

Learning Outcomes

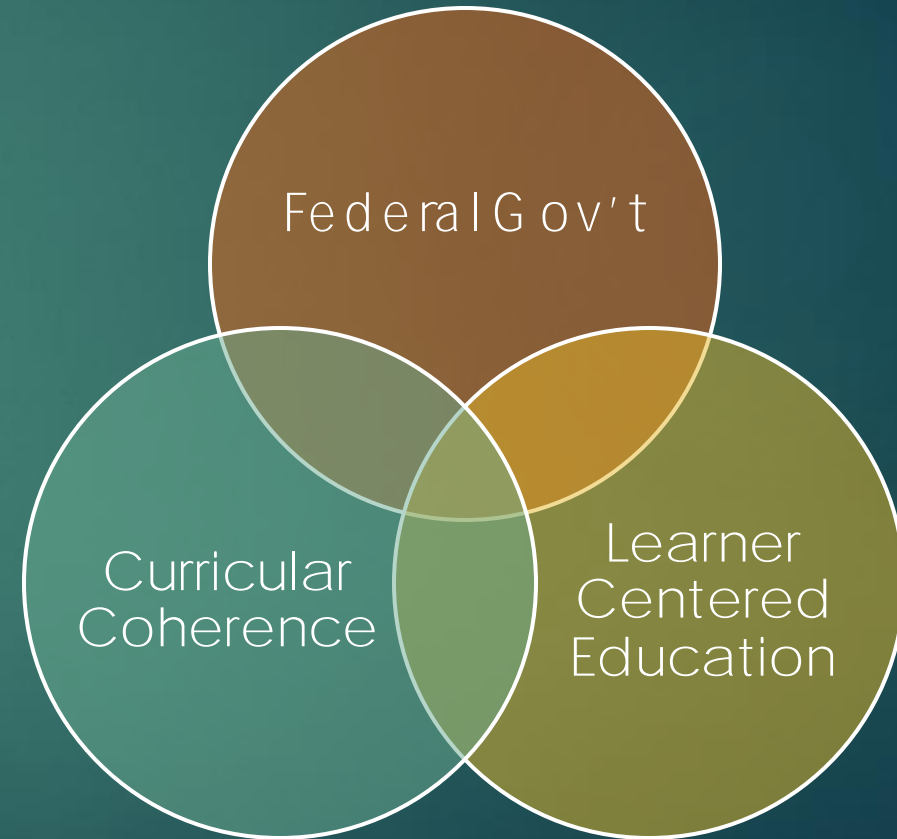
- ▶ At the completion of today's discussion, the student will:
 - ▶ Define assessment within the context of AACSB Standards.
 - ▶ Describe three forces that converged to bring about the assessment movement in U.S. Higher Education.
 - ▶ Relate assessment in higher education to the quality movement in 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

