Writing and Mapping Course Objectives

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Northern Virginia Community College
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Learning Objectives for this session

After attending today’s session, you will be able to:

• Describe what course learning objectives are and their role in instruction.

• Identify components of course learning objectives

• Write appropriate course learning objectives for your program

• List steps to mapping course learning objectives to a course

• Explain how course learning objectives and program-level SLOs are connected
Assessment is...

• an ongoing process aimed at understanding and improving student learning.  (AAHE Bulletin, Thomas A. Angelo, 1995)

• an integral component of teaching and learning.
Levels of Assessment

• Classroom

• Course

• Program

• Institution
Different Levels of Statements of Learning

• Course
  • Course Objectives

• Program
  • Student Learning Outcomes

• Institution
  • General Education Goals
What are learning objectives?
What are course learning objectives/SLOs?

• Course learning objectives/SLOs are the knowledge, skills, attitudes, and values that students gain from a learning experience, e.g., a course.

• Course learning objectives/SLOs define what students know, are able to do, and value by the end of a learning experience, e.g., a course.
Learning objectives …

•…answer the question “What is worth teaching?”
•… are goal posts for students - they provide students with the means to organize their own time and efforts towards accomplishments of those objectives
•… describe instructional destinations
•… state what it is that learners must do to demonstrate their mastery of the objective

How do SLOs differ from course objectives?

SLOs

• represent overarching products of a curriculum
• express higher-level KSAs that represent an important product encompassing content from more than one class
• represent an end-product displayed by something the student can know, can do, values

Course objectives

• represent valuable skills, tools, or content (nuts and bolts) that enable a student to engage a particular subject
• are building blocks that together lead to mastery of a program-level SLO
• focus on content and skills important within the classroom
• can reflect the goals a faculty member has for the course

Source: Janet Fulks, Assessing Student Learning, 2004
Where to Find SLOs and Course Objectives

SLOs
• Student Learning Outcomes for NOVA’s Degree-Awarding Programs and Select Certificates
  • http://www.nvcc.edu/about-nova/directories--offices/administrative-offices/oir/bulletins/docs/0112studentlearningoutcomesdegreeprograms0112.pdf

Course objectives
• Course Content Summaries for all NOVA courses
  http://www.nvcc.edu/academic/coursecont.htm
• Curriculum Procedures Manual (Section 3.0)
Steps to Assess Course Objectives/ SLOs

1. Identify course objectives/student learning outcomes for your course/program

2. Determine practices used to achieve objectives/outcomes through curriculum mapping

3. Determine methods of assessment

4. Gather evidence

5. “Close the loop” (use results to continuously improve student learning)
Identify Objectives / SLOs

Use Results

Gather Evidence

Curriculum Mapping

Methods of Assessment

Assessment at NOVA
Identify Objectives / SLOs

Use Results

Curriculum Mapping

Assessment at NOVA

Gather Evidence

Methods of Assessment
1. Identify course objectives

• Objectives should be **SMART**:
  
  • **S**pecific
  • **M**easurable
  • **A**ttainable
  • **R**esults-oriented
  • **T**ime-bound
Steps to Writing Course Objectives/SLOs

1. In one sentence, describe one major piece of knowledge, skills, or attitude/value a student should gain by the end of a course (or program for SLOs).

2. Use action verbs (see Bloom’s Taxonomy) and limit to one verb.

3. Make sure that the knowledge, skill, or attitude/value can be observed and measured. Consider what kind of evidence can be collected.

4. Ensure that objective/SLO is clear and understandable to students.
Measurable?

Refer to Bloom’s taxonomy of educational objectives as a resource to help ensure that the learning objectives are observable and measurable. In other words, what must the students do to demonstrate that they have achieved a learning objective?

