

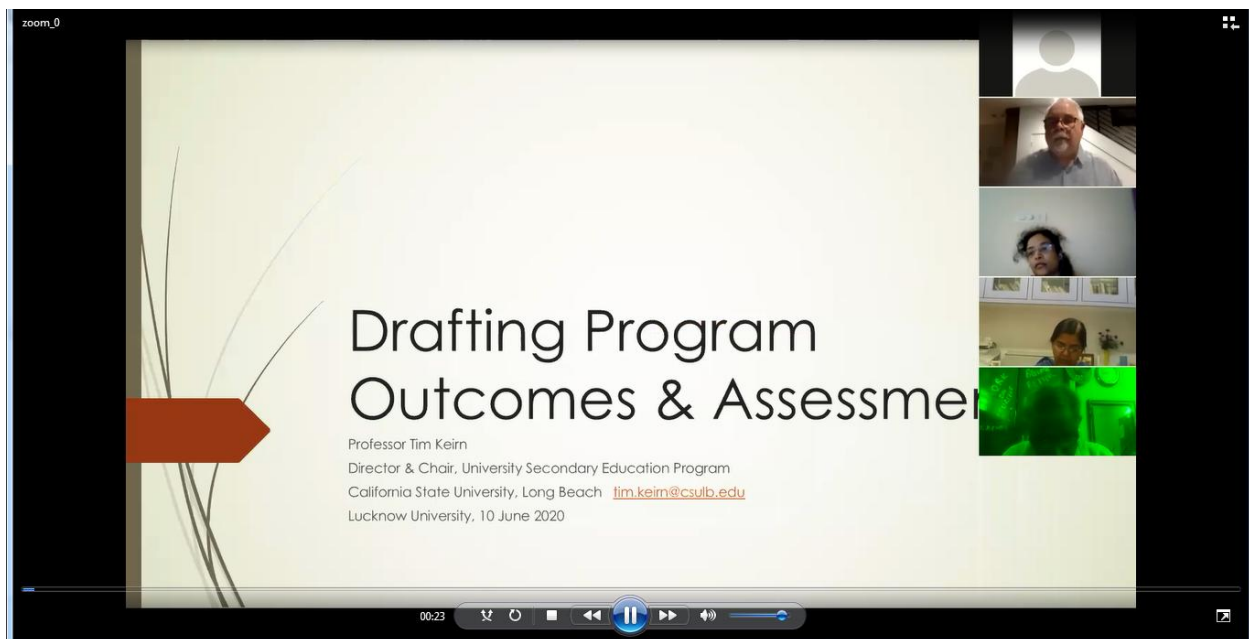
## **Training Programme organized by IQAC Cell**

### **Theme- Drafting Programme Outcomes and Assessment**

**Date-** 10 June 2020

**Resource Person-** Prof. Tim Keirn, CSULB, California

On June 10, 2020, 10 am, Prof. Tim Keirn, Director & Chair, University Secondary Education Program, California State University, Long Beach, USA, interacted with the faculty of the University of Lucknow on Drafting Programme Outcomes and Assessment.



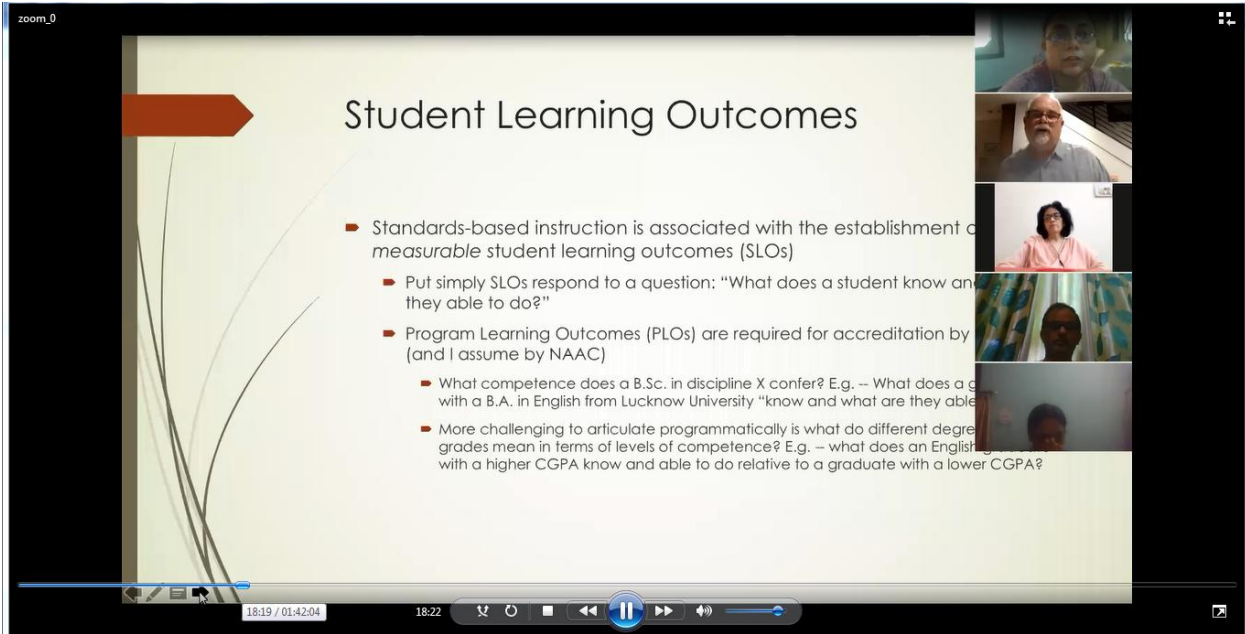
The training programme was attended by 104 faculty. Prof. Tim Keirn discussed the globally accepted protocol of drafting programme and course outcomes based on student learning objectives. He also discussed the measures of assessment of these outcomes. He talked about backward tracking to formulate outcomes by first deciding what we hope the students to achieve. Prof. Keirn in his highly interactive session also advised us on how standards based assessment are the need of the hour. At the end of the program he expressed his willingness to hold longer and more detailed training programmes on the topic with practical exercises.

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## Student Learning Outcomes

- Standards-based instruction is associated with the establishment of measurable student learning outcomes (SLOs)
  - Put simply SLOs respond to a question: "What does a student know and they able to do?"
  - Program Learning Outcomes (PLOs) are required for accreditation by (and I assume by NAAC)
    - What competence does a B.Sc. in discipline X confer? E.g. – What does a graduate with a B.A. in English from Lucknow University "know and what are they able to do?"
    - More challenging to articulate programmatically is what do different degree grades mean in terms of levels of competence? E.g. – what does an English graduate with a higher CGPA know and able to do relative to a graduate with a lower CGPA?

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## Standards-Based Assessment

- Assessments are open, not secret, and aligned to SLOs
- Rubrics are developed and implemented for scoring levels of student performance from proficient to exemplary
  - Rubrics are shared with students to establish learning expectation
- Assessments are done in multiple forms
- Formative and summative assessments
  - Course formative assessments support the course summative assessment
  - Course summative assessments inform the summative degree assessment
- Course assessments evaluate groups of students or students within groups
- Assessments serve as a diagnostic of instruction

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