General Education and competency: Workshop 3

MAPPING STUDENT LEARNING OBJECTIVES TO THE COMPETENCIES

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Understanding and appreciating diverse cultures, mastering multiple modes of inquiry, effectively analyzing and communicating information, and recognizing the importance of creativity and values to the human spirit not only allow people to live richer lives but also are a foundation for most careers and for the informed exercise of local, national, and international citizenship.

Higher Learning Commission
Statement on General Education
General Education

- How are your stated student learning outcomes appropriate to your mission, programs, degrees, and students?
- What evidence do you have that students achieve your stated learning outcomes?
- In what ways do you analyze and use evidence of student learning?
- How do you ensure shared responsibility for student learning and for assessment of student learning?
- How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?
- In what ways do you inform the public and other stakeholders about what students are learning---and how well?
Assessing General Education

SLO       Assignment       Assessment       Action
Learning Activities

- Assessing General Education
- SLO
- Assignment
- Assessment
- Action
Assessing General Education

- SLO
- Learning Activities: Instruction, Experiences, Applications
- Assignment: Formative, Summative
Assessing General Education

What should students be able to do?
How will they demonstrate that?
## Standardized Tests

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Limitations</th>
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</thead>
<tbody>
<tr>
<td>Offer scores that can be compared to national sample</td>
<td>Measures only some facets of learning</td>
</tr>
<tr>
<td>Simple to administer</td>
<td>May promote teaching to the test</td>
</tr>
<tr>
<td>Takes assessment out of the hands of instructor</td>
<td>If not part of class grade, can be difficult to get students to participate honestly</td>
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<tr>
<td>Looks objective</td>
<td>Can be expensive</td>
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</table>
## Classroom work

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Limitations</th>
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<tbody>
<tr>
<td>Already being examined by faculty—eliminates double work</td>
<td>Does not yield scores that can be compared across institutions</td>
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<tr>
<td>Relatively inexpensive and efficient</td>
<td>Can be difficult to aggregate</td>
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<tr>
<td>Students motivated by grade to do well</td>
<td>Can lead to variations across sections</td>
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<tr>
<td>Can be tailored to course specific learning objectives</td>
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<td>Faculty more invested in own assignments</td>
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Assignment to Assessment

- COMMON SCIENCE ASSESSMENT SC 120, SC 130, SC 117 Student Page
- Your teacher has asked you to do a lab experiment for your work in this class. For this assignment, please write a lab report (1.5 – 2 pages).
- As you draft your report, please follow these directions:
  - Follow the standard format provided by your instructor. This should at least include
  - sections such as materials and/or equipment needed, procedures, data collected and conclusions.
  - Include any graphs, charts, tables or diagrams as necessary.
  - Check to make sure that your report demonstrates that you understand scientific concepts and to communicate data.
- Prepare the paper following these directions:
  - Type the report using size 12 font, double space and 1 inch margins.
  - Use the spell-checker and proofread before you save your final draft.
  - Print two copies of the report. Give them each to your instructor.
<table>
<thead>
<tr>
<th>Thesis</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The thesis of the paper is clear, complex, and challenging. It does not repeat the obvious, but opens up our thinking about the work.</td>
<td>The thesis is clear and reasonably complex.</td>
<td>The thesis is clear, but it may be unimaginative, largely a recapitulation of class readings and discussions.</td>
<td>Thesis is somewhat clear, but the reader has to work to understand it, or it seems to change as the paper progresses.</td>
<td>Thesis is irrelevant to assignment, or unclear.</td>
</tr>
</tbody>
</table>
Assessment to the Competency Elaborations

Connecting classes to competencies

Class rubrics map to elaborations
Assessment to Action

- Using the data to make decisions
- Departments
- Programs and Colleges
- University
Coming Soon

- Core Competency Workshop 4:
- Core course proposal workshop
  - Facilitated peer review of core course proposals

- Friday, September 16, 8:30-10 FH1230
- Tuesday, September 20, 3:30-5 SU2582