



Office of Institutional Effectiveness and  
Assessment

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# Office of Institutional Effectiveness and Assessment

*Workshop Title: Assessment 101  
Student Learning Outcomes Assessment*

Suggested Citation:





# Assessment 101

Student Learning Outcomes Assessment



# **Introductions**

Name

Degree Program

In one sentence, what do you hope to learn today?

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# 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

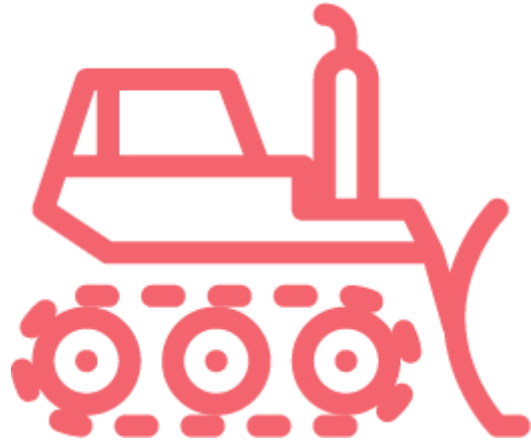
IT?



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**



# Assessment for you

Assessment for  
everyone else





**ERRR...**



**CAN'T STOP.  
TOO BUSY!!**



TOO BUSY TO IMPROVE?



# ASSESSMENT

WHAT IS THE  
PURPOSE?

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## THE PURPOSE

To collect meaningful actionable data that leads to program and student learning improvements.

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## THE PURPOSE

To collect **meaningful**  
**actionable** data that leads to  
program and student learning  
improvements.

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# 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.

# ASSESSMENT

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**Student Learning  
Outcomes**

**Measures**

**Targets, Interpretation  
of Results**

**Use of Results, Action  
Plans, Student Learning  
Improvement**

(Linda Suskie, 2014, Assessing  
Student Learning)



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## 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.

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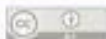
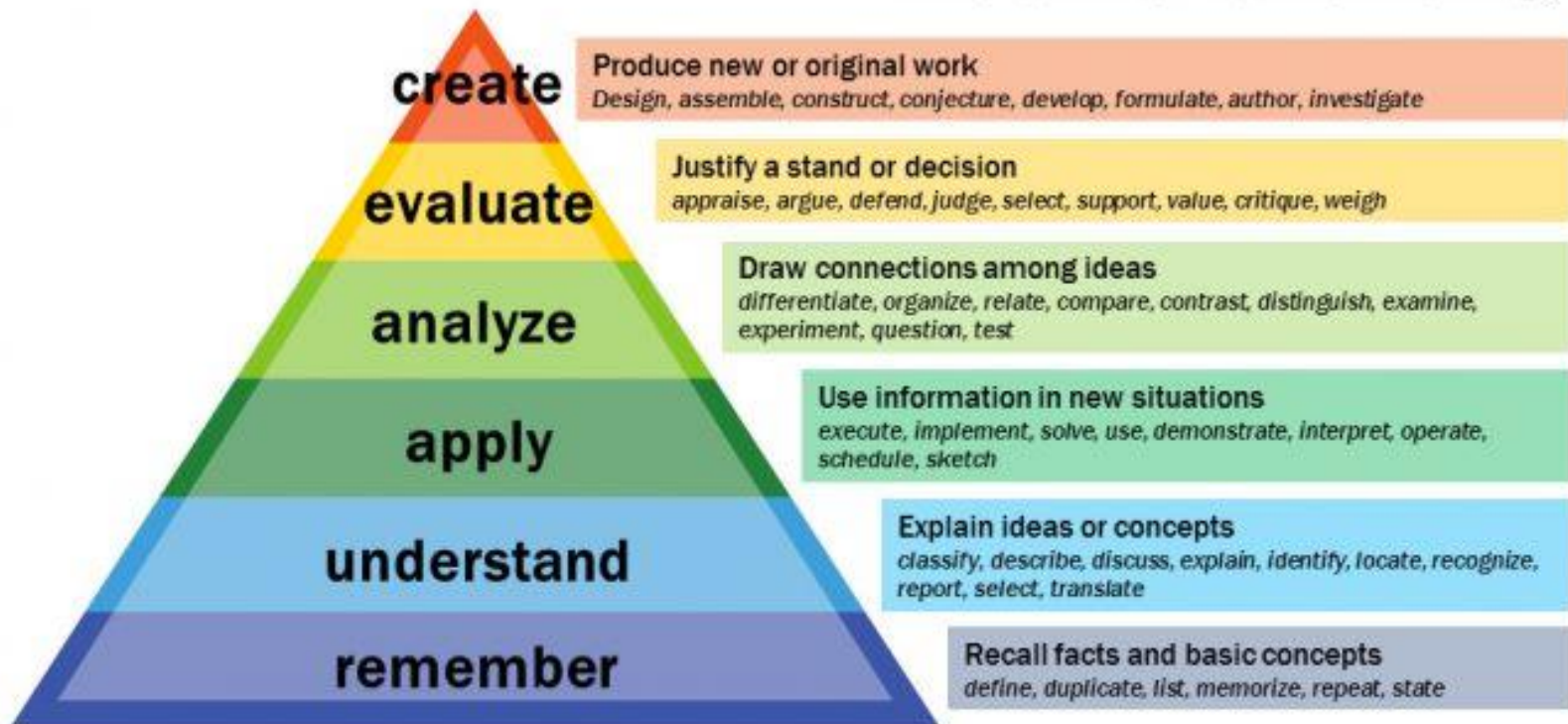
✓ Observable

