

The Outcome Map:

A Tool for Making Assessment
Meaningful & Manageable

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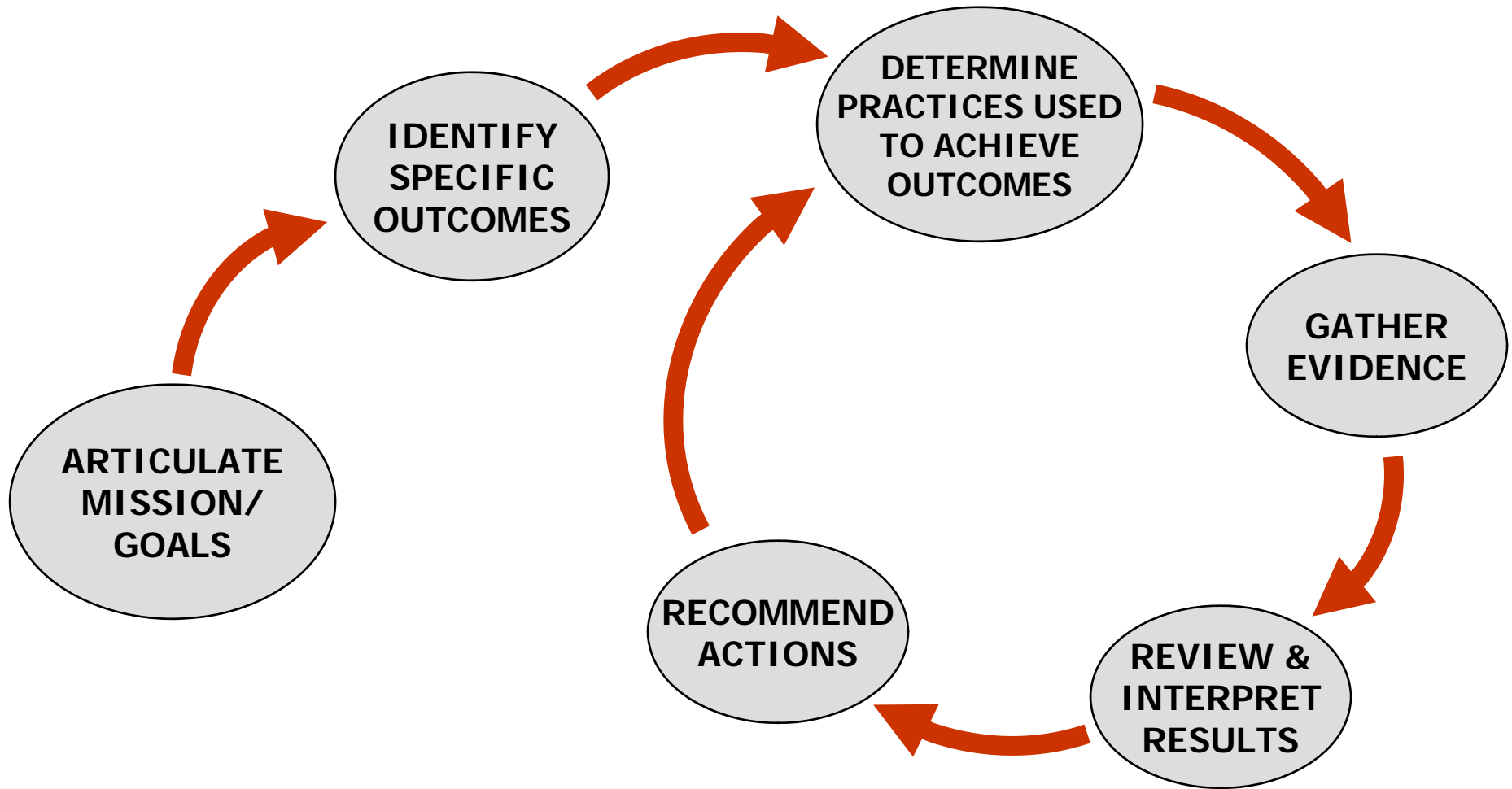
Academic Planning and Effectiveness

- Assessment Cycle
- Curriculum Maps
- Outcome Maps
- Example Assessment Cycle

- Assessment:

A systematic, ongoing process aimed at understanding and improving student learning

Assessment Cycle



- A method for depicting the alignment between a program's curriculum and the learning outcomes of the program
 - A visual representation of what you do in your program to foster desired knowledge, skills, and values

- Start with a table that has learning outcomes down the first column and courses or experiences across the first row
- There are at least two ways to complete it:
 - **Overview Map:**
 - Indicates with checkmarks if an outcome is addressed in a given course
 - **Levels Map:**
 - Indicates the level at which an outcome is addressed in a given course (I = Introducing, D = Developing, M = Mastering)

