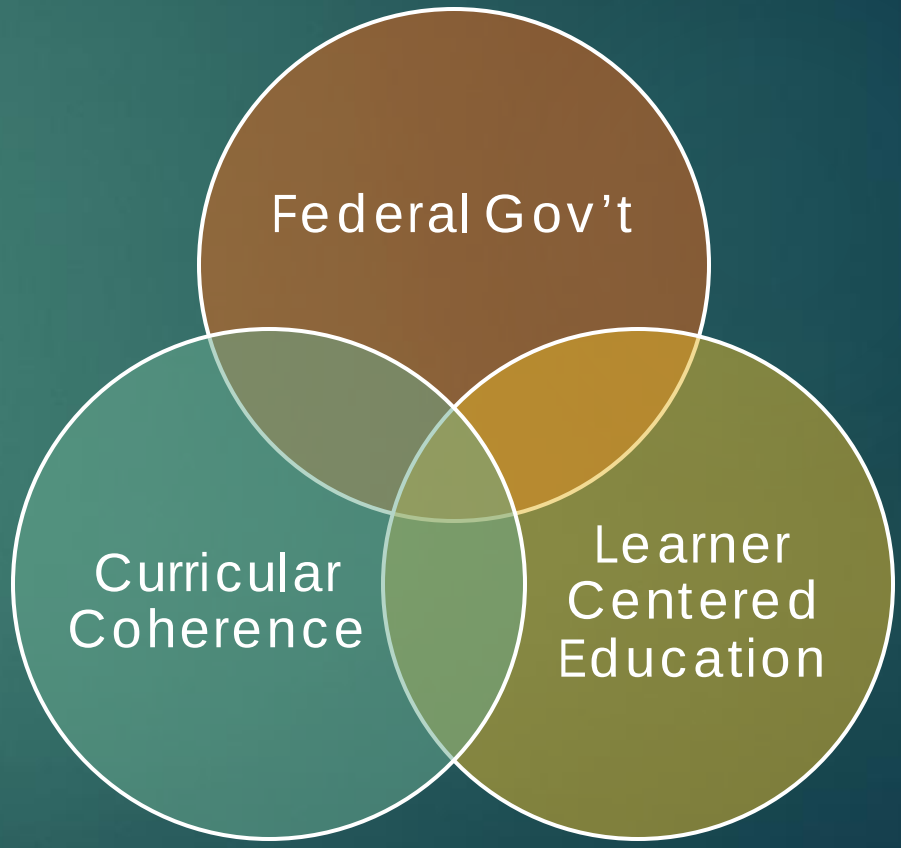
Learning Outcomes

- 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

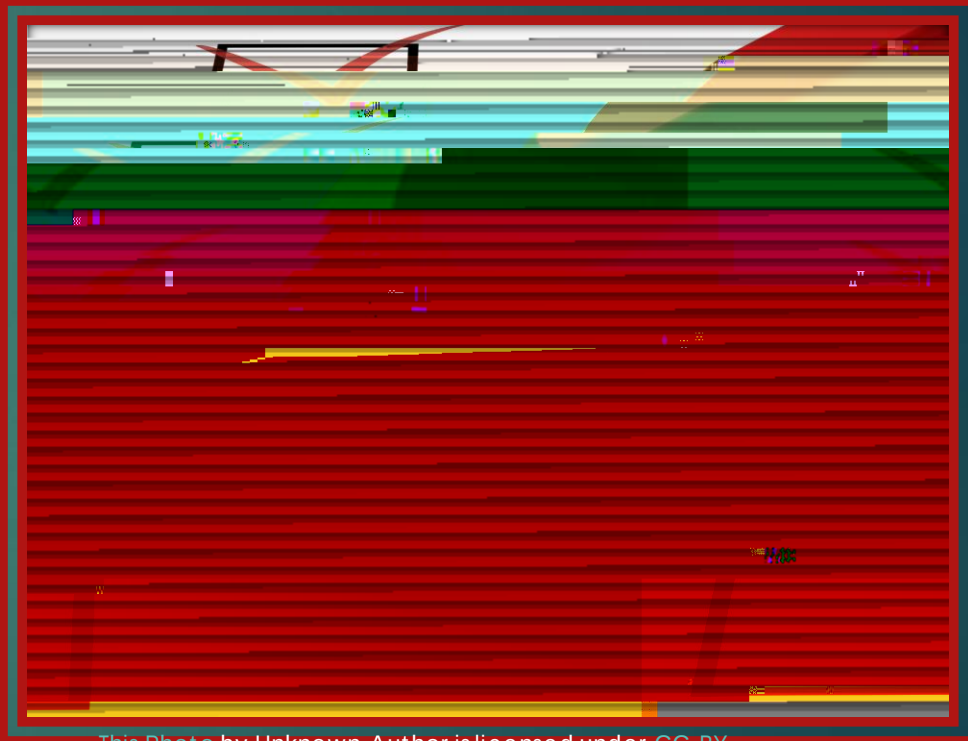


Societal Context

