

MT ENGAGE

Student Learning Outcomes and Assessment

April 27, 2015

SUBCOMMITTEE MEMBERS

Michelle Boyer-Pennington	Psychology	Chair
Carol Swayze	EXL Director	Co-Chair
Terry Goodin	Womack Educational Leadership	
Tim Graeff	Management & Marketing	
Sheila Otto	English; General Education; LTITC	
Chris Brewer	Institutional Effectiveness	
Kari Neely	Foreign Languages	
Martha Weller	Physics & Astronomy	
Michael Hein	Psychology	
Newtona Johnson	English; Gender Studies	
Kallie Revels	I/O Psychology Graduate Student	

SUBCOMMITTEE OBJECTIVES

- To develop student learning outcomes and program goals
- To develop an assessment plan for measuring student learning outcomes and program goals

OUR PLAN OF ACTION

- Fall 2014:
 - met as a group every 2 weeks to identify possible student learning outcomes and program goals using the QEP concept paper as a guide; developed 3 student learning outcomes and 3 program goals
- Spring 2015:
 - 1st half : divided into three groups to develop rubrics and surveys to assess the three proposed student learning outcomes
 - 2nd half : divided into three groups to identify questions and data that could be used to assess the three proposed program goals

PROPOSED STUDENT LEARNING OUTCOMES & ASSESSMENT

STUDENT LEARNING OUTCOME 1

- **Integrative/Reflective Thinking:** Students will use integrative thinking and reflection to demonstrate the ability to make connections across multiple academic contexts and educational experiences.

STUDENT LEARNING OUTCOME 1: WHAT WILL BE ASSESSED (ADAPTED FROM AACU)

- Students will demonstrate the ability to connect relevant experiences and academic knowledge. (connections to experience)
- Students will demonstrate the ability to make connections across disciplines, perspectives. (connections to discipline)
- Students will adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations. (transfer)
- Students will use appropriate and various forms of communication to enhance the quality of their assignments. (integrated communication)
- Students will demonstrate a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts. (reflection and self-assessment)

STUDENT LEARNING OUTCOME 1

PROPOSED ASSESSMENT

- An adapted version of the VALUE Integrative/Reflective Thinking rubric (AACU) will be used by faculty teaching MT Engage courses to assess aspects of integrative and reflective thinking that are specific to a course (for scoring course artifacts that will go in the e-portfolio) (see 5 competencies on slide 7).
- *The Scale of Reflection-in-Learning* (adapted from Sobral, 2000) will be used as a program pretest and posttest to assess change in integrative and reflective thinking over time; this scale will be administered to the same students at least 3 times: (1) Fall 2016 (at the beginning of the program), (2) Spring 2018 (after 4 semesters/at the 2-year point), and (3) Spring 2020 (after 4 years/at graduation).
- Items on the End of Course Survey (8 items): administered at the end of each semester with student evaluations.
- Items on the End of Program Survey (8 items): administered at the end of 2 years (Spring 2018) and 4 years (Spring 2020).

STUDENT LEARNING OUTCOME 2

- **Personal and Professional Development:** Students will demonstrate an understanding of, and the ability to reflect on, the self, such as identifying their aptitudes, abilities, strengths and weaknesses, and interests and articulating their future goals, aspirations, and place in the world.

STUDENT LEARNING OUTCOME 2: WHAT WILL BE MEASURED (ADAPTED FROM AACU)

- Academic and Professional Goal Setting
- Social and Interpersonal Development
- Personal Identity
- Civic Engagement and Awareness
- Ethical Reasoning and Behavior

STUDENT LEARNING OUTCOME 2

PROPOSED ASSESSMENT

- Items on the End of Course survey (2 items): administered at the end of each semester with course evaluations
- An adapted version of the VALUE Personal and Professional Development rubric (AACU) will be used to assess parts of the eportfolio, as well as activities that are specific to a course (course-specific artifacts).
- Items on the End of Program Survey (19 items): administered after 2 years (Spring 2018) and 4 years (Spring 2020).

STUDENT LEARNING OUTCOME 3

- **Effective Communication:** Students will be able to effectively, precisely, and appropriately communicate.
- Elements of effective communication include
 - Structure/organization/clarity
 - Mechanics/technique
 - Content (+the use of evidence and appropriate supporting materials)
 - Delivery/style/presentation
 - Goal attainment & purpose (student's understanding of and ability to convey)

STUDENT LEARNING OUTCOME 3

PROPOSED ASSESSMENT

- Items on the End of Program Survey (12 items): administered at the end of 2 years (Spring 2018) and 4 years (Spring 2020).
- Items on the End of Course Survey: administered at the end of each semester as part of course evaluations (6 items).
- An adapted version of the VALUE Oral Communication and Written Communication rubrics (AACU) will be used to assess course activities and the eportfolio.

OTHER PROPOSED ASSESSMENTS FOR STUDENT LEARNING OUTCOMES

- **Year 1: Semester 1 (Fall 2016)**

- A pre-program /beginning of program survey will be administered to all new freshmen at the beginning of the fall semester. Questions assess new students' beliefs and attitudes about knowledge, skills, and abilities addressed in the QEP.
- An adapted version of the NSSE (MTSU-SSE) will administered to all new freshmen at the beginning of the fall semester. Questions assess students' prior experience with different learning activities.

