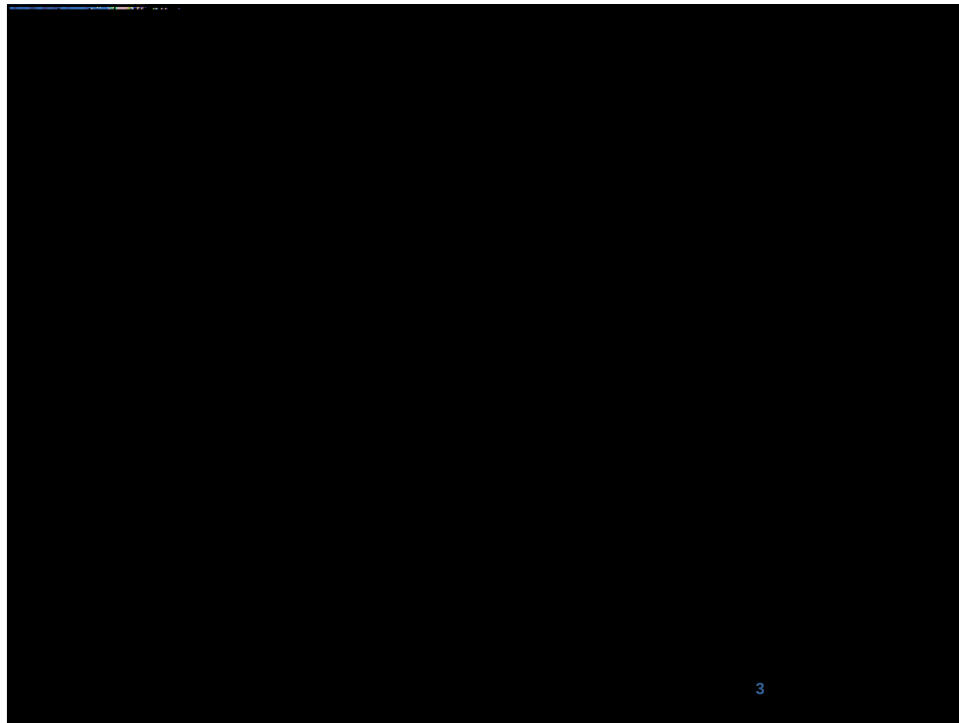
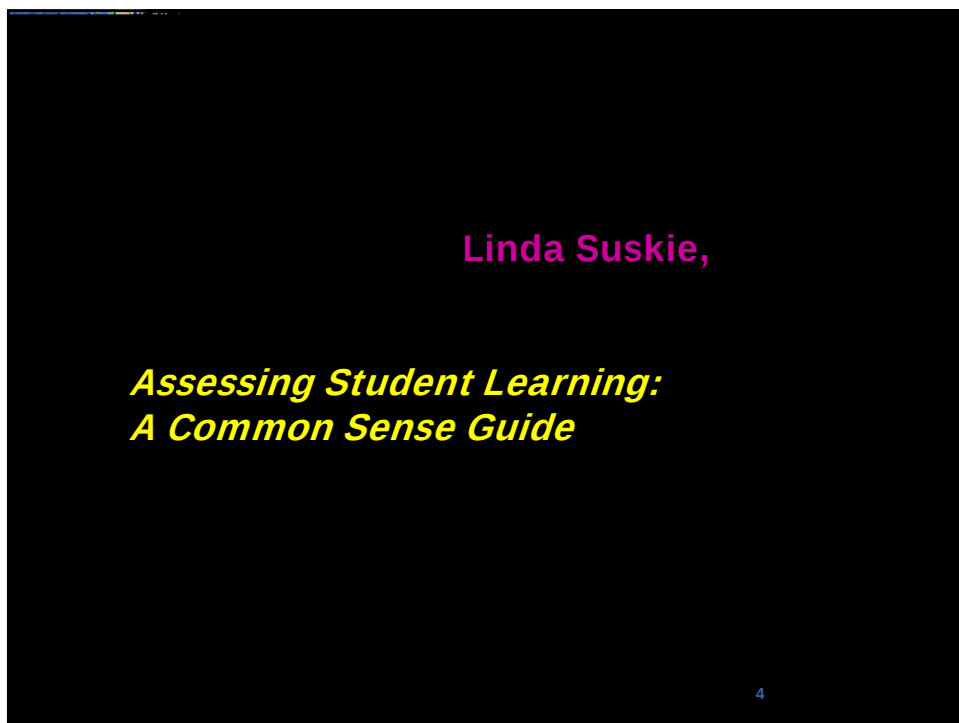




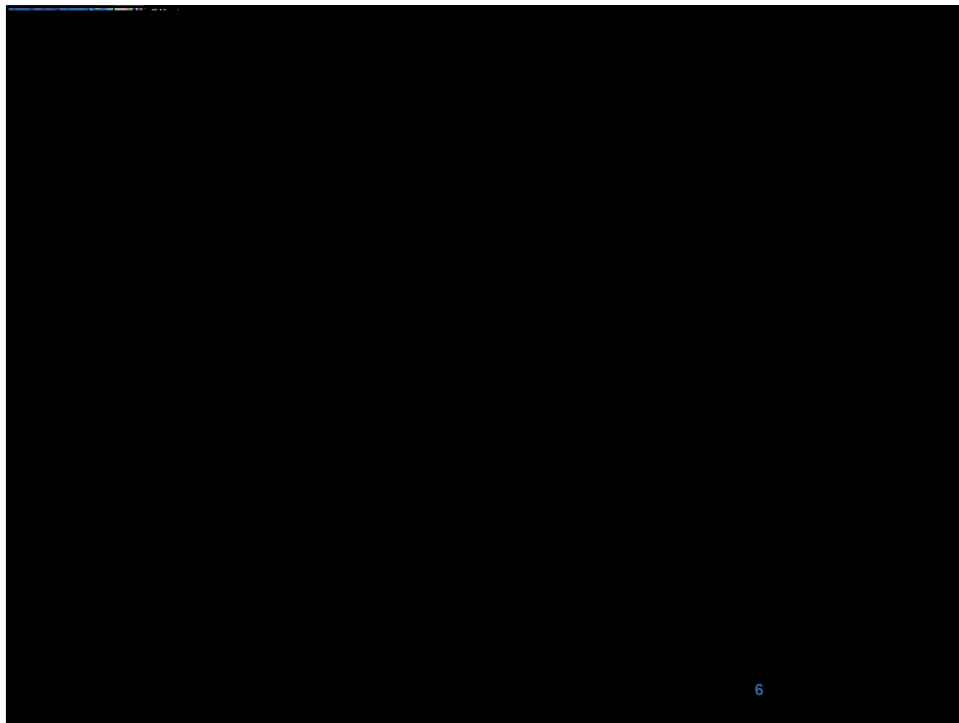
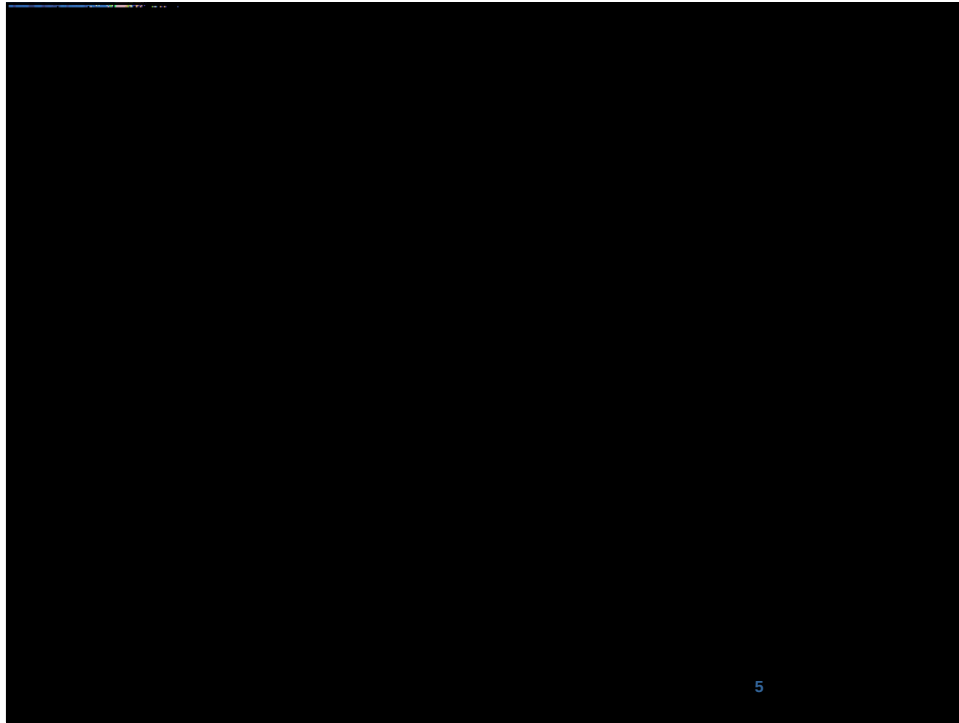
3