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



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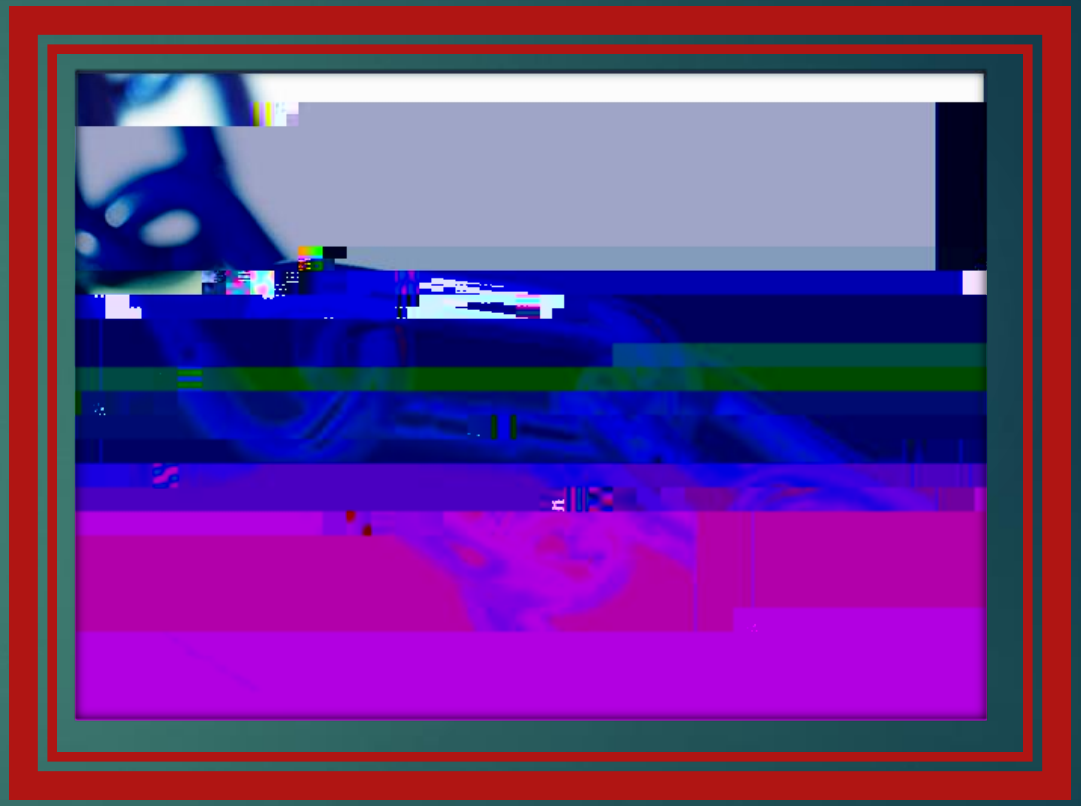
Course Assessment

- 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.

