

# *Assessment of Student Learning Outcomes for Institutional Effectiveness*

**Presented by Jeremy McMillen,  
Dean of Planning and Institutional Effectiveness  
Trinity Valley Community College  
(5/6/2005)**

***Some portions of this presentation were adapted from Presentations by:  
Dr. Peggy Maki, AAHE Senior Scholar***

Much of the information contained herein is drawn from Peggy Maki's book:  
*Assessing for Learning: Building a Commitment across The Institution*, 2004, Stylus Publishing, LLC and AAHE



## Pre-Workshop Activity

Respond to this question on the 3X5 Card on the table.


*What burning questions or issues do you have about student outcomes assessment that we might be able to address during the workshop?*



# A new kind of college...

“The call has gone out for building a new kind of college - *A Learning College for the 21st Century* that will focus the full resources of the college on student learning.”

O'Banion, 1997



# **What will we discuss today?**

- I. Overall Assessment Process**
- II. Review of Learning Outcomes**
- III. Assessment Toolkit**
- IV. How Learning Outcomes are Integrated with the Larger Planning & Effectiveness Cycles @ TVCC**

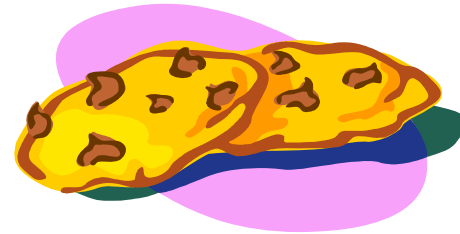


**How many cookies will you  
eat in a lifetime?**

***35,000***

# Chocolate Chip Exploration

- Number of chocolate chips
- Texture
- Color
- Taste
- Richness (flavor)





# ***I. Overall Assessment Process***

## **(1) Establish Desired Outcomes at the Program Level**

- ✓ **Where are Expected Outcomes are Addressed**  
(Map these in courses, programs, projects, services, work experience)

