Are my students learning what I think they're learning?

UW-Madison Teaching & Learning Symposium
Thursday, May 17, 2018

STUDENT LEARNING ASSESSMENT
WISCONSIN
UNIVERSITY OF WISCONSIN–MADISON

COLLABORATORS

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Mo Bischof, Associate Vice Provost and Director of Assessment

Beth Martin and Mike Pitterle, School of Pharmacy

Laura Grossenbacher and Sara Hagen, College of Engineering

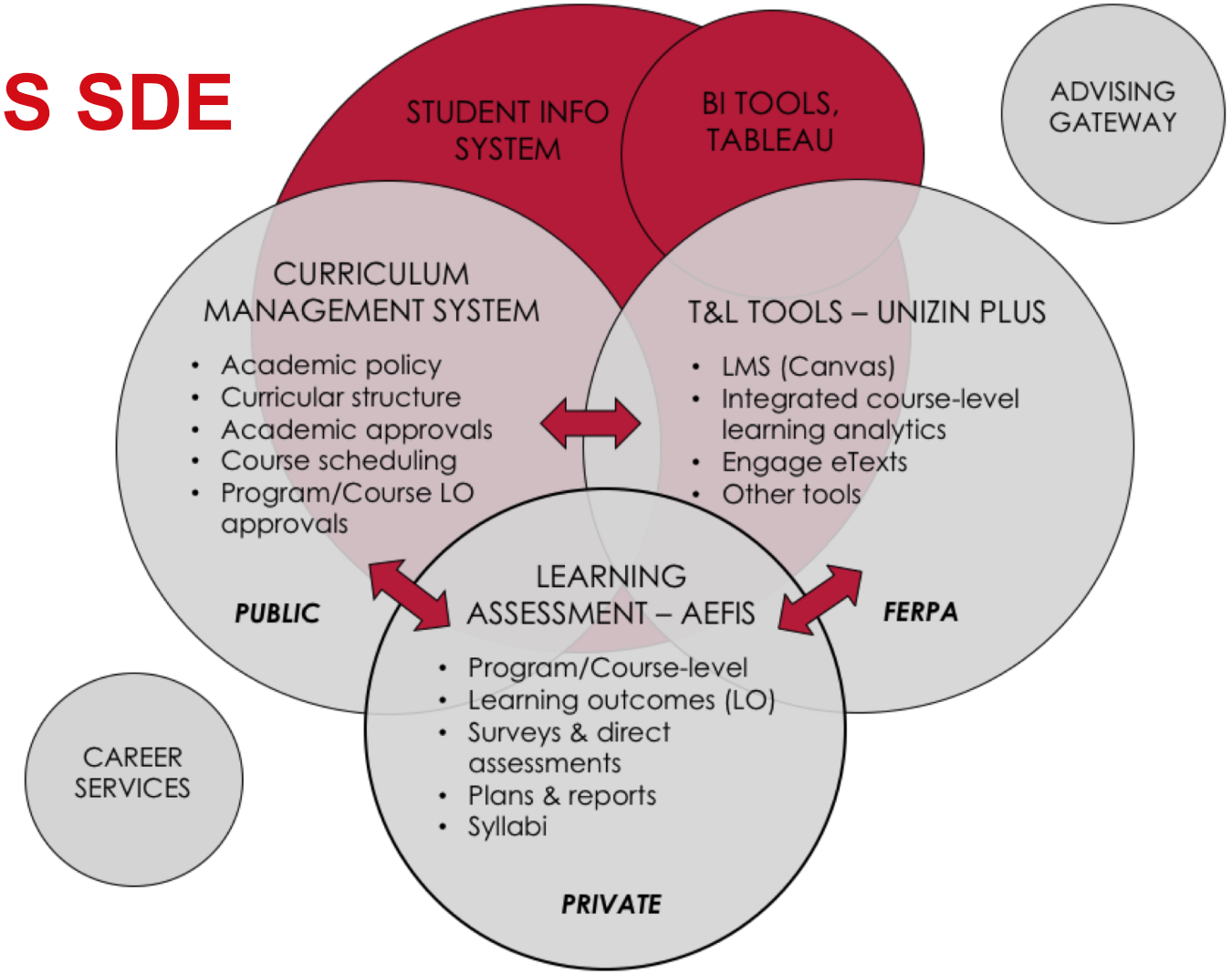
WELCOME & SESSION OVERVIEW

- Student Learning Assessment (SLA) Initiative
  - Integrating & Supporting Course & Program Assessment

