




UIndy 

*Keeping It Simple!
Best Practices in Student
Learning Outcomes
Development and Assessment*

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 **Commission on
Sport Management
Accreditation**

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Session Goals

Develop a better understanding of the **COSMA** assessment process

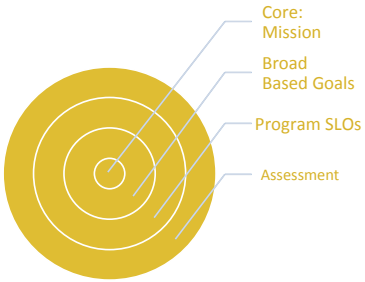
Develop an understanding of the **COSMA** outcomes assessment plan

- Develop SLO statements
- Develop measures & criteria for SLO evaluation


Devise strategies for using results for continuous improvement in accordance with **COSMA** principles

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COSMA Outcomes Assessment Process



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

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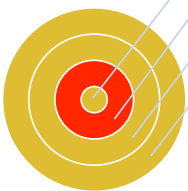
Mission



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

- 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?

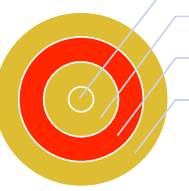
UIndy **Broad Based Goals** **TROY UNIVERSITY**



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

- Indicate what students should **learn, understand, and/or appreciate** as a result of all the educational activities (Maki, 2010).

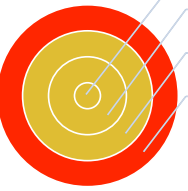
UIndy **Student Learning Outcomes** **TROY UNIVERSITY**



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

- Indicate what students should be able to **demonstrate, represent, and/or produce** due to educational experiences and/or at program completion (Maki, 2010)
- Can be quantitatively or qualitatively measured (Maki, 2010)


UIndy **COSMA Principle 1: Outcomes Assessment** **TROY UNIVERSITY**



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


- COSMA** evaluates SLOs at the program level
- Expectations of the student at the time of program completion
- Reviews information on representative samples of students

