Student Learning Assessment (SLA)

Integrating “All Things” Learning Assessment: Advancing Student Success

November 20, 2019
8:30-11:15 am
Gordon Commons, Overture Room
Agenda

8:30am  Breakfast and Networking
9:00am  Welcome Remarks, Steve Cramer, Vice Provost for Teaching and Learning and Professor
9:15am  Student Learning Assessment (SLA) Overview
9:30am  Assessment Plans
         Creating Common CLOs and PLOs
         Course Syllabi
         Course Evaluations
         Assessment Reporting
10:15am Break
10:30am “New” Direct Evidence of Student Learning (DESL) Project
10:45am Discussion, Feedback and Questions
11:15am Adjourn
Session Takeaways

- How can we work together to advance student learning and the Wisconsin Experience
- What are the main areas of focus within Student Learning Assessment
- How are the areas connected, part of the ongoing cycle of assessment
- How are we using new digital tools and systems to make data more accessible and usable
- What tools and resources are available to support you
Learning Assessment - Big Picture

- Assessing learning is an integral, ongoing component of academic life --- not new!

- Essential when designing effective courses and programs

- Supports faculty with academic planning, curricular and co-curricular development and decision-making

- Makes learning more transparent for students
UW-Madison Student Learning Assessment

**Design / What**
What are students expected to learn?

**Assessment Plans**

**Assessment Reports**

**Direct Evidence of Student Learning**

**COURSE EVALS**

**COURSE SYLLABI**

**Student Learning Outcomes**

**Map / Where**
Where in the curriculum are students expected to learn and apply the knowledge and skills specified as learning outcomes?

**Improve / So What**
What do the results mean?

**Evaluate / How**
What is the evidence that students are learning what is expected of them?
Assessment Plans

● **What** – What are students expected to learn? Define clear, measurable learning outcomes.

● **Where** – Where in the curriculum are students expected to learn and apply the knowledge and skills specified as learning outcomes? Ensure that students engage in sufficient learning experiences to achieve these outcomes.

● **How** – How do program faculty know (what is the evidence) that students are learning what they expect them to? Gather evidence to determine how well student learning matches expectations.

● **So What** – So what do the results mean for the program? Include an analysis and discussion of the evaluative evidence. Define any next steps. Use the results to validate or improve learning.
### Universal Design for Learning/Backward Design

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessing Learning</th>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know, understand and do? Outcomes often reflect core and enduring concepts and ideas of the course or program.</td>
<td>How will we know if students have achieved the outcomes? Determine how students will demonstrate what they know or can do.</td>
<td>What learning experiences and activities will enable student to practice and achieve the outcomes?</td>
</tr>
</tbody>
</table>

Learning Outcomes
Courses & Programs

• Learning outcomes at the program and course level are required

• All program learning outcomes (PLOs) are already in Lumen and viewable through The Guide (public, available to students)

• Early stages of collecting course learning outcomes (CLOs) in the systems

assessment.provost.wisc.edu/student-learning-outcomes/
STUDENT LEARNING OUTCOMES

Learning outcomes help faculty and students come to a common understanding about the purpose and goals of a course or academic program. By providing clear and comprehensive learning outcomes, faculty begin to provide a transparent pathway for student success.

Learning outcomes are the cornerstones of course design and assessment, and help students focus on what is important. Learning outcomes can also be considered an inclusive teaching practice as they can help clarify expectations for all students.

As stated in the campus Institutional Plan for Assessing Student Learning, course and program learning outcomes are required for all courses and programs.

Further, learning outcomes are required in academic program approval and review, course approval, and in group instruction course syllabi.

ACADEMIC PROGRAM LEARNING OUTCOMES

View student learning outcomes for each UW-Madison undergraduate and graduate academic program in The Guide. Click on the program of your choosing to find its outcomes. Academic program learning outcomes should:

- describe what students are expected to know or be able to do upon completion of a program.
- be observable and measurable.
Learning Outcomes
Courses & Programs
Course Syllabus

- Provides students with valuable course information
- Conveys learning expectations (course learning outcomes) and other required elements (policy based)
- Serves as a durable, portable record for departments and for students

[teachlearn.provost.wisc.edu/course-syllabi/](teachlearn.provost.wisc.edu/course-syllabi/)

The new Course Syllabus (AEFIS) tool in Canvas simplifies the development and sharing of course syllabi: for students, faculty and departments.
Digital Course Syllabus (AEFIS)

