

Assessing Learning Outcomes in Online Graduate Education

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Session Purpose

- Graduate deans often have responsibility for assisting faculty with identifying learning outcomes and with integrating tools for measuring the acquisition of skills and learning into course design and instructional practice.
- This session will cover a range of approaches, tools, and issues specific to the assessment of online graduate education.
- Specific examples (e.g., portfolios, case studies, simulations, and student portfolios) and disciplinary differences will be discussed.

BACKGROUND

Online Learning Is Linked to Transformative Dynamics In Higher Education

- Access
 - Affordability
 - Accountability
 - Accreditation
 - **Assessment**
-

Terminology Related To Online Learning

- Distance Education
- Online Learning
- Blended or Hybrid Learning
- E-learning
- Networked Learning
- Mobile Learning
- Massively Open Online Courses (MOOCs)
- Learning Management Systems
- Social Media, Web 2.0 Tools, Wikis
- Outsourcing

Education Has Become A Blend Of Online And Face-to-Face Delivery

- Asynchronous delivery in which students can work on course material at any time or location is critical for distance education programs.
- Synchronous events such as online lectures, webinars, and telephonic or computer-mediated discussion groups can be linked to asynchronous delivery.
- U.S. Department of Education's 2009 meta-analysis of rigorous research designs supports the conclusion that blended delivery is associated with the most positive learning outcomes in comparison to instruction that is done solely in class or online.

Factors Affecting Online Learning Assessment

- More diverse graduate student body
- New instructional tools (e.g., Web 2.0)
- Student readiness for independence in online learning

Valid Assessment of Learning Outcomes

- Academic rigor and integrity of course design and delivery
- National, regional, professional association standards
- Curriculum mapping

Foundations for Assessing Online Learning

- Specify measurable learning objectives (e.g., Bloom's taxonomy)

Lower-Order Skill	Knowledge	Define, recall, recognize
	Comprehension	Describe, review, explain
Higher-Order Skill	Application	Demonstrate, use, illustrate
	Analysis	Differentiate, calculate, relate
	Synthesis	Reconstruct, modify, devise
	Evaluation	Assess, defend, interpret

Creating *Measurable* Learning Objectives

Measurable terms

- Define
- Describe
- Demonstrate
- Explain
- Build
- Analyze
- Choose
- Solve

Unclear terms

- Understand
- Appreciate
- Respect
- Become familiar with
- Review
- Explore
- Investigate
- Discuss

Traditional Tools Work for Assessing Online Learning

- Quizzes, exams
- Problem solving assignments
- Papers
- Case studies
- Simulations, role playing

Alternative Tools for Assessing Online Learning

- Discussion forums
- Wikis
- Blogs
- Web-based lab assignments
- Portfolios

Academic Integrity/Honesty

- Instructors highlight current policies on academic integrity in all courses
- Cumulative assignments
- Plagiarism checking services
- Technical authentication through CMS
- Regional site proctoring

Curriculum Mapping, Program and Course
Learning Objectives

Tools For Assessing Learning In Online Graduate
Education

**THE FOCUS OF THIS
WORKSHOP**

Curriculum Planning, Program and Course Learning Objectives

PART 1

Integrate assessment into course design and instructional practice

LEARNING OUTCOME 1

Overview of Curriculum Planning

- Step 1
 - Begin with your program competency model or stated learning objectives.
 - Learning outcome statements are often found in your catalog.
- Step 2
 - Derive measurable program level learning outcomes.
 - The key is measurability. You also have a choice at what level to measure.
- Step 3
 - Map these learning outcomes to your curriculum (courses).
 - Think about the flow of the student through the program and determine where learning objectives will be introduced, built upon, and assessed.

Measurable Learning Objectives

- A useful program level learning objective describes what the learner will know and be able to do upon graduation in measurable terms.
 - Each program level learning objective will support a broader competency or institutional learning goal.
 - Course learning objectives support the program level learning objectives and describe in greater specificity what the learner must know or be able to do in order to achieve the program learning objectives.

Creating useful learning objectives

- They are specific, clear, and learner centered.
 - They are stated in terms of what the learner can do.
 - They describe a particular competency under particular conditions.
 - They describe the degree of competency required, either by explicitly stating the standard, or by reference to an obvious standard.
 - They are measurable.

