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Student Learning Outcomes Assessment

Standard 1.D.

Student Learning Outcome Definition and Assessment

- ▶ Central to our task as educators
- ▶ Changes way we think
 - ▶ Student learning is the **Focus**
 - ▶ Curriculum, faculty quality, student quality are **Means to the End**

Student Learning Outcomes

Definition: Student learning outcomes clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire at an institution of higher education.

- National Institute for Learning Outcomes Assessment

Student Learning Outcomes

Practitioners: Think about some of your best entry-level planners

Educators: Think about some of your best students over the years

What did they know?

What could they do?

What values (professional, personal) and dispositions did they exhibit?

Student Learning Outcomes for Planning Programs (typically)

Knowledge

Skills

Values/Ethics

Competencies or experience doing

What influences program-level student learning outcomes?

Program/University mission or vision

What graduates are expected to do and where

Current needs and future expectations for professional practice and competence

PAB definitions in Standard 4

Student Learning Outcomes

How do programs plan to achieve those student learning outcomes?

- ▶ Course content and syllabi and assignments
- ▶ Faculty expertise and qualifications
- ▶ Student quality and ability
- ▶ Student activities during program
- ▶ Curriculum content and structure

All are “inputs” designed to achieve a set of student learning “outcomes”

Student Learning Outcomes

- Curriculum, courses, activities provide the **opportunity** to learn....
- But must **demonstrate** that **students** actually **learned**

Required Elements in a Student Learning Assessment Plan

Four things

1. Set of **program-level student learning outcomes** and levels of performance
2. **Curriculum map** that links course-level learning outcomes to program-level outcomes

Required Elements in a Student Learning Assessment Plan

Four things

3. Identification of **measures/evidence** to be collected and how
4. Schedule for **collecting evidence and using the results** to improve student learning

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Student Learning Outcomes

Specific items that the program expects students to develop, learn, or master during their degree completion process

- knowledge,
- practical skills,
- areas of professional development,
- attitudes,
- higher-order thinking skills, etc.

Program-Level Student Learning Outcomes

- ▶ What do you want students to know at the end of the program

AND

- ▶ What do you want students to be able to do at the end of the program?

Three Major Characteristics

They specify an action:

- ▶ by the students that is *observable*
- ▶ by the students that is *measurable*
- ▶ that is done by the *students* (rather than the faculty member)

Format of a Student Learning Outcome

Students who have completed this program, will {action verb} {something}

Bloom's Verbs

Student Learning Outcomes

- Defined for Courses in Curriculum (Course-Level)
- **Defined for Overall Program (Program-Level)**

Student Learning Outcomes

- No set number
- Typically 5-7, often with 2-5 subparts
- Examples to follow

SLO Examples

- Develop and refine **individual and professional practices** that support a lifelong career in planning and advocacy
- Apply lessons from **planning history and theory** to the current conditions and challenges of diverse urban settings
- Construct, articulate, and defend a **community-based process of advocacy and change** to achieve a more just, equitable, and sustainable community

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Curriculum Mapping

- Links course-level learning outcomes to program-level learning outcomes
- Identifies where learning outcomes are expected
- Shows you strategies for in-course learning assessment of program-level outcomes

Curriculum Map	Course Number										
Program-Level Student Learning Outcome	and Title										

Curriculum Map

Curriculum Map	Course Number and Title	CREP 501 Principles and Practices of City & Regional Planning	CREP 510 City and Regional Planning Studio I	CREP 512 Urban Economics for Planning	CREP 513 History of City & Regional Planning	CREP 520 City & Regional Planning Studio II	CREP 521 Computer and Data Applications for Planners	CREP 522 Land Development Law	CREP 523 Quantitative Analysis and Methods for Planners	CREP 792 Thesis Research & Professional Report Preparation	CREP 794 Professional Project in City and Regional Planning
Program-Level Student Learning Outcome											
<p>2 Apply general planning knowledge of law, economics, demographics, and structure of cities, in the creation and development of plans for sustainable, prosperous, just, and resilient communities and cities across the world.</p>											
<p>a) Locate, read and comprehend academic and professional planning literature and engage in debate about the issues they raise</p>		X		X A		X				X	X A
<p>b) Write an effective analytical academic literature review that demonstrates students' mastery of the field</p>		X		X A						X	X A
<p>c) Apply social, environmental, economic sustainability concepts in the development of plans</p>			X	X A		X A					X A

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Measuring Student Learning Outcomes

- ▶ Measures of learning
- ▶ Applied to student work

- ▶ Other PAB criteria require an alumni survey (satisfaction with program, employment after graduation, service to profession and community) – Not direct measures of student learning

Two categories of measures

1. Direct (most valid)
 - Rubrics applied to project or paper (portfolios of student work, capstone projects)
 - Field supervisor ratings and employer ratings (If ratings address knowledge, skills, and values)
 - Tests/Test items (correct items, scores and pass rates on licensure exams)

Two categories of measures

2. Indirect (and flawed)

- ▶ Course grades (do not distinguish which knowledge, skills, values areas achieved)
- ▶ Honors, awards, scholarships (uncertainty in criteria applied)
- ▶ Surveys (measure opinions and satisfaction)
- ▶ Student self-ratings (lack objectivity)
- ▶ Alumni satisfaction with learning (satisfaction is often subjective)

Required Elements in a Student Learning Assessment Plan

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Measuring Student Learning Outcomes

Valid measures and benchmarks of level of performance

Schedule and method – whom? how often? how many?

Summary of results and discussion

Action required

Student Learning Outcomes

Work of Site Visitors

Are learning outcomes **defined**? Appropriate to Program? Mission?

How are outcomes **measured**?
Appropriate? Valid?

Student Learning Outcomes

Work of Site Visitors

Is there an **assessment plan**?

Is there a feedback loop and **improvement** included? Celebrate? Revise? Rethink?

In Review... *Site Visitors will...*

- Distinguish between:
 - Program Improvement Goals and Outcome Measures
 - Student Learning Outcomes and Measures
- Defend the need for defining and measuring outcomes
- Apply critical eye to ongoing use of assessment results in improvement