



Learning Outcomes & Curriculum Maps

Presented by the Assessment Office
March 2009

Today's Agenda

- 1) Introductions
- 2) Student learning outcomes
 - Small group activity
- 3) Curriculum maps
 - Small group activity
- 4) Final Thoughts
- 5) Assessment

Questionnaire

- Please complete page 1 of the questionnaire.



Workshop Outcomes

At the end of the workshop, you can:

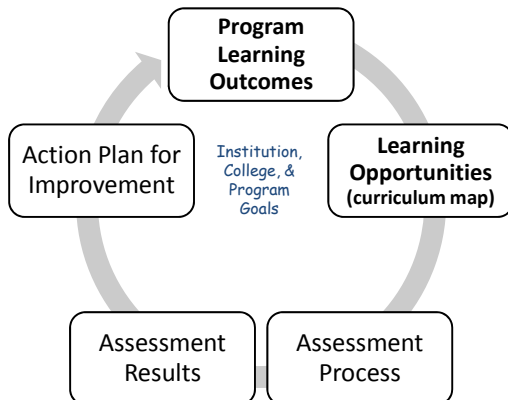
- 1 Summarize the role of learning outcomes and curriculum maps in program assessment.
- 2 Write good learning outcomes.
- 3 Create a curriculum map.

Program Assessment

“Assessment is a rich conversation about student learning informed by data.” (Marchese)

Program Assessment  **Teacher Evaluation**

Assessment Cycle



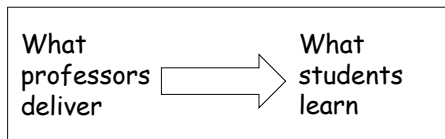


PROGRAM STUDENT LEARNING OUTCOMES (SLOs)

Role of Program SLOs

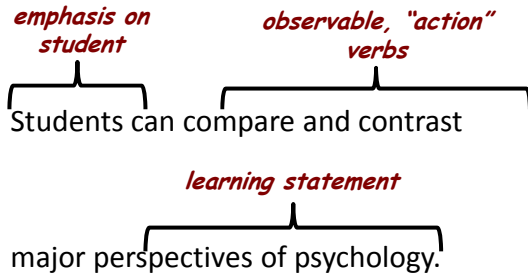
- Central, key aspects of the program
- Cohesive curriculum
- Effective learning

Program SLOs





Example: Good SLO



The Good, the Bad, & the Ugly

Good	Students can describe leadership styles and predict their effectiveness in different circumstances.
Okay	Students have effective interpersonal and leadership skills.
Ugly	Faculty discuss leadership styles in at least one of their courses each semester.

The Good, the Bad, & the Ugly

Good	Students can explain economic institutions (e.g., Federal Reserve, stock markets, financial intermediaries).
Okay	Students understand the major theoretical approaches for explaining economic phenomena.
Ugly	Faculty members conduct research and publish articles related to economic phenomena.



Good SLOs Have “Active” Verbs

Target	Possible Verbs
Knowledge	cite, define, describe, identify
Comprehension	arrange, classify, convert
Application	apply, change, compute, construct
Analysis	break down, calculate, contrast
Synthesis	organize, modify, construct
Evaluation	judge, interpret, justify

Program SLO Checklist

1. Important
2. “Action” verbs
3. Assessable
4. Maps to learning opportunities
5. Aligns with program goals
6. Collaboratively authored and collectively accepted

Adapted from P. Maki, Assessing for Learning

Your Turn . . .

1. Groups of 4 (or 3)
2. Each group will be assigned 2 “target levels of learning”:
 - Knowledge ▪ Analysis
 - Comprehension ▪ Synthesis
 - Application ▪ Evaluation
3. Create 2 SLOs for the topic on the next slide (one SLO for each “level”)



TOPIC:
The Pledge of Allegiance

TIP: Use the "action" verb list

Activity adapted from Gretchen Trkay, University of Texas at Arlington

Check In

- Share your groups' SLOs
- Good, okay, or ugly?

