The CLO Assessment Cycle

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Amanda Ryan-Romo,
Learning Assessment Coordinator
What are “Learning Outcomes”?

Learning outcomes are clear and assessable statements that define what a student will know or be able to do at the end of a course or program.

Learning outcomes provide a focus for the classroom or program.

Provide a way for the campus to identify gaps & trends in student learning.
## Objectives vs. Outcomes

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>Course content</td>
<td>What students will know or be able to do with the course content</td>
</tr>
<tr>
<td>Numerous, specific &amp; detailed</td>
<td>End product that can be displayed and evaluated</td>
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Bloom’s Cognitive Levels

- Knowledge
  - “Remembering”
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating
Why Use Bloom’s Taxonomy?

• Provides measurement tools for thinking

• Identifies levels of acquiring and using knowledge or skills

• Pinpoints what instructors will teach and how they will go about teaching
Sample outcomes based upon the story of Goldilocks and the Three Bears

**Remember:** Describe where Goldilocks lived.

**Understand:** Summarize what the Goldilocks story was about.

**Apply:** Construct a theory as to why Goldilocks went into the house.

**Analyze:** Differentiate between how Goldilocks reacted and how you would react in each story event.

**Evaluate:** Assess whether or not you think this really happened to Goldilocks.

**Create:** Compose a song, skit, poem, or rap to convey the Goldilocks story in a new form.
The C.L.O. Cycle

1. **Define CLO**
2. **Create Assessment**
3. **Assess**
4. **Analyze results**
5. **Create plan based on results**
6. **Use plan**
7. **Use the plan**
8. **Create plan based on results**
9. **Analyze results**
10. **Make adjustments to the plan**
11. **Assess**
12. **Re-assess & report results**
13. **Define CLO**
14. **Re-assess & report results**
15. **Analyze results**
16. **Make adjustments to the plan**
17. **Assess**
18. **Re-assess & report results**

Cycle continues through all steps.
Best Practices for Making the C.L.O. Cycle Meaningful

• Fewer C.L.O.s per course (minimum 2)
• A minimum of 4 semesters spent for each C.L.O. to go through the cycle.
• More time spent creating the assessment method
• More time analyzing the results
• More time spent creating a plan and using the plan
• Use both direct & indirect assessment methods
• Use authentic assessments
Authentic Assessment Definitions

1. A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills -- Jon Mueller

2. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field." -- Grant Wiggins -- (Wiggins, 1993, p. 229).
From Non-authentic To Authentic Assessment

• Students will list the components of a good diet.
• Students perform a dietary analysis for a student-client.
• Students develop an outline of an essay.
• Students craft a persuasive letter for a legislator on an issue.
• Students describe how to work in groups.
• Students participate in a group project.
• Students list the way the products can be marketed.
• Students create a poster that markets a product.
• Students identify the parts of the scientific method.
• Students apply the scientific method to reach a conclusion.
Practical Techniques

EVALUATING DATA
Breaking Down the Cycle

Define CLO
Create Assessment
Assess
Create plan based on results
Analyze results
Use plan
Re-assess
Analyzing Results

• This is a major missing component in assessment cycles of many departments
• Emphasis has been on completing assessment
• Many results go unused
• Analysis is important because it helps to answer the “why” question. If we can’t explain “why” students are performing this way, we can’t create a solution.
Where can we analyze assessment results?

- Faculty meetings
  - Leverage Faculty Expertise
- FIGs (Faculty Inquiry Groups)
  - Bring in others impacting your outcomes
- Online discussions
  - Utilize technology to enhance dialog
- Brainstorming sessions
  - Be open to new ideas
Questions & Discussion