Neighborhood Immersion Course Design Workshop
Assessing Student Learning Outcomes (SLOs)

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SUSTAINABLE COMMUNITIES: COURSE ASSESSMENT TOOLS
WHICH SLO’S TO ASSESS?

SLS Learning Goals (see your handout for the complete list of outcomes)

Develop Skills and Knowledge

Connect to Professional Practice

Putting Knowledge and Skills Into Action

Build Lasting Values and Beliefs
COLLECTING EVIDENCE OF STUDENT LEARNING

Some Direct measures:

- Writing Prompts (Reflections, Essays, Micronarratives)
- Concept Maps
- Word Clouds

Some Indirect measures:

- Questionnaire
- Focus Groups/Interviews
Connects the community engagement experience to course learning goals
Bridges the gap between the concrete and the abstract
Structured part of the learning experience
- 4 Cs: Continuous, Connected, Challenging, Contextualized
Consider the two examples of reflection as assessment in community engagement courses

• What are some general principles for structuring reflection as assessment?
• How might you apply these to your courses?
• What additional elements would you need to make this work for you?
CONCEPT MAPS

Diagrams representing organized knowledge
Visualize thinking about a concept
Pre/post: Measure Growth/Evolution
First-Year Students’ Conceptions of Sustainability as Revealed through Concept Maps
Dr. Angela R. Bielefeldt, University of Colorado – Boulder
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Quick representation of students’ emerging understanding about a topic
WORD CLOUD
POST-SEMESTER
SUSTAINABLE COMMUNITY AND SYSTEMS COURSE
When you think of the Buford Highway Corridor, what are 5 words that come to mind?

- Dangerous
- Wide
- Busy
- Restaurant
- Character

Respond at PollEv.com/teachingatgt Text TEACHINGATGT to 22333 once to join, then text your message.
Now that you've been on the neighborhood tour, what are 5 words that come to mind when you think of the Buford Highway Corridor?

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ASSESSMENT RESOURCES

Wordle (http://www.wordle.net/) This can give you a quick visual of student awareness of a topic or concept.


Reflection Writing Rubric - Useful for scoring student writing. Great to use prior to and after an activity (e.g. community engagement) (See Assessment Documents PDF)

Oral Presentation Rubrics - Useful for scoring student presentations. (See Assessment Documents PDF)

Solo Taxonomy Video (https://www.youtube.com/watch?v=3tSoxiNs9dc&feature=youtu.be) Please note that the rubric referenced in the video is under revision but the video has some great information on why and how you’d use the rubric.

Ben Yang’s Application of the Solo Taxonomy in his Electromagnetic Course – Video (https://drive.google.com/open?id=0B6uPhI8JvQ1vTG55ajFiOXRVNFU) This video has applications for ALL (science & non-science) SLS courses.
IDEAS GENERATED FROM THIS SESSION

Take vocabulary lists and turn them into concept maps
Create themes that are related to community issues
Pre/post testing—connected to final exam. Concept map—match the map in faculty member’s mind.
Do concept maps in groups and share them in a gallery walk so students can share ideas with each other
Photo elicitation-students take pictures and then explain the pictures to you