Bloom’s taxonomy (or hierarchy) identifies three learning domains:

- Cognitive (knowing)
- Affective (feeling)
- Psychomotor (doing)
<table>
<thead>
<tr>
<th>Levels of Bloom’s Taxonomy and Common Verbs (lowest to highest)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge/Remembering</strong></td>
</tr>
<tr>
<td><strong>Comprehension/Understanding</strong></td>
</tr>
<tr>
<td><strong>Application/Applying</strong></td>
</tr>
<tr>
<td><strong>Analysis/Analyzing</strong></td>
</tr>
<tr>
<td><strong>Evaluation/Evaluating</strong></td>
</tr>
<tr>
<td><strong>Synthesis/Creating</strong></td>
</tr>
</tbody>
</table>
Make Sure Outcome is Measurable

<table>
<thead>
<tr>
<th>Not Measurable</th>
<th>Measurable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know the arguments</td>
<td>Summarize the arguments …</td>
</tr>
<tr>
<td>Think critically</td>
<td>Evaluate evidence…</td>
</tr>
<tr>
<td>Envision solutions</td>
<td>Construct arguments…</td>
</tr>
<tr>
<td>Understand principles</td>
<td>Illustrate solutions …</td>
</tr>
<tr>
<td>Understand methods</td>
<td>Apply principles …</td>
</tr>
<tr>
<td>Demonstrates knowledge of…</td>
<td>Explicate methods …</td>
</tr>
</tbody>
</table>
Bloom’s verbs help clarify intent

• “A meaningfully stated objective is one that succeeds in communicating your intent; the best statement is the one that excludes the greatest possible meanings other than your intent.”
• In other words, what students should be able to do is not open to interpretation (e.g., to know, to understand, to demonstrate proficiency, etc.).

http://www.educatorstechnology.com/2013/03/a-great-blooms-taxonomy-wheel-for.html
But is everything really measurable?

“If you are teaching things that cannot be evaluated, you are in the awkward position of being unable to demonstrate that you are teaching anything at all.”

“If it is important that your students learn something of consequence, it is important to find out whether or not you have succeeded in teaching them. Hiding behind the “intangible” myth won’t help.”

## Components of Course Objectives/SLOs

<table>
<thead>
<tr>
<th>Action Verb</th>
<th>Product</th>
<th>Context/Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td>relevant database</td>
<td>for term paper research.</td>
</tr>
<tr>
<td>Construct</td>
<td>a research question</td>
<td>that can be investigated using primary archival resources.</td>
</tr>
<tr>
<td>Produce</td>
<td>a website</td>
<td>using most appropriate programs.</td>
</tr>
<tr>
<td>Analyze</td>
<td>global and environmental factors</td>
<td>in terms of their effects on people.</td>
</tr>
</tbody>
</table>
Context/Conditions

• Include context/condition if it has an impact on performance
• What will the learner be expected to use when performing (e.g., tools, forms, etc.)?
• What will the learner not be allowed to use while performing (e.g., checklists or other aids)?
• What will the real-world conditions under which the performance will be expected to occur (e.g., on top of a flagpole, under water, in front of a large audience, in a cockpit, etc.)?

Examples of Context/Conditions

• Given a list of chemical elements, be able to recall the valences of each.

• Be able to build a motorcycle while blindfolded (à la “Happy Days”)

• Be able to provide at least seven characteristics of official legal briefs without references.
Examples of NOVA Course Objectives

- AUT 111 - *Identify* component parts of the internal combustion engine and supporting systems
- BIO 101 - *Describe* the major taxonomic groups of living organisms
- BUS 200 - *Identify* appropriate managerial functions, skills, and theoretical approaches that can be used within the manager's unique environment
- CHM 111 - *Apply* the principles of molecular geometry and polarity to explain or predict the properties of substances
- ENG 111 - *Create* unified, coherent, well-developed texts that demonstrate a self-critical awareness of rhetorical elements such as purpose, audience, and organization.
Examples of NOVA Course Objectives

- ESL 20 - *Restate* ideas from a text in their own words
- MTE 3 - *Solve* one-step equations using the addition and multiplication properties
- MTH 151 - *Distinguish* between Euclidean geometry, non-Euclidean geometry
- PHY 201 - *Explain* physical events in the language of mathematic
- PSY 201 – *Analyze* how people change physically, mentally, emotionally, and socially over the course of the life span using the major concepts of development
Activity: Which are effective course learning objectives? And which are not?

