



# Responding to the HLC Assessment of student learning

Academic Forum

4/21/10

# What is intended

- Goal is to improve student learning (not to just placate our accrediting body).
- Assessments- focus on areas that are key outcomes of your program
- If you find a weakness- that will not be used as a basis to reduce resources.
- However, the lack of quality assessment (e.g. data not collected or used for program improvement) is likely to be a concern.

# What needs to be done

- Developing program-level student learning outcomes
- Connecting program-level outcomes to the Dimensions of Student learning
- Developing course-level student learning outcomes (major and liberal education)
- Show that course-level and program-level outcomes mesh (curriculum mapping)
- Show that lib. ed. course outcomes mesh with Univ.-wide lib. ed. outcomes

# What needs to be done (con.)

- Once the program and course learning outcomes are developed, assessments need to be identified or created.
- Assessments need to be administered, and the data collected.
- The assessment data is analyzed, and then used to help improve student learning in the program (closing the loop).

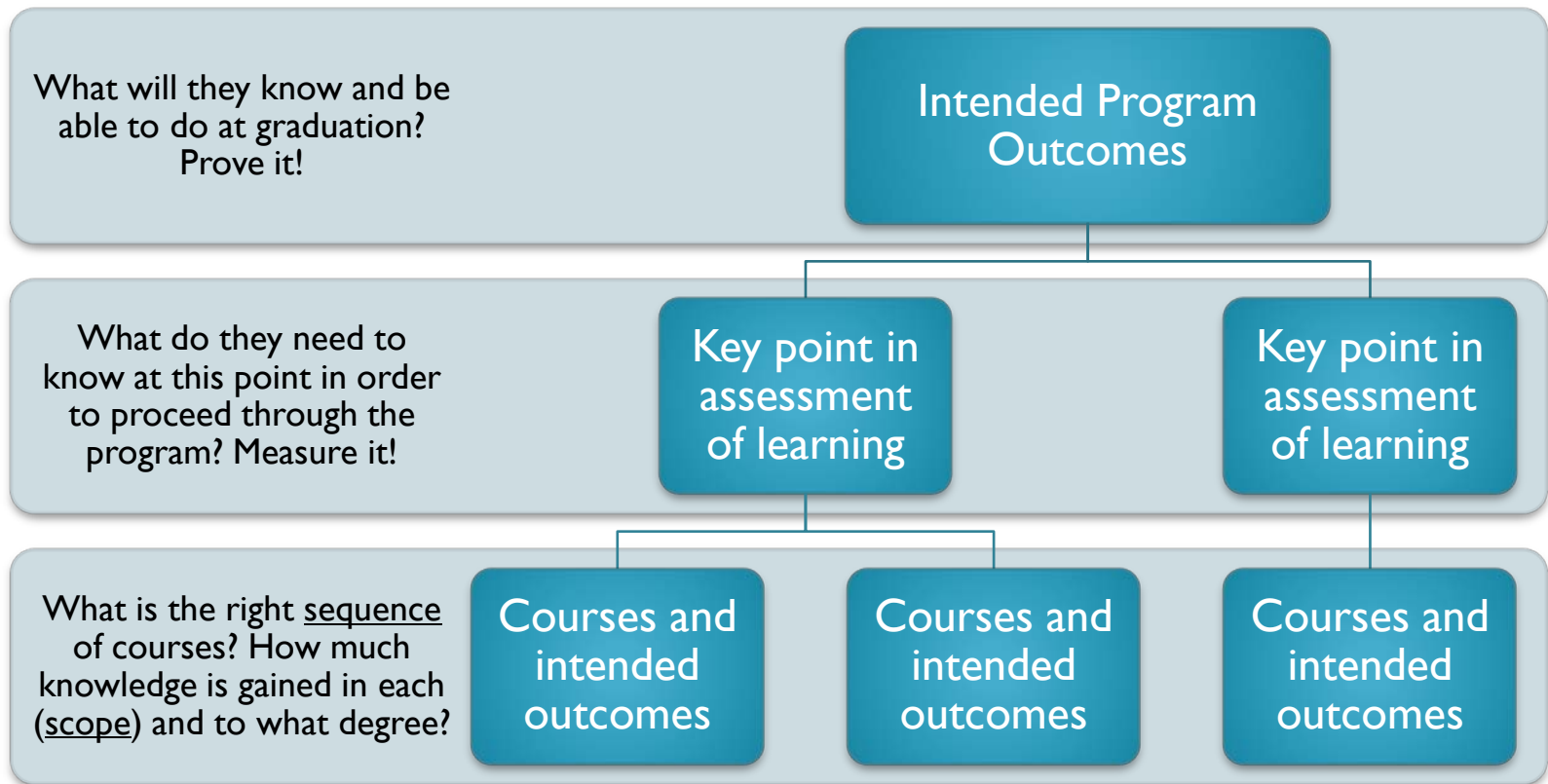
# Building a common language

- Student Learning Outcomes- brief descriptions of specific things a learner will know or be able to do.
  - Program level-what will they know/do at the end of the major
