



CTLA

2021-2022 Opening Session



CTLA Members

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Mission

Center for Teaching, Learning, and Assessment is a group of academic leaders who provide a virtual and physical resource hub for students, faculty and staff to promote meaningful learning and student success by facilitating innovation, collaboration, and effectiveness in the classroom and the EOU community.



Focus Areas

1. Community of Practice
2. Professional Development
3. Assessment
4. Innovation



What we did in AY 2020-2021

- Established new Mission, Vision, Focus Areas, and Goals for CTLA
- Reviewed and updated cycle of assessment (Focus Area 3)
 - Established a new assessment calendar
 - Streamlined the assessment process
 - Ensured strategic engagement with University Learning Outcomes on a regular basis (COM, CT, INQ, CE, DPD, and UWR).
 - Updated assessment rubrics
 - Completed assessment of COM and DPD
- Provided targeted faculty training on assessment and pedagogy (Focus Areas 1,2,3,4)
- Revised the EOU Assessment Handbook (Focus Area 3)
- Assisted with NWCCU Mid-Cycle Report (Focus Area 3)
- Implemented the GEER Funding Grant (Focus Areas 1,2,3,4)
- Provided the New Faculty Institute (Focus Areas 1 and 2)



What is Coming in AY 21-22

- Identification of “backbone” courses in each program for assessment and assessment overview by college (fall term)
- Targeted faculty training on upcoming assessment cycle (fall and winter terms)
- Assessment of Critical Thinking and DPD Outcomes (fall and winter terms)
- AAC&U Rubric Pilot Program (fall and winter terms)
- Assessment Analysis (spring term)
- Faculty Workshops for all by college- one per term
 - Beginners Track
 - Advanced Track
- DPD Training Opportunity - Cornell Certificate Program (all year)
- New Faculty Institute (summer 2022)

Faculty Workshops

Fall term:

- Introduction to assessment
- Crafting and Using Rubrics

Winter term:

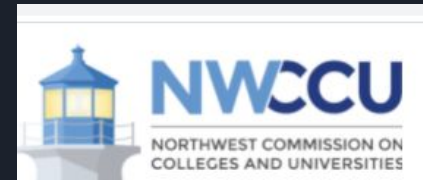
- How to write course and program outcomes
- Assessing the capstone

Spring term:

- How to map course and program outcomes
- Aligning outcomes and assessments

NWCCU Accreditation Process

- 7-year cycle (next accreditation visit - 2025-'26)
 - Year 3: Mid-cycle visit (2021-'22)
 - Year 6: Compliance visit
 - Year 7: Accreditation visit
- Peer evaluations
 - Focus on mission fulfillment
- Annual reports
- Address recommendations provided during the 7-year cycle visit
- *Standards were revised in 2019
 - Two standards with multiple subcategories:
 - Standard One - Student Success, and Institutional Mission and Effectiveness
 - Standard Two - Governance, Resources, and Capacity





New Standards - relation to CTLA creation

Institutional Responses to standards to new standards (2019): CTLA developed

Under the new standards - assessment is applied broader than before - mostly gen eds...now it's bigger

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.



NWCCU Mid-Cycle Report

4 recommendations from 2018 visit:

- 3 & 4 - Programmatic assessment
 - Recommendation #3: Fully implement and sustain an effective system of evaluation of all its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes and evaluate the impacts of program and service changes (Standard 4.A.2).
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 - Recommendation #4: Improve core theme assessment and the utilization of assessment data, so that results of core theme assessments and results of assessments of programs and services are completed regularly throughout the accreditation cycle; are consistently used for improvement by informing planning, decision making, and allocation of resources and capacity, for example, fundraising and budget planning; and made available to appropriate constituencies in a timely manner (Standard 4.B.1).
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Institutional Level Teaching Support & Training

Provides instructors with primary Canvas (LMS) training and support.

- Online Canvas course
- One-on-One and on-call Canvas assistance
- Course quality reviews

Foster campus “Community of Practice”

- Teaching Learning Technology Roundtable
- Summer Teaching Institute

Other technology trainings

- Ally (Accessibility analysis software in Canvas)
- G Suite (Google Tools: Drive, Docs, Slides, Sheets, Forms, etc.)
- Zoom
- SWIVL



AAC&U Value Rubrics : An Overview

VALUE (Valid Assessment of Learning in Undergraduate Education)

- A campus-based assessment approach developed and led by AAC&U.
- VALUE rubrics provide needed tools to assess students' own authentic work, produced across students' diverse learning pathways, fields of study and institutions, to determine whether and how well students are meeting graduation level achievement in learning outcomes that both employers and faculty consider essential.
- There are sixteen VALUE rubrics developed by faculty across the nation that are used to measure Essential Learning Outcomes that all students need for success in work, citizenship, and life.
- The VALUE rubrics are being used to help institutions demonstrate, share, and assess student accomplishment of progressively more advanced and integrative learning.
- The VALUE rubrics include Inquiry and Analysis, Critical Thinking, Creative Thinking, Written Communication, Oral Communication, Quantitative Literacy, Information Literacy, Reading, Teamwork, Problem Solving, Civic Knowledge and Engagement—Local and Global, Intercultural Knowledge and Competence, Ethical Reasoning and Action, Global Learning, Foundations and Skills for Lifelong Learning, and Integrative Learning.



Multi-year pilot study - AAC&U Value Rubrics

EOU will be using the AAC&U 1) Critical Thinking and 2) Intercultural Knowledge and Competency rubrics. These have been uploaded to Canvas.

This is a pilot study and we are using AAC&U rubrics as a valid and reliable assessment tool.

Assessment data will be collected and used to learn where we are exceeding and to help us with continuous improvement.

Rubrics used in the past do not necessarily meet the needs of external review (i.e. accreditation, program review).




