



STARTING DEPARTMENTAL ASSESSMENT

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OUTLINE



- SOME NECESSARY JARGON
- SETTING THE STAGE
- WHY ASSESS?
- ASSESSMENT OF MAJORS COURSES BY CURRICULUM MAPPING
- YOU WORK TO DEVELOP A CURRICULUM MAP USING YOUR CRITERIA

POSSIBLE FACULTY/DEPARTMENTAL ATTITUDES TOWARD ASSESSMENT



FEAR





TOO MUCH WORK

M.Y.O.B.



**'TOP
SECRET'**



Q. WHY ASSESS OUR CURRICULUM?



What are we teaching?

- Are we teaching what we think we're teaching?
- Are we teaching what we want to teach?
- Are students learning what we teach?



JARGON - what departmental assessment is & isn't



It is not an evaluation of individual faculty members - it is anonymous.

- 2 types - FORMATIVE & SUMMATIVE
 - **formative** - assesses the formation of the student - this is a learning tool- it is assessment FOR LEARNING - it is a teaching method



Summative assessment is characterized as assessment *of* learning - in other words what was learned & did method used to teach work

Goal vs. Outcome vs. objective

Curriculum map or matrix - what you'll start today - you decide what you want to include in your program & when & where you do it



ASSESSABILITY - How do you pick outcomes?

- start by focusing on things which can be objectively evaluated by an easy to apply method such as pre & post test or knowledge survey
- progress to more difficult to assess material perhaps w/outside instruments

Example of abstract but assessable outcome "use mental estimates to quantify, interpret & check information"



- reflective quantitative question - do your results make sense?
- explain your answer

EXAMPLE



- testing for REASONABLE answers to quantitative questions

Example of Curriculum Map - GLS Quantitative Map of Department Courses



spreadsheet developed using your criteria

<p>Q courses are shown in bold</p> <p>course</p> <p># -></p>	100				
<p>create a CONTOUR map by extrapolation from scattered data points</p>			i	l	i
<p>locate a point on a map using longitude & latitude</p>		l	l	l	i
<p>prepare & interpret facies maps to interpret environment</p>			i		

EVALUATING REASONABLENESS



MATCHING (1 point each)

- | | | |
|------------------------|---------------|------------------------|
| a. 50 thousand | b. 4 billion | c. 200 million |
| d. 2 million | e. 2 trillion | f. 3 g/cm ³ |
| g. 1 g/cm ³ | h. 2+g/cm | i. km/year |
| j. cm/year | k. m/year | l. 30 km |
| m. 60 km | n. 150 km | o. 10,000 km |
| p. 400°C/km | q. 30°C/km | r. 5°C/km |

CHOOSE REASONABLE VALUES FROM THE LIST ABOVE FOR THE FOLLOWING

1. approximate diameter of Earth
2. average geothermal gradient
3. approximate age of oldest basalts on ocean floor
4. approximate density of the mantle
5. average thickness of the continental lithosphere
6. typical rate of plate movement

EVALUATING LEVEL OF APPLICATION FOR MAJOR'S COURSES



I - students are introduced to it & may use it in a project or problem set

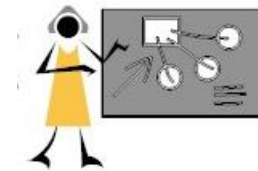
P - the method is practiced frequently & students are tested on their mastery of it.

R - the material is reinforced in a different class

PATH TO DEPARTMENTAL ASSESSMENT



someone starts the ball rolling



spreadsheet w/suggested criteria

agreed upon by departmental curriculum committee



care is taken to be sure a majority of the department is on board



department members fill out spreadsheet



data collected, analyzed & changes made where gaps exist



A lecture is a process by which the notes of the professor become the notes of the students without passing through the minds of either

R.K. Rathbun



➤ *Go through handout*

- break into groups & work on culling material you sent to decide what's assessable & what's not
- add more specifics to skills, again focusing on what is assessable
- place material in Table 2 w/reference to list of your courses using I, P, R categories