  - Course Level- build toward the program outcomes
- To be continued...

# What is assessment?

- **Educational assessment** is the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs.

# Assessing Learning



ENTRY LEVEL: what do they need to know and be able to do to begin the program?

Program  
Student  
Learning  
Outcomes



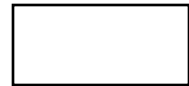
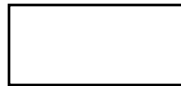
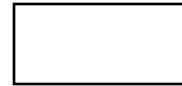
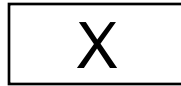
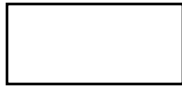
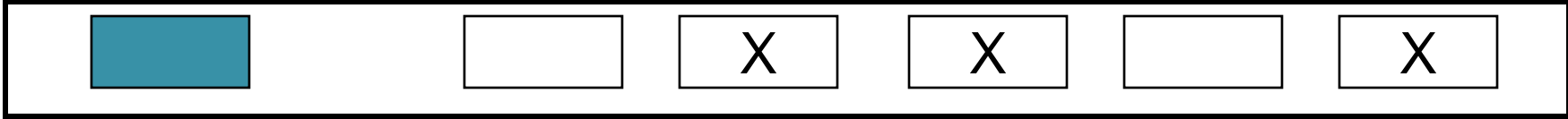
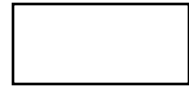
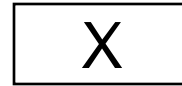
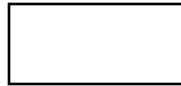
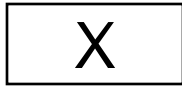
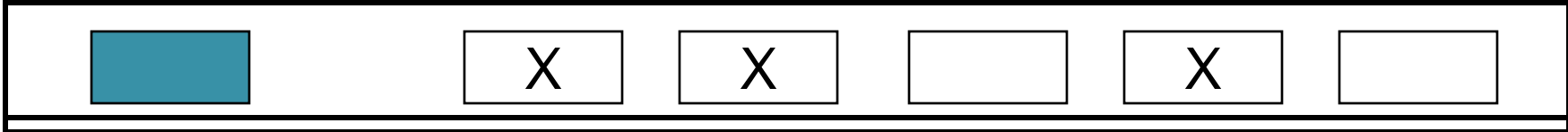
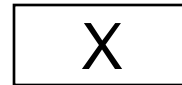
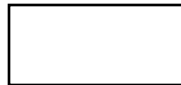
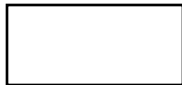
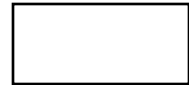
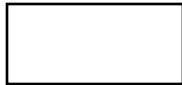
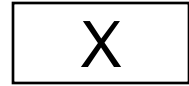
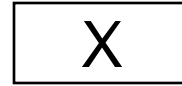
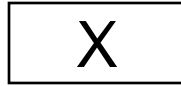
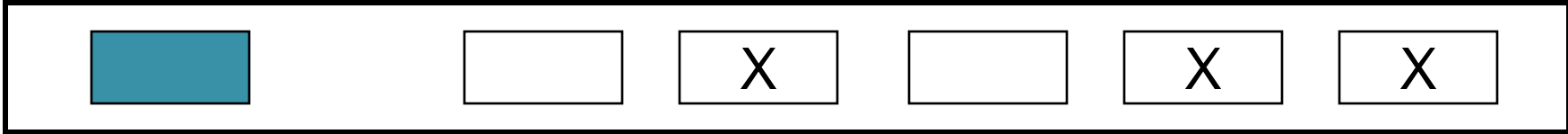
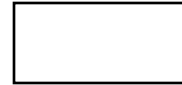
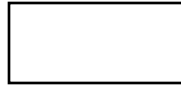
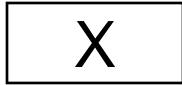
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Course  
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# Learning Outcome Rules

