



THE UNIVERSITY OF UTAH

Leveraging Existing Technologies and Faculty Expertise to Build Learning Outcomes Assessment Momentum and Culture

IUPUI Assessment Institute

October 2021

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Associate Dean of Undergraduate Studies

University of Utah



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Overview

- Background on Assessment at the University of Utah
- Accreditation History
- Office of Learning Outcomes Assessment & Policy Development
- Leveraging Existing Technologies and the LO Ecosystem
- Faculty-led Workshops - Building Momentum and Culture



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NWCCU Accreditation Recommendation

Fall 2012

“While some programs have an established track record of assessment of program learning outcomes...progress is needed to develop a comprehensive program of assessment across all disciplines.”



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University Response to NWCCU's 2012 Recommendation

**We asked all departments to write and submit learning outcomes for each of their degree programs. These were then published on our web site:
learningoutcomes.utah.edu**





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NWCCU Accreditation Recommendations

Fall 2015

- 2. “The evaluation committee recommends that the University of Utah allocate additional financial resources for measurable, direct student learning outcomes.”**
- 3. “...the evaluation committee recommends the University of Utah continue to fully implement a student learning assessment plan that identifies quality standards for all programs.”**



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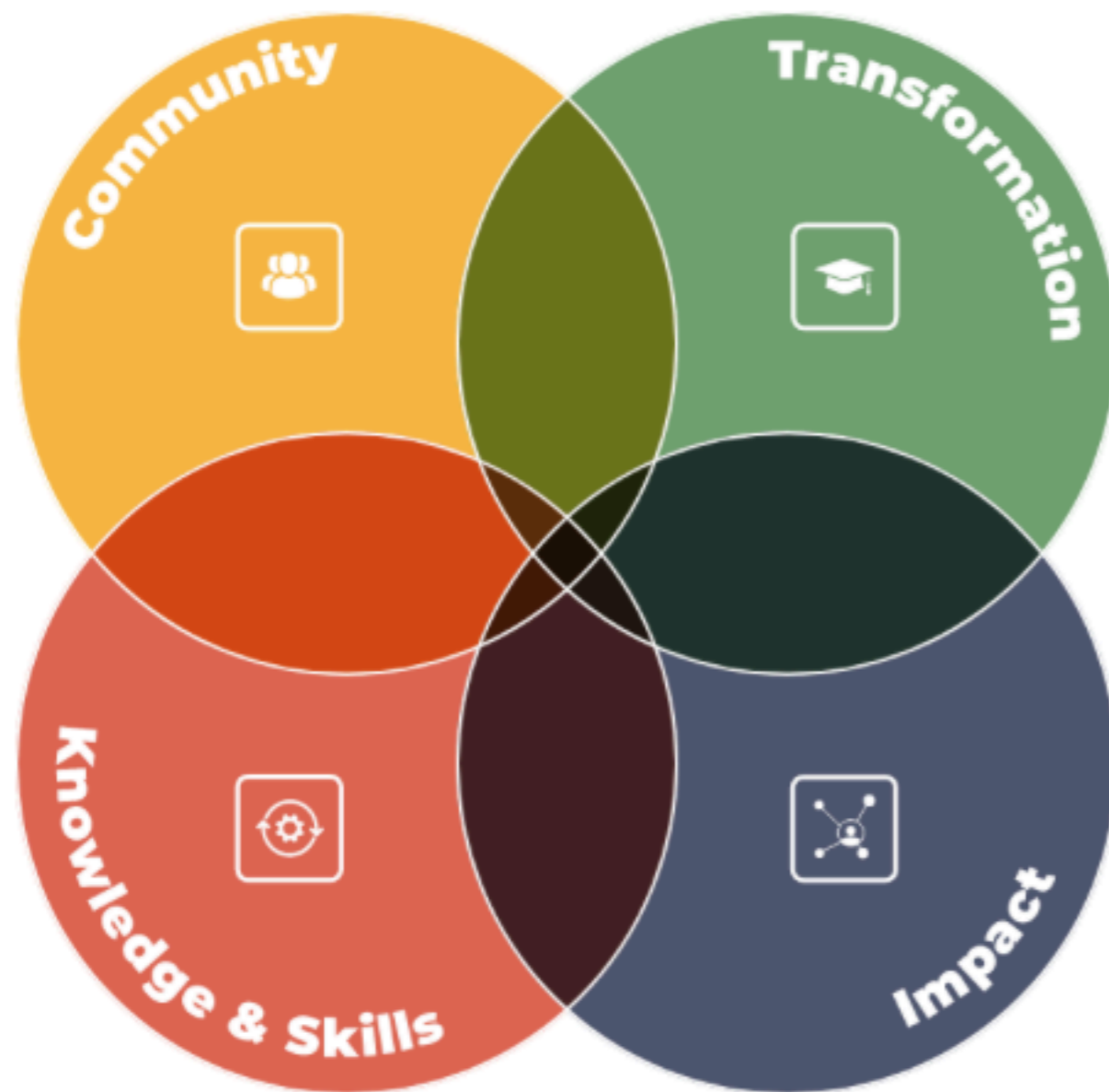
University Response to NWCCU's 2015 Recommendation

