

# Institutional-Level Commitment: Assessment at a Large University

2014 AIRUM Fall Conference  
Thursday, November 6<sup>th</sup> 2014


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## Session Outcomes

- Describe how to overcome a decentralized structure to further promote/enhance their assessment of student learning process to enhance student learning.
- How to customize an assessment process that is flexible enough to meet a variety of needs.
- Describe best practices to implement an effective assessment process that will work for your institution.

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# THE UNIVERSITY OF MINNESOTA

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## The University of Minnesota






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## The University of Minnesota

<p><b>System</b></p> <ul style="list-style-type: none"> <li>• 5 Campuses</li> <li>• 857 Buildings</li> <li>• 67,477 Total Students</li> <li>• 25,000 Employees</li> </ul>	<p><b>Twin Cities Campus</b></p> <ul style="list-style-type: none"> <li>• 3 Separate Campuses</li> <li>• 265 Buildings</li> <li>• 51,147 Total Students</li> <li>• 30,135 UG Students</li> <li>• 17 Colleges/Schools</li> <li>• 148 UG Degree Programs</li> </ul>
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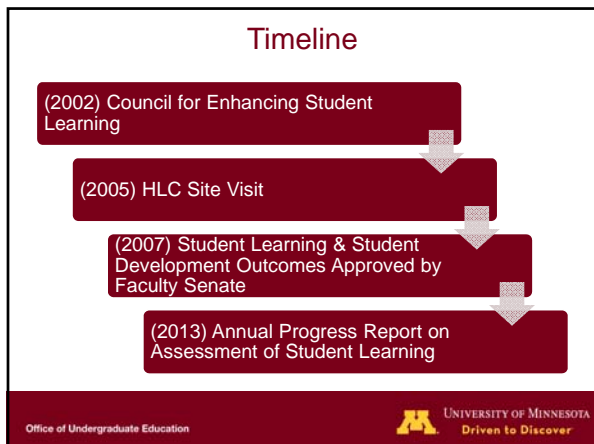
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## ASSESSMENT TIMELINE

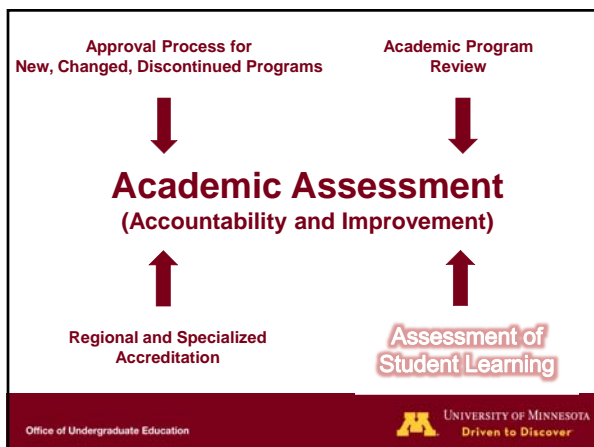
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## ASSESSMENT STRATEGY

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- ### Assessment Governance
- Assessment Executive Committee
  - Assessment Steering Committee
    - Office of Undergraduate Education
    - Collegiate Associate Deans
    - Director of Assessment
    - Office of Institutional Research
    - Office of Student Affairs (development outcomes)
    - Faculty Representation
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- ### Strategy for Assessing UG Education
- Assessment of the University's Seven Student Learning Outcomes
    - Collegiate flexibility in developing their own process using a common framework
    - Assessment of 3-4 outcomes per year selected by program
  - Writing-Enriched Curriculum (WEC)
    - Assessment of WEC Units' Writing Plans
    - Assessment of the WEC Project
  - Student Experience in the Research University (SERU)
    - Unique insights into students' experiences
    - Alignment of survey questions to University's outcomes
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- ### Student Learning Outcomes
1. Can identify, define, and solve problems
  2. Can locate and critically evaluate information
  3. Have mastered a body of knowledge and a mode of inquiry
  4. Understand diverse philosophies and cultures within and across societies
  5. Can communicate effectively
  6. Understand the role of creativity, innovation, discovery, and expression across disciplines
  7. Have acquired skills for effective citizenship and lifelong learning
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### Student Development Outcomes

1. **Responsibility and accountability** by making appropriate decisions on behavior and accepting the consequences of their actions.
2. **Independence and Interdependence** by knowing when to collaborate or seek help and when to act on their own
3. **Goal orientation** by managing their energy and attention to achieve specific outcomes
4. **Self-awareness** by knowing their personal strengths and talents and acknowledging their shortcomings
5. **Resilience** by recovering and learning from setbacks or disappointments
6. **Appreciation of differences** by recognizing the value of interacting with individuals with backgrounds and/or perspectives different from their own
7. **Tolerance of ambiguity** by demonstrating the ability to perform in complicated environments where clear-cut answers or standard operating procedures are absent.