**LEARNING OPPORTUNITIES (AKA:
CURRICULUM MAPS)**



Role of Curriculum Maps

- Aligns instruction with SLOs
- Improves communication
- Encourages reflective practice

Example: Good Curriculum Map

Requirements	SLO 1	SLO 2	SLO 3
CRS 301	I	I	I
CRS 302	R		R
CRS 430		R	R
CRS 480	M & A	R	
CRS 490		M & A	M & A
Exit interview	A	A	A

I=Introduced; R=Reinforced/Practiced;
M=Mastered; A=Assessed

Example: Poor Curriculum Map

Requirements	SLO 1	SLO 2	SLO 3
CRS 301			
CRS 302	I	I	
CRS 430		R	
CRS 480		R	R
CRS 490		M & A	M & A
Exit interview	A	A	A

I=Introduced; R=Reinforced/Practiced;
M=Mastered; A=Assessed



Your Turn . . .

- Groups of 4 (or 3)
- Complete the Curriculum Map
 - Provided
 - Blank Curriculum Map Grid
 - 4 Learning Outcomes
 - 6 Required Courses – purple pieces
 - Post-its & pen
 - Arrange the learning outcomes and required courses on the grid
 - Use the Post-its & pen to align instruction with outcomes where
 - I=introduce, R= reinforce/practice, M=master at senior level, A=assess

Check In

- In your group, discuss:
 - Is this a cohesive curriculum?
 - What makes it cohesive or not?
 - What recommendations, if any, would you make to the Fox Paw University Psychology department?
- Share



Go Paws!

Final Thoughts

“Assessment is a
rich conversation about
student learning
informed by
data.”

(Marchese)



Assessment

- Complete page 2 of the questionnaire.
- Please turn it in along with the CTE Evaluation Form.

Thank You!

Assessment Office

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Writing Student Learning Outcomes (SLOs)

Bloom's Taxonomy

Bloom's taxonomy is a well-known description of levels of educational objectives. It may be useful to consider this taxonomy when creating course and program SLOs.

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

"Action" Verbs

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
cite	arrange	apply	analyze	arrange	appraise
define	classify	change	appraise	assemble	assess
describe	convert	compute	break down	categorize	choose
identify	describe	construct	calculate	collect	compare
indicate	defend	demonstrate	categorize	combine	conclude
know	diagram	discover	compare	compile	contrast
label	discuss	dramatize	contrast	compose	criticize
list	distinguish	employ	criticize	construct	decide
match	estimate	illustrate	debate	create	discriminate
memorize	explain	interpret	determine	design	estimate
name	extend	investigate	diagram	devise	evaluate
outline	generalize	manipulate	differentiate	explain	explain
recall	give examples	modify	discriminate	formulate	grade
recognize	infer	operate	distinguish	generate	judge
record	locate	organize	examine	manage	justify
relate	outline	practice	experiment	modify	interpret
repeat	paraphrase	predict	identify	organize	measure
reproduce	predict	prepare	illustrate	perform	rate
select	report	produce	infer	plan	relate
state	restate	schedule	inspect	prepare	revise
underline	review	shop	inventory	produce	score
	suggest	sketch	outline	propose	select
	summarize	solve	question	rearrange	summarize
	translate	translate	relate	reconstruct	support
		use	select	relate	value
			solve	reorganize	
			test	revise	

From: [Gronlund, N. E. (1991). *How to write and use instructional objectives* (4th ed.). New York: Macmillan Publishing Co.]
Taken from: Mary Allen Workshop (May, 2008) UH

ACTIVITY: CREATE STUDENT LEARNING OUTCOMES

Basic Elements of a Student Learning Outcome (SLO)

<i>emphasis on student</i>	<i>observable, "action" verb</i>	<i>learning statement</i>
1. Students can	compare and contrast	major perspectives of psychology.
2. Students can	describe predict	leadership styles and their effectiveness in difference circumstances.
3. Students can	explain	economic institutions such as the Federal Reserve . . .

Your Turn

In groups of 4 (or 3), **create 2 SLOs** for this topic: the Pledge of Allegiance. Each group will be assigned different "levels of educational objectives" from Bloom's Taxonomy:

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

SLO Checklist

- ___ "Action" verb describes what students should represent, demonstrate, or do
- ___ Assessable (quantitatively and/or qualitatively)
- ___ Collaboratively authored and collectively accepted
- ___ Maps to learning opportunities, curriculum, and co-curriculum
- ___ Aligns with program goals
- ___ Incorporates or adapts professional organizations' outcome statements when they exist