

Workshop 2
Developing an Outline for
Assessing Student Learning
Outcomes

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Assessment & Program Review

Kansas State University

April 16, 2004

Main Source: Susan Hatfield, *Departmental Assessment Plans*, Academic Chairs
Conference, February 2004, Orlando, Florida; Shatfield@winona.edu

The Workshop Series

Understanding Assessment

Departmental Assessment Plans, Nuts and Bolts:

- Common Language & Approaches to Student Learning Outcomes**
- Developing an Outline for Assessing Student Learning Outcomes**
- Identifying the Tools for Assessing Student Learning Outcomes**
- Developing a Plan for the Assessment of Student Learning in a Degree Program**

Workshop 2

- A brief review
 - Background/ Understanding Assessment
 - Common Language & Approaches to Student Learning Outcomes
- Developing an Outline for Assessing Student Learning Outcomes
 - Defining the Components/ Evaluative Criteria of Student Learning Outcomes
 - Defining the Performance Characteristics of the Components
 - Defining Learning Objects and Activities

A Brief Review

Assessment

Assessment is:

- ✓ an ongoing process,
- ✓ aimed at understanding and improving student learning.

It involves:

- ✓ making our expectations explicit and public,
- ✓ setting appropriate criteria and high standards for learning quality,
- ✓ systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards,
- ✓ using the resulting information to document, explain, and improve performance.

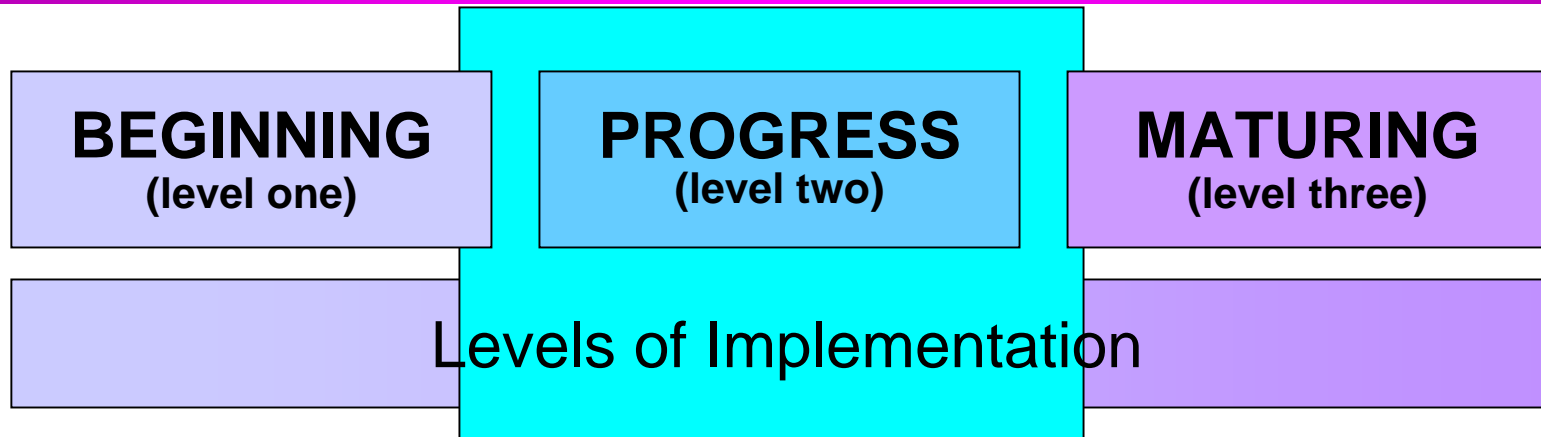
Assessment

When it is **embedded** effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education.

NCA's Expectations for the 2005 Focused Visit

- ❖ “The Team recommends a focused visit to evaluate whether the institutions is making progress in implementing a program to assess student learning outcomes. **By the time of the focused visit in 2005, there should be evidence that K-State is moving toward maturing levels of continuous improvement and that faculty, students, and administrators across the University are involved in the assessment process.**” [Bold was added to the original quote.]

Maturing Assessment



- I. Institutional Culture**
 - a) Collective/ Shared Values
 - b) Mission

- II. Shared Responsibility**
 - a) Faculty
 - b) Administration and Board
 - c) Students

- III. Institutional Support**
 - a) Resources
 - b) Structures

- IV. Efficacy of Assessment**

Principles of Good Practice for Assessing Student Learning

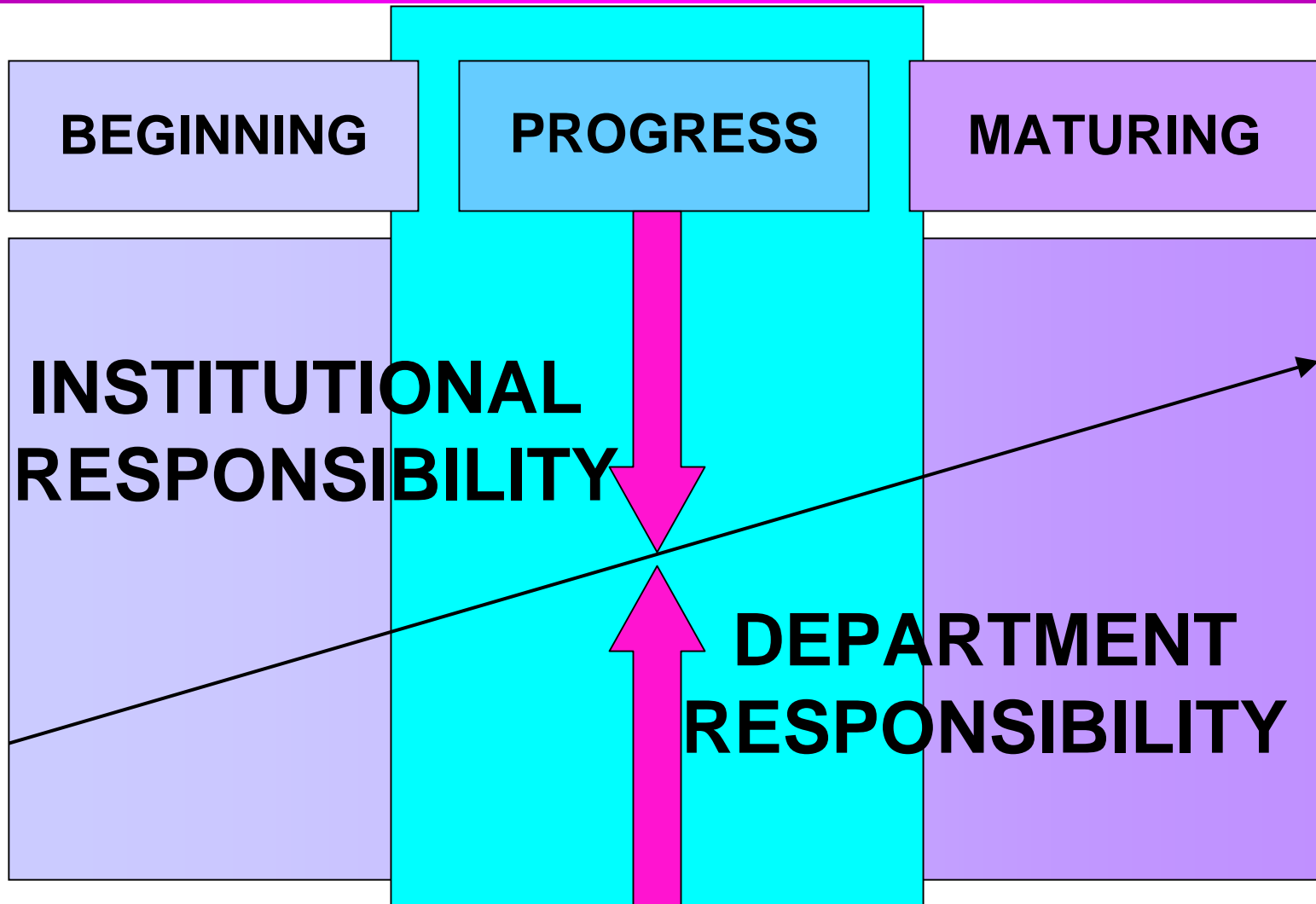
- Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
- Assessment requires attention to outcomes, but also and equally to the experiences that lead to those outcomes.
- Assessment works best when it is ongoing, not episodic.