- Direct Assessment Project
  - School of Pharmacy
  - College of Engineering

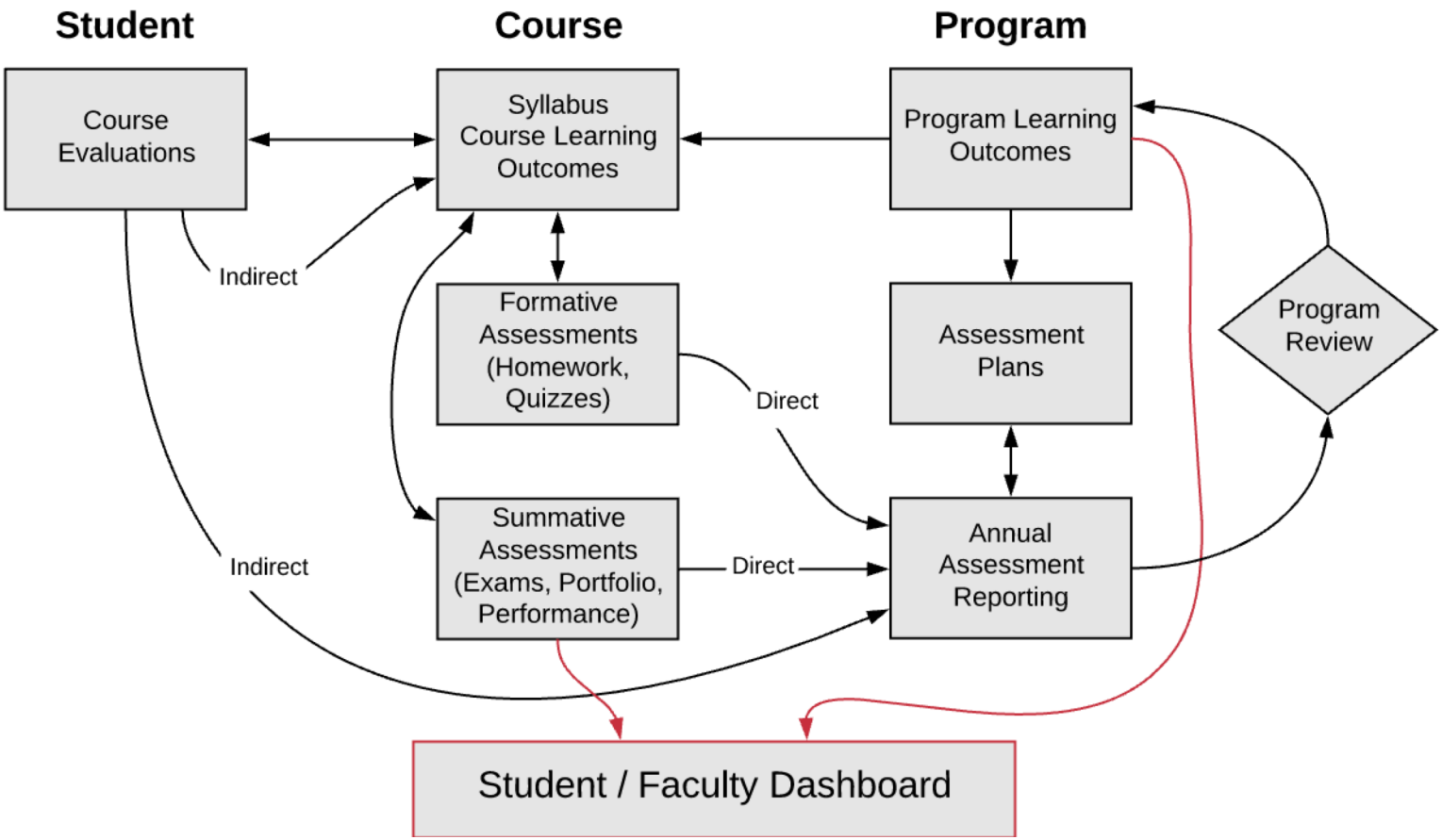
- Discussion & Q/A

CAMPUS SDE


STUDENT INFO SYSTEM
BI TOOLS, TABLEAU
ADVISING GATEWAY
CURRICULUM MANAGEMENT SYSTEM
• Academic policy
• Curricular structure
• Academic approvals
• Course scheduling
• Program/Course LO approvals
PUBLIC
T&L TOOLS – UNIZIN PLUS
• LMS (Canvas)
• Integrated course-level learning analytics
• Engage eTexts
• Other tools
FERPA
LEARNING ASSESSMENT – AEFIS
• Program/Course-level
• Learning outcomes (LO)
• Surveys & direct assessments
