


Assessment of Student Learning

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Motivation for Assessment

Measure what you value, rather than valuing what you can measure.
Kermit Hall
1944-2006, former President, University at Albany - SUNY


If you don't measure what you value, it won't improve.
Alan Merten
President, George Mason University

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PASD

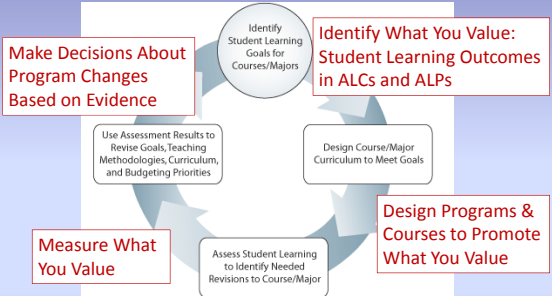
Pre-Assessment Stress Disorder

- Anxiety
- Denial
- Paranoia
- Passive-Aggressive Behavior
- Amnesia for skills in research methods



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The Assessment Process



Source of cycle graphic: University of Washington
<http://depts.washington.edu/learning/>

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Student Learning Outcomes

Statements that describe what students will be able to *know, do, or value* as a result of their educational experience.

Knowledge, skills, abilities, values of the student

Focus on changes in the student rather than on what the instructor does while teaching.

Described in behaviorally measurable terms.

See TIP Sheets #1-9 on the CUTLA web for advice on writing SLOs.

Earlier workshops are posted on the CUTLA Assessment Resources Page: <http://uwf.edu/cutla/Assessres.cfm>

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Identify Student Learning Outcomes

Program Student Learning Outcomes

Overarching concepts that span several courses, not individual course objectives taken from each syllabus

- Describe what students should think, know and be able to do when they finish your program
- Measurable (behavioral)

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Identify Student Learning Outcomes

Course Student Learning Outcomes

More specific learning outcomes that identify learning in an individual course

Course SLOs should be included in the course syllabus

- Describe what students should think, know and be able to do when they finish the course
- Measurable (behavioral)
- Aligned to course topics, assignments, exams, and other graded work

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Curriculum Map

Graphic device that shows how the curriculum aligns to student learning outcomes

Identify courses where educational outcomes are likely to be achieved

Identify gaps in the curriculum where an educational outcome might not be addressed as well as hoped

Identify courses that might be suitable for an embedded assessment

See TIP Sheets 10 & 11 on the CUTLA Web for more information

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Curriculum Audit for Degree Program
Identifies courses in which the syllabi include course SLOs related to program SLOs (level of learning is also noted)

Domain of Learning	Introductory Course	Methods Course	Required Course 1	Required Course 2	Required Course 3	Required Course 4	Capstone Course
Content SLO 1	Introduced		Introduced	Reinforced		Reinforced	Mastery / Assessed
Content SLO 2		Introduced		Reinforced	Introduced	Reinforced	Mastery / Assessed
Content SLO 3	Introduced		Introduced			Reinforced	Mastery / Assessed
Critical Thinking SLO 1		Introduced				Introduced	Reinforced
Critical Thinking SLO 2		Introduced		Introduced			Mastery / Assessed
Communication SLO 1		Introduced		Reinforced			Mastery / Assessed
Communication SLO 2			Introduced				Mastery / Assessed
Integrity / Values SLO 1	Introduced	Reinforced				Reinforced	Mastery / Assessed
Integrity / Values SLO 2		Introduced					
Project Management SLO 1		Introduced		Reinforced			Mastery / Assessed
Project Management SLO 2				Introduced			Mastery / Assessed

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Assess Student Learning

Indirect Measures

- Student self-reports
- Reports of clients or experts on student skill
- Alumni & employer surveys
- Exit interviews or focus groups

Direct Measures

- Evaluation of work with a rubric:
 - Course papers & presentations
 - Theses
 - Case notes
 - Capstone experiences
 - Portfolios
- Performance on state or national licensure, certification, or professional examinations
- Standardized tests (nationally standardized or locally developed)

See TIP Sheets 13-15 on the CUTLA web for more information

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Rubrics: Explicit criteria for assessing student work

Focus on specific student learning outcomes as rubric elements.

Describe the criteria that will be used to evaluate the work on this assignment: What will the instructor look for during grading?

Describe the characteristics of performance at different levels of skill on the target student learning outcome.

More effective than grades for assessment.

Rubrics provide *diagnostic* information about strengths and weaknesses in student learning.

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Closing the Loop

Assessment data that are merely collected and archived serve no purpose

Effective assessment practices make use of the data collected to inform decision making:

- Changes in instructional strategy
- Changes in course offerings in the curriculum
- Changes in course sequencing in the curriculum
- Changes in support services and advising offered to students

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Use Assessment-Based Evidence to Refine Curriculum or Instructional Strategies

- Plan when program faculty will meet to discuss assessment results and determine appropriate action
- Use assessment results to initiate action aimed at improving program
- Clearly relate the results back to the intended educational outcomes
- Document assessment work and decisions made for communication to external audiences

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Not all that can be measured is important and not all that is important can be measured.

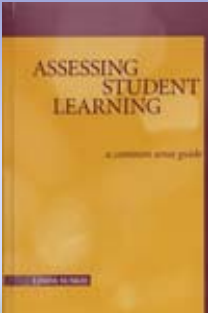
[easily or reliably]

Albert Einstein

Measure what you value, and others will value what you measure.

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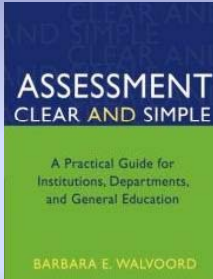
General Resources on Assessment



Linda Suskie (2007). *Assessing student learning*. Jossey-Bass.

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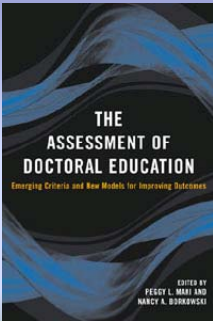
General Resources on Assessment



Barbara E. Walvoord (2004). *Assessment clear and simple: A practical guide for institutions, departments, and general education*. Jossey-Bass

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Useful Resources



Peggy L. Maki & Nancy A. Borkowski, Eds. (2006). *The assessment of doctoral education: Emerging criteria and new models for improving outcomes*. Stylus Publishing.

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Useful Web Resources

- APA Cyberguide on Assessment
http://www.apa.org/ed/guide_outline.html
- North Carolina State University
University Planning & Analysis Index of Assessment Resources
<http://www2.acs.ncsu.edu/UPA/assmt/resource.htm>
- University of Washington
<http://depts.washington.edu/learning>

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CUTLA Web Resources on SLOs, ALCs, ALPs, and Assessment

TIP Sheets

<http://uwf.edu/cutla/Tipsheet.cfm>

Assessment Resources Page

<http://uwf.edu/cutla/Assessres.cfm>

- CUTLA workshops on assessment (2005 onward)
- Barbara Walvoord workshop materials
- Peggy Maki workshop materials

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Resources on Assessment

Maki, Peggy L. & Borkowski, Nancy A., Eds. (2006). *The assessment of doctoral education: Emerging criteria and new models for improving outcomes*. Stylus Publishing.

Suskie, Linda (2007). *Assessing student learning*. Jossey-Bass.

Walvoord, Barbara E. (2004). *Assessment clear and simple: A practical guide for institutions, departments, and general education*. Jossey-Bass.

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<http://www.youtube.com/watch?v=Pk7yqITMvp8>

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