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Assessment of Learning Outcomes - A Global Academic Challenge

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Abstract: ***Changes in the assessment system, the learning environment, and the teaching and learning methodologies used in the classroom have resulted from the dramatic increase in students' access to higher education. After a lesson or series of lessons, students should have gained the information, skills, and abilities, as stated by the learning outcomes. This research used a qualitative methodology. Researchers used a questionnaire and in-person interviews as part of a qualitative methodology. Five-point Likert-scale questionnaires were distributed. There were both paper and online versions of the survey, and both were used to collect responses. The study's goals were to (a) identify the instruments and data collection methods currently being used by public and private universities to assess core research study student-learning outcomes, and (b) assess the degree to which these approaches to measurement were producing data that can be used for improvement. The schools' research study programs have identified certain learning outcomes as crucial to their success.***
Keywords: Learning outcomes, Research Study, Global, Academic, Education

I. INTRODUCTION

When a student completes a learning experience (such as a course, program, or project), they will be able to accomplish the things listed in the learning outcome. They are always written in a form that can be measured, with a focus on the students, and are clear, simple, and realistic. The use of learning objectives facilitates communication between instructors and their students on the course's or program's intended results. Teachers may help students see the route to success by outlining specific goals for their education. Students may better concentrate on what matters most by using learning outcomes as a course development and evaluation framework. Learning objectives are another example of an inclusive approach to the classroom [2].

Learning is a process in which one acquires knowledge (concepts, categories, patterns of behaviour, models, etc.) and abilities (skills, knowledge, etc.) through time. A student's expectations of what he or she will know, understand, and be able to accomplish as a consequence of training may be expressed in terms of the knowledge, skills, and/or competencies, learning outcomes, gained and/or shown at the conclusion of the training process. Cognitive competence, functional competence (skills or know-how), personal competence (including how she handles herself in a given context), and ethical competence (containing certain personal and professional values) are the end results [3, 4]. These provide the foundation upon which a country's or region's public and labour market may build in terms of quality, access, linkages, and acknowledgement of skills. Understanding the ramifications of global systems on human well-being and environmental sustainability necessitates a careful examination of these intricate webs of interconnection. The goals of Global Learning for pupils are that:

1) Address the world's most serious and persistent challenges in a fair and collaborative manner.
2) Become well-informed, open-minded, and responsible individuals who are sensitive to diversity across a wide range of distinctions.
3) Seek to understand how one's activities influence both local and global societies.

There has been a noticeable shift in education reform in policies and budget provision as a result of this astounding growth, such as the policy reform of student-centred approach enforced on a global level, which has affected the quality of higher education, the recruiting process, the assessment system, and the teaching and learning approaches.

II. LITERATURE/STATE-OF-THE-ART REVIEW

Aithal, Sreeramana (2016) [1] Learning outcomes, in higher education, are what a student should know and be able to do at the end of a certain course or program. The development of these competencies is a secondary goal of the educational process. They are ingrained in the course material. Student progress toward learning goals may be monitored via the use of assessment tools. Without clearly defined learning outcomes that can be measured, the implementation of a program suffers. Therefore, the program's assessment procedure must include all of the specified learning objectives.

Evaluation of student performance shows what was learned and what might be improved. This report examines the methods used by the Srinivas Institute of Management Studies, Mangalore, to improve their students' academic outcomes. Concerns such as the college's stated learning outcomes and the details on how students and staff are made aware of these, institutional efforts to monitor and communicate the progress and performance of students throughout the duration of the course/programme, and the analysis of the students' results/achievements to see differences, if any, patterns of achievement across the programmes/courses offered, and the structure of the teaching, learning, and assessment st Information on how institutions collect and analyze data on student learning outcomes for use in planning and overcoming learning barriers, how institutions and individual teachers use assessment/evaluation as an indicator for evaluating student performance, achievement of learning objectives and planning, and other pertinent data about teaching, learning, and evaluation are discussed.