- Develop a thorough understanding of the corporate culture
- Help students to understand the foundations of western culture and society
- Administer physical fitness assessments on muscular strength, muscular endurance, cardiovascular endurance, flexibility, and body composition.
- Enhance students’ ability to read, think, and write critically.
- Promote and encourage students’ computer proficiency.
- Demonstrate ability to make practical application of information in a meaningful way.
- Record a live performance using a mixing console.
- Be able to demonstrate safety consciousness in all appropriate situations
- Describe how buildings are structurally supported.
- Stimulate lifelong learning.
Course learning objectives do NOT

• Describe the procedure by which the objective will be accomplished.

• Address the end product, not the process or development of the objective

• Include the specific assessment method (e.g., passing a final exam; correctly answering T/F questions, etc.)
Activity: Revise Examples of Learning Objectives from NOVA Course Content Summaries

- Understand the legal principles involving consumer-merchant transactions.
- Demonstrate a knowledge of the role of global management for the domestic manager.
- Protect themselves from fraudulent business practices and "come on" marketing techniques used by unethical businesses.
- Develop an appreciation and understanding of the evolution of American Civilization.
- Learn the basic concepts associated with consumer credit and the various forms of consumer insurance including life insurance, health insurance and property insurance.

Try writing versions at a high level of learning based on Bloom’s Taxonomy.
How Many?

As many as you need to describe ALL instructional results you think are important to accomplish by the end of your course.

If there is not a negative consequence of not achieving the objective, perhaps it is not necessary.
2. Determine practices used to achieve outcomes through curriculum mapping

• Curriculum mapping is a method for depicting the alignment between the curriculum and the learning outcomes of the program.

• Curriculum mapping helps …
  • answer the question “What do you do in your program to foster the desired knowledge, skills, and values?”
  • identify “gaps” in a program
  • refine outcomes
  • allows faculty to identify potential sources of embedded assessment data
2. Curriculum Mapping at the Course-Level

How do you know if course objective is being adequately addressed in a course?

- Review the objectives for units/chapters. Each course objective should map to at least one unit/chapter, and conversely each unit/chapter should map to at least one course objective.

How do you know the extent to which the course objective is addressed?
- Look at the verb and place it on Bloom’s hierarchy.
## Mapping at the Course-Level

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Chapter 1</th>
<th>Chapter 2</th>
<th>Chapter 3</th>
<th>Chapter 4</th>
<th>Chapter 5</th>
<th>Chapter 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1</td>
<td>I</td>
<td></td>
<td>P</td>
<td>M</td>
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<td></td>
</tr>
<tr>
<td>Objective 2</td>
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<td>I</td>
<td></td>
<td>P</td>
<td>P</td>
<td>M</td>
</tr>
<tr>
<td>Objective 3</td>
<td></td>
<td></td>
<td>I</td>
<td></td>
<td>P</td>
<td>M</td>
</tr>
<tr>
<td>Objective 4</td>
<td>I</td>
<td></td>
<td></td>
<td>P</td>
<td></td>
<td>M</td>
</tr>
<tr>
<td>Objective 5</td>
<td>I</td>
<td>P</td>
<td></td>
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<td>M</td>
<td></td>
</tr>
</tbody>
</table>
# Mapping at the Course-Level

<table>
<thead>
<tr>
<th></th>
<th>Chapter 1</th>
<th>Chapter 2</th>
<th>Chapter 3</th>
<th>Chapter 4</th>
<th>Chapter 5</th>
<th>Chapter 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate theories of learning within the context of higher education</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify theories of learning</td>
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<td>P</td>
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<td></td>
</tr>
<tr>
<td>Define theories of learning</td>
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<tr>
<td>M</td>
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<td></td>
</tr>
<tr>
<td>Evaluate theories of learning</td>
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</tr>
<tr>
<td>Categorize theories of learning</td>
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</tbody>
</table>

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# Mapping at the Course-Level