UIndy **Cycle of Assessment: Continuous Improvement** **TROY UNIVERSITY**



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    graph TD
      A((Set goals outcomes)) --> B((Align curriculum with outcomes))
      B --> C((Choose how outcomes will be assessed & set criteria))
      C --> D((Gather the data))
      D --> E((Evaluate, report, & share the data))
      E --> F((Use the data to make meaningful changes))
      F --> A
  
```



Indy 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)


Indy Cycle of Assessment: STEP 1 

Example

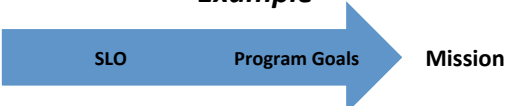
students will develop problem-solving skills and conflict resolution
 – (Too general and hard to measure)

...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)

Indy Cycle of Assessment: STEP 1 

Example



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

Indy Cycle of Assessment: STEP 1 

Example

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.

UIndy 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

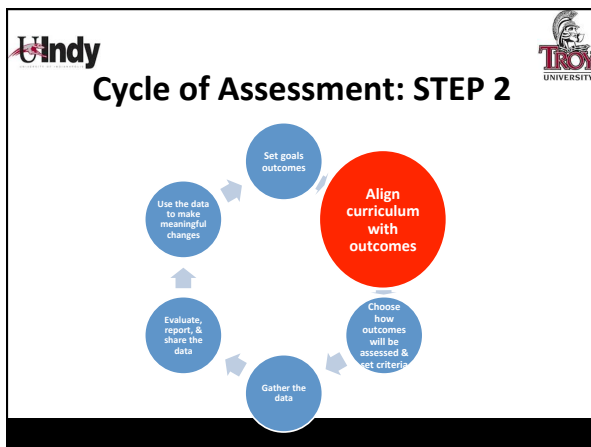
Write 2 student learning outcomes (total of 4 SLOs)

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

UIndy 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?

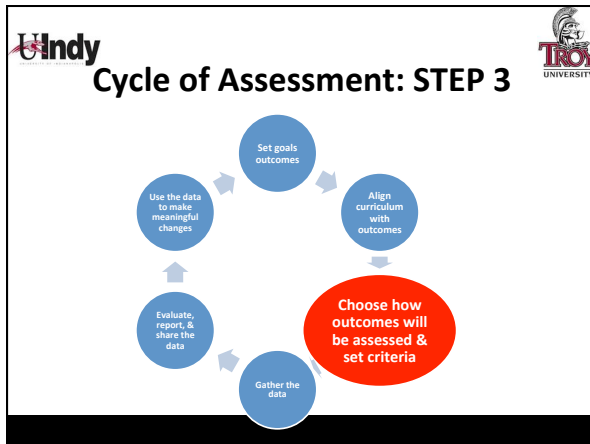


UIndy Cycle of Assessment: STEP 2

- 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?

	SLO 1	SLO 2	SLO 3	SLO 4
Core Course 1	I	I	R/D	R/D
Core Course 2	R/D	R/D	R/D	R/D
Core Course 3/ Capstone	M	M	M	M

SEE WORKSHEET IN HANDOUT



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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

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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?

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Cycle of Assessment: STEP 3

<p>Direct Measure</p> <ul style="list-style-type: none"> Assesses extent of student achievement of intended learning outcomes provides direct evidence to determine whether the desired learning has taken place 	<p>Examples:</p> <ul style="list-style-type: none"> 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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 **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.

 **Cycle of Assessment: STEP 3** 

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.**

 **Cycle of Assessment: STEP 3** 

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.*

 **Cycle of Assessment: STEP 3** 

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.

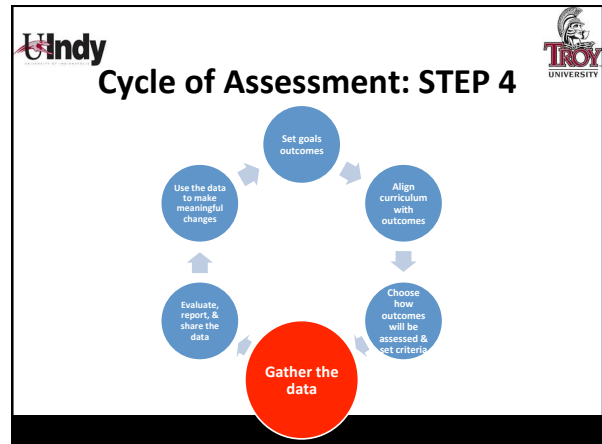
UIndy Cycle of Assessment: STEP 3
Your Turn

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

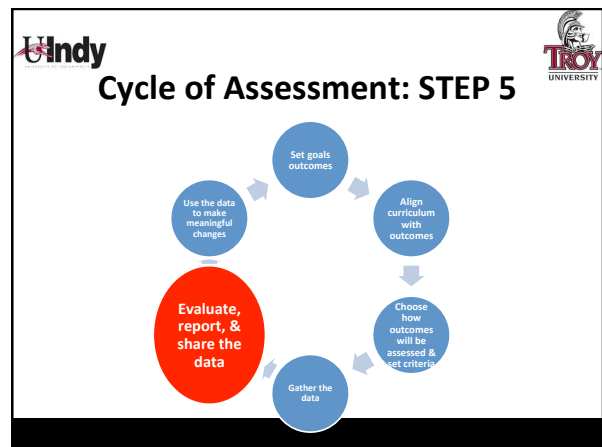


UIndy Cycle of Assessment: STEP 4

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



Identify Each Intended Outcome	Identify the Assessment Tool and Type of Measure (Direct or Indirect)	Assessment Results: Total Number of Students Meeting Expectation	Assessment Results: Total Number of Students Observed	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: 1. DNM 2. ME 3. EE 4. Insufficient Evidence
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.	1. HSTM Senior Capstone Project Rubric (Marketing Information Scores) (Direct Measure)	90	100	90%	Met Expectation
Measure 2: 90% will be proficient or score 80% or higher on HSTM Senior Seminar Project.	2. HSTM Senior Capstone Project Rubric (Legal Information Scores) (Direct Measure)	82	100	82%	Does Not Meet Expectation

Criterion	4 High Proficiency (90-100)	3 Proficiency (80-89)	2 Some Proficiency (70-79)	1 or 0 No or Limited Proficiency (60-69 or below 60)
Implementation: Description of Marketing Mix	Describes marketing mix fully and well, including specifics of product/service, pricing, distribution tiers, media, Customer Relationship Management plan, and Management Information System plan	Describes marketing mix, including most of the specifics of product/service, pricing, distribution tiers, media, Customer Relationship Management plan, and Management Information System plan	Describes marketing mix with some omissions of specifics of product/service, pricing, distribution tiers, media, Customer Relationship Management plan, and Management Information System plan	Does not describe marketing mix or does so poorly, omitting many or all of specifics of product/service, pricing, distribution tiers, media, Customer Relationship Management plan, and Management Information System plan
Legal Information	Presents detailed, up-to-date, and prudent legal information. Includes sources of legal documents (legal counsel and/or thorough legal analysis).	Presents pertinent legal information, yet lacks minor details. Includes sources of legal documents (legal counsel and/or thorough legal analysis).	Presents some legal information, yet lacks major details. Includes sources of legal documents (legal counsel and/or thorough legal analysis).	Presents limited information legal information. Documents no legal sources.

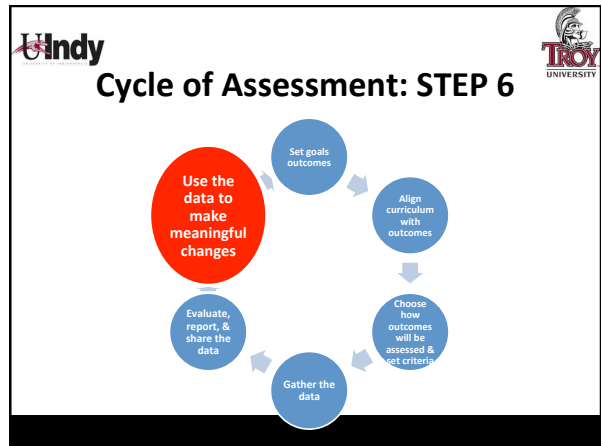




Cycle of Assessment: STEP 5

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




UIndy Cycle of Assessment: STEP 6 
Your turn

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?


UIndy Cycle of Assessment: STEP 6 

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.

UIndy Cycle of Assessment: STEP 6 

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



UIndy Cycle of Assessment: STEP 6 

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

References

Bloom, B. (1956) *A taxonomy of educational objectives, The classification of educational goals-handbook I: Cognitive domain*. New York: McKay.

Maki, P.L. (2010). *Assessing for learning: Building a sustainable commitment across the institution (2nd ed.)*. Sterling, VA: Stylus.