

# Student Learning Assessment: What Middle States Expects



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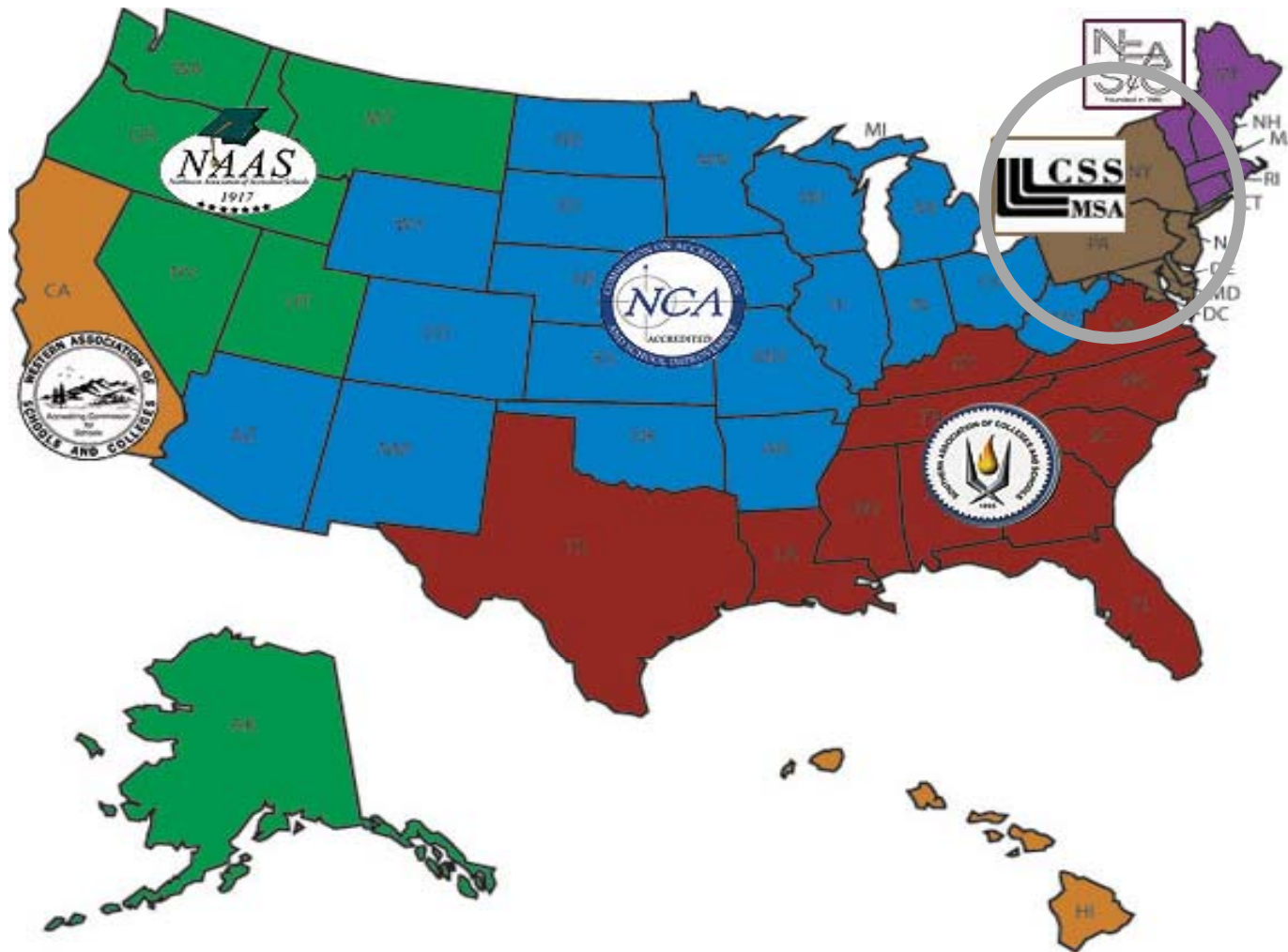


# Overview

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- ❑ Middle States
- ❑ Assessment Cycle
- ❑ Characteristics of Good Assessment

# Regional Accrediting Agencies



# An Effective Institution

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## Middle States:

“An effective institution is one in which growth, development, and change are the result of a thoughtful and rational process of self-examination and planning, and one in which such a process is an inherent part of ongoing activities.”

