

Engaged Learning University Assessment 2015-2016
Executive Summary

During the 2015-2016 academic year, the assessment of the Engaged Learning University Requirement involved a three-pronged approach that included faculty and students: 1) Faculty submitted their course syllabus each semester. 2) Students/faculty entered their Engaged Learning placement/experience data into LOCUS. 3) A [reflection prompt and review rubric](#) were created, utilized, and developed in the 2-year assessment pilot (2013-2015). Students responded to a standardized reflection prompt at the end of the semester in their Engaged Learning course(s). A review committee of faculty/staff normed and calibrated the rubric, and reviewed a stratified random sample of student reflections. This executive summary focuses on the review of the student reflections based on the review committee's evaluations.

Overview of Fall 2015 Engaged Learning Assessment process:

- **Overall:**
 - 380 Engaged Learning (EL) courses were offered during this semester, with 2,510 students enrolled
 - 1336 artifacts (reflections) were submitted for review
 - 1,190 students submitted at least 1 artifact
 - 120 students submitted at least 2 artifacts
 - 22 students submitted at least 3 artifacts
 - 4 students submitted 4 artifacts (maximum allowed)
- **For the assessment:**
 - Sample included 300 students from 101 EL courses
- **Evaluators:**
 - 30 faculty/staff (EL faculty and BUS EL Subcommittee members) invited to evaluate
 - 2 evaluators per submission
 - 20 artifact reviews per evaluator
 - Evaluators were blocked from reviewing their own courses

Designation	# of Courses Assessed	# of Students
Fieldwork	18	104
Service Learning	32	92
Academic Internship	21	46
Public Performance	15	43
Undergraduate Research	15	15

Fall 2015 Overall Results-Criteria by Performance Level (Average across raters) (n = 300)

Criteria	Does Not Meet/Partially Meets Expectations (1.00-1.99)	Meets Expectations (2.00-2.99)	Exceeds Expectations (3.00)	Average	Median
Synthesis Through Reflection	152 (50.7%)	128 (42.7%)	20 (6.7%)	1.80	1.50
Relate Experience to Development	58 (19.3%)	192 (64%)	50 (16.7%)	2.18	2.00
Connect Engaged Learning to Mission	129 (43%)	130 (43.3%)	41 (13.7%)	1.91	2.00
Overall				1.96	2.00

- **Raters:**
 - Overall, the evaluators showed strong consistency in their ratings of student work
 - For 246/300 (82%) of the students, both evaluators assigned scores within 1 rating category of each other
 - 93% of all rater pairs were within 1 rating category of each other

Fall 2015 Overall Results-Designation by Criteria (Average across raters) (n = 300)

(1=Does Not Meet/Partially Meets Expectations; 2= Meets Expectations; 3=Exceeds Expectations)

Designation	Synthesis Through Reflection	Relate Experience to Development	Connect Engaged Learning to Mission	Overall
Fieldwork (n=104)	1.92	2.39	2.13	2.15
Academic Internship (n=46)	1.63	2.27	1.95	1.95
Public Performance (n=43)	1.59	1.72	1.43	1.58
Service Learning (n=92)	1.79	2.10	1.89	1.93
Undergraduate Research(n=15)	2.07	2.30	1.77	2.05

- **Conclusions:**
 - Number of student submissions rose significantly from Fall 2014 (278 submissions) to Fall 2015 (1336 submissions), including representation from all EL designations
 - The overall average of student performance rose from Fall 2014 (1.60) to Fall 2015 (1.96)
 - Of the 300 students assessed, the majority met or exceeded expectations for two of the three assessment criteria: 81% for “Relate Experience to Development” and 57% for “Connect Engaged Learning to Mission.” For the third criterion, “Synthesis through Reflection,” 49% met or exceeded expectations.
 - The lowest performance for all students was for the criterion “Synthesis through Reflection” (1.8/3.0; Table 1).
 - Student performance on the “Connect Engaged Learning to Mission” outcome improved most from Fall 2014 (1.33) to Fall 2015 (1.91)

- **Next Steps:**
 - Address faculty feedback on improving assessment prompts
 - Increase the number of EL faculty serving on the faculty review committee
 - Continue review of Spring 2016 data
 - Continue providing faculty development programs on teaching effective reflective practice
 - Combine / aggregate review data for academic year Fall 2015/Spring 2016
 - Further analyses about differences in performance based on year in school and EL designation area
 - Compile trend data over multiple years before drawing general conclusions

The Engaged Learning University Requirement assessment initiative will continue on a three-year cycle in 2018-2019.