



**ACADEMIC PROGRAMS
& ASSESSMENT**

Assessment Retreat Agenda

February 16, 2024 | 11:00 AM – 4:00PM | LC 302C

Special Designation Curriculum Assessment of Student Learning

- 11:00 AM – 11:30 AM Welcome & APAC Meeting (Part I)
Dr. Hong Pang
- 11:30 AM – 12:00 PM Honors Program Assessment
Dr. Kate McPherson
- 12:00 PM – 12:30 PM Lunch
Build Your Own Fiesta Salad (gluten-free option available)
- 12:30 PM – 1:00 PM Learning Outcomes & Program Assessment
Dr. Ala'a Alsarhan
- 1:00 PM – 1:30 PM General Education Assessment
Dr. Mark Lentz
- 1:30 PM – 2:00 PM Service-Learning Assessment
Dr. Jonathan Westover
- 2:00 PM – 2:30 PM Global/Intercultural Initiative Assessment
Dr. Bryan Waite & Dr. Janet Colvin
- 2:30 PM – 3:00 PM Writing Enriched Assessment
Dr. Kelsey Hixson-Bowles
- 3:00 PM – 3:30 PM APAC Meeting (Part II)
Dr. Hong Pang
- 3:30 PM – 4:00 PM Final Discussion & Closing
Dr. Laurie Sharp

Please reach out to Aliny Xavier with any questions: alinyx@uvu.edu



**ACADEMIC PROGRAMS
& ASSESSMENT**

Assessment Retreat Agenda

February 16, 2024 | 11:00 AM – 4:00PM | LC 302C

Special Designation Curriculum Assessment of Student Learning

11:00 AM – 11:30 AM Welcome & APAC Meeting (Part I)

Dr. Hong Pang

- VALUE Rubrics: (1) To provide overarching rubrics to evaluate essential learning outcomes (i.e., cross-university assessment). (2) To provide guidance to departments and programs for student learning assessment with ELOs in their respective programs. Provides uniform understandings across schools and colleges.
- Rubrics completed: Critical thinking. Three in process to be done by end of academic year. Four will remain.
- Jamie (Dance): Combining of two AAC&U VALUE Rubrics: oral and written communication
- UVU Communication ELO – very general. (rubric is in Teams). This was the rationale for combining.
- Are dimensions sufficient to cover program content?
- There is hesitancy in combining oral and written communication.
- Use chart to see how ELOs related to CLOs. (Linda is sharing)

11:30 AM – 12:00 PM Honors Program Assessment

Dr. Kate McPherson

- PPT
- Paper data precedes Qualtrics data
- Senior exit survey (7 questions – 3 semesters of data)
- Ask Kate for the National Collegiate Honors Council in 2022 report and recommendations
- Honor Program Outcome 4 and 4a: not yet assessed; newer
- Room for growth with post-grads, maybe – 5 years out? Suggestion for advisory board. Can survey be tested for validity and reliability. What are pre- and -post-assessment? Can help address confounding factors. More of a pulse as to where students are at – qualitativeish? Are questions aligned with PLOs?

12:00 PM – 12:30 PM Lunch

Build Your Own Fiesta Salad (gluten-free option available)

- 12:30 PM – 1:00 PM Learning Outcomes & Program Assessment
Dr. Ala'a Alsarhan
- Map PLOs to ELOs (Ala'a is working on)
 - Process is needed to trickle down to program and course level.
 - Can be part of workshop/training (Hong aa& Linda are trying to plan this)
 - Curriculum maps (who is doing what, how are you doing it)
 - Helps assure alignment and rigor
- 1:00 PM – 1:30 PM General Education Assessment
Dr. Mark Lentz
- PPT
 - Five-year rotation
 - (1) BIRS data, (2) Qualtrics survey (discussion underway on how to improve) – committee can put a course on probation if there are themes of students indicating that they are not learning
- 1:30 PM – 2:00 PM Service-Learning Assessment
Dr. Jonathan Westover
- Pre- and post-survey stopped about two years ago.
 - Ala'a has data for persistence and fall-to-fall retention data for adult learners and first-generation students, as well as specific race/ethnic backgrounds.
 - Faculty survey administered every couple of years (look at faculty attrition)
- 2:00 PM – 2:30 PM Global/Intercultural Initiative Assessment
Dr. Bryan Waite & Dr. Janet Colvin
- Graduation requirement since 2004/2005.
 - Having multiple courses and section (~160 per semester) is somewhat unique to UVU (most have one course they use)
 - 9 people of committee (3 review each syllabus submitted in CourseLeaf)
 - G/I survey assessment data is 18 months old (when Rasha left her role, this left a void). Faculty may choose to administer; current response rate is ~40-50%.
 - Professionalism class for students earning a distinction (taken 4 or more G courses). About 90 students have earned this distinction on their transcript.
 - Faculty trainings in OTL need to be assessed.
 - More institutional support is needed.
 - Out of all schools/colleges, highest engagement is from ED and CHSS.

2:30 PM – 3:00 PM

Writing Enriched Assessment

Dr. Kelsey Hixson-Bowles

- New: WE committee formed in 2018.
- Fall 2021: new implementations of graduation requirement (every bachelor's program has two WE courses)
- Fall 2022: assessment conversations started.
- 8 elements are needed to be HIP, and SEGO can be used. (3 or more faculty have to teach it for Ala'a to aggregate and share)
- WE is a sub-committee under UCC in Faculty Senate Bylaws.

3:00 PM – 3:30 PM

APAC Meeting (Part II)

Dr. Hong Pang

- VALUE rubric for quantitative Literacy (Andre and Ala'a)
- VALUE rubric for ethical reasoning (Carrie and Linda)
- Linda's graphics for ELOs, PLOs – discussion on where to add CLOs

3:30 PM – 4:00 PM

Final Discussion & Closing

Dr. Laurie Sharp


Please reach out to Aliny Xavier with any questions: alinyx@uvu.edu


Academic Program Assessment Retreat 2024

Honors Program Assessment




Overview of Honors Curriculum

- HONR 100R: Honors Colloquium, 1 credit experiential learning class; F2F and online in summer only; taught by Director and Faculty Fellows
 - HONR 2000: Ancient Legacies (HH), 3 credit seminar taught by faculty from many disciplines; F2F and online
 - HONR 2100: Modern Legacies, 3 credit seminar taught by faculty from many disciplines; F2F and online
 - HONR 400R: Honors Capstone, 1 credit preparation for senior thesis or project; hybrid; taught by Director
 - HONR 498R/499R: Honors Thesis/Project, 3 credit online only; taught by Director
- 




Honors Assessment Process Overview

- Qualtrics survey administered in person to all HONR 100R, HONR 2000, and HONR 2100 each term since 2017
 - All surveys cover general program outcomes and program operations/student satisfaction
 - These supplement rather than replace SRI
 - Qualtrics survey administered as assignment in HONR 498R/HONR 499R
 - Senior survey covers overall experience in the program as well as outcomes
 - Comprehensive self-study and program review by National Collegiate Honors Council and Utah peer institution in 2022
- 



Honors Program Outcome 1:

**Fully develop
student intellectual
potential through
challenging
classroom and co-
curricular
experiences**


- Motivate students to take on challenging course work
 - Inspire intellectual curiosity and critical thinking
 - Facilitate student success in challenging academic endeavors
 - Instill confidence in students' ability to master difficult subjects and tasks
 - Connect students with on and off-campus events, speakers, cultural organizations, and outdoor activities
- 

▼ Honors Program
Outcome 2:
**Develop
intellectual
curiosity and
life-long love of
learning**

- Expose students to a wide variety of academic disciplines
- Appreciate the impact of significant texts, figures, and ideas to contemporary society
- Promote interdisciplinary classes, coursework, and activities
 - 1. Integrate knowledge from different sources
 - 2. Respect value of interdisciplinary studies in investigating complex problems

▼ Honors Program
Outcome 3:
**Enhance
analytical and
critical thinking
skills**


- Analyze core ideas from primary texts through oral and written presentation
- Attempt challenging reading and writing assignments
 - We support challenging assignments with mentorship by dedicated faculty and staff




Honors Program Outcome 4: Formally Develop Student Leaders


- Formal Leadership opportunities
 1. Student Ambassadors (Peer Mentors and Event Leaders)
 - i. Lead Ambassador
 - ii. Student on Honors Steering
 2. Student Resident Leaders
 3. Undergraduate Honors Journal
 - i. Student Journal Managing Editor
 - ii. Student Journal Editor in Chief

All these students offer direct and indirect student input in program activities, policy, direction, and requirements.

