

Institutional surveys for measuring achievement of institutional learning outcomes

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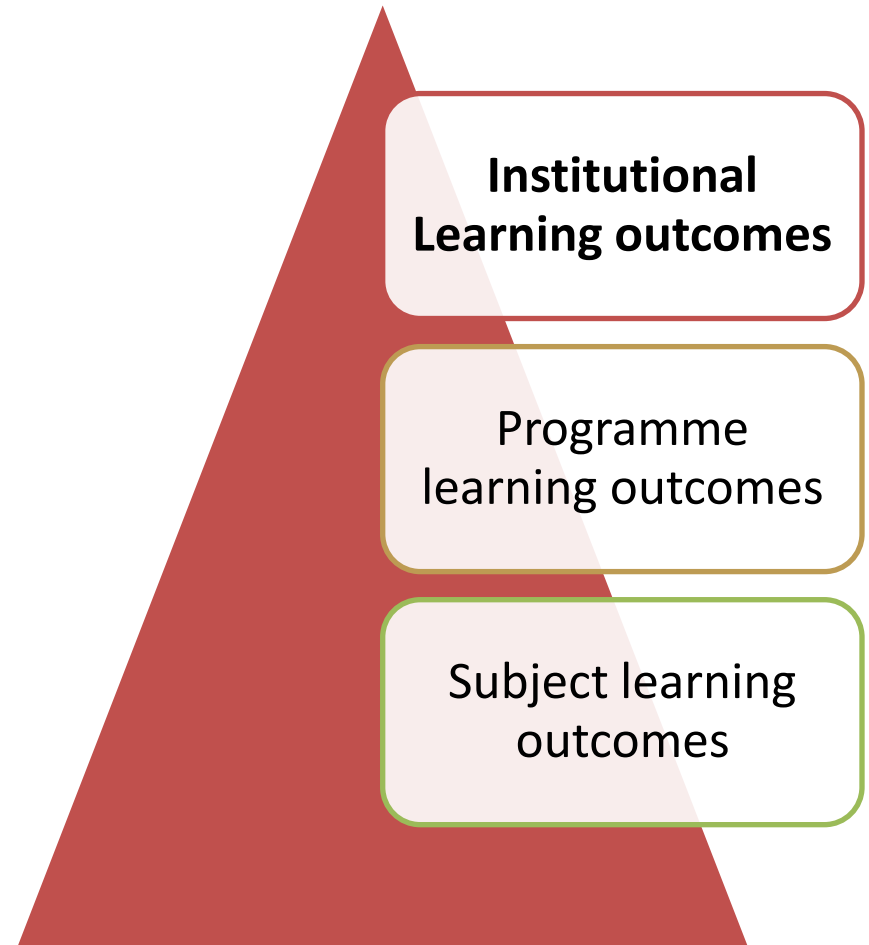
Educational Development
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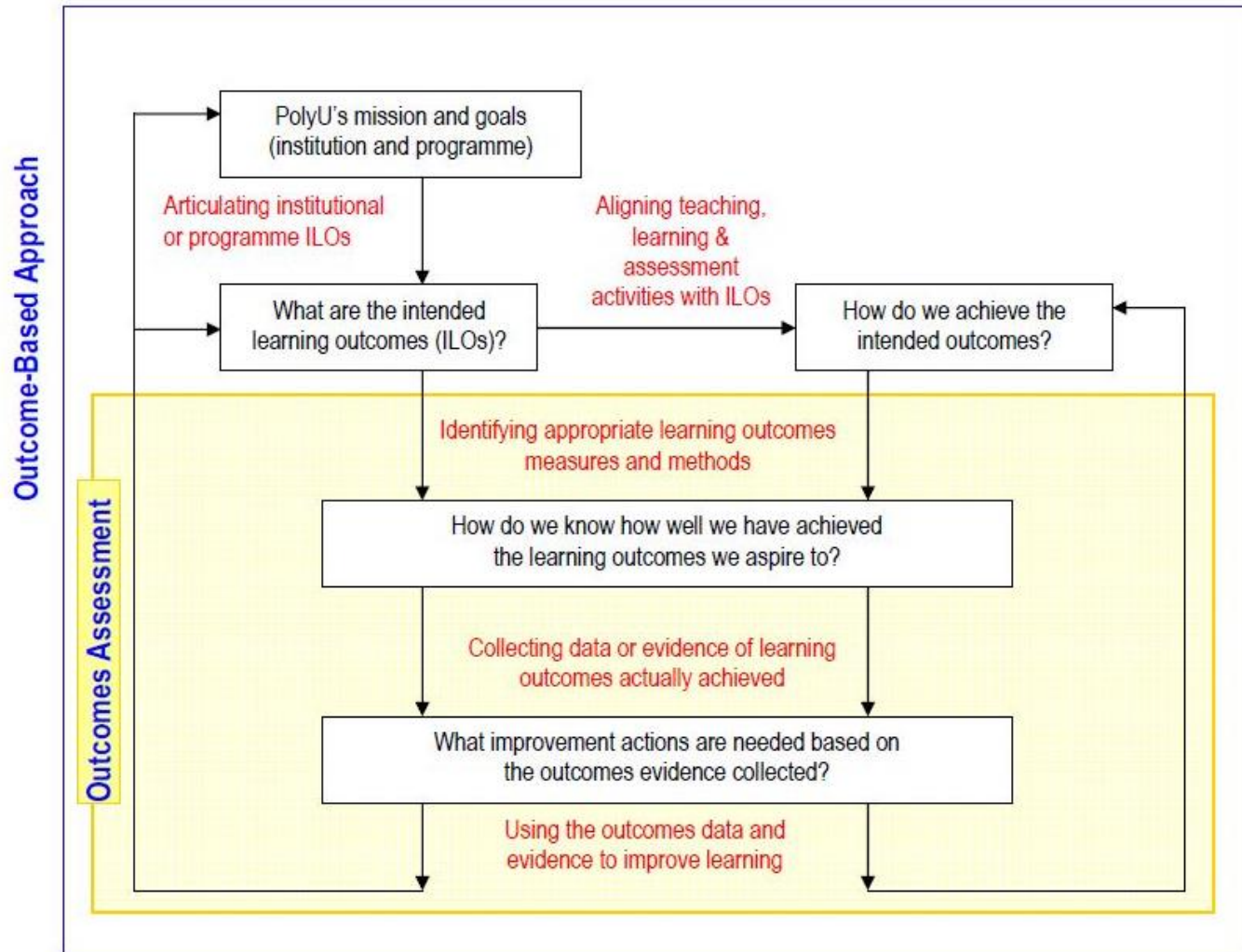


