

# Measuring for Insight: Some Kick-off Thoughts

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# Agenda



A New Context

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How to measure student learning?

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Limitations of direct assessment

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Summative and formative assessment

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Measuring across boundaries

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Sharing across boundaries

# Focus of Assessment

**What could I do differently to improve?**

# How to Measure Learning Outcomes?

 **Student Learning Outcome (SLO)**   **Standard**

## Direct Measures

- Tests (licensure exams, local exams, outcomes-focused exams)
- Rubric-based assessment



## Indirect Measures

- Student ratings of their learning outcomes
- Course evaluations
- Student/alumni satisfaction with their learning (surveys, exit interviews, or focus groups)
- Employer ratings of outcomes in graduates
- Placement rates
- Graduation rates
- Course grades
- Assignment grades



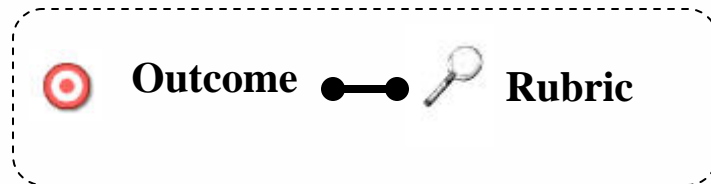
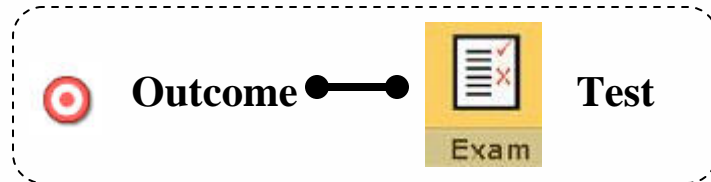
## Artifacts / Portfolios

- Capstone experiences
- Written work / performances
- Class discussion participation

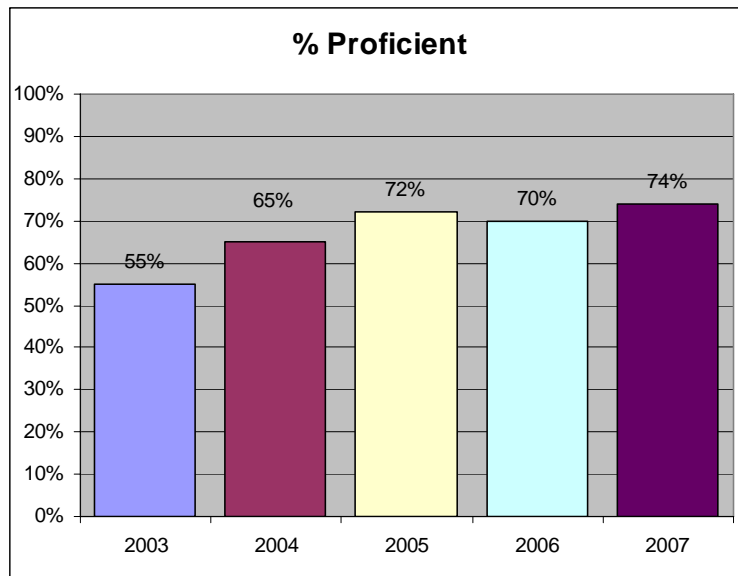
Adapted from Suskie (2004) Assessing Student Learning.

