



EXPERIENCE LEARNING
THE UNIVERSITY OF TENNESSEE, KNOXVILLE

S and R Designated Courses Guide for Assessments

Congratulations on your course redesign! We want to thank you for your contribution to the assessment of the program. The QEP assessment plan includes the use of direct and indirect assessment instruments to evaluate the growth and effectiveness of student learning. Your participation and input is critically important for measuring student learning and evaluating the success of Experience Learning.

Direct Assessment

The direct assessment will measure students' level of competency from one faculty selected benchmark across four Student Learning Outcomes (SLOs). Instructors must select ONE benchmark from EACH of the four SLOs to assess all students that have been given the assignment. Instructors are to align their class's final capstone assignment with the SLOs. This assessment will be completed at the end of the QEP activity. This is a required assessment that must be used to evaluate all students in the course.

Student Survey

A student survey serves as the indirect assessment for the S and R designated courses. The student survey will complement the direct assessment, providing another vital measurement of student learning through the perspective of the students. The assessment seeks to understand how the students' perceptions have changed as a result of the experiential learning activity. The survey will be administered at the end of the QEP activity as part of the Tennessee VOICE end of course evaluations. This assessment will be a requirement for students to complete.

Faculty Survey

The faculty survey will seek to capture the perspectives of the faculty members who were selected for the Faculty Fellows Program. The survey will be administered to the Faculty Fellows at the end of the course or QEP supported activity. The survey will be essential for the Faculty Fellows to complete. The responses gathered from this survey will be highly valuable for the growth of the Experience Learning Initiative.

Faculty Focus Group

Faculty will have the chance to express their thoughts, opinions, and knowledge of the QEP process in an open, structured discussion. The purpose of the focus group will be to improve upon weaknesses and solidify strengths within current practices of our QEP. The focus group will take place at the end of the semester, or upon completion of the course or QEP supported activity. Faculty Fellows are required to participate in the focus group.



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Below is a table that provides essential information on each assessment that will encompass faculty and students:

Summary of Each Student and Faculty Focused Assessment

| Assessment | Participation | Data Collection Method | Participants Completing Assessment | Occurrence | Process of Data Collection | Purpose |
|---------------------|----------------------|-------------------------------|--|---|---|---|
| Direct Assessment | Required | Rubric | Faculty | End of course or QEP supported activity | QEP team develops assessment instrument and administers the assessment rubric via Qualtrics. Links to survey can be distributed by faculty or QEP team. | To evaluate students' level of competence across the four SLOs and their benchmarks |
| Student Survey | Required | Questionnaire | Students | End of course | QEP team develops survey instrument. Survey is administered as part of S or R designated section of Tennessee VOICE. | To measure students' perceptions of their own learning and attainment of the SLOs and benchmarks |
| Faculty Survey | Required | Questionnaire | Faculty in SCI and Faculty Development Program | End of course or QEP supported activity | QEP team develops survey instrument and administers the survey via Qualtrics. Links are distributed to faculty by QEP team via email. | To gauge the faculty's perspective and the level of satisfaction with their QEP activity |
| Faculty Focus Group | Required | Focus Group | Faculty and Staff | End of course or QEP supported activity | QEP team develops questions for and convenes focus group. | To collect qualitative data about faculty's experiences with the QEP activities, strengths of activities, and areas for improvement |