

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:

Kelli Frost, MS, PA-C, Assistant Professor, Physician Assistant Program
Chair, University Assessment Team

Karen M. Lee, PhD, Associate Vice President for Academic Administration
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

- f* Attendees will engage in activities and discussions focused on continuous-improvement strategies that target the enhancement of student learning
- f* Learning Outcome 1 - Participants will associate assessment with program quality
- f* Learning Outcome 2 - Participants will demonstrate an understanding of the assessment terms and processes utilized at Detroit Mercy to evaluate student learning
- f* Learning Outcome 3 - Participants will adopt best-practice continuous-improvement strategies that will help to enhance student learning

Program Quality

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

f University of Detroit Mercy is accredited by the HLC

f Institutional accreditation validates the quality of an institution's academic programs at all degree levels, wu 0 21.I(d)0DC n6Tf0 Tc (,)-1.4 (w)-66(r)15.7.202 Td[(a)02 TdsDd ye 279.2

¹Institutions 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)





Academic Program Inputs and Outputs

INPUTS TO ENSURE PROGRAM QUALITY

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

OUTPUTS THAT DEMONSTRATE PROGRAM QUALITY

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

Assessment Terms and Processes

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

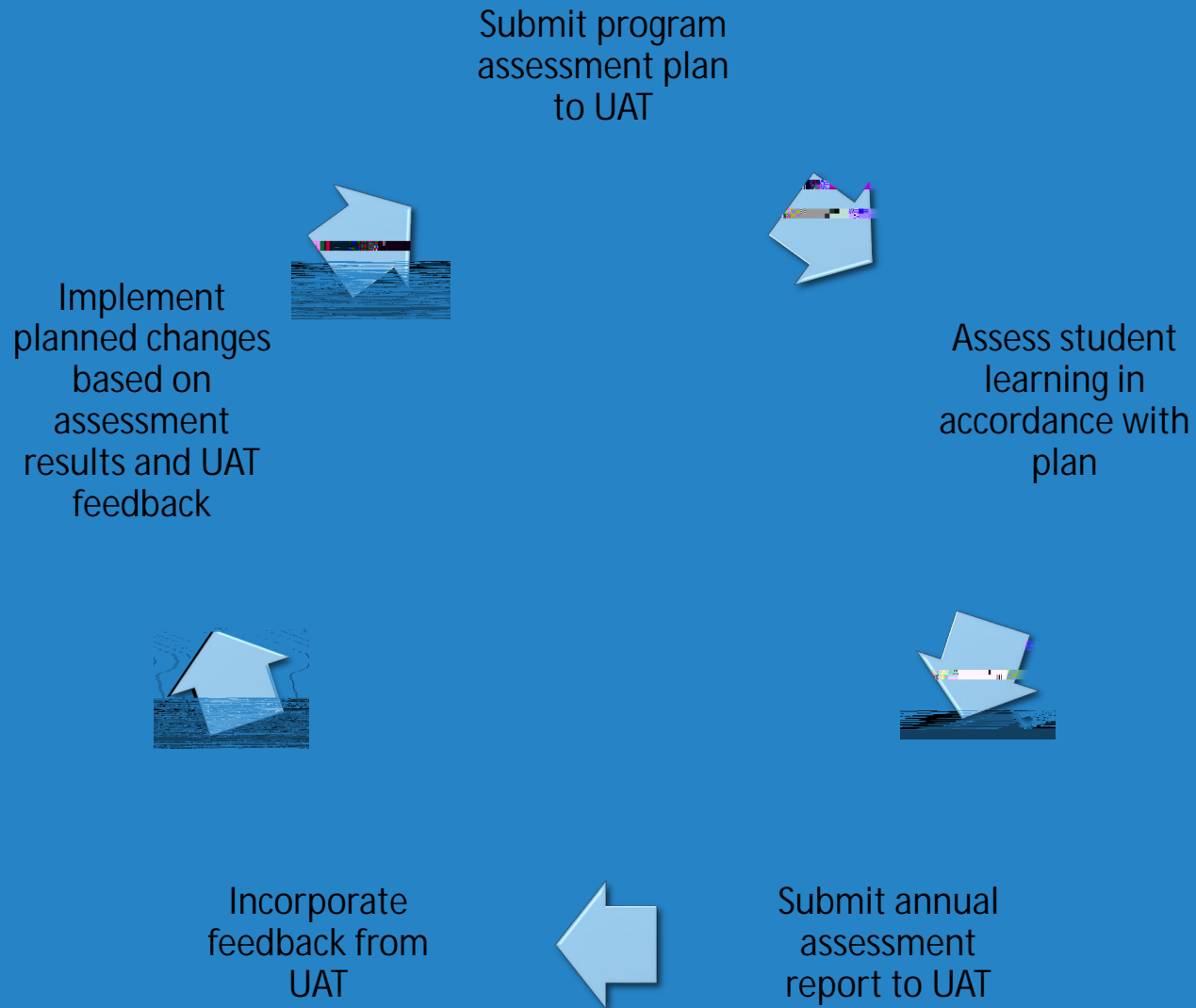
Core Curriculum Assessment Sub-

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

Year 3 [2025-2026] – KA D (Religious and Philosophical Knowledge), IT 4

Program Responsibilities



Faculty submit student

Academic Program Review

*f*Improves program quality

What is Assessment?

- f* An ongoing process aimed at understanding and improving student learning
- f* Involves making our expectations explicit and public
- f* Entails setting appropriate criteria and high standards for learning quality
- f* Necessitates systematically gathering, analyzing, and interpreting evidence to determine how well performance matches expectations and standards
- f* Uses the resulting information to document, explain, and improve performance

Student Learning Outcomes

- f* Statements that specify the knowledge or skills that a student is expected to attain by the end of a program
- f* Grades are not student learning outcomes (SLOs)
- f* SLOs help provide evidence that learning took place
- f* Should be specific and well defined
- f* Should be observable and measurable
- f* Are meaningful to the program or university goals and mission
- f* There are also course learning outcomes and institutional learning outcomes

Benchmarks

- f* Minimally accepted target for student performance
- f* Based on program needs and professional accreditation standards
- f* Standards to be met by both the individual student and a group or cohort of students
- f* Benchmark data can be used for program improvement

INDIRECT

*f*Any method of collecting data that requires students to **demonstrate** a knowledge, skill, or behavior

*f*Exams and quizzes

*f*Rubric scoring of paper or presentation

*f*Capstone experience

*f*Scores and pass rates for licensure or certification exams

*f*Any method of collecting data that requires **reflection** on student learning, skills, or behavior

*f*Student survey

*f*Student self-assessment of performance

*f*Alumni survey

*f*Focus group interviews

*f*Job or graduate school placement rates

Continuous-Improvement Strategies to Enhance Student Learning

Strategies to Improve Student Learning

- f* 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
- f* 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.
- f* Provides an estimate of how undergraduates spend their time and what they gain from attending college
- f* Results represent empirically confirmed “good practices” in undergraduate education

High-Impact Practices

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

f Service-Learning

f Learning community

f Research with faculty

f Internship or field experience

f Study abroad

f Culminating senior experience

f Which of these are Cu rce

Strategies to Improve Student Learning - FSSE

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

f 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

f Designed to complement the NSSE

Effective Teaching Practices

f The FSSE has identified [effective teaching practices](#) that promote an in-

Strategies to Improve Student Learning

f Use high-impact teaching practices in courses and program

f Use a variety of engagement indicator themes

f 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: _____

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](#)