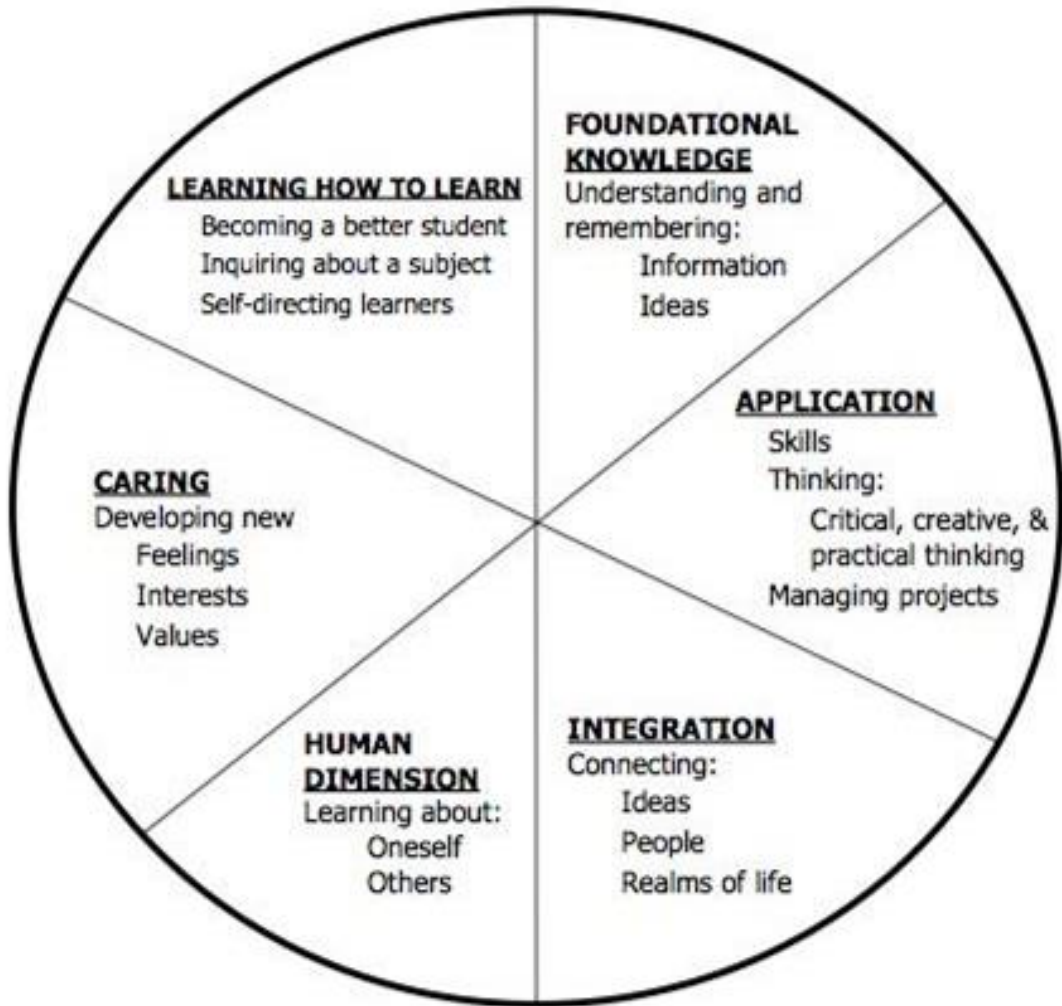
## Step 1: Student Learning Outcomes

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

- ✓ Observable
- ✓ Reasonable level of learning
- ✓ Uses concrete action verbs

# Bloom's Taxonomy





Dee Fink (2013)

## Taxonomy of Significant Learning

“Creating Significant Learning Experiences”

<https://serc.carleton.edu/sp/librariy/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.



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## Step 1: Student Learning Outcomes

Students will demonstrate an understanding of musical concepts and composers.

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Students will demonstrate an understanding of musical concepts and composers.

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## 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.

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**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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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**

Outcome 1:  
Students will be  
able describe  
three major  
theories related to  
music  
development.

Outcome 2:  
Students will be  
able to  
compose a  
short piece of  
music.

Outcome 3:  
Students will be  
able to critique  
pieces of music  
and describe  
opportunities for  
improvement.

MUSC 200

X

X

MUSC 250

X

MUSC 300

X

MUSC 350

X

MUSC 400

X

**Step 2:  
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MUSC 200	X	X	
MUSC 250			X
MUSC 300	X		
MUSC 350			X
MUSC 400	X		