- **Gathered students, faculty, and staff from around campus to develop a set of university-wide goals. This effort resulted in four big goals that we refer to as the Learning Framework.**
- **Developed policy in collaboration with Academic Senate Subcommittee**
- **Created an Office of Learning Outcomes Assessment to consult with departments specifically on program-level learning outcomes assessment.**



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University of Utah Learning Framework



FRAMEWORK

At the U, we pledge that every student has opportunities to be part of a community, develop knowledge and skills they need, make an impact and be transformed in the process. The Learning Framework is a tool that helps us meet that pledge to you.

[LEARN MORE >](#)



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Learning Framework Ambassadors

- Provided stipends to faculty to align program outcomes with Framework dimensions.
- Show how they were going to measure their outcomes.





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Policy Update

- “The review of every credentialized program ...on a cycle of no more than seven years, and two interim summary program learning outcome assessment reports within the seven-year cycle (ordinarily in the 3rd and 5th years).”



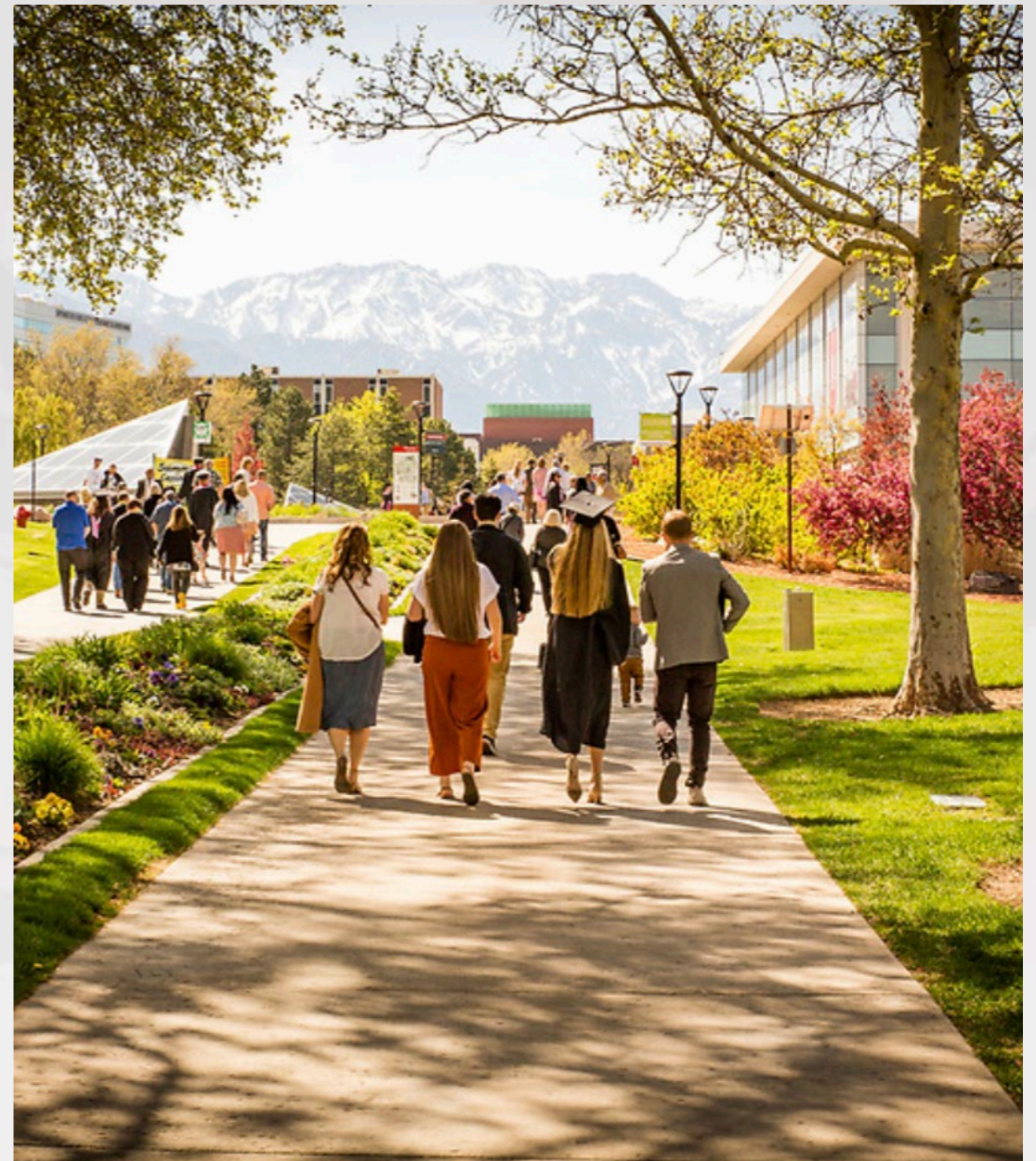


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Office of Learning Outcomes Assessment

Values

- Assessment owned by the faculty or not meaningful.
- One size does not fit all.
- Reports every year = busywork + not meaningful. Thus reports at 3, 5, and 7 years.
- We are the coaches, not the cops, most of the time...





