

Assessment Tools, Resources and Support

May 18, 2023

CELT

with Elizabeth Evans, Susan Gallanis and Kate Robertson

Session Overview

Welcome and introductions – are you bringing a question today?

Six-Step Cycle

Tools

- Outcome Alignment Goals and Tools
- Student Performance Measurement Tools
- Other Tools – Evaluation Criteria

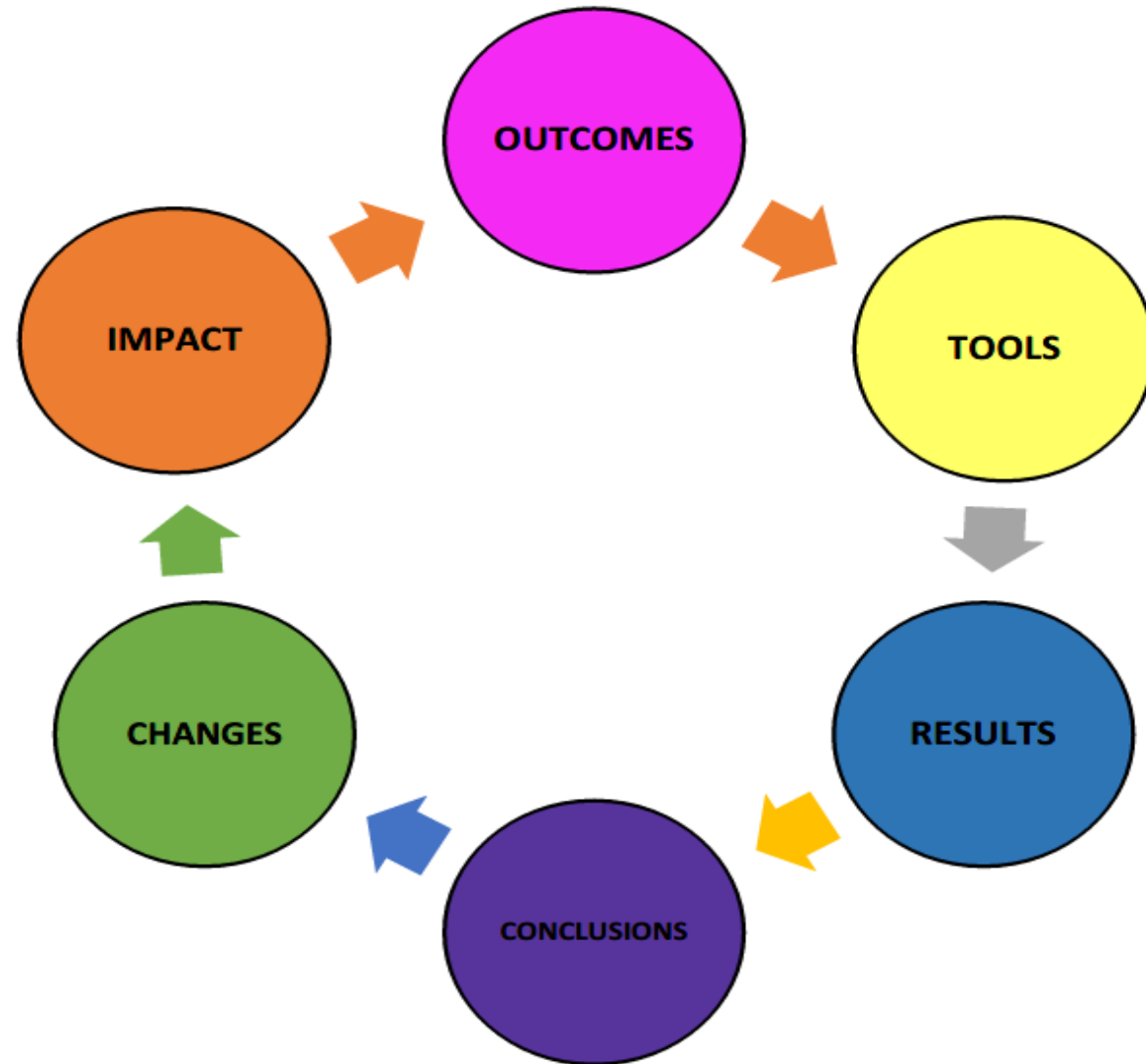
Resources – Portal channel on faculty tab *is your best friend* Assessment of Student Learning Outcomes

Support from CELT

Reporting this year and next

• **CYCLE Assessment of Student Learning**

- Develop/revise Program Learning **Outcomes** (PLOs)
 - Align up to GLOs and down into courses
- Identify **Tools** to Measure Outcomes (end required)
- Obtain **Results** of those measurements
- **Conclusions** of that data
- **Changes** needed
- **Impact** of changes implemented



Continuous Improvement in Action

University Mission

Program Mission

Global Learning Outcomes

Program Learning Outcomes

Course Learning Outcomes

Course content, activities, and evaluations

Alignment Thinking

Tools for Alignment

GLO Categories

Curriculum Map

Syllabi sections on GLOs, PLOs, ULAOs, Course objectives

Tools for Alignment: GLO Categories

GLO #3 Categories Focus 23-24

GLO #6 Categories Focus 22-23

Categories for GLOs 1, 2, 4, 5, 6

Tools for Alignment: Curriculum Map

Curriculum Map Example 2022

- Shows where each PLO is introduced and developed in courses
- Shows where each PLO is assessed at the summative [exit] level for completing students (this measurement is required)
- If entry level assessments are planned, please indicate those as well (this is optional).

