Introduction to learning outcomes and curriculum maps

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Agenda

- Introduction
- Assessment
- Outcomes
- Methods
- Curriculum map
Introduction

- **BA/MA**: Political Science
  University of Bologna (Italy)

- **Ph.D.**: Educational Foundations
  (cultural international studies)
  University of Hawaii
Experience in STUDENT AFFAIRS

- University of California Santa Barbara
- University of California Berkeley
Experience in ACADEMIC AFFAIRS

- University of Hawaii
- Indiana University/USAID
Experience in RESEARCH

- East-West Center
- International Baccalaureate Schools/CAST
- Rotary International
Assessment: Definition

- Etymology: from Latin “assidere” or “to sit beside.”

- Assessment is:
  - “A rich conversation about student learning informed by data.” (Marchese)
  - “The systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.” (Palomba & Banta)
Assessment: Qualities

- Assessment is:
  - Methodical (reliable, valid, accurate, ethical)
  - Meaningful (useful)
  - Reflective
  - Interactive
  - Manageable

- Assessment is not:
  - Faculty evaluation
  - Student grading
Assessment: Value

Why is assessment valuable?

▪ Keeps focus on the core of the course or service
▪ Supports faculty/staff in designing courses and services
▪ Creates cohesion around the college mission
▪ Encourages reflective teaching and learning
▪ Provides evidence to support decisions
▪ Improves student success
Assessment: Structure

- **Campus level:** Institutional Learning Outcomes (ILOs)
- **Program level:** Program Learning Outcomes (PLOs)
- **Course level:** Student Learning Outcomes (SLOs)
- **Service level:** Service Area Outcomes (SAOs)

ILO (6)

PLO (176)

SLO (6,037) and SAO (65)
Assessment: Process

Assessment is an ongoing and interactive process consisting of the following steps:
(a) Defining the outcomes
(b) Determining the methods to assess the outcomes
(c) Gathering evidence of the outcomes
(d) Analyzing the evidence
(e) Using this information towards improvement.
Outcomes: Guidelines

Outcomes should:

▪ Be around 4-6 for SLOs and 2-4 for SAOs
▪ Begin with active verbs
▪ Broadly and succinctly express what participants will be able to do upon completion of the course or service
▪ Address different types of learning (e.g., analysis, application)
▪ Result from collaborative writing and collective agreement
▪ Incorporate professional organizational outcomes if they exist
▪ Be assessable (quantitatively and/or qualitatively)
▪ Align with SLO-PLOs and SAO-ILOs
Outcomes: Examples

Examples of good Student Learning Outcomes:

▪ Students can compare and contrast major perspectives of political science.

▪ Students can describe mediation styles and predict their effectiveness in different circumstances.

▪ Students can explain political institutions such as Senate, Parliament, and Supreme Court.
Outcomes: Strategies

Strategies to create outcomes:

▪ Try a “top-down” approach (e.g., use mission statement, ILOs, PLOs)

▪ Try a “bottom-up” approach (e.g., review syllabi, assignments, teaching strategies)
Outcomes: Practice

- Work in pair or group of 3
- Create SLOs/SAOs
- Revise SLOs:
  - Check record in KSCM
  - Check record in CPC paper file (in case of discrepancies between KSCM and CPC paper file)
  - Make a note on how to proceed (i.e., 1,2,3,4,5)
Method: Design

Types of assessment:
- “Direct” (e.g., signature assignment)
- “Indirect” (e.g., student survey)

Choose a method that:
1. Addresses the outcome
2. Is credible in academia
3. Yields actionable results
4. Is realistic in terms of time and resources
Method: Design (cont.)

5. Informs:
   - Number of students who did, and did not, meet SLO/SAO.
   - One instructional strategy that supported student mastery of the SLO/SAO.
   - One change that you could implement in the future to support student mastery of the SLO/SAO.
## Method: Examples

<table>
<thead>
<tr>
<th>SLOs</th>
<th>SAOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Exam</td>
<td>Direct methods:</td>
</tr>
<tr>
<td>• Embedded question</td>
<td>• Pre-/post-test</td>
</tr>
<tr>
<td>• Paper</td>
<td>• Software count</td>
</tr>
<tr>
<td>• Lab</td>
<td>• Website count</td>
</tr>
<tr>
<td>• Activity</td>
<td>• Manual tallying</td>
</tr>
<tr>
<td>• Presentation</td>
<td>• Staff observation of users</td>
</tr>
<tr>
<td>• Project</td>
<td>• Staff debriefing</td>
</tr>
<tr>
<td>• Practicum</td>
<td>Indirect methods:</td>
</tr>
<tr>
<td></td>
<td>• Survey question</td>
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</table>
Method: Practice

- Choose one of your outcomes
- Identify a learning process that will contribute to students’ mastery of outcome
- List appropriate data collection methods
- Determine pros/cons of each method
- Recommend a method
Curriculum map: Assessment structure

- **Campus level**: Institutional Learning Outcomes (ILOs)
- **Program level**: Program Learning Outcomes (PLOs)
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- ILO (6)
- PLO (176)
- SLO (6,037) and SAO (65)
Curriculum map: Guidelines

- Link each SLO with at least one PLO.
- Link each SAO with the mission of your division as well as at least one ILO. Units that do not have contact with students can select all ILOs for each SAO, as their work indirectly supports all facets of student learning.
Curriculum map: Value

- Aligns outcomes at the course, program, and institution levels
- Reveals outcome distribution and possible gaps
- Improves program coherence
- Ensures transparent communication
- Helps design an assessment plan
## Curriculum map: ILOs

1. Critical Thinking
2. Information Literacy
3. Effective Communication
4. Quantitative Reasoning
5. Career Preparation
6. Community Awareness and Social Responsibility
## Curriculum map: PLO-ILO example

<table>
<thead>
<tr>
<th>Natural Science (ASNS)</th>
<th>ILO 1</th>
<th>ILO 2</th>
<th>ILO 3</th>
<th>ILO 4</th>
<th>ILO 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLO 1</strong></td>
<td></td>
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<tr>
<td>Analyze data effectively using the most currently available technology.</td>
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<tr>
<td><strong>PLO 2</strong></td>
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<tr>
<td>Communicate scientific ideas and principles clearly and effectively.</td>
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<tr>
<td><strong>PLO 3</strong></td>
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<tr>
<td>Analyze and apply fundamental mathematical, physical and chemical concepts and techniques to scientific issues.</td>
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<tr>
<td><strong>PLO 4</strong></td>
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<td>Apply fundamental concepts and techniques in their chosen field of study, such as biology, chemistry, geology, and engineering.</td>
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Curriculum map: Practice

- Link your SLOs with at least one of your department PLOs.
Let's Recap

Summarize the role of
a) learning outcomes and
b) curriculum maps.

Write good learning outcomes.

Create a curriculum map.
Mahalo for joining today!