## Step 2: Opportunities to Achieve

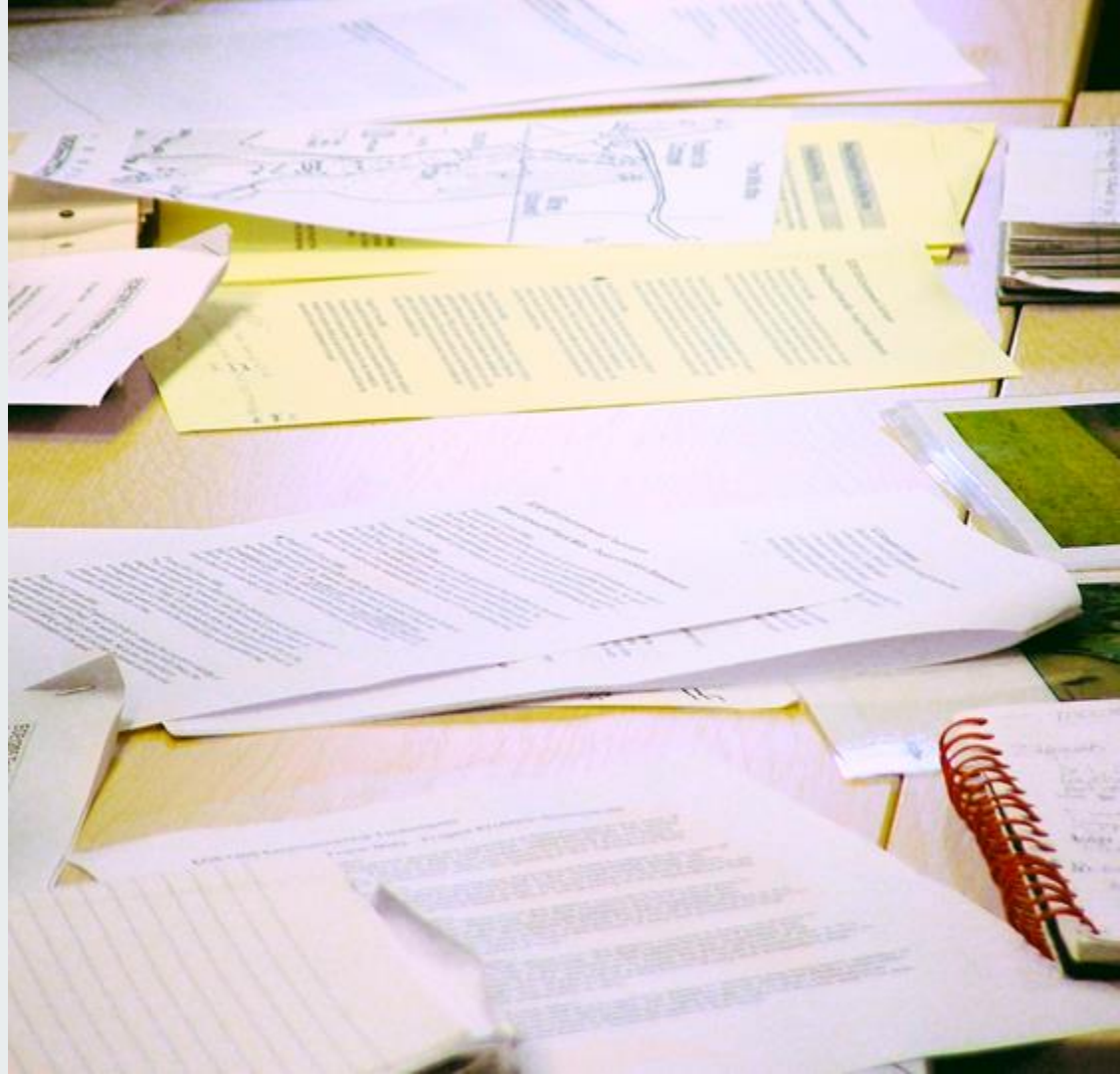
# Curriculum Maps

### **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



**Step 2:  
Opportunities to  
Achieve**

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



**Step 2:  
Opportunities to  
Achieve**

- ✓ Yields meaningful information for improvement
- ✓ One direct measure
- ✓ Multiple types of measures

## Direct Measures

- Course assignments
- Scores and pass rates on standardized tests
- Research projects or writing samples
- Course quizzes, tests, or inventories
- Portfolio artifacts
- Capstone projects
- Case studies
- Comprehensive or oral examination
- Ratings or evaluation

## Indirect Measures

- Surveys, questionnaires, open-ended self-reports, dealing with current students' perception of their own learning
- Course grades
- Employment or placement rates of graduating students into appropriate career positions
- Number or rate of students involved in faculty research, collaborative

**Step 2:  
Opportunities to  
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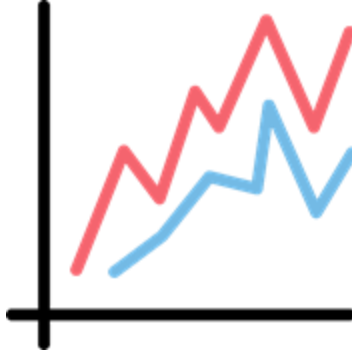
- ✓ Yields meaningful information for improvement
- ✓ One direct measure
- ✓ Multiple types of measures
- ✓ Relevant and directly assesses intended SLO

## Step 2: Opportunities to Achieve

- ✓ 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**

**Step 2:  
Opportunities to  
Achieve**

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)

**Step 2:  
Opportunities to  
Achieve**

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

**Step 2:  
Opportunities to  
Achieve**

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)



**Step 2:  
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M1: Music Composition Course, Final Project –  
Compose an original piece of music graded on a  
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M2: Senior Survey (music composition skills  
section)

✓ Yields trustworthy and consistent information

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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

**Step 2:**  
**Opportunities to  
Achieve**

## MI: 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

**Step 2:  
Opportunities to  
Achieve**

## 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

# 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?

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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 your  
assessment methods?

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## Step 3: Gather, Analyze, and Interpret

**Are students meeting our expectations?**

## Step 3: Gather, Analyze, and Interpret

**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?**

### Step 3: Gather, Analyze, and Interpret

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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### Step 3: Gather, Analyze, and Interpret

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.

## Step 3: Gather, Analyze, and Interpret

- ✓ May analyze findings from previous years

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## Step 3: Gather, Analyze, and Interpret

- ✓ Proposes strategies for improvement as a result of the analysis

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## Step 4: Using Results to Improve Student Learning

- 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?**

## Step 4: Using Results to Improve Student Learning

### 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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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.

