



# Assessing Student Outcomes

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Office of Institutional Effectiveness

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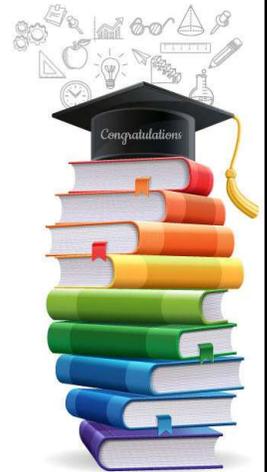
Additional resources available at: [www.sbc.edu/institutional-effectiveness/assessment/](http://www.sbc.edu/institutional-effectiveness/assessment/)

# What is Assessment? Why Assess?



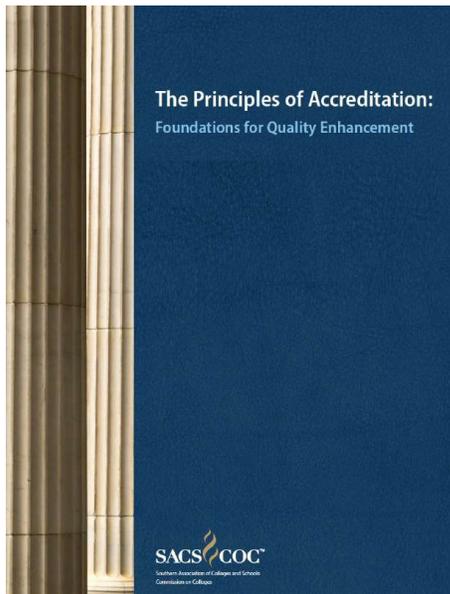
**ASSESSMENT** is interpreted very broadly as involving the measurement, reporting and interpretation of student learning and development.

The analysis embraces formative and summative assessment, and ranges from in-class to cross-national practice, but emphasis is placed on formal assessment that is relevant to establishing the quality of individual learning.



[https://link.springer.com/chapter/10.1007/978-3-319-20877-0\\_26](https://link.springer.com/chapter/10.1007/978-3-319-20877-0_26)





- 7.1 The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission. *(Institutional planning)* [CR]
- 7.3 The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. *(Administrative effectiveness)*
- 8.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:
  - a. Student learning outcomes for each of its educational programs. *(Student outcomes: educational programs)*
  - b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. *(Student outcomes: general education)*
  - c. Academic and student services that support student success. *(Student outcomes: academic and student services)*

## Students benefit because...

- Provides clear expectations help them understand where they should focus their time and energies.
- It motivates them to do their best.
- Assessment feedback helps them understand their strengths and weaknesses.



Assessment offers evidence that helps faculty and staff diagnose what is and isn't working and design curricular changes to improve student attainment of program goals. Good assessment practices have other benefits beyond helping faculty improve their teaching.

## Faculty benefit because...

They can see how their courses tie together to form a coherent program, and how the courses they teach contribute to student success to graduation and beyond.

Positive assessment results can be used as convincing evidence of the quality of their teaching when they apply for tenure, promotion and salary increases.



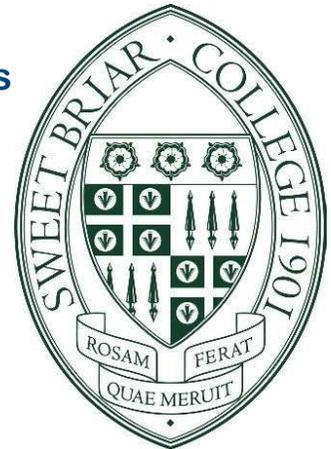
Positive assessment results can be used when negotiating annual budget allocations for instruction, facilities, and professional development.

## Sweet Briar benefits because...

Results can be used to convince employers, donors, legislators, and other constituents of its quality and worth.

Results can help ensure that institutional resources are being used effectively, and identify where resources will have the greatest impact on student learning

Assessment informs decisions about resource allocation and faculty hiring.



