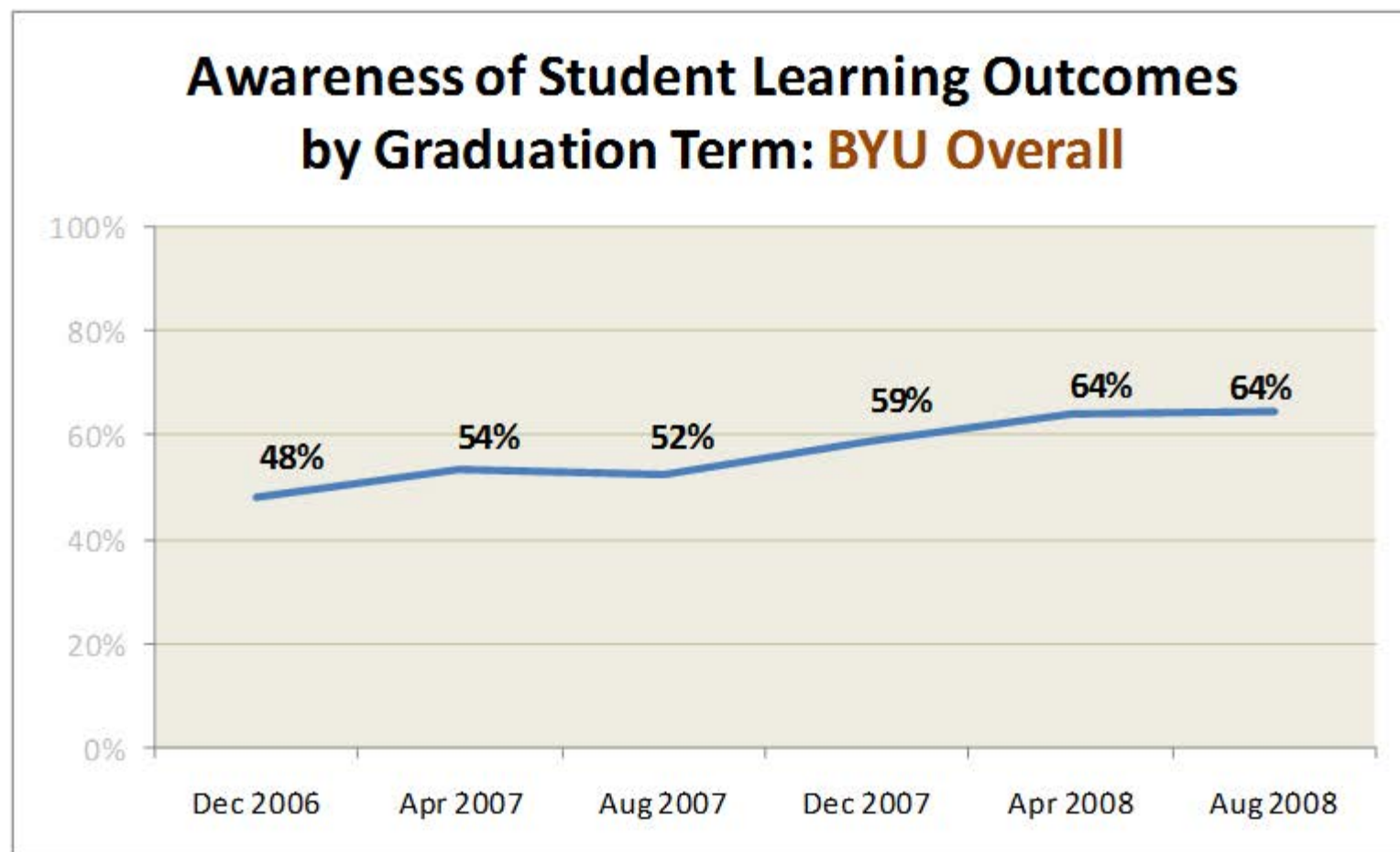




GETTING *First*-DOWNS AND  
*Buy*-IN FOR FACULTY TO DO  
PROGRAM- AND COURSE-  
LEVEL ASSESSMENT

JEFFREY D. KEITH  
BRIGHAM YOUNG UNIVERSITY

# Institutional Efforts: *Senior Survey*



# What are the Next Steps?

1. *Maintain* the heightened expectations created just prior to last accreditation visit
2. Expose program and course learning outcomes *everywhere*
3. Make it *easy* to align Program and Course outcomes [Helps create faculty ownership.]
4. Provide *natural* pathways to collect and use assessment data