- Editable digital syllabus template available in Canvas/AEFIS
  - Populates syllabus with many of the required elements (via integration with the Student Information System (SIS))
  - Course learning outcomes are populated if in AEFIS/Lumen
  - Allows for section- and instructor-specific details and expectations

- AEFIS supports the digital collection of syllabi and serves as the repository for departments

- Need your help increasing the use of the Canvas/AEFIS digital syllabi across campus
Two new navigation buttons in Canvas this past semester:

1. Course Syllabus (AEFIS) - Provides the "front page" of the syllabus with required elements

2. Course Summary - Editor on top of page which provides the instructor to make a personalized syllabus.
Course Evaluations

- Provides a way for instructors to capture students’ perceptions and feedback about instruction, course activities, learning experience
- Informs course, pedagogical and curricular improvements
- Can serve as an indirect method for student feedback about their learning (relative to the learning outcomes)
Digital Course Evaluations

- Allows academic departments to more efficiently and effectively administer course evaluations
  - Significant time and money savings vs. paper-based reporting
- Faster results and potentially more in-depth responses
- Robust reporting options
- Accessibility for students (digitally savvy users)

assessment.provost.wisc.edu/course-evaluation-surveys/
Digital Course Evaluations
Tips for High Response Rates

● Have students complete the surveys in class (just as they did with the pen/paper forms)
● Let students know how important their responses are (and provide examples)
● Provide a small incentive for students who complete the evaluation
● Ask students to provide feedback about their own learning relative to the learning outcomes
Digital Course Evaluations in AEFIS

Survey Templates (Questions)
- Multiple Choice
- Instructor Multiple Choice
- Text Memo
- Instructor Text Memo
- CLO Placeholder - Student (Before, After, Both)
- Rollup Questions Placeholder
The course was well organized.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

The instructor's teaching methods were effective.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

The course learning outcomes are listed below. Do you feel you covered each of these in your course and learned about each?

- Course objectives
  - This course does not have any course objectives. If provided, the course objective description will appear here.

After taking this course

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Course Section questions will be included here.

What are the strengths of this course? How could the course be improved?

Additional feedback for your instructor.
# Digital Course Evaluations in AEFIS

## Survey Schedules

<table>
<thead>
<tr>
<th>Owner</th>
<th>Survey Schedule</th>
<th>Anonymous</th>
<th>Every Term</th>
<th># Surveys</th>
<th># Pending</th>
<th># Running</th>
<th>Updated</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUCATIONAL PSYC</td>
<td><strong>TA Evaluation</strong></td>
<td>✓</td>
<td>✓</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2019-11-15</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td><em>Type: Student Course Evaluation</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUCATIONAL PSYC</td>
<td><strong>Instructor and Course Evaluation</strong></td>
<td>✓</td>
<td>✓</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2019-11-15</td>
<td>In Progress</td>
</tr>
<tr>
<td></td>
<td><em>Type: Student Course Evaluation</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Digital Course Evaluations in AEFIS Surveys (Instances)

<table>
<thead>
<tr>
<th>Owner</th>
<th>Survey</th>
<th>Term</th>
<th>Start Date</th>
<th>End Date</th>
<th># Sections</th>
<th># Participants</th>
<th>% Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVIL AND ENVIRON</td>
<td><strong>CEE Course and Instructor Evaluation</strong></td>
<td>2019-2020 Fall</td>
<td>2019-11-27</td>
<td>2019-12-11</td>
<td>63</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>CIVIL AND ENVIRON</td>
<td><strong>CEE EOS TA Evaluation</strong></td>
<td>2019-2020 Fall</td>
<td>2019-11-27</td>
<td>2019-12-11</td>
<td>38</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>CIVIL AND ENVIRON</td>
<td><strong>CEE Course and Instructor Evaluation</strong></td>
<td>2018-2019 Spring</td>
<td>2019-04-19</td>
<td>2019-05-03</td>
<td>61</td>
<td>1,246</td>
<td>63%</td>
</tr>
</tbody>
</table>
Digital Course Evaluations in AEFIS

AEFIS Digital Course Evaluations

Courses Surveyed | Total Surveys | Total Responses
---|---|---
145,095 | 278,240 | 382,102
80,836 | 164,558 | 217,453
1,775 | 2,971 | 4,786

Academic Years

Courses Surveyed (any section) vs. Digital Surveys

Years: 2015-16, 2016-17, 2017-18, 2018-19
UW-Madison Student Learning Assessment

**Design / What**
- What are students expected to learn?
  - Submission required every 3-5 yrs.
  - Departmentally approved

