Refreshing How We Are Assessing

June 6, 2022
1-3 pm

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Intended Outcomes

After this workshop, participants will be able to:

- Develop clear and assessable student learning outcomes
- Design curriculum maps, using the templates for our own Program Assessment Review (PAR) in Transition document
- Identify strategies for assessing learning outcomes across degree programs, concentrations, and minors
- Align outcomes at various levels (institutional, program, course)

Some key terms

From your Program Assessment Review (PAR) User Manual:

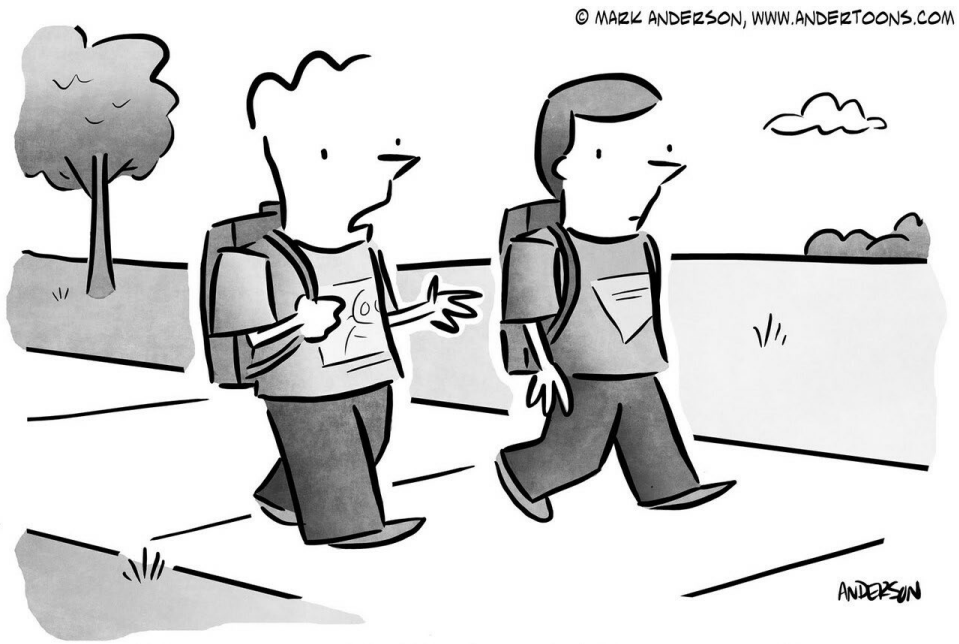
Assessment - systematic process of gathering and using appropriate information to refine programs and improve student learning.

Student learning outcome (SLO) – knowledge, skills, attitudes, and habits of the mind that students have and take with them when they complete a program of study. Student learning outcomes exist at three levels (i.e., institutional, program, and course) and are interconnected. Frequently, the terms objective and outcome are used interchangeably (as are goal and objective). Thus, SLO may refer to student learning objectives or student learning outcomes, depending on local usage

SMART Goals – goals that incorporate Specific, Measurable, Attainable, Relevant and Time-based criteria to help focus efforts and chances of achieving the goal.

Curriculum Mapping - the process of creating a synoptic view of the curriculum, documenting curricular opportunities that enable students to reach the program's learning goals. A curricular map shows where students are introduced to the program's central ideas, skills, and habits of mind, where those objectives are reinforced, and where students display mastery of these objectives.

Some assessment humor



"Cause and effect is fine, but I'm more of a just because guy."

I know my students learned something because_____.

Teaching-Learning-Assessment Cycle

Learning Goals

Students will make clear use of examples to support theses

Using Results

Conferences with students to discuss use of examples in earlier drafts compared to final papers

Learning Opportunities

Drafts of essays, peer editing workshops, final papers

Assessment

Grade essays using a rubric that evaluates student use of examples

A Reminder...

Assessment of student learning is deciding what we want our students to learn and making sure they learn it.

Curriculum and assessment planning is ensuring there are places in the curriculum where students learn what we want them to learn and that we have opportunities to determine the extent to which they learn it.