• Plans & reports
• Syllabi
PRIVATE
CAREER SERVICES

SLA INITIATIVE

Integrating Assessment; Integrating Solutions



SLA INITIATIVE

Integrating Assessment; Integrating Solutions

Working toward full digital integration:

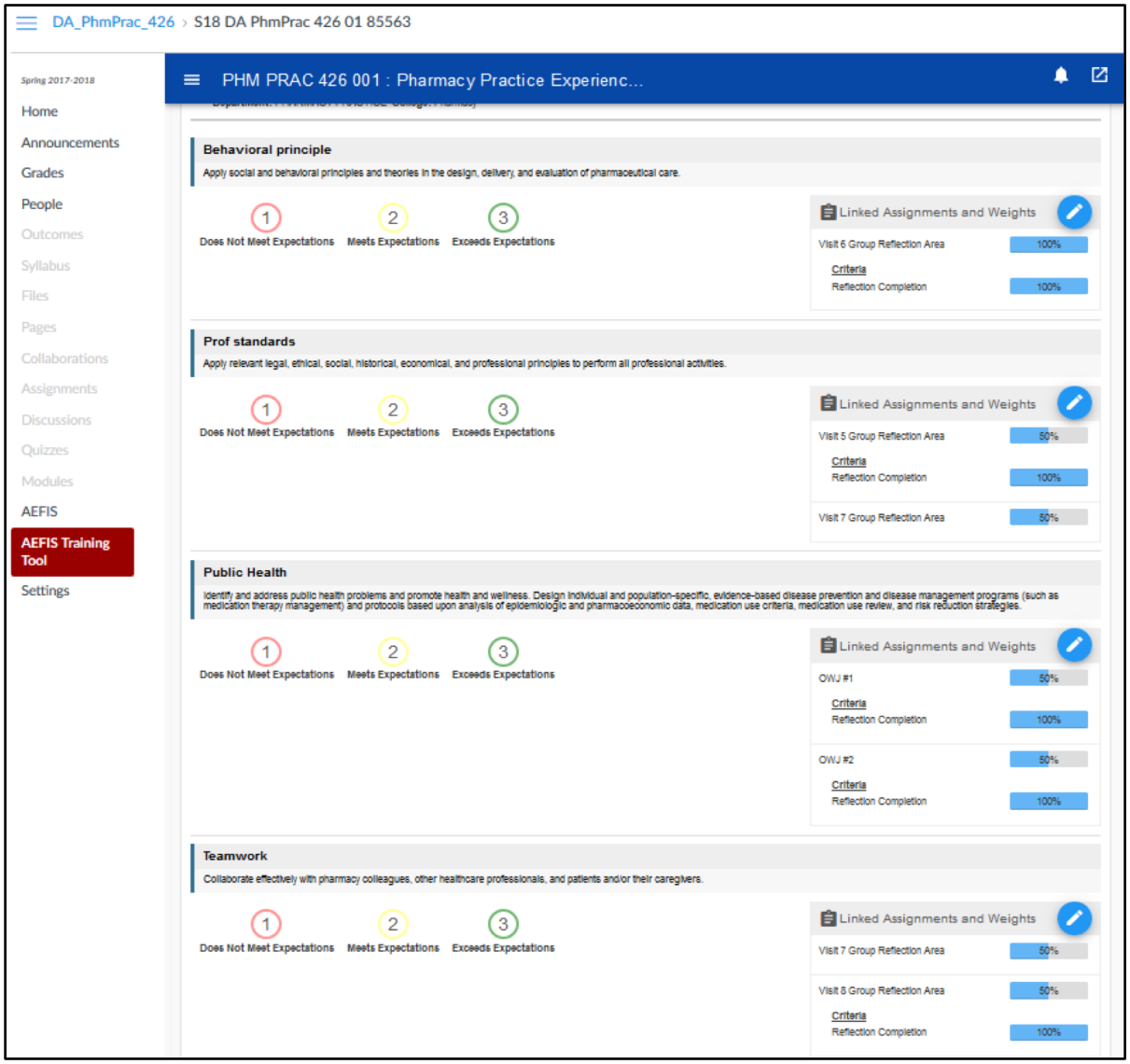
- Course evaluation surveys with instructor roles
- Course Learning Outcomes (CLOs) with student evaluations
- Curriculum maps and assessment planning with course and program learning outcomes
- **Direct assessment mapping to Program Learning Outcomes (PLOs) and CLOs with assessment reporting**

