



2019 ITAA Special Topic Session:

Assessment of Student Learning Outcomes for TAPAC Accreditation

Coordinators: Andy Reilly and Carol Warfield

Presenters: Andy Reilly, Sara Marcketti, Cynthia Istook, Elena Karpova, Kathleen Rees, Rinn Cloud

The session speakers discussed the learning outcomes section of TAPAC Accreditation Standard 7.0--Curricula and Learning Outcomes, which is based on the ITAA meta-goals. Dr. Marketti discussed the differences between grading, assessing, evaluation, and research and noted that assessment can be conducted at the class, course, program, institutional, and disciplinary level. She illustrated this with a model from Huba and Freed (2000) where one designs intended learning beginning with the institutional level and moves through the levels of academic program, course, unit and lesson. Learning outcomes can be very specific (e.g., related to a class lesson) or broad (e.g., related to a course, academic program, institutional, or disciplinary outcomes). Dr. Marcketti also noted that an IRB must be consulted if the results will be published. To design an assess plan: 1. Consider the purpose and how it fits into the larger context; 2. Develop 2-4 critical questions related to the purpose assessment to be addressed; 3. Connect them to Bloom's Taxonomy; 4. Develop methods to gather data and instruments to measure data; data can be quantitative or qualitative, direct or indirect; 5. Consider what you learned from assessment and decide how to implement and measure change; 6. Develop a timeline to implement and measure changes.

Standard 7: Curricula and Learning Outcomes was addressed and connected to the ITAA meta-goals, Bloom's Taxonomy, the tables in the accreditation self-study guide, and evidence of compliance.

The session concluded with a question and answer session.

Huba, M. E., & Freed, J. E. (2000). *Learner-centered assessment on college campus: Shifting the focus from teaching to learning*. Needham Heights, MA: Allyn & Bacon.