Creating a Curriculum Map

- Create two tables
 - Program Learning Objectives by Course
 - Course by Program Learning Objectives

Sample Curriculum Map

Program Learning Objective by Course

Institutional Learning Goal	Program Competency	Program Learning Objective	Course	Course Name
Institutional Learning Goal: Professional Behavior	AL. 2. Professional Behavior and Ethics	AL.2.a. Negotiate standards for performance	AL403 AL405	Influencing and Negotiating Your Way to High Visibility and Achievement Faculty Governance and Institutional Leadership in HBCUs
		AL.2.b. Network and build coalitions	AL403	Influencing and Negotiating Your Way to High Visibility and Achievement
		AL.2.c. Manage regulatory affairs and legal issues in an academic setting	AL405	Faculty Governance and Institutional Leadership in HBCUs

Sample Curriculum Map

Course by Program Learning Objective

Course ID (To be Assigned)	Description	Program Learning Objectives
<p>AL403. Influencing and Negotiating Your Way to High Visibility and Achievement</p>	<p>Course Description: (Runs concurrently with "Practicum 3.") This course covers specific skills needed by women of color to build a leadership career in academia. It focuses on specific strategies necessary for overcoming competition and obstacles. (Three Credits)</p>	<p>AL.2.a. Negotiate standards for performance AL.2.b. Network and build coalitions AL.3.a. Negotiate the hierarchy for leadership roles within Historically Black Colleges and Universities (HBCUs), including the hierarchies within the STEM fields. AL.3.c. Resolve conflict among and between academic and institutional departments AL.6.a Influence, empower, and mentor others</p>

Tools For Assessing Learning In Online Graduate Education

PART 2

Step 4: Rubrics

- To consolidate student learning assessment results at the college or university level, a rubric framework must be consistent across programs.
 - Point scales must be the same across levels to allow for aggregation (roll-up)
- Rubrics must be developed that describe in measurable terms what a student can do at any given level.
 - Ideally, rubrics are consulted during the construction of course content.
 - Rubrics work best if faculty participate in their construction.

Sample Institutional Level Objective Rubric (3 point scale)

All Fielding students are expected to develop competencies in a number of areas. Please evaluate the extent to which you perceive this student has demonstrated each competency below in this Knowledge Area.

Diversity: Understanding of alternative points of view, diverse worldviews and/or epistemologies

- Needs improvement: Focuses solely on the culturally dominant points of view and does not articulate alternative perspectives.
- Competent: References a range of alternative perspectives along with dominant perspectives and provides sound scholarly-practice reasons for choosing the perspective or perspectives of focus.
- Strong: Outlines the key alternative perspectives available in the scholar-practitioner community and provides comparisons and contrasts among them. The work offers a substantial integration of dominant and alternative perspectives, a new theory that overcomes the shortcomings of existing approaches, or both.

Sample Competency Level Objective Rubric (3 point scale)

All Human & Organization Development doctoral students are expected to develop competencies in a number of areas. Please evaluate the extent to which you perceive this student has demonstrated each competency below in this KA.

Knowledge of the relevant scholarly literature, primary and secondary sources, cross-disciplinary knowledge of literature where appropriate.

- Needs improvement: Does not include the minimum expected knowledge and understanding of the scholarly literature in the area under study. It relies too heavily on secondary sources, shows poor understanding of the differences between primary and secondary sources, or both; it does not include significant relevant cross-disciplinary knowledge.
- Competent: Demonstrates minimum expected knowledge and understanding of the scholarly literature in the area under study, uses primary sources appropriately and includes relevant cross-disciplinary knowledge.
- Strong: Demonstrates knowledge, understanding and analysis of a broad range of the scholarly literature in the area under study; shows in-depth understanding of primary and secondary sources and uses them appropriately throughout the work; shows foundational understanding of the key ideas from the relevant cross-disciplinary literature.

Sample Program Learning Level Objective Rubric (4 point scale)

Competency	Performance Level 1 (Novice)	Performance Level 2 (Internship)	Performance Level 3 (Entry-level)	Performance Level 4 (Graduate)
<i>AIO1. Research methods and statistics</i>	Searches in non-scholarly places like Google or Wikipedia, finds no scholarly research, or scholarly research that is found is not relevant; does not identify classic and/or new, leading edge research	Identifies sources of relevant, scholarly research, and waits for direction from supervisor before proceeding; rarely indentifies classic scholarly and/or new, leading edge research.	Identifies sources of relevant, scholarly research, and actively seeks direction and clarification from supervisor during the research process; identifies some classic scholarly research as well as leading edge research	Proactively searches for relevant research in published literature using well-established databases without prompting or much consultation; identifies key classic scholarly research as well as new, leading edge scholarly research
	AIO1.a The student is able to search for relevant research in the published literature using appropriate databases.			

