

Learning Outcomes and Assessing Our Graduate Studies Program

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Who:

- Faculty, Administrators, and Graduate Students.

We all have a role to play in the assessment process. The Graduate Studies Office affirms its commitment to the joint responsibility of instructors and students to maintain and foster a positive learning environment.

Why:

- Enhance feedback between students and professors;
- Improve quality of our graduate program and courses;
- Enact a continuous process of improvement at each phase of graduate program (admissions; advising; course work, comprehensive exam, defense, job search).

What:

- Align Program-level Learning Outcomes Assessment (Graduate Program Administrators)
- Articulate Course-level Learning Outcomes Assessment (Graduate Faculty).
 - Learning Outcomes reflect higher order critical thinking;
 - ✓ Achieve through course assignments and evaluation methods;
 - ✓ Promote mutual accountability for teaching and learning;
 - ✓ Make course objectives transparent;
 - ✓ Indicate what we care about and how we are going to achieve it;
 - ✓ Demystify our expectations;
 - ✓ Mentor new scholars and new teachers in the field.

How:

- Incorporate learning outcomes assessment in our Graduate Courses;
- Articulate Graduate program goals and learning outcomes (Graduate Student Handbook, Annual Reports, Graduate Studies Program website);
- Identify and evaluate learning outcomes for the MA Portfolio and MFA/PhD Dissertation

When:

- Continuous Assessment Process:
 - ✓ Beginning of course (articulate learning outcomes in course syllabi)
 - ✓ Midterm (measure progress; reflect with students; invite feedback)
 - ✓ End of course (evaluate learning outcomes: what and how well outcomes achieved through course assignment).