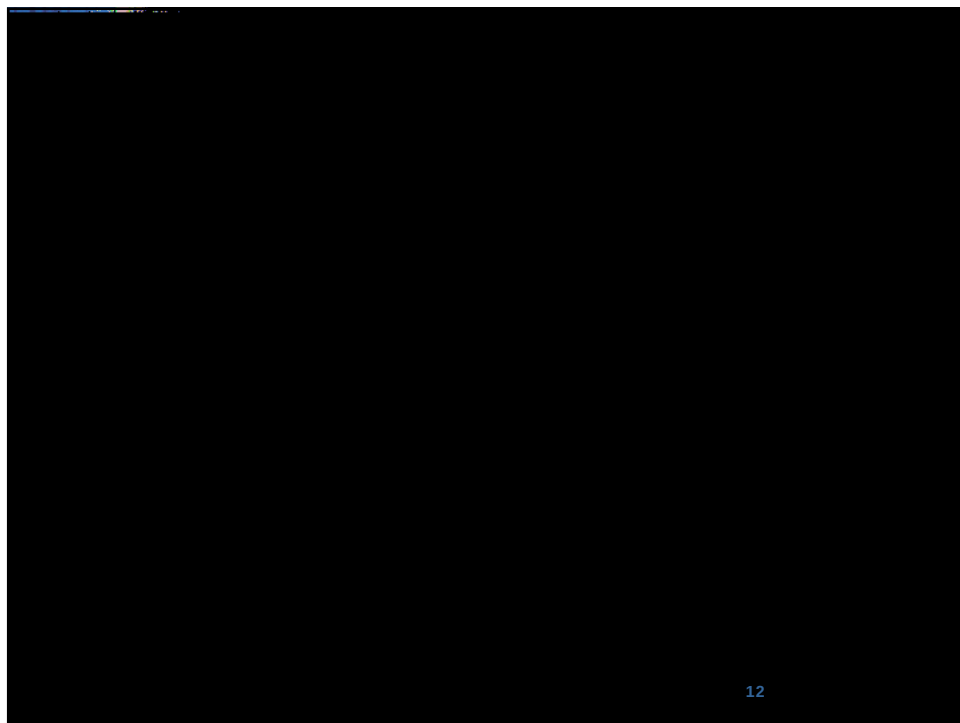
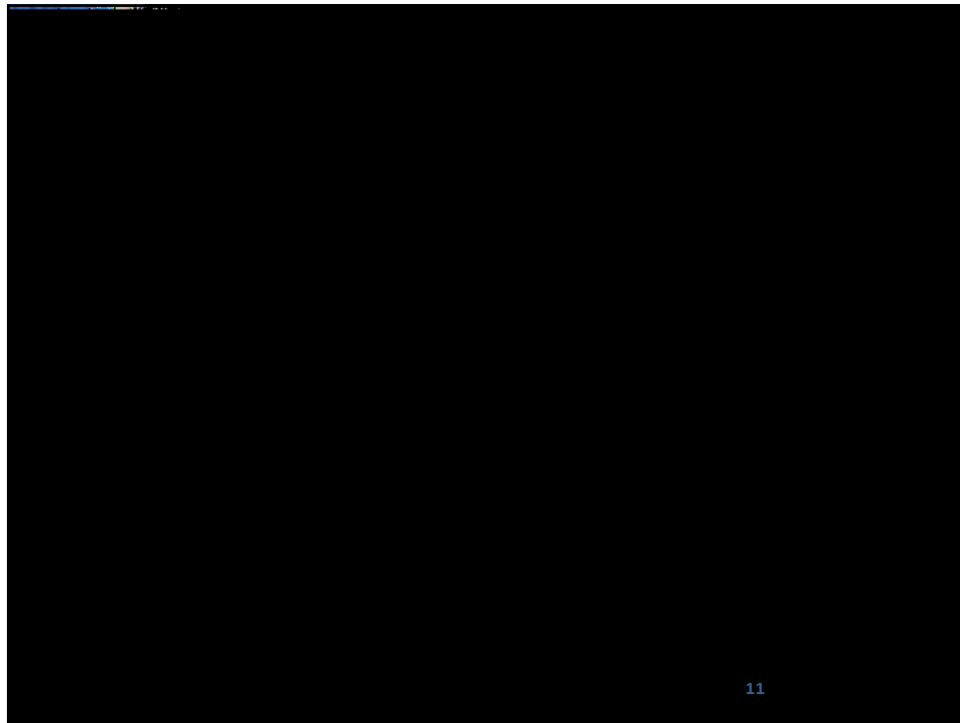
Linda Suskie,

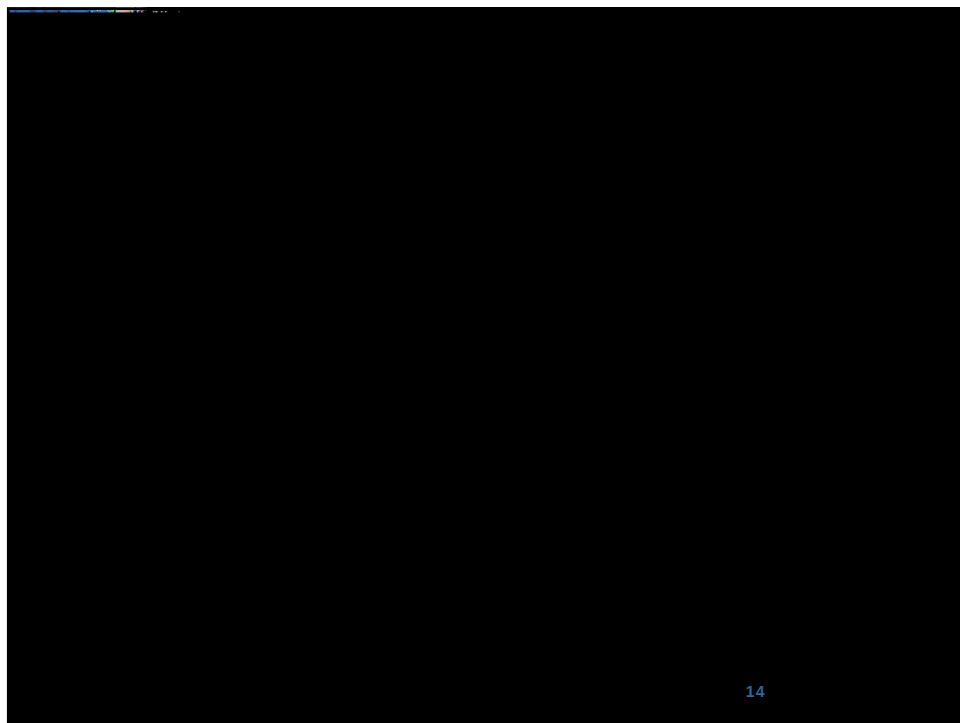
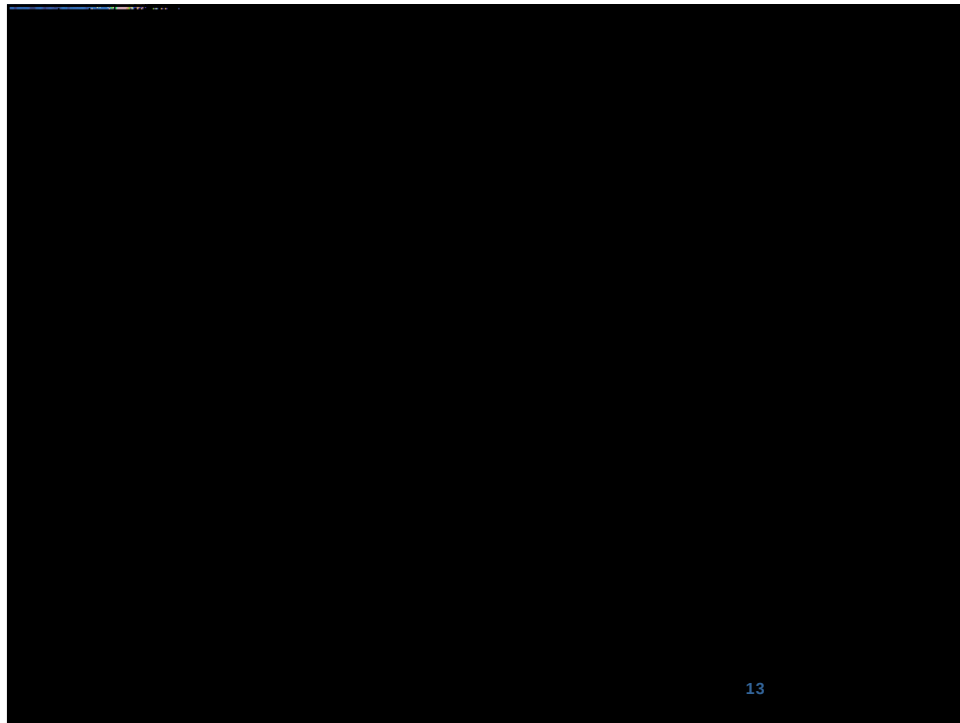
*Assessing Student Learning:
A Common Sense Guide*

