

Hendrix College Fall Faculty Conference -- Monday, August 13, 2018
Beginning with the End in Mind: Designing Learning Outcomes Assessment for Student Success
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Assessment Activities that Foster Equitable Student Learning and Success

1. **Explicit learning outcomes** - Concrete, clear proficiencies students are to achieve -- reference points for student performance
2. **Aligned outcomes and practices** – Course to Program to Institutional -
3. **Backward design** – operationalize goals, or standards in terms of assessment evidence at the beginning
4. **Transparent alignment of outcomes to assignments using authentic measures** of student learning (rubrics, classroom-based performance assessments, capstones, co-curricular learning)

The **Backward Design** approach consists of three phases: **identify the desired outcomes; determine the acceptable criteria for evaluating students' progress; and plan the instructional methodologies.** (Wiggins & McTighe, 2005, *Understanding by Design*)

Student Learning Outcomes (SLOs):

Student Learning Outcomes (SLOs) are specific, measurable statements that use action verbs to articulate the knowledge, skills, and perceptions students should gain or improve through engagement in the academic program or learning experience.

SLO Guiding Questions:

1. Describes what students should represent, demonstrate, or produce?
2. Relies on active verbs?
3. Aligns with collective intentions translated into curriculum & co-curriculum?
4. Maps to curriculum, co-curriculum, educational practices?
5. Is collaboratively authored & collectively accepted?
6. Can be assessed quantitatively and/or qualitatively?

Formula for Writing a Student Learning Outcome

As a result of participating in _____ students will _____.

SWiBAT (Student Will Be Able To) + Active verb (Bloom's taxonomy: analyze, create, synthesize) + Condition (as a result of) + Measurement (as measured by or as demonstrated by ...) + _____ When (at what timeline)

Transparency in Learning and Teaching (TILT): <https://www.unlv.edu/provost/teachingandlearning>

Purpose

- Skills you'll practice by doing this assignment
- Content knowledge you'll gain from doing this assignment
- How you can use these in your life beyond the context of this course, in and beyond college

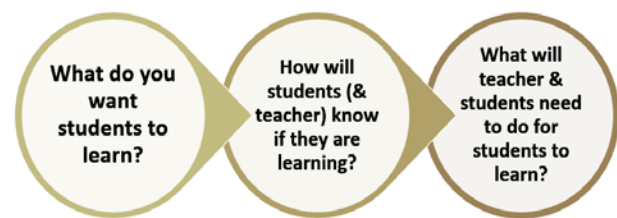
Task

- What to do
- How to do it (Are there recommended steps? What roadblocks/mistakes should you avoid?)

Criteria

- (Are you on the right track? How to know you're doing what's expected?)

Backward Design
3 Decision Steps (Dee Fink, 2013)



Action Verbs and Examples from Bloom's Taxonomy		
Level	Type of activity or question	Verbs used for objectives
Lowest level	Knowledge	Define, memorize, repeat record, list, recall, name, relate, collect, label, specify, cite, enumerate, tell, recount
	Comprehension	Restate, summarize, discuss, describe, recognize, explain, express, identify, locate, report, retell, review, translate
	Application	Solve, simulate, apply, employ, use, demonstrate, dramatize, practice, illustrate, operate, calculate, show
Higher levels	Analysis	Interpret, classify, analyze, arrange, differentiate, group, compare, organize, contrast, examine, investigate
	Synthesis	Compose, plan, produce, prepare, propose, hypothesize, invent, incorporate, develop, formulate
	Evaluation	judge, assess, decide, measure, appraise, deduce, predict, recommend, select, choose, infer

Sample A

Select a professional in your prospective academic discipline and/or career field that is considered an expert in an area in which you are interested.

2. Secure an interview with the professional for a date and time that is convenient for both of you.
3. Prepare 8-10 questions to ask the professional about their knowledge of a particular academic discipline/career field.
4. Conduct a 20 – 30 minute, face-to-face interview to gather knowledge that will help you make an informed decision about the major/career you are considering. You will want to audio/video record the interview with the interviewee's permission.
5. Prepare a typed transcript of the questions and answers using the audio/video recording
6. Write a 400 – 500 word reflection paper in which you address the following items:
 1. Who you selected and why?
 2. What you learned from them that is most interesting?
 3. What this assignment helped you learn about your major/career decision?
 4. What questions you still have?
7. Submit the typed transcript and reflection paper to your instructor.

EXAMPLES: Less Transparent

University of Nevada, Las Vegas

COLA100E, Interview Assignment
Used by permission of Katharine Johnson

Sample C

Due dates:

- Sept 30 - Draft interview questions
- October 15 - Transcript of interviews
- November 17 - Report

Purpose: The purpose of this assignment is to help you make an informed decision about the major/career you are considering.

- Skills:** This assignment will help you practice the following skills that are essential to your success in school and professional life:
- Accessing and collecting information from appropriate primary and secondary sources
 - Synthesizing information to develop informed views
 - Composing a well-organized, clear, concise report to expand your knowledge on a subject in your major.

Knowledge: This assignment will also help you to become familiar with the following important content knowledge in this discipline:

- Issues facing professionals in a field
- Scholarly research formats for documenting sources and creating reference pages (i.e., bibliographies).

Task: To complete this assignment you should:

1. Select two professionals in your prospective academic discipline and/or career field who are considered experts in an area in which you are interested.
2. Secure an interview with the professionals for a date and time that is convenient for both of you.
3. Prepare 8-10 questions to ask the professionals about their expertise in a particular academic discipline/career field. The questions must be based on a review of the field using 5 credible sources as defined by the librarian in our research module. Sources should be cited using APA formatting.
4. Conduct a 20-30-minute, face-to-face interview with each professional to gather knowledge that will help you make an informed decision about the major/career you are considering. You will want to audio/video record the interview with the interviewee's permission.
5. Prepare a typed transcript of the interviews.
6. Compare and contrast the information provided by both professionals in an 8-page (1.5 spaced, 12 point Times New Roman font, 1 inch margins) report that documents the advantages and disadvantages of a career in the selected field.

Criteria for success: Please see the attached rubric.

EXAMPLES: More Transparent