

Florida Board of Governors

Workshop on Student Achievement



April 21, 2004

Florida A&M University

R. E. LeMon, Ph.D.

Vice Chancellor

Academic and Student Affairs

Goals of the Workshop

- ❖ **Identify what BOG wants to ensure is being learned and assessed on SUS campuses.**
- ❖ **Review best practices in various disciplines.**
- ❖ **Consider a standardized tool that will ensure and communicate that those areas are being taught and measured on each campus and in each discipline.**
- ❖ **Test that potential accountability tool against K-20 Accountability Guiding Principles.**
- ❖ **Verify Florida's plan of action against national perspective.**

Florida Board of Governors

Workshop on Student Achievement

***Postsecondary Student Learning Outcomes
Assessment: A National Perspective***

Paul Lingenfelter, Executive Director

State Higher Education Executive Officers

Florida Board of Governors

Workshop on Student Achievement



**Identify What the BOG
Wants to Ensure is Being
Learned and Assessed on
SUS Campuses.**

For Each Baccalaureate Degree Program . . .

- ❖ Discipline Knowledge,
Skills, and Abilities**
- ❖ Communication Skills**
- ❖ Critical Thinking Skills**

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**How Are Disciplines
Assessing These
Competencies?**

Assessment Instruments and Procedures

- ❖ **Example #1: FIU Nursing**
- ❖ **Example #2: UCF Chemistry**
- ❖ **Example #3: FSU Interior Design / Performing Arts**
- ❖ **A Wider View: Oral Communication—FAMU School of Business and Industry**
- ❖ **A Wider View: Written Communication at UNF**
- ❖ **A Still Wider View: University-Wide Learning Assessment at UCF**

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Consider a standardized tool that will certify and convey that discipline knowledge and skills, communication skills, and critical thinking skills are being taught and measured on each campus and in each discipline.

Academic Learning Compact

University:

Degree Program:

This Academic Learning Compact provides a summary of what students will learn, and how student achievement will be assessed in this undergraduate degree program.

Expected Learning

Discipline-Specific Knowledge, Skills, and Attitudes:

Communication Skills:

Critical Thinking Skills:

Assessment Methods

Discipline-Specific Knowledge, Skills, and Attitudes:

Communication Skills:

Critical Thinking Skills:

Academic Learning Compact

University:

Degree Program:

This Academic Learning Compact provides a summary of what students will learn, and how student achievement will be assessed in this undergraduate degree program.

Expected Learning

Discipline-Specific Knowledge, Skills, and Attitudes:

- ❖ Demonstrate understanding of the essential facts, terminology, major concepts, classification systems, principles, and theories associated with the chosen discipline;
- ❖ Demonstrate understanding of information and data, and their setting within a theoretical framework, accompanied by critical analysis and assessment to enable understanding of the subject area as a coherent whole;
- ❖ Demonstrate ability to acquire, interpret, and analyze information with a critical understanding of the appropriate contexts for their use through the study of texts, original papers, reports, and data sets.

Assessment Methods

Discipline-Specific Knowledge, Skills, and Attitudes:

Academic Learning Compact

University:

Degree Program:

This Academic Learning Compact provides a summary of what students will learn, and how student achievement will be assessed in this undergraduate degree program.

Expected Learning

Communication Skills:

- ❖ Demonstrate the ability to receive and respond to a variety of sources of information—textual, numerical, verbal, and graphical;
- ❖ Communicate about the discipline appropriately to a variety of audiences using a range of formats and approaches;
- ❖ Cite and reference work in an appropriate manner;
- ❖ Use the Internet and other electronic sources critically as a means of communication and a source of information.

Assessment Methods

Communication Skills:

Academic Learning Compact

University:

Degree Program:

This Academic Learning Compact provides a summary of what students will learn, and how student achievement will be assessed in this undergraduate degree program.

Expected Learning

Critical Thinking Skills:

- ❖ Demonstrate the ability to recognize and apply subject-specific theories, paradigms, concepts, or principles;
- ❖ Demonstrate the ability to analyze, synthesize, and summarize information critically, including published research or reports in the discipline;
- ❖ Demonstrate the ability to obtain and integrate several lines of subject-specific evidence to formulate and test hypotheses.

Assessment Methods

Critical Thinking Skills:

University:

Degree Program:

Learning Outcomes

Subject knowledge:

- ❖ Demonstrate understanding of the essential facts, terminology, major concepts, classification systems, principles, and theories associated with the chosen discipline;
- ❖ Demonstrate understanding of information and data, and their setting within a theoretical framework, accompanied by critical analysis and assessment to enable understanding of the subject area as a coherent whole;
- ❖ Demonstrate ability to acquire, interpret, and analyze information with a critical understanding of the appropriate contexts for their use through the study of texts, original papers, reports, and data sets.

Generic skills:

- ❖ Demonstrate the ability to read and use appropriate literature in the discipline with a full and critical understanding, while addressing such questions as content, context, aims, objectives, quality of information, and its interpretation and application;
- ❖ Demonstrate the capacity to give a clear and accurate account of a subject, marshal arguments in a mature way and engage in debate and dialogue both with specialists and non-specialists.