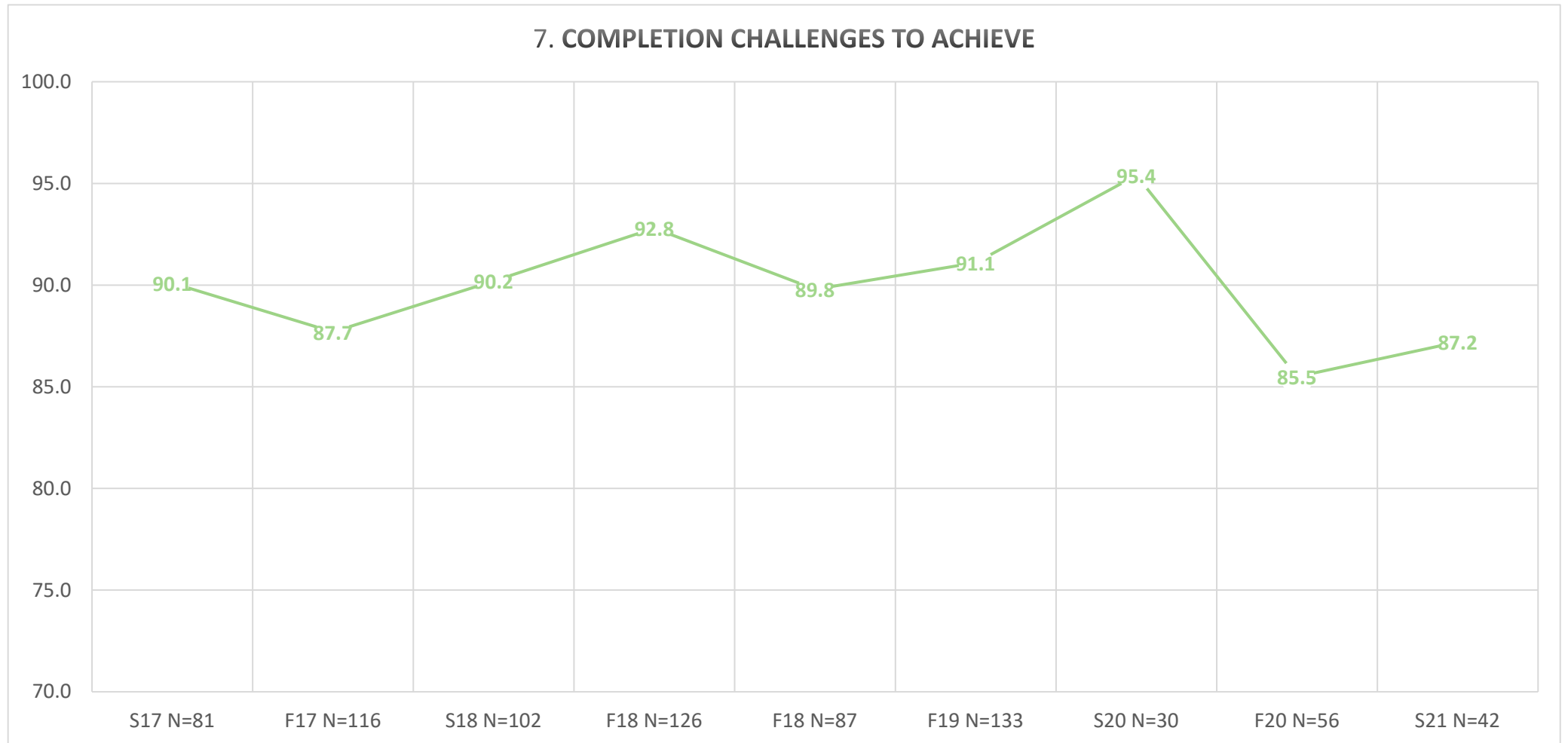




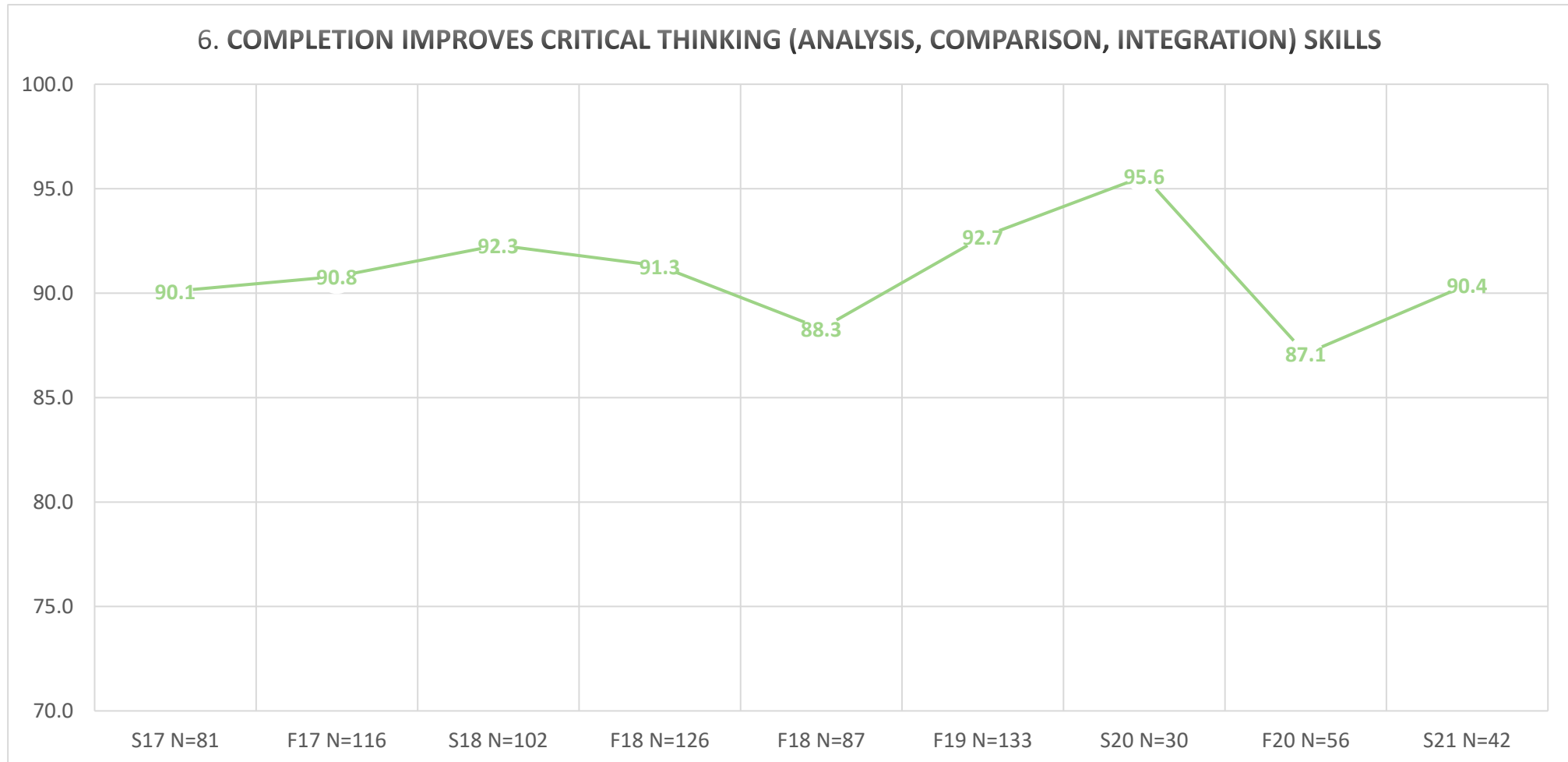
Honors Program Outcome 4A: Informally Develop Student Leaders

- Informal Leadership Opportunities
 1. Provide opportunities for self-driven, mentored undergraduate research and service projects as part of Honors Contracts
 3. Provide opportunities for self-driven, mentored undergraduate research and service projects as part of Honors Projects
- 

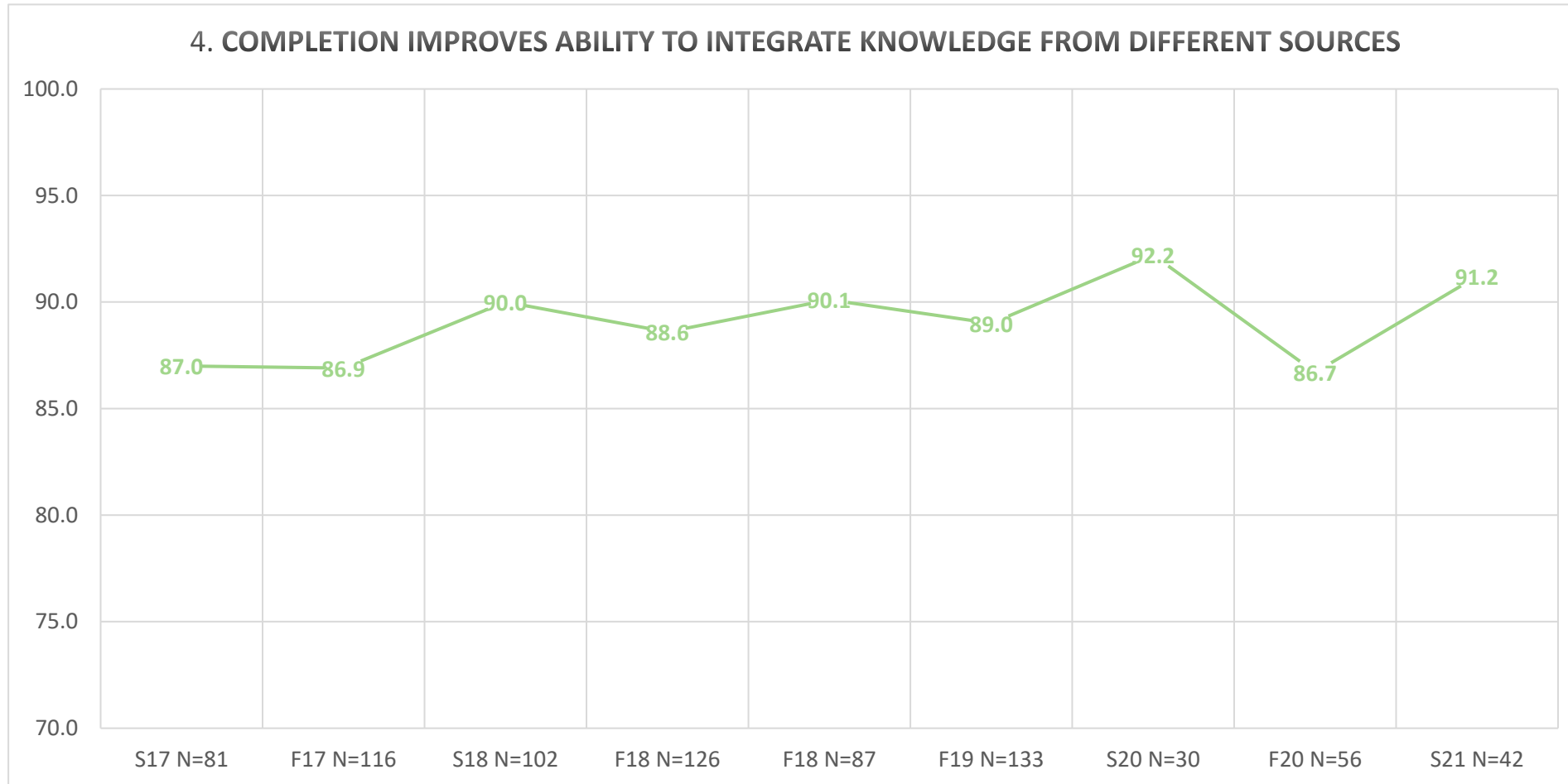
Sample Assessment Results, HONR 2000 and HONR 2100, 2017-2021



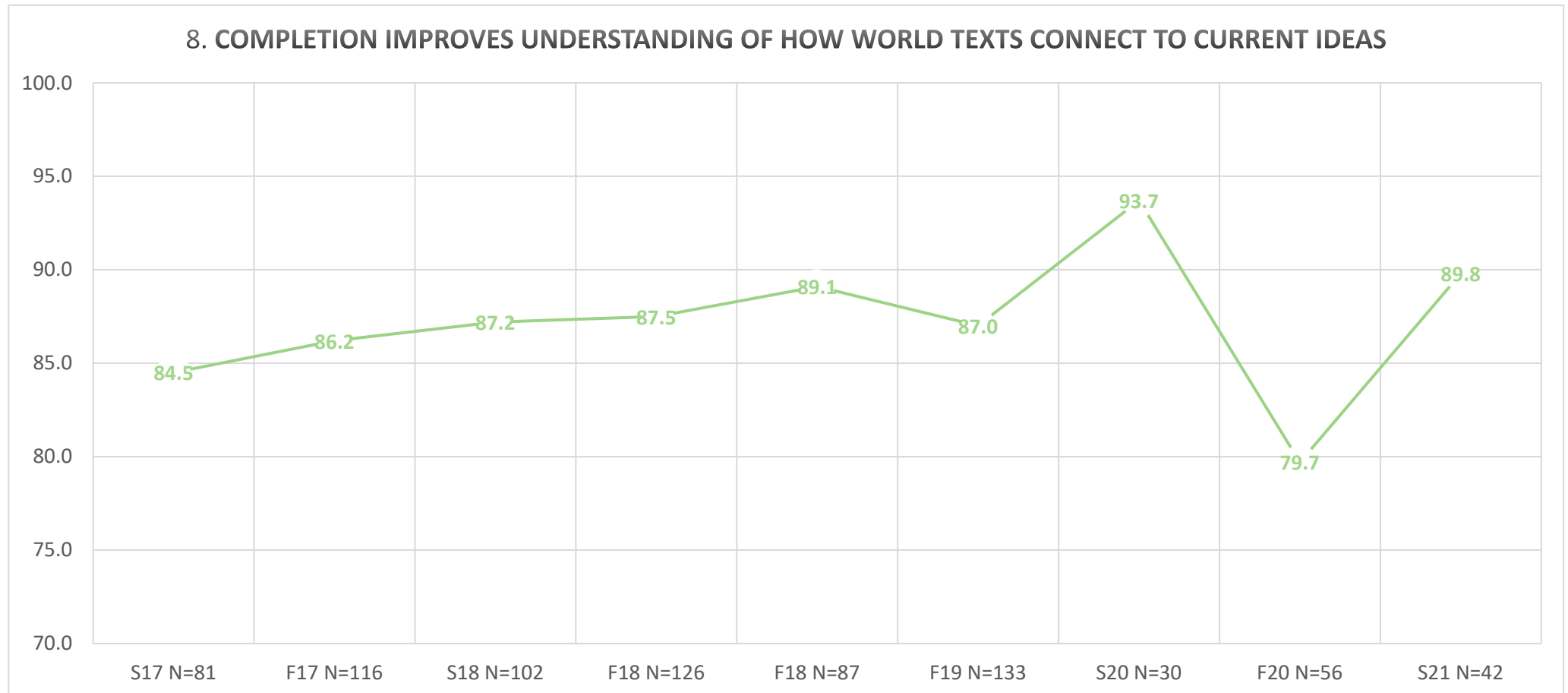
Sample Assessment Results, HONR 2000 and HONR 2100, 2017-2021



