Workshop 2

Developing an Outline for Assessing Student Learning Outcomes

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

Outline

Review

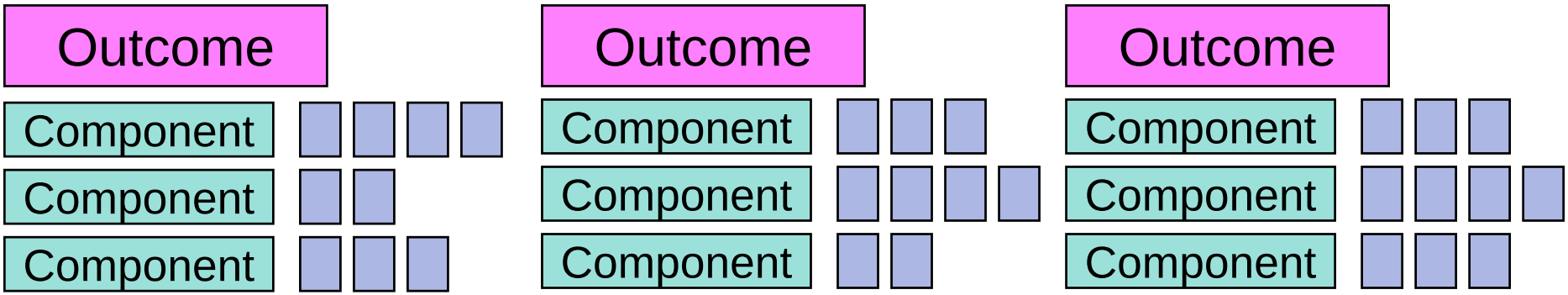
Sharing

Where to Target Assessment Efforts:

Identifying:

- Learning Objects
- Assessment Points in Your Curriculum
- Learning Environments

Degree Program



List of possible sources of evidence (objects)

Assignments | Practicum | Word Problem | Work of Art | Recital

Presentation | Speech | Lab report | Essay

Hatfield (2004)

Sharing Experiences

Experiences with identifying 2-3 learning outcomes, their components, and evaluative criteria.

- **Identify the assignments and activities that promote achievement of each learning outcome**

Hatfield (2004)

Learning Objects

Hatfield (2004)

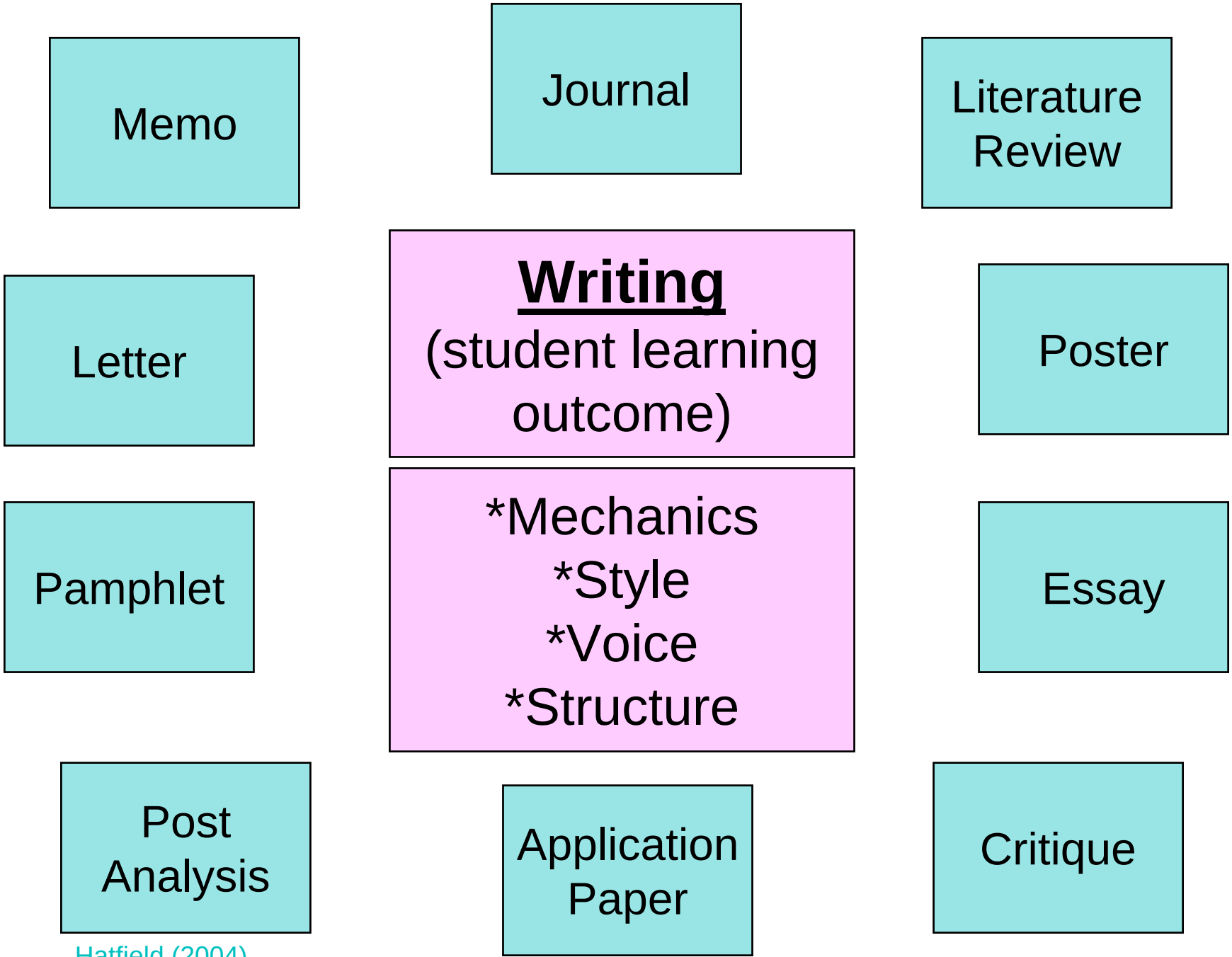
Learning Objects

- 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.