## Elementary Education (El Ed)

### Undergraduate Courses

#### 300-Level courses

[EL ED 340: Children's Literature](#)

**EL ED 351: Multicultural Education**

**Semester:** Fall, Winter, Spring

**Description:** Cultural issues related to public education that promote constructive interaction among people differing economic, social, racial, ethnic, and religious backgrounds

 [Syllabus](#)

 [Ratings](#)

 [Outcomes](#)

[EL ED 354: Assessing and supporting Literacy Development: Practicum 1](#)

[EL ED 355: Assessing and Supporting Literacy Development: Practicum 2](#)

[EL ED 356: Teaching Reading and Language Arts in the Primary Grades](#)

[EL ED 361: Teaching Mathematics in the Elementary School](#)

[EL ED 362: Practicum in Teaching Mathematics](#)

[EL ED 363: Teaching Science in the Elementary School](#)

[EL ED 364: Practicum in Teaching Science](#)

[EL ED 366: Social Studies Practicum](#)

#### 400-Level Courses










[EL ED 400R: Elementary Student-Teaching](#)






[EL ED 493R: Independent Readings or Project](#)

[EL ED 496: Academic Internship](#)

# Learning Outcomes Alignment Table

 [Edit Description](#)
 [Print Table](#)

| <b>Expected Learning Outcomes</b><br>Students will...<br><a href="#">[See Guidelines]</a>  | <b>Assessments</b><br>(Direct and Indirect Evidence)<br><a href="#">[See Guidelines]</a>   | <b>Conclusions Based on Evidence</b>   | <b>Actions Taken or Planned</b><br><a href="#">[See Guidelines]</a>  |
|--|--|--|--|
|  <a href="#">edit</a><br><br>Students should gain an understanding of the chemical engineering field, including the types of jobs, challenges, and opportunities that they will experience as chemical engineers. Students should understand the specific curricular requirements to graduate with a B.S. in chemical engineering. Students will also be familiar with technical, political, and social issues that may have an impact on professional activities..<br><br> <a href="#">delete row</a> |  <a href="#">edit</a><br><br><b>Direct</b> <ol style="list-style-type: none"> <li>Instructor end-of-course proficiency evaluation</li> </ol> <b>Indirect</b> <ol style="list-style-type: none"> <li>In-class surveys</li> </ol> |  <a href="#">edit</a><br><br><b>Direct</b> <ol style="list-style-type: none"> <li>Instructors gave an average score of 3.7 on a 5 point scale</li> </ol> <b>Indirect</b> <ol style="list-style-type: none"> <li>Students gave an average rating of 3.44 on a 5 point scale</li> </ol> |  <a href="#">edit</a><br><br>Work on developing assessment tool(s) such as a short writing assignment, fill in the blank assignments, in class assignment, etc. |
|  <a href="#">edit</a><br><br>Graduates will have a strong foundation in mathematics, chemistry, and physics.  |  <a href="#">edit</a><br><br><b>Direct</b> <ol style="list-style-type: none"> <li>Instructor end-of-course proficiency evaluation</li> </ol>  |  <a href="#">edit</a><br><br><b>Direct</b> <ol style="list-style-type: none"> <li>The Instructor gave an average score of 4.16 on</li> </ol>  |  <a href="#">edit</a><br><br>Re-evaluate the computer tools used and integrate through curriculum.  |

|   |  |   |   |
|---|--|---|---|
| <p> <a href="#">edit</a></p> <p>Graduates will practice sound ethical principles in engineering problem solving. They will act with integrity, consideration for the welfare of community and society, and loyalty to institutional missions. Graduates will value differences and diversity and exhibit appropriate professional behavior when interacting with others.</p> <p> <a href="#">delete row</a></p> | <p> <a href="#">edit</a></p> <p><b>Direct</b></p> <ol style="list-style-type: none"> <li>1. Instructor end-of-course proficiency evaluation</li> </ol> <p><b>Indirect</b></p> <ol style="list-style-type: none"> <li>1. Student end-of-course proficiency survey</li> </ol> | <p> <a href="#">edit</a></p> | <p> <a href="#">edit</a></p> |
|---|--|---|---|