DIRECT ASSESSMENT
School of Pharmacy

- 15 educational outcomes for the Doctor of Pharmacy Program

- System of embedded assessments ("Outcome Tracker")
  - Since 2013, all required courses have mapped major assessment activities to the EOs
  - Program reports have identified students who "need improvement" in achieving the outcomes.
  - Students have "Personal Outcome Tracker" results for continuing professional development reflections

- AEFIS/Canvas interface piloted with first-year field course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Spring 2017-2018
Home
Announcements
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PHM PRAC 426 001 : Pharmacy Practice Experienc...
Behavioral principle
Apply social and behavioral principles and theories in the design, delivery, and evaluation of pharmaceutical care.
1 Does Not Meet Expectations
2 Meets Expectations
3 Exceeds Expectations
Linked Assignments and Weights
Visit 6 Group Reflection Area 100%
Criteria
Reflection Completion 100%
Prof standards
Apply relevant legal, ethical, social, historical, economical, and professional principles to perform all professional activities.
1 Does Not Meet Expectations
2 Meets Expectations
3 Exceeds Expectations
Linked Assignments and Weights
Visit 5 Group Reflection Area 50%
Criteria
Reflection Completion 100%
Visit 7 Group Reflection Area 50%
Public Health
Identify and address public health problems and promote health and wellness. Design individual and population-specific, evidence-based disease prevention and disease management programs (such as medication therapy management) and protocols based upon analysis of epidemiologic and pharmacoeconomic data, medication use criteria, medication use review, and risk reduction strategies.
1 Does Not Meet Expectations
2 Meets Expectations
3 Exceeds Expectations
Linked Assignments and Weights
OWJ #1 50%
Criteria
Reflection Completion 100%
OWJ #2 50%
Criteria
Reflection Completion 100%
Teamwork
Collaborate effectively with pharmacy colleagues, other healthcare professionals, and patients and/or their caregivers.
1 Does Not Meet Expectations
2 Meets Expectations
3 Exceeds Expectations
Linked Assignments and Weights
Visit 7 Group Reflection Area 50%
Visit 8 Group Reflection Area 50%
Criteria
Reflection Completion 100%