- Only **one** action verb
- Identify **single** accomplishments
- Focus on **students**, not faculty or curriculum

# Learning Outcome Format

- Students should be able to  
<<action verb>><<something>>

**COMPREHENSION****EVALUATION****KNOWLEDGE****APPLICATION ANALYSIS****SYNTHESIS**

	Associate		Analyze	Arrange	Appraise
Cite	Classify		Appraise	Assemble	Assess
Count	Compare	Apply	Calculate	Collect	Choose
Define	Compute	Calculate	Categorize	Compose	Compare
Draw	Contrast	Classify	Classify	Construct	Criticize
Identify	Differentiate	Demonstrate	Compare	Create	Determine
List	Discuss	Determine	Debate	Design	Estimate
Name	Distinguish	Dramatize	Diagram	Formulate	Evaluate
Point	Estimate	Employ	Differentiate	Integrate	Grade
Quote	Explain	Examine	Distinguish	Manage	Judge
Read	Express	Illustrate	Examine	Organize	Measure
Recite	Extrapolate	Interpret	Experiment	Plan	Rank
Record	Interpolate	Locate	Identify	Prepare	Rate
Repeat	Locate	Operate	Inspect	Prescribe	Recommend
Select	Predict	Order	Inventory	Produce	Revise
State	Report	Practice	Question	Propose	Score
Tabulate	Restate	Report	Separate	Specify	Select
Tell	Review	Schedule	Summarize	Synthesize	Standardize
Trace	Tell	Solve	Test	Write	Test
Underline	Translate	Translate			Validate
		Use			
		Write			

