

CONTENTS

I. WHY DEVELOP OUTCOMES FOR ASSESSMENT AND LEARNING?	
<i>Why Not?</i>	<i>I</i>
Story: Difficult Beginnings	<i>I</i>
Our Approach to This Book and Outcomes-Based Assessment	<i>2</i>
A First Question: Why Now?	<i>3</i>
The Big Picture of Outcomes-Based Education	<i>4</i>
Defining Learning Outcomes	<i>5</i>
Outcomes-Based Assessment—Why?	<i>6</i>
Shifting to a Learning Paradigm	<i>7</i>
Support and Objections	<i>7</i>
Outcomes-Based Assessment—Why Not?	<i>8</i>
Concerns and Objections	<i>8</i>
Important Faculty Dialogue: Starting Points	<i>9</i>
Significant Connections: Learning Theory and Research	<i>II</i>
The Nature of Learning: Supporting Outcomes-based Assessment	<i>II</i>
Outcomes Support “Deep Learning” for Students	<i>13</i>
External Pressures for Outcomes-Based Assessment	<i>15</i>
Positive Perspectives	<i>15</i>
Building a Learning Community	<i>16</i>
Developing Academic Currency: Another Role for Outcomes-Based Assessment	<i>18</i>
A Conversation With Swarup	<i>19</i>
A Promise to Our Readers (Learners)	<i>20</i>
2. A CULTURE FOR FACULTY LEARNING ABOUT OUTCOMES-BASED ASSESSMENT	
<i>Honoring and Addressing the Realities</i>	<i>23</i>
Story: Evidence of Trust	<i>23</i>
A Culture for Faculty Learning and Empowerment	<i>24</i>
A Look at Faculty Learning Communities	<i>25</i>
A Climate of Inquiry	<i>27</i>
Starting With Your Questions	<i>29</i>
Building Communities of Inquiry	<i>30</i>
Communication and Collaboration: Honoring and Addressing the Realities	<i>31</i>
Continuous Communication in Multiple Forms	<i>32</i>

Communicating Our Purposes	33
Qualities and Principles of Assessing Learning	34
Institutional Examples of Qualities and Principles of Assessing Learning	35
Gathering Perspectives: Building Community	36
Collaboration: Involving Our Colleagues	37
From Privacy to Collaboration	38
Facilitating Collaboration (and Communication) Effectively	40
Commitment Through Ownership and Empowerment	41
Constructivist Faculty Development	41
Practical Guides for Achieving Ownership	43
A Conversation With Swarup	44
3. OUTCOMES	
<i>Articulating Our Learning Expectations</i>	49
Story: What Am I Supposed to Be Doing in This Class?	49
Outcomes—What and Why?	51
Defining Learning Outcomes—Again!	51
Dimensions of Learning Outcomes	52
Sources of Learning Outcomes	54
Goals: Translating to Learning Outcomes	54
Professional and Disciplinary Associations	55
Community Sources	56
Faculty and Students	58
Ensuring High-Quality Learning Outcomes	59
Multiple Sources and Perspectives	59
Clarity as a Beginning Foundation	59
A Final Consideration: Is It the Right Outcome?	62
Developing Outcomes: A Faculty Dialogue and Learning Process	63
Taxonomies: Support for Development	64
Prioritizing Curriculum Content	65
Final Reminders for Articulating Learning Outcomes	67
Using Outcomes to Plan Teaching and Learning, Curriculum, and Assessment	67
Outcomes as the Focus	68
Using Learning Outcomes as a Centerpiece	68
Checking Your Readiness for the Learning Outcomes	70
A Conversation With Swarup	71
4. STUDENT EVIDENCE	
<i>Designing Assignments and Assessments for Diverse Learners</i>	74
Stories: Student Interpretations of Our Assignments and Assessments	74
Designing Student Evidence: Support for Student Learning	76
Qualities of Student-Centered Assignments or Assessments	76

Moving Toward Authentic Assessment	77
Designing for Diversity	80
Gardner's Multiple Intelligences	81
Kolb's Learning Styles	82
More Differences to Consider in Assessment Designs	83
Fair Assessment Practices: Equitable Opportunities for Students	84
Formative and Summative Assessment	86
Portfolios: Engaging Learners in Assessment	88
A Conversation With Swarup	91

5. CRITERIA AND STANDARDS FOR ASSESSMENT

<i>No Longer a Faculty Secret</i>	95
Story: Students' Surprise	95
Criteria and Standards: What? Why? and How?	97
What Are Criteria?	98
Why Not Leave Criteria "Secret"?	99
How Do We Design Criteria?	101
Standards: Continuing the Learning Process	103
Standards Support Faculty Too	106
Rubrics: Another Way of Supporting Students	107
Criteria and Standards: Another Responsibility and Challenge	109
A Conversation with Swarup	114

6. FACULTY RESPONSES TO DEVELOPMENT OF OUTCOMES-BASED ASSESSMENT PROTOCOLS

Story: Learning From My Colleagues	117
Interviews: Inquiry, Motivation, Approach	118
Study Context: Faculty Learning Communities	119
Developing Criteria and Standards Through Inquiry	120
Methods	122
Implications for Individual Faculty Members, Faculty Development, and Institutions	122
Value of the Assessment Work	123
Deepening Our Own Learning	124
Refining the Outcomes	124
The Importance of an Inquiry-Based Process	125
Shared Understanding of Learning Outcomes	125
Concerns about the OBE Agenda	127
Influence of Faculty Status on Participation	128
Consideration of Learning Outcomes From a Student's Perspective	130
Summary	131
A Conversation With Amy	131

