Faculty Workshop with Dr. Bob Pacheco
Friday, May 3, 2013
Moro Gym
10:00 a.m. to 2:00 p.m.

AGENDA

1) **Program outcomes**
   - How do we connect program outcomes to learning?
     - How do other colleges define outcomes at the program levels?
     - What do professional organizations (e.g. American Political Science Association) suggest for our field of study?
     - How can we review our outcomes and improve how we measure learning?
   - How do we assess program outcomes?
     - How do we make sure that what we say we want students to learn is actually measurable over a series of courses?
     - Are we giving students tasks that really assess program level learning?
     - How do we embed program assessments in our classes?
     - What are the most complex vs. the most do-able types of assessments?
     - What about the role of capstone projects or courses?
   - How to create program outcomes?
     - How do we write good measurable outcomes to improve teaching and learning?
     - What level of learning is appropriate at the program level?

2) **Samples of Authentic Assessment.**
   - How do we make program assessment authentic?
   - How do we design real-world tasks that help students prepare for life after college?
   - Is there a tool-kit or other resource out there that faculty can use to help make this process simple, but still meaningful?

3) **Rubrics (closing the loop).**
   - What is the role of a rubric in scoring program level outcomes?
   - How are rubrics made?
   - How can a rubric help faculty get at whether students have mastered the outcomes?
   - What are some good examples of rubrics?
   - Where can faculty go to get some good models of rubrics used in the disciplines?

**Learning Outcomes**

At the end of this session, faculty will:

1. Design the program level outcomes for their disciplines so that they can inform program review.
2. Brainstorm assessment measures that align to the program level outcomes.
3. Suggest some real-world activities that will show how students can apply and analyze the concepts.
4. Explore the role of rubrics to measure student learning to provide formative feedback and summative evaluation of learning.
Remember, Dr. Mary Allen’s advice about outcomes assessment:

Make it meaningful
Keep it simple
Make it sustainable

The five reasons we assess:

- To become masters of our craft and faculty researchers by studying the learning process.
- To determine the extent to which the curriculum is working (design and implementation)
- To inform the decisions as to where time, energy and/or money should be repurposed for continuous improvement in learning.
- To help COS become a learning organization that is adaptive and nimble for the 21st Century
- To help demonstrate our quality assurance pledge to the community we serve.

What to bring:
Current outcomes and assessments (program review, CurricUNET or other)
Examples of authentic assessments currently utilized in your program
Examples of rubrics currently utilized at COS
Laptops – limited power sources in the gym, there will be Wi-Fi access