The Six Steps to Continuous Improvement of Student Learning

Based upon standards of the Southern Association of Colleges and Schools--SACS
Assessment of student learning is a vital part of the curriculum.
All academic programs must (1) define program goals (also referred to as learning goals), (2) assess student achievement of the defined goals, and (3) use what is learned through the assessment process to continually improve the curriculum and student learning.
1. Identify Program Goals
2. Identify Student Learning Outcomes
3. Specify Assessment Method
4. Specify Measures
5. Share Results
6. Make Changes

The assessment diagram:
Lets learn about

• A well-designed assessment process
• Writing program Goals and Objectives (student learning outcomes)
• Using technology to assist in the process
• Developing cogent research methods that informs
• How to produce measurable student outcomes
Answer three key questions

1. What are you and your program trying to do?
2. How well are you doing it?
3. How can you improve
Page one of your assessment system.....
<table>
<thead>
<tr>
<th>Program Goal</th>
<th>ASSESSMENT (ONGOING EACH SEMESTER AND DURING THE SUMMER)</th>
<th>FINDINGS</th>
<th>USE OF FINDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Recruitment of Qualified applicants</td>
<td>1) Identification</td>
<td>The Department continues to identify regions and school systems with students who fit the recruitment profile: 1. Top 50% of senior class 2. GPA of 2.75 or above 3. PSAT of 950 or above</td>
<td>During 2007-2008, students were identified at fifteen (15) school systems in North Carolina and 20 more systems in other states that matched the recruitment profile established by the University.</td>
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<td></td>
<td>2) Contact</td>
<td>The Department continues to identify regions and school systems with students who fit the recruitment profile of the University.</td>
<td>During 2007-2008, 785 students were contacted at fifteen (15) school systems in North Carolina and 20 more in other states that matched the recruitment profile established by the University.</td>
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<td>II. Admissions of Qualified applicants</td>
<td>1) Review of Admissions Checklist</td>
<td>The Department still uses the Admissions Checklist developed during the 2003-2004 academic year</td>
<td>In 2007-2008, departmental admissions advisory committee reviewed folders of 137 applicants to the Department. Of the 137 applications received by the committee, eighty-two (60%) met the minimum requirements listed on the admissions checklist.</td>
</tr>
</tbody>
</table>
Transitions

Recruitment of Qualified applicants for the University
Admission of Qualified applicants to University
Advancement and support of students through general Education Core
Admission of students to college-major status—Candidacy
Preparation and presentation of Thesis research by candidates
Exit from the program—Alumni Status
Alumni/employer/professional school survey 12 months post-graduation
Alumni/employer/professional school survey 24 months post-graduation
Alumni/employer/professional school survey 48 months post-graduation
Cycle Evaluation
Our Approach to using technology to improve your campus…

THE FOUNDATION
SEVEN PRINCIPLES FOR GOOD PRACTICE IN UNDERGRADUATE EDUCATION

By Arthur W. Chickering and Zelda F. Gamson
From The American Association for Higher Education Bulletin, March 1987
Principle 1: Good practice encourages student-staff contact
Principle 2: Good practice encourages cooperation among students
Principle 3: Good practice encourages active learning
Principle 4: Good practice gives prompt feedback
Principle 5: Good practice emphasizes time on task
Principle 6: Good practice communicates high expectations
Principle 7: Good practice respects diverse talents and ways of learning
“The Five Pillars of ALN”

by

Frank Mayadas of the Alfred P. Sloan Foundation
“The Five Pillars of ALN”

- Learning Effectiveness
- Student Satisfaction
- Faculty Satisfaction
- Student Access
- Cost Effectiveness
The end

• A student's overall belief system is linked to how much he or she can learn and to his or her willingness to learn.

• We have presented 17 professional papers at National conferences on this topic. Peer reviewed…Yes!

• No one will do a better job for your campus and students than PROBE.

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