Ma, Ji. (2022) [5] As the number of overseas students attending U.S. universities continues to rise, the need for culturally and linguistically responsive (CLR) methods in assisting these students in adjusting to their new surroundings and achieving their academic objectives is paramount. However, not all institutions of higher education or their teaching staff have the necessary expertise to use CLR strategies in their courses. The goals of this literature review are threefold: (1) to learn about the cultural and linguistic barriers that international students face in U.S. higher education; (2) to learn how faculty feel about international students and how they feel about incorporating CLR practices into their classroom teaching; and (3) to learn about CLR strategies or recommendations that have been used successfully to overcome these barriers. This article reviewed 21 studies to evaluate the current state of CLR in higher education. It found that language, culture, classroom discussions, academic expectations, and interpersonal relationships all present difficulties for international students and faculty at U.S. higher education institutions. These results have significance for fostering a diverse campus that is able to properly accommodate and serve students from various backgrounds by encouraging the development of CLR practices among teachers and tertiary institutions.

Mahajan, Mrunal & Sarjit Singh, Manvender Kaur (2017) [6] In the past, instructors and parents in Asian nations used to help guide their children while they studied. But things have changed; kids in the modern day have developed a greater capacity for self-directed study. They are aware of their own desires. They get to choose their own classes. The learning outcomes of a course or program outline exactly what it is that the student will have learned at its conclusion. This article discusses the significance of learning objectives (LOs), how they are officially determined and documented, and why students should read and comprehend LOs prior to enrolling in a course or program.

Rani, Komal & Kumar, Tarun (2023) [7] To assist students apply what they learn in the classroom to real-world settings, the Indian government's National Education Policy (NEP) 2020 places an emphasis on experiential learning. However, instructors in India confront difficulties in meeting the requirements of their students because of the wide diversity of their classes. Therefore, this essay intends to investigate the difficulties lecturers have while trying to implement experiential learning in the classroom. This article emphasizes the significance of experiential learning, the challenges in the effective implementation of experiential learning in the teaching-learning process, and some suggestive measures to overcome these challenges based on an analysis of the review of related literature and previous research findings in the field of experiential learning. Although the Government of India has made a number of steps in the right direction, more has to be done to ensure that experiential learning is a regular part of the school curriculum in India.

Smith, Clayton (2020) [9] Examining the academic experience of foreign students in North America, this chapter makes the case for rethinking education on a global scale by highlighting the need to improve faculty involvement in internationalization on campus and boost student happiness. As the political and socioeconomic environment becomes more hostile, we must focus on improving the educational opportunities available to foreign students if we are to realize our objectives of diversity, inclusion, and internationalization. Paying greater attention to the aspects that contribute to the success of foreign students, as well as the happiness of international students with their academic experience, is a crucial first step. Institutions are urged to take more measures to improve the educational opportunities available to students from other countries.

III. DESCRIPTION OF THE PROJECT/PROJECT JUSTIFICATION

This research is important since it adds to what is already known about how to evaluate research projects. Core student-learning outcomes in the core curriculum were measured using both direct and indirect methodologies by the 23 participating institutions (or 85%). The coursework for the Research Study program was designed to complement its main goals. Faculty and administrators at both public and private universities valued the results studied in the Research Study programs, so their goals were consistent with those of the programs.

Increases in both access and enrolment have occurred in modern higher education as a result of the combined effects of the two mega-trends of massification and globalization. These have altered the landscape of higher education, influencing changes in funding, governance, quality, curriculum, institution type, and student population [8].

IV. RESEARCH METHODOLOGY

A. *Research Setting*

This study is an example of quantitative research. Sixty colleges and universities that are part of the Coalition of Public and Private Universities made up the study's population. These schools have enrollments between around 800 and 42,000 students and confer both undergraduate and graduate degrees. All throughout the world, in different countries, are the colleges and institutions that made up this research. Challenges in higher education coursework were investigated using a qualitative methodology. Interviews and free-form questions were used to compile this data.

B. *Study Participants*

Public and private colleges and universities were the focus of this research since they all had a common goal that set them apart from their counterparts outside of a metropolitan setting. These schools make an effort to tailor their curricula and teaching strategies to the unique requirements of pupils living in urban areas. The aim of most large colleges includes building close relationships with local K-12 institutions to enhance education for all students. The missions of these governmental and private organizations span the realms of education, research, and service.

C. *Data Collection*

Phone calls to confirm contact information and get consent for research participation. A total of 74% of respondents got back to us when we followed up with them by mail and phone. Based on the extensive data collected through phone interviews and email exchanges, the researcher constructed the first version of the mailing list. In total, 27 (or 50%) of the 54 possible institutions responded to the survey (Population = 54, n = 27). All of the replies were usable by the researcher [10].

