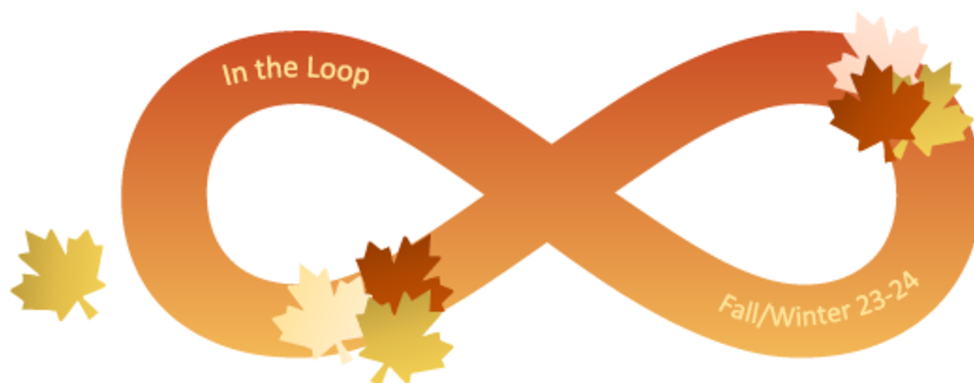# *In the Loop*

Biannual Newsletter from the University Assessment Committee

Dear Colleagues,

As I enter my third month as the new vice provost for student success, inclusive excellence, and curricular innovation at USF, it is with enthusiasm that I join all of you on this journey to foster a learning environment that supports all of our students toward their educational goals. It's been inspiring to learn about the groundwork that has been laid over the last eight years in creating a culture of assessment. I'm grateful for the work of my predecessor, Shirley McGuire, and her unwavering commitment to creating and supporting a network of assessment leaders and practices on our campus, and the leadership of Deborah Panter and the Office of Assessment and Accreditation Support team in actualizing the vision for assessment.

In these first few months of listening, reading, and reflecting on the changes that have taken place, I am reminded of a quote I once heard at a conference: "Change is not magic, it is by design." I keep this quote on a Post-it as a reminder that real and sustainable change is a process.

The University Assessment Committee (UAC) serves as a key architect in imagining, building, and supporting the assessment culture at USF. At times the various stages of change may look like drafting a blueprint to build a new room in order to expand assessment practices, or perhaps a bit of retrofitting and renovation to ensure assessment practices are anti-racist, equitable, and student-centered. Whether the change is tiny or seismic, what remains central to sustainable assessment is centering students and student learning.

As the UAC continues its work around new program review guidelines and addressing racism and bias in assessment this year, the opportunities to co-create an inclusive learning environment with and for our students are before us. I look forward to learning, supporting, and collaborating with all of you in our commitment to a culture of assessment that is inclusive, equitable, and just.

Warmly,

Rebecca C. Hong
Vice Provost
Student Success, Inclusive Excellence, and Curricular Innovation

Upcoming Assessment-Related Conferences

- Oct. 29–31, 2023 | Indianapolis, IN | **IUPUI Assessment Institute**
- March 21–23, 2024 | Philadelphia, PA (and online) | **AAC&U Conference on Diversity, Equity, and Student Success**
- April 9–17, 2024 | Providence, RI (and online) | **AAC&U Conference on General Education, Pedagogy, and Assessment**
- April 13–16, 2024 | Chicago, IL | **Higher Learning Commission Annual Conference**
- April 18–20, 2024 | San Diego, CA | **WSCUC Accreditation Resource Conference (ARC)**
- June 3–6, 2024 | Portland, OR | **AALHE Annual Assessment Conference**
- June 23–25, 2024 | Anaheim, CA | **NASPA Assessment, Planning, and Data Analytics Conference**

Magis Methods

Assessment-Related Tips & Resources

Using the National Survey of Student Engagement (NSSE) to Identify & Enhance Student Learning and Success Across USF
By Melissa Thompson, Associate Director of Research and Assessment, Office of Assessment and Accreditation Support

The National Survey of Student Engagement (NSSE) is a nationwide survey administered to first-year and senior students at four-year colleges and universities across the U.S. and Canada. The survey measures the extent to which students engage

in educational practices associated with high levels of learning and development. USF has participated in the current iteration of NSSE since 2014 (with the exception of 2019).

