

HLC Annual Conference 2012

Leveraging LEAP to Enhance Assessment

Jo Beld

Director of Evaluation and Assessment

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Session agenda:

- ❖ **LEAP “essential learning outcomes”**
- ❖ **LEAP-leveraging instruments**
- ❖ **Extensions and applications**

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Leveraging LEAP to enhance assessment



The Essential Learning Outcomes

Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

★ Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

★ Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

★ Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

★ Integrative and Applied Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

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Essential Learning Outcomes Assessment (ELOA)

Content:

- ❖ Part of an “everyone plays” first-year and senior assessment initiative in 2009-10; complemented CLA administration
- ❖ Designed by faculty-staff-student team
- ❖ Yielded both quantitative and [extensive] qualitative data

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Essential Learning Outcomes Assessment (ELOA)

Findings:

- ❖ Response rates of 91% (FY) and 74% (SR)
- ❖ Critical thinking and effective writing were the most frequently practiced
- ❖ Seniors more likely than first-years to see broad application of ELO proficiencies
- ❖ Senior results tracked well with relative weight of different outcomes in GE

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Essential Learning Outcomes Assessment (ELOA)

Applications:

- ❖ Promoting student awareness of the outcomes
- ❖ Data for General Education assessment
- ❖ Evaluation of Lilly-funded “Lives of Worth and Service” project

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Study Abroad Learning Assessment

Content: Informed by -

❖ Intended learning outcomes for international programs:

- ✓ Knowledge of another place in the world
- ✓ Familiarity with global interconnectedness
- ✓ Ability to compare and contrast culture & place
- ✓ Enhanced intercultural competence
- ✓ Enhanced likelihood of further study/engagement

❖ LEAP Essential Learning Outcomes

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Study Abroad Learning Assessment

Findings:

- ❖ Indirect evidence that study abroad cultivates several LEAP outcomes, particularly oral communication, critical thinking, and integrative thinking
- ❖ LEAP outcome data complements positive findings on other learning and personal development outcomes
- ❖ Questionnaire completion prompted students to reflect on their learning

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Study Abroad Learning Assessment

Applications:

- ❖ Program review
- ❖ College admissions and study abroad program recruitment
- ❖ Grant applications
- ❖ Dissemination to parents and alums

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Three more projects

- ❖ *Interdisciplinary Concentration Learning Outcome Assessment* – for department/program assessment
- ❖ *Polaris Project Arctic Ecosystems Survey* – for grant-funded undergraduate research assessment
- ❖ *Higher Education Data-Sharing Consortium Alumni Survey* – for institutional-level assessment (<http://www.hedsconsortium.org/unit-record-survey-admin-2012/>)

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What ideas do these instruments spark for you?

How might you adapt one or more of them at your institution, and how could the results be useful?



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Extensions and applications: Where else are we LEAPing?

- ❖ *SLIC* – The St. Olaf Student Learning Item Catalog
- ❖ *"Don't Just Check Off Those Requirements!"*
- ❖ *Criteria for tenure/promotion*

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Student Learning Item Catalog

Index of survey items

Academic Year 2011-2012

<http://www.stolaf.edu/offices/ir-e/assessment/SLIC/SLIC-public.pdf>

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Don't just  off those requirements!

Oral Communication

employers said:

89% of employers say colleges should place more emphasis on developing effective oral communication skills.

seniors said:

"I'm glad I have taken [ORC] courses as they have offered me more confidence in presenting my ideas to others."

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Incorporation into criteria for tenure/promotion

Faculty Manual 4.VII.C.1.b):

“Promoting student learning in relation to the broader outcomes of liberal education, such as the ability to think critically, communicate effectively, work creatively, engage diverse perspectives, integrate and apply knowledge to new problems or settings, and reflect thoughtfully on questions of religious, ethical, social, or global significance.”

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Leveraging LEAP to enhance assessment

Where can LEAP be leveraged on your campus, and to what effect?

What challenges would you confront?
What benefits might result?

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