

HOW TO WRITE



GOALS
STUDENT LEARNING OUTCOMES
RUBRICS
and
Other Associated Forms

This is the assessment cycle in a very simplified form:

Step 1: Write the goals for the program.

Step 2: Write student learning outcomes for each goal.

Step 3: Create the rubrics with which to assess each outcome.

That's it for the writing part. Then you will:

Step 4: Collect assignments associated with an outcome from students.

Step 5: Evaluate the assignments using the rubric for that outcome. Collect all the evaluation data onto one form.

Now comes the thinking part:

Step 6: Have a department meeting and discuss what the data means.

Step 7: After your discussion, make some decisions about what changes, if any, should be made to the program goal(s) as a result of the data you collected and analyzed.

Step 8: If no changes are needed, choose another outcome, go back and repeat from Step 4.
If changes are needed, go back and repeat from either Step 1 or Step 2.

The next few pages detail what you do in each step.

Step 1: What is a GOAL?

Goals are broad, generalized statements about what is to be learned. Typically, goals describe general skills or knowledge. Use broad, general verbs such as:

understand, learn, appreciate, develop, know, have, do

Here are some examples of goals for various programs:

The student will understand basic accounting.

The student will gain an appreciation of Latin music.

The student will be aware of the capabilities and limitations of computer technology.

The student will understand the role of libraries in providing information.

Got the idea? Continue to the next page.

YOUR GOAL PAGE

On the blank line, write the name of your program (that is, any course of study which leads to a degree or certificate).

Now, write 4 - 7 goals for the program. Keep them general. Use the verbs listed on the previous page.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

Step 2: What is a STUDENT LEARNING OUTCOME?

Learning outcomes are statements of what is expected that a student will be able to DO as a result of a learning activity. Each goal usually has several learning outcomes. **Outcomes must be measurable.** They should be in the following form:

The student will be able to <<action verb>> <<something>>.

A little digression to talk about the action verbs.....

In 1956 Benjamin Bloom outlined six levels of critical thinking into which any cognitive learning experience may be categorized. Beginning with basic knowledge of the subject, this taxonomy progresses toward more complex levels of critical thought. The action verb you choose for your outcome should correctly reflect the level of critical thinking involved in the learning activity.

Listed below are the levels; the verbs commonly used with each level will follow on the next page, and examples of SLOs on the page after that.

Knowledge: basic recall of facts and data

Comprehension: not only know the data but be able to articulate relationships among data

Application: take the concept under study and use it in a new or hypothetical situation to arrive at a correct answer

Analysis: break something into component parts - look for trends or evidence of generalization

Synthesis: presenting items or thoughts together in new ways

Evaluation: argue for the validity or relative worth of a viewpoint or process based on established criteria

Competence	Skills Demonstrated
Knowledge	<ul style="list-style-type: none"> • observation and recall of information • knowledge of dates, events, places • knowledge of major ideas • mastery of subject matter • Question Cues: list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	<ul style="list-style-type: none"> • understanding information • grasp meaning • translate knowledge into new context • interpret facts, compare, contrast • order, group, infer causes • predict consequences • Question Cues: summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	<ul style="list-style-type: none"> • use information • use methods, concepts, theories in new situations • solve problems using required skills or knowledge • Questions Cues: apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
Analysis	<ul style="list-style-type: none"> • seeing patterns • organization of parts • recognition of hidden meanings • identification of components • Question Cues: analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	<ul style="list-style-type: none"> • use old ideas to create new ones • generalize from given facts • relate knowledge from several areas • predict, draw conclusions • Question Cues: combine, integrate, modify, rearrange, substitute, plan, create, design, invent, compose, formulate, prepare, generalize, rewrite
Evaluation	<ul style="list-style-type: none"> • compare and discriminate between ideas • assess value of theories, presentations • make choices based on reasoned argument • verify value of evidence • recognize subjectivity • Question Cues: assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

Examples of student learning outcomes.

