Documenting Learning Success—Spring 2010

WHO'S PARTICIPATING

Departments/Units by Cluster

Undergraduate Programs
Anthropology
Applied Behavioral Sciences
Business: Marketing
Communication Studies
Ecology & Evolutionary Biology
Economics
English
Film & Media Studies
Geology
Germanic Lang. & Lit.
History of Art
Journalism
Mechanical Engineering
Psychology
Sociology
Spanish & Portuguese
Theatre

Graduate Programs
Architecture
Ed. Leadership & Policy Studies
History
Molecular Biosciences
Music
Nursing
Pharmacy
Physics
Psychology
Public Administration
Special Education
Speech-Language-Hearing
Urban Planning

Departments/Units That Are Sharing Their Success

Intercampus Program in Communicative Disorders—Closing the Loop: Identifying Program Goals, Assessing Learning Outcomes, and Re-Examining Practices
This portfolio describes the KU Intercampus Program in Communicative Disorders’ process of identifying and assessing learning goals in their master’s program. The project included developing a plan for formative assessment and remediation of skills and documenting learning through collecting artifacts in an electronic portfolio. See: www.cte.ku.edu/gallery/units/splh/

Kress Foundation Department of Art History—Reevaluating Undergraduate Learning
Faculty members in the Kress Foundation Department of Art History established a process to examine student work in their 500-level courses, in order to discover how to better develop undergraduates’ writing and analytic skills. See: www.cte.ku.edu/gallery/units/artHistory

School of Pharmacy—Combining Live Performance and Traditional Assessments
The School of Pharmacy now combines live performance assessment with core science assessment in the same exam and presenting results for decision-makers to use as evidence of students’ preparedness for professional practice. See: www.cte.ku.edu/gallery/units/pharmacy

William Allen White School of Journalism and Mass Communication—Using Multiple Evaluation Methods to Assess Undergraduate Learning
The School of Journalism has implemented a multi-faceted approach to evaluating learning, which includes assignment rubrics for core comprehensive projects, pre- and post-test surveys and testing, feedback from external clients on capstone courses, and exit interviews with graduating seniors. Online Summer 2010. See: www.cte.ku.edu/gallery/units/journalism
WHAT’S INVOLVED

Steps in the Process

A. Department Leadership: Department chair and other leadership is committed to the project, demonstrated by periodic inclusion on faculty meeting agendas and in the service structure of department.

B. Learning Goals: In a conversation involving the whole faculty, department discusses what they want to know about students’ skills, knowledge, and understanding as they progress through the program. Unit identifies and selects key program goals that a successful student would demonstrate.

C. Prospектив Measures: A small committee articulates sub-components of each program goal and begins to describe what beginner, intermediate, and advanced understanding might look like for each component. The group then brings this back to the faculty for feedback and revision.

D. Curriculum Map: The same committee asks colleagues to identify which components are covered in their courses and/or at critical points in a graduate program. For each covered component, the faculty member describes how students have opportunities to demonstrate levels of achievement. The committee uses this information to build a map of how the curriculum serves the goals.

E. Student Archive: Using the curriculum map, unit collects examples of student work and assignments to build an archive for each course goal. Archive is representative, so it includes work from multiple courses and instructors.

F. Evaluate Student Work: A larger group of department members form a reading committee to identify patterns of student performance in the archive. Group prepares a summary document and presents it to department.

G. Unit Reflection: Using the summary data, the department as a whole reflects upon what it tells them about how well they are meeting their goals. Unit then identifies ways to enhance learning where needed.

RESOURCES

Guide: Step-by-step guide to the process of evaluating learning at the unit level. Units can customize the guide to meet their needs. See www.cte.ku.edu/resources/unitGuide.shtml

Graduate Student Fellowships: Approx. 1500 hours of hourly support have been parceled out to departments for graduate students who are project liaisons. GSFs also participate in periodic seminars with other GSFs.

Graduate Students at CTE: Resource people for organizing, presenting, and making each unit’s work visible in ways that benefit both the units and the institution.

Examples: Good examples of this project are now online; more will be by the end of the academic year. The e-portfolios show how different units have completed the project in different ways; no two are identical.

Collaboration: Once a semester, clusters of representatives from various units meet to discuss interests, issues, and approaches they have in common. Information from all units is also available on a shared Blackboard site.

Faculty Consultant: Faculty members affiliated with CTE and familiar with this work are available to help as needed.