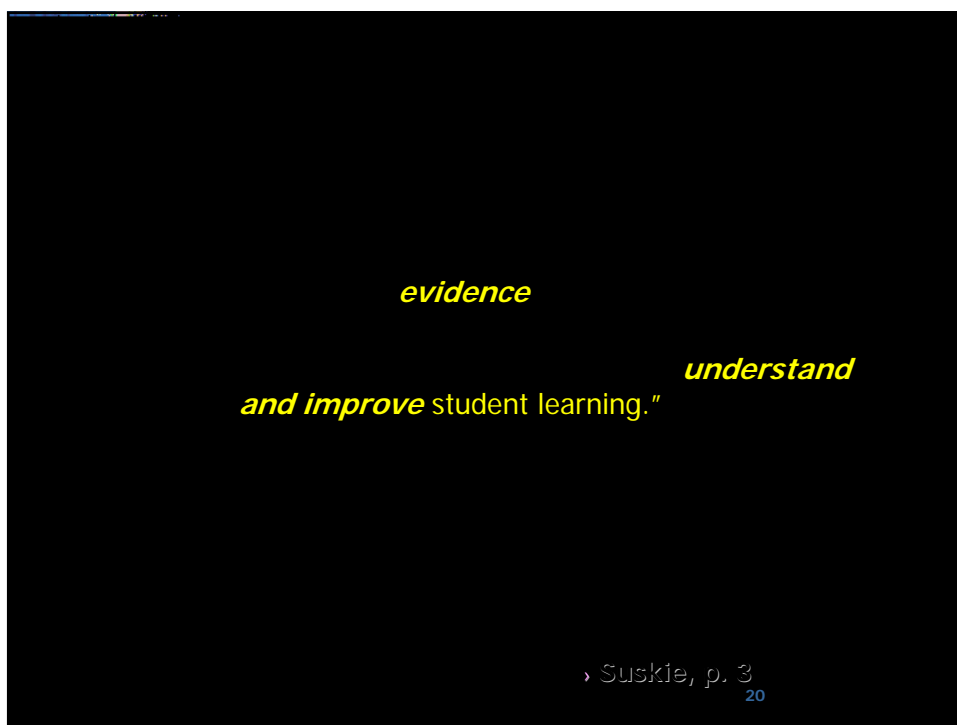
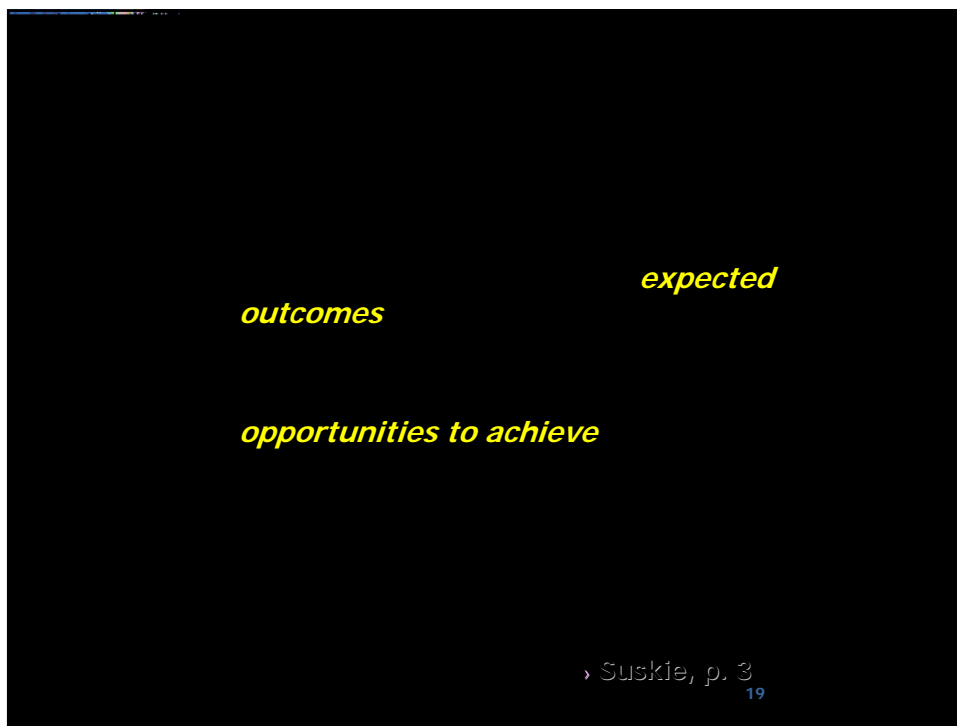


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- Research
- Evaluation
- Grading

