

Student Learning Assessment (SLA)

**TLTAG Meeting
February 15, 2019**

Mo Bischof, Associate Vice Provost



Student Learning Assessment
University of Wisconsin-Madison

TLTAG Discussion

- Overview of the Student Learning Assessment (SLA) Initiative
- Student Digital Ecosystem and Assessment
- SLA Functional Areas – AEFIS integrations
- TLTAG Discussion

SLA Initiative Overview

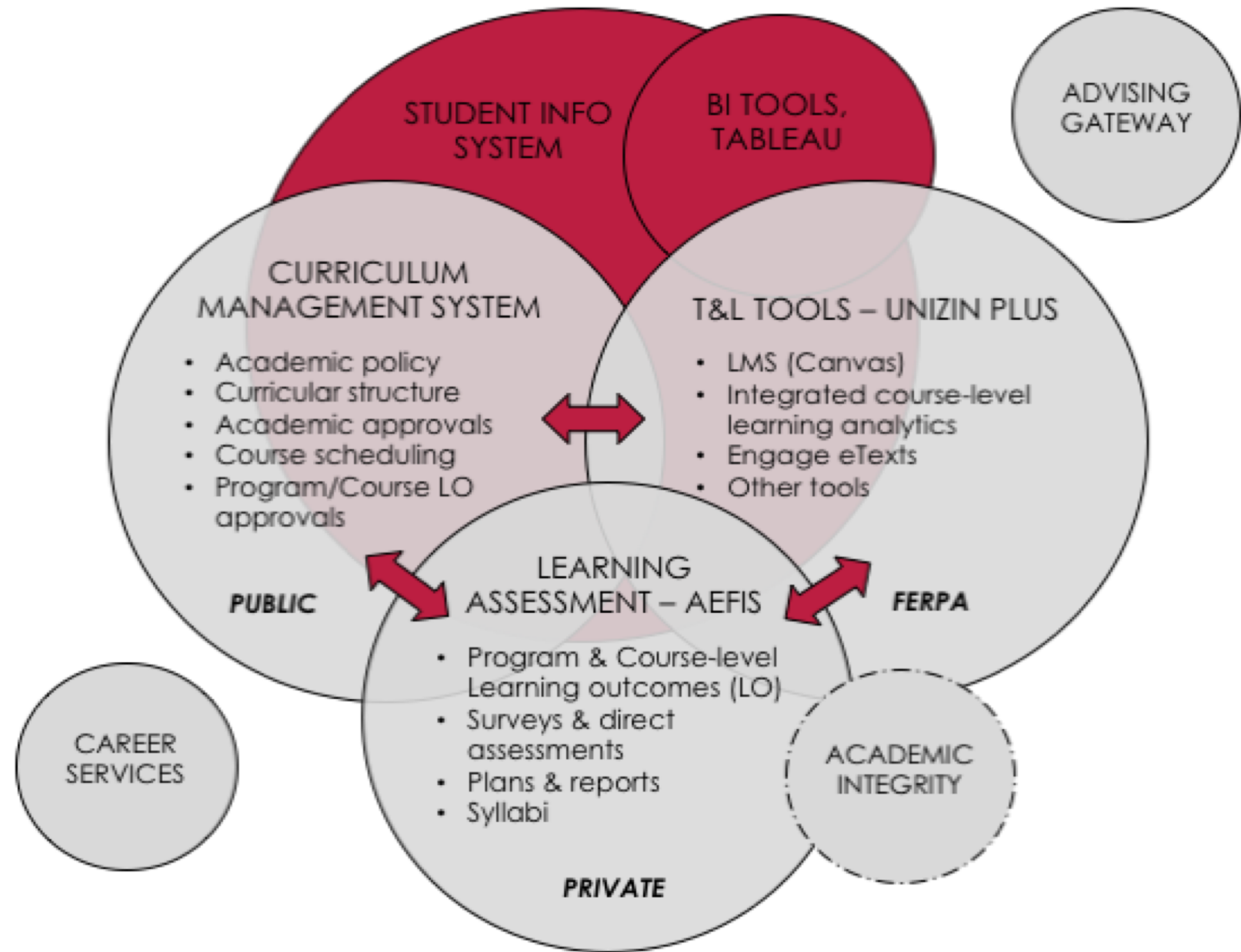
Goals:

