



"I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO."

The UWF Assessment

*Engaging Students
through Innovation & Integrity*

A Gathering of Forces

- SACS & Quality Enhancement Plan

*The basic goal
of the Quality Enhancement
is to maximize student learning
at all levels:*

- general education
- undergraduate education
- graduate education

A Gathering of Forces

- SACS & Quality Enhancement Plan
- Academic Learning Compacts
- Accrediting Organizations
- Learned Societies
- Variable Department Planning...
- Doing the Right Thing
for the Right Reason

Constraints

- We have different levels of expertise and different levels of enthusiasm
- We have had little serious special funding for this mission in this past
- We have considerable public exposure
- We have limited university infrastructure

Opportunities

- We have an investment in being “different by design”
- We have justifiable reputation for high quality teaching (therefore, little to fear)
- We have some solid portions in place
- We have “UBOT” support
- It’s the high road...

Today's Purpose:

- Roll out a proposal for the university student learning outcomes
- Resist impulse to protest what we must do
- Collaborate on what will work best for the common good
- Speak frankly about the challenges ahead
- Tie to QEP

Criteria for Successful Plan

- Promote curricular coherence
- Facilitate collaboration
- Showcase our strengths
- Build from the bottom up
- Satisfy multiple “drivers”

Above all...

■ Keep it SIMPLE

- feasible

- manageable

- transparent

- measurable

The Proposed “Domains”

- CONTENT
- CRITICAL THINKING
- COMMUNICATION
- PROJECT MANAGMENT
- INTEGRITY/VALUES
- Other outcomes specific to the disciplines

The Basic Domains

CONTENT

- Is there a “canon?”
- What territory is carved out in core courses?
- Do you have a capstone or other integrating experience in place?

The Basic Domains

CRITICAL THINKING

Broadly interpreted

- Use of discipline frameworks
- problem-solving
- creative processes
- consistent with higher order thinking skills of Bloom's taxonomy:
[application, evaluation, synthesis, analysis]

The Basic Domains

COMMUNICATION

- Writing builds on Gordon Rule
- Are there other forms of communication that we should promote
 - at the level of the university plan?
 - at the department level?

“Value Added” Domains

PROJECT MANAGEMENT

- Individual or collaborative
- Domestic or civic
- Papers, works of art, performances
- Leadership & diversity-related skills
- Self-regulation (e.g. planning skills)

Reflects “can do” spirit that characterizes students across programs

“Value-Added” Domains

INTEGRITY/ETHICS

- Academic integrity as a foundation
- Strategies to promote positive ethics and sound decision-making
- Professional ethics
- Character

Integrity Matters...

The Optional 6th Domain: Discipline Examples

- Chemistry: risk and hazard management
- Music: keyboard proficiency
- Computer Science: Microsoft certification
- Health, Leisure, & Exercise Science: first Aid

*Is there something specific
that should be highlighted
for your majors?*

First Steps: Coming to Consensus

*Can we agree
on this framework?*

Where Do You Start?

- Using the domain framework, what should your students know and be able to do at graduation?
--> IDENTIFY OUTCOMES
- Where do the outcomes take place?
--> REVIEW CURRICULUM

Later Steps:

- Design the assessment plan
- Collect evidence
- Publish the plan

Down the Road:

- Set up feedback loop
- Validate/improve quality
- Maintain/modify curriculum
- Explore new teaching strategies
- Examine general education
in light of the university
student outcomes

Why take this road?

- Highlight what we are known for--
or what we would like to be known for
- Link with goals of QEP
and reflect basic ALC components
- Set us apart
from the rest of the SUS
- Increase our reputation
and drawing power
for getting the students with whom
we want to work

**What kind of help
do we need
to get the job done?**