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Grading

criteria

information

insufficient

standards

22

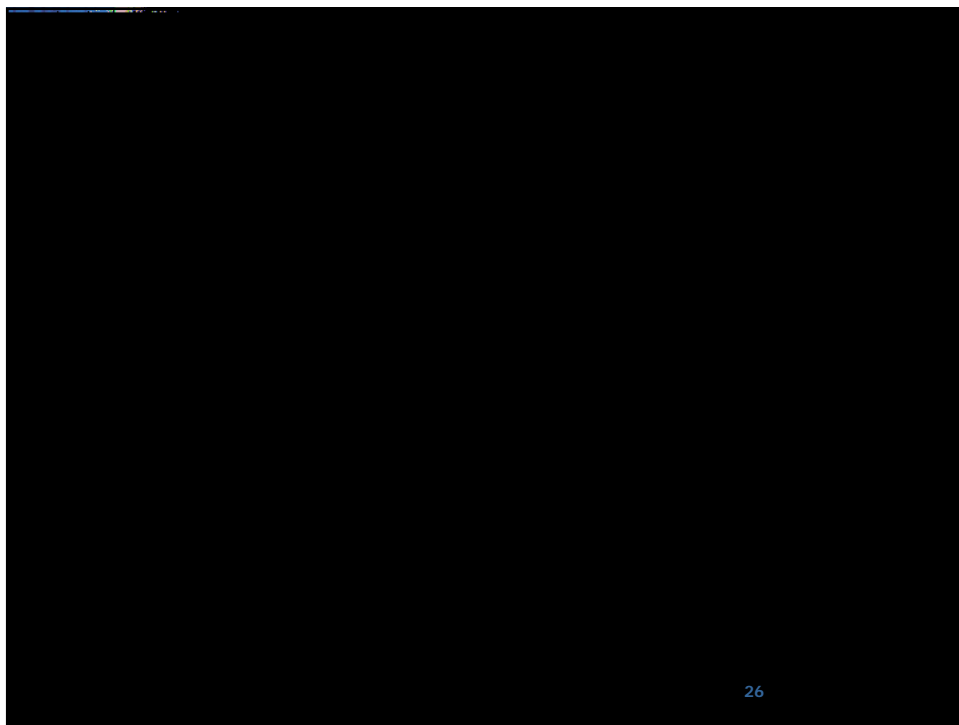
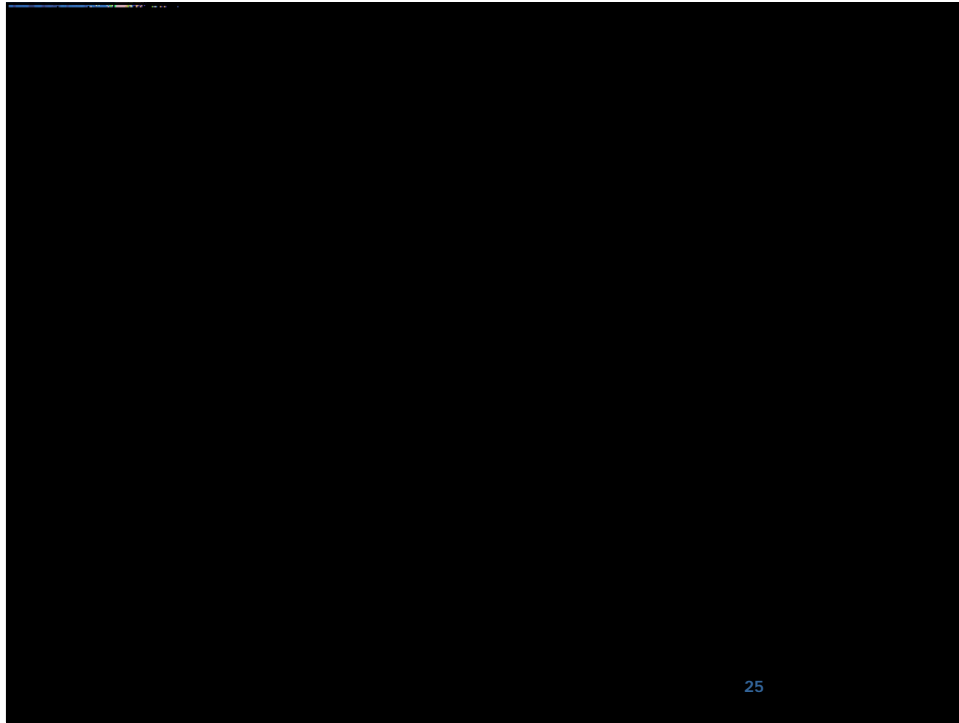
Why Not Course Grades?

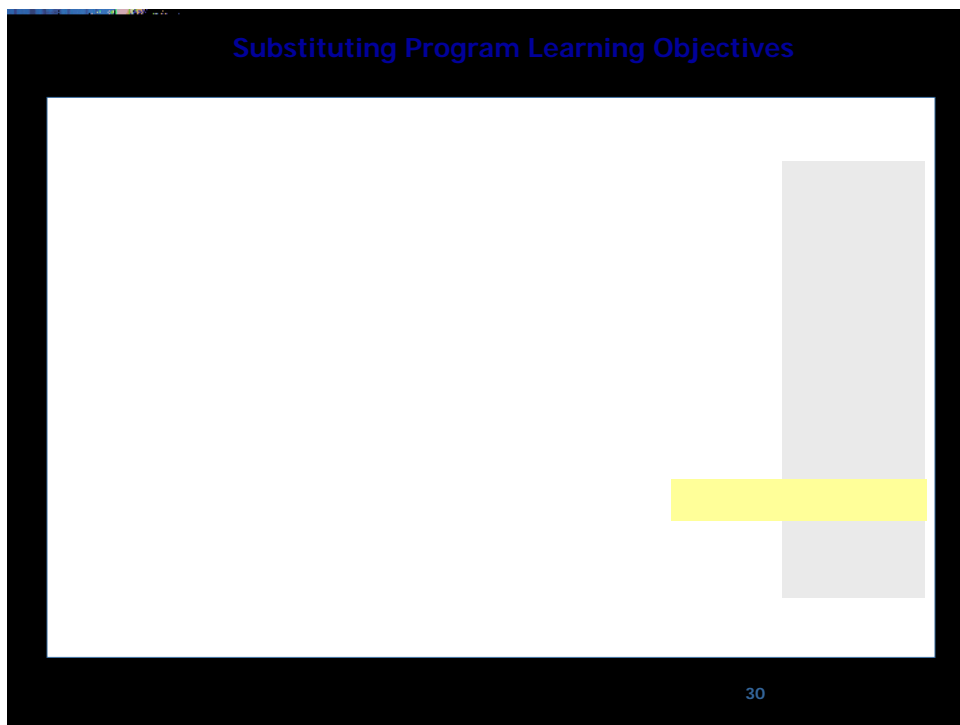
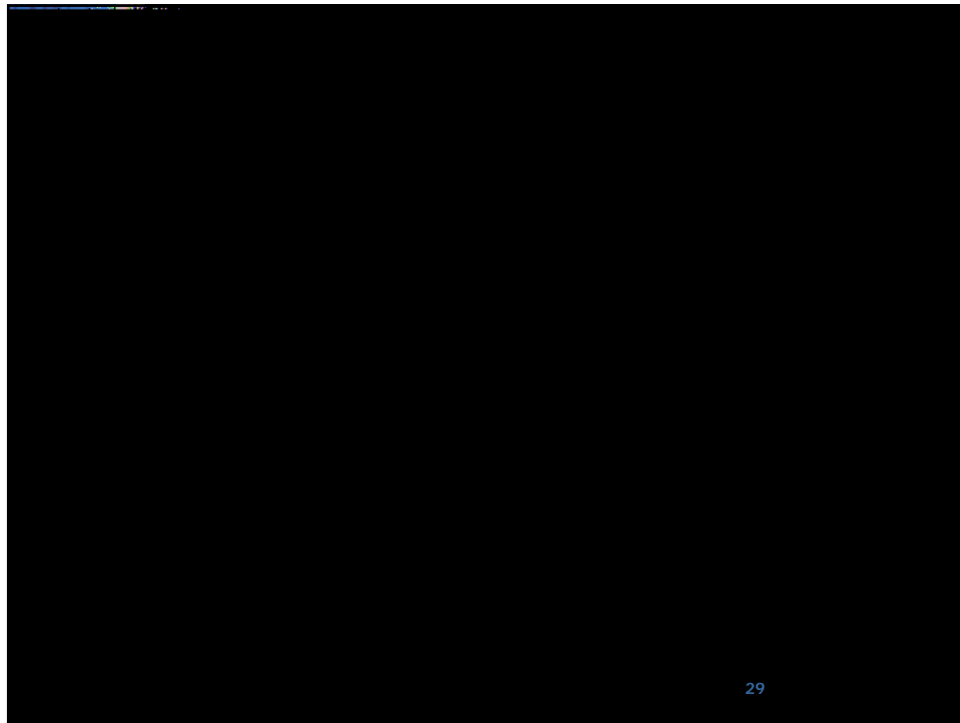
Jim Nichols' Grade Book Analogy:

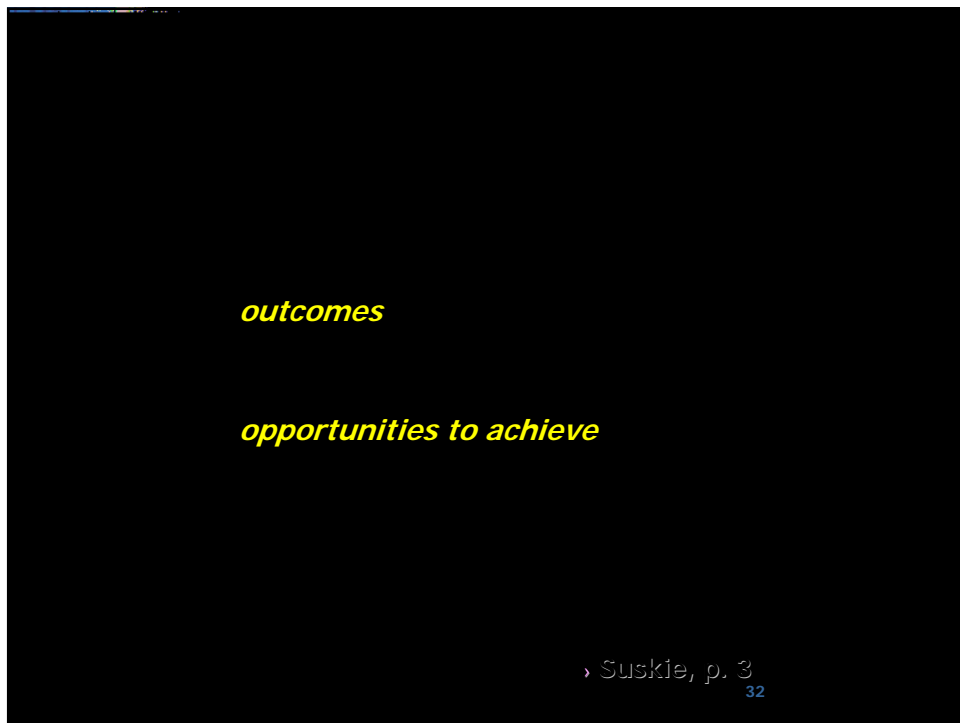
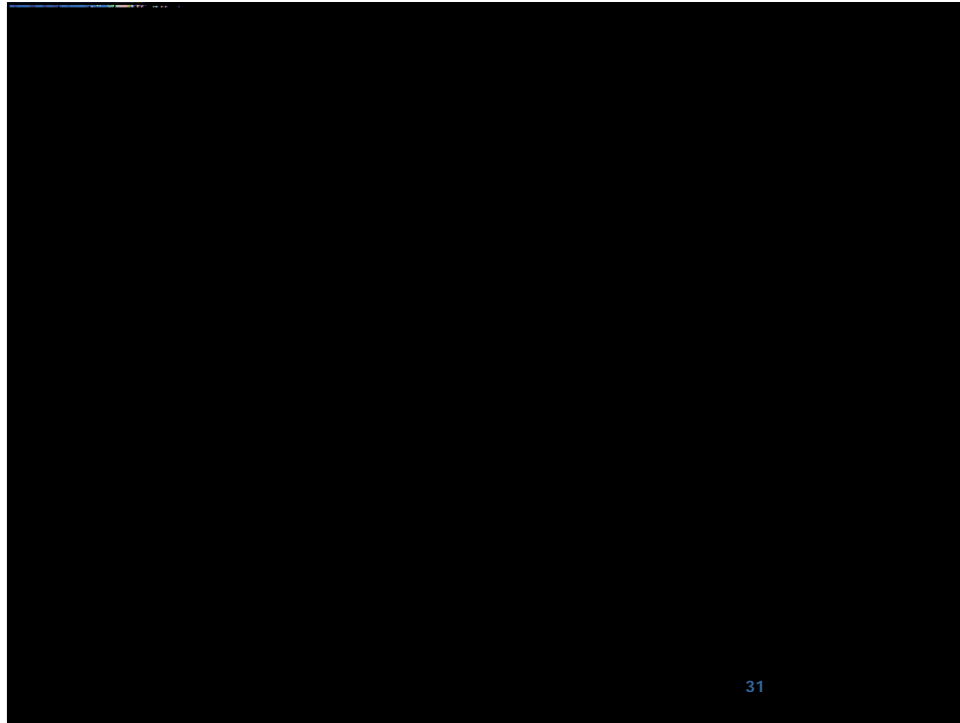
"How you can use student performance to assess course and/or program strengths and weaknesses?"