- ✓ Action plans are developed directly from, and are aligned with, the findings

## Step 4: Using Results to Improve Student Learning

### ACTION PLANS

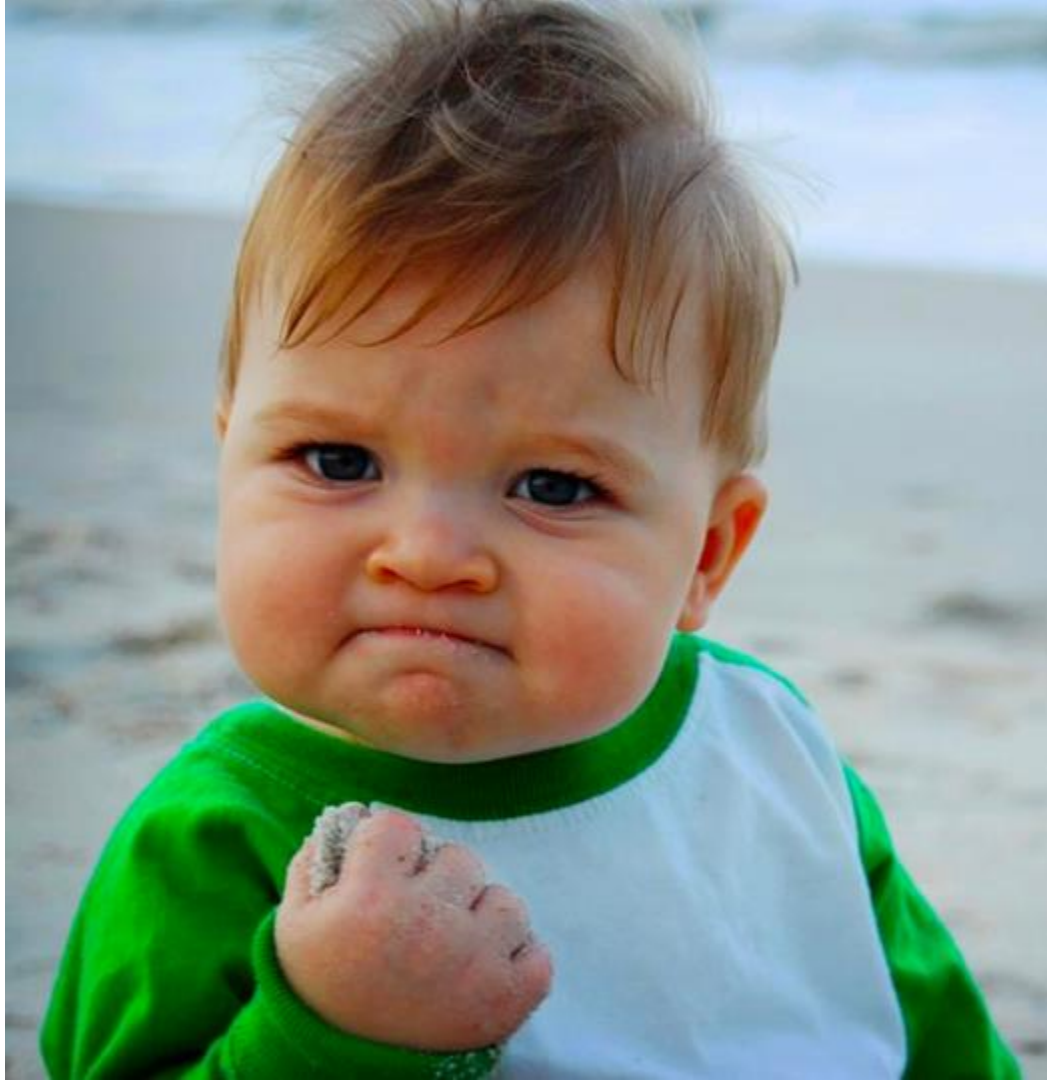
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- ✓ Actions are intended to improve program, teaching methods, or curriculum

**One year later**

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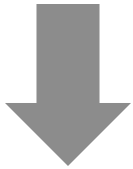
**Succes  
s**





