FUNDAMENTALS OF ASSESSMENT

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Intended Outcomes for Participants

- Participants use basic assessment language.
- Participants write clear and accurate learning outcomes for both course-level and program-level use.

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Intended Outcomes con't

- Participants make appropriate choices of assessment to determine whether outcomes have been met.
- Participants describe strategies for both direct and indirect assessment.
- Participants align curriculum with learning outcomes at course, program and institutional levels.

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(conversation starter?)

Eng. Dept: What qualities do we want students to have?

Poss. Goal: empathic students

Intended Outcomes con't

- Participants use the results of course level assessment to determine program level effectiveness.
- Participants describe the purposes of analytic and holistic rubrics and use them appropriately to support student success.

Goals: Qualities. this is what this institution is about (often in Mission Statement)

Outcomes: How do you know? How do we show evidence of it?

Intended Outcomes finally finished!

- Participants use assessment results to determine how to improve student learning.
- Participants describe the assessment cycle and value its impact on student learning and faculty effectiveness.

what you want students to do coming out of the course

Basic Assessment Vocabulary

- Assessment > don't mean same thing
- Evaluation
- Goals - ~~broader~~ broader, not easy to assess
- Learning Outcomes
- Evidence: product (comes out of assessment) student work
- Indirect and Direct Evidence of Student Learning
  - Direct: product (papers, presentations, exam answers)
  - Indirect: ask students "What did you learn? What helped you learn?"

assessment: process of gathering ~~student~~ info about student learning (e.g. presentation, assignment, audition, group projects, papers, discussion,

Evaluation: uses that data to make decisions (e.g. grades, what comes next, pass/fail)

have to do assessment first in order to do evaluations

~~need~~. readiness
Critical thinking
civic mindedness
media literacy
written communication

not our outcomes, but goals

(Colleges, programs have goals)

Indirect evidence: Doesn't stand alone! helps us probe the direct evidence student perceptions

Rubric: assessment + learning tool: Contains criteria + standards 4/13/2016

More Assessment Terms

- Criteria
- Standards
- Rubric
- "Closing the Loop"

Criteria:
Qualities we look for in stud. work (often in rubrics)

~~Standards:~~
Here's what an A looks like
Here's what satisfactory looks like
Here's what a non-passing looks like

...Loop: Using data about learning to improve (or celebrate!) & continue
-probably already doing this in programs

Objectives vs. Outcomes: Outcomes show what the student leaves with. Objectives don't

Some Assessment Choices

- Value-added vs. Absolute Learning Outcomes
  Student will
- Formative vs. Summative Assessment

Formative: "better sit down" done throughout teaching

Summative: done at the end of the course or program

Don't Do these unless necessary ⇒ ~~Value added~~ expand, increase
~~students will~~ improve their communication (requires pre & post)

Do these ⇒ ~~Absolute: Students will do this.~~
(doesn't require pre & post assessment)

All About Learning Outcomes

What are learning outcomes?
Sources of learning outcomes?
How do learning outcomes help students learn?

Start with Learning Goals

- Goals are broad descriptions of our intentions for students
- Goals are not easily measured or assessed
- Examples of Goals:
  - Critical Thinking
  - Written Communication
  - Oral Communication
  - Quantitative Reasoning

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not assessed until broken down

Learning Outcomes

- Provide specific expectations for learning in terms of knowledge and understandings, skills, and attitudes derived from the goals; describe expectations for students.

GOAL: Information Literacy

LO: Students access, interpret, and evaluate information.

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Sources of Learning Outcomes

- Institutional mission and values
- National and international priorities
- Disciplinary associations
- Bloom's Taxonomy
- Faculty interest, commitments and expertise
- Employer feedback
- Alumni feedback
- Student feedback
- Accreditation requirements

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Hart & Associates: Surveys employers' wants: e.g. problem solving, critical thinking.

# of outcomes: ~8 for programs
depends for courses

Learning Outcomes are not:

- Descriptions of learning activities
- Descriptions of curriculum content
- Descriptions of a course or program
- Descriptions of the learning environment

What "objectives" were

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Examining Our LO's

- Are the verbs specific, observable, measurable, open to description and common understandings?
- Does the LO describe one outcome rather than several at a time.
- Is the LO clear? Will students understand it?
- Will students understand the LO?
- Learning outcomes can reflect intentions at a course level, program level, or at the institutional level.

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1. Examples and Non-examples of LO's

- Students analyze situations to solve management problems yes
- Students practice writing to convince a future employer no
- Students increase skills in management. yes Value-added
- Students apply organizational skills to management situations. yes

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value-added: look for indicators

2. Examples and Non-Examples of LO's

- Students learn about the history of technology. no
- Students appreciate the role of technology in economics. yes (~~value added~~)
- Students describe ethical considerations for technology. LO yes
- Students practice using technology to solve problems. no

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write a paper that describes the values (& pitfalls?) of technology in economies

3. Examples and Non-examples of LO's

- Students work on writing skills for improvement. no
- Students experience different purposes of writing. no
- Students write compelling communication for varied purposes. yes
- Students compare their early writing with later writing. no (assessment)... of what?