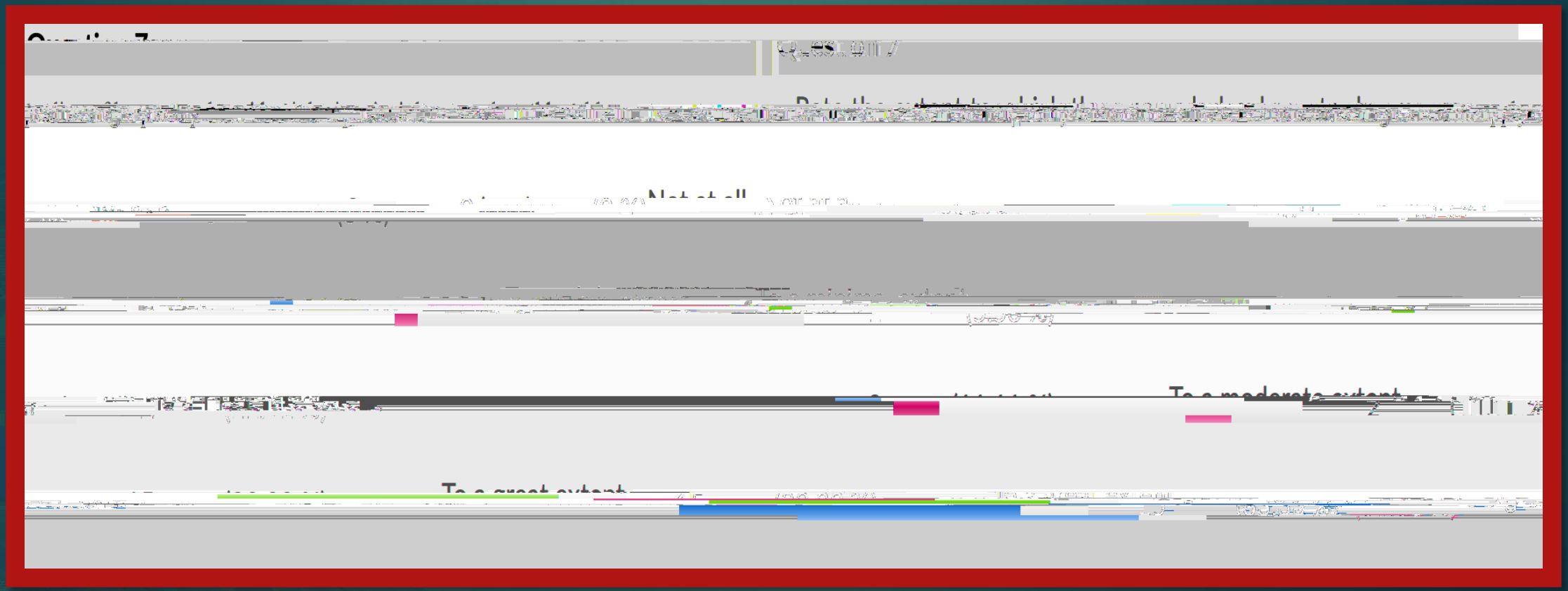
Types of Course Assessment

Direct

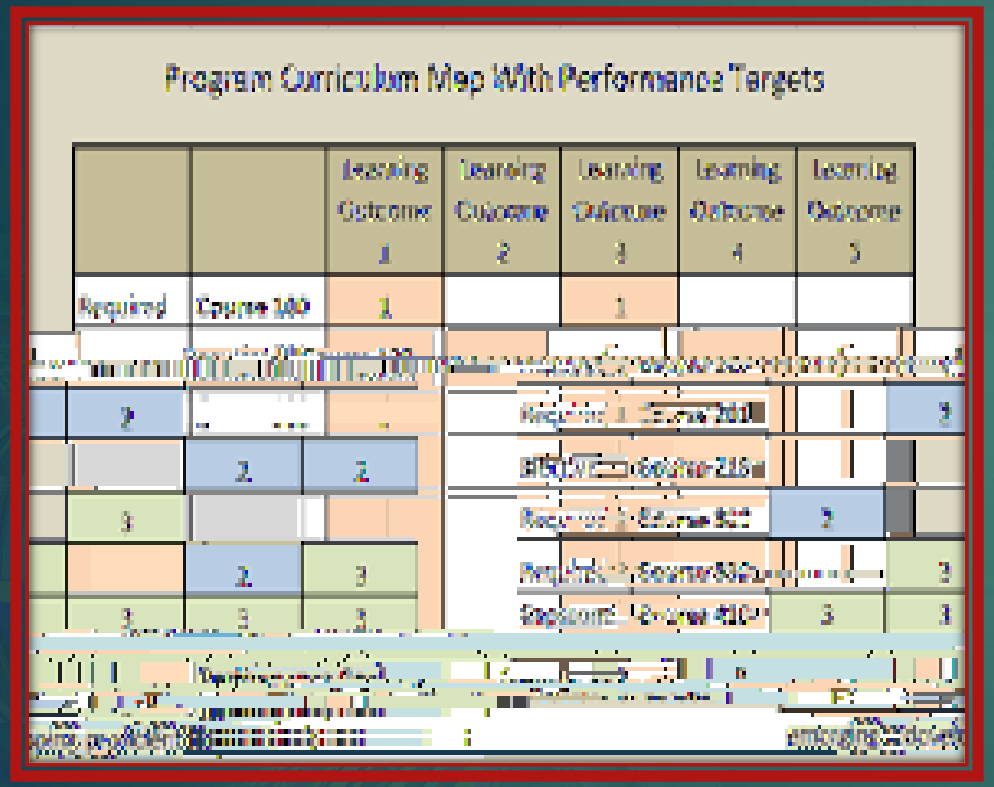
- Faculty or preceptor ratings of student performance
- Faculty grading or rating of student outputs/work such as test questions, papers, projects, etc.
  - ”Artifacts”

