New Outcome Based Program Assessment Implementation Process Review

Towards the Implementation of LOM (Learning Outcome Management system) for Outcome based Program Assessment
Before... and still now...
Higher Ed Program Assessment Transformation

• In the past Program Assessment was something basically related to how much students were learning as measured by how many were passing with good grades in the courses and completing the programs. Program Student Learning Goals (SLG) were basically **objective but general points of reference** and in some cases even **subjective intentions** in the teaching/learning process related to the content, because of this, **measures were basically content driven**.
What does a passing grade, or any grade, tell us, and others, about the specific strengths and weaknesses of our students regarding each specific student learning goal (SLG) of our programs?
If grades are measurements...

- What are we really measuring?
  - Content repetition?
  - Comprehension of the content?
  - Application of the content to real situations?
  - Performance?, Etc., etc., etc.

- How do we know we are measuring well?

- Are we giving the students what we offered them when they came in? Can we prove it?
A New Model

• The new model of Program Assessment in Higher Ed calls for a **more systematic approach**, as such it calls for a model that is more **objective, comprehensive and quantitative**. In this model a **Program SLG** are to be transformed into objective, specific and **measurable Learning Outcomes**, which will be assessed **through the course of the program** by means of valid and specific measures (program assessments).
The New Assessment Model asks from every program:

• **Where** are we taking these students?
  – Program Student Learning Goal (SLG) =&gt; *Measurable* Learning Outcomes (*Known by All, specially the students!*)

• **How** do we know they are getting there?
  – Programs need **Assessments** designed to measure if students are reaching every Program Student Learning Goals (SLG)/Learning Outcomes they have set.

**What do we do with this data?**

  - We seek to **improve**. We report for **accreditation**
Program Assessment Basic Implementation Process

1. Program SLGs
   • Turning **Program Student Learning Goals** (SLG) into => Measurable Learning Outcomes
   • All Assessment Standards derived from these

2. Program SLGs CRITERIA
   • Develop specific **Criteria for each SLG** with 5 performance levels (1-5) to assess the Student Learning Goals (SLG) – Now the measurable outcomes.
   • The 5 performance levels are: Unsatisfactory, Developing, Basic, Proficient and Exemplary

3. Program Assessments
   • Assessments/Artifacts (*)
   • Designed based on the Program SLG and the criteria derived directly from them, to measure the level of student competency in each Program SLG (preferably at the **Advanced** level)

4. Assessments Rubrics
   • **Program Assessment Rubrics**
   • These articulate the expectations for an assignment by listing the criteria, or what counts, and describing each performance level of quality from Unsatisfactory to Exemplary for each Criterion. Also an Assessment rubric measures performance by rating each Criterion instead of just focusing on global grades.

(*) Artifact: How the assignment/assessment looks like once completed.
Assessment Artifacts

• Content related to each SLG should be identified as: Introduced, Reinforced, Advanced in the Assessment Mapping Chart.

• Valid measures will have to be adapted or developed in the form of assessment artifacts (assessment tools) which can be projects, exams, research papers, professional portfolios, etc. designed and placed within the program to measure the students learning progression towards the program student learning goals/learning outcomes at the Advanced(*) level of content delivered and practiced.

(*) Advanced Level = Summative, Comprehensive
Linking P.SLGs to Assessment Criteria

- Program Student Learning Goals/Outcomes (Standards)
  - Program SLG 1
  - Program SLG 2
  - Program SLG 3

- Program Assessments
  - Program Assessment
  - Program Assessment
  - Program Assessment

- Assessment Rubrics
  - Rubric
  - Rubric
  - Rubric

- Rubric Criteria
  - Criterion 1
  - Criterion 2
  - Criterion 3
  - Criterion 4
Linking P.SLGs to Assessment Criteria

Program Student Learning Goals/Outcomes (Standards)

