



# **Student Learning Assurance at University of San Francisco: Mission, Learning, and Success**

**A Presentation to the  
“3<sup>rd</sup> Symposium on Quality Assurance of Private  
Universities in an Age of Globalization”**

**William d. Murry, Ph.D.**

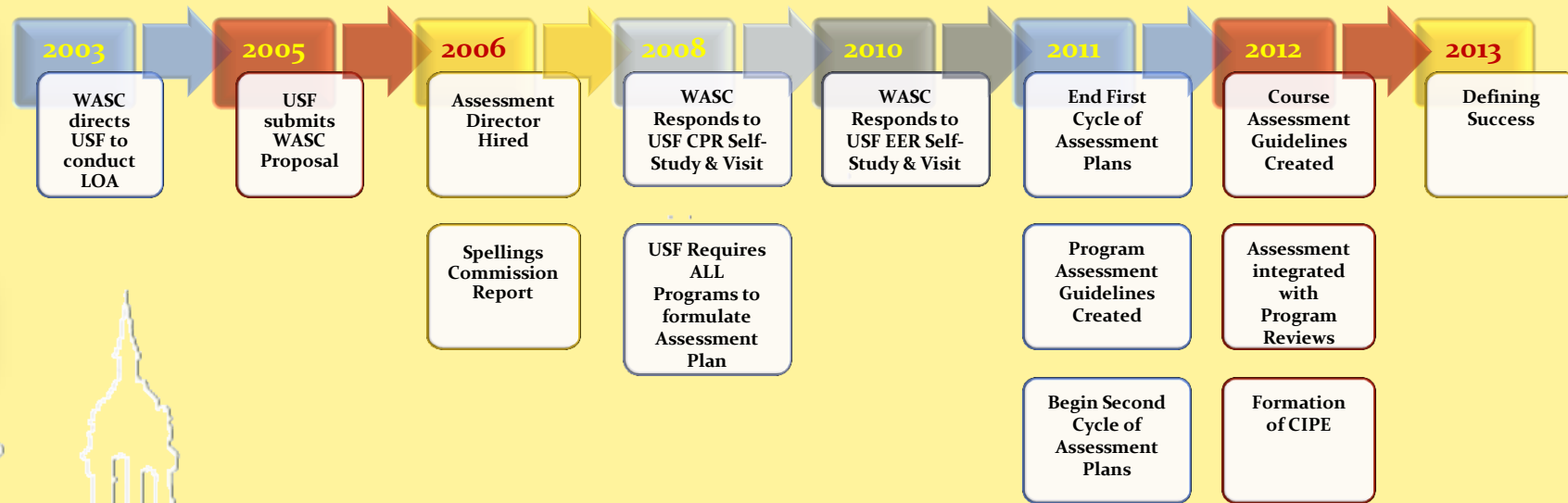


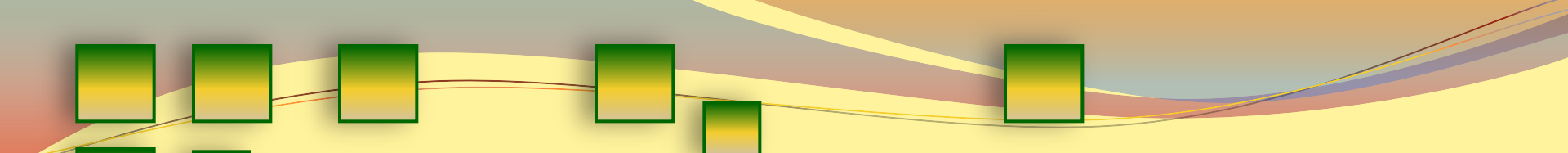
**UNIVERSITY OF SAN FRANCISCO**

Office of Student Learning Assurance

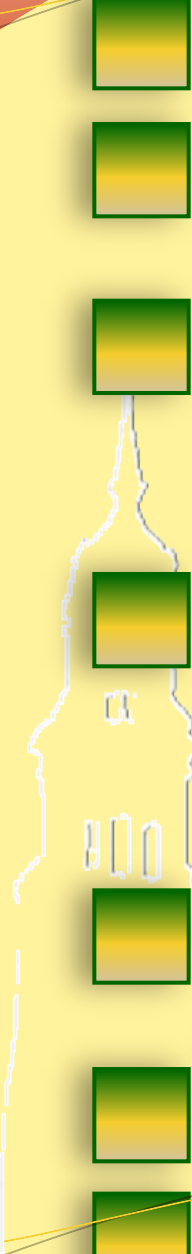
12 March 2013

# Learning Assurance at USF: Timeline 2003 - 2013





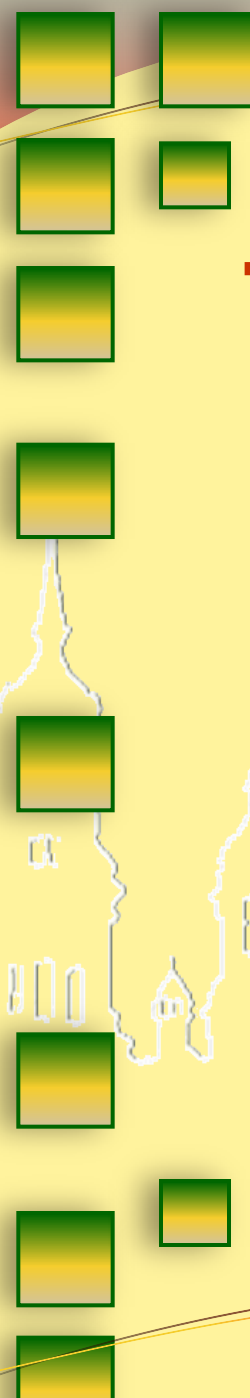
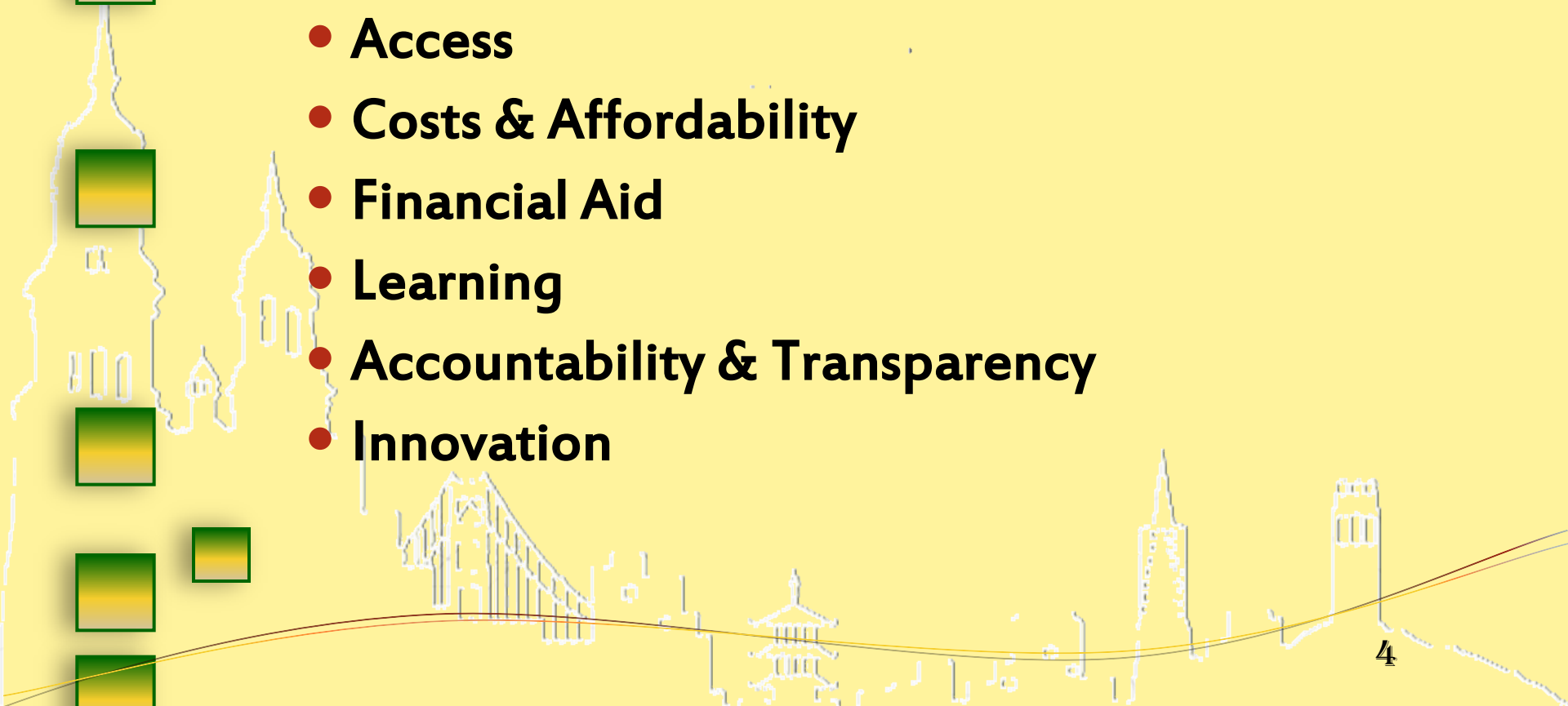
## WASC 2003 directives for student learning assurance at USF



