"I think you should be more explicit here in step two."

\[ \Delta \frac{2c^3 - 6.24}{2K^3} \text{ then a miracle occurs...} \]
The UWF Assessment Plan

Engaging Students through Innovation & Integrity
A Gathering of Forces

SACS & Quality Enhancement Plan

The basic goal of the Quality Enhancement Plan 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 MANAGEMENT
- 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?