

*University Core and
Engaged Learning*
Assessment: Process,
Procedure and Results.

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Agenda

- *Engaged Learning and University Core* related to Loyola learning goals
- Process of assessing student learning within EL and Core courses
- Results
- Next steps
- Discussion (20 min)

Essentials of Loyola undergraduate learning:

Majors, Minors

Core Knowledge Areas

Historical

Literary

Scientific Literacy

Societal & Cultural

Philosophical

Theological & Religious Studies

Artistic

Ethics

Quantitative Analysis

Written Communications

Engaged Learning Requirement

Academic Internship

Fieldwork

Public Performance

Service-Learning

Undergraduate Research

Engaged Learning: Specifics

- As of Fall 2012, all undergraduate students are required to complete at least one Engaged Learning course/s totaling at least three (3) credit hours prior to graduation.
- The criteria to define Engaged Learning courses are those that provide all of the following:
 - A structured learning experience integrated into a course that engages students in learning outside the classroom, such as in a community agency, professional organization, or in a research setting;
 - Critical reflection on that experience through various assignments in class; and
 - Synthesis of the experience through a final project or portfolio.

Engaged Learning: Specifics

Three-tiered approach to assessment 2015 - 2016

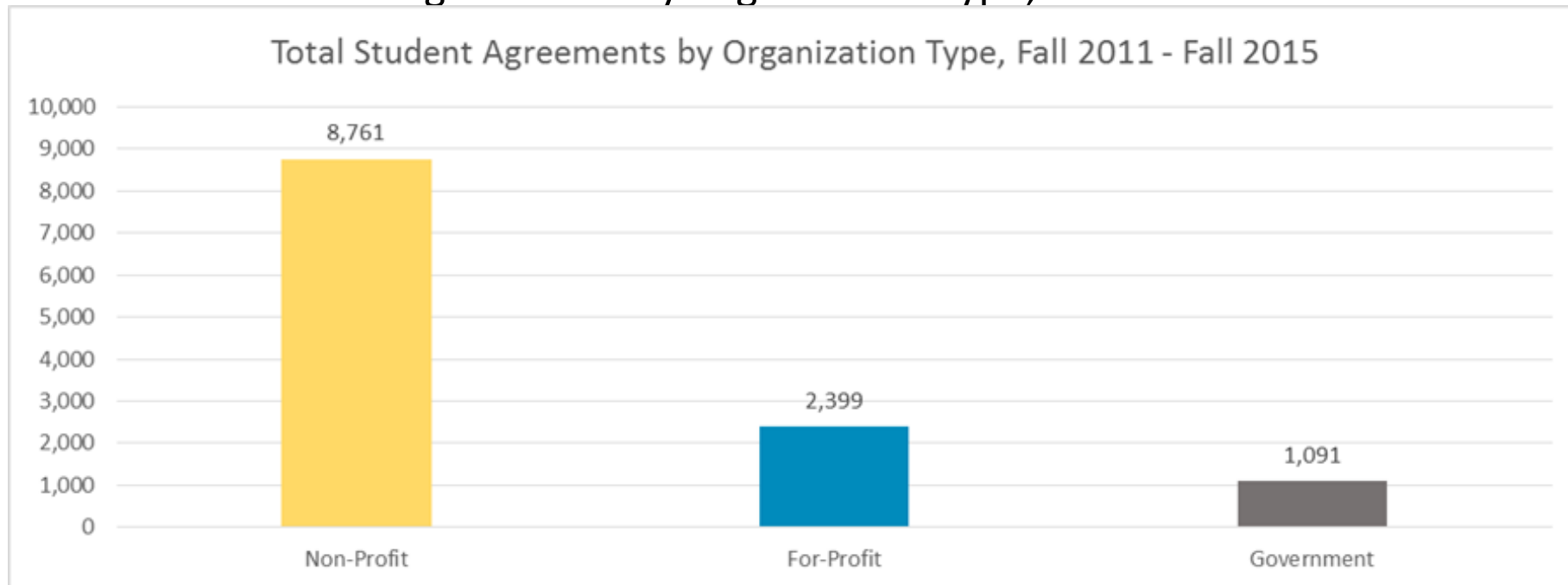
Assessment of the Engaged Learning University Requirement involved a three-pronged approach that included faculty and students:

- 1) Faculty submitted the course syllabus each semester to the Sakai project site entitled Engaged Learning Syllabi,
- 2) Students/Faculty entered their Engaged Learning placement/experience data into LOCUS, and
- 3) Students responded to a standardized reflection prompt at the end of the semester - the FOCUS of this presentation

Engaged Learning: Placement/Experience in LOCUS

- Collect program metrics (i.e. student placement, hours per week, paid/unpaid, learning objectives, narrative of experience) collected via LOCUS

Student Agreements by Organization Type, Fall 2011 – Fall 2015



University Core Curriculum: Specifics

Knowledge Areas:

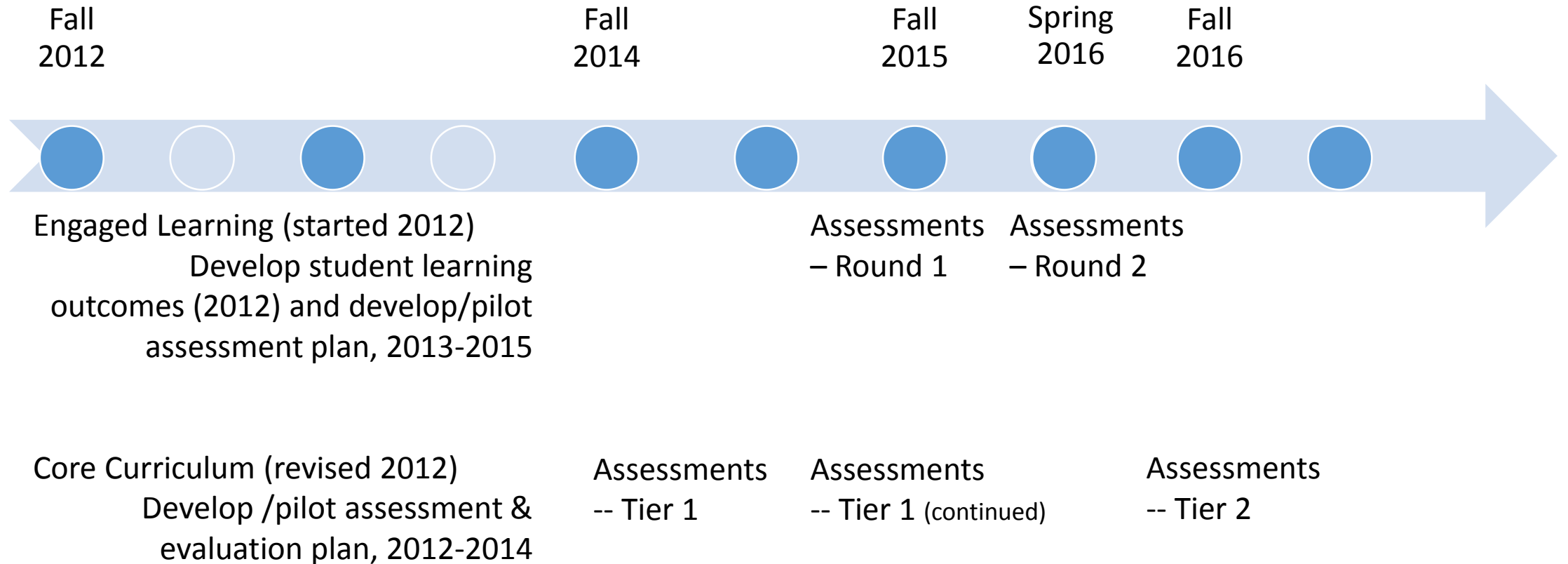
Tier I then Tier 2 for each

	Competencies	Courses	Departments/ Academic Units
Historical	4	4 T1, 13 T2	3
Literary	5	1 T1, 22 T2	3
Scientific Literacy	7	1 T1, 18 T2	5
Societal and Cultural	6	4 T1, 13 T2	6
Philosophical	4	1 T1, 13 T2	2
Theological and Religious Studies	5	2 T1, 14 T2	1

One course for each

Artistic	8	35	5
Ethics	5	4	2
Quantitative Analysis	4	6	4
Written Communication	11	1	1

Timeline: Assessment processes



Process: How to assess student learning within Core and Engaged Learning courses?