Embed assessment in curriculum

- Link learning objectives to standardized assignments within the course.
 - Sometimes called "signature assignments," they are used in every section of the course
 - They are developed by faculty who teach the courses
- Train faculty to use the rubric and software (if available); phase in data collection.

Using data to improve student learning

- Create reports by competency and learning objective.
- Evaluate achievement of learning objective against pre-determined criteria.
- Examine in curriculum where learning objective mastery is falling short; plan corrections.

SIGNATURE ASSIGNMENTS AND DATA COLLECTION

Example signature assignments

- At the course level (formative)
 - Case study
 - Annotated Bibliography
 - Research Forum
 - Scaffolded Capstone
 - Client deliverable
 - Live Presentation
- At the program level (summative)
 - Action Research Project
 - Comprehensive Exam
 - Portfolio

Case study

- This commonly used assessment presents the students with a problem-based scenario, usually without a “right answer.” This can be used to assess:
 - Application of theory to practice
 - Teamwork/Facilitation skills
 - Critical thinking skills

Annotated Bibliography

- These assignments are often used as preparation to write a literature review for a thesis or dissertation. They can be used to assess:
 - Research skills
 - Writing skills
 - Critical thinking skills
 - Content knowledge

Research Forum

- This is an interactive assignment, where a student brings to class a published study on a topic of interest and presents it to the class for discussion. This is useful for assessing:
 - Application of theory to practice
 - Content knowledge
 - Facilitation skills
 - Research skills

Scaffolded Capstone

- This is actually a series of assignments, where students build out portions of a larger assignment as the course progresses. Each intermediate assignment receives feedback. The final, integrated assignment is assessed. Can be used to assess:
 - Application of theory to problem solving
 - Skill mastery
 - Ability to use feedback
 - Ability to write client-ready reports or proposals

Live Presentation

- Limits
 - Synchronous events hard to schedule across time zones
 - Some programs do not allow mandatory synchronous events
- Adaptations
 - Break class into groups of one presenter, two participants and one observer with a rubric to take notes.
 - Record each session and upload for faculty review. Keep sessions short.

Client deliverable

- This is often used to assess skill development for writing client-ready work such as:
 - Response to request for proposal
 - Assessment reports
 - Marketing programs
 - Strategy proposals
 - Threat assessments

Action Research Project

- This type of project can be used in place of a thesis or capstone project. It requires the student to identify a problem or an issue, collect data, research best-practice or evidence based solutions or approaches, and propose a detailed solution to the problem. Can be used to assess:
 - Evidence-based problem solving
 - Content knowledge
 - Research skills
 - Writing skills

Comprehensive Exam

- Used most often at the doctoral level, these exams are summative measures used to assess student mastery of program learning objectives. They can include:
 - Essay questions
 - Simulations
 - Role-plays with confederates
 - Work samples
 - Presentations

Portfolio

- Many accredited programs require portfolios to be built by students (for example, School Psychology) as examples of mastery of program competencies. Portfolios are collections of work samples that are evaluated by faculty to meet minimum performance samples. They may include:
 - Written work, such as assessment reports
 - Audiovisual recordings of performance work, such as a recital
 - Photographs of work product, such as structures or sculpture
 - Evidence of use of skills in public arenas, such as programs or newspaper clippings

Example: Technology based data collection

- Pearson Learning Outcome Manager
 - Add-on to eCollege Learning Suite
 - Requires a hierarchical learning outcome structure
 - Requires standardized rubrics with consistent point structure
 - Requires that signature assignments be graded in eCollege gradbook
 - Customizable reports

Repository Structure Pearson LOM

Name (# of Groups)	Learning Statement Label	Edit	Delete
Institutional Goals (1)	Goals		
└ Program Competencies (3)	Program Competencies		
└ Program Learning Objectives (35)	Program Learning Objectives		
└ Course Objectives (35)	Course Objectives		

There are four levels within the Repository. Each level has a set of groups specific to that level. Groups are used to differentiate between items within a level. It is important to understand the difference between the use of these two labels, as well as that groups are different at each level within the Repository.

