Assessment Road Map: Linking Assessment Strategies to Learning Outcomes

February 27, 2014
Student Affairs Assessment

Learning outcomes are like a thesis statement, they need to be infused throughout the work.

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Workshop Outcomes

By the end of this workshop, you will

- Understand how to infuse your SLOs into your assessment
- Complete Q1-Q7 of the Road Map

Assessment Cycle

- Define Outcomes
- Align Activities to Outcomes
- Collect & Analyze Evidence
- Report Results
- Use Results
- Goals & Mission Statement
Why student learning outcomes (SLOs)?

SMART SLOs

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>S</td>
<td>• Specific</td>
</tr>
<tr>
<td>M</td>
<td>• Measurable</td>
</tr>
<tr>
<td>A</td>
<td>• Attainable</td>
</tr>
<tr>
<td>R</td>
<td>• Realistic</td>
</tr>
<tr>
<td>T</td>
<td>• Time-bound</td>
</tr>
</tbody>
</table>
Your Turn

- Evaluate 1 or 2 SLOs using the SMART approach.
- Are modifications needed?

<table>
<thead>
<tr>
<th></th>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
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</thead>
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<tr>
<td>S</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>M</td>
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<tr>
<td>T</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Where does the learning occur?

"I think you should be more explicit here in step two."
Activity Map: Linking SLOs to Activities

<table>
<thead>
<tr>
<th>Activity/Experience</th>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity/Experience</td>
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<td></td>
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<tr>
<td>Activity/Experience</td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>Activity/Experience</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Your Turn

- Choose 1 or 2 SLOs and link them to learning activities
- Where/how can learning be assessed?

<table>
<thead>
<tr>
<th>Activity/Experience</th>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
</tr>
</thead>
<tbody>
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<td>Discover the Law</td>
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<tr>
<td>Workshops</td>
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<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Created example from Student Legal Services
Identify your assessment question(s)

• “As a result of participating in X are students able to do Y?”
• “My program did X and I am curious if students know more about Y.”

Your Turn

Refer to the Road Map handout
• Complete Q1 – Q3
Identify Information/Evidence

What do you need to gather in order to answer the assessment question?

• Opinions
• Performance
• Other

Collecting Information/Evidence

• Opinion
  – Survey
  – Interview/Focus Group
  – Journal
• Performance
  – Quiz
  – Performance Rubric
• Other
  – Internal or external source
Choosing an information/evidence collection method

Ask yourself:
• What outcome is being assessed?
• What is the assessment question?
• What evidence is already available?

Choosing an information/evidence collection method

Ask yourself:
• What method answers the assessment question?
• What method provides the strongest evidence?
• What method is realistic in terms of resources and logistics?
Your Turn

Refer to the Road Map handout
• Complete Q4 – Q7

SLOs Infused Assessment

Ask yourself:
• What SLO(s) am I curious about?
• How are my SLO and assessment question related?
• Does my evidence collection method address my SLO?
• Does my evidence collection method answer my assessment question?
Questions?

Workshop Evaluation

Bonus Question:

What is your analogy for SLOs and assessment?

THANK YOU!