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REFINING YOUR ASSESSMENT PLAN: SESSION 1

Determining Student Learning Outcomes



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OUTLINE FOR SESSION 1

- Introductions
- Overview of PRAAP
- Learning Outcomes
- Curriculum Mapping (Part 1)
- Exercises & Discussion



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INTRODUCTIONS



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INTRODUCTIONS

- Name
- Position and unit
- Responsibilities for/Interests in program assessment, accreditation, etc.



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OVERVIEW OF PRAAP



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OVERVIEW OF PRAAP

- **P**rocess for the **R**eview of **A**cademic **A**ssessment **P**lans
- Occurs before Program Review self-study process
- Assessment Advisory Council members and University Assessment Services staff



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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
 - Use of the Results



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LEARNING OUTCOMES



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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



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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



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LEARNING OUTCOMES

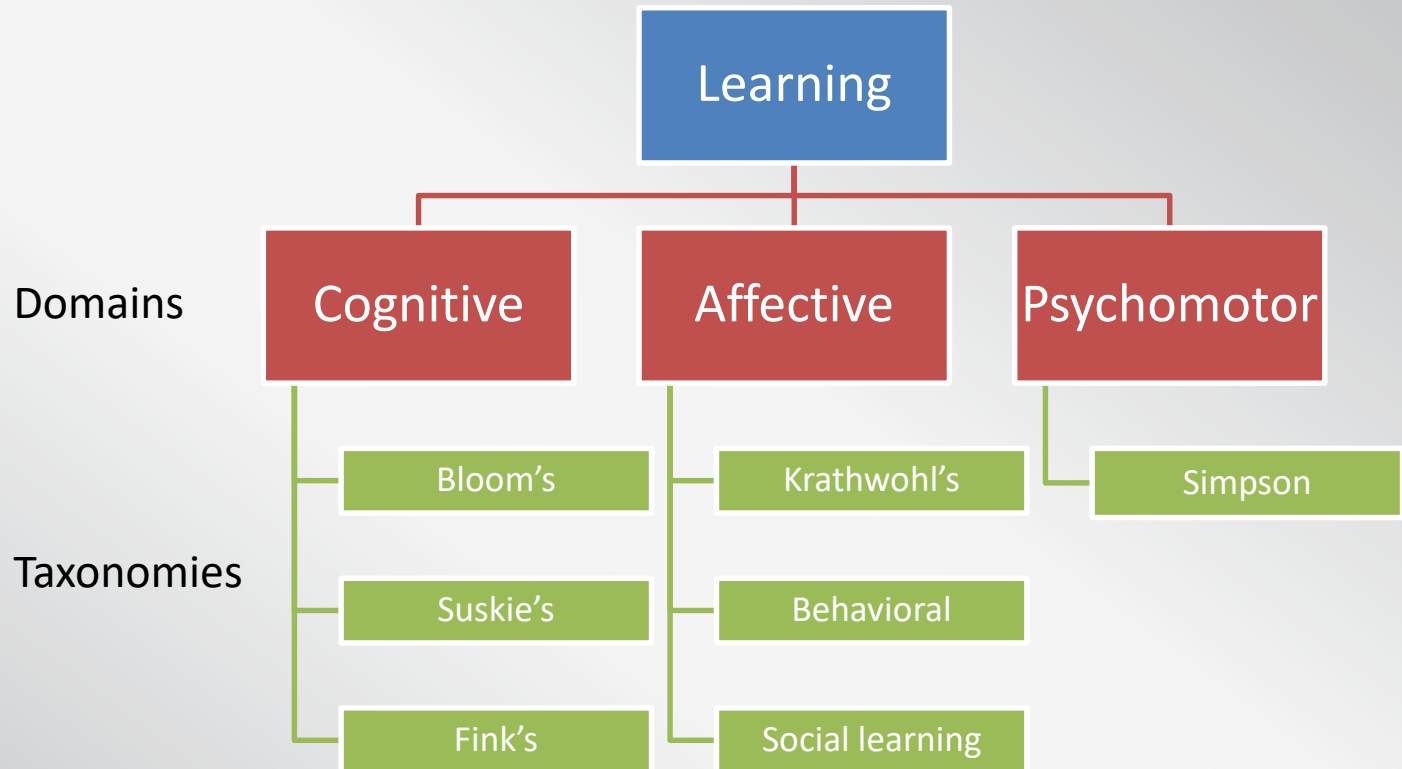
- Identifying potential learning outcomes
 - Current/previous assessment plans
 - Research
 - Reflection
 - Collaboration
 - Consensus



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DOMAINS & TAXONOMIES



LEARNING OUTCOMES

- Writing learning outcomes
 - Focus on the learner, not on the instructor
 - Focus on what students will **learn**, not on what faculty will **teach**
 - Focus on the outcome, not the process



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LEARNING OUTCOMES

- Writing learning outcomes
 - Should focus on student learning, not program effectiveness goals
 - Should be specific to a program or discipline (at the program-level)
 - Should be measurable/use active verbs that specify definite, observable behaviors



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LEARNING OUTCOMES

EXAMPLES

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.



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LEARNING OUTCOMES

EXAMPLES

Students will understand how to communicate well.

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

70% of students will enroll in graduate programs.



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CURRICULUM MAPPING (PART 1)



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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



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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



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CURRICULUM MAPPING

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4
111	X			X
138		X	X	
200	X			X
231		X	X	X
331	X		X	
340		X		X
392	X	X	X	X

X = addressed in the course



CURRICULUM MAPPING

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4
111	X			X
138		X	X	
200				
231		X	X	X
331	X		X	
340		X		X
392	X	X	X	X

X = addressed in the course



CURRICULUM MAPPING

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4
111	I			I
138		I	I	
200	P			I
231		P	P	P
331	P		D	
340		D		P
392	D	D	D	D

I = Introduced

P = Practiced

D = Demonstrated



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EXERCISES & DISCUSSION



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**THANK YOU
FOR ATTENDING!**



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