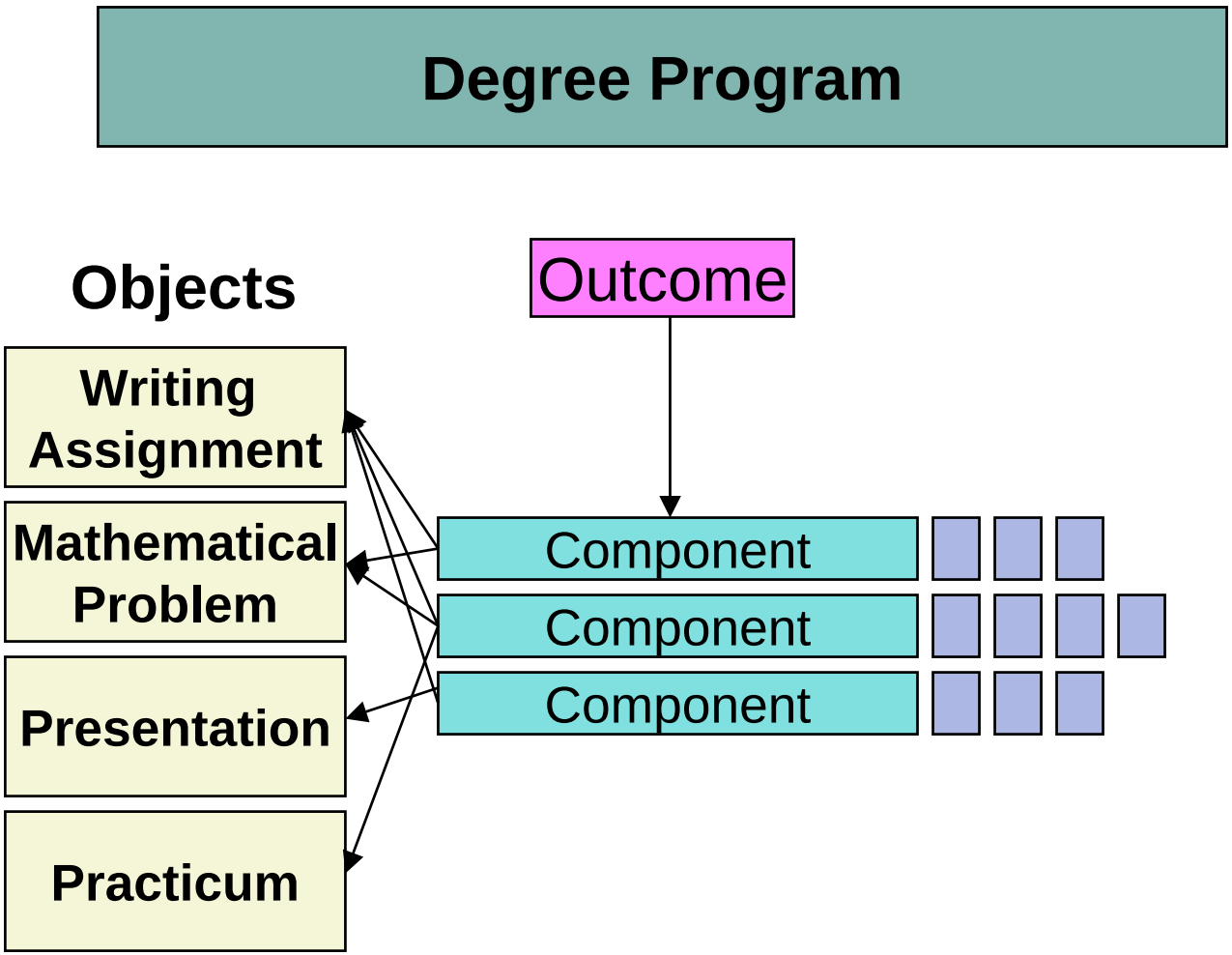
Please refer to handout for examples.

Hatfield (2004)



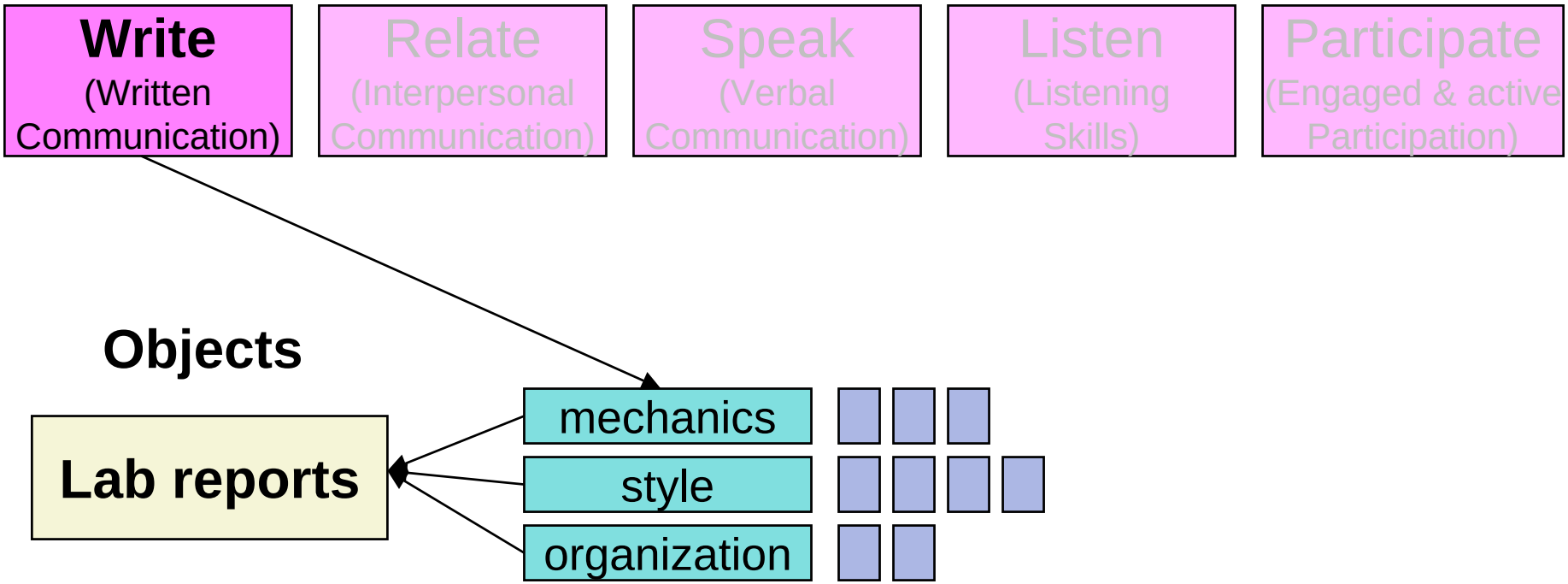
Hatfield (2004)