Please refer to handout.

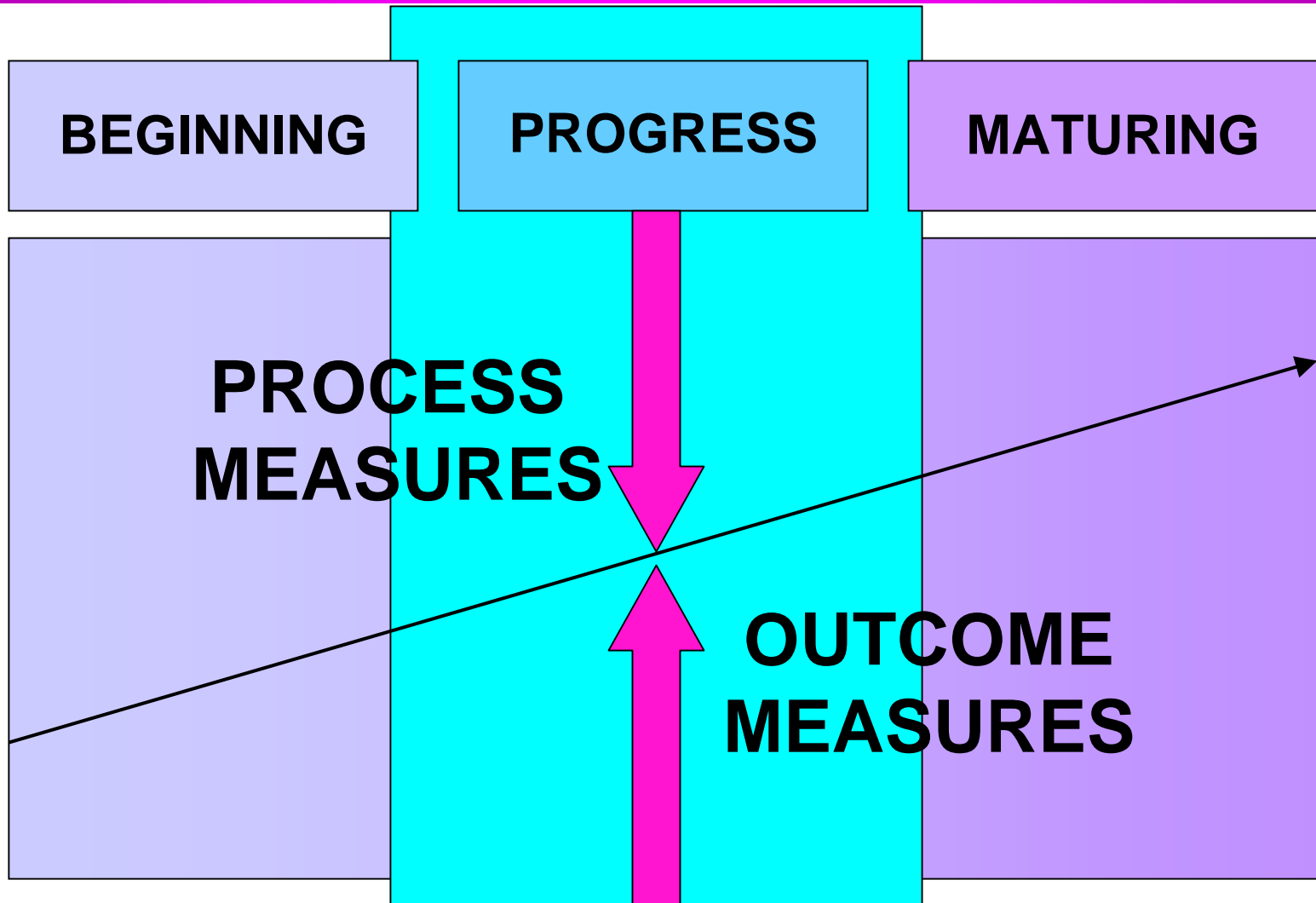
Understanding Assessment

- **Assessment initiatives evolve**

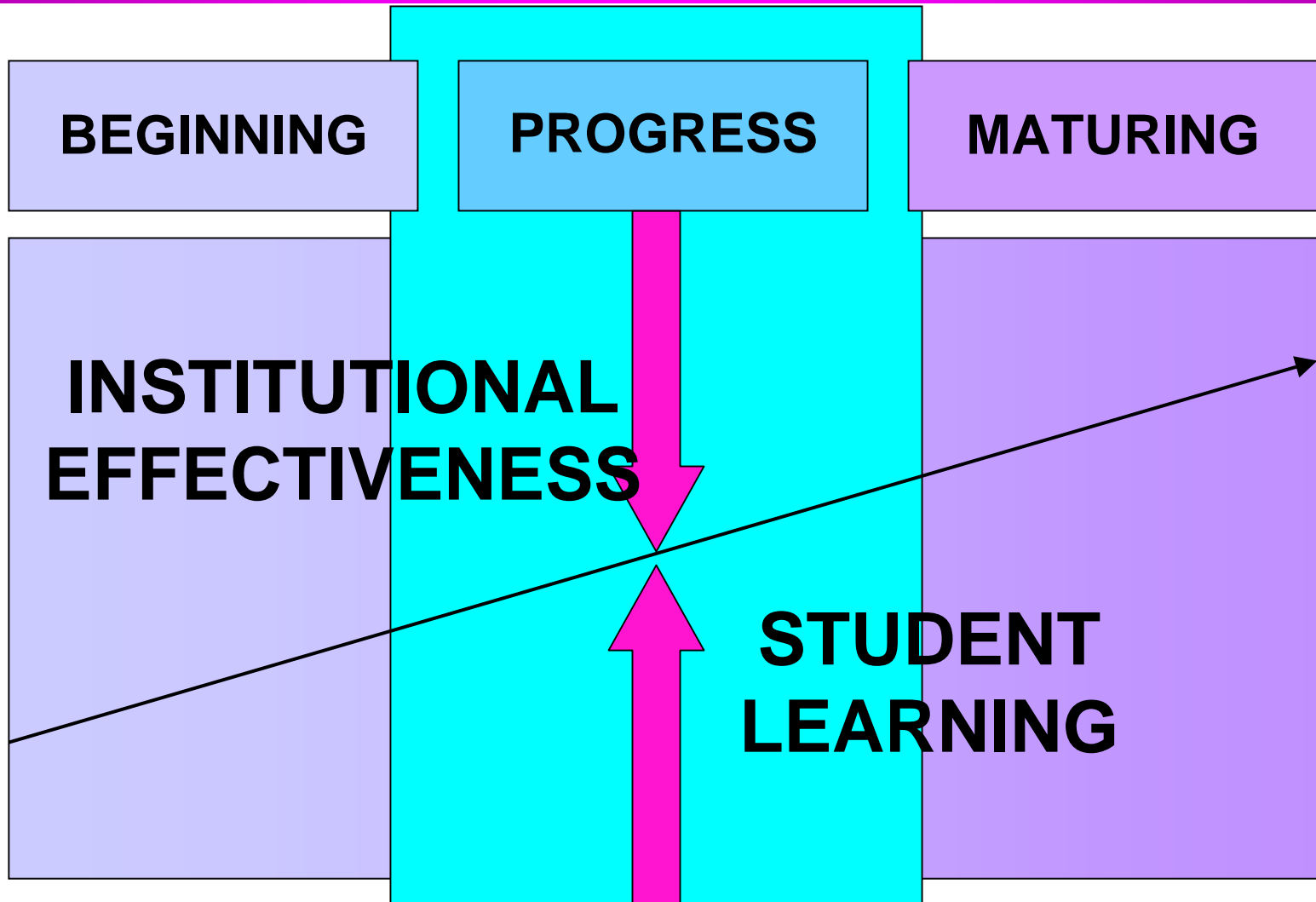
Maturing Assessment



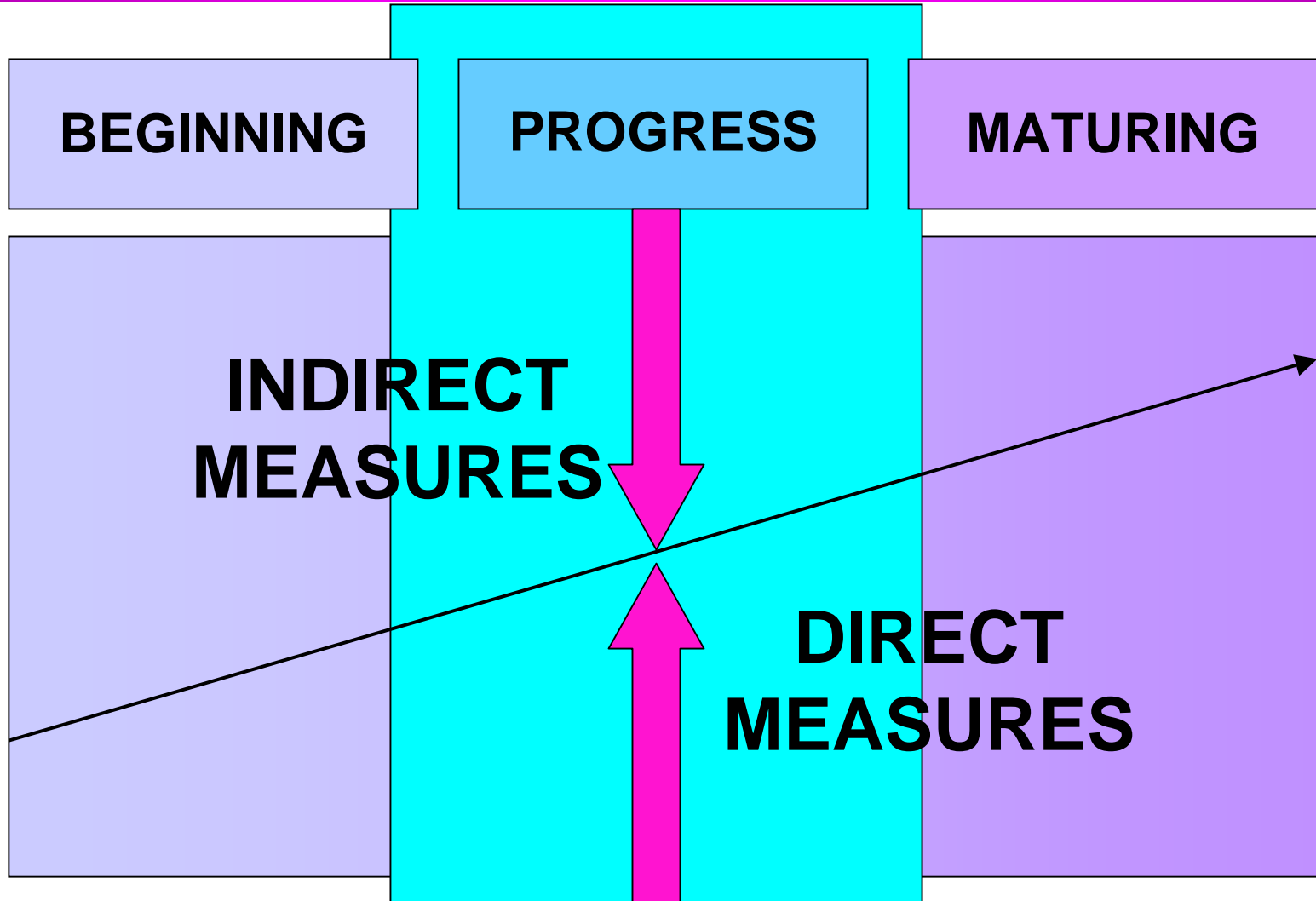
Maturing Assessment



Maturing Assessment



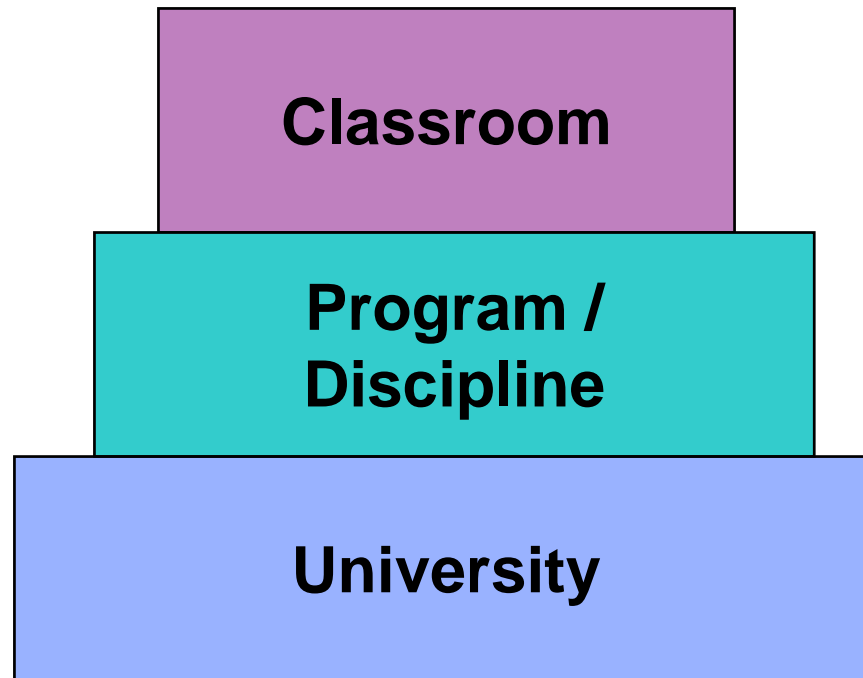
Maturing Assessment



Understanding Assessment

- **Assessment is about measuring student learning, not about teaching**

Levels of Assessment



Stages

1. Developing Assessment Plans
2. Developing Implementation Strategies
3. Collecting Data
4. Implementing Change as the result of assessment