## **(2) Identify and Collect Baseline Information**

## **(3) Determine Methods and Criteria to Assess Outcomes**

- ✓ *(Portfolios, performances, essays, tests)*

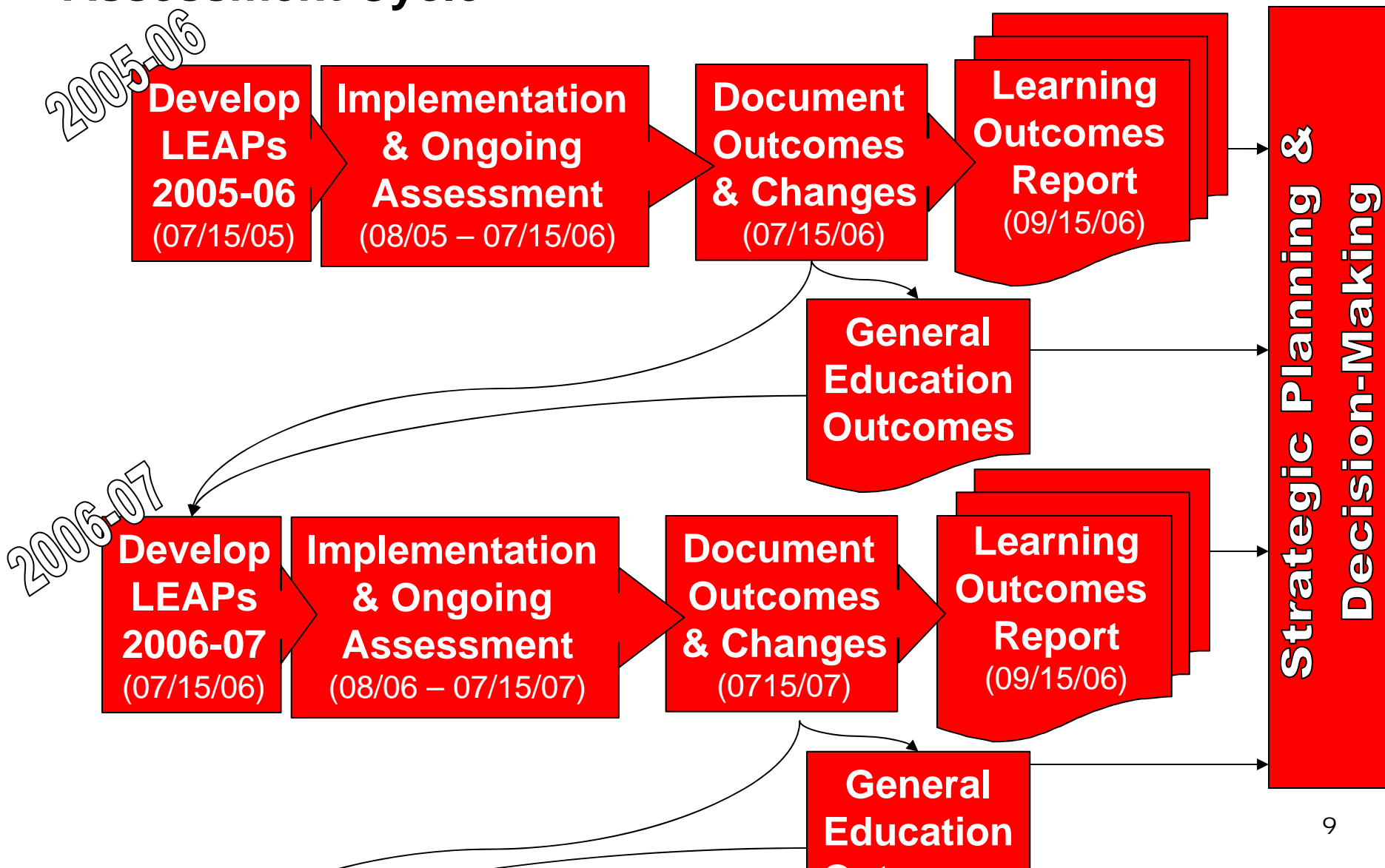
## **(4) Just Do It!!!! (Get Started)**

## **(5) Report Results & Make Improvements**

# The Process @ TVCC



# TVCCs LEAPs (Learning Enhancement Annual Plans) Assessment Cycle





# What is Student Outcomes Assessment?

The measurement and documentation of the degree to which students are attaining specific learning outcomes defined and valued by faculty and the college community.