Learning Objects



Adapted from Hatfield (2004)

Example

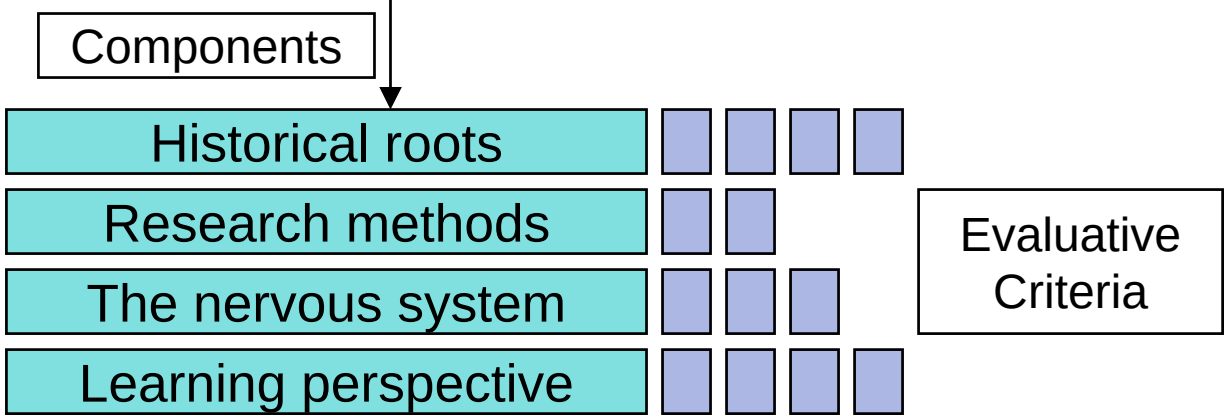


Hatfield (2004)

Pseudo-real Example

Psychology
(at another institution)

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



Adapted from Hatfield (2004)