**“Assessment.** ...assessment in general is a key component of institutional planning..., there is a need to extend the assessment of student learning across the University, to embed it within the culture of the institution, and to integrate assessment results into program improvement and planning... The faculty and administration have collective responsibility for improving student learning and academic achievement. This involves the setting of learning goals, systematic evaluation of student...results, the use of these results for...program improvement... **Further progress in working with and improving student learning will be a key focus of the next comprehensive review.”**


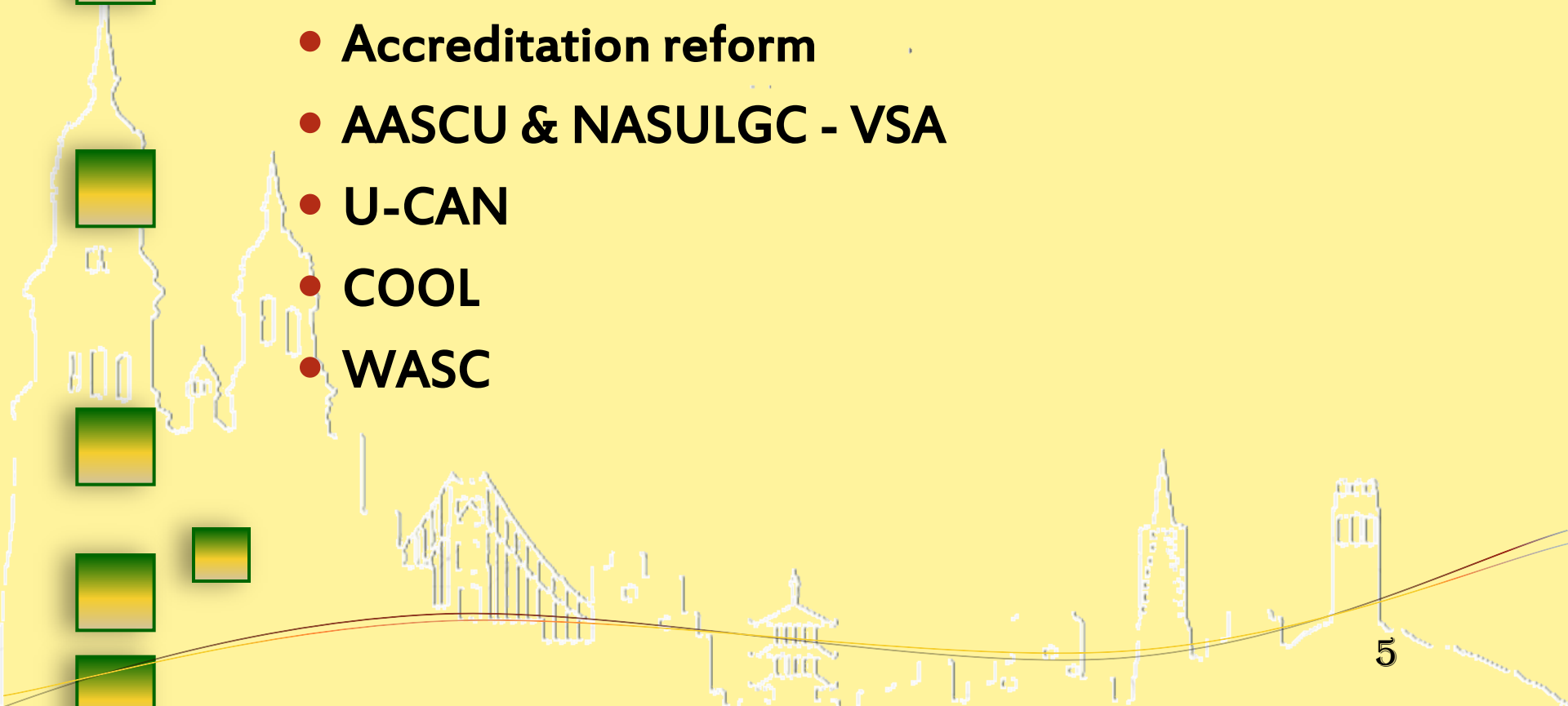


# **Department of Education and The Spellings Commission Findings:**

- 
- **Value of higher education**
  - **Access**
  - **Costs & Affordability**
  - **Financial Aid**
  - **Learning**
  - **Accountability & Transparency**
  - **Innovation**
- 




# **The Spellings Commission Effects:**

- **Relevancy**
  - **Value-added**
  - **Accreditation reform**
  - **AASCU & NASULGC - VSA**
  - **U-CAN**
  - **COOL**
  - **WASC**
- 
- 