– *Characteristics of Excellence in Higher Education (2006) p.4*

# Assessment Cycle

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*How can we improve?*

Use of Results

Learning Outcomes

*What are we trying to do?*

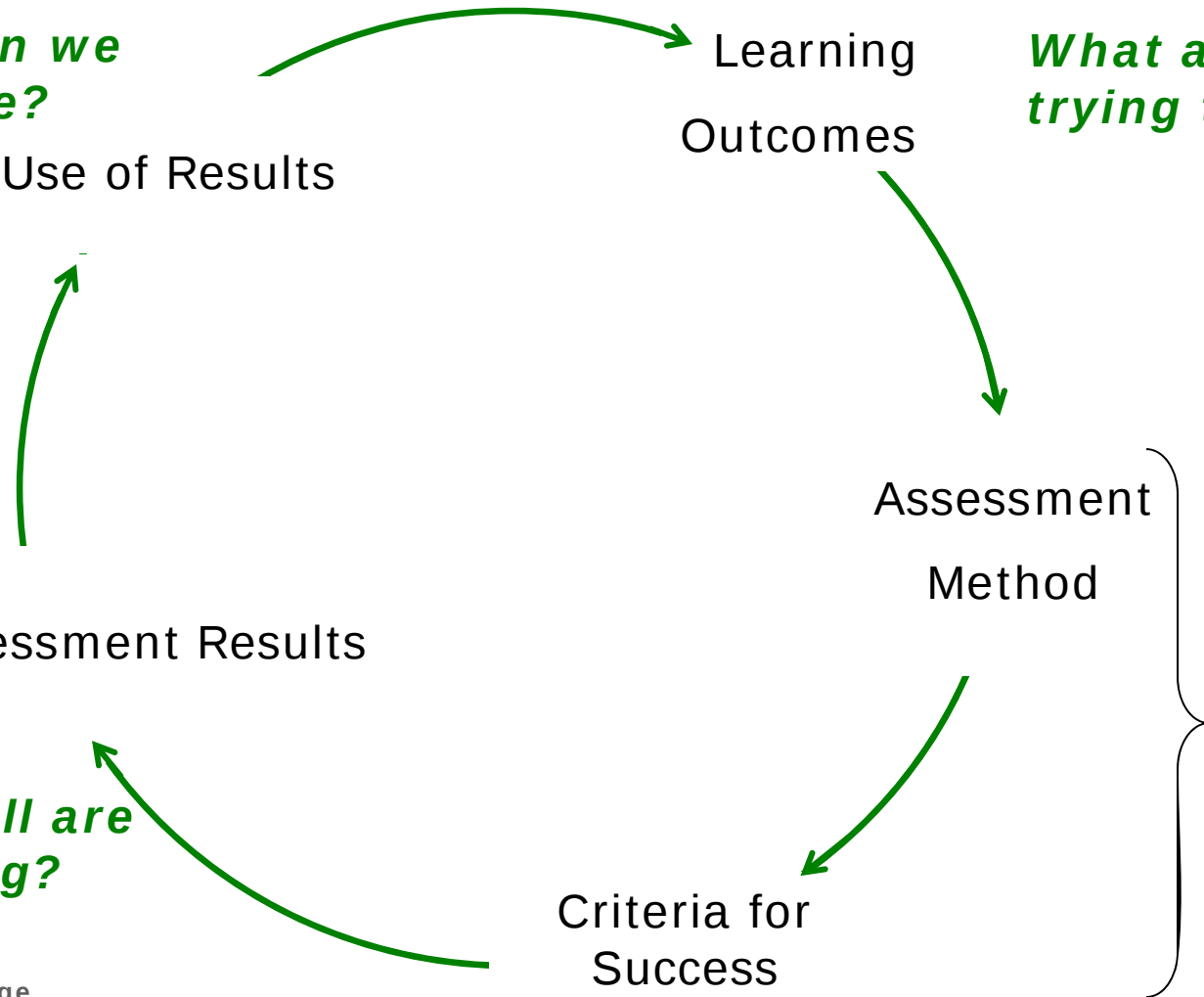
Assessment Results

*How well are we doing?*

Criteria for Success