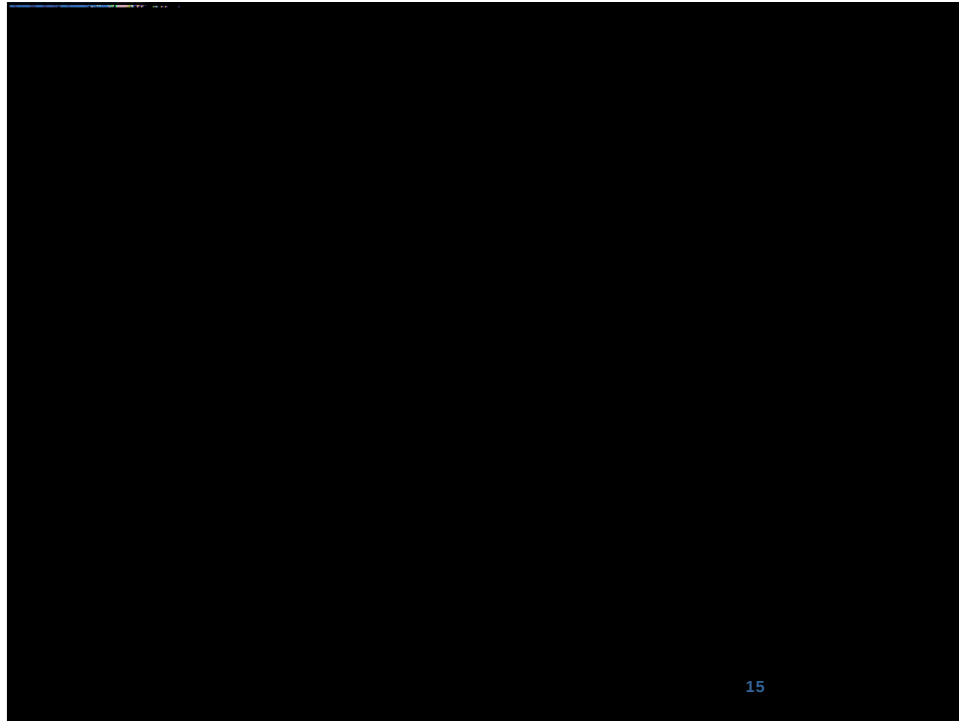
4



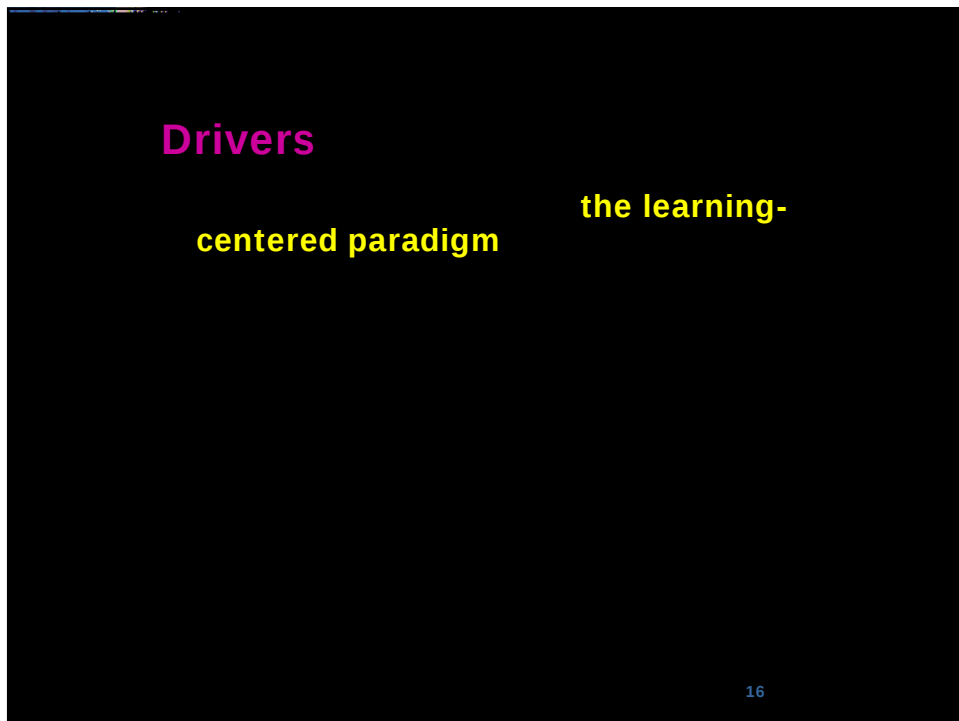




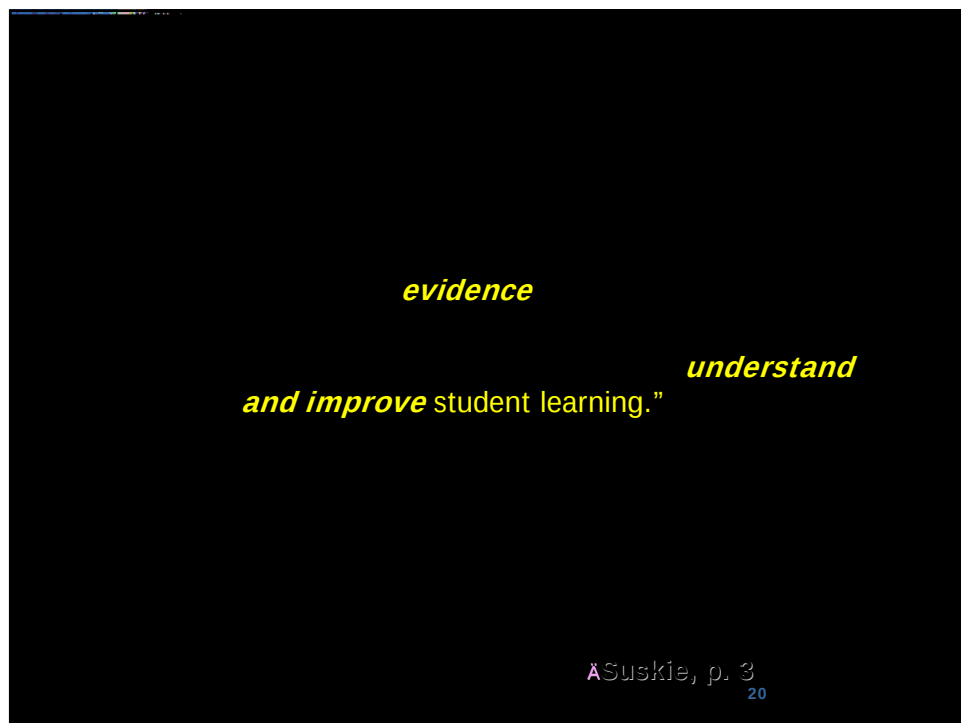
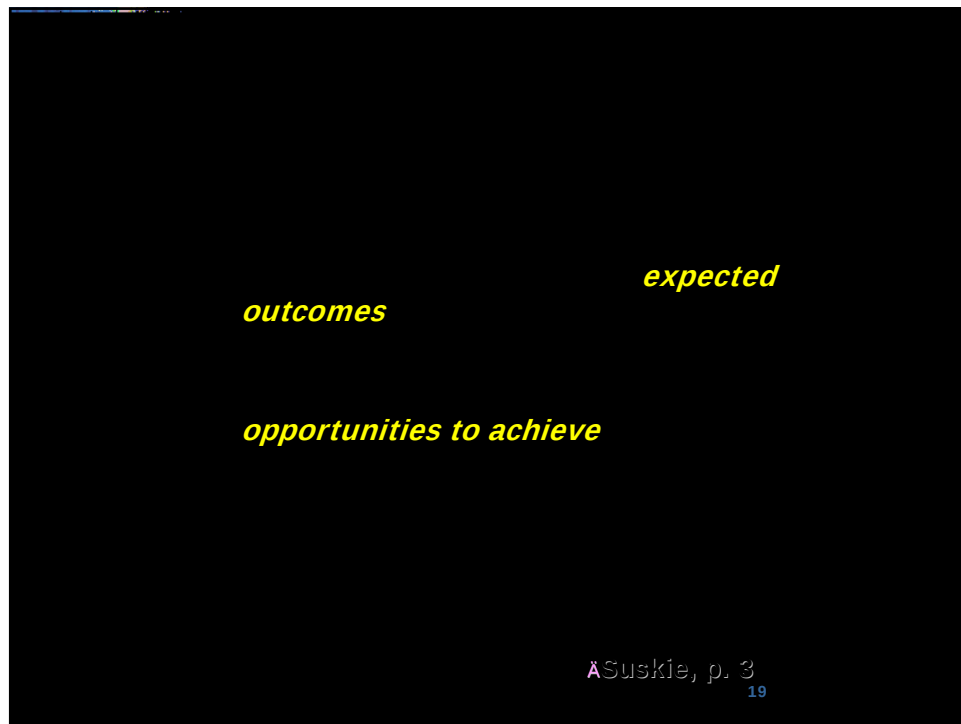