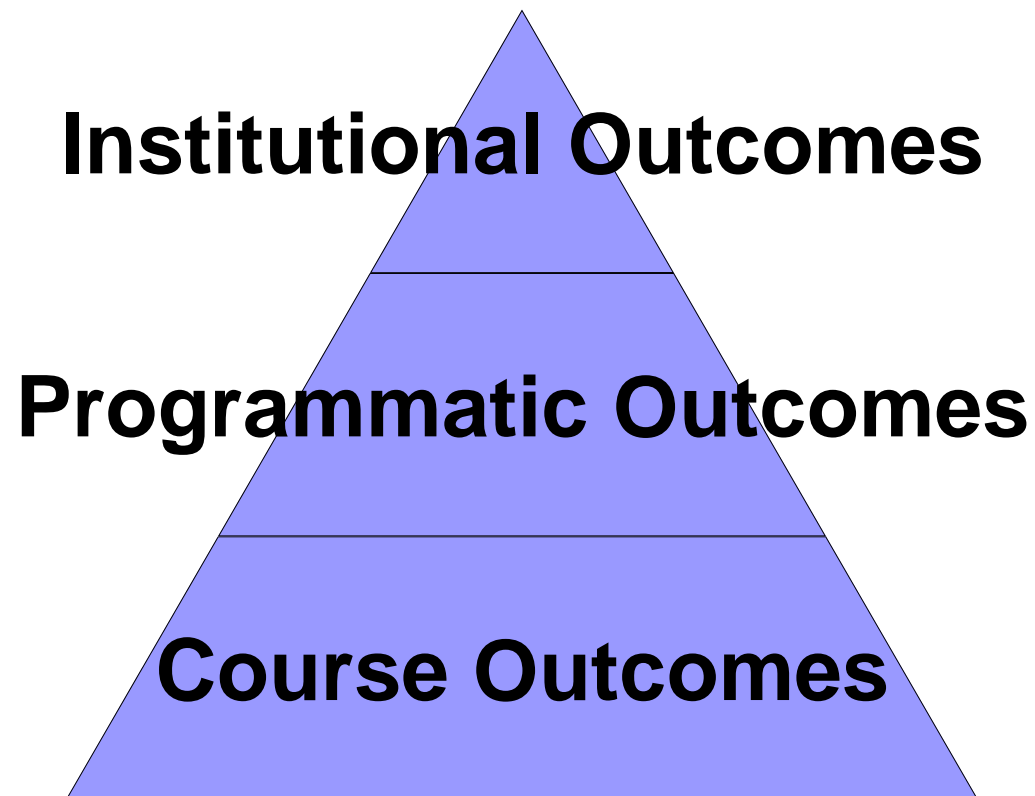


# Student Learning Outcomes

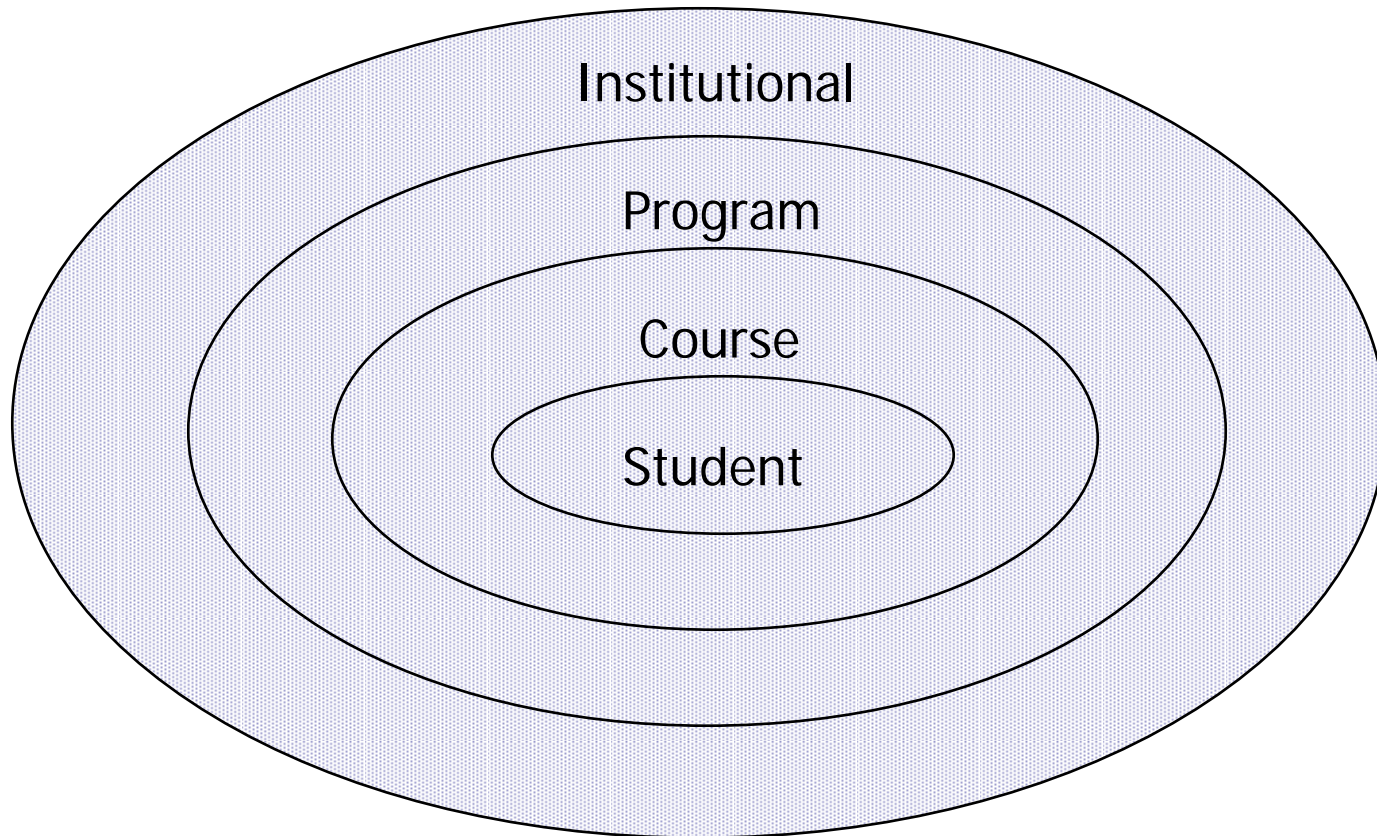
- Describe, in measurable terms, what students will be able to do, what they will know, and/or attitudes they will hold as the result of a program of study.
- Example: “Students will be able to construct and deliver a clear, well-organized verbal presentation.”



