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Upon completion of this session, participants should be able to coordinate the following for their certificate programs:

- Development of a mission statement for their certificate program.
- Articulation of student learning outcomes (SLOs).
- Determination of appropriate direct assessments for each SLO.
- Documentation of student performance for each SLO.
- Documentation of recommendations for continuous improvement.

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## The Higher Learning Commission (HLC) Assessment Requirements

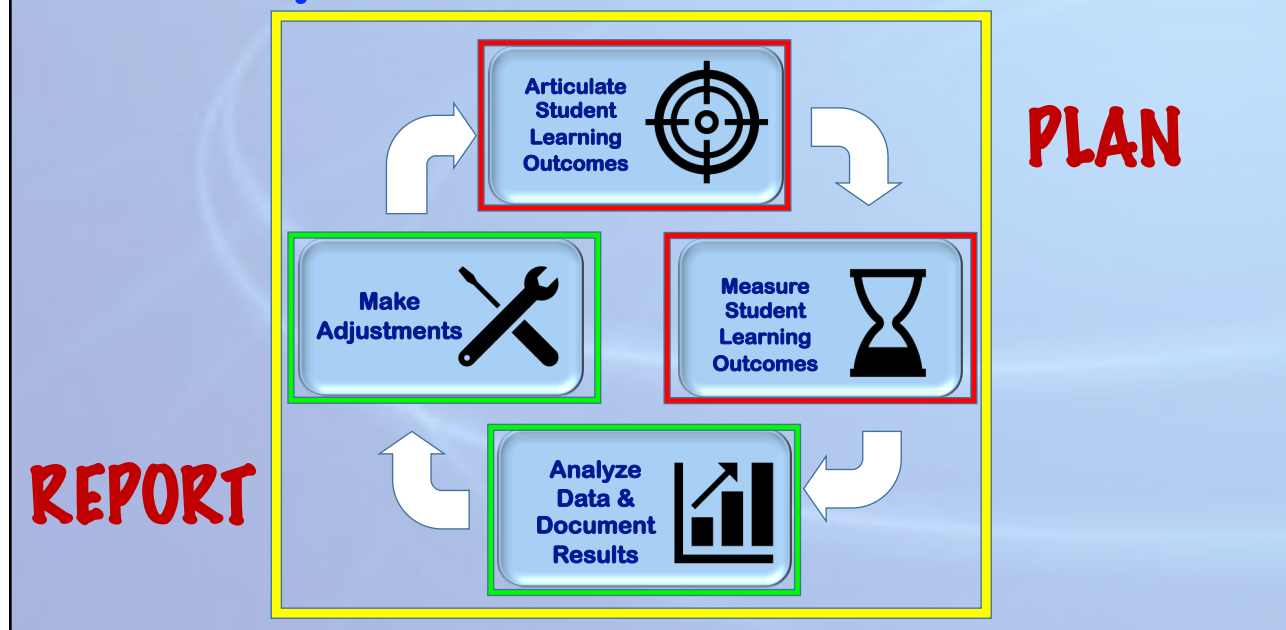
**Core Components 3.A.2:** The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

**Core Component 4.B.** The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for **assessment of student learning** and for **achievement of learning goals** in academic and cocurricular offerings.
2. The institution **uses the information gained from assessment to improve student learning.**
3. The institution's **processes and methodologies to assess student learning reflect good practice**, including the substantial participation of faculty, instructional and other relevant staff members.

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## Steps of the Assessment Process



