Session Goals

Develop a better understanding of the COSMA assessment process
Develop an understanding of the COSMA outcomes assessment plan
- Develop SLO statements
- Develop measures & criteria for SLO evaluation
Devise strategies for using results for continuous improvement in accordance with COSMA principles

COSMA Outcomes Assessment Process

Core:
- Mission
- Broad Based Goals
- Program SLOs
- Assessment

Mission

- Overall description of what the program intends for the student to learn, be, and/or achieve
- What content or learning parameters need to exist so that the program can achieve this mission?
- Indicate what students should learn, understand, and/or appreciate as a result of all the educational activities (Maki, 2010).

- COSMA evaluates SLOs at the program level
- Expectations of the student at the time of program completion
- Reviews information on representative samples of students
Cycle of Assessment: STEP 1

Set goals and outcomes that relate to Program Mission

- Use the data to make meaningful changes
- Evaluate, report, & share the data
- Gather the data
- Choose hypotheses that will be explored & set criteria

Align curriculum with outcomes

Cycle of Assessment: STEP 1

Broad-Based Programmatic Goals
- Ambiguous
- General statements
- Large/meta level
- Consistent with mission

Student Learning Outcomes
- Specific
- Measurable
- Action verbs
- Actions/behaviors that students will exhibit
- Consistent with mission and program goals

Student Learning Outcomes

- “knowledge, skills and abilities” attained at the end (or as a result) of his or her engagement in a particular set of higher education experiences” (CHEA, 2012)
- Action verbs that identify what students should be able to demonstrate, represent, or produce over time (Maki, 2004)

Writing Outcomes

Verb Wheel Based on Bloom’s Taxonomy

Domain
Appropriate verbs
Student products
Cycle of Assessment: STEP 1

Example

...students will appreciate the vastness of sport industry.
  – (Too general and hard to measure)
...students will value sport as a large industry.
  – (Better but still too general and hard to measure)
...students will be able to explain the major sport industry segments and their respective contribution to the vastness of sport industry.
  – (Specific and easy to measure)

The mission of the PROGRAM is to prepare undergraduate students to become future leaders and scholars in SPORT MANAGEMENT by providing exemplary integrative and experiential academic preparation in a collaborative environment, to conduct seminal and applied research that impacts SPORT industry on a local, national, and global level, and to provide professional and community service opportunities.

MISSION

– PROGRAM GOAL 1: The SPORT MANAGEMENT program aims to provide students seeking sport marketing, management, and administrative skills a practical perspective through an advanced curriculum which focuses on current industry practices, communication and people skills, and skillsets required of successful managers and administrators.
  • SLO 1: Students will be able to think critically and be capable of solving sport-related industry problems, so as to be prepared to add value to sport organizations.
  • SLO 2: Students will be competent in applying marketing, financial and legal principles to sport industry.

Example

...students will develop problem-solving skills and conflict resolution
  – (Too general and hard to measure)
...students will demonstrate critical thinking skills, such as problem solving as it relates to social issues in sport.
  – (Better but still too general and hard to measure)
...students will be able to analyze and respond to arguments about racial discrimination in sport.
  – (Specific and easy to measure)
Cycle of Assessment: STEP 1

Your turn

Consider your program’s mission

Write 2 program goals that relate to your program’s mission

– Think broad and ambiguous

Write 2 student learning outcomes (total of 4 SLOs)

– Describe what your program’s graduate will look like after graduation.
  • What will the student know?
  • What will the student be able to do?

Cycle of Assessment: STEP 1

Your Turn

Pair and share

Checklist

1. Are your goals consistent with your mission?
2. Do they describe the desired performance/abilities of your graduates?
3. Is it clear what you are assessing?
4. Is the intended outcome measurable?
5. Does it use action verbs?
6. Is the outcome measuring something useful AND meaningful?

Cycle of Assessment: STEP 2

Set goals outcomes

Align curriculum with outcomes

Use the data to make meaningful changes

Evaluate, report, & share the data

Gather to iterate

Cycle of Assessment: STEP 2

• Align curriculum and activities with SLOs

• Identify clear approach to evaluating each SLO

  – Consider the point(s) of assessment
    • Curriculum Mapping
      – Where is an outcome Introduced, Reinforced/Developed, Mastered?

<table>
<thead>
<tr>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
<th>SLO 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Course 1</td>
<td>I</td>
<td>I</td>
<td>R/D</td>
</tr>
<tr>
<td>Core Course 2</td>
<td>R/D</td>
<td>R/D</td>
<td>R/D</td>
</tr>
<tr>
<td>Core Course 3/ Capstone</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
</tbody>
</table>

SEE WORKSHEET IN HANDOUT
Cycle of Assessment: STEP 3

- Establish approach to collecting results
  - Consider:
    - Direct versus Indirect Measures
      - COSMA - 2 direct and 2 indirect measures per assessment plan.
    - Instructional activities
      - projects, exams within major courses
    - Data
      - course grades, exam scores, internship supervisor evaluation, internship reflection papers
    - Assessment Tools
      - comprehensive exam, internship supervisor evaluation

- Direct Measure
  - Assesses extent of student achievement of intended learning outcomes
    - provides direct evidence to determine whether the desired learning has taken place

- Examples
  - Standardized tests
  - pre/post tests
  - analysis of assignments
  - observations of students performing a task
  - analysis of student work products (exams, essays, oral presentations), portfolios

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Can you dig deep into performance by reviewing the rubric?  
Can you relate the rubric scores to the SLO?  
Can the SLO relate to the Goal?  
Does the Goal relate to the Mission?

