UNIVERSITY OF
DETROIT
MERCY

Fall Colleague Development Day Session –
Continuous Improvement in Support of Enhanced Student Learning

Thursday, August 24, 2023 – Online Session (9:00 am – 10:00 am)

Facilitators:

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Chair, University Assessment Team

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Member, University Assessment Team

Note

Please note that this version of the power point does not include the slido poll slides.

Please contact CETL for assistance with slido.

Welcome and Introductions

Session Outcomes

- Attendees will engage in activities and discussions focused on continuous-improvement strategies that target the enhancement of student learning

- Learning Outcome 1 - Participants will associate assessment with program quality

- Learning Outcome 2 - Participants will demonstrate an understanding of the assessment terms and processes utilized at Detroit Mercy to evaluate student learning

- Learning Outcome 3 - Participants will adopt best-practice continuous-improvement strategies that will help to enhance student learning

Program Quality

Higher Learning Commission (HLC)

- HLC is an **institutional accreditor recognized by the U.S. Department of Education**[1] and the Council for Higher Education Accreditation to accredit degree-granting colleges and universities

- University of Detroit Mercy is accredited by the HLC

- Institutional accreditation **validates the quality of an institution's academic programs** at all degree levels, whether delivered on-site, online or otherwise

- Institutional accreditation also **examines the quality of the institution beyond its academic offerings and evaluates the institution as a whole**, including the soundness of its governance and administration, adherence to mission, the sustainability of its finances, and the sufficiency of its resources

[1]Institutions accredited by a U.S. Department of Education recognized accreditor is eligible for Federal Student Aid programs (Title IV of the Higher Education Opportunity Act)

HLC Guiding Values

- HLC expects that institutions have the standards, the processes, and the will for **quality assurance in** depth and throughout its **educational offerings**

- HLC regards the **teaching mission** of any institution as **primary**

- A **focus on student learning** encompasses every aspect of students' experience at an institution

- A **process of assessment is essential to continuous improvement**, and therefore **a commitment to assessment should be deeply embedded in an institution's activities**

HLC Policy: Assumed Practices

Faculty participate substantially in:

- **oversight of the curriculum**—its **development** and **implementation**, **academic substance**, **currency**, and **relevance** for internal and external constituencies;

- **assurance of consistency in** the level and **quality of instruction** and in the **expectations of student performance**;

- **analysis of data** and **appropriate action** on assessment of student learning and program completion

Academic Program Quality

Program Input Elements

Program Output

Academic Program Inputs and Outputs

INPUTS TO ENSURE PROGRAM QUALITY

- Qualified faculty, professional staff, and advisors
- Current and relevant curriculum, and corresponding program educational objectives and learning outcomes
- Adequate facilities and associated equipment to support attainment of the student outcomes and to provide an atmosphere conducive to learning
- Learner progression policies and procedures aligned with mission, strategies, and expected outcomes
- Teaching-learning practices that support achievement of expected student outcomes
- Assurance of learning and continuous improvement practices
- Systemic process to evaluate program effectiveness

OUTPUTS THAT DEMONSTRATE PROGRAM QUALITY

- **Evidence** that students are afforded opportunities to demonstrate program educational objectives and outcomes
- **Evidence** that students engage in experiential learning
- **Evidence** that formative and summative assessment measures are used to monitor students' progress toward outcome attainment
- **Evidence** that student-outcome attainment data are used for continuous improvement planning
- **Evidence** that student feedback on program experiences is utilized for continuous improvement
- **Evidence** that students are achieving their post-program goals

Assessment Terms and Processes

Shared Governance – Assessment of Student Learning

University Assessment Team (UAT)

Facilitates annual assessment reporting of student learning in academic programs

Core Curriculum Assessment Sub-Committee (CCASC)

Facilitates annual assessment of core curriculum student learning outcomes

Co-Curricular Assessment Sub-Committee

Assesses student learning in co-curricular programs

McNichols Campus Academic Program Review Committee

Reviews academic programs based on specified criteria, including curriculum, goals, objectives, and student learning outcomes