# Limitations of (Direct) Measurement

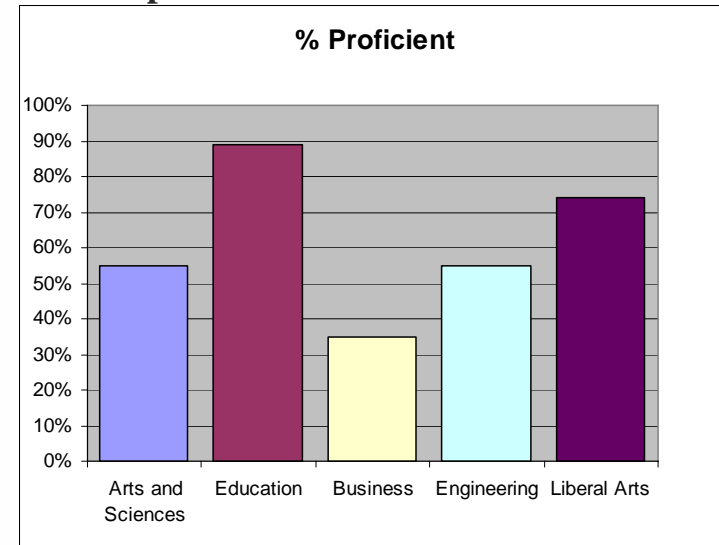
## Same Instrument for Comparison



## Compare Performance Over Time



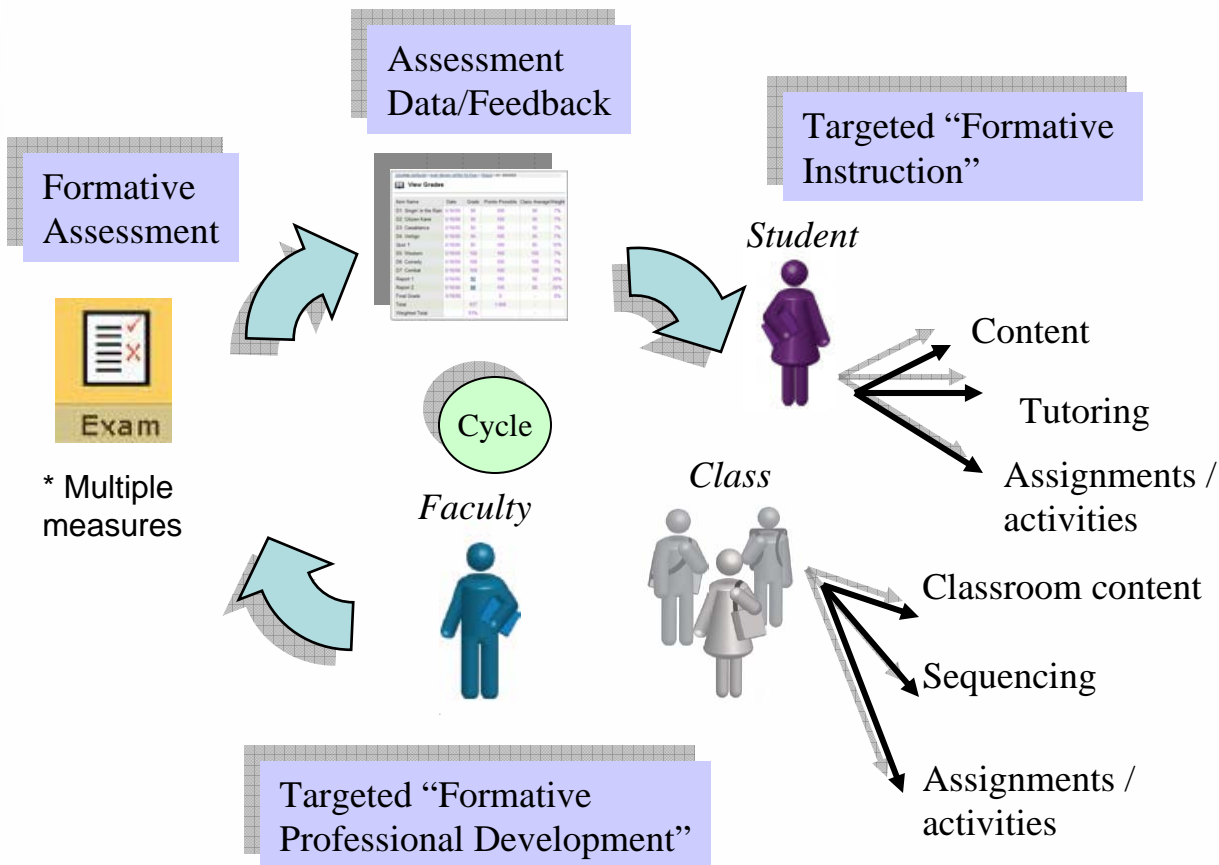
## Compare Performance Across Places



## Compare Performance Across Institutions...

Focus:  Student

# The Promise and Challenge of Formative Assessment






## Promise

- Adjust instruction and professional development in time to make a difference for the student
- Tailor experience to better meet individual student needs
- Better outcomes