Pseudo-real Example

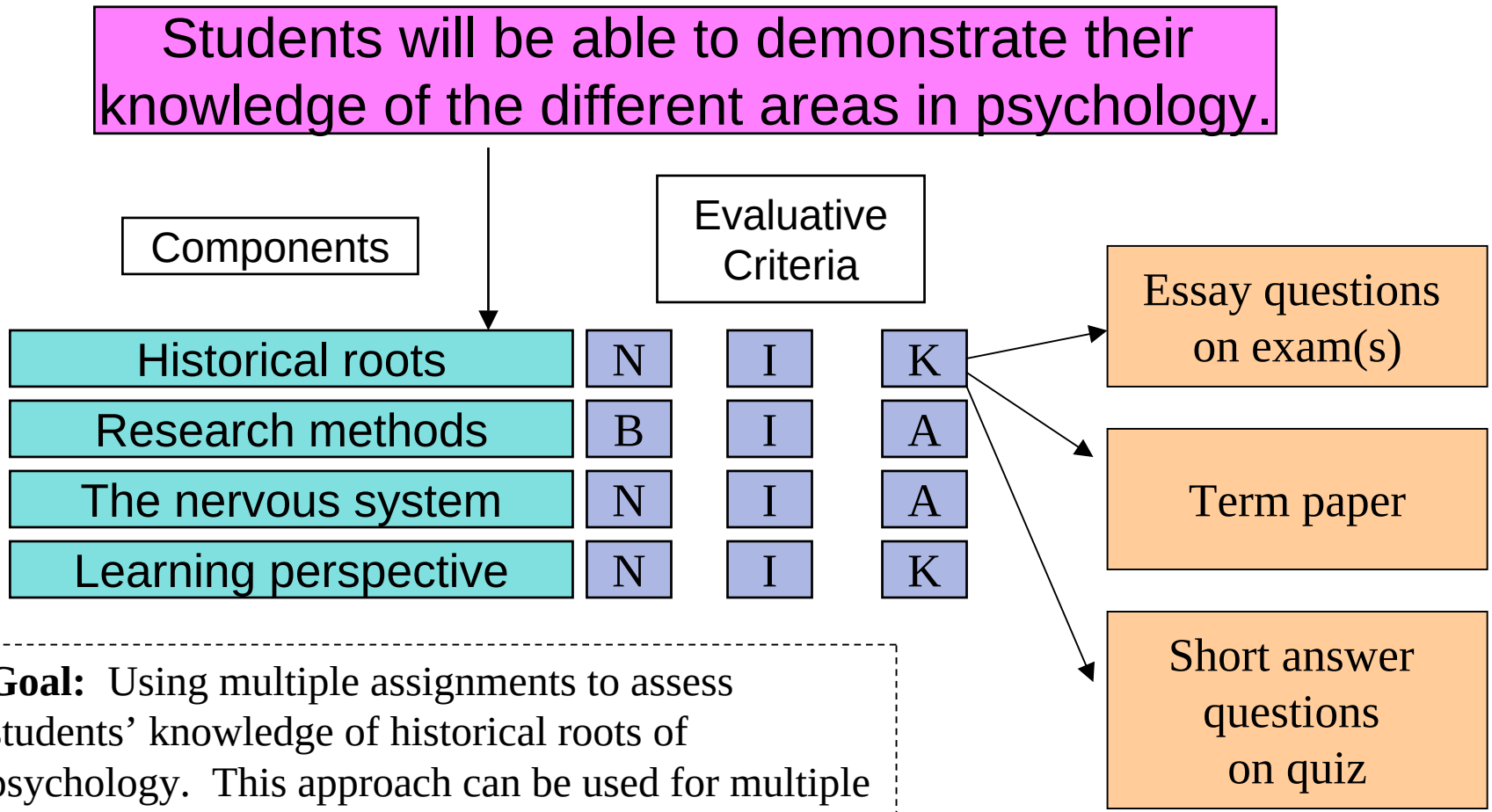
Degree Program

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

Adapted from Hatfield (2004)

Pseudo-real Example



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.

Adapted from Hatfield (2004)

Second Example

See handout

Student Learning Outcome:

- Computer Systems Technology graduates will demonstrate ability to function effectively on teams

Hands-on Exercise #1

Learning Objects

- Once the evaluative criteria have been identified for the component(s) of your learning outcome, the next step is to:
- Identify at least **two** learning objects that can be used for assessment.

Learning Objects

Write (Written Communication)	Relate (Interpersonal Communication)	**Speak** (Verbal Communication)	Listen (Listening Skills)	**Participate** (Engaged & active Participation)
Lab report		**Speech**		**Group Presentation**
Essay		**Group Presentation**		**Debate**
		Debate		**Practicum**

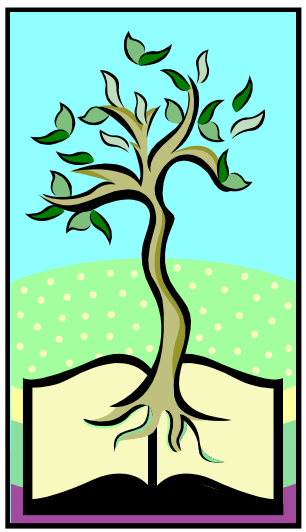
Adapted from Hatfield (2004)

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.

