Student Learning Assessment (SLA)

TLTAG Meeting
February 15, 2019

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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
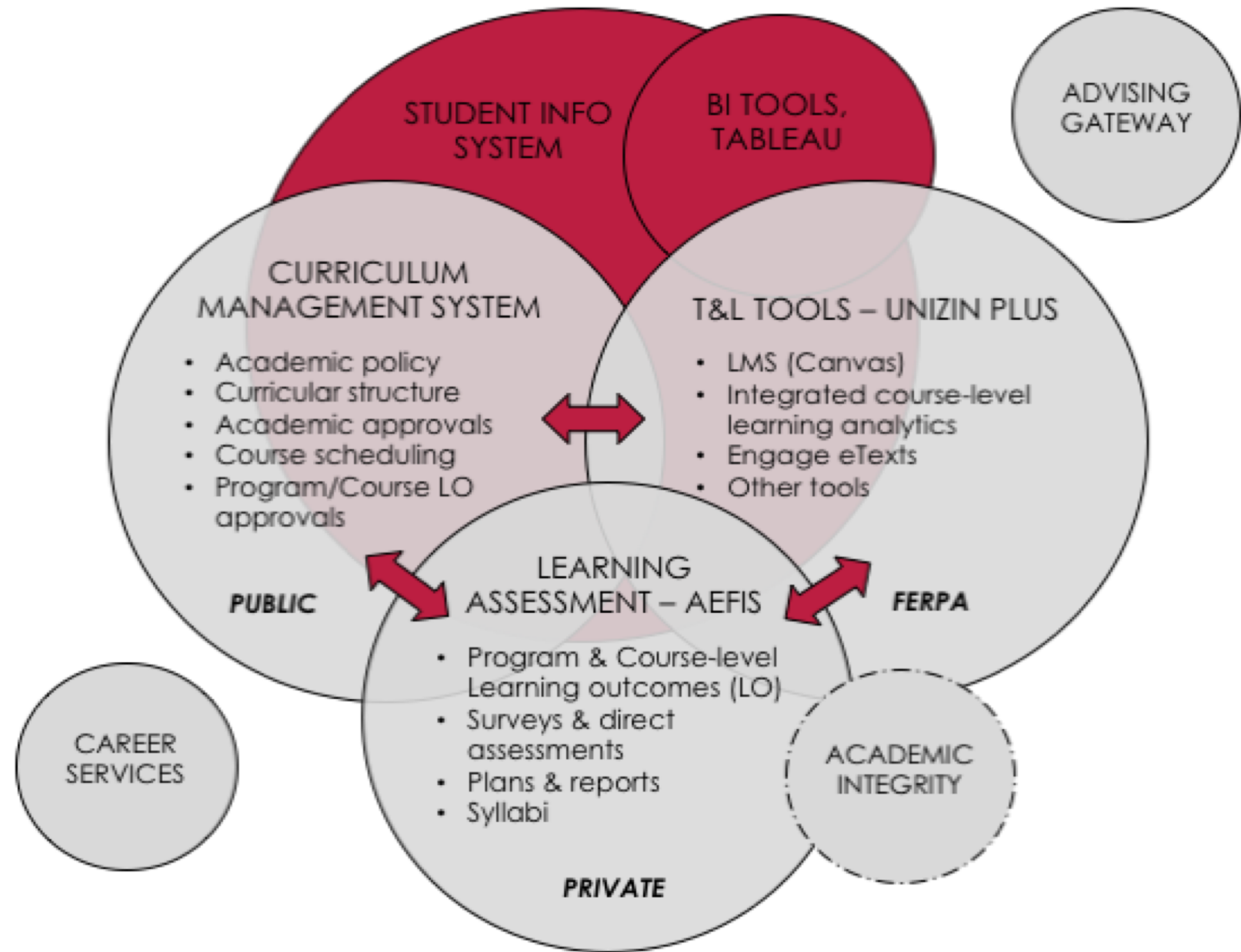
SLA Initiative Overview