Program Assessments

Assessment Rubrics

Rubric Criteria

Program SLG 1

Program SLG 2

Program SLG 3
Assessment Rubrics

• An Assessment Rubric is a document that articulates the expectations for an assignment by listing the criteria, or what counts, and describing each possible performance level of quality from Unsatisfactory to Exemplary for each available criterion (see next slide). Rubrics are often used to grade student work but they serve another, more important, role as well: Rubrics can teach us to assess well. When used as part of a formative, student-centered approach to assessment, rubrics have the potential to help students develop understanding and skill, as well as make dependable judgments about the quality of their own work. Students should be able to use rubrics in many of the same ways that faculty use them—to clarify the standards for a quality performance, and to guide ongoing feedback about progress toward those standards.

• An Assessment rubric measures performance by rating each Criterion instead of just focusing on global grades.
Assessment Rubric

You can add or remove a criterion to a rubric, however, you cannot add or delete Performance Levels as they have been fixed in the LOM system.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Performance Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unsatisfactory (1)</td>
</tr>
<tr>
<td>Criterion 1:</td>
<td></td>
</tr>
<tr>
<td>Criterion 2:</td>
<td></td>
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<tr>
<td>Criterion 3:</td>
<td></td>
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<tr>
<td>Criterion 4:</td>
<td></td>
</tr>
<tr>
<td>Criterion 5:</td>
<td></td>
</tr>
</tbody>
</table>

The performance level for each available criterion has to be defined/described in every box.
How do we collect all this assessment data?

• Now...
In the future we will use “LOM”

*With Learning Outcome Manager, institutions can analyze and track student performance against defined learning outcomes at multiple enterprise levels.*

**LOM** = Learning Outcome Manager, works within eCollege, linked to Gradebooks
What is LOM?

• **Learning Outcome Management**, LOM, is an online tool developed by Pearson to help us track, store and report on the data and results obtained through the assessments developed to measure students performance based on the Program Student Learning Goals (SLG), which should become the learning outcomes from each program in the school.

• LOM will work from within the gradebooks located in the eCompanions. (see next slides)
Click in the Performance Level boxes to choose/assign the rating for the assignment.

Slide the navigation bar to see the other available Criteria or increase the size of the window as you will in any other. "pulling" from the corners using your mouse.
To see results you can click back in the "Learning Outcomes" link on the course side bar and then in the "Details by Outcome" tab.
LOM Report inside a Course eCompanion
ALERT!

- It is important to be aware that NOT all course assignments or even courses from a program need nor should be used for the purpose of assessment at the program level, program assessments need to be designed for that purpose, having one or more specific Program Student Learning Goals/Outcomes in mind; as such they work better when they are comprehensive tools at an advanced level of learning and practice within the context of the program.
Assessment Criteria Logical Links
(Expanded... In Reverse - SAMPLE)

Rubric Criteria(*)
- Criterion 1
- Criterion 2
- Criterion 3
- Criterion 4
- Criterion 5

Program Specific SLG/Outcomes (Standards)
- Program SLG 1
- Program SLG 2
- Program SLG 3
- Program SLG 4

Institutional Core Values (ICVs)
- Academically Excellent (AE)
- Globally Engaged (GE)
- Intentionally Diverse (ID)
- Personally Transforming (PT)
- Socially Relevant (SR)

Core Goals (Use for Core Classes Only)
1. Knowledge
2. Academic Skills
3. Cultural Understanding
4. Diversity Value
5. Discipleship
6. Community Change

(*) The number of Criteria in an Assessment Rubric is variable. Each Criterion has to be Linked.
The Outcome Based Assessment Process

1. Establish Student Learning Goals (SLG) as measurable Learning Outcomes
2. Develop Comprehensive Assessment Tools for each SLG
3. Collect Data from Assessed SLG using a standard format (through LOM system)
4. Analyze Assessment Data
5. Use Data to Improve Student Learning and Report for Accreditation

Assessment is a constant process