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LO Assessment Plans and Reports

College of Social and Behavioral Sciences	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Anthropology		7-Year LOA			3-year LOA		5-year LOA
Economics	7-Year LOA		3-year LOA		5-year LOA		
Family and Consumer Studies	Supplemental Year 1 LOA		3-year LOA		5-year LOA		7-Year LOA
Geography	7-Year LOA	Supplemental Year 1 Report		3 yr. LOA		5 yr. LOA	
Political Science			3-year LOA		5-year LOA		7-Year LOA
Psychology		7-Year LOA			3-year LOA		5-year LOA
Sociology	5-year LOA		7-Year LOA			3-year LOA	



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Technology Hooks and the Learning Outcomes Assessment Ecosystem

1. **Kuali - Curriculum Management**
2. **Canvas - Learning Management System**





Outcomes Stored in Quali CM



My Dashboard

Courses

Programs

Emphases

Policies

Proposals

Reports

Agendas

System Settings

PSYCBABS | Psychology

Future | Fall 2021 – Indefinite

Learning Outcomes

Describe key concepts, principles, and overarching themes in psychology

Source of new outcome

Knowledge Base in Psychology

LINKED COURSE OUTCOMES

[PSY2010: Orientation to Psychology as a Science and Profession](#) - Describe key concepts, principles, and overarch... [View Course >](#)

[PSY3010: Research Methods in Psychology](#) - Describe key concepts, principles, and overarch... [View Course >](#)

Develop a working knowledge of psychology's content domains

Source of new outcome

Knowledge Base in Psychology

LINKED COURSE OUTCOMES

[PSY2010: Orientation to Psychology as a Science and Profession](#) - Develop a working knowledge of psychology's con... [View Course >](#)

[Propose Changes](#)

[Duplicate](#)

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[Audit Log](#)

Table of Contents

Term Information

Justification

Program Information

Online/Distance Education

Admissions

Graduation

Honors (Undergraduate Only)

Degree Requirements

Sample Degree Plan

Outcomes

Admin-only



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Courses Delivered in Canvas

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☰ LEAP 1501-002 Fall 2019

68 Student View

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LEAP 1501 Social and Ethical Implications of Engineering

FALL 2019



[→ Start Here](#)

[📄 Syllabus](#)

[🗂 Weekly In...](#)

[✍ Assignme...](#)

Faculty: [Seetha Veeraghanta, PhD.](#) s.veeraghanta@utah.edu
Office Hours: MW: 2-3pm and F: Noon-1pm OR by appointment