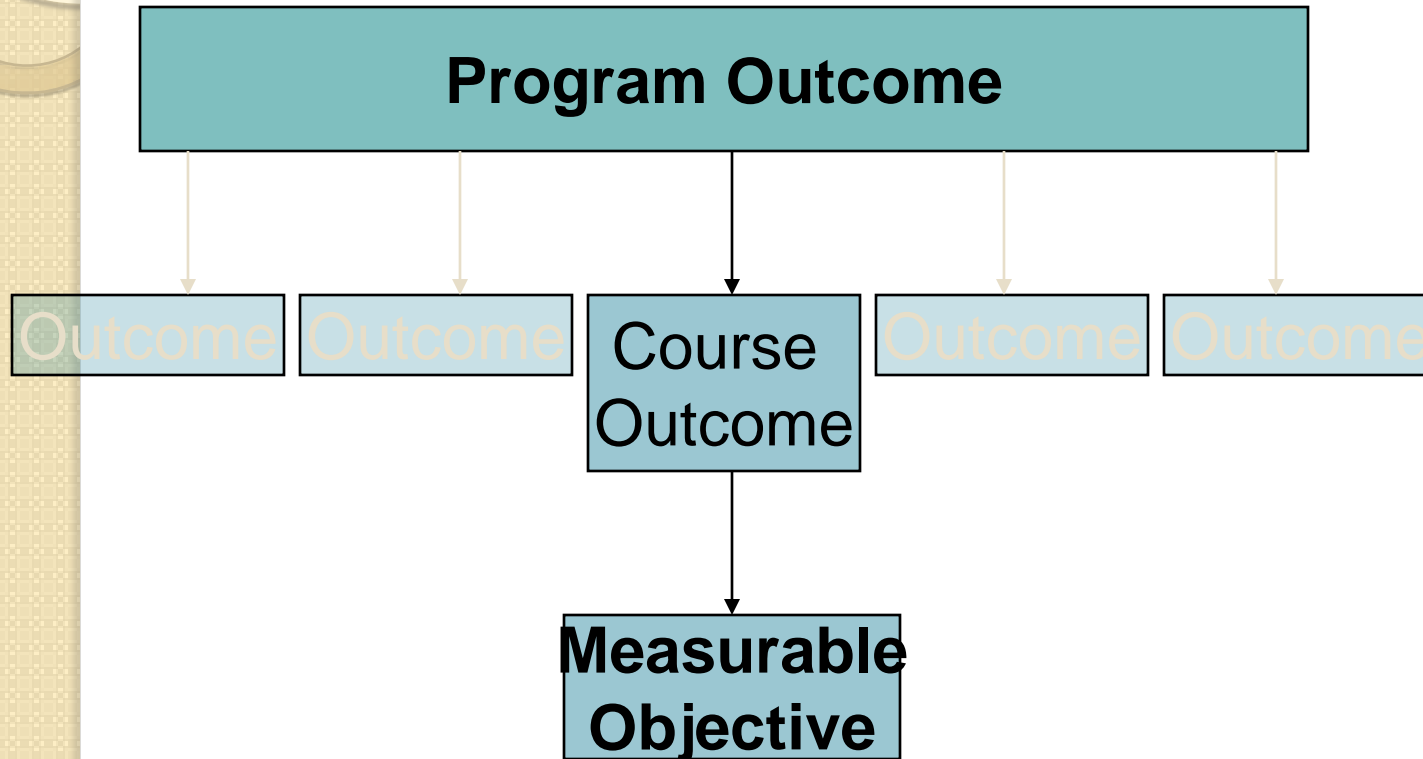
# Let's try it

- List three learner outcomes for your program!
- Worksheet

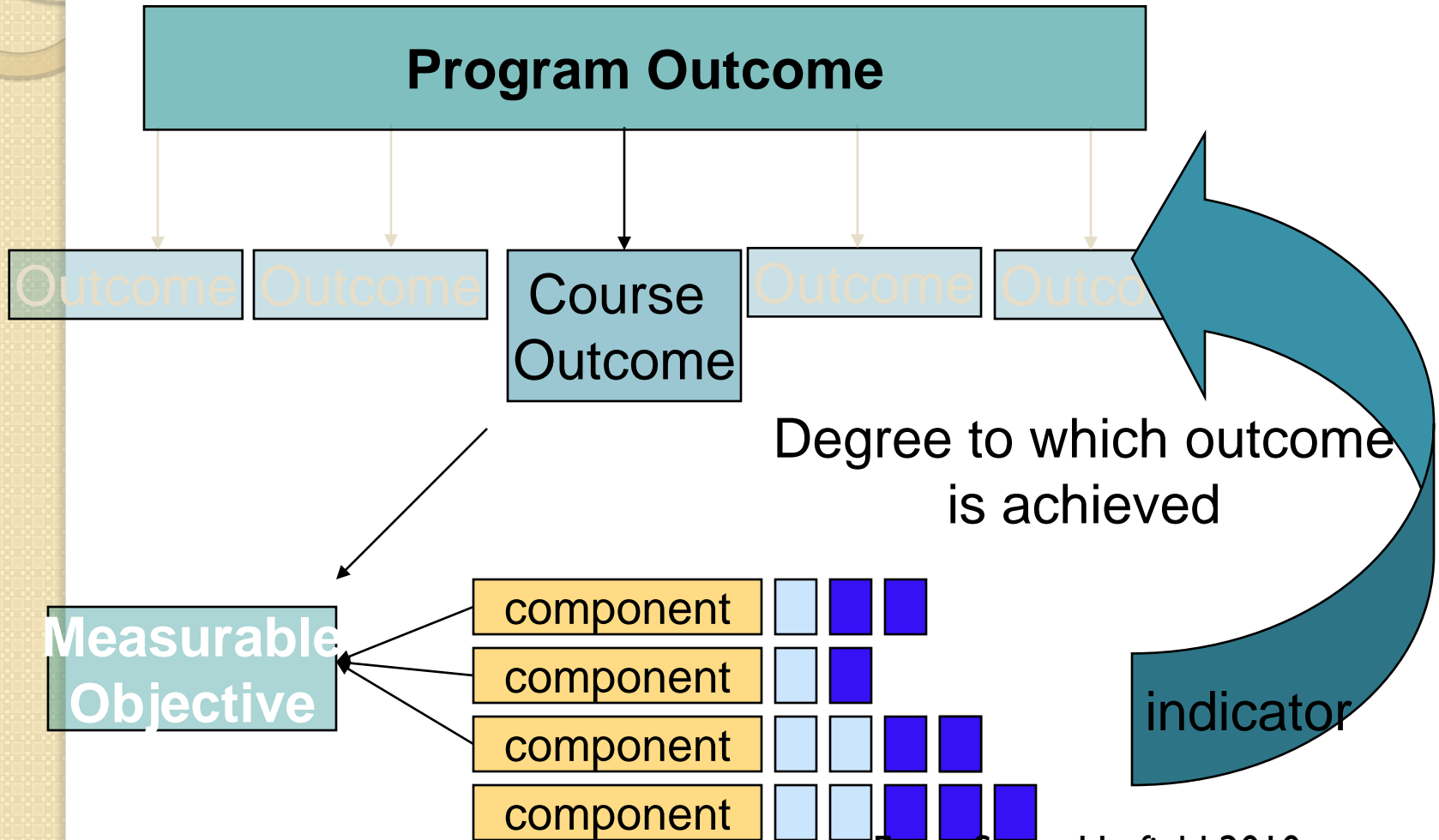
# Building a common language

- Student Learning Outcomes- brief descriptions of specific things a learner will know or be able to do.
  - Program level-what will they know/do at the end of the major
  - Course Level- build toward the program outcomes
  - Measurable Objectives – To achieve your goals, which conditions should you provide, which resources should you collect, which skills should you develop, what knowledge should you acquire? Formulate the answers to these questions as your objectives, in writing.
- To be continued...

# Student Learning Outcomes



# Student Learning Outcomes



From Susan Hatfield 2010

Program  
Student  
Learning  
Outcomes



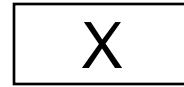
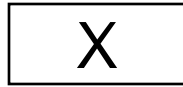
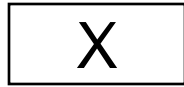
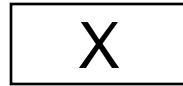