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4. Examples and Non-examples of LO's

- Students identify and analyze community issues. yes
- Students serve in community agencies to become aware of community needs. no
- Students reflect on community experiences to determine insights for citizenship. no
- Students describe self as citizen and evaluate readiness for role. yes

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5. Examples and Non-examples of LO's

- Students describe steps of problem solving. yes
- Students practice solving problems to have greater skill and understanding. no
- Students increase their consideration of alternatives in the problem solving process. yes (value-added)
- Students solve problems with consideration of multiple perspectives. yes

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Kinds of Learning Outcomes

- Course learning outcomes
- Program learning outcomes
- Institutional learning outcomes

What kind of learning outcome is this?

Students communicate in writing to varied audiences.

any

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Don't rewrite if not necessary. Take it right from the Inst. or Program outcome ☺

From Institution to Course LO's

- ILO Students access, evaluate and use information from technology sources.
- PLO Students access, evaluate and use ~~health~~ information from technology sources. (or business, or culinary, or nursing) to research a topic – examples of assignments
- CLO Students access information from multiple technology sources. (bibliography)
- CLO Students evaluate information from multiple technology sources. (tech review paper)
- CLO Students use information from multiple technology sources. (research paper)

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Outcomes don't need to have content. In fact, different courses can have same SLOs (if not sequenced)

Using Data From Course Assessment to Assess Program Effectiveness

- Analyze data from course outcomes, focusing on those outcomes that reflect program outcomes to determine achievement of both course outcomes as well as program outcomes.
- Course level data should feed into program evaluation.
- Data at both levels will be useful for improvement of curriculum, pedagogy, etc.

Your Course data is important!!

bottom line: the discussion of ind. course data.
"What did you do on this thing your students did well?"

Learning Outcomes for Student Success

- Clearly stated and well understood by students (make sense) (Alverno, 2000)
- Direct the design of curriculum, pedagogy, assignments, resources, and assessment (CSUMB, 2002)
- Are visibly connected to the course elements (class sessions, assignments, readings, etc.) (Driscoll & Wood, 2007)
- LO's promote deep learning (Biggs, 1999).
- LO's help students to remember what they learned and they are better able to apply new learning (Halpern & Hakel, 2003).

Diane Halpern

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put SLO on the assignment? or rubric
Have students put comment next to on syllabus each (E = excited, F = frazzled, D = dread, U = understand)

Jon Biggs's studies: show evidence that students "dig" when outcomes are present

☆ why?

DIRECT EVIDENCE OF STUDENT LEARNING

- Checking for alignment
- Criteria for quality evidence
- Traditional models of direct assessment
- Current models of direct assessment

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Checking Our Assessment

- For alignment with the learning outcomes
- Matching the level of Bloom verb with the assignment/assessment
- Providing the opportunity for students to demonstrate achievement of the learning outcome

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Assessments should align w/ outcomes
↳ look at verb in outcome (levels in taxonomy)

In your assignment, Can the student show they've met the outcome? ~~In your ass~~

Examples of Mis-alignment: Learning Outcomes and Evidence

- LO's with analysis expectations: Summarize chapter readings
- LO's with comprehension expectations: List the key ideas of the debate
- LO's with evaluation expectations: Discuss the political stance of one of the leaders
- LO's with knowledge expectations: Create a framework that would clarify the issues

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look at Bloom's

not aligned

"list" d/comprehend" not aligned

Assignments/Assessments you've already designed might help you look at/revise your outcomes.

Make them yours (e.g., as a program)
↳ don't be afraid to revise them

Aligning Student Evidence with Learning Outcomes (Bloom as a Guide)

- LO's with KNOWLEDGE expectations: define, repeat, list, name, label, memorizes, records, recalls, listens, identifies, matches, recites, selects, draws, cites, recognizes, indicates, enumerates, reproduces
- Evidence: definitions test, matching test, list key ideas, label diagram, descriptions

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Don't be afraid to do a pilot of an assessment. Use past students to get feedback on a new assessment. (Is it exciting? Is it clear?)

Math & Science outcomes can be very specific.

Aligning Student Evidence with Learning Outcomes

- LO's with COMPREHENSIION expectations: restates, describes, explains, tells, discusses, recognizes, reviews, expresses, reports, estimates, paraphrases, documents, generalizes, summarizes, discusses, classifies, traces
- Evidence: Discuss readings; Report of an observation; summaries; Explain a theory.

