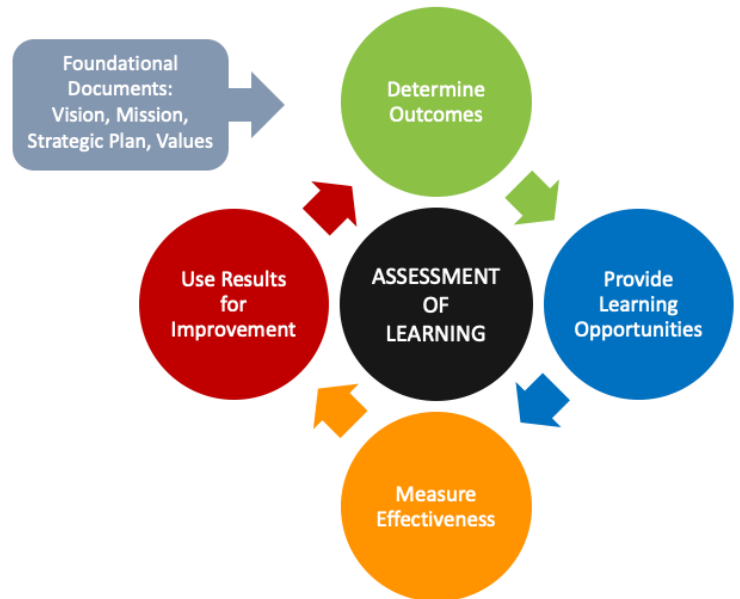


Assessment of Learning is KSU's academic assessment process. Each educational program develops an assessment plan, which includes *Student Learning Outcomes* and associated *Measures*.



STUDENT LEARNING OUTCOME: Statements of what students are expected to know and/or be able to do after completing a program or course.

- When writing outcomes, focus on one specific **knowledge or skill area** per outcome.
- For continuous improvement work, select a knowledge or skill area with which students struggle the most (a **need for improvement**).
- Use **clear, concise language and action verbs** (see Bloom's Taxonomy).

The **SMART mnemonic** is often referenced when crafting student learning outcomes that are meaningful and measurable. The typical criteria have been expanded to include others that may be helpful to consider:

- Specific, Strategic
- Measurable, Motivating, Meaningful
- Attainable, Action-Oriented, Aligned
- Relevant, Result-Oriented, Rigorous, Realistic
- Time-bound, Trackable



Guiding Questions (Suskie, 2018):

- What do we want students to get out of this learning experience? What do we want them to be able to do long after the course is completed? Why are those things important?
- What do we value most about our discipline? According to the major authorities in our discipline, what are the most important things students should learn?
- What do our students do after they graduate? What are the most important things they need for success in those pursuits?
- How does this course relate to other courses in this program, to other disciplines that students may be studying, or to the general education curriculum?
- What action words (i.e., Bloom's Taxonomy) describe what students will know or do for this outcome?
- Are the learning outcomes observable and measurable?
- Do the learning outcomes align with the expected level of mastery for the course and for the degree program?
- What specific learning activities will help students achieve the learning outcomes?
- How will we know if students have achieved the learning outcomes?
- What assessments will best provide evidence of outcome achievement (i.e., exam items, assignments assessed with a rubric, clinical experience or internship supervisor ratings, etc.)?

Are the Outcomes Measurable?

Not Measurable:	Measurable:
Students will be familiar with...	Students will identify (or list) the...
Students will know the difference between...	Students will summarize the difference between...
Students will think critically about...	Students will evaluate the evidence... Students will compare and contrast... Students will construct an argument for...
Students will understand the principles of...	Students will apply the principles of...
Students will appreciate...	Students will articulate the importance of...
Students will learn how to...	Students will demonstrate...

Example Student Learning Outcome using the ABCD Format:

- Who is the **Audience**?
- What **Behavior** will be observed?
- Under what **Conditions** will this be performed?
- What **Degree** of performance is expected?

“The student will design and conduct an original research project in psychology that is approved by the IRB, is written using APA format, and meets the criteria of the departmental rubric.”

MEASURES: Specific method used to collect evidence of the learning outcome.

- Measures may be **quantitative** (numerical data) or **qualitative** (lists, themes, or descriptive analyses).
- Include at least one **direct measure**. Direct measures are tangible, visible, and compelling evidence of the outcome. Indirect measures are signs or perceptions of the outcome.
- Specify the **course and timeframe** for assessment (i.e., “ENGL 1101 - Composition I, Spring semester”).
- When using exams for assessment, **specify the exam items** that relate to the outcome (i.e., “Final Exam, Items 3, 7, and 12”). **Attach the exam items.**
- When using projects, presentations, papers, or other assignments for assessment, please **attach the assignment description and scoring rubric**. These are typically the same documents provided to students.
- Individual items on a **rubric** may be separate measures, but please specify the item(s) that pertain to the outcome (i.e., “Item 4, Speaking Skills, on the attached Presentation Rubric”).
- Course grades and passing rates are not effective measures** of student learning outcomes. Grades lack granular information about what students have and have not learned, making it difficult to determine targeted strategies for improvement. They may also include factors other than student learning (i.e., participation, attendance, etc.).

Example Measures: The same instrument may be used to assess different learning outcomes.

- Rubric items (direct)
- Exam items (direct)
- Internship evaluation items (direct)
- Focus group questions (indirect)
- Self-assessment (indirect)
- Survey items (indirect)

Additional Resources

Suskie, L. (2018). *Assessing student learning: A common sense guide*. Jossey-Bass.

The [Assessment of Learning website](#) provides additional resources to support your assessment efforts. Please contact the Assessment Office at assessment@kennesaw.edu if you have any questions or you would like to schedule a consultation. Thank you for your commitment to continuous improvement at KSU.