Sample Assessment Results, HONR 2000 and HONR 2100, 2017-2021

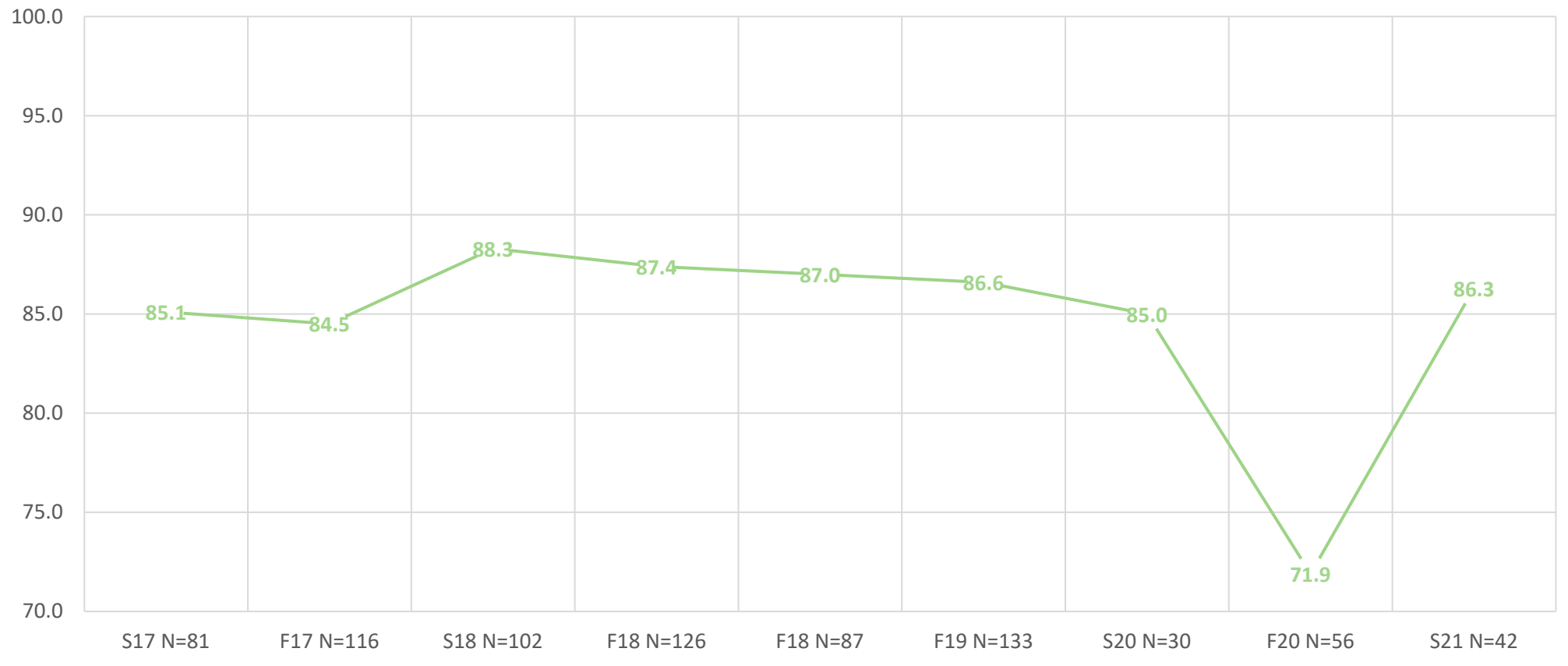


Sample Assessment Results, HONR 2000 and HONR 2100, 2017-2021



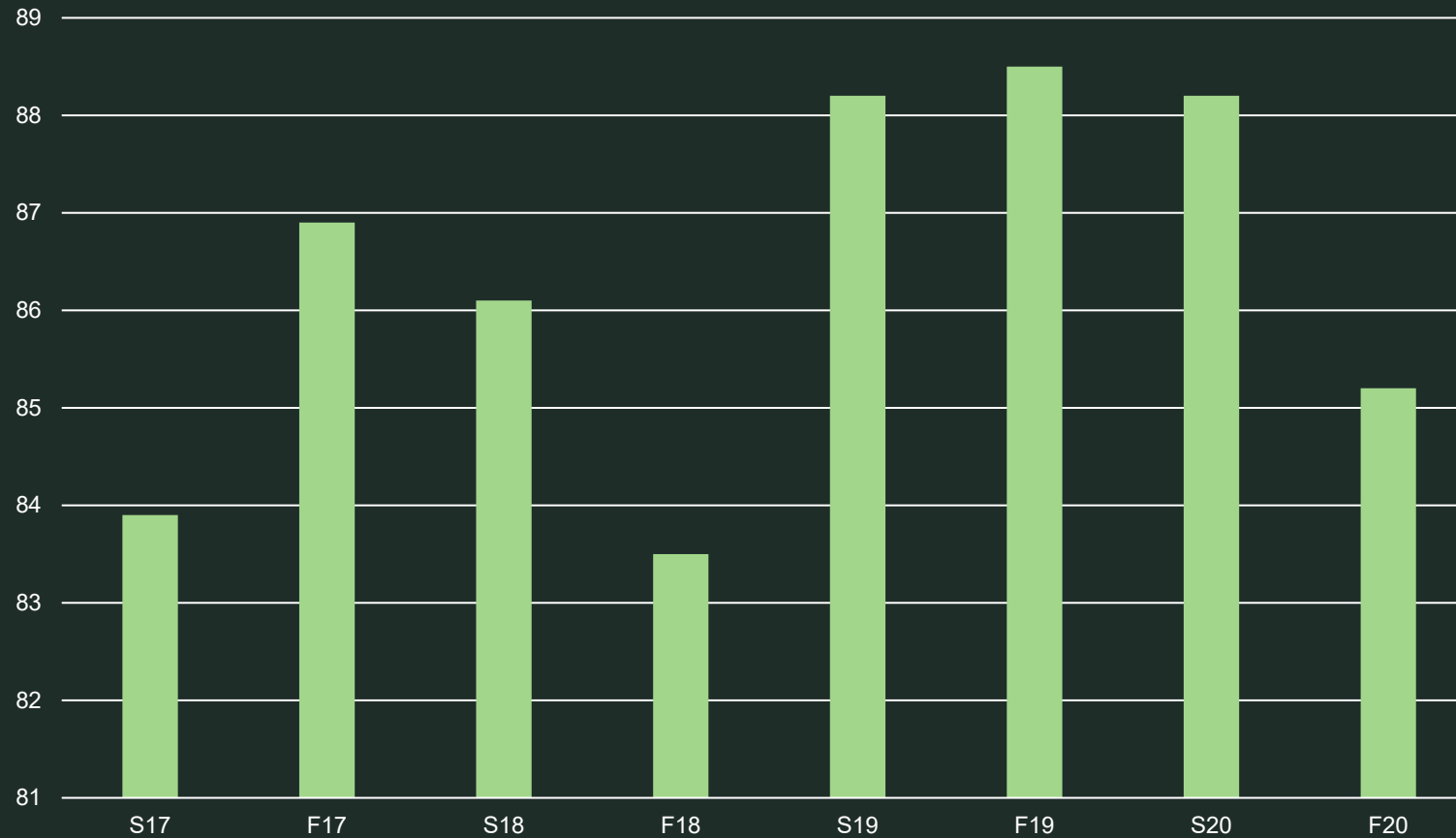
Sample Assessment Results, HONR 2000 and HONR 2100, 2017-2021

2. COMPLETION IMPROVES ABILITY TO WRITE ABOUT PRIMARY TEXTS



Program Satisfaction

% Agreement: Continue Honors Education at UVU



Program Satisfaction

% Agreement: Recommend



Pilot Program Satisfaction Survey F23

Field	Strong D	Disagree	Neutral	Agree	StrongA
The UVU Honors Program has enhanced my collegiate experience	0.00%	3.03%	6.06%	43.94%	46.97%
The Honors Program helps me build connection with other students	0.00%	0.00%	9.09%	37.88%	53.03%
The Honors Program connects me with specialized opportunities	0.00%	0.00%	12.50%	42.19%	45.31%
The Honors Program is well-organized	0.00%	4.55%	13.64%	39.39%	42.42%
The Honors Director and/or Honors staff offer me support and advice	1.52%	1.52%	12.12%	28.79%	56.06%
Honors staff and administration are responsive to students	0.00%	1.52%	15.15%	33.33%	50.00%
I plan to continue my education at UVU as an Honors student	3.03%	1.52%	6.06%	27.27%	62.12%
I would recommend the Honors Program to other students	0.00%	3.03%	3.03%	36.36%	57.58%

Senior Exit Survey Questions (N=78, Fall 2021-Fall 2022)

- Participating in the Honors Program encouraged me to succeed at challenging academic experiences.
 - 94% strongly agree or agree
- Completing the Honors Program prepared me to undertake challenges after college.
 - 85% strongly agree or agree
- Overall, I enjoyed participating in cultural and/or outdoor activities sponsored by the Honors Program.
 - 82% Definitely or probably yes

■

Senior Exit Survey Questions (N=78, Fall 2021-Fall 2022)

- Participating in the Honors Program was effective in enhancing my collegiate experience.
 - 85% say it was effective or very effective
- I benefited from the advising or mentoring offered by the Honors Program.
 - 94% agree or strongly agree

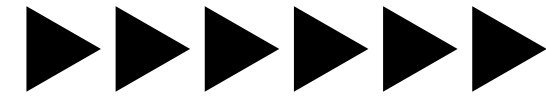
-

Senior Exit Survey Questions (N=78, Fall 2021-Fall 2022)

- I am happy I completed the Honors Program.
 - 94% are extremely or somewhat happy
- On the whole, I became more comfortable with complex critical thinking, reading, and writing tasks as a result of completing the Honors Program.
 - 95% are very or somewhat more comfortable

-

Academic Assessment and
Analytics



Program Learning Outcomes (PLOs)

LEARNING OUTCOMES TOOL V1.0

Prepared By:

Alaa Alsarhan, PhD.




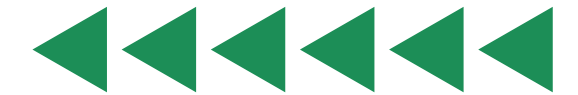
What are Learning Outcomes?

Learning outcomes are achieved results or consequences of what was learned, i.e. evidence that learning took place. They are student-centered and describe the actions the learner should be able to take as a result of a learning experience.


Course learning outcomes (CLOs) are clear statements that describe what students can expect to know, do, and value upon successful completion a course.

Program Learning Outcomes (PLOs) are overarching learning outcomes that describe learning obtained across multiple courses. They are broad descriptions of what students will be able to know, do, and value upon successful completion of a program.





What are Key characteristics of a well designed program learning outcome?



1

Relates to and supports the program mission.

2

Tailored specifically to a program and how that program's faculty envisions student learning.

3

Clearly articulated.

4

Focuses on high-priority learning – what is most important for a student to be able to know or do after completing your program.

5

Uses active verbs describing how students can demonstrate their learning.

6

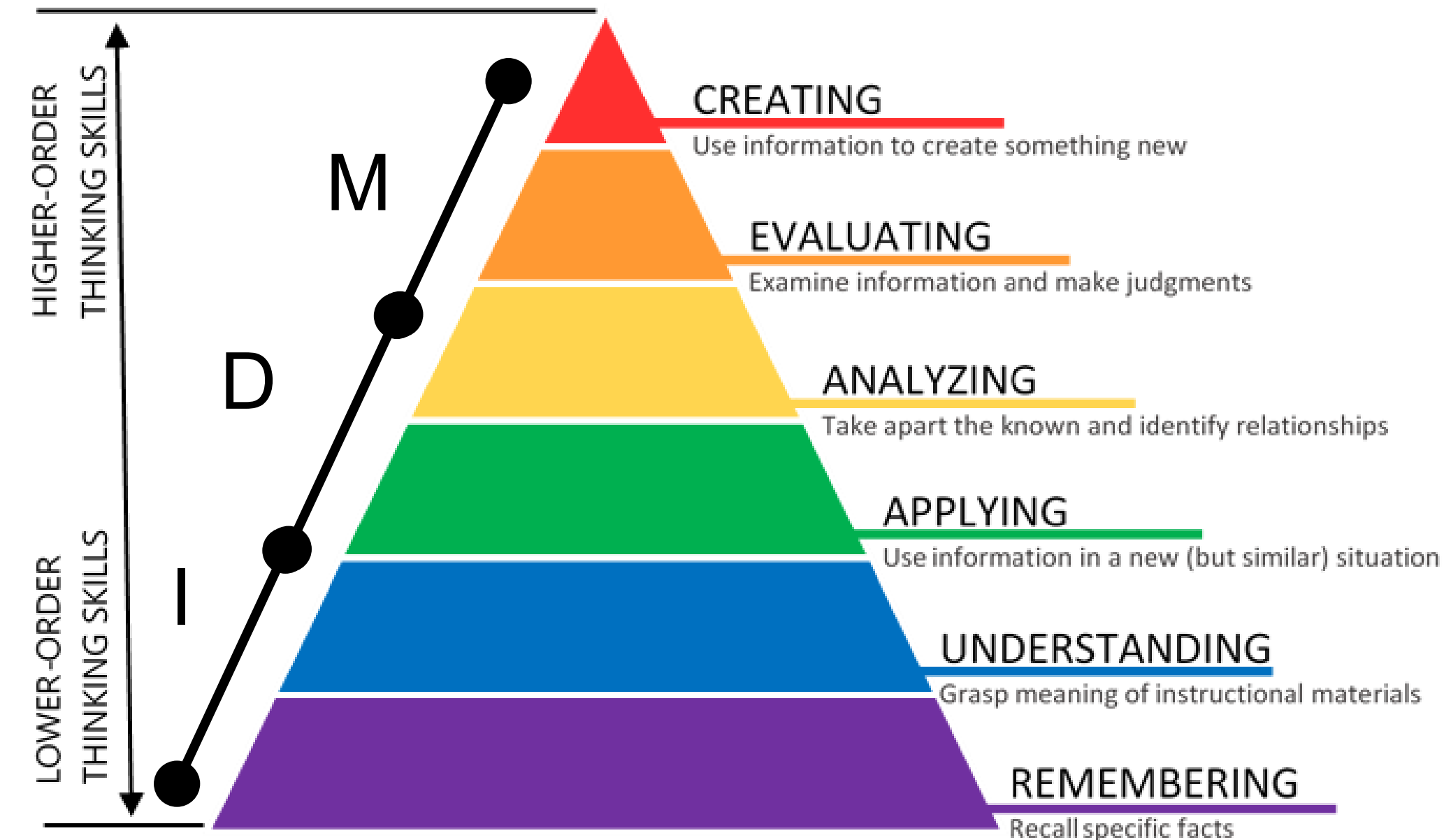
Is measurable; helps guide the selection of assessment methods.

Practical tips for writing effective learning outcomes.

Learning outcomes often take this form:

As a result of participating in (program/ course name), your (students) will be able to (action verb) (learning statement).

BLOOM'S TAXONOMY – COGNITIVE DOMAIN (2001)



Bloom's Taxonomy describes 6 levels of hierarchy in the cognitive domain: Remember, understand, apply, analyze, evaluate, and create.



Each level of the hierarchy correlates to action verbs that educators use within learning objectives.