## WASC 2008 Reaction to USF's Capacity Review and Site Visit

### “Educational Effectiveness.

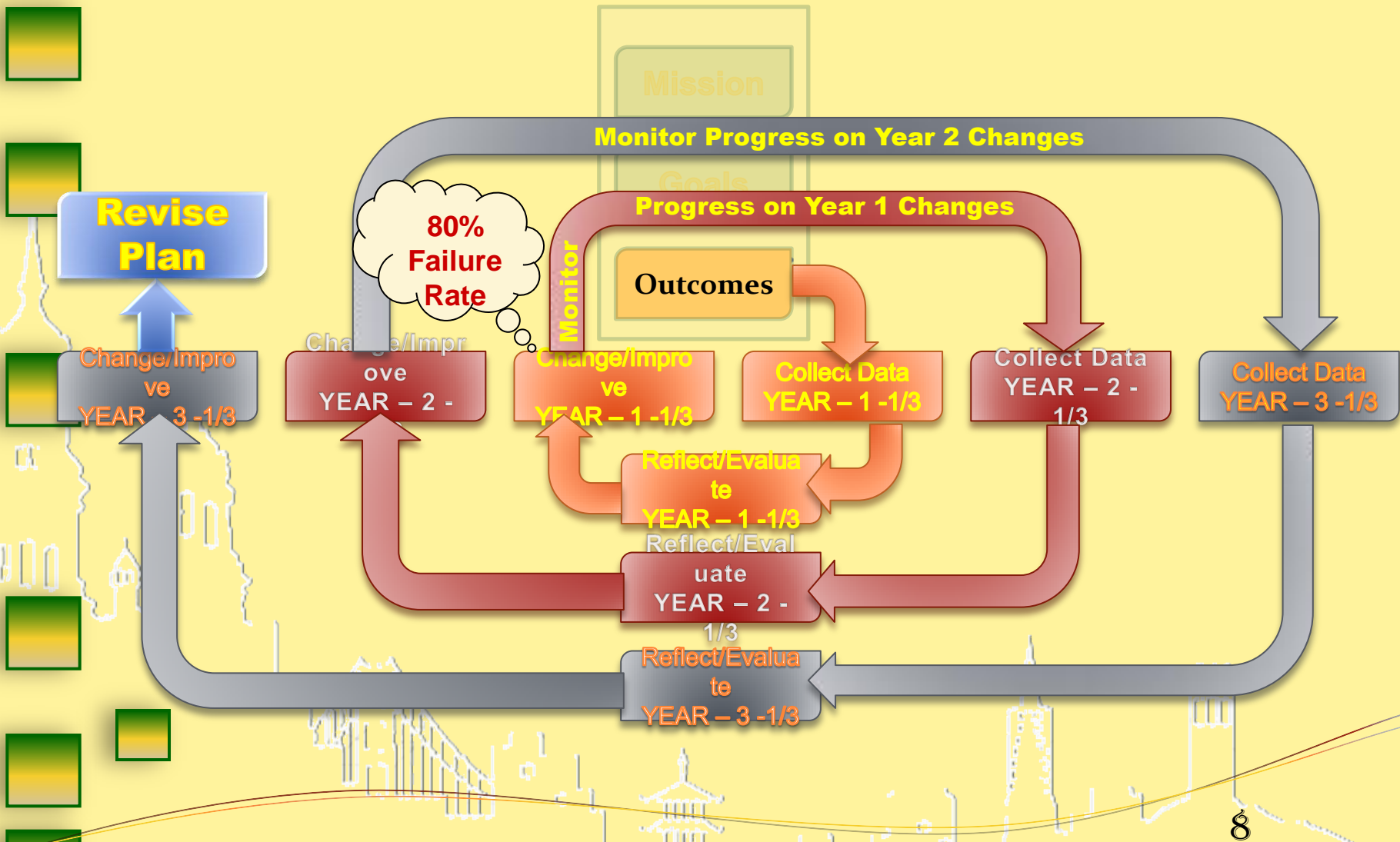


USF has an uneven record on assessment, despite the explicit emphasis on assessment in both the Institutional Proposal and the Capacity and Preparatory Report... Standards of evidence are not strongly developed, linkages between course and program outcomes are not always clearly articulated, and feedback loops are not always evident... The University needs to **give focused and sustained attention** to the direct evaluation of actual student work, including... **valid evidence** of having achieved learning outcomes. Development of course outcomes, expected levels of student achievement, and linkage to program review **must be carried out** to inform decision making across campus... (CFRs 2.6, 2.7, 4.4, 4.7)”

# The Student Learning Assurance Model



# The Student Learning Assurance Model

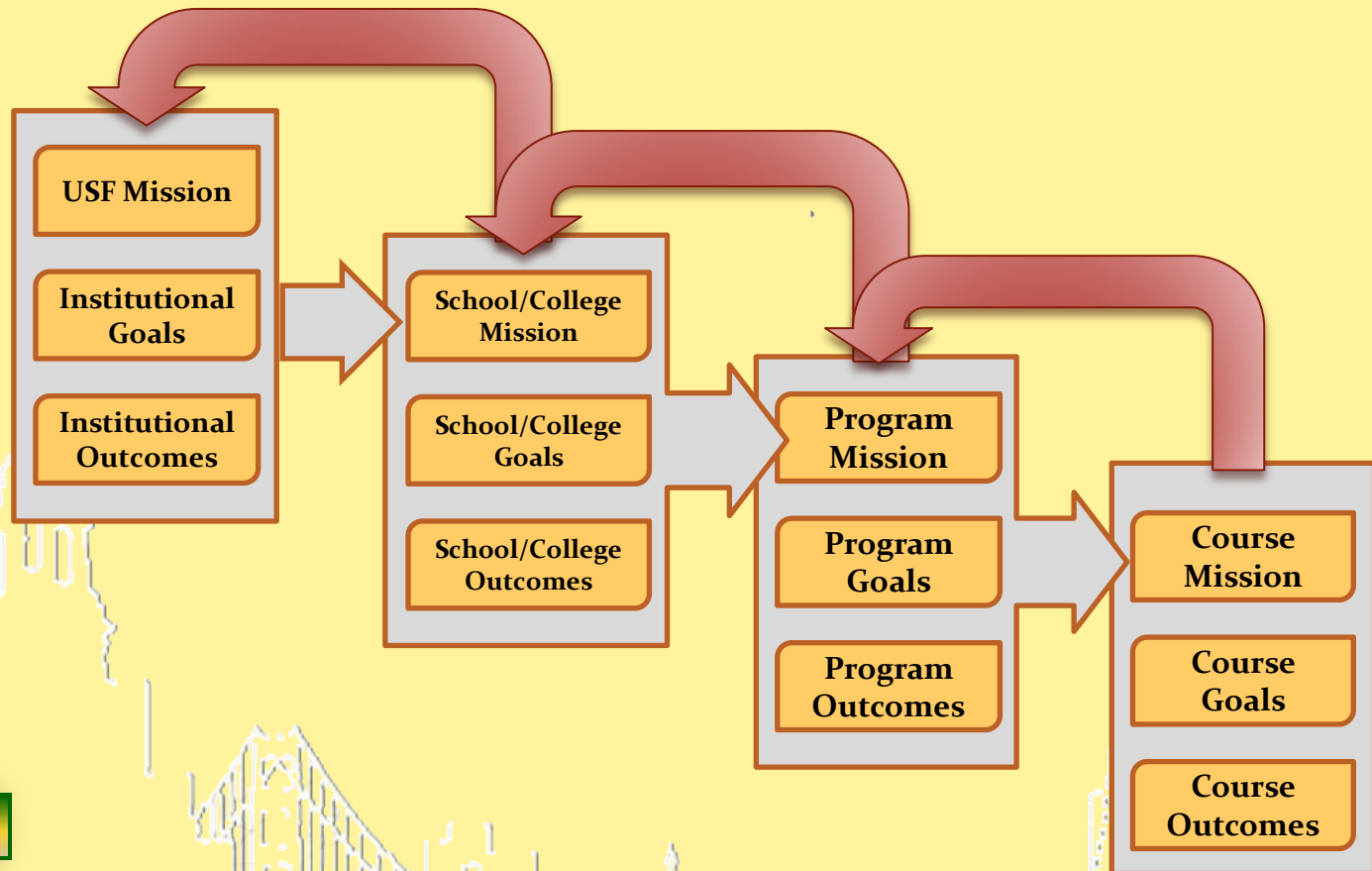




# Revealing the Layers

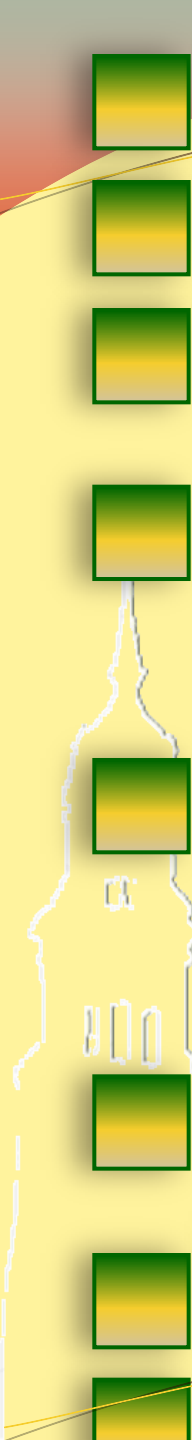


# The Student Learning Assurance Model






## USF Mission



**University of San Francisco is to promote learning in the Jesuit Catholic tradition.** The University offers undergraduate, graduate and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others. The University will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice. The University will draw from the cultural, intellectual and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen its educational programs.