**Add a Table Row**

## Archiving Documentation

The above table should be updated annually for each program. Each year on May 1st all data on <https://learningoutcomes.byu.edu/> will be archived. This is the same day the web catalog for the coming academic year is finalized. The table can be readily copied and pasted into other applications preserving hyperlinks and formatting. Tables for each program should be submitted to the AVP office concurrent with Resource Planning or Stewardship Interviews.

**Add a Sub-section**

## Expected Learning Outcomes [Edit Description](#)



As required by ABET (the engineering accreditation agency), the Expected Learning Outcomes for the BS degree in Chemical Engineering are listed as a set of Program Outcomes. The Program Outcomes shown below refer to the outcomes which chemical engineering students should possess when they leave the university and enter the workforce.

Each course has a set of [competencies](#) that are a subset of one or more of the above program outcomes. The competencies are assessed each semester by the students and course instructors using both direct and indirect measures (see below). During the senior year, students take a Senior Competency Exam which covers competencies that the students need to know without access to reference materials. The students must pass the exam prior to graduation.

[Edit Program Outcomes](#) [Edit Course Outcomes](#)

Enter your program outcomes below. Click the Group Program Outcomes button to organize your outcomes into categories.

**A knowledge of the requirements of the chemical engineering major, familiarity with professional opportunities, and a knowledge of contemporary issues.** [\[edit\]](#) [\[ungroup\]](#)

Students should gain an understanding of the chemical engineering field, including the types of jobs, challenges, and opportunities that they will experience as chemical engineers. Students should understand the specific curricular requirements to graduate with a B.S. in chemical engineering. Students will also be familiar with technical, political, and social issues that may have an impact on professional activities..  

[Edit Contributing Courses](#) [BIO 100](#) [CH EN 170](#) [CH EN 263](#) [CH EN 273](#) [CH EN 291](#) [CH EN 311](#) [CH EN 373](#) [CH EN 374](#) [more...](#)

## Add a Sub-section

## Contributing Courses

Close

**Check the courses that contribute to the outcome below:**

Students should gain an understanding of the chemical engineering field, including the types of jobs, challenges, and opportunities that they will experience as chemical engineers. Students should understand the specific curricular requirements to graduate with a B.S. in chemical engineering.

| Course  | Description                    |
|---|--------------------------------|
| <input checked="" type="checkbox"/> BIO 100   | Principles of Biology          |
| <input checked="" type="checkbox"/> CH EN 170 | Intro to Chemical Engineering  |
| <input type="checkbox"/> CH EN 199R           | Academic Internship            |
| <input checked="" type="checkbox"/> CH EN 263 | Computational Tools            |
| <input checked="" type="checkbox"/> CH EN 273 | Chemical Process Principles    |
| <input checked="" type="checkbox"/> CH EN 291 | Pre-Professional Seminar       |
| <input checked="" type="checkbox"/> CH EN 311 | Chemical Engineering & Society |
| <input checked="" type="checkbox"/> CH EN 373 | Ch En Thermodynamics           |
| <input checked="" type="checkbox"/> CH EN 374 | Fluid Mechanics                |
| <input checked="" type="checkbox"/> CH EN 376 | Heat & Mass Transfer           |
| <input checked="" type="checkbox"/> CH EN 378 | Materials Science              |
| <input checked="" type="checkbox"/> CH EN 386 | Chemical Reaction Engineering  |
| <input checked="" type="checkbox"/> CH EN 391 | Career Skills                  |
| <input checked="" type="checkbox"/> CH EN 436 | Process Control & Dynamics     |

Save

Edit Contributing Courses BIO 100 CH EN 170 CH EN 263 CH EN 273 CH EN 291 CH EN 311 CH EN 373 CH EN 374 more...

Instructor Info

Course Info

Grading Scale

Text and Materials

**Assignments**

Learning Outcomes

Schedule

Library Info

Policies

## Assignments ?

### Oral Presentation

Prepare a question, quotation, or comment based on the reading for that day. Lead the class in a 5 minute discussion of your point.