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare various types of rocks.</td>
<td>I Identify sedimentary rocks</td>
<td>I Identify metamorphic rocks</td>
<td>I Identify igneous Rocks</td>
<td>P Summarize different characteristics of rocks (layers, hardness, surface smoothness)</td>
<td>M Compare various types of rocks.</td>
</tr>
<tr>
<td></td>
<td>P Describe sedimentary rocks</td>
<td>P Describe metamorphic rocks</td>
<td>P Describe igneous rocks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity

• For a course objective that shows the “destination” (where students should end up), provide mini objectives that would lead to the course objective. What kind of tasks are students expected to do on their way to the “destination”?
## Mapping at the Course-Level

<table>
<thead>
<tr>
<th>Chapter 1</th>
<th>Chapter 2</th>
<th>Chapter 3</th>
<th>Chapter 4</th>
<th>Chapter 5</th>
<th>Chapter 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate theories of learning within the context of higher education</td>
<td>I Identify theories of learning</td>
<td>P Define theories of learning</td>
<td>M Evaluate theories of learning within the context of higher education</td>
<td>Method:</td>
<td>Method:</td>
</tr>
</tbody>
</table>

Method: Method: Method:
## Mapping at the Course-Level

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate theories of learning within the context of higher education</td>
<td>(Mini) Course objective 1: Identify theories of learning</td>
</tr>
<tr>
<td></td>
<td>Level of addressing in course: Introduce</td>
</tr>
<tr>
<td></td>
<td>Method: Multiple choice: Choose name of theory given their definitions</td>
</tr>
</tbody>
</table>
## Mapping at the Course-Level

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Chapter 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate theories of learning within the context of higher education</td>
<td><em>(Mini) Course objective 3a: Define theories of learning</em></td>
</tr>
<tr>
<td></td>
<td>Level of addressing in course: Practice</td>
</tr>
<tr>
<td></td>
<td>Method: Short answers: Given names of theories, describe the major components of them.</td>
</tr>
<tr>
<td></td>
<td><em>(Mini) Course objective 3b: Categorize theories of learning</em></td>
</tr>
<tr>
<td></td>
<td>Level of addressing in course: Practice</td>
</tr>
<tr>
<td></td>
<td>Method: Fill-in-the-blank: Fill in the grid with names of learning theories in the correct category</td>
</tr>
</tbody>
</table>
### Mapping at the Course-Level

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Chapter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate theories of learning within the context of higher education</td>
<td>(Mini) Course objective 4: Evaluate theories of learning within the context of higher education</td>
</tr>
<tr>
<td></td>
<td>Level of addressing in course: Master</td>
</tr>
<tr>
<td></td>
<td>Method: Essay: Compare and contrast theories of learning to determine which is most appropriate for given situations</td>
</tr>
</tbody>
</table>
Quick Word on Methods

• If a learning objective describes a destination, the method of assessment are the means by which you find out whether you got.
• A well-written objective will lead to/provide guidance for the form of the assessment method by which the objective can be assessed.
• Don’t expect students to be able to demonstrate they can do Skill B if you have been using Skill A. (For example, if students are exposed only to simple mathematical equations, do not use word problems as the method.)
• Methods are not the time when students should do something they haven’t practiced before.
Program-Level Student Learning Outcomes
Examples of NOVA Student Learning Outcomes

• *Explain* the functions of basic and advanced computer hardware architecture (Computer Science)
• *Apply* developmental knowledge to the creation and implementation of activities and programs which promote physical growth in children (Early Childhood Development, A.A.S.)
• *Analyze* the position of rigid bodies and their applied forces at rest and in motion (Engineering, A.S.)
• *Critically evaluate* artworks in their historical context (Fine Arts, A.A., A.A.A.)
Examples of NOVA Student Learning Outcomes

- *Interpret* a company’s profit and loss statement (Hospitality Management, A.A.S.)
- *Apply* technical drawing skills to graphically illustrate design concepts (Interior Design, A.A.S.)
- *Explain* the importance of global marketing and methods of reaching the international customer (Marketing, A.A.S.)
- *Implement* a treatment under the direction and supervision of a physical therapist (Physical Therapist Assistant, A.A.S.)
- *Use* graphical methods to organize and interpret data (Science, A.S.)
2. Curriculum Mapping at the Program-Level

• How do you know if a course maps to a specific SLO?
  • Review the course objectives from the course content summary. At least one course objective should map to at least one of the program’s SLOs.