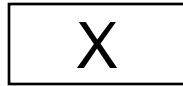
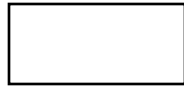
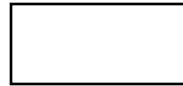
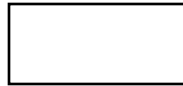
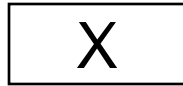
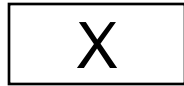
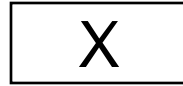
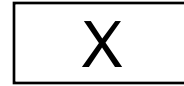
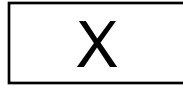
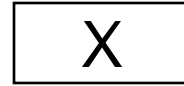
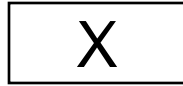
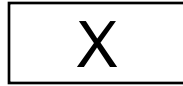
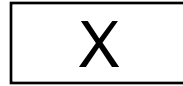
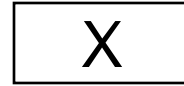
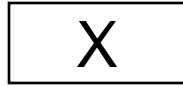
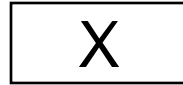
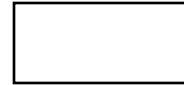
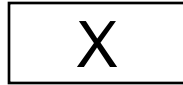
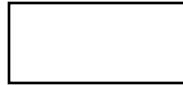
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From Susan Hatfield 2010

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# Student Learning Course-Level Outcome Format