View Course Stream

View Course Notifications

Coming Up

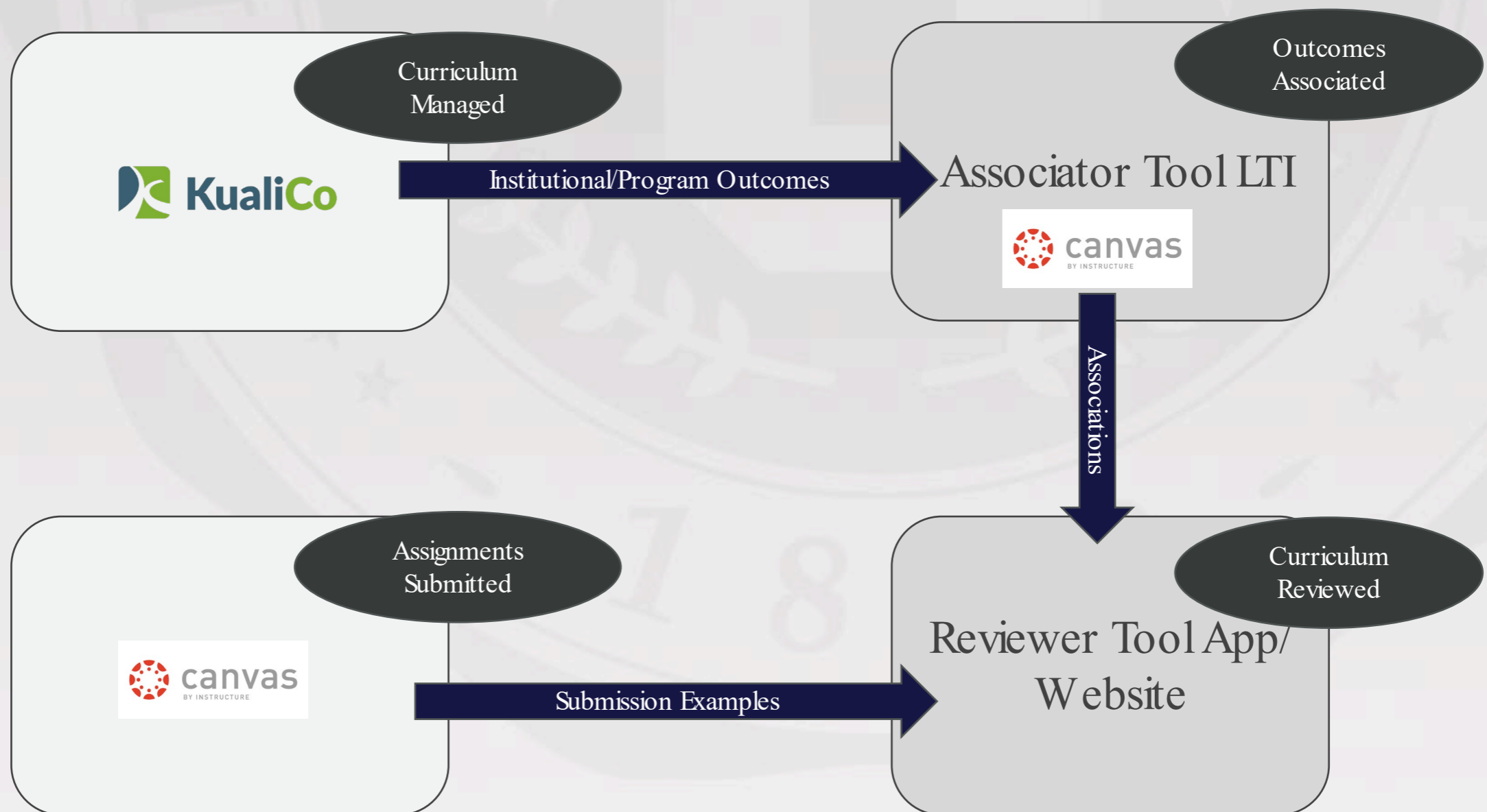
View Calendar

Nothing for the next week



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Program Learning Outcomes Ecosystem





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Tools to Assist in Learning Outcomes Assessment

1. **Learning Outcomes Associator – Homegrown LTI tool can be installed in Canvas course**
 - This tool imports Learning Outcomes from **Kuali** to the Associator that is installed in a **Canvas Course**
 - Faculty uses the tool to make associations between program level learning outcomes and assignments in **Canvas Course**



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Courses Delivered in Canvas

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→ [Start Here](#)

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🗂️ [Weekly In...](#)

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📊 View Course Stream

🔔 View Course Notifications

Coming Up

📅 View Calendar

Nothing for the next week



Learning Outcomes Associator

LEAP 1501-002 Fall 2018 > LEAP 1501-002 Fall 2018 Social & Ethical Eng

Fall 2018

Associate Outcomes Associations for this course

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Associate Outcomes for this course

Association successfully added

Program Outcomes

Found 3

Develop a community that anchors them to campus - LEAP

Description:

✖ Homework-2: Social Science Methodology

Make intellectual connections - LEAP

Description:

Make reflective self-assessments and connections - LEAP

Description:

Assignments

Found 35

+ Homework-1: Social context of engineering

- Homework-2: Social Science Methodology

+ Homework-3: Three Mile Island and Fukushima (Daiichi and Daini) Case Analyses

+ Homework-4 Union Carbide Gas Leak

+ Homework 5: Challenger Explosion Case

+ Homework 6 - Sustainability reflection

+ Roll Call Attendance

General Education Outcomes



Account



Admin



Dashboard



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Help



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Learning Outcomes Reviewer

1. Builds an assessment with assignments imported from Canvas that were identified with the Associator
2. Build or Import a Rubric
3. Assign Faculty to Rate Assignments with the Rubric
4. Calculates results
5. Produces a Report



1

Select Course and Outcome

2

Preview and Verify Artifact
Data

3

Add Rubric

4

Add Reviewers

5

Review and Save

[BACK](#)

[NEXT](#)

Build a new Assessment

Name

History Demo

Select College

College of Humanities

Select Department

History

Select Program

HISTBA - History

Select Semester(s)

All Semesters

Assignment Selection Type ⓘ

Random Select Low, Medium, and High Assignments



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Name

History Demo

Select College

College of Humanities

Select Department

History

Select Program

HISTBA - History

Select Semester(s)

All Semesters

Assignment Selection Type^①

Random Select Low, Medium, and High Assignments

Select Outcome

Evaluate debates among historians by identifying the ways in which questions about race, gender, class, ...

