Your Presenters

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You can’t manage what you don’t measure.

~ W. Edward Deming
What is Assessment?

Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.

(Polomba & Banta, 1999)
Deming Cycle for Continuous Quality Improvement

W. Edwards Deming
Learning Outcomes Assessment Process

Plan

Identify Student Learning Outcomes

Act

Make Changes

Study

Share Results

Six Steps to Continuous Improvement of Student Learning

Do

Collect and Analyze Data

Specify Assessment Processes

Identify Objectives
<table>
<thead>
<tr>
<th>Formative Assessment</th>
<th>Summative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>◆ Determines a student’s knowledge and skills, including learning gaps as the progress through a unit of study</td>
<td>◆ Done at the end of a unit of study to determine the level of understanding the student has achieved (assessing student learning against program learning objectives)</td>
</tr>
<tr>
<td>◆ Used to inform instruction and guide learning</td>
<td>◆ Evaluates against an expected standard (rubrics against a direct measure)</td>
</tr>
<tr>
<td>◆ Occurs during a unit of study</td>
<td></td>
</tr>
<tr>
<td>◆ Makes up the subsequent phase of assessment for learning</td>
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</tbody>
</table>
Learning vs. Operational

**Goals**

Goals often indicate broad learning outcomes because there are many skills that need to be learned within each goal.

**Objectives**

Objectives indicate a specific learning outcome, which is derived from the institutional, college/school, departmental, program, and or course goals.

**Operational Goals**

Operational goals focus on managing and supporting business activities that enable the institution or academic unit to thrive.

**Operational Objectives**

In education, operational objectives (also known as tactical objectives) are short-term goals whose achievement brings an institution or academic unit closer to its long-term (strategic) goals.
A Learning Outcome is a …

Measurable, observable, and specific statement that clearly indicates what a student should know and be able to do as a result of learning.

Well-written learning outcomes involve the following parts:

◆ Action Verb
◆ Subject Content
◆ Level of Achievement
◆ Condition of Performance (if applicable)

Learning outcomes should have a measurement rubric associated with the objective.
What is a Learning Goal?

“Learning goals are the product of faculty reflection on the skills, attitudes, and knowledge that they expect students to learn as a result of matriculating through their institution’s programs.

They are the roadmap for the curriculum and are the foundation on which the assessment program is built.

However, learning goals are broad and not sufficiently specific and observable to be measured” (Martell, 2005).
Goals express what you want your students to be or have as a profile upon graduation.

Outcomes (objectives) describe what you want your students to do or make as evidence of achieving the outcome.

Outcomes are performance indicators of goals.

To be assessable, outcomes must be written so they specify behaviors we can observe or results (products) we can measure.
Bloom’s Original Taxonomy

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation
Changes in Bloom’s Taxonomy of Educational Objectives

<table>
<thead>
<tr>
<th>Original Taxonomy (1956)</th>
<th>Revised Taxonomy (2001)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation</td>
<td>Creating</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Evaluating</td>
</tr>
<tr>
<td>Analysis</td>
<td>Analyzing</td>
</tr>
<tr>
<td>Application</td>
<td>Applying</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Understanding</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Remembering</td>
</tr>
</tbody>
</table>

Noun Form ———> Verb Form
Bloom’s Taxonomy of Learning

- **Remembering**
  - recognizing, listing, naming, identifying...
- **Understanding**
  - summarizing, inferring, interpreting, comparing...
- **Applying**
  - using, implementing...
- **Analyzing**
  - organizing, structuring, outlining, integrating...
- **Evaluating**
  - hypothesizing, judging, checking, critiquing...
- **Creating**
  - designing, constructing, inventing, devising...
Institutional Learning Outcomes

Graduates of this university will be able to:

◆ Demonstrate expertise in an academic/professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.
◆ Apply knowledge to real-world challenges.
◆ Think critically and creatively, communicate clearly, and act with integrity.
◆ Develop and enact a compelling personal and professional vision that values diversity.
Student Performance Examples

- Demonstrate an ability to apply economic principles to problems of farms, ranches, and other institutions in the food and fiber industries.