## Everything contributes to learning.

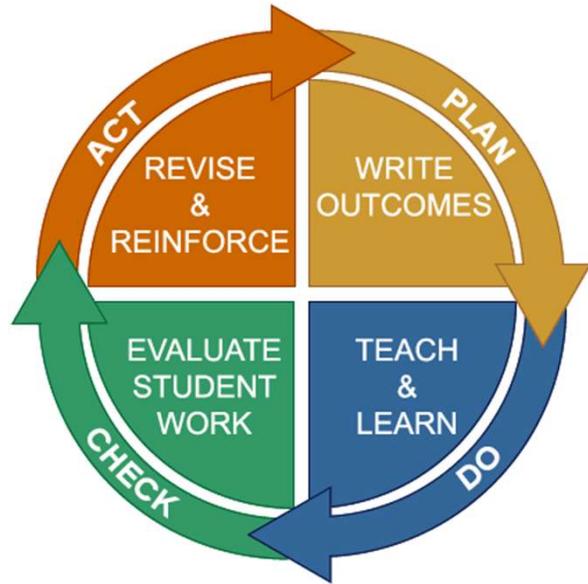
Academic support services, or co-curricular units, such as the Library, Student Affairs, Financial Aid, Advising, Career Services and Accessibility Services also make a tremendous contribution to student learning on campus. Whether the impact on student learning is direct or indirect, all programs can assess how they contribute to the learning community and what changes they might make to maximize that learning experience.

### Why do we assess?

Assessment discussions foster re-examination of values at both the departmental and institutional level; assessment also promotes interdisciplinary conversations about student learning throughout campus. Because every department and program contributes to student learning, assessment also bridges academic and student affairs.

Academic support services, or co-curricular units, such as the Library, Student Affairs, Financial Aid, Advising, Career Services and Accessibility Services also make a tremendous contribution to student learning on campus. Whether the impact on student learning is direct or indirect, all programs can assess how they contribute to the learning community and what changes they might make to maximize that learning experience. Everything contributes to learning.

# The Assessment Plan/Report





Assessment of Learning Outcomes: AY 2023-24

PLAN  REPORT DATE: 11/9/2023

Program: \_\_\_\_\_

Submitted by: \_\_\_\_\_

**College Mission**

*Sweet Briar College challenges and inspires women, forging ethical leaders with the skill, compassion, and vision to create a more just and sustainable world.*

**Program Mission**

**SACSCOC Standard 8.2: Student Outcomes**

*The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:*

- a. Student learning outcomes for each of its educational programs.
- b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.
- c. Academic and student services that support student success.

| Program Goal                          | Student Learning Outcomes   | Assessment Method & Criteria for Success   | Assessment Results  | Evidence of Seeking Improvement  |
|---------------------------------------|---|--|---|--|
| Link program GOAL to program MISSION. | Students will be able to THINK, KNOW, DO or FEEL because of a given educational experience. | What are the specific ASSESSMENT TOOLS that will establish the DEGREE and EXTENT of what will be ACHIEVED?<br>What are the CRITERIA FOR SUCCESS? | SUMMARIZE findings vis-à-vis OUTCOMES, means of ASSESSMENT, and CRITERIA FOR SUCCESS.<br>Are there indications for IMPROVEMENT? | What will the department KEEP, IMPROVE, START or STOP doing, and how will these steps be included in NEXT YEAR'S PLAN?<br><ul style="list-style-type: none"> <li>• steps to IMPROVE LEARNING?</li> <li>• necessary resources?</li> </ul> |

In order to improve, careful planning is necessary. Learning goals and outcomes must be clearly specified, appropriate measures must be selected, data collection must be carefully executed and most importantly results must be shared for improvements to occur. Planning, specifically coordinated and collaborative planning, can break cycles of hurried assessment; allowing faculty to be more intentional with their work, assessment measures, data collection, analysis and interpretation of results, and recommending improvements. Any format that includes each step in the assessment process is acceptable. The Assessment Committee provides a template for planning and reporting program assessment.

## Program Mission

**What is your program's primary educational purpose?**

**What is your program providing to your students to meet this purpose?**

**Who are your program's key stakeholders?**

**What type of careers or further study will the program prepare students for?**

**Does the program mission align with the college's mission?**





# Program Goals

| Program Goal  |
|---|
| <i>LINK one COLLEGE goal with one PROGRAM goal.</i> |

The knowledge, skills, abilities and attitudes that a program expects its students to achieve.

They may also include characteristics of career readiness.

Goals serve as a framework to develop specific learning outcomes associated with each particular goal.