### Book Review

Select one of the grammarians from the "Names" list at the back of the textbook (p. 316). Read a book by or about that person. Discuss the contributions of that grammarian in a 3-5 page double-spaced paper, or in a 5-10 minute interview with Dr. Hallen or her Teaching Assistant.

New Assignment

New assignment

Cancel

Add

Title

Description

B I U x<sup>2</sup> x<sub>2</sub> ☰ ☰ 🔗 🌐 🌐 flickr 📷

Syllabus Schedule

Outcomes

Course

Program

- English Teaching graduates will be able to analyze community, school, and classroom characteristics and develop a prioritized list of instructional implications that derive from the contextual analysis.
- English Teaching graduates will be able to measure the intended learning described in a lesson objective and to make adaptations for assessment for diverse learners.

Gradebook

Utilities [Hide]

Content Storage

Assignments

Documents

Discussions

Fall 2010

Students with disabilities exper

First video response

Fears

Accommodations

Lesson Planning

Summer 2009

Spring 2009

Exams

PPT

Videos

# Exam Builder

Home

Course Sections

Availability

Test Settings

Questions

Multiple Choice

Multiple Response

Matching

Open Response

Fill in the Blank

Reporting

Summary

## New Item

### Question

#### Type

Matching

#### Points Possible

1

#### Question Text

### Response

| Column 1       | Match | Points |                          | Correct                            | Column 2       |                          |
|----------------|-------|--------|--------------------------|------------------------------------|----------------|--------------------------|
|                | A     |        | <input type="checkbox"/> | <input checked="" type="radio"/> A |                | <input type="checkbox"/> |
|                | B     |        | <input type="checkbox"/> | <input type="radio"/> B            |                | <input type="checkbox"/> |
| <i>Add new</i> |       |        |                          | <input type="radio"/>              | <i>Add new</i> |                          |

### Outcomes

### Tags

### Examstat

Save item

### Edit

Text

**B** *I* U abc Helvetica  
: : : x<sub>2</sub> x<sup>2</sup> A A Spell  
← → ↺ ↻ ↵ 🔊 🗨

paragraph p Edit <source>

Language

Math

Clear

Save item

### Response

| Correct                          | Options    | Sort                      | Points               | Feedback  |
|----------------------------------|------------|---------------------------|----------------------|---|
| <input type="radio"/>            |            | Alphabetically A-Z        | <input type="text"/> | <input checked="" type="checkbox"/> Feedback    |
| <input type="radio"/>            |            | <b>Alphabetically Z-A</b> | <input type="text"/> | Look over ch. 7 again. <input type="checkbox"/> |
| <input checked="" type="radio"/> |            | Numerically               | <input type="text"/> | That's correct! <input type="checkbox"/>        |
| <input type="radio"/>            |            | Reverse Numerically       | <input type="text"/> | Same as A <input type="checkbox"/>              |
| <input type="radio"/>            |            | Longest to Shortest       | <input type="text"/> | Same as A <input type="checkbox"/>              |
| <input type="radio"/>            |            | Shortest to Longest       | <input type="text"/> |   |
| <input type="radio"/>            | Add option |                           |                      |   |

Enable "explain your answer" box.

*Student's explanation appears here.*

### Outcomes

- Course    Program
- Be familiar with and accurately identify specified LDS doctrines and perspectives of marriage and fa...
  - Accurately articulate LDS doctrines and perspectives applied to marriage and family concepts.
  - Find and use teachings of living prophets, seers, and revelators to understand LDS expectations of m...
  - Discover and apply relevant applications of the doctrines, instruction, and counsel given to Latter-da...
  - Be spiritually strengthened and uplifted through appropriate classroom instruction, classroom partici...

### Keywords

# What *advice* do our faculty have?



# In summary, they suggest:

- *Start small* - shouldn't be too complicated
- *Faculty* initiate assessment to improve teaching and learning (“continuous improvement”)
- Drop “*outside*” terminology
- *Build on* what they are already doing
- Help everyone recognize that its an *iterative* process
- Quell mass rebellion by allowing *faculty to determine* what works and what doesn't work