Artifacts

6

Artifacts per Reviewer

2

Selected	Course Name	Course Code
<input checked="" type="checkbox"/>	HIST 3100-001 Fall 2019 Historian's Craft	HIST 3100
<input checked="" type="checkbox"/>	HIST 3100-001 Spring 2019 Historian's Craft	HIST 3100
<input checked="" type="checkbox"/>	HIST 3100-001 Fall 2018 Historian's Craft	HIST 3100
<input checked="" type="checkbox"/>	HIST 3100-001 Fall 2020 Historian's Craft	HIST 3100



Select Course and Outcome



Preview and Verify Artifact Data



Add Rubric



Add Reviewers



Review and Save

[BACK](#)

[NEXT](#)

Course Code	Course Name	Assignment Name	Artifact ID	Artifact	Swap Artifact
HIST 3100	HIST 3100-001 Spring 2019 Historian's Craft	Final Research Proposal	142530534	VIEW ARTIFACT	
HIST 3100	HIST 3100-001 Fall 2018 Historian's Craft	Final Research Proposal	127946276	VIEW ARTIFACT	
HIST 3100	HIST 3100-001 Fall 2019 Historian's Craft	Final Research Proposal	159734395	Unknown Submission Type	
HIST 3100	HIST 3100-001 Fall 2020 Historian's Craft	Revised Final Version of Research Proposal	204659840	VIEW ARTIFACT	
HIST 3100	HIST 3100-001 Spring 2019 Historian's Craft	Final Research Proposal	139897494	VIEW ARTIFACT	
HIST 3100	HIST 3100-001 Fall 2020 Historian's Craft	Revised Final Version of Research Proposal	204659844	VIEW ARTIFACT	



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Final Research Proposal

Assignment Description

Final Research Proposal Guide

Your final research proposal should be formatted exactly according to the instructions that follow. Begin with the heading below; include section headers in boldface and page numbers as a running footer.

It should be written in full sentences; do not use bullet points or casual language. It should be footnoted exactly according to the Citation Guide at the end of Rampolla.

HIST 3100

Your Name Here

Proposal Title: Your Proposal Title Here

Period and Place:

Languages Required:

Type of History: Political, Cultural, other

[CLOSE](#)



File Artifact

consulted in your research for the project. Your bibliography should follow the format in the Citation Guide at the back of Rampolla.

Length

The length of the final proposal will vary between students. The examples provided range between 9 and 14 pages. Thus, think about 10 pages as in the ballpark. However, instead of concentrating on the overall length, think about doing the best job you can on each of the component parts. That said, if your proposal is more than 20 pages, you may wish to edit it to make it more concise.

Proposal Title: Colonialism and Culture in Tonga
Period and Place: Tonga and the South Pacific, 1797-1875
Languages Required: English, Tongan
Type of History: Cultural, Social

The Problem

Colonialism has long affected the cultural identities of Pacific Islanders, with national identities and cultural practices being subjected to whichever power was in control. This same effect is true of Tonga, though with a major asterisk: Tonga was never formally colonized by a European power. Tonga was the only Pacific nation to never be annexed by a foreign power and the only Pacific nation to never lose their sovereignty. European presence, however, still profoundly affected the island and the presence of Christian missionaries has “wrought the



[BACK](#)

[NEXT](#)

