

Leading the Revision of Campus-Level Student Learning Outcomes

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About Rose-Hulman Institute of Technology

Rose-Hulman's mission is to provide our students with the best "science, engineering, and mathematics education in an environment of individual attention and support." There are approximately 2200 undergraduate students and 100 graduate students attending Rose-Hulman. The student to faculty ratio is 11 to 1, the average class size is 20, and there are over 90 student clubs and organizations.

Commission on the Assessment of Student Outcomes (CASO)

Founded in 1996, CASO is a committee of faculty, staff, and students responsible for campus-level student learning outcomes and the campus-level assessment plan. Campus-level student learning outcomes were first approved in 1998 with the last major revision occurring in 2007. CASO is also responsible for our Kern Entrepreneurial Engineering Network (KEEN) outcomes and assessment plan.

Campus-Level Assessment Plan (RosEvaluation)

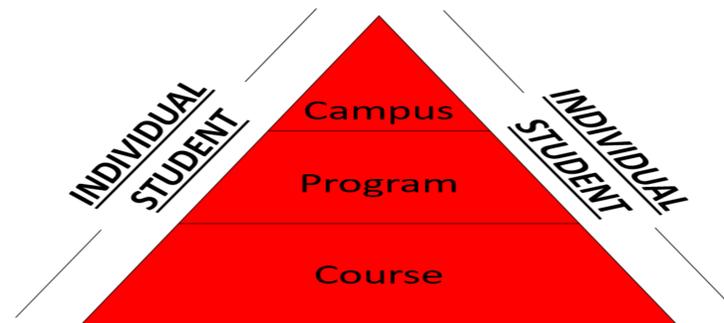
Every Summer, a team of faculty raters meet to score student artifacts from undergraduate courses using homegrown rubrics and VALUE rubrics (e.g., written communication). During RosEvaluation 2017, 14 faculty raters from different departments scored approximately 2000 student artifacts. These artifacts were submitted as evidence of meeting campus-level learning outcomes and KEEN outcomes.



The efforts of CASO and the Office of Institutional Research, Planning and Assessment helped Rose-Hulman get recognized as an inaugural Excellence in Assessment designee as well as be featured in different publications.



Although there were several strengths of our campus-level student learning outcomes and assessment plan, there were also a number of areas in need of attention.



Areas in Need of Attention

There are Leadership and Service campus-level student learning outcomes; however, there has been limited assessment of these outcomes.

The rubrics used to score submissions for Teamwork and Communication outcomes do not align directly with the stated outcomes.

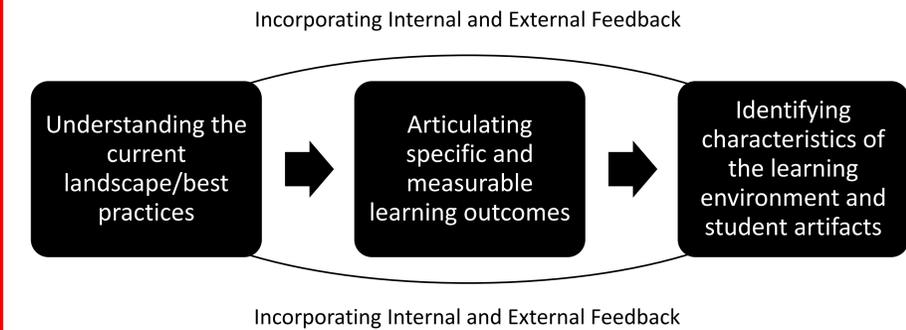
There is a need to include the co-curriculum and collect and score artifacts from the out-of-class setting (e.g., study abroad, undergraduate research). There is also a need to better involve non-ABET accredited programs in the collection and reporting processes.

RosEvaluation should include raters from the out-of-class setting (e.g., student affairs staff, internship supervisors).

Currently, scores and feedback are not shared with students. Students are not involved in the collection and reporting processes. There is a need to provide meaningful feedback to individual students and opportunities for intervention

CASO Goal for the Academic Year

By the end of the 2017-2018 academic year, CASO will submit a draft of new campus-level student learning outcomes.



Fall Quarter

The focus of the fall quarter was understanding the current landscape/best practices. CASO reflected on strengths of our current process and areas in need of attention. CASO also reviewed other campus-level outcomes and discussed feedback from experts in the field.

Winter Quarter

The focus of the winter quarter was articulating specific and measurable learning outcomes. This included distinguishing various levels, emphasizing higher-order thinking/deep learning, aligning outcomes with new ABET outcomes, and identifying gaps and redundancies across outcomes.

Spring Quarter

The focus of the spring quarter was identifying characteristics of the learning environment and artifacts. This included both in- and out-of-class characteristics and primary traits of artifacts.

Throughout the Academic Year

CASO sought and incorporated feedback from internal and external stakeholders. This included feedback from the VPAA, department heads, and experts in the field. CASO also reviewed findings from employer surveys and other institutional surveys.

		TEAM 1	TEAM 2	TEAM 3	TEAM 4
Winter	1 & 2	Creative & Critical Thinkers	Investigators	Intercultural & Global Learners	Ethical Professionals
	3 & 4	Problem Solvers	Lifelong Learners	Communicators	Team Members & Leaders
Spring	1 & 2	Investigators	Creative & Critical Thinkers	Ethical Professionals	Intercultural & Global Learners
	3 & 4	Lifelong Learners	Problem Solvers	Team Members & Leaders	Communicators

Accomplishments

- Member buy-in
- Using existing data
- Collecting & considering feedback
- Flexible/Staying on task

Obstacles

- Existing process
- Projects with conflicting goals
- Engaging students
- Perceptions of outcomes & assessment