



# **CLOSING THE LOOP: OUTCOMES ASSESSMENT IN CO-OPERATIVE EDUCATION**

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## *Presentation Purpose*

**To describe an example of the use of student learning outcomes assessment that has resulted in data used to improve the program followed by subsequent data collection that demonstrates improvement in student learning.**



## *The Context*

- The EYE Program
- Lander University
- Quality Enhancement Plan
- SACSCOC



# 5-Year Program Data

*From the Fifth-Year QEP Impact Report:*

- 51 individual activities approved.
- 2130 students earned EYE Program credit over five years.
- 40 Lander faculty offered activities.
- 12 departments had approved activities.
- 33 pre-existing activities were aligned.
- 18 new activities.
- 205 graduates earned the Golden EYE Award over the five years.



# Writing Student Learning Outcomes

- Knowledge
- Skills
- Attitudes/Values/Dispositions



# Examples of Student Learning Outcomes

- Problem Solving and Inquiry
- Communication
- Collaboration
- Professionalism
- Career Understanding
- Reflection
- Professional Development





## Comprehensive Student Scoring Rubric



Student Outcomes Score	Unacceptable 1	Emerging Competence 2	At Standard 3	Exceeds Standard 4
<b>Problem Solving/Inquiry (I)</b>	Student does not engage in problem solving/inquiry activities or engages in problem solving activities without demonstrating the application of knowledge and skills appropriate for the situation.	Student engages in problem solving/inquiry activities. There is evidence of limited application of knowledge and skills appropriate for the situation.	Student engages in problem solving/inquiry activities through the application of knowledge and skills appropriate for the situation. The student can articulate how he or she applied knowledge and skills to address a significant work setting problem.	Student engages in problem solving/inquiry activities through the application of knowledge and skills appropriate for the situation. The student can articulate how he or she was the driving force in developing a solution to a significant work setting problem.
<b>Communication (II)</b>	Oral communication contains errors in grammar or syntax. Vocabulary may be incorrect or inappropriate. Written communication contains errors in content, spelling, mechanics or is not legible.	Oral communication is free of errors in grammar or syntax. Vocabulary is correct, but is limited. Written communication is free from errors in content, spelling, mechanics, and is legible.	Oral communication is correct and reflects accurate content. Written communication is correct, reflects accurate content, and is legible.	Oral communication is correct, reflects accurate content, and expressive with well chosen vocabulary. Written communication is correct, reflects accurate content, and is legible.
<b>Collaboration (III)</b>	Student fails to establish interaction with colleagues or relationships are unprofessional.	Student maintains professional, cordial relationships with work site colleagues.	Student works collaboratively with work site colleagues to solve problems, learn, and grow professionally.	Student routinely shares materials, resources, and ideas with colleagues and other professionals. Student may volunteer to organize tasks or take a lead role in problem solving activities.

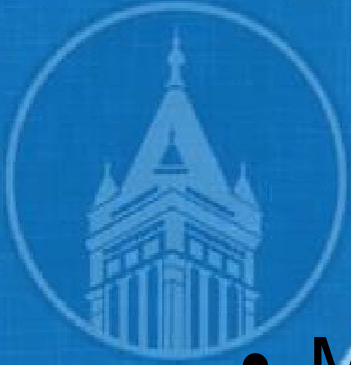
<b>Professionalism (IV)</b>	The student routinely demonstrates an unprofessional appearance or behaves in an unprofessional manner (tardy, unprepared, dishonest, unethical).	The student occasionally demonstrates an unprofessional appearance. The Student behaves in an professional manner.	The student consistently demonstrates professional appearance and behavior.	The student consistently demonstrates professional appearance and behavior characteristic of a model employee.
<b>Career Understandings (V)</b>	The student displays little understanding of career options and requirements related to the work site placement.	The student can articulate career options related to the work site placement.	The student can articulate career options and requirements related to the work site placement.	The student can articulate career options and requirements related to the work site placement. In addition, the student can relate career goals to his or her education and personal strengths.
<b>Reflection (VI)</b>	The student misjudges his or Her performance and success. The student is not open to constructive criticism. Reflections are not evident.	The student recognizes his or her level of effectiveness. Offers vague, general suggestions for professional improvement or is dependent on supervisors for ideas. The student is open to suggestions and demonstrates limited reflection.	The student recognizes his or her level of effectiveness and notes his or her strengths and weaknesses. Student is committed to reflection, self-assessment, and learning as an ongoing process. Constructive criticism is welcomed.	The student is able to critically, analyze his or her strengths and weaknesses and offers suggestions for improvement. Student reflects on his or her role in fulfilling professional responsibilities.
<b>Professional Development (VII)</b>	The student makes no attempt to participate in professional growth opportunities.	The student occasionally participates in required professional growth activities.	The student is involved in professional opportunities and uses knowledge from professional literature and colleagues to improve his or her performance.	The student shares new knowledge and skills, conducts action research, makes presentations, or coordinates professional development events.





# Advantages of Rubrics for Assessment

- Allows program faculty to explicitly articulate their criteria for learning to all stakeholders.
- Standardizes criteria for evaluation of the learning outcomes.
- Communicates performance expectations to students.
- Can be used for assigning “grades” to either student work or program effectiveness
- Results of applying criteria provide evidence of desired learning outcomes.