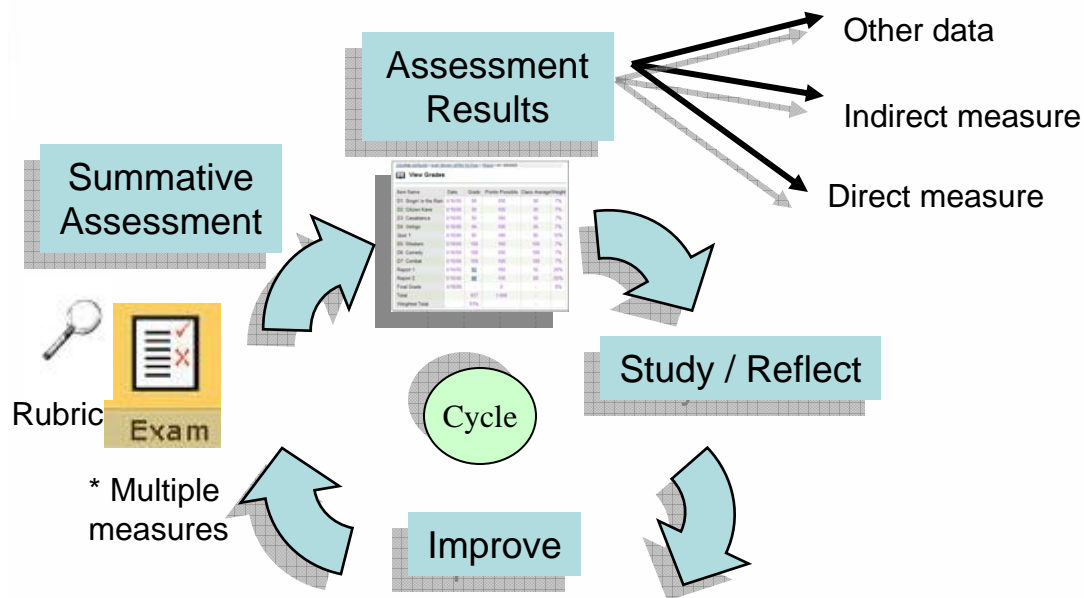
## Challenges

- Requires shift in traditional course delivery
- Significant professional development and training needed
- Faculty often resistant

- Focus**
-  Course
  -  Program
  -  Unit

# Role of Summative Assessment

What questions do you want to answer, about your course, program, unit, institution?