Direct Assessment

Indirect Assessment



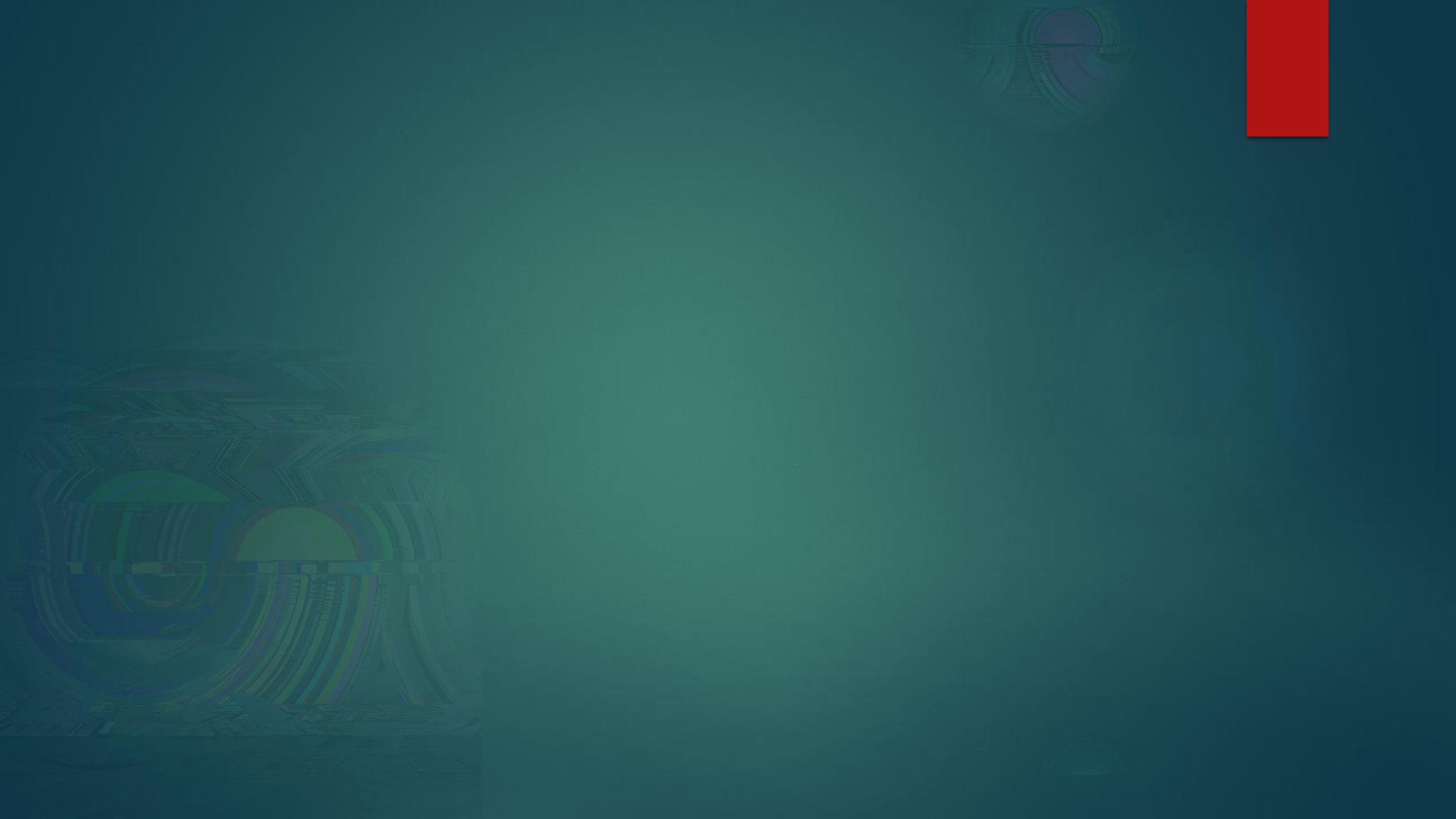
Program Assessment



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

Types of Program Assessment

-



Assessment of Student Learning (“Assessment”)

Learning Outcomes

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  - 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

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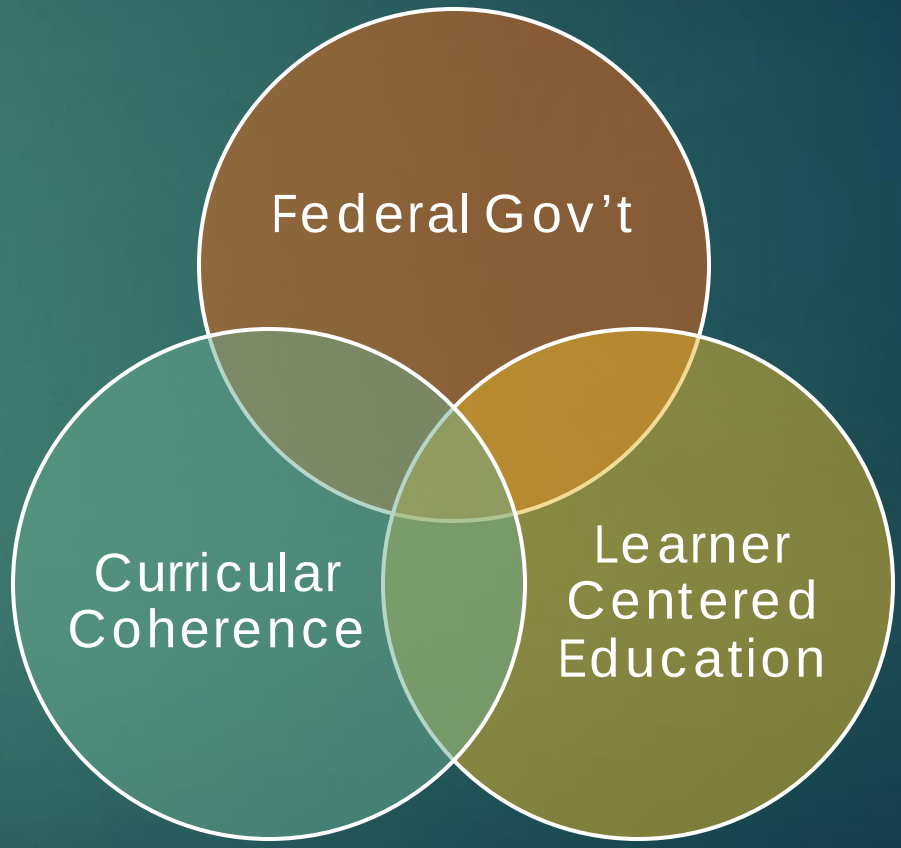