1. Advance the 2015 UW-Madison Plan for Assessing Student Learning
2. Support teaching and learning practices and academic planning
3. Lead the implementation and integration of digital assessment solutions
4. Provide expertise, professional development and resources to enhance assessment practices across campus

SLA Initiative Overview

- SLA team
 - Led by Office of the Provost
- School/College and Departments
- Student Digital Ecosystem partners
- AEFIS (**A**ssessment, **E**valuation, **F**eedback and **I**ntervention **S**ystem)
 - Campus partner for over a decade
 - Expanded partnership (2016); new tools/solutions, interoperability with other campus systems

SDE & SLA



Cornerstones of Student Learning Assessment

1. Every course should have a syllabus
2. That syllabus should convey the *course-level* learning outcomes
3. Activities in that course should be aligned with achievement of those outcomes
4. Every degree program should have *program-level* learning outcomes and an assessment plan that aligns course array/course outcomes

Assessing Learning

- Indirect measures – course evaluations using online AEFIS tool
- Direct measures of learning – using online AEFIS tool
- **Review data, report, improvement plan**

<https://assessment.provost.wisc.edu/>

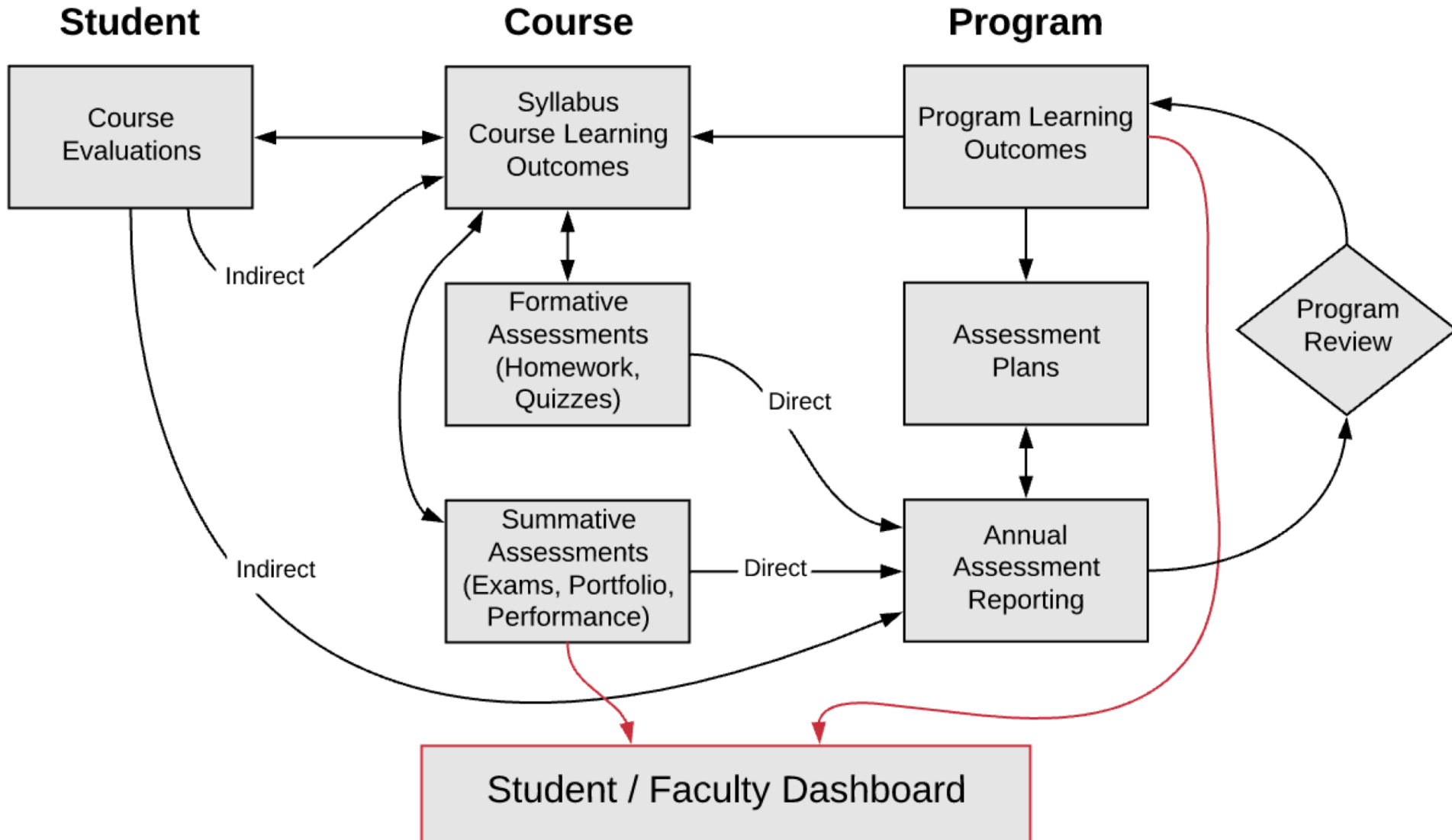
SLA Functional Areas

Key areas of focus for improving and supporting learning assessment:

- Course syllabus and course learning outcomes (CLOs)
- Academic Program Assessment
 - Program learning outcomes (PLOs)
 - Assessment plans and assessment reports
- Direct assessment of learning
- Indirect assessments: course evaluations, surveys, etc.
- SLA consultation, professional development and resources

How are we integrating these efforts together and with the campus digital environment?

SLA/AEFIS: Integrating Assessment; Integrating Solutions



Syllabus - Overview

Durable and portable record of the learning experience

Required elements - consistent across course offerings and course sections

- Course learning outcomes
- Number or credits
- How the credit hour is met

Other key elements – general course content, grading scheme, textbooks, instructor contact information and learning resources

Syllabus – AEFIS/Canvas Integration

Templates support syllabus development and use including AEFIS template through Canvas:

- Pre-populated data to AEFIS (from Lumen, SIS, CAOS, HRS)
 - Course learning outcomes
 - Credit hours
 - Course description, name
 - Limited course attributes
 - Coming soon: Gen Ed, Honors, CBL, Credit range, texts/etexts, and more...
- Improved output data for institutional use

Syllabus – AEFIS/Canvas Integration