15



16



- Research
- Evaluation
- Grading

21

Grading

criteria

information

insufficient

standards

22

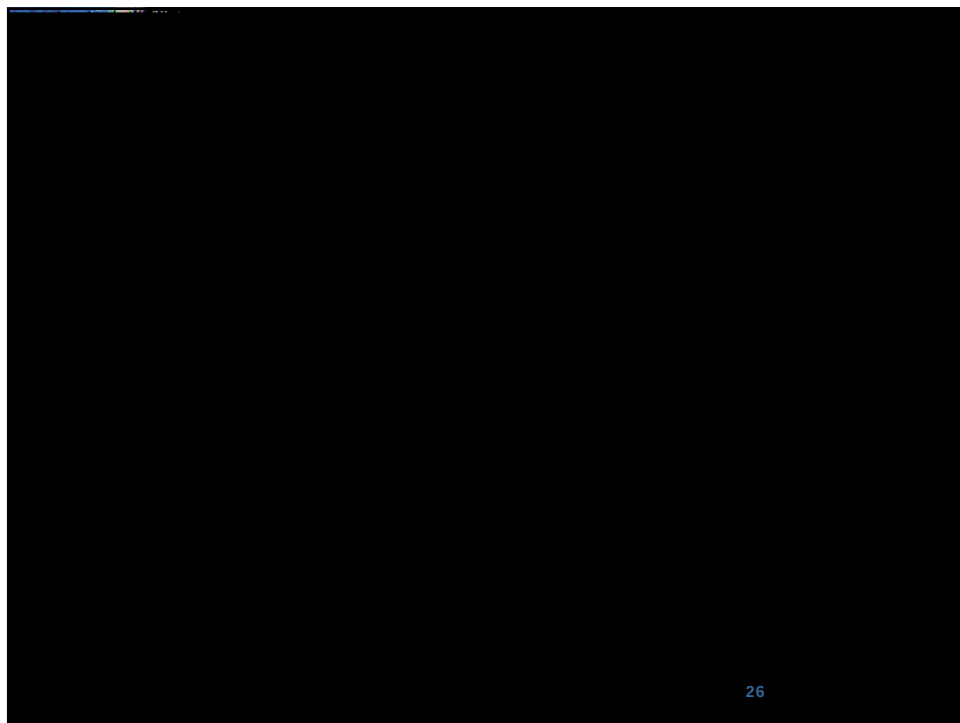
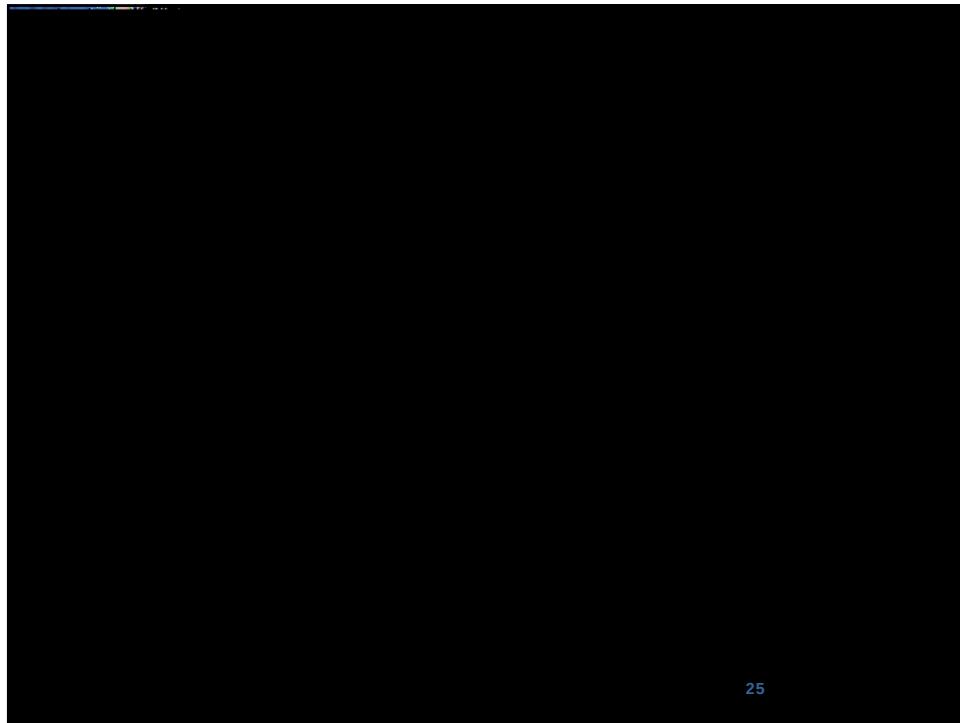
Why Not Course Grades?