• How do you know the extent to which the SLO is addressed?
  • Look at the verb and place it on Bloom’s hierarchy.
Course Learning Objectives and SLOs

• Course learning objectives should contribute to a program-level SLO.

• Course learning objectives address various levels of need.

• “Need” here refers to a performance “hole” that must be filled if an expected or planned accomplishment [i.e., program-level SLOs] is to be realized.
<table>
<thead>
<tr>
<th>Program-Level SLO</th>
<th>ENG 111</th>
<th>ENG 112</th>
<th>ENG 125</th>
<th>ENG 210</th>
<th>ENG 221</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply critical thinking and writing skills to develop appropriate content in support of their claims.</td>
<td>Create unified, coherent, well-developed texts that demonstrate a self-critical awareness of rhetorical elements such as purpose, audience, and organization</td>
<td>Employ a clear focus that guides their choices of evidence, language, organization, and rhetorical and persuasive strategies</td>
<td>Effectively apply organizational strategies to open and close their texts and to move the reader between and within main ideas, paragraphs, and sentences</td>
<td>Demonstrate a critical awareness of audience and purpose</td>
<td>Write prose that conforms to the conventions of particular discourse communities</td>
</tr>
</tbody>
</table>
## Mapping Courses in Which SLOs are Addressed

<table>
<thead>
<tr>
<th>SLO 1</th>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
<th>Course 5</th>
<th>Course 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 2</td>
<td>I</td>
<td>I</td>
<td>P</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 3</td>
<td></td>
<td>I</td>
<td>I</td>
<td>P</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>SLO 4</td>
<td>I</td>
<td></td>
<td>P</td>
<td>M</td>
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</tr>
<tr>
<td>SLO 5</td>
<td>I</td>
<td>P</td>
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</tr>
</tbody>
</table>
## Assignments Used to Assess Student Learning

<table>
<thead>
<tr>
<th>SLO 1</th>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
<th>Course 5</th>
<th>Course 6</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>Essay</td>
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<tr>
<td>SLO 2</td>
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<td>I</td>
<td></td>
<td>P</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>M Test questions</td>
</tr>
<tr>
<td>SLO 3</td>
<td></td>
<td></td>
<td>I</td>
<td>P</td>
<td></td>
<td>M Quiz</td>
</tr>
<tr>
<td>SLO 4</td>
<td></td>
<td>I</td>
<td></td>
<td>P</td>
<td></td>
<td>M Problem Set</td>
</tr>
<tr>
<td>SLO 5</td>
<td></td>
<td></td>
<td>I</td>
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<td>M</td>
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<td></td>
<td>Project</td>
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</tbody>
</table>
Learning Objectives for this session

After attending today’s session, you will be able to:

• Describe what learning objectives are and their role in instruction.
• Identify components of course objectives
• Write appropriate course objectives for your program
• List steps to mapping course objectives to a course
• Explain how course learning objectives and program-level SLOs are connected
Step 1: Identify Student Learning Outcomes