Core Curriculum Assessment Sub-Committee - Outcomes Assessment Cycle

- Using a four-year assessment cycle, the Core Curriculum Assessment Sub-Committee facilitates a process to assess a combination of knowledge areas and integrated themes annually

  - Year 1 [2019-2020] – KA A1 (Oral Communication) & A2 (Written Communication), IT 1 (Reading, Research and Writing) & 2 (Critical Thinking)

  - Year 2 [2020-2021] – KA B (Mathematics and Statistical Knowledge) & C (Scientific Knowledge), IT 3 (Cultural Diversity)

  - Year 3 [2021-2022] – KA D (Religious and Philosophical Knowledge), IT 4 (Human Difference) & 5 (Personal Spiritual Development)

  - Year 4 [2022-2023]– KA E (Essential Humanities) & F (Ethics and Social Responsibility), & IT 6 (Spirituality and Social Justice)

Outcomes Assessment Cycle

Year 1 [2023-2024] – KA A1 (Oral Communication) & A2 (Written Communication), IT 1 (Reading, Research and Writing) & 2 (Critical Thinking)

Year 2 [2024-2025] – KA B (Mathematics and Statistical Knowledge) & C (Scientific Knowledge), IT 3 (Cultural Diversity)
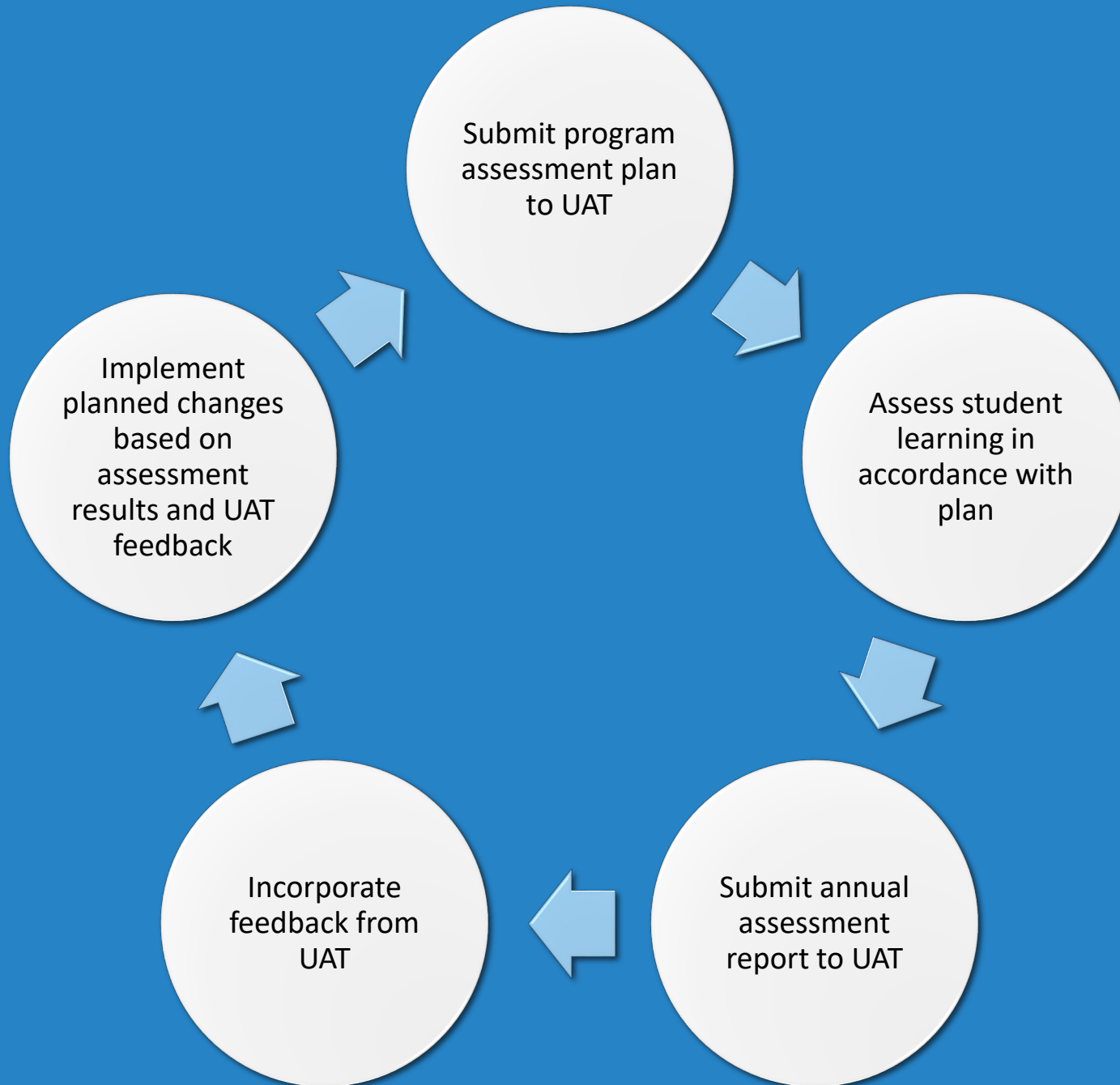
Year 3 [2025-2026] – KA D (Religious and Philosophical Knowledge), IT 4 (Human Difference) & 5 (Personal Spiritual Development)

