

Office of
Assessment and Research

Part II:
Student Learning Outcomes and
Measures

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Presentation Overview

- What are Student Learning Outcomes (SLOs)?
- Developing Student Learning Outcomes
- Developing Appropriate Measures for each SLOs
- Q&A

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Student Learning Outcomes
SLOs

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Student Learning Objectives (SLOs) are NOT

- Grade distributions
- Graduation percentages
- Enrollment figures
- Retention statistics

Student Learning Objectives (SLOs) are.....

- Clearly stated expectations for student learning:
 - What students do with what they know

Student Learning Phrase

- Insatiable curiosity about what students are learning...a drive to understand and make a difference in that learning...a strategy to make the difference a reality.

Commitment to Student Learning

- Effective Assessment is a **MATTER of COMMITMENT**, NOT a matter of compliance.
- Assessment should be viewed as a **validation resource** for accreditation.

What does "Improvement" mean?

- Increased level of student outcome achievement
- Efficiency
- Effectiveness
- Accountability and audiences

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Assessment Process

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Assessment Cycle

- Ask yourself the following questions:
 - What are we trying to do?
 - How well are we doing it?
 - How do we know?
 - How do we use the information to improve?
 - How do we know if the changes worked

Assessment Plan Components

- Mission
- Goals
- Learning Outcomes/Objectives
- Planning Methods – Resources
- Evaluation Methods (Measures)
 - With criteria and by Outcomes
- Implementation of Assessment
 - Who is Responsible for What?
 - Timeline
- Results
- Decisions and Recommendations-
“Closing the Loop”

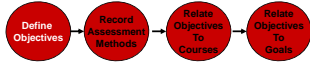
Difference Between Goals & Outcomes/Objectives

- Difference between Goals and Outcomes/Objectives is in their scope (i.e., to direct improvement or development)
 - Both are related to intended outcomes
 - Goals describe broad concepts
 - Outcomes/Objectives describes specific aspects of processor, student abilities, knowledge, and attributes.

Step 3: Learning Outcomes/ Objectives

- Your student learning outcomes/objectives must relate to the mission statement.
- Each outcome/objective must be:
 - Specific
 - Measureable
 - Attainable, but aggressive
 - Results-oriented
 - Time-bound

Define Objectives



- Learning Objective: These are statements of what students will be able to do, know, or think after exposure to your program.
- When defining objectives, be thinking “Can/How will I assess whether this objective is being met?”
- Best practice states that each program should have between 3-5 objectives

Types of Learning Outcomes

- Types of Learning Outcomes:
 - Knowledge
 - Comprehension
 - Application
 - Analysis
 - Synthesis
 - Evaluation

*Bloom’s Taxonomy- Handout

Types of Outcomes

- Cognitive outcomes- “What do you want your graduates to know?”
- Affective outcomes- “What do you want your graduates to think or care about?”
- Behavioral outcomes- “What do you want your graduates to be able to do?”

Example of Student Learning Outcome/Objective

- To (action verb) (object) (target) (time frame and other modifiers)

Example of Goal and Objective

Example:

- Learning Goal: Our students will be effective communicators.
- Objective: Our graduates will be able to prepare and deliver a persuasive, professional speech on a current topic in their discipline.

Student Learning Outcome/Objective Activity

Handout C- Outcome/Objective Worksheet

- Develop the outcomes/objectives for your department.

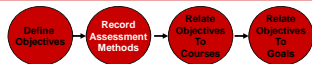
HANDOUT C
WORKSHEET FOR DEVELOPING OBJECTIVES/OUTCOMES

List of Goals	Objective/Outcome	Methods	Direct/Indirect	Criteria
Goal 1				
Goal 2				
Goal 3				
Goal 4				

Step 4: Measures (Methods)

- Things affect the choice of an assessment tool:
 - Purpose of assessment
 - Subject of the assessment
 - Values of the audience for assessment
 - Availability, number, and willingness of participants
 - Information available at time
 - Resources needed and available

Assessment Methods

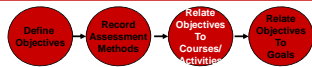


- Assessment Method: The means by which we will determine if the objective was met (i.e., the measurement)
- Each objective should have at least two assessment methods
- Each method should be defined as either direct or indirect
- Each method should have a criterion to assess whether the related objective was met (i.e., what is the desired outcome)
- Each method should state the schedule upon which the measure will be collected
- The feedback loop for each method should state how the measurement results will be used (i.e. what are you going to potentially do based upon the data/results)

Evaluation of Methods

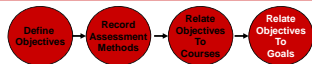
- Use of multiple measures (2-3)
- Assessment instrument is provided
- Assessment instrument(s) is appropriate and feasible
- Sampling method is described
- Sampling methods are appropriate

Related Courses/Activities



- Relate each objective to the course(s)/activities which help achieve that outcome/objective

Related Goals



- Relate each objective to the appropriate institutional goals
- Relate each objective to the appropriate unit goals
- Relate each objective to the appropriate external unit goals
- Relate each objective to the appropriate department goals

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Thank you!

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