Overview

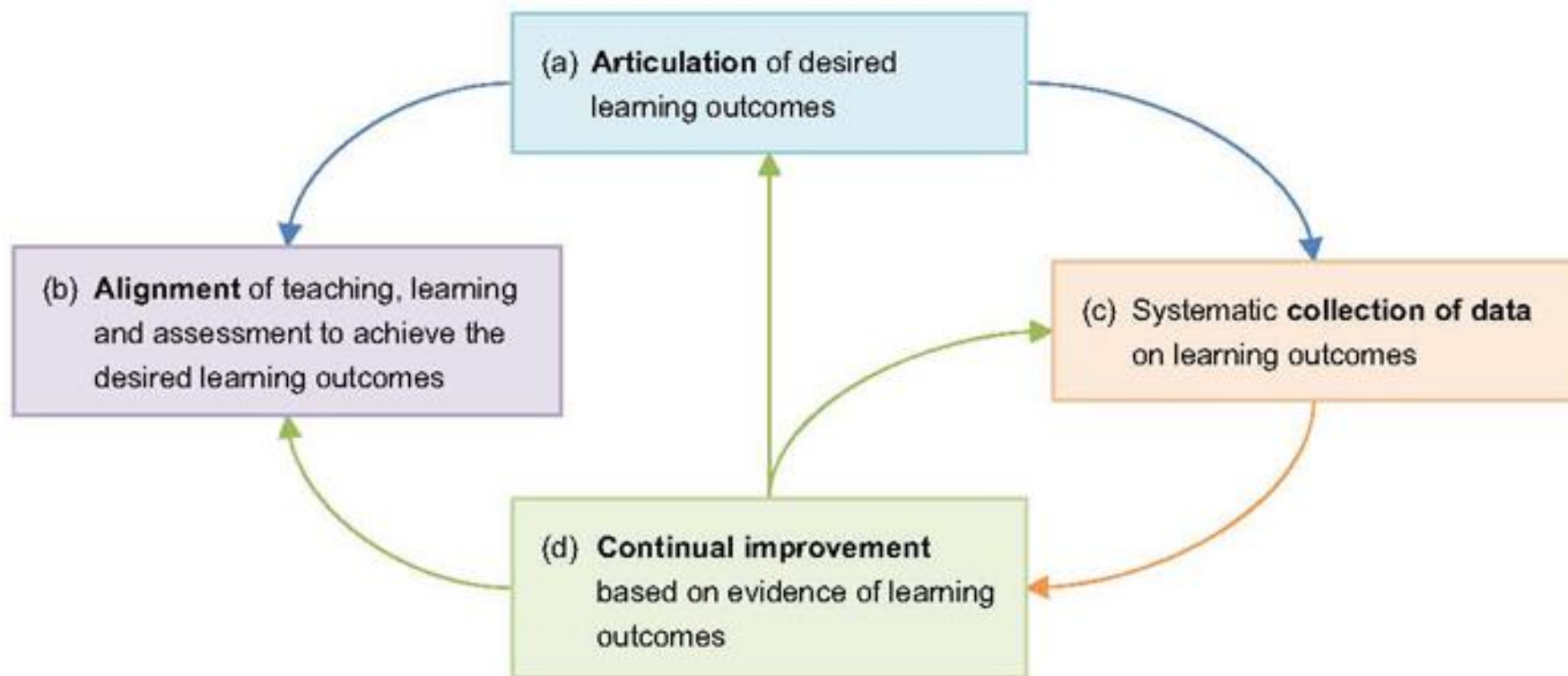
- Institutional learning outcomes
 - Purpose
 - Defining
 - Measurement
- PolyU's institutional learning outcomes assessment plan
 - Measures
 - Closing the loop