7. GOING BEYOND MAKING ASSESSMENT “PUBLIC AND VISIBLE”	135
Story: Syllabi as Communication	135
Making Assessment Public and Visible: Why Go Beyond?	138
Beyond Public and Visible to “Understood and Useful”: From Syllabi to Pedagogy	139
Beyond Public and Visible to “Connected and Meaningful”: Program Coherence and Value	147
Making Meaning of Our Program Outcomes	147
Webbing Our Program Outcomes for Connectedness	148
Program Review Processes: Toward Meaningful and Connected	149
Ensuring Public and Visible: From First-Year Experiences to Graduation	150
A Conversation With Swarup	153
8. ALIGNMENT	
<i>Making Explicit Connections Between Teaching Decisions and Learning Outcomes</i>	156
Story: Comparing Perceptions	156
Alignment of Teaching and Curriculum With Learning Outcomes	158
Reasons for Studying Alignment	159
Initial Experiences: Easing Faculty Into Assessment	160
Directions for Using Course Alignment Grids	162
What to Look for in an Alignment Grid: Analyzing the Data	162
Gaps in the Alignment	165
Patterns in the Alignment	165
Integration of Curriculum and Pedagogy	166
Benefits of Course Alignment Processes	166
Continued Use of Course Alignment Projects	168
Possible Extensions of Alignment for Expanded Improvement	169
Program Alignment: A Larger Coherency	169
Going Beyond Alignment: A Simple Check on Learner-Centered Courses and Curriculum	170
Reflections from Faculty: Impact of and Insights on Alignment	173
9. REVIEWING AND ANALYZING STUDENT EVIDENCE	
<i>Constructivist Faculty Development</i>	176
Story: Faculty Know Best	176
Rationale for the Collaborative Analysis of Student Work	178
Evidence of Student Learning	179
A Common Understanding of Outcomes, Criteria, and Standards	180
Connecting Teaching and Assessment Activities to the Learning Outcomes	181
Benefiting From Collaboration	182

Qualities of the Process of Collaborative Review of Student Work	<i>183</i>
Making It Inquiry Based	<i>183</i>
Engaging Faculty with Valuable Experiences	<i>184</i>
Drawing on Faculty Expertise	<i>184</i>
Understanding the Value of Collaboration	<i>185</i>
Process: Practical Issues to Consider	<i>186</i>
Determining the Purpose	<i>186</i>
Providing Institutional Support	<i>187</i>
Selecting Examples of Student Work	<i>188</i>
Providing Good Facilitation	<i>189</i>
Building Rapport and Trust	<i>190</i>
Developing a Method	<i>190</i>
Results of Collaborative Assessment of Student Work: Learner-Centered	
Decisions	<i>193</i>
A Conversation With Amy	<i>197</i>
IO. FACULTY RESPONSES TO ASSESSMENT OF STUDENT EVIDENCE	<i>201</i>
Story: Scientists Discover Grading Rubric Out of Alignment	<i>201</i>
Interviews: Inquiry, Motivation, Approach	<i>202</i>
Rationale for My Second Interview Study	<i>202</i>
Methods for the Interview Study	<i>203</i>
The Process of Analyzing Student Work	<i>205</i>
Response Themes	<i>206</i>
Building Consensus on What Learning Outcomes Mean to Faculty	<i>206</i>
Fear and Vulnerability	<i>207</i>
Bias	<i>209</i>
Aligning Teaching and Assessment With Learning Outcomes, Criteria, and Standards	<i>210</i>
Changes in Teaching, Assessment, and Reflection on Pedagogy	<i>211</i>
Peer Review and Collaboration	<i>212</i>
The Value of OBE	<i>212</i>
Benefits and Value	<i>213</i>
Implications of the Collaborative Review Process for Individual Faculty Members, Faculty Development, and Institutions	<i>215</i>
A Conversation With Amy	<i>217</i>
II. MOVING TO OUTCOMES-BASED ASSESSMENT AND LEARNER-CENTERED EDUCATION THROUGH THE SCHOLARSHIP OF TEACHING, LEARNING, AND ASSESSMENT	<i>220</i>
Preparation Phase: Beginning to Think About Outcomes-Based Assessment (chapter 1)	<i>223</i>

Examining Your Work Culture (chapter 2)	225
Shifting to Outcomes (chapter 3)	226
Getting Beyond Final Exams (chapter 4)	227
Pulling Those Expectations Out and Public for Students (chapter 5)	228
Designing a Syllabus That Informs, Supports, and Is Aligned with Learning Outcomes (chapters 7 and 8)	229
Learning About Teaching From Students' Work (chapter 9)	230
Summary	232
FACULTY TEACHING VIGNETTE ONE	
<i>Connection, Reflection, and Assessment: Assessing Learning Outcomes in a Multicultural Conflict Resolution Course</i>	235
FACULTY TEACHING VIGNETTE TWO	
<i>Graphic Organizers Guide Students to Achieve Multiple Learning Outcomes: Constructing Meaning in a Community-Based Watershed Restoration Course</i>	239
FACULTY TEACHING VIGNETTE THREE	
<i>First-Year Seminar: Orienting Students to Outcomes-Based Education</i>	249
COMMENCEMENT SPEECH	257
ASSESSMENT WEB SITE RESOURCE LIST	263
GLOSSARY	265
ANNOTATED BIBLIOGRAPHY	267
INDEX	269