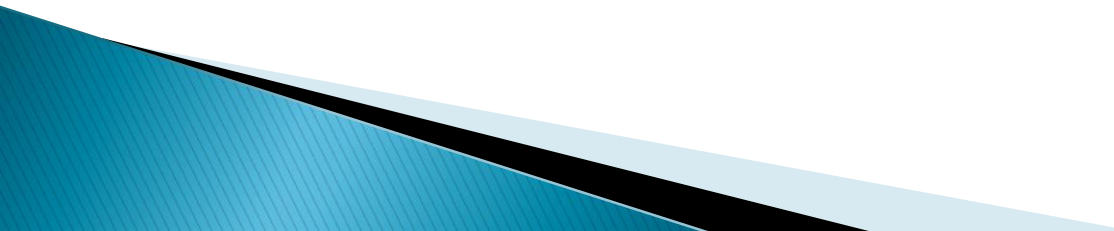


Aligning and Analyzing Your Course Data

Nellie Modares – KUMC
Julie Zimmerman – KUMC

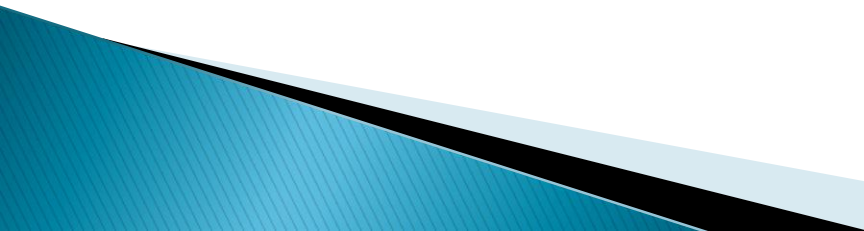
Your Turn: Need Input

- ▶ Faculty status?
 - ▶ Instructional Designer status?
 - ▶ Familiar or have used Blackboard?
 - ▶ Know what alignment means
 - ▶ Know or familiar with the term “accreditation standards”
 - ▶ Are aligning assignments and assessments to accreditation standards
- 

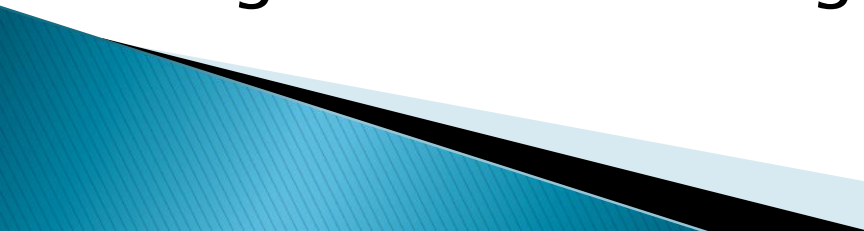
Why Align?

- ▶ **Focus:**
 - Student becomes focused on learning: being assessed on what's taught
 - Increases student achievement
 - Saves time for instructor – weeding out process – teach what's considered important – objectives/goals
- ▶ **Decreases/eliminates gaps within the curriculum**
- ▶ **Increases quality of the course**
 - Learning Objectives > Curriculum
Standards > Assessment > determines competency
- ▶ **Accountability –**
 - Student held accountable for learning
 - School held accountable by demonstrating that they've provided student opportunities to learn to meet the standards that have been set.

SoN @ KUMC: Background

- ▶ Undergraduate program – revamped it to become more competency based – spreadsheet format
 - ▶ It now meets AACN Essential Baccalaureate Education Competencies
 - ▶ BB allows visualization of alignment – transferred information on spreadsheet to BB under the Goal “feature”
 - ▶ **Disclaimer: We are learning as we are doing – a work in progress**
- 

Vocabulary

- ▶ Goals – What you or your college aim to achieve
 - ▶ Outcomes – the end rather than the means
 - Why do we do what we do
 - ▶ Learning Outcomes – how students will be different because of a learning experience
 - ▶ Objectives – detailed aspects of a goal
 - ▶ Competencies – term used to describe outcomes or objectives
 - ▶ Standards/benchmarks – specific targets against which we gauge success
- 

Questions

