

Learning Outcomes

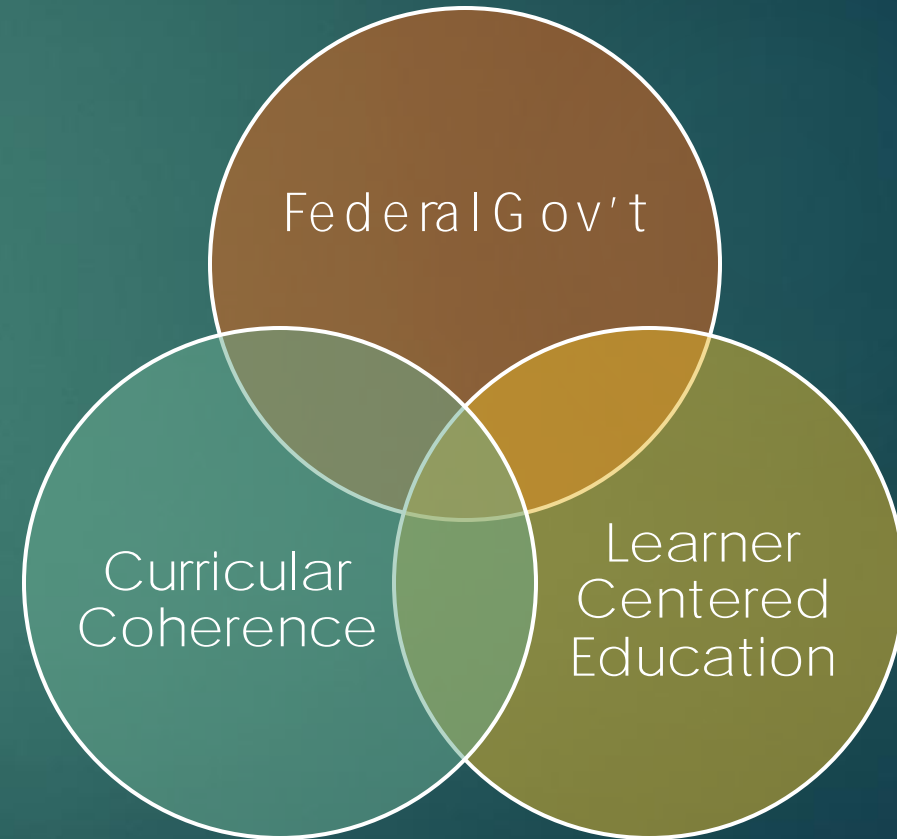
- ▶ At the completion of today's discussion, the student will:
 - ▶ Define assessment within the context of AACSB Standards.
 - ▶ Describe three forces that converged to bring about the assessment movement in U.S. Higher Education.
 - ▶ Relate assessment in higher education to the quality movement in manufacturing, business, and healthcare.
 - ▶ Differentiate between course and program assessment.
 - ▶ Compare and contrast direct and indirect assessment.
 - ▶ Critique assessment in higher education.

Assurance of Learning

- ▶ “ Refers to processes for demonstrating that students achieve learning expectations for the programs in which they participate ” (p. 32).
 - ▶ Demonstrate accountability to stakeholders
 - ▶ Improve programs
 - ▶ Evaluate student success
 - ▶ <https://www.aacsb.edu/-/media/aacsb/docs/accreditation/business/standards-and-tables/2018-business-standards.ashx?la=en&hash=B9AF18F3FA0DF19B352B605CBCE17959E32445D9>


Assessment Movement in Higher Education

- ▶ Federal Government Higher Education Acts requiring accreditors to ensure that institutions of higher education are achieving their missions.
- ▶ Movement toward learner-centered education in the 90's.
- ▶ Body of research on "learner persistence" that identified the desirability of coherent curricula.
 - ▶ Suskie (May, 2017). A new paradigm for assessment. Blog. Retrieved from <https://www.lindasuskie.com/apps/blog/show/44545247-a-new-paradigm-for-assessment>