LESSONS LEARNED
School of Pharmacy

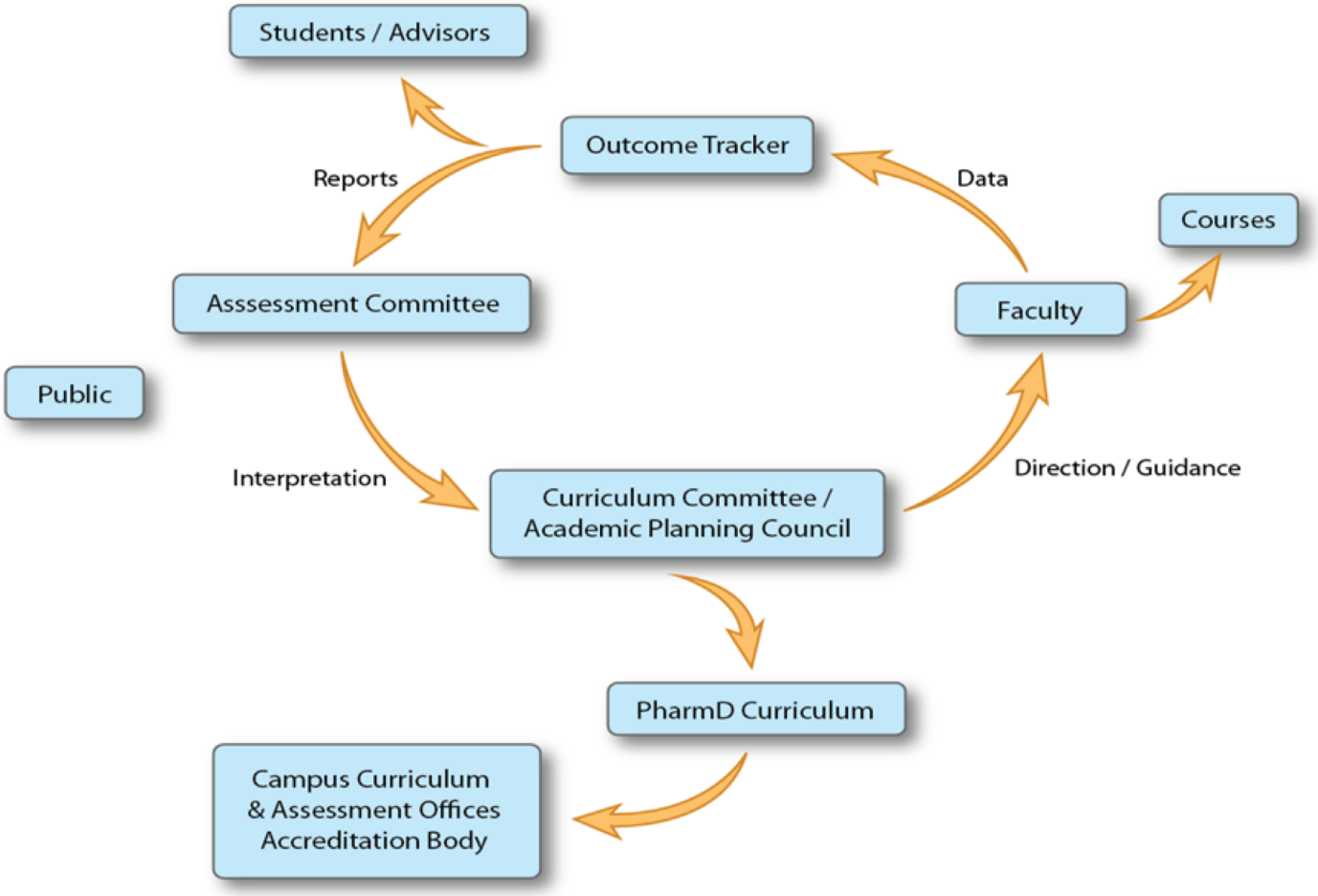
Good Things

- Not a shadow system - no need to export
- Allows for 3 student performance levels (does not meet, meets, exceeds)
- The initial set-up allows for single graded entry (no double grading for the direct assessment)
- Course level reports available

