

# DISCIPLINARY LENS UNIVERSITY LEARNING OUTCOME (ULO) ASSESSMENT PLAN & REPORTING GUIDELINES

- 1. Overview of the Assessment Plan (pages 2-5)**
2. Choosing and scoring data for reporting (pages 7-11)
3. Submitting data through the survey link you will receive by email at the end of the semester (pages 13-17)

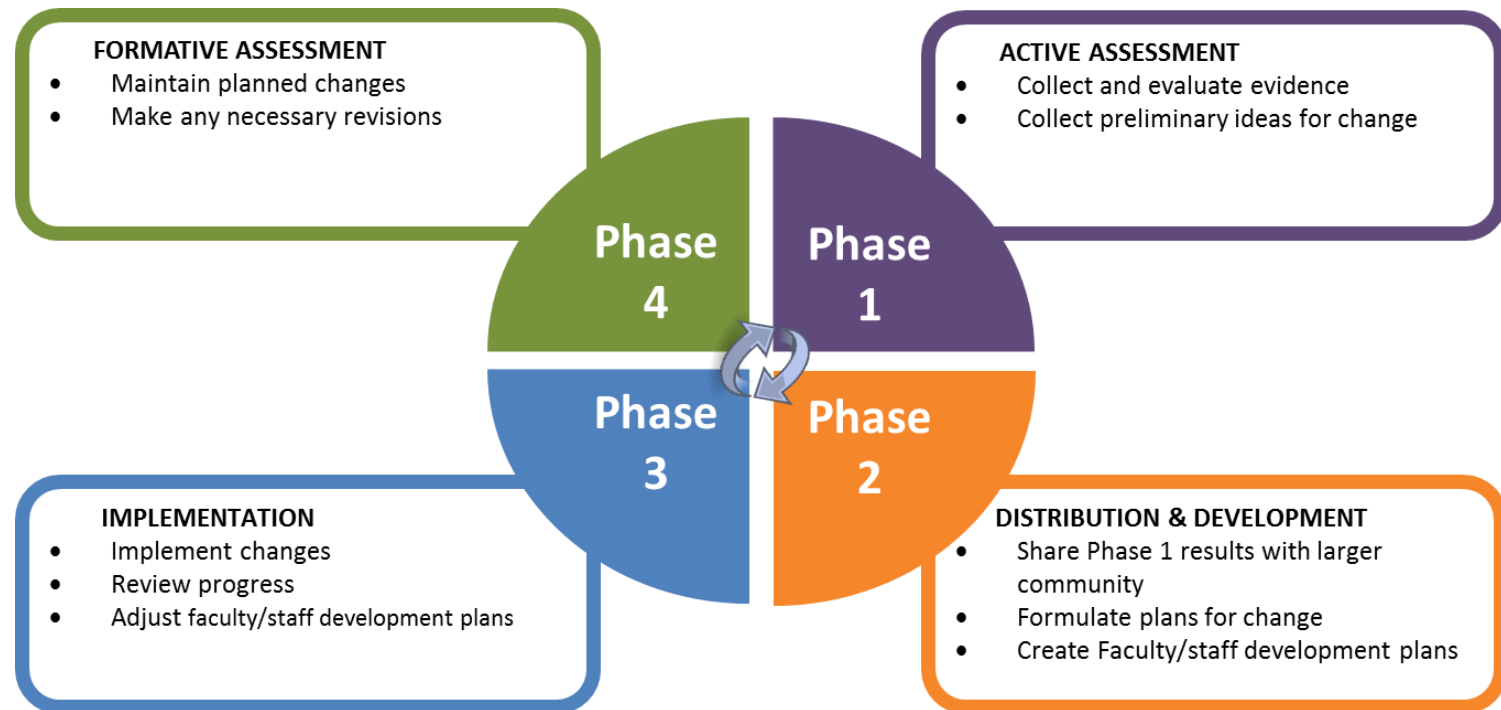
# Why are we conducting regular assessment of the University Learning Outcomes in Disciplinary Lens classes?

