Defining Outcomes Assessment

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By the end of this workshop, you will be able to:

- Describe accurately the practice of outcomes assessment;
- Distinguish between formative and summative assessment;
- Evaluate arguments against the practice of outcomes assessment;
- Summarize some of the historical, social, and pedagogical reasons for engaging in OA.
Describe 1-2 most inspiring moments you've had as a teacher.
How do we touch students’ lives?
How do we touch students’ lives?

Outcomes Assessment is one way to measure this.
The purpose of Outcomes Assessment is to improve student learning.
Outcomes Assessment is a collaborative investigation of student learning, as it relates to explicit course-, program-, and/or college-wide learning outcomes. Its sole purpose is to improve student learning.
An outcome is a statement of what students should know or be able to do as a result of completing a course or program.
An assessment is a measure of evidence of student learning.
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• Formative – happens along the way
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- **Formative** – happens along the way
- *Summative* – happens at the end of a course or program
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- **Formative** – happens along the way
- *Summative* – happens at the end of a course or program
- *Both* focus on stated learning outcomes.
Traditional Model

- Curriculum = content + delivery
- Professor as expert ("sage on the stage")
- Student as vessel
- Goal is absorption & regurgitation (grade-focus)
Outcomes Model

- Outcome = content + directed practice
- Instructor as coach
- Student as active learner
- Focus on “real world” abilities
Outcomes Assessment Project

- Determine outcome(s)
- Identify course(s)
- Determine artifact(s) of learning
- Collect
- Collectively measure artifacts/evidence
- Discuss results & formalize changes ("closing the loop")
“A process of continuous improvement”

Teaching and learning → Gathering evidence

Reflecting and planning → Analyzing and drawing conclusions

Teaching and learning → Gathering evidence
How did we get here?

History of failed *external* “quality control” initiatives:
- TQM
- MBO
- NCLB (standardized tests)
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- TQM
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What’s missing from this picture?
Outcomes Assessment

- Began in mid-1980s
- Well-established in K-12
- Focuses on student learning
- Faculty-led
- Here to stay (accreditation requirement)
Objections

- This can be used to evaluate my teaching.
- This is only for accreditors.
- This violates my academic freedom.
- This is more work for me.
Objections

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How do we *know* that we’ve touched students’ lives?
How do we *know* that we’ve touched students’ lives?

How do *students* know?
Outcomes Assessment

- Collaborate with colleagues
- Improve our practices
- Deliver on our promises