While NSSE does not directly assess student learning, the survey does reflect self-reported behaviors associated with desired outcomes of an undergraduate education. In particular, NSSE examines two features: the amount of time and effort students put into their studies and other educational activities (engagement indicators or EIs) and how an institution uses its resources and curriculum to promote educationally-meaningful activities known as high-impact practices or HIPs.

The survey collects information across five categories: (1) participation in dozens of educationally purposeful activities, (2) institutional requirements and the challenging nature of coursework, (3) perceptions of the college environment, (4) estimates of educational and personal growth since starting college, and (5) background and demographic information.

NSSE also offers institutions the opportunity to participate in Topical Modules, which are short sets of questions on designated topic areas. In 2023, USF chose to participate in the Inclusiveness & Engagement with Diversity and Mental Health & Well-being topical modules. Past topical modules have included: Academic Advising, Career & Workforce Preparation, Coping with COVID, Experiences with Online Learning, Academic Advising, Housing, Community Engagement, Experiences with Writing, First-year Experiences and Senior Transitions, and Social and Cognitive Global Perspectives.

The results of the survey are compared to other Jesuit institutions, USF peer groups that participated in the survey, and all NSSE participants. Results of topical modules are compared to all other institutions that participated in the modules.

NSSE data can be used to identify areas of strength and opportunities for growth and to enhance student learning and success across USF. NSSE provides USF with several reports detailing the survey results, which the Office of Assessment and Accreditation Support (OAAS) makes publicly available on the **OAAS website** each year. OAAS also creates and publishes overview reports of the NSSE data to help synthesize the results in a meaningful way for the USF community. NSSE also provides a Tableau dashboard that allows users to disaggregate data by major categories to examine patterns of similarity and difference among their own students and against a comparison group of other participating institutions. NSSE should make results for 2023 available in the **Tableau dashboard** later this fall.

OAAS highly encourages the campus community to review the NSSE reports to gain a better understanding of how our students are doing in terms of engagement and high-impact practices.

Notes from the Field

Assessment Stories from USF Departments & Units

Tracking Learning Outcomes in Legal Research, Writing, and Analysis

By USF School of Law Legal Research, Writing, and Analysis Program Faculty Members

Legal Research, Writing, and Analysis (LRWA) is a core part of legal education at every law school. The course instructs students to understand various primary sources of law (constitutions, statutes, regulations, and judicial decisions) and how they interact with one another. Students complete the course with an understanding of how to use these primary sources of law and various secondary sources (legal encyclopedias, treatises, practice guides, annotations from research platforms, and academic articles) to spot the legal issues that arise from a given situation, find other relevant sources, identify the relevant legal rules, and apply the legal rules to the situation in a reasonable way.

At USF and most other law schools, the fall semester of the course focuses on predictive analysis — an objective assessment of a situation that identifies and compares both sides' arguments to predict a likely outcome to a particular legal question and gauge the strength of a client's case. The spring semester of the course focuses on the art of persuasion, particularly in persuading a court to rule in a client's favor both through a written "brief" of a legal argument and through oral arguments at a mock hearing. The course frames the substantive content of many of students' other courses (ranging from contracts and property to environmental protection and freedom of speech). It also prepares students for legal practice, enabling them to complete basic legal analysis and research that will be required in summer employment, upper-level practicums, and in their careers beyond law school.