Future Directions

- All linked assessments must be in the Canvas gradebook - some importing may be necessary
- Reports needed for student (personal) and program level stakeholders
- Direct assessments copy from semester to semester - available shortly
- Consider identifying outcomes within a Canvas-administered quiz (e.g. not one outcome but several based on quiz items)

Outcome Tracker Stakeholder Flowchart



DIRECT ASSESSMENT
College of Engineering

Our 12 ABET-accredited engineering programs could benefit from an integrated system for capturing direct measures of ABET student outcomes

- Like the School of Pharmacy, our program's map required courses to outcomes
- We gather data in courses near graduation to determine areas needing improvement across the program's curriculum
- We piloted the AEFIS/Canvas integration in EPD 397, a junior-level technical communication course that assesses six ABET outcomes

DIRECT ASSESSMENT
College of Engineering

We use rubrics to grade, but we wanted an easy way to compile the data from multiple outcomes measured in each rubric.

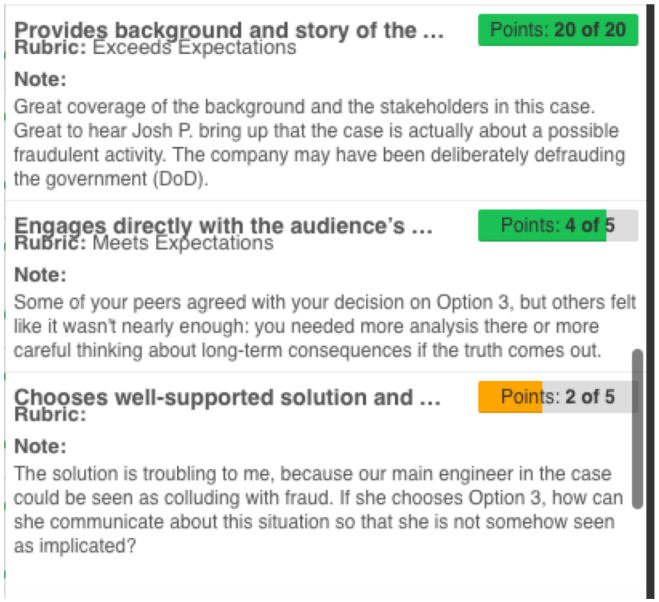
Generates creative options for resolving the dilemma:	0	1-5	6-15	16-20	f
At least three creative options are discussed					
Details of the options consider the impact on **all** of the stakeholders					
Provides an ethical analysis of options, using codes and theory:	0	1-5	6-15	16-20	f
Each option is effectively considered using appropriate support (i.e. the NSPE code, the ethical decision-making process; moral theory/questions)					
Those support sources are referenced clearly and used appropriately (interpretations are sound)					
Chooses well-supported solution and effectively communicates it to stakeholders:	0	1	2-4	5	g
The solution chosen is effectively argued (using support listed above) as the most ethical solution; short and long-term impacts on stakeholders are carefully considered					

ABET outcomes

Compiling hundreds of rubrics and pulling out this data is tedious. .

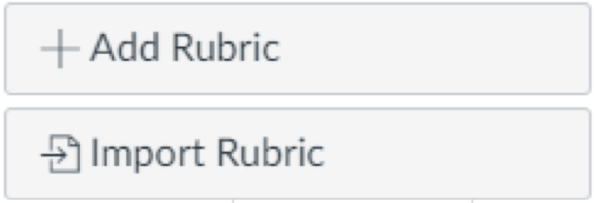
DIRECT ASSESSMENT
College of Engineering

With a rubric built into Canvas Speedgrader and key performance indicators linked to ABET student outcomes, the assessment work for faculty could be a snap.