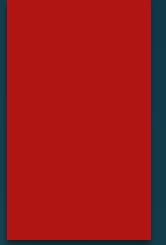


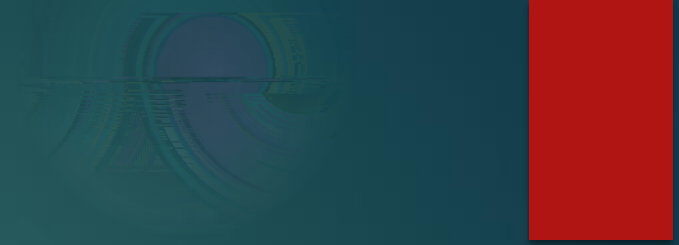
Assessment Movement in Higher Education

- ▶ 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

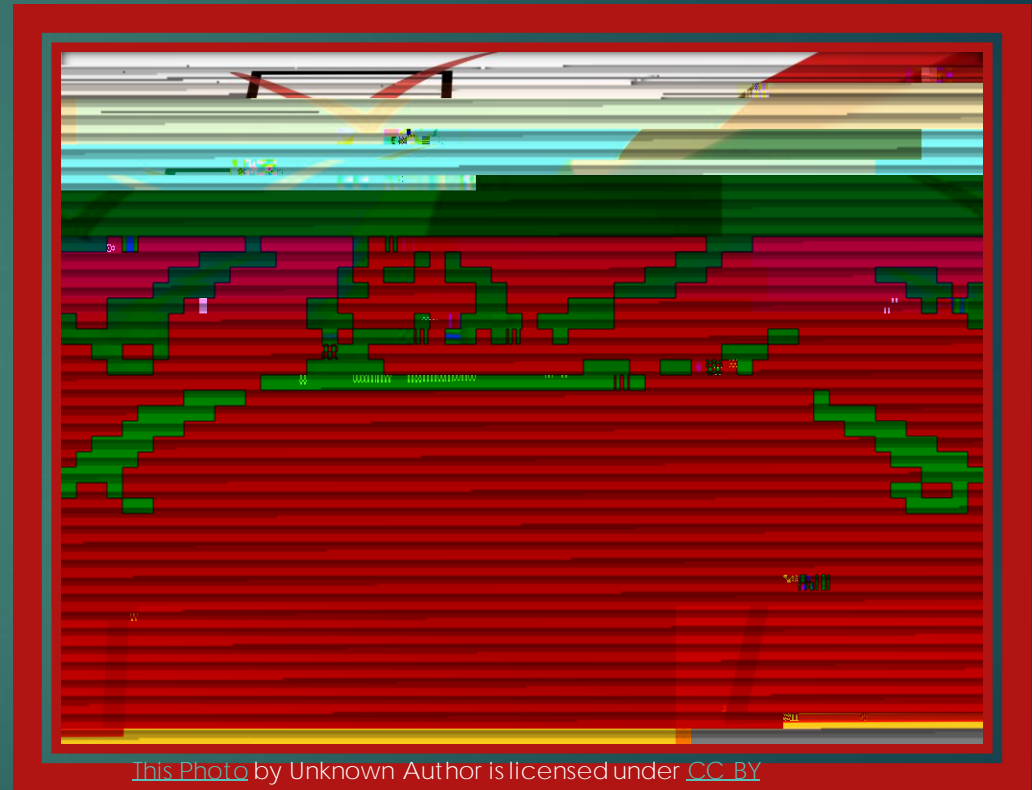




Systematic Processes for
Demonstrating that Degree Program
Learning Goals Have Been Met

