

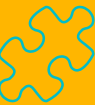



Assessment PARTY23

WELCOME!

As you come in, please post your name and program or department in the chat. Are you new to your leadership role?

- Your Name
- Program/Department
- New to your dept/program?
- We focused on GLO #6 this year, what is your “favorite” GLO?





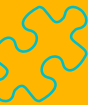
Welcome
program leaders
and assessment
committees!



PEER/PROGRAM ASSESSMENT ROUND TABLE YEAR 2023

*CONVERSATIONS WITH COLLEAGUES ABOUT
TEACHING, LEARNING AND EVALUATION*

Elizabeth Evans
August 17, 2023



Thank you to
those who have
already
submitted their
assessment
reports
for 22-23

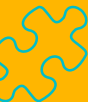


Arts & Sciences: History, Philosophy, Music Majors (MQ);
Psychology Major (MQ) (AA); Life & Earth Sciences Majors (both
campuses); Family Life Ministry (UG-AA);
MS Athletic Training (MQ);
Grad Cert in Bioethics

Education: UG Ed (AA); MS with Elem/Secondary Certification
(AA)


Health Professions: UG Social Work (both); MSW (MQ),
Physician's Assistant (MQ); OT Doctorate (AA)

Pharmacy: PharmD




Today's Agenda

1. Refresh: GLOs and FOCUS GLOs
2. Reflect: FOCUS GLO#6 for 2022-23
Analytical Fluency
 - Breakout A: GLO #6 & Your Students
 - Overview GLO #6 Aggregate Data (so far)
3. Launch: FOCUS GLO#3 for 2023-2024
 - Integrated Disciplinary Knowledge
 - Breakout B: GLO #3 & Your Students
4. The Assessment Cycle, Changes Step
 - Conversation C (whole group)
What changes have you made in your program?
5. Criteria for Effective Assessment Practice
6. Support and Resources: CELT & Portal Channel
7. Work in 2023-2024



Refresh Your Memory: University GLOs and FOCUS GLO

<https://www.cuw.edu/about/offices/institutional-effectiveness/outcome-statements.html>



FOCUS GLOs Then and Now

2018-19 GLO #5 Communicative Fluency


2019-2020 GLO #1 Christian Faith

2020-2021 GLO #4 Critical Thinking

2021-2022 GLO #2 Service and Global
Citizenship

2022-2023 GLO #6 Analytical Fluency

2023-2024 GLO #3 Integrated Disciplinary
Knowledge



Show Alignment of PLOs to GLOs on program Curriculum Map

After six years of FOCUS on one GLO at a time, we hope that by 2024, programs will have reviewed and polished a Program Learning Outcome (PLO) that aligns with each of the six GLOs.

Alignment is shown on your curriculum map which is submitted each year with your assessment report.

[Curriculum Map Example 2023](#)

From the Assessment of Student Learning Outcomes portal channel (Faculty tab)

Categories

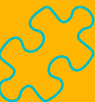
Categories help us think about possibilities in programs

Now that we have FOCUSED on every GLO, there are “categories” for each one.

[GLO Categories 1-6](#)

From the Assessment of Student Learning Outcomes portal channel (Faculty tab)

If your department is thinking that the categories don't match to your work, there is always the “other” category.



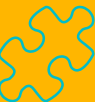
History Majors will

Program Learning Outcome Example Alignment with GLO

demonstrate disciplinary thinking in the ability to define and describe the concept of historiography and to employ historical methodology (i.e., to identify and employ relevant primary and secondary sources; *to evaluate evidence*; *to analyze secondary materials*; and to ask pertinent questions) in order to reach sound conclusions regarding specific historical events and issues

Aligns with GLO 3 Integrated Disciplinary Knowledge and GLO 6 Analytical Fluency, Category 6.3

6.3 Linguistic/Qualitative Analysis: Students will be able to...analyze linguistic patterns or meaningful patterns in qualitative data within a disciplinary framework





Reflect GLO #6
Analytical Fluency
FOCUS 2022-2023



GLO #6 Analytical Fluency

Our graduates work with data effectively.

6.1 Explanation of Data

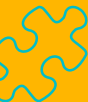
Students will be able to...*Explain the meaning of calculations, symbolic operations, data, or data processes* (lower-level comprehension)

6.2 Quantitative Analysis

Students will be able to...*Analyze meaningful patterns in quantitative data within a disciplinary framework* (higher-level analysis)

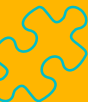
6.3 Linguistic/Qualitative Analysis

Students will be able to...*Analyze linguistic patterns or meaningful patterns in qualitative data within a disciplinary framework* (higher-level analysis)



Conversation A (Breakouts) Analytical Fluency

1. Describe an analytical fluency activity/experience in your course/program and the student product/assignment associated with it.
2. Then reflect on: Why was this assignment effective in developing or demonstrating analytical fluency in students? How do you know it resulted in learning? What are the faculty tools used to evaluate this student product?