D. *Analysis of Data*

To familiarize themselves with the information, researchers went through the questionnaires many times. ATLAS.ti V5.0 was used to do the statistical analysis. It was intended for processing textual and narrative information.

V. RESULTS AND DISCUSSION

1) Learning Outcomes From The Core Study Are Being Measured At Both Public And Private Institutions Of Higher Education At The Global Level

Institutions placed equal value on students' ability to think critically and express themselves emotionally (Table 1). Bloom's taxonomy was used by the researcher to classify the survey participants' answers. Results in the areas of art appreciation, behaviour science, communication (oral and written), critical thinking, cultural awareness, economics, environmental awareness, foreign language, general knowledge of political, economic, social, and geographical facts and issues, history, the humanities, modes of learning, psychology, quantitative/mathematical, reading, science, and social and domestic issues were found. Communications (oral and written), critical thinking, quantitative abilities, and lifelong learner were all named as top four outcomes with similar frequency. The rates of occurrence for each result listed in [11] are shown in Table 1.

Table 1: Goals for Student Learning Included under the Domains of Information, Ability, Behavior, and Ethics

Purpose	Core student-learning outcomes	Frequency
Knowledge	Communication (Oral and Written)	23
	Critical Thinking	20
	Quantitative/Math	12
	Cultural Awareness	10
	Art Appreciation	9
	Humanities	7

	Science	9
	Reading	7
	History	5
	Foreign Language	4
	Behavior Science	4
	Environmental Appreciation	3
	Social And Domestic Issues	2
	American Institution	1
Skills	Communication (Oral and Written)	23
	Critical Thinking	20
	Analytical	11
	Problem Solving	6
	Technology	5
	Tools For Knowledge	4
	Reasoning	4
	Independent Thinker	3
	Leadership	3
	Creative Inquiry	2
	Interrelate Physical, Mental, Emotional, and Quality of Life	2
	Interpret Quantitative and Qualitative Data	2
	Interrelate Science, Technology, and Society	1
	Listening	1
	Synthesis Of Information	1
Behavior	Personal Development	6
	Collaborate with others	4
	Decision making	2
	Community Service	2
Beliefs and values (affective)	Life-Long Learner	12
	Global Appreciation	11
	Diversity Awareness	10
	Ethics and Values	7
	Leadership	3
	Community Service	2
	Self-Learner	2
	Fitness For Life	1

Communication (both written and oral), mathematics, and critical thinking were the top three most-mentioned desired learning outcomes in the knowledge category. Communication, critical thinking, and analysis were named as the top three desired skills learning outcomes. Personal growth and group work skills were named as the two most often mentioned desired behavioural learning goals. Under the heading of "beliefs and values," "lifelong learner," "global awareness," and "diversity appreciation" were the top three most commonly mentioned planned outcomes. Degrees at both the undergraduate and graduate levels were available from each of the schools. The study found no correlation between the size of the school and the quality of its graduates.

2) Core Research Study Student-Learning Outcomes Are Being Assessed At Both Public And Private Colleges Using A Variety Of Instruments And Data-Gathering Strategies

The institutions' stated methods of measuring fell into two broad camps: direct methods and indirect methods. These groups formed when various methods of gauging student progress were used. Local and statewide examinations, national certification tests, embedded questions, and student portfolios were all examples of direct assessment methods. One school mentioned using paper and digital portfolios, as well as portfolios for individual programs and the whole school. Other forms of direct assessment included course evaluations, essays, classroom observations, tests, research papers, internships, service learning, final exams, senior theses, and capstone courses. Indirect methods included local and national surveys, analyses of transcripts, case studies, focus groups, interviews, analyses of course syllabi, rates of course completion and retention, and student activity and study logs. Statistics on how often various tools and methods were used for taking measurements are provided in Table 2.

All 27 responding schools advertised both undergraduate and graduate programs. The study found both direct and indirect methods (perceptions of students, alumni, employers, and parents) for assessing whether or not students are gaining the necessary information and skills. Standardized tests are one kind of conventional assessment tool, while others fall into the "non-traditional" category. The study found no differences in methodology for taking measurements amongst institutions of varying sizes.