Engaged Learning	Core Knowledge Areas
Every semester from Fall 2013-Spring 2016; Three year cycle after Spring 2016	Single semester per KA per Tier; Full coverage over five years, multiple phases
Large scale, Engaging multiple departments and faculty	
Reflection essays assessed with a rubric	Varied methods including rubrics, pre to post scores
Formative assessment (use results for continuous improvement of student learning and process)	

Process: How to assess student learning within Core and Engaged Learning courses?

Engaged Learning (Fall 2013-Spring 2016)	Core Knowledge Areas (Fall 2012-Spring 2015)
380 sections (F15), 328 (Sp16) 3297 student-artifacts	188 sections 4200 student-artifacts
25-30 faculty review committee	100 faculty
Standard artifact and rubric	Each dept used own method
Tied to competencies developed at university-level	

Engaged Learning: Methodology

1. Student Learning Outcomes

Loyola students will be able to:

synthesize out-of- classroom and in-classroom learning through reflection

relate the experience of engaged learning to intellectual, personal, professional, and/or civic development

connect the engaged learning experience to the mission of Loyola University Chicago to expand knowledge in the service of humanity through learning, justice, and faith

2. Sample

- 300 students, selected using stratified sampling based on enrollment in each of the five Engaged Learning categories

Engaged Learning: Methodology (continued)

3. Prompt given to students

Loyola University Chicago's Mission Statement:

"We are Chicago's Jesuit Catholic university- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice, and faith."

In an effort to assess the Engaged Learning University requirement, we ask all students enrolled in an Engaged Learning course to complete this reflection. Referencing Loyola's mission statement above, compose a written reflection (at least 2 pages, double-spaced) that connects your in-class and out-of-class experience responding to the following:

How did your Engaged Learning experience help you to connect to the mission?

How did the Engaged Learning experience in this course impact your personal, intellectual, civic and/or professional development?

Engaged Learning: Methodology (continued)

Engaged Learning Rubric

Levels/Criteria	Does Not Meet/ Partially Meets Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	Score/Level
Synthesis through Reflection	Does not clearly connect out-of-class and in-class experiences as they relate to the Engaged Learning Experience, or does not demonstrate meaningful reflection upon the experience.	Articulates clear connections between the in-class and out-of-class components of the Engaged Learning Experience, and reflects meaningfully upon the experience.	Demonstrates clear connection/s between the in-class and out-of-class components of the Engaged Learning Experience, and demonstrates exceptional insight in meaningful reflection upon the experience.	
Relate Experience to Development	Lacks clear connection between the Engaged Learning experience and the student's intellectual, personal, professional, and/or civic development, or does not demonstrate meaningful reflection upon the experience.	Clearly articulates how the Engaged Learning experience contributed to the student's intellectual, personal, professional, and/or civic development, and reflects meaningfully upon the experience.	Clearly articulates how the EL experience contributed to intellectual, personal, professional, and/or civic development, and demonstrates exceptional insight in meaningful reflection upon the experience.	
Connect Engaged Learning to Loyola University Chicago Mission	Does not articulate a clear connection between the Engaged Learning experience and Loyola's mission to "expand knowledge in the service of humanity through learning, justice, and faith."	Articulates a clear connection between the Engaged Learning experience and Loyola's mission to "expand knowledge in the service of humanity through learning, justice, and faith."	Demonstrates how the Engaged Learning experience helped <u>put into action</u> Loyola's mission to "expand knowledge in the service of humanity through learning, justice, and faith."	

University Core Curriculum: Methodology

For each Knowledge Area *

- Department chairpersons met with Core Director for discussion of assessing student learning
 - Competencies and Learning Objectives (LO) to be assessed
 - Timeline for engaging faculty and carrying out one-semester data collection
 - Selection of a method fitting KA-specific LO and resources available
 - Selection of a method that considers students' knowledge coming into course
- Chairpersons and their faculty designed, carried out and reported back
 - Resources available through Provost Office and an evaluation team
- Assessments of Tier 1 and single courses first, then Tier 2
- Additional evaluation data collected around University Core Curriculum program

* Not every department engaged, focus on who taught a large proportion of the courses within each KA

University Core Curriculum : Methodology (continued)

Variation by Knowledge Area and department/ unit

- Which competencies and learning objectives
- Single tool or by department, course
- Sampling: Balance representation and resources
- Who designed
 - Faculty as individuals
 - Committees and groups
 - Role of chair, assessment coordinator
- Who scored/ managed data: Faculty, graduate students, evaluation team
- Reflection processes