There are many skills involved in producing written legal analysis. Several years ago, the faculty of the USF School of Law LRWA program worked together to identify more than twenty learning outcomes associated with the necessary skills that students should demonstrate proficiency in as part of the course. These include document formatting, analysis structure, logical organization, legal issue spotting, stating legal rules, finding relevant sources on legal research platforms, citing appropriate authority, formatting legal citations appropriately, explaining prior relevant judicial decisions, applying rules to novel situations through analogical reasoning to those prior judicial decisions, grammar and punctuation, tone, and framing legal questions and facts appropriately, amongst others.

The team then created a 1–4 point scale to evaluate how well a student is performing in each outcome category: (1) below expectations, (2) approaching proficiency, (3) proficiency, (4) mastery. Each outcome includes a brief definition of what a student must do to achieve each score — i.e., the difference between a "2" score for legal citation formatting versus a "3" score, and so on. The team then built the outcomes and evaluation scale into the Canvas interface, enabling instructors to use sets of learning outcomes to evaluate student progress in individual assignments and over time. The following identify what the Canvas interface looks like:

1. Each learning outcome is set up using the Canvas Outcomes function.

| + Outcome | + Group | ⬆ Import | 🔍 Find |

- 01 -Timeliness
- 02-Formatting
- 03-IRAC structure
- 04-Issue spotting
- 05-Organization of ...
- 06-Issue statement...
- 07-Rule statements
- 08-Selection of aut...
- 09-Explanation of a...
- 10-Analysis / Appli...
- 11-Conclusions
- 12-Citation Usage
- 13-Citation formatting
- 14-Non-citation Bl...
- 15-Grammar, spelli...
- 16-Readability
- 17-Tone

SETTING UP OUTCOMES

Outcomes are created here to track mastery in a course. To get started, checkout the menu bar along the top. Click on the New Outcome button to create a new outcome, or the New Group button to create a new group to organize your outcomes into. The Find button will allow you to use outcomes that have been created by your state or institution. As you create and use outcomes you will be able to use the panel to the left to navigate through your outcomes. You can drag and drop outcomes between the different levels to create structure.

In order to import a large quantity of Outcomes at once, or to update your existing outcomes, please follow the CSV format.

More importantly, Canvas allows you to add outcomes to your grading rubrics so that you can evaluate mastery as you grade assignments. Once you've set up outcomes, click Manage Rubrics to start using your outcomes for grading.

2. The outcomes are then available to compile into a rubric for each assignment. The instructor can choose which outcomes to use for each rubric.

Moot Court Initial Draft

You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings				Pts
19-Introduction Introduction components include: Contextual facts; Parties; Legal issue(s); Relief requested; Procedural or jurisdictional issue if relevant; Appropriate tone **** 1. No introduction; 2. Introduction present but missing key components and/or tone is not appropriate; 3. Introduction present and includes most key components and appropriate tone attempted; 4. Introduction is present and tone is appropriate threshold: 3.0 pts	4 pts Mastery	3 pts Proficiency	2 pts Approaching proficiency	1 pts Below expectations	4 pts
21-Questions Presented Questions Presented requirements: Legal issue; Legally determinative facts where appropriate; Jurisdiction/source of law where appropriate; Appropriate tone and framing; Does not include legal citations **** 1. No Question Presented(s) included or incorrect issues are presented; 2. Question Presented(s) attempted but lacks key components, includes irrelevant information, or asserts legal conclusions as facts; 3. Question Presented(s) includes necessary components, does not include much irrelevant information, does not assert legal conclusions; 4. Question Presented(s) is clear, includes necessary components and does not include irrelevant information threshold: 3.0 pts	4 pts Mastery	3 pts Proficiency	2 pts Approaching proficiency	1 pts Below expectations	4 pts
20-Fact Statement Fact Statement requirements: Includes all legally determinative and required background facts and all facts included in the Discussion; Does not include irrelevant facts or legal arguments; Organization is logical and clear (chronological or by topic, uses paragraphs appropriately); Appropriate tone; Provides a clear narrative (and theme when necessary); Does not parrot fact pattern provided **** 1. No Fact Statement or Fact Statement is below expectations; 2. Fact Statement satisfies some but not all requirements; 3. Adequate Fact Statement; 4. Effective Fact	4 pts Mastery	3 pts Proficiency	2 pts Approaching proficiency	1 pts Below expectations	4 pts

3. The instructor can then use the speedgrader function to score each student's assignment based on the defined outcomes.