You will be adding to 2 levels within the Repository: 1) new Program Competencies and 3) new Program Learning Objectives. Rubrics that assess those Program Learning Objectives into the Repository are not considered a level within the Repository and are added to the Program Learning Objective level.

LOM in a Course: LOM under Course Home

The screenshot shows a web browser window with the URL "EIO 523 Employee Selection - LOM". The page header includes "TheChicagoSchool of Professional Psychology" and "EIO 523 Employee Selection - LO". A navigation bar contains links for "Tools", "Course Admin", "Gradebook", "Email", "Live", "Doc. Sharing", "Dropbox", "Journal", "Webliography", and "Tech Support".

On the left, a sidebar menu lists various course components. "Learning Outcomes" is circled in green. Other items include "Description", "Course Schedule", "Capstone Project", "Introductions", "What does this mean", "Technical Information", "Writing Resources", "TCS Library", "Instructor Notes*", "Week 1", and "Week 2".

The main content area is titled "Course Admin" and features three tabs: "Course Information & Preferences", "Course Enrollment", and "Group Management". A red arrow points from the "Learning Outcomes" link in the sidebar to the "Course Information & Preferences" tab.

Under the "Course Information & Preferences" tab, there is a table of settings:

Course Information & Preferences	
General Information & Settings	Edit general preferences such as Course Title, Instructor Title, Teaching Assistant Title, Unit Heading, and Unit and Content Item navigation preferences.
Enable/Disable Tools	Enable or disable course tools.
Threaded Discussion Preferences	Edit locking and editing preferences for threaded discussions.
Course Scheduler	Assign/modify all unit and item dates in a single location.

“Learning Outcomes” appears as a page under “Course Home” in the course.

LOM in the Gradebook

https://frameset.next.ecollege.com/(NEXT(3d0937a62f))/Main/AllMode/Fram...

https://frameset.next.ecollege.com/(NEXT(3d0937a62f))/Main/AllMode/FramesetHy

Week 5: Written Assignment: Week 5 | OUTBOX

Numeric Grade: 25 / 25 pts

Letter Grade:

Return to student upon closing

Outcome assessment: Overall Weighted Score: 75% [Assess Outcomes](#)
M.IO.PC2.d: 3/4 (75%)

Please see comments in the attachments.

Attachments: [Add/Remove](#)

Save Save & Next Save & Close Cancel

Details

Author	Date/Time *	Delete
Noelle Newhouse	6/9/2011 5:37 PM	

Internet | Protected Mode: Off 100%

Open the assignment for a student and click here to access LOM and make assessments

LOM in the Gradebook

https://frameset.next.ecollege.com/(NEXT(3d0937a62f))/Main/AllMode/FramesetHybrid/GeneralFrames - Windows Internet Explo...

https://frameset.next.ecollege.com/(NEXT(3d0937a62f))/Main/AllMode/FramesetHybrid/GeneralFramesetView.ed

Week 5: Written Assignment: Week 5 | OUTBOX

Numeric Grade: 25 / 25 pts

Letter Grad **1**

Rating chosen is indicated here

Overall Weighted Score: 75%

M.IO.PC2.d: The student is able to utilize the relevant findings and res **2** om research articles to develop organizational solutions.

Comments:

Outcome's Weighted Score: 3/4

2

Criteria:	Strength (Weight %)	1 (Novice)	2 (Internship)	3 (Entry-level)	4 (Graduate)	Comments
M.IO.PC2.d.01:	x 1 (100%)	Designs interventions based on popular press "best practice" fads with no generalizability; may also use conjecture, or personal experience	Designs or develops interventions based predominantly on appropriate research with some popular press or anecdotal evidence mixed in	Develops sound intervention recommendations based on appropriate and relevant research	Supervises others in the development of interventions based on appropriate and relevant research; brings research from other disciplines to the discussion	Score: 3(Entry-level) Weighted Calculat:

Make ratings by clicking on the box for the rating you want or using the drop-down menu on the right.

LOM in the Gradebook

Within the Gradebook, you can tell which assignments are linked to a PLO.