Select Course and Outcome

Preview and Verify Artifact Data

Add Rubric

Add Reviewers

Review and Save

Rubric

Criteria

Ratings

Max Pts

New Criterion



No Marks

Describe your lowest rating here



Set Pts: 0

Rating Title

Enter your rating description here



Set Pts: 6

6



ADD NEW CRITERION

DUPLICATE LAST CRITERION

IMPORT RUBRIC



Select Course and Outcome



Preview and Verify Artifact Data



Add Rubric



Add Reviewers



Review and Save

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Manage Reviewers

Reviewers

Search for Canvas users

Mark St. Andre



Name

uNID

MARK ST. ANDRE

u0123244



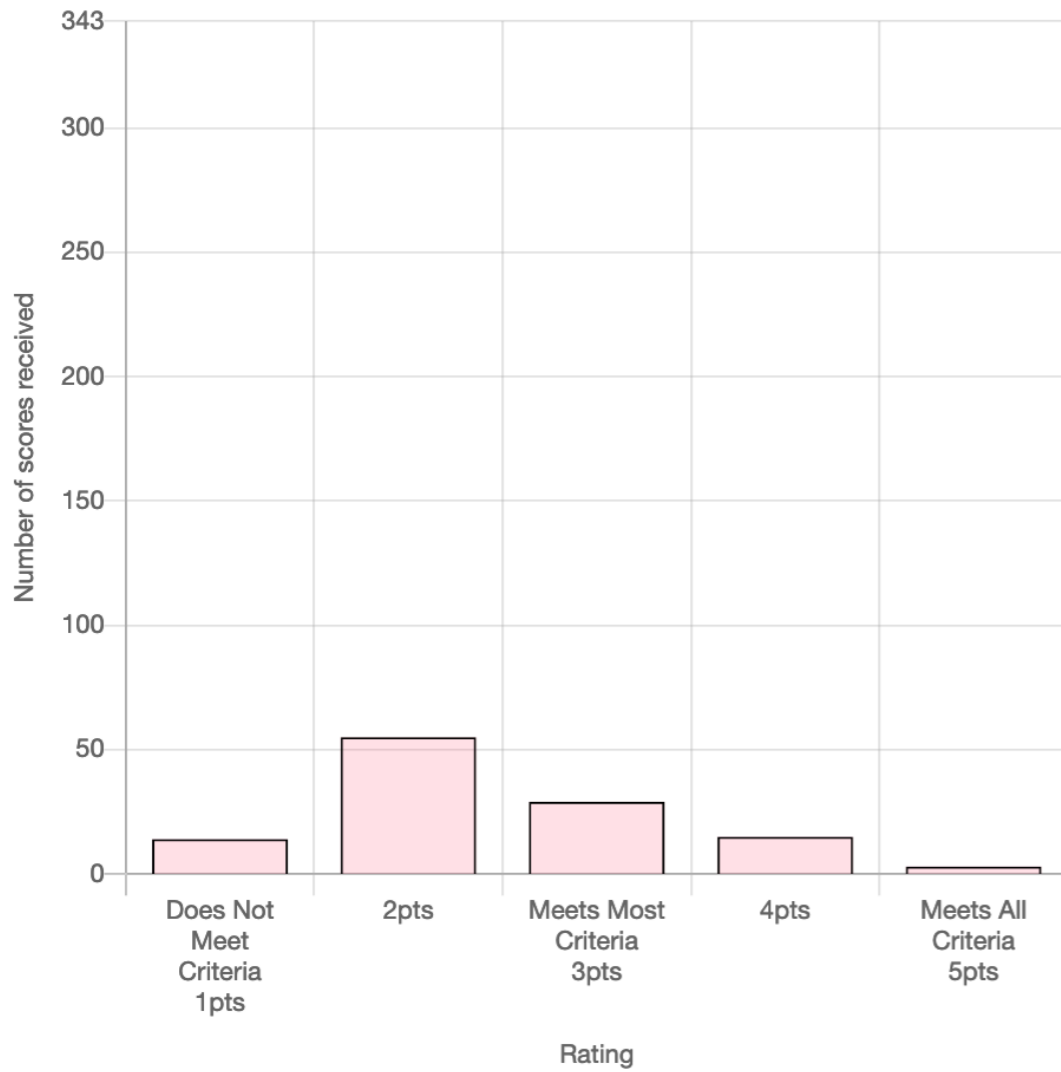


Criterion Totals

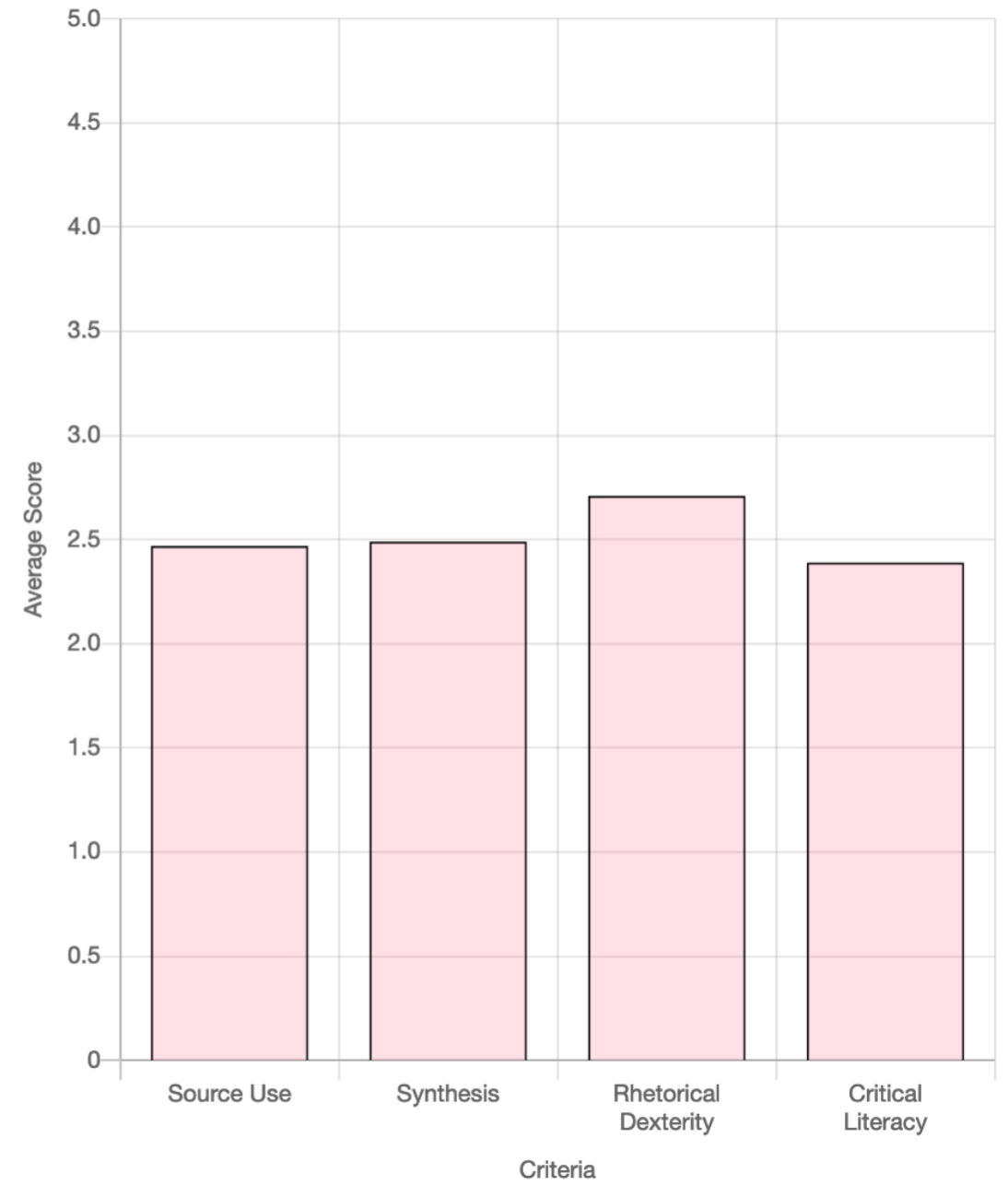
Select Criteria

Source Use

Source Use



Criterion Averages





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Learning Outcomes Assessment Workshops

1. Faculty-led
2. Program level assessment only
3. Presentations from any phase of assessment
4. Post presentations to our Canvas course



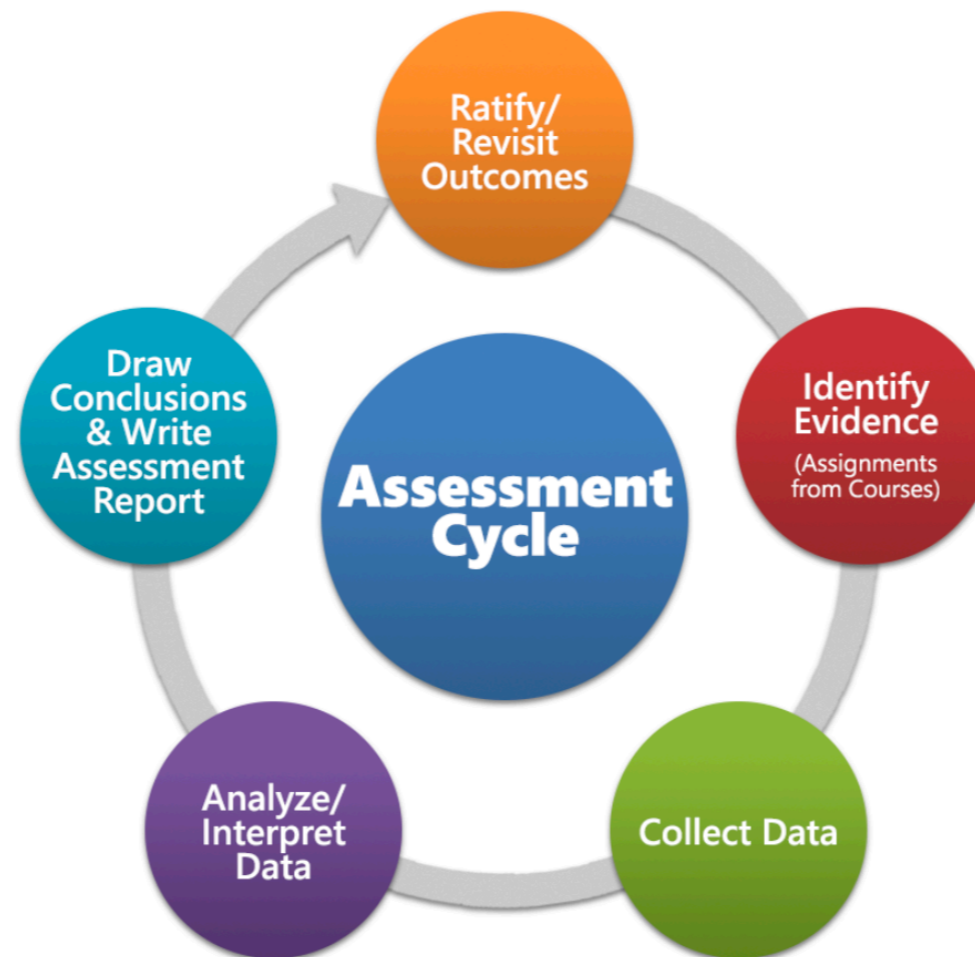


LEARNING OUTCOMES ASSESSMENT

[Click [here](#) if you are looking for 7-Year Review and Interim Report Assessments and [here](#) to see the Guidance for Creating a Curriculum Management Plan document]

