SYRACUSE UNIVERSITY
The College of Arts and Sciences
Women's and Gender Studies

INSTITUTIONAL EFFECTIVENESS & ASSESSMENT

WGS Retreat

August 27, 2015

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Office of the Associate Provost for Academic Programs

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Office of Institutional Research & Assessment

Our Focus:

Student Learning

Agenda

- Overview
- WGS Mission Statement
- Student Learning Outcomes
- Curriculum Maps
- Measures
- Criteria
- Implementation
- Action



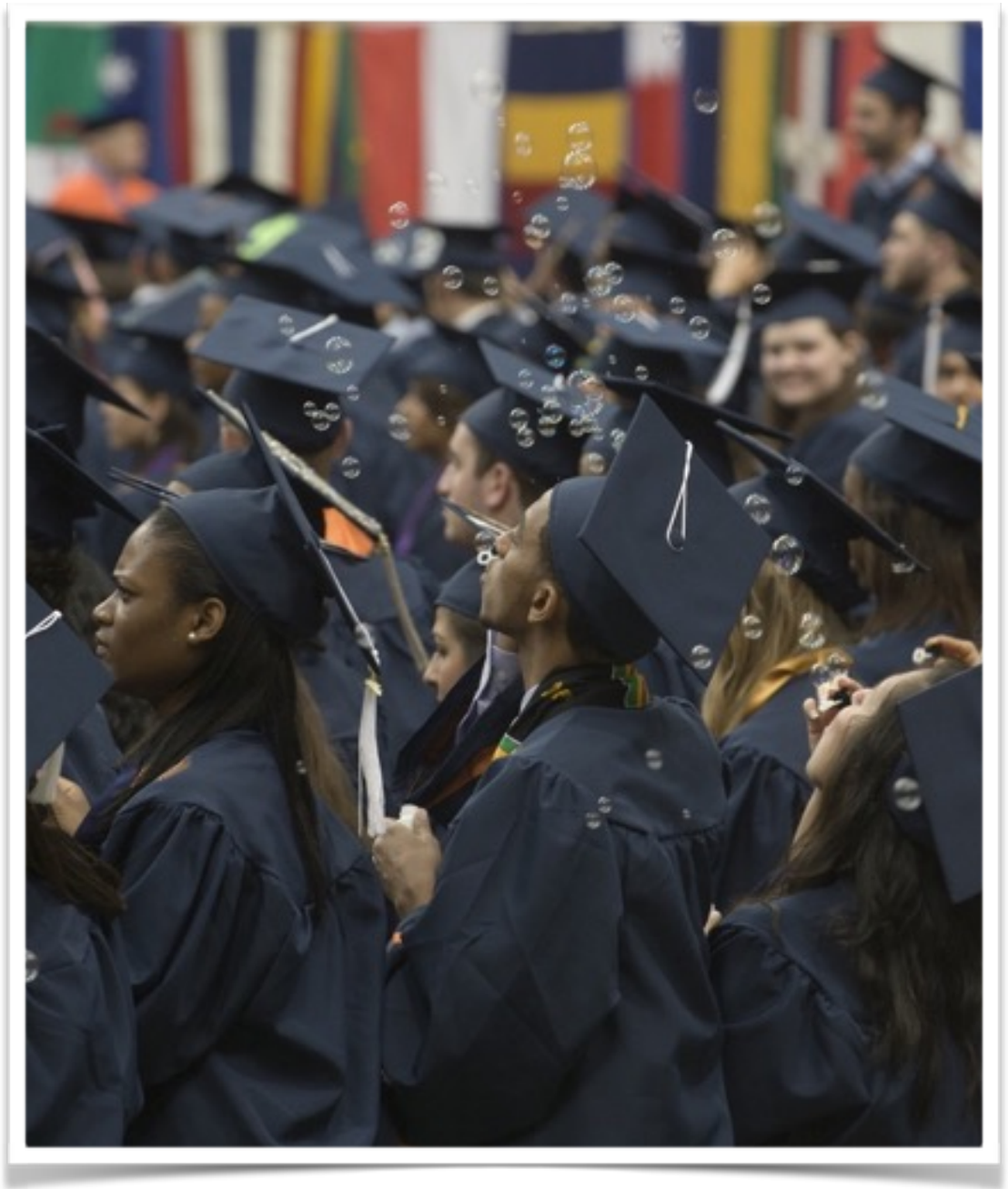
Why Do This? - As Practice

- Multiple contexts for assessment (course, program, institution)
- Practice and outcomes are mutually informing
- Teaching as the object of research



Framework for Assessment

- Why do we teach?
- What do we most want students to learn?
- Why those things and not the others?
- How do we help students learn those things?
- How do we know they're learning it?
- What does successful learning look like?



