Office of Institutional Effectiveness and Assessment

Workshop Title: Assessment 101
Student Learning Outcomes Assessment
Assessment 101
Student Learning Outcomes Assessment
Introductions

Name
Degree Program
In one sentence, what do you hope to learn today?
GOALS

Describe the purpose of assessment

Articulate the ultimate goal of assessment

Gather, analyze, and interpret evidence for student learning improvement
ASSESSMENT
WHY DO WE DO IT?
Improvement of student learning & development
Culture of Betterment
Support Your Claims With Data
Account ability
ASSESSMENT
WHO DO WE DO IT FOR?
FOR YOU
Assessment for you
Assessment for you
ERRR... CAN'T STOP. TOO BUSY!!

TOO BUSY TO IMPROVE?

WorkCompass
ASSESSMENT

WHAT IS THE PURPOSE?
THE PURPOSE
To collect meaningful actionable data that leads to program and student learning improvements.
THE PURPOSE
To collect meaningful actionable data that leads to program and student learning improvements.
THE PURPOSE
To collect meaningful actionable data that leads to program and student learning improvements.
ASSESSMENT
WHAT IS IT?
Assessment is the ongoing process of:

1. Establishing clear, measurable expected outcomes of student learning.
2. Ensuring that students have sufficient opportunities to achieve those outcomes.
3. Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations.
4. Using the resulting information to understand and improve student learning.

(Linda Suskie, 2014, Assessing Student Learning)
ASSESSMENT

HOW DO WE DO IT?
Assessment is the ongoing process of:

1. Establishing clear, measurable expected outcomes of student learning.
   - **Student Learning Outcomes**

2. Ensuring that students have sufficient opportunities to achieve those outcomes.
   - **Measures**

3. Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations.
   - **Targets, Interpretation of Results**

4. Using the resulting information to understand and improve student learning.
   - **Use of Results, Action Plans, Student Learning Improvement**

(Linda Suskie, 2014, Assessing Student Learning)
Assessment is the ongoing process of:

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(Linda Suskie, 2014, Assessing Student Learning)
The specific **knowledge, skills, or abilities** that students should be able to demonstrate or perform at the end of the program.
Step 1: Student Learning Outcomes

The specific **knowledge, skills, or abilities** that students should be able to demonstrate or perform at the end of the program.

✔ Observable
The specific **knowledge, skills, or abilities** that students should be able to demonstrate or perform at the end of the program.

- Observable
- Reasonable level of learning
- Uses concrete action verbs
Bloom's Taxonomy

**Remember**
- Recall facts and basic concepts
  - define, duplicate, list, memorize, repeat, state

**Understand**
- Explain ideas or concepts
  - classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

**Apply**
- Use information in new situations
  - execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

**Analyze**
- Draw connections among ideas
  - differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

**Evaluate**
- Justify a stand or decision
  - appraise, argue, defend, judge, select, support, value, critique, weigh

**Create**
- Produce new or original work
  - design, assemble, construct, conjecture, develop, formulate, author, investigate

Vanderbilt University Center for Teaching
Dee Fink (2013)

Taxonomy of Significant Learning

“Creating Significant Learning Experiences”

https://serc.carleton.edu/sp/library/interdisciplinary/index.html
Step 1: Student Learning Outcomes

Statements of the **knowledge, skills, and behaviors** a student should achieve, or be able to do, upon completion of an academic degree program.

- Observable
- Reasonable level of learning
- Uses concrete action verbs
Step 1: Student Learning Outcomes

Students graduating with a degree in Music, will be able to compose a short piece of music with creativity, craftsmanship, and aesthetic appeal.
Students graduating with a degree in Music, will be able to compose a short piece of music with creativity, craftsmanship, and aesthetic appeal.

- Observable
- Reasonable level of learning
- Uses concrete action verbs
Step 1: Student Learning Outcomes

Students will demonstrate an understanding of musical concepts and composers.
Students will demonstrate an understanding of musical concepts and composers.

- Observable
- Reasonable level of learning
- Uses concrete action verbs
Step 1: Student Learning Outcomes

MS Economic students will be able to apply the theoretical foundations of economics to policy issues in the private and-or public sector.
MS Economic students will be able to apply the theoretical foundations of economics to policy issues in the private and–or public sector.

