



**Institutional Assessment:
Student Learning Outcomes**
Office of Institutional Research and Assessment (OIRA)



THE UNIVERSITY OF
ALABAMA IN HUNTSVILLE


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Key Questions

What is a Student Learning Outcome?

Who uses Student Learning Outcomes?


What makes a good Student Learning Outcome?

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UAH Mission

The University of Alabama in Huntsville is a research-intensive, internationally recognized technological university serving Alabama and beyond.

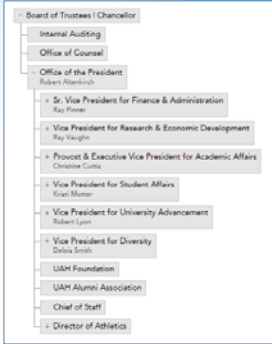
Our mission is to explore, discover, create, and communicate knowledge, while educating individuals in leadership, innovation, critical thinking, and civic responsibility and inspiring a passion for learning.

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Student Learning

Required for degree, major, certificates

Optional for everyone else



Board of Trustees | Chancellor
Internal Auditing
Office of Counsel
Office of the President
Robert Abernethy
+ Sr. Vice President for Finance & Administration
Ray Foner
+ Vice President for Research & Economic Development
Ray Vaughn
+ Provost & Executive Vice President for Academic Affairs
Christopher Collins
+ Vice President for Student Affairs
Karin Moser
+ Vice President for University Advancement
Robert Lynn
+ Vice President for Diversity
Delia Smith
UAH Foundation
UAH Alumni Association
Chief of Staff
+ Director of Athletics

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Student Learning Outcome (SLO) Components

1. Outcome	observable knowledge, skill, attitude or behavior for a student group
2. Assessment Method	two ways to measure
3. Assessment Target	expected results
4. Data Collected	actual results
5. Use of Results	changes made

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Outcome Statement: Example #1

Undergraduate majors can identify the key theories in this field.

Student Population Observable

Knowledge, Skill, Attitude/Behavior


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Outcome Statement: Example #2

Graduates of this program will learn how to
Student Population

complete original research,
Knowledge, Skill, Attitude/Behavior

Observable


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Outcome Statement: Example #2

Graduates of this program will be able to
Student Population

design and implement an original experiment
Observable

or research project successfully.
Knowledge, Skill, Attitude/Behavior


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Outcome Statement: Example #3

Program graduates have effective
Student Population

communication skills,
Knowledge, Skill, Attitude/Behavior


Observable

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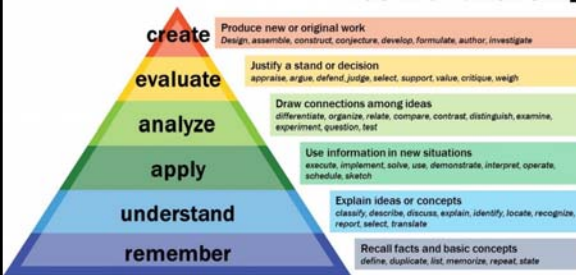
Outcome Statement: Example #3

Program graduates demonstrate effective
Student Population Observable

written communication skills.
Knowledge, Skill, Attitude/Behavior


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Bloom's Taxonomy



Level	Description	Verbs
create	Produce new or original work	Design, assemble, construct, conjecture, develop, formulate, author, investigate
evaluate	Justify a stand or decision	appraise, argue, defend, judge, select, support, value, critique, weigh
analyze	Draw connections among ideas	differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test
apply	Use information in new situations	execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch
understand	Explain ideas or concepts	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate
remember	Recall facts and basic concepts	define, duplicate, list, memorize, repeat, state

Illustration from <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>


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Outcome Statement: Example #3

Program graduates construct, organize, and
Student Population Observable


articulate in writing an argument in support of
Knowledge, Skill, Attitude/Behavior

a theory or idea.

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Student Learning Outcome (SLO) Components


1. Outcome	✓ observable knowledge, skill, attitude or behavior for a student group
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Institutional Assessment: Different Methods


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Assessment Methods

<p>Direct</p> <ul style="list-style-type: none"> Concrete, observable evidence of learning typically through work product or performance <ul style="list-style-type: none"> Essays/papers Presentations Portfolios Test questions Standardized exams Labs Performances 	<p>Indirect</p> <ul style="list-style-type: none"> Students' reflection on or perception of their own learning Appearance of learning but no clear evidence <ul style="list-style-type: none"> Surveys Interviews Focus groups Placement rates Retention rates Time to degree
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Assessment Methods

<p>Direct</p> <ul style="list-style-type: none"> Concrete, observable evidence of learning typically through work product or performance 	<p>Indirect</p> <ul style="list-style-type: none"> Students' reflection on or perception of their own learning Appearance of learning but no clear evidence
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Who is involved in assessing and collecting it?
 What information is collected?
 When is it collected?
 How is it reported?

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Assessment Method: Example #1

Outcome: Undergraduate majors can identify the key theories in this field.

Assessment Method #1: The comprehensive final exam for ABS-301 includes one section where students identify the appropriate theory for a series of statements. This exam is graded by the course faculty member and the percent correct for this section for each student is reported.

Assessment Method #2: The final research projects completed during the capstone courses are evaluated separately by the course instructor and one other departmental faculty member using a rubric. Two rubric ratings for each student, one from each rater, for the criteria "Description of Applicable Theories" are collected and reported as the percentage of students scoring at each level.

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Student Learning Outcome (SLO) Components

1. Outcome	✓ observable knowledge, skill, attitude or behavior for a student group
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Assessment Method: Example #1

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Assessment Method #1: The comprehensive final exam for ABS-301 includes one section where students identify the appropriate theory for a series of statements. This exam is graded by the course faculty member and the percent correct for this section for each student is reported.

Assessment Target #1:

What do we think the results will be?


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Assessment Method: Example #1

Outcome: Undergraduate majors can identify the key theories in this field.

Assessment Method #1: The comprehensive final exam for ABS-301 includes one section where students identify the appropriate theory for a series of statements. This exam is graded by the course faculty member and the percent correct for this section for each student is reported.

Assessment Target #1: At least 80% of students will get 100% of the questions correct.


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Assessment Method: Example #1

Outcome: Undergraduate majors can identify the key theories in this field.


Assessment Method #2: The final research projects completed during the capstone courses are evaluated separately by the course instructor and one other departmental faculty member using a rubric. Two rubric ratings for each student, one from each rater, for the criteria "Description of Applicable Theories" are collected and reported as the percentage of students scoring at each level.

Assessment Target #2: At least 90% of students will receive ratings of Good (3) or Excellent (4)

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What makes a good Student Learning Outcome?

More Questions?

Visit the OIRA website. (Search OIRA from the UAH Website. Click on Assessment then Resources.)

Contact Ginny Cockerill at gdc0004@uah.edu or x. 6254.

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