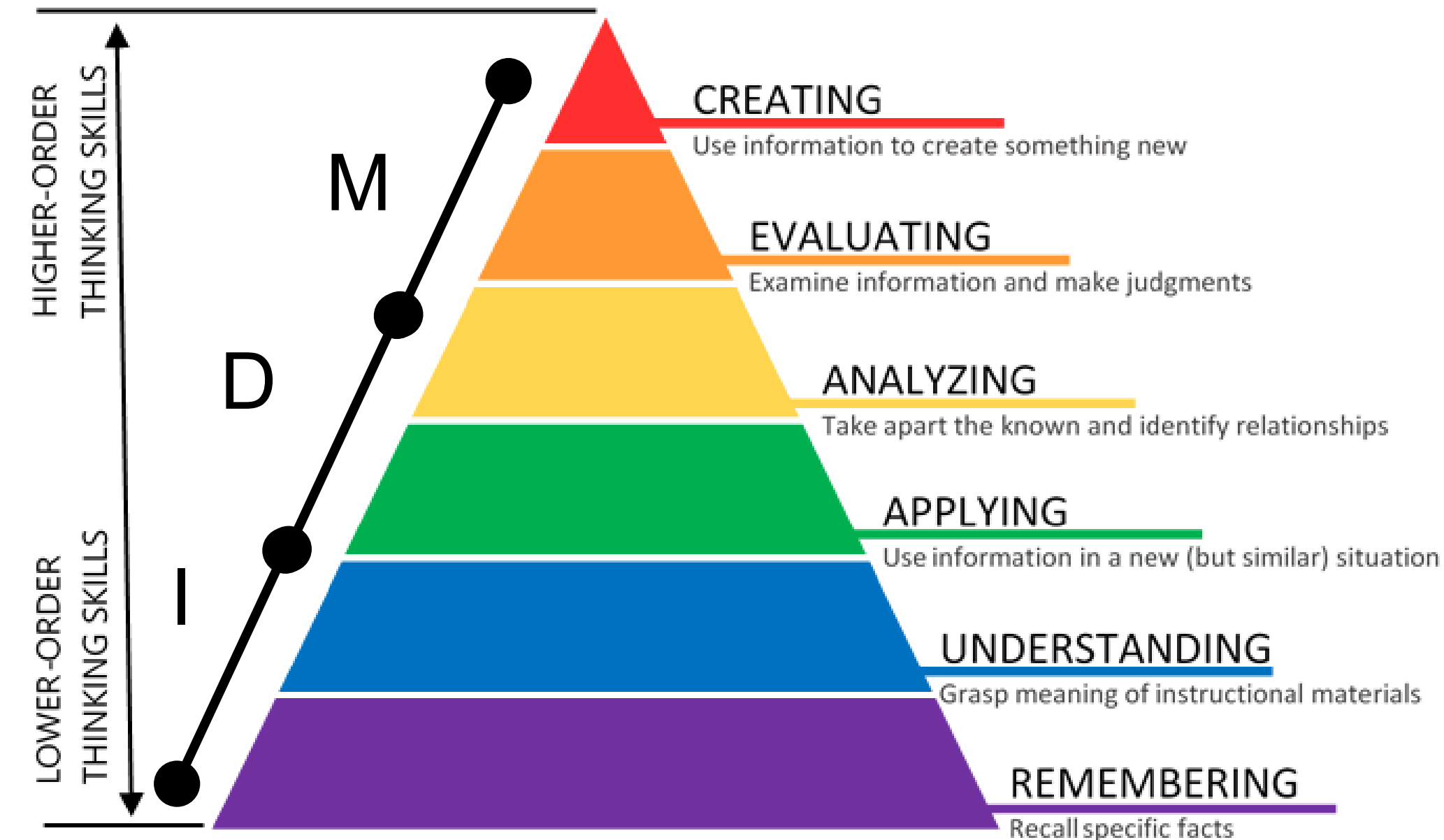
All educators should make the important connection between the intended learning depth (e.g., comprehension) and the action verbs that reflect that intended learning outcome within the learning objective.

Practical tips for writing effective learning outcomes.

Learning outcomes often take this form:

As a result of participating in (program/ course name), your (students) will be able to (action verb) (learning statement).

BLOOM'S TAXONOMY – COGNITIVE DOMAIN (2001)



Choose an action verb that is measurable and observable to specify the desired learner performance, followed by a description of the content.



Use more complex or higher-order action verbs when appropriate.



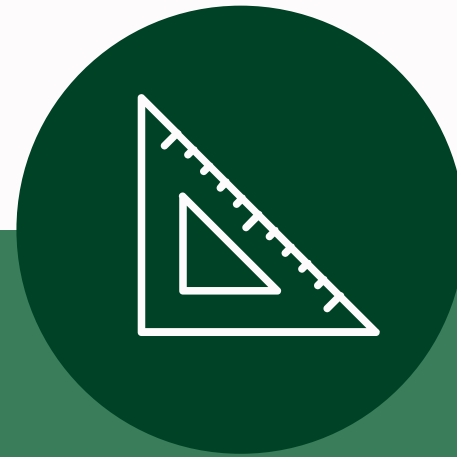
SMART learning Outcomes

SMART Learning Outcomes



Specific

What action will be performed and by whom?



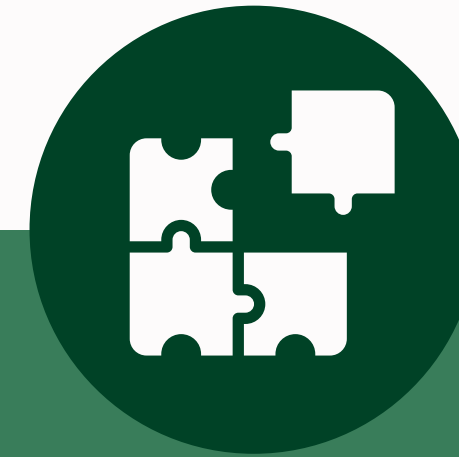
Measurable

How will success be measured? outcomes should quantify the amount of change expected.



Achievable

Can this outcome be achieved within a given time frame and with available resources?



Relevant

Are the outcomes aligned with the instructional method and assessment?



Time-Bound

When will this outcome be achieved? Outcomes should provide a time frame indicating when the objective will be met.

What are some common problems with program learning?

01

Writing too many program learning outcomes.

Using vague verbs such as “understand” and “appreciate” that do not measure what students should be able to do at the end of the program

04

Poor: Appreciate the relationship between innovation and industry growth
Good: Summarize the relationship between innovation and industry growth.

02

Program Learning outcomes too specific or too broad.

Using the same verb for every outcome without differentiating between levels of learning. For example, “demonstrate”.

05

Poor: Demonstrate the ability to Solve problems by applying...

Good: Solve problems by applying...

03

Writing a vague outcome that does not provide enough information about the program components

PLO's that are too detailed or consist of compound statements.

05

Poor: Students should know the historically important systems of psychology.

Good: Evaluate the behaviorist, humanistic and cognitive approaches to psychology.

Poor: Perform independently in the professional role. Develop their professional knowledge and skills. Know their values and biases.

Understand their impact on others. Know ethical standards. Work well with others.

Good: Follow professional and ethical standards when providing care to patients.

Learning Outcomes Tool V 1.0

Internally developed by the Program Director of Academic Assessment and Analytics.

Workflow

Raw texts

Matrix representation

Analytics

Academic Program data (Eg., college, dept., title, CIP, and list of PLOs.)

Bloom's Taxonomy (Categories and action verbs.)

- Corpus.
- Tokens.
- Document-feature matrix (DFM).
- Lemma (Lemmatization).
- Building Dictionary.

token_id	token	lemma	upos	xpos	feats	head_tokid	dep_rel
1	UVUDH	Uvudh	DET	DT	NA	2	det
2	graduates	graduate	NOUN	NNS	Number=f	5	nsubj
3	will	will	AUX	MD	VerbForm	5	aux
4	be	be	AUX	VB	VerbForm	5	cop
5	able	able	ADJ	JJ	Degree=P	0	root
6	to	to	PART	TO	NA	7	mark
7	execute	execute	VERB	VB	VerbForm	5	xcomp
8	all	all	DET	DT	NA	9	det
9	steps	step	NOUN	NNS	Number=f	7	obj

Statistics

- Frequency Analysis.
- Look up action verbs from dictionary.
- Dependency Parsing.
- Similarity Analysis.

Plots

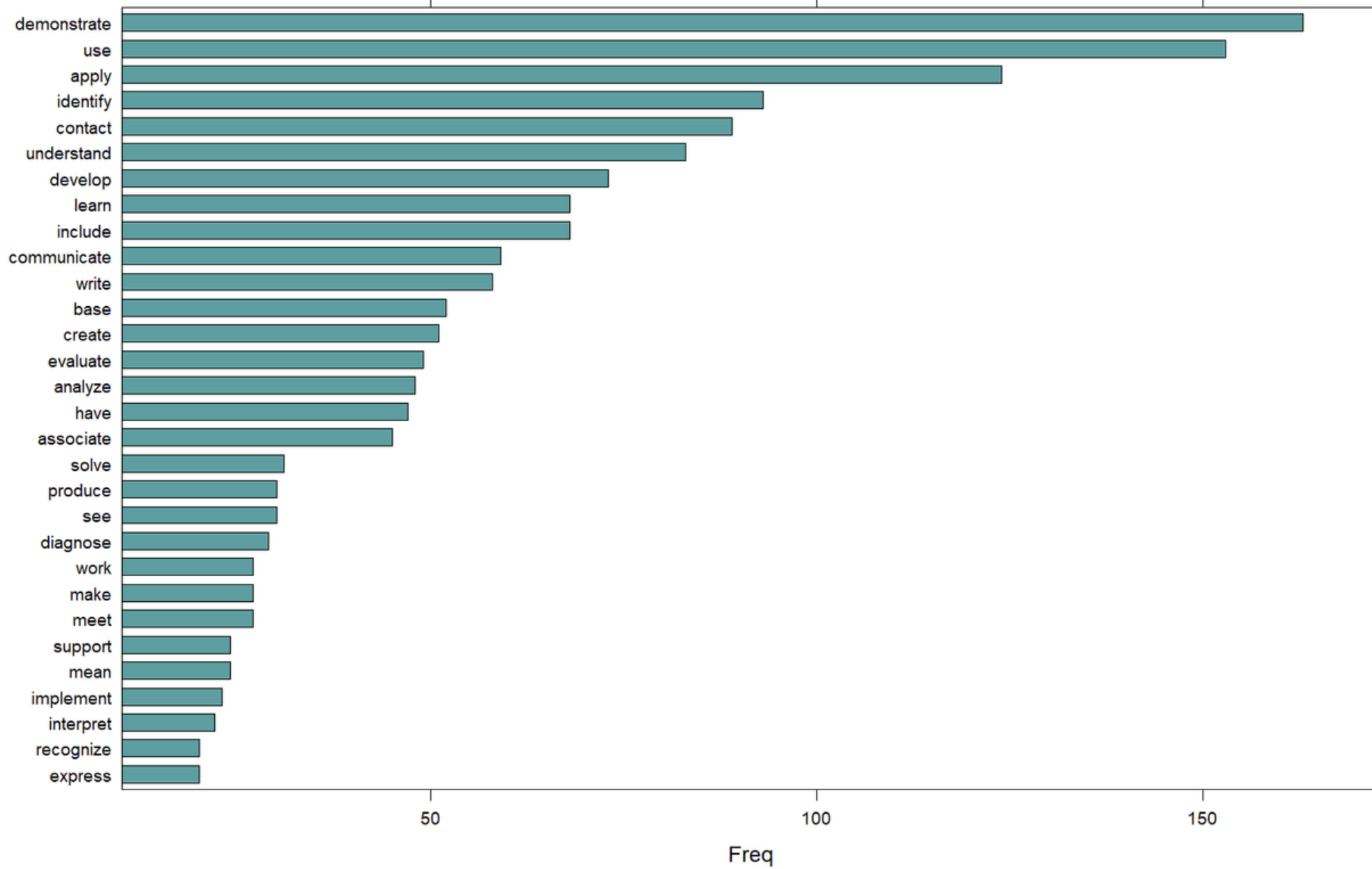
- Frequency plot.
- Word clouds.