# Alignment of Outcomes

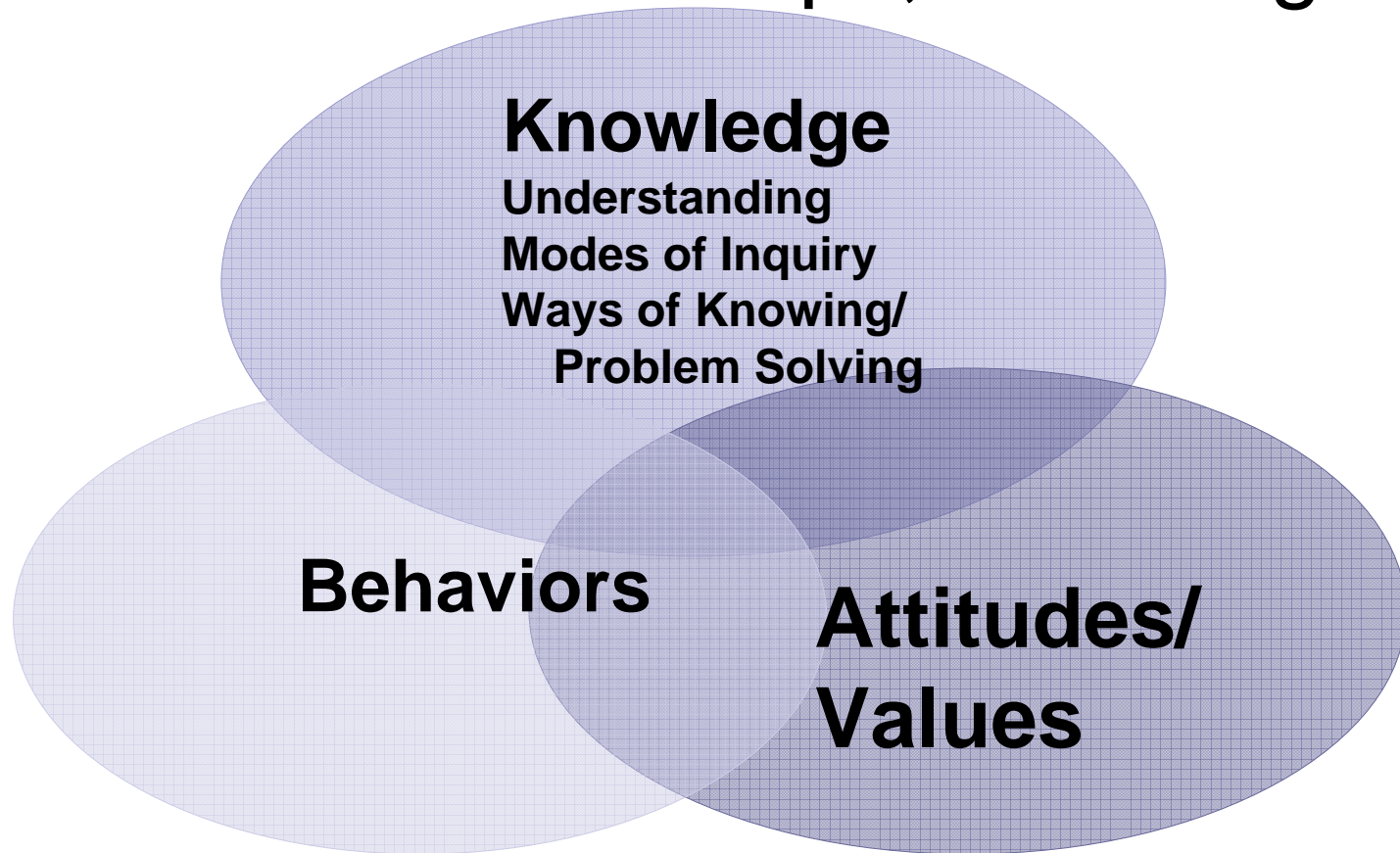


# Evaluating College Effectiveness



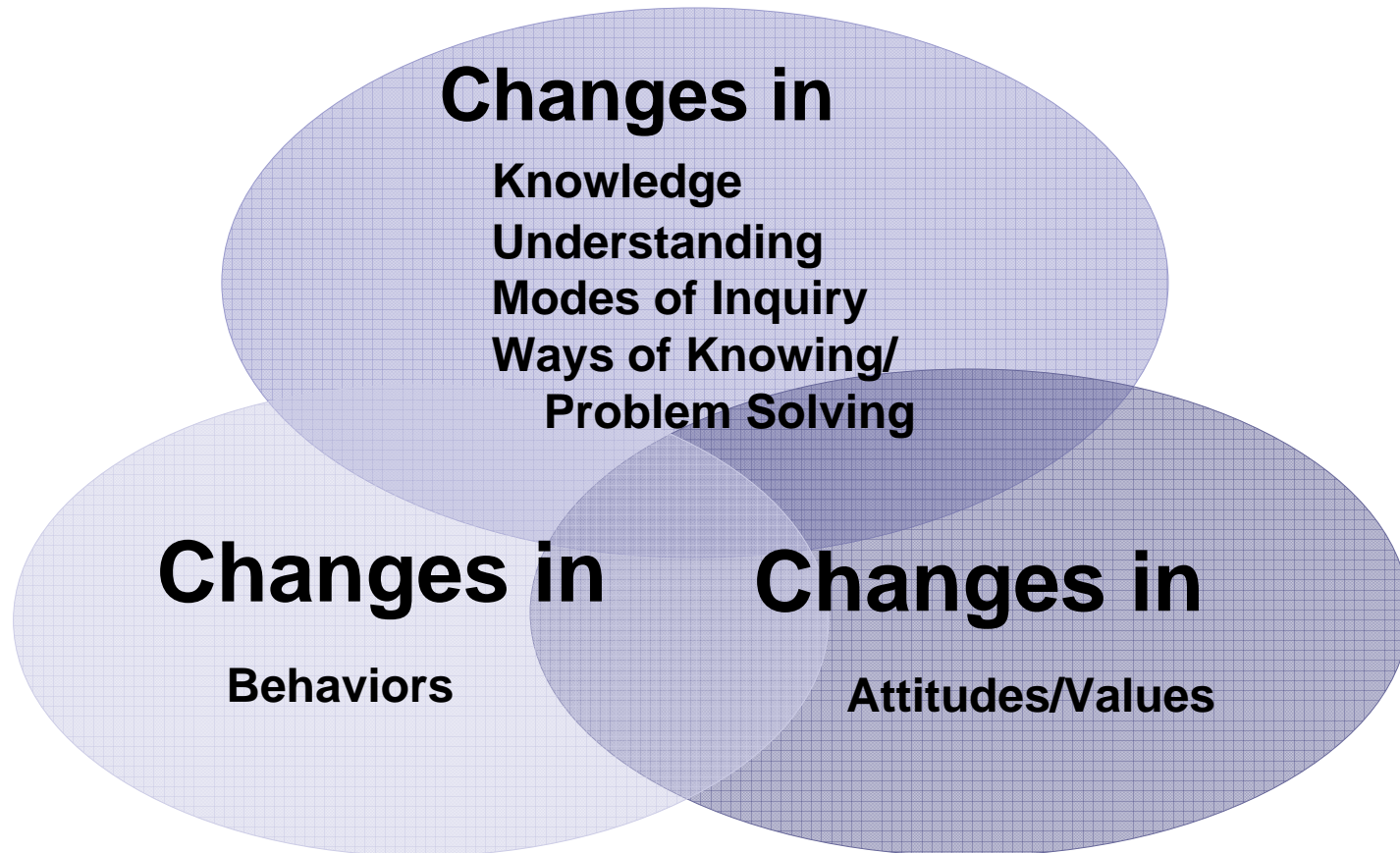



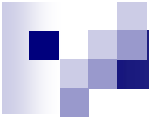
Learning occurs in a variety of areas  
as the student develops, including...






So we seek so Seek Evidence of...





Write a learning outcome to use for today's exercise.

Students will be able to.....



# Assessment of Learning @ Trinity Valley



## ***Aligning Teaching, Learning and Assessment***

<b>Outcome statements</b>	<b>Methods of teaching/ learning</b>	<b>Assumptions about teaching/ learning</b>	<b>Methods of assessing</b>	<b>Assumptions about methods</b>
What do you expect students to know, understand, be able to do as a result of your teaching?	What methods develop/ foster your primary outcomes?	What assumptions underlie your methods?	What methods do you believe provide evidence of desired student outcomes?	What assumptions underlie your belief that each method will elicit students' demonstration of your desired outcomes?