## Program Goals

### Knowledge:

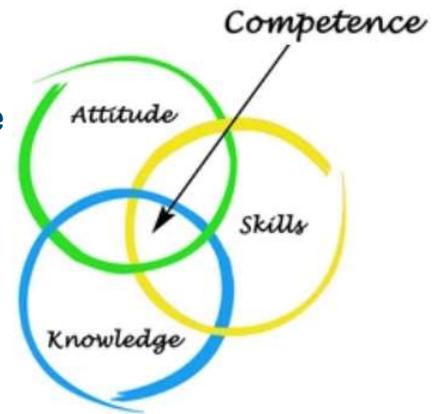
What do you want your students to know by the time they complete your program?

### Skills:

What do you want your students to be able to do with what they know?

### Attitudes/Values:

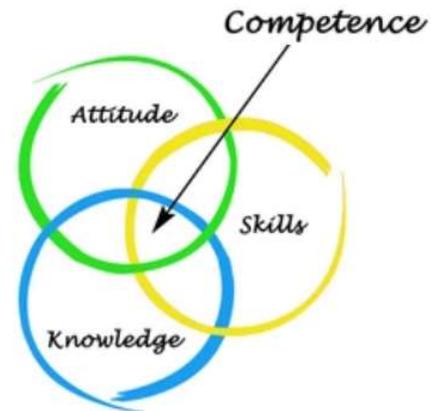
What do you want your students to care about?



## Program Goals

Program goals may be discerned from a variety of sources, such as:

- Course syllabi
- Written descriptions of the program
- Mission statements
- Accreditation standards
- Professional or certification exams
- Graduate program requirements
- Employer expectations
- Qualities of the “ideal” graduate

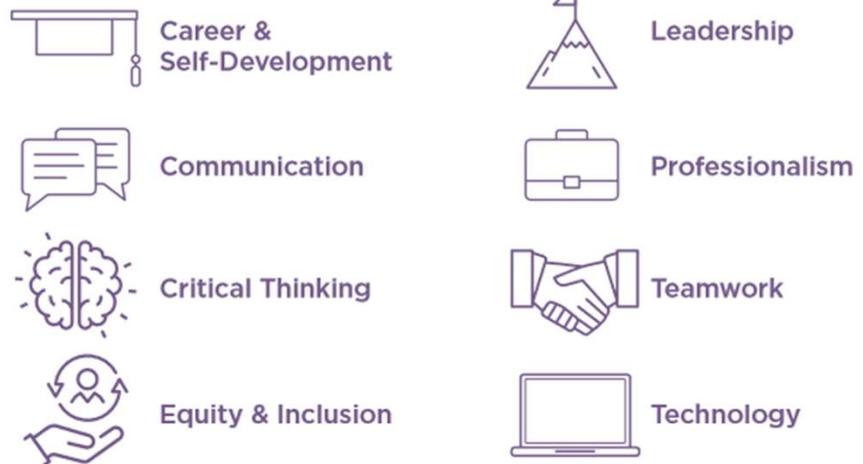


## What Is Career Readiness?

Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.

## Career Readiness Competencies

There are **eight** career readiness competencies, each of which can be demonstrated in a variety of ways.



### CAREER & SELF-DEVELOPMENT

Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.

### COMMUNICATION

Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.

### CRITICAL THINKING

Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.

### EQUITY & INCLUSION

Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.

### LEADERSHIP

Recognize and capitalize on personal and team strengths to achieve organizational goals.

### PROFESSIONALISM

Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.

### TEAMWORK

Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.

### TECHNOLOGY

Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.



# Student Learning Outcomes

| Student Learning Outcomes  |
|--|
| <i>Students will be able to THINK, KNOW, DO or FEEL because of a given educational experience.</i> |
|  |

Student Learning Outcomes (SLOs) are the means to measure the stated program goal.

They identify observable and measurable knowledge, skills and attitudes/values a student obtains as a result of a learning experience.

- Observable and measurable
- Knowledge, skills, attitudes/values

For every learning goal, a robust assessment plan will include several SLOs.