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Aligning Student Evidence with Learning Outcomes

- LO's with APPLICATION expectations: computes, demonstrates, shows, translates, solves, employs, constructs, dramatizes, interprets, applies, uses
- Evidence: presentations, uses strategies in situations, problem solving, uses formulas or models, uses equipment,

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Aligning Student Evidence with Learning Outcomes

- LO's with ANALYSIS expectations: dissects, differentiates, calculates, contrasts, debates, solves, surveys, categorizes, prioritizes, inventories
- Evidence: analysis of theories, research or philosophy; debate; assembling equipment; describing connections; compare and contrast; case studies; problem solving

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Aligning Student Evidence with Learning Outcomes

- LO's with EVALUATION expectations: concludes, criticizes, justifies, supports, appraises, discriminates, decides, assesses, rates
- Evidence: Rate items and rationales; develop an argumentation; self critique and peer critique, evaluate research, compare models; use a rubric to critique work.

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Aligning Student Evidence with Learning Outcomes

- LO's with SYNTHESIS expectations: creates, composes, formulates, constructs, manages, invents, produces, hypothesizes, speculates, facilitates, negotiates, structures
- Evidence: design plans, organizes meeting, create new model, rewrites history, produces film, invents tool, negotiates agreements; design a rubric.

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Criteria for Student Evidence that Supports Student Success

- Evidence of student learning respects varied learning strengths, interests, needs (Bodi, 1990)
- Evidence of student learning is well matched to level of learning outcome (Driscoll & Wood, 2007)
- Evidence of analytical skills, creativity, resourcefulness, empathy, and ability to apply knowledge and transfer skills from one situation to another (AACU, 2003)

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look at your assessments to see.

check out: "flipped classroom"

Criteria for Student Evidence con't

- Replicate the kind of challenges adults face in the workplace, in civic affairs, or in their personal lives (Wiggins & McTighe, 1998)
- Respond to questions that are meaningful and engaging (Wiggins, 1989)
- Provide data about our students with measures that are "as fair as possible for as many students as possible" (Suskie, 2000)

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Survey at beginning of semester: What do you want to learn? What do you care about? What issues are difficult? Use to provide context when creating assessments

Traditional Models of Direct Evidence

- Tests/exams aligned with learning outcomes
- Papers, theses, reports, etc.
- Projects that integrate the expectations of multiple learning outcomes
- Problem solving scenarios
- Case studies to evaluate, analyze, complete
- Discussions (good formative assessment)

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Traditional Models of Direct Evidence

- Presentations
- Demonstrations
- Plans, proposals, designs, etc.
- Observations of practica, clinical experiences, internships
- Technology products – websites, power points, etc.

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Current Models of Direct Evidence

- "Signature Assignments"
- Capstones
- Performance Tasks
- Reflection

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"Signature Assignments"

- Definition: a generic task, problem, case or project that can be tailored or contextualized in different disciplines.
- Uses: in general education or for institutional outcomes met in multiple courses, in programs, majors with multiple sections of same course.
- Qualities: course-embedded, integrates multiple outcomes, collaboratively designed by faculty, authentic, and well aligned with LO's

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Assignment that allows faculty to begin thinking of ____ & see the strategies & practices of ____.

Ex: Biologist, social worker
Critical thinker, nurse,
a writer

Not done after one course, usually a sequence.

some are using it at the end of gen. ed.

lets you know what they're thinking about & what they can do.

Capstones

- Capstones are a summarizing and often synthesizing process with both learning and assessment integrated in the project, problem solving, report, etc. (multiple forms) and at graduate level in the form of thesis.
- Capstones are best coordinated implemented and evaluated by collaborative groups (all faculty, teams of faculty, employers, community reps, students, alums, etc.)
- Capstones are ideally designed by students with input from others.

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Ask students:
What connection do see b/w what we're doing & one of your other classes?

see website (~~[illegible]~~?) Mark Chun

Performance Tasks

- Originated with Dewey's "real problems"
- Related to problem-based and inquiry-based learning
- Assesses student ability and facilitates student learning simultaneously
- Consists of a "real world" scenario and an opportunity to apply learned skills, knowledge to a task or a solution that is authentic

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Advantages of Performance Tasks

- They reflect the complexity and ambiguity of the society into which students will graduate
- Solutions may not be obvious or given, information may be conflicting or partial, there maybe competing frameworks or positions from which to view the situation.
- They integrate disciplinary content and critical thinking.
- Higher order thinking skills (analysis, evaluation, synthesis, application) are required.

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Indirect Assessment: Probing Student Learning

- Surveys → one thing to remember: Determine the purpose + what you'll do w/ the data ☆
- Interviews
- Focus Groups

do in 104 small labs? 104W?

good to have training (esp. focus groups)

lot of work to analyze data

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Practice Designing Assessment

- Select a course-embedded Program Learning Outcome. Discuss what the outcome means.
- Design a set of assessments for the PLO using both direct and indirect assessment and a traditional and current strategies.
- Check Bloom alignment.
- Propose possible findings and how you will use them.