Table 2: Methods Reported by 19 Institutions to Evaluate Learning Outcomes

Assessment approaches	Methods/Instruments	Frequency
Direct approaches		
Tests		
	[a]Standardized tests	17
	Locally developed tests	9
	State mandated tests	3
	Pre/Post	2
	Certification and licensure exams	1
Other Direct Approaches		
	[a]Essay	10
	[a]Portfolios	9
	Embedded questions	4
	[a]Course-based assessment	2
	GPA	2
	Research paper	1
	[a]Senior assignments	2
	Capstone	1
	Grade distributions	1
	Classroom assessment	1
	Direct observation	1
	Internships & service learning	1
Indirect approaches		
[a]Surveys	Local surveys (faculty, alumni)	10
	National survey of student engagement (NSSE)	4
	Graduating senior survey	3
	Student satisfaction survey	2
Other indirect approaches		
	Case study	1
	Focus group	1

	Interview	1
	Retention rate	1
	Completion rate	1
	Student activity and study log	1
	Syllabi analysis	1
	Transcript analysis	1

[a]Reported by the respondent as yielding meaningful data

Three universities (Aqua University, Amber University, and Purple University; for privacy, these universities' real names have been changed to pseudonyms) reported that the assessment was useful because it led to improvements. Nonetheless, the following significant evaluation strategies were highlighted: First, there's the standardized exam called the Measurement of Intellectual Development (MID), then there are surveys, then there are essays, then there are portfolios, then there are grades, then there's an analytical writing instrument, then there's a senior project, and finally there's the MID. One responder said that the portfolios in question were being utilized at the program and institution levels and that they were accessible in both paper and digital forms. Respondents reported the following measuring strategies that resulted in a change (Table 3). Intentional learning outcomes were assessed using these techniques, and the results showed that some areas of instruction, content, and evaluation needed improvement.

Table 3: Reportedly performed modifications as a direct consequence of the evaluation

Reported changes	Number of institutions
Increased faculty involvement	13
Revised curriculum	7
Revised course	6
Revised pedagogy	5
Began interdisciplinary initiative	4
Created assessment task force	3
Reexamined program	3
Increased awareness of learning outcomes	3
Added new writing and math center	3
Enhanced faculty workshops with focus on assessment	3
Revised approach to assessment	2
Offered assessment retreat & workshops	2
Added new measurement approaches	2
Changed textbook	1
Added ESL class	1
Improved technology	1
Changed level of course	1
Scholarship of assessment	1
Conducted reevaluation of course	1
Changed process for freshmen registration	1
Integrated student and institutional portfolios	1
Realized value of assessment	1

The following alterations, as reported by the respondents, were made as a consequence of the evaluation (alterations are given in order of frequency, most often mentioned first). enhanced faculty engagement, redesigned curriculum, courses, and pedagogy, launched an interdisciplinary assessment initiative, established an assessment task force, reevaluated the program, emphasized the importance of learning outcomes, and opened a new writing and mathematics center.

Table 3 contains the kind of adjustments mentioned by respondents when asked about the data's impact. Other adjustments included a new measuring strategy, a redesigned assessment strategy, assessment retreats, and seminars for teachers. Other modifications included a new textbook, the inclusion of an English as a Second Language course, upgraded technology, a level change, an emphasis on assessment scholarship, a course re-evaluation, a new registration procedure for incoming freshmen, the integration of student and institutional portfolios, and an understanding of assessment's value. The 16 schools that updated their information provided both undergraduate and graduate degrees. The study found no correlation between the size of the institution and the effectiveness of the instruments and procedures used to gather data. Twenty-three (85%) of the 27 respondents said they have evaluated the Research Study's primary learning objectives. 19 out of 23 schools said they frequently review student progress and those who did employ either direct or indirect methods of evaluation. Among the 23 organizations, 16 (or 70%) noted shifts. For different reasons, just three of the 23 universities that were undertaking any kind of evaluation reported any shifts. Because the evaluation was course-based, one of the three schools was unable to demonstrate any progress. Seventy per cent of a school's entering students are transfer students who enrolled there after completing their prerequisites at another institution [12]. This school claimed that the acquired data showed trends in student performance but could not be utilized to implement substantive changes. Assessment information in the fields of mathematics and English composition was gathered only via standardized testing at one of the three schools.