- New navigation buttons in Canvas

The screenshot shows the Canvas LMS interface for the course 'CRB 701 001 : Cell Signaling and Human Disease (001) SP19'. The left sidebar contains navigation icons, with 'Course Summary' and 'Course Syllabus (AEFIS)' highlighted. The main content area displays course details for 'CRB 701 001 : Cell Signaling and Human Disease'.

CRB 701 001 : Cell Signaling and Human Disease Published Actions

Master - Linked Course Section

CRB 701 001 is currently the master record and linked to the following course section(s): [MEDICINE 701 001](#). Any changes to **Syllabus, CLOs, Artifacts, Survey Questions or Course Section Level Settings** will be reflected in the linked course sections.

Syllabus Form Export ?

COURSE INFORMATION

Cell Signaling and Human Disease
CRB 701 001(1.0 Credits)
2018-2019 Spring [1194]

Description
This course is intended for PhD and MSTP students interested in medically relevant basic science. Landmark discoveries, as well as current knowledge and controversies in human health, with an emphasis on cancer biology, will be covered. Enroll Info: Students must be enrolled in a PhD or MSTP program

Prerequisite(s)
Graduate/professional standing

Instruction Mode
Classroom Instruction

Department: CELL AND REGENERATIVE BIOLOGY
College: Medicine and Public Health

Direct Assessment – AEFIS/Canvas

Direct assessments are those evaluative activities that *directly* assess student work:

- Quizzing or exams
- Student writing (capstone paper or thesis)
- Student performance (dance, music recital)
- Student art exhibit
- Certification or licensure rates

Aim: to gather, use and report direct assessment data for individual students and all students across courses/programs, over time.

Direct Assessment – AEFIS/Canvas

Map course assignments or quizzes/exams outcomes to:

Course Learning Outcomes (CLOs)

and/or

Program Learning Outcomes (PLOs)

+ Edit Assignment Link

An ability to function on multidisciplinary teams

Total Weight: 100%

<input type="checkbox"/>	Assignment	Max. Score	Weight
<input checked="" type="checkbox"/>	Credit for Engineering Ethics Team Discussions link grade	100	100.00

Total Weight: 100%

<input checked="" type="checkbox"/>	Shares teamwork appropriately ⓘ	20	100
<input type="checkbox"/>	Provides background on the ethical probl...	20	0
<input type="checkbox"/>	Focuses on options ⓘ	20	0

Total Score Rubric Settings

50%

80%

0102030405060708090100

1

Does Not Meet Expectations
0% to 49%

2

Meets Expectations
50% to 79%

3

Exceeds Expectations
80% to 100%

☒ Use these rubric values when linking new assignments

Save and Replace

Cancel

What does this look like for instructors?

