

Unit Assessment Plan Guidelines
Office of the Provost and Academic Affairs

Critical and Sociocultural Studies in Education

Learning Goals and Objectives

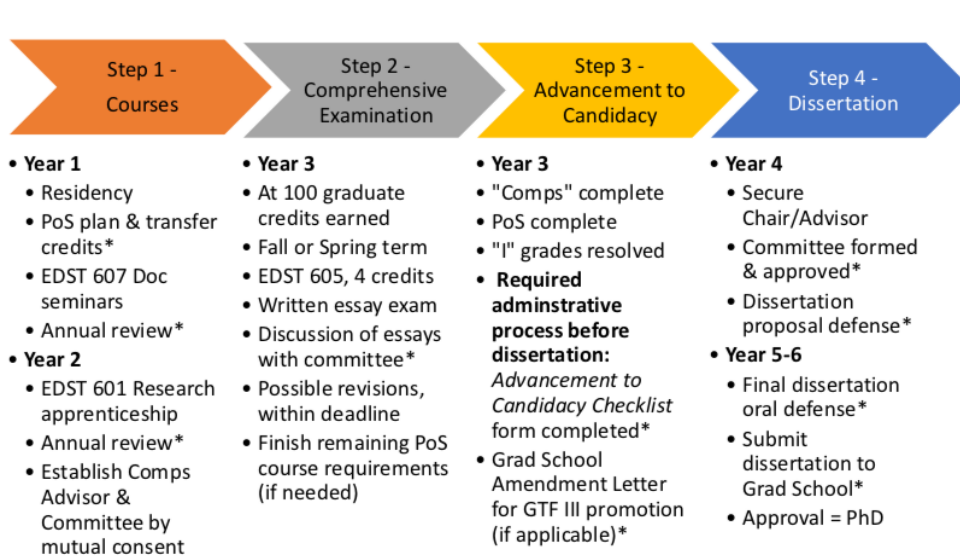
- LO1. The program will prepare graduates for positions as higher education faculty members or researchers
- LO2. The program will prepare graduates to conduct quantitative or qualitative research in their chosen field
- LO3. The program will prepare graduates to contribute to scholarship in their field, both through the publication of peer-reviewed articles and presentations at national conferences

Assessment Methods

The key program assessments are listed below:

1. Annual Review
2. Comprehensive Exam (Written and Oral Defense)
3. Dissertation Proposal Defense
4. Dissertation Oral Defense

In addition to this, individual students make adequate progress in the program through the following steps:



Assessment Processes

The CSSE program will complete an annual in depth analysis of the learning objectives as detailed in the table below. Due to the small size of the program, all all CSSE students will be included.

Learning Objective	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23
LO1	X			X	
LO2		X			X
LO3			X		X

Status, Outcomes and Results

The CSSE faculty meets regularly throughout the school year (typically monthly) to discuss the program and student progress. The program will dedicate one meeting to completing a more in depth analysis of the learning objective as specified in the schedule above.

Decisions, Plans and Recommendations

At this point there are no specific plans to change to assessment model. However, since the faculty does meet regularly, we are always addressing needs as they arise.

Appendix 1 Basic Approach to Assessment of Student Learning

The information below is adapted from Barbara Walvoord's book: *Assessment Clear and Simple*. The book provides a straightforward approach to assessment and at most you can read two chapters, and save yourself a lot of stress. If you'd like a copy of the book for your department, please contact Ron Bramhall in the Office of the Provost and Academic Affairs.

Here is the "Most Basic, Minimal System, Based on Faculty Oral Reports" (Walvoord, 2010; pg 59-62)

1. **List 3-5 learning goals** for your program (whether you call them goals, objectives or outcomes does not matter for now). Consider using the "Goal Definition Worksheet" in Appendix 2 to guide your conversation about learning goals.

2. Conduct a meeting with your faculty. During the meeting ask them to **comment on the students' strengths and weakness related to the above learning goals** prior to graduation. Take notes while faculty give you an "off the cuff" oral report of their experiences with student work. Discuss the collective strengths and weaknesses that have been listed. Take a vote on the one weakness from this list to pursue for the following year. Document the result of the vote.

3. Assign a committee to **investigate further** (perhaps ask the students for their input via a survey or discussion; look at some student work for examples etc.) and **propose an actionable change to be put in place during the following year** in an attempt to improve student learning in this area. Have the committee document their investigation and their recommendation. **Curriculum mapping** can also be a useful tool to help identify gaps in the curriculum related to learning goals.

4. One year later, conduct another meeting with your faculty. **Discuss whether the faculty noted any changes in the students' learning based on the changes implemented during the past year.** Take notes. Discuss whether to implement further changes related to this weakness for an additional year, or to select a new weakness to address. It is completely reasonable to spend 2-3 years monitoring the same weakness and making changes to address it.

5. **Continue the above year after year,** and document what you do along the way. This a simple example of an Assessment plan, which identifies the learning **goals**, collects **information**, takes **action**, and is appropriate for a Program Review self-study, or University Accreditation.

Appendix 2

Goal Definition Worksheet

Each faculty member in the department should complete a copy of this worksheet. Arrange a time for all of you to sit down together to compare notes and discuss results. The final product of this exercise should be a list of three to five broad goals that describe what department faculty believe should be characteristic of graduates in the major.

1. List any department learning outcomes or goals that you know. This information can most likely be found in the course catalog, program brochure, or department mission statement. Some units have already identified learning outcomes and can find those on department or school/college websites, such as in CAS at <http://cas.uoregon.edu/learning-outcomes/>.

2. Describe your ideal student in terms of strengths, skills, knowledge and values, and identify which of these characteristics are the result of the program experience.

3. Keeping this ideal student in mind, ask what the student

- a. knows
- b. can do
- c. cares about

4. What program experiences can you identify as making the most contribution to producing and supporting the ideal student?

Adapted from OAPA Handbook PROGRAM-Based Review and Assessment • UMass Amherst

First Version-11/2016