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

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

ACADEMIC INTEGRITY

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
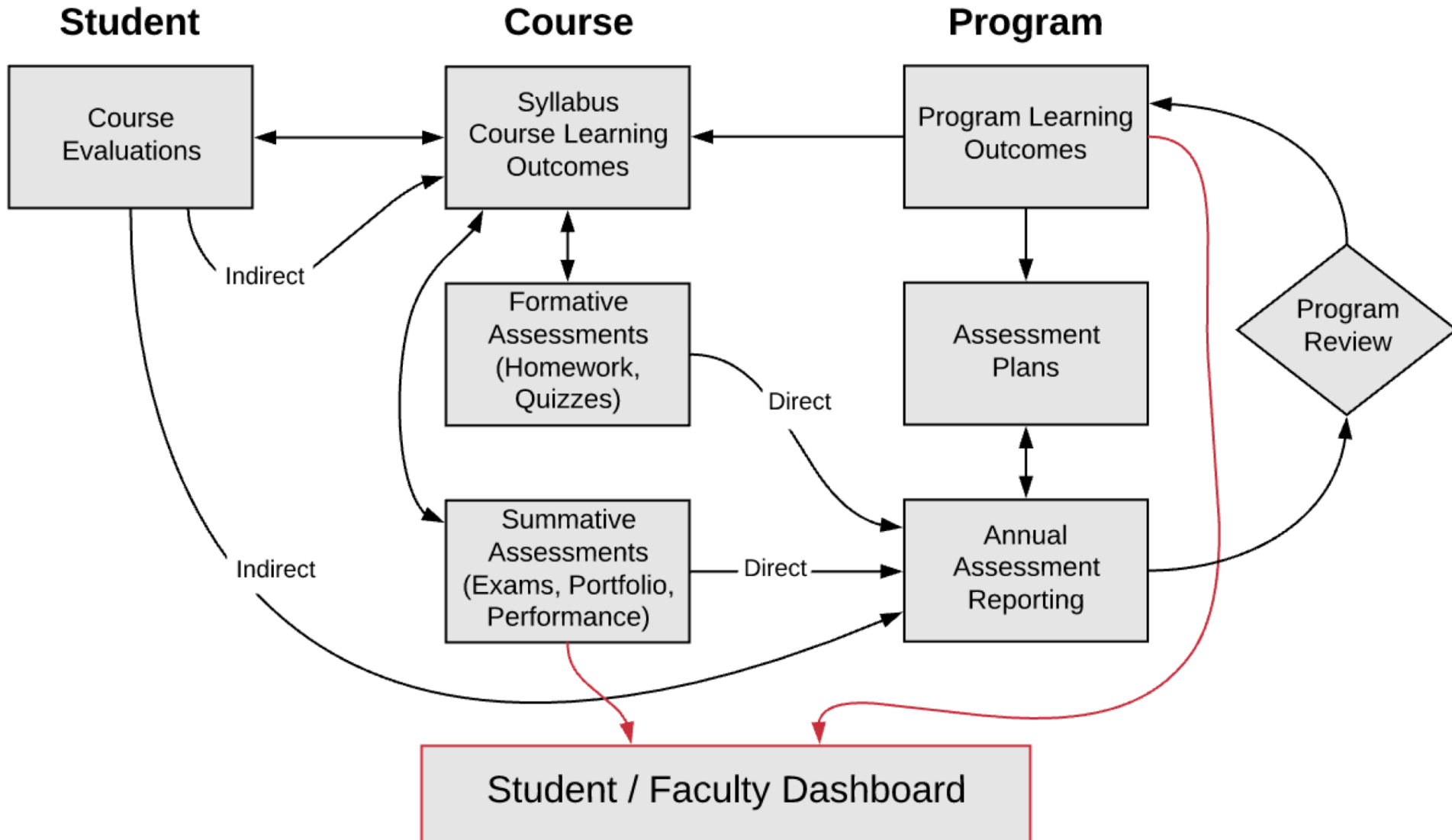
Syllabus - Overview

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

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)

What does this look like for instructors?

Course Evaluations

Indirect assessments that address students' perceptions of their learning.

