Developing and Utilizing Authentic Outcome Assessment Plans to Measure Student Learning

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The need for on-going student learning assessment.....

“\textit{I finished my homework, and half my college freshman courses.}”

Objectives

- Identify and apply appropriate student learner outcomes.
- Utilize strategies to gather, analyze, and interpret program level student learning outcomes (SLOs) assessment data.
- Understand and value the importance of course embedded assessments for program level student learning outcomes assessment.
Evidence Based Assessment

Part 1: Developing “Authentic” Student Learning Outcomes

Write a student learning outcome for your program or a course.
A Student Learner Outcome.....

- Specifies an action by the student that must be observable and measurable

Graduating students from the BS in Athletic Training will be able to identify, describe, and explain concepts associated with:

**Action Verbs**

(a) Evidence Based Practice
(b) Prevention and Health Promotion
(c) Clinical Exam and Diagnosis
(d) Acute Care of Injury/Illness
(e) Therapeutic Interventions
(f) Psycho-social Strategies and Referral
(g) Healthcare Administration
(h) Professional Development and Responsibility

http://cstl.semo.edu/SLO/SLOWriting.htm

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Verbs to avoid

**Know, Understand, Appreciate, Value**

- Demonstrate knowledge of therapeutic exercise.
- Describe the progressions and regressions necessary to appropriately rehabilitate an upper extremity injury.
- Students will appreciate and value cultural competence in healthcare.
- Students will articulate the value cultural competence has in healthcare.

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**Action Verbs**

<table>
<thead>
<tr>
<th>Define</th>
<th>Summarize</th>
<th>Solve</th>
<th>Classify</th>
<th>Defend</th>
<th>Design</th>
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</thead>
<tbody>
<tr>
<td>Identify</td>
<td>Distinguish</td>
<td>Calculate</td>
<td>Prioritize</td>
<td>Measure</td>
<td>Integrate</td>
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<tr>
<td>Locate</td>
<td>Contrast</td>
<td>Demonstrate</td>
<td>Criticize</td>
<td>Select</td>
<td>Assemble</td>
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<tr>
<td>Reproduce</td>
<td>Cite</td>
<td>Produce</td>
<td>Diagram</td>
<td>Critique</td>
<td>Devise</td>
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<td>Recite</td>
<td>Report</td>
<td>Explain</td>
<td>Illustrate</td>
<td>Persuade</td>
<td>Simulate</td>
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Approaching SLA plans in your program

Part II: Conduct an Assessment Audit

- Allows everyone to get on the “same page” with respect to student learning.
- Helps identify where program SLOs are taught at the course level.
- Connects course and program level outcomes.
- Several courses can/will assess the same SLO.

Distribute pre-course assessment form

- Enables faculty to be reflective in their teaching.
- Initial validation where program level SLO(s) are taught within the courses.
- Can be completed in 15 minutes.
- Should be distributed to each faculty member at the beginning of the semester for each course they are teaching.
Course objectives- (These should be the ones that you have listed on your syllabi or can be accreditation competencies/proficiencies)

A. What Program Student Learning Outcomes are being measured in this course?

B. What are the measures (can be either direct or indirect) for each outcome?
   You must also indicate the criterion for success for each measure

C. List of material that will be collected as evidence of the learning outcome.

D. Identify strengths and weaknesses in your teaching methods for course materials related to each outcome you listed.

E. What changes if any, do you plan for next time you teach this course to improve student learning?

Criterion for Success

“What level of student performance will be accepted as evidence of course success?”

Multiple Ways to Measure Success:
- Are there specific standards the program feels are important?
- Is there a cut-off score based on national data you would like students to meet or exceed?
  - BOC Example
- Do you have a level of accomplishment that you want students to obtain based on a previous history of work?
  - Standards-based perspective.

*In the end criterion must be justified*

Distribute “Evidence Based Management” forms

- Distributed at the end of each semester for each course a faculty member teaches.
- Allows instructor to be reflective in their teaching.
- Validates SLOs are being met at course level.
- Assists in data collection in making overall program improvements as the result of course level assessment.

**Evidence Based Management Form**

The semester is coming to a close please refer back to your pre-course assessment form for your respective courses. Look at the outcomes that you stated would be achieved within the course. Are they still the same? Did any change? Were you able to effectively measure student learning of the outcomes as you had intended?

**Semester:**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Should strengths and weaknesses of your teaching methods as they relate to this outcome be the same? Describe how you measured and set future goals.</th>
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Part III: Build Your Curriculum Map

- Map will allow program to “see” where various program SLOs are addressed in several courses.

- Allows program to choose one/two measures to utilize for the program level outcome of student learning.

- This will make the process more meaningful and manageable and clearly demonstrate learning over time.

Once Map is complete........

- Identify program level measures for each outcome.
  - Use map and forms to assist you in process.
  - Preferably 2 measures for each outcome.
    - Direct and Indirect
- Establish criterion for success for each measure.
- Develop action plans based on results
  - Not all outcomes have to be “assessed” each year. You can collect the data without analyzing and acting on it.
Benefits of course embedded assessment for program level outcomes

• Faculty driven
• Increased student motivation
• Linked to curriculum

Examples:
  Common Writing Assignments
  Capstone Projects
  Embedded Test Questions

“Course-embedded assignments provided the most valid evidence for all levels of analysis because they are closely aligned with faculty expectations and with the teaching-learning process.” (Ross Miller and Andrea Leskes, Levels of Assessment: From the Student to the Institution, 2005.)

Part IV: Use of Results

• Must use results to ensure continual engagement from faculty/staff.
• Provide evidence for program changes to various stakeholders.
• Changes do not have to be dramatic, very often the subtle changes are more effective.

Examples

Breakout

• Where do you think you will get resistance with this process?
  – How can you counter the resistance effectively?

• What do you think you will discover after having faculty/staff complete this process?
Assessment should always be interrelated with teaching and learning.....

• Having a student learning assessment plan in place will allow programs to answer:
  – We’re spending time and resources trying to achieve student learning (i.e. teaching through various methods).... Is it working?
  – We claim to graduate seniors with qualities like “critical thinking” or “information literacy”. Do we have evidence of our claims?
  – How can we best address a weakness in our students’ learning?


Sustainability Tips

• Student learning assessment is about the PROCESS NOT the END RESULT.
• Keep pre-course and closing the loop forms on file for each course.
• Use closing the loop forms to help document changes within programs to improve student learning.
  – Send annual report of program actions regarding assessment so faculty feel “validated” in the process.
• Have an “assessment of student learning” agenda item at each department meeting so faculty remember how it is “valued”.

Thank You
Questions??
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