

Georgia Southern University

Digital Commons@Georgia Southern

SoTL Commons Conference

SoTL Commons Conference

Student Learning Outcomes: Self-Assessment as a Means of Measurement

McKinley Thomas

Georgia Southern University, mckinleythomas@georgiasouthern.edu

Paula Tillman

Georgia Southern University, ptillman@georgiasouthern.edu

Janet Buelow

Georgia Southern University, jbuelow@georgiasouthern.edu

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/sotlcommons>



Part of the Curriculum and Instruction Commons, Educational Assessment, Evaluation, and Research Commons, Educational Methods Commons, Higher Education Commons, and the Social and Philosophical Foundations of Education Commons

Recommended Citation

Thomas, McKinley; Tillman, Paula; and Buelow, Janet, "Student Learning Outcomes: Self-Assessment as a Means of Measurement" (2023). *SoTL Commons Conference*. 20.

<https://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2023/20>

This image (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in SoTL Commons Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.



Student Learning Outcomes: Self-Assessment as a Means of Measurement

McKinley Thomas, Ed.D. | Paula Tillman, DNP, RN | Janet Buelow, Ph.D., RN

Waters College of Health Professions

INTRODUCTION

Student learning outcomes (SLOs) serve as an important conduit toward curriculum assessment (Ping, 2021) and provide students, as well as degree programs, measures of student progression. Given an increasing need to provide instruction online, increased student enrollments, and decreased faculty lines, more efficient and creative means of SLO assessments are warranted. The literature provides support for indirect appraisal of student academic progression, however, there is little consensus on structural, quality, and pedagogical features of indirect measures as an assessment tool. Yet, significant congruence between student self-assessments and assessments provided by the instructor have been reported (Tejeiro, et al., 2012), with examples of this approach provided in legal education (Lasso, et al., 2019), physics education, (Deslauriers, et al., 2019), and assessment of preservice teacher-students (Max, et al., 2022).

PURPOSE

The purpose of this investigation was to explore the utility of student-centered, self-assessment measures of SLOs in four undergraduate, health sciences courses as a means of enhancing student learning and programmatic refinement.

METHODS

Students within four required health sciences courses were asked to self-assess skill acquisition specific to the SLO anchored within each respective course. Data were collected using a 12-item, Likert-type survey. Each SLO assessment, regardless of course, provides measurements on the following areas: **Assessment of Learning Outcomes, Efficacy of the Assignment, Academic Direction, and Career Direction.** Surveys are collected using the Qualtrics XM platform, with aggregate data analyzed descriptively. A singular programmatic SLO centered on communication of health information and measured in an undergraduate research methods course is discussed here.

STUDENT LEARNING OUTCOME

Students will demonstrate effective communication skills through a variety of professional modalities using language conventions relative to the health sciences.

RESULTS

Thirty students provided data for our analysis (66.7%). Mean assignment scores were 84.4%. In terms of the SLO examined, half of respondents indicated adequate improvements in their ability to communicate, while 27% reported exemplary or mastery improvements. (See Table 1) 47.5% believed the assignment to which the SLO was anchored helped them learn to communicate with others. 80.0% believed communication to be an important skill to learn, and 56.7% believed the SLO aided them in preparing for a career as a health professional. (See Figure 1)

Little Improvement (0-2)	10.0%
Developing Improvement (3-4)	13.3%
Adequate Improvement (5-6)	50.0%
Exemplary Improvement (7-8)	23.3%
Mastery Improvement (9-10)	3.3%

DISCUSSION

Preliminary data support the use of student-centered, self-assessment as a useful approach toward assessing SLOs. Revisions to our approach toward SLO assessment through self-assessments will include reliability estimates garnered through comparison of student assignment grades with expected grades provided by the student. Additionally, Likert-type measures will be standardized among all four programmatic SLOs to enhance our ability to measure the degree as a whole in terms of student learning. Ongoing evaluation of this approach is warranted in light of limitations presented in similar studies.

Figure 1: Importance of Communication as an Academic and Career Outcome - Percent "Strongly Agree" (n=30)