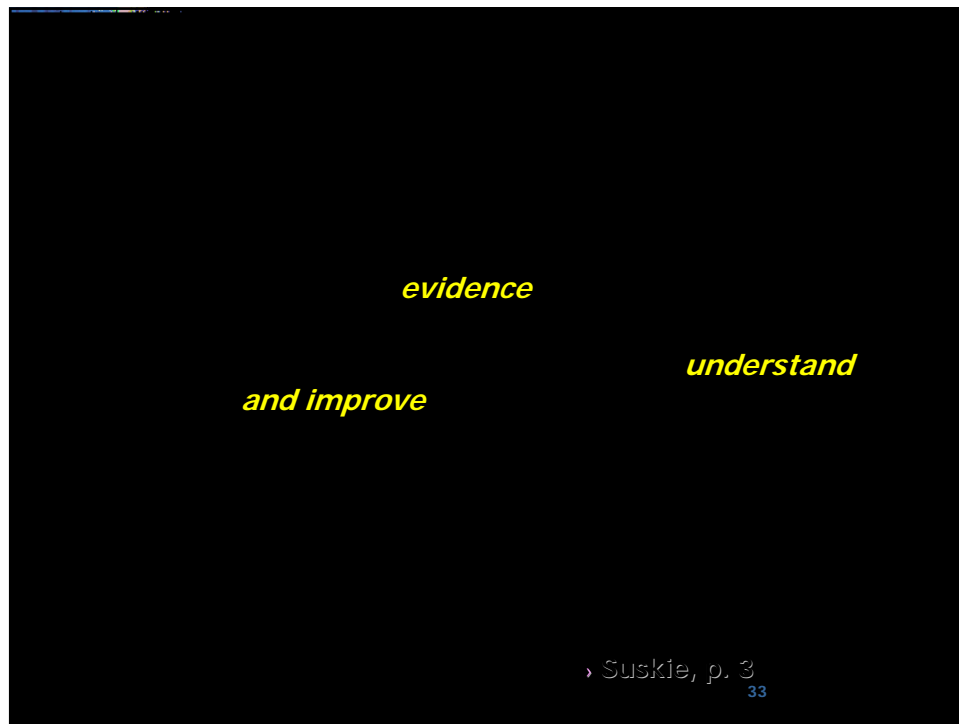
23

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Goals

broad and abstract

destination
not the path

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Goal

written communication
oral communication

written communication

38

Goal

- critically
- Think critically

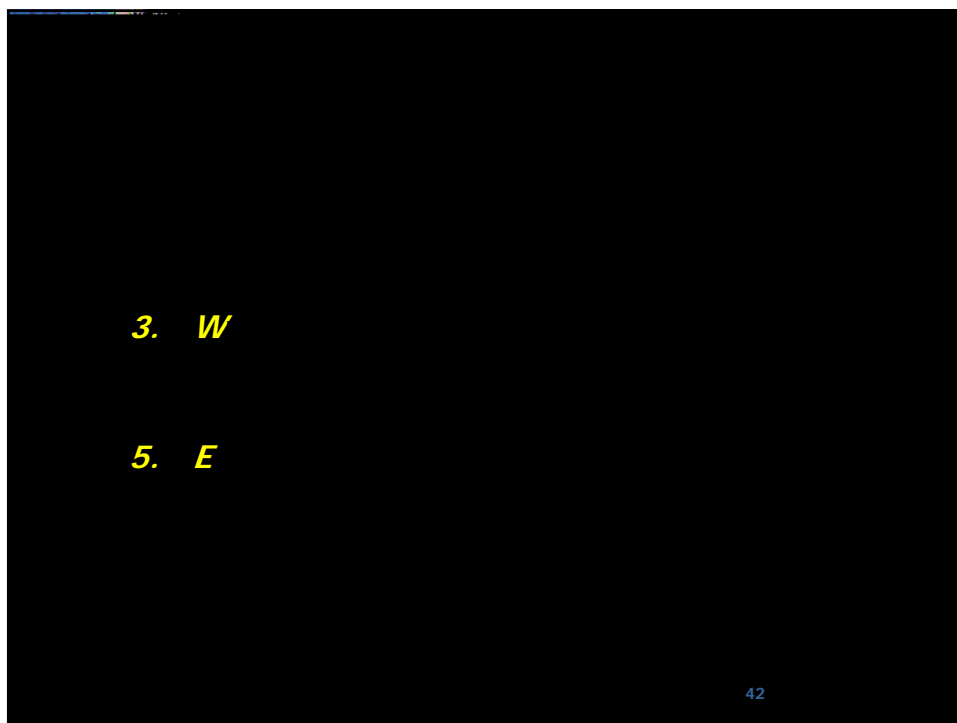
think

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Goal

- Critically analyze
- Critically analyze

40