Student Enrollment and Performance

Available Students

Student	Program and Major	Success	Individual Outcome Success							Transcript
Student, Michael	BSBE-BMES Biomedical Engineering	87%	86%	78%	100%	100%	100%	85%	100%	
Student, Ajo	BSBE-BMES Biomedical Engineering	94%	100%	84%	100%	100%	100%	80%	100%	
Student, Alexander	BSBE-BMES Biomedical Engineering	75%	84%	71%	66%	100%	100%	100%	55%	
Student, Alexandria	BSBE-BMES Biomedical Engineering	77%	90%	75%	50%	100%	100%	100%	55%	
Student, Anmol	BSBE-BMES Biomedical Engineering	81%	70%	80%	75%	100%	100%	80%	100%	
Student, Anna	BSBE-BMES Biomedical Engineering	69%	66%	60%	75%	100%	100%	40%	88%	

Course Evaluations

Indirect assessments that address students' perceptions of their learning.

- Student feedback that informs instruction and pedagogy

AEFIS is providing:

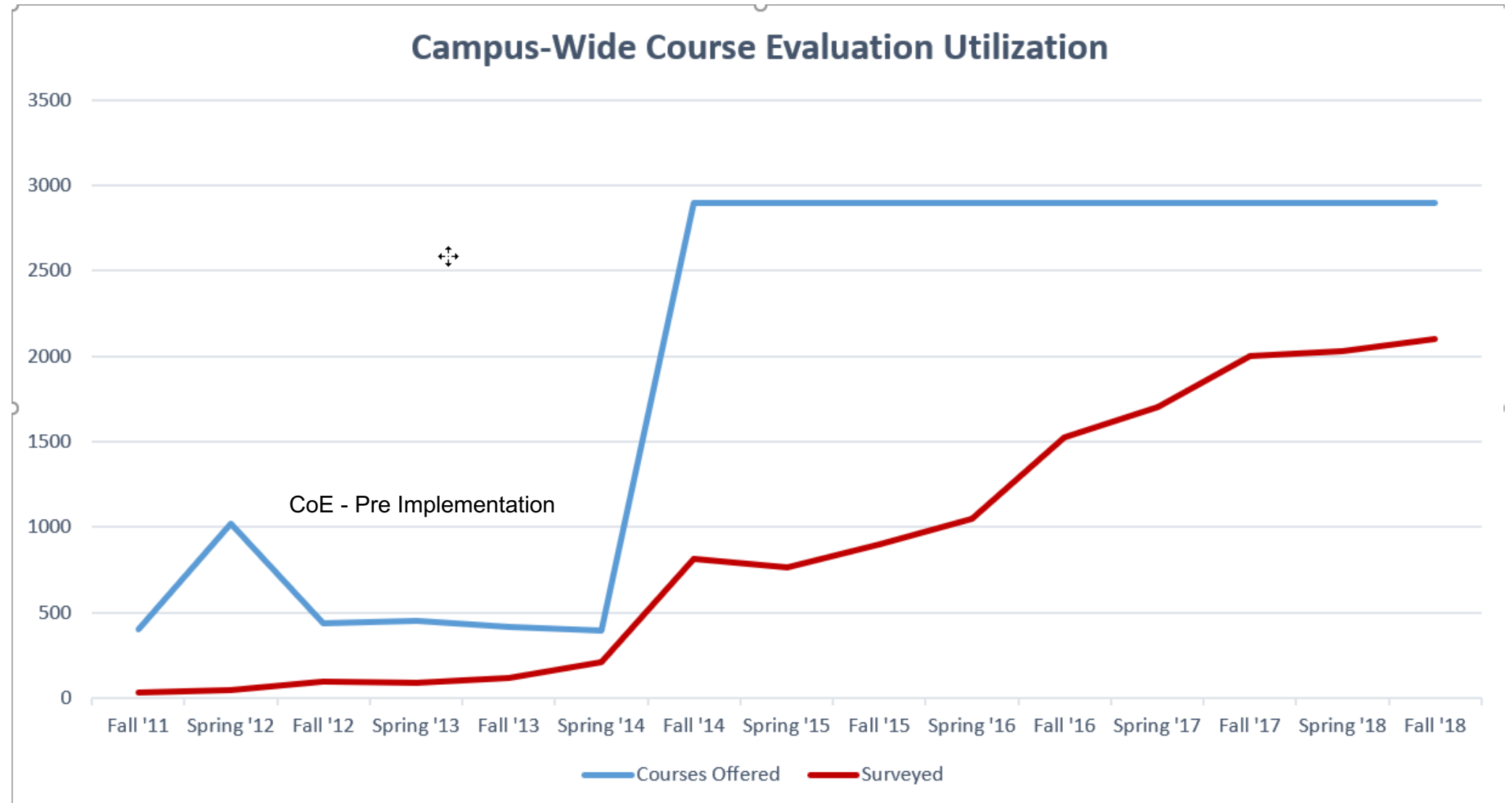
- Ease and efficiencies for faculty/departments
- Improved data collection and reporting options
- Ability to integrate course-level student feedback with other assessments

