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
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)
Writing
(student learning outcome)

*Mechanics
*Style
*Voice
*Structure

Hatfield (2004)
Learning Objects

Degree Program

Objects

- Writing Assignment
- Mathematical Problem
- Presentation
- Practicum

Outcome

Component

Component

Component

Adapted from Hatfield (2004)
Example

Write (Written Communication)
Relate (Interpersonal Communication)
Speak (Verbal Communication)
Listen (Listening Skills)
Participate (Engaged & active Participation)

Objects

Lab reports

mechanics
style
organization

Hatfield (2004)
Students will be able to demonstrate their knowledge of the different areas in psychology.

Components
- Historical roots
- Research methods
- The nervous system
- Learning perspective

Evaluative Criteria

Adapted from Hatfield (2004)
Students will be able to demonstrate their knowledge of the different areas in psychology.

Components

- Historical roots
- Research methods
- The nervous system
- Learning perspective

Evaluative Criteria

- Novice
- Intermediate
- Knowledgeable

Adapted from Hatfield (2004)
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
- Essay
- Speech
- Group Presentation
- Group Presentation
- 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?

Hatfield (2004)
We can identify where in the curriculum the student learning outcomes are developed.

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<tr>
<th>Student Learning Outcomes</th>
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Legend: $x = \text{outcome addressed in the course}$

Hatfield (2004)
We can identify where in the curriculum the student learning outcomes are introduced, emphasized or reinforced.

Hatfield (2004)
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

Learning events

Object

Object of analysis

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
Assessment Loop

How well do we achieve our educational objectives?

Mission/Purposes

Educational Objectives

Indicators

Gather Evidence

Interpret Evidence

Baseline

Enhance teaching/learning; inform institutional decision-making, planning, budgeting

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

Outcome 1
Outcome 2
Outcome 3

Components
*Create Baseline and/or
*Compare Against Benchmarks, Standards, Past Performance

Period 1
(e.g., Year 1)

*Interpret Results
*Explain Performance

Period 2
(e.g., Year 2)

Outcome 1
Outcome 2
Outcome 3
Outcome 4

Objects

Baseline

Continued/Revised/New Objects

Results

Cumulative/New Results

Improve/Enhance:
Curriculum
Course Content
Inst. Resources
Facilities
Equipment
Personnel
Budget

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.

Questions?