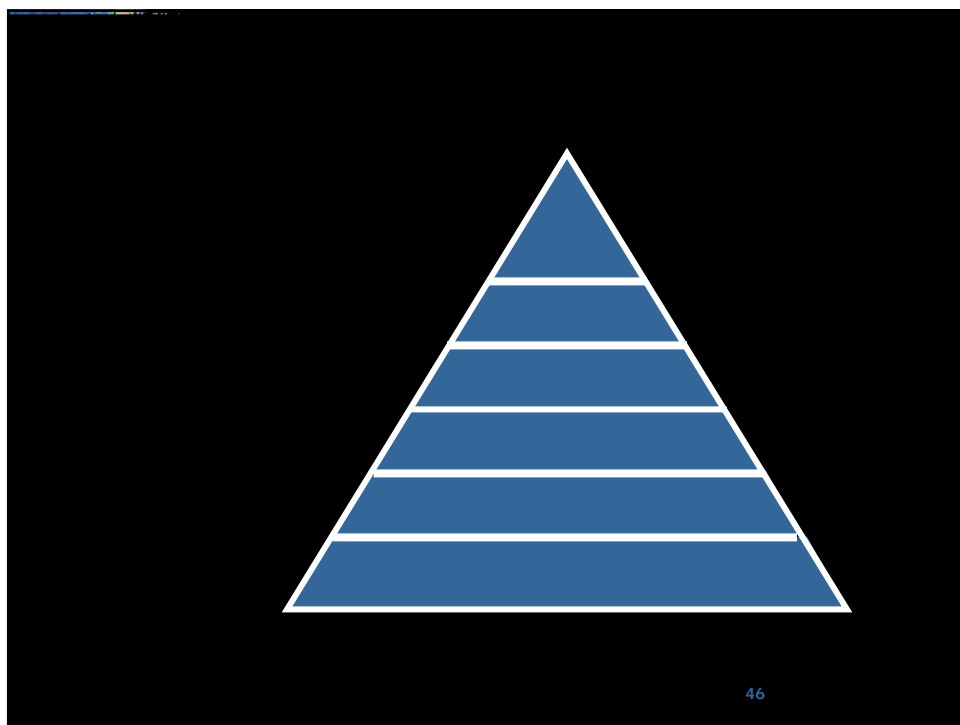
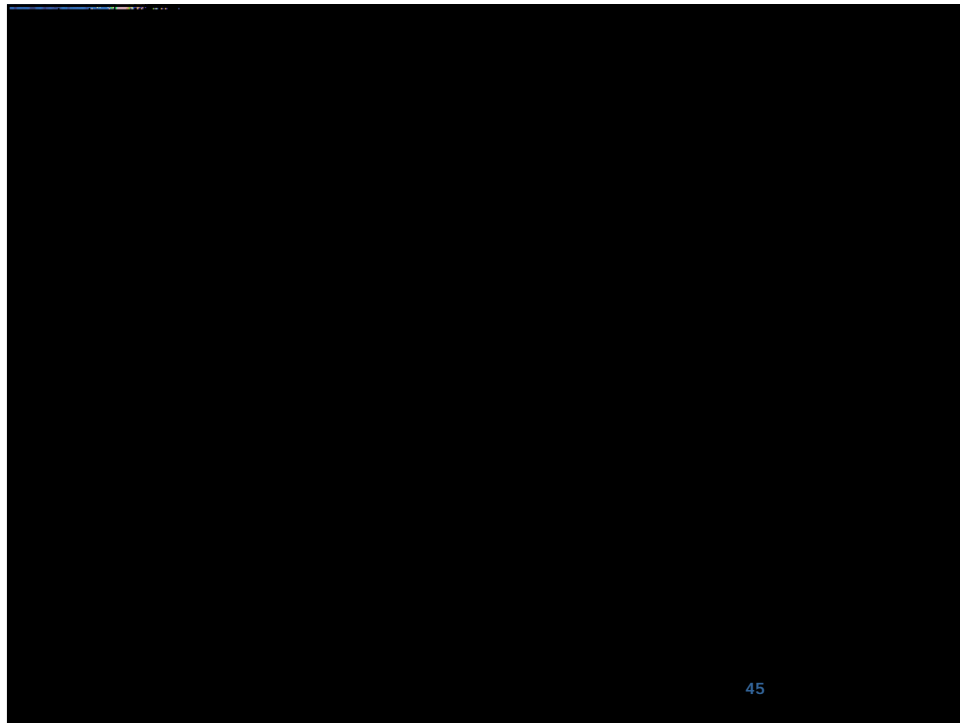


- 7. *A*
- 8. *V*
- 9. *E*

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Outcomes

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communicate to ourselves, students, and others:

47

- Always
 - precise and support
 - observable behavior
 - concrete action verbs
 - criteria

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Audience:

Behavior:

Condition:

Degree:

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- **Audience**

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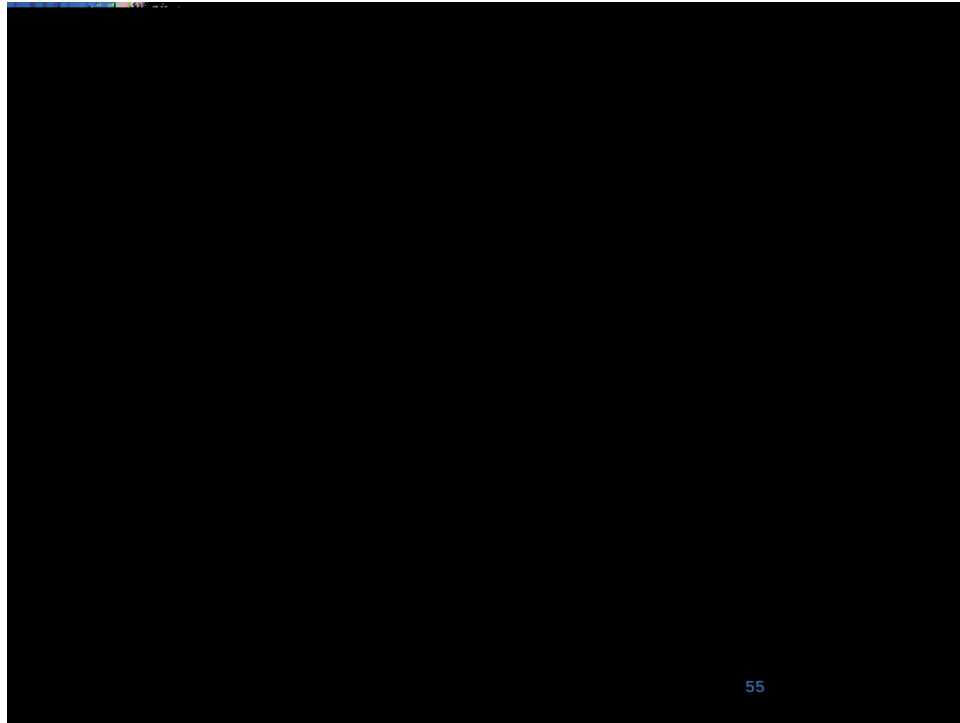
Audience

53

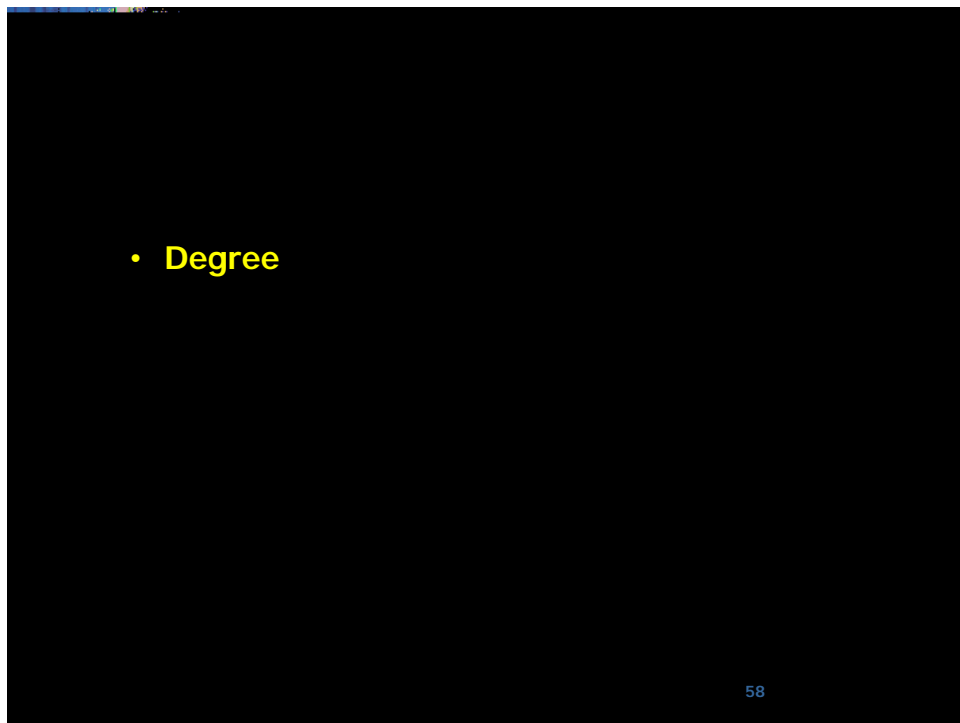
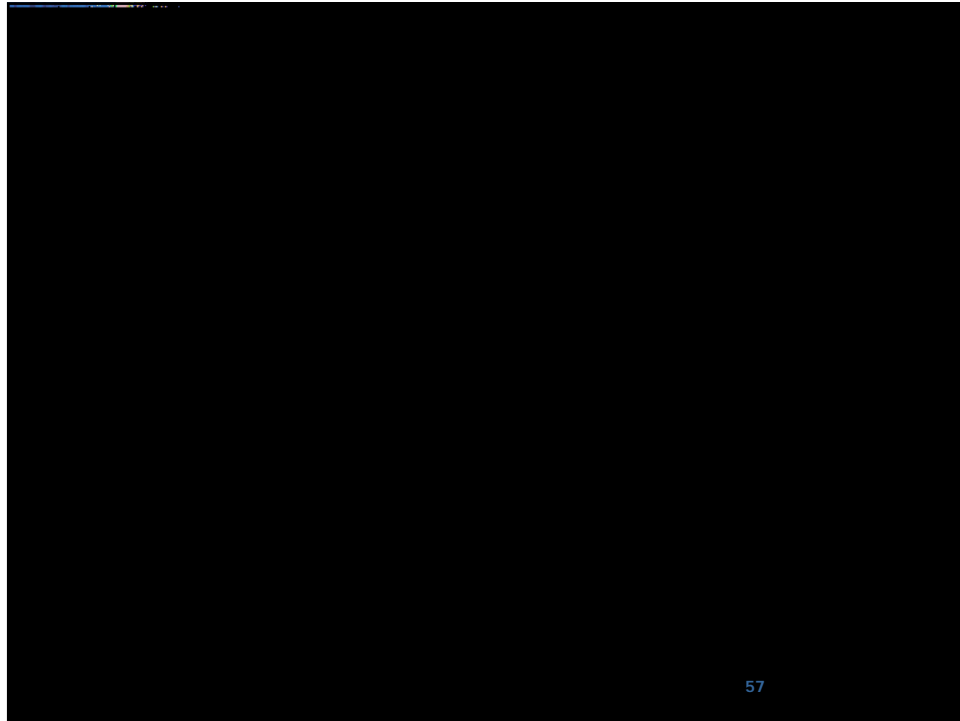
- **Behavior**