Understanding Assessment



- **Effective assessments use multiple measures and data sources**

Understanding Assessment

- **Measure what you value
then value what you
measure**

Developing an Outline for Assessing Learning Outcomes

Student Learning Outcomes

Basic Format:

- Students will be able to <<action verb>> <<something>>

Example:

- Students will be able to apply research methodologies to examine issues within the discipline.

- **Identify the components of successful achievement of the outcome**

- What are we looking **for** to be able to tell whether or not student performance is acceptable?

Example

Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected

BETTER: Students will be able to apply factual information to a problem

COMPONENTS:

Relevance

Clarity

Comprehensiveness

Aware of Bias

Understanding Assessment

➤ **Language of Assessment**

Language of Assessment

- A. Specific accomplishments to be achieved
OUTCOMES
- B. The key elements related to the accomplishment
COMPONENTS
- C. Data indicating degree of achievement
EVALUATIVE CRITERIA
- D. The objects of analysis: **OBJECTS**
(e.g., assignment, performances, speeches, etc.)

Components

Degree Program

Outcome Outcome Outcome Outcome Outcome

Components



Example

Students will be able to apply factual information to a problem.

Components

| | | | | |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Relevance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Clarity | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Comprehensiveness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Aware of Bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Evaluative
Criteria

Degree Program

Write
(Written Communication)

Relate
(Interpersonal Communication)

Speak
(Verbal Communication)

Listen
(Listening Skills)

Participate
(Engaged & active Participation)

Component

Component

Component

Component

Component

Component

Component

Component

Component

Component

Component

Component

Component

Component

Component

Examples of Components

- Organization, Structure
- Level of understanding
- Complexity of ideas
- Support for ideas
- Coherence of presentation
- Knowledge of material
- Awareness of audience
- Mechanics: Writing, Language, Style
- Problem Identification

*Please refer to handout
for more examples*

Hands-on Exercise #1

Select one of your degree program student learning outcomes and identify its key components.

- » Utilize the list of example “components” (in your handout).

Feel free to work on a second learning outcome, if time permits.

Degree Program

Student Learning Outcomes of the Degree Program

| Write (Written Communication) | Relate (Interpersonal Communication) | Speech (Verbal Communication) | Listen (Listening Skills) | Participate (Engaged & active Participation) |
|---|--|---|-------------------------------------|--|
| Component | Component | Component | Component | Component |
| Component | Component | Component | Component | Component |
| Component | Component | | Component | Component |
| Component | | | | |

Select the learning outcomes you plan to address, *then* identify the key components for those outcomes. You do not need to identify all components at the same time.

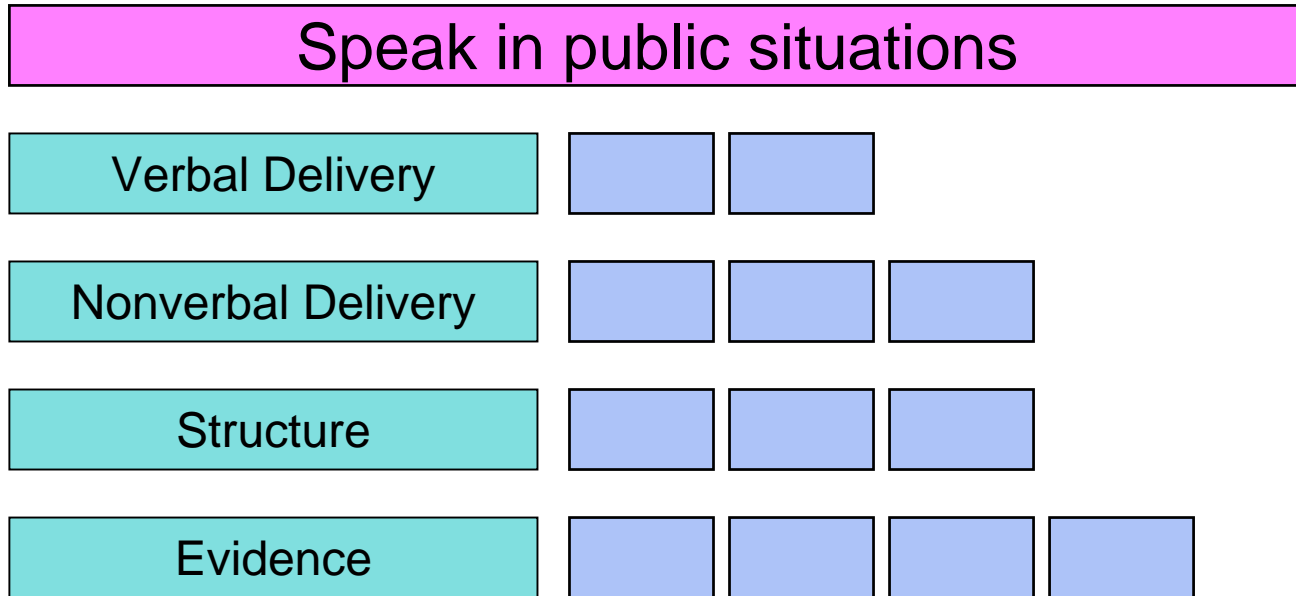
Evaluative Criteria

- Once the components of the student learning outcomes have been identified, the next step is to **identify the evaluative criteria.**

Evaluative Criteria

- Are the scale items or descriptions for assessing each of the components.
- Two to Five-point scales for each component are typical. Each department will determine the appropriate performance range for their programs.

Example Layout



Speak in public situations

| | | | | | |
|--------------------|-----------------|-------------|------------------------|---|-------------|
| Verbal Delivery | 1 Several | 2 Some | 3 Few fluency problems | | |
| Nonverbal Delivery | 1 Distracting | 2 | 3 | 4 | 5 Enhancing |
| Structure | 1 Disconnected | 2 Connected | 3 Integrated | | |
| Evidence | Doesn't support | Sometimes | Always supports | | |

Evaluative criteria may be numerical, descriptive, or both.