Here are some student learning outcomes that would be appropriate for the Step 1 goal examples.

Goal 1: The student will understand basic accounting.

- 1.1 The student will be able to record a journal entry.
 - 1.2 The student will be able to post entries to a ledger.
 - 1.3 The student will be able to create a income statement.
 - 1.4 The student will be able to calculate financial ratios.
- Etc.

Goal 4: The student will gain an appreciation of Latin music.

- 4.1 The student will be able to list 10 well-known Latin music composers.
 - 4.2 The student will be able to identify the five types of Latin rhythms from recordings.
 - 4.3 The student will attend three live concerts featuring Latin music
 - 4.4 The student will create a playlist featuring ten recordings representing different Latin American genres
- Etc.

Goal 1: Students will know factors that relate to laws regulating over-the-road driving.

- 1.1 The student will complete a trip log
 - 1.2 The student will identify weight limits and load limits
 - 1.3 The student will calculate hours on duty
- Etc.

YOUR STUDENT LEARNING OUTCOME PAGES

Now, take your pencil and write down your goals from Your Goal Page on the lines indicated. To write the SLOs, break each goal down into discrete units of learning, as shown in the previous examples. (You may not use all the SLO lines or you may add lines. However, if you find that you have a long list of SLOs for one goal, you may want to think about dividing that goal into two or three separate goals.)

Goal 1 _____

1.1 _____

1.2 _____

1.3 _____

1.4 _____

1.5 _____

1.6 _____

Goal 2 _____

2.1 _____

2.2 _____

2.3 _____

2.4 _____

2.5 _____

2.6 _____

Goal 3 _____

3.1 _____

3.2 _____

3.3 _____

3.4 _____

3.5 _____

3.6 _____

Goal 4 _____

4.1 _____

4.2 _____

4.3 _____

4.4 _____

4.5 _____

4.6 _____

Goal 5 _____

5.1 _____

5.2 _____

5.3 _____

5.4 _____

5.5 _____

5.6 _____

Goal 6 _____

6.1 _____

6.2 _____

6.3 _____

6.4 _____

6.5 _____

6.6 _____

Step 3: What is a RUBRIC?

In general, a rubric is a scoring guide. **Rubrics are performance-based assessments that evaluate student performance on any given task or set of tasks that ultimately leads to a learning outcome.** Rubrics use specific criteria (components) as a basis for evaluating or assessing student performances as indicated in narrative descriptions that are separated into levels of possible performance related to a given task.

You will have one rubric for each SLO. Doing these well takes quite a bit of time.

Here are the steps for writing a rubric.

1. List the criteria that will be used in assessing performance.
The criteria you use should be related to the learning outcome(s) that you are assessing. For example, a musical performance might be rated for intonation, rhythmic accuracy, and tone quality; an oral presentation might be rated for content, organization, delivery and language. Be sure that your criteria are explicit. "Neatness" would not be a good criterion because the term "neat" is not explicit enough; it means something different to each of us.
2. Determine your performance levels.
In the interests of consistency from program to program, we'll be using three performance levels:
Developing, Acceptable, Excellent
3. Write a description for each performance level.
Describe the different levels of performance that match each criterion. You may want to start with the best and worst levels of quality, and then fill in the middle level based on your knowledge of common problems. Try to articulate what makes the good assignments good and the poor assignments poor.
4. After use, evaluate and revise rubric as needed.

Here's an example of the rubric for one SLO.

The goal was "Understand basic accounting"

One of the SLOs was "The student will be able to create an income statement."

The items in the left column are called components of the SLO. The other three columns identify characteristics of each component.

**JOHN WOOD COMMUNITY COLLEGE
CAREER AND TECHNICAL EDUCATION ASSESSMENT**

Learning Outcome 1.3 The student will be able to create an income statement.