✔ Observable
✔ Reasonable level of learning
✔ Uses concrete action verbs
2 minute free write

Construct an outcome about written communication
Now share your student learning outcome with your group.

As a group, create one awesome student learning outcome.
Assessment is the ongoing process of:

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(Linda Suskie, 2014, Assessing Student Learning)
Step 2: Opportunities to Achieve

Curriculum Maps
Step 2: Opportunities to Achieve

Curriculum Maps

The map:
- Documents what is taught and when
- Reveals gaps in the curriculum
- Helps design an assessment plan
Step 2: Opportunities to Achieve

<table>
<thead>
<tr>
<th>Outcome 1: Students will be able describe three major theories related to music development.</th>
<th>Outcome 2: Students will be able to compose a short piece of music.</th>
<th>Outcome 3: Students will be able to critique pieces of music and describe opportunities for improvement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 200</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>MUSC 250</td>
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<td>X</td>
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<td>MUSC 300</td>
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<tr>
<td>MUSC 350</td>
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<td>X</td>
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<tr>
<td>MUSC 400</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Course Code</td>
<td>Outcome 1: Students will be able to describe three major theories related to music development.</td>
<td>Outcome 2: Students will be able to compose a short piece of music.</td>
</tr>
<tr>
<td>-------------</td>
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<tr>
<td>MUSC 400</td>
<td>X</td>
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</tr>
</tbody>
</table>
Step 2: Opportunities to Achieve

Curriculum Maps

**Benefits:**
- Improves communication about curriculum among faculty
- Improves program coherence
- Increases the likelihood that students achieve program-level outcomes
- Encourages reflective practice
Step 2: Opportunities to Achieve

Measures
Measures are opportunities for programs to collect information about how well students are demonstrating or performing the Student Learning Outcomes (SLOs).
Step 2: Opportunities to Achieve

✔ Yields meaningful information for improvement
✔ Yields meaningful information for improvement
✔ One direct measure
✔ Multiple types of measures
<table>
<thead>
<tr>
<th>Direct Measures</th>
<th>Indirect Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Course assignments</td>
<td>• Surveys, questionnaires, open-ended self-reports, dealing with current students’ perception of their own learning</td>
</tr>
<tr>
<td>• Scores and pass rates on standardized tests</td>
<td>• Course grades</td>
</tr>
<tr>
<td>• Research projects or writing samples</td>
<td>• Employment or placement rates of graduating students into appropriate career positions</td>
</tr>
<tr>
<td>• Course quizzes, tests, or inventories</td>
<td>• Number or rate of students involved in faculty research, collaborative publications</td>
</tr>
<tr>
<td>• Portfolio artifacts</td>
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<td>• Capstone projects</td>
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<tr>
<td>• Case studies</td>
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<tr>
<td>• Comprehensive or oral examination</td>
<td></td>
</tr>
<tr>
<td>• Ratings or evaluation</td>
<td></td>
</tr>
</tbody>
</table>
Yields meaningful information for improvement
One direct measure
Multiple types of measures
Relevant and directly assesses intended SLO
Yields meaningful information for improvement
One direct measure
Multiple types of measures
Relevant and directly assesses intended SLO
Yields useful information
Yields consistent information across administrations
COMPETENCY

CHANGE OVER TIME

GROUP COMPARISONS
M1: Music Composition Course, Final Project – Compose an original piece of music graded on a program level rubric.

M2: Senior Survey (music composition skills section)
M1: Music Composition Course, Final Project – Compose an original piece of music graded on a program level rubric.

M2: Senior Survey (music composition skills section)
- At least 1 direct measure for each SLO;
- Multiple types of measures are present
M1: Music Composition Course, Final Project – Compose an original piece of music graded on a program level rubric.

M2: Senior Survey (music composition skills section)
✓ Directly assess intended SLO (validity)
M1: Music Composition Course, Final Project – Compose an original piece of music graded on a program level rubric.

M2: Senior Survey (music composition skills section)
✔️ Yields trustworthy and consistent information
M1: **Music Composition Course, Final Project** - Compose an original piece of music graded on a program level rubric.