# USF Learning Goals

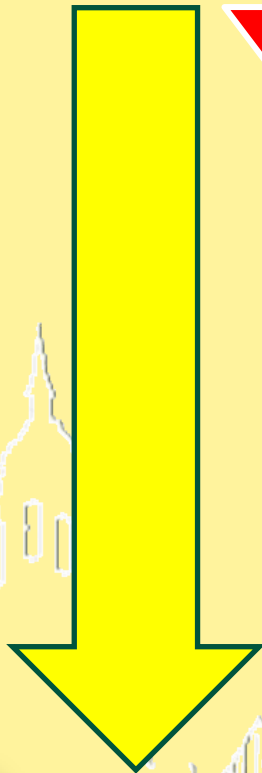
Learning goals describe the ideal graduate

Graduates of the University of San Francisco will demonstrate:

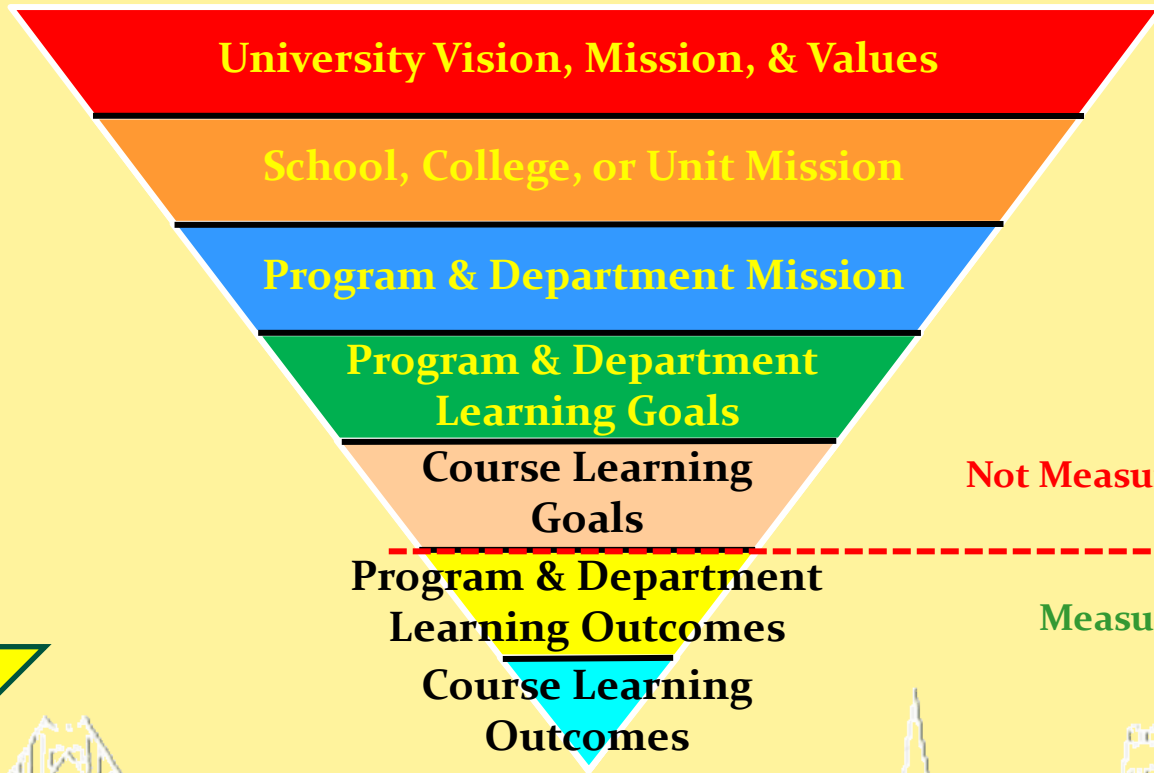
- 
1. Behaviors and express values showing sensitivity to the needs of others and a commitment to pursue social justice through scholarly and professional excellence
  2. A commitment to life-long scholarly excellence including knowledge of their chosen discipline and acquisition of skills appropriate to their degree and professions
  3. A commitment to the University's core values and involvement in efforts on behalf of the underserved and the marginalized
  4. Learning through service with activities that benefit the community and that are supplemented by a carefully articulated reflection process on their experience
  5. An understanding of the factors that create diversity in human societies, including ancestry, nationality, religion, religious creed, sex, gender identity, race, economic status, physical ability, ethnicity, political ideology, sexual orientation, marital status, and age
  6. Effective functioning and engagement in a diverse, multicultural world
  7. Engagement in a life-long learning community that supports excellence in scholarship through discovery, integration and application
  8. Knowledge of the interdependence of the countries and cultures of the Pacific Rim
  9. Engagement with the diversity of the campus community and with the cultures of the San Francisco Bay Area.

# The Student Learning Assurance: From the Broad to the Specific

BROAD



Specific



Not Measurable

Measurable



# Learning Outcomes

Learning outcomes are what you want your students to be able to do; specific skills, specific abilities, specific knowledge.

## Outcomes $\neq$ Objectives

**Objectives** are intended results or consequences of instruction, curricula, programs, or activities.

**Outcomes** are achieved results or consequences of what was learned; i.e., evidence that learning took place.

The two should not be confused!



# Curriculum Mapping

*Linking learning outcomes to the program curriculum:*

Curriculum mapping makes it possible to align your learning outcomes with your program curriculum and if course are addressing (cover) the specified outcomes.

# Curriculum Mapping

Goals/Outcomes	Course Numbers															
	QSMIS 182	QSMIS 183	QSMIS 281	QSMIS 284	ACCTG 214	ACCTG 215	ECON 201	ECON 202	ECON 342	BLAW 251	FINAN 331	MGMT 361	MKTG 371	MGMT 367	MGMT 368	MGMT 499
<b>Develop core business competencies</b>																
• Students will demonstrate knowledge of core business practices and be conversant in current business language.			M	M			C	C				C	U			
• Students will demonstrate an overall high level of satisfaction with their learning experience in the core business areas.			M	M			C	C				C	U			
<b>Develop an ethical and moral perspective on organizational behavior</b>																
• Graduates will exhibit the ability to identify ethical issues, consider the implications and present a plan of action that shows ethical awareness. This ability will be demonstrated in selected business courses in both the core and respective majors							C					M				I
• Graduates of SOBA will have completed a community service project as part of their degree requirements and demonstrate ___.							C					M				I
<b>Develop leadership and management skills</b>																
• Students will demonstrate their understanding of the necessary skills and knowledge of what it means to be an effective leader through the identification and integration of leadership practices, human resource practices, effective team practices, knowledge of organizational structures, and the intricacies of organizational inter-personal relationships.												C				M
<b>Become effective in written and oral communication</b>																
• Graduates of SOBA will exhibit skill and competency in written business communication through the preparation of business memorandum, business letters, and business reports, business plans, presentations, and general business correspondence.												M				M
• Graduates of SOBA will exhibit skill and competency in giving professional and effective business presentations through the construction of a formal graphical presentation in front of peers and faculty..												M				M





# Rubrics

***A rubric is a rating scale that makes explicit the criteria and standards for judging students' work on discussions, papers, performance, product, show-the-work problem, portfolios, presentations, essay questions—any student work that involves an evaluation of quality. Some of the benefits of using rubrics in outcomes effectiveness include the following:***

- ❑ Expected levels of learning or qualities of performance are clearly defined on a pre-determined rating scale .**
- ❑ Allows program faculty to explicitly articulate their criteria for learning to all constituents.**
- ❑ Facilitates discussion of the results and their ultimate incorporation into decision-making processes regarding programmatic or curricular changes.**

# Rubrics

	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Comments
Stated Objective or Performance	Description of identifiable performance characteristics reflecting the highest level of performance	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting a beginning level of performance.	
Stated Objective or Performance	Description of identifiable performance characteristics reflecting the highest level of performance	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting a beginning level of performance.	
Stated Objective or Performance	Description of identifiable performance characteristics reflecting the highest level of performance	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting a beginning level of performance.	




