



Assessment measures

Training Subcommittee
University Assessment Committee
University of Toledo
assessment@utoledo.edu



Overview of assessment process

- Determine goals for degree program graduates
- Determine constituents that have stake in the success of your graduates
- Determine skills or learning outcomes students will need to achieve program goals
- Assessment of student learning outcomes and program goals
- Make changes based on assessment results and constituent input



Assessing program goals and SLOs

- Process to insure program goals and student learning outcomes (SLOs) are achieved
- Assess ability of graduates to achieve program goals after completion of degree program
- Provides feedback of degree program over long term



Assessing program goals and SLOs

- Assess whether students gain the skills specified by SLOs during completion of degree program
- Provides more immediate feedback about curriculum
 - Can make changes to impact student performance before they complete degree program requirements
- Provides data for continuous improvement of degree program curriculum



Assessing program goals

- Assessing program goals typically involves monitoring student placement after graduation
- Goals should be written in terms of what graduates are expected to do with their degrees
- Major source of data should come from tracking what students are doing with their degrees
- Other measures include standardized exams, licensing, surveys of alumni employers



Assessing SLOs

- Assessing SLO proficiency typically involves performance observations from coursework
- Observations are designed to assess SLO as it relates to the specific course
 - Ex: ability to communicate in engineering or science lab
 - Assess writing quality on submitted lab reports
- Other measures include standardized exams, reviews of student performance during co-op or internship



Responses to assessment results

- Use assessment results to improve SLO proficiency and achievement of program goals
- Alter content of individual course or course sequence in response to SLO deficiencies
- Make changes to degree program requirements if graduates fail to achieve program goals
- Modify SLOs if they become irrelevant for achieving of program goals
- Modify program goals if they no longer meet the needs of constituents or students



Assessment process for courses

- Assign SLOs to each required course
- Insure that all SLOs are assessed by required courses
- Instructors develop performance observations to assess achievement of selected SLOs
 - Typically include homework, exam questions, lab reports, presentations, projects or other coursework
- Develop rubrics to assign a quantitative score to the level of competency achieved



Assessment process for courses

- Performance observations typically assess multiple learning outcomes
 - Ex: lab report assesses data analysis, interpretation of results, communication skills
- Assignment grade will not show how student performed with respect to individual outcome
- Instructor must assess each SLO individually
 - Ex: provide separate scores on lab report for data analysis and interpretation, writing quality



Assessment process for courses

- Set baseline metrics for satisfactory performance
- Average scores for each performance observation
- Make recommendations for next time course is offered if average performance is not satisfactory
- Multiple performance observations for SLOs can be repeated within a single course offering
 - Ex: laboratory courses typically require submission of multiple laboratory reports
- Improvement in subsequent work demonstrates that the course contributes to competency in SLO



Other sources of assessment data

- Courses are not exclusive source of data to assess student learning outcomes
- Other sources include standardized tests, student surveys and alumni surveys
 - Student surveys CAN be a source of assessment data
 - Student surveys CANNOT be the ONLY source of assessment data
- Input from external constituents such as co-op or internship supervisors
 - External input can provide an unbiased source of data
 - Provides program-wide assessment of student learning



Other Resources

- Refer to Greg Stone's notes on best practices for assessment of student learning
- See Learning Ventures website for his podcast and other resources
- Go to <http://www.utoledo.edu/coil> and click on Learning Ventures link in left menu panel
- Click Articles from the Center for Teaching and Learning link toward bottom of page