

# **Never Mind the “A” word: Focus on Learning!**

# Pre-test

What do we  
*enjoy* doing?

# Teaching my favorite course

# Coffee at Java Wally's

**Working 1:1  
with a really  
motivated student**

# **Student Outcomes Assessment**

**Happy Hour**  
**at** \_\_\_\_\_



**A challenging  
question from  
a student**

# **Student outcomes assessment**

**one more time .....**

- ***why*** do it?
- ***how*** ...?

**External mandate**

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**Internal motivation**

brief











# A case history

- Mediocre student performance
- Low placement rate after graduation
  - Ambiguous program objectives
  - “Relaxed” connections among courses
  - Unclear relationships between course objectives and student performance standards

# Strategy

1. Surveyed employers
2. Defined major skills (outcomes)
3. Linked major skills to courses
4. Defined skills within courses
5. Linked course skills to students' expectations and grades

# Results

1. Skill Chart  
2. Skill test within a course  
3. Project evaluation with student self-evaluation  
4. Weekly evaluation form  
5. Final Portfolio Review  

# Measurable

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# Observable

**Or..... let's not get crazy!**



# Use of results?

- Evaluation of students
- Evaluation of curriculum and instructional methods
- Both

**HINT:**

**It's not about  
the numbers!**



**A. What *should* students be able to do?  
How well? How often? Under what conditions?**

**B. In what *order* should they be able to  
demonstrate skills? (sequence)**

**C. How will we know it  
when we see it? (evidence)**

**D. What will we do for students who do *not*  
meet expectations the first time?**

**E. How well are students performing?  
What does this tell us about our  
curriculum and teaching methods?**

**What do I want to know  
about my students'  
performance?**

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