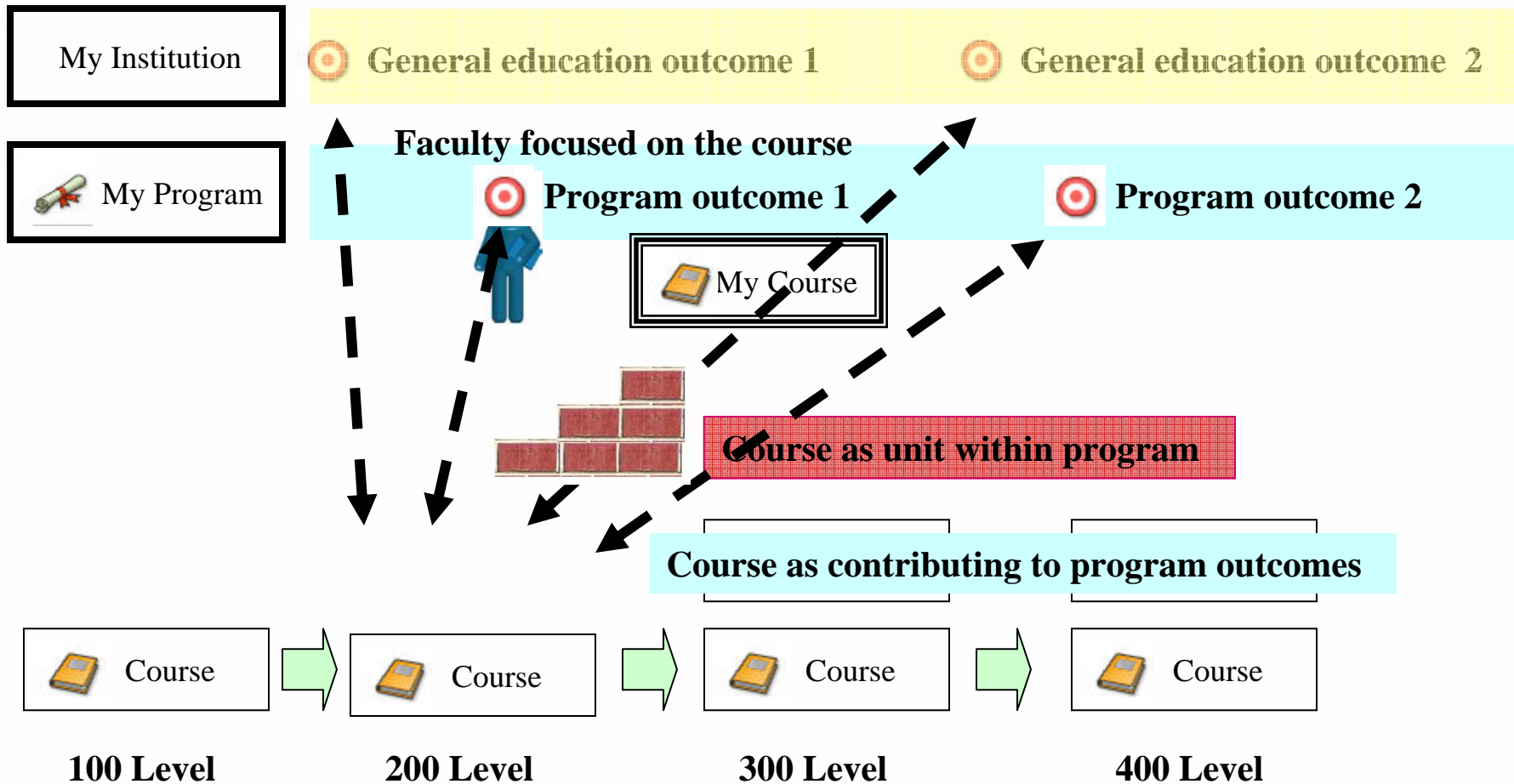
## The False Dichotomy

- Summative and formative assessment should **both** lead to improvement
- Summative improvement focused on improvement of unit of study

- Change course content, design or sequence
- Revise assignment content or sequence
- Change assessment content or timing
- Revise pedagogical approach
- Alter relationship between faculty, tutors and students