Pre- and post- assessment across semester: Almost all departments

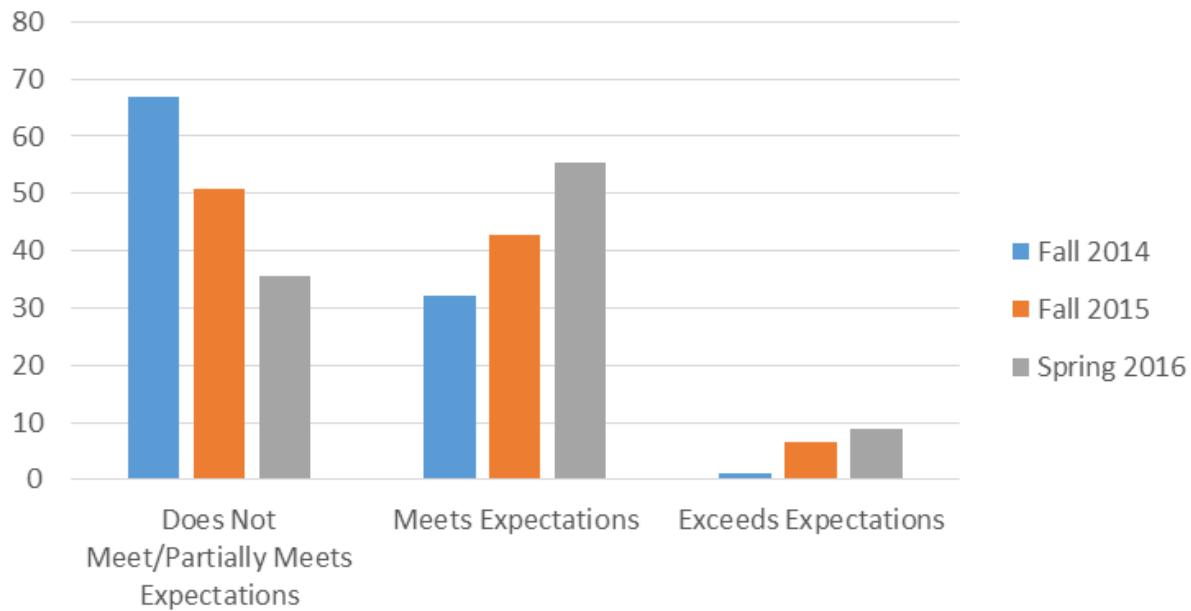
- Primarily multiple questions (multiple choice, short answer)
- Also essays using rubrics
- Matched pre- and post- by student: Eight departments

Results: What are students learning within University Core and Engaged Learning courses?

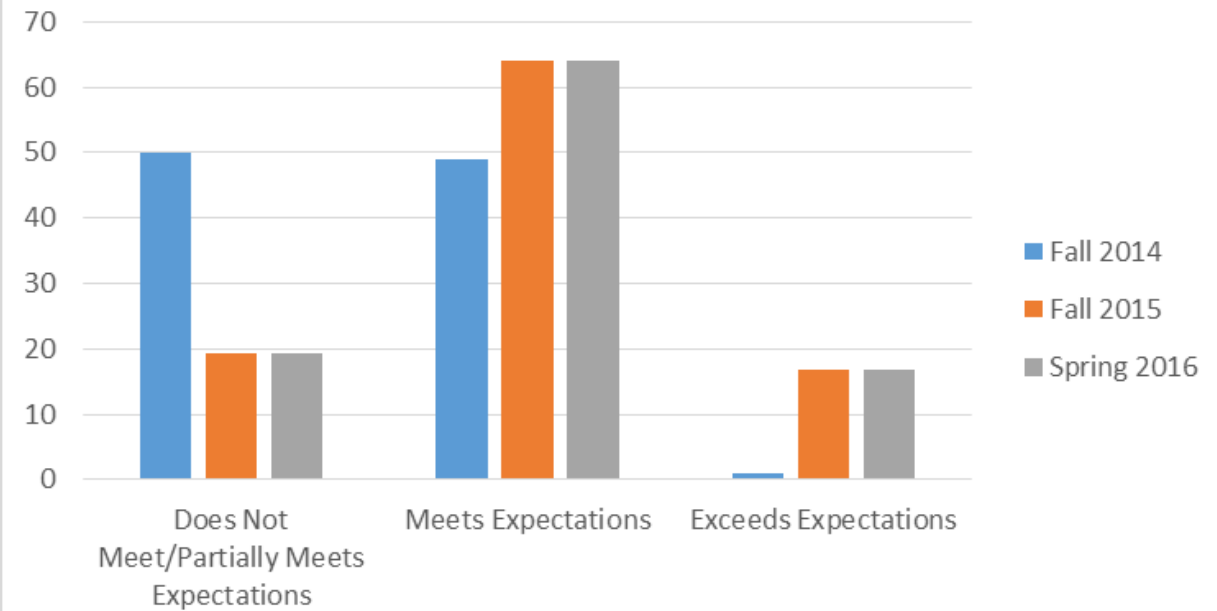
Engaged Learning	Core Knowledge Areas
Improvement in engaged learning from 2014 to 2015	Improvement on competencies across semester in all Areas