Societal Context

- 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

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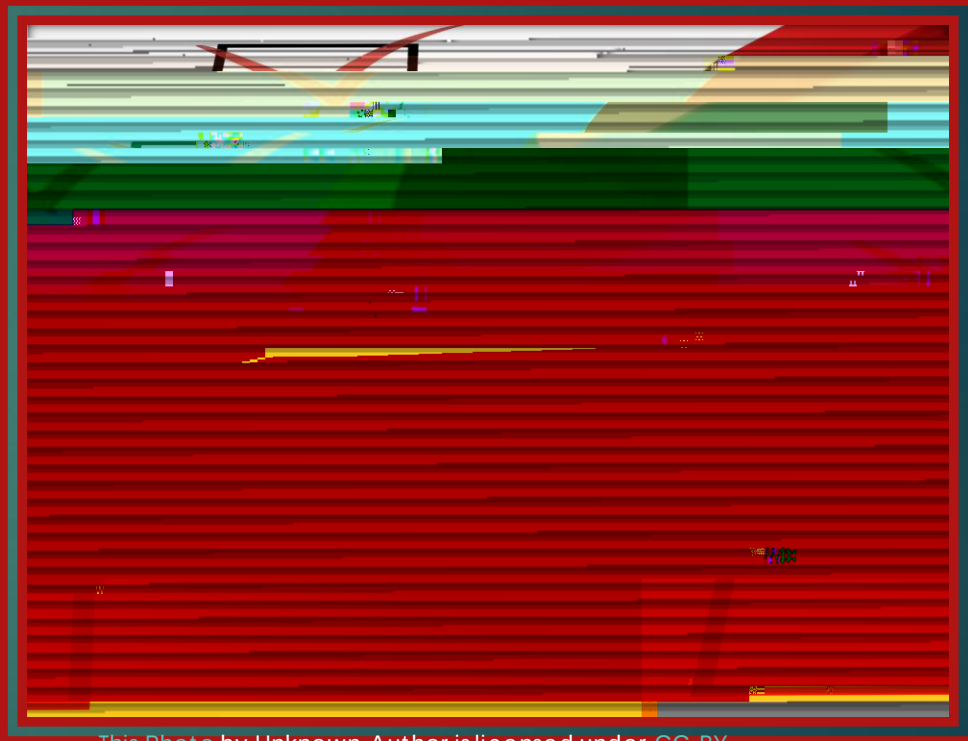

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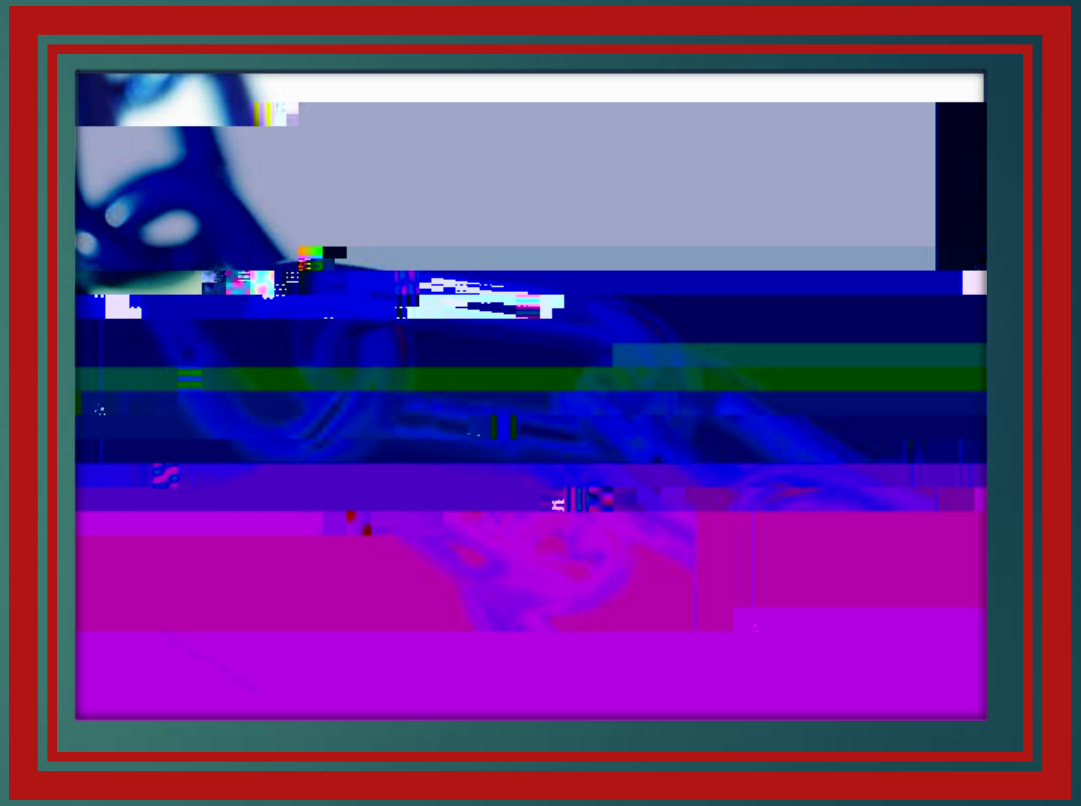
Course Assessment

