Using

Bobbi Long

Associate Professor
California State University Monterey Bay

12th CSU Regional Symposium on University Teaching

May 2, 2009
San Luis Obispo
What is a Learning Outcome?

Specific understanding or skills set that a student is expected to achieve at the end of a learning experience.
Learning Outcome

Part of a process called “Assessment”
Outcomes-Based Education Assessment

Process

• Documents, measures, and describes a student’s learning

• Must be apparent in all levels of communication to create consistency and clear understanding (syllabus, assignments, grading)
Assessment Process

4 Steps:

1. Learning Outcome
2. Evidence
3. Criteria
4. Standards
Assessment Process

4 Steps:

1. Learning Outcome
2. Evidence
3. Criteria
4. Standards
Specific understanding or skills set that a student is expected to achieve at the end of a learning experience.
Learning Outcome

Characteristics:

Brief | Clear | Measurable
Understand:

1. Learning Outcome
2. Evidence for Learning Outcomes
3. Criteria for Learning Outcomes
4. Standards for Learning Outcomes
5. Advantages of Using Learning Outcomes
• Demonstrate the use of a grid in a typographic layout
Assessment Process

4 Steps:

1. Learning Outcome
2. Evidence
3. Criteria
4. Standards
Evidence

A product or activity that students submit as proof of learning
Evidence

Characteristics:

- A product or activity
- Avoid qualifiers
- No judgments at this point
A statement of a learning outcome for your course written on a piece of letter-size paper
Step 2: **Evidence**

The product or activity that students submit as proof of learning
Example of Graphic Design

Outcome:
Demonstrate the use of a grid in a typographic layout

Evidence:
Screenshots of a grid in a typographic layout
Evidence:

Screenshots of a grid in a typographic layout
Assessment Process

4 Steps:

1. Learning Outcome
2. Evidence
3. Criteria
4. Standards
Step 3: Criteria

What will be used to judge the student’s Evidence. This is called the “assessment” part of the process.
Our Workshop

Criteria

A letter-size paper

• your name
• your course title
• description of evidence you will accept for your course
Step 3: Criteria

What will be used to judge the student’s Evidence.
Criteria: **Describes Evidence**

Screenshots of a grid in a typographic layout: hand sketch of grid, InDesign grid, and final layout in grid in jpg format
Criteria: **Description**

Screenshots of a grid in a typographic layout

- hand drawn
- InDesign Grid
- final Layout
Assessment Process

4 Steps:

1. Learning Outcome
2. Evidence
3. Criteria
4. Standards
Step 4: Standards

Describe levels of achievement of criteria
Standards

Criteria:

superior | adequate | inadequate
Superior:

• your name, course title, & description of learning outcomes, evidence, criteria, and standards are complete and spelled correctly
Adequate:

- your name, course title, & description of evidence, criteria, and standards are complete but contains spelling and grammar errors
Inadequate:

• your name, course title, & description of evidence, criteria, and standards are incomplete and may have spelling and grammar errors
Step 4: Standards

Describe levels of achievement of criteria

superior | adequate | inadequate
Step 4: Standards

superior | adequate | inadequate
Example of Graphic Design

Standards

Criteria:

Screenshots of a grid in a typographic layout: hand sketch of grid, InDesign grid, and final layout in grid in jpg format

Superior: Description

All 3 Screenshots are included and labeled as: Sketch.jpg, Layout.jpg, and Grid.jpg in correct format (jpg)
Example of Graphic Design Standards

Criteria:

Screenshots of a grid in a typographic layout: hand sketch of grid, InDesign grid, and final layout in grid in jpg format

Adequate: Description

All 3 Screenshots are included but mislabeled or not in jpg format (for example psd)
Example of Graphic Design Standards

Criteria:

Screenshots of a grid in a typographic layout:
hand sketch of grid, InDesign grid,
and final layout in grid in jpg format

Inadequate: Description

Not all 3 Screenshots are included
Assessment Process Supports Universal Design

- Supports Learning of Diverse Students
- Facilitates Communication and Understanding
- Makes Learning Process “Public and Transparent”
- Provides specific information to guide learning
- Helps students with non-apparent disabilities, such as learning disabilities
Assessment Process

Benefits Teachers

• Focus on Course Planning
• Provides Rationale for Activities
• Makes Learning Process “Public and Transparent”
• Provides Pedagogical Model to Teaching
• Use research for Scholarship of Teaching
• Standards promote objective evaluations by faculty
Assessment Process

Questions?
Action Research

- Compare 2 old and new teach methodologies to same course to gather data
- Course alignment exercise
- Compare Teaching Evaluations
- Provides Pedagogical Model to Teaching
- Student “Peer” Evaluations
Old Syllabus for same course

Introduction to Publication Design

Course Description
This course is an introduction to desktop publishing. Emphasis is on using grids in page layout and understanding the appropriate use of type and correct typesetting. The production process includes digital scanning, tracing bitmaps with vectors, importing graphic files and formatting type. Software includes Adobe Illustrator, Photoshop, and QuarkXpress. There will be a field trip to a service bureau and print shop.