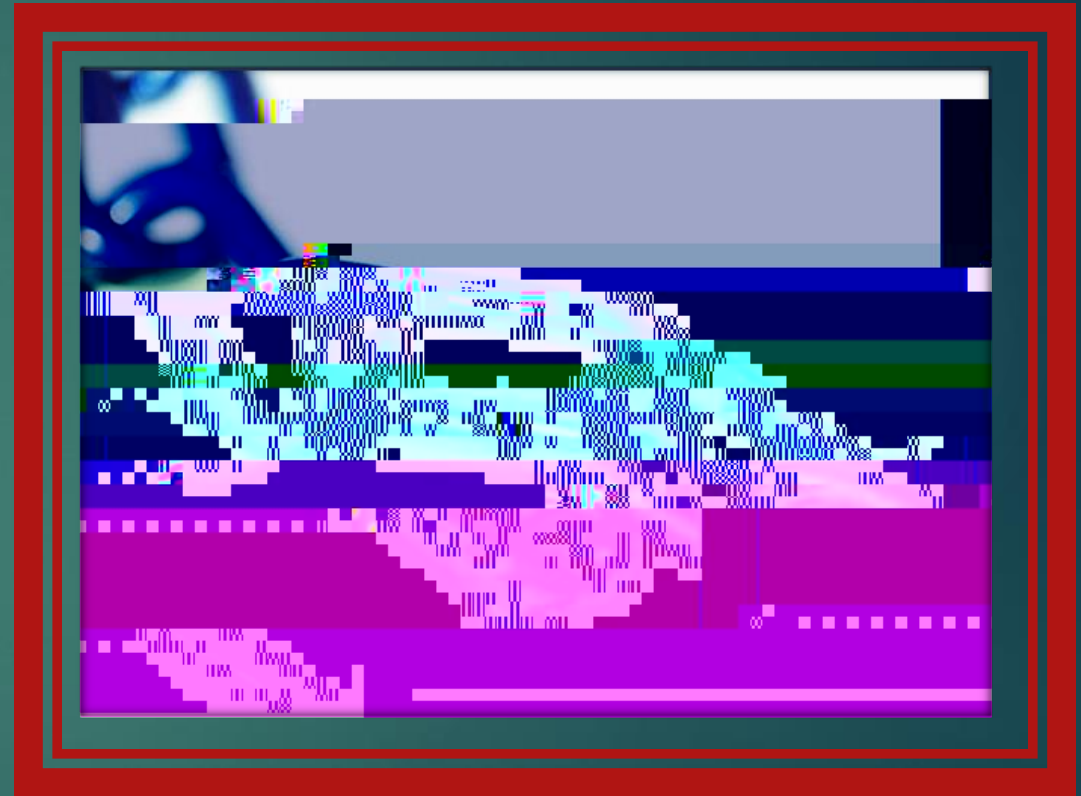
Course Assessment

- ▶ 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.



This Photo by Unknown Author is licensed under [CC BY-NC-ND](#)

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

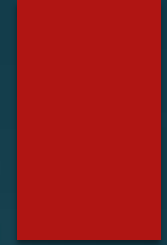
Direct

- ▶ 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



The screenshot shows a presentation slide with a red border. The slide content is heavily corrupted with digital noise. Visible text includes "QUESTION 7" at the top, "To a great extent" in the middle, and "To a moderate extent" at the bottom. There are several colored rectangular markers (pink, blue, green) overlaid on the slide, likely indicating specific points of interest or errors.

Program Assessment

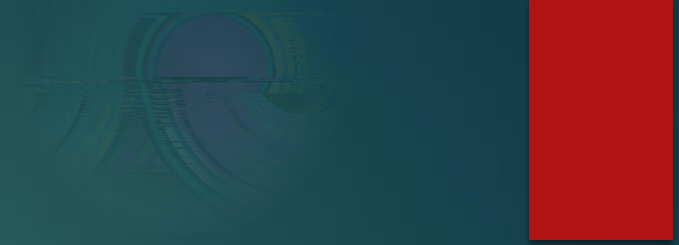
Program Curriculum Map With Performance Targets

		Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5
Required	Course 100	1		1		
Required	Course 200	1				
2				Required - Course 200		2
	2	2		Required - Course 215		
3				Required - Course 300	3	
	2	3		Required - Course 300		3
3	3	3		Required - Course 400	3	3

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

Types of Program Assessment





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

Learning Outcomes

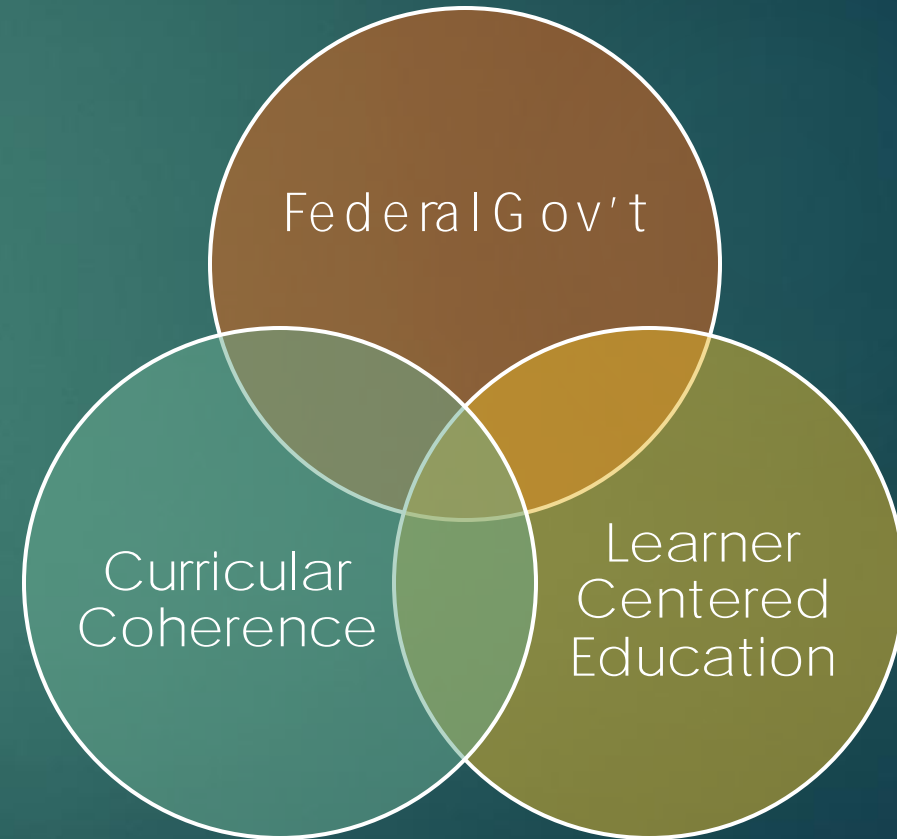
- ▶ At the completion of today's discussion, the student will:
 - ▶ Define assessment within the context of AACSB Standards.
 - ▶ Describe three forces that converged to bring about the assessment movement in U.S. Higher Education.
 - ▶ Relate assessment in higher education to the quality movement

