

Assessing and Documenting Achievement of Student Learning Outcomes at the Student, Course, Class, Program, and Institutional Levels

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Introduction

This presentation will demonstrate a process that institutional researchers can utilize to document achievement of Student Learning Outcomes (SLOs) at the individual student, course, class, program, and institutional levels. Examples of assessment tools used to measure student achievement of SLOs at the course, program, and institutional levels will be presented. The presentation will illustrate how individual student and class achievement results can be presented in an institutional dashboard. In addition, we will demonstrate how this outcomes' assessment process can be used to improve curricula, instructional effectiveness, and student learning at the course, program, and institutional levels.

Stages

- Stage One:** Meet with faculty to help them determine appropriate assessments for SLOs; keep this process simple by helping them identify what they are already doing naturally in their classes.
- Stage Two:** Retrieve and compile these data through specific exam questions, from rubrics used to grade student work, etc.
- Stage Three:** Display the results at the corresponding proficiency levels to paint a clear picture of students' SLO performance at each level of assessment.
- Stage Four:** Dashboard presentation helps faculty identify areas of student success in achieving SLOs as well as areas for improvement in curricula, instruction, assessment, and student learning at all five levels of assessment.

Stages One and Two

Student Learning Outcomes and Program Learning Outcomes for by this Course:

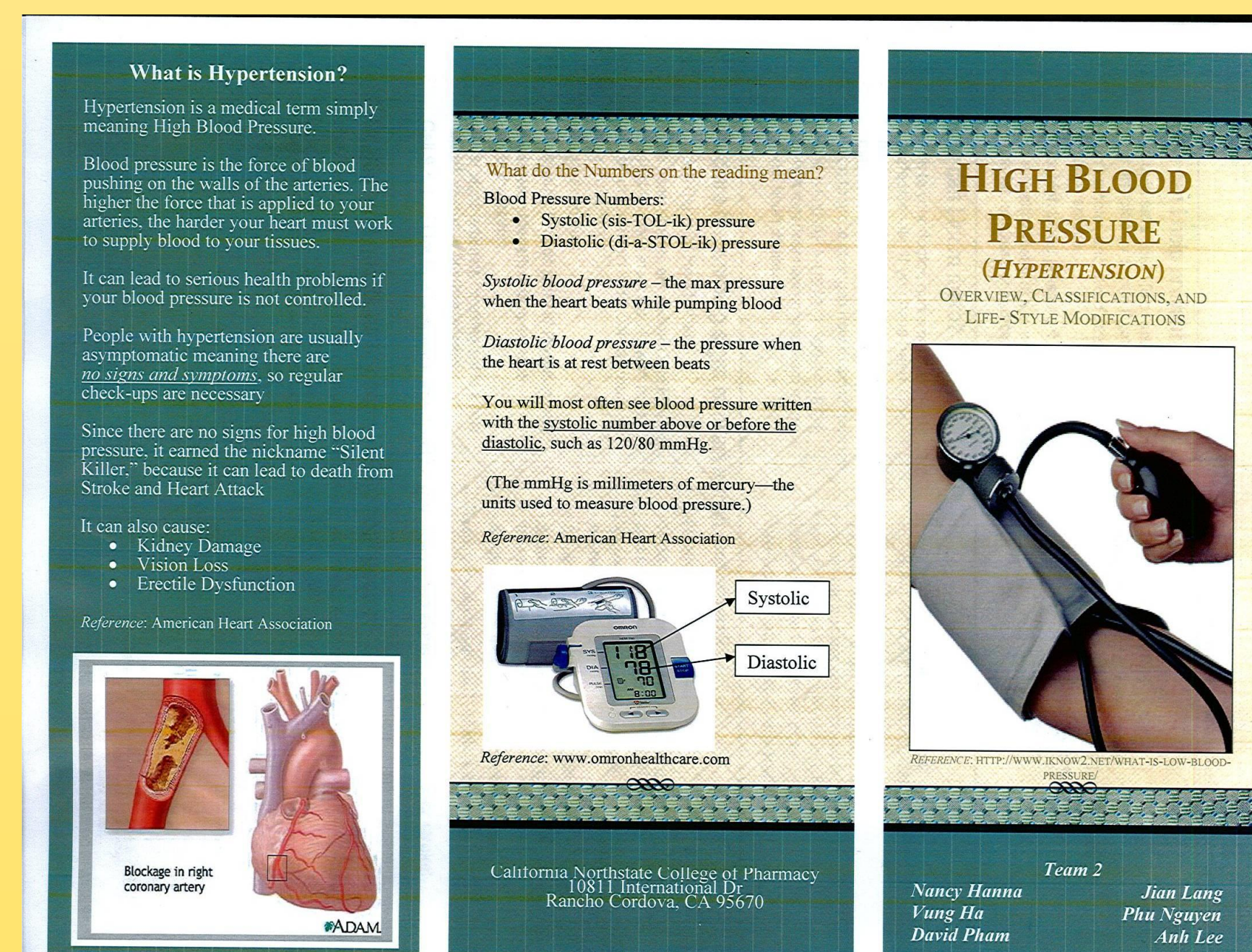
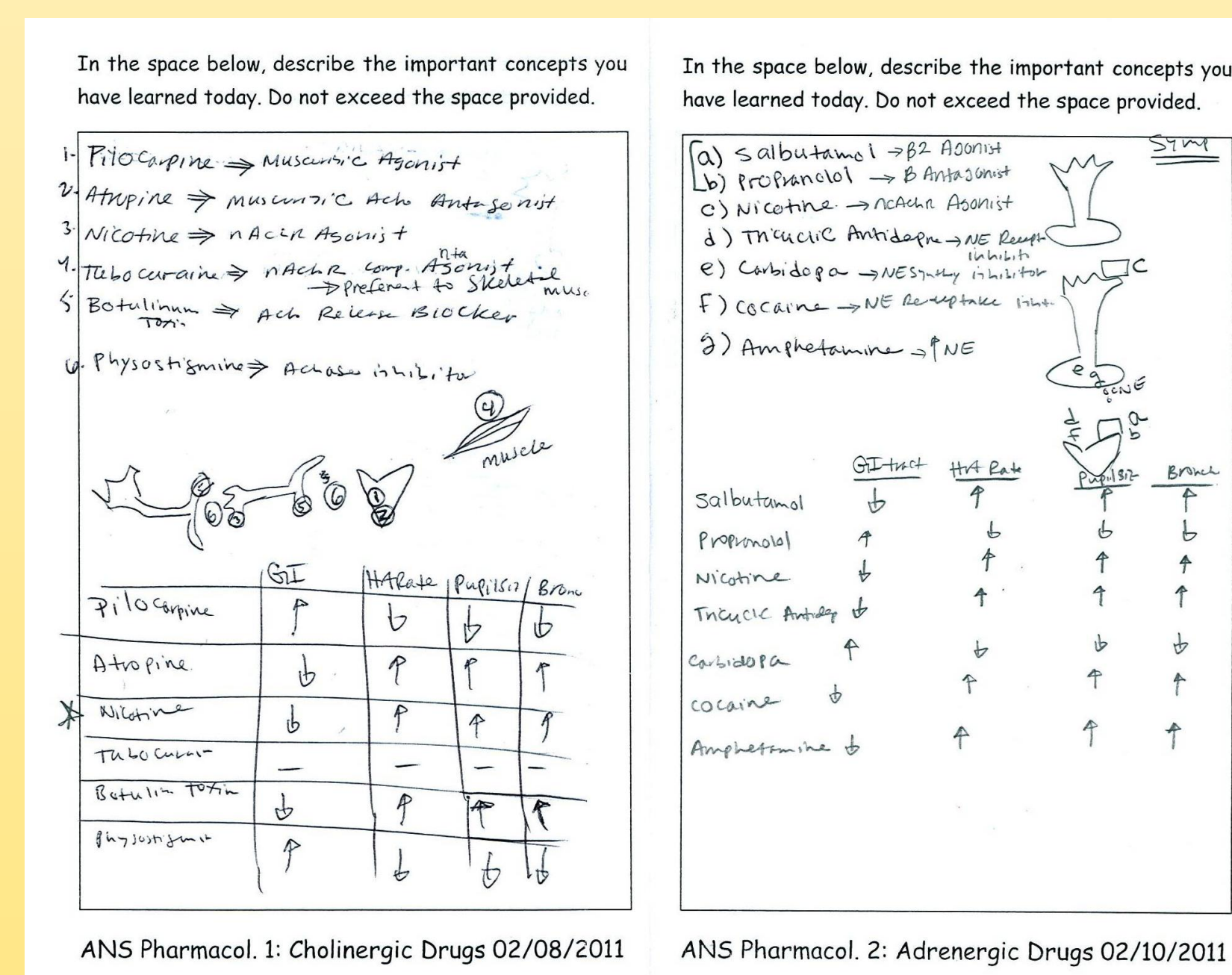
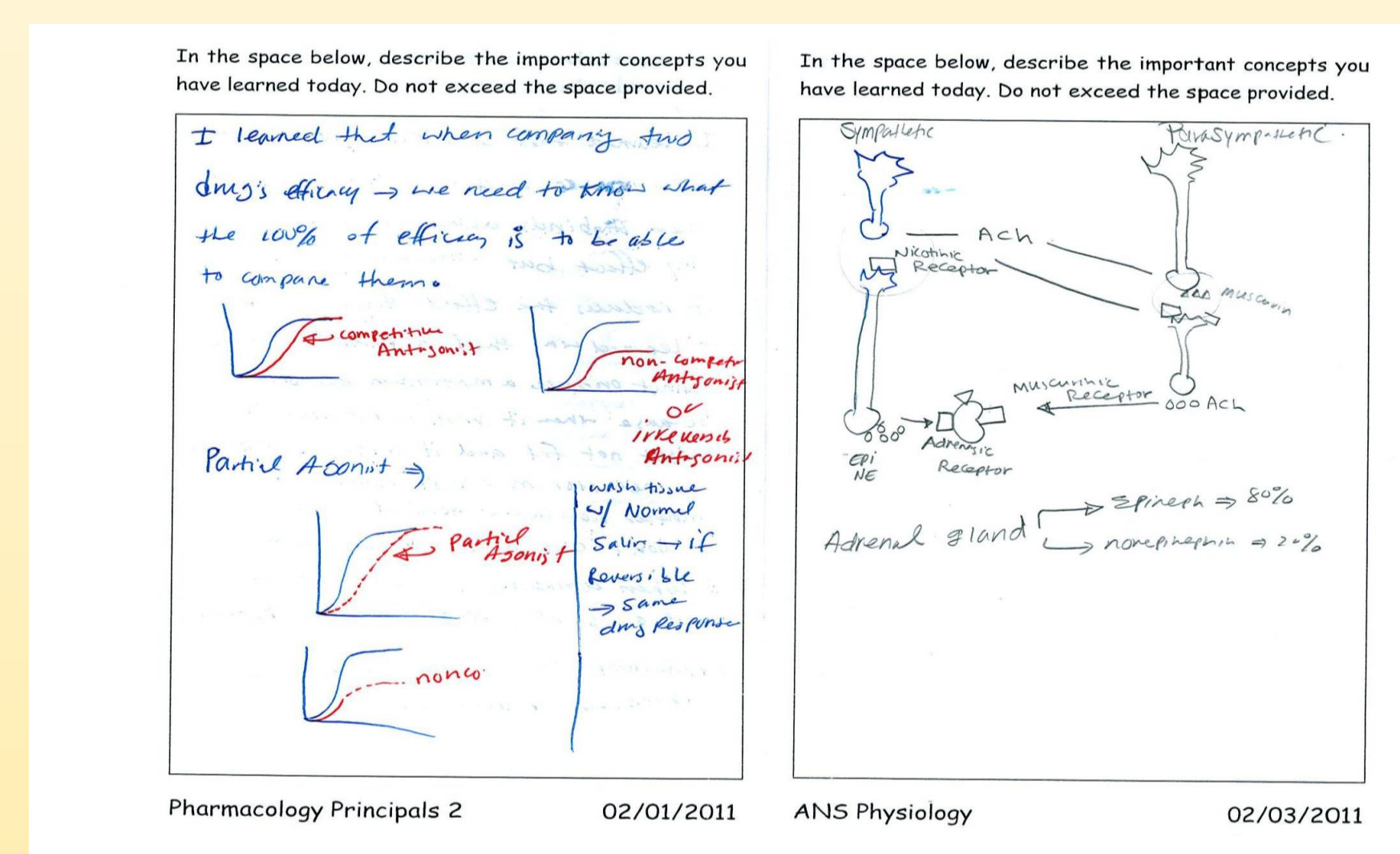
No.	Student Learning Outcomes	CNCP PLO	ACPE Standard Addressed ^a	CAPE Supplemental Standards ^b	Learning Hierarchy ^c	Assessment Method ^d
1	Describe and discuss the anatomy and physiology of the appropriate organ system.	2.2, 3.1, 9.1	1.A.1	1.1.1.	1, 2	iRAT, tRAT, MT, BAT, Essay, RUB, PRES, PROJ
2	Describe the pathophysiology of major the major diseases/disorders of the appropriate organ system. Use this information to identify therapeutic drug targets.	2.2, 3.2, 9.1	1.A.5., 2.1.2	1.1.1.	1, 2, 3	iRAT, tRAT, MT, BAT, Essay, RUB, PRES, PROJ
3	Describe the mechanism of action and the adverse effects of the medications used to treat the major disorders being discussed.	2.2, 3.3, 4.1, 4.2, 9.1	2.B.1., 2.B.2., 2.B.4., 2.B.5., 2.C.5., 2.D.1., 2.E.1.	1.1.1., 6.1.1., 7.1.1.a, 7.1.1.b, 7.1.1.c	1, 2, 3	iRAT, tRAT, MT, BAT, Essay, RUB, PRES, PROJ