# ***Who's Assessed?***

## **Determine Whom You Will Assess**

- ✓ ***All students***
  
- ✓ ***Categories of students***
  - First generation students***
  - Transfer students***
  - International students***
  - Non-traditional aged students***
  - At risk students***



# ***When does Assessment Occur?***

## **Establish a Schedule**

- ✓ ***Upon matriculation,***
- ✓ ***Upon acceptance into a program***
- ✓ ***At the end of a specific semester***
- ✓ ***At the completion of a required set of courses***
- ✓ ***Upon graduation***
- ✓ ***Upon employment***
- ✓ ***Other times?***



## ***Who's Responsible for Analysis?***

- ✓ ***Outside evaluators  
(agencies, faculty, employers)***
- ✓ ***Inside evaluators  
(interdisciplinary teams, Assessment  
committee, centers or offices at the  
institution)***



# ***What Happens with Results?***

## **How Results Can Inform Teaching/Learning and Decision Making**

***For example:***

- ✓ ***pedagogy***
- ✓ ***curriculum, sequence of courses***
- ✓ ***advising***
- ✓ ***collective reinforcement of knowledge, abilities, habits of mind,***
- ✓ ***faculty and staff development***
- ✓ ***Resources***
- ✓ ***support services, etc...***



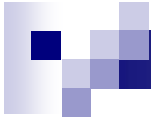
## ***Who Sees Results?***

- ✓ ***Faculty***
- ✓ ***Division Chairs***
- ✓ ***Deans***
- ✓ ***General Education Committee***
- ✓ ***Institutional Effectiveness Committee***
- ✓ ***Other Departments***
- ✓ ***Various Publics***



## ***What Assessment Tasks Elicit Learning We Desire?***

- Tasks that require students to *select* among possible answers (multiple choice test)?
- Tasks that require students to *construct* answers (students' problem-solving and thinking abilities)?



# Assessment Toolkit



# How We Capture Learning

- **Course-embedded**
- **In-class**
- **Out-of-class**
- **Off-campus**
- **On-line**
- **Others???**



# Types of Evidence

**(1) Direct Evidence** – Evidence that directly evaluates learning outcomes that focus on what students know, do, or can demonstrate (e.g. *writing, critical thinking, quantitative reasoning, oral communication, etc...*).

