Background/A Very Short Story
The Electrical and Computer Engineering Department’s Assessment of Student Writing Outcomes

- Designed a portfolio assessment process
- Students selected their best writing from assignments they produced in their undergraduate ECE degree program
- Students authored self-reflective cover letters explaining their understanding of the meaning of each of the department’s outcomes for student writing, and how the contents of the portfolio evidenced they had mastered these skills
Assessment Results

• Provided data on student writing outcomes in two undergraduate degree programs
• Provided data on student performance on assessment activities in various level courses
• Provided findings that could be immediately applied to curriculum reform to improve student learning outcomes
• Provided reliable data that completing this loop was significantly improving student writing outcomes
Current Project

• Office of the Vice Provost for Outreach and Global Initiatives
• Outreach College Mission: To provide UA faculty knowledge and content to anyone, anywhere, and at any time
• To accomplish this goal, online delivery of these programs at remote locations is essential
Graduate Certificate Programs

• Graduate certificate programs are designed to provide high end UA faculty knowledge and skills to student audiences anywhere, and at any time
• These certificate programs are constructed to include 4-5 graduate courses
• Students completing these programs should be able to demonstrate mastery of certificate program competencies
Bottom Up Assessment Development Model

• What we currently have:
• Unit Activities and Assessments
• Unit Objectives
• Course Outcomes
• But what we don’t have currently are:
• Well Defined Certificate Program Competencies
• Faculty in two identified programs are defining these graduate certificate competencies
Top Down Assessment Mapping

• Graduate Certificate Program Competencies
• Course Outcomes
• Unit Objectives
• Activities and Assessments
Assessment Performance Activities

• Must be measurable
• Must provide evidence that students are mastering graduate program competencies
• Must provide valid and reliable data for comparative, statistical analysis of student learning over time
Closing the Loop

• Collect and analyze the assessment data
• Apply findings to curriculum reform to improve student learning in the graduate certificate programs
• Use findings to brand and market the high end quality of the UA faculty knowledge and research experience that is delivered in these programs by top level scholars in the fields