University Learning Outcomes (ULOs) are the “glue” that holds academic and social learning together in the undergraduate curriculum. Assessment at the course level focuses our attention on the outcomes and lets us answer the essential ULO questions:

- To what extent are our students learning the skills, knowledge, and habits of mind that make up our outcomes?”
- What do we do to support that learning – and what might we do to continually work to improve learning?
- What supports do we need to enhance learning?

# Overview: ULO assessment plan

A faculty-driven continuous improvement cycle is at the heart of the University Learning Outcome (ULO) Assessment Plan. In this cyclical assessment model, the initial collection and evaluation of evidence is just the first phase of a more comprehensive, four-year process. The four-phase assessment cycle begins with evidence collection but also includes making plans for change, supporting faculty and staff development, and reviewing progress.



During the four-year cycle pictured above, two to three of the eleven University Learning Outcomes (ULOs) will be in phase one each year, and all eleven ULOs will be assessed in the course of a full four-year assessment cycle.

# ULO assessment reporting schedule

Schedule of University Learning Outcomes and Courses Assessed				
	Oral Communication (2) Visual & Performing Arts (9) Literature & Humanities (10)	Ethics (5) Diversity (6) Social Science (11)	Critical Inquiry (3) Mathematics (7) Natural & Physical Science (8)	Writing (1) Innovation (4a) Teamwork (4b)
	UF 100, DLV, DLL	UF 200, DLS	UF 100, DLM, DLN	ENGL 101-2, UF 200, UF 100
2014-15	Phase 1			
2015-16	Phase 2	Phase 1		
2016-17	Phase 3	Phase 2	Phase 1	
2017-18	Phase 4	Phase 3	Phase 2	Phase 1
2018-19	Phase 1	Phase 4	Phase 3	Phase 2
2019-20	Phase 2	Phase 1	Phase 4	Phase 3
2020-21	Phase 3	Phase 2	Phase 1	Phase 4

Communication in the Disciplines and Finishing Foundations courses will report ULO assessment as part of their regular program assessment process.

During both Fall 2016 and Spring 2017, instructors who teach DLM (Disciplinary Lens in Mathematics) and DLN (Disciplinary Lens in Natural, Physical, or Applied Science) courses are respectively scheduled to assess University Learning Outcome 7 (Mathematics) and University Learning Outcome 8 (Natural, Physical, and Applied Science).

# How to approach this year's Phase I ULO assessment (the information gathering phase)

**Faculty are encouraged to use student work that originates in the course** (tests, papers, speeches, posters, quizzes, projects, e-portfolios, etc.)

**Faculty may choose whether to average grades or use a sampling approach** (Averaging grades might work best with multiple choice assessment approaches, while sampling works better with papers, projects, speeches, etc.)

**ULO assessment is not evaluation of individual faculty or students.** Reports focus on how courses support institution-wide goals for undergraduate student learning.

**Aggregated data will be shared back with faculty for Phase 2 “sense making”** and focusing attention on areas for student learning improvement.

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# Decision Tree: Choosing data for assessment reporting

## What data should I use?

### What evidence do my students already produce?

#### Graded tests

Do some test questions assess specific ULOs?

Yes

You could average results and convert to ULO scores.

See pg. 8 for more detail on using tests.

No

Review questions and align them to ULO criteria.

#### Essays and projects

Do they provide evidence of ULO proficiency?

Yes

You could score a small sample of papers.

See pg. 9 for more detail on sampling strategies.

No

Consider altering prompt or assignment to align to ULO criteria.

#### Ungraded classwork

Does it capture evidence of ULO proficiency?

Yes

You could review and rate the work based on the ULO rubric .

See pg. 10 for example use of ungraded work.

No

See CTL assessment resources for classroom assessment

#### E-portfolios

Do they capture evidence of ULO proficiency?

Yes

You could use the ULO rubric in Digitation.

