

Assessment and Curricular Development

August 25, 2011

Course and Program Proposals

The focus of a proposal should be student learning.

- Programs and courses should be organized around student learning outcomes.
- Data on outcomes should inform changes.
- A plan for assessing student learning should be integrated into the proposal.

What knowledge, skills, and attitudes will students be able to demonstrate at the end of the program (course)?

Exemplary program proposal - Geography

Student Learning Outcomes	120	200	210	230	261	310	311	380
1. Knowledge of dynamic processes and features of Earth's structure, landforms, weather and climate	A		I				A	
2. Spatial knowledge	I	I	I		A	I		
3. The ability to analyze phenomena with spatial understanding	I	A	I	A	A	A	A	
4. Knowledge of the dynamic interrelationships between society and environment	I	A	I	A		I		A
5. Knowledge of the dynamics that shape regions and direct their development, across scales		A			I	I		
6. Knowledge of the social, physical and ecological requirements for culture and environments to be sustainable	I	A	I			A		A
7. An understanding of a Reformed Christian perspective on geography	I	A	I			I		A
8. Basic geographic (cartographic) literacy especially at the global level					A	I		
9. Competency in map interpretation and cartographic design	I				A		A	
10. Competency in spatial analysis and interpretation		I		I	A	I		A
11. Skills in critically reading geographic literature		A		A		A	I	A
12. Skills in research methods and field techniques in geography	I	I				I	A	
13. The ability to read physical and cultural landscapes	I	A	I			A	A	A
14. Competency in geographic communication (oral, written, visual)		O		O		O	O	O
	W	W	W	W	W	W	W	W
		V		V	V	V	V	V
15. The ability to apply geographic knowledge, skills and Christian worldview to research problems in real-world settings		A			I	I	A	A

Exemplary course proposal - FYRES

Upon completion of GEOG 181, students will demonstrate:	Corresponding objective(s) in The Natural World core:	Corresponding skill(s) in The Natural World (and other) core:	Method of Assessment
The ability to select appropriate literature sources for scientific thinking and communication.	<ul style="list-style-type: none"> To understand the project, methods and cultural impact of the natural sciences 	<ul style="list-style-type: none"> The rhetoric of the written word The discipline of reading 	<ul style="list-style-type: none"> Annotated bibliography
The ability to design research questions and construct logical, testable hypotheses.	<ul style="list-style-type: none"> To examine the behaviour of physical and living systems through the methods of the experimental and observational sciences. 	<ul style="list-style-type: none"> The general art of reasoning Quantitative and empirical reasoning The art of executing a research project 	<ul style="list-style-type: none"> Short research paper Pre/post-test evaluations of student understanding of science.
The ability to understand experimental design and conduct basic field and lab procedures.	<ul style="list-style-type: none"> To examine the behaviour of physical and living systems through the methods of the experimental and observational sciences. To develop skill in the judicious use of technology in the natural sciences. 	<ul style="list-style-type: none"> The discipline of seeing The general art of reasoning Quantitative and empirical reasoning 	<ul style="list-style-type: none"> Lab/field assignments Research project work Pre/post-test evaluations of student understanding of science.

Exemplary program assessment - English

Once a year, the curriculum committee will review fifteen random pieces of student work from English 295: Introduction to Studies in English. Although there is no mandatory common assignment for sections of English 295, professors teaching it should devise an assignment or exam that elicits evidence of the following:

1. Knowledge of rhetorical and linguistic traditions (Strategic Plan 1d);
2. Fluency with foundational hermeneutical questions and strategies of the discipline (Strategic Plan 2b);
3. Academic writing skills, such as sound argumentation and rhetorical sophistication (Strategic Plan 3c);
4. Awareness of connections between literature/language and vocation (Strategic Plan 4a).

English - continued

At least once a year, the curriculum committee will arrange discussions among professors teaching similar courses.

Evidence from 200-level literature courses should demonstrate:

1. Breadth of learning in English-language literary traditions (Strategic Plan 1a);
2. Analytical skills, with particular emphasis on close reading and argumentation, applicable to primary and secondary sources (Strategic Plan 2h);
3. Academic writing skills, such as sound argumentation and rhetorical sophistication (Strategic Plan 3c);
4. Preparation for life-long reading and writing (Strategic Plan 4d).

Features of the English assessment plan

1. The goal of the process is a conversation about how well students are learning what we desire them to learn.
2. The evidence is actual work produced by students in courses, not specially generated for assessment.
3. Only a sample of student work is examined.
4. Professional judgment (rather than simply quantitative scores) is the standard.
5. Required courses in the curriculum (e.g., capstone) do the work.

Exemplary work on program assessment – BYU

<https://learningoutcomes.byu.edu/>

Course syllabus learning outcomes requirement

How do I find these?

1. Course proposals. See the folder on the R: drive.
2. Core courses – student learning outcomes on the provost website.
3. In conversation with your colleagues teaching the same course.
4. From the ways in which you actually assess students.

http://assessment.tamu.edu/asmt_help/writing_learning_outcomes.pdf