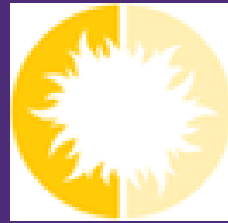




Educational Effectiveness



Assessing Student Learning Outcomes

October 2006

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Key Learning Points

Common understandings

- “Educational Effectiveness”
- Evidence
- Use of Indirect and Direct Evidence



Educational Effectiveness: What is it?

STUDENT OUTCOMES

Professional Preparation

- Field-specific knowledge and experience
- Ethical & professional judgment
- Interpersonal & teamwork skills

Liberal Learning

- Critical thinking
- Information literacy
- Written communication
- Oral communication
- Ability to comprehend issues from disciplinary and interdisciplinary perspectives
- Understanding of cultural and global diversity
- Integration of knowledge with ethical reflection

Character & Leadership Development

- Growth in identity & values
- Appreciation of diversity
- Service to the community
- Principled leadership

- How we know they know it
 - Evidence



Methods

- Student Satisfaction Surveys
- Student Exit Surveys
- Alumni Surveys
- Employer Surveys
- Focus groups
- Exit Interviews with Graduates

Indirect Evidence Perceptions and Input

Data Mining

- Faculty/Student ratios
- Percentage of students who study abroad
- Enrollment trends
- Percentage of students who graduate within six years
- Diversity of students, faculty, staff
- Retention and Transfer Studies
- Percentage of students who go on to graduate school
- Job Placement Statistics



Direct Evidence

Products of Student Learning

- Student work samples
- Portfolios
- Capstone projects
- Assessment of student performance
- Case Analysis
- Pre-and post-tests
- Blind scored assignments
- Locally developed tests
- Standardized tests
- National licensure examinations



What Constitutes Good Evidence

- 
1. Purposeful
 2. Representative
 3. Varied
 4. Actionable



CLU Direct Evidence

Student Learning Outcomes

Written Communication

Information Literacy

Critical Thinking

W I C

STUDENT OUTCOMES		
Professional Preparation	Liberal Learning	Character & Leadership Development
<ul style="list-style-type: none">• Field-specific knowledge and experience• Ethical & professional judgment• Interpersonal & teamwork skills	<ul style="list-style-type: none">• Critical thinking• Information literacy• Written communication• Oral communication• Ability to comprehend issues from disciplinary and interdisciplinary perspectives• Understanding of cultural and global diversity• Integration of knowledge with ethical reflection	<ul style="list-style-type: none">• Growth in identity & values• Appreciation of diversity• Service to the community• Principled leadership



2000 – 2006 WIC Report

- Purpose
- Definitions and discussion of Terms
- Methodology
 - Student Writing Samples
 - Scoring Rubrics
 - Scoring Sessions: Spring 2001 – 2003;
Spring 2005; Spring 2006
- Data Analysis
- Reflection and Goals



Scoring Progress over time

	Spring 2001 – Spring 2003	Spring 2005	Spring 2006
Writing Sample Papers	Freshmen English courses (Eng 111) Writing Intensive courses (sophomore and junior students) final student papers Capstone courses (senior students)		
Papers	Submitted on voluntary basis by instructors		
Student Learning Outcomes scored	Written Communication Critical Thinking		Written Communication Critical Thinking Information Literacy
Scoring Rubrics for assessing writing sample papers	Writing Assessment Rubric (Appendix B) Critical Thinking Rubric (Appendix C)		Analytic Grading Rubric for Evaluating Written Compositions (Appendix D)
Scoring Sessions	Instructors scored papers from own courses using scoring rubrics.	Workshop provided on scoring process. Each paper scored by two instructors using scoring rubrics until consistency of scores reached.	Workshop provided on scoring process. Volunteer instructors scored a sample paper together using the scoring rubric and EduCue to facilitate discussion, calibration, and consensus. Scores reviewed; some papers were second scored.
Note: No data were collected in Spring 2004			



WIC 2005

Table 2
Spring 2005 Summary of Criteria and Mean Scores

Criteria	Course Type Mean Scores			Summary N = 339
	Freshmen English N = 88	Writing Intensive N = 152	Capstone N = 99	
Written Communication (5 point analytic rubric)				
1. Clear thesis/purpose/topic	3.0	3.2	3.3	3.2
2. Paper organized/unified	2.9	3.3	3.2	3.1
3. Free of errors—grammar, punctuation, spelling	3.3	3.3	2.9	3.2
4. Purpose/thesis addressed throughout	3.0	3.4	3.4	3.3
5. Supporting argument, evidence, examples	2.9	3.4	3.3	3.2
6. Language and Vocabulary	3.5	3.5	3.4	3.5
7. Conclusion (synthesis & addresses thesis/purpose)	2.7	2.9	3.1	2.9
8. Maintains level of excellence throughout	2.9	3.2	3.1	3.1
<i>Written Communication Mean</i>	3.0	3.3	3.3	3.2
Critical Thinking Score and Mean (4 point holistic rubric)	2.5	2.8	2.7	



WIC 2006

Table 3
Spring 2006 Summary of Criteria and Mean Scores

Criteria	Course Type Mean Scores			Summary
	Freshmen English N = 56	Writing Intensive N = 88	Capstone N = 37	N = 181
Written Communication, Critical Thinking, and Information Literacy (4 point analytic rubric)				
1. Articulates focus	3.1	2.8	3.6	3.0
2. Finds sources	2.1	2.9	3.2	2.7
3. Analyzes and evaluates sources	2.7	2.7	3.3	2.8
4. Synthesizes information to support arguments	2.7	2.6	3.1	2.7
5. Presents arguments	2.6	2.5	3.2	2.7
6. Uses conventions of standard U.S. English	3.0	3.1	2.9	3.0
7. Creates conclusion	2.6	2.5	3.4	2.7
<i>Mean</i>	2.7	2.7	3.3	2.8