"Triangulating": using more than one assessment (to find an answer)

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Rubrics

- Holistic – a global scoring for a product or performance – yields one score
- Analytic – involves separate scoring of specific qualities, or components or characteristics of a product or performance – yields separate scores for each

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Rubric Strengths

- Serve as sources of learning and as guides to support student success in producing evidence of achieving learning outcomes
- Complex products or behaviors can be examined efficiently and effectively by faculty.
- Developing a rubric helps to precisely define faculty expectations.
- Students are more satisfied and understanding with grades and evaluations.

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Rubric Exercise (with partners)

- Select a rubric that you dislike and would never use. Discuss the reasons.
- Select one of the rubrics in this handout that you could adapt for your own use. What adaptations would you make? How would you change the rubric to make it more useful to you and your colleagues? With what kind of assessment (evidence) would you apply it?

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Final LO's for Workshop

- Organizing and reporting assessment results
- Using assessment results ("Closing the Loop")
- Using the assessment cycle for its value in terms of student learning and faculty effectiveness

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1) Make sure assessments are aligned w/ ~~dont~~ outcomes

2). Data → Now ask questions.

3) Possible explanations

4) What can we do? Brainstorm.

~~NOTA~~
see NILOA website

Alignment

USING COURSE, PROGRAM, AND INSTITUTIONAL CURRICULAR MAPS FOR ALIGNMENT

"Mapping" is intentionally designed to capture or investigate curricular coherence by exploring the alignment between learning outcomes, courses, programs, syllabi, curriculum, instructional activities (pedagogy), and assessment of learning (Cuevas, Matveev, & Miller, 2010; Allen, 2004, 2006; Driscoll & Wood, 2007; Maki, 2004). Alignment can be simply defined as the degree of congruence between and among components. Wulff (1985, 2005) uses the term alignment to discuss teaching effectiveness and his research shows that effective teachers align their instructional goals with their curricular content, themselves, and students in specific instructional contexts. Maki urges alignment with the assurance that "the greater the alignment between components, the more successfully the desired outcomes can be achieved" (20006, p. 92). For Maki, the important alignment is between the learning outcomes and proposed assessment methods (p. 90). Mapping is a practical tool (a matrix, grid or template) that works to achieve transparency and intentionality in program curriculum, general education competencies, institution-wide learning outcomes, and courses. Mapping tools are simple, straightforward, immediately engaging to faculty, and provide visual, easily interpreted and non-threatening data. Mapping tools are flexible and can be adjusted to reflect a number of factors:

1. the conceptual framework of a program;
2. specific program review concerns/questions (Cuevas, Matveev & Miller, 2010),

The tools can also be used for varied purposes:

1. to trace institutional goals and learning outcomes through the entire baccalaureate
2. to identify the strengths and gaps in a program or course
3. to promoted aligned coursework and syllabi, programs
4. to ensure that conditions are appropriate for student achievement of learning outcomes
5. to help build consensus in the disciplines about program content
6. to work toward a climate of collegiality, flexibility, autonomy, and transparency in faculty design and review of programs
7. to reflect institutional and programmatic alignment with national professional goals (LEAP, etc.)

Bresciani recommends using mapping in both academic and co-curricular programs as an "overview of students' learning journeys—a place to locate where educational opportunities are specifically designed to address institution and program level expectations" (2006, p. 54). "Curriculum Mapping" responds to important faculty questions: "Do faculty focus on experiences leading to outcomes as well as on the outcomes themselves?" (Huba & Freed, 2007, p. 160).

"Is there a conceptual relationship among teaching, curriculum, learning, and assessment in my course, our program, and this institution?" (Driscoll & Wood, 2007, p. 172)
"Do students have multiple opportunities to achieve our program goals and learning outcomes?" (Suskie, 2009, p. 101)

EXAMPLES OF CURRICULUM MAPPING RESOURCES AT DIFFERENT LEVELS:

1. Alignment Package with Alignment of X University Mission, Learning Requirements, and M.Ed. Program
2. Scoring Schemes for Curriculum Mapping (F. Trapp)
3. Mira Costa College, Physical Universe and Life Forms Program (F. Trapp, Cambridge West Partnership, LLC.)
4. Curriculum Map 1, 2, 3, & General Education (Allen, 2004)
5. Course Alignment Map and Figures 8.1 & 8.3 (Driscoll & Wood, CSUMB, 2007)
6. Excerpts from L. Staples syllabus, Figure 7.1 (Driscoll & Wood, 2007)

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Course Alignment Grids

Figures 8.2, 8.3, and 8.4 from Driscoll, A. & Wood, S. (2007). Developing Outcomes Based Assessment for Learner-centered Education: A Faculty Introduction. Stylus, Sterling. p. 163-167.

Summary that follows from Amy Driscoll, Assessment Leadership Academy, 2010.