## Student Learning Outcomes

- Communicate expectations to learners
- Act as a template for course design
- Guide selection/design of appropriate assessments
- Allow faculty, staff and administrators to assess the impact of instruction
- Clearly communicate graduates' skills to prospective employers
- Provide a benchmark for formative, summative and prior learning assessment



## Student Learning Outcomes

### Steps to writing Student Learning Outcomes:

In one sentence, describe one major piece of knowledge, skill-set, or attitude/value a student should master by the completion of your program

Use action verbs (see Bloom's Taxonomy)

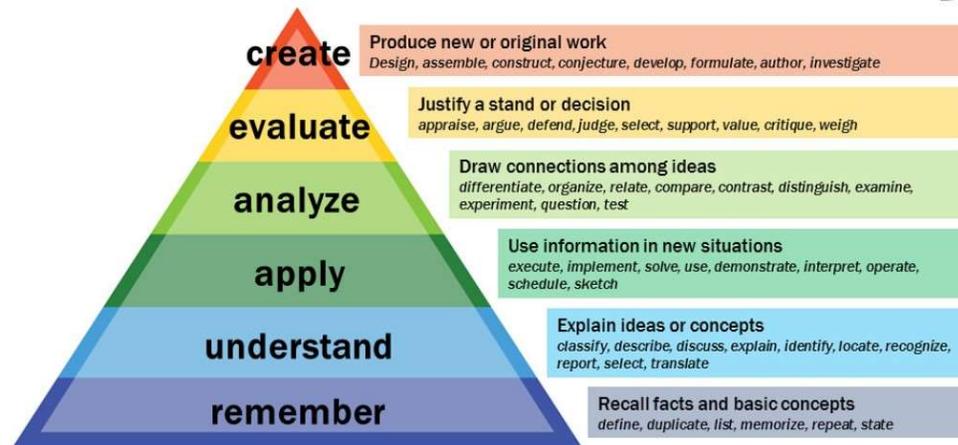
Make sure the knowledge, skill-set, or attitude/value is measurable. Consider the kind of evidence that can be collected.

Ensure that the outcome is clear and understandable to students.



# Student Learning Outcomes

## Bloom's Taxonomy



Bloom's Taxonomy is a hierarchical framework that classifies educational objectives. Originally developed by Benjamin Bloom in 1956, the taxonomy has been revised over the years. The revised version, known as the Anderson and Krathwohl Taxonomy (2001), includes six cognitive levels arranged in a pyramid. These levels, from the lowest to the highest, are:

**Remembering:** This level involves recalling or recognizing information, facts, or concepts. It's the basic level of knowledge recall.

**Understanding:** Understanding goes beyond simple recall and involves grasping the meaning of information. This may include interpreting, summarizing, or explaining ideas.

**Applying:** This level is about using knowledge and understanding to solve problems or apply concepts in new situations. It requires the transfer of knowledge to real-world scenarios.

**Analyzing:** Analyzing involves breaking down information into its component parts and examining the relationships between them. This may include identifying patterns, organizing information, and making connections.

**Evaluating:** At this level, learners make judgments about the value of ideas, materials, or methods based on criteria. This involves making decisions and defending those decisions with reasoned arguments.

**Creating:** The highest level of Bloom's Taxonomy involves generating new ideas, products, or ways of viewing things. This may include designing, constructing, planning, or producing original work.

Remember that these levels represent a hierarchy, with each level building on the one below it. Instructors often use Bloom's Taxonomy to design instructional objectives and assessments that target different levels of cognitive skills.

# Student Learning Outcomes: Examples

## English & Creative Writing

### Writing Proficiency

Students will demonstrate proficiency in various forms of creative writing, including fiction, poetry, nonfiction, and other genres.

**Level 1:** Remembering and Understanding

**Objective:** Recognize and recall key elements of different writing genres.

**Assessment Measures:**

1. Multiple-choice or short-answer questions that ask students to identify the defining characteristics of fiction, poetry, and nonfiction.
2. Definitions matching exercise where students match genre-related terms to their descriptions.

# Student Learning Outcomes: Examples

## English & Creative Writing

### Writing Proficiency

Students will demonstrate proficiency in various forms of creative writing, including fiction, poetry, nonfiction, and other genres.

**Level 2:** Applying and Analyzing

**Objective:** Apply knowledge of different writing genres to analyze and critique examples.

**Assessment Measure:**

1. Analytical essays where students select a piece of writing from each genre and analyze their unique features, styles, and thematic elements.
2. Provide students with excerpts from various genres and ask them to identify and explain the genre-specific elements present in each.



