

Assessing learning outcomes workshop  
October 14, 2015

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GOALS

THE EXCELLENT STUDENT

## Sample Assignment from Transparency in Teaching, Winkelmes, 2015

PSYCHOLOGY 101, David Copeland

### PAPER INSTRUCTIONS

Your task is to explore a psychological topic in relation to your life in a 3-4 page paper. Papers should be (a) double-spaced, (b) 12 pt Times New Roman font, (c) include your name in the header, and (d) a title at the top of the first page. Papers will be graded on the following criteria: (a) addressing the question / topic, (b) writing quality, (c) integrating outside sources (at least one quality source; if you are not sure whether something is a good source, ask me), and (d) following instructions.

### TOPIC:

One of my goals in this course is to introduce students to ideas that can potentially change the way that they view the world. This can relate to any topic in psychology (e.g., how people learn, disorders of the brain, how memory functions, intelligence, what happens when we sleep, personality, how people interact with others, etc.), because psychological research is applicable to so many aspects of human life. Pick something that you have learned in this course that has changed the way you view the world. For example, imagine if on the first day of class I had asked you something like “how does short-term memory work?” and your answer then was very different than what you learned later in the semester from lecture/textbook. Think about the idea more deeply (especially in the context of your life), and apply it to your philosophy of life. Once you have an idea, describe how you used to think about the topic, discuss the topic itself (i.e., what you learned about it), and then explain how your view has changed going forward. Please be as specific as possible when writing.

## Curriculum Alignment

- Coherence
- My course v. our program

	CLO1	CLO2	CLO3	CLO4	CLO5
Class 1					
2		x			
3	x		x		
4			x		
5			x		
6	x	x			
7	x				
8			x		x
9					x
10		x	x		x
HW1		x			
HW2	x				
Exam		x		x	
Final			x		x

Consider:

**I:** Introduced

**D:** Developed and practiced

**M:** Demonstrated at the  
Mastery appropriate for  
Graduation

Allen, M. J. *Course and curriculum alignment* (PDF document). Retrieved from SACSCOC 2015 Summer Institute notes website.

# **Application sheet**

**(What are you going to do with all this?)**

Directions: Take a moment to recall the ideas, techniques, and strategies we've discussed. Quickly list as many possible applications as you can. These are possibilities—you can always evaluate the desirability and/or feasibility later.

Interesting IDEAS/TECHNIQUES  
from this workshop

Some possible APPLICATIONS  
of those ideas/techniques to my work

**Assessing Learning Outcomes survey**  
October 14, 2015

**Check the following statements that are true:**

- I feel confident in assessing learning outcomes in my classes after this workshop.
- I have gained ways to assess learning outcomes but need to think about it more.
- I'm still confused but feel like I was able to learn something.
- This was a waste of time. Can't believe I came.
- Other:

**Finish this sentence: The best thing about this workshop was...**

**Do you have any remaining questions? Any comments about future workshops?**

**Optional:  
Name and contact information**

- Yes, sign me up to be notified of future workshops