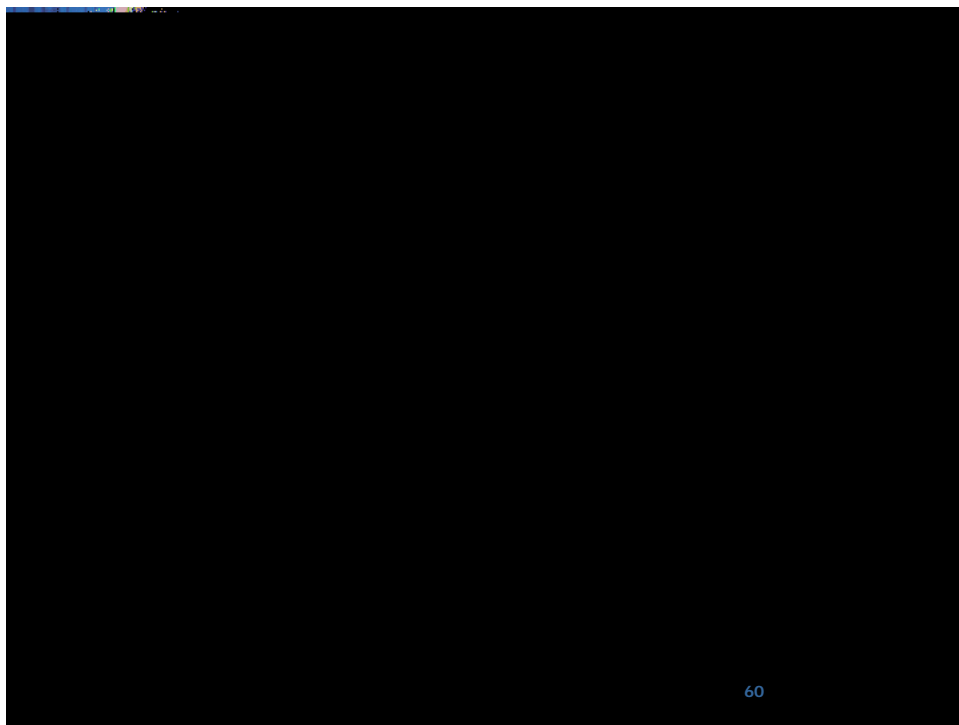
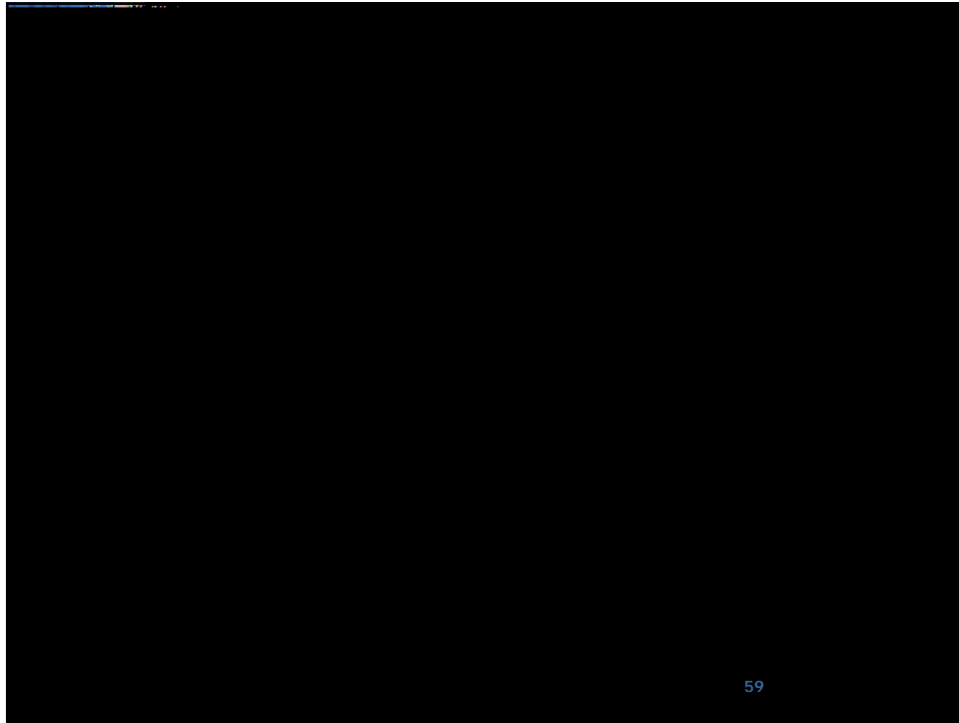
action verb