OTHER PROPOSED ASSESSMENTS FOR STUDENT LEARNING OUTCOMES (CONT'D)

- **Year 2: Semester 2 (Spring 2018)**
 - Eportfolios will be collected from students who have completed 4 MT ENGAGE courses and graded using the e-portfolio rubric (to be developed) and rubrics for each of the three student learning outcomes
 - The MTSU-SSE will be re-administered.

PROPOSED PROGRAM GOALS

PROGRAM GOAL 1

- *Foster a culture of engaged learning and integrative thinking.* This will be accomplished through the infusing of high impact educational practices across the curriculum.

PROPOSED PROGRAM GOAL 1 ASSESSMENT:

- **Possible Direct Measures:**

- # of faculty participating in MT Engage workshops, seminars, & learning communities;
- # of students enrolled in MT Engage courses (annual enrollment);
- # of students submitting MT Engage e-portfolios at the 2-year mark (Spring 2018);
- # of students graduating from the MT Engage program;
- # of colleges participating or offering MT Engage courses;
- # of departments offering MT Engage upper division courses;
- # of departments offering MT Engage lower division courses;
- # of majors or programs offering upper division coursework in the MT Engage program;
- # of classes approved as MT Engage courses;
- # of sections of MT Engage courses offered;
- # of different faculty offering MT Engage approved courses;
- # of new MT Engage courses offered annually

PROPOSED PROGRAM GOAL 1 ASSESSMENT (CONTINUED):

- **Other Direct Measures:**
 - Items on the MTSU-SSE (comparison of MT Engage students' responses to non MT Engage students' responses)
 - Faculty Survey questions (yet to be developed)

PROGRAM GOAL 2

- *Enhance student satisfaction with their learning, personal development, and professional development:* Students who participate in MT Engage will report greater satisfaction with their learning, personal development, and professional development.

PROPOSED PROGRAM GOAL 2 ASSESSMENT:

- Items on the [End of Program Survey](#) (5 items)
- Items on the MTSU-SSE (pre-program v. post program; MT Engage Scholars v. non MT Engage Scholars)
- Sections of the eportfolio (responses to question prompts; reflection section on personal and professional development– an eportfolio rubric yet to be developed)

PROGRAM GOAL 3

- ***Improve student retention, progression, & graduation:***
Students who participate in MT Engage will be retained, progress, and graduate at higher rates than students who do not participate in MT Engage.

PROPOSED PROGRAM GOAL 3 ASSESSMENT:

- Students who enroll in an MT Engage course their first semester will be more likely to pass that course than students who enrolled in the same course that is not an MT Engage course (compare DWF rates of students).
- Students who enroll in MT Engage courses as freshmen (2 courses) will be more likely to return to MTSU for their sophomore year. (compare fall to fall retention rates of students)
- Students who enrolled in MT Engage courses (4 courses the first two years) will be more likely to graduate than nonparticipants (compare 4-year and 6-year graduation rates of MT Engage students to non MT Engage students/ university rate as a whole) .

PROPOSED ASSESSMENT TIMELINE

Year 1: 2016-2017

- **Semester 1: Fall 2016**

- Beginning:
 - *The Scale of Reflection in Learning* —(all students w/student identification information)
 - Beginning-of-program survey (all students w/student identification information)
 - MTSU-SSE (select questions)—(all students w/student identification information)
- End:
 - End-of- course survey (administered in MT Engage courses as part of course evaluations)

- **Semester 2: Spring 2017**

- End:
 - End-of- course survey (administered in MT Engage courses as part of course evaluations)

PROPOSED ASSESSMENT TIMELINE (CONT'D)

Year 2: 2017-2018

- **Semester 1: Fall 2017**

- End:
 - End-of-course survey (administered in MT Engage courses as part of course evaluations)

- **Semester 2: Spring 2018**

- End: (for the pilot group, this would be end of program)
 - End-of-course survey (administered in MT Engage courses as part of course evaluations)
 - *The Scale of Reflection in Learning* (all students w/student identification information)
 - Pilot e-portfolio rubric (students with 4 MT Engage courses)
 - Pilot end-of-program survey (all students w/student identification information)
 - MTSU-SSE (select questions)—post program (all students with student identification information)

PROPOSED ASSESSMENT TIMELINE (CONT'D)

Year 3: 2018-2019

- **Semester 1: Fall 2018**
 - End:
 - End of course survey
- **Semester 2: Spring 2019**
 - End
 - End of course survey

PROPOSED ASSESSMENT TIMELINE (CONT'D)

Year 4: 2019-2020

- **Semester 1: Fall 2019**
 - End:
 - End of course survey
- **Semester 2: Spring 2020** (After full integration, this would be end of program)
 - End
 - End of course survey
 - *The Scale of Reflection in Learning* (all students w/student identification information)
 - Post program survey
 - Eportfolio (graded with rubrics)
 - MTSU-SSE (graduating senior questions)—(all students with student identification information)