Creating Effective Assessment Plans: Part 1

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Assessment and Accreditation

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Institutional Effectiveness:

The institution identifies expected outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1. education programs, to include student learning outcomes.

3.3.1.2. administrative support services.

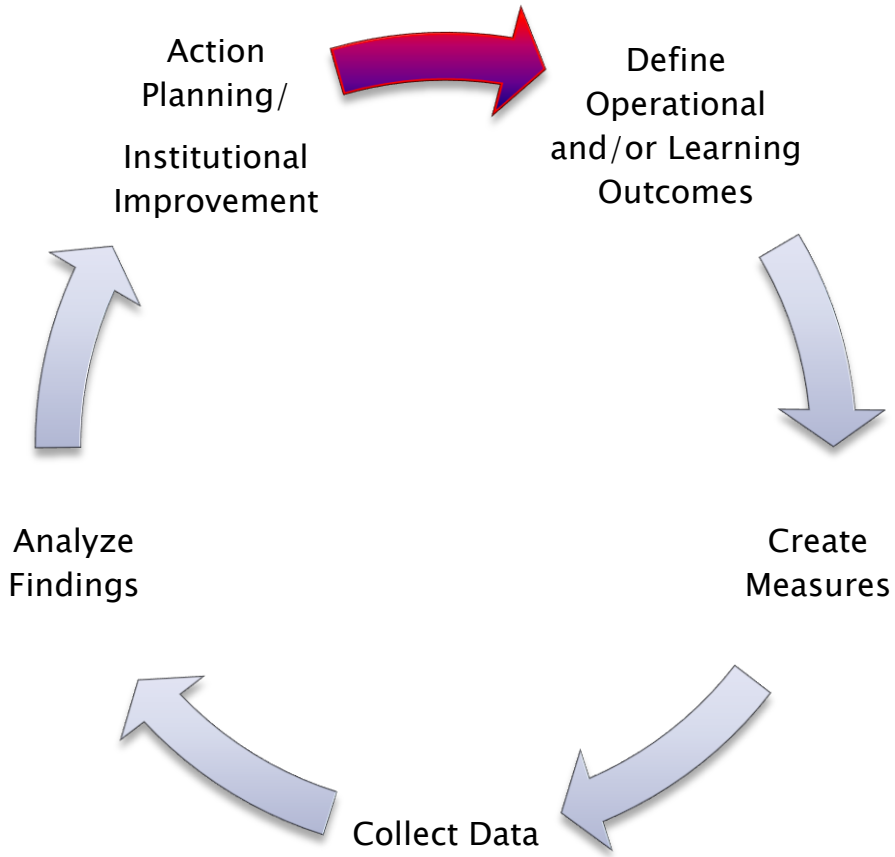
3.3.1.4 research within its mission, if appropriate.

3.3.1.5 community/public service within its mission, if appropriate.

Assessment

- Types of Assessment
  - **Learning Outcomes Assessment**
  - Needs Assessment
  - Environmental Assessment
  - Satisfaction Assessment
  - Assessing Cost Effectiveness

Annual Assessment Cycle



Definitions

- Mission: A description of the overall purpose of the unit/program.
- Goals: The general expectations of individual programs and units (big picture).
- Student learning outcomes or SLOs: Statements that specify what students will know, be able to do or be able to demonstrate when they have completed or participated in a program/activity/course/project.
- Program Objectives: Statement that specify what program participants will be able to do or be able to demonstrate when they have completed or participated in a program/activity/course/project.

Nomenclature

- Administrative Program/Units
  - Unit Program Goals
    - Student Learning Outcomes
    - Operational Outcomes
- Academic Programs
  - Academic Program Goals
    - Student Learning Outcomes
    - Operational Outcomes
- Courses
  - Course Goals
    - Student Learning Outcomes

Best Practices For Outcomes

- Outcome must align to program mission and designated goal.
- Outcome must be observable and measurable (required to have 3 measures per outcome).
- Must be student-centered (where possible).
- Recommend using behavioral verbs for Student Learning Outcomes.

Student Learning Outcomes Resources

- Blooms Taxonomy Six Cognitive Domains

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Student remembers or recognizes information or specifics as communicated with little personal assimilation.	Student grasps the meaning behind the information and interprets, translates, or comprehends the information.	Student uses information to relate and apply it to a new situation with minimal instructor input.	Student discriminates, organizes, and scrutinizes assumptions in an attempt to identify evidence for a conclusion.	Student creatively applies knowledge and analysis to integrate concepts or construct an overall theory.	Student judges or evaluates information based upon standards and criteria, values and opinions.
Cite Label List Enumerate Identify Imitate Match Name Quote Recall Reproduce State Write	Convert Define Describe Discuss Estimate Explain Generalize Identify Illustrate Locate Paraphrase Restate Summarize	Apply Chart Compute Demonstrate Determine Dramatize Establish Make Manipulate Prepare Project Solve Use	Analyze Compare Contrast Correlate Diagram Dissect Differentiate Distinguish Infer Investigate Limit Outline Separate	Assemble Create Construct Design Develop Formulate Generate Hypothesize Initiate Invent Modify Reframe Synthesize	Access Appraise Conclude Critique Decide Defend Diagnose Evaluate Judge Justify Rank Recommend Support

Student Learning Outcomes Resources

- Example Bloom's Taxonomy Evolved:

	Remember	Understand	Apply	Analyze	Evaluate	Create
A. Factual Knowledge						
B. Conceptual Knowledge						
C. Procedural Knowledge					X	
D. Meta-cognitive Knowledge						X

Student Affairs Outcome Resources: Chickering's Theory of Identity Development

- A psychosocial theory that views development as a series of tasks or stages dealing with thinking, feeling, believing, and relating to others.
- Students move through these vectors at different rates, vectors can interact with each other and students often find themselves re-examining issues associated with vectors they had previously worked through.
- Although not rigidly sequential, vectors do build on each other, leading to greater complexity, stability and intellectual aspects of development.
- The seven vectors are:
  - **Developing Competence**
  - **Managing Emotions**
  - **Moving through Autonomy toward Interdependence**
  - **Developing Mature Interpersonal Relationships**
  - **Establishing Identity**
  - **Developing Purpose**
  - **Developing Integrity**

Administrative Operational Objectives

- Create objectives according to needs assessment.
  - Examples of Factors to Include:
    - Health Services: Extent to which individuals treated for specific problems recover and return to classes.
    - Career Services: Initial assessment of student population and workforce needs.

Workshop Activity: How Do I Fix a Student Learning Outcome?

- Outcome can be evaluated by asking:
  - Can it be measured?
  - Does this align to out unit/area mission and goals?
  - Is student learning being demonstrated (SLOS'S)
  - Does the statement truly represent an outcome?

Examples:

- ❑ Participants will <u>understand</u> five reasons for inequality in the U.S.
  - Learning is demonstrated, but this SLO will be difficult to measure without more clarity.
- ❑ Students will <u>attend class daily</u>.
  - This can be easily measured, but learning is not being directly measured.

- We can rewrite these to make the learning outcomes measurable and demonstrative of learning:

- ❑ Participants will be able to list five reasons for inequality in the U.S.
- ❑ Student will demonstrated x, y, z through participation in this class.

Uses of Assessment

Let's Begin Workshop