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



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Example

Course LO

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Types of Course Assessment

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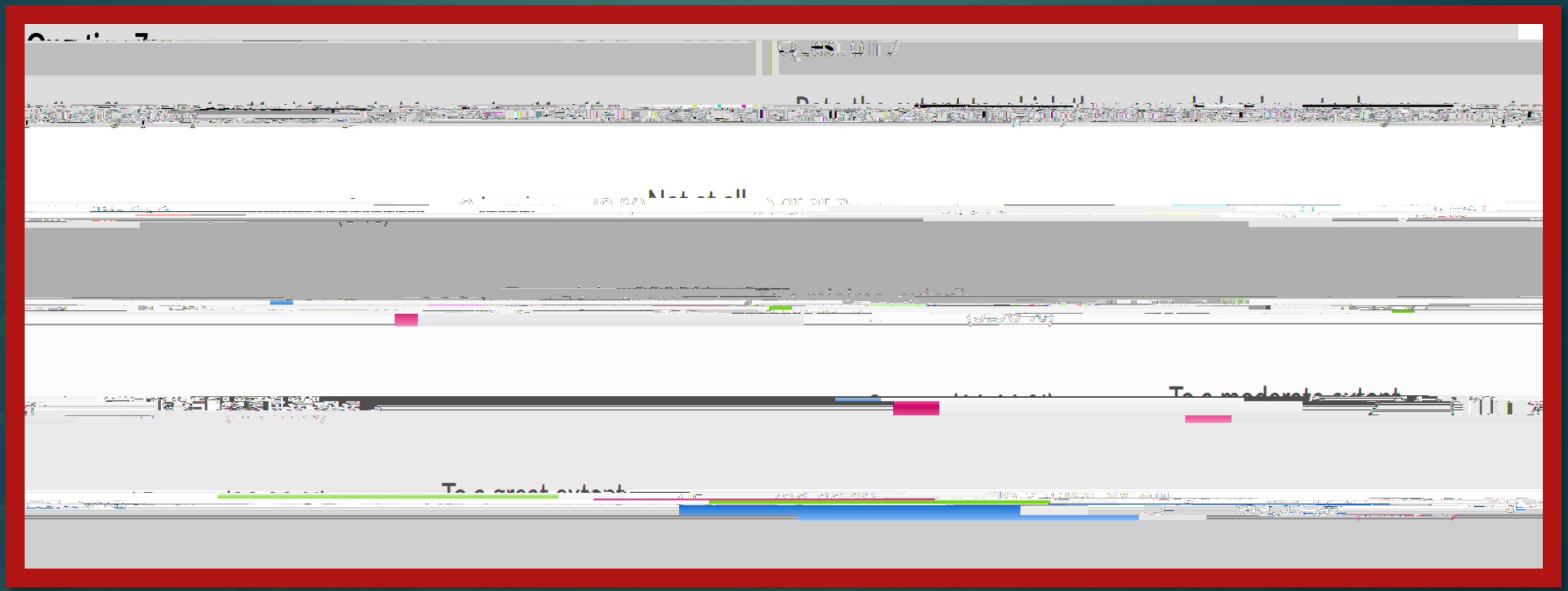
  - ”Artifacts”