Step 4: Using  
Results to  
Improve Student  
Learning

ACTION PLANS



LEARNING IMPROVEMENTS



## Step 4: Using Results to Improve Student Learning

### 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)

## Step 4: Using Results to Improve Student Learning

### 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

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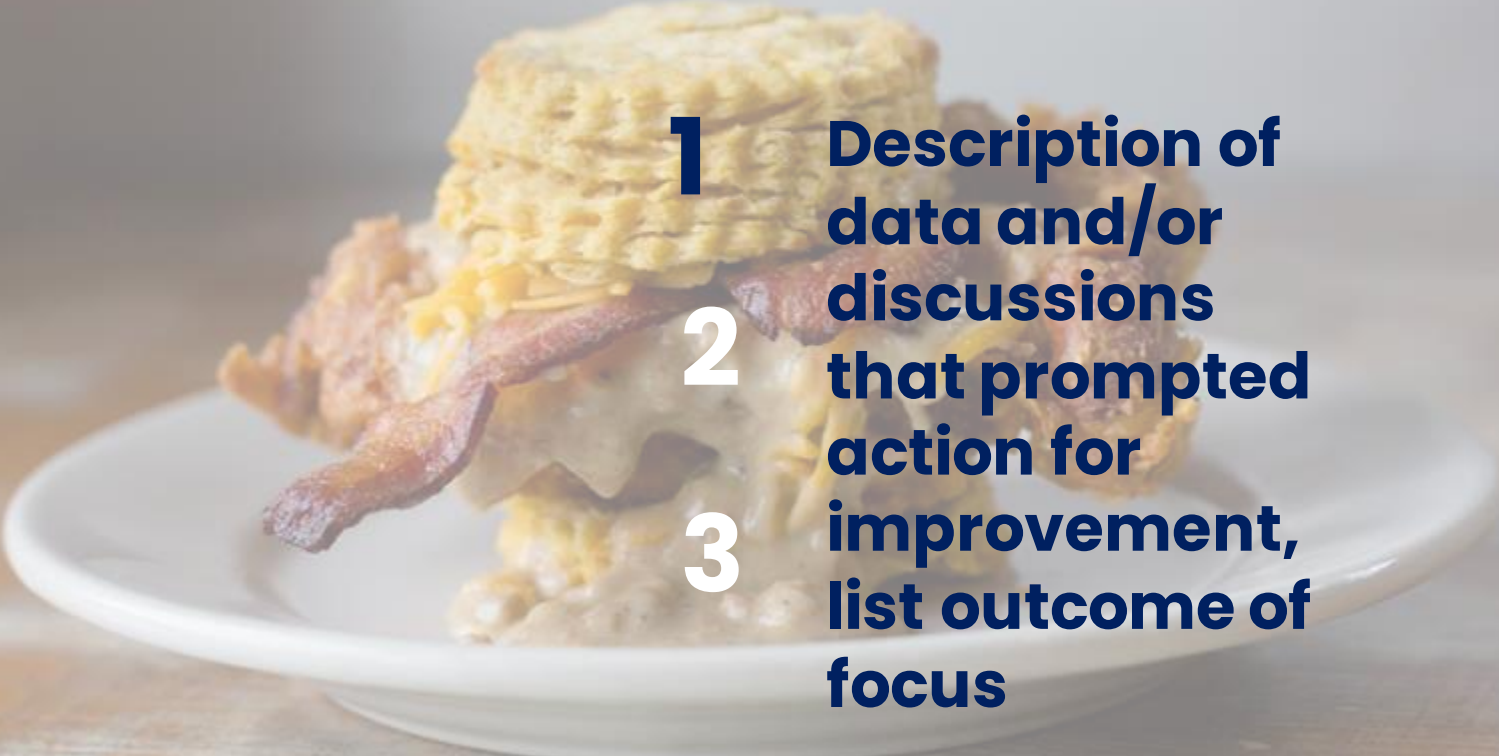
- 
- 1** Description of data and/or discussions that prompted action for improvement,
  - 2** list outcome of focus
  - 3**