Year 4 [2026-2027]– KA E (Essential Humanities) & F (Ethics and Social Responsibility), & IT 6 (Spirituality and Social Justice)

Program Responsibilities

Assessment of Core Curriculum Outcomes

Faculty submit student artifacts to CCASC

CCASC members facilitate norming and scoring sessions

Faculty use rubrics to assess student artifacts

CCASC members facilitate discussion sessions to identify best practices for strengthening student learning

Academic Program Review

- Improves program quality to enhance student learning

- Components:

  - Reflective self-study

  - External and administrative review

  - Internal review by committee and MFA

  - Facilitated planning meeting with Academic Affairs

  - Follow-up

What is Assessment?

- An ongoing process aimed at understanding and improving student learning

- Involves making our expectations explicit and public

- Entails setting appropriate criteria and high standards for learning quality

- Necessitates systematically gathering, analyzing, and interpreting evidence to determine how well performance matches expectations and standards

- Uses the resulting information to document, explain, and improve performance

Student Learning Outcomes

- Statements that specify the knowledge or skills that a student is expected to attain by the end of a program

- Grades are not student learning outcomes (SLOs)

- SLOs help provide evidence that learning took place

- Should be specific and well defined

- Should be observable and measurable

- Are meaningful to the program or university goals and mission

- There are also course learning outcomes and institutional learning outcomes

Benchmarks

- Minimally accepted target for student performance

- Based on program needs and professional accreditation standards

- Standards to be met by both the individual student and a group or cohort of students

- Benchmark data can be used for program improvement

Measures of Student Learning

DIRECT	INDIRECT
▪ Any method of collecting data that requires students to demonstrate a knowledge, skill, or behavior	▪ Any method of collecting data that requires reflection on student learning, skills, or behavior
▪ Exams and quizzes	▪ Student survey
▪ Rubric scoring of paper or presentation	▪ Student self-assessment of performance
▪ Capstone experience	▪ Alumni survey
▪ Scores and pass rates for licensure or certification exams	▪ Focus group interviews
	▪ Job or graduate school placement rates

Continuous-Improvement Strategies to Enhance Student Learning

Strategies to Improve Student Learning

- The [National Survey of Student Engagement](#) (NSSE) assesses the extent to which students engage in educational practices associated with high levels of learning and development

- Collects data annually from hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development.

- Provides an estimate of how undergraduates spend their time and what they gain from attending college

- Results represent empirically confirmed "good practices" in undergraduate education

High-Impact Practices

- The NSSE has identified [high-impact practices](#) that have positive associations with student learning and retention

  - Service-Learning

  - Learning community

  - Research with faculty

  - Internship or field experience

  - Study abroad

  - Culminating senior experience

- Which of these are utilized in your academic program, which are you are actively engaged in, and which would you like to initiate in the future?