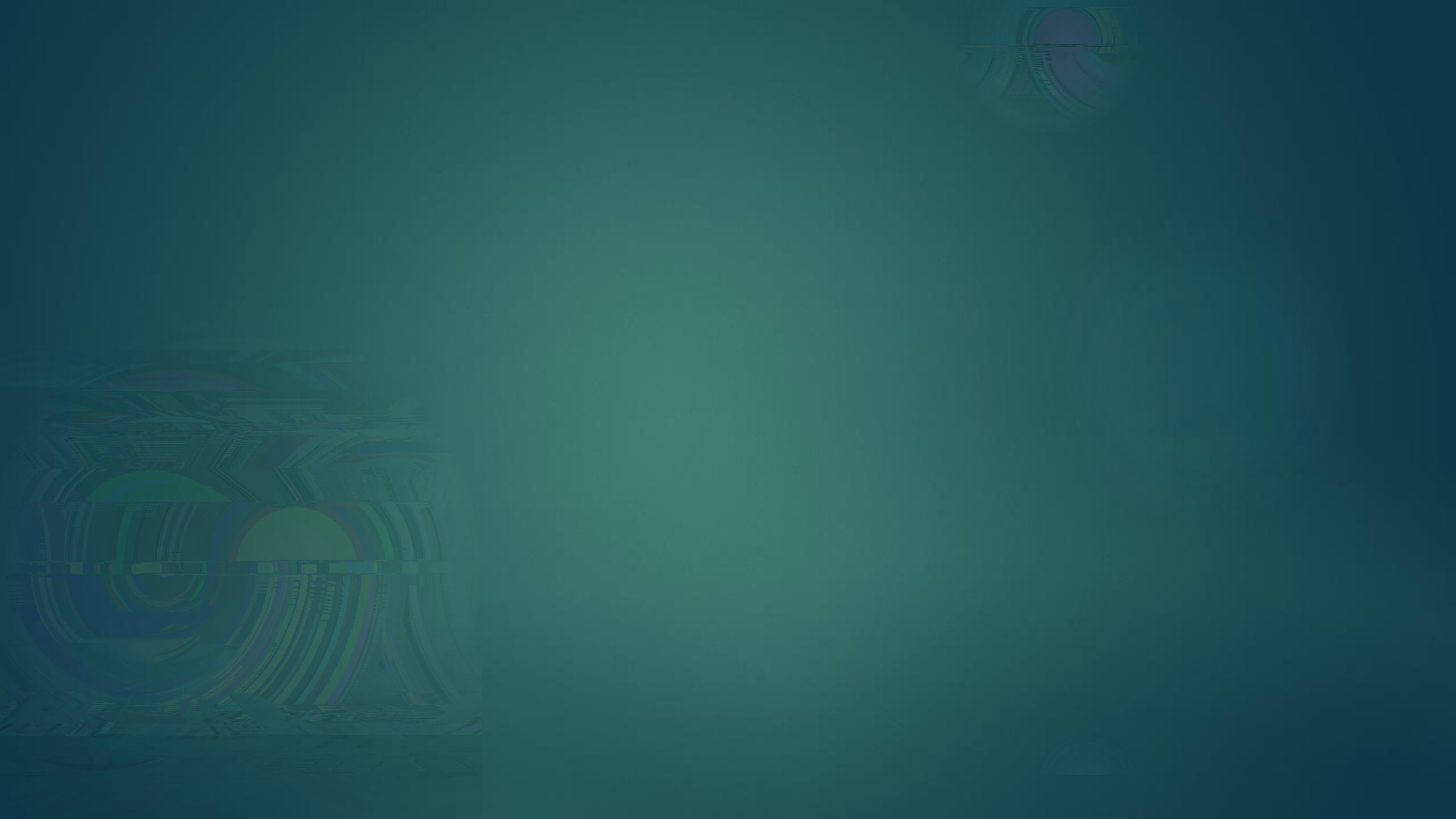
Indirect

-

Direct Assessment

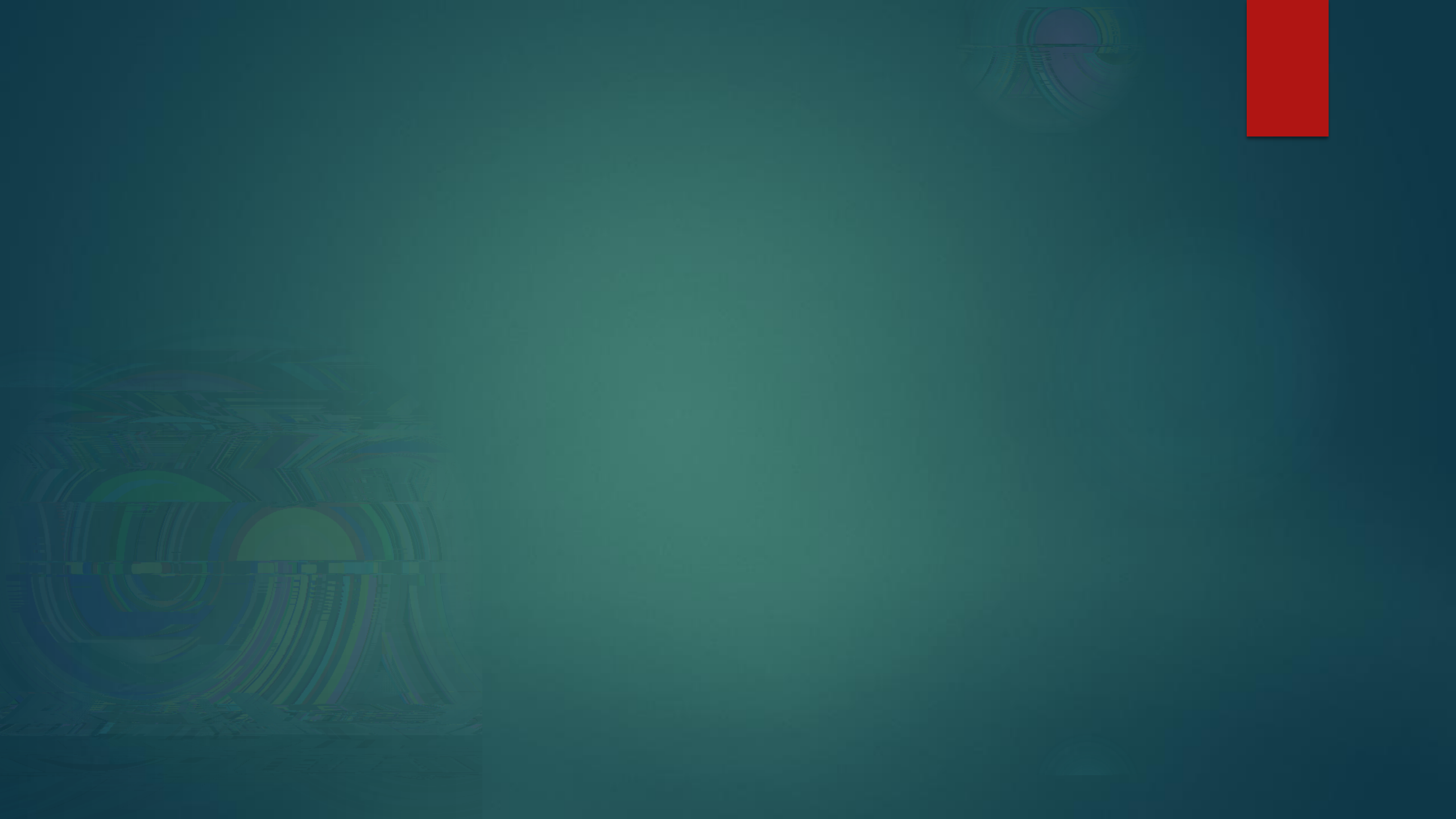
Indirect Assessment





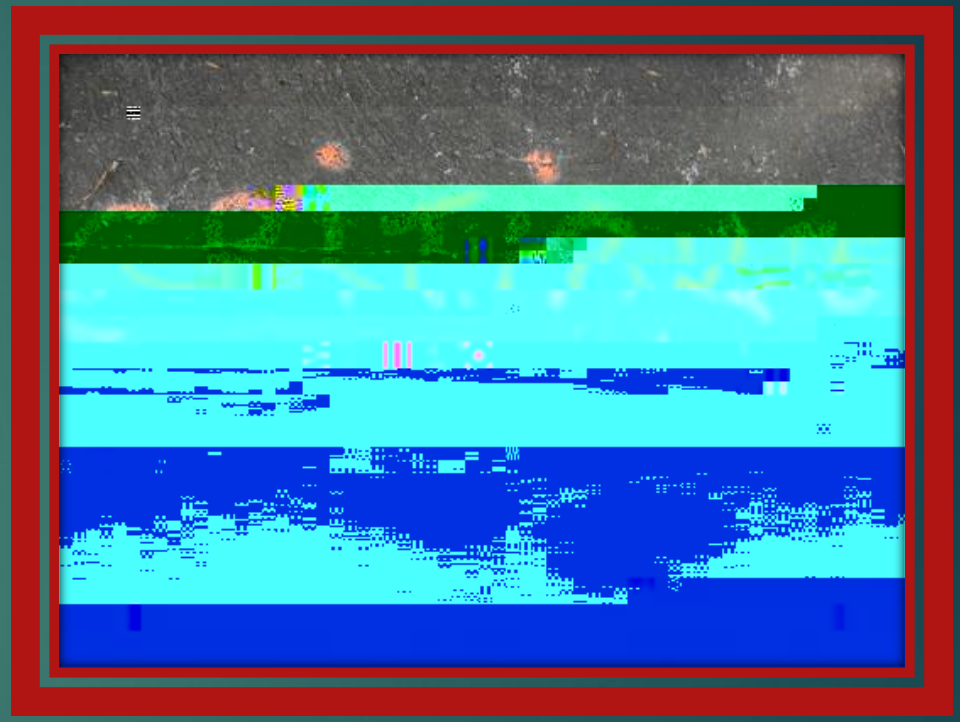
Types of Program Assessment

- 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.



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