

Assessment Project Results

Department/Program and Degree:	Assessment Office (AO)
Assessment Project Name:	Learning Outcomes & Curriculum Maps
Semester/Yr Data Collected:	Spring 2009 (offered on March 31)
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Executive Summary:

One of the Assessment Office's (AO) goals specified in its mission statement is to educate on how to assess, what to assess, and how to act on the results. To this end, the AO partnered with the Center for Teaching Excellence (CTE) and conducted the *Learning Outcomes & Curriculum Maps* workshop on March 31, 2009. This workshop was designed as an introduction to the what, why, and how of learning outcomes and curriculum maps.

AO previously offered this workshop. An assessment of the October 2008 workshop suggested that the two hands-on activities were successful: write learning outcomes and create a curriculum map. These activities were repeated with slight modifications.

A new questionnaire was used that asked participants to role-play and rate their confidence levels. The questionnaire was administered pre and post workshop to gauge the extent of learning during the workshop (see Appendix A). Of the 16 people signed-in for the workshop, 13 (81%) completed the questionnaire.

The criteria for success were met for each outcome assessed. However, the questions on the questionnaire could be revised for clarity.

OUTCOME(S) ASSESSED:

- *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.*

1. **Assessment Question(s) and/or Goal(s) of Assessment Activity**

What did the program want to find out?

The AO wanted to know if a 75-minute workshop would achieve the outcomes.

2. Outcome(s)/ Questions Assessed	3. Method(s) to Gather Evidence	4. Method to Evaluate	5. Program Size & Sampling Technique	6. Criteria for Success	7. Results	8. Met/Not met (the criteria for success)
1) Summarize the role of learning outcomes and curriculum maps in program assessment.	Participants answered a questionnaire at the end of the workshop.	AO scored using an answer key and grouped responses by topic (see Appendix A)	13 of 16 (81%) participants completed the questionnaire.	80% correct	88% of responses were adequate.	Met
2) Write good learning outcomes.	Participants formed teams, were given a topic, then asked to create and present 2 learning outcomes.	Each team presented their learning outcomes and received feedback from the facilitator.	All present for the activity participated	100% can write good learning outcomes.	100% of the teams demonstrated an ability to write good learning outcomes.	Met
3) Create a curriculum map.	Participants formed teams then completed a "curriculum puzzle" and presented 1 curriculum or program change.	Each team presented their 1 curriculum or program change and received feedback from the facilitator.	Same as above.	100% can create a curriculum map.	100% of the teams demonstrated an ability to create a curriculum map.	Met

9. **Conclusions and Discoveries**

The questions used to assess SLO #1 may need to be revised to more accurately reflect the questions' intent. Responses suggested that some participants may have misinterpreted the questions. The activities for SLO #2 and SLO #3 appear to be effective teaching methods.

10. **Distribution and Discussion of Results**

a) Who distributed the results and who received results?

The workshop facilitators evaluated the results, created this report, and posted the results on the AO website for the "general public."

b) How did the distribution take place?

The results were posted on the AO website.

c) How and when did the discussion of the results take place?

Workshop facilitators discussed the results in the office after the workshop.

11. **Use of Results/Program Modifications**

Given the success of the hands-on activities, the AO will use active learning activities in future workshops.

12. **Assessment Modifications**

g changes in the assessment methodology need to be made?

In the future, if the AO uses a questionnaire to assess SLO #1, it will need to pilot test the questions and revise for clarity.

13. **Other Important Information**

None at this time.

Appendix A
Learning Outcomes & Curriculum Maps
March 2009
Assessment Results

At the beginning and end of the workshop, participants were asked to complete an assessment questionnaire. The pre- and post-questionnaire assessed participants' ability to summarize the role of learning outcomes and curriculum maps in program assessment, and it gauged their level of confidence in writing good learning outcomes and creating a curriculum map. Of the 16 attendees, 13 (81%) completed and returned the questionnaire.

Below are the end-of-workshop results.

Question 1: If a colleague said to you, "I've been teaching for 60 years and I know when a student is learning! Maybe *others and WASC* need student learning outcomes, but *I* don't." **What would you say?**

Responses were grouped by topic. Some participants provided multiple answers.