Purposes:

- For individual faculty to reflect on alignment of course elements with course learning outcomes.
- Preparation or preface to program alignment
- A focus for scholarship of teaching
- Pair with student feedback on course alignment to check course alignment

Advantages:

- Easy and fast
- Provides visual presentation of course priorities, use of time, and alignment of course elements in support of intended learning outcomes
- Quickly identify strengths, gaps, and redundancy
- Evidence to help interpret and explain student learning assessment results, and in support of closing the loop
- Provides direction for course revision
- Identify opportunities for integration across course elements
- Easily translated into a syllabus for students
- Potential to support program review

One Course

FIGURE 8.2
Sample Course Alignment Grid A

Course Information:
Professor: some PLOs, some SLOs

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Class 1	X					
Class 2	X					
Class 3	X	X	X			
Class 5		X	X			
Class 10		X				
Class 11		X				
Class 12	X	X				
Class 20				X		
Class 21				X		
Class 22	X			X	X	
Class 23	X			X	X	
Class 28				X	X	X
Class 29	X					X
Class 30	X	X	X	X	X	X
Reading A	X	X				
Reading B		X	X			
Reading C						X
Reading D						X
Assignment 1	X	X				
Assignment 2	X	X				
Assignment 3						X
Assignment 4						
Assignment 5						
Assessment 1	X	X				
Assessment 2	X	X			X	
Assessment 3						
Assessment 4				X	X	

Course meets 30 times

From Driscoll, A. & Wood, S. (2007). Developing Outcomes Based Assessment for Learner-centered Education: A Faculty Introduction. Stylus, Sterling. p. 163.

Interview will determine these (e.g.) if Outcome 2 is emphasized, that might be intentional; students need it; focus of class

Only done for the instructor. Confidential!

FIGURE 8.3
Sample Course Alignment Grid B

Course Information:
Professor:

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Class 1	X	X				
Class 2	X	X				
Class 3	X	X				
Class 5	X		X			
Class 10		X	X		X	
Class 11		X	X	X	X	
Class 12		X	X	X	X	
Class 20				X		
Class 21		X				X
Class 22		X				X
Class 23		X				X
Class 28	X			X		X
Class 29		X	X	X		X
Class 30	X	X	X	X		X
Reading A		X				
Reading B		X				
Reading C		X	X			X
Reading D			X	X		X
Text Selections	X	X	X	X	X	X
Assignment 1	X	X				
Assignment 2	X	X				
Assignment 3		X		X	X	
Assignment 4		X	X	X		X
Assignment 5		X	X			X
Assessment 1	X					
Assessment 2	X	X				
Assessment 3		X	X	X	X	X
Assessment 4			X			X

Another idea: Each class, ask students to submit a piece of paper asking students "Which outcome did our work today relate to?" If different than what you were going for ask why most class.

From Driscoll, A. & Wood, S. (2007). Developing Outcomes Based Assessment for Learner-centered Education: A Faculty Introduction. Stylus. Sterling, p. 164

Do this before participating in Program-Level grid creation

FIGURE 8.4
Sample Course Alignment Grid C

Course Information:
Professor:

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Class 1	X					
Class 2	X			X		
Class 3	X			X		
Class 5		X				
Class 10	X			X		
Class 11	X			X		
Class 12			X		X	X
Class 20			X		X	X
Class 21	X		X	X	X	X
Class 22	X			X		
Class 23			X		X	X
Class 28			X		X	X
Class 29	X	X	X	X	X	X
Class 30	X	X	X	X	X	X
Reading A	X			X		
Reading B			X		X	X
Reading C		X				
Panel	X	X		X		
Comm. Visit	X	X	X	X	X	X
Assignment 1	X			X		
Assignment 2	X			X		
Assignment 3		X	X		X	X
Assignment 4			X		X	X
Assignment 5	X	X	X	X	X	X
Assessment 1	X			X		
Assessment 2			X		X	X
Assessment 3	X	X		X		
Assessment 4	X	X	X	X	X	X

don't have to do it all in class

vs.

Capstone?

Capstone?

From Driscoll, A. & Wood, S. (2007). Developing Outcomes Based Assessment for Learner-

FIGURE 7.1
Excerpt from Dr. Staples's Syllabus Showing the Connection between Learning Outcomes and the Elements of the Course

	Outcome					
	#1	#2	#3	#4	#5	#6
Readings						
Judith Boss *Ethics for Life*	X	X	X	X	X	
John Berger *Ways of Seeing*			X		X	
Ronald Wells *The Importance of Josiah Royce's* California *for Our Time*		X	X			
Martha Norkunas *The Politics of Public Memory*		X	X	X		
Will Joyner *A Few Thousand Years of Museums in a Nutshell*	X	X			X	
Boas and Black *Frozen in Their Tracks*						X
David Carrier *Restoration as Interpretation*		X		X	X	X
Ivan Illich *To Hell with Good Intentions*			X			
Rachel Naomi Remen *Helping, Fixing, or Serving*	X		X	X		
James Banks *Educating Citizens in a Multicultural Society*	X				X	
Lectures/Discussions/Slide Presentations						
Staples: "Museum boards, where responsibilities begin and end"		X		X		
Staples: "Looking at historical 'truths,' the power of presentation and interpretation."	X	X	X		X	
Staples: "High art and low art, dissolving boundaries"			X	X	X	
Staples: "The role of art/craft in a cultural context"			X	X	X	
Staples: "Ethical issues surrounding collections management"	X		X	X	X	