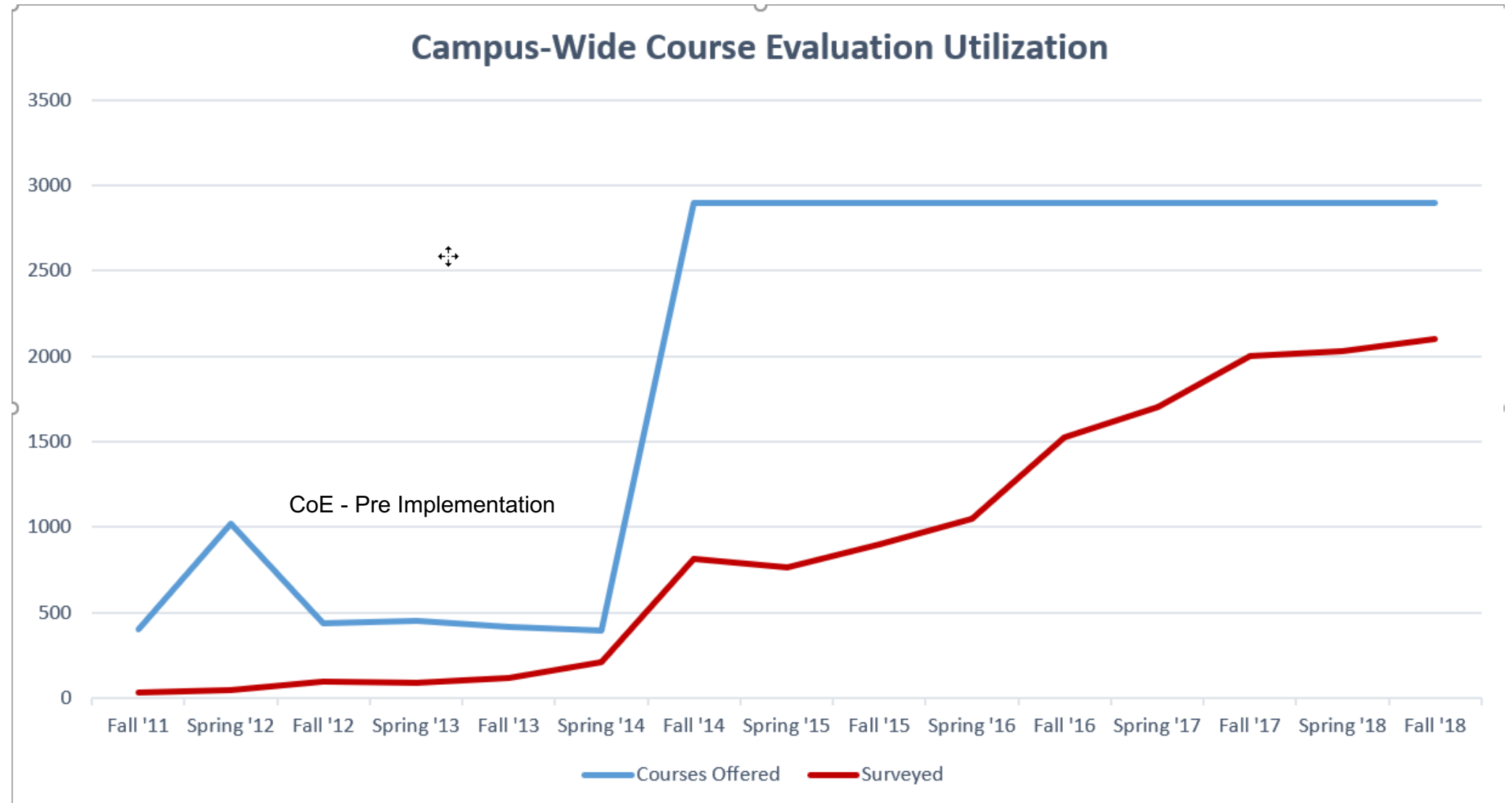- Student feedback that informs instruction and pedagogy

