

Fundamentals of Assessment


March 23rd and 31st, 2010

Co-Sponsored by:

*University Assessment Committee
University Committee for Excellence in Teaching and Learning
College of Arts and Sciences Assessment Committee
Office of Academic and Institutional Effectiveness*

**What is student learning
outcomes assessment?**

Don't let the tail wag the dog ...

 “ ... institutional assessment efforts should not be concerned about valuing what can be measured but, instead, about measuring that which is valued.”
Banta, et. al

**You and your department are
in the best position to
determine what is valued!**

 **What do we most want
students to learn?**

 **How do we know they're
learning it?**

Language of Assessment



Goal

- Broadly stated general skills or knowledge category your program is striving to achieve over time



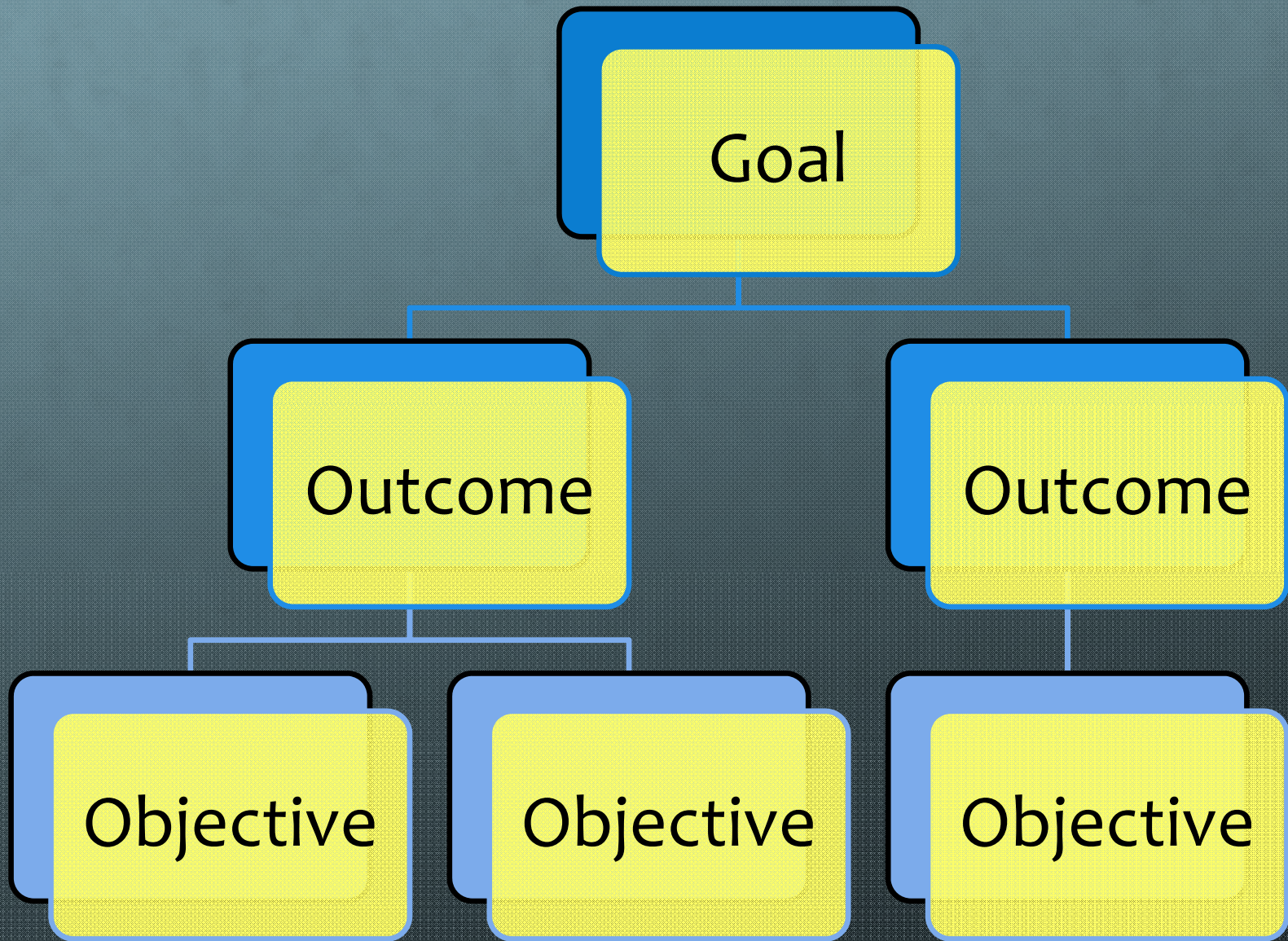
Student Learning Outcomes

- What you expect students to know, care about and/or be able to do – specific accomplishments to be achieved upon graduation

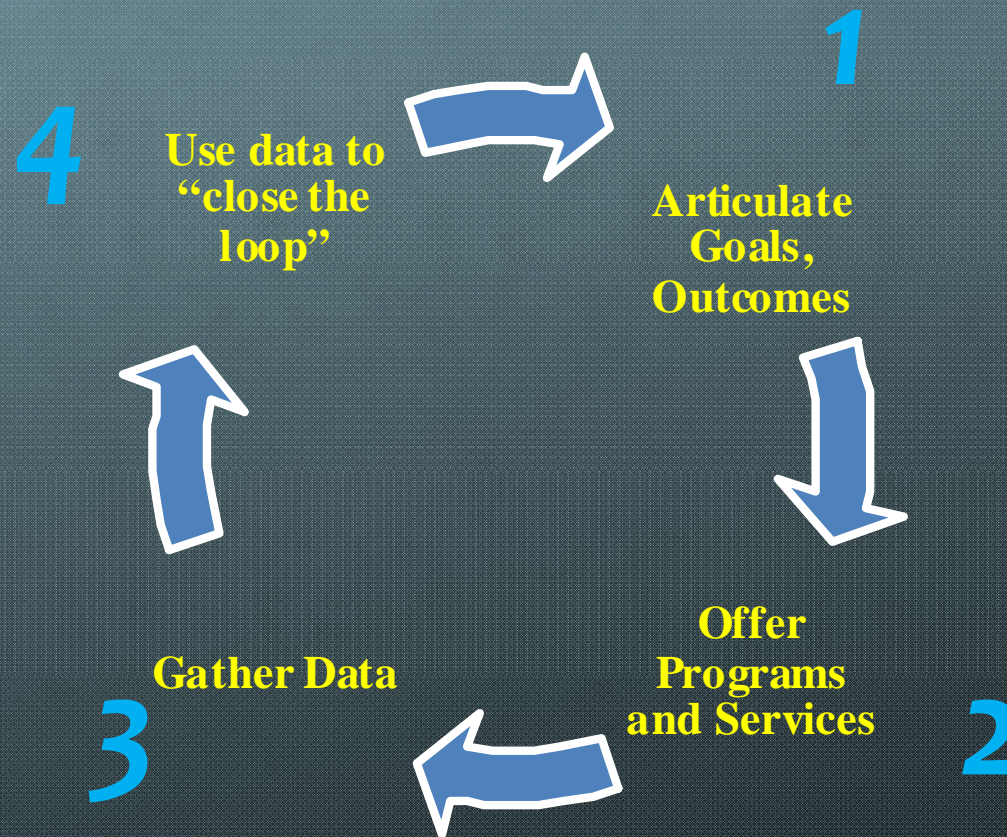


Student Learning Objectives

- Key elements or detailed aspects related to the accomplishment of the outcome





Assessment Cycle



“You've got to be very careful if you don't know where you're going, because you might not get there.”

Yogi Berra

-  **You need a direction, lest you end up someplace else.**
-  **Student learning outcomes provide you with direction.**

**What are student
learning outcomes?**

Student Learning Outcomes

Statements describing what students will **know, care about** or **be able to do** as a result of completing a particular course of study.

