Assessment measures

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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

- 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 vodcast 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