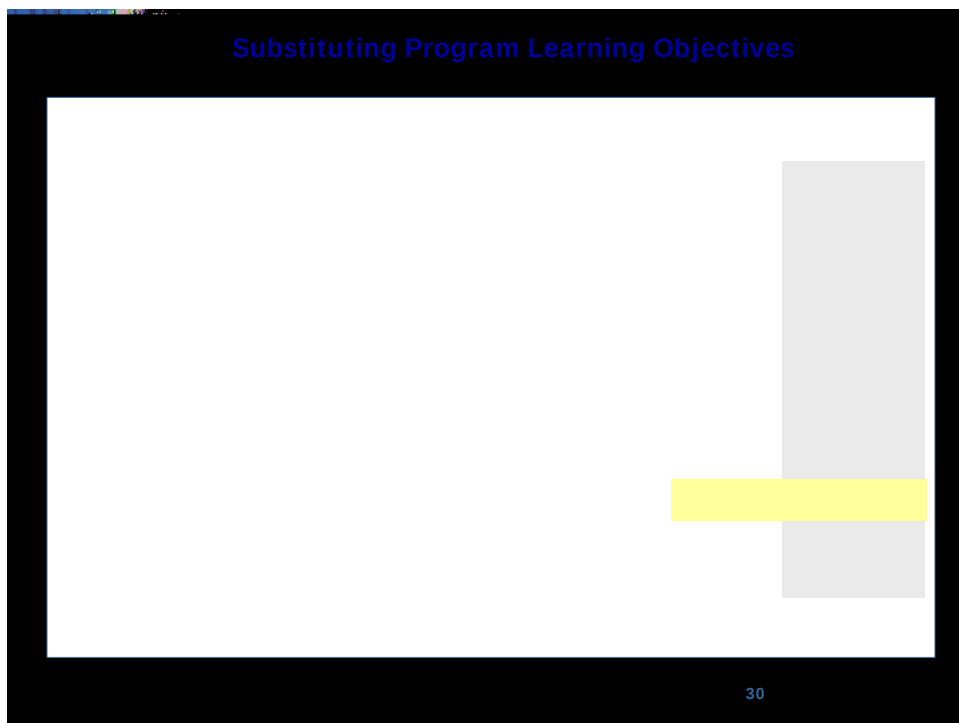
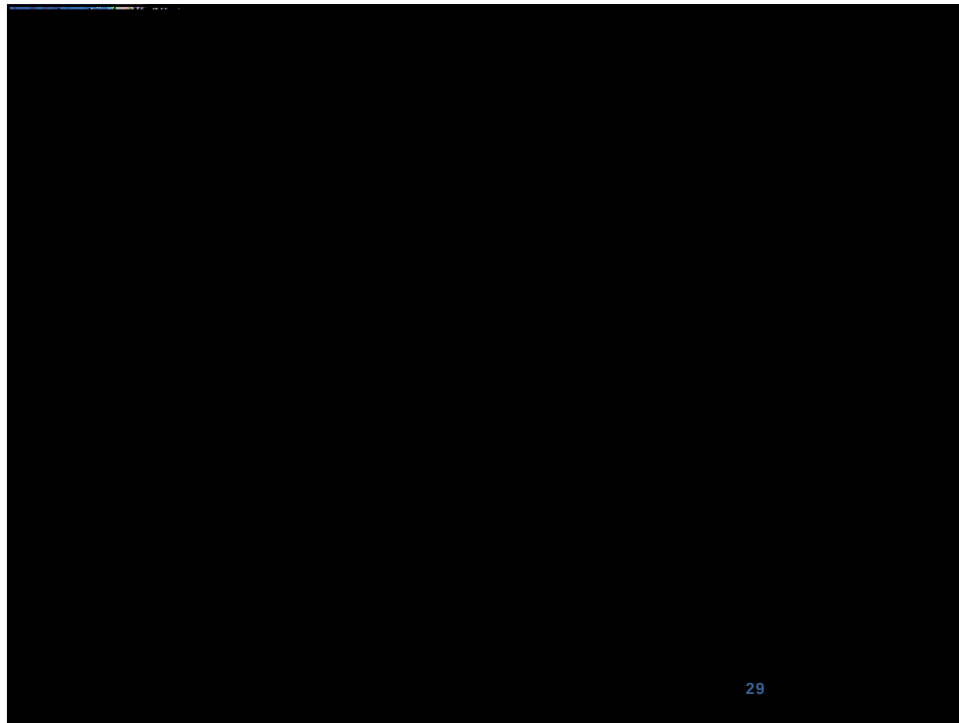
Jim Nichols' Grade Book Analogy:

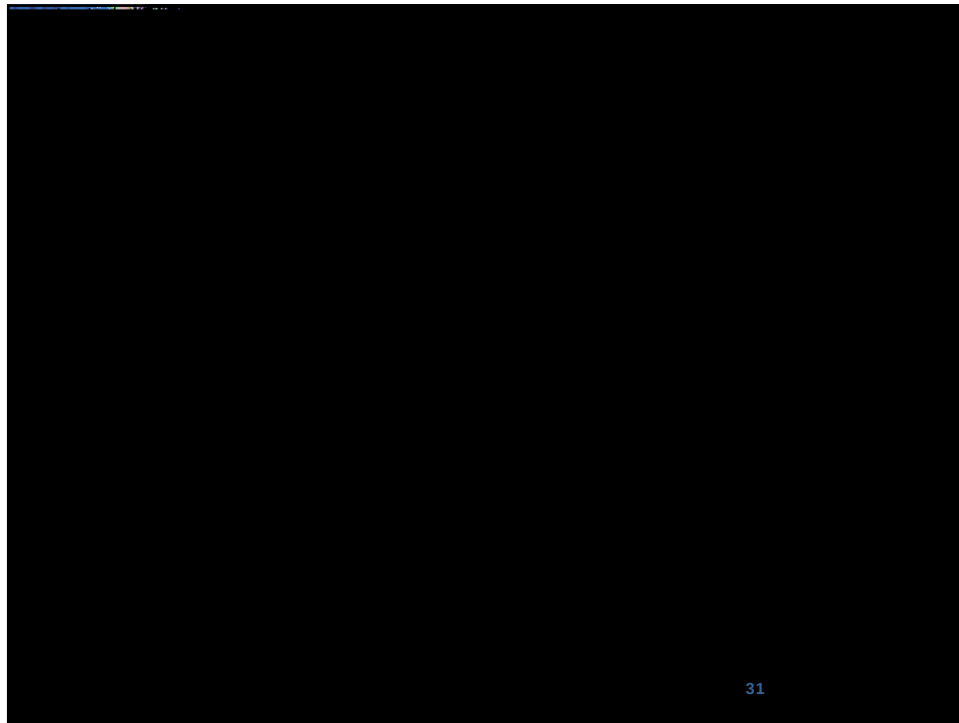
**“How you can use student performance to
assess course and/or program strengths
and weaknesses?”**