Tools for Alignment: Syllabi

- **Syllabi sections** (all starred, so should be consistent across sections)
- ***Connection to Concordia University Global Learning Outcomes (GLOs):**
[Describe **how** this course addresses one or more GLO(s) by listing a lesson, assignment, or course outcome aligning with each GLO addressed]
- ***Program/Department Learning Outcomes (PLOs):** [Describe **how** the course addresses program, major or department learning outcomes. These are specific to each program or department, and form the basis of the department's academic assessment plan. Program learning outcomes are listed in the catalog.]
- ***Course Objectives:**

MBA Example

Planning and
Alignment

GLO

PLO

Course Learning
Outcome



GLO #6
ANALYTICAL
FLUENCY
OUR
GRADUATES
WORK WITH
DATA
EFFECTIVELY



PROGRAM
LEARNING
OUTCOME
MBA #7
STUDENTS WILL
INTERPRET
QUANTITATIVE
DATA TO INFORM
STRATEGIC
DECISION
MAKING



EXIT COURSE
OUTCOME
MBA 590
DISCUSS AND
ANALYZE THE
STATUS OF
THEIR
COMPANY IN
THE
SIMULATION

Tools for Measuring Student Performance: Assignments

- Direct Measures are needed for best practice
- We recommend courses and other required student experiences
- Identify place where learning has attained exit level for measurement

- **Assignments**
 - with Rubrics to identify specific rows that address PLO/GLO
- **Test Questions**

Assignment Instructions:

The Tool

(6) CAPSIM Post Mortem Presentation

Before you begin creating your Board of Directors CAPSIM presentation, please spend a few minutes thinking back to MBA 562: Financial Analysis. The financial measures you will highlight in your Board Presentation are somewhat clear; they are the CAPSIM “star” KPIs of market share, share price growth, contribution margin, inventory and emergency loans. But in addition, brainstorm a few non-financial performance measures you could highlight, and why they are important to monitor as well.

Prepare a PowerPoint Presentation (approximately 6-10 slides on length) that you will be sharing with the Andrews Company Board of Directors. Share your company’s financial results and plans for the future in a manner appropriate for the highest levels of management. Your presentation must integrate knowledge from various business disciplines (such as marketing, finance, operations, etc) to support your decisions. Highlight both the quantitative and qualitative data that helped form your strategy.

Some things to think about: How do you acknowledge any areas of weakness while still communicating confidence in plans moving forward? How do you share plans to pivot to a new strategic direction (if necessary) without overly criticizing your current team’s actions?

Rubric: All Rubric Rows (grading criteria):

The Tool for Measuring

- Thesis/main point or argument
- Development and support of ideas
- Audience
- Structure and organization
- Language, style, and grammar

- Mechanics, format, and citations
- Students will integrate knowledge from various business disciplines to make informed decisions
- Students will collect, analyze, and interpret quantitative data to inform strategic decision making

The Outcome

MBA590 Strategic Management
A (2)
A (2)
A (3)
A (2)
A (3)
A (2)
A (3)

ve Fluency	written communication of pertinent business information.						
#6 Analytical Fluency	7. Students will collect, analyze, and interpret quantitative data to inform strategic decision making.		I		R	R	A (3)

The Outcome

Tools for Measuring Student Performance: Rubrics

- Translate your Results to the Concordia 5-Point Common Scale

Significantly Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations	Significantly Exceeds Expectations
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- [Christian Faith Rubric with University Common Scale](#)