- Demonstrate an understanding of the role of civic responsibility, including corporate and cooperative governance.
### Choosing the Best Action Verbs

<table>
<thead>
<tr>
<th>VERY HARD TO MEASURE</th>
<th>STILL HARD TO MEASURE</th>
<th>RELATIVELY EASY TO MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td>Students will be able to:</td>
<td>Students will be able to:</td>
</tr>
<tr>
<td>appreciate the benefits of exercise.</td>
<td>value exercise as a stress reduction tool</td>
<td>explain how exercise affects stress.</td>
</tr>
<tr>
<td>access resources in the college library database.</td>
<td>recognize problem solving skills that would enable one to adequately navigate through the proper resources within the college.</td>
<td>evaluate the most appropriate resource that is pertinent to their college concern.</td>
</tr>
<tr>
<td>develop problem-solving skills and conflict resolution.</td>
<td>understand how to resolve personal conflicts and assist others in resolving conflicts.</td>
<td>demonstrate to classmates how to resolve conflicts by helping them negotiate agreements.</td>
</tr>
<tr>
<td>have more confidence in their abilities.</td>
<td>identify critical thinking skills, such as problem solving as it relates to social issues.</td>
<td>demonstrate the ability to analyze and respond to arguments about racial discrimination.</td>
</tr>
</tbody>
</table>
“Two fundamental attributes of institutional sustainability are monitoring effectiveness and planning for the future.”

The goals and learning outcomes set are directly tied to strategic planning.

The process of measuring those learning outcomes and using the data to inform decision-making is directly connected to implementing a comprehensive effectiveness plan.
Direct & Indirect Measures
DEAC Standard V- STUDENT ACHIEVEMENT AND SATISFACTION

- "The institution implements a comprehensive assessment program, to monitor student satisfaction and achievement of learning outcomes."

- 3 Core Components
  - Student Achievement
  - Student Satisfaction
  - Performance Disclosures
Student learning can be measured using several methods. The methods are commonly grouped into two categories: direct and indirect measures.

Best practices recommend the use of both direct and indirect measures when determining the degree of student learning that has taken place.

DEAC Standard II.A
Program level direct measures are regularly employed to measure ‘retained’ knowledge and skills expected at the end of a program of study.

Outcomes are written to capture ‘expected’ results of student retained knowledge.

Generally the measures are stand alone, but can be ‘embedded’ into a module/class.

Direct measurement results are generally used to support continuous improvement at the institution.
Best Practices for Direct Assessment

- Clearly articulated statements of expected student learning outcomes.
- A systematic, well-documented assessment process.
- Incentivize end of program assessments.
- Assessment results must provide convincing evidence that students are achieving learning outcomes.
- Assessment results are used to inform decision making and program improvement.
Indirect Measures of Student Learning

- Indirect measures provide a view of student learning; for example, attitudes, perceptions, feelings, values, etc.
- Indirect measures imply student learning by employing self-reported data and reports.
- Indirect measures help to substantiate instances of student learning.
- Indirect measures include surveys, interviews, course evaluations, and reports on retention, graduation, and placement, etc.
- These measures are commonly in conjunction with direct measures of student learning.
Best Practices for Indirect Assessment

◆ Design the online survey to be short, less than 10 questions that clearly provide the information administration needs.

◆ To increase the response rate, add the survey to a direct or programmatic assessment that occurs at the end of an academic program.

◆ Utilize a third-party—surveys conducted by a third-party yield more honest and accurate responses from students.

◆ Incentivizing student surveys may help get accurate and honest feedback. Consider using a prize or drawing for a prize. Or perhaps you can add additional points to their grade for completion of the survey.
What Should We Be Asking?

Using a Likert Scale

- Were courses offered frequently enough for timely completion of the degree?
- Were the courses taught well?
- Was the program of study challenging or stimulating?
- Did the student understand the application of learning objectives?
- Was the curriculum relevant to their academic or professional needs?
- Were they adequately prepared to satisfactorily complete the course?
- Did they meet with their advisor?

Open-ended

- What did they like best about their academic experience?
- What did they like least about their academic experience?
- What would they change about their academic experience?
Why final grades do not measure program outcomes

### Course - Marketing

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Yes (Student 1)</th>
<th>No (Student 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>50%</td>
<td>75</td>
<td>90</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>15%</td>
<td>85</td>
<td>84</td>
</tr>
<tr>
<td>Paper</td>
<td>25%</td>
<td>90</td>
<td>60</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
<td>80</td>
<td>82</td>
</tr>
</tbody>
</table>

**Final Grade**: 81

**Student 1**
- Exams: 75
- Presentation: 85
- Paper: 90
- Participation: 80

**Final Grade**: 81

**Student 2**
- Exams: 90
- Presentation: 84
- Paper: 60
- Participation: 82

**Final Grade**: 81
Analyze the Data, Share Results, & Make Changes
Outbound Exam Analysis

Further analysis of the Outbound Exam results for based on the topic’s subject-level scores compared against the selected aggregate provides indications regarding the strengths and opportunities for improvement.