23

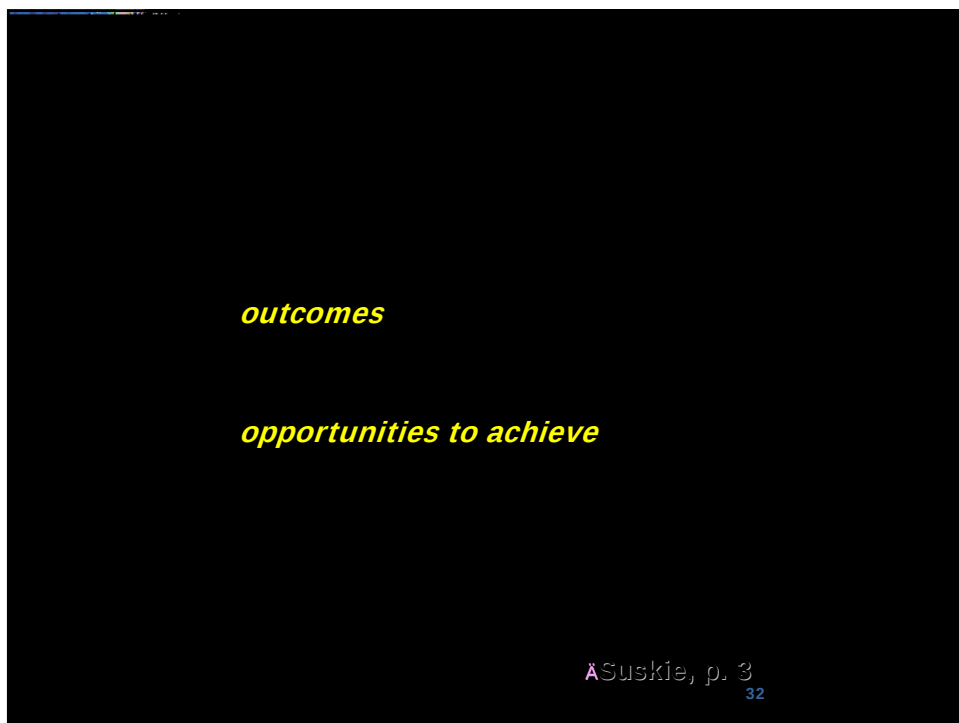
24







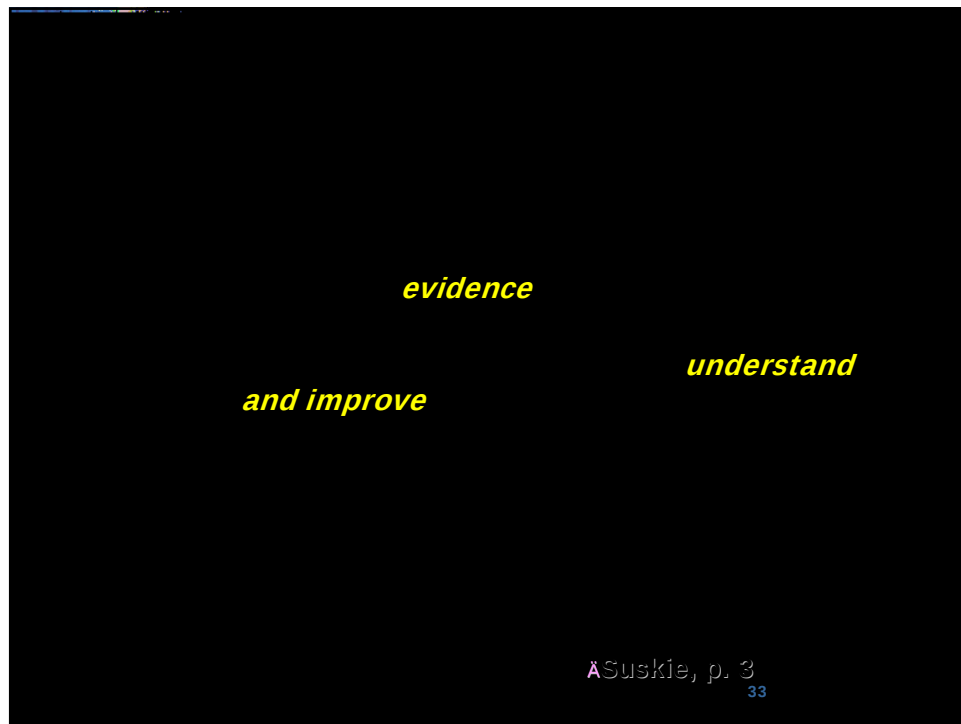
31



outcomes

opportunities to achieve

Suskie, p. 3
32



Goals

broad and abstract

destination
not the path

37

Goal

written communication

oral communication

written communication

38

Goal

critically

- Think critically

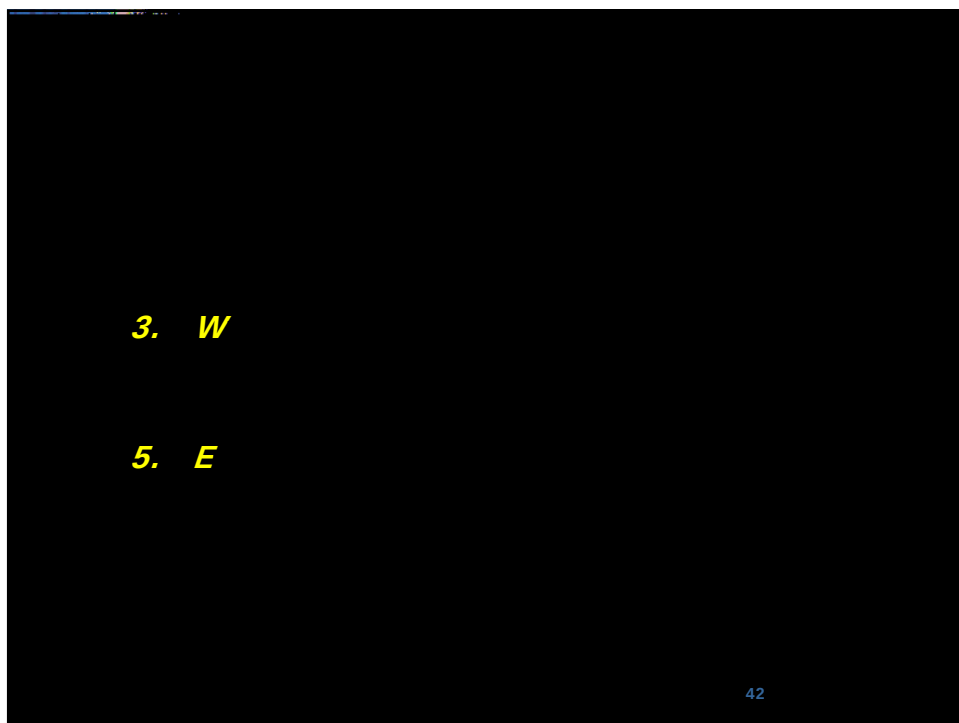
think

39

Goal

- Critically analyze
- Critically analyze

40

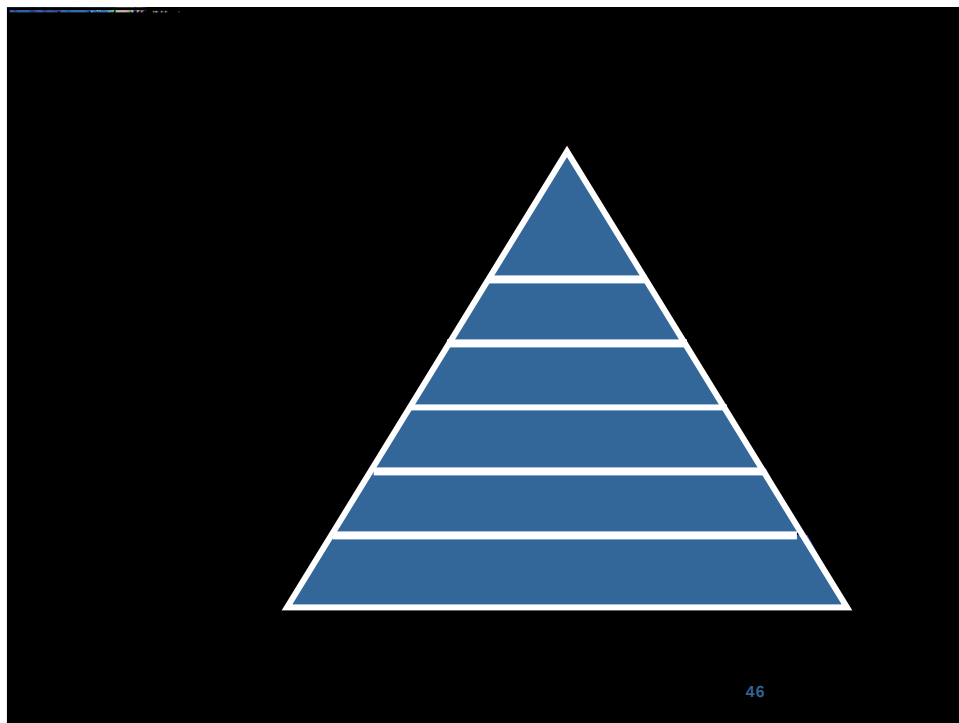
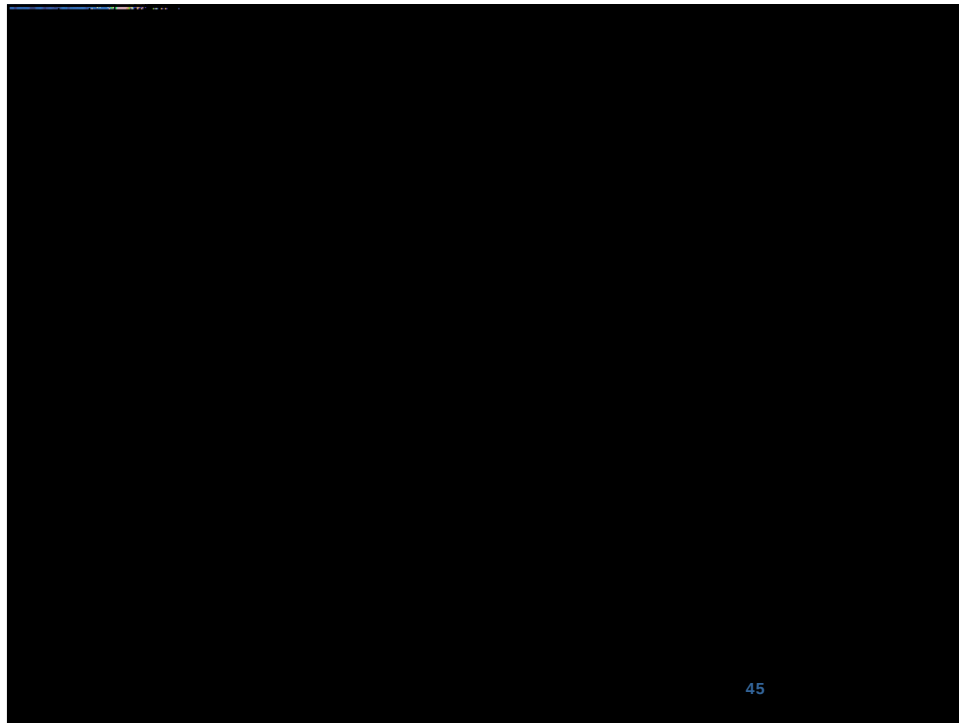