Assessment Method

Assessment Plan



# Learning Outcomes

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- ❑ What should students know?
- ❑ What should students be able to do?
- ❑ What should students value?

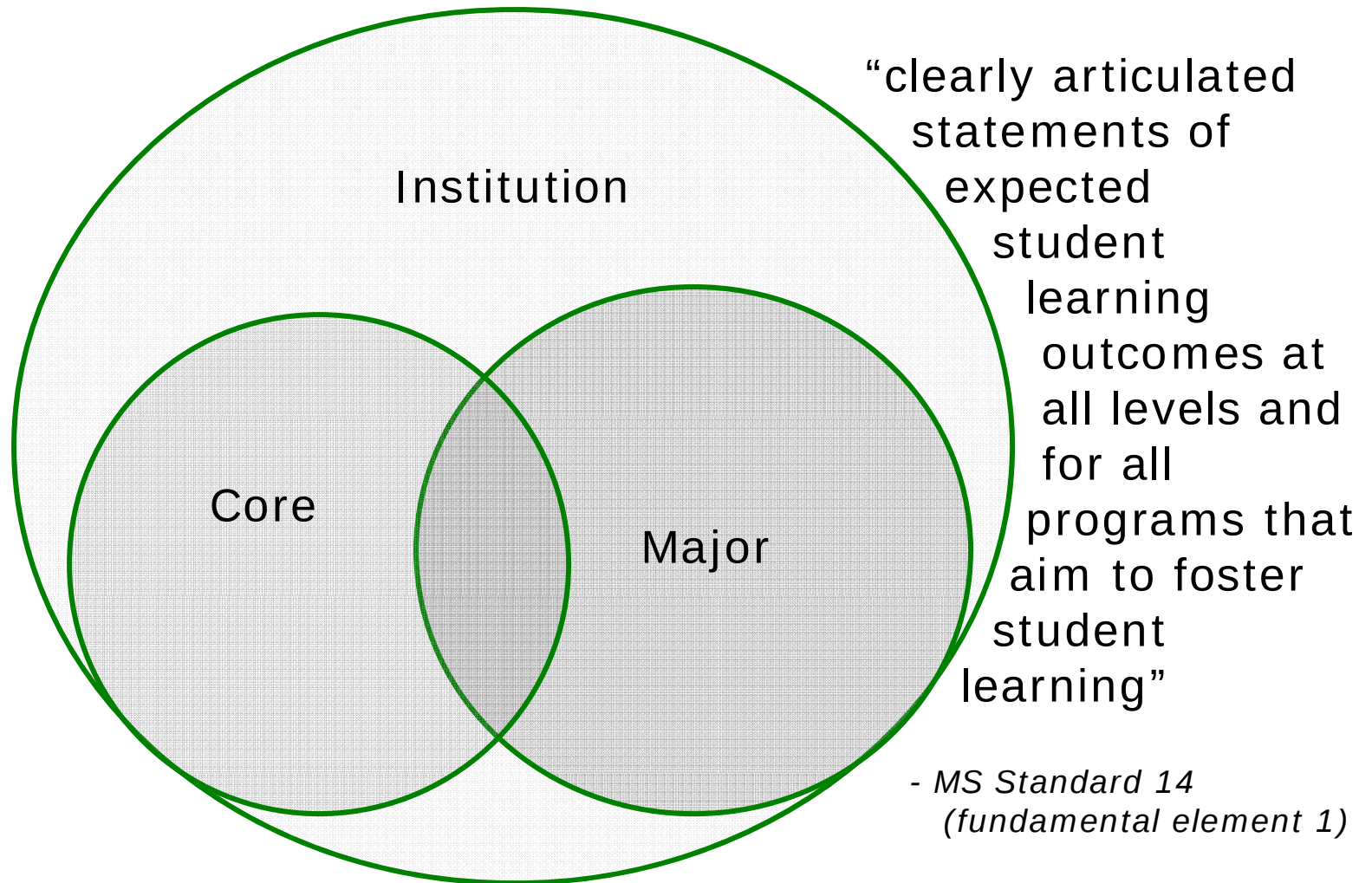
# Program Outcomes vs. **Learning** Outcomes (an Example)