Good “D” Wins Championships

Designing

Discovery

Documenting

Discussing

Student Learning Outcomes

Students should know X or be able to do Y when they complete this course.

Critical to creating or selecting assessment tools is a solid understanding of the most important things you want students to learn. Learning goals that are:

Clear

Observable and measurable (Action Verbs)

Easily understood

Articulated

Learning Goals

Goals should articulate *the most important things we want student to learn*.

Common categories:

- *Knowledge and conceptual understanding*
- *Thinking and other skills*
- *Attitudes, values, dispositions and habits of mind (eg: motivation to study)*

Bloom's Taxonomy

Levels	Cognitive Behaviors
Knowledge	To know specific facts, terms, concepts, principles, or theories
Comprehension	To understand, interpret, compare and contrast, explain
Application	To apply knowledge to new situations, to solve problems
Analysis	To identify the organizational structure of something; to identify parts, relationships, and organizing principles
Synthesis	To create something, to integrate ideas into a solution, to propose an action plan, to formulate a new classification scheme
Evaluation	To judge the quality of something based on its adequacy, value, logic, or use

Examples

At the end of this course students will be able to:

1. Describe the impact of exercise on stress
2. Identify the roles of financial managers in wealth planning
3. Distinguish between conduction and convection
4. Design an experiment to determine the effect of temperature on…
5. Correctly label lab equipment by intended use

Your turn

PRACTICE WRITING LEARNING OUTCOMES FOR YOUR COURSE. TRY TO COME UP WITH ONE OUTCOME IN AT LEAST TWO DIFFERENT LEVELS OF LEARNING.

USE THE ACTION VERB WORKSHEET AS A GUIDE.