# Five Rules for Creating Outcome Scoring Rubrics

- Make sure the outcome to be assessed is significant
- Make sure the evaluative criteria can be addressed instructionally
- Employ as few criteria as possible
- Provide a succinct label for each evaluative criteria
- Match the length of the rubric to your own tolerance for detail



# Collaboration

*What is the definition?*

the act of working together with one or more people in order to achieve something

*When do we know it is not happening?*

- No interaction
- Derails efforts or ideas before understanding the situation
- Relates to peers in an unprofessional and unproductive way

*When do we know it is happening?*

- Sharing materials and expertise
- Sharing and listening to other's ideas
- Accepting tasks and assignments within a group

# Collaboration

<b>Needs Improvement</b>	<b>Emerging Competence</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
<p><b>Student fails to establish interaction with colleagues or relationships are unprofessional.</b></p>	<p><b>Student maintains professional, cordial relationships with work site colleagues.</b></p>	<p><b>Student works collaboratively with work site colleagues to solve problems, learn, and grow professionally.</b></p>	<p><b>Student routinely shares materials, resources, and ideas with colleagues and other professionals. Student may volunteer to organize tasks or take a lead role in problem solving activities.</b></p>



# *The Case Study*

- Cooperative Education
- COOP 281/282
- Approved for the EYE Program
- Journal assessed with EYE Program Rubric



# 2009-2010 COOP Data

n=28

<i>Student Learning Outcome</i>	<i>Average</i>	<i>Range</i>
• Problem Solving and Inquiry	3.82	2 - 4
• Communication	3.18	2 - 4
• Collaboration	3.32	2 - 4
• Professionalism	3.14	2 - 4
• Career Understanding	3.68	2 - 4
• Reflection	3.21	2 - 4
• Professional Development	3.21	2 - 4





# Original Cooperative Education Learning Contract

Please submit a typed Learning Contract along with your application that answers the following questions.

- a) Explain how this Co-op will add to your educational experience.
- b) What professional and personal goals do you hope to achieve while on this Co-op assignment? (BE SPECIFIC)
- c) By the end of this Co-op semester, what skills and competencies will you have developed and/or enhanced?
- d) List specific responsibilities and assignments that will help you achieve these goals.
- e) If not previously indicated, please list how this position relates specifically to your major.
- f) Please provide any additional information related to your Co-op experience.



**Cooperative Education  
Learning Contract  
Revised August 2010**

*See Handout*



# 2010-2012 COOP Data

n=28

<i>Student Learning Outcome</i>	<i>Average</i>	<i>Range</i>
• Problem Solving and Inquiry	3.93	3 - 4
• Communication	3.71	2 - 4
• Collaboration	4.00	4
• Professionalism	3.75	3 - 4
• Career Understanding	4.00	4
• Reflection	4.00	4
• Professional Development	3.89	3 - 4



# Documented Learning Improvement

<i>Student Learning Outcome</i>	<i>Score Change</i>
• Problem Solving and Inquiry	0.11
• Communication	0.54
• Collaboration	0.68
• Professionalism	0.61
• Career Understanding	0.32
• Reflection	0.79
• Professional Development	0.68



*The COOP experience was a good way to reflect on what I actually do each week with the patients and how I handle each individual situation. In some cases, I would have done everything the same. There were some weeks that taught me there could have been a better way to handle the situation and how I will handle it should something similar come up.*

*I know more than anything that I continue to learn and build on my experience as a nurse all the time.*





*Well, the semester has come to an end and so has a wonderful semester of Co-op.*

*This experience has been a good one and I have learned a tremendous amount in the last few weeks.*





*It is a pleasure to be in your Coop class once again. I am very excited about being able to share with you a small portion of how interesting my life at work has been lately. I hope you enjoy my journals and see that the learning never stops!*



*The End???*



**Next Cycle**

**Cooperative Education  
Journal Rubric  
added August 2012**

***See Handout***



# 2012-2014 COOP Data

n=23

<i>Student Learning Outcome</i>	<i>Average</i>	<i>Range</i>
• Problem Solving and Inquiry	3.91	2 - 4
• Communication	3.78	2 - 4
• Collaboration	4.00	4
• Professionalism	3.83	2 - 4
• Career Understanding	4.00	4
• Reflection	4.00	4
• Professional Development	3.87	2 - 4



# Learning Improvement

<i>Student Learning Outcome</i>	<i>Score Change</i>
• Problem Solving and Inquiry	-0.02
• Communication	0.07
• Collaboration	0.00
• Professionalism	0.08
• Career Understanding	0.00
• Reflection	0.00
• Professional Development	-0.02



*Next?*





# Under Consideration

- Revise Journal Rubric
- Revise Learning Contract
- Revise Syllabus
- Add New Requirements



*Cycles Continue!*



## *Conclusion*

**This is a case study of the use of student learning outcomes assessment that has resulted in data used to improve the program followed by subsequent data collection that demonstrates improvement in student learning.**

*The cycles continue...*



*Questions?*



*Save the Date!*

## 44<sup>th</sup> NSEE Annual Conference

*Monday, October 5 – Wednesday, October 7, 2015*  
Loews Don CeSar Hotel, St. Pete Beach, Florida

**SEE YOU IN FLORIDA!**

*Proposals in January?*



# *Evaluations*





# Contact Information

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