- 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?**

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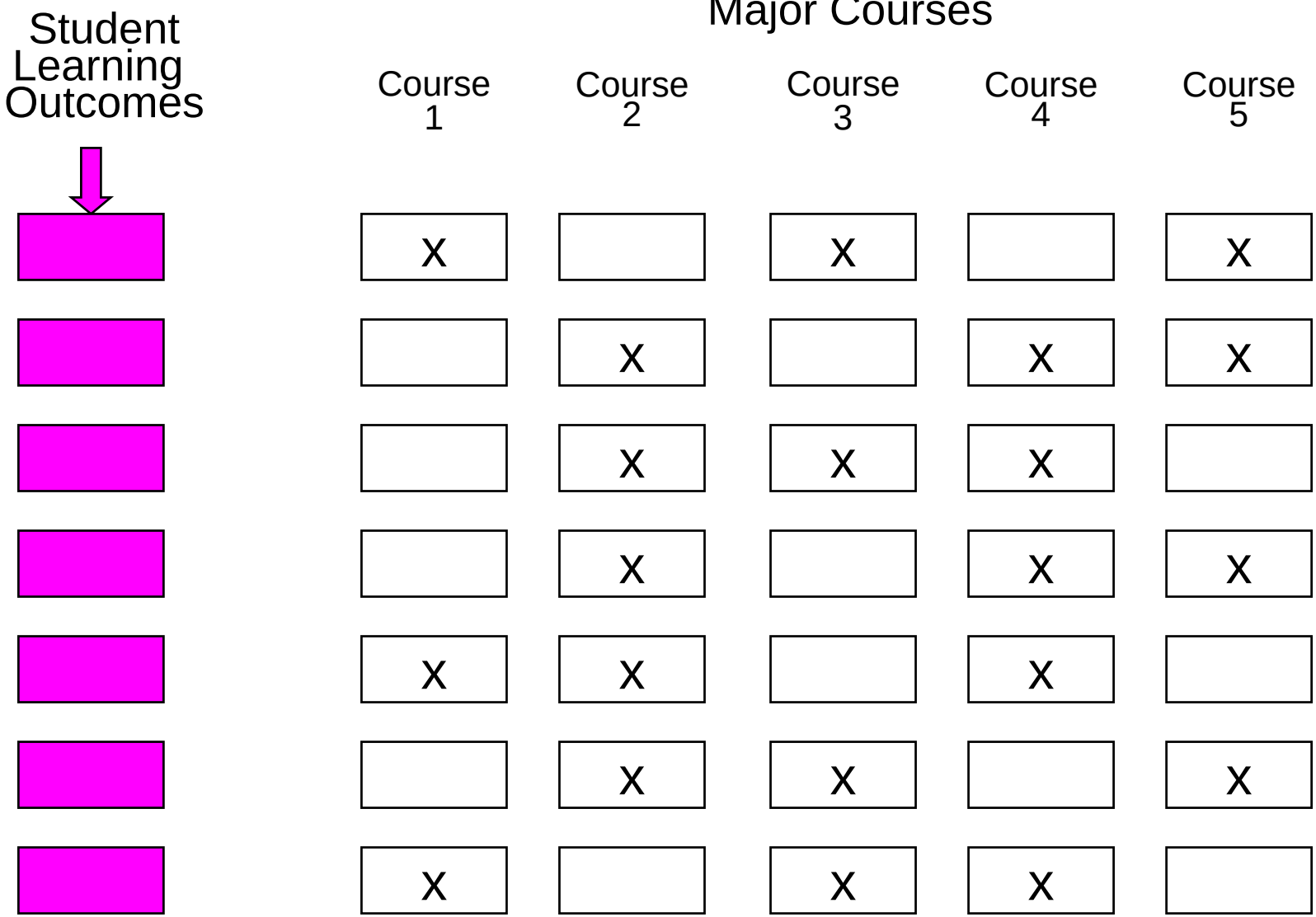
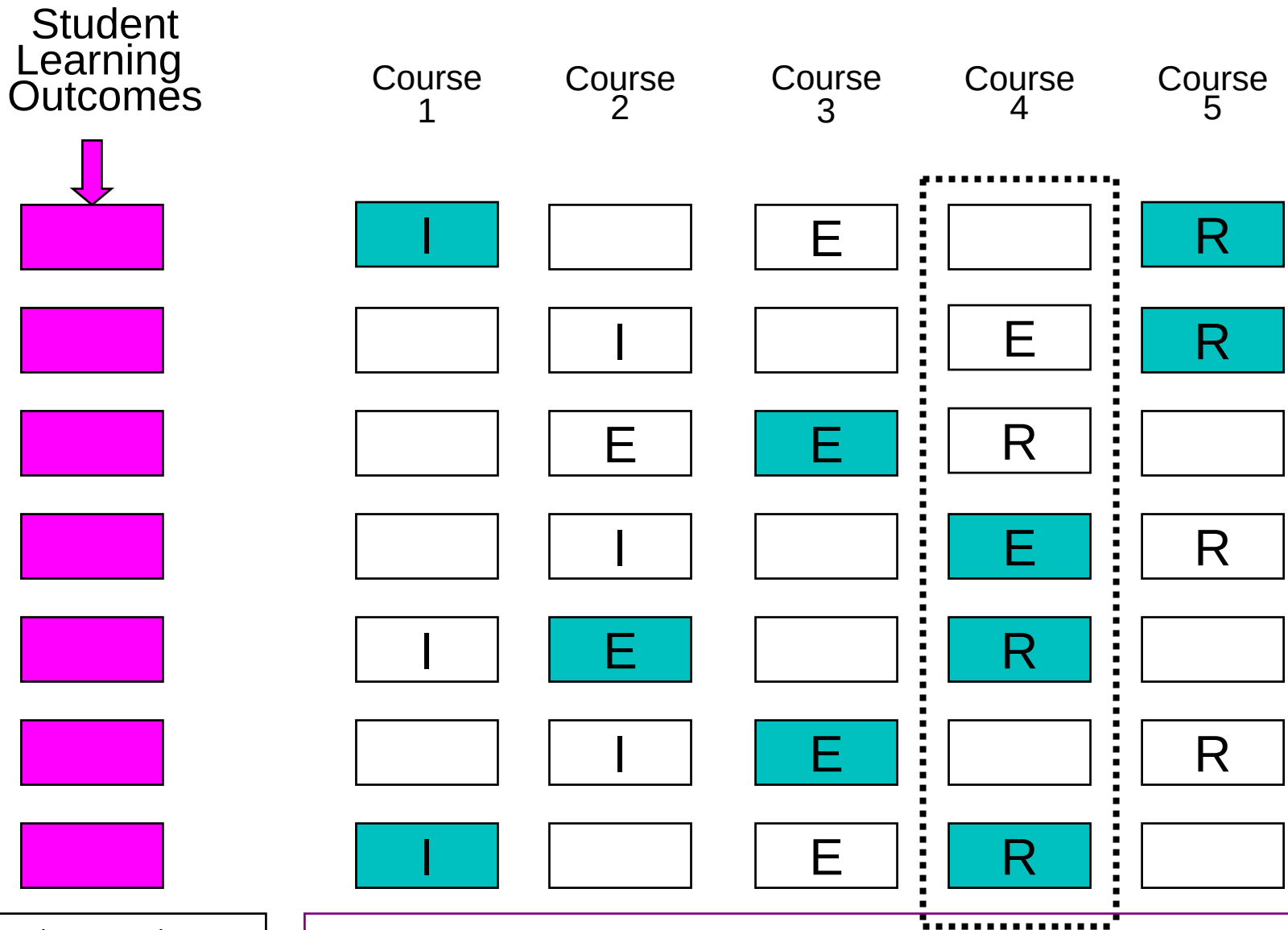
Example 1



Legend: x = outcome addressed in the course

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

Hatfield (2004)


Student Learning Outcomes
Course 1
Course 2
Course 3
Course 4
Course 5
I E R
I E R
E E R
I E R
I E R
I E R
I E R
Legend: I - Introduce
E - Emphasis
R - Reinforced
Hatfield (2004)
We can identify where in the curriculum the student learning outcomes are introduced, emphasized or reinforced.

Hands-on 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.