Mission Statement

Your Mission Statement

- Defines your unit's purpose
- Addresses long-term functions
- Aligns with the
  - (1) institutional mission
  - (2) Arts & Sciences Mission
- Can be used for decision making
- Remains meaningful over time

Mission Statement Structure

"**The mission of** (name of your program or unit) **is to** (your primary purpose) **by providing** (your primary functions or activities) **to** (your stakeholders)."

Note:

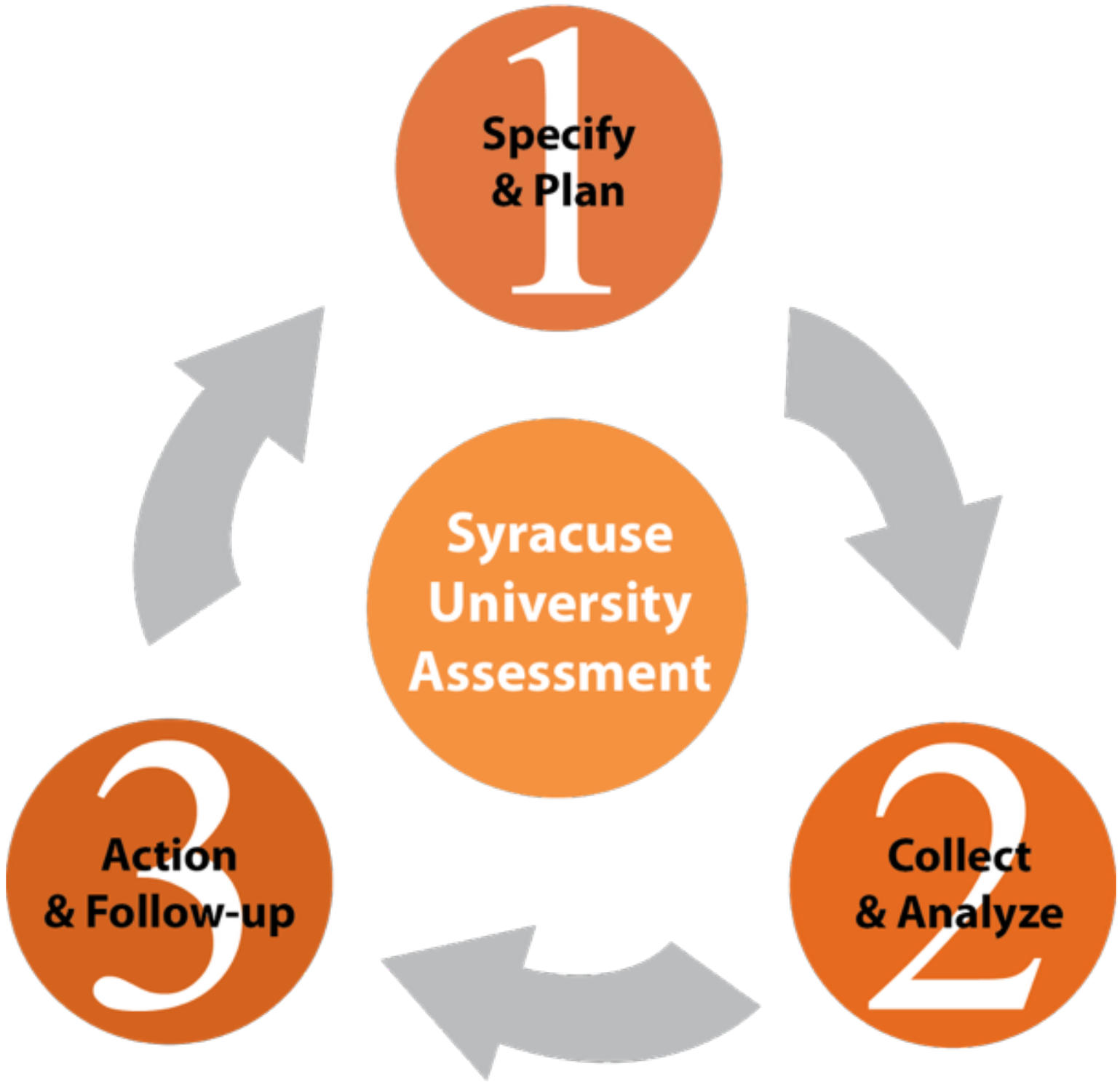
- Mission statements can be improved with the addition of clarifying statements.
- Mission statements may vary from the structure suggested above.