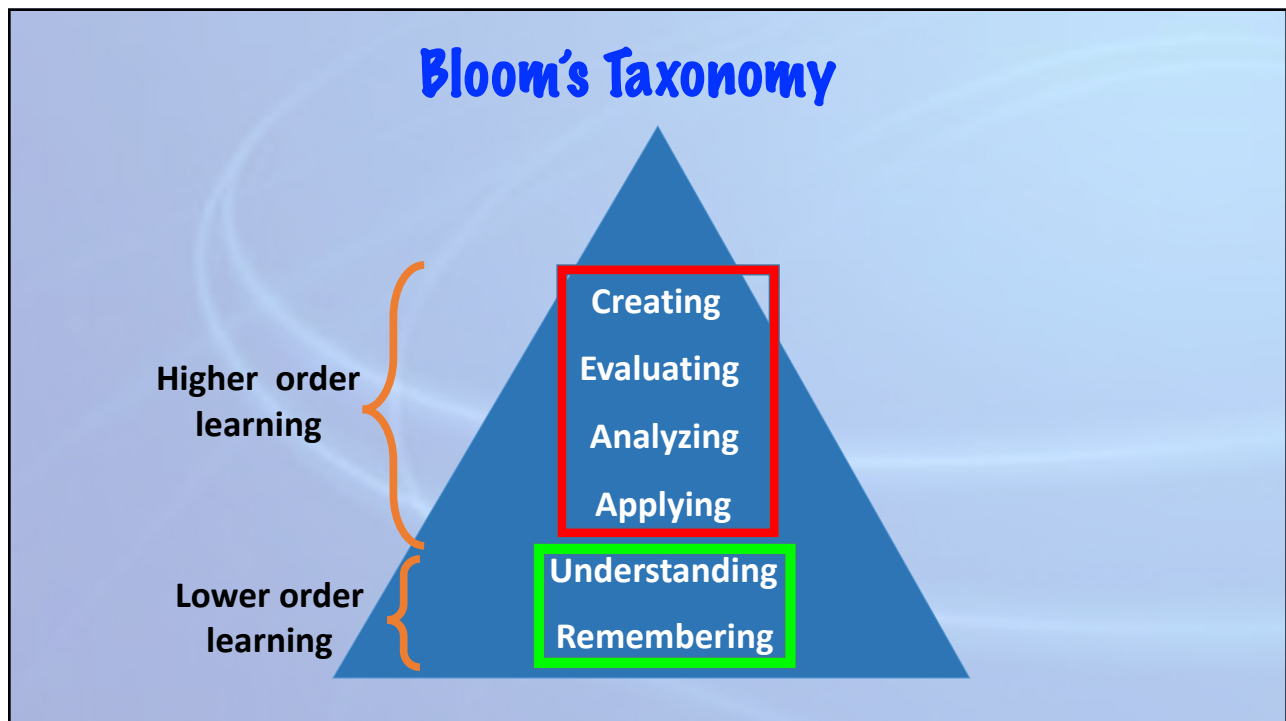
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## STEP 1: Articulate Student Learning Outcomes (SLOs)

What do you want your students  
to know and be able to do  
upon completion of the  
certificate program?

Hint: Use of Bloom's Taxonomy of active verbs.

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## Bloom's Taxonomy

### Remembering

**Behavioral Learning Outcome:** Ability to recall previously learned information.

**Cognitive Learning Outcome:** Lowest level of learning outcomes.

**Key Terms for Assessment:** arrange, define, label, list, name, order, relate, recall, repeat, reproduce, state, describe, enumerate, identify, match, record, select.

**Teaching/Learning Methods:** Lecture, Memorization, Readings, Podcast, Video, Web information.

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## Bloom's Taxonomy

### Understanding

**Behavioral Learning Outcome:** Ability to translate materials from one form or format to another by explaining or summarizing and predicting consequences or effects.

**Cognitive Learning Outcome:** Lowest level of interpreting rote factual information.

**Key Terms for Assessment:** classify, cite, describe, discuss, estimate, explain, generalize, make sense out of, paraphrase, restate (in own words), summarize.

**Teaching/Learning Methods:** Readings, Graphic Organizers, Demonstration, Discussion.

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## Bloom's Taxonomy

### Applying

**Behavioral Learning Outcome:** Ability to transform learned material such as rules, methods, concepts, principles, laws, and theories.

**Cognitive Learning Outcome:** Demonstrates a higher level of understanding of the mechanics of employing information to a purpose than comprehension.

**Key Terms for Assessment:** apply, demonstrate, dramatize, interpret, sketch, articulates, computes, constructs, determines, develops, discovers, establishes.

**Teaching/Learning Methods:**

- *Demonstrate problem-solving (Case Studies, text problems, scenarios)*
- *Demonstrate application of rules, laws, or theories (Case Studies, text problems, scenarios)*

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## Bloom's Taxonomy

### Evaluate

**Behavioral Learning Outcome:** Ability to make judgments about the value of ideas and/or materials. May also be the ability to produce an end product that fulfills a given purpose rather than being right/wrong.