- 7. *A*
- 8. *V*
- 9. *E*

43

Outcomes

44



communicate to ourselves, students, and others:

47

- Always
 - precise and support
 - observable behavior
 - concrete action verbs
 - criteria

48

Audience:

Behavior:

Condition:

Degree:

51

- **Audience**

52

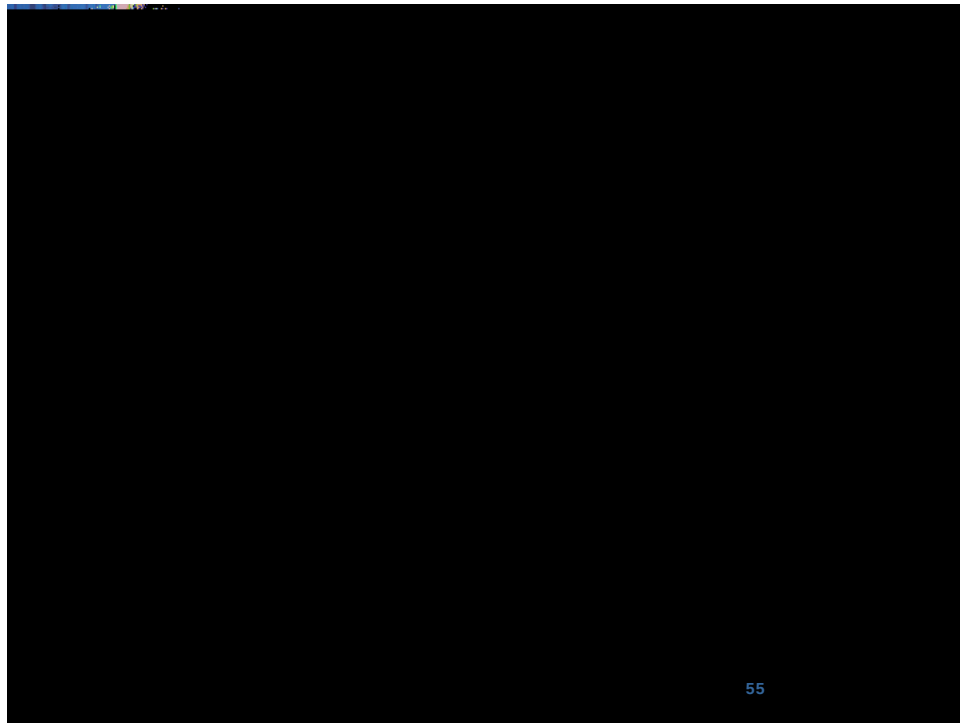
Audience

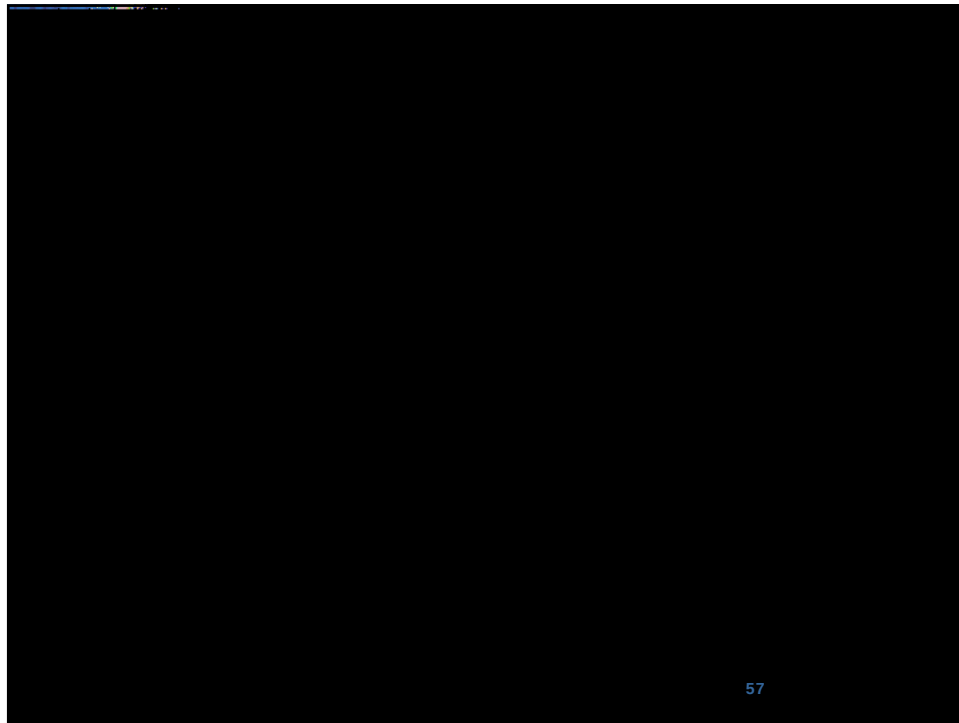
53

- **Behavior**

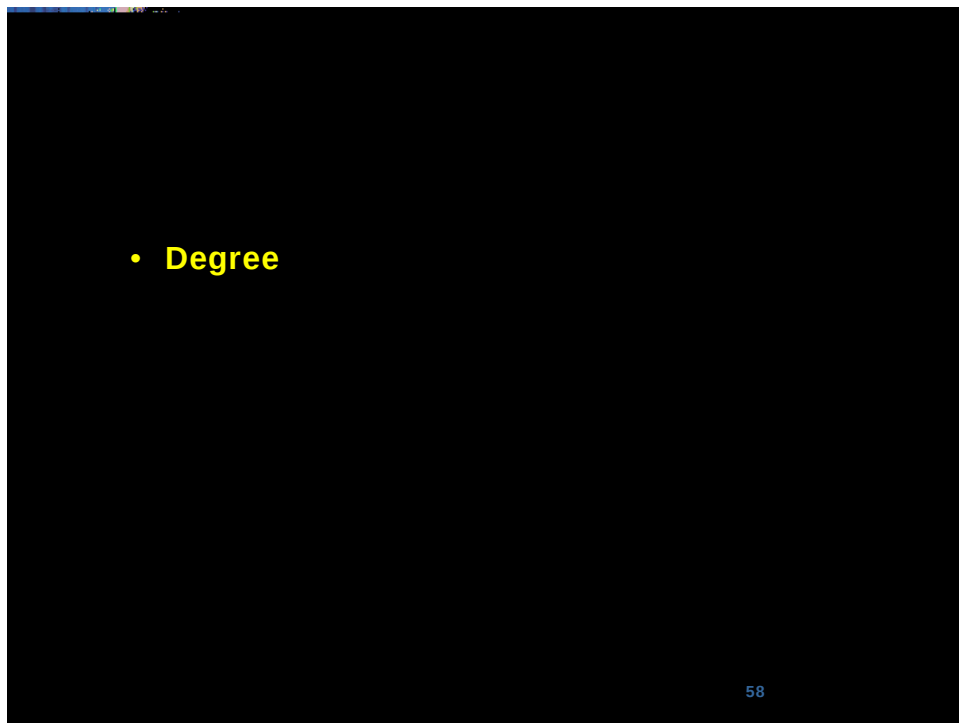
