UW – Superior’s Higher Learning Commission (HLC) Assessment Academy Team

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Assessing the UW – Superior Liberal Education Learning Goals

UW – Superior’s
Higher Learning Commission (HLC) Assessment Academy Team
Development of Liberal Education Learning Goals

• Currently, a national and statewide dialogue is occurring
  – Focusing on the value of institutional learning goals and outcomes (AAC&U LEAP initiative)

• Fall 2009: Academic Plan Committee drafted the set of common learning goals
  – Used the LEAP initiative as a starting point
  – The LEAP outcomes were modified, based on our general education learning outcomes and liberal arts initiatives

• Approval Process:
  – Feedback solicited from campus (Fall 2009)
  – Goals were modified, based on feedback (Fall 2009)
  – Approved by Faculty Senate (February 2010)
Development of Liberal Education Learning Goals (con’t)

• Next Step: To develop outcomes and measures for each of the five Liberal Education Learning Goals
  – This will be done in a staged process, addressing one goal in Year 1, two goals in Year 2, and the final two goals in Year 3
Liberal Education Learning Goals

• The ability and inclination to think and make connections across academic disciplines

• The ability and inclination to express oneself through multiple forms

• The ability and inclination to analyze and reflect upon multiple perspectives to arrive at a perspective of one’s own

• The ability and inclination to engage as a global citizen

• The ability and inclination to engage in evidence-based problem solving
What is the Higher Learning Commission (HLC) Assessment Academy?

• The Academy experience is intended to:
  – Develop institutional culture
  – Increase institutional commitment to assessing and improving student learning

• Participation in the Academy is designed to generate evidence for accreditation evaluations and follow-up
What does UW-Superior gain by participating in the HLC Assessment Academy?

• Participation:
  – May serve in place of mandated progress reports, monitoring reports, and focused visits on assessment of student learning
  – Can produce evidence for Criteria and Core Components for accreditation evaluation
Outcomes of the HLC Assessment Academy Process

• Further establish institutional commitment to teaching, to student learning, and to assessing, confirming, and improving student learning

• Improve institutional capacity to assess, confirm, and improve student learning

• Develop institutional leaders and mentors
Outcomes of the HLC Assessment Academy Process (con’t)

• Test and document effective practices in assessing, confirming and improving student learning

• Interact with diverse institutions, building a collaborative network for ongoing comparison of efforts and results

• Establish and build a sustained, ongoing commitment around student learning
Insight from HLC Focused Visit

“The institution [UW-Superior] recognizes the areas that need further attention especially the development of a systematic approach to the assessment of student learning, which is being addressed through the university’s participation in the HLC Assessment Academy.”
UW-Superior Story with Assessment Academy

- Applied for admission in November 2009; reviewed by HLC review team; admitted in February 2010
- Team constituted, with support of Faculty Senate
- Attended 3-day HLC Assessment Academy session (March 2010)
- Project currently in design phase
  - Project description has been submitted to the Assessment Academy and has been favorably reviewed by Susan Hatfield, Project Mentor
HLC Assessment Academy
Liberal Education Learning Goals Assessment Project

... aims to institute a **coherent**, **integrated** and **sustainable** process of assessment of **liberal education learning goals** with **outcomes**, for both curricular and co-curricular programs, at UW-Superior.
UW-Superior Liberal Education Learning Goals Project

**Inform**
- Faculty/Staff Survey on Assessment Awareness

**Educate**
- CETL Workshops on Assessment Basics

**Equip**
- CETL Task-specific workshops

**Build Awareness**
- Assessment Office Newsletter

- Develop questions that guide campus conversations
- Organize and facilitate campus conversations to clarify and refine Liberal Arts Education Learning Outcomes
- Analyze campus conversations and create SMART learning outcomes
- Develop measures based on campus conversations on measures
- Assessment of student learning outcomes using the measures
- Sharing data on student learning outcomes and facilitate continuous improvement across the campus
HLC Assessment Academy
Liberal Education Learning Goals Assessment Project

Time Line

• Summer 2010
  – Develop and conduct faculty/staff survey on assessment awareness
  – Develop questions that guide campus conversations

• 2010 - 2011
  – Organize and facilitate campus conversations to clarify and refine Liberal Education Learning Goals
  – Analyze campus conversations and create SMART (specific, measurable, attainable, relevant, and time bound) learning outcomes
  – Develop measures for some of the goals through campus conversations
HLC Assessment Academy
Liberal Education Learning Goals Assessment Project

Time Line

• 2011 - 2012
  – Implement the assessment of at least one of the student learning goals using the measures
  – Share data on student learning outcomes and facilitate continuous improvement across the campus

• The Center for Excellence in Teaching and Learning (CETL) will:
  – Provide professional development opportunities for assessment basics
  – Provide more specialized assessment skills training
<table>
<thead>
<tr>
<th>Summer 2010</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Summer 2011</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
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</thead>
<tbody>
<tr>
<td>Faculty/Staff Survey</td>
<td>Analyze campus conversations</td>
<td>Select a focus goal</td>
<td>Create SMART outcomes</td>
<td>Develop measures</td>
<td>Pilot assessment using the measures</td>
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<td>Facilitate campus conversations on assessment of liberal education learning goals</td>
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<td>Prepare for the implementation of Assessment</td>
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<td>Research on existing outcomes/measures</td>
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<td>Implement assessment of one of the goals (curricular/co-curricular programs)</td>
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<td>Analyze assessment results</td>
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Share the results and facilitate continuous improvement.
Who are the stakeholders for this project?

EVERYONE!!
Hopes and Possibilities

• Assessment of student learning (through the five Liberal Education Learning Goals) will:
  – Affirm our best practices for student learning
  – Enhance student learning in all settings
  – Serve as glue that binds us together as a campus
  – Encourage innovation
  – Promote flexibility and creativity
  – Foster interdisciplinary and cross-unit collaboration
What are your thoughts after hearing the presentation?

(Partnered Exercise)
What feedback or responses do you have, if any, to the five liberal education learning goals?
The HLC Assessment Academy Team will be designing a process of inclusive, open campus conversations around creating measurable outcomes for these learning goals.

What are your suggestions as we design these conversations?
What suggestions do you have for topics, tools, workshops, etc. that would help equip the campus for assessment of student learning?
Do you have any other suggestions regarding the assessment of student learning?
Thank you all so much for your participation in this day!

Check your email for an invitation to complete a brief survey on the assessment of student learning.