Step 2: Curriculum Mapping

Step 3: Methods of Assessment

Step 4: Gather Evidence

Step 5: Use Results

Assessment at NOVA
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Campus</th>
<th>Time</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing and Mapping Course Objectives</td>
<td>Fri, 1/18/13</td>
<td>AL</td>
<td>10-11:30am</td>
<td>Bisdorf, Rm 479</td>
</tr>
<tr>
<td>Aligning Assessments with Course Objectives</td>
<td>Fri, 1/25/13</td>
<td>LO</td>
<td>11-12:30pm</td>
<td>LC 216</td>
</tr>
<tr>
<td>Using Rubrics to Measure Student Performance</td>
<td>Fri, 2/01/13</td>
<td>WO</td>
<td>11-12:30pm</td>
<td>WS 233D</td>
</tr>
<tr>
<td>Collecting and Analyzing Evidence of Student Learning at the Course and Program Level</td>
<td>Thurs, 2/14/13</td>
<td>AN</td>
<td>10-11:30am</td>
<td>CG 202C</td>
</tr>
<tr>
<td>Writing and Mapping Course Objectives</td>
<td>Fri, 2/22/13</td>
<td>MA</td>
<td>11-12:30pm</td>
<td>MH 317</td>
</tr>
<tr>
<td>Aligning Assessments with Course Objectives</td>
<td>Fri, 3/01/13</td>
<td>WO</td>
<td>10-11:30am</td>
<td>WS 233D</td>
</tr>
<tr>
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<td>Fri, 3/22/13</td>
<td>AL</td>
<td>11-12:30</td>
<td>Bisdorf, Rm 479</td>
</tr>
<tr>
<td>Collecting and Analyzing Evidence of Student Learning at the Course and Program Level</td>
<td>Fri, 4/05/13</td>
<td>LO</td>
<td>10-11:30am</td>
<td>LC 216</td>
</tr>
<tr>
<td>Writing and Mapping Course Objectives</td>
<td>Thurs, 4/11/13</td>
<td>AN</td>
<td>10-11:30am</td>
<td>CG 202C</td>
</tr>
<tr>
<td>Aligning Assessments with Course Objectives</td>
<td>Fri, 4/26/13</td>
<td>MA</td>
<td>10-11:30am</td>
<td>MH 317</td>
</tr>
</tbody>
</table>
Workshops Online

Workshop 1: Student Learning Outcomes in NOVA Programs and Classrooms

Workshop 2: Writing and Mapping Student Learning Outcomes Assessment Techniques
   Handout: Assessment Readings

Workshop 3: Methods for Assessing Student Learning Outcomes
   Handout: Assessment Methods

Workshop 4: Developing Rubrics Presentation
   Handout: Developing Rubrics

Workshop 5: Classroom Assessment Techniques: Finding Out What Your Students Really Know
   Handout: Selected CATs for Getting Feedback on Student Learning and Response to Teaching

Workshop 6: Reporting Results
   Reporting Results for Program Goals
   Reporting Results for Student Learning Outcomes
   Recording of Presentation for Reporting Results

Workshop 7: Aligning Test Items with Course Learning Objectives
   Handout: Bloom’s Taxonomy with Corresponding Verbs
   Handout: Examples of Multiple-Choice Items Measuring at Various Levels

Institutional Research, Planning and Assessment
Welcome to Academic Assessment

The Office of Academic Assessment, a part of the Office of Institutional Research, Planning and Assessment, provides college-wide leadership and coordination for assessment activities, which include program review, annual planning and evaluation of instructional programs, and a wide variety of student learning outcomes assessment activities.

The focus of academic assessment is on student learning outcomes and includes the review of all academic programs that award a degree or certificate as well as classroom-based assessment and research.
RESOURCES & LINKS

WEAVEonline
- NOVA WEAVEonline Log-In
- NOVA WEAVEonline Manual (Sept. 2010)

Annual Planning and Evaluation Reports
- Template for Annual Planning and Evaluation Report (Microsoft Word required to view)
- Checklist for Annual Planning and Evaluation Report
- Sample Program's Annual Planning and Evaluation Report
- Data for Annual Planning and Evaluation Reports

Faculty Training Workshops
- Workshop 1: Student Learning Outcomes in NOVA Programs and Classrooms
- Workshop 2: Writing and Mapping Student Learning Outcomes Assessment Techniques
- Handout: Assessment Readings
- Workshop 3: Methods for Assessing Student Learning Outcomes

LEARN MORE
- Welcome
- For Students
- Program Evaluation
- Student Learning Outcomes
- Assessment Loop Resources
- Reports
- Resources & Links
- Staff
- Contact Us

OFFICES
- College Planning
- OIR
- OIRPA
Questions?
Thank You

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