The screenshot shows the 'Research Methods ONLINE' Gradebook interface. At the top right, it says 'Instructor: Noelle Newhouse' and lists various tools like 'Course Admin', 'Gradebook', 'Email', 'Live', 'Doc Sharing', 'Dropbox', 'Journal', 'Webiography', 'Tech Support', and 'Help'. Below this, the 'Gradebook' section has tabs for 'View Gradebook', 'User Activity', and 'Setup Gradebook'. The current view is 'Week 5: Quasi-Experiments'. There are controls for 'Sort By: Last Name' and 'Display: rows per page'. The main table has columns for 'Points Possible', 'Discussion 5', 'Assignment: Week 5', 'Week 5: Earned to Date', and 'Week 5: Total Possible'. A red arrow points to the 'Assignment: Week 5' column header, which has a small icon next to it, indicating a link to a PLO. The table contains 9 rows of student data.

Points Possible:	Discussion 5 25 pts.	Assignment: Week 5 25 pts.	Week 5: Earned to Date	Week 5: Total Possible
	25/25	25/25	50/50 (100%)	50
	22.50/25	25/25	47.50/50 (95%)	50
	25/25	25/25	50/50 (100%)	50
	25/25	25/25	50/50 (100%)	50
	25/25	25/25	50/50 (100%)	50
	25/25	25/25	50/50 (100%)	50
	22.50/25	25/25	47.50/50 (95%)	50
	25/25	25/25	50/50 (100%)	50
	25 pts.	25 pts.		

LOM in a Course: Select and Add Course-Mapped PLOs

The screenshot shows the Learning Outcome Manager interface. A red arrow labeled '1' points to the 'ID starts with:' dropdown menu. Another red arrow labeled '2' points to the text input field containing 'M.AIO.PC5.a'. A third red arrow labeled '3' points to the 'Go' button. A fourth red arrow labeled '4' points to the 'Add to Course' button in the table below. The table has a header '1 - 1 of 1 Learning Statements' and contains one row with a checkbox, ID 'M.AIO.PC5.a', description 'The student recognizes ethical considerations and follows ethical guidelines in all areas of practice.', and associated IDs 'D.BC.DBC15; M.AIO.PC5;'. Buttons 'Add to Course', 'Save and Add Another', and 'Cancel' are visible at the top and bottom right of the interface.

Next to "Learning Statement," choose "ID Starts with:" from the drop-down menu and type in the Learning Statement ID. Click "Go." The PLO will appear at the bottom. Check the box next to the PLO in the lower part of the window. Then click "Save and Add Another" to add more PLOs or "Add to Course" if you are finished adding PLOs to your course

LOM in a Course: PLOs added to Course

The Chicago School of Professional Psychology

EIO 523 Employee Selection - LO

Tools Course Admin Gradebook Email Live Doc Sharing Dropbox Journal Weblogography Tech Support

Course Author

Course Home

Learning Outcomes

Syllabus

Course Description

Course Schedule

Capstone Project

Introductions

What does this mean

Technical Information

Writing Resources

TCS Library

Instructor Notes*

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7







Learning Outcomes (HIDDEN TO STUDENTS)

Outcome Summary Outcome Management Toolbox

Add Learning Statements

The Chicago School of Professional Psychology

- Institutional Goals
- Program Competencies
- Program Learning Objectives

M.AIO.PC5.a: The student recognizes ethical considerations and follows ethical guidelines in all areas of practice.	Linked Content/Tasks: 0	Presented: 0	Assessed: 0 (%)	 
M.AIO.PC8.a: The student is knowledgeable of the different types of assessments used for personnel selection, performance appraisal, leadership development, employee opinion surveys, individual assessment, cultural assessment, team development, etc.	Linked Content/Tasks: 0	Presented: 0	Assessed: 0 (%)	 
M.IO.PC7.a: The student is able to develop assessment, intervention, and evaluation strategies that are both: 1) consistent with the pragmatic constraints and opportunities of a real-world situation and 2) drawn from relevant research and theory in I/O psychology.	Linked Content/Tasks: 0	Presented: 0	Assessed: 0 (%)	 

Next, link each PLO to an assignment in the course by clicking on the “Edit” button (looks like a sheet of paper with a pencil), which is the second to last button to the right of the PLO. Do not click on the red button, as this is the delete button.