## Measurement: Indirect vs. Direct



### ❖ Direct:

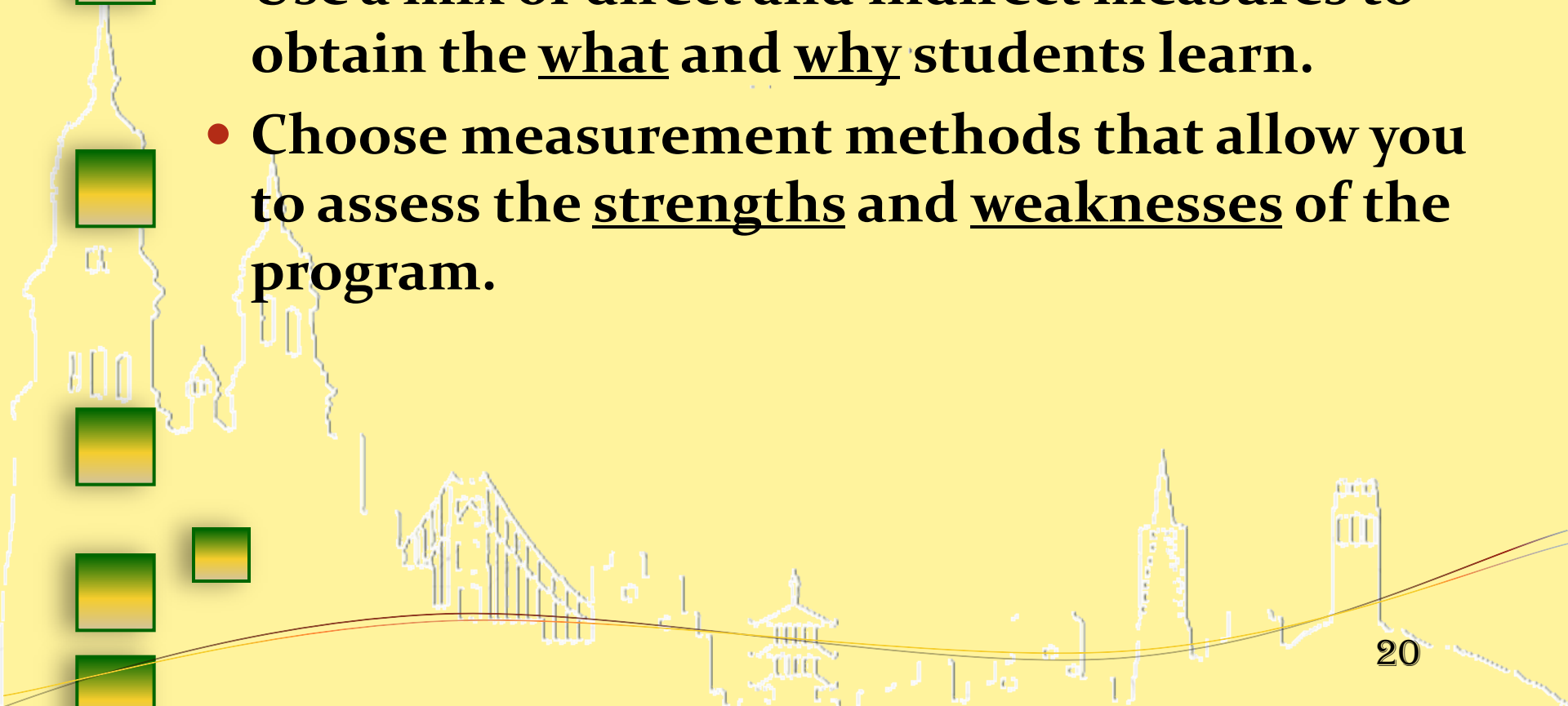
- ❖ asks students to demonstrate their learning
- ❖ includes objective tests - essays, presentations, and classroom assignments

### ❖ Indirect:

- ❖ asks students to reflect on their learning
  - ❖ includes surveys and interviews.
- 



## Multiple Measures

- Use a mix of direct and indirect measures to obtain the what and why students learn.
  - Choose measurement methods that allow you to assess the strengths and weaknesses of the program.
- 



## Multiple Measures

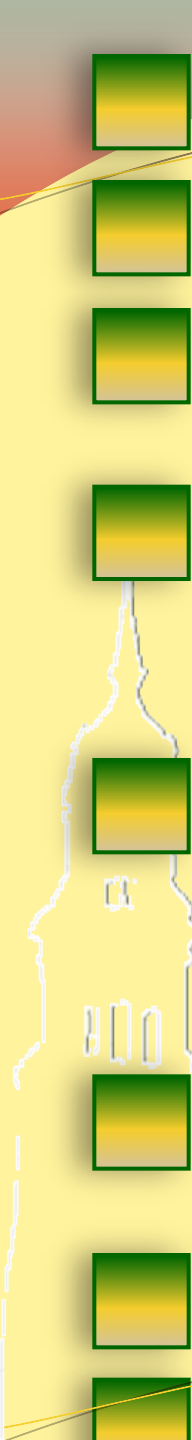
- Program Reviews (since 2003)
- Capstone Experiences (by program)
- Culminating Projects (by program)
- Writing Portfolios (since 2007)
- National Survey of Student Engagement (NSSE: 2004-2012)
- Beginning College Survey of Student Engagement (BCSSE: 2005-2007)
- Core Assessment Matrix (2005-2013)
- Student Satisfaction Inventory (SSI: 2006-2013)
- Alumni Survey (2005, 2007)
- Graduating Student Survey (GSS: 1997-2013)
- College Students Beliefs and Values (CSBV: 2004, 2007)
- Higher Education Research Institute (HERI: 2004, 2008)
- New Student Orientation (2006-2013)
- Attrition Survey (2008-2012)



## A Word about Grades



**GRADES**



**“Grades are global evaluations that represent the overall proficiency of students. They do not tell you about student performance on individual (or specific) learning outcomes.”**



# Programming Student Learning Assurance Plan Requirements

**Academic Cycle:** [Add academic cycle years here]

**Plan Date:** [Add date here]

**School/College:** [Add name here]

**Department/Program:** [Add name here]

**Person completing the Plan:** [Add name here]

• **Department Mission Statement:**

- Brief, concise statement of the department's purpose.
- Briefly articulate how the program's purpose aligns with the mission and strategic vision of the University and College.

• **Program Student Learning Goals:**

- Three to four brief statements of the overall core characteristics of a typical graduate will have upon completion of the program.