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
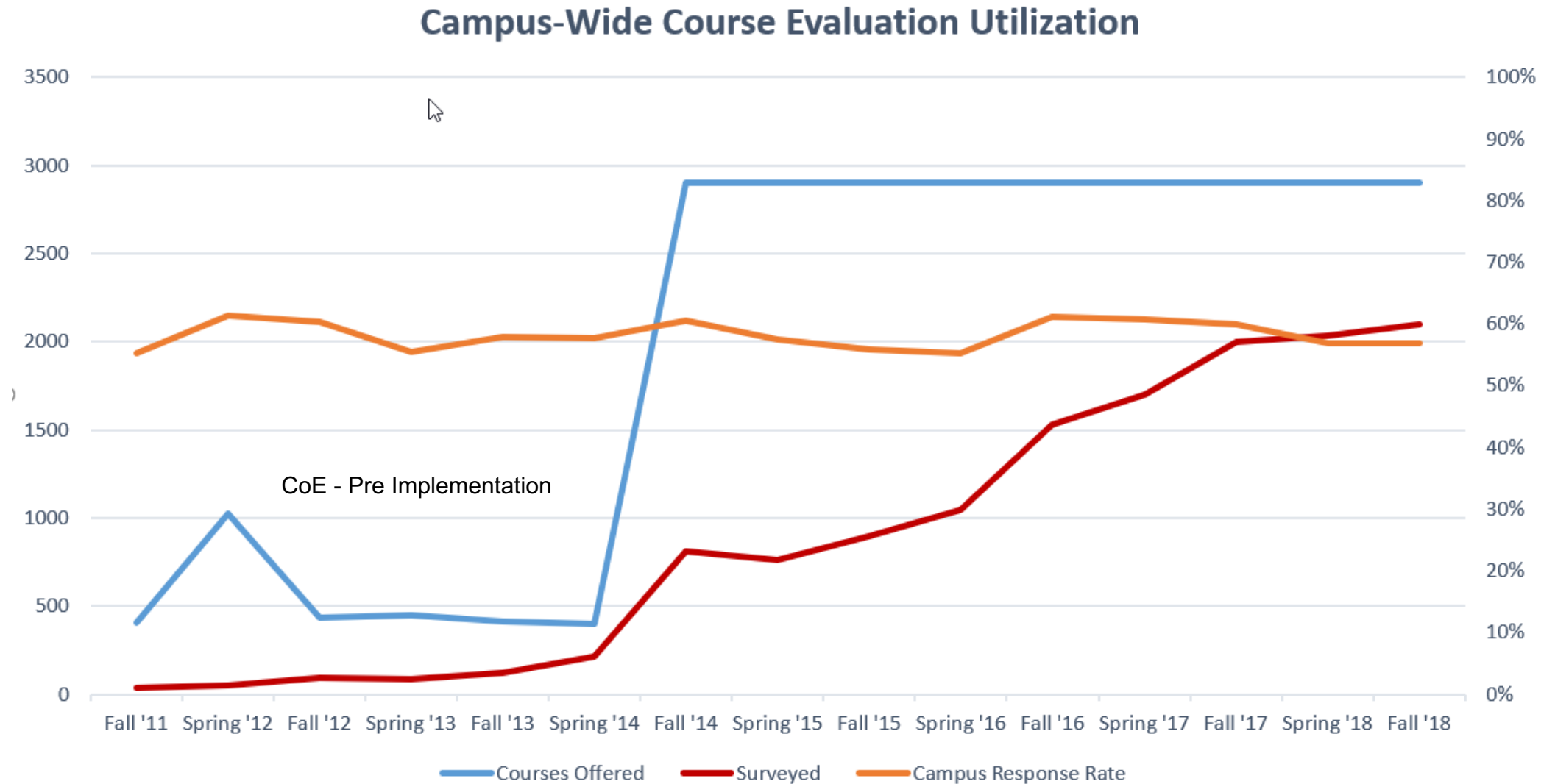
AEFIS Course Evaluations - 2018

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

Campus-Wide Course Evaluation Utilization

CoE - Pre Implementation

Legend: Courses Offered — Surveyed

AEFIS Course Evaluations - 2018

Campus-Wide Course Evaluation Utilization

CoE - Pre Implementation

Legend: Courses Offered — Surveyed — Campus Response Rate

X-axis: Fall '11, Spring '12, Fall '12, Spring '13, Fall '13, Spring '14, Fall '14, Spring '15, Fall '15, Spring '16, Fall '16, Spring '17, Fall '17, Spring '18, Fall '18

Course Evaluation Website

Program Assessment Annual Reporting

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

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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Discussion

Questions? Observations?