

**DEEP
DIVE**
sessions

THE NEW
**GENERAL
EDUCATION**

Assessment: Program vs Course

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Session Road Map

- ❖ Introduction to the session
- ❖ What is assessment?
 - Program vs Course
- ❖ What are learning outcomes? How do they align?
- ❖ Assignments that promote learning
- ❖ Learning Assessment Techniques
- ❖ Closing the Loop





What is assessment?



❖ Assessment is the systematic collection and analysis of information to improve student learning.

FORMATIVE SUMMATIVE



WHEN THE CHEF
TASTES THE SOUP



WHEN THE GUESTS
TASTE THE SOUP

- It makes the learning process more effective.
- It helps instructors become better teachers.
- It provides systematic feedback to students.





Assessment of *Program* Learning Outcomes

- ❖ Every program has a set of learning outcomes.
 - What do you want the student to know or be able to do when they complete the program?

- ❖ The General Education Program has 4 learning outcomes*.
 - Communicate Effectively
 - Understand and Value Differences
 - Think Critically
 - Use Information Effectively and Ethically

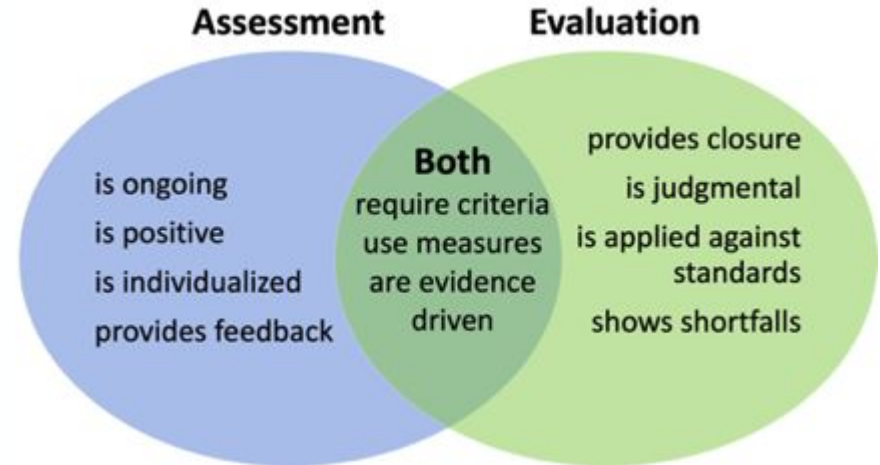
*there are specific descriptors for each outcome



Assessment of *Course* Learning Outcomes

- ❖ Course-based assessment refers to methods of assessing student learning within the classroom environment, using course goals, objectives, and content to gauge the extent of the learning that is taking place.

- ❖ Assessment vs Evaluation:

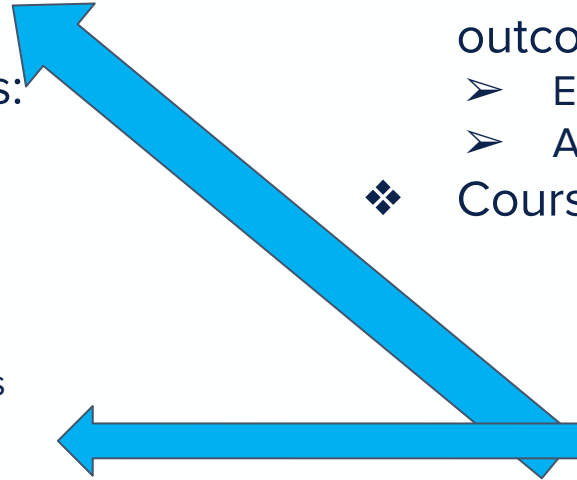




Program vs Course

- ❖ GE Program Outcomes (4)
- ❖ Outcomes for GE components:
 - Exploring Perspectives (EP)
 - Building Connections (BC)
 - Attributes:
 - Diversity & Equity
 - Quantitative Reasoning
 - World Cultures and Societies
 - Writing

- ❖ Each individual course outcomes:
 - EP/BC
 - Attribute
- ❖ Course objectives/goals



These should align with the program outcomes!





Course Assignments/Assessments

- ❖ Can shape what and how a students learns in a course
 - Develop assignments that encourage students to not just “complete the assignment because I have to”, but that encourage a student to think “Why would a teacher have me do an assignment like this?”

 - Example:
 - Create a cover sheet for each assignment
 - Ask the student why they think you developed this particular assignment to provide evidence of learning.



Make room for failure!

- ❖ Weird assignments (non-traditional) require more deliberate thought of students
 - Key: Make room for failure → allow time for formative feedback → regrade revisions

Feedback that promotes learning is "actionable"





Assignments that Promote Learning

- ❖ Content learning
 - Is it important? Interesting? Challenging?
 - How does the assignment advance what students should know by the end of the course and end of the program?
- ❖ Promote development of skills
 - What skills is the course content well-positioned to develop?
 - What skills is the assignment in a good position to develop?
- ❖ Skills are best developed
 - One at a time
 - With fixed and focused attention
 - Accompanied with deliberate practice





Learning Assessment Techniques

- ❖ Learning Assessment Techniques (LATs)
 - balance disciplinary content and sound pedagogy as they promote engaged, active learning
 - that produces an assessable learning artifact
 - can be evaluated for student achievement

[Learning Assessment Techniques handout](#)
[Tips for Learning Assessments in an Online Classroom](#)

Learning Assessment Techniques: A Handbook for College Faculty by Elizabeth F. Barkley and Clarie Howell Major, 2016 (an online version of this book is available at the University of Arizona Library)



Create Assessment Rubrics

- ❖ Why?
 - Rubrics promote effective assessment because they establish clear, appropriate criteria and standards by which to measure student progress toward or achievement of learning goals.
 - **Rubrics help standardize multiple class sections and instructors.**
 - Rubrics help clarify expectations for students.





Closing the Loop: Depending on assessment results

- ❖ Do you need to adjust the goal?
- ❖ If targets are met do you want to raise them? Expand goals?
- ❖ Would it help to modify your objectives/outcomes? Are they tangible and produce a product?
- ❖ Should outcome statements be tightened or loosened?
- ❖ Would it be useful to modify/expand upon your purpose for assessing?
- ❖ Would it be worthwhile to experiment with a new LAT? Or a different instructional context?
- ❖ Have you considered making changes in various elements?
- ❖ Could changes in preparatory materials help?
- ❖ Might you introduce the activity in a way that is more engaging?
- ❖ Would it help to change any of the steps in the activity?
- ❖ Are there ways that you could make the timing of the phases more efficient?

GENERAL EDUCATION CURRICULUM INFORMATION

Assessment

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