# Assessment, Course Objectives, & Student Learning Outcomes

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# Workshop Objectives

- Define and provide examples of
  - Evaluation vs. Assessment of Student Learning
  - Grades vs. Assessment of Student Learning
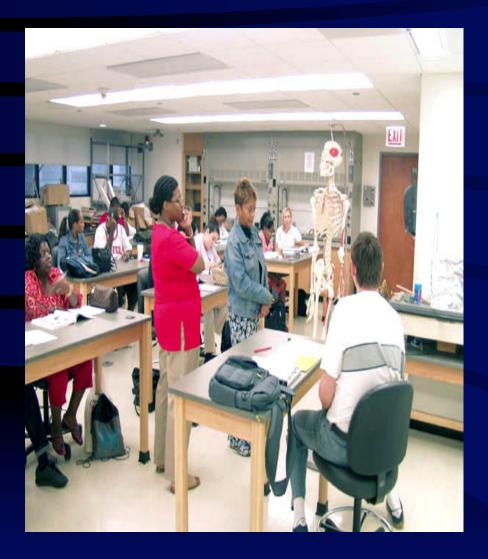  - Course Objectives
  - Student Learning Outcomes (SLO)

# What is Assessment of Student Learning?

## And what is it not?

# Evaluation

- Making a judgment about the relative value, worth, usefulness, productivity, or effectiveness of

  ✓ People

  ✓ Programs

  ✓ Processes

  ✓ Policies

  ✓ Practices

  ✓ Functional Units

# Assessment of Student Learning



A systematic *process* that

- collects aggregate data about student learning in multiple-section courses or programs (e.g., Gen. Ed.) and

- uses the data to understand and improve student performance, development, and achievement.

# Defining Assessment
## AAHE *Bulletin* Nov. 1995

Assessment is an ongoing *process* aimed at understanding and improving student learning.

It involves

- making our expectations explicit and public and
- systematically gathering, analyzing, and interpreting evidence to determine how well student performance matches expectations.

# Grades vs. Assessment

## GRADES

- Student performance within one course
- Individual faculty member with the individual student
- Purpose
  - Validate formative & summative achievement in that specific course
  - Transfer
  - Transcripts
  - Degree or Certificate validation

## ASSESSMENT

- Aggregate student performance across
  - an instructional sequence of courses (e.g., ICCB 9 hrs HUM)
  - a degree program (e.g., AA, AS, AAS)
- Purpose
  - Improve student performance, development, and achievement;
  - Improve pedagogy, course content, curriculum, learning resources, student services.

# Defining Course Objectives

Course objectives are goal statements that
- Provide the faculty's perspective;
- Delineate the major curricular content of the course;
- Answer these types of questions:
  - What do I want students to be able to *know* and *do* upon their successful completion of this course?
  - What changes in behaviors or attitudes can I expect?
  - What course content and instructional experiences will I provide or require them to engage in?

# Defining Learning Outcomes

Student Learning Outcomes

- Are written as explicit and measurable statements;
- Delineate what a student should demonstrate that she/he *knows* and can *do*;
- Answer this question:
  - Across the cognitive, behavioral, psychomotor, and/or affective domains, what will students demonstrate that they *know* and *do* upon their successful completion of this course?

# Student Learning Outcomes
## Peter Ewell (Sept. 2001)

♠ "…Defined in terms of the particular levels of knowledge, skills, and abilities that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences."

♠ "Should refer normally to competencies or attainment levels reached by students on completion of an academic program."

Knowledge Outcomes:
"...particular areas of disciplinary or professional content that students can recall, relate, and appropriately deploy."

# Defining Terms: Learning as Attainment
## Peter Ewell (Sept. 2001)

Skills Outcomes: "...the learned capacity to *do* something--for example, think critically, communicate effectively, productively collaborate, or perform particular technical procedures--as either an end in itself or as a prerequisite for further development."

# Defining Terms: Learning as Attainment Peter Ewell (Sept. 2001)

Affective Outcomes:

"...usually involve changes in beliefs or in the development of particular values, for example, empathy, ethical behavior, self-respect, or respect for others."

# Defining Terms: Learning as Attainment
## Peter Ewell (Sept. 2001)

Learned Abilities:

"...typically involve the integration of knowledge, skills, and attitudes in complex ways that require multiple elements of learning. Examples embrace leadership, teamwork, effective problem- solving, and reflective practice."