• **Program Student Learning Outcomes:**

- Two to three brief statements of the core skills and/or knowledge that students will have upon completion of the program.

• **Program Student Learning Rubrics:**

- For each Student Learning Outcome state the expected levels of learning.

• **Program Student Learning Curriculum Map:**

- For each learning outcome identify where within the current program curriculum your departmental learning outcomes are addressed.

• **Program Student Learning Assurance Methods:**

- For each learning assurance outcome indicate the 'direct' measure of student learning.

# The Assessment Plan

Plan should address:	Fully Developed Stage 4	Developing Stage 3	Emerging Stage 2	Missing/ Incomplete Stage 1
<b>Program Mission</b>	Mission fully articulates who benefits from the program and what the student will accomplish as a major in the program	Mission outlines the basics of what the program is about but needs further development.	Mission does not articulate some basics of who and what the program is about.	No Mission has been written for this program or Mission is unclear.
<b>Program Learning Goals</b>	Program goals are defined, specific, and assessable and align with Mission	Program goals defined, could be assessable	Program goals defined but are vague, not assessable	No Program goals or goals not defined
<b>Program Learning Outcomes</b>	Outcomes are defined, specific, and assessable and align with program goals	Outcomes defined, could be assessable	Outcomes defined but are vague, not assessable	No learning outcomes or outcomes not defined
<b>Learning Outcome Rubrics</b>	Outcomes rubrics are clearly defined and specific as to what constitutes student success in achieving the learning outcome	Outcomes rubrics defined, could be assessable	Outcomes rubrics defined but have a vague connection to the outcomes	Outcomes rubrics not defined
<b>Program Curriculum Map</b>	Curriculum map is fully developed, it is clear which course fulfill which learning outcome.	Curriculum map completed but not in terms of which course fulfill which learning outcome.	Curriculum map is incomplete	No curriculum map
<b>Outcome Assurance Measures</b>	Multiple direct and indirect measures are linked to outcomes and levels of performance	Measures are either only indirect or direct or too basic. Not aligned with rubrics	Measures are vague and not linked to specific outcomes	No learning assurance measures defined



# The Assessment Report

Report should address:	Fully Developed Stage 4	Developing Stage 3	Emerging Stage 2	Missing/ Incomplete Stage 1
<b>Outcome Assurance Measures</b>	Multiple direct and indirect measures are linked to specific outcomes and levels of performance	Unbalanced use of direct and indirect measures linked to outcomes and levels of performance	Measures are indirect, vague, and/or not linked to specific outcomes and levels of performance	No learning assurance measures defined
<b>Program Findings</b>	Findings are clearly explained and explicitly related to outcomes	Findings are explained and may be related to outcomes	Findings are unclear and/or unrelated to outcomes	No findings
<b>Program Discussion</b>	Extensive discussion and use of findings by faculty	Broad discussion and use of findings by faculty	Limited discussion and use of findings by faculty	No discussion or use of findings by faculty



# The Student Learning Assurance Report Feedback

## Program Mission Statement:

- Is the mission statement clearly written and appropriate for the program?
- Is the statement of alignment between program mission and college/university **mission clearly articulated?**

## Program Goals:

- Does the plan articulate several overarching goals for the program?
- Are those goals reflective of the program's mission?

## Learning Outcomes:

- Are the learning outcomes specific, detailed, and, most importantly, stated in measurable terms?
- Do the learning outcomes clearly state what a student should know or be able to do?
- Do the learning outcomes clearly articulate the intended result or action?
- Are the learning outcomes reflective of the program's overarching goals?



# The Student Learning Assurance Report Feedback

## Curriculum Map

- Does the curriculum map clearly identify which courses in the Major offer coverage of each learning outcome?
- Does the curriculum map identify the level of coverage a course gives to each learning outcome, (e.g., low to high)?
- Does the curriculum map identify electives and their corresponding contribution to the learning outcomes?

## Learning Outcomes Rubrics

- Are there learning outcome rubrics identified for each learning outcome?
- Do the learning outcomes rubrics specifically specify an appropriate range of success for achieving each outcome?

## Student Learning Assurance Methods:

- Do the learning assurance method(s) emphasize the use of a variety of measures (e.g., quantitative, qualitative, direct, indirect, etc.)?
- Does each learning outcome include at least one direct measure of student learning?
- Is the “who, what and when” clearly specified for each learning assurance method and will it measure what it is meant to measure? (That is, can you tell what data will be collected, from what sources, using what methods, by whom, in what approximate timeframe?)



# The Student Learning Assurance Report Feedback

## Student Learning Assurance Findings:

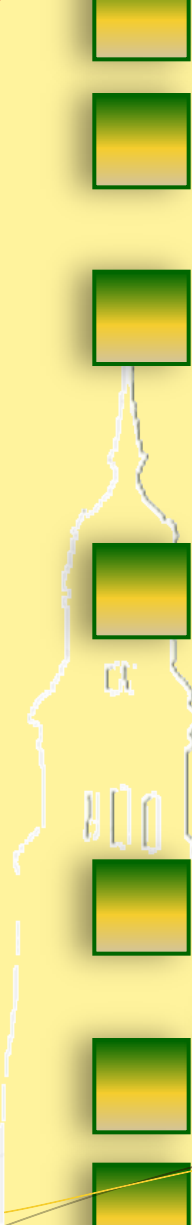
- Does the summary indicate any modifications to the method(s) outlined in the Program Learning Assurance Plan?
- Does the summary provide specific details of the results of learning assurance?
- Does the summary identify the extent to which the outcome was achieved?

## Proposed Changes or Improvements:

- Does the report specifically detail any changes or recommendations proposed in response to the learning assurance results?
- Does the report identify who will be responsible for implementing the proposed change(s)?
- Does the report provide a timeline for implementation of the proposed change(s)?



