Considerations at the

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School of Education
Accreditation Working Group

- Seeks to develop a comprehensive understanding of the current conditions of and opportunities for developing effective programs of educational assessment at the University. The goal of the group is not simply to identify and showcase the best and most promising assessment practices on campus, but also to document the current range of ongoing activities, and to uncover both barriers and enabling mechanisms.

- Membership

  James Cogswell, Arthur F. Thurnau Professor of Art, Art & Design  
  Brian Coppola, Arthur F. Thurnau Professor of Chemistry, LSA  
  Deborah Goldberg, Elzada U. Clover Collegiate Professor of Biology, LSA  
  Pat Gurin, Nancy Cantor Distinguished University Professor Emerita of Psychology and Women's Studies, LSA  
  Rajesh Mangrulkar, Associate Professor of Internal Medicine, Medical School  
  Perry Samson, Arthur F. Thurnau Professor of Atmospheric Science, Engineering  
  Rich Tolman, Professor of Social Work, Social Work
A simple schematic

Environments

Inputs ➔ Outcomes
The UM environment by the numbers

- 19 undergraduate, graduate, and professional Schools and Colleges
- 1,087 registered student organizations
- 41,027 student peers
- Many, many employers (on- and off-campus)
- 678 local restaurants
- 70 local coffee shops
- 21 local beer taverns
Time on task
Who’s an educator here?

- Faculty
- Student affairs staff
- Other professionals
- Student peers
- Community partners
What outcomes? What kind of rice are we trying to cultivate?
Defining outcomes

- Are there commonalities across our undergraduate programs?
- Graduate and professional school outcomes are typically very specialized, often driven by the requirements of disciplinary accreditation agencies, but commonalities might exist.
An early draft

The Accreditation Working Group (AWG) on the Student Learning Environment recommends that the University fully articulate and embrace a set of undergraduate learning outcomes that can be used to guide educational decisions of individual students, faculty, and professional staff, and inform decision-making at the program, department, school, and institutional levels. As a starting point for the creation of a working list of such learning and developmental outcomes among University of Michigan students, the AWG sees value in the Association of American Colleges & Universities (AAC&U) Liberal Education and America’s Promise (LEAP) Initiative, as well as others created by campuses such as the University of Minnesota and recommend adoption of this draft statement.

University of Michigan Learning Outcomes

Through their studies and experiences at the University of Michigan, by the time of graduation undergraduates will be able to demonstrate:

1) effective core communication, teamwork, and problem-solving skills with diverse others
2) general knowledge of diverse philosophies and human cultures, the arts and humanities, and the physical and natural world
3) mastery of a specific body of knowledge and mode of inquiry
4) the ability to critically self-evaluate personal learning needs and educational
Draft Assessment Activity Mapping

Centralized campus-wide activities
- Ex: CLA-Pilot, NSSE, CIRP, SERU, MSS, IDQ, Almuni
- Units: Provost, OBP, DSA, E&E, CP&P

External data activities
- LSAT, MCAT, GRE, US News

Schools, Colleges, and Program activities
- Common outcomes
- Fine & Performing arts
- Humanities
- Sciences
- Social Sciences
- Professional fields

Course-embedded and classroom research activities
- Ex: IDQ, SoTL, Evaluation of implemented innovations
- Units: E&E, Individual faculty, CRLT

Crosscutting issues
- Technology implementation/Innovation
- Campus affordances
- Research involvement (UROP + other)
- Community engagement
- Non-curricular engagements
Inspired by the mobile FedEx drop box
What current processes might be adaptable?

• Could online student evaluations of teaching be supplemented with questions evaluating their learning?
• Could syllabi indicate the outcomes the course seeks to develop? Perhaps drawn from a common list?
• Could programmatic evaluations be structured to include a learning component?
• Do curriculum committees need to be replaced by education committees?
Upcoming activities

• Connecting with campus units and colleagues with substantial involvement and expertise in teaching, learning, and assessment work

• Preparation of recommendations based on the findings of the working group

• May Forum on Accreditation