Projects:
1. History of Type booklet and pdf screen presentation
2. Newsletter
3. Multi-page Color Brochure

Texts:
The Mac Is Not a Typewriter, Robin Williams
The Mac Designer’s Handbook, Alistair Campbell

Grades:
Based on effort, quality of execution, & meeting deadlines
CST 304 Publication Design: Syllabus

Instructor
Bobbi Long
office: 189/121
tel: 932.5562
bobbi_long@csuchico.edu

Course Description
This 4-credit project-based course uses the steps of the design process to create publications for print and screen delivery. Principles of page layout design, information architecture, and digital production skills are emphasized. Course content focuses on typography, letterforms, and using grids in layouts. Students learn project management skills while developing and producing their designs. Students learn to use Adobe InDesign and Acrobat Pro to produce print materials and screen presentations.

Course Learning Outcomes
1. Design Process
   Create an original solution to a design problem by applying the following steps of the design process.

   Categories of Evidence for the Design Process
   a. Research
      Interview client, analyze the culture of the audience, investigate existing or similar projects, define client's and audience needs.
   b. Concepts
      Create a written list of ideas associated with project and hand-drawn sketches of words.
   c. Design
      Investigate and explore a variety of visual solutions from original hand-drawn concept to final digital product.
   d. Production
      Prepare original artwork using photography or illustration tools for print or screen output appropriate for the client's needs.
   e. Evaluation
      Evaluate original artwork and present it to client and instructor.

New Syllabus for same course
## Publication Design Course Alignment Exercise

### Outcome 1: Design Process
Create an original solution to a design problem by applying the following steps of the design process.

<table>
<thead>
<tr>
<th>Class Weeks &amp; Topics</th>
<th>Research</th>
<th>Concepts</th>
<th>Design</th>
<th>Production</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Intro Project 1: History of Type Primer</td>
<td>Research Type History ch 1: Art of Design ch 8: Type</td>
<td>Ideation &amp; thumbnails</td>
<td>Sketch layout</td>
<td>CIB 1: Get Started CIB 2: Set Up CIB 3: Frames Create Outlines</td>
<td>Present &amp; discuss ideas &amp; thumbnails</td>
</tr>
<tr>
<td>4 Interactivity in PDF</td>
<td></td>
<td>Navigation buttons flowchart</td>
<td></td>
<td>CIB 14: PDF Export CIB 11: Interactivity Lab: Create Links Field Title to Flash</td>
<td>Present &amp; Critique</td>
</tr>
<tr>
<td>5 Intro Project 2: Newsletter Lecture: Project Management</td>
<td>Write Project Proposal Research newsletters</td>
<td>Ideation &amp; thumbnails</td>
<td>Gestalt Machead Design</td>
<td>CIB 9: Typography Produce Documentation Project I Portfolio Due Evaluate Project</td>
<td>Present &amp; Critique</td>
</tr>
</tbody>
</table>
### Student Peer Evaluations

**Evaluator:** Hilda Cortes

<table>
<thead>
<tr>
<th>Criteria</th>
<th>What to consider</th>
<th>1-10 Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Does the project effectively communicate the importance of theory of type? Is it clear? Are there original ideas or design evident?</td>
<td>10</td>
<td>History aspect made clear through timeline. Line idea was a good one.</td>
</tr>
<tr>
<td>Design</td>
<td>Is the presentation organized? Is there continuity in the layout? Are the typefaces hierarchies clear? Is the text legible?</td>
<td>8</td>
<td>Well organized but the text isn't very legible. Plus, the letterforms above the title are inconsistent.</td>
</tr>
<tr>
<td>Navigation</td>
<td>Can you find the navigation? Does it work effectively? Is it consistent?</td>
<td>9</td>
<td>Navigation shifts from page to page. Other than that it was good.</td>
</tr>
<tr>
<td>Imagery</td>
<td>Quality and effectiveness of illustrations and images; Are the images appropriate? Do they communicate the message? Is the resolution good quality?</td>
<td>10</td>
<td>Letters placement was good &amp; coordinating colors worked well.</td>
</tr>
<tr>
<td>Execution</td>
<td>Did the designer follow instructions accurately?</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td>47</td>
<td></td>
</tr>
</tbody>
</table>

**Additional comments:**
## Course Evaluations

### 1999

<table>
<thead>
<tr>
<th>Category</th>
<th>Outstanding</th>
<th>Very Good</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor organization</td>
<td>20%</td>
<td>30%</td>
<td>30%</td>
<td>50%</td>
</tr>
<tr>
<td>Use of Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectiveness of Class Assignments</td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>Effectiveness of Materials</td>
<td>30%</td>
<td>30%</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>Effective informing of Outcomes and Assessment</td>
<td>20%</td>
<td>30%</td>
<td>30%</td>
<td>20%</td>
</tr>
</tbody>
</table>

### 2009

<table>
<thead>
<tr>
<th>Category</th>
<th>Outstanding</th>
<th>Very Good</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor organization</td>
<td>60%</td>
<td>30%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Use of Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectiveness of Class Assignments</td>
<td>50%</td>
<td>40%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Effectiveness of Materials</td>
<td>50%</td>
<td>40%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Effective informing of Outcomes and Assessment</td>
<td>80%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
What are?

1. Learning Outcomes
2. Evidence for Learning Outcomes
3. Criteria for Learning Outcomes
4. Standards for Learning Outcomes
5. Advantages of Using Learning Outcomes