LOM in a Course: PLOs added to Course

The Chicago School of Professional Psychology

EIO 523 Employee Selection - LO

Tools Course Admin Gradebook Email Live Doc Sharing Dropbox Journal Weblogography Tech Support

Course Author

Course Home

Learning Outcomes

Syllabus

Course Description

Course Schedule

Capstone Project

Introductions

What does this mean

Technical Information

Writing Resources

TCS Library

Instructor Notes*

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7







Learning Outcomes (HIDDEN TO STUDENTS)

Outcome Summary Outcome Management Toolbox

Add Learning Statements

The Chicago School of Professional Psychology

- Institutional Goals
- Program Competencies
- Program Learning Objectives

M.AIO.PC5.a: The student recognizes ethical considerations and follows ethical guidelines in all areas of practice.	Linked Content/Tasks: 0	Presented: 0	Assessed: 0 (%)	 
M.AIO.PC8.a: The student is knowledgeable of the different types of assessments used for personnel selection, performance appraisal, leadership development, employee opinion surveys, individual assessment, cultural assessment, team development, etc.	Linked Content/Tasks: 0	Presented: 0	Assessed: 0 (%)	 
M.IO.PC7.a: The student is able to develop assessment, intervention, and evaluation strategies that are both: 1) consistent with the pragmatic constraints and opportunities of a real-world situation and 2) drawn from relevant research and theory in I/O psychology.	Linked Content/Tasks: 0	Presented: 0	Assessed: 0 (%)	 

Next, link each PLO to an assignment in the course by clicking on the “Edit” button (looks like a sheet of paper with a pencil), which is the second to last button to the right of the PLO. Do not click on the red button, as this is the delete button.

LOM in a Course: Link PLO to an Assignment

The screenshot displays the Learning Outcome Management (LOM) interface for the course "EIO 523 Employee Selection". The interface is titled "Learning Outcome Management" and shows the "Content for M.AIO.PC5.a" section. The "Program Learning Objectives" are listed as "M.AIO.PC5.a: The student recognizes ethical considerations and follows ethical guidelines in all areas of practice." A table lists content items with checkboxes for linking to the PLO and checkboxes for "Presented" and "Assessed" status. The "Written Assignment - Keys to Legal Defensibility" item is highlighted in yellow, and its "Assessed" checkbox is checked. The "Continue >" button is visible at the top right, and the "Assessed" column header is at the bottom right.

Unit	Content Item	Presented	Assessed
2	Capstone Project - RFP Acknowledgement		
3	Assignments		
3	Multimedia Resources		
<input type="checkbox"/>	3 Discussion 1		
<input checked="" type="checkbox"/>	3 Written Assignment - Keys to Legal Defensibility	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	3 Week 03 Quiz - Selection Law		
<input type="checkbox"/>	4 Assignments		
<input type="checkbox"/>	4 Multimedia Resources		
<input type="checkbox"/>	4 Discussion 1		
<input type="checkbox"/>	4 Written Assignment - Validating Your Selection Process		

All content items within the course will appear in a list. Place a checkmark next to the assignments that should be linked to this PLO on the left. Then click the "Assessed" box at the very right of the screen. Then click "Continue."

LOM in a Course: All PLOs Linked within a Course

The Chicago School of Professional Psychology

EIO 523 Employee Selection - LO

Tools: Course Admin | Gradebook | Email | Live | Doc Sharing | Dropbox | Journal | Weblog | Tech Support

Course Author

Course Home

- Learning Outcomes
- Syllabus
- Course Description
- Course Schedule
- Capstone Project
- Introductions
- What does this mean
- Technical Information
- Writing Resources
- TCS Library
- Instructor Notes*

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Learning Outcomes (HIDDEN TO STUDENTS)

Outcome Summary | Outcome Management | Toolbox

Add Learning Statements

The Chicago School of Professional Psychology

- Institutional Goals
- Program Competencies
- Program Learning Objectives

M.AIO.PC5.a: The student recognizes ethical considerations and follows ethical guidelines in all areas of practice.			Assessed : 100%
↳ Week 3 : Written Assignment - Keys to Legal Defensibility			
↳ Linked Content/Tasks: 1	Presented: 0		
M.AIO.PC8.a: The student is knowledgeable of the different types of assessments used for personnel selection, performance appraisal, leadership development, employee opinion surveys, individual assessment, cultural assessment, team development, etc.			Assessed : 50%
↳ Week 5 : Written Assignment - Selecting Appropriate Tests and Assessments			Assessed : 50%
↳ Week 8 : Capstone Project			Assessed : 100%
↳ Linked Content/Tasks: 2	Presented: 0		
M.IO.PC7.a: The student is able to develop assessment, intervention, and evaluation strategies that are both: 1) consistent with the pragmatic constraints and 2) drawn from relevant research and theory in I/O psychology.			Assessed : 50%
↳ Week 7 : Written Assignment - Interview Exercise			
↳ Week 8 : Capstone Project			
↳ Linked Content/Tasks: 2	Presented: 0		Assessed : 2 (100%)

In Course Reporting: Details by Student

View assessment results under “Outcome Summary,” the default view is “Details by Student.” You can see which PLOs have been assessed so far in the term and what the ratings were for each student for each PLO.