Moot Court Initial Draft

Criteria	Ratings				Pts
19-Introduction view longer description threshold: 3	4 pts Mastery	3 pts Proficiency	2 pts Approaching proficiency	1 pts Below expectations	2
21-Questions Presented view longer description threshold: 3	4 pts Mastery	3 pts Proficiency	2 pts Approaching proficiency	1 pts Below expectations	A
20-Fact Statement view longer description threshold: 3	4 pts Mastery	3 pts Proficiency	2 pts Approaching proficiency	1 pts Below expectations	
01-Timeliness view longer description threshold: 3	4 pts Mastery	3 pts Proficiency	2 pts Approaching proficiency	1 pts Below expectations	
02-Formatting view longer description threshold: 3	4 pts Mastery	3 pts Proficiency	2 pts Approaching proficiency	1 pts Below expectations	
03-IRAC structure view longer description	4 pts Mastery	3 pts Proficiency	2 pts Approaching proficiency	1 pts Below expectations	

INTRODUCTION

The court should deny Defendant Troy Torettos' motion to suppress evidence under Fed. R. Civ. Pro. 12(b)(3)(C) as Prosecution demonstrates evidence, in the form of (1) a bag of cocaine, and (2) the voluntary confession, were secured per the Fourth and Fifth Amendments. First, Prosecution shows agents uncovered cocaine during a lawful company-led search of the Defendants' company-owned bike locker. Second, the Prosecution shows that the officers acquired the confession voluntarily while Defendant was not in custody.

QUESTION PRESENTED

I. Should the court deny the Defendant's motion to suppress evidence under Fed. R. Civ. Pro. 12(b)(3)(C) on the basis officers uncovered it in an unconstitutional search in violation of his Fourth Amendment Right, when the Defendants' cocaine was discovered in a search facilitated by his supervisor, of a locker that society would not have a reasonable expectation of privacy towards, due to the multiple notices of the company's right to search the locker, rental of the locker from his employer, and location on his employers' private property?

II. Should the court deny the Defendant's second motion to suppress evidence regarding his voluntary admission of intent to redistribute cocaine, on the basis officers secured it in a custodial interrogation in which law enforcement did not provide him his Miranda rights when they questioned him in his office with his supervisor present part of the time, and proceeded for

4. The instructor can make in-line comments, comments on specific learning outcomes, and overall comments for the student. The instructors can use the outcomes/rubric for grading purposes or non-grading evaluative purposes.

INTRODUCTION

This defense of the Motion to Suppress requests that the Court exclude the physical evidence and self-incriminating statements from the trial due to the illegality of the means they were obtained through and the accompanying constitutional rights violations. The DEA agents violated the Fourth Amendment rights of my client to be protected from unreasonable searches and seizures in pursuit of the physical evidence. This was done by invading his private locker without a warrant. They also violated his Fifth Amendment rights by failing to inform him of his Miranda rights before obtaining self-incriminating statements through custodial interrogation. The government is expressly forbidden from using evidence illegally acquired to convict. U.S. Attorneys make up the Prosecution and represents the federal government. The Defense represents Troy Toretto an innocent citizen of Acropolis in the state of Sequoyah. The Defense argues for the suppression of the evidence gained unlawfully in the case to convict Troy Toretto of Toretto of (1) unlawful possession of a controlled substance, (2) unlawful distribution of a controlled substance, and (3) intent to distribute a controlled substance. 21 U.S.C. § 841(a).