Source: University of Kentucky, Operational Outcomes Assessment

Our objective is for our students to learn about gender with an intersectional and transnational approach. To study gender either in one's own society or in the world, one must come to understand how gender ideas and practices take shape in relationship with ideas and practices about race, class, cultural identity, sexuality, nationality, and religion. Gender hierarchies and sexual domination figure in nearly every culture and society, and categories like "traditional vs. modern," or "West vs. East," can over-simplify and distort the significant variations and differences that exist in the world. The possibility of understanding and solidarity among women worldwide can only be achieved by an analysis of gender and gender oppression that places both within a global and intersectional framework.

Assessment & Action Plans

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1
Specify
& Plan
Syracuse
University
Assessment
2
Collect
& Analyze
3
Action
& Follow-up

Phase



Phase 1: Specify & Plan



- Specify student learning outcomes for each degree program.
- Map learning outcomes to courses (curriculum map)
- Specify information, evidence, and measures to be collected.
- Define the criteria used to determine success.

Assessment and Action Plan—Academic Degree Programs

School/College: **Degree Awarded:**

Academic Degree Program Title:

Web Address:

Description of Academic Degree Program:

PHASE 1			PHASE 2		PHASE 3	
Student Learning Outcomes How are students expected to change as a result of the program?	**Measures** What direct and indirect assessment measures will be used?	**Criteria** How will competency be determined?	**Results** What was learned in the assessment process?	**Interpretation** What do results mean to the program?	**Action** Based on the results and interpretation from Phase 2, what action will be taken?	**Follow-Up** How will you determine if the change made a difference?

Recommendations for improving the degree program assessment processes:

Prepared by: Date:

Phase 1: Specify & Plan

Student Learning Outcomes	Measures	Criteria
How are students expected to change as a result of the program?	What direct and indirect assessment measures will be used?	How will competency be determined?

Student Learning Outcomes

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Student Learning Outcomes

Student Learning Outcomes

Upon completion of the _____ in WGS students will be able to _____ .

Operational statements describing specific student behaviors that evidence the acquisition of desired knowledge, skills, abilities, capacities, attitudes, or dispositions.

Student Learning Outcomes

Student Learning Outcomes

Upon completion of the _____ in WGS students will be able to _____ .

- Written using active verbs.
- Describe what students should be able to do, know, or produce over time as a result of participation in the program.
- Are measurable.

Student Learning Outcomes

Appendix B
Learning and Developmental Outcome Action Verbs

This list of action verbs is adapted from Kemp's "Shopping List of Verbs" (2014) and based upon Bloom's Taxonomy of Learning. The list should be used to help specify actions and measures used for assessment. The verbs listed here can be used for any outcomes or objectives developed for an assessment plan. Each column includes (1) category from Bloom's Taxonomy of Learning, (2) definition of the category, and (3) action verbs associated with that category.

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Knowledge of terms, facts, conventions, classifications, etc.	Comprehension of ideas, translations, interpretations, extrapolation.	Use of knowledge, problem solving, etc.	Examination of parts of information.	Fusion of ideas to produce unique plan, structure, pattern, etc.	Forming judgments based on criteria and evidence.

Student Learning Outcomes

Student Learning Outcomes

Upon completion of the _____ in WGS students will be able to _____ .

- Written using active verbs.
- Describe what students should be able to do, know, or produce over time as a result of participation in the program.
- Are measurable.

Student Learning Outcomes

Non-example: Students will understand in-depth information of the (subject).

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Student Learning Outcomes

Example: Students will be able to synthesize in-depth information of (subject) in the development of a research proposal.

be
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in

Student Learning Outcomes

Your Turn

At the end of the BA or CAS degree in Women's and Gender Studies students will be able to:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Curriculum Maps

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Student Learning Outcomes/Course Matrix

School/College:

Academic Degree Program Title: **Degree Awarded:**

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Rating: * = introduced; ** = practiced; * = reinforced**

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Learning Outcome											
Learning Outcome											
Learning Outcome											
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Learning Outcome											
Learning Outcome											
Learning Outcome											
Learning Outcome											
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Prepared by: Date:

Measures

Measures

Measures

What direct and indirect assessment measures will be used?

- Direct Measures — Direct displays of knowledge and skills resulting from learning experience.

- Indirect Measures — Perceptions of learning or improvement rather than actual demonstrations.

Measures

Direct Measure: The research proposal, written as a capstone experience, is assessed against a faculty-developed rubric.

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Measures

Indirect Measure: Final course grades from the Crafting Research Proposals course.