Learning Environment

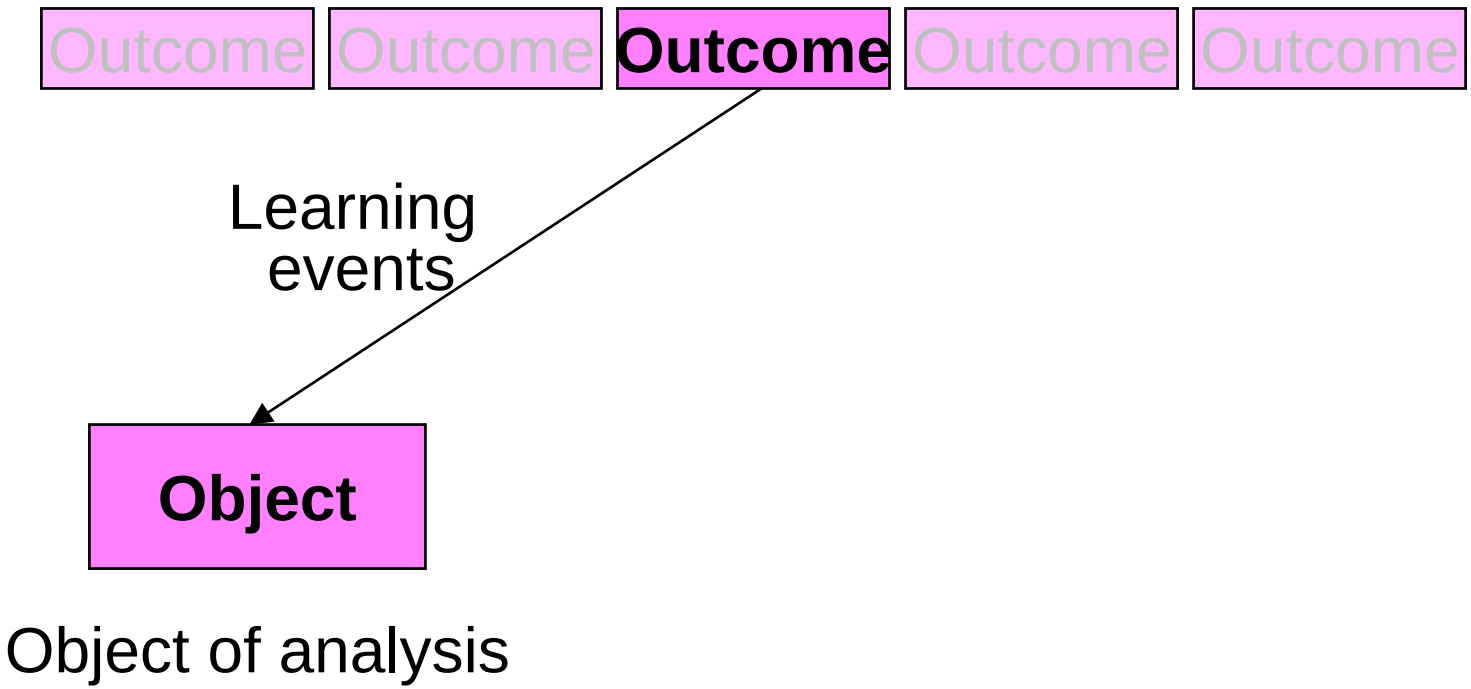
The next slides will illustrate places where assessment objects (e.g., essay questions, lab reports, performances, etc.) could be designed for assessing your students' learning.

Learning Environment

- Setting up learning opportunities for students. These environments allow students to demonstrate their performance and understanding (e.g., demonstrating the student learning outcomes)
  - Laboratories
  - Field trips
  - Active learning in the classroom
  - Internships

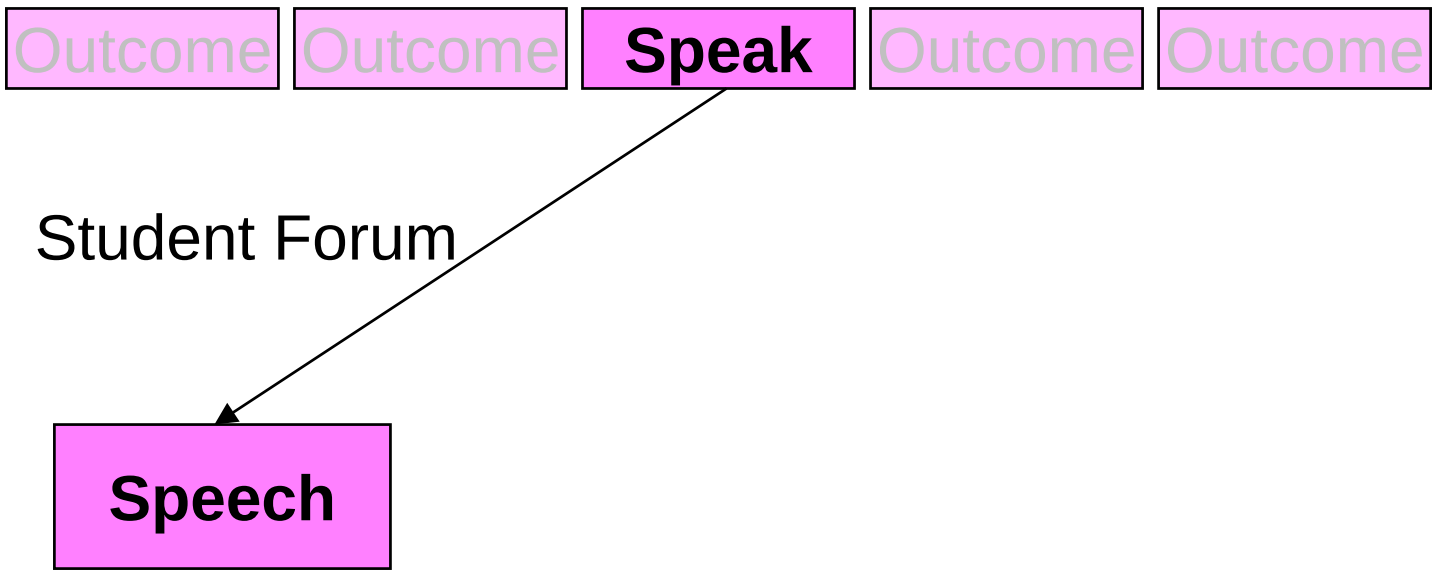
Adapted from Hatfield (2004)

Learning Events



Hatfield (2004)