Five-point University Common Scale



Significantly Below
Expectations

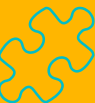
Below
Expectations

Meets
Expectations

Exceeds
Expectations

Significantly Exceeds
Expectations

When you review your student learning results, convert it into the University Five-point Common Scale for reporting



Data on GLO #6

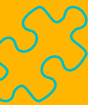
Submitted so far
18 programs or so




76 Significantly Exceeds
145 Exceeds Expectations
139 Meets
9 Below Expectations
2 Significantly Below Expect

366 total exit evaluations

Significantly Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations	Significantly Exceeds Expectations
.05%	2.5%	37.9%	39.6%	20%





Launch New
FOCUS:
GLO #3
Integrated Disciplinary
Knowledge
2023-24

And notice that we
are also looking at
GLO #1 in 22-24
as well

GLO #3 Integrated Disciplinary Knowledge

Our graduates integrate insights from a wide range of disciplines.

3.1 Combine or compare modes of inquiry, methods, or theoretical frameworks from two or more

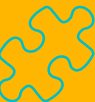
disciplines to address questions or problems (includes ULAO 3.b)

3.2 Make connections from two or more disciplines to experiential learning in real world settings such as service learning, travel, practicum, clinical or internship experiences

3.3 Apply multiple disciplines, roles, and perspectives in collaboration within interprofessional education (IPE) experiences

3.4 Connect the curriculum and the co-curriculum (academic learning with campus life and activities)

3.5 Other (includes ULAO 3a, 3c, 3d)



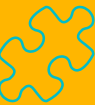
Conversation B (Breakouts)

GLO #3 Integrated Disciplinary Knowledge

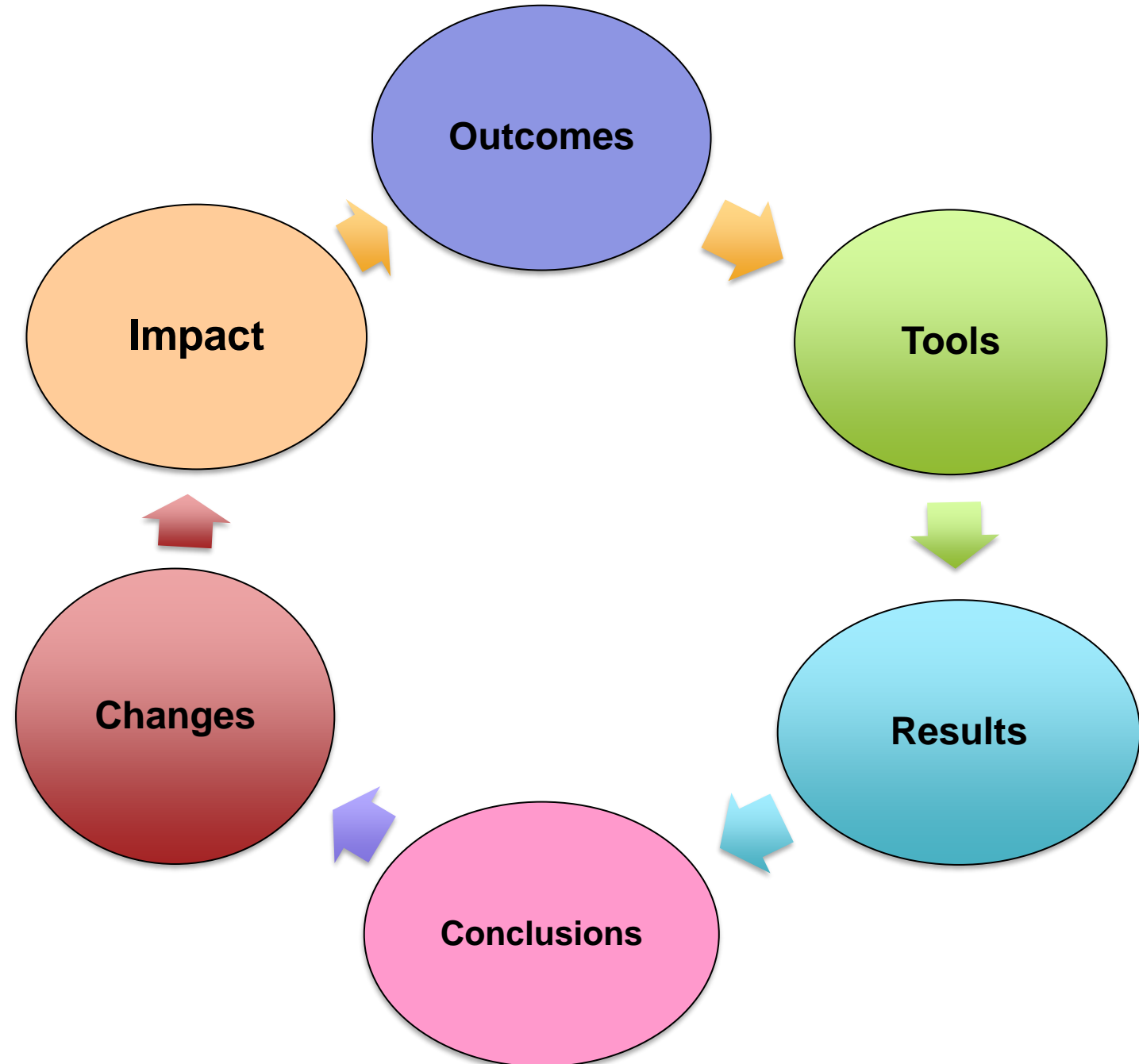
1. Describe an integrated disciplinary knowledge learning activity or experience in your course/program and the student product associated with it.


