Kentucky Council on Postsecondary Education

Guidance for Quality Assessment of Student Learning

The Kentucky Postsecondary Program Proposal System (KPPPS) includes two components related to academic programming: Pre-Proposal and Full Proposal. These components entail sections specifically related to the assessment of student learning within your degree program. This document will serve as a resource for quality assessment of student learning.

Student Learning Outcomes (SLOs)

Each academic program should have stated Student Learning Outcomes (SLOs). Each SLO should be clear, measurable, and directly related to student learning. SLOs should be directly related to students' performance of knowledge, skills, and abilities. Please review Bloom's taxonomy to help determine the best action verbs for your programs SLOs.

Example

Upon graduation, students will be able to illustrate and communicate mathematical and/or statistical information symbolically.

SLO Checklist

√ *Describes what the students should know and be able to do.*

√ *Is written with action verbs.*

√ *Aligns with curriculum, co-curriculum, and educational practices.*

√ *Is collaboratively authored and collectively accepted.*

√ *Can be assessed quantitatively and/or qualitatively.*

Methods to Assess SLOs

Please state at least one direct for each program SLO. Indirect methods for each SLO are optional. Once you have selected a direct method of assessment, please share the rationale on why this method was selected and how it aligns to the SLO. Please share with CPE the specific steps you will take to use the results for continuous improvement.

<u>Example of Methods</u>

Direct Methods *Measures a Students Performance of Learning*	Capstone projects, case studies, dissertations, essays, embedded test questions, licensure/certification testing, nationally or state normed exams, portfolios, pre-post tests, student work samples, thesis
Indirect Methods *Proxy for Student Learning*	Course grades, assignment grades when not using a rubric, focus groups, interviews, job placement rates, peer reviews, retention/graduation rates, self-reported gains, surveys

Please note that grades are not a direct method of student learning outcomes assessment.

According to Suskie (2009), grades and assessment can overlap since both aim to identify what students have actually learned in the classroom. However, they are an indirect method of assessment (p. 10).

There are a few reasons for this. Grades alone do not provide very meaningful information on what the student has or has not learned. If a student were to get a grade of 'B' in an intro to sociology course, this grade alone does not tell us what aspects of sociology the student has actually mastered.

Grading criteria and assessment criteria may differ. While assessment entails specific criteria that hones in on those aspects/skills of sociology that can show us if a student has mastered them or not, grading may include criteria that is appropriate to classroom management strategies. Criteria such as class attendance, class participation, or reduction on assignments based on late policies can often be included in course grades.

Additionally, in some cases the standards for grades are vague or inconsistent. The grade a faculty member assigns the essay today, may be different if that same essay were to be graded tomorrow. Inconsistency in grading can occur student by student, section by section, and day by day.

Curriculum Mapping

Curriculum mapping is a visual depiction of your SLOs mapped to your curriculum. It provides clarity on exactly where the outcomes are being addressed in the curriculum. It also allows you to consider where the logical assessment points are throughout the curriculum. Before beginning your map, you will need to have at a minimum a list of all your required courses.

Maps serve four main purposes in building a collective institutional commitment to assessment (Maki, 2010). They can:

1. Stimulate discussions on collective learning priorities within their academic program.
2. Illustrate how well those learning priorities are aligned to educational practices.
3. Provide a visual representation of students' context for learning that may help faculty later when interpreting results.
4. Holds students accountable for their learning if students have access to the maps.

Example Map	Student Learning Outcome 1	Student Learning Outcome 2	Student Learning Outcome 3	Student Learning Outcome 4	Student Learning Outcome 5
Course or Educational Experiences					
Course or Educational Experiences					
Course or Educational Experiences					
Course or Educational Experiences					
Course or Educational Experiences					
Course or Educational Experiences					

There are different options when creating maps:

1. You can add where the outcome is being introduced, reinforced, emphasized, or applied also known as (I, R, E, A),
2. add the actual method you will be using to assessment the outcomes (essay paper, capstone project, thesis), and/or
3. add co-curricular experiences to your map as needed.

References and Assessment Resources

Maki, P. L. (2010). Assessing for learning: Building a sustainable commitment across the institution. (2nd ed). Virginia, Sterling: Stylus Publishing LLC.

Suskie, L. (2009). Assessing student learning: A common sense guide. (2nd ed). San Francisco, CA: Jossey-Bass.

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Course-Level Assessment

Program-Level Assessment

Teaching and Learning Online

AAC&U VALUE Rubrics (all 16 Rubrics)

Value Rubric Civic Engagement

Value Rubric Creative Thinking

Value Rubric Critical Thinking

Value Rubric Ethical Reasoning

Value Rubric Global Learning

Value Rubric Information Literacy

Value Rubric Inquiry Analysis

Value Rubric Integrative Learning

Value Rubric Intercultural Know

Value Rubric Lifelong Learning

Value Rubric Oral Communication

Value Rubric Problem Solving

Value Rubric Quantitative Literacy

Value Rubric Reading

Value Rubric Teamwork

Value Rubric Written Communication