Process the text extract verbs and nouns

doc_id	paragraph	sentence_id	sentence	token	lemma	upos	xpos	feats	head_token	dep_rel
Dental Hygiene, A.A.S.	1	1	UVUDH graduates will be able to execute all steps in the dental hygiene process of care.	UVUDH	Uvudh	DET	DT	NA		2 det
Dental Hygiene, A.A.S.	1	1	UVUDH graduates will be able to execute all steps in the dental hygiene process of care.	graduates	graduate	NOUN	NNS	Number=Plur		5 nsubj
Dental Hygiene, A.A.S.	1	1	UVUDH graduates will be able to execute all steps in the dental hygiene process of care.	will	will	AUX	MD	VerbForm=Fin		5 aux
Dental Hygiene, A.A.S.	1	1	UVUDH graduates will be able to execute all steps in the dental hygiene process of care.	be	be	AUX	VB	VerbForm=Inf		5 cop
Dental Hygiene, A.A.S.	1	1	UVUDH graduates will be able to execute all steps in the dental hygiene process of care.	able	able	ADJ	JJ	Degree=Pos		0 root
Dental Hygiene, A.A.S.	1	1	UVUDH graduates will be able to execute all steps in the dental hygiene process of care.	to	to	PART	TO	NA		7 mark
Dental Hygiene, A.A.S.	1	1	UVUDH graduates will be able to execute all steps in the dental hygiene process of care.	execute	execute	VERB	VB	VerbForm=Inf		5 xcomp
Dental Hygiene, A.A.S.	1	1	UVUDH graduates will be able to execute all steps in the dental hygiene process of care.	all	all	DET	DT	NA		9 det
Dental Hygiene, A.A.S.	1	1	UVUDH graduates will be able to execute all steps in the dental hygiene process of care.	steps	step	NOUN	NNS	Number=Plur		7 obj
Dental Hygiene, A.A.S.	1	1	UVUDH graduates will be able to execute all steps in the dental hygiene process of care.	in	in	ADP	IN	NA		14 case
Dental Hygiene, A.A.S.	1	1	UVUDH graduates will be able to execute all steps in the dental hygiene process of care.	the	the	DET	DT	Definite=Def PronType=Art		14 det
Dental Hygiene, A.A.S.	1	1	UVUDH graduates will be able to execute all steps in the dental hygiene process of care.	dental	dental	ADJ	JJ	Degree=Pos		14 amod
Dental Hygiene, A.A.S.	1	1	UVUDH graduates will be able to execute all steps in the dental hygiene process of care.	hygiene	hygiene	NOUN	NN	Number=Sing		14 compound
Dental Hygiene, A.A.S.	1	1	UVUDH graduates will be able to execute all steps in the dental hygiene process of care.	process	process	NOUN	NN	Number=Sing		9 nmod
Dental Hygiene, A.A.S.	1	1	UVUDH graduates will be able to execute all steps in the dental hygiene process of care.	of	of	ADP	IN	NA		16 case
Dental Hygiene, A.A.S.	1	1	UVUDH graduates will be able to execute all steps in the dental hygiene process of care.	care	care	NOUN	NN	Number=Sing		14 nmod
Dental Hygiene, A.A.S.	1	1	UVUDH graduates will be able to execute all steps in the dental hygiene process of care.	.	.	PUNCT	.	NA		5 punct
Dental Hygiene, A.A.S.	1	2	UVUDH graduates will be able to apply a professional code of ethics which complies with Federal	UVUDH	Uvudh	DET	DT	NA		2 det
Dental Hygiene, A.A.S.	1	2	UVUDH graduates will be able to apply a professional code of ethics which complies with Federal	graduates	graduate	NOUN	NNS	Number=Plur		5 nsubj
Dental Hygiene, A.A.S.	1	2	UVUDH graduates will be able to apply a professional code of ethics which complies with Federal	will	will	AUX	MD	VerbForm=Fin		5 aux
Dental Hygiene, A.A.S.	1	2	UVUDH graduates will be able to apply a professional code of ethics which complies with Federal	be	be	AUX	VB	VerbForm=Inf		5 cop
Dental Hygiene, A.A.S.	1	2	UVUDH graduates will be able to apply a professional code of ethics which complies with Federal	able	able	ADJ	JJ	Degree=Pos		0 root
Dental Hygiene, A.A.S.	1	2	UVUDH graduates will be able to apply a professional code of ethics which complies with Federal	to	to	PART	TO	NA		7 mark
Dental Hygiene, A.A.S.	1	2	UVUDH graduates will be able to apply a professional code of ethics which complies with Federal	apply	apply	VERB	VB	VerbForm=Inf		5 xcomp
Dental Hygiene, A.A.S.	1	2	UVUDH graduates will be able to apply a professional code of ethics which complies with Federal	a	a	DET	DT	Definite=Ind PronType=Art		10 det
Dental Hygiene, A.A.S.	1	2	UVUDH graduates will be able to apply a professional code of ethics which complies with Federal	professional	professional	ADJ	JJ	Degree=Pos		10 amod
Dental Hygiene, A.A.S.	1	2	UVUDH graduates will be able to apply a professional code of ethics which complies with Federal	code	code	NOUN	NN	Number=Sing		7 obj
Dental Hygiene, A.A.S.	1	2	UVUDH graduates will be able to apply a professional code of ethics which complies with Federal	of	of	ADP	IN	NA		12 case
Dental Hygiene, A.A.S.	1	2	UVUDH graduates will be able to apply a professional code of ethics which complies with Federal	ethics	ethic	NOUN	NNS	Number=Plur		10 nmod
Dental Hygiene, A.A.S.	1	2	UVUDH graduates will be able to apply a professional code of ethics which complies with Federal	which	which	PRON	WDT	PronType=Rel		14 nsubj
Dental Hygiene, A.A.S.	1	2	UVUDH graduates will be able to apply a professional code of ethics which complies with Federal	complies	comply	VERB	VBZ	Mood=Ind Number=Sing Persc		10 acl:relcl
Dental Hygiene, A.A.S.	1	2	UVUDH graduates will be able to apply a professional code of ethics which complies with Federal	with	with	ADP	IN	NA		19 case
Dental Hygiene, A.A.S.	1	2	UVUDH graduates will be able to apply a professional code of ethics which complies with Federal	Federal	federal	PROPN	NNP	Number=Sing		19 compound
Dental Hygiene, A.A.S.	1	2	UVUDH graduates will be able to apply a professional code of ethics which complies with Federal	and	and	CCONJ	CC	NA		18 cc
Dental Hygiene, A.A.S.	1	2	UVUDH graduates will be able to apply a professional code of ethics which complies with Federal	State	State	NOUN	NN	Number=Sing		16 conj
Dental Hygiene, A.A.S.	1	2	UVUDH graduates will be able to apply a professional code of ethics which complies with Federal	laws	law	NOUN	NNS	Number=Plur		14 obl
Dental Hygiene, A.A.S.	1	2	UVUDH graduates will be able to apply a professional code of ethics which complies with Federal	.	.	PUNCT	.	NA		5 punct
Dental Hygiene, A.A.S.	1	3	UVUDH graduates will be able to provide health promotion and education services in public health	UVUDH	Uvudh	DET	DT	NA		2 det
Dental Hygiene, A.A.S.	1	3	UVUDH graduates will be able to provide health promotion and education services in public health	graduates	graduate	NOUN	NNS	Number=Plur		5 nsubj
Dental Hygiene, A.A.S.	1	3	UVUDH graduates will be able to provide health promotion and education services in public health	will	will	AUX	MD	VerbForm=Fin		5 aux
Dental Hygiene, A.A.S.	1	3	UVUDH graduates will be able to provide health promotion and education services in public health	be	be	AUX	VB	VerbForm=Inf		5 cop
Dental Hygiene, A.A.S.	1	3	UVUDH graduates will be able to provide health promotion and education services in public health	able	able	ADJ	JJ	Degree=Pos		0 root
Dental Hygiene, A.A.S.	1	3	UVUDH graduates will be able to provide health promotion and education services in public health	to	to	PART	TO	NA		7 mark
Dental Hygiene, A.A.S.	1	3	UVUDH graduates will be able to provide health promotion and education services in public health	provide	provide	VERB	VB	VerbForm=Inf		5 xcomp
Dental Hygiene, A.A.S.	1	3	UVUDH graduates will be able to provide health promotion and education services in public health	health	health	NOUN	NN	Number=Sing		9 compound

Action Verbs Freq.

UVU PLO's Most occurring verbs



BLOOM's Dictionary

▼ Bloom.dictionary	list [7] (quanteda::dictionary2)	List of length 7
Remember	character [40]	'define' 'describe' 'duplicate' 'enumerate' 'examine' 'identify' ...
Understand	character [61]	'ask' 'associate' 'cite' 'classify' 'compare' 'contrast' ...
Apply	character [75]	'apply' 'calculate' 'carry' 'out' 'classify' 'complete' ...
Analyze	character [61]	'analyze' 'break' 'down' 'categorize' 'classify' 'compare' ...
Evaluate	character [41]	'appraise' 'apprise' 'argue' 'assess' 'compare' 'conclude' ...
Create	character [73]	'adapt' 'arrange' 'assemble' 'build' 'collect' 'collaborate' ...
Avoid	character [24]	'believe' 'hear' 'realize' 'capacity' 'intelligence' 'recognize' ...

BLOOM's Dictionary

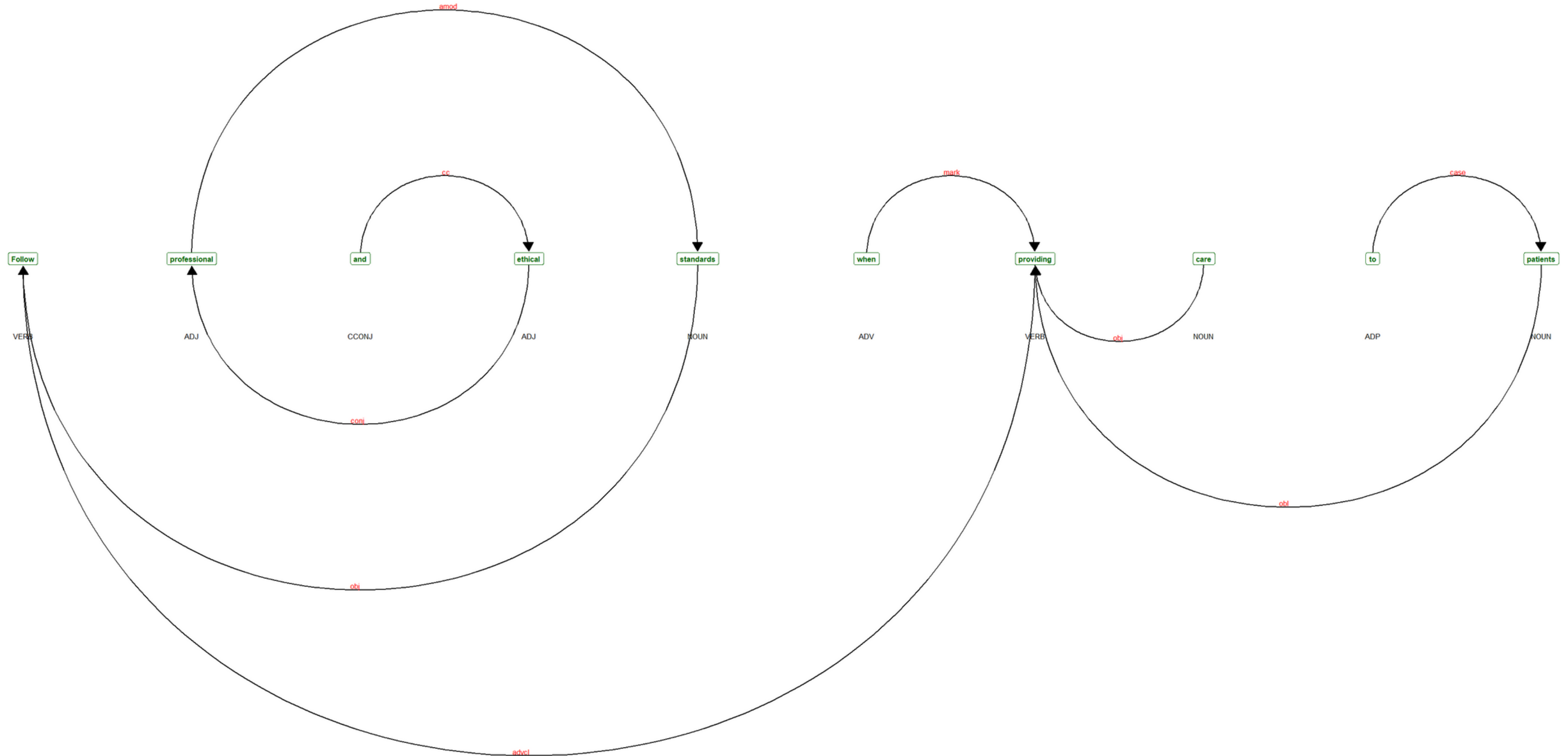
doc_id	remember	understand	apply	analyze	evaluate	create	avoid
Dental Hygiene, A.A.S. 51.0602	1	0	4	0	0	2	0
Healthcare Services, A.A.S. 34.0199	1	0	0	0	0	1	1
Respiratory Therapy, A.A.S. 51.0908	0	0	1	0	0	1	1
Criminal Justice, A.A. 43.0103	0	0	0	0	0	0	0
Criminal Justice, A.S. 43.0103	0	0	0	0	0	0	0
Forensic Science, A.S. 43.0406	1	3	0	2	2	3	0
Intelligence Studies, A.S. 29.0201	3	6	13	8	2	7	2
Emergency Services, A.A.S. 43.0203	0	0	0	0	0	0	1
Emergency Services - Fire Officer Emphasis, A.A.S. 43.0203	2	0	2	0	0	2	0
Emergency Services - Firefighter/ Emergency Care Emphasis, A.A.S. 43.0203	1	0	1	0	0	1	0
Emergency Services, A.S. 43.0203	0	1	1	0	0	0	0
Wildland Fire Management, A.A.S. 43.0203	3	0	1	1	0	1	3
Nursing, ASN 51.3801	1	0	7	2	3	2	2
Public Health, A.S. 51.2208	2	3	1	0	0	1	1
Dental Hygiene, B.S. 51.0602	1	0	4	0	0	2	0
Respiratory Therapy, B.S. 51.0908	0	0	1	0	0	1	1
Criminal Justice, B.S. 43.0103	3	3	8	0	1	2	1
Forensic Science, B.S. 43.0406	0	0	0	0	0	0	1
Forensic Science - Forensic Investigation Emphasis, B.S. 43.0406	0	0	0	0	0	0	0
Forensic Science - Forensic Laboratory Emphasis, B.S. 43.0406	0	0	0	0	0	0	0
National Security Studies, B.A. 45.0902	0	0	3	0	0	0	0
National Security Studies, B.S. 45.0902	0	0	3	0	0	0	0
Emergency Services Administration, B.S. 43.0302	0	0	0	0	0	0	1
Emergency Services Administration - Emergency Care Emphasis, B.S. 43.0302	1	0	2	0	0	0	3
Emergency Services Administration - Emergency Leadership Emphasis, B.S. 43.0302	1	0	2	0	0	0	3
Emergency Services Administration - Emergency Management and Disaster Assistance Emphasi	1	0	2	0	0	0	3
Nursing, B.S. 51.3801	0	0	4	1	1	2	1
Healthcare Administration, B.S. 51.0701	0	2	2	2	2	0	1
Public Health, B.S. 51.2201	1	1	2	0	2	2	1

Dependency Parsing

PLO: Follow professional and ethical standards when providing care to patients.