(continues)

FIGURE 7.1 (Continued)

	Outcome					
	#1	#2	#3	#4	#5	#6
Select a museum artifact and write a description and analysis of it from multiple perspectives, in multiple contexts.	X		X		X	
Visit a local museum and write an analysis of a specific exhibit with regard to perspective and representation and display.	X				X	X
Consider and analyze and write about the relationship between viewer and maker in a museum context.				X	X	X
Final project: As a group select artifacts around a central theme and design an exhibit showing an understanding of multiple perspectives, educational components, accessibility, cultural sensitivity, proper handling, design and exhibit requirements. Assign different responsibilities within the group. Project will involve written, oral, and graphic presentations, both individual and collaborative.	X	X	X	X	X	X
On-Site Field Work (Monterey History and Art Association, Maritime Museum, Monterey Museum of Art, Steinbeck Center, Airport Gallery, Carmel Mission)						
Students will learn, use, demonstrate competency with, and be assessed on the following skills: archival research, exhibit fabrication, art handling, oral history skills, computer research, exhibit installation, registration of artifacts, photo documentation, desktop production, preventive care, resume development.					X	X

Source: From *Syllabus example for VPA 320, Museum Studies,* by L. Staples, 2006, Seaside, CA: Department of Visual and Public Arts, CSUMB. Reprinted with permission.

(PLOs)

Curriculum Map 1

Program

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
100	I, D				I
101		I			D
102	D		D		D
103					D
200	D		D		
229					D
230			D, M		M
280					
290	M		D, M		M

I = Introduced, D = Developed & Practiced with Feedback, M = Demonstrated at the Mastery Level Appropriate for Graduation

The Curriculum Map

- Focuses faculty on curriculum cohesion
- Guides course planning
- Allows faculty to identify potential sources of embedded assessment data
- Allows faculty to identify where they might close the loop

Let's analyze some curriculum map patterns.

(PLOs)

Curriculum Map 2

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
100	I, D, M					
101	I, D, M					
102		I, D, M				
103			I, D, M			
203			I, D, M			
230A				I, D, M		
230B				I, D, M		
280					I, D, M	
290						I, D, M

Curriculum Map 3

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
100	I	I	I	I	I
101	D	D	D	D	D
102	D	D	D	D	D
103	D	D	D	D	D
200	D	D	D	D	D
229	D	D	D	D	D
230	D	D	D	D	D
280	D	D	D	D	D
290	M	M	M	M	M

GE Curriculum Map

GE Requirement	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
1	I, D				I
2		I			
3	D		I		D
4				I, D, M	
5			D		D
6					D
7					
GE Capstone			M		D, M
Majors	D, M		D, M		D, M

Think about a program that you contribute to. Does it have:

- Coherence: Not a collection of unrelated courses (Talk about each course taught in the program)
- Synthesizing Experiences: Systematic opportunities for students to consolidate learning
- Ongoing Practice of Learned Skills: To avoid learning deterioration
- Systematically Created Opportunities to Develop Increasing Sophistication and Apply What Is Learned

Articulating Learning Outcomes:

Knowledge **Skills** **Attitudes/Values/Predispositions**

Mira Costa College
Area B (Physical Universe and its Life Forms)

Area B Mission Statement (drafted 10/20/06)

Students in Area B will be able to investigate and explain physical phenomena through the application of empirical knowledge using mathematical and scientific processes and concepts.

Anthropology
Students completing courses in anthropology within Area B will understand what it means to be human from a biological perspective. They will garner this understanding through integration of scientific method and evidence, including comparisons with other animal species and development of ecological and evolutionary paradigms.

Life Sciences
Students in the Life Sciences will become scientific thinkers who are curious and knowledgeable about biological systems and who rely on experimentation, logic, evidence, objective reasoning and healthy skepticism to explain natural phenomena.

Area B Physical Universe and its Life Form

	Effective Communication	Critical Thinking	Global Awareness and Responsible Citizenship	Information Literacy	Aesthetic Literacy and Appreciation	Productive Work Habits
Life Science						
Anthropology 101	4	5	2	2	2	3
Anthropology 101L	3	5	1	2	2	3
Anthropology 190	4	5	2	3	2	3
Biological Sciences 101	3	4	1	4	1	3
Biological Sciences 101L	3	4	1	4	1	3
Biological Sciences 102	3	4	2	4	1	3
Biological Sciences 103	2	3	1	3	1	2

Within the grid are the ratings discipline experts have assigned to each outcome for each course (1=not important, 5=central to the course).