Stages One and Two

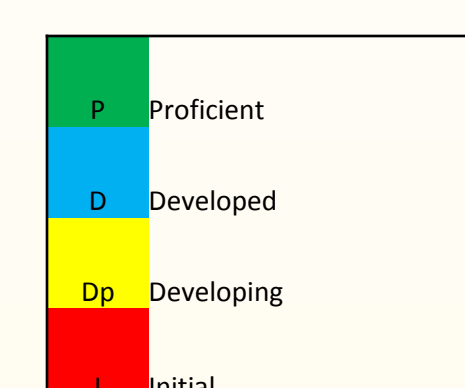
Samples of Evidence of Student Learning (student work that is evaluated by rubrics)

SLO 1. Describe how the anatomy and physiology of the appropriate organ system relate to each other.

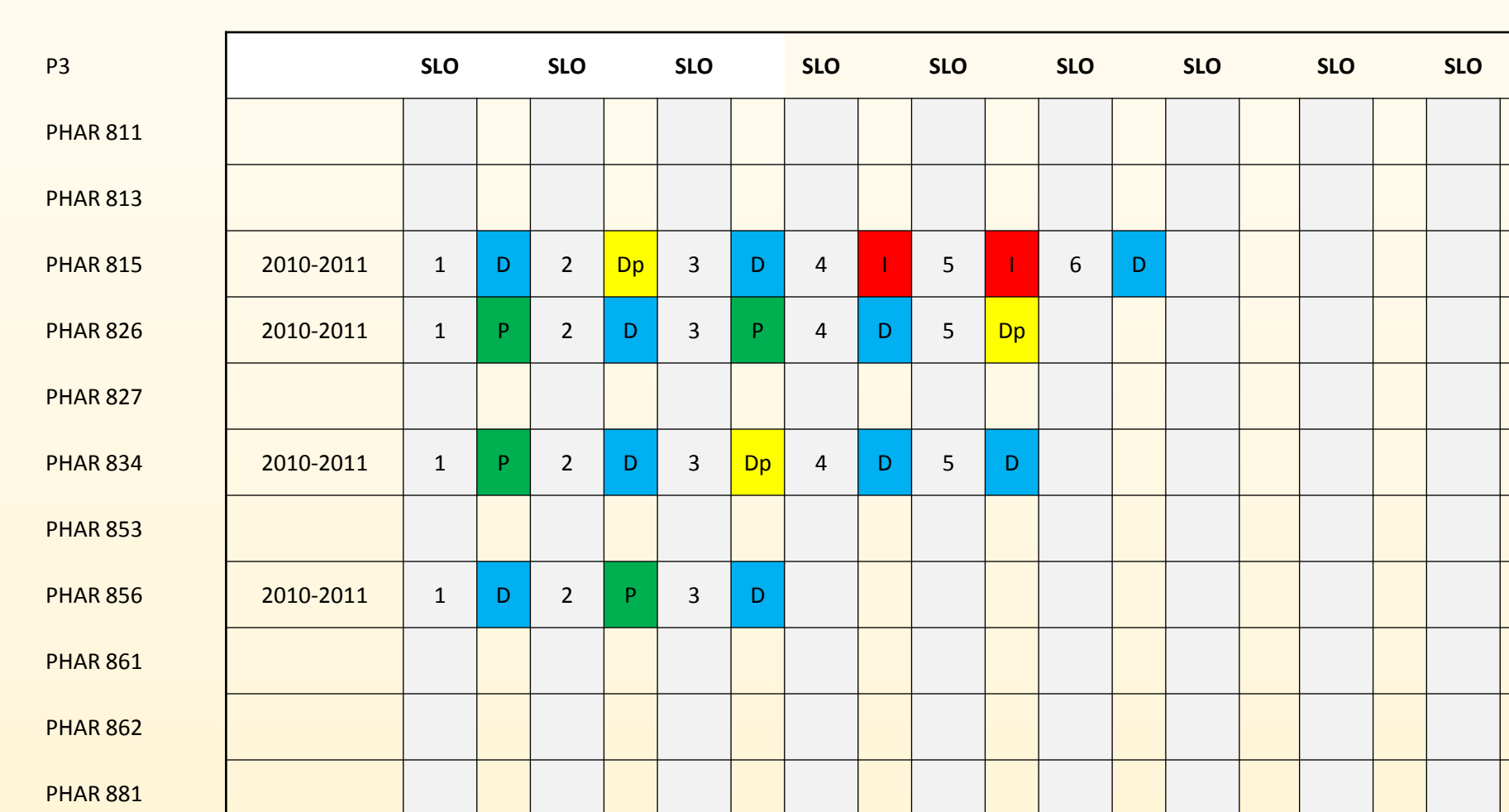
Indicators	Initial	Developing	Developed	Proficient
Describe the anatomy of the organ system being presented in class.	Rarely demonstrates an understanding of the anatomy of the organ system being discussed in class.	Demonstrates a partial understanding of the anatomy of the organ system being discussed in class. Explanations are often not accurate.	Demonstrates an understanding of the anatomy of the organ system being discussed in class. Does not demonstrate an ability to fully integrate the function of the various parts of the organ system to one another.	Demonstrates an accurate understanding of the anatomy of the organ system being discussed in class.
Describe the physiological functions of the organ system being presented in class.	Rarely demonstrates an understanding of how the organ system being discussed in class functions.	Demonstrates a partial understanding of the functions of the organ system being discussed in class, and sometimes relates the function to anatomy.	Demonstrates an understanding of the physiological functions of the organ system being discussed in class but cannot always relate the function to the anatomy.	Demonstrates an accurate understanding of the physiological functions of the organ system being discussed in class, and can relate the function to the anatomy.