Table 4: stages of evaluation Based on the degree to which the 27 institutions participated in formal assessment and the kinds of measuring techniques used in stages one and two

Stage of assessment based on the 27 institutions engagement in formal assessment	Number of institutions in this stage and using this assessment approach(es)	Measurement approaches used to assess intended learning outcomes	Were there any changes made as a result of conducting assessment?
Stage One	13	direct and indirect	yes
(assessing, making data-driven changes)	3	direct	yes
Stage Two	1	direct and indirect	no
(assessing, no changes implemented)	2	direct	no
Stage Three (early stage, not enough time to determine if changes are needed)	4	direct and indirect	no
Stage Four (planning stage)	3	none	no
Stage Five (no assessment process)	1	none	no

Of the 27 institutions surveyed, 11 (or 41%) did not mention using data to alter their practices. Four of the schools said they were only starting the evaluation process and that it was too early to know whether it was productive. Three of the schools had assessment plans in place and intended to begin testing in 2021. There was currently no evaluation framework in place at one institution. The current evaluation implementation status across the 27 institutions is shown in Table 4.

Table 5: Nine institutions reported positive activities as a result of conducting assessments

Group	Reported activities	Number of institutions
Assessment process	Creation of Task Force on Assessment	5
	Assessment Workshops	5
	Realization that outcomes are not well Defined	3
	Scholarship of Assessment	2
	Assessment Retreat	2

	Diagnostic Testing	1
	Annual Steps in Goal Achievement	1
	Baseline Measures	1
Teaching	Writing and Math Centers	2
	Active Learning Center	1
Culture	Increased Faculty Involvement	5
	Realization that Assessment is Valuable	3
	Involving Doubters in the Process	1
	Public Reporting	1

3) Main Global academic challenges faced by Students in Higher Education

The information was acquired via in-depth interviews using free-form inquiries. Based on the responses received (Table 6), the top seven global academic challenges facing today's college students are a lack of e-learning resources; a lack of funding; an unfavourable work environment; the attitudes of teachers; the need to learn new skills; a lack of interest; stress and anxiety; and a lack of motivation. Seven per cent of the pupils surveyed reported having no major academic problems on a global scale.

Table 6: Main Global academic challenges Faced by students in Higher Education

Main Global academic challenges	Percentage
Lack of E-learning Facilities	32
Financial Constraint	18
Conducive Environment	15
Teachers Attitude	12
Learning New Skills	8
Lack of Interest	5
Stress and Anxiety	3
No Problem	7
Total	100.00

Most college students' biggest problem is a lack of resources to help them study online. A third of the student body has identified a lack of access to electronic learning resources as a major issue. The majority of students have expressed frustration over the fact that they cannot afford to purchase data during this lockdown, ranking this issue as the second most difficult one they are facing. Eighteen per cent of students say they can't afford data. Fifteen per cent of pupils report that they were unable to study at home. Twelve per cent of pupils identified teachers' attitudes as the biggest academic obstacle throughout the world. Eight per cent of the student body raised this issue. Five per cent of the student body has reported losing interest in schoolwork because of the lockdown. Though only students reported this difficulty (3.0%), emotional problems including stress and worry have been linked to poor academic performance [13].

VI. CONCLUSION

The findings of this research may be used by assessment professionals to better determine which fundamental student learning outcomes should be measured across different types of educational settings. Assessment of Research Study Students' Learning Outcomes in a Public and Private Institutional Setting contributed to the existing body of information on assessment in higher education. To better prepare students for life beyond school, Research Study programs aimed to teach them new information, help them hone their abilities, change their habits, and shape their worldviews. The institutions involved in the Research Study programs determined that certain learning objectives were crucial to the success of the initiatives. Art appreciation; behaviour science; communication (oral and written); critical thinking; culture; economics; environment; foreign language; general political, economic, history studies; humanities; quantitative/mathematics; reading; science; social/domestic issues; were all outcomes related to knowledge gained.

Beliefs and values-related learning objectives included an understanding and respect of diversity, ethics, and values; familiarity with global challenges; commitment to lifelong learning; and the ability to study independently. The study's findings reveal that college students throughout the world face academic difficulties related to a lack of e-learning facilities, budgetary constraints, a lack of a conducive atmosphere, the attitude of their instructors, the acquisition of new skills, a general lack of enthusiasm, and stress and worry. Helping students get beyond obstacles is essential. For students who have special needs, governments and universities should have a plan. Programs teaching digital literacy, electronic books, and online education should be widely available. Findings indicate a need for change, with all levels of education needing to respond to a new and evolving strategy to ensure a steady stream of education at all times and in all places, while also reducing the impact of disruptions in the system. The list of suggestions for more study is as follows.