## WASC 2010 reaction to USF's Educational Effectiveness Review and Sit Visit

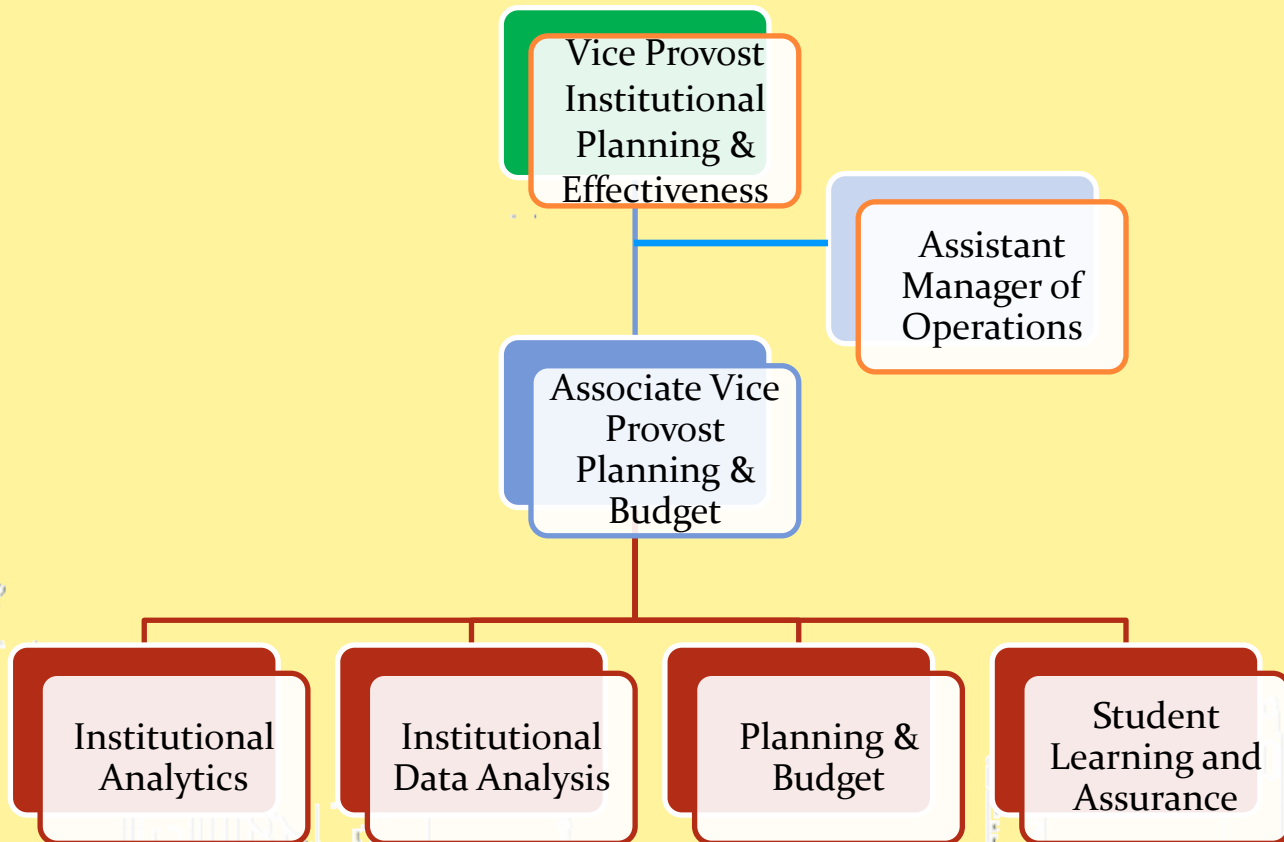


..."the report strongly aligned with the proposal" but "somewhat understates the quality of the planning, development, and implementation of assessment activities and the degree to which they have become an integral part of the culture of the University. Commendation is also given for the seriousness with which USF has addressed educational effectiveness over the last two years. In almost every program and underlying course offering, learning outcomes have been developed or revised, appropriate assessment tools have been created, and results are being taken seriously to inform improvements. The team observed that "the campus community is committed to student learning improvement through the use of assessment and to institutional learning through the assessment process."

# Integrated Learning Assurance Planning with Program Review

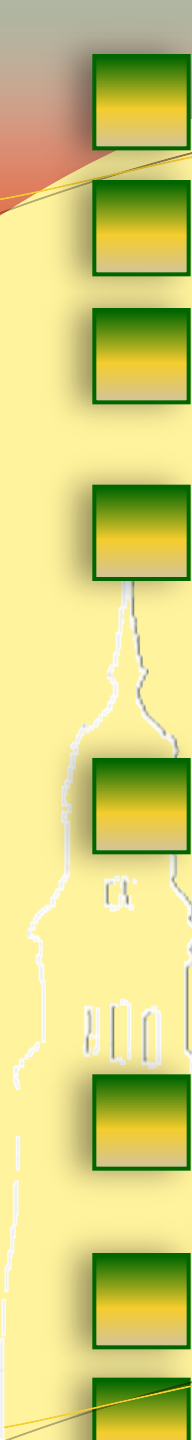


# Creation of the Center for Institutional Planning and Effectiveness





## CIPE Mission Statement

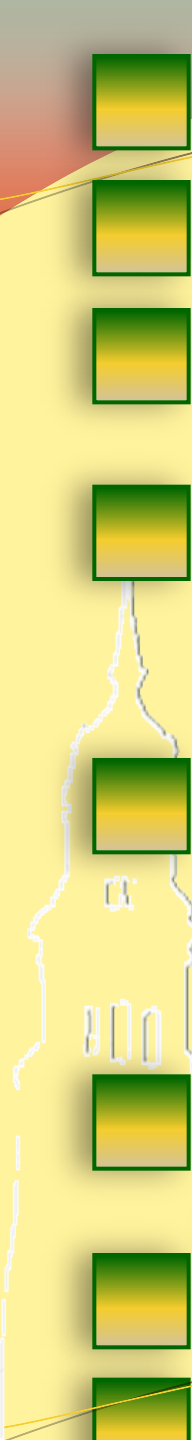


The Center for Institutional Planning and Effectiveness resides within the Provost Office and integrates the Offices of Student Learning Assurance, Institutional Data Analysis, Planning and Budget, and Institutional Analytics. CIPE's primary mission is to provide evidence-based decision modeling in support of University leadership and other USF stakeholders in its commitment to the **core mission of promoting learning** in the Jesuit Catholic tradition.





## Office of Student Learning Assurance Mission Statement




The Mission of the Office of Student Learning Assurance (OSLA) shall be **to promote "excellence in learning"** within the University of San Francisco academic and non-academic units through the development of a faculty and staff led student learning evaluation process. The primary function of the OSLA shall be to advise, support and oversee "student-centered learning" evaluation processes in keeping with the University mission, vision, and values.



# Successful Learning

**Students learn most effectively when:**

- ✓ they have opportunities to revise their work.
  - ✓ they understand course and program outcomes.
  - ✓ they (and you) reflect on what and how they have learned.
  - ✓ assignments and assessments that are directly relevant to course goals are intertwined with learning activities and focus on the most important course and program outcomes.
  - ✓ they understand the characteristics of excellent work.
  - ✓ their learning styles are accommodated.
- 



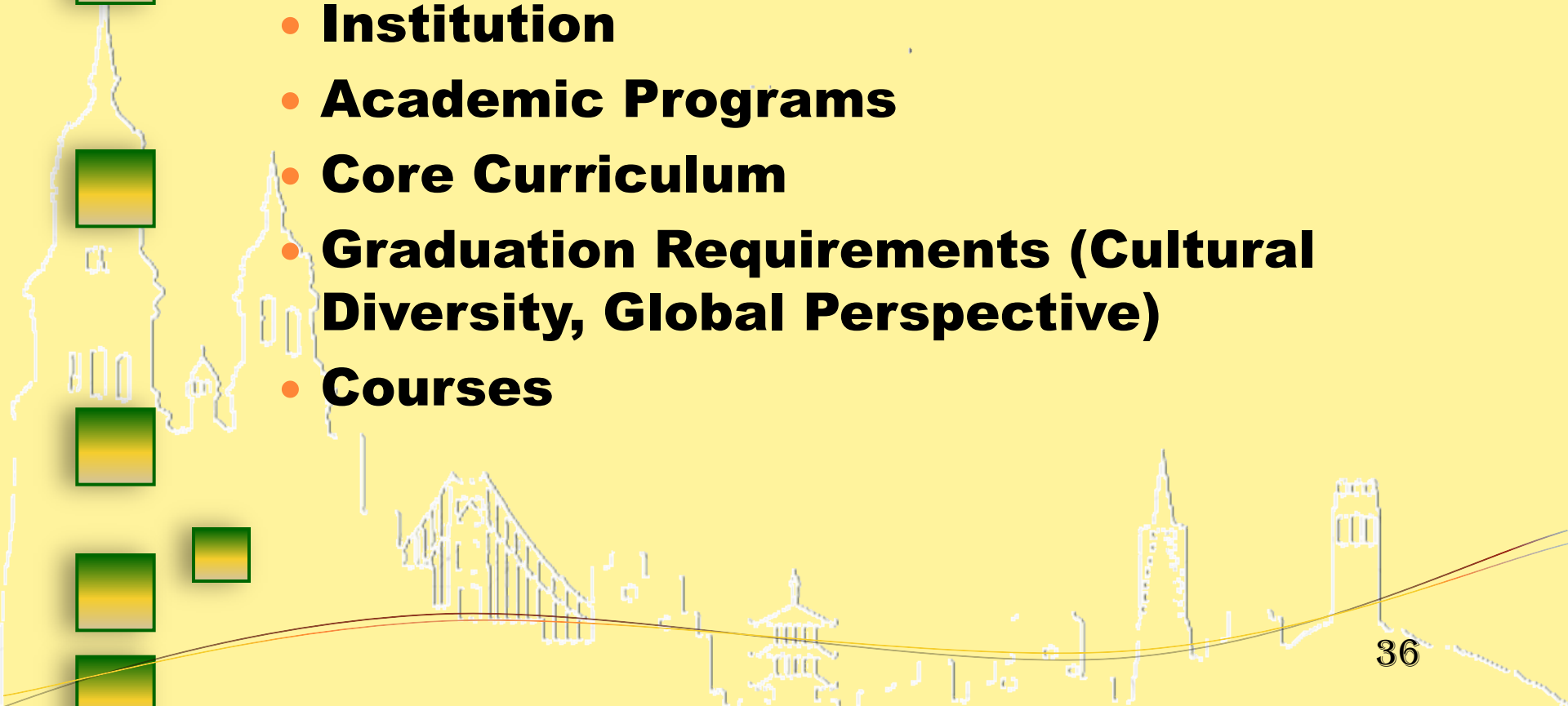
## **Guiding Principles in Assessment at USF**