Assessment Methods

- ❖ Performance-Based Capstone Projects/Courses
- ❖ Performance-Based Case Studies
- ❖ Classroom Assessment
- ❖ Content Analysis
- ❖ Course-Embedded Questions/Assignments
- ❖ Portfolios
- ❖ Internship Assessments
- ❖ Rating Scales and Scoring Rubrics
- ❖ Curriculum and Syllabus Analysis

University:

Degree Program:

Learning Outcomes

Intellectual skills:

- ❖ Demonstrate the ability to recognize and apply subject-specific theories, paradigms, concepts, or principles;
- ❖ Demonstrate the ability to analyze, synthesize, and summarize information critically, including published research or reports in the discipline;
- ❖ Demonstrate the ability to obtain and integrate several lines of subject-specific evidence to formulate and test hypotheses.

Self-management and professional development skills:

- ❖ Demonstrate the skills necessary for self-managed and lifelong learning (e.g., working independently, time management, and organization skills).

Practical skills:

- ❖ Demonstrate the ability to design, plan, conduct, and report on investigations, which may involve primary or secondary data (e.g., from a survey database);
- ❖ Demonstrate the ability to obtain, record, collate, and analyze data using appropriate techniques in the field and/or laboratory, working by themselves or in a group, as is most appropriate for the subject under study;
- ❖ Undertake field and/or laboratory investigations of living systems in a responsible, safe, and ethical manner.

Assessment Methods

- ❖ Observations Reflective Essays
- ❖ Standardized Examinations/Tests
- ❖ Nationally Normed Exams
- ❖ Licensure Exams
- ❖ GRE Subject Area Exams
- ❖ State Test
- ❖ Local Tests
- ❖ Pre-post Test
- ❖ Senior and Graduate Surveys
- ❖ Alumni Surveys

University:

Degree Program:

Program Outcomes

Numeracy, communication, and information technology skills:

- ❖ Demonstrate the ability to receive and respond to a variety of sources of information—textual, numerical, verbal, and graphical;
- ❖ Communicate about the discipline appropriately to a variety of audiences using a range of formats and approaches;
- ❖ Cite and reference work in an appropriate manner;
- ❖ Use the Internet and other electronic sources critically as a means of communication and a source of information.

Interpersonal and teamwork skills:

- ❖ Demonstrate the ability to identify individual and collective goals and responsibilities and perform in a manner appropriate to these roles;
- ❖ Recognize and respect the views and opinions of other team members; demonstrate negotiating skills;
- ❖ Evaluate performance of self and others as an individual and a team member.

Assessment Methods

- ❖ **Student Satisfaction Surveys**
- ❖ **Employer Surveys**
- ❖ **First Destination Surveys**
- ❖ **Point of Service Surveys**
- ❖ **Advisory Board**
- ❖ **Focus Groups**
- ❖ **Institutional Data**
- ❖ **Transcript Analysis**

University:

**Degree Program: Bachelor of Arts in
Mathematics Education (CIP 13.1311)**

Learning Outcomes

Assessment Methods

- ❖ **A committee of 5 instructors/faculty (including at least one but no more than two English composition faculty) evaluates selected research papers written in ENC 1102.**
- ❖ **Master syllabi have been created for selected courses with “critical task” assignments that are linked to the University’s General Education expectations, the Florida Educator Accomplished Practices (state standards for teachers), the Florida ESOL standards, and relevant standards of the National Council of Teachers of Mathematics.**
- ❖ **Students’ performance on critical tasks is assessed by supervising faculty and secondary cooperating teachers during clinical courses (Field Lab I, Field Lab II, and Final Internship).**

University:

**Degree Program: Bachelor of Arts in
Mathematics Education (CIP 13.1311)**

Learning Outcomes

Assessment Methods

- ❖ **Students are required to complete a portfolio documenting their successful completion of the Florida Educator Accomplished Practices at least at the preprofessional benchmark.**
- ❖ **Students must successfully pass all sections of the Florida Teacher Certification Examination prior to completion of the program (General Knowledge and Subject Area Knowledge sections prior to the final internship).**
- ❖ **Surveys are sent to employing principals in the year following the students' graduation. Surveys focus on the Florida Educator Accomplished Practices, beginning teachers' ability to positively influence K-12 student achievement, the rehireability of the beginning teachers, and general satisfaction with the preparation the new teachers received.**

University:

**Degree Program: Communication Arts—
Bachelor of Arts in Journalism (CIP 09.0101)**

Learning Outcomes

- ❖ **Demonstrate mastery of English grammar, usage, and punctuation rules.**
- ❖ **Demonstrate mastery of Associated Press style rules, headline writing, and copy editing skills.**
- ❖ **Learn about public service activities.**
- ❖ **Demonstrate identified competencies in a professional setting.**
- ❖ **Demonstrate sufficient preparation to enter the workforce or continue on to graduate school.**

Assessment Methods

- ❖ **Diagnostic Test Administered by the University Writing Center**
- ❖ **Dow Jones/Newspaper Fund Annual Copy Editing Test**
- ❖ **Participation and Assessments in University-Sponsored Service Learning Activities and/or Service Learning Courses.**
- ❖ **A minimum of one professional internship in which performance is assessed by a three-person team consisting of university and site-based personnel on a standardized performance rating form.**
- ❖ **Exit surveys of graduating seniors are used to determine how many are employed in the field or continue on to graduate school.**