Institutional learning outcomes



PolyU's iLOAP



Measuring institutional LOs

LTC-WG08E/2/A3
Annex 2

PolyU Institutional Learning Outcomes Assessment Plan 2012-15

	Professional competence	Other desired graduate attributes of PolyU					Remarks
		Critical thinker	Effective communicator	Innovative problem solver	Lifelong learner	Ethical leader	
Direct assessments							
1. Assessment via P-LOAP							
• Via course embedded assessment in DDR	●	●		●	●		Implemented by respective programme teams, reported in PLOA Report to be included in the Dept Annual QA Report (with improvement plan/actions), to be submitted to Faculty Dean/School Board Chairs for monitoring and review
• Via assessment of Capstone Project	●	●	●	●	●		
• Via assessment of student performance in WIE			●				
• Via assessment of DDR language subjects	●		●				
2. Assessment of GUR outcomes							
• Via course embedded assessment in CAR subjects (view)		●	● (For subjects with W Requirements)				Implemented/assessed by the subject teachers concerned, reported to CoGUR for monitoring and review
• Via course embedded assessment in LOR subjects (view)			●				
• Via course embedded assessment in L&PD subjects (view)					●	●	
• Via course embedded assessment in S-L subjects (view)		●		●		●	
3. Other direct assessment measures/activities							
• IELTS results of graduating students			●				Required by UGC, collected by AS & reported to CoGUR for monitoring and review
• Collegiate Learning Assessment (developed by CAE, USA)		●	●	●			
Total	3	4+1	6+1	3+1	3	2	
Indirect assessments via institutional surveys*							
1. Graduate employment survey							Conducted by SAO, on employment of graduates of all FT taught programmes (MEd, UG and TPG) irrespective of sources of funding (focusing on employment data only)
2. SAARD		●	●	●	●	●	
3. Revised Alumni survey	●	●	●	●	●	●	Conducted by EDC, <u>in collaboration with stakeholders</u> , on alumni's perception of attainment of institutional as well as programme learning outcomes (can be extended to track graduates' employment and career growth over time)
4. Employer survey by EMB/EDB **	●		●	●		●	
5. Survey of Students' First year Experience at PolyU (view)							A <u>new survey</u> to be developed, focusing on student's First Year Experience at PolyU, including academic advising
6. Student exit survey (view)	●	●	●	●	●	●	A <u>new survey</u> of graduating students to be developed, for collecting data on three major aspects: SAARD, student engagement, and total learning experience at PolyU

The iLOAP:

- Defines sources of evidence for achievement of each LO
- Includes direct and indirect measures
- Shows the relationship between outcomes and measures

Using the data

- Improving the student experience
 - Understanding what is important to students
- Assessing the impact of major changes
 - 4 year curriculum
- Confirming findings with data from other sources
- Identifying issues and possible solutions
- Feeding back into policy and actions

Some examples

First year experience (FYE) survey

- Measures perceived achievement of learning outcomes, integration/transition to university and overall satisfaction
- Findings include:
 - that students characteristics, including GPA do not impact on students' first year experience.
 - The most significant predictor of satisfaction with FYE is perceived quality of first year teaching, followed by students' sense of belonging

Some examples

- Alumni survey
 - Measures graduates' perceptions of their learning gains 18-24 months post-graduation
 - Findings include
 - Overall perceived learning gain is predicted by the extent to which students perceive they have developed skills as a competent professional, critical thinker and lifelong learner
 - Teaching-related learning experiences are the strongest predictor of students' satisfaction with their PolyU experience

Things to consider

- Value of self-report measures
- Alignment of subject, programme and institutional learning outcomes
- Limitations
 - Sampling
 - Reliability and validity of measures
- Obtaining direct measures

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