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Scoring Schemas for Curriculum Mapping at the Program Level[1]

Scoring schemas conceptualize how the curriculum of a program addresses the intended learning outcomes. They do so by describing the opportunities students have to meet, develop (through practice with feedback), and demonstrate their learning at a level appropriate for a graduate or exit from a program.

Example scoring schemas follow. In all cases, levels of development are described with reference to the abilities a student should demonstrably possess upon successfully completing the program.

A. *Mary Allen, emeritus, California State University Center for Teaching and Learning*

Introduce (I)	Learning outcomes are introduced at a basic level.
Develop (D)	Students are given opportunities to deepen their knowledge of and practice the outcomes with feedback to increase their sophistication with intended skills and knowledge.
Mastery (M)	Students demonstrate knowledge and skills at a level appropriate for a degree holder/graduate.

This schema can be useful where didactic learning is separate from experiential learning.

Introduce (I)	Learning outcomes are introduced at a basic level.
Enhance (E)	Learning is increasingly advanced beyond the basic level using didactic methods.
Practice (P)	Practice with real or simulated clients; feedback given to develop practical skills.
Mastery (M)	Students demonstrate knowledge and skills at a level appropriate for a degree holder/graduate.

B. *University of Hawaii, Manoa, Assessment Office* < manoa.hawaii.edu/assessment/howto/mapping.htm>

Introduced (I)	Learning outcomes are introduced.
Reinforced (R)	Learning outcomes are reinforced with the opportunity to practice.
Mastery (M)	Mastery at the senior or exit level.
Assessed (A)	Assessment evidence collected.

Also from the University of Hawaii, a scoring schema that illustrates the degree of emphasis placed on an intended learning outcome in a course.

1	Some emphasis
2	Moderate emphasis
3	Significant emphasis

[1] Adapted from document by Fred Trapp, Cambridge West Partnership, LLC. Fredtrapp@gmail.com

C. Norfolk State University – as described in Cuevas, N.M., Matveev, A. G. and K.O. Miller. Mapping General Education Outcomes in the Major: Intentionality and Transparency. AACU Peer Review. Winter 2010. Pp. 10-15.

Introduced (I)	Students are not expected to be familiar with the content or skill at a collegiate level. Instruction and learning activities focus on basic knowledge, skills and/or competencies and entry level complexity. Only one (or a few) aspect of a complex program outcome is addressed in a given course.
Emphasize (E)	Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on enhancing and strengthening knowledge, skills, and expanding complexity. Several aspects of the outcome are addressed in a given course, but these aspects are treated separately.
Reinforced (R)	Students are expected to possess a strong foundation in the knowledge, skill or competency at the collegiate level. Instruction and learning activities continue to build upon previous competencies with increased complexity. All components of the outcome are addressed in the integrative contexts.
Advanced (A)	Students are expected to possess an advanced level of knowledge, skill or competency at the collegiate level. Instruction and learning activities focus on the use of the content or skills in multiple contexts and at multiple levels of complexity.

D. *Bellevue Community College, Washington*

0	Course does not include instruction on the outcome
1	Includes some instruction or practice and assessment of the outcome
2	Addresses the outcome as a focus in 20% or more of the course.
3	Addresses the outcome as a focus in 33% or more of the course.

E. *Maui Community College – A focus on what students do in relation to the outcome, as opposed to instruction.*

0	No emphasis. The student does not address this learning outcome.
1	Minor emphasis. The student is provided an opportunity to use, reinforce and apply this learning outcome, but is not evaluated on this learning outcome.
2	Moderate emphasis. The student uses, reinforces, and applies this learning outcome, and is evaluated on this learning outcome, but it is not the focus of the class.
3	Major emphasis. The student is actively involved (uses, reinforces, applies and is evaluated) in the learning outcome. The learning outcome is the focus of the class.

Assessing Student Learning: Course, Program and Institutional Levels

1. Preparation: Determine purpose(s) and definition of assessment; Examine mission and values

2. Design assessment: Articulate goals Develop clear outcomes, evidence, criter and standards

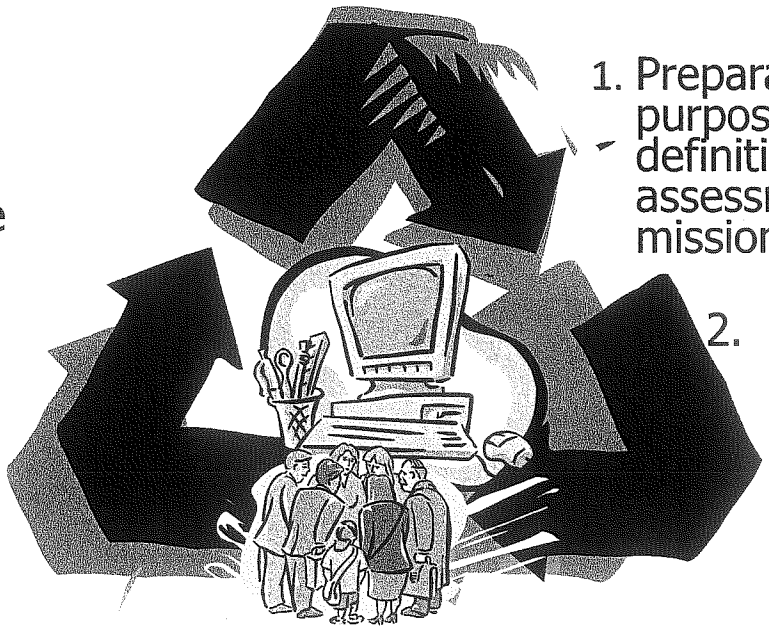
3. Alignment of curriculum and pedagogy with learning outcomes