1) Conduct comparison research to see whether public and private colleges and other kinds of institutions assess learning results differently.
2) Follow up with a study to see which interventions improved student performance the most over time.
3) Investigate how different accrediting organizations affect the evaluation methods used to evaluate students' progress toward learning goals.

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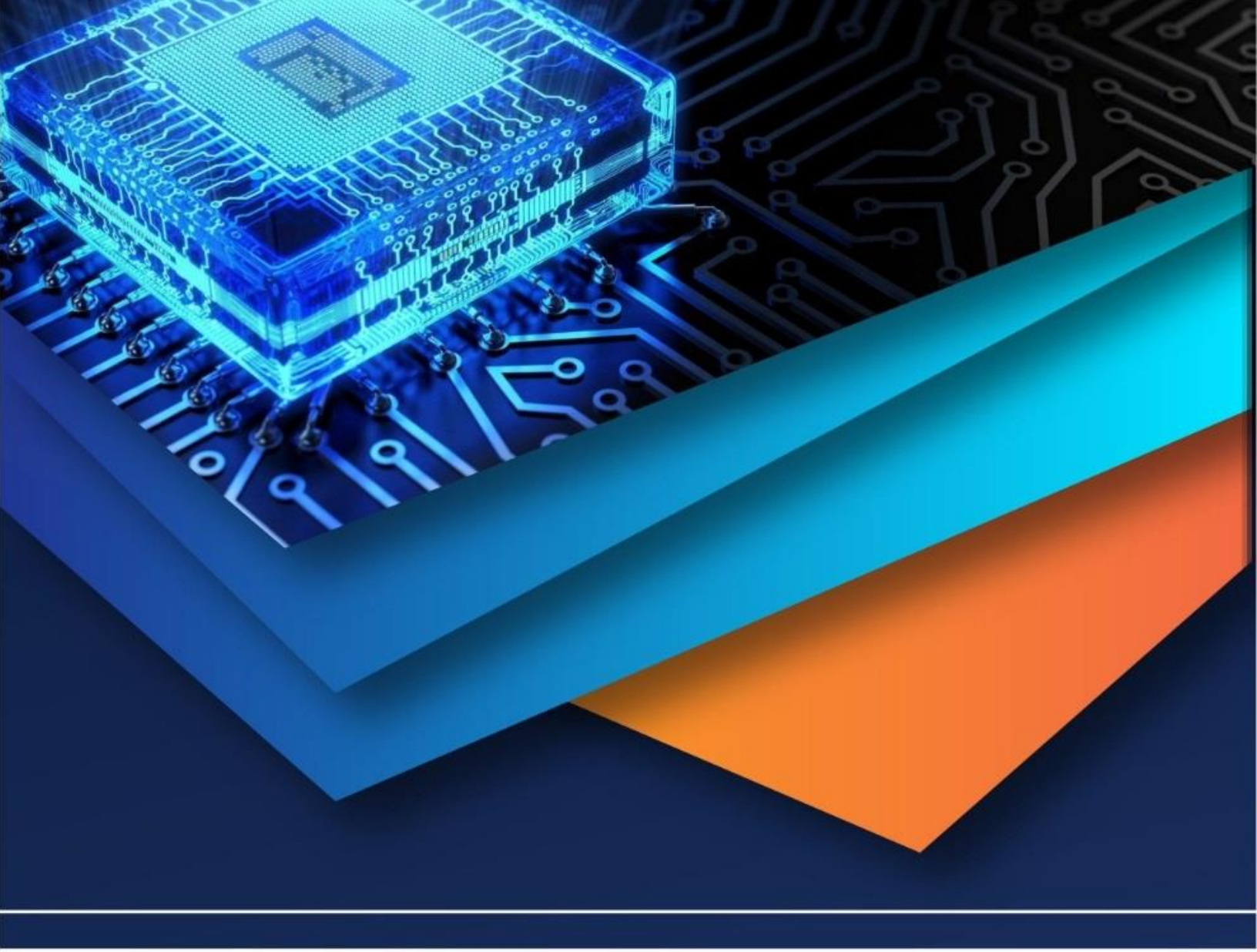

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