Dependency Parser

tokenisation, parts of speech tagging & dependency relations



Similarity Analysis.

Program Title	Program Title	Similarity
Emergency Services Administration - Emergency Care Emphasis, B.S. 43.0302	Emergency Services Administration - Emergency Leadership Emphasis, B.S. 43.0302	0.987
Emergency Services Administration - Emergency Care Emphasis, B.S. 43.0302	Emergency Services Administration - Emergency Management and Disaster Assistance Emphasis, B.S. 43.0302	0.998
Emergency Services Administration - Emergency Leadership Emphasis, B.S. 43.0302	Emergency Services Administration - Emergency Management and Disaster Assistance Emphasis, B.S. 43.0302	0.991
National Security Studies, B.A. 45.0902	National Security Studies, Certificate of Proficiency 45.0902	0.980
National Security Studies, B.S. 45.0902	National Security Studies, Certificate of Proficiency 45.0902	0.980
National Security Studies, B.A. 45.0902	National Security Studies, Minor 45.0902	0.980
National Security Studies, B.S. 45.0902	National Security Studies, Minor 45.0902	0.980
Healthcare Administration, B.S. 51.0701	Healthcare Administration, Minor 51.2211	0.998
Humanities and Social Sciences, A.A. 24.0101	Humanities and Social Sciences, A.S. 24.0101	0.976
American Sign Language Secondary Education, B.A. 13.1003	Spanish, B.A. 16.0905	0.978
American Sign Language Secondary Education, B.A. 13.1003	Spanish Education, B.A. 13.133	0.996
Spanish, B.A. 16.0905	Spanish Education, B.A. 13.133	0.980
Spanish, B.A. 16.0905	French, Minor 16.0901	0.971
Spanish Education, B.A. 13.133	French, Minor 16.0901	0.970
Spanish, B.A. 16.0905	Portuguese, Minor 16.0904	0.971
Spanish Education, B.A. 13.133	Portuguese, Minor 16.0904	0.970
Mathematics, A.A. 27.0101	Mathematics, A.S. 27.0101	0.983
Earth Science Education, B.S. 40.0699	Geography, B.S. 45.0701	0.971
Environmental Science and Management, B.S. 3.0104	Geology, B.S. 40.0601	0.994
Exercise Science and Outdoor Recreation, A.A. 31.0501	Exercise Science and Outdoor Recreation, B.A. 31.0501	0.996
Exercise Science and Outdoor Recreation, A.A. 31.0501	Exercise Science and Outdoor Recreation, B.S. 31.0501	0.996
Mathematics - Actuarial Science Emphasis, B.S. 27.0101	Mathematics - Mathematics Emphasis, B.S. 27.0101	0.998
Mathematics - Applied Mathematics Emphasis, B.S. 27.0101	Mathematics - Mathematics Emphasis, B.S. 27.0101	0.998
Physics, B.S. 40.0801	Physics Education, B.S. 40.0899	0.982
Geography, B.S. 45.0701	Geography, Minor 45.0701	0.996
Physics Education, B.S. 40.0899	Physics, Minor 40.0801	0.982
Commercial Music, B.M. 50.0913	Music, B.A. 50.0901	0.991

LEARNING OUTCOMES TOOL

V 2.0

- Course Learning Outcomes.
- Learning Outcomes mapping.
- Using the corpus of recommended interventions for improvement. We will develop a closed set of possible recommended actions to help improve learning outcomes.

The GE Committee

What we do

GE
Categories
(For Now)

American Institutions

Fine Arts

Life Sciences

Physical Sciences

Humanities

Social and Behavioral Sciences

Quantitative Reasoning

Ethics & Values

Writing

Wellness

Applied Technical Sciences

Five-year Review Cycle

- Each five years surveys sent to chairs of relevant classes:
- Includes:
 - Data from Business Intelligence Service.
 - Surveys (Qualtrics) sent to students in class with a questionnaire to indicate whether or not they are learning what the PLOs of the relevant GE category entails.
 - Logistics:
- Address concerns over enrollments, standardization of structure (within reason), regular offering; lead instructor input and oversight; percentage of faculty who are full-time, etc.

Consider New Courses

- Consider applications for further classes to be added.
- Requirements:
 - Address Instructional Practices and Consistency
 - Justify relevance for GE Committee
 - Explain faculty workload adjustments needed.
 - Include:
 - Survey
 - Syllabi
 - Letter from chair

Additional Duties

Re-Work PLOs

Review classes at chairs'
request

Course waivers for programs

Advising Questions re: GE
substitutions, etc.

Course Waiver Process

Find form: UVU GE Committee
(1) > Forms > GE Substitution
Request 2021.docx.

Applicants fill out the form for one
or more degrees.

- If there is more than one degree, they must share the same classes indicated on the form.

3-5 classes must be indicated as
completing the PLOs for the GE
category that they wish to substitute.

- Syllabi for each of the designated classes need to be included with the application

On the Horizon

- Many faculty are on double duty at Re-envisioning GE Committee.
- R471: GE Categories *will* change. (UVU is moving from 35 to 30/27 credit hours of GE)
 - Anticipated demand for waivers.
 - Anticipated demand for requests for new courses to qualify for potential new category.
- HB261: Language for GE Classes will need to change.

Service-Learning Assessment Summary

From Dr. Jonathan Westover, Academic Director for Center for Social Impact

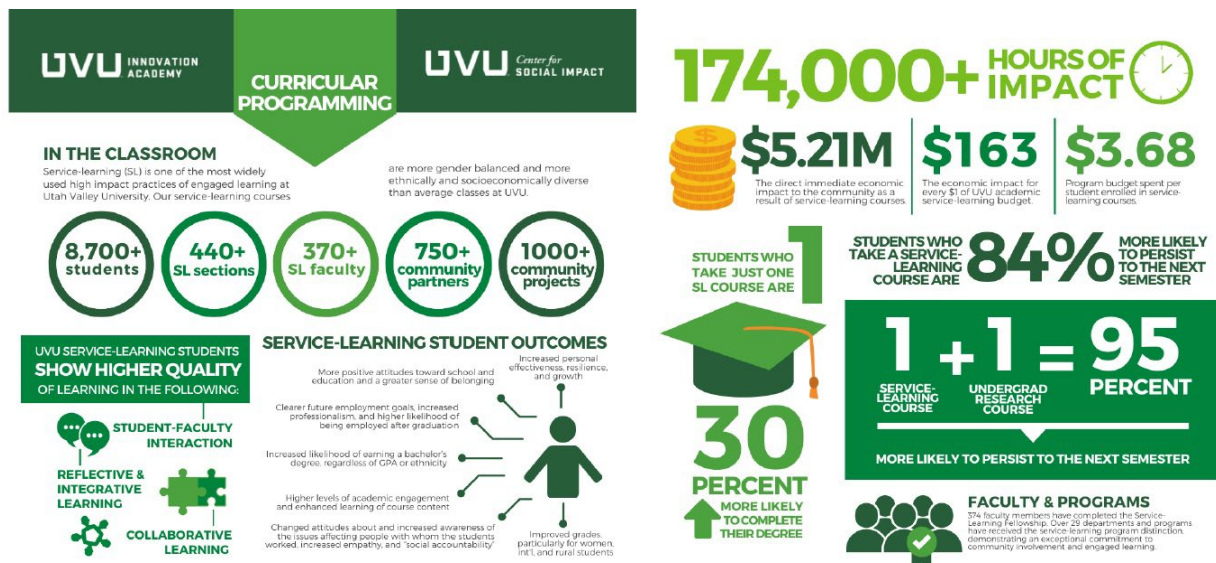
Service-Learning is not a graduation requirement, and it is not built into the CourseLeaf Curriculum Inventory Management System. This on purpose, as we have found that there are constant changes to which courses and sections of courses are Service-Learning in any given semester.

So, every semester, we reach out to Service-Learning faculty and ask which courses they are teaching that have been previously approved and then work with academic scheduling to get the Service-Learning course tag and section note added in the system so students see it when they are registering for courses and the course is appropriately labeled. This is on a section-by-section basis, as some courses have many sections, with some faculty teaching them as Service-Learning and others not.

We do not want to tag sections that are not actually being taught that way. We do not assume a class is still being taught as Service-Learning just because it was previously (even same course, section/instructor). That is a lot of legwork each semester, but it allows me to feel very confident in the numbers we report.

Also, unlike some of the other areas (like global/intercultural and writing enriched), we do not have specific Service-Learning objectives that have to be included in each Service-Learning course. Instead, we require all Service-Learning courses to align/map their existing course objectives with the Service-Learning project/experience they have designed for their students. So, any given Service-Learning course will still have the same course objectives and assessment of those objectives, which the individual programs and departments are responsible for ensuring that learning is taking place.

Below is an infographic of the types of program-level vanity and impact metrics we track on an ongoing basis:



We also highlight the work of faculty around campus each month with our Service-Learning Superstar Award (you can see current/past winners here:

https://www.uvu.edu/socialimpact/our_impact/index.html

Below is the rubric the campus committee uses to evaluate/re-evaluate Service-Learning courses for designation:

Service-Learning Fellowship Syllabus Grading Rubric

- Does the syllabus clearly label the course as a Service-Learning course at the top of the syllabus?
- Does the syllabus clearly state at the beginning of the course description that it is a Service-Learning course and explain what that means for the class (unique to every class, but the consistent element is that students are required to do 20+ hours with their community-based Service-Learning experience)?
- Does the syllabus clearly connect the Service-Learning experience back to the course learning objectives?
- Does the syllabus demonstrate the student learning reflection activities/assignments the students will complete?
- Does the syllabus demonstrate how the Service-Learning experience is integrated throughout the course and scaffolded for the students?

Service & Engaged Learning Student Attitudes Pre-Test/Post-Test

Student Directions: You are about to participate in a service learning class and will invest time in “volunteering” your marketing skills toward helping a business by building an annual marketing plan. Using the 7-point scale below, please indicate how important or accurate each of the following possible reasons for volunteering via a service learning class is for you. Please place the number corresponding to how important/accurate each statement is on the line preceding the statement.

1 2 3 4 5 6 7

1 = Not at all important/accurate for you and, 7 = Extremely important/accurate for you.

1. Volunteering can help me get my foot in the door at a place where I would like to work.
2. My friends volunteer.
3. I am concerned about those less fortunate than myself.
4. People I'm close to want me to volunteer.
5. Volunteering makes me feel important.
6. People I know share an interest in community service.
7. No matter how bad I've been feeling, volunteering helps me to forget about it.
8. I am genuinely concerned about the particular group I am serving.
9. By volunteering, I feel less lonely.
10. I can make new contacts that might help my business or career.
11. Doing volunteer work relieves me of some of the guilt over being more fortunate than others.
12. I can learn more about the cause for which I am working.
13. Volunteering increases my self-esteem.
14. Volunteering allows me to gain a new perspective on things.
15. Volunteering allows me to explore different career options.
16. I feel compassion toward people in need.
17. Others with whom I am close place a high value on community service.
18. Volunteering lets me learn through direct “hands on” experience.
19. I feel it is important to help others.
20. Volunteering helps me work through my own problems.
21. Volunteering will help me succeed in my chosen profession.
22. I can do something for a cause that is important to me.
23. Volunteering is an important activity to help the people I know the best.
24. Volunteering is a good escape from my own troubles.
25. I can learn how to deal with a variety of people.
26. Volunteering makes me feel needed.
27. Volunteering makes me feel better about myself.
28. Volunteering experience will look good on my resume.
29. Volunteering is a way to make new friends.
30. I can explore my own strengths.