2. *Then reflect on:*

Why would this assignment be effective in developing/demonstrating this GLO in students? How do you know it resulted in learning? What are the faculty tools used to evaluate this student product?



Teaching,
Learning,
and
Assessment
Cycle at
Concordia





Conversation C: Steps in Cycle: Changes

Conversation C: Steps in Cycle: Changes/Recommendations

The purpose and goal of all assessment work is to make changes that improve student learning; changes could include curriculum, student preparation, teaching process, and assessment process.

In the chat, please post

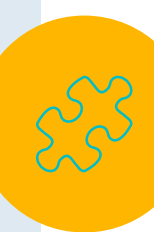
- Name of your program
- Briefly describe an improvement or “change for the better” you recently made to your program to improve student learning on any PLO, standard or GLO, based on data



Evaluating Effective Assessment Practice (see “What” of 5Ws)

From the Assessment of Student Learning Outcomes portal channel (Faculty tab)
<https://falcon.cuw.edu/portal/The5WsConcordiaAcademicAssessment2023.pdf>

Portion of Cycle or Practice	Criteria for Effective Assessment Practice at Concordia
Program Learning Outcomes	Are the PLOs measurable, meaningful and descriptive of exit-level learning?
Global Learning Outcomes	Are the PLOs aligned with the GLOs, at least one PLO for each of the six GLOs, and is the PLO for GLO #1 Christian Faith explicit about Christian Faith?
Curriculum Map	Is there a curriculum map listing all PLOs, where they are developed, and entry-level (optional) and exit-level assessment points?
Collaborative Work	Is there evidence that faculty/staff are working together?
Tools	Are the tools of Student Work Products/Faculty Evaluation effective?
Data and Conclusions	Is direct measurement of student learning collected, evaluated, reported?
Changes/Recommendations	Are recommendations for changes made and implemented?
Overall Goal	Is the process used to improve student learning?



Finding What
you Need

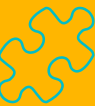



Support and Resources

Support for Curriculum Development


Establish vision/mission for new or revising programs, develop effective PLOs, align PLOs appropriately to GLOs, Curriculum Mapping, EAC in Blackboard for student product evaluation and data collection

Assessment of Student Learning portal channel on the Faculty Tab provides Resources and CU Assessment Practices and Links, includes Categories, Curriculum Map example, reporting links





Curriculum Development and Assessment Work in 2023-24
focus on GLO #3 and also GLO #1

1. Implement changes from last year's work
 2. Keep working on your curriculum map, catch up on the alignments
 3. Discuss with peers the teaching/learning of GLO#3 and GLO #1
 - Improve PLO alignment with these GLOs – which categories?
 - Discuss learning activity-student product- faculty evaluation tools as we did today.
 4. Collect data, evaluate, make conclusions on PLOs aligned with GLO 3, 1
 - Recommend and implement changes based on what you learn
 - (not only when student learning below par)
 5. Submit 23-24 Reports in the summer of 2024
- 



THANK
YOU!

As you move forward on your work
this year, please reach out when you
need help!

Elizabeth Evans, 262 243 4283

