How to Align Learning Outcomes with Coursework in Your Learning Management System?

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The Center for Teaching Excellence

**Mission:** To foster academic discourse specific to the craft of teaching while leveraging technology, academic assessment, and professional learning to enhance pedagogy and student learning. Founded AY 2016-2017
The Center for Teaching Excellence

3 Pillars of the Center the will drive service:

1. Craft and Practice of Teaching
   * Blue Devil Faculty Academy (New; Mid-Career; Late-Career; Adjunct)

2. Academic Assessment
   * Creating a culture of assessment. Establishing an AAC that is faculty-led
   * Using LMS (Blackboard) for course level assessment.
   * Coming soon...General Education Assessment and other Institutional Outcomes

3. Academic Discourse
   * Academic Symposiums, Critical Issues Panels, Common Read Project
Blackboard and Course Assessment

❖ Using the Blackboard Course Outcomes Assessment Module. Replaced Student Competency Index of years past.

❖ Starting with FT faculty this semester. In AY 2017-2018 will begin training adjunct faculty.

❖ Department selected to use either Outcomes OR Outcomes & Competencies
  ❖ KBOR aligned courses, Outcomes cannot be changed/modified
  ❖ Courses not KBOR aligned can be changed/modified.
  ❖ Spurred Departmental conversations about outcomes

❖ New data collection method Requires the use of the Grade Center in Blackboard
Blackboard and Course Assessment

❖ We entered 478 courses from Nov. 1st, 2016-Jan.4, 2017 building our system

❖ On average each course had 5-7 learning outcomes, sometimes 100+ competencies

❖ “View and Add Alignments” to denote Outcomes to every assignment, test, etc.

❖ Once Alignments have been added, copy from semester to semester.

❖ Institutional Reports/data provided to Coordinator for “closing the loop” conversations
KCKCC REVAMP: Blackboard and Course Assessment

November 1, 2016
❖ Using the Blackboard Course Outcomes Assessment Module. Replaced Student Competency Index.
❖ Department selected to use either Outcomes OR Outcomes & Competencies
   ❖ Spurred Departmental conversations about outcomes. Use of competencies was a discipline/faculty decision.
❖ Coordinator submitted syllabi with desire to use Outcomes or Competencies in MyDotte.

Spring 17
❖ New data collection method requires the use of the Grade Center in Blackboard. CTE and AAC members trained faculty on using Blackboard.
❖ “View and Add Alignments” to denote Outcomes to every assignment, test, quiz etc. in 2 courses.
❖ Instructor and student can get their own information by individual or aggregate data for class.
❖ By April 17th, faculty were asked to run a Blackboard report, interpret data, and submit a form with their view of Strengths/weaknesses of the results for 2 courses this semester.
Blackboard and Course Assessment

The Center for Teaching Excellence

Goals and Assessments

Schools can demonstrate that their programs and curricula are effective by aligning course content and activities with goals in Blackboard Learn.

Goals for: ARTS-ARTS-0101

Add Goal

ARTS-0101-LO-02 – Critically interpret and analyze works of art in terms of form and content.

ARTS-0101-LO-03 – Demonstrate an understanding of art practices, meaning, values, and methods within historical and cultural contexts.

ARTS-0101-LO-01 – Demonstrate an understanding of the terminology and conventions of visual expression.

ARTS-0101-LO-04 – Participate in the discourse of current visual arts culture.
Successful Run: Goal Performance Single Course

Save to Content Collection
Save this report to the Content Collection.

Download Report
Save the file containing the report data to a local system.

Run a new Report
Run the report again using different report criteria.
### Goal Performance:

Assessments in this course are organized by their aligned goals, and scores are calculated based on those alignments. More Help.