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### SERU Survey

- Administered to all degree-seeking undergraduate students during the Spring semester
- Gathers information about student engagement, both inside and outside of the classroom
- Results can be compared within the University as well as across institutions
- Student Learning Outcomes Report

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### SERU to SLO Item Alignment

University of Minnesota – Twin Cities Undergraduate Student Learning Outcomes	Number of items identified
Can identify, define, and solve problems	8
Can locate and critically evaluate information	12
Have mastered a body of knowledge and a mode of inquiry	7
Understand diverse philosophies and cultures within and across societies	5
Can communicate effectively	11
Understand the role of creativity, innovation, discovery, and expression across disciplines	9
Have acquired skills for effective citizenship and lifelong learning	7

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### SERU Survey

Learning Outcome	Data Break	Average	Std Deviation	N
Can identify, define, and solve problems		0.18112	1.09212	51
Can locate and critically evaluate information		-0.32513	0.95292	51
Have mastered a body of knowledge and a mode of inquiry		0.07517	0.96653	51
Understand diverse philosophies and cultures within and across societies		0.09578	0.77013	51
Can communicate effectively		0.18365	0.95045	51
Understand the role of creativity, innovation, discovery, and expression across disciplines		0.12519	0.93435	51
Have acquired skills for effective citizenship and lifelong learning		0.17539	0.98447	51

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## WRITING ENRICHED CURRICULUM (WEC)

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### WEC Process

- Academic program/college develops, implements, and assesses discipline-specific undergraduate writing plans.
- Integration of writing into their curricula

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### WEC Data

- Samples of student writing
- Transcribed faculty meetings
- WEC Survey
- Writing Plan
- Rating of Student Writing
- Annual Faculty Liaison survey
- Curricular self-study (optional)
- Interviews

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### WEC Participation

- 43 Departments & Programs
- 75 Majors
- 15,000+ Students

WEC Majors by College

College	Count
CLA	27
CBS	7
CSOM	11
CSE	8
CEHD	5
CFANS	6
Cdes	2
AHC	1
CCE	8

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## Annual Progress Reports

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### Assessment of Student Learning

- How do we collect (centrally) assessment data from programs and colleges?
- How are programs/colleges sharing and discussing assessment findings within their program/college?
- How are programs/colleges utilizing assessment findings to make improvements ('closing the loop')?

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## Annual Progress Report on Assessment of Student Learning

- I. Student Learning Outcomes
- II. Assessment Strategies
- III. Results
- IV. Faculty Review
- V. Revisions/Actions
- VI. Future Plans

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## Annual Progress Report

**Introduction**  
 Academic year:  
 Department/Program:  
 Degree program(s):  
 Person(s) preparing report:  
 Date submitted:

**I. Student Learning Outcomes**  
 A) List current SLOs for the major degree program assessed during the academic year.  
 B) Identify the link between departmental outcomes and the University's Undergraduate Learning Outcomes.

**II. Assessment Strategies** for each SLO that was assessed for this annual report (please describe):  
 A) The measures and/or test used (direct measures must be used for each student learning outcome).  
 B) Which analyses were conducted (see manual and rubric).  
 C) Establish and describe the performance levels (such as, at, and above) the expected student achievement for each SLO. You also may include any rubric and/or criteria used to conduct your assessment (optional).

**III. Results for Each SLO Assessed**  
 A) What percentage of students demonstrates a minimum or higher level of proficiency?

**IV. Faculty Review of the Assessment Results**  
 A) Describe the process by which program faculty reviewed and discussed the results.  
 B) What does the full-year or other student learning for each student learning outcome?

**V. Revisions to Assessment Procedures and/or Process**  
 A) What actions and revisions, if any, will be implemented based on the findings of the assessment?  
 B) Explain any revisions of your assessment plan, assessment, guidelines, levels, or SLOs (if applicable).

**VI. Future Plans**  
 A) Briefly describe the long-range plans across all areas of the learning outcomes, if assessing over a sequence of years.