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Cycle of Assessment: STEP 3

- See rubric examples
  - Can you dig deep into performance by reviewing the rubric?
  - Can you relate the rubric scores to the SLO?
  - Can the SLO relate to the Goal?
  - Does the Goal relate to the Mission?
**Cycle of Assessment: STEP 3**

**Indirect Measure**
- Assess students’ or external bodies’ perceptions, thoughts or opinions pertaining to students’ educational experiences

**Examples**
- Surveys - student attitudes about new pedagogy, curriculum, etc
- Surveys asking students to reflect on their learning experiences
- Exit interviews
- Internship evaluations, etc.

**Multiple Measures**
- Educational research is complicated
  - Best practice = triangulation of the data
    - Several different sources of data increase the probability that the findings present an accurate picture (Breslow, 2007)
    - Use multiple measures to assess the outcomes
      - COSMA
      - suggests at least 2 measures per outcome
        - requires a total of 2 direct and 2 indirect outcomes.

**Criteria**
- Standards of performance required to meet the objective/outcome
- The quality to be judged in the assessment task

**Quality words:** clarity, accuracy, depth, legibility, impact, relevance, etc.
- Example: “Clarity of explanation” is a criterion for “Students will be able to explain how concepts in the subject interrelate.”

**May be expressed as a %, a target number of accomplishment, a rate, an increase over a previous criterion, completion of a task or event, etc.**
- Example: 85% of the students will be able to analyze … using the correct statistical procedures.

**Identify clear evaluation criteria**
- Measure 1: Comprehensive Exam (Direct Measure)
  - Criteria 1: 90% of sport management majors will be proficient or score 80% or higher on said measure.
- Measure 2: Internship Supervisor Evaluation (Indirect Measure)
  - Criteria 2: 90% of sport management majors will score 80% or higher on said measure.
Develop at least 2 measures/tools for each SLO (total 8 measures)
- KISS
- Consider maximizing your tools and points of assessment
- See example as a reference

Establish clear criteria for your measure
- What do you want your graduates to know and/or do at the time of program completion?
- Dependent on the program
- COSMA will evaluate according to program mission

Cycle of Assessment: STEP 4

Assessment data needs to be collected in order to analyzed
Accrediting agencies often will allow sampling, rather than a census-
- sample must be representative
- data provided by program and location
SLO 1: Students will be competent in applying marketing, financial and legal principles to sport industry.

90% will be proficient or score 80% or higher on HSTM Senior Seminar Project.

<table>
<thead>
<tr>
<th>Measure</th>
<th>SLO 1:</th>
<th>Assessment Outcomes</th>
<th>Assessment Results: Total Number of Students Meeting Expectation</th>
<th>Assessment Results: Total Number of Students Observed</th>
<th>Assessment Results: Percentage of Students Meeting Expectation</th>
<th>Assessment Results:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. HSTM Senior Seminar Project Rubric (Marketing Information Scores)</td>
<td>90</td>
<td>100</td>
<td>90%</td>
<td>Met Expectation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. HSTM Senior Capstone Project Rubric (Legal Information Scores)</td>
<td>82</td>
<td>100</td>
<td>82%</td>
<td>Does Not Meet Expectation</td>
<td></td>
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</tbody>
</table>

Cycle of Assessment: STEP 5

Assessment data needs to be evaluated and the results communicated to others in order for it to inform decisions about programs:
- Assessment doesn’t bring improvements in student learning; analysis and use of the results do.
- If assessment data is lying in a corner gathering dust, ask yourself whether the information gathered is useful. If not, figure out why.
- Results need to be communicated to others (faculty, students, stakeholders) who can use them to make decisions.

COSMA requires public disclosure.
Consider the results of the provided example:

– 90% of students were proficient or scored 80% or higher on the marketing component of senior seminar major project;
– 82% of students were proficient or scored 80% or higher on the legal aspects component of senior seminar major project.

– NOW WHAT?
  * COSMA expects you to explain unrealized assessment results and create an action plan.
  * Given the scenario and what you have learned, what might you suggest for this unrealized outcome?

So What?

– How will use the information/data you gather from implementing your assessment?

ACTION, ACTION, WE WANT ACTION!

– What changes will you make based upon the data/information gathered?

  * Make informed decisions regarding curriculum and program
    * Action related to assessment results
    * Action plans driven by the faculty (curriculum committees); maintain meeting minutes, etc.

ACTION, ACTION, WE WANT ACTION!

• Create a culture of assessment and continuous improvement!
• Devise strategies for using results for continuous improvement in accordance COSMA principles

Assessment is only valuable if the results of our analyses are used to make meaningful changes.

  * “Closing the loop” = using the data to make changes
  * These changes need not be huge, but they should be meaningful

Examples:

• New/modified courses
• Better coordination among courses/sections, modifications in concentrations
• Curriculum development grants
• New course sequencing or prerequisites
• Opportunities for remedial work
• New common assignments to address weaknesses