**(2) Indirect Evidence** – Evidence that evaluates other outcomes that are commonly thought to indicate student success (e.g. *student surveys, focus groups, graduate follow-up studies, etc...*).

**(3) Additional Evidence** – Evidence that looks at management ratios or other types of ‘inputs’ or ‘outputs’ to evaluate the overall effectiveness of the institution. (e.g. *Retention Rates, Graduation Rates, Student to Teacher Ratios, etc...*)

■ *See Handouts for More Details...*



# Some Methods That Provide Direct Evidence

- **Student work samples**
- **Collections of student work (e.g. Portfolios)**
- **Capstone Projects**
- **Course-embedded assessment**
- **Other observations of student behavior**
- **Internal juried review of student projects**
- **External juried review of student projects**
- **Externally reviewed internship**
- **Performance on a case study/problem**



# Direct Evidence Con'd

- **Performance on problem and analysis (Student explains how he or she solved a problem)**
- **Mapping, graphing, charting**
- **Written work, to oral presentation, to visual presentation**
- **Performance on national licensure examinations**
- **Locally developed tests**
- **Standardized tests**
- **Pre-and post-tests**
- **Essay tests blind scored across units.**



# Some Methods That Provide Indirect Evidence

- **Alumni, Employer, Student Surveys**
- **Focus groups**
- **Exit Interviews with Graduates**
- **Graduate Follow-up Studies**
- **Percentage of students who go on to Universities**
- **Retention and Transfer Studies (asking Why?)**
- **Job Placement Statistics**
- **Results of Community College Survey of Student Engagement (CCSSE)**



# Additional Evidence--

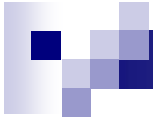
***These Do Not Provide Direct Evidence of Learning, but May Be Combined with Other Methods***

- **Transfer Rates/Success**
- **Courses selected or elected by students**
- **Faculty/Student ratios**
- **Percentage of students who study abroad**
- **Enrollment trends**
- **Percentage of students who graduate within 3 years**
- **Diversity of student body**