Societal Context

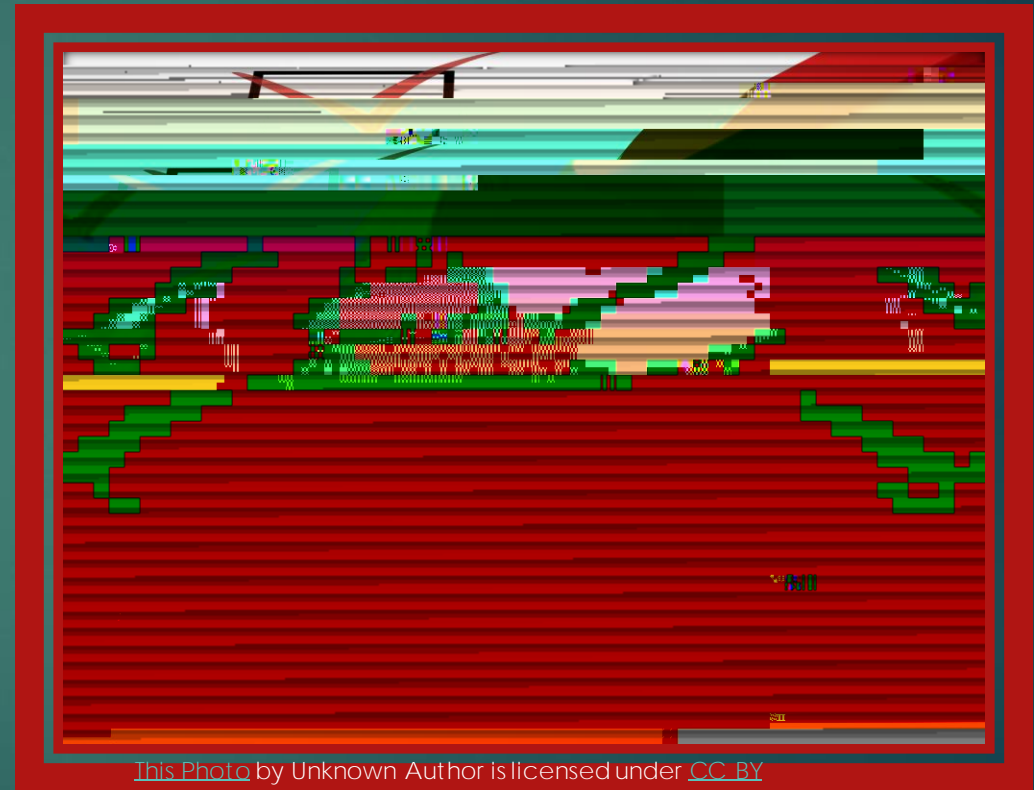
- ▶ Total Quality Management (TQM) increased in popularity in U.S manufacturing and business in the 1980s into the 90s.
 - ▶ " Business Excellence "
- ▶ Quality movement in healthcare " took off" between 1995-2000.
- ▶ In both settings, the movement is characterized by customer/patient focus and continuous improvement through analyzing processes and outcomes, using specified techniques and metrics.



Systematic Processes for Demonstrating that Degree Program Learning Goals Have Been Met