**Evaluate / How**
- What is the evidence that students are learning what is expected of them?
  - Required for program reporting & review (every 3-5 yrs.)
  - Supported by AEFIS/Canvas integration

**Improve / So What**
- What do the results mean?
  - Commonly used as indirect measures
  - Digital course evals administered via AEFIS

**Map / Where**
- Where in the curriculum are students expected to learn and apply the knowledge and skills specified as learning outcomes?
  - Required
  - Course Syllabus (AEFIS) tool accessible via Canvas

**Assessment Reports**
- Build toward program review
- Identify improvements & action steps
- Document & analyze assessment activities & results
- Align with & support program assessment planning

**Direct Evidence of Student Learning**
- Offer insight into course design
- Provide student feedback across the curriculum
- Guide course development to meet student learning needs
- Ensure accountability to learning goals

**PD**
- Serve as a durable record of learning experiences
- Align with student success criteria
- Provide inclusive, transparent pathway to student success

**EVALS**
- Provide student feedback to inform curriculum development
- Ensure accountability to learning goals
- Align with student success criteria
- Provide inclusive, transparent pathway to student success

**PEACE**
- Commonly used as indirect measures
- Digital course evals administered via AEFIS
- Required for program reporting & review (every 3-5 yrs.)
- Supported by AEFIS/Canvas integration
Annual Assessment Reporting

- Assessment plans reflect 3 years; assessment reports are annual (next due: Dec. 2, 2019)
- Overall, programs should:
  - Align assessment activities (indirect or direct) with the learning outcomes
  - Conduct at least one direct measure that evaluates at least one learning outcome
  - Assess all program learning outcomes

Assessment without using the data is just a meaningless exercise: take the time needed to analyze the data and think about where the program could engage in continuous improvement.
Direct Evidence of Student Learning (DESL)
Why DESL?

● Faculty and instructors evaluate student learning to answer key questions
  ○ Are my students learning what I expect?
  ○ Are the course activities aligned with the learning outcomes?
  ○ What concepts or ideas need further explanation or delineation?
  ○ Are students making progress?
  ○ Overall, how will I know that learning has taken place?

● Direct assessments are required for program assessment reporting

● Direct assessments align with campus learning analytics efforts
DESL in Courses

Faculty can now digitally capture actionable learning data (evidence) in real time, within and across courses via Canvas/AEFIS integration

- Align and link course activities to *learning outcomes*
- Create rubrics and evaluate student work
- Access student data in real-time and over time – reports and dashboards
- Use data to monitor student progress, adjust assignments or pedagogy, and inform students
Setting up DESL in Canvas/AEFIS

In Canvas, complete the following steps:

● Connect to AEFIS by clicking on “Course Syllabus (AEFIS)” button
● Select “Assignment Linking”
  ○ Link Canvas assignments to course learning outcomes (CLO) in AEFIS
● Grade throughout the semester
  ○ Enter grades in Canvas gradebook
  ○ Must use Canvas SpeedGrader if linking to specific question or Canvas rubric criteria
● Track student progress in “Assessment Data”
  ○ View individual data per student by CLO
  ○ View aggregate data by CLO
DESL Demo 1 MKT/OTM 421: Fundamentals of Supply Chain Management

Course Description: Supply chain management (SCM) is a dynamic, cross-functional discipline that encompasses the areas of strategy, product development/innovation, marketing, finance, sourcing, production, logistics, and technology in both product and service industries. The supply chain is responsible for the sustainable and efficient movement of products, services, cash, and data along the value chain. Companies must effectively coordinate these functions not only within the firm, but with business partners and customers around the world. SCM is a critical, strategic component of any business or organization, from high-tech to healthcare, and it is a fundamental knowledge base for any student of business.

Verda Blythe

Faculty Associate, Department of Marketing
Faculty Affiliate, Grainger Center for Supply Chain Management
Marketing

Verda’s bio: [https://bus.wisc.edu/faculty/verda-blythe](https://bus.wisc.edu/faculty/verda-blythe)

5273 Grainger Hall  
(608) 262-1941  
verda.blythe@wisc.edu

Office Hours: Tuesdays 4:00p - 3500p or by appointment

Learning Outcomes - Students will:
Fundamentals of Supply Chain Management
MARKETING 421 001 (3 Credits)
2019-2020 Fall [1202]

Description
Supply chain management (SCM) is a dynamic, cross-functional discipline that encompasses the areas of strategy, product development/innovation, marketing, finance, and technology in both product and service industries. The supply chain is responsible for the sustainable and efficient movement of products, services, funds, and data along with effectively coordinating these functions not only within the firm, but with business partners and customers around the world. SCM is a critical, strategic component of any business, and it is a fundamental knowledge base for any student of business. Enroll Info: None

