

Texas Faculty Development Network



Creating a Culture of Assessment: Technology Enhanced Outcome Management

Ft. Worth, TX

June 9, 2010



Who are we?

Teachers, Administrators, Instructional Designers

Traditional classroom

Blended Environment

100% Online



What data are we collecting?

Direct	Indirect

Two Important Paradigms

**Comparability vs.
Quality**

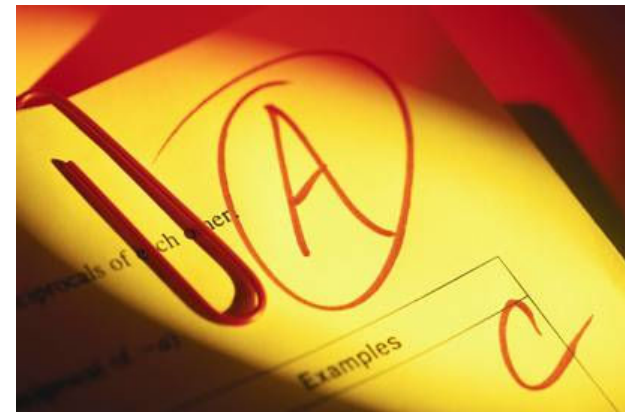
**Centralized vs.
Decentralized**

Simplify and only collect data you can analyze

The Assessment Landscape

- e-Learning’s impact and role of technology
- Teaching **vs.** learning
- Outcome assessment **vs.** assignment grading

Criteria:	Strength (Weight %)	N/A (Not Applicable)	0 (No Evidence)	1 (Does Not Meet Expectation)	2 (Meets Expectation)	3 (Exceeds Expectation)
Examples:	x 1 (25%)	Criteria is not applicable to this student.	Includes no examples.	Includes some examples, though they don't directly support the argument.	Includes some relevant examples, but not all examples directly support the argument.	All examples are relevant and directly support the argument.
Details:	x 1 (25%)	Criteria is not applicable to this student.	Includes no details.	Includes some details, though they don't directly support the argument.	Includes some relevant details, but not all details directly support the argument.	All details are relevant and directly support the argument.



Systemic or episodic nuisance

Traditional or Blended Programs

Hallmarks of Success

Faculty buy-in

Respected assessment expertise on campus

Agreement on degree and method of standardization

Closing the loop

Challenges

Perfection

Inadequate leadership

Data comparability



Centralized Course Model

Hallmarks of Success

Standardized curriculum = comparable data

Master courses designed by SMEs and IDs


Closing the loop

Challenges

Effort required to change master courses

Conflict between course development and academics

Curriculum Map



English Composition 2

Instructor: Course Professor , Program Evaluator , Brian McKay Epp, M.Ed. , LOM prof

Tools: [Course Admin](#) [Gradebook](#) [Email](#) [Live](#) [Doc Sharing](#) [Dropbox](#) [Journal](#) [Webliography](#) [Help](#)

Course Author

Course Home

[Learning Outcomes](#)

[Begin Here](#)

[Syllabus](#)

[Course Checklist](#)

[Instructor Resources*](#)

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

Lesson 7

Lesson 8

Lesson 9

Lesson 10

Lesson 11

Lesson 12

Learning Outcomes

Outcome Summary
Outcome Map

Brian's B-School Repository

- [Institutional](#)
- [Program](#)
- [Course](#)
- [Task](#)

ENG102.3.1: State the importance of research.		
<ul style="list-style-type: none"> Unit 1: Lecture 1 Presented Unit 1: Discussion Assessed : 50% Unit 1: Assignments Assessed : 50% 		
<input type="checkbox"/> Linked Content/Tasks: 3	Presented: 1	Assessed: 2 (100%)
ENG102.3.2: List strategies to conduct effective searches.		
<ul style="list-style-type: none"> Unit 1: Lecture 1 Presented Unit 1: Assignments Assessed : 100% 		
<input type="checkbox"/> Linked Content/Tasks: 2	Presented: 1	Assessed: 1 (100%)

Outcome Assessment Workflow

English Composition 2
 Instructor: Course Professor, Program Evaluator, Brian McKay Epp, M Ed., LOM prof

Tools: Course Admin | Gradebook | Email | Live | Doc Sharing | Dropbox | Journal | Webliography | Help

Learning Outcomes
 Outcome Summary | Outcome Map

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- [Course](#)

ENG102.3:	Apply the steps of the writing process and appropriate research and citation methods to write essays, literary analyses, and research papers.		
	↳ ENG102.3.4		
	↳ ENG102.3.3		
	↳ ENG102.3.2		
	↳ ENG102.3.1		
	Linked Content/Tasks: 0	Presented: 0	Assessed: 0 (%)
ENG102.3C:	Apply the steps of the writing process and appropriate research and citation methods to write essays, literary analyses, and research papers.		
	↳ Unit 12: Lecture 12	Presented	
	↳ Unit 12: Audio Lecture	Presented	
	↳ Unit 12: Discussion		Assessed : 20%
	↳ Unit 12: Assignments		Assessed : 80%
	Linked Content/Tasks: 4	Presented: 2	Assessed: 2 (100%)