**Cognitive Learning Outcome:** Learning outcomes highest because it contains all other categories and includes value judgments based on clearly defined criteria.

**Key Terms for Assessment:** appraise, argue, compare, defend, estimate, judge, predict, support, evaluate, contrast, critiques, interprets, justifies, reframes.

**Teaching/Learning Methods:**

- *Demonstrate process for evaluating research reports based on criteria.*
- *Case Studies - Small group discussions of appropriateness of procedures, results.*
- *Debates.*

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## Bloom's Taxonomy

### Creating

**Behavioral Learning Outcome:** Ability to build a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.

**Cognitive Learning Outcome:** Learning outcomes emphasize creativity and the creation of unique patterns or structures.

**Key Terms for Assessment:** compose, construct, create, design, propose, devise, integrates, invents, models, reconstructs, revises, structures, substitutes, validates.

**Teaching/Learning Methods:**

- *Research/Labs*
- *Multiple Case Studies – Class or small group discussions assembling relevant information to produce a hypothesis, plan to address recurring problems*
- *Interviews with experts*

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## Beware of the Weasel words...



imagine, gain, realize,  
 acquainted with,  
 familiar with,  
 understand, know,  
 believe, appreciate,  
 conscious of,  
 interested in,  
 aware of, see.

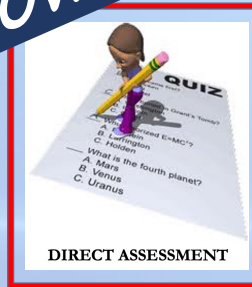
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## STEP 2: Measure SLOs

### WHERE?

SIMPLE CURRICULUM MAPPING				
STUDENT LEARNING OUTCOMES	CORE COURSES			
	A	D	E	F
1	✓	✓	✓	✓
2		✓	✓	✓
3	✓			✓

### HOW?



*Hint: Focus **primarily** on student work in core courses and other educational experiences required of all students in the certificate programs.*

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## Direct Assessments

...are “measurement” strategies that require students to **demonstrate** achievement levels related to program-specific learning outcomes.

- *Pre and posttests*
- *Multiple-choice tests*
- *Essays*
- *Portfolio evaluation*
- *Case studies*
- *Reflective journals*
- *Capstone projects*
- *Class projects (individual or group)*
- *Internship or clinical evaluation*
- *Project Designs*
- *Performance piece (e.g., musical recital)*
- *Poster presentation*

*\*All the above methods, except for multiple-choice tests, require the use of **rubrics** to assess the quality of student performance.*

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## Indirect Assessments


...are reports of student “perceptions/opinions” regarding their learning.

- *Course Evaluations*
- *Interviews*
- *Transcripts*
- *Focus Groups*
- *End of Course Grades*
- *Student Surveys*

*\*SLOs should primarily be assessed using direct assessments. Indirect assessments are simply used to augment results of the direct assessments but should not be used without direct methods.*

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## STEP 3: Analyze & Interpret Student Performance



### Key Questions

- What do the data show about your students' level of **mastery** of intended learning outcomes?
- Are there areas where students are **outstanding**? Are they consistently **weak** on certain skills?
- Are there areas where performance is **good, but not outstanding**, and you'd like to see **better/higher** performance?

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## STEP 4: Use results of assessment for continuous improvement



### Key Questions

- What will you do to **improve** student learning?
- Which program elements should be:
  - *Reinforced?*
  - *Maintained?*
  - *Strengthened?*
  - *Modified?*

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## Timeline for development and submission of assessment Plans/Reports for Certificate Programs

1

Fall 2020

- Assessment workshops (contents)
- Development of assessment plans.
- Review of assessment plans.

2

Spring 2021

- Assessment Workshops (uploading of plans to *TracDat*).
- Begin to document assessment results at the end of spring 2021.

3

Fall 2021

- Upload *Assessment Results* and *Use of Assessment Results* to *TracDat*.

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# Sample assessment Report for a Certificate Program

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# Contact Details



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