Course professors can use this information to make any course-level changes that could affect the PLO.
It is helpful to understand trends over time and to use these trends to evaluate the effectiveness of any changes made to the program based on the assurance of learning evaluations.
Analyze those survey items that are mapped to a learning outcome. Target is \( \geq 3.0 \).
Best Practices for Sharing Results

- Assessment results should be presented in a report to enable faculty and program directors to see the data.
- Assessment reports should highlight challenges that a program has in delivering certain learning outcomes (students not obtaining the targeted learning objectives).
- Assessment reports should recognize successes and celebrate them with faculty recognition awards, etc.
- Assessment reports need to make concrete and feasible recommendations based upon the data to improve student learning within the program.
- Assessment reports need to provide historical data, i.e., prior assessment cycles, positive and negative trends.
- Assessment reports need to consider data outside the assessment process (budgets, faculty qualifications and deployment, deficiencies in digitalization, etc.)
Making Changes

- Schools need to track changes in student learning and program content/delivery resulting from assessment. While most changes lead to improvement, some do not, and should also be evaluated and analyzed.
Best Practices for Making Changes

◆ Changes implemented thanks to the assessment report need to be followed up on, i.e., reassessed/measured subsequently (often the following year) to ensure the recommendation worked as planned, and if not, a further recommendation is needed.

◆ Changes and their effectiveness/efficiency should be documented in the assessment report.

◆ Schools should look at their data points and assessment tools on a regularly basis to see if they are working and replace or modify them when needed.
DEAC Self Study Questions (Institutional Effectiveness Planning)

◆ Describe the institution’s efforts to monitor institutional effectiveness. Provide examples of the data collected and analyzed when monitoring institutional effectiveness. [EXHIBIT 6: Institutional Effectiveness Data and Planning Document]

◆ Describe the institution’s research practices and data collection and analysis processes.

◆ Describe the key indicators the institution uses to measure its effectiveness and to determine if improvements are needed.
DEAC Self Study Questions (Institutional Effectiveness Planning)

◆ Describe how institutional effectiveness studies inform the ongoing development of the institution’s curricula and services.

◆ Describe how often the institutional effectiveness programs and data are reviewed to determine achievement of initiatives.

◆ Describe action plans undertaken by the institution during its most recent institutional effectiveness planning cycle and how these plans are incorporated into the overall strategic plan presented in Standard II.B. below.
DEAC Self Study Questions (Institutional Effectiveness Planning)

◆ Describe and provide examples of how the institution improves its educational offerings based on the data collected and analyzed from its research studies.

◆ Describe and provide examples of how the institution improves its student services based on the data collected and analyzed from its research studies.

◆ Describe and provide examples of how the institution improves its administrative operations based on the data collected and analyzed from its research studies.
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◆ Criminal Justice
◆ Business Administration
◆ Health Care Management
◆ Workplace Soft Skills
## Key Features

- Aligned with learning outcomes
- Seamless into the Learning Management System integration
- Undergraduate & Graduate test banks.
- Instantaneous student results and reports.
- Benchmarking of scores
- Extensive security measures
- Addresses accreditation requirements
Career Readiness Competencies

Critical Thinking / Problem Solving
Graduates must demonstrate critical thinking and problem solving by gathering and interpreting relevant information to devise solutions.

Oral / Written Communication
Effective employees can articulate thoughts and ideas clearly for different types of audiences.

Teamwork / Collaboration
Graduates must function as part of a team and build collaborative relationships with people from diverse backgrounds.

Digital Technology
Employees should be able to use digital technology ethically and efficiently to solve problems and achieve goals.

Leadership
Employees should be emerging leaders, leveraging others’ strengths to achieve common goals.

Professionalism Work Ethic
Solid work ethic and time management are hallmarks of a good employee.

Career Management
Knowing one’s strengths and advocating for career goals helps employees be successful in the workplace.

Global / Intercultural Fluency
Successful employees will value diversity and demonstrate inclusivity and openness toward others.
EvaluSkills: Workplace Skills Assessment

A 360-degree evaluation process that directly measures proficiency levels of essential workplace competencies.

Uses the perspectives of peers, supervisors, advisors, mentors, and colleague

Provides objective and accurate measures of relative skill levels as expressed in the workplace.
Each skill selected for the instrument is listed with 5 sample statements and behavior corresponding to Likert-type ratings.

The rubric provides objectivity for Evaluators rating the Participant.
Group reports provide information about a group of individuals overall strengths and weaknesses.

Also, identify areas for improvement for individuals significantly below the group average.
The participant’s self-score was higher than the evaluators’ average for them, and their score is significantly below the average rating for the group.
Enrolled Students & Learners

Access your exam or course materials, discover additional learning resources, or seek support from our team.

GAIN ACCESS
Thanks! Questions?

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PeregrineGlobalServices.Com