Engaged Learning: Results

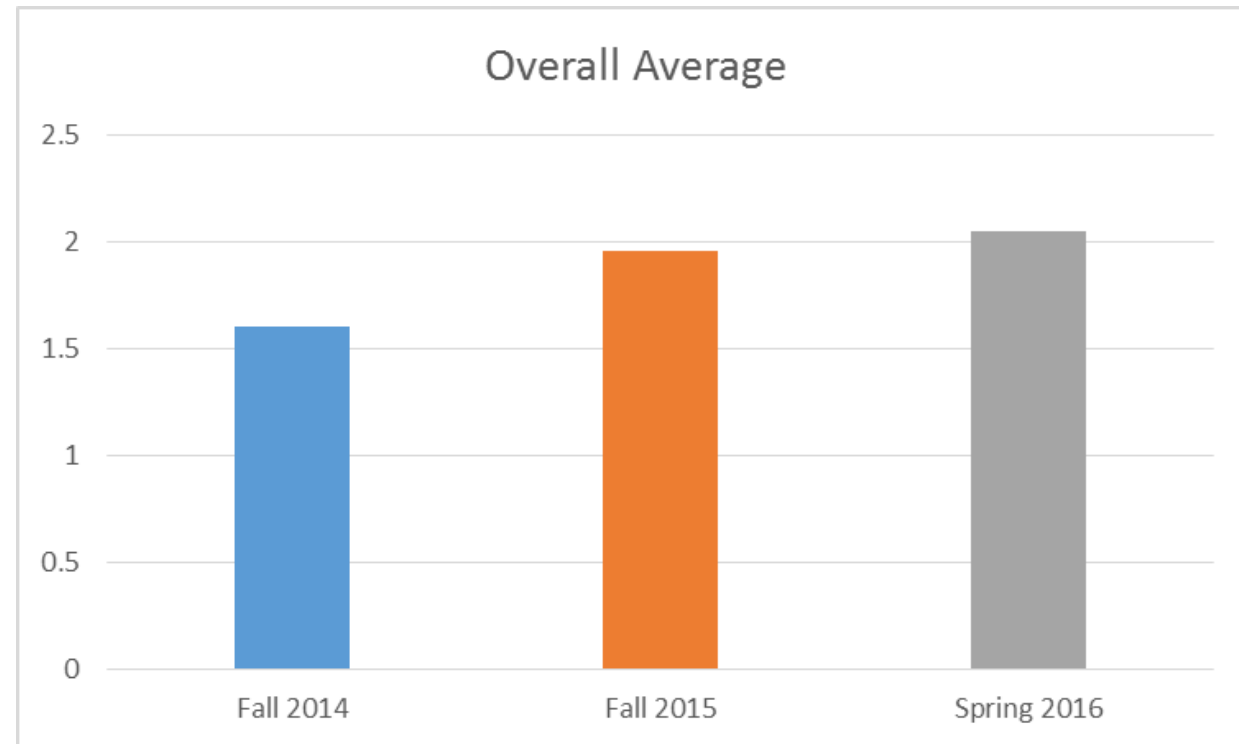
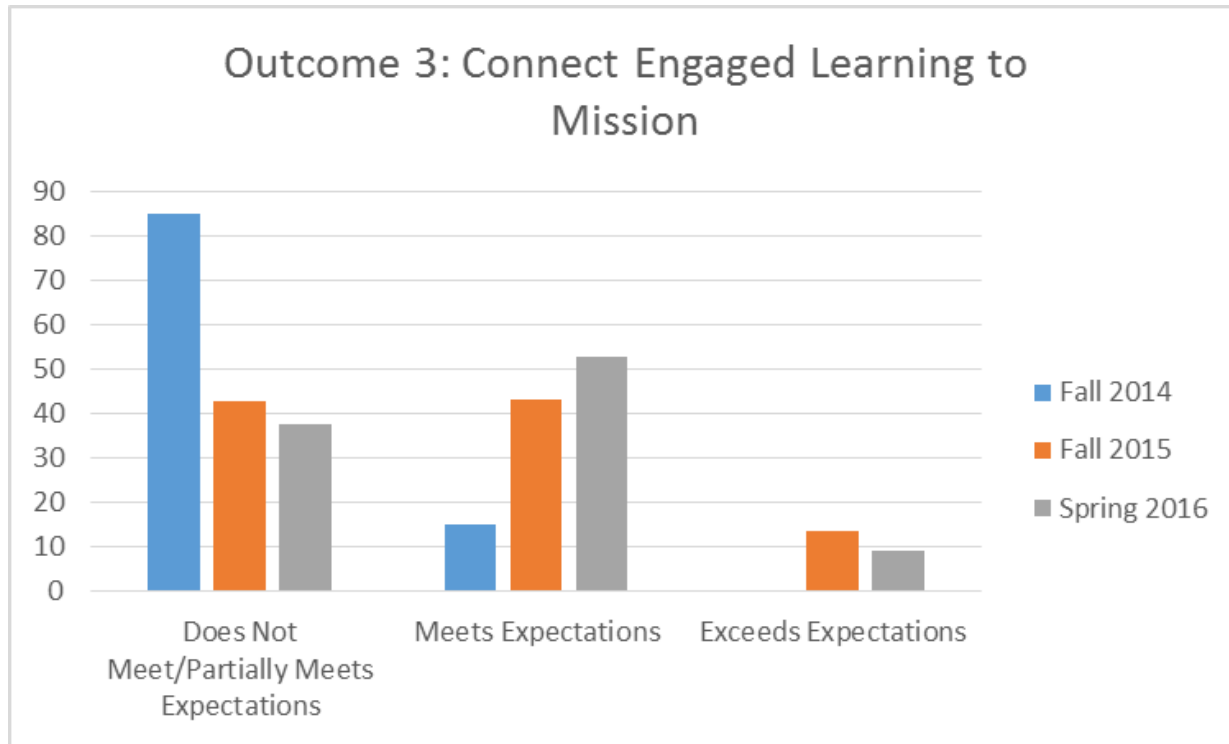
Outcome 1: Synthesis Through Reflection