AACSB:

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

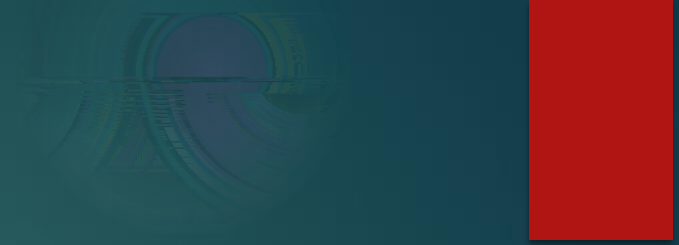
Assessment Movement in Higher Education

- ▶ 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

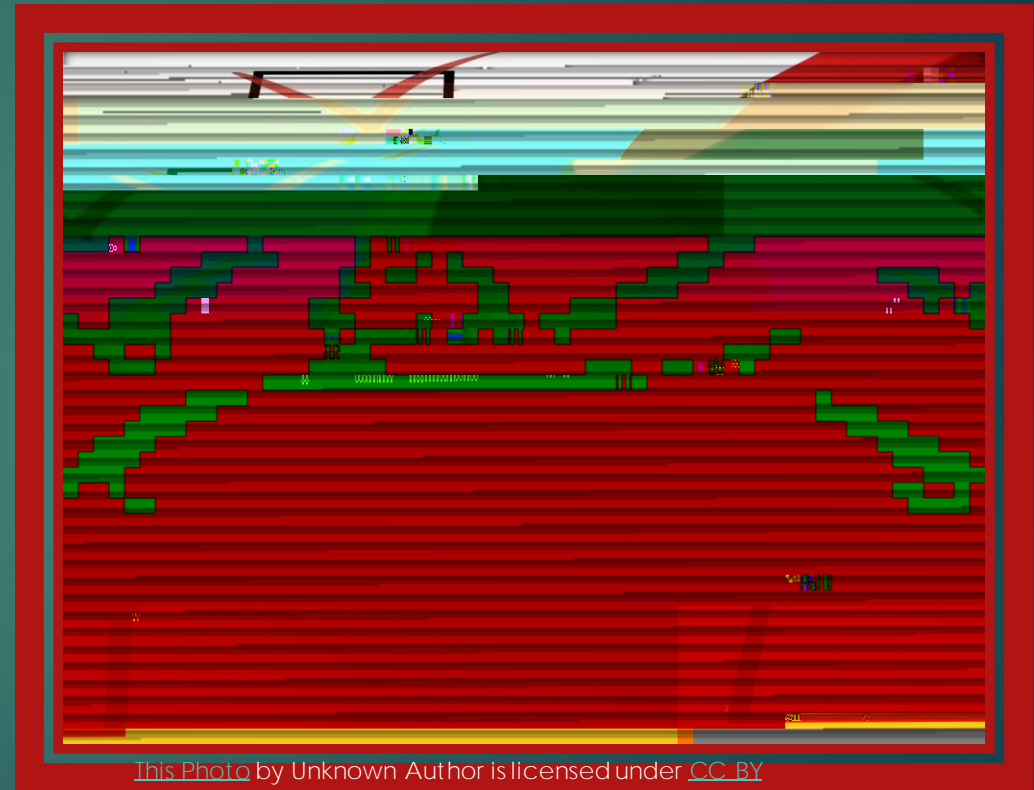
- ▶ Total Quality Management (TQM) increased in popularity in U.S manufacturing and business in the 1980s into the 90s.
 - ▶ " Business Excellence "
- ▶ Quality movement in healthcare " took off " between 1995-2000.
- ▶ In both settings, the movement is characterized by customer/patient focus and continuous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



