BREAKOUT SESSION MINUTES

Session:  Assessment of Curriculum Outcomes

Session Leader:  Dr. Dale Whitaker, Purdue University

Introductions/recorder - Dr. Kirby

The Purdue Story...Three Step Process:

Step 1: What is Assessment?

Motivation

- Program and Outcome relevance
- Continuous Program Improvement
- Focus on Efficacy and Efficiency of Curriculum

Compliance

- University-wide Higher Education Learning Commissions Accreditation 2010
- Individual Program Accreditation (e.g. ABET, SAF,IFT)
- 5 year CSREES program reviews

Other

- Student Recruitment
- Communicate Student Expectations
- State Mandate

The Purdue 3-step Assessment Reporting Document – see handout

Purdue Outcomes: Faculty must “buy-in” and process takes time

Scientific Principles
Critical
Thinking
Professional Preparation
Communication
Teamwork
Cultural Understanding
Social Principles
Civic Responsibility
Lifelong Learning

Process: Departmental committees and a College wide committee
Use course syllabi to develop student outcomes
See Example of Matrix Mapping Activities to Outcomes (Landscape Architecture)
See Example of Matrix Demonstrating how Program Activities Address College-Level Outcomes
Classifies courses by outcomes and by Blooms Taxonomy or what is covered in courses
Compare Outcomes to Core Courses and to Program/Department Requirements

Challenges:
Getting to the point of asking “How well does this course meet the learning outcomes? Use of criteria besides grades, how can the outcome be measured?
Assign responsibilities to a staff person and they are not really involved in the process
Need to stay on top of the communication process of

Step 2: How to Assess Student Learning?
Info by Christian Reiner

Set of Processes designed to improve, demonstrate and inquire about student learning.

What is the evidence that we will accept as that students have achieved the learning outcome?

To what degree have student achieved the outcome?

What facilitates or hinders the student achievement of the outcome?

Methods:
Direct vs. indirect: students vs. employers
Single vs. multiple (triangulation) capstone courses vs. first year third year survey
Standard (external tests, benchmarks) vs. self-developed

Note: important to note where transfer students came into the system – some may not be proficient because they have missed courses/experience in the department
Also must examine achievement of outcomes outside the departments; must share data across colleges.
In working with other dept, i.e. Chemistry, Biology, English...need to identify outcomes/pre-requisites needed BEFORE students begin taking major courses in the department

Assessment:

Purpose
Determine already existing assessment effects related to learning outcomes

Reporting Tool:
What is the Outcome? The Course, Measures, Results, Use of Information

Barbara E Walvoord?? Assessment: Clean and Simple
Jossey-Bass ISBN # 0-7879-73114

Other ways to assess/measure student outcomes:
May use grade if grade is standardized with use of rubric, use capstone course achievement as an indicator;
May choose criteria that do not measure what students actually learn in the course, may have prior knowledge;
Need to involve students in the process, i.e. sophomore/senior surveys, assisting in building rubrics or questions for surveys;
Need to communicate this information to students, how we change based on feedback;
Example: Food Science Capstone course

Use of The Rubric

2007-08 Report findings (Step 3)
Expect course and curricular changes

See Purdue Handout for website and rubric site