

Academic Assessment at PLU 2019-20

Introduction

The focus of assessment work continues the work toward a comprehensive implementation of our response to the 2016 Year Seven Accreditation Report recommendations, including the development and consistent publishing of learning outcomes, building curriculum maps representing where students interact with these outcomes, and the design and implementation of assessment plans to document student learning and reflect on curriculum design for improvement (“closing the loop”). The newly formed Core Curriculum Committee has prioritized the development of learning outcomes consistently across the core “elements”; once approved by the faculty, they will move forward with the design and implementation of key rubrics that may be used to document student learning across these goals.

We continue to consider, and where feasible implement, a supportive infrastructure for assessment work in the academic division. This includes a revision of the Assessment website, with key resources available to support faculty as they continue their design and implementation process.

Academic Assessment

Learning Outcomes

The 2018-19 focus was the creation and publication of learning outcomes for all academic programs. For 2019-20, units were asked to revise and update their outcomes, and now build curriculum maps and assessment plans that best reflect how students progress through curricula to develop achievement of the desired outcomes.

Degrees

All degree programs have published learning outcomes. See [webpage](#).

Minors

Minors at PLU are designed to offer students a wide range of choice to completion. This makes it difficult to discern which courses could provide data on student learning towards particular outcomes.

The Assessment Committee determined the use of a survey to gain insight into student learning across minors. See the Minor Report attached.

Core Curriculum

The Core Curriculum Committee has established the design, approval, and implementation of learning outcomes as the priority for Fall 2020. During Spring 2020, conversations with specific units were held; solid drafts of these outcomes are ready for review in September 2020. Approval by vote will be completed by December 2020.

Support Curricula

The librarians have provided a working set of learning outcomes for information literacy instruction. These will be linked to the website, and appear on the Library Instruction webpage.

Curriculum Maps

All units were asked to complete curriculum maps describing where students are introduced to learning outcomes, and how they interact with these across the curriculum to demonstrating they “know” or can “apply” the knowledge, skill and/or ability called for in the learning outcomes.

Degrees

All degree programs have completed the design of a curriculum map. It is understood that these are working documents, and can be altered as conversations around student progress to these outcomes occur each year.

Minors

Minors are currently framed as allowing students to pursue professional development, follow particular interests, and/or make connections across courses/majors/minors. The Minor Survey was offered to graduating seniors who had completed a minor, aligned with these “outcomes”. See attachment for data results.

Core Curriculum

The Core Curriculum outcomes are focused to the particular course required in fulfillment.

Support Curricula

Currently, information literacy instruction is focused within the First-Year Experience Program, particularly in FYEP 101. A goal is to consider how students develop these skills to apply during the Capstone experience. NSSE data is available to provide insight into this trajectory.

Assessment Plans

Units were asked to draft assessment plans, based on their curriculum maps, over a period leading up to their scheduled program review date. These assessment plans would designate when a specific learning outcome would be assessed, at which point, as well as a description of the method and tool that would be used to document student progress toward achieving the stated outcome.

Degrees

All degree programs have submitted draft assessment plans. Several are a bit “in the air”, including Languages as the conversation around a language requirement continues.

Minors

The Minor Survey suffices as the assessment plan. It will be distributed every year for the near future to create a baseline.

Core Curriculum

The Core Curriculum will rotate assessment of particular elements over a XX year cycle.

Supporting Curricula

Currently, FYEP and Capstone experiences locate student learning to these outcomes.

Discussion of Student Learning Data: "Closing the Loop"

Many units have implemented rubric-focused assessment of their capstone experiences. These data have often been used to review curriculum, resulting in both on-going minor adjustments to courses and requirements and a comprehensive redesign of a major. See chart attached.

This is the focus area for development over the 2020-21 academic year.

Program Review

First year of implementation. Revised to focus on student learning. Lessons learned: culture change, what faculty focus on in a time of survival (FJC residue), ways to engage in conversation

Reporting Processes and Tools

Annual Assessment report: form, discussion (link to final form)

[Assessment website](#)

Role of the Assessment Working Group

For the 2019-20 academic year, the working group members included:

The work focused on the development of a reporting form, and a reworking of the assessment report. An on-going point of conversation continues on how best to organize and archive assessment data, as well as strategies to engage in an increasingly comprehensive conversation around how "the pieces" fit together.

The development of the Assessment website continued, including discussion around needed resources for faculty support.

Consideration of assessing all curricular components, including the minor and study away. See above for a pilot assessment for students completing a minor. On-going conversations around assessment of study away learning outcomes continue.

Looking Forward to Spring 2021 Accreditation Visit

Focus for 2020-21 Academic Year

Equity in assessment

Developing robust tools for gathering data on student learning and progress

Developing strategies for reviewing and discussing application of what the data reveals

Providing resources through the website . . . other opportunities

Continue discussion of organization, archiving, and holistic analysis