Discussion of work that remains for spring semester

1. Complete program student learning outcomes/objectives (PSLOs) and curriculum maps (CMs)
   a. Review portal contents
   b. Make notes for completion to include process rubric
2. Align syllabi
   a. Use most recent syllabi template from curriculum committee – educational planning committee - faculty senate
   b. Revisit, review and revise current syllabi
      i. meet template standards
      ii. link outcomes/objectives explicitly
      iii. correlate with curriculum maps
   c. Post syllabi to IQWeb and effectively archive
   d. Align and post syllabi submitted for summer/fall 2009
3. Plan a workshop for department chairs and program coordinators on syllabi and assessment plans
   a. Create training/suggested models in syllabi writing
   b. Clarify relationship between outcomes, assignments, grading and assessment for each program, especially where “C” grade is necessary for progress
   c. Create training/models on rubrics, assessment and student work collection
4. Create assessment maps (part 1 of an assessment plan)
   a. Move from description of outcomes/outcomes in curriculum maps to clarifying and/or identifying actual tools of assessment
   b. Create assessment maps using existing curriculum maps
      i. isolate key outcomes/objectives
      ii. evaluate more closely outcomes/objectives that are regarded as of high importance
iii. identify for each outcome/objective three specific points in the curriculum maps (introductory, developing, developed as common stages for all)

c. Align student assignments/work product with syllabi and assessment map
   i. target specific classes that provide the most significant outcomes for the program
   ii. determine which specific assignment will be collected in each specific class
   iii. establish key assessment points in the curriculum with outcomes/objectives located in specific courses and tied to assignments
   iv. re-write the objectives as actual outcomes by looking at actual projects students complete and work backward to assessment map, or
   v. produce a narrative of specific learning outcomes for the program objectives and an accompanying narrative of student learning outcomes
   vi. publish assessment maps and alignment of student assignments

5. Create assessment calendar, tracking student performance on program outcomes/objectives (part 2 of an assessment plan)
   a. Identify existing collection and assessment practices
      i. List the evidence of student learning already collected/archived
      ii. Identify what other student work should be collected according to new assessment plan
      iii. Note when such activities were last accomplished as record of past assessment
      iv. Use and revise past pattern as basis for new calendar
   b. Calendar should be on a multi-year cycle
      i. Tie to professional accreditation cycles, if necessary
      ii. Tie to university principles, if possible
      iii. Cover all key assessment points in each multi-year cycle

6. Develop assessment rubrics/guides for evaluation (part 3 of an assessment plan)
a. Establish criteria for evaluation for each point in the assessment map (similar criteria may be used for several points)
b. Create an evaluation process/rubric for each point in the assessment map (similar processes/rubrics may be used for several points)
c. Create a referential loop between rubrics, outcomes, syllabi and grading standards
d. Link program outcomes/objectives to university principles

Adapted from ‘Necessary Steps’ document from 03/08 with input from several members of EER task force (Will McConnell, Nedra Peterson, Vic Liptak, Nathan Garrett, Paul Decker) after reviewing curriculum maps submitted by 01/09

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