Example Scales for Evaluative Criteria

- Missing - Included
- Inappropriate - Appropriate
- Incomplete - Complete
- Incorrect - Partially Correct - Correct
- Vague - Emergent - Clear
- Marginal - Acceptable - Exemplary
- Distracting - Neutral - Enhancing
- Usual - Unexpected - Imaginative
- Ordinary - Interesting - Challenging

*Please
refer to
handout
for more
examples*

Example Scales for Evaluative Criteria

- Simple - More fully developed - Complex
- Reports - Interprets - Analyzes
- Basic - Expected - Advanced
- Few - Some - Several - Many
- Isolated - Related - Connected - Integrated
- Less than satisfactory - satisfactory - more than satisfactory - outstanding
- Never - Infrequently - Usually - Always

Hands-on Exercise #2

Evaluative Criteria

- Once the components of the student learning outcome(s) have been identified, then identify at least **two** evaluative criteria.
- **Characteristics or criteria of the effective, accurate, successful, or levels that demonstrated what was learned.**

Learning Objects

- **After identifying key components and evaluative criteria, the next step is to identify the learning objects.**
 - **Learning objects are the assignments, activities, and performances that promote achievement of each learning outcome.**

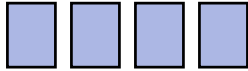
Degree Program

Outcome

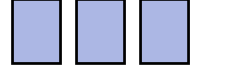
Outcome

Outcome

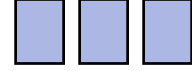
Component



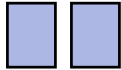
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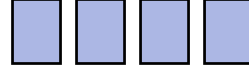
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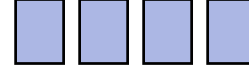
Component



Component



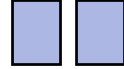
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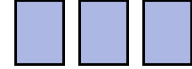
Component



Component



Component



List of possible sources of evidence (objects)

Assignments

Practicum

Word Problem

Work of Art

Recital

Presentation

Speech

Lab report

Essay

Learning Objects

- There are multiple objects (e.g., assignments, competitions, licensing exams) that can demonstrate student learning.
- Utilize the forms of evidence that already exist in your programs (curriculum) or modify what you are currently doing in your curriculum.

Please refer to handout for examples.

Memo

Journal

Literature
Review

Letter

Writing
(student learning
outcome)

Poster

Pamphlet

*Mechanics
*Style
*Voice
*Structure

Essay

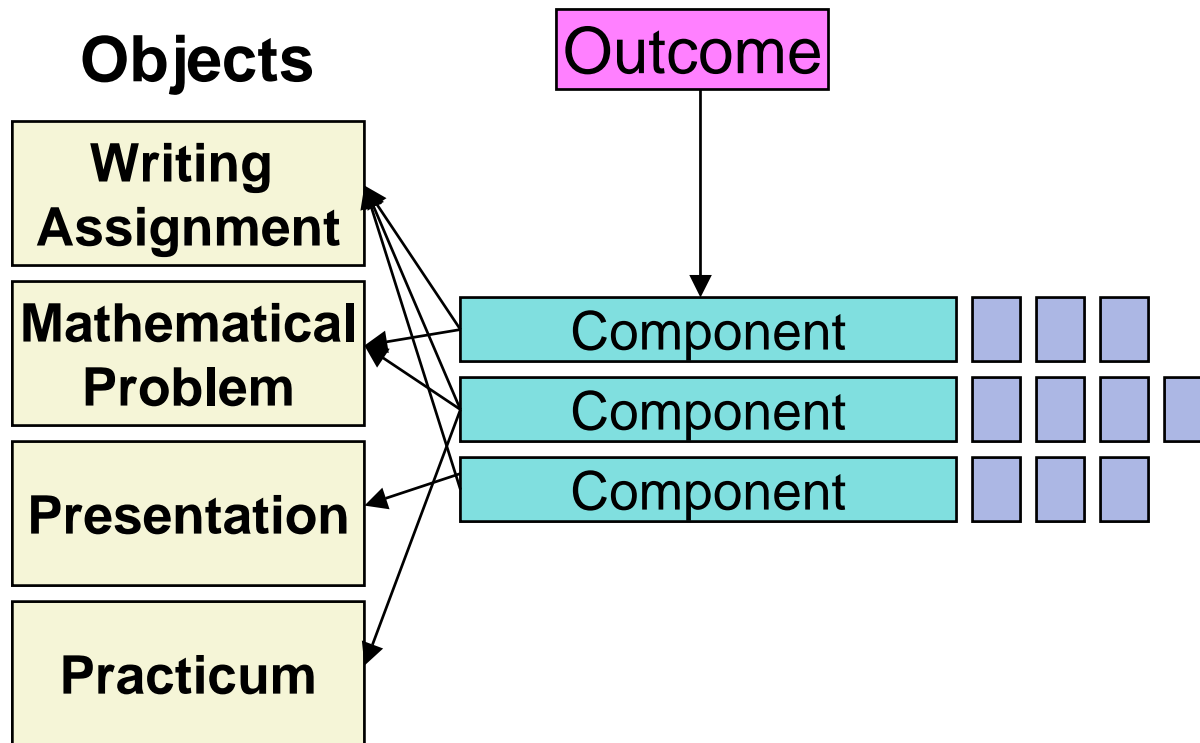
Post
Analysis

Application
Paper

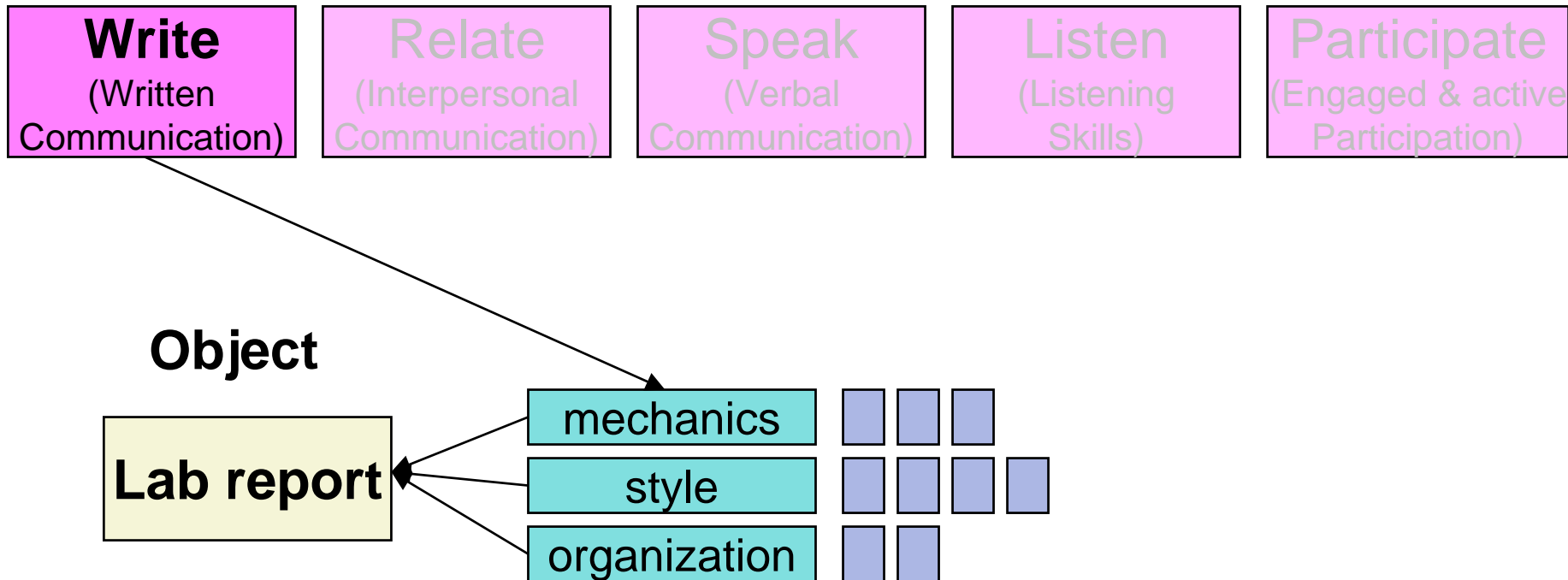
Critique

Learning Objects

Degree Program



Example



Example

Psychology (at another institution)

Students will be able to demonstrate their knowledge of the different areas in psychology.