Rubric designed by xxxxxxxx xxxxxxxx

	1 DEVELOPING	2 ACCEPTABLE	3 EXCELLENT
Pick revenue accounts and expense accounts from a list of accounts	Revenue accounts and expense accounts mixed together	The picked accounts are placed correctly but student was not able to correctly identify all revenue accounts or all expense accounts	Student identified all revenue accounts and all expense accounts and placed them correctly
Placed all accounts in the proper income statement format	No real format; accounts simply listed	Revenue and expense accounts placed correctly; no totals	Revenue and expense accounts placed correctly; totals placed correctly
Correct totals	Totals incorrect	Total(s) incorrect due to minor math error	All totals correct

Here's a blank rubric form. You should have a rubric sheet for each and every SLO.

**JOHN WOOD COMMUNITY COLLEGE
CAREER AND TECHNICAL EDUCATION ASSESSMENT**

Learning Outcome X.X: The student will be able to <action verb> <something>.

Rubric designed by xxxxxxxx xxxxxxxx

	1 DEVELOPING	2 ACCEPTABLE	3 EXCELLENT
Component 1			
Component 2			
Component 3			
Component 4			

"Cycle Sheet"

Another necessary document is what we call a "cycle sheet."

It describes on one page the "assessment cycle." The cycle sheet contains the following information:

HOW IS THE DATA COLLECTED?

WHEN IS DATA COLLECTED, ANALYZED AND REPORTED?

WHO COMPILES THE DATA AND PREPARES THE REPORT?

WHO RECEIVES THE REPORT, REVIEWS THE FINDINGS AND OFFERS FEEDBACK TO IMPROVE THE PROGRAM?

A blank cycle sheet is shown on the next page.

NOTE:

The "four-column form" introduced a few years ago can be used as a part of your cycle sheet or yearly report.

The form has the columns:

Goal and/or Intended Outcome	Assessment Activity	Assessment Results	Use of Results

John Wood Community College
Career and Technical Education Assessment Plan
PROGRAM

(degree or certificate)

Assessment Cycle Description

_____ *(date)*

HOW IS THE DATA COLLECTED?

Data is collected by *(who)* _____

WHEN IS DATA COLLECTED, ANALYZED AND REPORTED?

Data is collected *(when each year)* _____ The data is analyzed *(when)* _____ and reported to department faculty, advisory councils, and *(anyone else?)* _____ in *(when)* _____.

Their responses are summarized and disseminated in *(when)* _____ so that changes can be implemented during the spring semester that begins in January.

WHO COMPILES THE DATA AND PREPARES THE REPORT?

(Who) _____ compiles the data and with the assistance of the Director of Institutional Research and the Senate Committee on Academic Assessment analyzes the data and reports it to the proper audience.

WHO RECEIVES THE REPORT, REVIEWS THE FINDINGS AND OFFERS FEEDBACK TO IMPROVE THE PROGRAM?

The primary audience of the report is faculty members, since they are responsible for student learning. *(Who)* _____ are also an important audience. We also have an advisory council and they often provide important feedback about the program. Copies of the report are also sent to the Senate Committee on Academic Assessment for inclusion in the institution-wide assessment report.

Assessment Documentation Binder

Each program and certificate has an assessment documentation binder. All binders are currently located on a rolling cart in Instruction's clerical support office.

Each department chair/director is responsible for the completion and maintenance of the material in the binder.

Each binder has these sections:

Outcomes *Contains your list of goals and learning outcomes.*

Rubrics *Contains rubrics for all your learning outcomes.*

Cycle *Contains your cycle sheet.*

Reports *Contains your yearly (or oftener) reports about the data you collected to assess a particular outcome(s) and your analysis of the data. The report should also contain to whom you reported (e.g. departmental faculty, advisory committee, etc.)*

Responses *Contains the responses of those who received the yearly report.*

Actions *Contains the actions you took as a result of your assessment and the responses.*

Other information may be added to the binder (e.g. minutes of departmental meetings)