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

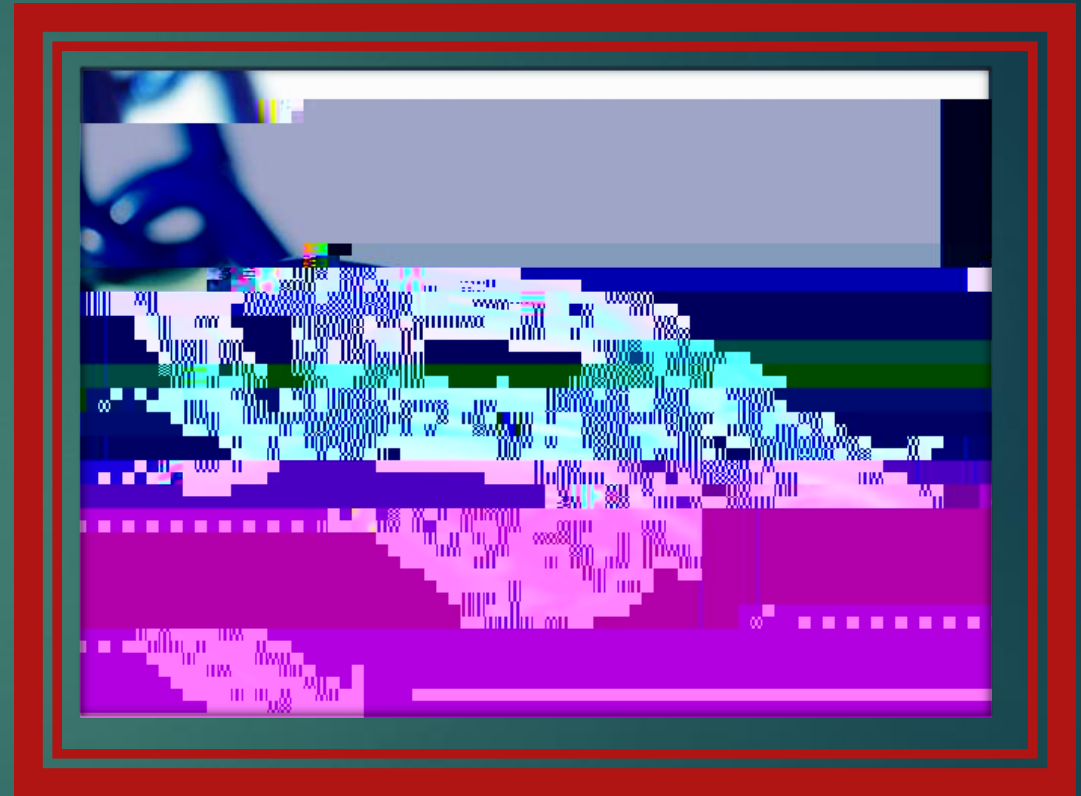
Course Assessment

- ▶ 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.