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The Basic No-Frills Approach

(Walvoord, 2015)

Syracuse University

Student Learning Outcomes/Course Matrix

School/College: College of Agriculture

Academic Degree Program Title: Agricultural Sciences **Degree Awarded: B.S.**

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Students will be able to synthesize in-depth information of soil science in the development of a research proposal.		*		*		**		***
Students will demonstrate knowledge of effective farm business management strategies.					*		*	***
Learning Outcome 4								
Learning Outcome 5								

Prepared by: Professor Joe Strummer Date: 03/26/2015

The Basic No-Frills Approach

(Walvoord, 2015)

Department has developed student learning outcomes

Syracuse University

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The Basic No-Frills Approach

(Walvoord, 2015)

Learning Outcome 1 maps to 4 courses

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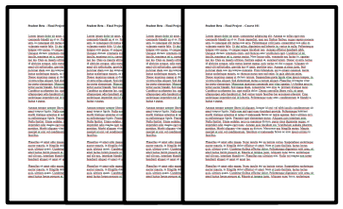
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(Walvoord, 2015)



Faculty Notes

or



Student Work

Syracuse University

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Across Courses

Syracuse University

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Across Courses

Learning Outcome 1 maps to 4 courses

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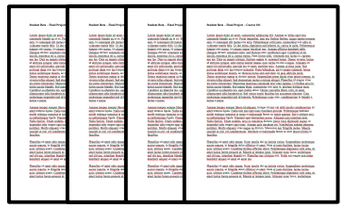
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Across Courses



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Measures Your Turn

Criteria

Criteria

Criteria
How will competency be determined?

- Determine criteria for success.
- Indicate a criteria for each identified measure.

Criteria

Example: Using a rubric with a scale of 1-5, 90% of the students achieve ratings of 4 or better.

Criteria Your Turn

Phases 2 & 3

Phase 2: Collect and Analyze



- Collect data specified in Phase 1.
- Analyze.
- Interpret results.

Phase 3: Action & Follow-up

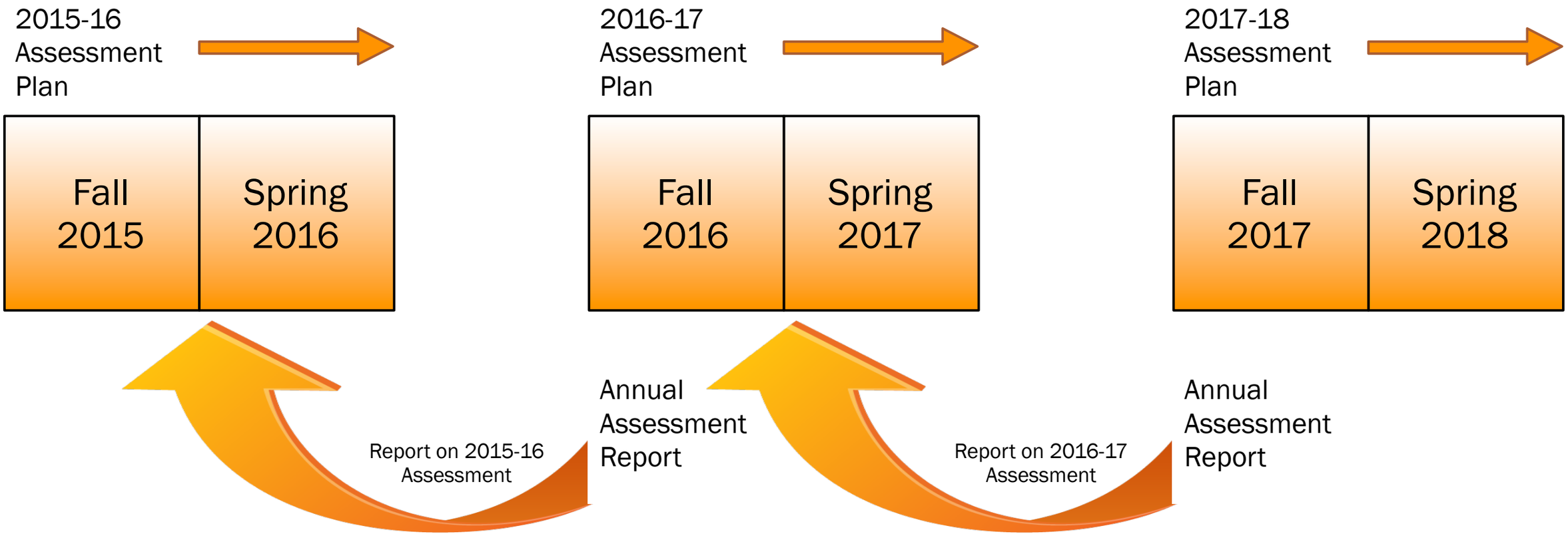


- Indicate changes.
- How will you know the change made a difference?

Annual Reports

Syracuse University | Institutional Effectiveness & Assessment

Assessment Plans & Reporting Cycle



SYRACUSE UNIVERSITY

The College of Arts and Sciences

Women's and Gender Studies

INSTITUTIONAL EFFECTIVENESS & ASSESSMENT

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