Engagement Indicators

- The NSSE identified [engagement indicators](#) to represent the multi-dimensional nature of student engagement

Theme	Engagement Indicators
Academic Challenge	Higher-Order Learning Reflective & Integrative Learning Learning Strategies Quantitative Reasoning
Learning with Peers	Collaborative Learning Discussions with Diverse Others
Experiences with Faculty	Student-Faculty Interaction Effective Teaching Practices
Campus Environment	Quality of Interactions Supportive Environment

Strategies to Improve Student Learning - FSSE

- The [Faculty Survey of Student Engagement](#) (FSSE) collects data related to instructional staff perceptions and expectations regarding student learning and development

- Focuses on perceptions of how often students engage in different activities, the importance placed on various areas of learning and development, the nature and frequency of instructional staff-student interactions, and how instructional staff organize their time, both in and out of the classroom

- Designed to complement the NSSE

Effective Teaching Practices

- The FSSE has identified effective teaching practices that promote an in-depth understanding of course content and empirically linked with high levels of learning and development
  - Clearly explain course goals and requirements
  - Teach course sessions in an organized way
  - Use examples or illustrations to explain difficult points
  - Use a variety of teaching techniques to accommodate diversity in student learning styles
  - Review and summarize material for students
  - Provide standards for satisfactory completion of assignments (rubrics, detailed outlines, etc.)
  - Provide feedback to students on drafts or works in progress
  - Provide prompt and detailed feedback on tests or completed assignments
- Which of these do you actively use and which would you like to initiate in the future?

Strategies to Improve Student Learning

- Use high-impact teaching practices in courses and program

- Use a variety of engagement indicator themes

- Use effective teaching practices in the course and classroom

Best Practice Resources – page one

Academic Affairs Assessment Webpage – Assessment at University of Detroit Mercy: https://www.udmercy.edu/academics/academic-affairs/assessment.php

American Association of Colleges and Universities, High-Impact Practices. Retrieved from: https://www.aacu.org/trending-topics/high-impact

American Council on Education (2018), Effective Teaching: A foundational aspect of practices that support student learning. Retrieved from: https://www.acenet.edu/Documents/Effective-Teaching-A-Foundational-Aspect-of-Practices.pdf

American Council on Education (2020), Beyond Classroom Borders: linking learning and work through career-relevant instruction. Retrieved from: https://www.acenet.edu/Documents/Beyond-Classroom-Borders.pdf

Best Practice Resources – page two

Montenegro, E., & Jankowski, N. A. (2017, January). Equity and assessment: Moving towards culturally responsive assessment. (Occasional Paper No. 29). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA). Retrieved from: https://www.learningoutcomesassessment.org/wp-content/uploads/2019/02/OccasionalPaper29.pdf

Montenegro, E., & Jankowski, N. A. (2020, January). A new decade for assessment: Embedding equity into assessment praxis (Occasional Paper No. 42). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA). Retrieved from: https://www.learningoutcomesassessment.org/wp-content/uploads/2020/01/A-New-Decade-for-Assessment.pdf

National Survey of Student Engagement (2020). Engagement Indicators & High-Impact Practices. Retrieved from https://nsse.indiana.edu/nsse/survey-instruments/engagement-indicators.html

Strickland, J. & BrckaLorenz, A. (2018). Effective Teaching Practices. FSSE Psychometric Portfolio. Retrieved from https://scholarworks.iu.edu/dspace/bitstream/handle/2022/24475/fET_Content_Summary_FINAL.pdf?sequence=1&isAllowed=y

Accreditation Resources

ABA Standards and Rules of Procedure for Approval of Law Schools

ABET Criteria for Accrediting Engineering Programs, 2023 – 2024

AACSB Business Accreditation Standards

APA-CoA Accreditation

ARC-PA Accreditation Standards

CACREP Standards

CAHME Accreditation Criteria and Eligibility

CCNE Standards & Procedures

COA Accreditation Standards

CODA Accreditation Standards

CSWE Education Policy and Accreditation Standards

HLC Guiding Values

HLC Policy: Assumed Practices

NAAB Conditions for Accreditation