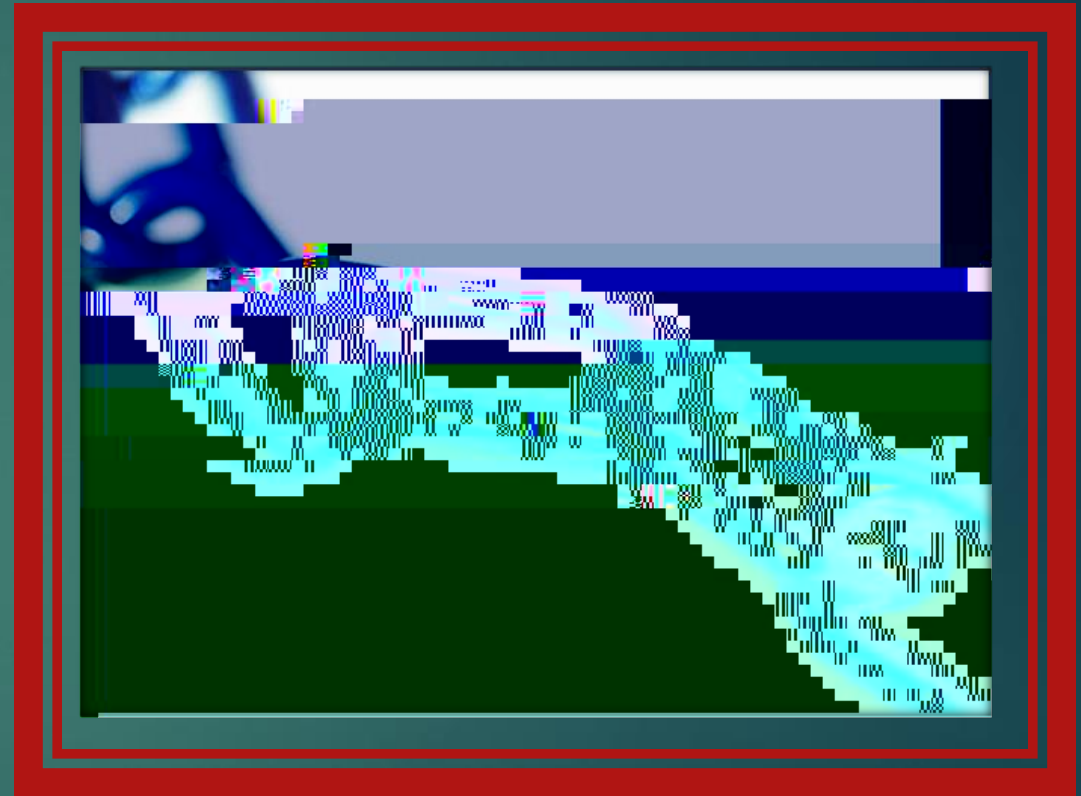
Course Assessment

- ▶ Within the purview of individual faculty per AACSB
- ▶ The degree to which students meet course learning outcomes
- ▶ Primarily for the purpose of improving teaching of course content



Course Assessment

- ▶ Course learning outcomes should logically link to program learning outcomes.



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Example

Course LO

- ▶ Examine the ways in which the research question and theoretical framework provide direction for the design and methods of a research study (MSN PO 1, 4, 9).
- ▶ Critique research studies using a systematic process MSN PO 1, 4).

Program LO

- ▶ 1) Integrate knowledge from nursing and other disciplines to provide evidence-based care to diverse populations at an advanced-practice level.
- ▶ 4) Incorporate research outcomes within the clinical setting to resolve practice problems.