# Student Learning Outcomes: Examples

## English & Creative Writing

### Writing Proficiency

Students will demonstrate proficiency in various forms of creative writing, including fiction, poetry, nonfiction, and other genres.

**Level 3: Creating and Evaluating**

**Objective:** Demonstrate the ability to produce original creative writing in various genres.

**Assessment Measure:**

1. Portfolio assessment: Students submit a portfolio of their original works that represent fiction, poetry, and nonfiction writing.
2. Creative writing assignments where students are tasked with producing a piece in a specific genre, followed by self-assessment and peer review.

# Student Learning Outcomes: Examples

## English & Creative Writing

### Writing Proficiency

Students will demonstrate proficiency in various forms of creative writing, including fiction, poetry, nonfiction, and other genres.

**Level 4: Synthesizing and Reflecting**

**Objective:** Reflect on the creative writing process and synthesize insights from different genres to enhance their own writing.

**Assessment Measure:**

1. Reflective essays: Students write essays reflecting on their growth as writers, what they have learned from each genre, and how they plan to incorporate this knowledge into their future writing.
2. Creative writing project: Students are given the freedom to choose a genre and create a piece that incorporates elements learned from various genres, followed by a reflective analysis of their creative choices.

# Student Learning Outcomes: Examples

## English & Creative Writing

### Writing Proficiency

Students will demonstrate proficiency in various forms of creative writing, including fiction, poetry, nonfiction, and other genres.

**Level 5:** Application in Real-World Context

**Objective:** Apply their proficiency in creative writing to real-world contexts, such as submitting work for publication or presentation.

**Assessment Measure:**

1. Publishable pieces: Students submit their creative works to literary journals or magazines, and the acceptance and publication of their pieces serve as the assessment.
2. Public readings: Students are asked to present their creative works in public readings, and audience feedback and response are considered in the assessment.

# Assessment Methods



# Assessment Methods & Criteria for Success

## Assessment Method & Criteria for Success

*What are the specific ASSESSMENT TOOLS that will establish the DEGREE and EXTENT of what will be ACHIEVED?*

*What are the CRITERIA for SUCCESS?*

**There are many approaches to assessing student learning and a variety of frameworks to interpret assessment results. The best assessment plans use multiple and varied approaches.**

# Assessment Methods

- Formative and Summative
- Direct and Indirect
- Learning Processes, Inputs and Context
- Objective and Subjective
- Traditional and Performance
- Embedded and Add-On
- Local and Published
- Quantitative and Qualitative



Please refer to the Student Outcomes Assessment Guide for a more thorough explanation of each of these assessment methods.

<https://www.sbc.edu/live/files/17-student-outcomes-assessment-guide>

# Criteria for Success



## Criteria for success

An effective and appropriate assessment strategy requires a clear understanding of what you want to accomplish and why.

### Frames-of-reference for determining criteria for success:

**Standards-based:** Are students meeting program standards?

**Benchmarking:** How do students in the program compare to peers?

**Best practice:** How do students compare to the best of peers?

**Value-added:** Are students improving?

**Longitudinal:** Is the program improving?

**Capability:** Are students doing as well as they can?



Please refer to the Student Outcomes Assessment Guide for a more thorough explanation of each of these criteria types.

<https://www.sbc.edu/live/files/17-student-outcomes-assessment-guide>

# Assessment Tools



## Assessment Tools

- Curriculum Map
- Scoring Rubric
- Assignments
- Student Reflection
- Portfolios
- Objective Tests
- Surveys, Focus Groups, Interviews
- Published Instruments



Please refer to the Student Outcomes Assessment Guide for a more thorough explanation of each of these assessment tools.

<https://www.sbc.edu/live/files/17-student-outcomes-assessment-guide>

## Curriculum Map

A curriculum map is a visualization of how courses offered by a program fit with its student learning objectives.

Shows the courses in which SLOs are covered.

Shows the degree to which the SLO is covered.

Introduced, Practiced, Mastered

Lists the preferred assessment method.



One tool I highly recommend is a Curriculum Map.

A curriculum map is a visualization of how courses offered by a program fit with its student learning objectives. One way to do this is to create a table showing which learning objectives are addressed by each course. Grouping courses (e.g., all those fulfilling a particular requirement) works well for some units, as does including outside courses frequently taken by their students. Units can also use a more complex system indicating not simply whether a particular learning objective is addressed, but also the extent to which it is addressed. If an internship or immersion experience is required, that should go in the table, too.