AEFIS Course Evaluations - 2018

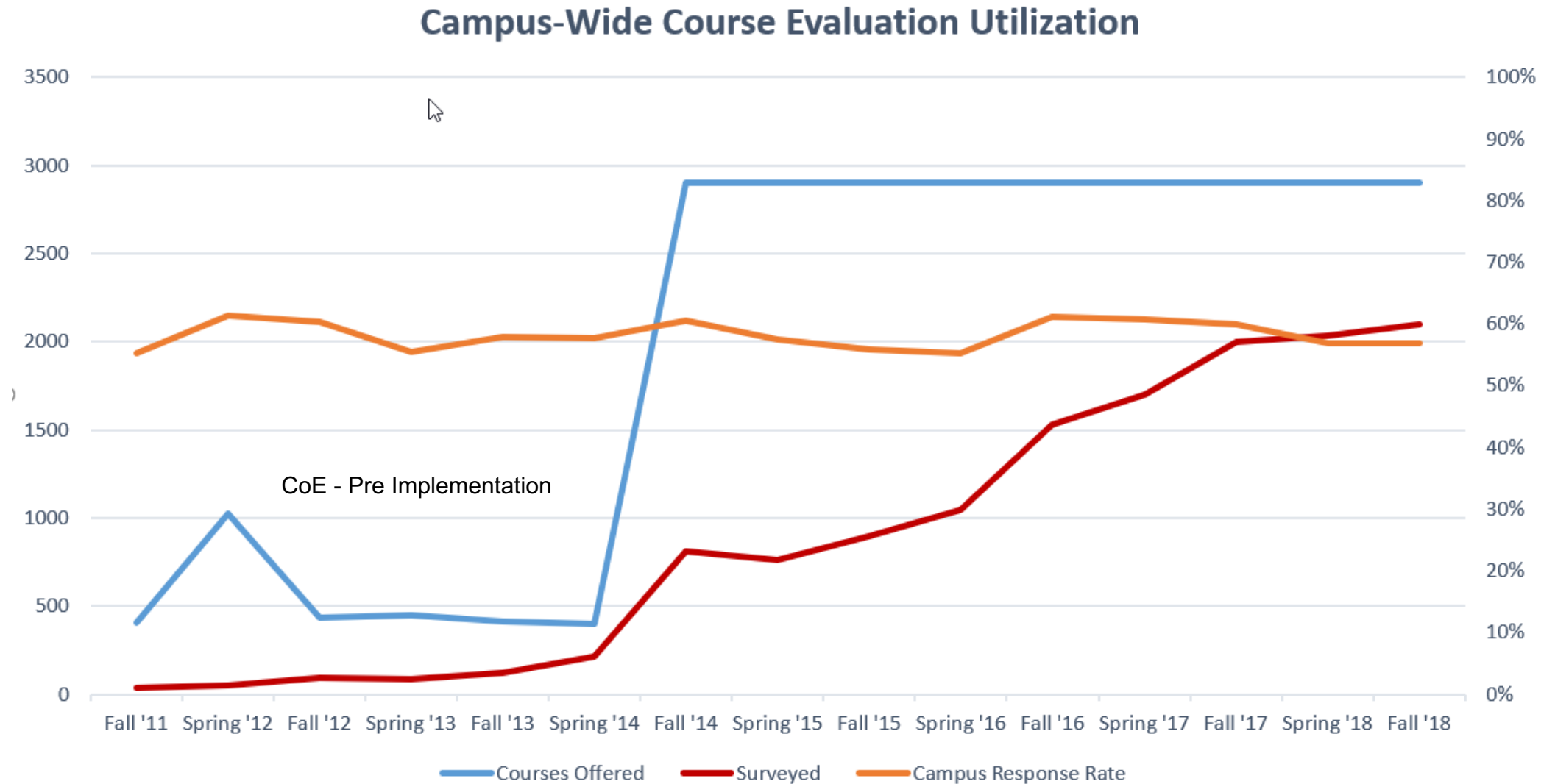
Fall 2018 end-of-semester surveys:

- 11 schools/colleges participating
- 3005 course sections impacted
- 224,023 surveys offered - 128,791 surveys submitted
- 76% departments participating
- 58% overall average response rate

AEFIS Course Evaluation - 2018



AEFIS Course Evaluations - 2018



Course Evaluation Website

UNIVERSITY of WISCONSIN-MADISON

OFFICE OF THE PROVOST

WISCONSIN EXPERIENCE

INSTITUTIONAL ACCREDITATION



STUDENT LEARNING ASSESSMENT

Office of the Provost

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COURSE
EVALUATION
SURVEYS ^

CONTACTS ▾

[HOME](#) / BEST PRACTICES AND SAMPLE QUESTIONS FOR COURSE EVALUATION SURVEYS

Overview

[Best Practices and
Sample Questions](#)

BEST PRACTICES AND SAMPLE QUESTIONS FOR COURSE EVALUATION SURVEYS

One of the most common course assessment methods is the course evaluation survey. The following best practices are intended to guide departments and programs in creating or revising course evaluation questions.

1. Clearly state the purpose at the top of the course evaluation.
 - Meaningful input from students is essential for improving courses.
 - Obtaining student feedback on their learning in the class is important to instructors.
 - Feedback provides guidance for improvement.
2. Create questions that are clear and are focused in purpose.
 - Ask about one thing.
3. Avoid leading questions.
4. Provide space for both closed and open-ended question types.
 - Asking open-ended questions helps gain insight you would not otherwise have received.

CONTACTS

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Assessment Coordinator

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(For general inquiries or to
set up a consultation)

Saundra Solum

Applications Administrator,

DoIT AT

saundra.solum@wisc.edu

(For technical support)

Program Assessment Annual Reporting

AEFIS Assessment Report Capture (ARC) – all academic programs (~500) submit annual reports

Annual Assessment Form

Exit Form

Annual Assessment Form

Export ▾

Section 1

1

Please provide your name.

*

2

Please provide your administrative unit.

*

3

Please provide your contact information (email address).

*

4

If you are not an Academic Unit Chair (or Director of Graduate Studies) – that is, you have been designated designated you.

5

Please pick an academic year.

Section 1

1

What type of assessment was conducted?

☐ Direct Assessment

☒ Indirect Assessment

2

How many students were assessed?