TheChicagoSchool of Professional Psychology Research Methods ONLINE

Tools: Course Admin | Gradebook | Email | Live | Doc Sharing | Dropbox | Journal | Webliography | Tech Support | Help

Course Author Outcome Summary Outcome Management Toolbox

Course Home Learning Outcomes Syllabus: Course Description Syllabus: Course Schedule Syllabus: Policies Turnitin Policy Discussion Guidelines Academic Integrity and Turnitin Instructor's Virtual Office Introduce Yourself Writing Standards Rubric Writing Resources/APA Information TCS Library Technical

Details by Outcome Details by Student Export Assessment Summary

Name	D.BC.DB9.b	M.IO.PC2.b	M.IO.PC2.c	M.IO.PC2.d	M.IO.PC2.e	M.IO.PC9.d
[Redacted]	*	3/4	*	3/4	*	*
[Redacted]	*	3/4	*	3/4	*	*
[Redacted]	*	2/4	*	3/4	*	*
[Redacted]	*	2/4	*	3/4	*	*
[Redacted]	*	3/4	*	3/4	*	*
[Redacted]	*	1/4	*	3/4	*	*
[Redacted]	*	2/4	*	3/4	*	*
[Redacted]	*	3/4	*	3/4	*	*
[Redacted]	*	2/4	*	3/4	*	*

In Course Reporting: Details by Student: Another View

Details by Outcome		Details by Student		Export Assessment Summary
Name	ENG102.6.	ENGL101.01.	MBA642.01.	
Benning, Ken	4/4 100%	4/4 100%	3.5/4 88%	
Brown, Catherine	3.5/4 88%	4/4 100%	3.5/4 88%	
Dunning, Jennifer	1/4 25%	1/4 25%	1.5/4 38%	
Johnson, David	3.75/4 94%	4/4 100%	3.5/4 88%	
Smith, Lisa	2.5/4 62%	4/4 100%	2.5/4 62%	

In Course Reporting: Details by Outcome

You can also view assessment results by outcome. Click on “Details by Student.” You can see the number of students in each rating category for each PLO.

The Chicago School
Institution Logo

Research Methods ONLINE

Tools | Course Admin | Gradebook | Email | Live | Doc. Sharing | Dropbox | Journal | Webliography | Tech Support | Help

Course Author

Course Home

Learning Outcomes

Syllabus: Course Description

Syllabus: Course Schedule

Syllabus: Policies

Turnitin Policy

Discussion Guidelines

Academic Integrity and Turnitin

Instructor's Virtual Office

Introduce Yourself

Writing Standards

Rubric

Writing Resources/APA Information

TCS Library

Technical

Learning Outcomes (HIDDEN TO STUDENTS)

Outcome Summary Outcome Management Toolbox

Details by Outcome Details by Student

ID	Description	# of Students 1	# of Students 2	# of Students 3	# of Students 4	Times Presented	Times Assessed
D.BC.DB9.b	The student is able to critically evaluate individual work-related assessment instruments, design an ethical, individually-focused assessment process, interpret and integrate test data, and provide written and oral feedback.	0	0	0	0	--	1
M.IO.PC2.b	The student is able to use his or her I/O knowledge base to critically evaluate and analyze information presented in research articles.	1	4	4	0	--	1
M.IO.PC2.c	The student is able to digest articles and pull out relevant information for applied practice.	0	0	0	0	--	1
M.IO.PC2.d	The student is able to utilize the relevant findings and results from research articles to develop organizational solutions.	0	0	9	0	--	1
M.IO.PC2.e	The student understands the importance of using data from empirical research to make informed business decisions. Moreover the student conveys this appreciation to others.	0	0	0	0	--	1
M.IO.PC9.d	The student understands how to compose grammatically correct, consumer-oriented reports of a professional quality.	0	0	0	0	--	1

QUESTIONS AND DISCUSSION