Student learning is the focus of everything we do at the University of Utah. All of our programs are designed to enhance what students know, believe and are able to do in the world around them. In this way, student success is measured not only by how efficiently students attain their degrees but how much they learn along the way.

The goal of the Office of Learning Outcomes Assessment is to work with colleges and



Assessment Workshops

[Spring 2017 Workshop Summary](#)

[Fall 2017 Workshop Summary](#)

[Fall 2018 Workshop Summary](#)

[Spring 2019 Workshop Summary](#)

[Spring 2020 Workshop Summary](#)

[Fall 2020 Workshop Summary](#)

Assessment Canvas Course

Click [here](#) to be taken to a Canvas course with all of the learning outcomes assessment presentations we have had at our workshops. In the course you can contribute to conversations around assessment related to each presentations.

Non-Semester Based

Office of Learning Outcomes Assessment Workshops



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Accessibility Report

Welcome to the Office of Learning Outcomes Assessment Workshops Canvas Page!

Click below to find the agenda and presentations from our most recent workshops and search by discipline for presentations from past Learning Outcomes Assessment workshops.

The links will take you to a discussion page where you can view videos and/or slide decks and contribute to a discussion. Enjoy!

October 21, 2020: Fall Learning Outcomes Assessment Workshop Presentation Videos and Discussion

Expand All Collapse All

11:30: Mark St. Andre, Ph.D. ; Update on Office of Learning Outcomes Assessment

11:40: Department of Geography

12:00: , Ph.D.; Office of Undergraduate Research

12:20: .D.; Department of Film and Media Arts

12:40: ; David Eccles School of Business



Zoom

Course Feedback

Settings



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Dashboard



Courses



Groups



Calendar



Inbox



History



Commons



Help

▼ Expand All ▲ Collapse All

▶ 11:30: Mark St. Andre, Ph.D. ; Update on Office of Learning Outcomes Assessment

▶ 11:40: [REDACTED], Ph.D. ; School of Biological Sciences Assessment

▶ 12:00: [REDACTED], MFA; Master of Fine Arts and Theatre Department Assessment

▶ 12:20: [REDACTED], Ph.D.; College of Pharmacy Assessment

▶ 12:40: [REDACTED], Ph.D. ; Department of History Assessment

Search All Learning Outcomes Assessment Presentations by Discipline

Click on the discipline tabs below to search all assessment presentations by discipline:

▼ Expand All ▲ Collapse All

▶ Fine Arts

▶ Health Sciences

▶ Humanities

▶ Mines and Earth Sciences

▶ Sciences

▶ Social and Behavioral Sciences



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▶ 11:30: Mark St. Andre, Ph.D. ; Update on Office of Learning Outcomes Assessment

▶ 11:40: [REDACTED], Ph.D. ; School of Biological Sciences Assessment

▶ 12:00: [REDACTED] MFA; Master of Fine Arts and Theatre Department Assessment

▶ 12:20: [REDACTED], Ph.D.; College of Pharmacy Assessment

▶ 12:40: [REDACTED] Ph.D. ; Department of History Assessment

Search All Learning Outcomes Assessment Presentations by Discipline

Click on the discipline tabs below to search all assessment presentations by discipline:

▼ Expand All ▲ Collapse All

▼ Fine Arts

[REDACTED] - [Art and Art History Assessment; Fall 2018](#)

[REDACTED] - [College of Fine Arts Assessment: Spring 2020](#)

[REDACTED] - [Department of Film and Media Arts: Fall 2020](#)

▶ Health Sciences

▶ Humanities



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All Sections

- College of Fine Arts Assessment: Spring 2020

View the presentation here and provide comments and questions below. Thank you!

z Presentation

0:14 / 20:57 1x



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Building a Culture of Assessment

1. Rituals > Workshops, Contact in Summer
2. Norms > Expected Reports at 3, 5, and 7-year
3. Membership > Community
4. Language > Learning Outcome Terminology
5. Artifacts > Plans, Reports, Student Work



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Technology Tools +
Communicating +
Consulting with Departments +
Inviting Faculty to Share =
**Learning Outcomes Assessment Momentum,
Culture, and Results**





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Thank you!

Please write with questions or comments.

You can find the materials for this presentation here: <https://assessmentinstitute.iupui.edu/>.

Mark St. Andre

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