Prerequisite(s)
Sophomore standing and (MARKETING 300 or OTM 300) or member of Business Exchange program

Instruction Mode
Classroom Instruction

Section Level Comments
False

Department: MARKETING
College: Wisconsin School of Business

Canvas Course URL
C15900
Identify the business purpose and primary functions of supply chain management and their cross-functional linkages/interdependencies across an organization

Rubrics

1. Does Not Meet Expectations
   No Description. Click to Edit.

2. Meets Expectations
   No Description. Click to Edit.

3. Exceeds Expectations
   No Description. Click to Edit.

Linked Assignments

No Linked Assignments
Assignments have not been linked.
To link assignments, click the button.
C15900
Identify the business purpose and primary functions of supply chain management and their cross-functional linkages/interdependencies across an organization

Rubrics

1. Does Not Meet Expectations
   No Description. Click to Edit.

2. Meets Expectations
   No Description. Click to Edit.

3. Exceeds Expectations
   No Description. Click to Edit.

Linked Assignments

- Participation: Current Events/What’s in the News? [WEIGHT: 50%]
- Participation: Topic/Content Discussions [WEIGHT: 50%]

Rubric Score Settings

- Does Not Meet: 0% to 59.9%
- Meets Expectations: 60% to 79.9%
- Exceeds Expectations: 80% to 100%

Inherited From: DESL 101
Course Assessments for this Section

DESL Course
Term: 2019-2020 Fall
Enrollment: 5 CLO: 4

Related Assessments

This section lists all the assessments for this co-curricular activity where course section director is User, Steven.

No Assessments
We could not find any assessments.
<table>
<thead>
<tr>
<th>Student</th>
<th>Identify the b...</th>
<th>Apply supply ...</th>
<th>Analyze the i...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five, Student</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Four, Student</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>One, Student</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Three, Student</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Two, Student</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
### Four, Student

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Calculation</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case: Boeing — Outsourcing the D...</td>
<td>28/50 x 33.33%</td>
<td>17</td>
</tr>
<tr>
<td>Case: Tesla Launches the Model 3...</td>
<td>25/50 x 33.33%</td>
<td>17</td>
</tr>
<tr>
<td>Case: Boeing — Outsourcing the D...</td>
<td>16/50 x 33.34%</td>
<td>20</td>
</tr>
</tbody>
</table>

**Weighted Average:** 53%

**Performance:** 1

**Assignment Grade:**
- Case: Boeing — Outsourcing the D...: 25/50
- Case: Tesla Launches the Model 3...: 25/50
- Case: Boeing — Outsourcing the D...: 15/25
### Assessment Details

#### Grades Incomplete

All assignments have not been graded for this student. The result is a projection.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Calculation</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case: Boeing – Outusourcing the Design</td>
<td>48/50 x 33.33%</td>
<td>32</td>
</tr>
<tr>
<td>Case: Tesla Launches the Model 3</td>
<td>30/50 x 33.33%</td>
<td>NA</td>
</tr>
<tr>
<td>Case: Boeing – Outsourcing the Design</td>
<td>23/25 x 33.34%</td>
<td>31</td>
</tr>
</tbody>
</table>

#### Projected Average

- Projected Performance: **94%**
- Exceeds Expectations
  - 80% to 100%

<table>
<thead>
<tr>
<th>Assignment Grade:</th>
<th>Case: Boeing – Outsourcing the Design</th>
<th>48 of 50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment Grade:</td>
<td>Case: Tesla Launches the Model 3</td>
<td>NA of 50</td>
</tr>
<tr>
<td>Assignment Grade:</td>
<td>Case: Boeing – Outsourcing the Design</td>
<td>23 of 25</td>
</tr>
</tbody>
</table>
Assessment CLO Summary

C15900 CLO
100% Success

C15901 CLO
80% Success

C15902 CLO
100% Success

C15903 CLO
100% Success

Assessment Results

C15900
- Identify the business purpose and primary functions of supply chain management and their cross-functional linkages/interdependencies across an organization

STUDENTS ASSESSED
5

GOAL MET
5

GOAL NOT MET
0

100% Meets Expectations Or Above

RUBRIC DISTRIBUTION

Performance Goal Met
Goal: 70% Meets Expectations or above

C15901
C15901 - Apply supply chain management in strategic and tactical frameworks to optimize financial, operational, and customer objectives