Student names hidden -- data expressed as "3 - exceeds, 2 - meets, 1 - does not meet"

TECH SUPPORT TIPS

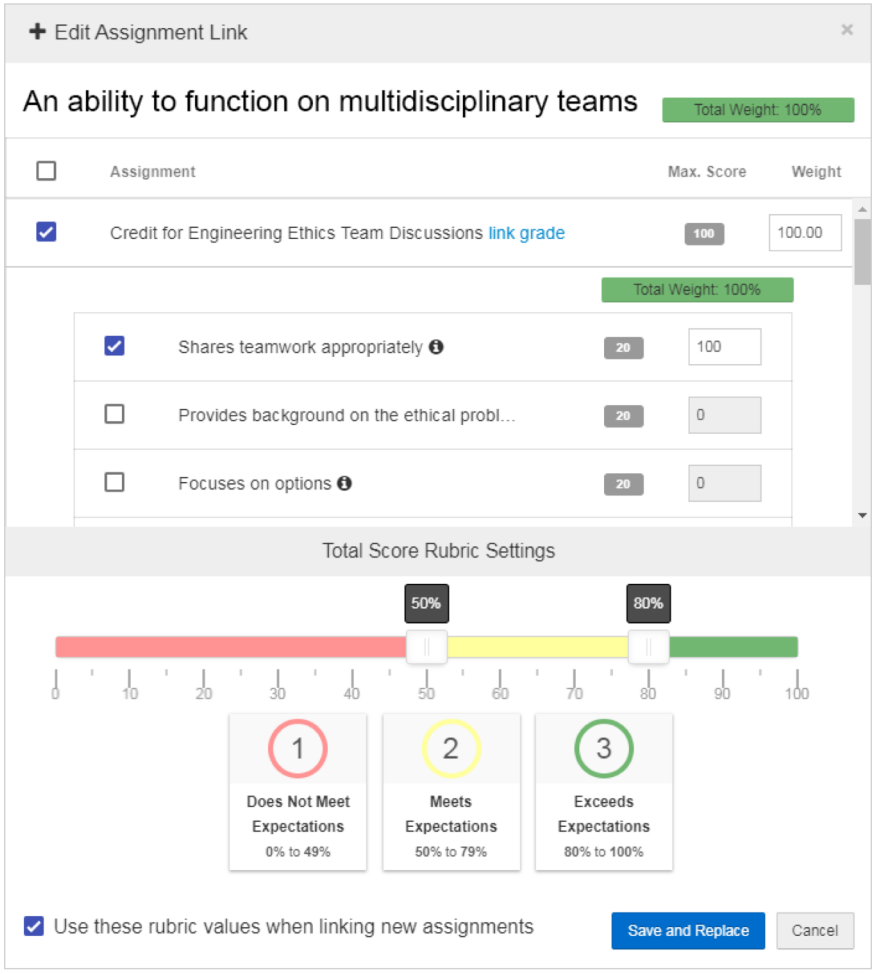


Complex type, values vary				
Rubric Title (Please edit)	Add more rows and/or columns to your rubric as needed!			
Criteria	LongDescr (this is optional)	2.5	2	1
Problem identification	States engineering/scientific problem or issue addressed in document up front	Exceeds	Meets	Does Not Meet
		5	4	1.5
Contextualizes problem	Demonstrates connection with audience needs and broad impacts for technical project; introduces topic with reference to relevant global, economic, environmental, and social contexts.	Exceeds	Meets	Does Not Meet