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- ❑ The program will engage students in the study of cultural and socioeconomic factors related to small group dynamics.
- ❑ Students will be able to articulate cultural and socioeconomic differences and the significance of these differences in small group dynamics.

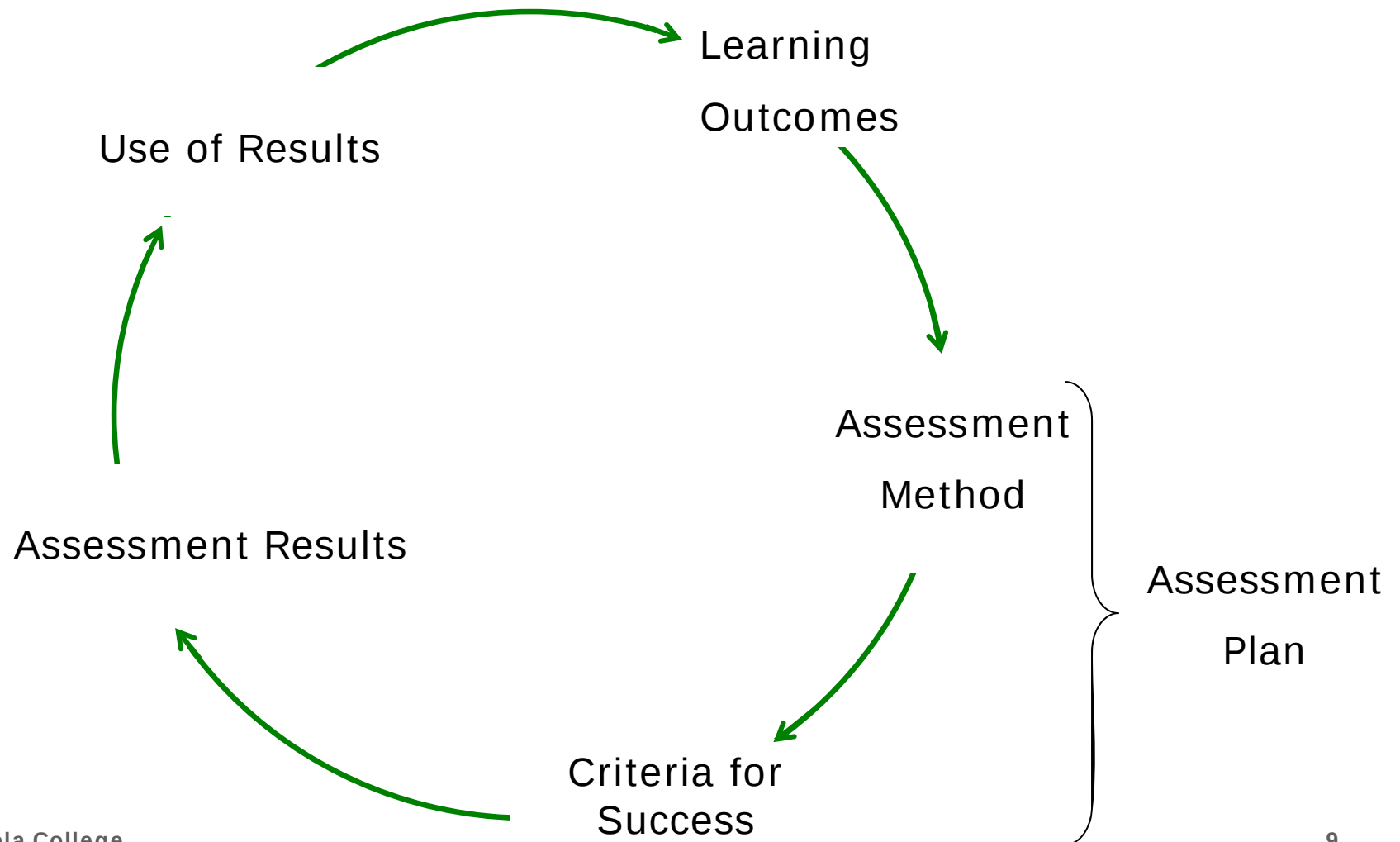
# Levels of Learning Outcomes

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# Assessment Cycle

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# Characteristics of Good Assessment

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planned

organized,  
systematic,  
& sustained

cost-  
effective

reasonably  
accurate &  
truthful

useful

# Useful

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## ❑ Must “close the loop”

- Answer the question “how can we improve student learning?”

## ❑ One size does not fit all

- Assessment method must fit the outcome
- Assessment method must fit the pedagogical culture of the discipline
- Assessment method must fit the culture of the institution

# Reasonably Accurate & Truthful

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- ❑ “There is no perfectly accurate assessment tool or strategy . . .”