# Measuring Across Course Boundaries

Course as contributing to institutional outcomes



# Share Learning “Units” Across Community

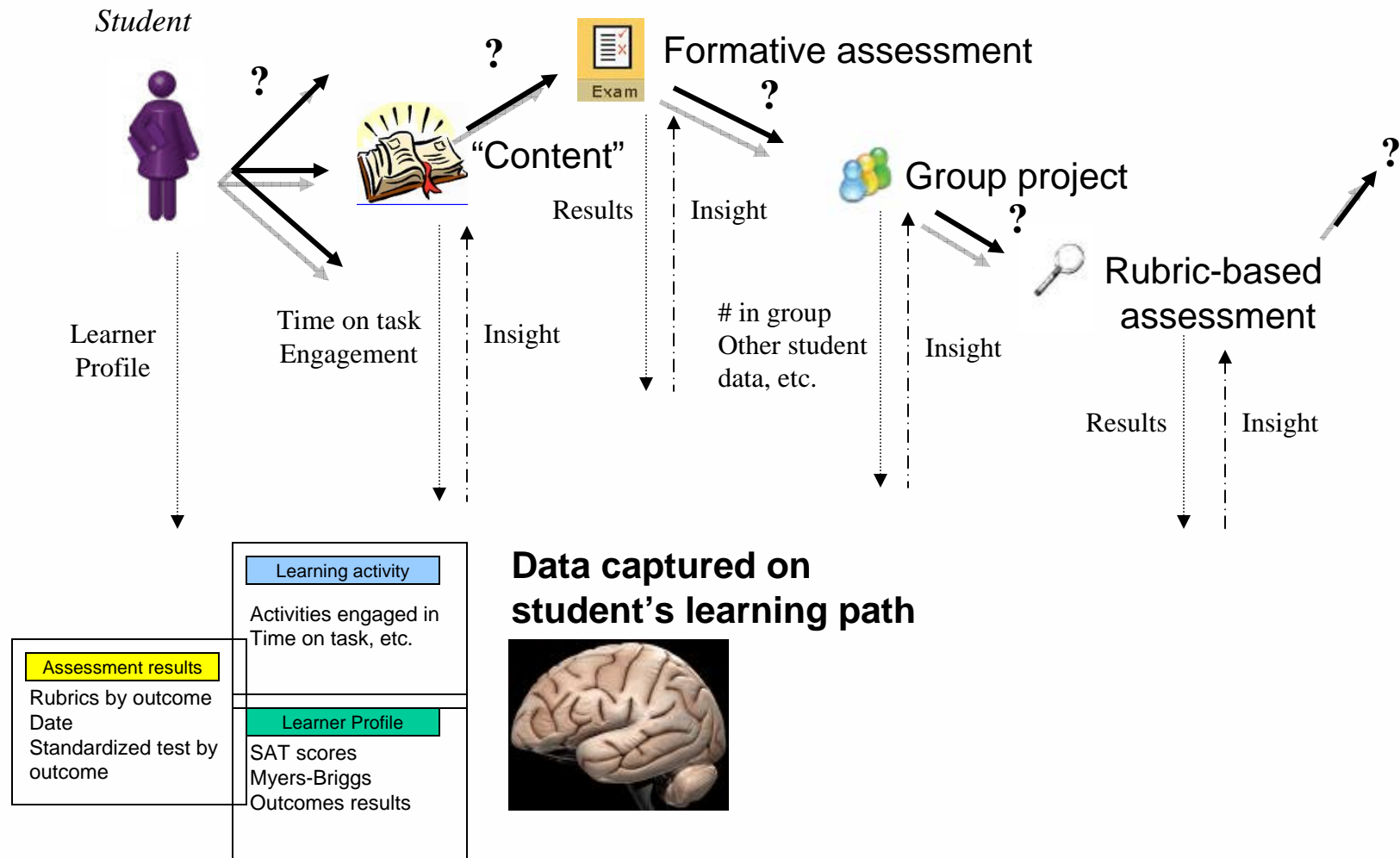


**Standards to enable interoperability of learning  
“units” across institutions**

- Learning standards
- Assessment instruments (rubrics, tests, etc.)
- Content (“chunked” learning objects, larger units of books, remedial content, etc.)
- Services (online tutoring, advising, etc.)
- Assignments / activities

# Insight Captured from the Learning Path

## Individual Learning Path



## Share Insight Across Community

- With interoperable learning units...
- Share data on student outcomes and learning paths across higher education community
- Increase global access to innovation in each local institution

**NETFLIX**

» Netflix contest for higher education – What activities lead to the best outcomes?

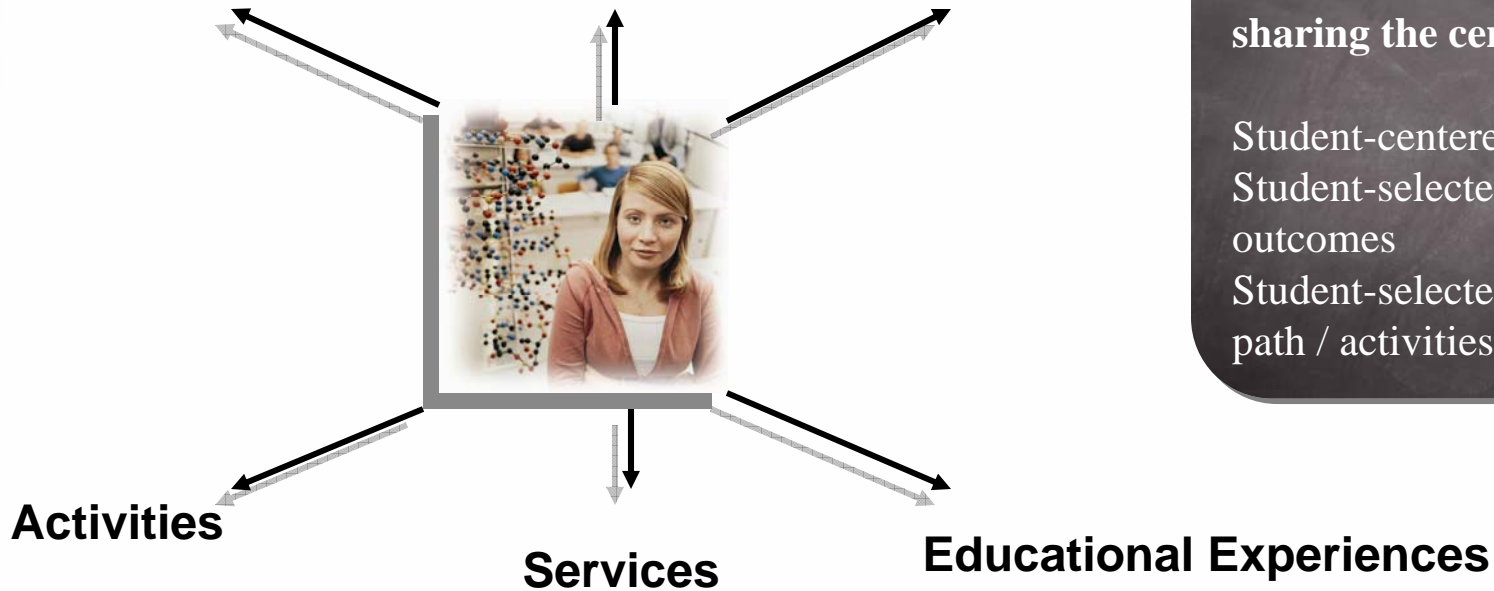


# Measuring and Insight for Whom?

 Programs

 Learning Outcomes

 Courses



Student moving the center or sharing the center?

Student-centered/focused insight  
Student-selected/guided outcomes

Student-selected/guided learning path / activities

How can measurement and insight help students develop ownership and take direction over their learning?

## Implications for Higher Education Model?

- Whose decision is guided by insight?
- What does that mean for the higher education model?
- Who selects the right content? the right service? the right course? the right community / collaboration?