3

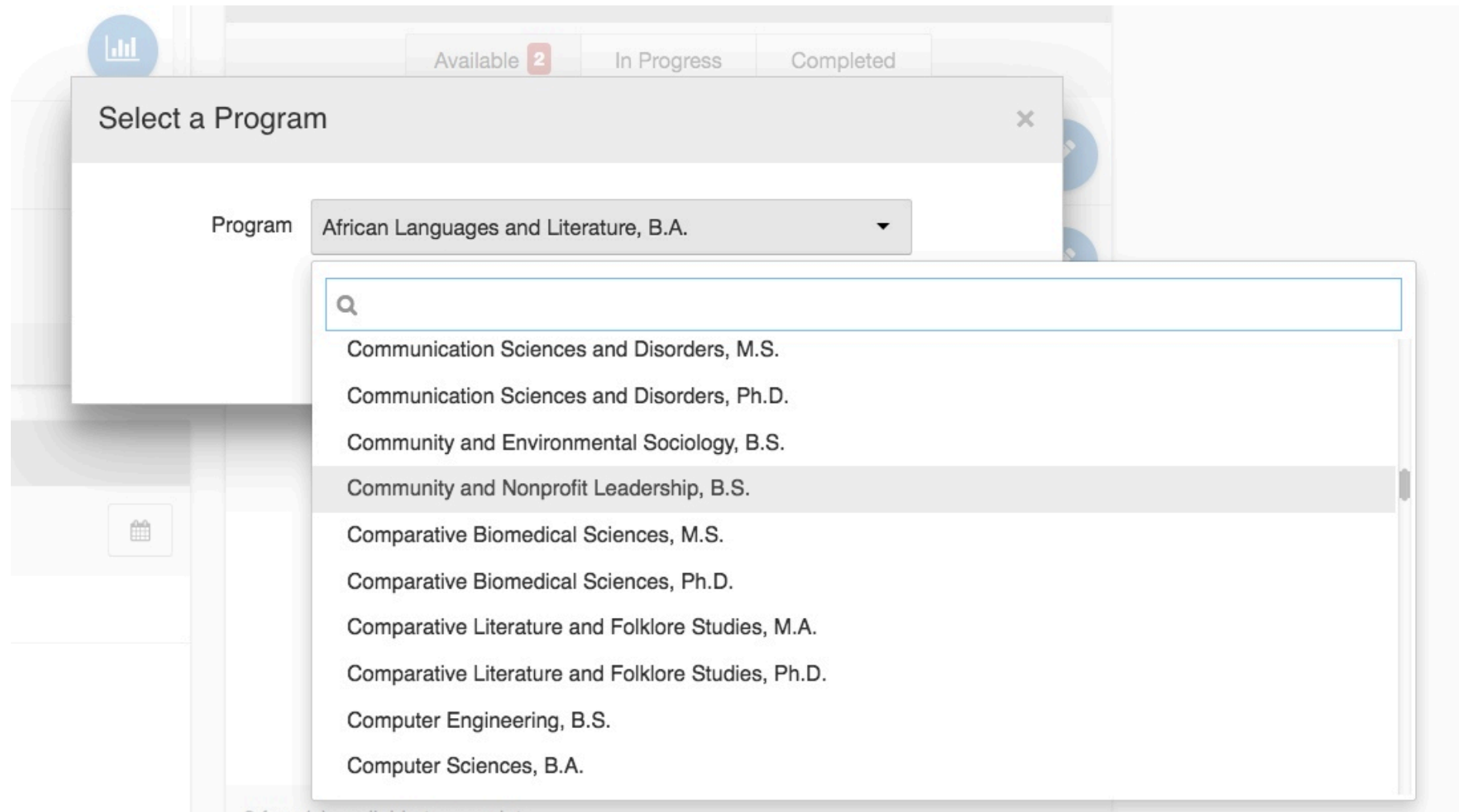
Please provide a brief description of how the assessment was conducted.

4

Include any instruments/rubrics/scoring guides in the appendix.

Please Upload Your File

AEFIS Integration



AEFIS Integration – Learning Outcomes

Which program learning outcomes were assessed?

☐

MS 121L-S 10

Develop the skills essential to critical debate, discussion, and exchange of scientific information among peers and audiences of diverse intellectual and personal backgrounds.

☐

MS 121L-S 2

Acquire and demonstrate fundamental understanding of the basic properties of plant life from the subcellular to the ecosystem level of organization.

☐

MS 121L-S 3

Use critical elements of the methodological or theoretical framework in a specialized botanical subdiscipline to develop hypotheses, acquire scientific information, and interpret results in the context of the historical scientific literature.

☐

MS 121L-S 4

Develop the skills of communicating scientific information, especially in written form.

☐

MS 121L-S 5

Engage in the critical evaluation of botanical scientific data and its interpretation.

☒

MS 121L-S 9

Recognize and apply ethical conduct in the collection, analysis, and presentation of scientific data.

SLA Resources and Support

- SLA Consultations
 - Departments, school/college curriculum committees, program directors, dept admins, etc.
- Professional development, Community of Practice
- AEFIS trainings
- Student Learning Assessment website
<https://assessment.provost.wisc.edu/>
- Teaching and Learning website
<https://teachlearn.provost.wisc.edu/>

SLA Team

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<https://assessment.provost.wisc.edu/>

Discussion

Questions? Observations?