Outcome Assessment Workflow

Step 2: Find Assessable Outcome in Gradebook and Click “Assess Outcome” Link

The screenshot displays a gradebook entry for "Phyllis Cunningham: Lesson 2 Discussion". It includes fields for "Numeric Grade" (with a dropdown set to 5 pts) and "Letter Grade" (with a dropdown). A checkbox labeled "Share grade with student" is checked. Below these fields, the text "Outcome assessment: ENG102.1:3" is followed by a green checkmark icon and the link "Assess Outcomes". This link is circled in red, and a red arrow points to it from above. Below the gradebook entry is a rich text editor toolbar with various icons for text formatting and editing.

Outcome Assessment Workflow - Step 3

1. Provide anecdotal feedback on outcome
2. Assign likert value score for student's performance by criteria
3. Add anecdotal feedback by criteria if desired
4. Save changes

Phyllis Cunningham: Discussion

Save Changes Cancel

ENG102.1: Apply research strategies and methods for finding information.

1

Overall Score: 3

Criteria:	N/A	0 (Developing)	1 (Partially Proficient)	2 (Proficient)	3 (Advanced)	Comments:
ENG102.1:	Not Applicable			----- 2 -----		3

Score: 3(Advanced)

4

Save Changes Cancel

Done Internet 100%

Evidence for Accreditation

The screenshot shows the Pearson LearningStudio interface. On the left is a navigation menu with 'Course' and 'Author' tabs, and a list of lessons from Lesson 1 to Lesson 11. The main content area is titled 'Learning Outcomes' and includes tabs for 'Outcome Summary', 'Outcome Management', and 'Toolbox'. Below these are two sub-tabs: 'Details by Outcome' and 'Details by Student'. The 'Details by Student' tab is active, displaying a table of student performance data for four specific learning outcomes: ENG102.3.1, ENG102.3.2, ENG102.3.3, and ENG102.3.4. Each row represents a student or a test, and each column represents a learning outcome. The scores are displayed in colored boxes: red for low scores, yellow for medium, and green for high scores.

Name	ENG102.3.1	ENG102.3.2	ENG102.3.3	ENG102.3.4
Cunningham, Phyllis	1.75/3	3/3	1.5/3	3/3
Jackson, Alexandra	1/3	2/3	3/3	3/3
Laredo, Juan	0.5/3	2/3	3/3	3/3
Student_LOM	0.75/3	1/3	2/3	3/3
Student_Test	0.5/3	2/3	3/3	3/3

Outcome ID Improvement Plan

ENG102.3.1 Redesign Lecture 1 with at least 3 unique search exemplars and build a short self-check activity allowing students to practice their understanding before moving to Assignment 1.

Gradebook

View Gradebook User Activity Setup Gradebook

◀ back to Unit 7: Review

Unit 7: Homework Problems Save Changes

Sort By: Last Name ▼ Go Display: 40 rows per page Go Displaying 1 - 5 of 5 Go to: 1 - 5 ▼ Go

Learning Outcomes **Grades**

	Outcome Summary	Numeric Grade 20 pts.	Letter Grade	Dropbox Status	Return ✓	Comments
Bradford, Sarah	Overall Weighted Score: 68.75% COM 101.1: 4/4* COM 101.2: 1.5/4	<input type="text"/> pts.	<input type="text"/>	Inbox	✓	<input type="text"/>
Davis, Travis	Overall Weighted Score: 25% COM 101.1: N/A COM 101.2: 1.5/4	<input type="text"/> pts.	<input type="text"/>	Outbox		<input type="text"/>
Molberg, Marianne	Overall Weighted Score: 100% COM 101.1: 4/4 COM 101.2: 4/4	<input type="text"/> pts.	<input type="text"/>	N/A	✓	<input type="text"/>
Sehnert, Joe	Overall Weighted Score: 75% COM 101.1: 2/4 COM 101.2: 4/4	<input type="text"/> pts.	<input type="text"/>	Inbox	✓	<input type="text"/>
Skudlarczyk, Veronica	Overall Weighted Score: N/A COM 101.1: N/A COM 101.2: N/A	<input type="text"/> pts.	<input type="text"/>	Inbox	✓	<input type="text"/>
	20 pts.					

Save Changes

Gradebook Key

- * Items not yet graded
- Exams not yet entered
- 📦 Items with Dropbox Basket



Idea Sharing

How can we integrate outcomes into the assessment process within a course?

Institutional Outcome Analytics

- ✓ Outcomes and scores accessed via Cognos tool
- ✓ Cross course and term analysis

Contact Information

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