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## Example Reports

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## Annual Progress Reports

### Program Assessment Reports

- 9 Colleges/Schools
- 77 Reports
- 1 Template

### College Assessment Reports

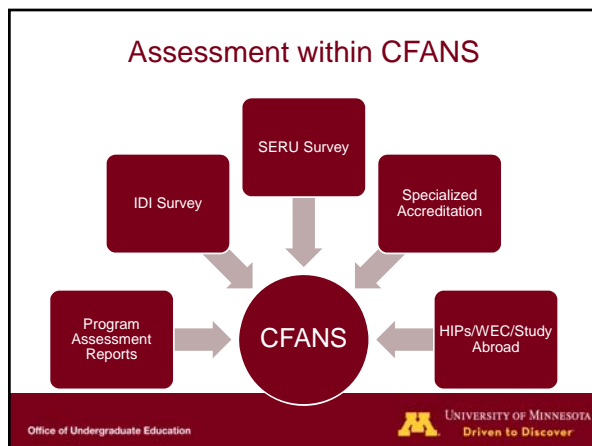
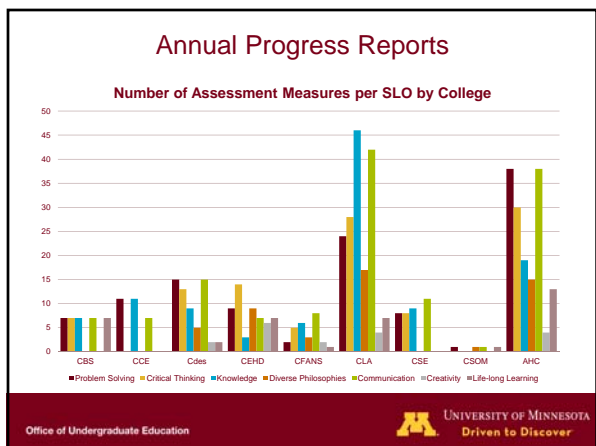
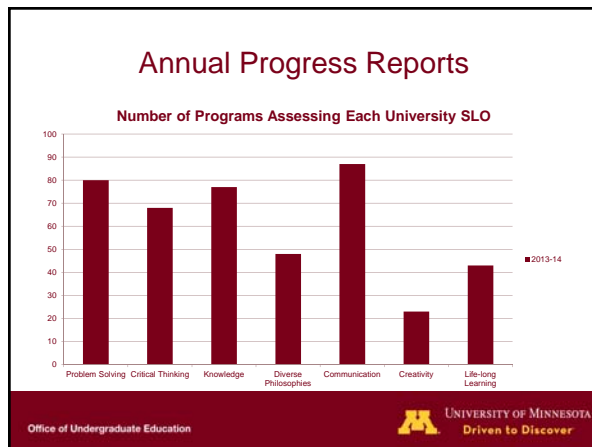
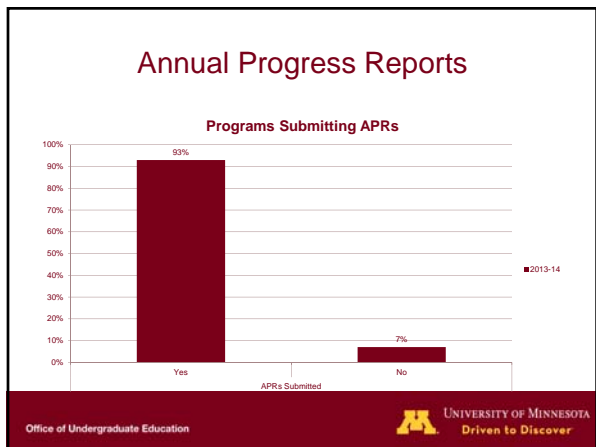
- 3 Colleges
- 3 Reports
- 3 Templates

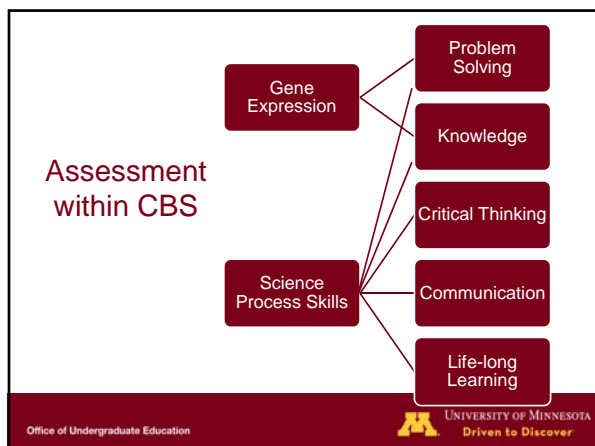
### Engineering Programs

- 11 Programs
- 1 Template

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### Assessment within CBS

- Contacted & Collected**
  - Contacted faculty requesting raw data or ability to make copies of exams
  - Collected exams and raw data
  - Made copies of each student's exam for each course
- Compiled & Classified**
  - Inputted each student's exam scores
  - Compiled all courses data
  - Classified exam questions as "Science Process Skills" or "Gene Expression"
  - Found average score and standard deviation for each exam question applicable
  - Found average percent (This is found by taking the average score and dividing it by the total points possible).
- Created**
  - Created Report including exam question, category (type of question), process, and average percent.
  - Average percent was found by taking the average score and dividing it by the total points possible. For example, if an average score of a question is 4.05 points and the question is out of 5 points, the average percent would be (4.05/5) 81%.

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### Electronic Assessment Management System

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- ### Electronic System
- Create a campus-wide culture of data-driven innovation
  - Coordinated and centralized assessment approach
  - Ability to create a multitude of reports
  - User-friendly
  - Easily accessible
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### Thank You!

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