
  - Develop a working knowledge of psychology's content domains
Courses Delivered in Canvas

LEAP 1501
Social and Ethical Implications of Engineering

FALL 2019

Faculty: Seetha Veeraghanta, PhD. sveeraghanta@utah.edu
Office Hours: MW: 2-3pm and F: Noon-1pm OR by appointment
Tools to Assist in Learning Outcomes Assessment

1. Learning Outcomes Associator – Homegrown LTI tool can be installed in Canvas course

   • This tool imports Learning Outcomes from Kuali to the Associator that is installed in a Canvas Course

   • Faculty uses the tool to make associations between program level learning outcomes and assignments in Canvas Course
Courses Delivered in Canvas

LEAP 1501 Social and Ethical Implications of Engineering

FALL 2019

Faculty: Seetha Veeraghanta, PhD.  sveeraghanta@utah.edu
Office Hours: MW: 2-3pm and F: Noon-1pm OR by appointment
Learning Outcomes Associator

Associate Outcomes for this course

Program Outcomes

- Develop a community that anchors them to campus - LEAP
  Description: Homework-2: Social Science Methodology

- Make intellectual connections - LEAP
  Description:

- Make reflective self-assessments and connections - LEAP
  Description:

General Education Outcomes

Assignments

Found 35

- Homework-1: Social context of engineering
- Homework-2: Social Science Methodology
- Homework-3: Three Mile Island and Fukushima (Dalichi and Daini) Case Analyses
- Homework-4 Union Carbide Gas Leak
- Homework 5: Challenger Explosion Case
- Homework 6 - Sustainability reflection
- Roll Call Attendance
Learning Outcomes Reviewer

1. Builds an assessment with assignments imported from Canvas that were identified with the Associator
2. Build or Import a Rubric
3. Assign Faculty to Rate Assignments with the Rubric
4. Calculates results
5. Produces a Report
Build a new Assessment

Name
History Demo

Select College
College of Humanities

Select Department
History

Select Program
HISTBA - History

Select Semester(s)
All Semesters

Assignment Selection Type
Random Select Low, Medium, and High Assignments
Evaluate debates among historians by identifying the ways in which questions about race, gender, class, ...

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Final Research Proposal

Assignment Description

Final Research Proposal Guide

Your final research proposal should be formatted exactly according to the instructions that follow. Begin with the heading below; include section headers in boldface and page numbers as a running footer.

It should be written in full sentences; do not use bullet points or casual language. It should be footnoted exactly according to the Citation Guide at the end of Rampolla.

HIST 3100
Your Name Here
Proposal Title: Your Proposal Title Here
Period and Place:
Languages Required:
Type of History: Political, Cultural, other
consulted in your research for the project. Your bibliography should follow the format in the Citation Guide at the back of Kampolia.

Length

The length of the final proposal will vary between students. The examples provided range between 9 and 14 pages. Thus, think about 10 pages as in the ballpark. However, instead of concentrating on the overall length, think about doing the best job you can on each of the component parts. That said, if your proposal is more than 20 pages, you may wish to edit it to make it more concise.

Proposal Title: Colonialism and Culture in Tonga
Period and Place: Tonga and the South Pacific, 1797-1875
Languages Required: English, Tongan
Type of History: Cultural, Social

The Problem

Colonialism has long affected the cultural identities of Pacific Islanders, with national identities and cultural practices being subjected to whichever power was in control. This same effect is true of Tonga, though with a major asterisk: Tonga was never formally colonized by a European power. Tonga was the only Pacific nation to never be annexed by a foreign power and the only Pacific nation to never lose their sovereignty. European presence, however, still profoundly affected the island and the presence of Christian missionaries has “wrought the
## Manage Reviewers

### Reviewers

### Search for Canvas users

<table>
<thead>
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<th>Name</th>
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<tbody>
<tr>
<td>Mark St. Andre</td>
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<td>MARK ST. ANDRE</td>
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Learning Outcomes Assessment Workshops

1. Faculty-led
2. Program level assessment only
3. Presentations from any phase of assessment
4. Post presentations to our Canvas course
LEARNING OUTCOMES ASSESSMENT

[Click here if you are looking for 7-Year Review and Interim Report Assessments and here to see the Guidance for Creating a Curriculum Management Plan document]

Student learning is the focus of everything we do at the University of Utah. All of our programs are designed to enhance what students know, believe and are able to do in the world around them. In this way, student success is measured not only by how efficiently students attain their degrees but how much they learn along the way.

The goal of the Office of Learning Outcomes Assessment is to work with colleges and
Welcome to the Office of Learning Outcomes Assessment Workshops Canvas Page!

Click below to find the agenda and presentations from our most recent workshops and search by discipline for presentations from past Learning Outcomes Assessment workshops.

The links will take you to a discussion page where you can view videos and/or slide decks and contribute to a discussion. Enjoy!

October 21, 2020: Fall Learning Outcomes Assessment Workshop Presentation Videos and Discussion

- 11:30: Mark St. Andre, Ph.D.; Update on Office of Learning Outcomes Assessment
- 11:40: John Smith, Department of Geography
- 12:00: Jane Doe, Ph.D.; Office of Undergraduate Research
- 12:20: Mary Johnson, Ph.D.; Department of Film and Media Arts
- 12:40: Robert Lee; David Eccles School of Business
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<thead>
<tr>
<th>Time</th>
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**Search All Learning Outcomes Assessment Presentations by Discipline**

Click on the discipline tabs below to search all assessment presentations by discipline:

- Fine Arts
- Health Sciences
- Humanities
- Mines and Earth Sciences
- Sciences
- Social and Behavioral Sciences
11:30: Mark St. Andre, Ph.D.; Update on Office of Learning Outcomes Assessment

11:40: [Redacted]; School of Biological Sciences Assessment

12:00: [Redacted], MFA; Master of Fine Arts and Theatre Department Assessment

12:20: [Redacted], Ph.D.; College of Pharmacy Assessment

12:40: [Redacted], Ph.D.; Department of History Assessment

Search All Learning Outcomes Assessment Presentations by Discipline

Click on the discipline tabs below to search all assessment presentations by discipline:

Fine Arts
- Art and Art History Assessment: Fall 2018
- College of Fine Arts Assessment: Spring 2020
- Department of Film and Media Arts: Fall 2020

Health Sciences

Humanities
View the presentation here and provide comments and questions below. Thank you!
Building a Culture of Assessment

1. Rituals  > Workshops, Contact in Summer
2. Norms  > Expected Reports at 3, 5, and 7-year
3. Membership  > Community
4. Language  > Learning Outcome Terminology
5. Artifacts  > Plans, Reports, Student Work
Technology Tools +
Communicating +
Consulting with Departments +
Inviting Faculty to Share =
Learning Outcomes Assessment Momentum,
Culture, and Results
Thank you!

Please write with questions or comments.

You can find the materials for this presentation here: [https://assessmentinstitute.iupui.edu/](https://assessmentinstitute.iupui.edu/).

Mark St. Andre
mark.standre@utah.edu