# Examples

## Course Objective

- Math 099 will facilitate students' development of algebraic skills necessary for problem solving.

## Student Learning Outcomes

- Students will
  - **Identify** and **use** exponents and scientific notation, including negative and rational exponents
  - **Use** rational and radical expressions.

# Examples

## Course Objective

- Chemistry 201 will provide lab opportunities for students to understand the three major states of matter.

## Student Learning Outcomes

- Students will
  - **Describe** the atomic **differences** of solids, liquids, and gases
  - **Apply** the Kinetic Molecular Theory to the behavior of solids, liquids, and gases.

# Child Development 101

## Course Objective

- This course will introduce students to the theories of cognitive and psychosocial developmental growth, from prenatal to adolescence.

## Student Learning Outcomes

- Students will
  - **Identify** various theories of developmental growth;
  - **Differentiate** between cognitive and psychosocial behaviors associated with specific stages of development;
  - **Analyze** the behaviors of toddlers as consistent with or departing from the theory of language acquisition.

# Child Development 107

## Course Objective

This course will develop an understanding of and respect for the influence of culture and diversity on health and nutrition.

## Student Learning Outcomes

- Students will
  - **Describe** the developmental consequence of stress and trauma on children and their families;
  - **Analyze** cultural behaviors that are detrimental to and consistent with good health and nutrition.
  - **Construct** learning strategies that support children's well being.

# Child Development 109

## Course Objective

This course will provide opportunities for students to observe language development in the context of relevant theories.

## Student Learning Outcomes

- Students will
  - **Recognize** and **compare** and **contrast** current theories of language development.
  - **Observe** examples of language development consistent with relevant theory.
  - **Exemplify** the level of a child's language development.

# Child Development 120

## Course Objective

This course will examine special needs legislation and policies in the context of inclusive settings and anti-bias environments.

## Student Learning Outcomes

- Students will
  - **Identify** key components of recent Special Needs legislation
  - **Observe** examples of inclusion and its benefits for children.
  - **Judge** the efficacy of specific inclusionary strategies on a group of children.

# Child Development 143

## Course Objective

This course will explore developmentally appropriate learning experiences in math and science that reflect children's cognitive readiness and interests.

## Student Learning Outcomes

- Students will
  - **Identify** instructional materials in math & science and **judge** ways to use them for individuals and groups;
  - **Plan** & **exemplify** appropriate learning experiences;
  - **Use** the scientific processes of observation, inquiry, investigation, and analysis.

# Child Development 149

## Course Objective

This course will develop students' understanding of the relationship of creativity to the physical, cognitive, social, and emotional development of children.

## Student Learning Outcomes

- Students will
  - **Participate, exemplify**, creative experiences;
  - **Categorize** stages of development in children's approach to the creative arts;
  - **Defend** the role of the creative arts in early care and education programs.

# Child Development 201

## Course Objective

This course will introduce and examine current developmentally appropriate tools for child screening and assessment.

## Student Learning Outcomes

- Students will
  - **Describe** developmentally appropriate techniques for observing and assessing young children.
  - **Differentiate** among varies types of authentic assessment.
  - **Critique** the application of authentic written & class-room assessments.

# Child Development 258

**Course Objective**

This course will focus on the role of family and culture on the development of the young child, recognizing and celebrating diversity and multicultural experience.

**Student Learning Outcomes**

- Students will
  - **Develop** & **describe** their personal philosophy & beliefs in working with preschool age children.
  - **Plan** & **implement** strategies that celebrate diversity and multiculturalism in the classroom.
  - **Reflect** in writing on the efficacy of implemented strategies.

# Child Development 259

## Course Objective

This culminating course will demonstrate students' practical application of principles and theories in the context of NAEYC *Criteria for High-Quality Early Childhood Programs*.

## Student Learning Outcomes

- Students will **plan, develop** and **implement**
  - activities and experiences that promote creativity, physical, development, cognitive competence, & social & emotional development;
  - curriculum that enhances the current learning opportunities available for children in the practicum classroom.

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# Child Development 262

**Course Objective**

This course will hone students' knowledge and understanding of multicultural issues and anti-bias approaches in early childhood settings.

**Student Learning Outcomes**

- Students will
  - **Review** and **summarize** the research and literature on anti-bias and multicultural issues affecting children and their families, and their communities
  - **Attribute** the differing roles of race, gender, class, ethnicity, & special needs in educational and child care settings.

# Q & A?