One step in developing a curriculum map is to inspect recent course syllabi. Discussions with instructors can provide further details on assignments and in-class activities—on what students actually do in the course and what learning opportunities are provided.

Curriculum maps can show that courses and learning objectives are well matched—and it can also suggest changes. Perhaps some category of courses should be required, rather than optional. Perhaps new readings or problem sets or writing assignments, more closely aligned with the learning objectives, should be added to some courses. Perhaps new courses should be introduced.

One could apply Bloom's cognitive Levels in place of Introduce, Practice, Master.



# Curriculum Map

Political Science, B.A. (36 credit hours)

**Required:**

- PHIL 129 - Introduction to Political Philosophy CR: 3
- POLS 159 - Introduction to American Government CR: 3
- POLS 209 - Global Politics CR: 3
- POLS 242 - Introduction to Comparative Politics CR: 3
- POLS 322 - American Foreign Policy: History and Process CR: 3
- POLS 324 - The American President and Congress CR: 3

**Senior Exercise:**

- POLS 452 - Senior Seminar in Political Science CR: 3

**Choose 1 of the following courses:**

- POLS 316 - U.S. Civil Rights and Liberties CR: 3
- POLS 368 - Genocide and the Holocaust CR: 3

**Choose 4 additional courses.**

Choose 4 additional courses from the following programs: Economics (ECON), History (HIST), and Philosophy (PHIL) (excluding PHIL 129 - Introduction to Political Philosophy).

Degree to which the SLO is covered

**P,M**

Method of assessment

Exam Questions, Assignment, Presentation

| Student Learning Objectives           | PHIL 129  | POLS 159 | POLS 209                              | POLS 242 | POLS 322                          | POLS 324 | POLS 316  | POLS 368  | ECON HIST PHIL                    | ECON HIST PHIL                    | ECON HIST PHIL                    | ECON HIST PHIL                    | POLS 452                                      |
|---------------------------------------|---|----------|---------------------------------------|----------|-----------------------------------|----------|---|---|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|---|
| <b>SLO 1:</b><br>Assessment Method(s) | I,P<br>Exam Questions, Group Exercise, Presentation |          |                                       |          | P<br>Group Exercise, Presentation |          | P<br>Exam Questions, Group Exercise, Presentation | P<br>Exam Questions, Group Exercise, Presentation |                                   |                                   |                                   |                                   | M<br>Assignment, Take Paper                   |
| <b>SLO 2:</b><br>Assessment Method(s) |   |          |                                       |          |                                   |          |   |   | I,P<br>Exam Questions             | I,P<br>Exam Questions             | I,P<br>Exam Questions             | I,P<br>Exam Questions             | P,M<br>Presentation                           |
| <b>SLO 3:</b><br>Assessment Method(s) |   |          |                                       |          |                                   |          |   |   | I,P<br>Exam Questions, Assignment | I,P<br>Exam Questions, Assignment | I,P<br>Exam Questions, Assignment | I,P<br>Exam Questions, Assignment | M<br>Group Exercise, Presentation, Take Paper |
| <b>SLO 4:</b><br>Assessment Method(s) |   |          | I,P<br>Exam Questions, Group Exercise |          |                                   |          | P,M<br>Exam Questions, Group Exercise             | P,M<br>Exam Questions, Group Exercise             |                                   |                                   |                                   |                                   | P,M<br>Presentation                           |

## Getting Started: Try this hack!



ChatGPT

### ChatGPT returned 12 learning outcomes

- Consider the returned list as “suggestions.”
- Include in assessment plan only those most relevant for the major.

### STEP 1:

Ask ChatGPT for learning outcomes.

#### *Write learning outcomes for creative writing majors*

**Writing Proficiency:**

Students will demonstrate proficiency in various forms of creative writing, including fiction, poetry, nonfiction, and other literary genres.

**Narrative Craft:**

Students will understand and employ effective storytelling techniques, including plot development, character development, and narrative structure.

**Literary Analysis:**

Students will develop the ability to critically analyze and interpret literature, including their own work and that of other writers.

**Creative Process:**

Students will gain an understanding of the creative writing process, from idea generation to revision and publication.

