Assessing Student Learning Outcomes In Student Service Areas

Presented By

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UH Summer Assessment Symposium
Houston, Texas
June 21, 2017

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Participants' Learning Outcomes

After participating in this presentation, participants will be able to

I. Recognize the importance of assessing student learning outcomes;

II. Develop at least one student learning outcome for their service area;

III. Apply the assessment methods to assessing student learning outcomes;

IV. Set achievement targets;

V. Discuss data collection, data interpretation, and data usage

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Why Assessing Student Learning?

Student Service Areas:

*Admissions & Records

*Advising

*Assessment Center

*Enrollment Management

*New Student Orientation

*Student Outreach

*Financial Aid

*Student Life

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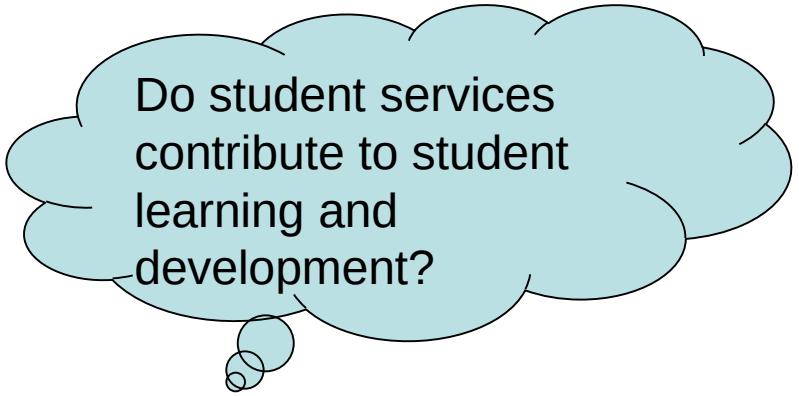
1. What is the mission of student services?

2. How do we traditionally assess the effectiveness of these services?



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Why Assessing Student Learning?

Traditional Approach: From Service Perspective (Output-Based)

1. **Admissions:** Contact students who didn't complete admission process;
2. **New Student Orientation**: Connect students to college resources;
3. **Advising**: Help students set educational goals.

What's the difference?

New Trend: From Student Perspective (Outcome-Based)

Students will be able to

1. **Admissions:** Utilize the Admission Checklist and lab assistance to complete the Admission process;
2. **New Student Orientation**: Identify where the college resources are and when to utilize them;
3. **Advising**: Apply self-knowledge of academic and career interests in setting educational goals.

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What Approach to Use?

Traditional Approach: From Service Perspective (Output-Based)

1. Focuses on how much the service provider can do for students;
2. Produces evidence by measuring activity volume, frequency of events, # of participants, or using survey to gauge if students are satisfied with services, etc.
3. Outputs of the services can serve as proof of interventions

New Trend: From Student Perspective (Outcome-Based)

1. Focuses on how much students can do after receiving the services;
2. Produces evidence by evaluating students' artifacts or performance, or using survey to gauge students' opinion about what has been learned, etc.
3. Results of student performance can serve as proof of the effectiveness of the interventions

Both

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Developing Student Learning Outcomes

1. **Defining SLO:** Participant-centered, desired effects of a program, service, or an intervention

   (Henning & Roberts, 2016, p. 85)

2. **Examples of SLOs in Student Services area:**

   Example A: As a result of participating in the registration portal training, students will be able to use the portal to self-register.

   Example B: As a result of meeting with financial aid advisors, students will be able to demonstrate the understanding of the consequences involved in failing or dropping a class while on financial aid.

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Developing Student Learning Outcomes

Practice: Develop an SLO statement for your area using the following guiding questions:

(1) What type of services do you provide to students?

(2) What do you expect students to learn and be able to do as a result of receiving your service or participating in your project or program?

(3) Write down a statement, using the following:

As a result of participating in ____, students will be able to _____

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Developing Student Learning Outcomes

List of action verbs you can use:

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
List	Compare	Apply	Analyze	Arrange	Appraise
Name	Describe	Complete	Appraise	Assemble	Argue
Recall	Discuss	Construct	Categorize	Collect	Assess
Record	Explain	Demonstrate	Compare	Combine	Choose
Relate	Express	Dramatize	Contrast	Comply	Compare
Repeat	Identify	Employ	Debate	Compose	Conclude
State	Recognize	Illustrate	Diagram	Construct	Estimate
Tell	Restate	Interpret	Differentiate	Create	Evaluate
Underline	Tell	Operate	Distinguish	Design	Interpret
	Translate	Practice	Examine	Devise	Judge
		Schedule	Experiment	Formulate	Justify
		Sketch	Inspect	Manage	Measure
		Use	Inventory	Organize	Rate
			Question	Plan	Revise
			Test	Prepare	Score
				Propose	Select
				Setup	Support
					Value

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Designing Assessment Methods

Direct Measures:

Refer to the type of data related to the actual student work or projects that can be used to directly gauge students' knowledge and skills.