CIVIC ATTITUDES

Please use the following 5-point scale to answer the following statements, placing the number corresponding to your level of agreement/disagreement on the line preceding the statement.

1 2 3 4 5

1= Strongly Disagree, 5= Strongly agree

To what extent to you agree or disagree with the following statements?

1. ____ Adults should give some time for the good of their community or country.
2. ____ People, regardless of whether they have been successful or not, ought to help others.
3. ____ Individuals have a responsibility to help solve our social problems.
4. ____ I feel that I can make a difference in the world.
5. ____ It is important to help others even if you don't get paid for it.

End-of Semester Student Self-Assessment

1. Please describe your experience of RECIPROCITY during your S&EL.
 - a) What did you “give” to the client agency or client of the agency relative to what you received through doing this S&EL, if anything?
 - b) What did your client teach you and what did you teach your client in return?
 - c) How could this aspect of S&EL be enhanced?
2. Please describe your experience of REFLECTION during your S&EL project.
 - a) Was this experience different in some substantive way from your experience in other courses, and if so, how and why?
 - b) What would you do differently if you were to do another group S&EL project in the future to make the experience more positive for yourself, as well as for everyone else involved?
 - c) How could this aspect of S&EL be enhanced?
3. Please describe your experience of REALITY during your S&EL project.
 - a) Was this experience different in some substantive way from your experience in other courses, and if so, how and why?
 - b) To what degree did your S&EL experience enable you to apply and learn about the course material or major course concepts this semester?
 - c) How could this aspect of S&EL be enhanced?
4. Please describe your experience of RESPONSIBILITY to your client, teammates, or others during your S&EL project.
 - a) Was this experience different in some substantive way from your experience in other courses, and if so, how and why?
 - b) Has your experience in this S&EL project changed your perception of your role as a socially responsible citizen?
 - c) How could this aspect of S&EL be enhanced?
5. Please comment about REWARDS OF SYNERGY as this concept relates to your own experience this semester. Is S&EL a useful part of a business school program, and if so, why and how?
 - a) What is the most significant learning experience that you take away from this S&EL project?
 - b) How could your experience with S&EL be enhanced to make it more useful to you?

UVU Service & Engaged Learning Community Client Evaluation

Thank you very much for giving your time and energy this semester in working with our UVU Students. Our students' involvement with your organization has enriched their learning experience and will help them to be better prepared for their future careers. We deeply appreciate your contribution toward their professional development and growth.

Please take a little care and time (about 10-20 minutes) to complete this questionnaire in an effort to provide valuable feedback with which to improve this academic program for future clients.

Please respond to the following statements as objectively as you can as they relate to your involvement with this project during the semester.

The ratings for the scale are:

- 0 = very unsatisfying
- 1 = unsatisfying
- 2 = somewhat unsatisfying
- 3 = somewhat satisfying
- 4 = satisfying
- 5 = very satisfying

Students':	0	1	2	3	4	5
understanding of the specific problem/question your company posed						
attitudes						
self-motivation						
project planning						
organizational skills						
communications skills						
leadership skills						
sense of responsibility						
emotional maturity						
time management						
team work						
task completion						
professional approach/professionalism (incl. attire for meetings of all kinds)						
quality of final project						
value of this project for your firm						

16. Did you learn important information that you believe will help you to grow your organization in the future? Please elaborate.

17. Do you plan to implement (some of the ideas) presented to you in their recommended solutions?

- A. Please describe what you believe will add the most value to your organization.
- B. Can you quantify the approximate monetary value (in US\$) this project could/will/has generated for your company?
- C. What do you anticipate to have less/little/no value to you?

18. Please provide any comments that you would like to share about how to improve this project for you in the future:
20. Please comment on your interactions with the UVU student(s) working on your project this semester:
 - A. What went wrong?
 - B. What went right?
 - C. How could this experience be improved for you in a future project with our students?
 - D. Any other comments?
21. Is there another future project related to your firm with which UVU students may be able to assist you? Please describe it briefly:

Global/Intercultural Assessment

Objectives:

- To analyze global or intercultural issues.
- To discuss stereotypical cultural conceptions and recognize the complexity and variety of different cultural groups.
- To evaluate how one's own cultural values compare with those from different backgrounds.

Trait:

- To interrelate respectfully with individuals representing cultures and perspectives other than one's own.

Course Assessment

- Course submitted in CourseLeaf with syllabus attached
- Three committee members review:
 - G/I course identified
 - G/I objectives listed
 - G/I key assignment identified and explained
 - G/I objectives evident throughout course

Transfer Credit Assessment

- Student emails request and syllabus to Janet Colvin
- Three committee members review:
 - Are G/I objectives evident throughout course
 - Does this course go beyond just discussing intercultural/international issues?
 - Is there evidence of assignments which could function as a G/I key assignment?

Student Assessment

- G/I survey is assessed for:
 - Survey was developed based on objectives and validated (knowledge, attitude, skills awareness)
 - *Rasha Qudisat used to give us this information but has been unable to for the last year and a half
 - Survey linked to canvas page and needs to be activated. Sent an email by Bryan Waite with instructions
 - Survey is post/retro pre survey and asks them:
 - How their competencies have changed or shifted over the semester
 - Where do they think they were before
 - Designed this way because there was not significant difference between pre and post because students didn't know what they didn't know (retro/pre addresses this)
 - Assessment showed overall summary determining if G/I course made a difference in intercultural competence (i.e. spring 2020 overall mean score was 3.65 before course and 4.44 after course)

Faculty Assessment

- Encourage OTL G/I workshops
- Had a survey where faculty were given a workshop assessment but that has not been occurring in the last 18 months
 - We are asking for that to come back
- Faculty trained impact on students
 - SEGO report Average academic enga

Annual Assessment of Courses

- Four year rotation
- Reviewed by G/I committee:
 - Syllabi are requested and reviewed as if they were a new course
 - SEGO survey results are used to look for G/I course engagement
 - Professionalization course for G/I distinction assignments are reviewed
 - Key assignments are requested and reviewed using a rubric
- Currently random courses have been identified and requests sent out
 - Department chairs send in syllabi
 - Randomly selected key assignment will be identified and assessed

Future Assessment

- OTL to go back to assessing faculty trainings
- Be given a report of student surveys every year
- Department chairs help us assure surveys are taken

WRITING ENRICHED

ASSESSMENT

DR. KELSEY HIXSON-BOWLES
OUTGOING WE CHAIR
WE DIRECTOR

ASSESSMENT RETREAT
FEBRUARY 16, 2024



AGENDA

1. WE TIMELINE

2. COURSE
CERTIFICATION
PROCESS

3. ASSESSMENT
CHALLENGES

4. CURRENT
PROGRESS

WE TIMELINE

2018 - Committee Formed

- By laws created
- WE course requirements established
- WE course certification developed
- OTL Partnership, WE Pedagogy Certificate created

2023-2024 –
Developing
Assessment

Fall 2021 – Official Implementation

- All incoming bachelor-degree seeking students will have the WE graduation requirement

COURSE CERTIFICATION PROCESS



WE CHAIR REVIEW

After faculty submit WE application materials in CourseLeaf, the chair reviews the application and either works with faculty to address issues or moves it forward to the committee.



COMMITTEE REVIEW

WE Committee reviews application materials and makes a recommendation to approve or request changes.



WE CHAIR APPROVES

WE Chair works with faculty to address committee's concerns and/or submits the committee's approval in CourseLeaf.

ASSESSMENT CHALLENGES

COMPETING PRIORITIES

- Troubleshooting implementation challenges (i.e. Process for updating WE courses, process for removing WE designation)
- Turnover in committee leadership and membership

COMMITTEE DISCUSSIONS ABOUT IF/WHAT/HOW TO ASSESS

- Who is already assessing writing on campus? APAC, Innovation Academy, departments?
- Who is assessment for? Faculty to improve their courses? Departments/colleges to evaluate their programs?
- What kind of data should we collect?

BARRIERS TO DATA ACCESS

- May not be able to access data on WE courses to protect faculty/student identities (i.e. Small capstone courses taught by 1 or 2 professors)

CURRENT PROGRESS

DESCRIPTIVE DATA

- Updating list of WE Courses, organizing by degree
- Collecting all Bachelor-granting programs' PLOs, noting which ones have writing related or writing adjacent outcomes that they'll already be assessing
- Reaching out to departments who are already assessing writing in their programs. Ex: Behavioral Sciences have developed a method using Grammarly's AI to assess (parts of) their writing PLO.

WE COURSES BY DEGREE

- Organized so the committee can better see requirements by degree
- Links to CourseLeaf for most updated information
- Allows us to easily access syllabi if we'd like to in the future

School	Department	Degree	WE Courses	Credit Hours
College of Health and Public Service	Allied Health	Dental Hygiene	DENT 3200	3
			DENT 489R (option)	3
			HLTH 4600 (option)	3
		Respiratory Therapy	RESP 3430	3
			RESP 4610	3
		Criminal Justice/Law Enforcement	Criminal Justice	CJ 2200
	CJ 4060			3
	Forensic Science - Laboratory Emphasis		FSCI 3820	3
			CHEM 4000 (option)	2
			BIOL 3555 (option)	2
	Forensic Science - Forensic Investigation Emphasis		FSCI 3830 (option)	3
			FSCI 3820	3
			FSCI 3830	3
			CHEM 4000	2
	National Security Studies	NSS 2010	3	
		NSS 4210	3	
	Emergency Services	Emergency Services Administration - all emphases	ESMG 3150	3
			ESMG 4650	3
Nursing	Nursing	NURS 4540	3	
		NURS 4550	3	
	Healthcare	MKTG 220G	3	
		MGMT 3000	3	
		HLTH 3160 (option)	3	
		HLTH 3700 (option)	3	

PROGRAM LEARNING OUTCOMES

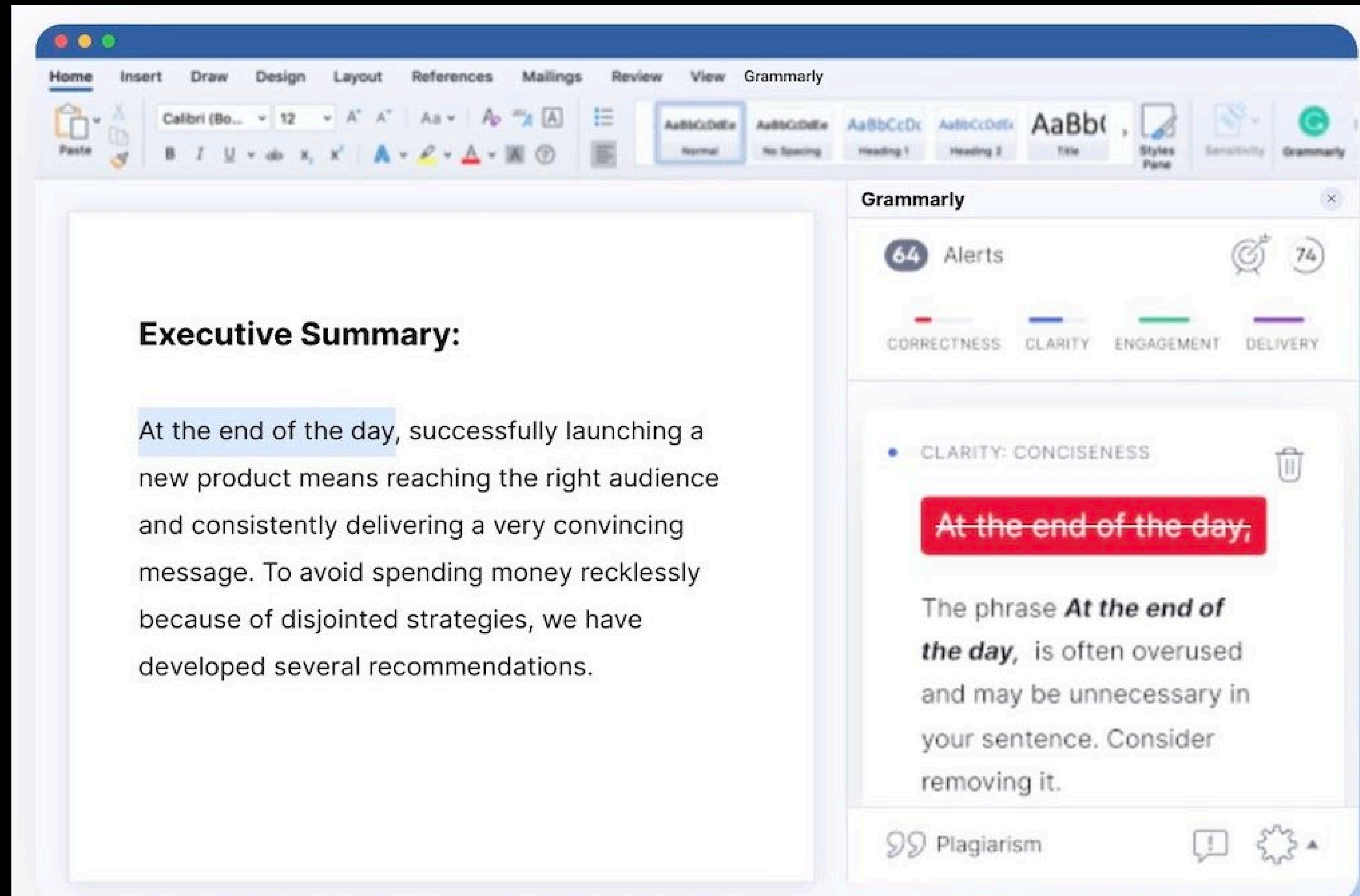
Tracking PLOs and noting which degrees have writing-related or writing-adjacent outcomes that they'll already be assessing