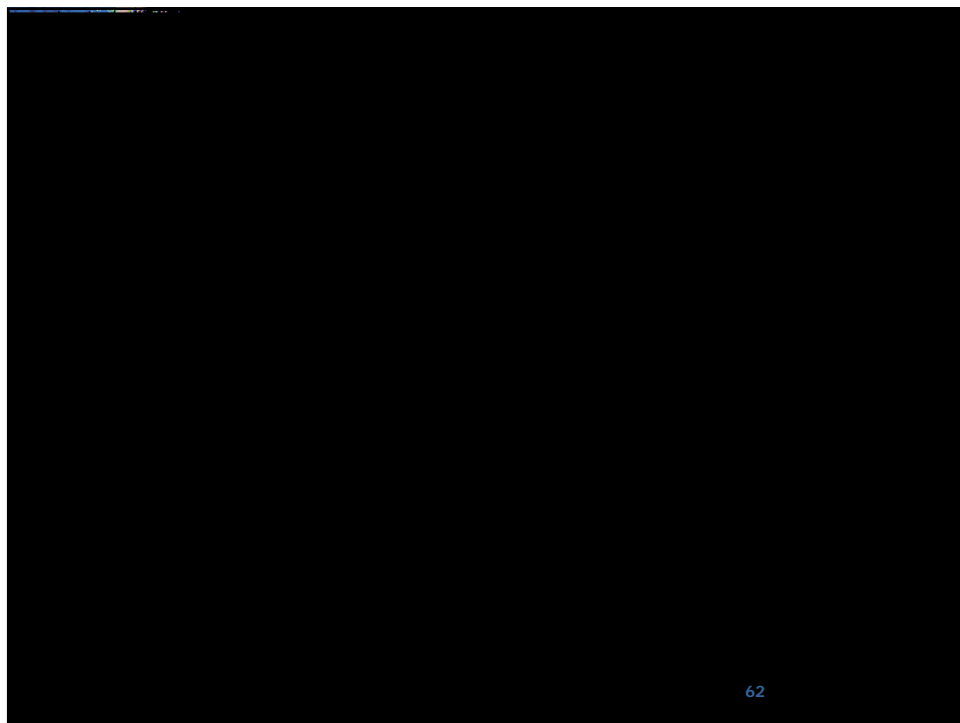
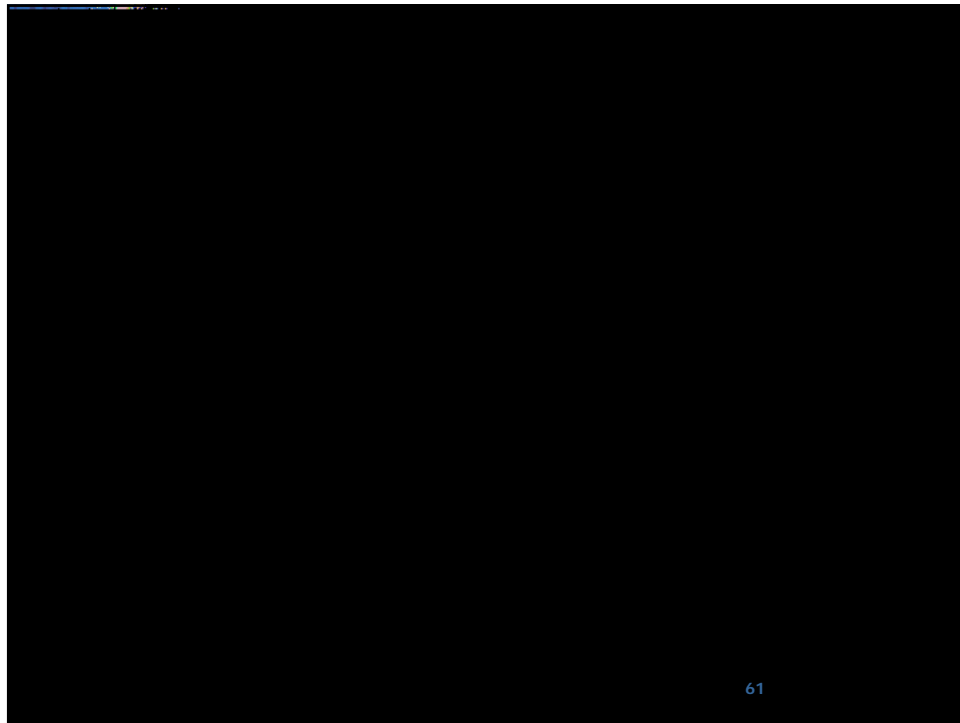
54



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Where Can We Find Measurable Outcomes

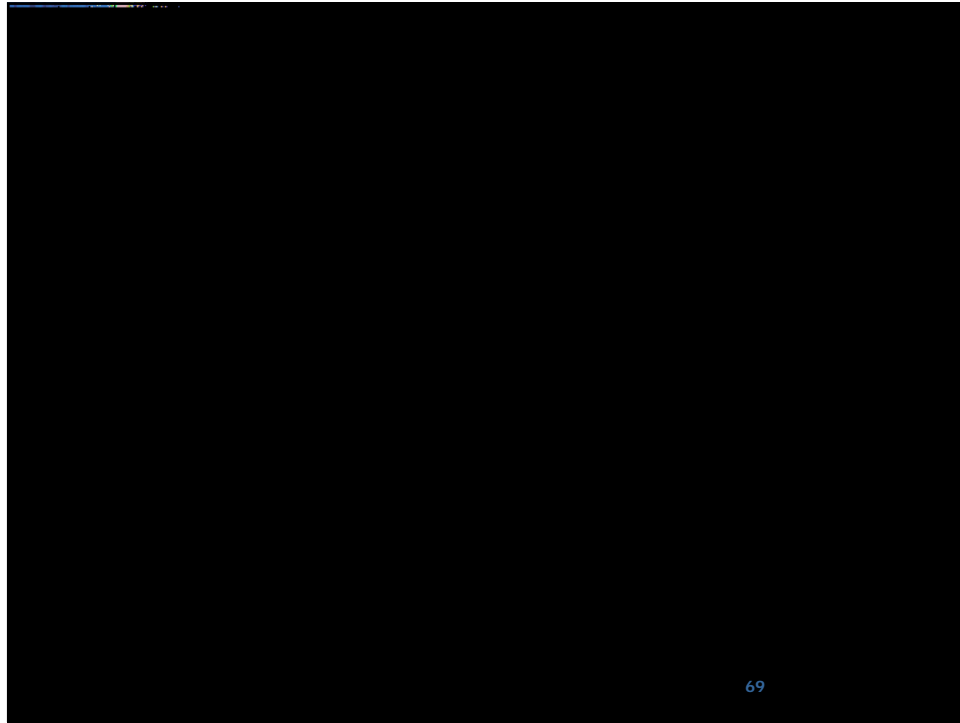
- ODU general education objectives
- SCHEV Competencies
- Colleagues, professional organizations, etc.
- Examples:

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WEAVE Practice

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(reliability)

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