

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.

BlueLine2

BlueLine2 is designed to give faculty/staff the tools and knowledge needed to develop Rubrics for courses. A self-paced workshop, with 3 phases, provides opportunity to discover and implement BlueLine2 Rubrics into courses. Phase 1: General Introduction to BlueLine2 Assessment Tools. Phase 2: Enrollment in an Online Course focused on Assessment Terminology and Tools, and how they are implemented in BlueLine2. Phase 3: Joining a cohort of other Faculty Members for a one-time hands-on session where you will build Rubrics for your courses.

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.

Reflection and Community Engagement

Reflection is an active thinking and feeling process by which students make sense of what they observe and experience in learning experiences, for example, in community engagement experiences. It is the thoughtful examination and analysis of the meaning of experiences through the lenses of course learning objectives, personal, professional and community values and larger social concerns. As John Dewey stated, reflection is the "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" (1910, p. 7). Examples of student reflective learning activities are: critical incident papers, facilitated discussions and blogs, portfolios, reflective journals, peer and/or community debriefings, storytelling, presentations, concept maps, metaphor or imagery of experiences.

(Dewey, T. (1910). How we think. Boston, MA: D. C. Heath and Co.)

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.

Data Security

Creighton University Data policies provide the Creighton community with information to guide their security-related handling of University data. All data, regardless of its classification, will be protected from unauthorized alteration. These policies provide guidance on the proper handling of data: Data Classification Policy, Data Handling Policy, Data Destruction Standard.