<table>
<thead>
<tr>
<th>Goal Performance</th>
<th>Score</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC-0203-LO-01</td>
<td>10/10</td>
<td>Distinguished</td>
</tr>
<tr>
<td>PSYC-0203-LO-02</td>
<td>2/2</td>
<td>Distinguished</td>
</tr>
<tr>
<td>PSYC-0203-LO-03</td>
<td>20/20</td>
<td>Distinguished</td>
</tr>
<tr>
<td>PSYC-0203-LO-04</td>
<td>19/19</td>
<td>Distinguished</td>
</tr>
<tr>
<td>PSYC-0203-LO-05</td>
<td>12/12</td>
<td>Distinguished</td>
</tr>
<tr>
<td>PSYC-0203-LO-06</td>
<td>4/4</td>
<td>Foundational</td>
</tr>
<tr>
<td>PSYC-0203-LO-07</td>
<td>2/2</td>
<td>Distinguished</td>
</tr>
</tbody>
</table>
Run Reports

**Indicates a required field.**

**REPORT INFORMATION**

<table>
<thead>
<tr>
<th>Name</th>
<th>Course Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>This report displays information showing how a single Blackboard Learn Course performs against a selected set of goals. Performance targets and a range of acceptable performance for the course can be determined when running the report. Data includes averages for the entire course as well as break downs for individual students and goals.</td>
</tr>
<tr>
<td>Elapsed Time of Last Run</td>
<td>7.927 seconds</td>
</tr>
</tbody>
</table>

**REPORT SPECIFICATIONS**

All report types will open in a new browser window upon Submit.

- **Goal Set**: PSYC
- **Target Performance Level**: 70
  - Define a percentage that indicates a student is performing well. (e.g. 70)
- **Average Range**: 6
  - Provide a range for the Target Performance Level. For example, for a Target Performance Level of 70, type an Average Range of 5 for the range to be 65-75.

Show Unavailable Students: [ ]
Show Unassigned Grades: [ ]

*Click Submit to run this report. Click Cancel to quit.*
Course Performance

Course Name: PSYC-0203-08 Human Development (2017SP) - Online
Number of Students: 21
Included Categories: PSYC

Report Description: This report displays information showing how a single Blackboard Learn Course performs against a selected set of goals. Performance targets and a range of acceptable performance for the course can be determined when running the report. Data includes averages for the entire course as well as break downs for individual students and goals.

Course Overview

<table>
<thead>
<tr>
<th>Performance Target</th>
<th>Performance Range</th>
<th>Course Average</th>
<th>Median</th>
<th>Mode</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>70.0%</td>
<td>+/- 5%</td>
<td>78.0%</td>
<td>100%</td>
<td>100%</td>
<td>37.3%</td>
</tr>
<tr>
<td>(or 65% - 75%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Average Score (in %)

- Tests: 70.0%
- Questions: 78.0%
- Forums: 78.0%

Students Over/Under Avg

- No Submissions: 12
- Over Performing (or > 75.0%): 3
- Under Performing (or < 65.0%): 5
- Within Range (or 65.0% - 75.0%): 1

<table>
<thead>
<tr>
<th>Tests</th>
<th>Average Score (in %)</th>
<th>Performance Offset</th>
<th>Count of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>66.1%</td>
<td>-3.9%</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions</th>
<th>Average Score (in %)</th>
<th>Performance Offset</th>
<th>Count of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>84.1%</td>
<td>14.1%</td>
<td>31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Forums</th>
<th>Average Score (in %)</th>
<th>Performance Offset</th>
<th>Count of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>76.4%</td>
<td>6.4%</td>
<td>19</td>
</tr>
</tbody>
</table>
Student Overview
This chart is based on submission data. If submissions do not exist student details may be empty.
Click on the bar to see performance for the learner.
The following students have not submitted any material within the course that is related to the criteria for this report.