Photo by Handsome Biscuit

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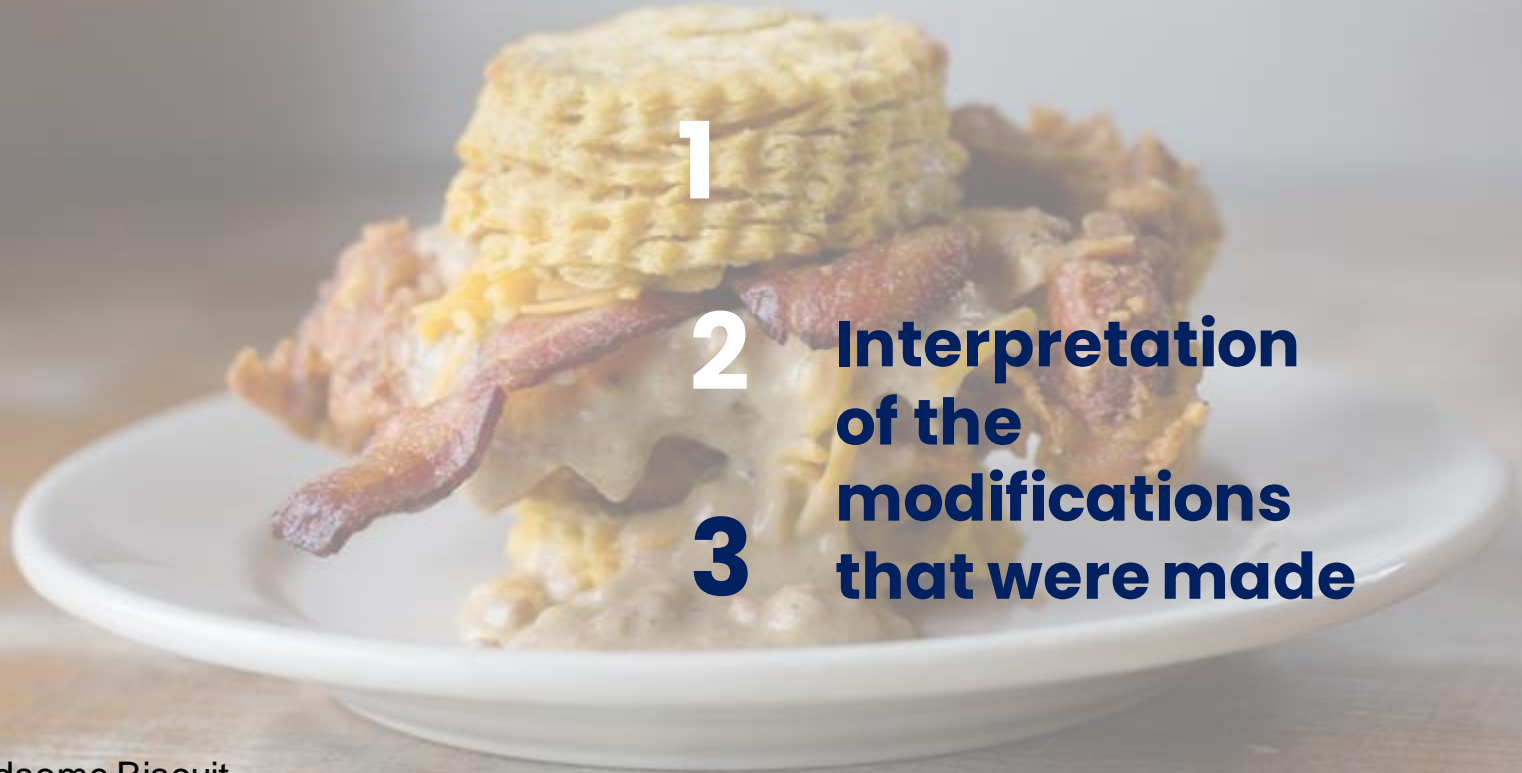


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## Step 4: Using Results to Improve Student Learning

### 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.

## Step 4: Using Results to Improve Student Learning

- ✓ Improvements are developed directly from, and are aligned with, previous action plans or findings

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## Step 4: Using Results to Improve Student Learning

- ✓ Improvements describe previous actions taken to improve program, teaching methods, or curriculum

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## Step 4: Using Results to Improve Student Learning

- ✓ Changes in student achievement are stated and, as appropriate, student learning improvement is discussed

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improvements.

---

## THE PURPOSE

To collect meaningful actionable data that leads to program and student learning improvements.

**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?**

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**Thank you**