AAC&U Critical Thinking Rubric

Definition: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

- This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.
- This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

AAC&U Critical Thinking Rubric

	Optimal 4	Moderate 3	2	Suboptimal 1
Explanation of issue	Issue/problem is conceptualized clearly, is well stated, described comprehensively, defining all relevant information necessary for full understanding.	Issue/problem is conceptualized clearly, is well stated, described, and identified as their understanding is not entirely impacted by omissions.	Issue/problem is conceptualized clearly, is well stated, but description leaves some items undefined, ambiguous, unexplained, insufficiently understood, and/or inadequately explained.	Issue/problem is conceptualized clearly, is well stated, but without definition or description.
Evidence Using relevant information through a form of analysis	Information is clear from source(s); not enough integration/analysis. A strong comprehensive analysis or synthesis. Terminology of signs are processed thoroughly.	Information is clear from source(s); not enough integration/analysis. A strong synthesis analysis or synthesis. Terminology of signs are relevant, gathering.	Information is clear from source(s); not some integration/analysis, but not enough in defining a relevant analysis or synthesis. Terminology of signs are clear as they are not fully gathered.	Information is clear from source(s); without any integration/analysis. Terminology of signs are clear as they are not gathered.
Influence of biases and assumptions	Thoroughly (systematically and methodically) analyzes and identifies assumptions and carefully analyzes the relevance of biases when presenting a position.	Identifies and identifies assumptions and careful relevant sources when presenting a position.	Questions some assumptions. Identifies several relevant sources when presenting a position. May be more aware of others' assumptions than analysis for the issue.	Shows an emerging awareness of preconceptions (perhaps little awareness of assumptions). Signs of clearly unreasonable when presenting a position.
Student's position (preference, thesis/hypothesis)	Specific position (preference, thesis/hypothesis) is integrated, along with assessing the implications of an issue. Logic of position (preference, thesis/hypothesis) are articulated. Other points of view are synthesized with position (preference, thesis/hypothesis).	Specific position (preference, thesis/hypothesis) also includes assessing the implications of an issue. Other points of view are articulated with position (preference, thesis/hypothesis).	Specific position (preference, thesis/hypothesis) articulates differentiation of an issue.	Specific position (preference, thesis/hypothesis) is stated, but is incomplete and abstract.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (implications and consequences) are logical and reflect student's informed analysis and ability to give evidence and preferences discussed in priority order.	Conclusion is logical and is a range of information, including appropriate outcomes, related outcomes (implications and consequences) are identified clearly.	Conclusion is logical and is information (issues information is shown in the final conclusion). Some related outcomes (implications and consequences) are identified clearly.	Conclusion is incoherently and is some of the information discussed, related outcomes (implications and consequences) are unarticulated.



AAC&U Intercultural Knowledge and Competency Rubric

Definition*: Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts."

- The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning.
- The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

*Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.

AAC&U Intercultural Knowledge and Competence Rubric

	Expert 4	2	1	Minimal 2	Developing 1
Knowledge <i>Cultural apt. course</i>	Analyzes insights into non-student rules and norms (e.g. seating complexity, views of hierarchy) his experiences have shaped their rules, and how to recognize and respond to student norms resulting in a shift in self-behavior.	Recognizes non-progressive ideas and norms (e.g. non-leaking fire extinguishers, uncomfortable rule, the complexity of non-progressive ethics)	Identifies non-student rules and norms (e.g. with a strong preference for these rules shared with non-student group and with the norm in others)	Shows minimal awareness of non-student rules and norms (from those shared with non-student group) (e.g. uncomfortable rule identifying possible student differences with others)	
Knowledge <i>Knowledge of cultural variables, phenomena</i>	Demonstrates sophisticated understanding of the complexity of diverse imperatives: members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and processes.	Demonstrates adequate understanding of the complexity of diverse imperatives: members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and processes.	Demonstrates partial understanding of the complexity of diverse imperatives: members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and processes.	Demonstrates surface understanding of the complexity of diverse imperatives: members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and processes.	
Skills <i>Depth</i>	Integrates intellectual responses from the perspectives of non and more than one variables and demonstrates ability to act in a supportive manner that recognizes the feelings of another student group.	Recognizes intellectual and emotional dimensions of more than one variables and sometimes acts more than one variables in interactions.	Identifies components of other student perspectives but regardless of students with non variables.	Views the responses of other students through non-student variables.	
Skills <i>Oral and written communication</i>	Analyzes examples understanding of cultural differences in verbal and nonverbal communication (e.g. demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct indirect and explicit implicit meanings) and is able to effectively recognize a shared understanding based on these differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication, and begins to recognize a shared understanding based on these differences.	Identifies some cultural differences in verbal and nonverbal communication, and is more than minimally understanding on issues based on these differences but is still unable to recognize a shared understanding.	Has minimal level of understanding of cultural differences in verbal and nonverbal communication, is unable to recognize a shared understanding.	
Attitudes <i>Group</i>	Actively engages partners from other cultures, sets up and maintains activities with partners that reflect multiple cultural perspectives.	Actively engages partners from other cultures and sets up activities with these partners.	Actively engages partners from other cultures.	Shows minimal interest in learning more about other cultures.	
Attitudes <i>Open</i>	Engages and develops interactions with culturally different others. Suspends judgments in relating to/his interactions with culturally different others.	Engages in initial and developing interactions with culturally different others. Begins to suspend judgments in relating to/his interactions with culturally different others.	Engages in interactions with culturally different others. Has difficulty suspending any judgments in relating to/his interactions with culturally different others, and is more of non-judgments and expresses a willingness to change.	Engages in interacting with culturally different others. Has difficulty suspending any judgments in relating to/his interactions with culturally different others, but is unaware of non-judgments.	