Detail by Goal

<table>
<thead>
<tr>
<th>PSYC PSYC.0203</th>
<th>Overall Average</th>
<th>Tests</th>
<th>Questions</th>
<th>Forums</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe social and emotional development throughout the life span.</td>
<td>78.3%</td>
<td>66.7% (10)</td>
<td>87.6% (16)</td>
<td>78.0% (11)</td>
</tr>
<tr>
<td>Distinguish among developmental theories.</td>
<td>76.7%</td>
<td>65.6% (8)</td>
<td>71.8% (3)</td>
<td>82.8% (2)</td>
</tr>
<tr>
<td>Describe the processes of death and dying.</td>
<td>85.2%</td>
<td>78.6% (1)</td>
<td>94.2% (3)</td>
<td>72.8% (1)</td>
</tr>
<tr>
<td>Explain cognitive development throughout the life span.</td>
<td>76.2%</td>
<td>65.7% (9)</td>
<td>87.3% (10)</td>
<td>76.5% (10)</td>
</tr>
<tr>
<td>Identify physical development throughout the life span.</td>
<td>76.2%</td>
<td>65.5% (8)</td>
<td>82.7% (10)</td>
<td>83.2% (4)</td>
</tr>
<tr>
<td>Identify research methods in development.</td>
<td>68.9%</td>
<td>60.3% (1)</td>
<td>70.3% (2)</td>
<td>75.3% (1)</td>
</tr>
<tr>
<td>Summarize neurological development throughout the lifespan.</td>
<td>66.5%</td>
<td>62.1% (3)</td>
<td>74.1% (3)</td>
<td>62.5% (1)</td>
</tr>
</tbody>
</table>
Academic Assessment: “Branding”

KCKCC History of Cardiac Assessment

Changing the mindset and getting “buy-in.”

*Marketing concept of “branding” and trying to convey this to Faculty.

Goal of Assessment: To inform curriculum, teaching, and learning
Pillar 1: Craft of Teaching

Scholarship of Teaching and Learning (SOTL)

◦ What learning goal was achieved as a result of a pedagogical change or practice that allowed the change to occur. (Schwartz & Haynie, 2013)

◦ A shift toward learning can lead to useful assessment measures for determining the impact of change in teaching (Hutchings, Huber, & Ciccone, 2011)

◦ Promoting SOTL, the use of evidence to demonstrate and evaluate student learning, dovetails the increased focus on assessment. (Schwartz & Haynie, 2013)
Pillar 2: Academic Assessment

❖ KCKCC Assessment and the Center for Teaching Excellence
❖ Course level assessment (phase 1)
  ❖ Academic Assessment Council (AAC)--newly established in Fall 2016
❖ Program level assessment (on-going, particularly in accredited programs)
❖ Institutional assessment (phase 2)
  ❖ General Education
    ❖ 2 year General Education Review 2015-2017
    ❖ Recommendation to develop a Core Curriculum Council (CCC). Beginning in Fall 2017
    ❖ CCC will determine method of General Education Assessment
    ❖ New requirement: Gen Ed courses must meet 3 of 6 Gen Ed Outcomes to be accepted into core. Reviewed by CCC
❖ Co-curricular—capturing field trips and guest speakers?
Instructor Reports: See KCKCC Center for Teaching Excellence YouTube videos. You can Google us!

Not a commercial for BB. But, the goal was to provide faculty with the tools to assess their own students and easily access their OWN data...leading to building the culture of assessment on campus.

1. Course Coverage Report
   Provide a report to see if all the Outcomes have been “aligned” to an assignment, test score, activity, etc.
   Note: Do NOT have to test using BB. Just post a score for the Test grade in the Grade Center.

2. Course Performance Report
   Provides information on how the entire class is performing on the Outcomes based on the “alignments” added to items in the Grade Center.

3. Goal Performance Report
   Report for each individual student performance on Outcomes for the course.
   Each student can also access their own Goal Performance report. Can help them to study, etc.
What percentage of FT Faculty do you believe completed the Assessment Revamp?
The CTE In Numbers

82% FT Faculty
Completed Assessment Revamp

- 81.6% 1-complete
- 18.4% 2-incomplete
Thank You!

CTE@kckcc.edu