Examples:

Exams, Essays, Educational Goals or Degree Plans developed by students, Scholarship application letter completed by students, etc.

Indirect Measures:

Refer to the type of data that can be used to infer students' knowledge and skills.

Examples:

Surveys, Interviews, Focus Group Studies, Course pass rates, persistence rates, graduation rates, % task completion, etc.

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Designing Assessment Methods

Student Learning Outcome: As a result of meeting with financial aid advisors, students will be able to demonstrate the understanding of the consequences involved in failing or dropping a class while on financial aid.

Direct Measure

True or False Quiz

Multiple-choice Questions

Indirect Measure

Survey about students' satisfaction with financial advising

Less % of students dropping out of a class while on financial aid

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Designing Assessment Methods

Student Learning Outcome: As a result of meeting with academic advisors, students will be able to apply self-knowledge of academic and career interests in setting educational goals.

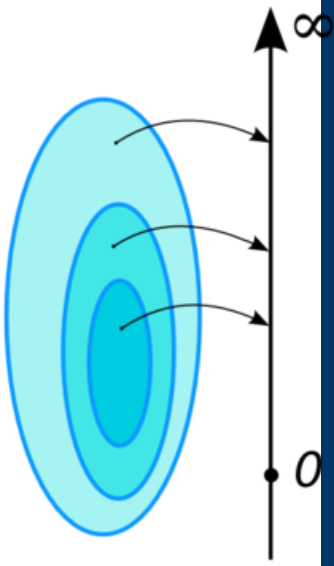
Direct Measure

Written list of educational goals

Indirect Measure

Survey about students' satisfaction with academic advising

Less % of students taking courses that divert from their educational goals



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Designing Assessment Methods

Practice: Develop at least one Direct Measure and one Indirect Measure for the SLO statement you just created:

Direct Measure
(Student produced artifacts or performance)

Indirect Measure
(Activity volume, frequency of events, # of participants, or survey)

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Setting Achievement Targets

How to Set Achievement Targets?

(1) Establish benchmark data:

A. Look at long-term trend data;

B. Use average of three to four years' data;

C. Use data from peer institutions of similar size and demographics;

D. Use national benchmark data.

(2) Be realistic about how much to increase or decrease over the benchmark data;

(3) For direct measures, specify what % of the participants will achieve what score (or meet what criterion) on the assignment.

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Setting Achievement Targets

Student Learning Outcome: As a result of meeting with financial aid advisors, students will be able to demonstrate the understanding of the consequences involved in failing or dropping a class while on financial aid.

Direct Measure
True or False Quiz

Indirect Measure
Survey about students' satisfaction with financial advising

Less % of students dropping out of a class while on financial aid

Achievement Target
90% of the students will answer at least 80% of the true or false questions right

90% of the respondents will be satisfied with financial advising

10% less students on financial aid will drop out of a class in Fall 2016 when compared with Fall 2015

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Setting Achievement Targets

Practice: Develop an Achievement Target for a Direct Measure and an Indirect Measure that you just created:

Direct Measure
???

Indirect Measure
Survey
???

Achievement Target
__% of the students will achieve at least __score on _____ (specified measure).

___% of the respondents will be satisfied with ____ (service).

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Collecting, Analyzing, and Using Data

(1) Collect data according to the methods of assessment;

(2) Define who and when to collect data;

(3) Analyze data and identify what factors contribute to the results;

(4) Use data for improvement of student learning and services.

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Collecting, Analyzing, and Using Data

Student Learning Outcome: As a result of meeting with financial aid advisors, students will be able to demonstrate the understanding of the consequences involved in failing or dropping a class while on financial aid.

Achievement Target
90% of the students will answer at least 80% of the true-or-false questions right

Actual Result
72% of the students answered at least 80% of the true-or-false questions right

Data Analysis Students who failed the quiz were able to provide correct responses on factual questions, but they fell short on application/scenario questions.

Data Usage Financial advisors should engage students in role play activities and expose them to different scenarios when providing financial aid training.

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Collecting, Analyzing, and Using Data

Practice: Interpret the following result and use your Data Analysis to make recommendations for further improvement:

After participating in the training on fund-raising, students will be able to host fund-raising events.

Achievement Target

Students will raise at least $2,000 from the fund-raising events throughout the semester.

Actual Result

Students raised $1,400 from the fund-raising events throughout the semester.

Data Analysis:

(What factors contributed to the result?)

Data Usage

(What can you do to improve the result?)

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References & Contact Information

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