Results

Topical Response	Sample Response	# of Responses
<i>SLOs. . .</i>		
<i>Help provide evidence of student learning</i>	"Having SLOs help us see what the student is learning through data."	5
<i>Improve teaching & learning</i>	"SLOs are important for not only students learning in each course, but it establishes continuity among faculty so that all instructions are steering students toward the same goals."	4
<i>Communicate learning expectations to students</i>	"SLOs is a way to help students know at the beginning what they're striving for so it is more likely they will achieve it."	3
<i>Increase faculty communication</i>	"Let's have a discussion about why you think these learning outcomes are not useful."	3
<i>Improve program coherence</i>	"It is important to help align courses in programs to create synergy."	2

Question 2: If a colleague said to you, "It's a waste of time to gather all the faculty together to create a curriculum map. Our time is valuable and we have more important things to do than sit around and food with a curriculum map." **What would you say?**

Responses were group by topic.

Results

Topical Response	Sample Response	# of Responses
<i>A curriculum map. . .</i>		
<i>Helps improve program design/coherence</i>	"Curr. mapping is a way to make sure all courses align & see where the gaps are or if a course isn't serving the goals of the dept."	5

Topical Response	Sample Response	# of Responses
<i>Provides an explicit framework for the program</i>	"The curr map represents everything we do in this program."	3
<i>Can be created with the leadership of a curriculum committee</i>	"Let's create a curriculum committee and sent it to the dept. over email... Then, we can discuss it at the full faculty meeting and possibly approve it."	2
<i>Increases student awareness of curriculum cohesion</i>	"This is helpful for an incoming student to see the path they need to take to successfully complete the program."	2
<i>Increases faculty member awareness of program coherence</i>	"It is also helpful for faculty because it shows them where their course fits into the program."	1

Question 3a: How confident are you in your ability to create good student learning outcomes? (check one)

Question 3b: Please explain your answer to #3a. Why did you check that level of confidence?

Results (explanations are verbatim)

Not confident = 0
Somewhat confident = 1 <ul style="list-style-type: none"> • Actually, I am still not too confident. But keep on trying in these workshops helps me.
Confident = 8 <ul style="list-style-type: none"> • Good examples to worm from. I have list of verbs to help me. • I learn more about how to design the learning outcomes in different levels, requirements, and student types. • The workshop provided an excellent template with verb examples. • Better understanding of do's & how to think about phrasing & examining them
Very confident = 4 <ul style="list-style-type: none"> • Based on Bloom's taxonomy and knowing what is important for out students.

Question 4a: How confident are you in your ability to create a curriculum map? (check one)

Question 4b: Please explain your answer to #4a. Why did you check that level of confidence?

Results (explanations are verbatim).

Not confident = 0
Somewhat confident = 2 <ul style="list-style-type: none"> • Still need a bit more practice/guidance in doing curr maps. Still have some questions. Ex." Does M&A always together? Do map for electives too or just core? • Same as 3b [actually I still not too confident. But keep on trying in these workshops helps me]. I wasn't expecting had some tricky stuff.

Confident = 8 <ul style="list-style-type: none"> • The curr map • Now have some solid questions, goals and examples to work with. Have a more structured understanding of the goals of program assessment. • Now I know “What I’m looking for” and the value of sharing that goal w/ students. Our dept. has been thinking about forming a curriculum map but didn’t really know where to start! • Now I understand what they are I see the purpose in my own departmental curriculum • Good exercise in workshop. • I have benefitted greatly from the curriculum eval series through CTE! • Same as 3b [Better understanding of do’s & how to think about phrasing & examining them. • Confident but not <u>very</u> because of differing ideas & timeframes for progressing among member of my program.
Very confident = 3 <ul style="list-style-type: none"> • With a good program SLOs, a map is easy to make • I think our practice & discussion helped prepare me better to conduct our curr mapping to get us beyond our current checklist.

Question 3a and 4a: Comparison of pre- and post-workshop responses

Question 3a: How confident are you in your ability to create good student learning outcomes?

Results. Seven attendees felt more confident after the workshop.

Pre-workshop Response	Post-workshop Response	Direction of Change	# of Responses
Not Confident	Somewhat Confident	Increase	1 (8%)
Somewhat Confident	Confident	Increase	5 (38%)
Confident	Confident	<i>No Change</i>	3 (23%)
Confident	Very Confident	Increase	1 (8%)
Very Confident	Very Confident	<i>No Change</i>	3 (23%)

Question 4a: How confident are you in your ability to create a curriculum map?

Results. Eleven attendees felt more confident after the workshop.

Pre-workshop Response	Post-workshop Response	Direction of Change	# of Responses
Not Confident	Somewhat Confident	Increase	2 (15%)
Somewhat Confident	Confident	Increase	7 (54%)
Somewhat Confident	Very Confident	Increase	1 (8%)
Confident	Confident	<i>No Change</i>	1 (8%)
Confident	Very Confident	Increase	1 (8%)
Very Confident	Very Confident	<i>No Change</i>	1 (8%)