Types of Course Assessment

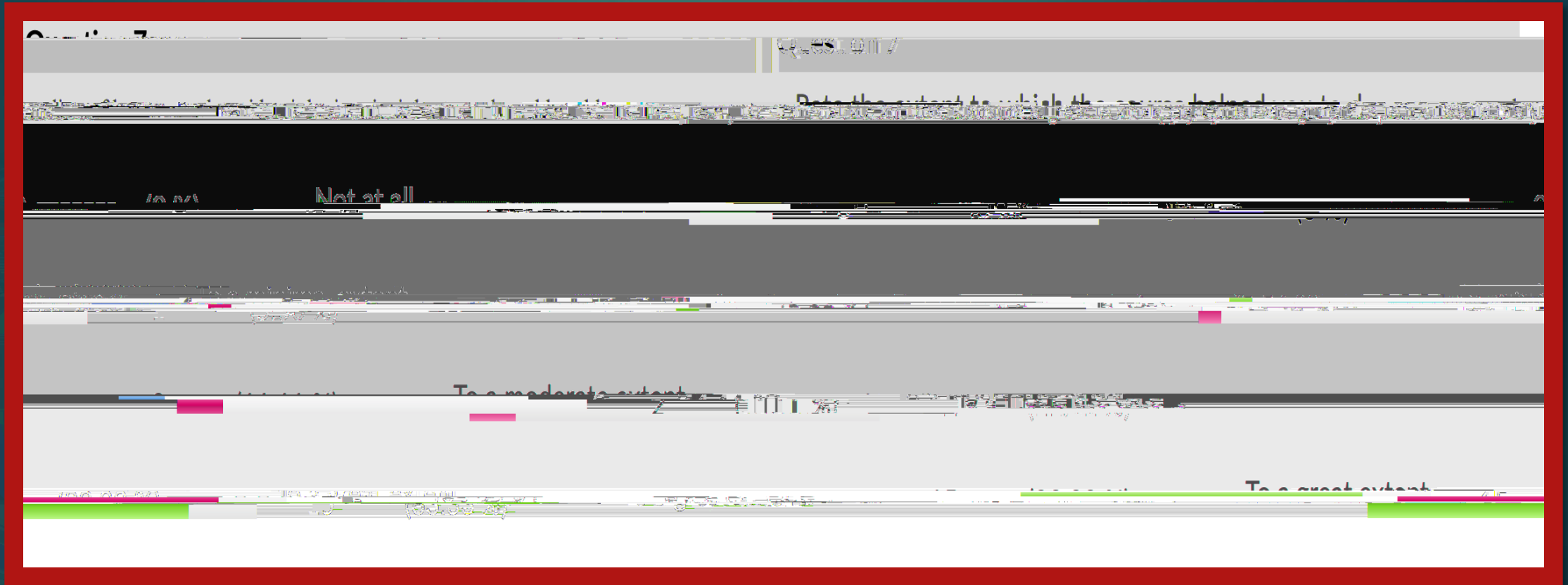
Direct

- ▶ Faculty or preceptor ratings of student performance
- ▶ Faculty grading or rating of student outputs/work such as test questions, papers, projects, etc.
 - ▶ "Artifacts"

Direct Assessment



Indirect Assessment



Program Assessment

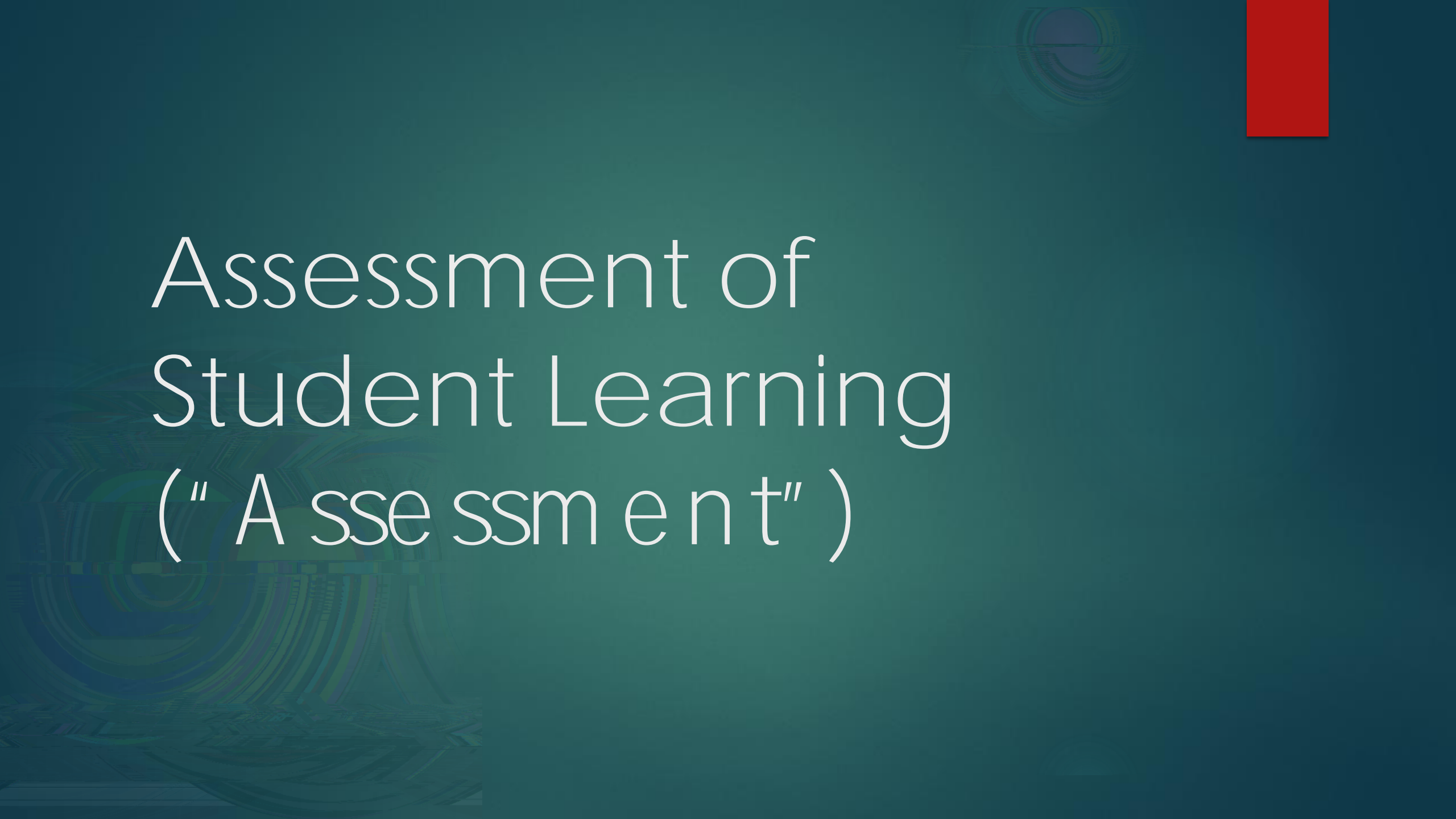
Program Curriculum Map With Performance Targets

		Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
Required	Course 100	1		1		
Required	Course 120					
1			Required Course 200			2
2	2		Required Course 210			
			Required Course 300		2	
2	3		Required Course 310			3
3	3		Required Course 410		3	3

- ▶ Program: Developed body of courses that receives transcript recognition (University of Scranton Faculty Handbook)

Types of Program Assessment

- ▶ Direct
 - ▶ Course Embedded (e.g. student performance on a capstone assignment for a senior-level course) – Curriculum Map
 - ▶ General (e.g. Brumster Case; ETS subject exam; certification test pass rate)
- ▶ Indirect
 - ▶ General (e.g. student exit survey)



Assessment of Student Learning (" A s s e s s m e n t ")

Learning Outcomes

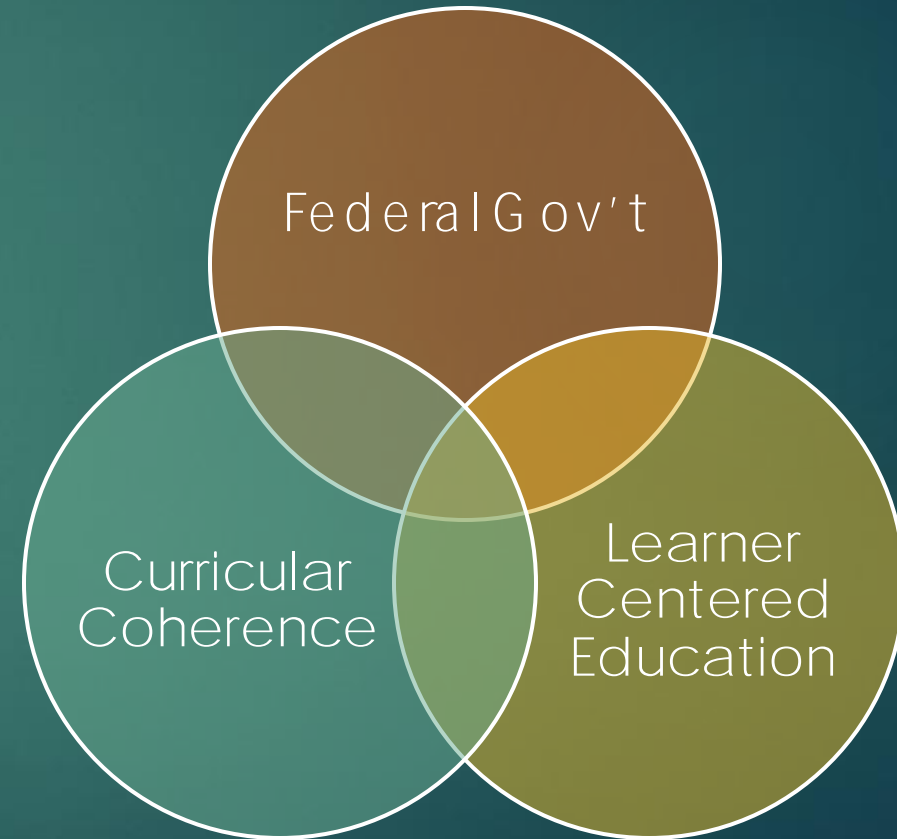
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AACSB:

- ▶ Standard 8: The school uses well-documented, systematic processes for determining and revising


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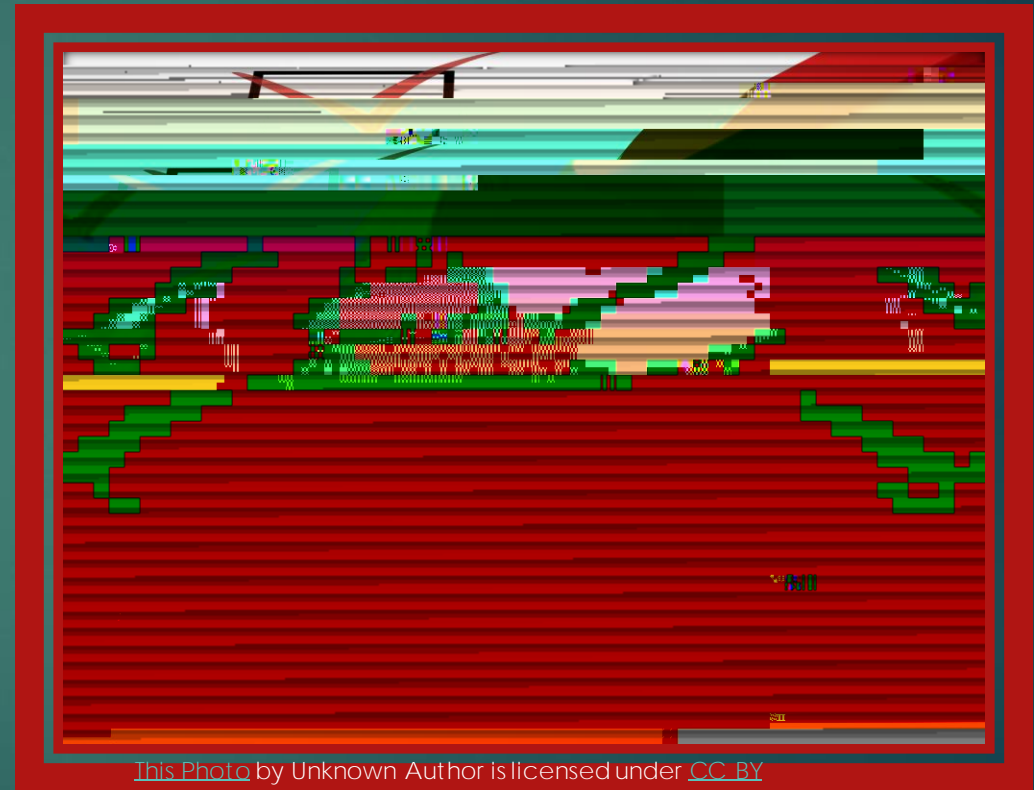
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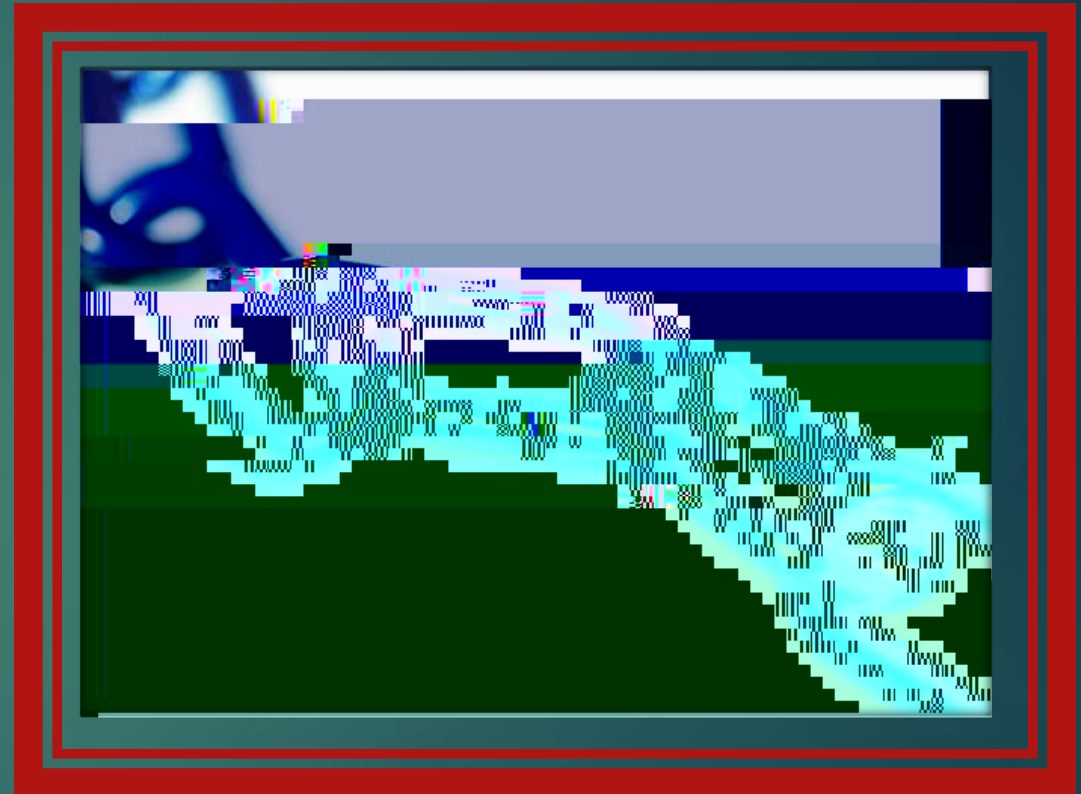
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Indirect



