

SUMMIT ON LEARNING OUTCOMES AND ASSESSMENT
Wednesday, November 19, 2008, 8:30 a.m. to 1:00 p.m.
CHASS Interdisciplinary Studies Building, South Wing, Room 1113

Schedule for Summit

<u>Time</u>	<u>Activity</u>
9:00-9:10 a.m.	Vice Provost David Fairris will comment on the importance of learning assessment in the UC system and for UCR in particular and will introduce the Keynote Speaker. CHASS Interdisciplinary Studies Building (INT), South Wing, Room 1113
9:10-9:30 a.m.	Keynote Speech on Learning Assessment by Vice Provost Christina Maslach, University of California, Berkeley. . CHASS Interdisciplinary Studies Building (INT), South Wing, Room 1113
9:30-9:40 a.m.	Participants go to breakout rooms
	Biological & Ag. Sci. Section: INT South Wing 1113 Discussion Leader: Richard Cardullo, Chair and Professor of Biology
	Social Sciences Section: INT South Wing 1111 Discussion Leaders: Glenn Stanley, Chair and Professor of Psychology, and David Malueg, Professor of Economics
	Humanities Section: INT South Wing 1109 Discussion Leaders: Katherine Kinney, Chair and Associate Professor of English, and Robert Patch, Chair and Professor of History
	Arts Section: INT North Wing 3023 Discussion Leaders: Walter Clark, Chair and Professor of Music, and Robin Russin, Associate Professor of Theatre
	Physical Sciences (incl. Math. & Stat.) INT North Wing 3009 Discussion Leader: Eric Chronister, Chair and Professor of Chemistry
9:40-11:15 a.m.	Five concurrent breakout sessions by discipline will discuss the process of establishing learning outcomes for undergraduate majors and methods for measuring whether the learning outcomes are being met. The breakout sessions will be in the areas of Arts, Humanities, Social Sciences, Biological and Agricultural Sciences, and Physical Sciences (including Mathematics and Statistics). Sample learning outcomes by major will be distributed in advance of each breakout session. On November 7, 2008, UC Irvine held a workshop on learning assessment in five different fields: Biology, Chemistry, English, Psychology, and

Theatre. UCR was represented at the workshop in each of these areas. These UCR attendees will share their experiences in the breakout sessions in their fields.

CHASS Interdisciplinary Studies Building (INT), South Wing, Room 1113

11:15-11:30a.m. Break

11:30 a.m. - 12:45 p.m. Wrap-up discussion of learning outcomes and methods for measuring them, moderated by the deans. Lunch will be available from noon until 1:00 p.m. Each breakout group will report on its progress and the significant issues that arose in the discussion. Campus resources for establishing learning outcomes and means for measuring them will be discussed.

CHASS Interdisciplinary Studies Building (INT), South Wing, Room 1113

12:45-1:00 p.m. Closing comments by Executive Vice Chancellor/Provost Ellen Wartella and Divisional Academic Senate Chair Anthony Norman.

CHASS Interdisciplinary Studies Building (INT), South Wing, Room 1113

Background

In connection with the current cycle of reaccreditation of the campus by the Western Association of Schools and Colleges (WASC), the campus needs to establish learning outcomes for each of its majors on campus, develop the means of measuring them, and then use the results of these measurements to influence any necessary redesign of the courses and requirements for the majors. This process is called learning outcomes assessment. The Chancellor and the Executive Vice Chancellor/Provost have stressed the importance of implementing effective learning outcomes assessment at UCR. Deans Baldwin and Cullenberg are holding this summit to assist their chairs with learning outcomes assessment.

The purpose of the Summit on Learning Outcomes and Assessment is to discuss the elements of learning outcomes assessment, the processes by which the elements may be developed, and the timeline by which they must be developed. The Summit is being attended by Department and Program Chairs from the College of Natural and Agricultural Sciences and the College of Humanities, Arts, and Social Sciences; departmental faculty liaisons from undergraduate programs in these colleges; and members of the Academic Senate Committee on Educational Policy and Graduate Council.

For more detailed discussion of learning outcomes assessment, please see the Assessment Guide prepared by the University of Virginia, available on the web at <http://www.web.virginia.edu/iaas/assessment/Assessment%20guide.pdf>.