- Students should be able to

<<action verb>><<something>>

**COMPREHENSION**

**EVALUATION**

**KNOWLEDGE**

**APPLICATION ANALYSIS**

**SYNTHESIS**

	<b>Associate</b>				
<b>Cite</b>	<b>Classify</b>		<b>Analyze</b>	<b>Arrange</b>	<b>Appraise</b>
<b>Count</b>	<b>Compare</b>	<b>Apply</b>	<b>Appraise</b>	<b>Assemble</b>	<b>Assess</b>
<b>Define</b>	<b>Compute</b>	<b>Calculate</b>	<b>Calculate</b>	<b>Collect</b>	<b>Choose</b>
<b>Draw</b>	<b>Contrast</b>	<b>Demonstrate</b>	<b>Categorize</b>	<b>Compose</b>	<b>Compare</b>
<b>Identify</b>	<b>Differentiate</b>	<b>Determine</b>	<b>Classify</b>	<b>Construct</b>	<b>Criticize</b>
<b>List</b>	<b>Discuss</b>	<b>Dramatize</b>	<b>Compare</b>	<b>Create</b>	<b>Determine</b>
<b>Name</b>	<b>Distinguish</b>	<b>Employ</b>	<b>Debate</b>	<b>Design</b>	<b>Estimate</b>
<b>Point</b>	<b>Estimate</b>	<b>Examine</b>	<b>Diagram</b>	<b>Formulate</b>	<b>Evaluate</b>
<b>Quote</b>	<b>Explain</b>	<b>Illustrate</b>	<b>Differentiate</b>	<b>Integrate</b>	<b>Grade</b>
<b>Read</b>	<b>Express</b>	<b>Interpret</b>	<b>Distinguish</b>	<b>Manage</b>	<b>Judge</b>
<b>Recite</b>	<b>Extrapolate</b>	<b>Locate</b>	<b>Examine</b>	<b>Organize</b>	<b>Measure</b>
<b>Record</b>	<b>Interpolate</b>	<b>Operate</b>	<b>Experiment</b>	<b>Plan</b>	<b>Rank</b>
<b>Repeat</b>	<b>Locate</b>	<b>Order</b>	<b>Identify</b>	<b>Prepare</b>	<b>Rate</b>
<b>Select</b>	<b>Predict</b>	<b>Practice</b>	<b>Inspect</b>	<b>Prescribe</b>	<b>Recommend</b>
<b>State</b>	<b>Report</b>	<b>Report</b>			<b>Revise</b>
<b>Tabulate</b>	<b>Restate</b>	<b>Schedule</b>			
<b>Tell</b>	<b>Review</b>	<b>Solve</b>			
<b>Trace</b>	<b>Tell</b>	<b>Translate</b>			
<b>Underline</b>	<b>Translate</b>	<b>Use</b>			
		<b>Write</b>			

Lower division course outcomes

# COMPREHENSION

# EVALUATION

## KNOWLEDGE

## APPLICATION ANALYSIS

## SYNTHESIS

	Associate			Arrange	Appraise
Cite	Classify		Analyze	Assemble	Assess
Count	Compare	Apply	Appraise	Collect	Choose
Define	Compute	Calculate	Calculate	Compose	Compare
Draw	Contrast	Classify	Categorize	Construct	Criticize
Identify	Differentiate	Demonstrate	Classify	Create	Determine
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Repeat	Locate	Operate	Identify	Prescribe	Recommend
Select	Order	Practice	Inspect	Produce	Revise
	Report	Structure	Inventory	Propose	Score
	Translate	Schedule	Question	Specify	Select
		Sketch	Separate	Synthesize	Standardize
		Solve	Summarize	Write	Test
		Translate	Test		Validate
Underline	Translate	Use			
		Write			

Upper division course or higher order thinking

# Let's try it

- List three learner outcomes for one of your courses!
- Worksheet

# What is the timeframe?

- Now- start on Program learning outcomes
- Fall- program, course outcomes completed
  - for most programs, updated assessment plan
- Spring- collect assessment data, report on it
- AY 2011-2012- continue assessment plan, new report
- 2013- prepare a report on progress for focused visit

# In your packet for today

- Resources
  - Suggestions for writing SLOs and examples
  - brief glossary
  - HLC assessment questions
  - MnSCU Board Policy regarding syllabi
  - Draft timeline
  - Draft Status of five year plans
  - Draft Template for Outcome/ Assessment reporting
  - Book Chapter- Assessment Clear and Simple