Direct Assessment



Indirect Assessment

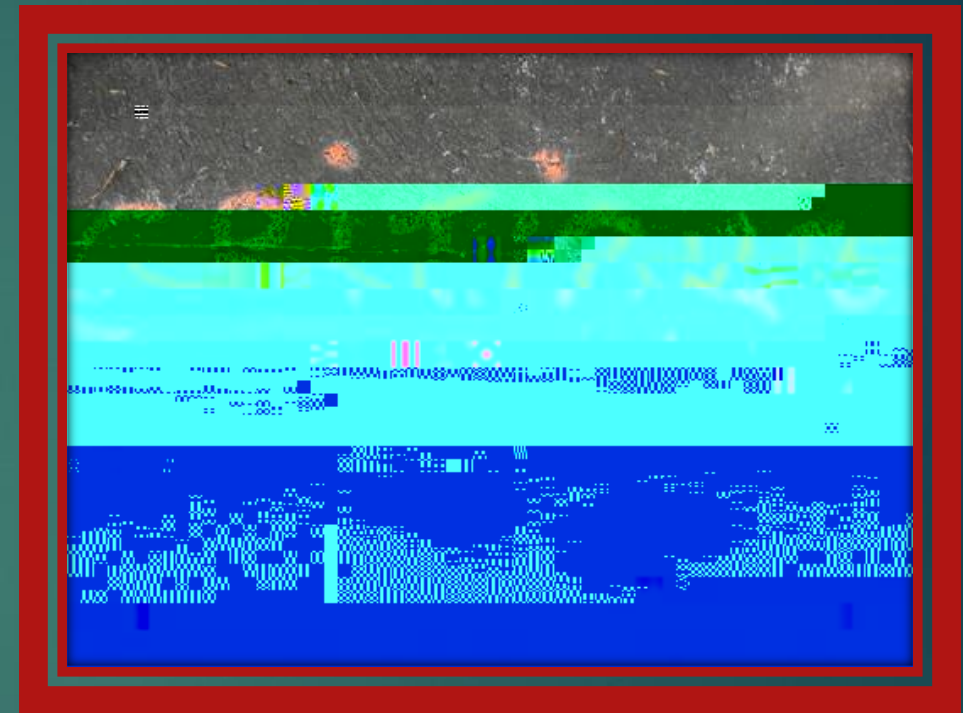


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- ▶ Indirect
 - ▶ General (e.g. student exit survey)

Critique of Assessment

- ▶ Why can't we just use grades?
- ▶ Assessment threatens my academic freedom.
- ▶ It is difficult to measure student performance and to gather sound evidence for assessment.
- ▶ Everything isn't measurable.



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