Know – Cognitive

Care About – Affective

Do - Psychomotor

Student Learning Outcomes

Are

 **Student Centered**

 **Focused on End
Result**

Are Not

 **Faculty Centered**

 **Process Based**

Student Learning Outcomes

Students should be able to

<<action verb>> <<something>>

Bloom's Taxonomy Revised



Student Learning Outcomes

Let's practice

Just remember ... use what works for your program!


**How does my program go
about developing student
learning outcomes?**

Developing your program's learning outcomes

- 🌐 Collaborate as faculty (this is not an assignment for one or two faculty members in your department)
- 🌐 Focus on knowledge, skills and attitudes you want students to have when they leave the program
- 🌐 Use approved program curricula
- 🌐 Look at assessment stated in syllabi of current courses ---- particularly capstones

“Reinventing the wheel is sometimes the right thing, when the result is the radial tire.”


Jonathon Gilbert

 **Unless you are coming up with a radical new assessment method (that you are ready to validate prior to implementing it), it is often most effective and efficient to use other methods.**

Use what's available




- 🌐 **Goals or standards from disciplinary associations and accreditors**
- 🌐 **Admission criteria of academic programs pursued by your graduates**
- 🌐 **Surveys or interviews of employers of your graduates**
- 🌐 **Similar programs at other Institutions**

“You don’t know until you find out.” Mark Limpar

 **You need to make objective observations to see how well your program is achieving its goals.**

“Rose-colored glasses are never made in bifocals. Nobody wants to read the small print on dreams.”

Ann Landers

-  **Be careful of your observations.**
-  **Our perceptions are shaped by implicit desire to protect our self esteem.**
-  **Without an objective plan, specifically designed to get around protecting our self esteem we can miss what is really going on, losing out on a chance to make true improvements.**

**What are measures/evidence
of student learning?**

**How do we know our
students are learning what
we say we are teaching?**

Student Learning Measures/Evidence

Direct

- Tangible, visible, self-explanatory evidence of exactly what students have and haven't learned
- Direct examination or observation of student knowledge, skills, attitudes or behaviors to provide evidence of learning outcomes

Indirect

- Provides signs that student are probably learning, but the evidence of exactly what they are learning is less clear and less convincing
- Perceived extent or value of learning experiences

Direct Measures/Evidence

Examples

- 🌐 Portfolio/project/essay assessment
 - 🌐 developing & using a rubric
 - 🌐 blind scored by multiple scorers
- 🌐 Course embedded assessments
- 🌐 Publisher provided assessments
- 🌐 Standardized tests (e.g., MFT)
- 🌐 Certification/licensure exams
- 🌐 Juried review of student performances and projects
- 🌐 Minute papers
- 🌐 External evaluation of student performance in internships

Indirect Measures/Evidence Examples

- 🌐 Surveys
 - 🌐 Student Perception
 - 🌐 Alumni Perception
- 🌐 Exit interviews
- 🌐 Retention and transfer rates
- 🌐 Graduation rates
- 🌐 Job placement
- 🌐 Graduate school acceptance rate

What is required?

Things that are due...

- 🌐 Program's Student Learning Outcomes

May 2, 2010

- 🌐 Student Learning Outcomes Assessment Plan

September 3, 2010


- 🌐 Description of Program
- 🌐 Student Learning Outcomes
- 🌐 Measures of Student Performance
- 🌐 Three-year Assessment Cycle Timeline

- 🌐 First Annual Assessment Report

September 2011

Getting Started

- 🌐 **Begin with what is in place**
- 🌐 **Focus on important goals for your program**
- 🌐 **Make use of what's working for others**
- 🌐 **You can stagger assessments**
- 🌐 **Only do what will facilitate improvement**
- 🌐 **Develop plan where benefits exceed costs**

 “For so it is ... I measure it!
But what it is I measure, I do
not know.”

St. Augustine

You are **NOT** alone...

- 🌐 Yun Kim – 3856
- 🌐 Joann Stryker – 3574
- 🌐 Bonnie Green - 3121
- 🌐 Sheila Handy - 3181
- 🌐 Professional Organizations/Accrediting Bodies
- 🌐 Middle States Commission on Higher Education