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
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 \textit{measures/evidence} to be collected and how

4. Schedule for \textit{collecting evidence and using the results} to improve student learning
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
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.

Suskie, 2004
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
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
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
<table>
<thead>
<tr>
<th>Program-Level Student Learning Outcome</th>
<th>Course Number and Title</th>
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<tbody>
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</table>
## Curriculum Map

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>CRP 501 Principles and Practices of City &amp; Regional Planning</th>
<th>CRP 510 City and Regional Planning Studio I</th>
<th>CRP 512 Urban Economics for Planning</th>
<th>CRP 513 History of City &amp; Regional Planning</th>
<th>CRP 520 City &amp; Regional Planning Studio II</th>
<th>CRP 521 Computer and Data Applications for Planners</th>
<th>CRP 522 Land Development Law</th>
<th>CRP 792 Quantitative Analysis and Methods for Planners</th>
<th>CRP 794 Professional Project in City and Regional Planning</th>
</tr>
</thead>
</table>

### Program-Level Student Learning Outcome

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.

- **a)** Locate, read and comprehend academic and professional planning literature and engage in debate about the issues they raise
  - X X A X

- **b)** Write an effective analytical academic literature review that demonstrates students’ mastery of the field
  - X X A

- **c)** Apply social, environmental, economic sustainability concepts in the development of plans
  - X X A
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
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

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
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

<table>
<thead>
<tr>
<th>Work of Site Visitors</th>
<th>Are learning outcomes defined? Appropriate to Program? Mission?</th>
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How are outcomes measured? Appropriate? Valid?
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<th>Work of Site Visitors</th>
<th>Is there an <strong>assessment</strong> plan?</th>
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<td>Is there a feedback loop and <strong>improvement</strong> included? Celebrate? Revise? Rethink?</td>
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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