Case Study #1

You are the faculty assessment committee for the undergraduate Engineering Program at White Snow University. One of your program's student learning outcomes was taken directly from White Snow University's general education program student learning outcomes:

I. Demonstrate an understanding of their role as citizens of a diverse, global society.

Expanded Definition and Key Skills: By the time a WSU student has graduated, a student will understand the concept "citizen" as a civic and legal term; a sense of identification with a community; and, as a participant in political/social institutions and processes. The student will have an understanding of the roles and responsibilities of a citizen on all levels of the global society, including local, regional, national, and international levels. The student will develop an understanding of diverse views and perspectives and will demonstrate a tolerance for the multicultural beliefs and practices of various domestic and global cultures, which are common in our interconnected world. Specifically, students will be able to:
- Develop an understanding of local, state, national, and international political institutions and processes, and how they can engage in active civic participation in governmental, non-profit, or private organization to improve the quality of life.
- Develop a familiarity of world cultures by learning about historical, social, political, and economic institutions and processes.
- Demonstrate an awareness of their role and responsibilities as citizens of a global community and an understanding of global interconnectedness.
- Demonstrate tolerance for diverse views and perspectives.
- Promote human equality at the personal and societal level through participation in active methods.

Upon review of your Graduating Senior Survey data, an indirect measure of student learning, from the last three academic years, it is clear your graduating students feel they are **not** well prepared to put into practice the components of this student learning outcome.

Your goal is to develop a plan to assess this student learning outcome for the Engineering Program for the upcoming academic year. This plan should include two direct measures.

Some considerations:

- The Advisory Board for the Engineering Program has indicated the primary importance for employees in this field to possess the knowledge, skills and attitudes described in this student learning outcome.

- Resources (both time and money) are limited.

- This student learning outcome was not included in the Engineering Program's curriculum mapping completed several years ago.

- The Engineering Program includes both an internship and a capstone seminar course.

- White Snow University has a vibrant extra-curricular presence which holds several events each semester addressing this student learning outcome and has several student organizations with a related focus.

National Survey of Student Engagement	Annually collects information at hundreds of four-year colleges and universities about student participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college.
Proficiency Profile Test	It is a test of college-level skills in reading, writing, critical thinking and mathematics designed to measure the academic skills developed through general education courses, rather than the subject knowledge specifically taught in those courses.
Graduating Senior Survey	Online survey administered each fall and spring to graduating seniors asking them about their perceptions of their experiences at ESU. Students are also asked to identify those faculty/staff who have helped them achieve their academic success (graduation).
James Madison University's Information Literacy Test	This is a computerized, multiple-choice test developed collaboratively by the JMU Center for Assessment and Research Studies (CARS) and JMU Libraries. It is designed to assess the *ACRL Information Literacy Competency Standards for Higher Education.*
VALUE Rubric	As part of the VALUE project, diverse teams of faculty and other academic and student affairs professionals from a wide range of institutions drafted and revised institutional-level rubrics (and related materials) to correspond with the AAC&U Essential Learning Outcomes. Each rubric contains the most broadly shared criteria or core characteristics considered to be critical for judging the quality of student work in a particular outcome area.

Department Developed Rubric	These help colleges/universities and instructors understand student achievement of college-wide learning outcomes or course objectives. Frequently used when grading student assignments, or reviewing samples of student work, they are often uniquely created for each course or tailored for specific outcomes.
Major Field Test In A Specific Discipline	Comprehensive undergraduate and MBA outcomes assessments designed to measure the critical knowledge and understanding obtained by students in a major field of study. Results are compared to national data, enabling you to evaluate your students' performance and compare your program's effectiveness to programs at similar institutions nationwide.
Alumni Survey	The survey's purpose is to assess your college experience, keep ESU up to date on your life since graduation, and help us develop future programs for the University and alumni.
Incoming Student Survey	This survey solicits information about students' high school experiences, a self-assessment of their abilities as students, reflections on their personal and academic values, expectations of college, and information about their college selection process
Oral Exam	This assessment format presents two different challenges: the challenge of recalling material quickly, and the challenge of speaking to an audience-even if the audience is made up of only one person. They are much like job interviews

Direct vs Indirect Assessment Measures of Student Learning, Online Resources:

Middle States Commission on Higher Education, Assessing Student Learning and Institutional Effectiveness - Understanding Middle States Expectations:

https://www.msche.org/standards/

North Carolina State University, Internet Resources for Higher Education Outcomes Assessment:

http://www2.acs.ncsu.edu/UPA/archives/assmt/resource.htm

Mary J. Allen, mallen@csub.edu SACS-COC Summer Institute July 28, 2008

Strategies for Direct and Indirect Assessment of Student Learning

University of Connecticut's Assessment Resources:

http://assessment.uconn.edu/docs/Summary_of_Direct_Assessment_Techniques.pdf

http://assessment.uconn.edu/docs/Summary_of_Indirect_Assessment_Techniques.pdf

http://assessment.uconn.edu/docs/Pros_and_Cons_of_Assessment_Tools.pdf