

July 27, 2017

Descriptions of Products from Participating Faculty

1) Product 1 - Course description with assignment description

- a. Course title with brief course description. Enough to give context for the assignment. This means that a person not familiar with the course and / or the assignment will get enough information understand why this assignment is connected to this course
- b. Assignment student learning outcomes (SLOs)
- c. Course SLOs.
- d. Department SLOs. These are in Performance Cloud listed under largest category called Program Goals. Department Program Goals are broadest category and Student Learning Outcomes are listed below each Program Goal.
- e. Institutional SLOs or General Education goals.

2) Product 2 - Assignment description for students

Meant for students and instructor to be a full description of assignment context, goals, student learning outcomes, requirements, and evaluation.

- a. Title and date
- b. Value
- c. Due date (may be reported in CANVAS)
- d. Goals and Objectives (Learning Outcomes)
- e. Evaluation information or rubric

3) Product 3 - Assignment description for assessment and alignment

[Meant for instructor and evaluation / assessment colleagues to describe details of the assignment, SLOs, and alignment of (i.e. relationship between) assignment learning outcomes with higher level learning outcomes (e.g. course, department, and institutional learning outcomes). This outline was spot on for me as I wrote section f.]

- a. Course name
- b. Unit name with brief description of unit, enough to provide context for the assignment
- c. Complete and detailed assignment description
 - i. Take details from Course description with assignment description
 - ii. Goals and Objectives which include SLOs
- d. Evaluation information. Looking for as much detail as possible.
 - i. Value for grading including relative value as part of unit and course evaluation
 - ii. Assessment purpose
 1. Summative
 2. Formative
 - iii. Rubric or list of criteria
- e. Description of instructional processes, techniques, and strategies designed to teach to the SLOs
 - i. Until now, in my mind, this has not been the central point of this project. The central point has been the alignment of assessments. Maybe WE SHOULD take some time to reflect a bit on this

- f. Description of relationship between learning outcomes and evaluation criteria or rubric
 - i. Personal notes and thoughts about how rubric or evaluation criteria are applied
 - 1. This may be an important place to bring out weaknesses in measurement of the goals of the assignment and / or SLOs for the assignment
 - 2. Evaluation criteria, in my experience, can be vague and this vagueness may come out here as folks consider how they apply their rubrics or evaluation criteria. For example, we often look at the rubric for writing and say “what does that mean?”
 - ii. Why are the evaluation criteria good and appropriate indicators (i.e. measures) of a student learning outcome?
 - 1. This is a place to think clearly about the measurement of individual student learning outcomes.
- g. Description of relationship between assignment learning outcomes and course learning outcomes
 - i. Specify if assignment outcomes apply some sub-set of course learning outcomes.
 - ii. How comprehensive are the assignment outcomes relative to related course learning outcomes?
 - iii. How direct is the relationship between between these two sets of outcomes?
 - iv. How directly can the measures used for this assignment be translated to the needs of your course assessment?
 - v. You might consider
 - 1. Changing assignment learning outcomes? Document this.
 - 2. Changing course learning outcomes? Talk to yourself.department assessment coordinator.
 - 3. Does your assessment coordinator or committee know you are assessing SLOs that are similar to or the same as
- h. Description of relationship between assignment learning outcomes and department learning outcomes, as filtered through course learning outcomes
 - i. Specify what sub-set of department SLOs are similar or equal to this assignments’ SLOs
 - ii. How comprehensive are the assignment outcomes relative to related department learning outcomes?
 - iii. How directly can the measures used for this assignment be translated to the needs of department assessment?
 - iv. You might consider
 - 1. Changing assignment learning outcomes? Document this.
 - 2. Changing course learning outcomes? Talk to yourself and colleagues.
 - 3. Looking at your department’s curriculum map to see how your assignment and course SLOs fit into your curriculum map. Talk to your department assessment coordinator
 - 4. Does your assessment coordinator or committee know you are assessing SLOs that are similar to or the same as department SLOs? Talk to your department assessment coordinator.
 - 5. Talking to your department assessment coordinator about measures your department uses so you can consider how easily your measures can be translated to department measures. The goal is to make this as simple as possible.
- i. Description of relationship between assignment learning outcomes and General Education SLOs
 - i. Specify what sub-set of General Education SLOs are similar or equal to this assignments’ SLOs
 - ii. How comprehensive are the assignment outcomes relative to related General Education SLOs?
 - iii. How directly can the measures used for this assignment be translated to the needs of General Education assessment? This is partly a matter that must be considered in consultation with the department assessment coordinator and committee.

- iv. 3 possibilities regarding your assignment alignment with General Education SLOs
 - 1. SLO's could align very nicely.
 - a. This likely means you've thought about this before
 - 2. The assignment chosen may not align with any Gen Ed SLOs. So, this part becomes simple or simply irrelevant.
 - a. Consider looking at a different assignment that should have SLOs relevant through to General Education SLOs
 - 3. The assignment SLOs should be relevant and therefore should align, but they do not.
 - a. This means you've room for good thought and improvement