Student Learning Outcomes – Action Verbs

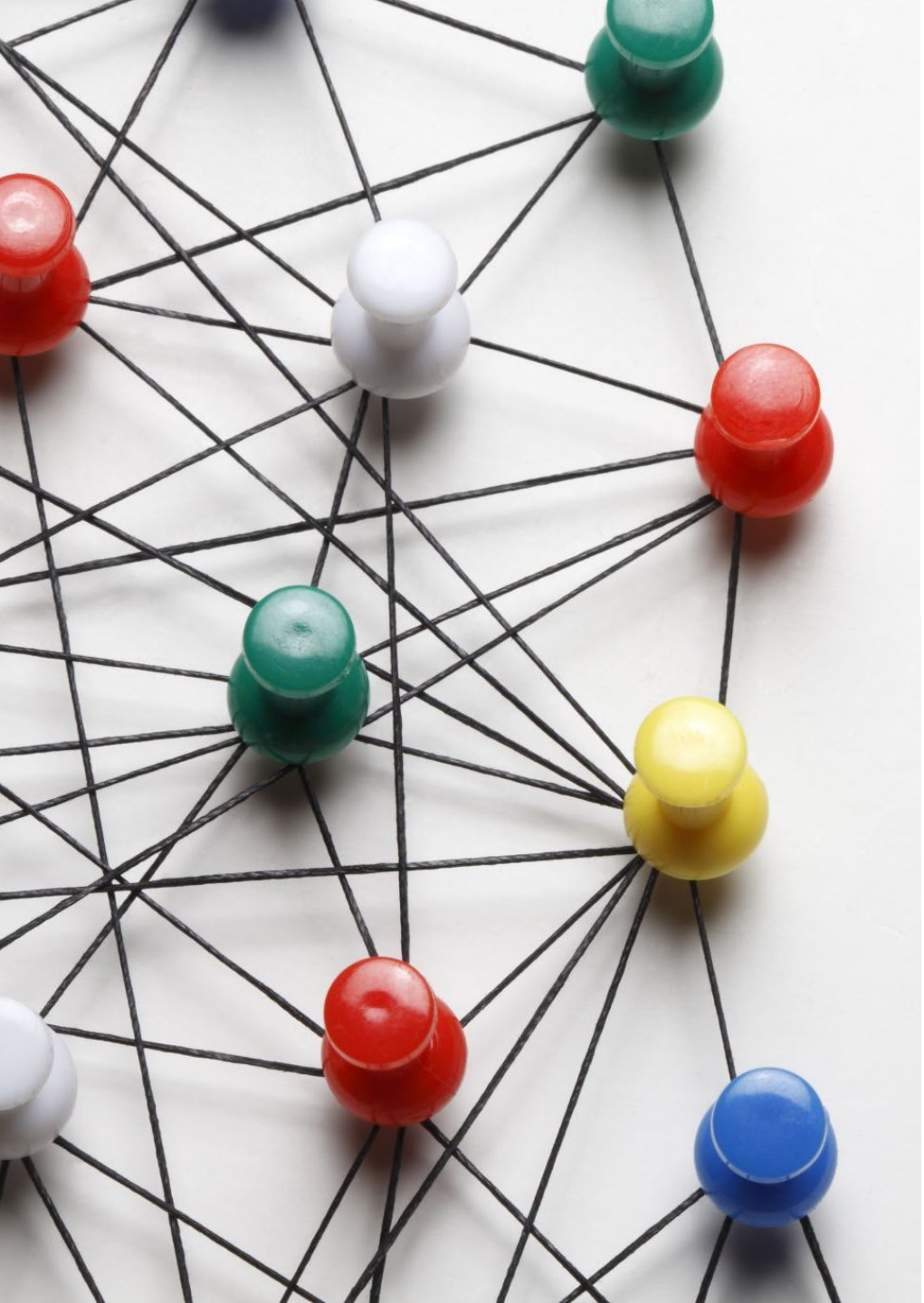
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Count	Associate	Add	Analyze	Categorize	Appraise
Define	Compute	Apply	Arrange	Combine	Assess
Describe	Convert	Calculate	Breakdown	Compile	Compare
Draw	Defend	Change	Combine	Compose	Conclude
Identify	Discuss	Classify	Design	Create	Contrast
Labels	Distinguish	Complete	Detect	Drive	Criticize
List	Estimate	Compute	Develop	Design	Critique
Match	Explain	Demonstrate	Diagram	Devise	Determine
Name	Extend	Discover	Differentiate	Explain	Grade
Outlines	Extrapolate	Divide	Discriminate	Generate	Interpret
Point	Generalize	Examine	Illustrate	Group	Judge
Quote	Give examples	Graph	Infer	Integrate	Justify
Read	Infer	Interpolate	Outline	Modify	Measure
Recall	Paraphrase	Manipulate	Point out	Order	Rank
Recite	Predict	Modify	Relate	Organize	Rate
Recognize	Rewrite	Operate	Select	Plan	Support
Record	Summarize	Prepare	Separate	Prescribe	Test
Repeat		Produce	Subdivide	Propose	
Reproduces		Show	Utilize	Rearrange	
Selects		Solve		Reconstruct	
State		Subtract		Related	
Write		Translate		Reorganize	
		Use		Revise	
				Rewrite	
				Summarize	
				Transform	
				Specify	

This information is available from a variety of sources.

This document adapted from http://www.k-state.edu/assessment/slo/action.htm.

Outcome – Opportunity - Assessment

	Application of Knowledge
Student Learning Outcome	Students will be able to apply concepts of twentieth century psychology to current psychological problems
Learning Opportunities	Courses: *Foundations of Psychology, History of Psychology, Cross-Cultural Psychology* Internship at a local community mental health center
Assessment (evaluation opportunity)	Research paper: Select three types of psychological problems you worked with at the internship site. Describe them in detail. Apply at least five perspectives of 20th century psychologists to each problem. Describe how the perspectives differ in analysis of each problem.



Curriculum maps

A grid to demonstrate alignment of courses and goals

Show where goals are addressed

Indicate extent to which goals are addressed

- Introduced
- Reinforced
- Summative or Mastered

Provide detail on evidence available to show goal attainment

Purposes of Curriculum Maps

1. Help ensure that all PLOs are adequately addressed by the curriculum.

2. Help identify potential structural concerns within the curriculum.

3. Help diagnose where and how to correct structural concerns

4. Help document what topics are addressed and where they are covered

Levels of Learning: The *IRS*

Introduced (I) – The skills associated with the program outcome are presented in the course. You may find this will happen in the lower-level courses in your program.