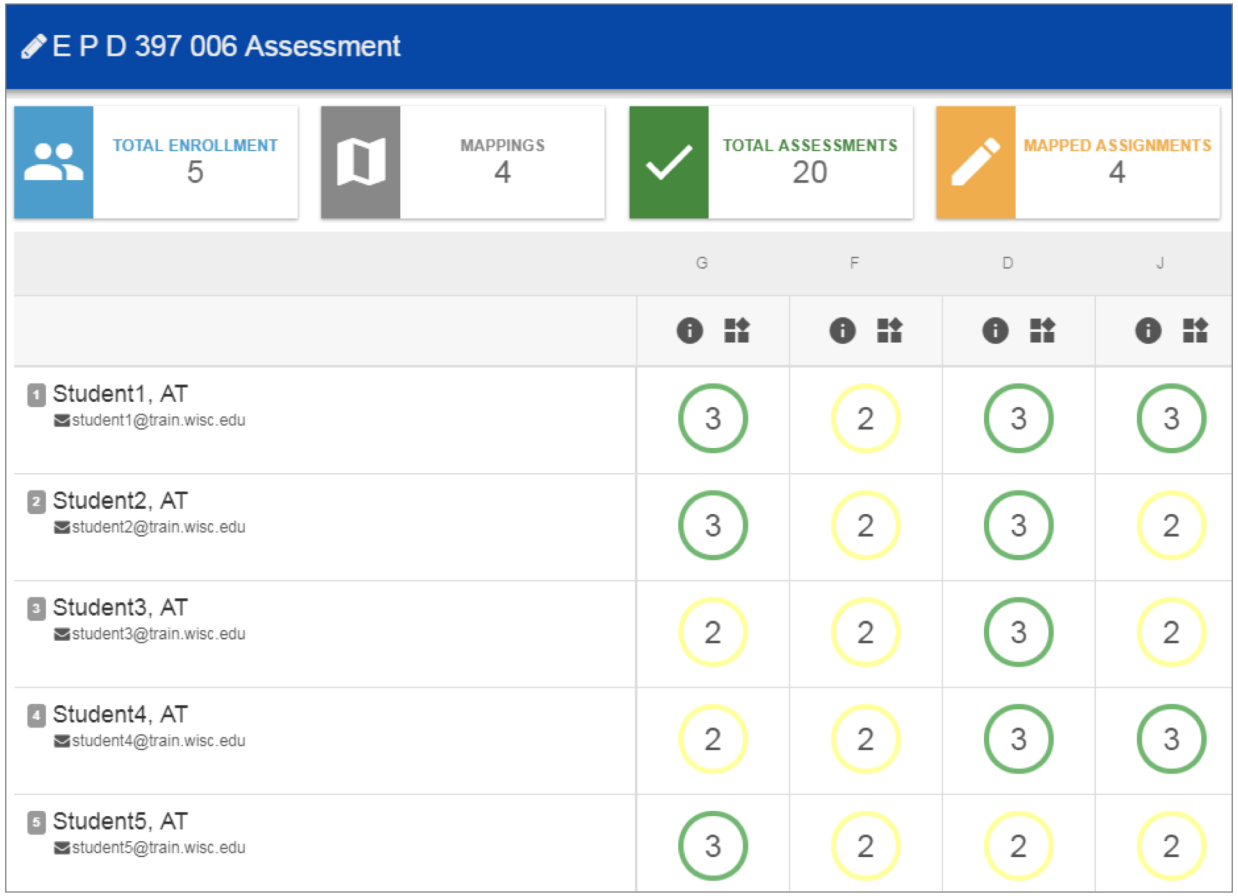
Rubric with varying values

Criteria	Ratings			Pts
Problem identification view longer description	Exceeds 2.5 pts	Meets 2.0 pts	Does Not Meet 1.0 pts	2.5 pts
Contextualizes problem view longer description	Exceeds 5.0 pts	Meets 4.0 pts	Does Not Meet 1.5 pts	5.0 pts

Direct Assessment Project: College of Engineering



Direct Assessment Project: College of Engineering



TECH SUPPORT TIPS

mediaspace.wisc.edu

Discussion & Q/A

Thank You.