4. Make outcomes, evidence, criteria, standards "public and visible" (syllabi, programs, brochures)

5. Collect evidence of student achievement

6. Review and analyze student evidence

7. Revise outcomes and criteria, Improve pedagogy and curriculum for learner success



Proficiency

Element

• Student learning outcomes and authentic assessment are in place for courses, program sand degrees.

Defined

What Would It Look Like at Your College

• "Student learning outcomes" _____ _____ _____ • "Authentic Assessment" _____ _____ _____ • "In Place" _____ _____ _____ • Course, programs and Degrees _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Proficiency

Element

• Results of assessment are being used for improvement and further alignment of institution-wide practices.

Defined

What Would It Look Like at Your College

• Results of assessment _____ _____ _____	_____ _____ _____
• Used _____ _____ _____	_____ _____ _____
• Improvement _____ _____ _____	_____ _____ _____
• "Further alignment" _____ _____ _____	_____ _____ _____
• Institution-wide _____ _____ _____	_____ _____ _____
• Practices _____ _____ _____	_____ _____ _____

Proficiency

Element

• There is widespread institutional dialogue about the results.

Defined

What Would It Look Like at Your College

• Widespread _____ _____ _____	_____ _____ _____
• Institutional Dialgoue_____ _____ _____	_____ _____ _____
• Results _____ _____ _____	_____ _____ _____

Proficiency

Element

• Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.

Defined

What Would It Look Like at Your College

• Decision-Making _____ _____ _____	_____ _____ _____
• Dialogue _____ _____ _____	_____ _____ _____
• Results of assessment _____ _____ _____	_____ _____ _____
• Purposefully directed _____ _____ _____	_____ _____ _____
• Improving student learning _____ _____ _____	_____ _____ _____

Proficiency

Element

- Appropriate resources continue to be allocated and fine-tuned.

Defined

What Would It Look Like at Your College

- "Appropriate" _____
  _____
  _____

  _____
  _____
  _____

- Reseources _____
  _____
  _____

  _____
  _____
  _____

- Continue _____
  _____
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  _____
  _____
  _____

- Aloocated _____
  _____
  _____

  _____
  _____
  _____

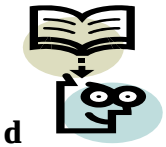
- Fine-tuned _____
  _____
  _____

  _____
  _____
  _____

Proficiency

Element

• Comprehensive assessment reports exist and are completed on a regular basis.



Defined

What Would It Look Like at Your College

• Comprehensive _____ _____ _____	_____ _____ _____
• Assessment reports _____ _____ _____	_____ _____ _____
• "Exist" _____ _____ _____	_____ _____ _____
• Completed _____ _____ _____	_____ _____ _____
• Regular basis _____ _____ _____	_____ _____ _____

Proficiency

Element

• Course student learning outcomes are aligned with degree student learning outcomes.

Defined

What Would It Look Like at Your College

• Course student learning outcomes _____ _____ _____ • Aligned _____ _____ _____ • Degree student learning outcomes _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____ _____

Proficiency

Element

• Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled

Defined

What Would It Look Like at Your College

• Students demonstrate _____ _____ _____	_____ _____ _____
• Awareness _____ _____ _____	_____ _____ _____
• Goals _____ _____ _____	_____ _____ _____
• Purposes _____ _____ _____	_____ _____ _____
• Courses and programs _____ _____ _____	_____ _____ _____

Mapping Proficiency

What elements from the lower levels of the rubric link to your element of proficiency? What elements from continuous sustainable improvement are linked to your element of proficiency?

Additional Questions:
What elements from the other rubrics are linked to your element? What standards are your element linked to?

How do you reach your element on the rubric?

What is the Connection?

What is different at the levels?

Sustainable Continuous Quality Improvement

- _____
- _____

Proficiency

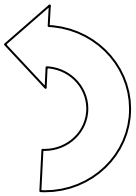
- _____
- _____

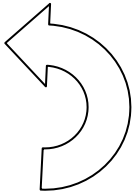
Development

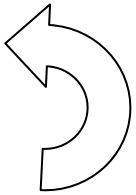
- _____
- _____

Awareness

- _____
- _____







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