Refining Your Assessment Plan: Session 1

Determining Student Learning Outcomes
Derek Herrmann and Ryan Smith
University Assessment Services (UAS)
October 2016
OUTLINE FOR SESSION 1

• Introductions
• Overview of PRAAP
• Learning Outcomes
• Curriculum Mapping (Part 1)
• Questions, comments, and discussion
Refining Your Assessment Plan: Session 1

INTRODUCTIONS
INTRODUCTIONS

• Derek Herrmann, Assistant Director, UAS
• Ryan Smith, Director, UAS
• Assessment Advisory Council (AAC)
INTRODUCTIONS

• Who you are
• In what Department/School you work
• Why you are here
OVERVIEW OF PRAAP
OVERVIEW OF PRAAP

• Process for the Review of Academic Assessment Plans
• Two years before Program Review (and one year before Self-Study)
• AAC members and UAS staff
Overview of PRAAP

• Use checklist rubric with comments for each of four components:
  – Learning Outcomes
  – Direct Evidence of Student Learning
  – Indirect Evidence of Student Learning
  – Feedback Mechanisms
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LEARNING OUTCOMES
STUDENTS' EXPERIENCE
LEARNING OUTCOMES

• **Learning outcomes:** describe the kinds of things that students know or can do after instruction that they did not know or could not do before
Learning Outcomes

• Benefits of formulating learning outcomes
  – Form the basis of assessment at the course, program, and institutional levels
  – Provide direction for all instructional activity
  – Inform students about the intentions of the faculty
Learning Outcomes

• Identifying potential learning outcomes
  – Research
  – Reflection
  – Collaboration
  – Consensus
FINK’S TAXONOMY
Cognitive & Affective Domains

Foundational Knowledge
Information, Ideas

Application
Skills, Managing Projects

Integration
Making connections

Human Dimension
Learning about self & others

Caring
New values, interests

Learning How to Learn
Self-direction

Learning Outcomes

- Learning outcomes guidelines:
  - Focus on the learner, not the teacher
  - Focus on what students will learn, not on what faculty will teach
  - Focus on the outcome, not the process
Students will be introduced to critical thinking skills in order to articulate their individual views about social relationships with other students.

Students will participate in a cultural emersion event by touring a museum and critiquing artwork.
Learning Outcomes

• Learning outcomes guidelines:
  – Should be specific to a program or discipline (at the program-level)
  – Should be measureable
  – Use active verbs that specify definite, observable behaviors (try to avoid learn and understand)
Non Sequitur By Wiley Miller

It might leave a little too much room for rationalization. Maybe you should try breaking it down to a few specifics...

Moses and the first draft
Learning Outcomes

Examples

Students will understand how to communicate well.

Students will learn how to differentiate between inferential and descriptive statistics.
LEARNING OUTCOMES

• Learning outcomes guidelines:
  – Should focus on what students should learn, not program effectiveness goals
  – Identify the depth of processing that faculty expect
  – Tie an outcome to a domain and link to taxonomies
Learning Outcomes Examples

70% of students will enroll in graduate programs.

Students will analyze social justice issues.
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CURRICULUM MAPPING (PART 1)
CURRICULUM MAPPING

• Alignment
  – Involves clarifying the relationship between what students do in their courses and what faculty expect them to learn
  – Identify gaps when the alignment between their curriculum and learning objectives is analyzed
Curriculum Mapping

• Alignment
  – Often curricular changes made to improve student learning opportunities *before* program assessment data are collected
CURRICULUM MAPPING

• Cohesive curriculum
  – Systematically provides students opportunities to synthesize, practice, and develop increasingly complex ideas, skills, and values
  – Focusing on learning outcomes allows faculty to evaluate and improve curricula and can lead to the development of new policies and procedures
## Curriculum Mapping

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EXERCISE

• Review the learning outcomes for one of your Department’s/School’s degree program assessment plans. Revise one or two learning outcomes.

• Think about the required courses for majors in your program(s). How do the learning outcomes align with these courses?
QUESTIONS, COMMENTS, AND DISCUSSION