

# Assessing Student Learning

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# Objectives of Session

- Discuss methods and examples for assessing student learning
- Apply these methods to assessing student learning from service learning experiences
- Identify ways to engage and strengthen community partners in assessment
- Identify challenges in assessing student learning and ways to address these challenges

# Why do assessments?

- Better prepare students – find out what they are learning
- Offer better learning environments – course and program redesign and improvement
- Regulatory requirements – accountability for resources and outcomes
- Meet program and university expectations
- Meet other stakeholder interests – community agencies, funders, etc.
- Gather stories on impact

# Key components of assessment

- What do we want to know? Define the problem and purpose.
- What will we look for? Establish criteria, refine objectives and core concepts.
- What will we measure? Develop measurable key indicators.
- What are the sources of data?
- How will we gather the evidence? Methods and tools to gather the data.
- How will the assessment findings be used?
- Key questions: what, for what purpose, by whom

As a result of student participation in service-learning, want to assess:

- Student learning
- Student development
- Student growth

# Construct an Assessment Framework

Concept	Indicator	Source	Method
Cultural			
Reflective abilities			
Social Justice			
Personal growth			
Civic Engagement			
Relevance to			
Professional development			

# Types of Data

- Quantitative
- Qualitative
- Projects or Products
- Other

# Timing

- Rapid cycle or CQI or periodic
- Outcome or end of course
- End of program

# HPSISN Tools as example (in notebook)

- End of Program Survey
- Focus Groups

# Principles of Good Practice for Assessing Student Learning (AAHE)

- Assessment of student learning begins with educational values.
- Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
- Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
- Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
- Assessment works best when it is ongoing, not episodic.

# Principles of Good Practice for Assessing Student Learning (AAHE)

- Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
- Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
- Through assessment, educators meet responsibilities to students and to the public.

# Julie's Examples

# Some Sources for Additional References

- CCPH website
- University or college learning resource centers
- American Association of Colleges and Universities
- Corporation for National Service
- Campus Compact