Reinforced (R) – The skills associated with the program outcome are being worked on at a level above the introductory stage and/or the skills are being developed at a deeper level.

Summative or Mastered (S) – Students should have developed a sufficient level of competency in the skills associated with the program outcome to have mastered them.

Some Questions to Guide Analysis

1. Are all program learning outcomes taught in the curriculum?
2. Do all core courses support the development of at least one program learning outcome? Are there any core courses that don't support the program learning outcomes?
3. Is the sequence of how the learning outcomes are taught across the courses appropriate and the most effective at supporting students' development of the learning outcomes?
4. What changes to courses, learning outcomes, sequence students take classes, and so on could improve the alignment between student learning outcomes and the curriculum?

YOUR TURN: What does this map tell you about student learning and assessment in this B.S. in Psychology?

LEARNING OUTCOMES	REQUIRED COURSES												Capstone
	101	102	201	220	250	301	302	303	401	402	435	402	490
SLO 1: Properly documents references and citations in APA style.						I	I	I	S		R	R	S
SLO 2: Display oral presentation skills appropriate to the field of psychology.					I	R			S		R	R	S
SLO 3: Demonstrate knowledge of the historical context of the field of psychology	I	I	S								S		S
SLO 4: Demonstrate knowledge of the biological bases of behavior and development.		I					R						
SLO 5: Distinguish between major statistical tests and be able to choose appropriate tests for specific data sets.	I					R				S		R	S
SLO 6: Select and apply appropriate methods to a particular research question generated by the student.						I						R	S
SLO 7: Demonstrates an understanding of the ethical principles of psychology as established by the APA.	I			R		R			S			E	
SLO 8: Evaluates real world examples in terms of course content and knowledge, applying critical thinking skills.	I	I	R	R	R	R	R	R	S	S		S	S

I = introduced R=reinforced S= summative or mastered

Aligning Outcomes

Program learning outcomes specify knowledge, skills, values, and dispositions students are expected to attain in an academic course of study.

Course learning outcomes refer to an intended effect of the course educational experience that has been stated in terms of specific, observable, and measurable student performance.

Aligning Outcomes and Assignments

COURSE OUTCOME	ASSIGNMENT
Apply systems theory	"Students are required to develop an information technology service request, study and analyze a business system, gather additional information if required, and specify system requirements and develop a test plan for the system.

A well-developed syllabus "communicates the overall pattern of the course, so a course does not feel like disjointed assignments and activities, but instead an organized and meaningful journey ... a good syllabus clarifies the relationship between goals and assignments"

Majors, Minors and Concentrations

We assess minors and concentrations for essentially for the same reasons we suggest students declare them:

- Demonstrate deeper learning
- Gain skills in an additional area
- Enhance the academic experience

How do SLOS differ?

It is important that assessment of minors and concentrations include knowledge as well as application of knowledge.

B.A. in Spanish	Minor in Spanish
Analyze the main ideas of a wide variety of texts and other forms of cultural expression (such as music, film, and art) on concrete, abstract, and technical topics.	Identify the main ideas of a variety of texts and other forms of cultural expression (such as music, film, and art).
Contribute to conversations with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion.	Apply skills learned through the study of Spanish in order to solve problems and complete tasks in communities where Spanish is primarily spoken.
Describe aspects of both the cultural and linguistic diversity of Spanish-speaking communities within and beyond the US.	Demonstrate awareness of both the cultural and linguistic diversity of Spanish-speaking communities within and beyond the US.
Critically reflect on their own identities, cultural heritage, and traditions through the study of Spanish.	Critically reflect on their own identities, cultural heritage, and traditions through the study of Spanish.

Your turn: Major, Minor and Concentrations

Think of the program in which you teach.

If it has a minor or concentration, what are the student learning outcomes? How well aligned are they with the major? Are they representative of the learning that can occur across the courses?

If your program doesn't have a minor or concentrations, what learning outcomes would be essential to a newly developed one?

Final thoughts

- What is one thing you learned today that will help you with the PAR process?
- What question(s) remain?