See pg. 11 for using e-portfolios for assessment

No

Consider adding an e-portfolio requirement to your class

# Example: Using scores on tests, quizzes, or other multiple choice items for assessment.

Problem #	1	2	3	4	5	15
ULO	7.1	7.3/ 7.4	7.3/ 7.2	7.3/ 7.4	7.5/ 7.1	7.1
Student #						
1	43	70	40	77	100	40
2	50	62	55	70	80	52
3	54	65	70	56	77	40
4	65	70	46	72	86	58
26	54	65	70	56	77	40
% avg	56.7	68.5	62	68.1	79	52

This page provides an example used by several DLM faculty who track scores on math problems **that have been mapped to the ULO criteria.**

It works well in large classes with multiple choice assessments.

Averages for all students are combined and an estimate for the proficiency level is determined for the class.

	Avg scores for each ULO			Mean	ULO Proficiency
7.1	56.7	52		54.35	<b>2</b>
7.2	62	68	70	66.67	<b>2</b>
7.3	68.5	62	68.1	66.1	<b>3</b>
7.4	68.5	68.1		68.30	<b>2</b>
7.5	79			79	<b>3</b>



## Example: Using speeches, projects, essays, or similar by assessing a sample and not the full class set.



Sampling strategy: Faculty may assess student work for ULO assessment based on the sampling strategy included in the table below.

Class size	Number of random samples drawn
<50	5
51-100	10% (5-10)
101 +	15

## Example: Using nongraded work (classroom assessment) for formative assessment during the semester.

Some classes use nongraded work for formative assessment during the semester. This work can inform assessment as well.

### **Case A: Professor used “minute papers” 4 times during the semester.**

1. Each time she assessed students’ ability to communicate mathematical ideas.
2. She divides the stack into Exemplary (4), Good (3), Developing (2), and Unsatisfactory (1) and finds the average for the class each time.
3. She averages the score over the 4 times that she uses this method.
4. The combined average score for the class is a “3” -- which is entered for the “non-graded work” assessment.

### **Case B: Professor used a combination of graded and nongraded work using the approaches described in this document.**

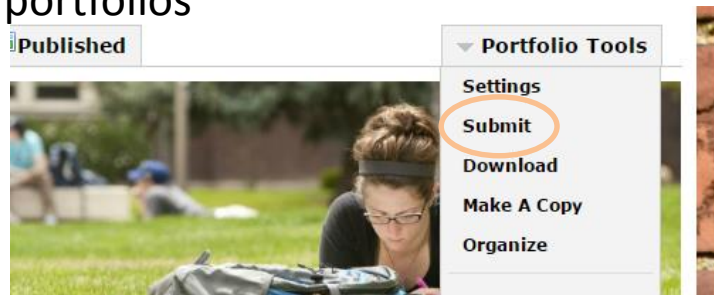
1. He reports these scores for graded work AND nongraded work on the form for the criteria covered by each.

# Example: Using e-portfolios for assessment.

1. Add an Assignment



2. Have students submit their portfolios



3. Use university rubrics to assess & report within Digication.

A screenshot of the Digication assessment grid. The grid has columns for 'e-portfolio submission', 'test assignment', and 'test assignment'. The rows are for 'Elaina Rudder' and 'Cameron Shoemaker'. The status key at the top indicates S (Waiting for Student), F (Waiting for Faculty), and C. The grid shows the following status for each student: Elaina Rudder (S, F, S) and Cameron Shoemaker (S, F, S).

	e-portfolio submission	test assignment	test assignment			
Elaina Rudder	S	F	S			
Cameron Shoemaker	S	F	S			

**Digication e-Portfolios can be used to collect and assess evidence without the need to fill out a separate Qualtrics survey.**

**For help setting up an e-portfolio assignment that includes a ULO assessment rubric, contact the IDEA Shop at 208-426-3214 or Foundational Studies at 208-426-4057.**

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# Screen shot 1: assessment survey

The following survey is designed to collect assessment reports from faculty teaching Disciplinary Lens (DL) courses that are part of the Foundational Studies Program.

Descriptions of the proficiency levels for your DL category (Natural, Physical, & Applied Sciences) are available on the [rubrics](#) page of the Foundational Studies website. We recommend you open the rubric for your DL category in another window to reference while you complete this survey.