Example Overview Map

LEARNING OUTCOMES	REQUIRED COURSES FOR THE ENGINEERING MAJOR													
	E4	E8	E80	Clinic	E59	E101	102	E82	E83	E84	E85	106	IE	Sem
Ability to apply knowledge in math, science, and engineering	√	√	√	√	√	√	√	√	√	√	√	√		
Ability to design and conduct experiments as well as to analyze and interpret data	√		√	√								√		
Ability to design a system, component, or process to meet desired needs	√	√	√	√						√				
Ability to identify, formulate, and solve engineering problems	√	√	√	√	√	√	√	√	√	√	√	√		
Ability to communicate effectively	√		√	√									√	
Ability to use techniques, skills, & engineering tools necessary for engineering practice	√	√	√	√						√				
Ability to function on multi-disciplinary teams	√		√	√										
Recognition of need for and ability to engage in lifelong learning														
Understanding of professional and ethical responsibility			√	√										√
Understanding the impact of engineering solutions in a global and societal context				√									√	√

- Limitation: Curriculum Maps only indicate where outcomes addressed
 - Need additional steps to determine how outcomes are addressed

- Lists the specific educational practices in your program that address a single learning outcome
 - A rich source of information about experiences students have as they progress through the program

- Preliminary assessment
 - *Are there gaps?*
 - *Do you need to refine your outcomes or curriculum?*
- Determine when/where/how to collect assessment data
- Determine where to make changes for improvement
- Discussion tool

- Start with a two column table:
 - List courses on one side
 - List significant experiences related to the outcome on the other

Example Program Outcome Map

Outcome: Students will be able to write effectively in APA style.

REQUIRED COURSES FOR MAJOR	SIGNIFICANT WRITING EXPERIENCES
Psy 101: Introduction to psychology	APA style introduced
Psy 102: Foundations of modern psychology	Paper
Psy 201: History of psychology	Paper, APA style reinforced
Psy 301: Intro to behavioral psychology	Paper (APA style)
Psy 302: Intro to social psychology	Paper (APA style)
Psy 303: Intro to developmental psychology	Paper (APA style)
Psy 401: Statistics	
Psy 402: Research Methods	
Psy 490: Senior Thesis Project	Intensive APA style writing instruction, research paper

Example Institution Outcome Map

Outcome: Students will be able to identify ethical issues and propose effective approaches to their resolution.

400-level Ethics courses	Relevant Assignments
Econ 412: Economics & Ethics	Paper: Apply ethics theories to real world situation and offer alternative approaches
Pols 420: Ethics, Politics & Policy	Case study: Evaluate ethics of political policy and make recommendations
Thst 460: Christian Ethics & Social Responsibility	Paper: Critically examine and propose solutions to contemporary issue
Acct 405: Accounting Ethics	Essay exam: Critique professional practice example and provide ethical solution
Civl 460: Civil Engineering Design	Presentation: Ethic solutions to practical engineering problems

- Options for completing the outcome map
 - Syllabi review
 - Faculty self-report
 - Being involved in mapping can engage interest in the assessment process

Example Assessment Cycle: History Department

- Step 1: Articulate mission/goals
 - Listed in Bulletin and on department website
 - Goal: *Graduates will possess essential analytical skills*
- Step 2: Identify specific outcome
 - Student demonstrates critical use of both primary and secondary historical sources

- Step 3: Determine practices used to achieve outcome
Construct outcome map for the outcome

Example Assessment Cycle: History Department

Outcome: Student demonstrates critical use of both primary and secondary historical sources

REQUIRED COURSES FOR MAJOR	RELEVANT EXPERIENCES
Hist 100: Found. West. Civ.	Introduction to source types, exam items
Hist 162: Contemporary America	
Hist 214: Medieval Europe	Discussion of source information
Hist 224: Revolutionary Europe	
Hist 310: History and Historians	
Hist 330: History as Detective	Intensive instruction, paper, exam items
Hist 446: Modern Europe	Paper requiring both source types
Hist 447: Modern Asia	Paper requiring both source types
Hist 448: Modern Americas	Paper requiring both source types

- Step 4: Gather evidence
 - Paper rubric for papers from 400-level course
 - Senior Knowledge Survey

