

University of Baltimore: Capacity-Building for Co-Curricular Student Learning Outcomes Assessment

Fall 2014 Workshop Series – Academic Programs	Spring 2015 Workshop Series – Enrollment Management and Student Affairs
Program mission statements: Their audience and what they should communicate	Assessing Institutional Effectiveness and Student Learning: Understanding Middle States Expectations
Program-level student learning outcomes: Objectifying the behaviors, conditions, and criteria of learning	The ABC(D)s of SLOs
Curriculum mapping: The scope and sequencing of learning opportunities	Learning opportunities and assessment tools for student services
Characteristics of master teaching: Learning Opportunities (high-impact activities) and Assessment Tools	Direct and indirect assessment of program success
Direct assessment of program success: Course-embedded artifacts of learning	Closing the loop: Moving from data collection and analysis to program evolution
Indirect assessment of program success: Graduation rates, satisfaction surveys, employment, et al.	Assessment Expo – Sharing of Assessment Plans
Closing the loop: Moving from data collection and analysis to program evolution	

EMSA ASSESSMENT EXPO

8:45-9:15 am	Breakfast & View Posters
9:15-9:30 am	Welcome from the Associate Provost
9:30-10:00 am	Strengths of Unit Assessment Plans
10:00-10:45 am	Breakout Sessions: (1) Refining Learning Outcomes, (2) Creating Learning Opportunities, (3) Building Assessment Tools
10:45-11:00 am	Break
11:00-11:30 am	Debrief Breakout Sessions
11:30-11:45 am	Closing the Loop
11:45 am -Noon	Next Steps from EMSA Leadership

Modeling: The ABC(D)s of SLOs

Audience
Behavior
Condition
Demonstration of achievement

Audience – *student*
Behavior – *what you want students to know, value, or do*
Condition – *the program or service offered*
Demonstration of achievement – *the performance or product*

Audience
(Behavior)
Condition
Demonstration
of achievement

TASK: Take this common SLO: “Students will develop an appreciation of cultural diversity.”

1. Code this SLO using the ABCDs
2. Revise using the ABCD framework
3. Code this SLO again

Participants will
(develop an appreciation of cultural
diversity.)

→ What did you come up with?

Students completing the inter-group
dialogue program will be able to

(describe two approaches to productive
cross-racial interaction)

in their own words.

→ What about Bloom's?

Students completing the inter-group dialogue program will be able to **evaluate**, in writing, two approaches to cross-racial interaction **using Smith's framework for inclusive dialogue.**

→ How can students demonstrate?

Students completing the inter-group dialogue program will be able to **design** an effective **role-play scenario** using Smith's framework for inclusive dialogue.

Mapping: Learning Opportunities Continuum Exercise

Take one orange, one yellow, and one green index card. On each card, write down one specific interaction your unit has with students.

Stand up!

Frequency:

|.....|
One-time Ongoing

Duration:

|.....|
Under 15 min. Above 60 min.

Purpose:

|.....|
Informational Educational

Student Involvement:

|.....|
Passive Active

Reflection questions:

1. Looking across your interactions, are any of them more optimal for student learning than the others? Why?
2. What are students typically doing in these interactions (e.g., receiving, responding, listening, reading, practicing, applying, transferring, thinking, evaluating, acting, creating, reflecting)? List all that apply.

Learning Opportunity Evaluation Rubric

1. Frequency: Simple learning, such as short-term recall of facts, names, and locations, may be achieved with a minimum of interactions. Complex learning, such as identifying next steps in solving a complicated problem or discerning the ethical dimensions of a situation, is more likely to occur as an outcome of multiple opportunities for engagement and practice.

1	2	3	4
Likely to be too few			Likely to be optimum

2. Duration: Time on task—the contact time students have with to-be-learned material/skills—is one of the most powerful factors influencing learning, especially with regard to complex learning outcomes.

1	2	3	4
Likely to be too brief			Likely to be optimum

3. Meaningfulness: The more connections students can make between to-be-learned material/skills and their individual needs, interests, and experiences, the more likely the material/skills will be learned.

1	2	3	4
Experience provides few opportunities for students to connect			Experience provides numerous opportunities for students to connect

4. Engagement: As a general rule, the more actively involved a student is in a learning experience (cognitively, physically, and emotionally), the more effective the experience will be.

1	2	3	4
Passive			Active

5. Reflection: The more often learning opportunities activate students' meta-cognition, where they have explicit opportunities to critically assess their own understanding, thinking, and performance, they more likely students will improve not just what they are learning, but how they are learning.

1	2	3	4
Infrequent meta-cognitive moments			Frequent meta-cognitive moments

Total Score:

Use the back of this page to jot down next steps for improvement →