- **Mission-Centered Student Learning Outcomes**
- **Involvement of Faculty, Students, Parents, and Peers**
- **Transparency in Results**
- **Appropriate Benchmarking**
- **Multiple Measures Measures (Qualitative and Quantitative)**
- **Longitudinal Analysis**



## **Learning Outcomes:**

**As a definition of expected achievements, Student Learning Outcomes (SLOs) have been developed and are continuously reviewed for :**

- **Institution**
  - **Academic Programs**
  - **Core Curriculum**
  - **Graduation Requirements (Cultural Diversity, Global Perspective)**
  - **Courses**
- 



## **Key Issues on Measuring Educational Quality**

- **Academic Rigor**
  - **Active and Collaborative Learning**
  - **Enriched Educational Experiences**
  - **Supportive Campus**
  - **Student, Alumni, Parent Satisfaction**
  - **Attrition**
  - **Graduation Rates**
  - **Capstone/Practicum Products**
  - **Comparative Evaluation by Peers**
  - **Institutional and Program Accreditation**
  - **Rankings**
  - **Passing Rates in Professional Tests/Certifications**
- 

# Defining Success

UNIVERSITY OF SAN FRANCISCO

## ATTACHMENT 3: Satisfaction with Skills Learned while at USF

	OVERALL (N=848)	ARTS AND SCIENCES	BUSINESS AND MANAGEMENT	COLLEGE OF PROFESSIONAL STUDIES	NURSING
How closely related is your current job to the major/field you pursued at USF? [Very much related and Somewhat related]	74.4%	68.2%	79.6%	77.8%	97.2%
How well did your total experience at USF prepare you for your first job after graduation? [Very well and Well]	92.7%	94.4%	92.0%	90.9%	93.2%
My experiences while at USF gave me the skills to appreciate the needs of others. [Strongly agree and Agree]	92.7%	92.8%	92.6%	93.0%	97.2%
My experiences while at USF gave me the skills to participate in activities that assist the underserved and marginalized. [Strongly agree and Agree]	82.7%	83.8%	75.9%	81.6%	97.2%
My experiences while at USF gave me the skills to contribute positively to society. [Strongly agree and Agree]	95.2%	96.0%	93.4%	94.7%	100.0%
My experiences while at USF gave me the skills to act ethically in my profession. [Strongly agree and Agree]	95.9%	95.8%	95.5%	96.3%	100.0%
My experiences while at USF gave me the skills to be a "person for others." [Strongly agree and Agree]	90.6%	90.2%	88.1%	92.0%	100.0%

SOURCE: USF Alumni Survey 2007

# Defining Success

UNIVERSITY OF SAN FRANCISCO

## ATTACHMENT 11: Satisfaction with USF Experience in Developing Basic Skills

	OVERALL (N=848)	ARTS AND SCIENCES	BUSINESS AND MANAGEMENT	COLLEGE OF PROFESSIONAL STUDIES	NURSING
USF developed my critical thinking and problem solving capabilities. [Very well and Well]	95.0%	95.6%	93.5%	95.7%	95.7%
USF developed my leadership capabilities. [Very well and Well]	88.1%	87.4%	86.0%	89.4%	92.9%
USF developed my interpersonal skills. [Very well and Well]	93.2%	93.2%	93.4%	92.6%	95.7%
USF developed my oral and written communication skills. [Very well and Well]	94.9%	95.4%	90.5%	97.4%	95.8%
USF developed my ability to work with others. [Very well and Well]	96.5%	96.5%	99.3%	95.2%	97.2%
USF developed my ability to locate, organize and evaluate information from multiple sources. [Very well and Well]	93.4%	93.0%	93.5%	93.6%	97.2%
USF developed my ability to think creatively. [Very well and Well]	89.8%	89.8%	85.3%	93.6%	90.1%
USF developed my ability to analyze quantitative issues. [Very well and Well]	86.7%	85.2%	88.3%	88.8%	91.4%
USF developed my ability to express ideas in an articulate and persuasive way. [Very well and Well]	92.0%	92.6%	89.1%	94.6%	90.0%
USF developed my appreciation of the arts. [Very well and Well]	82.8%	87.7%	79.6%	74.2%	84.5%

# Defining Success

## Satisfaction with USF Experience in Developing Basic Skills (continued)

	OVERALL (N=848)	ARTS AND SCIENCES	BUSINESS AND MANAGEMENT	COLLEGE OF PROFESSIONAL STUDIES	NURSING
USF prepared me in becoming more aware of international issues. [Very well and Well]	79.8%	82.3%	83.8%	71.7%	81.4%
USF prepared me in understanding the scientific method. [Very well and Well]	77.9%	75.9%	75.2%	79.0%	94.4%
USF prepared me in understanding the implications of technology. [Very well and Well]	77.2%	71.1%	84.7%	80.4%	90.1%

SOURCE: USF Alumni Survey 2007



# Defining Success

UNIVERSITY OF SAN FRANCISCO

## ATTACHMENT 27: NSSE Results (2004, 2005 and 2006)

### Overall Satisfaction

NSSE QUESTION	USF 2004	USF 2005	USF 2006	JESUIT UNIVERSITIES 2004	JESUIT UNIVERSITIES 2005	JESUIT UNIVERSITIES 2006	NSSE SAMPLE 2004	NSSE SAMPLE 2005	NSSE SAMPLE 2006
<b>(13)</b> How would you evaluate your entire educational experience at this institution? [Good and Excellent]	89% [F] 87% [S]	89% [F] 86% [S]	89% [F] 86% [S]	90% [F] 92% [S]	90% [F] 90% [S]	90% [F] 91% [S]	84% [F] 88% [S]	87% [F] 89% [S]	86% [F] 85% [S]
<b>(14)</b> If you could start over again, would you go to the same institution you are now attending? [Probably Yes and Definitely Yes]	85% [F] 85% [S]	83% [F] 83% [S]	83% [F] 81% [S]	83% [F] 83% [S]	84% [F] 84% [S]	84% [F] 83% [S]	83% [F] 81% [S]	83% [F] 82% [S]	83% [F] 81% [S]

[F] = First-Year Students

[S] = Seniors

Thank You



UNIVERSITY OF  
SAN FRANCISCO

CHANGE THE WORLD FROM HERE