This Photo by Unknown Author is licensed under [CC BY-NC-ND](#)

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

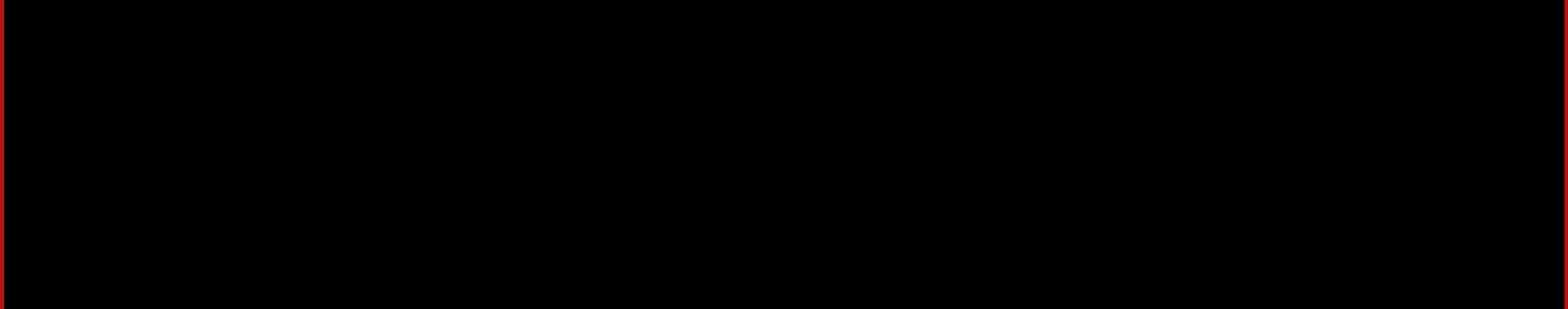
Direct

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

Indirect



Direct Assessment



Indirect Assessment



The screenshot shows a presentation slide with a red border. At the top, it says "QUESTION 7". Below this is a table with several rows. The first row has a header "Direct" and a cell containing "To a great extent". The second row has a header "Indirect" and a cell containing "To a moderate extent". The third row has a header "Indirect" and a cell containing "To a great extent". The text "To a great extent" is highlighted in green in the third row. There are also some handwritten notes in blue and pink in the table cells.

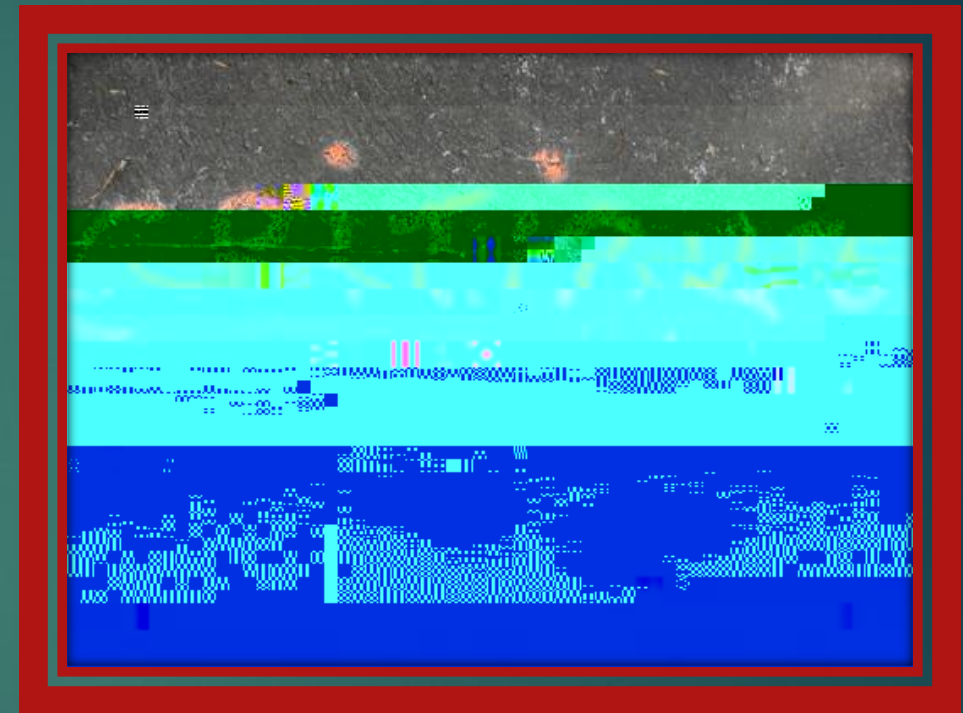
QUESTION 7	
Direct	To a great extent
Indirect	To a moderate extent
Indirect	To a great extent

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)

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.



[This Photo](#) by Unknown Author is licensed under [CC BY](#)