IF YOU ENCOUNTER DIFFICULTY WITH THIS SURVEY PLEASE CONTACT FOUNDATIONAL STUDIES AT FOUNDATIONALSTUDIES@BOISESTATE.EDU.

## **SELECT YOUR COURSE PREFIX and NUMBER from the box below**

Please complete **one survey per course** that you are teaching. Multiple sections of the same course can be combined on one report.

Please indicate how many class sections are included in this report:

## Screen shotS 2 & 3: assessment survey

I conducted assessment using Digication e-Portfolios and have completed ULO Rubrics in that site.

Yes

No

If you are using e-portfolios for assessment in your class, respond “Yes” and complete this section. The survey will then send you to the closing questions (page 16 of this document).

If you are *not* using e-portfolios for assessment in your class, respond “No.” You will then be asked to submit ULO rating scores (page 15 of this document).

Thank you for using Digication e-Portfolios in your course. You are helping students connect and reflect on their learning at Boise State. In order for us to include your course in our assessment process, **please provide the 5 digit class number for your course.** See image below.

My Teaching Schedule >

Class	Class T
 UF 100-001 <b>(12156)</b>	Intellec Founda

# Screen shot 4: assessment survey

Please enter data for you DL course in the columns below. You **do not** need to complete every column. Please leave cells blank if you do not have data for particular assessment criteria.

In each column, you may submit assessment data for graded work, ungraded work, or both. For graded work: enter average grade in Row 1 and corresponding rubric score in Row 2. For ungraded work: enter average rubric score in Row 3.

Please see the Disciplinary Lens course rubric for Natural & Physical Sciences (ULO 8) for proficiency scoring details: 4 = Exemplary; 3 = Good; 2 = Developing; 1 = Unsatisfactory.

<http://academics.boisestate.edu/fsp/files/2013/04/ULO-8-Nat-Sci-Phys-Sci-Engineering.pdf>

For more detailed information about gathering and scoring student work, please see our [guidelines](#).

	<b>8.1</b> Process of Inquiry and Analysis in Response to Evidence	<b>8.2</b> Understanding of knowledge or inquiry	<b>8.3</b> Communication of Scientific and/or Technological Understandings	<b>8.4</b> Understanding of Interactions of Science and Technology with Humans and Environment
If using graded assessment, enter the class average (grades as a percentage of 100)	<input type="text" value="79"/>	<input type="text" value="82"/>	<input type="text" value="65"/>	<input type="text" value="88"/>
Interpretation of mean grades to ULO proficiency level (score 1-4)	<input type="text" value="3"/>	<input type="text" value="3"/>	<input type="text" value="2"/>	<input type="text" value="4"/>
If using non-graded assessment, interpret students' proficiency here (score 1-4) Note: formative assessment might include minute papers, ungraded concept maps, etc.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>

This instructor filled out all three lines because she used a combination of graded and nongraded work. Some criteria are left blank.

## Screenshot 5: assessment survey

**The final part of the survey requests brief commentary on the data submitted. These comments may be the most important part of your survey response.**

In the space below, please provide a summary of the assignments (tests, quizzes, projects, e-portfolios etc.) collected during this semester that you are basing your assessment report upon.

---

What conclusions have you drawn from your assessment data about the students' learning?

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Describe the ways in which the conclusions that you have drawn above have implications for future course planning or instructional methods.



## Please keep these things in mind

- You may report on any combination of data.
- We are *not* interested in course section identification, and assessment is never used for faculty evaluation
- Data from graded or ungraded class work is equally acceptable.
- Faculty determine the performance in their course relative to outcome proficiency level.
- “Excellent (4)” is expected to be the level attained by **graduating students**; a score of 2 or 3 may be very reasonable for many 100-level and 200-level DL courses.

# Resources

- Foundational Studies Program ([foundationastudies@boisestate.edu](mailto:foundationastudies@boisestate.edu) or 426-4057)
- Center for Teaching and Learning (426-4610)
- CTL resources on assessment: <http://ctl.boisestate.edu/resources/links/a-z/#assessment>