Components

| | | | | | |
|----------------------|---|---|---|---|------------------------|
| Historical roots | ■ | ■ | ■ | ■ | Evaluative Criteria |
| Research methods | ■ | ■ | | | |
| The nervous system | ■ | ■ | ■ | | |
| Learning perspective | ■ | ■ | ■ | ■ | |

Example

Degree Program

Students will be able to demonstrate their knowledge of the different areas in psychology.

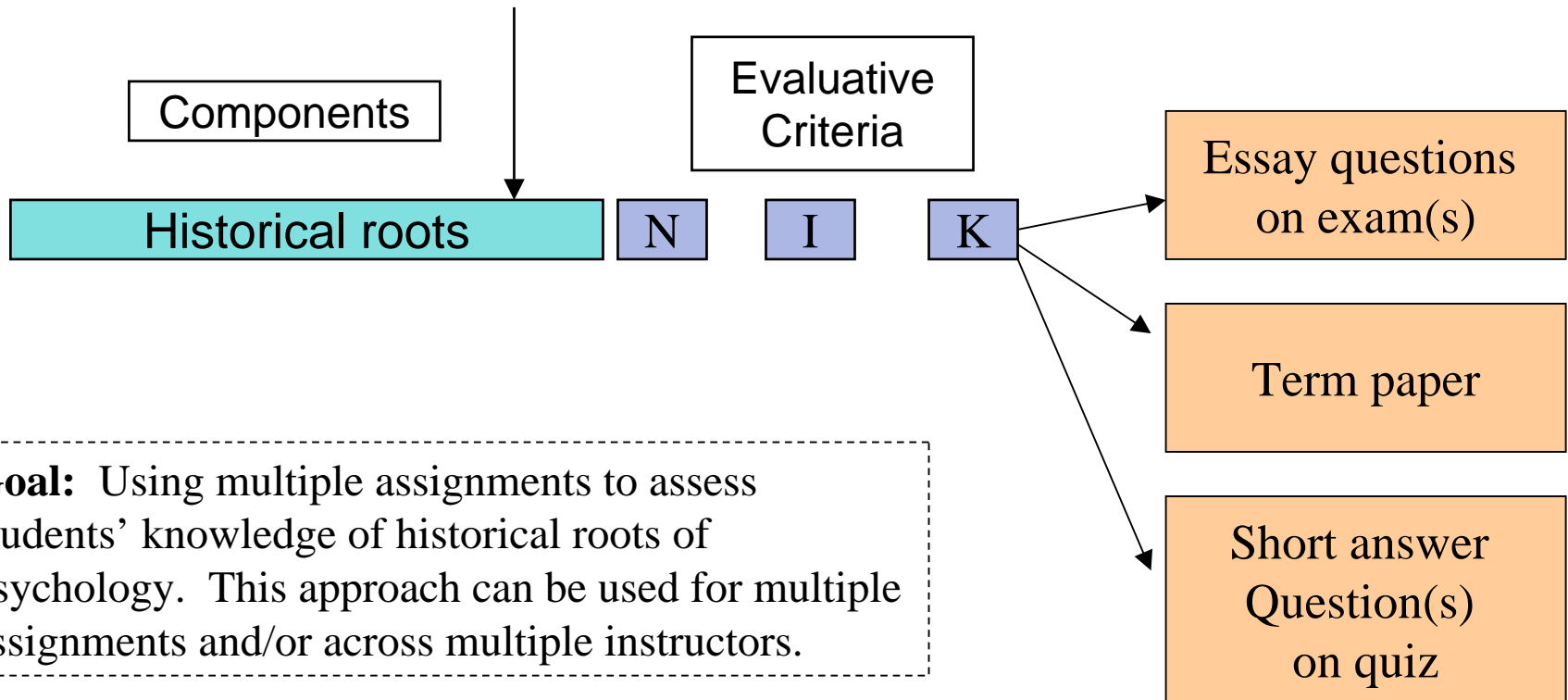
Components

Evaluative Criteria

| | | | |
|----------------------|--------|--------------|---------------|
| Historical roots | Novice | Intermediate | Knowledgeable |
| Research methods | Basics | Intermediate | Advanced |
| The nervous system | Novice | Intermediate | Advanced |
| Learning perspective | Novice | Intermediate | Knowledgeable |

Example

Students will be able to demonstrate their knowledge of the different areas in psychology.