Establishing Learning Outcomes

The accreditation standards established by WASC require that learning outcomes be established for each undergraduate major on campus. Learning outcomes for a major are simple statements of the accumulated knowledge, skills, and attitudes students are expected to acquire as a result of completing a particular major. Sample learning outcomes for selected majors at other universities are attached as examples. These suggested or sample learning outcomes can be used by the faculty in a department or interdisciplinary major as a beginning point of departure for developing learning outcomes for the major at UCR.

Measuring Student Achievement of Learning Outcomes

Once the learning outcomes have been established, the faculty need to determine if the students in the major are achieving the learning outcomes. Direct measurements of student learning are generally more useful than indirect measurements. The assessment measurements that are easiest to use are those that are imbedded in courses – those that use student work products that are already built into the curriculum. For further information, see the University of Virginia Assessment Guide (<http://www.web.virginia.edu/iaas/assessment/Assessment%20guide.pdf>.)

Analyzing Measurements of Student Achievement and Using them in Curricular Redesign

Once assessment methods for measuring student outcomes have been identified, they need to be used to measure student achievement of learning outcomes. When the measurement results have been obtained, the faculty should determine which of the learning outcomes are being met by most students and which are not. Curricular redesign, including revising prerequisites and other requirements, should be considered to increase the chances that students in the major will achieve the learning outcomes.

Timeline for Implementing Learning Assessment in Undergraduate Majors at UCR

February 2, 2009 DRAFT Learning Outcomes and Means of Measuring Learning Outcomes: The faculty in charge of each undergraduate major develop DRAFT learning outcomes for the major and DRAFT means of measuring them by February 2, 2009. The faculty liaisons for each major log these DRAFT outcomes and means of measuring them into a form to be provided. Feedback regarding the draft learning outcomes and means of measuring them will be provided to the faculty following submission of the draft materials.

March 21, 2009 FINAL Means of Measuring Learning Outcomes: The faculty in charge of each undergraduate major finalize, by the end of Winter Quarter 2009, the learning outcomes and means to measure each of the learning outcomes developed for the major. The faculty liaisons for each major will log these final learning outcomes and means of measuring them into a form to be provided.

June 30, 2009 Measurement of Achievement of Learning Outcomes: During Spring Quarter 2009 the faculty in select undergraduate majors will start measuring the achievement of learning outcomes by students in the major. Data collected will be reviewed and recommendations for changes and improvements will be made, as early as Fall Quarter 2009.

Please note that review of learning outcomes and assessment measures will be an on-going process on our campus. Starting in 2009-2010 this will be integrated into the Undergraduate Program Review Process.

Resources Available to Assist Faculty with Learning Outcomes Assessment

The primary resource document is the Assessment Guide from the University of Virginia (<http://www.web.virginia.edu/iaas/assessment/Assessment%20guide.pdf>). The appendix to the Guide contains examples of learning outcomes and means of assessing them.

Last year some workshops on learning assessment were held on campus through the Scholarship of Teaching Seminar series. Video tapes of the following sessions are available for review on the Scholarship of Teaching website (<http://www.teaching.ucr.edu/SoT.html>):

- (a) Strategies for establishing educational goals and evaluation procedures for all undergraduate programs: The UC Berkeley Experience [Winter 2008]
- (b) Using ePortfolios for Teaching, Learning, and Assessment [Winter 2008]
- (c) Establishing Measures of Student Outcomes: A Debate on Methods [Fall 2007]

Campus resource persons are available to assist departments in the learning assessment process. Requests for departmental assistance will be coordinated by Dr. Robert Gill, Special Assistant to the EVC/Provost; he may be contacted via e-mail at robert.gill@ucr.edu, or via phone at (951) 827-3083.

Sample learning outcomes by major are being distributed along with this document. A compilation of other examples of learning outcomes and examples of means of measuring them are expected to be posted on a web page on UCR's Institutional Research for Undergraduate Education website (<http://irue.ucr.edu/>) by the time of the Summit on Learning Outcomes and Assessment. A link to this website will also be posted on the UCR WASC website (<http://wasc.ucr.edu>).