MBA Example: Continuing the CYCLE

Tool:
Assignment

Data

Conclusion



TOOL TO
EVALUATE
PLO #7:
SIMULATION
ASSIGNMENT
RUBRIC
ASPECT THAT
MEASURES
WORK WITH
DATA



DATA
RESULTS
MBA #7 DATA
OBTAINED IN
2021-2022

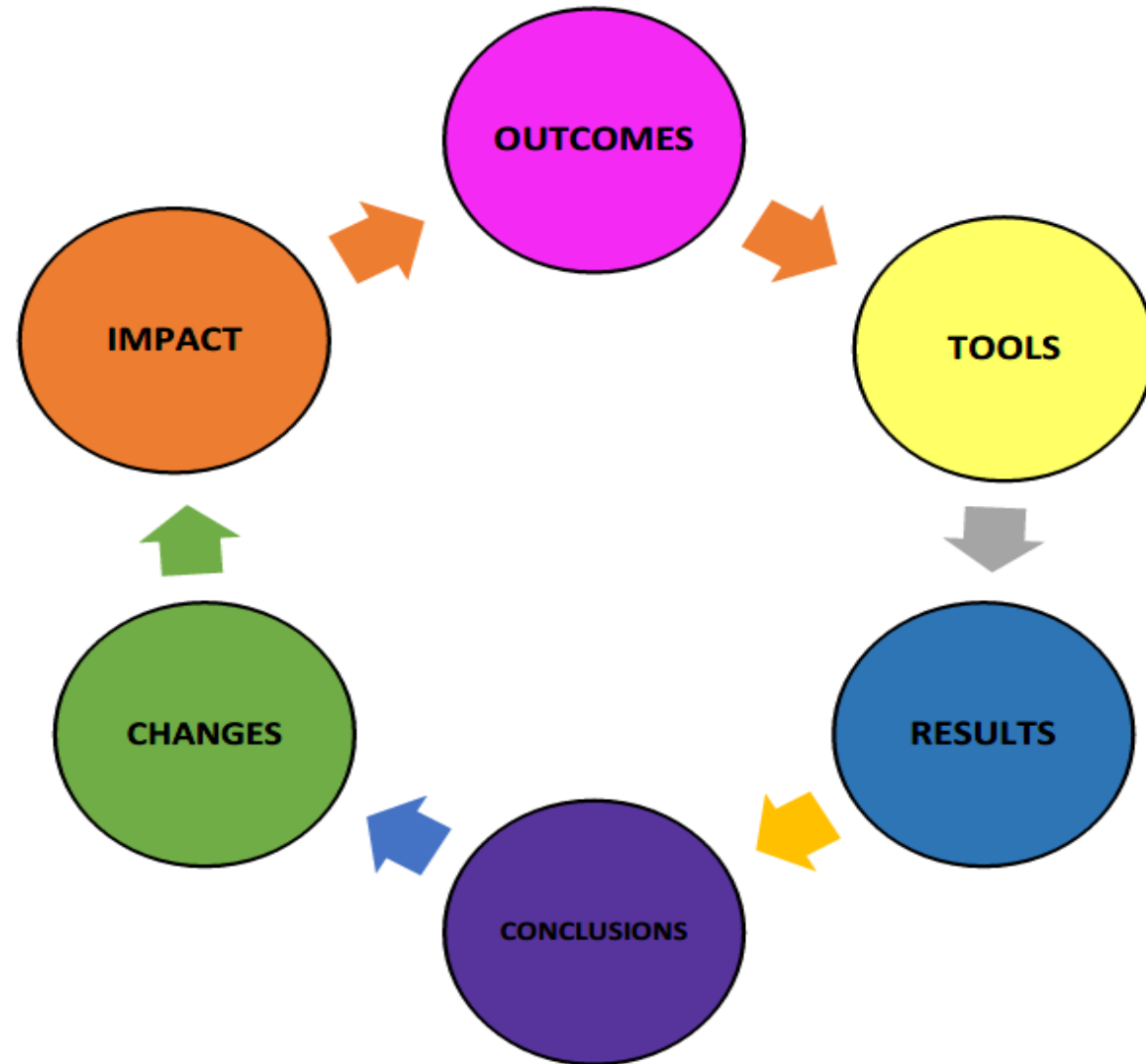


CONCLUSIONS
STUDENT
EXPECTATIONS
NOT MET;

THEN NEED TO
DESCRIBE OUR
CHANGES TO
IMPROVE
STUDENT
LEARNING
HERE

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Continuous Improvement in Action

- **Another Kind of Tool: How We Evaluate Assessment Practice - Evaluation Criteria**

Overall goal: Data is used for improvement in learning

- **PLOs** are measurable meaningful & describe exit level learning
- **PLOs align with GLOs** – PLO for GLO #1 is explicit on Christian Faith
- **Curriculum Map** lists all PLOs, where introduced, developed and Entry/Exit assessment points.
- **Collaborative Work** with faculty/staff working on curriculum, teaching
- **Effective Tools** Student Work Products/Faculty Evaluation
- Direct **Data** of student performance is collected, evaluated, reported
- Recommendations for **Changes** are made and implemented
- Reflect on **impact** of changes implemented: did they make a difference?



Assessment Resources

Assessment of Student Learning Channel on the Faculty Tab of the Portal

- Links to current report instructions
- Describes history of FOCUS GLOs
- Curriculum Map, GLO categories, etc.
- Best Practices, Evaluation Criteria

Sessions for New Chairs/Program Directors

Coming soon: public webpage on our process

Assessment Process Support

- We can think aloud with you - Where are you: “assessment” of program status
 - What areas need improvement?
- How we have worked with programs
- Biting off a reasonable chunk for improvement
- What do you need help with?

Reporting this year and next

- 2022-23 Focus GLO #6 Report due October 1, 2023
- Report information in portal channel

<https://celt.cuw.edu/instructions-for-2022-2023-academic-program-assessment/>

2023-24 Focus GLO #3 and #1 Report due October 1, 2024

<https://celt.cuw.edu/plans-for-program-assessment-2023-2024/>