What is Learning Outcomes Assessment?

Learning Outcomes Assessment is a tool for continual improvement.

Learning outcomes assessment is a systematic approach for documenting what students get out of our programs, services, courses, and events. The question an outcomes-based assessment attempts to answer through direct observation is...

"What did the students actually learn?"

By taking an outcomes-based assessment approach we are able to make targeted changes to continuously and strategically improve our programs. Outcomes assessment helps us go beyond a descriptive report on what we did for students, how we did it, and who or how many people show up and like an event. It helps us focus on student outcomes, not professional effort.

Go to: www.unr.edu/ateam to access:

- A-Team Assessment Reports
- Assessment with MAP-Works
- ...and more!

Save the Date...

Fall Assessment Workshops

- One-hour workshops
- Tuesdays at 10 a.m. and Thursdays at 1 p.m.
  - Assessment 101 (T 9/9) (TH 11/20)
  - Direct Methods of Observation (T 9/16) (TH 11/13)
  - Mission to Outcomes Alignment (T 9/23) (TH 11/6)
  - Rubrics 101 (T 9/30) (TH 10/30)
  - Survey Design and Question Writing (T 10/7) (TH 10/23)
  - Focus Groups & Interviews (T 10/14) (TH 10/16)
  - Content Analysis (T 10/21) (TH 10/9)
  - Univariate (one-variable) Data Analysis (T 10/28) (TH 10/2)
  - Multivariate Data Analysis (T 11/4) (TH 9/25)
  - Graphical Data Presentation (T 11/11) (TH 9/18)
  - Reporting & Sharing Results (T 11/18) (TH 9/11)

Email Jennifer Lowman, jlowman@unr.edu to sign-up. Don’t worry if you don’t sign-up today you’ll get a few reminders!

Learning Outcomes Assessment In Action

How assessment data is being used to improve programs and on-going assessment.

University of Nevada, Reno
Closing the Loop with Learning Outcomes Assessment

We have collected, analyzed, and shared our assessment results with our colleagues, stakeholders, and at conferences! To “close the loop” we have to use our findings to improve our programs and improve our approach to assessment. Here are some examples on how assessment data is in use...

- New Student Initiatives is taking their paper assessment on-line to better examine what students know BEFORE they attend orientation.
- The Tutoring Center had SI Leaders gather evidence of learning from weekly trainings. The SI portfolios allowed for on-going assessment from staff and peers, targeted feedback, and continual program improvement.
- Fraternity and Sorority Life is getting chapter presidents involved in revising the Mission Statement of the Office. The goal is to incorporate broad yet measureable goals in a shared Mission.
- The Center for Student Cultural Diversity is implementing a longitudinal assessment design going above and beyond static program assessment for College Life 101.
- Admissions and Records used student feedback to redesign their Nevada residency application to clarify new policies and ensure transparency.
- The TRiO Scholars Program exceeded the learning outcome established for the Coaching Model Project by 6%. 91% of freshmen participants were in good academic standing at the end of the first semester, exceeding the target goal of 85%. As a result, the Coaching Model Project has been continued with modifications based on staff and student feedback.
- The Wolf Shop is embedding assessment at specific points in their presentations to engage participants, and increase learning, as well as to keep presenters on track as they highlight essential material.
- The Associate Dean’s assessment of emergency textbook assistance revealed all but one student participant in the SALT online financial education program engaged in a new money management behavior the following semester.
- The Student Union’s assessment of student employee training revealed elements from which the students did and did not benefit. Subsequent trainings have been modified to enhance student learning across elements.
- The Career Studio is sharing learning outcomes in discussions with instructors and for the purpose of tailoring presentations to the needs of students and course conditions.
- Residence Hall Emergency Response Training assessment found that students know who to call and what to do in an emergency situation, though they remain fearful of handling emergency situations.
- Assessment with ASUN Student Officers identified and subsequently targeted with a retreat the student’s “understanding how government” functions to achieve significant learning.
- The Disability Resource Center used focus group data to redesign the Livescribe pen training manual, to automate the DRC Livescribe process, and to implement follow-up training for all DRC student users.
- Student Conduct gained insight into a key domain — self-motivation — in which students’ scored low. More class time will be devoted to this domain to support behavior change.
- ASUN Office of Student Engagement is focusing on one assessment approach after exploring multiple methods. One rubric will be used in pre & post assessments to identify opportunities for student growth, as well as to create departmental plans for student development.
- Upward Bound’s assessment of the MyFoundations Lab (MFL), an online reading and math foundational skill builder, supported the hire of two online instructors to monitor student progress in MFL and to provide open lab times for non-residential students to receive in-person instructional support. An incentive was also added for non-residential students, allowing those who complete 85% of assigned MFL modules within five weeks to attend the out-of-state summer college tour.