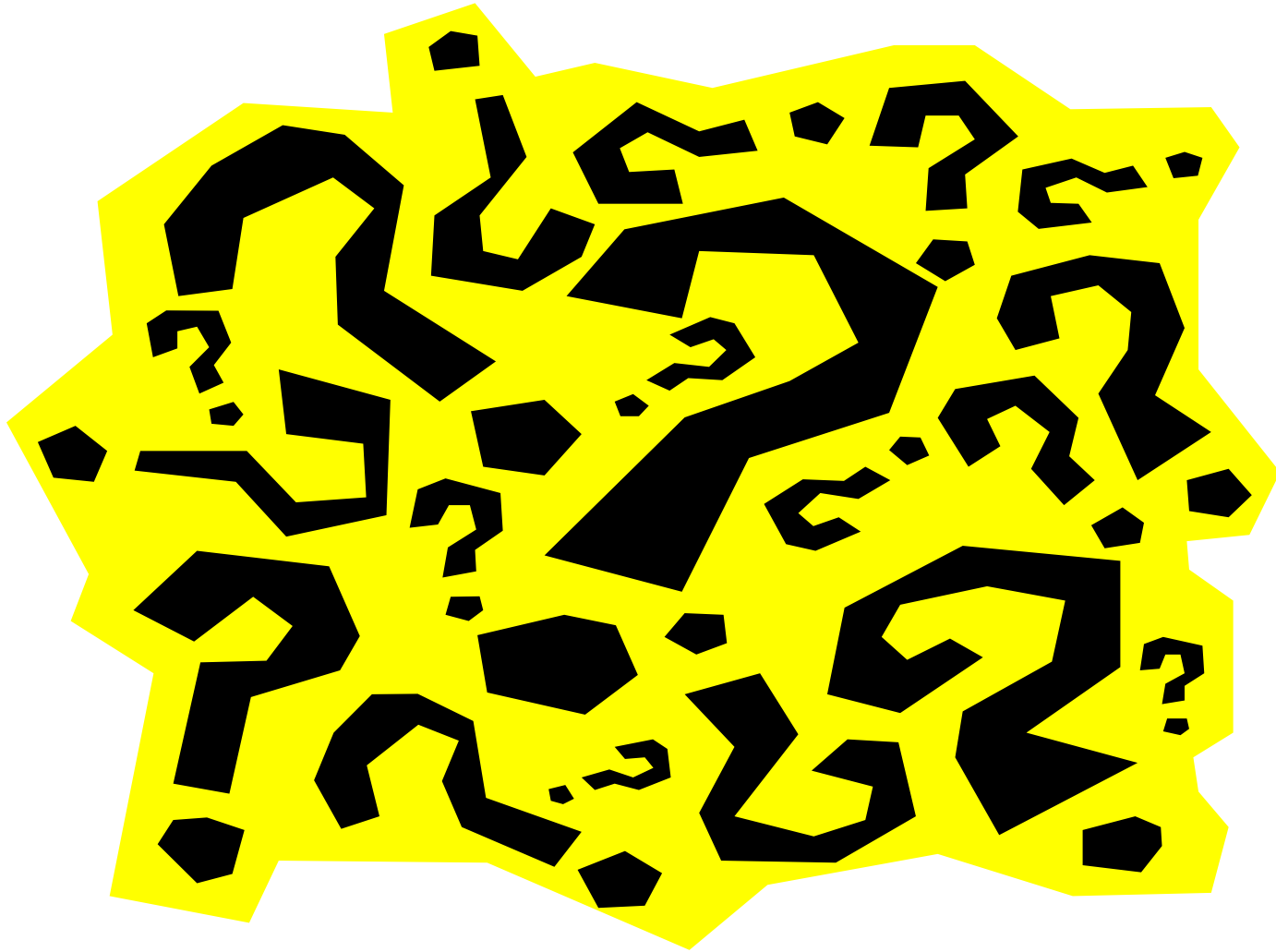


What is an appropriate assessment of the learning outcome you stated.

▪



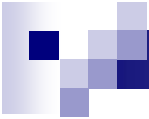
# Questions...





In conclusion...





# How Will We Systematically Report LEAPs @ TVCC?

## Institutional Effectiveness Timeline

<http://www.tvcc.edu/OPIE/IETimeline.pdf>

## LEAPs Reporting Format

(Bright Yellow Sheet) – also available online at:

[http://www.tvcc.edu/opie/StudentLearning/Reporting\\_Format.htm](http://www.tvcc.edu/opie/StudentLearning/Reporting_Format.htm)

## *Example of a cycle for LEAPs--Academic Year 2005-2006*

- Deans shall have **LEAPs for all programs approved by July 15, 2005** (items 1-5 on form).
- Departments shall begin Ongoing Assessment of LEAPs from August 2005 through June 15, 2006 (item 6 on form).
- Departments shall document the results of their LEAPs by July 15, 2006. (items 7-8 on form).
- Deans, in collaboration with Institutional Effectiveness, compile an annual Learning Outcomes Report.



# Resources:

- TVCC's Office of Planning and Institutional Effectiveness Website  
<http://www.tvcc.edu/opie>
- TVCC's Office of Planning and Institutional Effectiveness Website for Outcomes Assessment  
<http://www.tvcc.edu/opie/studentlearning>
- Learning Enhancement Annual Plans (LEAPs) Reporting Format  
[http://www.tvcc.edu/opie/StudentLearning/Reporting\\_Format.htm](http://www.tvcc.edu/opie/StudentLearning/Reporting_Format.htm)
- American Association of Higher Education's "9 Principles of Good Practice for Assessing Student Learning"  
<http://www.tvcc.edu/OPIE/StudentLearning/AAHE9PrinciplesAssessStudentLearning.pdf>
- American Association of Higher Education's "12 Principles of Good Practice for Assessing General Education"  
<http://www.tvcc.edu/OPIE/StudentLearning/AAHE12GENERALEDUCATION.pdf>