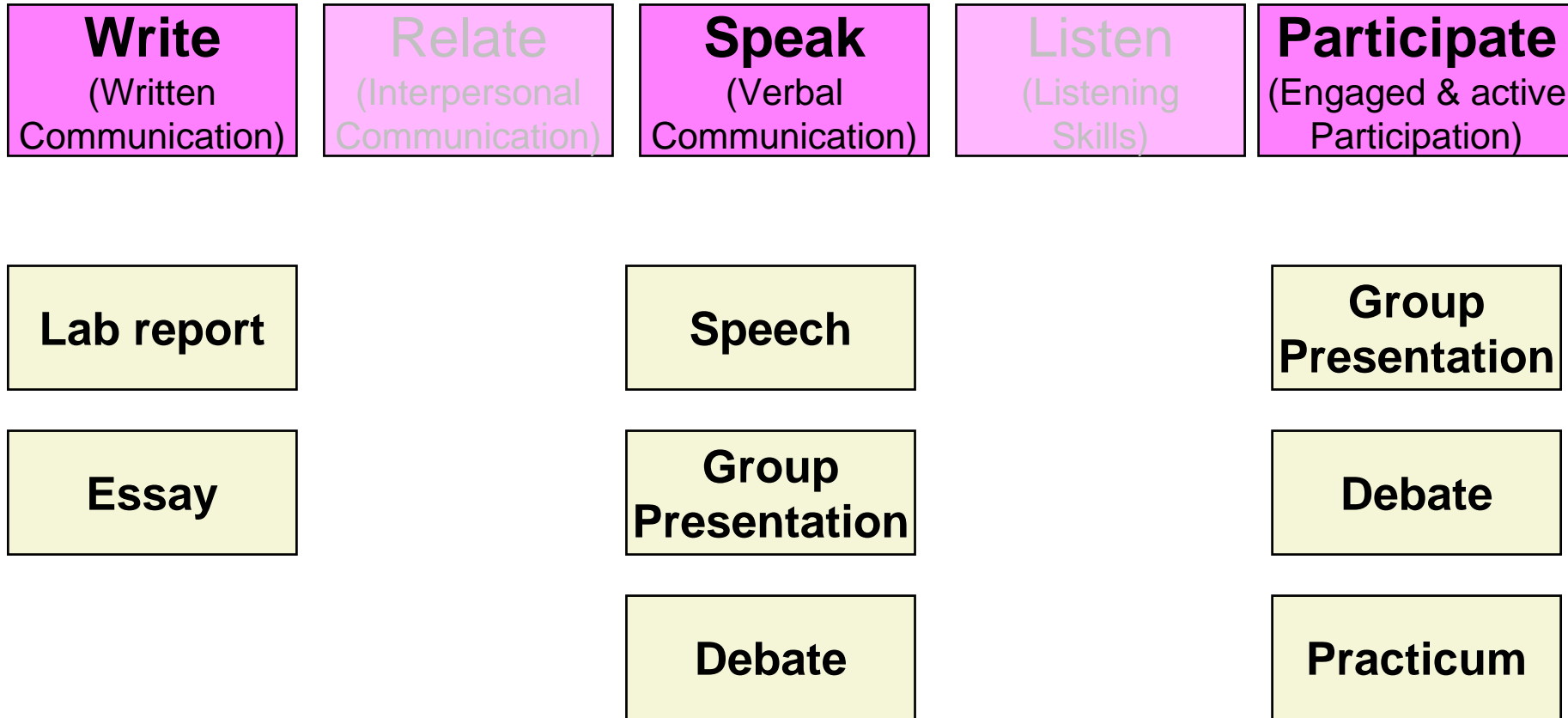
Goal: Using multiple assignments to assess students' knowledge of historical roots of psychology. This approach can be used for multiple assignments and/or across multiple instructors.

Take-home Exercise #1

Learning Objects

- Once the evaluative criteria of the components have been identified, then identify at least **two** learning objects.

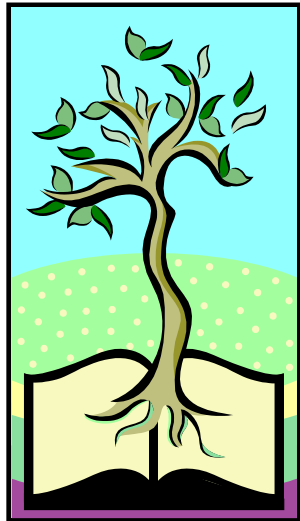
Examples of Learning Objects



Learning Objects

- It is possible to use course or instructor-specific Objects to assess an outcome, but the components of the Object being assessed must remain constant.
 - NOTE: Data from multiple courses and instructors will need to be aggregated, interpreted, reported, and utilized in decision making. Thus, it is recommended that a set of components be assessed across multiple courses, assignments, and/ or instructors.

- **Identify the Assessment Points in the Curriculum**

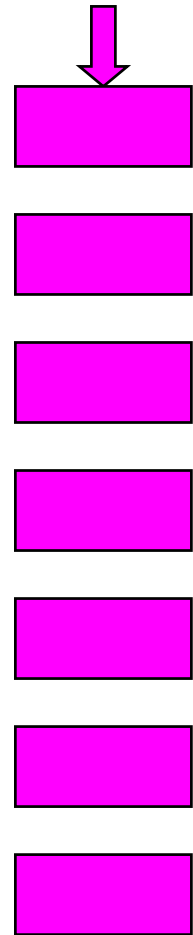


- **Where do you want to target your assessment efforts?**

Example 1

Student Learning Outcomes

Major Courses

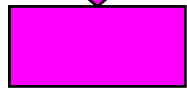


| | Course 1 | Course 2 | Course 3 | Course 4 | Course 5 |
|-----------|----------|----------|----------|----------|----------|
| Outcome 1 | X | | X | | X |
| Outcome 2 | | X | | X | X |
| Outcome 3 | | X | X | X | |
| Outcome 4 | | X | | X | X |
| Outcome 5 | X | X | | X | |
| Outcome 6 | | X | X | | X |
| Outcome 7 | X | | X | X | |

Legend: x = outcome addressed in the course

We can identify where in the curriculum the student learning outcomes are developed.

Student Learning Outcomes



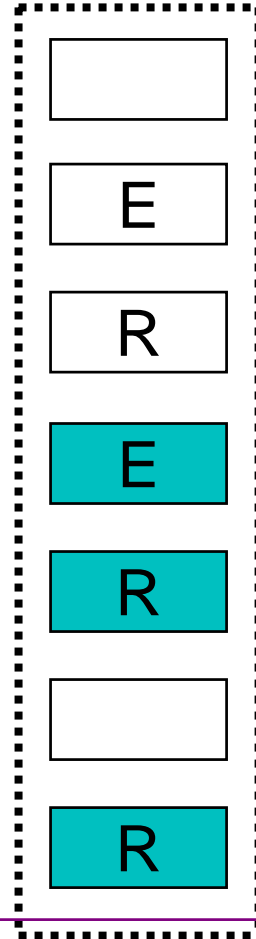
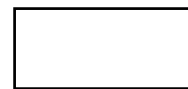
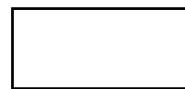
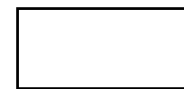
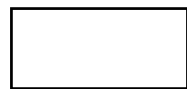
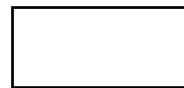
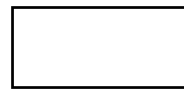
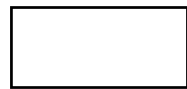
Course 1

Course 2

Course 3

Course 4

Course 5



Legend: I - Introduce
E - Emphasis
R - Reinforced

We can identify where in the curriculum the student learning outcomes are introduced, emphasized or reinforced.