Outcome 2: Relate Experience to Development



Engaged Learning: Results (continued)



Note: The prompt given to students was changed before the Fall 2015 semester based on the assessment results for Outcome #3

University Core Curriculum: Results

100% of Knowledge Areas had positive growth or end of semester achievement levels

Variance in how results reported ... but most often used
... **Avg Percent Correct or Mean Score**
... **Pre- compared to Post-**

Also **variance** with some departments when they used above...

- Statistically testing significance of pre-post difference
- Sharing score distributions on pre and post tests
- Disaggregating findings by
 - specific learning outcomes or overall
 - section
- Reporting benchmarks that they expected students to achieve on post-tests
- Sharing matched pre and post data for all students and making qualitative comments

Next Steps: Spring, Summer, Fall 2017

Engaged Learning	Core Knowledge Areas
Comprehensive analysis – trends over time, aggregated by group	Complete Tier 2 assessments; Collect program evaluation data via survey students in Tier 2 courses and faculty focus groups
Continue to enlarge faculty review committee	Comprehensive analysis of all assessment and evaluation data
Provide faculty development on teaching effective reflective practice	Inform faculty discussion and review of Core

Discussion

- What is your opinion on how students would answer this question:
To what extent was your experience in specific Knowledge Area Core courses or Engaged Learning courses very influential to your success at Loyola (and beyond Loyola)?
- If you participated in these assessments of EL or Core, what worked? How could these processes be improved?
- What are the successes and challenges of EL and the Core from your perspective and your department's?

Thank you!

Please talk further with us about this and other ongoing work.

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University Core Curriculum <http://luc.edu/core/index.shtml>

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