		D	E	F
		PLOs		
<u>Literary Studies Emphasis</u>		Successful students will identify and define important literary critical terms and trends pertinent to a specific time period as exhibited within representative texts, achieving a score of 3 or higher on this learning outcome in English 4950.		
		Successful students will develop and articulate textual interpretations using one or more literary critical schools of thought as a basis, achieving a score of 3 or higher for this learning outcome in English 4950.	Writing-adjacent PLO	
		Successful students will present a multipoint argument for a primary text's meaning supported by, achieving a score of 3 or greater on this learning general literary terminology and secondary sources outcome in 4950.	Writing-related PLO	
<u>Writing Studies Emphasis</u>		Apply a range of rhetorical theory (from classical to contemporary) to the analysis of both academic and public/popular texts' construction and effectiveness.	Writing-adjacent PLO	
		Compose multimodal documents that successfully synthesize text and other design elements(graphical, aural, interactivity, etc.) with rhetorical purpose.	Writing-related PLO	
		Integrate rhetorical knowledge into the successful completion of a Writing Studies related capstone course.	Writing-adjacent PLO	
<u>English Education</u>		Students will design lessons that are focused on helping students achieve the stated ILO. 80% of the students will score a 3 or higher on the final assessment.		
		Students will design lesson plans that follows a logical sequence and plans for effective transitions between activities.		
		Students will design lesson plans with instructional approaches, learning strategies, and lesson activities that are varied in nature and structure so as to include all learners.		
<u>History and Social Studies Education</u>		Identify key aspects of learner development, learning differences and learning environments.		
		Implement the central concepts and tools of inquiry of history and the social sciences to engage learners.		
		Design instruction that reaches the learner in various methods according to professional standards.		
<u>History</u>		Demonstrate professional ability through professional development and leadership opportunities.		
		Demonstrate critical reading, analytical thinking, advanced writing, and oral presentation skills.	Writing-related PLO	
		Demonstrate proficiency with multiple historical methodologies.		
		Demonstrate competency in identifying various historical schools of thought (historiography).		
History and Political Science	<u>Political Science - American Government</u>	Demonstrate critical reading, analytical thinking, advanced writing, and oral presentation skills.	Writing-adjacent PLO	
		Demonstrate competency in identifying and comparing various types of political models, political theories, and academic literature.	Writing-related PLO	
		Acquire civic knowledge and understand how it is important for civic engagement.		
	<u>Political Science - Global Politics Emphasis</u>	Demonstrate critical reading, analytical thinking, advanced writing, and oral presentation skills.	Writing-adjacent PLO	
		Demonstrate competency in identifying and comparing various types of political models, political theories, and academic literature.		
		Acquire civic knowledge and understand how it is important for civic engagement.		
	<u>Political Science - Indian Affairs Admin Emphasis</u>	Demonstrate critical reading, analytical thinking, advanced writing, and oral presentation skills.	Writing-related PLO	
		Demonstrate competency in identifying and comparing various types of political models, political theories, and academic literature.		
		Acquire civic knowledge and understand how it is important for civic engagement.		
	<u>Political Science - Peace and Justice Emphasis</u>	Demonstrate critical reading, analytical thinking, advanced writing, and oral presentation skills.	Writing-adjacent PLO	
	Demonstrate competency in identifying and comparing various types of political models, political theories, and academic literature.			
	Acquire civic knowledge and understand how it is important for civic engagement.			
<u>Political Science - Public Admin and Public Policy</u>	Demonstrate critical reading, analytical thinking, advanced writing, and oral presentation skills.	Writing-related PLO		
	Demonstrate competency in identifying and comparing various types of political models, political theories, and academic literature.			
	Acquire civic knowledge and understand how it is important for civic engagement.			
<u>Political Science - Public Law and Political</u>	Demonstrate critical reading, analytical thinking, advanced writing, and oral presentation skills.	Writing-adjacent PLO		
	Demonstrate competency in identifying and comparing various types of political models, political theories, and academic literature.			
	Acquire civic knowledge and understand how it is important for civic engagement.			

LEARNING FROM DEPARTMENTS

Reaching out to departments who are already assessing writing in their programs.

Ex: Behavioral Sciences have developed a method using Grammarly's AI to assess (parts of) their writing PLO.



The image shows a screenshot of a Microsoft Word document with the Grammarly AI writing assistant interface. The document content is as follows:

Executive Summary:

At the end of the day, successfully launching a new product means reaching the right audience and consistently delivering a very convincing message. To avoid spending money recklessly because of disjointed strategies, we have developed several recommendations.

The Grammarly interface on the right side of the document displays the following information:

- Alerts:** 64 alerts, with a target score of 74.
- Metrics:** CORRECTNESS, CLARITY, ENGAGEMENT, and DELIVERY.
- CLARITY: CONCISENESS:** A red box highlights the phrase "At the end of the day," with a trash icon to its right.
- Explanation:** The phrase *At the end of the day* is often overused and may be unnecessary in your sentence. Consider removing it.
- Plagiarism:** A section at the bottom right with a checkmark icon and a settings gear.

LEARNING FROM DEPARTMENTS

Reaching out to departments who are already assessing writing in their programs.

Ex: Behavioral Sciences have developed a method using Grammarly's AI to assess (parts of) their writing PLO.

Writing PLO

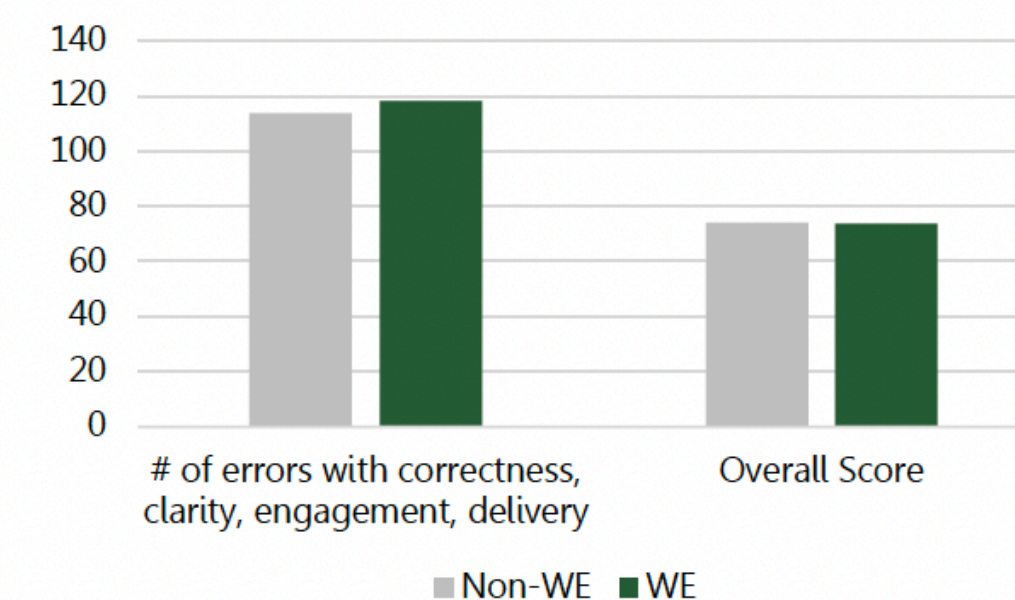
Psychology's second PLO is: Students will write in a professional manner, **defined as a mastery of the mechanics of basic writing, the conventions of professional writing** (e.g., conforming to a publication style), and the **ability to produce a coherent argument**.

Mastery of Mechanics of Basic Writing

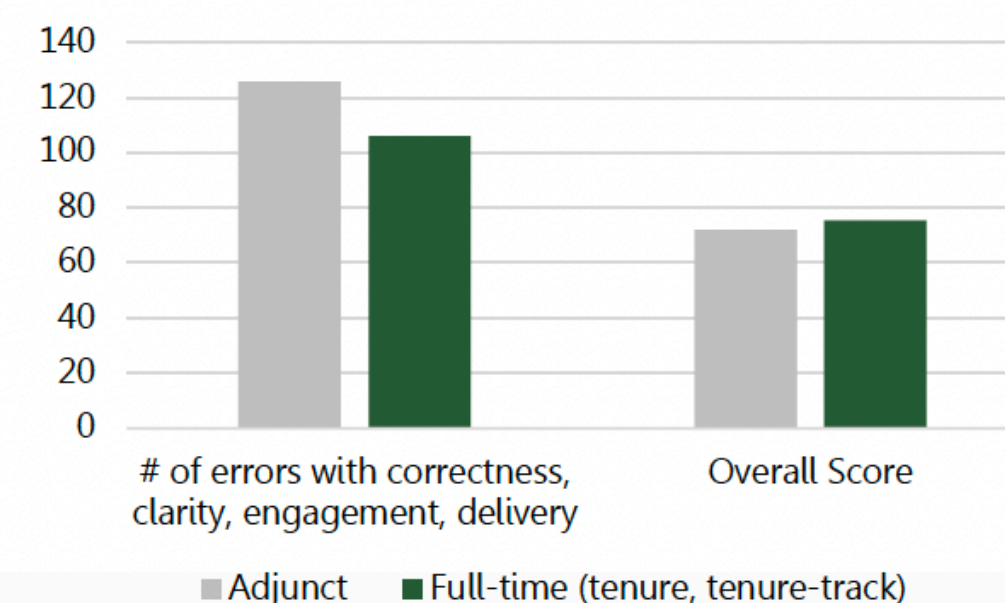
To assess students on the mechanics of basic writing, we computed two scores. The first score was the number of errors the student had with correctness (i.e., spelling, punctuation, and basic grammar), clarity, engagement, and delivery. The second score utilized natural language processing and machine learning to compute an overall score - ranging from 0 to 99 - based on word count and number/types of writing issues for formal, academic papers based on a knowledgeable audience.

Students in WE courses did not differ in terms of number of writing errors nor the performance score. However, students in courses taught by full-time faculty, as opposed to adjunct faculty, had fewer errors in their writing and scored higher on writing performance. However, across instructor types, there was significant variability in specific instructor performance.

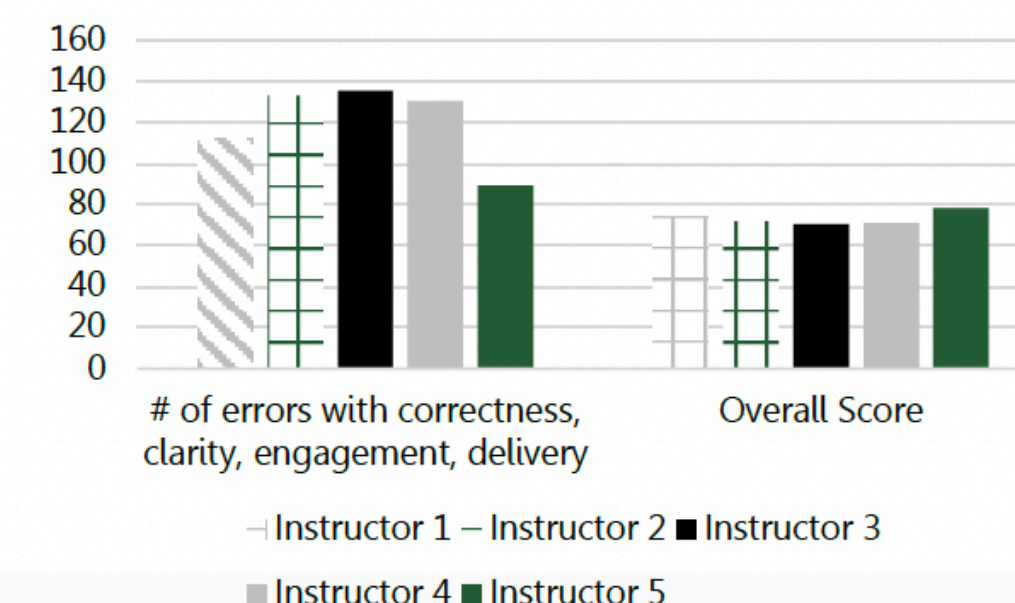
Average Writing Scores



Average Writing Scores



Average Writing Scores





LOOKING FOR STANDARDS AND IDEAS



QUESTIONS?