

Student Learning Outcomes Assessment

UTSA Department Chairs Training

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Overview

- Summary of the assessment process
- Questions that guide the evaluation of assessment reports
- Panel Discussion
 - How to organize and involve your faculty in student learning assessment
 - Role of the University Assessment Committee
 - How to organize a faculty forum

Assessment is

“... [t]he systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.”

Ted Marchese

Good assessments are useful (and used)

- Measure what we intend to measure (validity)
- Yield consistent results across administrations (reliability)
- Give us actionable information specific to learning outcomes
- Give us reasonably accurate, truthful information

Good assessments are cost-effective

- Keep it simple
- Focus on a few (3-6) outcomes
- Use samples (where appropriate)
- Make use of existing information

Six Steps of Assessment

1. Write 3-6 expected Student Learning Outcomes (SLO)
2. Identify learning opportunities
3. Determine assessment methods
4. Establish criteria
5. Timely collection and analysis of assessment information
6. Timely use of the results to make improvements

Assessment methods

Direct

- Tests
- Rubrics
- Portfolios
- Capstone projects
- Field supervisor ratings
- Employer ratings
- Scores on licensure exams

Indirect

- Surveys
- Focus groups
- Student self-ratings
- Admission to graduate school
- Alumni satisfaction with learning
- Honors, awards

Use information already on hand

- Tests
- Papers, projects, performances
 - Especially in capstones
- Field Supervisor evaluations
- Surveys and self-ratings

Useful tools

- Rubrics*
- Test blueprints
- Reflective writing on attitudes and values (one-minute papers)

* See examples (Blue sheet)

Why course grades are not sufficient

- **Course grades often:**
 - contain other criteria beyond learning such as participation, attendance, etc.
 - do not provide enough detailed information about what students actually learned

Use assessment results to make

- **Changes to curriculum**
 - changes in teaching practices
 - revision or enforcement of prerequisites
 - revision of course sequence
 - revision of course content
 - addition of course(s)
 - deletion of course(s)

Use assessment results to make

- **Changes to academic processes**
 - modification of frequency or schedule of course offerings
 - improvements of technology
 - implement additional training
 - other implemented or planned change

Use assessment results to make

- **Changes to assessment plan**
 - revision of student learning outcome statement(s)
 - revision of assessment methods
 - collection of and analysis of additional data and information
 - changes of data collection methods

How outcome statements are evaluated

- Are the Student Learning Outcomes specific to the program being assessed?
- Do the outcome statements clearly relate what students will know, be able to do, or value when they graduate?
- Are the outcome statements specific and measureable?

How assessment methods are evaluated

Do the assessment methods describe

- where the data are gathered (e.g., course, survey)
- who is being assessed (e.g., seniors, first-year, alumni)
- a minimum level of performance (Criterion)

How assessment methods are evaluated

- Are the assessment methods clearly described so that the reader can understand how the method relates to the outcome?
- Do the assessment methods clearly relate to the outcome being measured?
- Are direct measures of student learning emphasized?

How result statements are evaluated

- Do the result statements include the semester/year the data were collected?
- Do the result statements include the sample size?
- Do the result statements align with the assessment methods and criteria?

Evaluation of result statements

- Do the result statements clearly indicate whether the criterion was met or not met?
- Do the result statements include some interpretation of what the result may mean?

How action statements are evaluated

- Do the actions planned and/or actions taken seem reasonable given the results?
- Do most of the actions clearly relate to changes to improve student learning?

Annual assessment milestones*

Date	Activity
At start of each semester	Contact faculty supplying assessment data
November 15	Forward faculty forum date to college liaison
December 20	All fall assessment data submitted to assessment coordinator
February 15	Faculty forum to discuss results from previous spring and fall
February-April 15	Faculty plan adjustments to curriculum, courses, and activities
May 15	All spring assessment data submitted to assessment coordinator
June 1	Submit assessment report to college for entry into TracDat.

* Colleges may set internal deadlines in advance of these dates

Bottom line

- Involve your faculty in planning and collection
- Assess what you value
- Keep assessment useful
- Keep assessment cost-effective
 - Especially time (use existing information)
- Meet college and university deadlines

Resources/Contact information

- Steve Wilkerson
 - Email: steve.wilkerson@utsa.edu
 - Phone: 458-4939
- University Assessment Committee members
(See list)
- Website: <http://provost.utsa.edu/vpaie/assessment/>
- UTSA Assessment portfolio (available this fall)

Panel discussion