M2: **Senior Survey** (music composition skills section)

✔ Yields meaningful information for improvement
M1: Final Exam

- Yields meaningful information for improvement
- One direct measure
- Multiple types of measures
- Relevant and directly assess intended SLO
- Yields trustworthy and consistent information
M1: Final Exam
- Yields meaningful information for improvement
- Relevant and directly assess intended SLO
- Yields trustworthy and consistent information
- One direct measure
- Multiple types of measures

Step 2: Opportunities to Achieve
Think, Pair, Share

We want to know how well our students can write upon graduation.

What information would we collect to help us learn more?
1. Provides specific answers to the assessment question being investigated.
2. Is feasible to carry out given program resources and amount of time faculty members are willing to invest in assessment activities.
3. Has a maximum of positive effects and minimum of negative ones. The method should give faculty members, intended users, and students the right messages about what is important to learn and teach.
4. Provides useful, meaningful information that can be used as a basis for decision-making.
5. Provides results that faculty members and intended users will believe are credible.
6. Provides results that are actionable. Faculty members will be willing to discuss and make changes to the program (as needed) based on the results.
Reflection

How did these questions help you reconsider you assessment methods?
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(Linda Suskie, 2014, Assessing Student Learning)
Step 3: Gather, Analyze, and Interpret

Are students meeting our expectations?
So What?
What are the strengths and weaknesses of student learning in this area?
For programs with both online and on-campus degree earners: how does the performance of these unique cohorts compare?
How do the results compare to previous years?
Overall students did well on the final music composition project. This is an end of semester assignment that involves some scaffolding. They were able to include some interesting musical ideas (aesthetic appeal). They were also able to compose a piece of music that varies a few musical elements (creativity). Many exceed expectations by composing very original, unusual or imaginative musical ideas.

Students struggled with craftsmanship. Many students presented one complete musical idea. However, composition lacked
Step 3: Gather, Analyze, and Interpret

✔ Evaluates specific strengths and/or weaknesses related to the SLO;

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Upon review, students also scored lowest on the “craftsmanship” section of the rubric assignment last year. Overall student performance is on par with the previous year. Students scores lowest in craftsmanship last year as well.

The findings suggest that students need additional opportunities to practice and develop composition skills related to craftsmanship in this course.
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1. How is assessment information about the quality of learning shared and used for program decision making in areas such as curriculum, pedagogy, and other aspects that impact learning?

1. What actions do the results suggest need to be implemented?

1. What concrete actions will the program take to sustain or improve this outcome? What is the timeframe of these actions?
ACTION PLANS
Based on the final composition findings and discussions with faculty, an additional assignment focused on developing craftsmanship skills will be added to the course. The curriculum committee will complete a curriculum map for this outcome to evaluate how students are developing these skills sets over time.
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✔ Actions are intended to improve program, teaching methods, or curriculum
One year later
Succes
Step 4: Using Results to Improve Student Learning

ACTION PLANS

LEARNING IMPROVEMENTS
LEARNING IMPROVEMENTS

Evidence from direct or indirect measures and reassessment that supports substantive student learning improvement due to program modifications.

(Fulcher, Good, Coleman, & Smith, 2014)
LEARNING IMPROVEMENTS

An opportunity for programs to tell their story as it relates to student learning and programmatic improvements. Improvements should be developed from previous action plans or assessment findings.
LEARNING IMPROVEMENT
SANDWICH

Photo by Handsome Biscuit
LEARNING IMPROVEMENT SANDWICH

1. Description of data and/or discussions that prompted action for improvement.
2. List outcome of focus.
LEARNING IMPROVEMENT
SANDWICH

Description of the action that was implemented

Photo by Handsome Biscuit
LEARNING IMPROVEMENT

SANDWICH

1

2 Interpretation of the modifications that were made

3

Photo by Handsome Biscuit
LEARNING IMPROVEMENTS

In 2016–2017, students in MUSC 450 were not meeting the target set by the program.

As a result, the program added an additional assignment to help students develop craftsmanship skills.

With the modifications to this course, student performance increased slightly this year. We hope to see additional improvements in future years as we evaluate the development of this outcome across the curriculum.
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What is one thing that you learned today?

What is one thing that you will take with you when you write your next assessment report?
Thank you