action verb

54



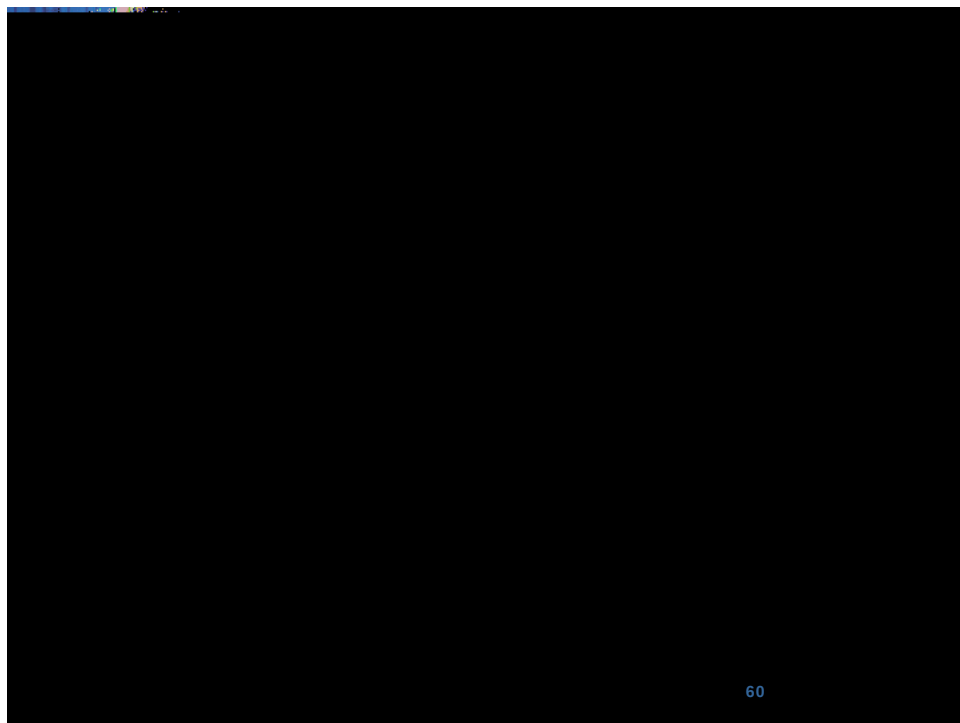
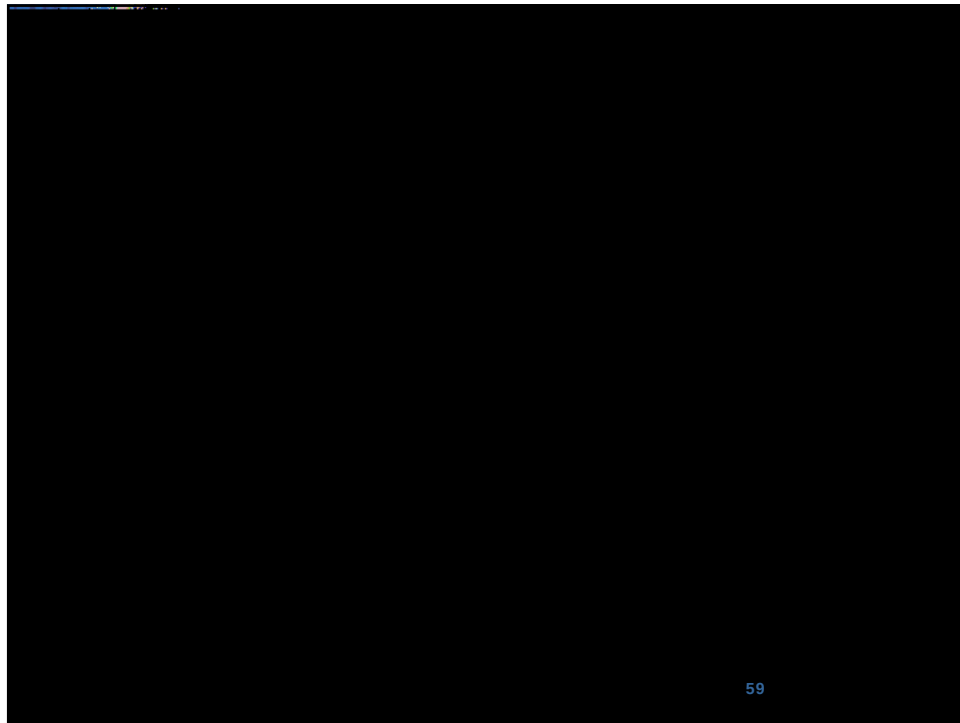


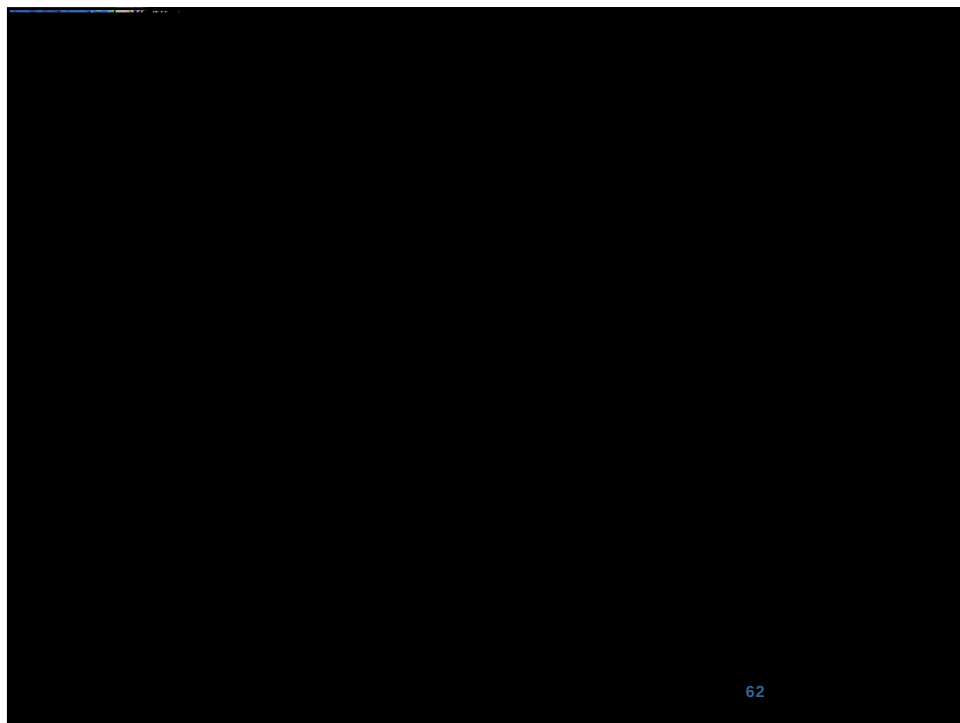
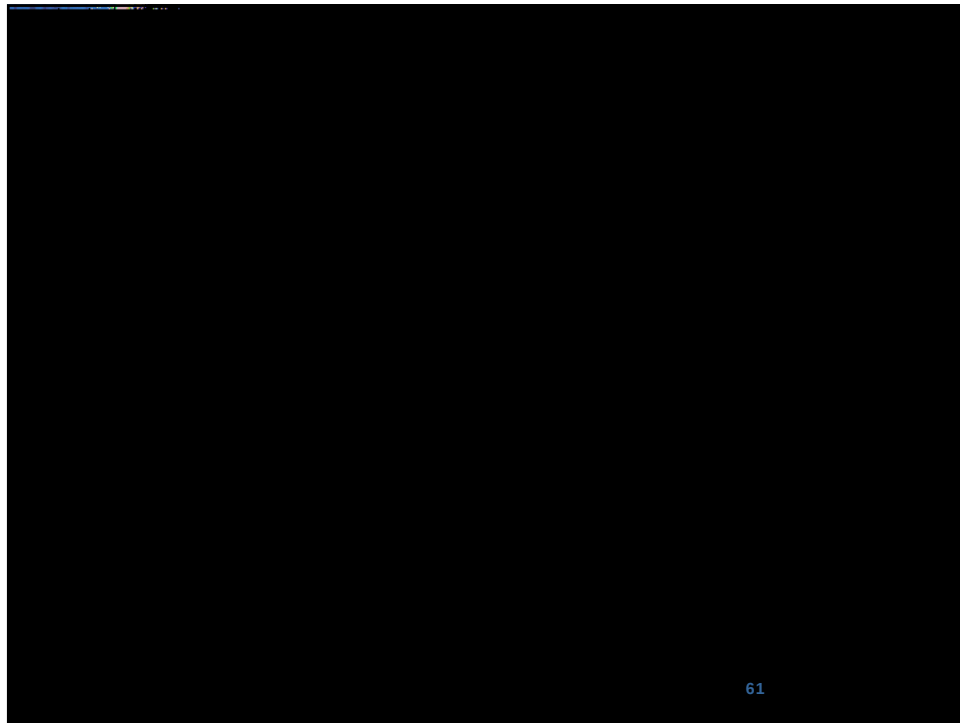
57



- Degree

58





Where Can We Find Measurable Outcomes

- ODU general education objectives
- SCHEV Competencies
- Colleagues, professional organizations, etc.
- Examples:

63

WEAVE Practice

64