QUESTION PRESENTED

Under the Fourth Amendment of the United States Constitution, should evidence be excluded from trial when police had no warrant, police cut a padlock off a rented bike locker, the rent was consistently paid, police directed a civilian to search the contents in their stead, no one searched the lockers before, bags inside were searched, and the owner of the locker had no knowledge of the privacy policy?

Under the Fifth Amendment of the United States Constitution, should self-incriminating statements be excluded from trial when Miranda rights remain unread, the Defendant is ambushed in his place of work, his boss was watching, the police were in uniform and openly carrying firearms, the police stayed blocking the door, the police asked incriminating questions, the police were asking leading questions, the Defendant was unaware that his bike locker had already undergone an illegal search and he made incriminating statements in response to falsehoods asserted by the police?

MOTION TO SUPPRESS - 2

Adam Abelkop
Note that this document of P&S in support of the motion itself

Adam Abelkop
illegality AND rights viol; Seems like they're the sa just include the rights vio

Adam Abelkop
Mr. Toretto or Toretto - n from the first person per: yourself

Adam Abelkop
this one might need a cit

Adam Abelkop
You don't need this sente

Adam Abelkop
consider putting this sen

Moot Court Initial Draft

Criteria	Ratings				Pts
19-Introduction view longer description threshold: 3	4 pts Mastery	3 pts Proficiency	2 pts Approaching proficiency	1 pts Below expectations	3
21-Questions Presented view longer description threshold: 3	4 pts Mastery	3 pts Proficiency	2 pts Approaching proficiency	1 pts Below expectations	4 A
20-Fact Statement view longer description threshold: 3	4 pts Mastery	3 pts Proficiency	2 pts Approaching proficiency	1 pts Below expectations	2
			a bit too much devoted to the lead up to the events and not enough on the events themselves; lots of the background is irrelevant		
01-Timeliness view longer description threshold: 3	4 pts Mastery	3 pts Proficiency	2 pts Approaching proficiency	1 pts Below expectations	4
	4 pts Mastery	3 pts Proficiency	2 pts Approaching proficiency	1 pts Below expectations	

5. In the gradebook, the instructor can then select to view the class's performance by learning outcomes rather than numerically. (Outcomes that have not been used yet appear blank, and a professor has an option to hide them, shown on the right below.) The reported outcome scores reflect a weighted average of a student's performance on each particular outcome. That is, over the course of the semester, one outcome will be used to evaluate performance on many assignments. The reported score is an average of the student's score on that outcome across all of the assignments, with the more recent scores weighing greater than older scores.

6. Bringing the cursor over any individual learning outcome yields a pie chart showing the class's overall performance on that outcome.

7. Viewing the evaluation data in this way enables a professor to see which outcomes the class is performing well on and which they need improvement on. This allows the professor to respond in real time with interventions to address inadequacies. It also facilitates reflection so that future iterations of the course can be improved based on inadequacies and so that practices that seem to be working can be maintained.

In practice, the LRWA professors are engaging in various "calibration" practices to ensure that each professor is scoring assignments consistently with another. Eventually, this will allow the group as a whole to evaluate teaching practices across the department using these data to compare practices across various professors teaching the same course. Stay tuned for future developments! Anyone who wishes to deploy a similar approach or has questions is welcome to contact **Professor Adam Abelkop** or **Professor Eugene Kim**.

Submit to *In the Loop!*

We want to feature your assessment experiences in the next edition of *In the Loop!* Please email your ideas to **Katie Hoffman**.

If you are looking for support with academic and co-curricular program reviews, the Office of Assessment and Accreditation Support (OAAS) can help. Please email **Deborah Panter**, call **(415) 422-4588**, or visit the **OAAS website** for more information.

Join the conversation **#USFCA**

UNIVERSITY OF SAN FRANCISCO
Office of Assessment and Accreditation Support

(415) 422-4588

USFCA.EDU

DIRECTIONS

CONTACT US

CHANGE THE WORLD FROM HERE