– *Assessing Student Learning and Effectiveness: Understanding Middle States Expectations (2005) p.4*

- ❑ Multiple measures

- ❑ Include direct evidence

- Why course grades are not direct evidence:

- ❑ Grades tells you how well a student or class of students did on an assignment but does not tell anything about what those students did well and what they did not do well

# Cost-Effective

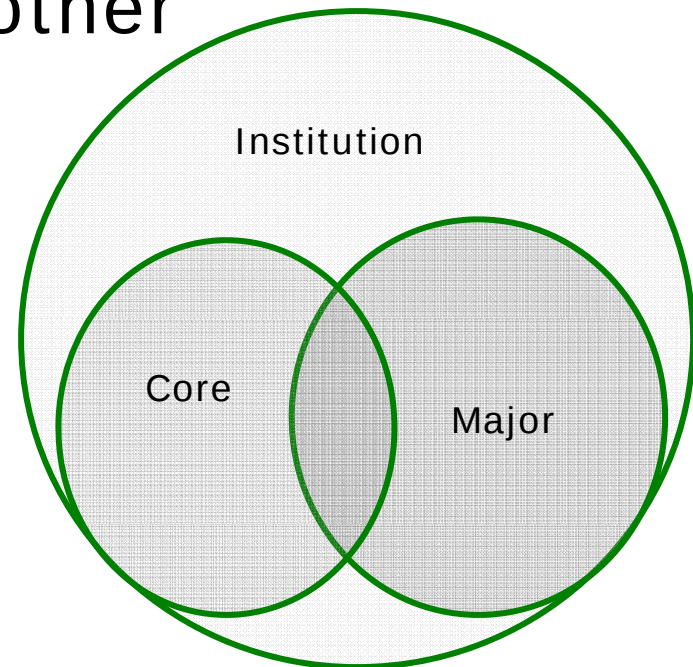
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- ❑ Focus on just a few outcomes in any one assessment period
- ❑ Build off of existing data (where possible)
- ❑ “Effective assessments are simple rather than elaborate . . .”
  - *Assessing Student Learning and Effectiveness: Understanding Middle States Expectations (2005) p.4*

# Planned

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- ❑ Linked to institutional priorities and goals
- ❑ Interrelated with each other



# Organized, Systematic, & Sustained

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- ❑ Interrelated with each other
- ❑ Assessing beyond the individual (course, major, student cohort)
- ❑ Ongoing process
  - Although not always focused on the same outcome



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