Example



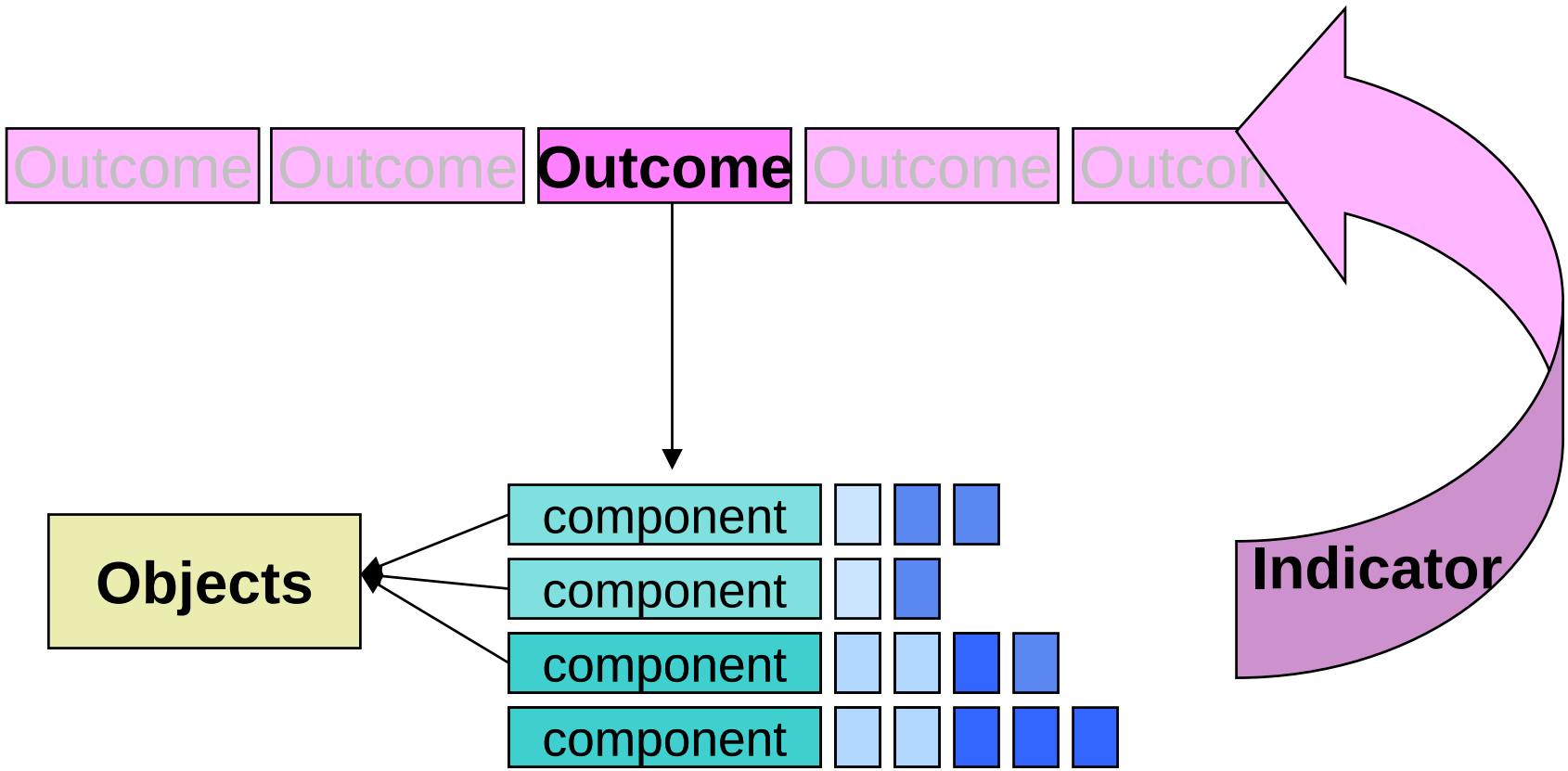
Adapted from Hatfield (2004)

Connecting the Pieces

Indicators:

- How do we expect our students to perform?
- Are we establishing a baseline?
- Are we wanting to comparing existing and future data?
  - For example, creating and utilizing benchmarks.

