Program Review and Assessment Committee
December 11, 2014 – 1:30-3:00pm – Campus Center Room 305
Minutes

Attendance: K. Alfrey; P. Altenburger; E. Ardemagni; T. Banta; R. Bentley; K. Black; C. Brown; J. Gregory; M. Hansen; S. Hendricks; L. Houser; S. Hundley; K. Johnson; S. Johnson; J. Lee; S. Weber Lupton; L. Maxwell; M. Meadows; A. Mitchell; C. Murry; H. Mzumara; C. Neilsen; K. Norris; B. Orme; I. Queiro-Tajalli; T. Tarr; M. Rust. C. Schuck; S. Scott; C. Toledo; S. Weeden.

Minutes: Approved as circulated.

Linda Houser:

> Received 3 proposals for PRAC grants
> Reviewed by sub-committee
> > 1 from Mechanical Engineering
> > 2 from Engineering Technology
> Sub-committee recommends that all 3 proposals be funded
> Unanimous approval

Kathy Johnson:

> Call for faculty who would like to be part of the national scoring group
> AAC&U – Multistate Collaborative to Advance Learning Outcomes Assessment
> Great opportunity for professional development and connection to national initiative
> PRAC is good group from which to recruit, although other colleagues are also welcome
> If interested, please let Kathy Johnson know by December 21

Trudy Banta:

> Jennifer Lee agreed to have her name placed in nomination for PRAC Vice Chair
> No other nominees are on the ballot
> Distribution of ballot for voting, resulting in Jennifer Lee becoming PRAC Vice Chair
> Many, many thanks to Peter for his competent leadership during 2014!
> Congratulations and thanks to Stephen and Jennifer for agreeing to guide us in 2015!

Workshop:

> "Designing Assignment to Meet Learning Outcomes"
> Facilitated by Stephen Hundley, Terri Tarr, James Gregory, and Karen Alfrey
> PowerPoint presentation accompanies the minutes

Adjournment

Designing Assignments to Meet Learning Outcomes

Program Review and Assessment Committee (PRAC) Contributors:
Karen Alfrey • James Gregory
Stephen Hundley • Terri Tarr

Workshop Objectives

Upon completion of this workshop, you will be able to:

- Describe the assignment development process.

- Identify effective scaffolding of assignments toward an outcome.

- Communicate critical assignment components to students.

- Apply the dynamic criteria mapping process.

Workshop Overview

- Designing or Refining an Assignment (15 minutes)

- Dynamic Criteria Mapping (50 minutes)

- Rubrics and Preview of Spring Workshop (5-10 minutes)

Designing or Refining an Assignment

1. Decide what learning outcomes to target with the assignment.

2. Determine how to assess how well students achieved the desired outcomes.

3. Construct a course map or outline.

4. Scaffold assignments, so students can build their capacities.

5. Make assignment instructions clear to students. (AMPS)
   a. Audience
   b. Main point and purpose
   c. Pattern and procedure
   d. Standards and criteria

6. Ask students to self-assess their level of accomplishment of learning outcomes.

Learning Outcomes Are…

- Student learning outcome statements clearly *state the expected knowledge, skills, attitudes, competencies, and habits of mind* that students are expected to acquire at an institution of higher education.

Levels of Learning Outcomes

- **Institutional-**level learning outcomes

- **Program-**level learning outcomes

- **Course-**level learning outcomes

- **Assignment-**level learning outcomes

- **Co-curricular** or experiential-level learning outcomes

Course-Level Outcome Map

	Program-Level Outcome 1	Program-Level Outcome 2	Program-Level Outcome 3	Program-Level Outcome 4	Program-Level Outcome 5
Course 1	Beginning			Beginning	
Course 2			Beginning	Intermediate	Beginning
Course 3	Intermediate	Beginning, Intermediate	Intermediate	Advanced	
Course 4	Advanced		Advanced		Intermediate
Course 5		Advanced			Advanced

Assignment-Level Outcome Map

	Course Learning Outcome 1	Course Learning Outcome 2	Course Learning Outcome 3	Course Learning Outcome 4	Course Learning Outcome 5
Assignment1	Beginner	N/A	Beginner	Intermediate	N/A
Assignment2	Intermediate	Advanced	Intermediate	Advanced	Beginner
Assignment3	Advanced	N/A	Advanced	N/A	Advanced

Assignment-Level Outcome Map

	Critically read and constructively respond to medieval literary texts.	Recognize and discuss the cultural, social, religious, and political continuities between medieval and modern Western society.	Discuss the contribution of medieval literature to modern Western literary culture.	Locate and evaluate secondary sources and integrate them appropriately into their own work.	Write an independent research paper that presents and defends an original argument about literary texts.
Pre-Defined Topic	Beginner	Beginner	Beginner	N/A	Beginner
Pre-Defined Topic w/ Sources	Intermediate	Beginner	Beginner	Beginner	Intermediate
Self-Directed Essay	Intermediate	Intermediate	Intermediate	Intermediate	Advanced

1: Argue a Pre-Defined Topic

- Students write an essay arguing a pre-defined topic *without* reference to secondary source:
  - Compare and contrast behavior of two similar characters from two different texts—
    - Grendel's mother from *Beowulf*
    - Signy from *Völsunga saga*

- Reflection: *What were the weakest parts of your argument? How could you strengthen them?*

2: Argue a Pre-Defined Topic with Secondary Sources

- Students complete library tutorials.

- Students locate one of two secondary sources identified by instructor.

- Students write an essay arguing a pre-defined topic and directly referencing the source they've selected.

- Reflection: *How did the use of a secondary source help your ability to argue a point?*

3: Self-Directed Essay

- Students formulate a thesis of their own in consultation with the instructor.

- Working independently, students locate at least one secondary source.

- Students write an essay arguing for their thesis and directly referencing the source(s) they've found.

- Reflection: *Was your source(s) as effective as you'd intended? If not, why?*

Clear Instructions: A.M.P.S.

- **Audience** (For whom are students writing?): An audience of their peers and for the instructor.

- **Main Point/Purpose** (Outcomes): Students should be able to think deeply about literary texts and respond intelligently to them through reasoned argument.

- **Pattern and Procedure** (What students must do and create):
  1. Students take and defend an intellectual stance
  2. Students locate secondary sources and assimilate them into their own argument
  3. Students formulate their own thesis, find relevant sources, and use those sources to support their argument.

- **Standards and Criteria** (Rubric, rating scale, checklist, etc.): Formatting and style guidelines provided on assignment prompts.

Walvoord & Anderson, 2010

Why Scaffold?

- To develop mastery, students must acquire component skills, practice integrating them, and know when to apply what they have learned.

- To become self-directed learners, students must learn to monitor their progress and adjust their approaches to learning.

  - From Ambrose, et al. *How Learning Works: Seven Research-Based Principles for Smart Teaching* (San Francisco: Jossey-Bass, 2010)

Dynamic Criteria Mapping

Rubrics and Next Steps

References

Ambrose, et al. (2010). How learning works: Seven research-based principles for smart teaching. San Francisco, CA: Jossey-Bass.

Walvoord, B., & Anderson, V. (2010). Effective grading: A tool for learning and assessment in college (2nd ed). San Francisoco, CA: Jossey-Bass.