

# **Assessment Mentoring Program**

## **Topics and Definitions**

### **Assessment of Student Learning Outcomes**

Assessment of student learning outcomes is the process of determining whether a student has mastered the educational outcomes of an educational experience.

### **Educational Outcomes and Objectives**

Educational outcomes and objectives are broad goals and concrete definitions of what students will know, be able to do, or value at the end of an educational experience.

### **Curriculum (Assessment) Mapping**

Curriculum mapping is the act of conceptualizing the curriculum of an educational experience. The components of the curriculum are arranged in the sequence in which they are delivered, and likewise, educational outcomes and performance indicators are tied directly to curriculum components and assessment measures. This way, an observer or instructor can understand where in an educational experience a student is introduced to, develops, and masters the knowledge, skills, and values that form the outcomes of that experience.

### **Developing Rubrics**

Rubrics are scoring standards with which instructors can objectively judge whether or not a student has achieved the educational outcomes of an educational experience.

### **Direct/Indirect Measures**

Direct measures are samples of students' work on tasks that assess knowledge, skills, and values, such as test results or papers, whereas indirect measures are the perceptions of how the student performs in the areas of knowledge, skills, and values, such as surveys of how a student perceives their learning.

### **Triangulation with University Data Sources**

Triangulation with university data sources is the process of combining available university data with course, program, and/or department data to draw conclusions.

### **Course-Level Assessment**

Course-level assessment occurs when an instructor or program wishes to determine whether students have achieved the educational outcomes of a course. Rubrics or exam item analyses can be developed, based on the educational outcomes of the course, to enable instructors to judge whether students have mastered the educational outcomes of the course.

### **Program Assessment**

Program assessment occurs when program faculty wish to determine whether their students have achieved the educational outcomes of their program.

### **Analyzing Assessment Data**

Analyzing assessment data is a process during which the results of direct and indirect measures are reviewed to determine whether educational outcomes have been achieved within a course or within a program.

### **Reporting Assessment Data**

Reporting assessment data is the process of gathering the results of the assessment data analysis and presenting those results in a visual, tabular, or narrative form to enable all to clearly understand how well students in the course or program have achieved the intended educational outcomes.

### **Make Decisions Using Assessment Data**

Using assessment data to make decisions is the process of reviewing the report of assessment data looking for ways that the educational experience can be improved. Why did some students achieve the educational outcomes and some did not? What could be changed in the educational experience to enable more students to achieve the outcomes? Are there certain outcomes that are consistently not achieved? What are the reasons for that?

### **Close the Loop Using Assessment Data**

Using assessment data to close the loop is the process of taking the decisions that have been made from a review of the analysis of the assessment data and converting those decisions into an action plan that is intended to improve student learning within the educational experience. This plan begins the assessment process anew. There are numerous looping diagrams that illustrate this cycle, but in its simplest form, (1) educational outcomes are set, (2) educational experiences are developed, (3) educational experiences are conducted and educational outcomes are assessed, (4) assessment data is analyzed, (5) data is used to develop improved educational experiences, (6) educational outcomes are set, and so on, around and around.