**Revision and Editing:**

Students will demonstrate the ability to revise and edit their own work, understanding the importance of multiple drafts in the writing process.

The use of ChatGPT is intended as a tool to jump-start the assessment planning process. See what it gives you, then tailor it for the program’s needs.

## Getting Started: Try this hack!



ChatGPT

### Bloom's cognitive levels

- Chose assessment measures from relevant cognitive levels.
- Bloom's hierarchy of cognitive levels can be used to assess student "growth."

### STEP 2:

For each learning outcome ask ChatGPT for assessment measures based on Bloom's Taxonomy

*Write assessment measures using Bloom's taxonomy for "Students will understand and employ effective storytelling techniques, including plot development, character development, and narrative structure."*

### Narrative Craft

Students will understand and employ effective storytelling techniques, including plot development, character development, and narrative structure.

### Level 1: Remembering and Understanding

**Objective:** Recognize and recall key storytelling techniques.

### Assessment Measures:

1. Multiple-choice or short-answer questions that assess students' knowledge of storytelling techniques, such as plot, character development, and narrative structure.
2. Definitions matching exercise where students match storytelling terms to their descriptions.

## Getting Started: Try this hack!



ChatGPT

### Bloom's cognitive levels

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### Narrative Craft

Students will understand and employ effective storytelling techniques, including plot development, character development, and narrative structure.

### Level 5: Application in Real-World Context

**Objective:** Apply their ability to employ effective storytelling techniques to real-world situations, such as writing for specific audiences or adapting narratives for different media.

### Assessment Measure:

1. Adaptation projects: Students adapt their creative works to different media (e.g., a short story into a screenplay) and explain the considerations they made in terms of storytelling techniques.
2. Writing for specific audiences: Students write narratives for specific target audiences (e.g., children, young adults, or a particular genre), demonstrating their ability to employ storytelling techniques tailored to the audience's preferences.

# ChatGPT's five cognitive levels

Not exactly aligned with Bloom.

**Level 5:**  
Application in Real-World Context

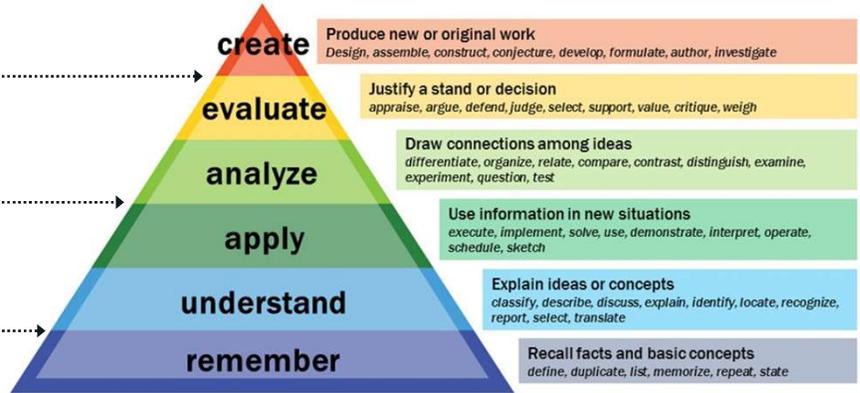
**Level 4:**  
Synthesizing & Reflecting

**Level 3:**  
Creating & Evaluating

**Level 2:**  
Applying & Analyzing

**Level 1:**  
Remembering & Understanding

## Bloom's Taxonomy



## Getting Started: Try this hack!



**ChatGPT**

**ChatGPT scans billions of pieces of digital text and uses an algorithm to string words together in response to a human prompt.**

Access ChatGPT by visiting ***chat.openai.com*** and creating an OpenAI account.

Once signed in, start chatting away with ChatGPT. Start a conversation by asking a question. Ask as many questions as you'd like.

**For step-by-step instructions, check out ZDNET's guide on how to use ChatGPT.** <https://www.zdnet.com/article/how-to-use-chatgpt/>

ChatGPT has many functions in addition to answering simple questions. ChatGPT can compose essays, describe art in great detail, create AI art prompts, have philosophical conversations, and even code for you.

### **How does ChatGPT work?**

ChatGPT runs on a language model architecture created by OpenAI called the Generative Pre-trained Transformer (GPT). Generative AI models of this type are trained on vast amounts of information from the internet, including websites, books, news articles, and more.

# QUESTIONS