Take-home Exercise #2

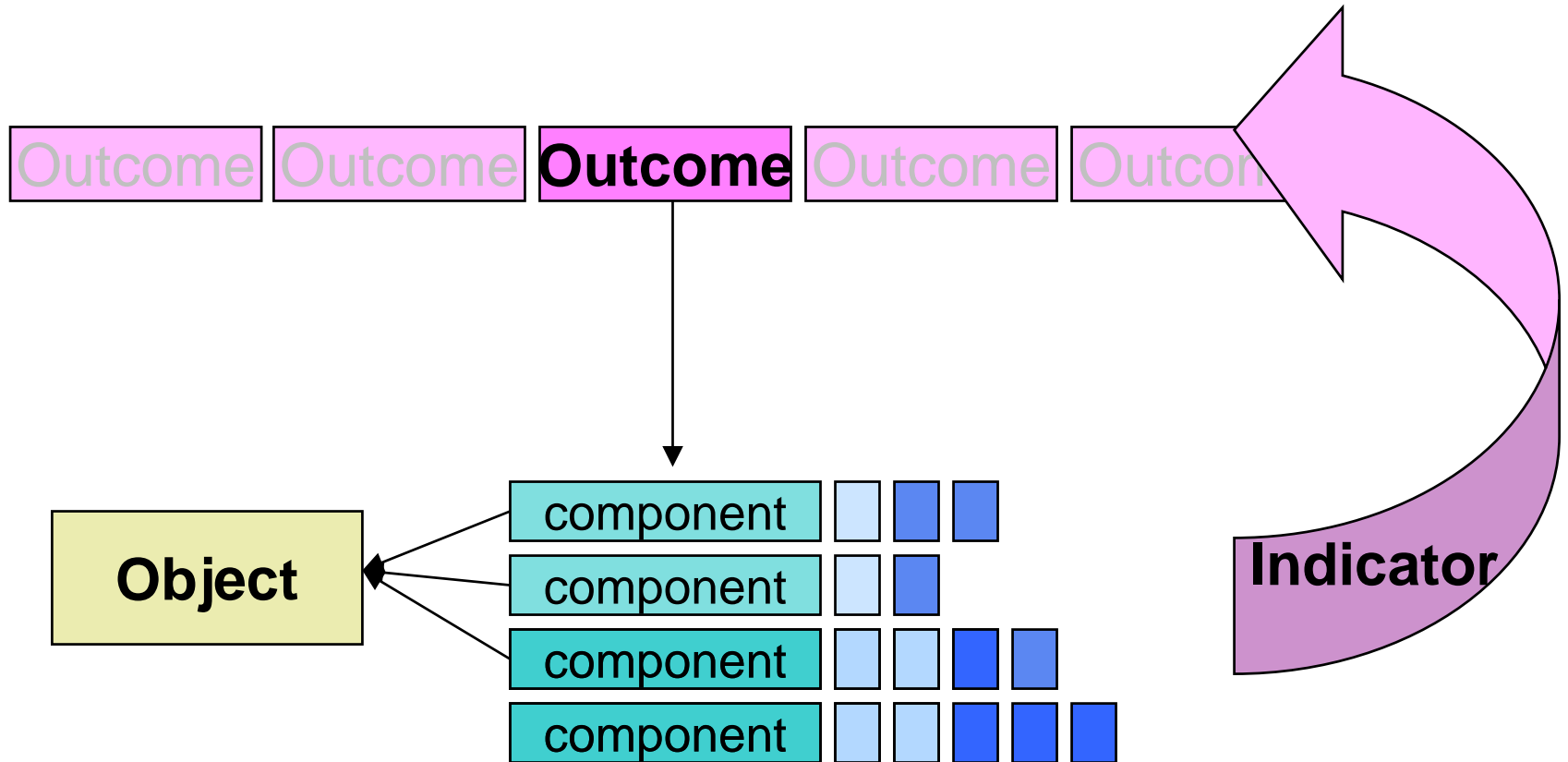
Identifying Assessment Points

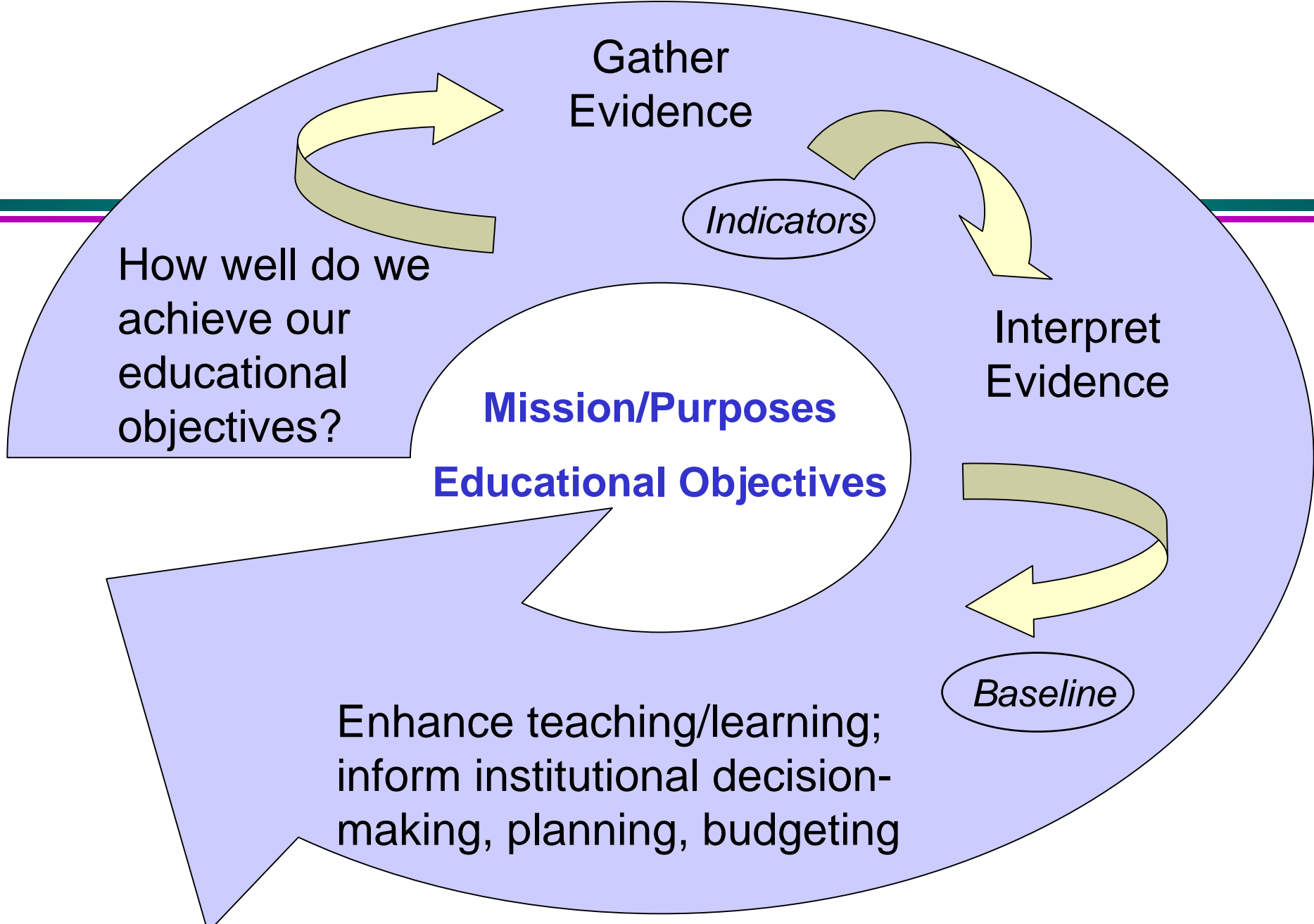
- Refer to at least **two** student learning outcomes in your degree program.
- Identify where in the curriculum these outcomes are developed.
- Recommend where in the curriculum these outcomes can be assessed.

Developing an Assessment Plan

- **Identify Assessment Measures**
(part of Workshop 3)

Assessment Measures





Source: Peggy Maki, 2002 AAHE Assessment Forum;
NCA Higher Education Learning Commission

Assessment Loop

Questions?