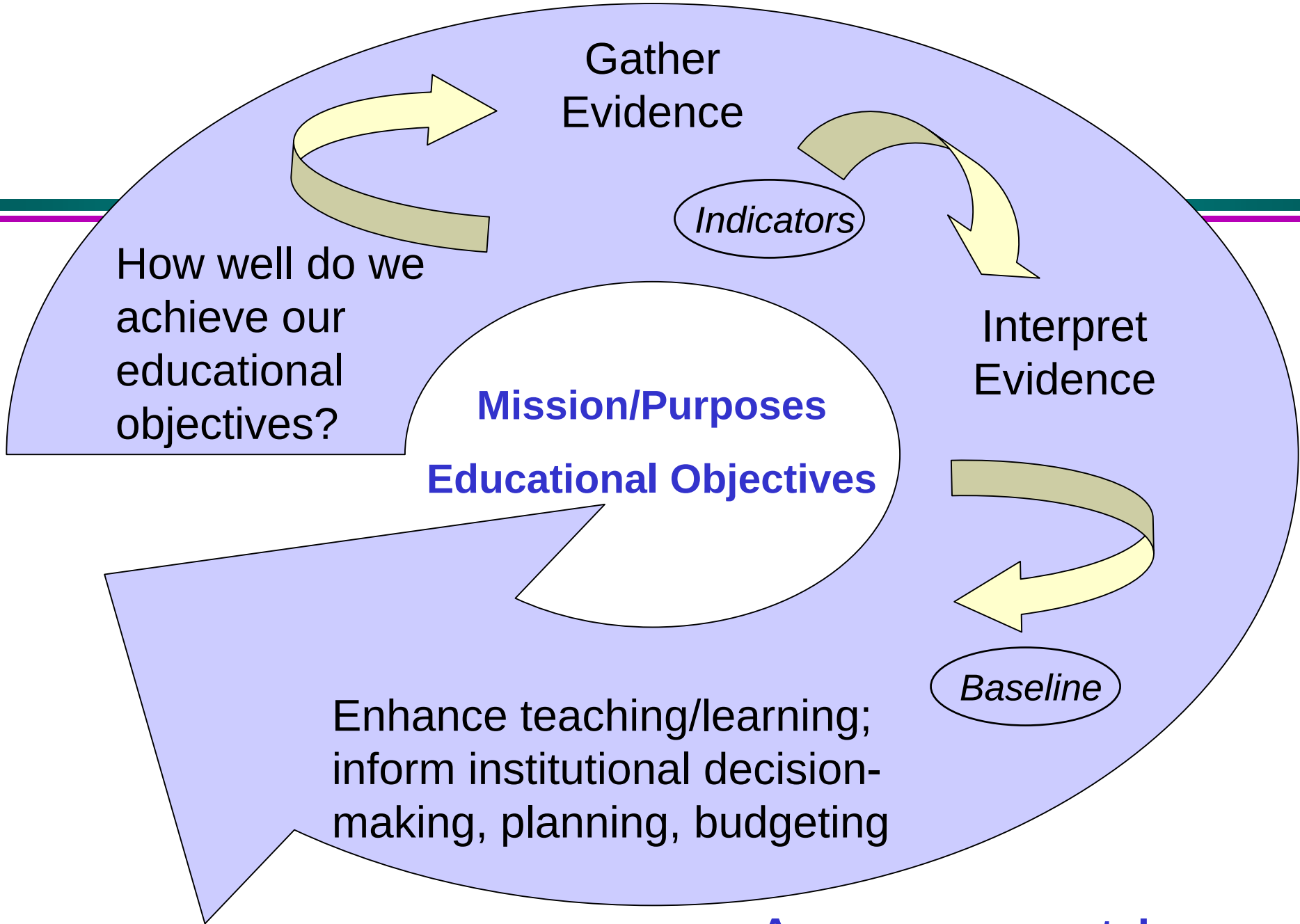
Assessment Measures



Hatfield (2004)

Closing the Assessment Loop

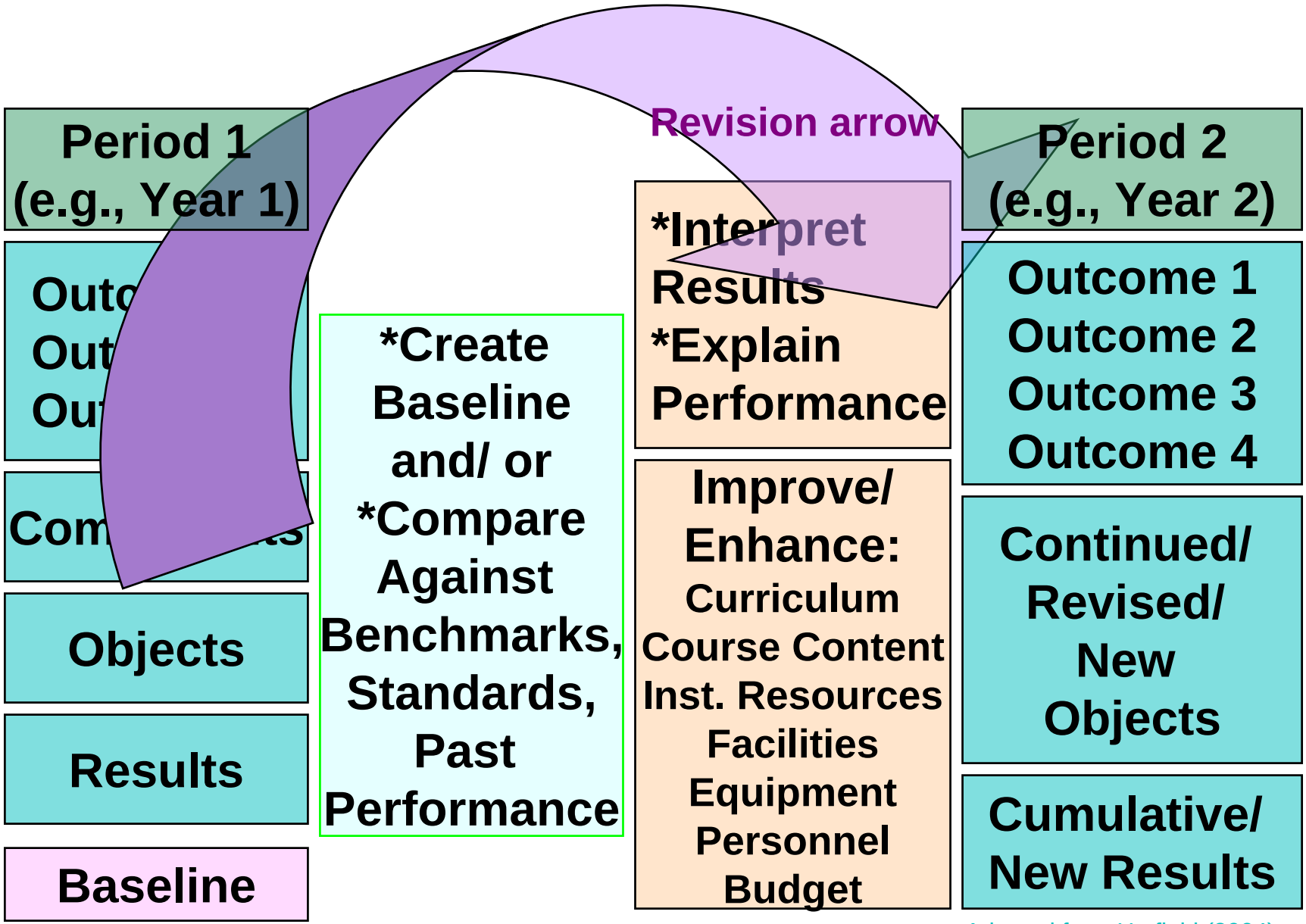
- Developing Assessment Plans
- Developing Implementation Strategies
- Collecting Data
- Discussing Results
- Implementing Improvements in Reaction to the Assessment Results
- Periodically reassessing
- Assessing new, other, or challenging learning outcomes of the program



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

Assessment Loop

How Assessment Works



Adapted from Hatfield (2004)

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.

Source: *9 Principles of Good Practice for Assessing Student Learning*. American Association of Higher Education (AAHE) Assessment Forum, 1992 in Mary Huba & Jann Freed, (2000). *Learner-centered assessment on college campuses*. Boston, MA: Allyn and Bacon.

Questions?