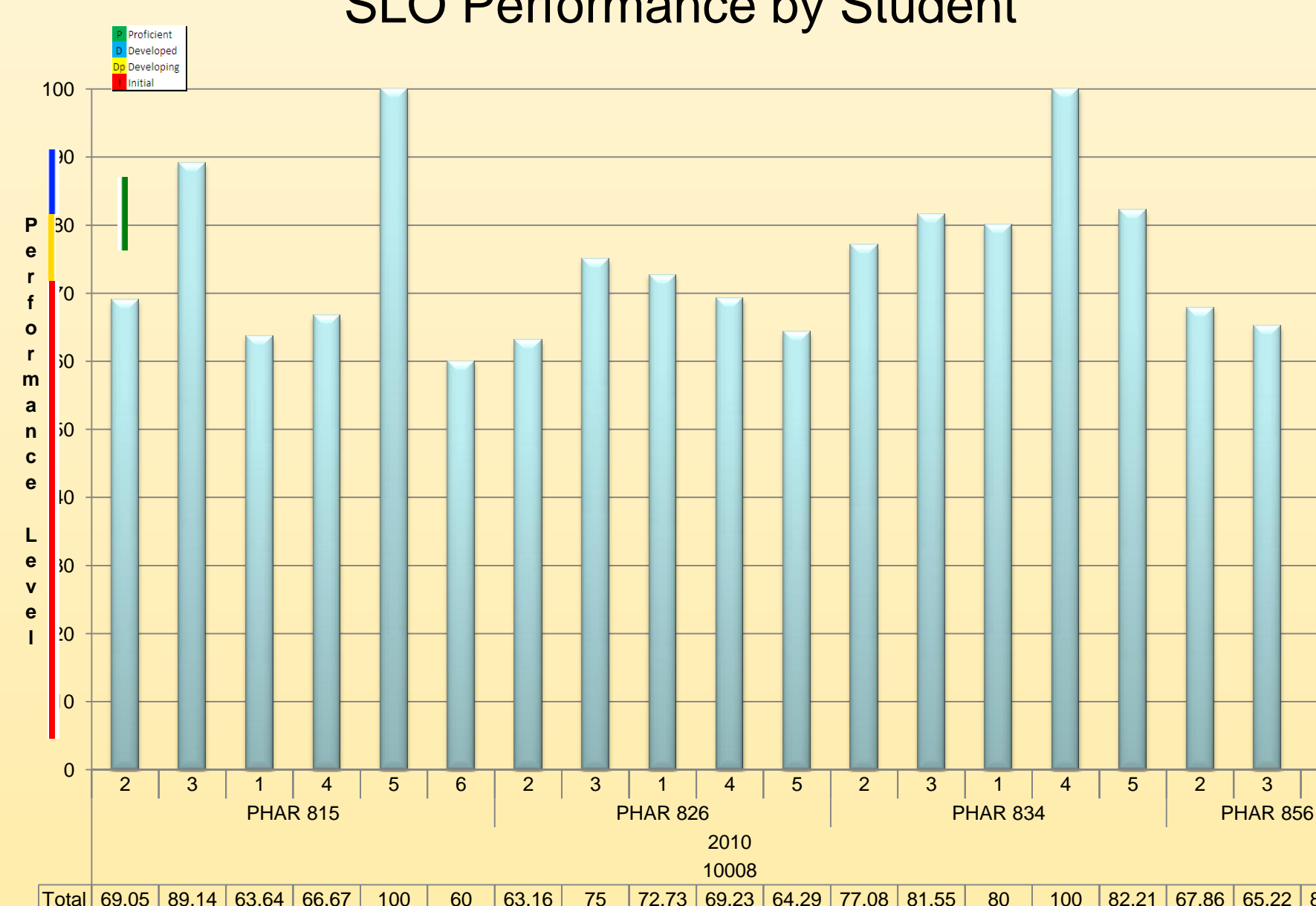
Stages Three and Four



SLO Performance by Student



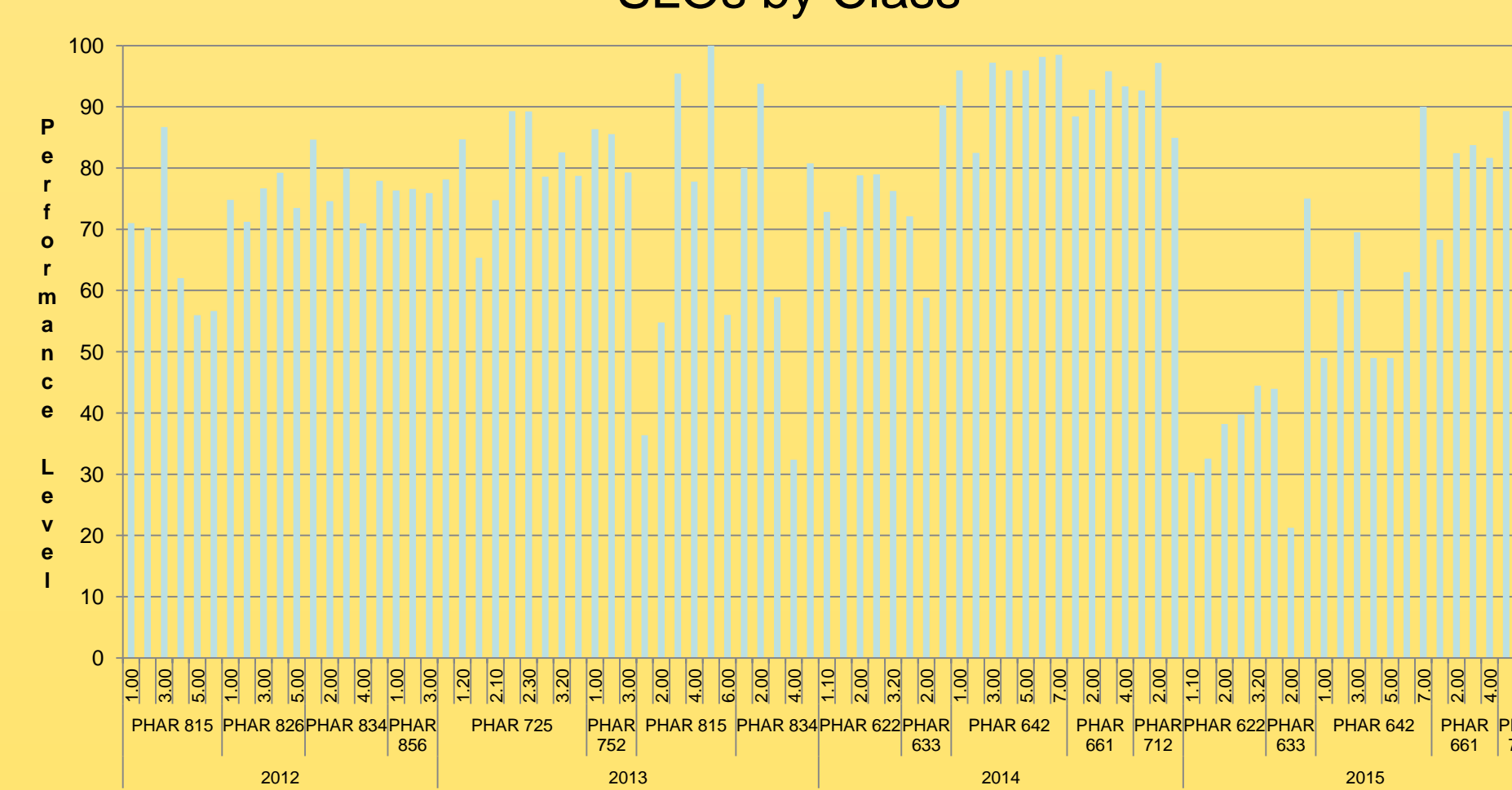
SLO Performance by Student



Class of 2013 Student Learning Outcomes' Performance

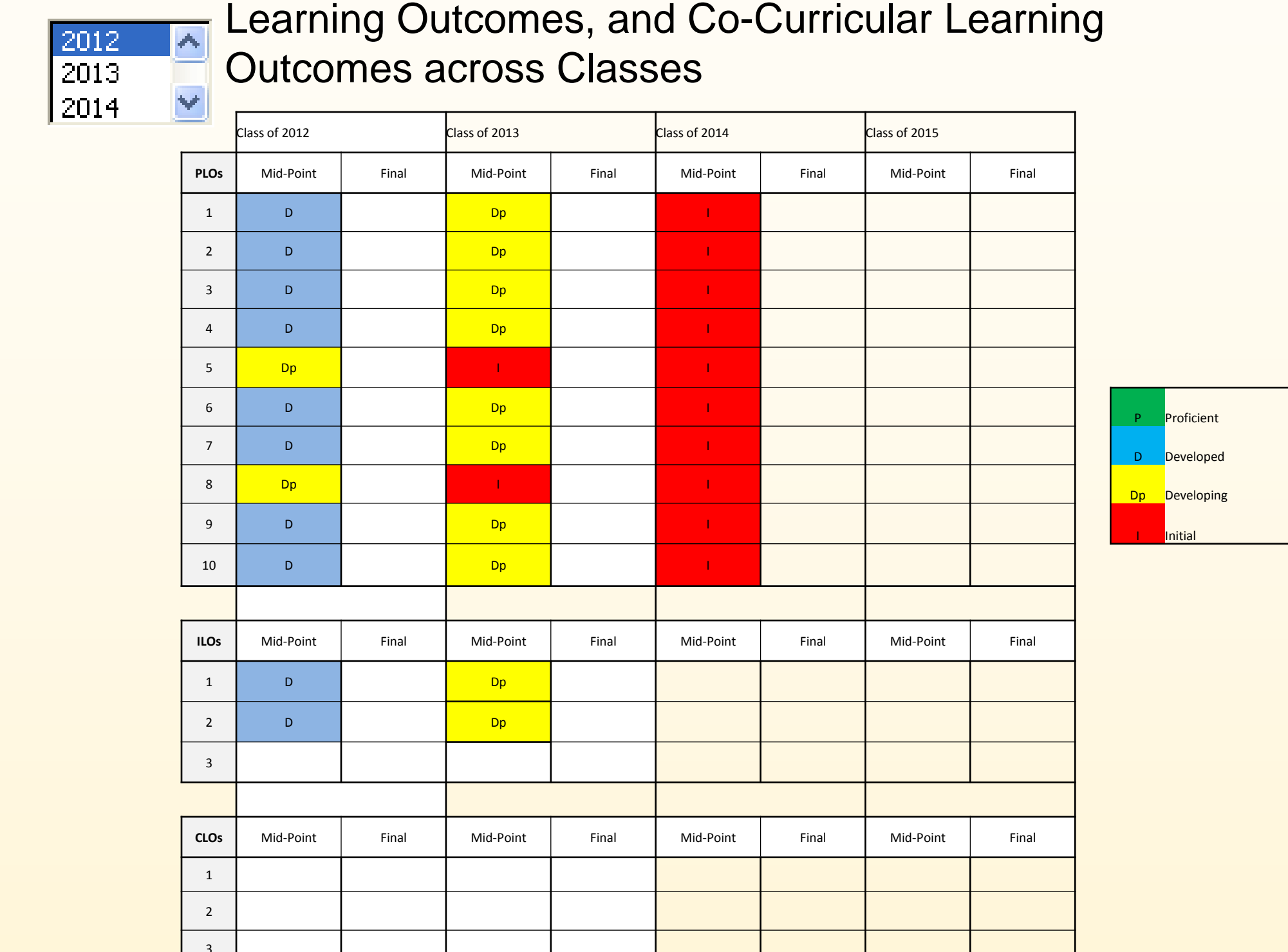


SLOs by Class

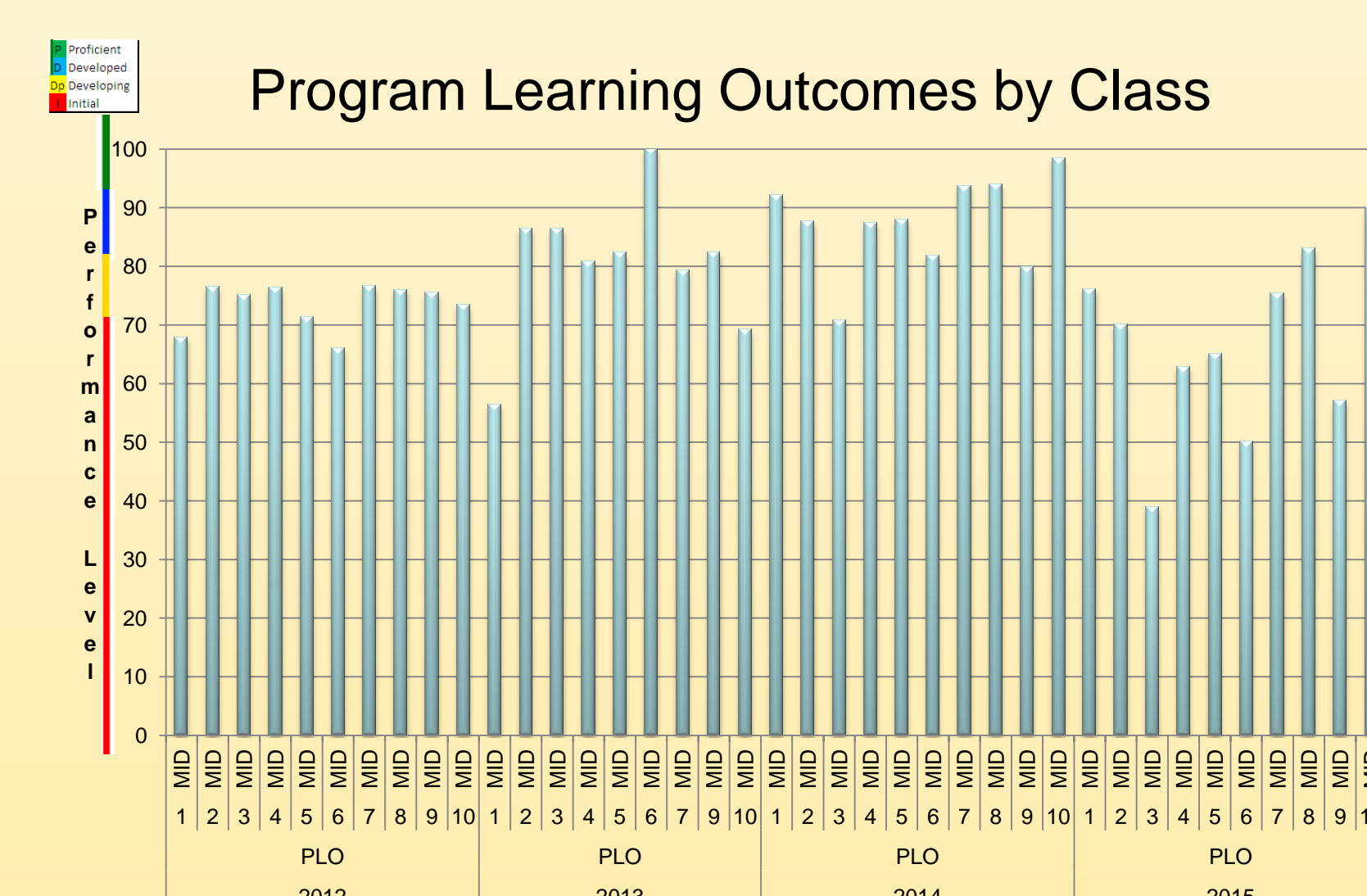


Stages Three and Four

Assessing Program Learning Outcomes, Institutional Learning Outcomes, and Co-Curricular Learning Outcomes across Classes



Program Learning Outcomes by Class



Conclusion

The dashboard presentation of SLO data allows faculty to identify areas for the following:

- Additional and/or enhanced opportunities for students to gain proficiency (through assignments and activities)
- Increased or enhanced feedback to students regarding SLO performance at various levels
- Improved delivery of course content and curriculum
- Improved assessments and triangulation of data

References

"Levels of Assessment: From the Student to the Institution." Ross Miller and Andrea Leskes. Association of Colleges and Universities: 2005.