- Step 5: Review & interpret results

- Faculty committees

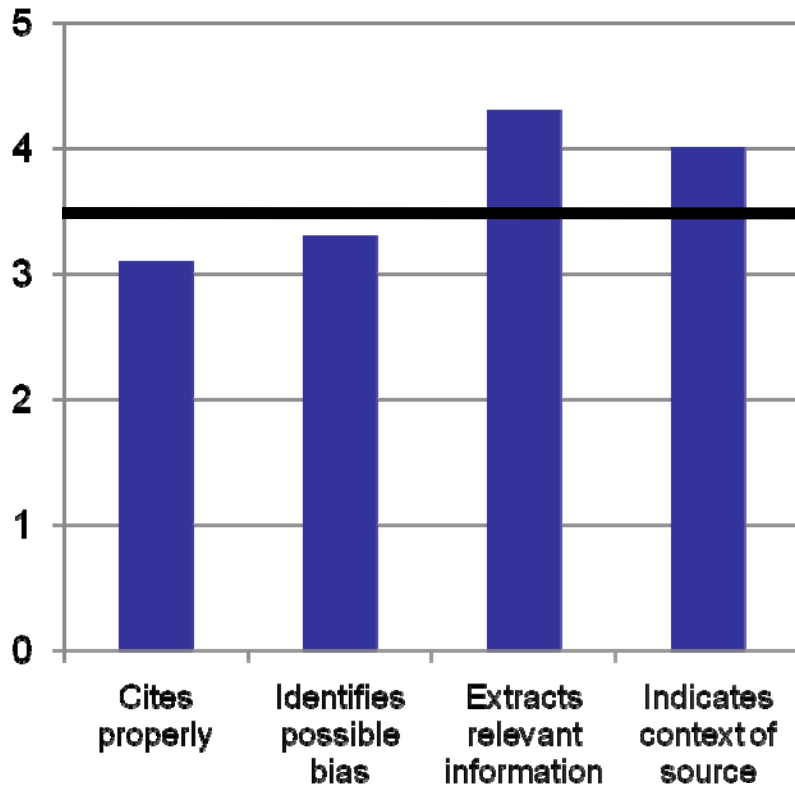
- Assessment
- Curriculum
- Teaching & Learning

- Full faculty

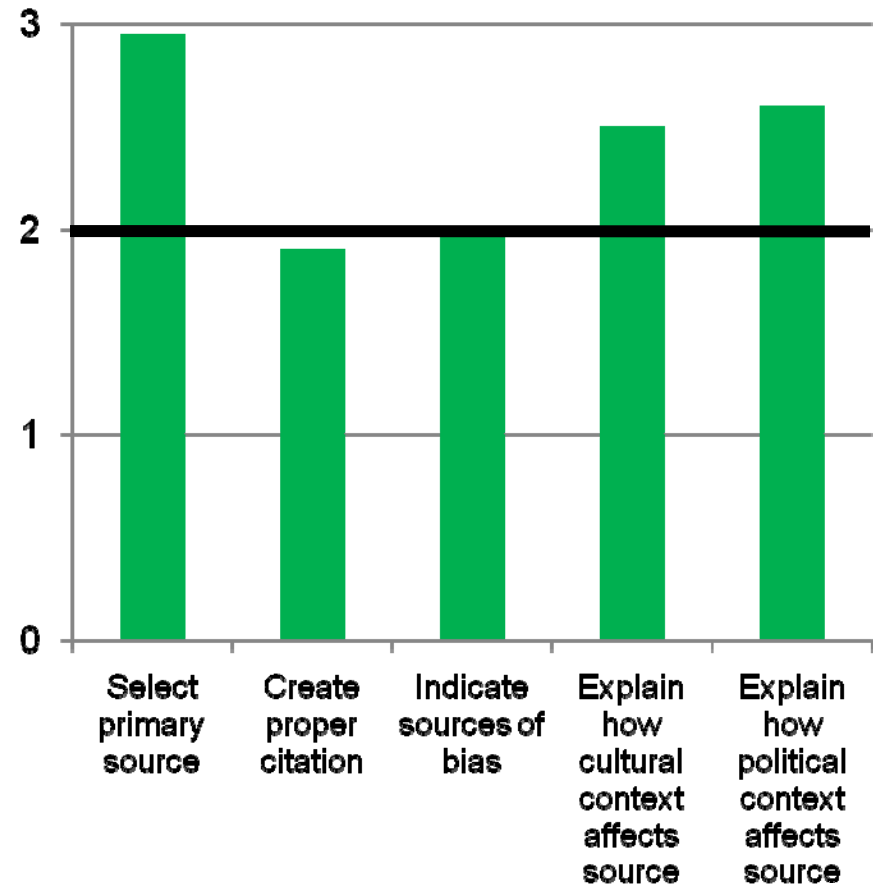
Example Assessment Cycle: History Department

Student Demonstrates Critical Use of Both Primary & Secondary Historical Sources

Paper Rubric



Senior Knowledge Survey



- Step 6: Recommend Actions

Some common types of recommendations

- Changes to pedagogy
- Changes to curriculum
- Allocation of resources
- Changes to assessment process

Be as specific and concrete as possible

Example Assessment Cycle: History Department

Step 6: Recommend Actions

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Questions?

For more on assessment:

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