- Students Assessed: 5
- Goal Met: 4
- Goal Not Met: 1

Assessment Results: 80% Meets Expectations Or Above

Rubric Distribution: 80% Meets Expectations Or Above

Performance Goal Met
Goal: 70% Meets Expectations or above

C15902 - Analyze the influence of supply chain management on business performance and its role in delivering competitive advantage to an organization

- Students Assessed: 5
- Goal Met: 5
- Goal Not Met: 0

Assessment Results: 100% Meets Expectations Or Above

Rubric Distribution: 100% Meets Expectations Or Above

Performance Goal Met
Goal: 70% Meets Expectations or above
Setting up DESL in Canvas/AEFIS

In Canvas, complete the following steps:

- Connect to AEFIS by clicking on “Course Syllabus (AEFIS)” button
- Select “Assignment Linking”
  - Link Canvas assignments to course learning outcomes (CLO) in AEFIS
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  - Must use Canvas SpeedGrader if linking to specific question or Canvas rubric criteria
- Track student progress in “Assessment Data”
  - View individual data per student by CLO
  - View aggregate data by CLO
DESL Project Timeline

2017–2019
- Piloted program-level functionality (Pharmacy, etc.)
- Feedback, upgrades and improved reporting and display features

Summer – Fall 2019
- AEFIS develops course-level functionality, test phase

Fall 2019
- Begin broader campus engagement
- Add resources: introductory videos, KnowledgeBase (KB) articles, website presence
- Engage “ready” faculty, instructors, instructional professionals, AEFIS administrators
- Engage leadership

Spring 2020 – Implement Feedback
DESL Implementation Strategy
Launch & Sustain

1. Engage “ready” courses and academic programs

Courses
- REACH and Excel courses
- General Education courses
- CLO/Syllabus Incentive Project departments (8-12 depts)
- Blended@UW winter and summer 2019 fellows
- Online courses (TeachOnline@UW)

Academic Programs
- Pharm D
- Marketing
- Spanish
- SoHE Online Personal Finance
- Online programs
- Others
2. Engage schools, colleges, departments, faculty, instructors, teaching and learning professionals

- Faculty and instructors
- Instructional designers, specialists and instructional technologists
  - Instructional Technology Group (ITG), REACH, Excel
- Departmental AEFIS administrators
- Leadership
  - University Council of Academic Affairs and Assessment (UCAAA), ITG, Learning Analytics Roadmap Committee (LARC), Undergraduate General Education Committee (UGEC), Graduate Faculty Exec Ctte (GFEC), etc.
UW-Madison Student Learning Assessment

**Design / What**
What are students expected to learn?
- Submission required every 3-5 yrs.
- Departmentally approved

**Map / Where**
Where in the curriculum are students expected to learn and apply the knowledge and skills specified as learning outcomes?
- Required
- Departmentally approved
- Submitted via Lumen Courses & Programs

**Evaluate / How**
What is the evidence that students are learning what is expected of them?
- Required
- Course Syllabus (AEFIS) tool accessible via Canvas

**Improve / So What**
What do the results mean?
- Commonly used as indirect measures
- Digital course evals administered via AEFIS

**Direct Evidence of Student Learning**
- Programs learning outcomes
- Educational learning outcomes
- Course learning outcomes
- Student learning outcomes

**Assessment Plans**
- ASSESSMENT PLANS
- ASSESSMENT REPORTS
- COURSE EVALS
- COURSE SYLLABUS

**Wisconsin Experience**
- PROVIDE INCLUSIVE, TRANSPARENT PATHWAY TO STUDENT SUCCESS
- PROVIDE DURABLE RECORD OF LEARNING EXPERIENCES
- PROVIDE STUDENTS WITH COURSE ROADMAP

**Evaluate**
- Required for program reporting & review (every 3-5 yrs.)
- Supported by AEFIS/Canvas integration

**Focus**
- Improve student learning outcomes
- Provide inclusive, transparent pathway to student success
- Serve as durable records of learning experiences
- Provide students with course roadmaps

**ACTIVITY**
- Align with & support program assessment planning
- Document & analyze assessment activities & results
- Inform course, pedagogical & curricular improvements
- Offer insights into course design
- Collect data on student achievement across indicators
- Identify key gaps & root causes of student learning
- Develop strategies to improve key indicators
- Parse & analyze program data
- Communicate findings to stakeholders
OBSERVATIONS. QUESTIONS. DISCUSSION.
Student Learning Assessment Team

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assessment.provost.wisc.edu
THANK YOU