2008 CHEA Annual Conference

Concurrent Session 6: Student Learning Outcomes:
Lessons from the CHEA *Award for Institutional Progress in Student Learning Outcomes*

Bowling Green State University

Student Success Initiatives
Student Achievement Assessment Committee

Bowling Green State University (BGSU) is a public, doctorate-granting university located in Ohio. The university addresses student learning outcomes through a comprehensive institutional focus on undergraduate majors and identification of seven university-wide learning outcomes: inquiry, creative problem solving, examining values in decision making, writing, presenting, participating and leading. Faculty in each academic unit decide what counts as success in these areas using cross-cutting activities, for example, electronic portfolios, to provide evidence of student achievement. Bowling Green also cites its graduation rate and its participation in national studies such as the National Survey of Student Engagement and the Collegiate Learning Assessment, as well as publicizing these results.

For more information, please contact:
Milton D. Hakel
Regents Eminent Scholar and Professor of Psychology
Student Achievement Assessment Committee
Department of Psychology
Phone: 419.372.8144 ▪ Fax: 419.372.6013
mhakel@bgsu.edu
www.bgsu.edu ▪ http://mhakel.bgsu.eportfolio.us

Rose-Hulman Institute of Technology

The RosE Portfolio System and Institute-Level Student Learning Outcomes Assessment Project

Rose-Hulman Institute of Technology (Rose-Hulman) is a private undergraduate institution in Indiana that awards bachelor of science degrees in engineering, mathematics and science. The Institute has developed an institution-wide approach to student learning outcomes based on a defined set of ten outcomes that all students should develop by graduation. These outcomes include abilities in areas such as ethics, communication, problem solving, interpreting data, experiment and design. Evidence of student learning is collected annually through the portfolios. All student submissions to the portfolio system are reviewed by a trained team of faculty raters. In addition to this evidence, Rose-Hulman regularly reviews curricula, undertakes alumni satisfaction surveys and uses information such as graduation rates, retention rates and placement rates to determine the effectiveness of its approach to learning outcomes.

For more information, please contact:
Julia M. Williams, Ph.D.
Executive Director, Office of Institutional Research, Planning and Assessment & Professor of English
5500 Wabash Avenue
Terre Haute, IN 47803
Phone: 812.877.8186 ▪ Fax: 812.877.8931
http://www.rose-hulman.edu/~williams

Indiana University-Purdue University Indianapolis, Indiana
Implementing the Principles of Undergraduate Learning at IUPUI

Faculty at Indiana University-Purdue University Indianapolis (IUPUI) have defined general education through six Principles of Undergraduate Learning that permeate the curricular and co-curricular learning experiences of all of our students. These Principles articulate skills and ways of knowing that are important for every educated citizen of our global society. Implementing the Principles campus-wide from first year through the senior year has required a significant curricular transition for faculty who have integrated these Principles throughout their courses. Since not all Principles will occur in every course, this transition engaged faculty in considering not just "my course," but also "our program." This implementation process is supported by faculty development programs, Principle-based co-curricular programming and a student electronic portfolio to document and assess both improvement in and achievement of the Principles in relation to the major. The goal of the Principles is to guarantee every student opportunities to improve and achieve in core communication and quantitative skills; critical thinking; integration and application of knowledge; intellectual depth, breadth and adaptiveness; understanding society and culture; and values and ethics. The goal of this implementation program is to provide the supports necessary for the learning outcomes to be achieved, documented and assessed.

For more information, please contact:
Sharon J. Hamilton
Associate Vice Chancellor for Academic Affairs
Associate Dean of the Faculties
Chancellor's Professor and Professor of English
University Library Room 1140
755 West Michigan Street
Indianapolis, IN 46202
Phone 317. 278.1846 ▪ Fax: 317.2783602
http://www.opd.iupui

Southern Illinois University Edwardsville, Illinois
The Department of Psychology Senior Capstone

The Department of Psychology at Southern Illinois University Edwardsville (SIUE) received the 2006 Council of Higher Education Accreditation Award for Institutional Progress in Student Learning Outcomes based on a submission that described the Department of Psychology's Senior Capstone. By successful completion of the Senior Capstone, students fulfill a university requirement that they demonstrate proficiency in the major and academic breadth commensurate with SIUE's general education expectations. Faculty-developed baccalaureate learning goals are used to assess student learning outcomes in multiple ways. The assessment process includes a Primary Trait Analysis of research presentations at departmental paper or poster sessions across all learning goals and behavioral indicators, such as student research studies presented at peer-reviewed professional conferences. The Department of Psychology showed that an ongoing assessment program could inform curricular changes, promote program improvements, increase student learning and improve the time-to-degree rates of psychology graduates. The department demonstrated institutional leadership not only in creating this successful faculty-led system to assess student learning but also in sharing its format and results with constituents internal and external to the university. A Web site was created as a vehicle to communicate related information in support of the department's award submission (www.siue.edu/PSYCHOLOGY/CHEA.htm). The Senior Capstone in the Department of Psychology is the crowning achievement of students' undergraduate careers, and it is one of the things that make SIUE a premier metropolitan university.

For more information, please contact:
Bryce F. Sullivan, Ph.D.
Associate Professor and Chair
Department of Psychology
Director of Gerontology Program
Edwardsville, Illinois 62026-1121
Phone 618/650-5390 ▪ Fax/650-5087
bsulliv@siue.edu
http://www.siue.edu/education/psychology/chea.shtml/ ▪ http://www.siue.edu/education/gerontology/

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Bowling Green State University	Indiana University–Purdue University Indianapolis	Rose-Hulman Institute of Technology	Southern Illinois University Edwardsville
University Learning Outcomes	*Principles of Undergraduate Learning*	*Student Learning Domains/Outcomes*	*Department of Psychology Undergraduate Baccalaureate Goals**
Inquiry	Core Communication and Quantitative Skills	Technical Knowledge: Outcomes in this domain should be determined by each department for discipline-appropriate knowledge, problem definition and solving skills, and analysis and synthesis skills.	Clearly and concisely capture the history and context of a specific area of psychology
Creative Problem Solving	Critical Thinking	Professional Skills: Leadership, Teamwork, Communication	Develop a well-constructed and testable hypothesis
Examining Values in Decision-Making	Intellectual Depth, Breadth and Adaptiveness	World Citizenship: Cultural and Global Awareness, Ethics, Service	Develop and conduct a methodologically sound research study
Writing	Integration and Application		Correctly analyze and interpret data
Presenting	Understanding Society and Culture		Relate research findings to a broader cultural, social, historical ethical or economic realm
Participation	Values and Ethics		Effectively communicate orally
Leadership			Effectively communicate in writing.

*The Department of Psychology Undergraduate Baccalaureate Goals used to assess the senior assignment. Students are expected to complete each goal.