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Student Learning Outcomes: Tools, Planning, and Contribution to Institutional Goals

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Student learning outcomes: Tools, planning and contribution to institutional goals

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Higher Education Environment

- Political
- Societal
- Technological
- Financial
- Experiencing budget concerns
  - Worried about budget
  - Worried about program effectiveness
Budgets, Assessment and Planning

- Virtually all campuses have a strategic plan...and a strategic planning process...

- Tied to increasing demands for accountability in education, many institutions now have outcomes assessment plans for assessing the effectiveness of the institution.

- Most regional accrediting bodies now require institutions to have an outcomes assessment plan, to implement the plan, and to integrate outcomes assessment with the institution’s planning and budgeting processes.
But really... Why do we assess?

- To measure how and what students learn
- To measure whether or not changes and interventions we have used actually make a difference
Assessment...

- Assessment is a dynamic process
- There is a difference between using data for accountability...and data for institutional improvement
- Institutions are responsible for using assessment to improve learning through reflection on assessment data
Alignment

- Linking programs across the university
- Not a steady state
Institutional Wide Learning Outcomes

Devising institutional wide learning outcomes isn’t easy and getting a campus to embrace them can be difficult.
Learning Outcomes

In 2013, 84% of institutions had institutional level learning outcomes (Kuh, Jankowski, Ikenberry % Kersey, 2014)

Today, academic programs and other units across the university are all developing learning outcomes

Alignment is important as students “swirl” through multiple institutions, stop out, and return
Tools

Mapping
Rubrics
Learning contract
Training and Development
Mapping

Systematic and comprehensive

◦ Curricular mapping
◦ Mapping student life outcomes against institutions undergraduate learning goals
◦ Institutions using mapping to examine curricular review
◦ Mapping to student employment
  ◦ Map to three multiple things – for example – CAS Standards, NCAA Key Attributes, etc.

EXAMPLE – San Jose State University – Institutional Effort
  Mapping to determine and coordinate campus activities promoting diversity in and outside curriculum

EXAMPLE – Tool
  Live Text – Maps program level goals and can link to examples in Blackboard
## Rubrics

<table>
<thead>
<tr>
<th>Rubric Components</th>
<th>Point Scale</th>
<th>Student's Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
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</tbody>
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www.TeachersPrintables.net
Rubrics

- Understood and often used by faculty
- Eliminate student confusion over expectations
- Provide timely, detailed feedback to students about performance and performance improvement in their co-curricular activities
- Encourage critical thinking about their own learning through self-assessment and reflection
To increase my skills in oral and written fluency level from intermediate mid to advanced proficiency in the language of Spanish to satisfy SIT language requirement.

a.) Learning Methods
   - i) Register for current Advanced Spanish.
   - ii) Practice speaking outside of course in groups 1 hour a week.
   - iii) Do outside readings in Spanish.
   - iv) Watch television in Spanish, see Spanish films

b.) Evaluation of Learning

i) Outcomes
   1. Receive positive feedback from the instructor as to level of fluency.
   2. Comprehension of outside readings i.e. newspaper articles.
Training and Development
Staff

Top down commitment

Orientation and Professional Development for staff

There is not a need to subscribe to any one leadership / outcome model or theory – rather skill area is based on a particular model or theory
Staff training and development

- Staff orientation program for all levels providing the skill set necessary to facilitate student learning outcomes.
- Create training that is applicable and integrated with the academic community demonstrating to the community the positive impact of the co-curricular and providing a unifying learning experience for those involved.
  - For example – Texas A&M University – Student Leader Learning Outcomes Project
  - **Orientation and Professional Development**
  - Introductory sessions and additional professional development sessions are offered throughout the year.
  - This is a division-wide initiative to provide students the opportunities to reflect throughout the year on their learning from their involvement. The focus is to understand student’s experiences in the co-curricular and within their student organizations.
Staff Responsibilities

- Position descriptions – who should have assessment in their description?
- Is assessment talked about on a regular basis? Staff meetings?
- Assessment planning?
  - Training framework – training, retreats, etcc.
  - Professional competencies
- Succession planning / Talent management
- Accountability
Question and Answer
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