Undergraduate Program Assessment

University Without Walls

Student Learning Objectives:
(Core Curriculum—UWW 191G Frameworks of Understanding, UWW 370 Writing about Experience, Reflection on Technology, Reflection on Policy, Reflection on leadership, Reflections on Organizations)

• expand analytical reading and critical thinking skills by:
  o questioning assumptions
  o considering issues from multiple perspectives
  o seeing and understanding the big picture
  o evaluating, analyzing, and interpreting information

• investigate different approaches to research by:
  o developing information literacy skills
    ➢ learn to use the library online
    ➢ learning more about how theories are developed, how they are supported by evidence, and how they change (or do not change) in the face of new evidence
  o using different kinds of evidence to clarify thinking and to communicate ideas to others more effectively

• explore ways to put personal experience in larger social, historical, and theoretical contexts by:
  o researching and developing an individualized degree plan that is inter-or multi-disciplinary, reflects breadth and depth, and integrates practice in one’s area of study
  o reflecting on learning gained through unaccredited experience in a process that requires you to recognize patterns, uncover evidence, draw conclusions, and make evaluations
  o creating a prior learning portfolio that:
    ➢ applies knowledge and theory to real world experiences
    ➢ demonstrates the ability to develop organized and consistent themes throughout a longer piece of writing
    ➢ integrates descriptive, analytical, and reflective writing
    ➢ reflects critically upon one’s learning
    ➢ develops a voice in one’s writing
    ➢ reflects sections revises to create a coherent whole

• demonstrate the ability to critically reflect on, integrate, and apply learning and experience derived from exposure to the various general education disciplines to an area of concentration by engaging in a UWW reflections course that focuses on one of the following:
  o examining the influence of technologies on social relations, cultural forces, human connectedness and individual practice through the exploration of experience and practice with technology
  o placing personal experiences with leadership in a larger context through the study of leaders and ideas about leadership
  o describing and engaging more effectively in the processes through which organizational culture is created and re-created, and how it transmits to organizational members and impacts them

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• understanding the theoretical framework of public policy-making and the environment within which policy is created and implemented at the national and state levels; develop familiarity with the major features of several areas of public policy, such as privatization policy, housing policy, or others
• demonstrate oral and communication skills by:
  o working effectively in small and large groups
  o posting thoughtful and substantive responses to discussion questions
  o responding to others’ work with helpful comments and suggestions
  o organizing your ideas, your knowledge, and your skills in ways that allow you to communicate them more effectively to others
  o taking ownership of one’s own lifelong learning
• demonstrate mastery of online course platform by:
  o successfully enrolling in and completing online Blackboard Learn courses

**Assessment Tools:**

Direct methods:
• internal Academic Review Team (ART) evaluation of degree plans based on good curriculum design principles developed by traditional and progressive educational thinkers
• rubric for ARTs and external evaluators, when needed, to evaluate quality of college-level knowledge, use of literature in one’s field, and critical thinking demonstrated in prior learning portfolios
• credit for prior learning awarded only for learning and not for experience
• integrated curriculum designed to meet the needs of diverse adult learners.
• degree plan designed to assist students in tracking progress towards graduation

Indirect methods:
• SRTI—student course evaluation to measure student satisfaction
• commissioned comprehensive study of graduates and current students to assess effectiveness of curriculum, teaching, advising to determine whether the UWW process produced the intended results
• established benchmarks to track retention and graduation rates over time
• curriculum and syllabus reviews in UWW Academic Matters Committee
• orientation for new faculty and professional development for all, including Prior Learning Assessment certification

**Highlighted recent activities:**

• Convened brown bag faculty meetings to discuss curricula issues and identify various strategies and teaching techniques that can assist in their educational process
• Established an Innovation Committee to provide a collaborative venue to develop and implement new ways to meet the academic needs of adult learners
• Plans to review results of a comprehensive survey of current student and alumni to think about how to better meet the needs of the department’s students
• Designed low residency course in response to student demand
• CAEL training in prior learning assessment for two new faculty
- Continuing training for faculty in Black Board Learn—the campus’ online course delivery system—to better facilitate student learning
- Two faculty designed and led In-person degree training workshops in response to students’ needs
- An Advisory Board made up of alumni charged with raising scholarship funds for students in need to financial assistance