

2011)

**ASSESSMENT LEARNING OUTCOMES AT THE COURSE AND PROGRAM LEVEL**

Campus: \_\_\_\_\_ College: \_\_\_\_\_

Program: \_\_\_\_\_

Semester / Trimester: \_\_\_\_\_

PROGRAM / COURSE	PROGRAM GOAL / LEARNING GOAL	PROGRAM / COURSE ACTIVITIES or STRATEGIES (To achieve the goal)	DIRECT OR INDIRECT ASSESSMENT MEASURES (How assess it)	OUTCOMES (Summary of the assessment results and analysis)	STRATEGIES TO BE IMPLEMENTED OR ACTION TAKEN (Use of results)

Faculty or Director: \_\_\_\_\_

Date: \_\_\_\_\_

College Dean \_\_\_\_\_

Date: \_\_\_\_\_

2011)

**ASSESSMENT LEARNING OUTCOMES AT THE COURSE AND PROGRAM LEVEL****Criteria****Instructions:** Evaluate the following criteria by marking an X in the Essential, Non-Essential column and write your comments

	Essential	Not essential	Comments
<b>1. PROGRAM / COURSE</b>	4	1	<ul style="list-style-type: none"> <li>This information can be indicated at the top of this form, so that more space is available in the remaining columns. The title of the program already appears, you just have to add the title of the course.</li> <li>This Column can be removed and include the information above</li> </ul>
<b>2. PROGRAM GOAL / LEARNING GOAL</b>	5	0	<ul style="list-style-type: none"> <li>The term learning objective should be used instead of goal since the goals are broad, intangible and not measurable. I suggest that the term "program goals" be replaced by the term "course objectives" as these must be written in terms of student learning, they must be observable and measurable.</li> <li>It must be established if they are all the objectives of the course and if each objective must be worked on in the document. Well, the instruction must appear in the column so that there is uniformity.</li> </ul>
<b>3. PROGRAM / COURSE ACTIVITIES or STRATEGIES</b>	3	two	<ul style="list-style-type: none"> <li>I do not believe this information is critical for the purposes of this form. What we are looking for is whether what was expected was achieved and to what extent or quality of response it was achieved. Not the means to achieve it that respond to the free chair of the teacher.</li> <li>It is essential since the activities must be aligned with the objectives established in the medical record.</li> <li>These activities will depend on the nature of the course and the teacher who teaches it. Therefore, there can be a plurality of activities for the same course, even if two sections are taught by different teachers.</li> <li>I suggest that it be more specific, since activity and strategy are not the same.</li> </ul>

2011)

			<ul style="list-style-type: none"> <li>• <b>I am not clear about this.</b> It should be clarified if this refers to the activities or evaluation criteria, or if it refers to all the activities of the course.</li> </ul>
<b>4. DIRECT OR INDIRECT ASSESSMENT MEASURES</b>	4	1	<ul style="list-style-type: none"> <li>• It may be necessary to accompany this form with the list of direct and indirect learning assessment examples that OAI has. Another option is to circulate again to the teachers so that they have it as a reference from now on.</li> <li>• It is essential since appraisal is aimed at determining the achievement of the objectives. For purposes of evidence of the evaluation of a course, the same objectives are not always identified and the same “measures” are not always used.</li> <li>• Similar to the previous comment. I don't understand why they call it direct or indirect measures. If they are used in a course, it will have an impact on the course.</li> <li>• I suggest writing only assessment measure. How is direct or indirect appraisal defined for the institution?</li> <li>• Clarify if it refers to the evaluation criteria established for the course</li> </ul>
<b>5. OUTCOMES</b>	5	0	<ul style="list-style-type: none"> <li>• This section has been interpreted in various ways and the style of the faculty responses is inconsistent or consistent, which should be achieved as far as possible given the nature of the courses. It may be necessary to explain the response style, how to present the data, results ... This section should be indicated or clarified, in some way.</li> <li>• A consensus must be reached that it will be written in this section, because sometimes% of the assessment is written, I have also seen notes and mastery level.</li> <li>• Clarify if it refers to the notes</li> </ul>

2011)

<b>6. STRATEGIES TO BE IMPLEMENTED OR ACTION TAKEN</b>	two	3	<ul style="list-style-type: none"> <li>• I suggest you limit yourself to just the first part (Action Plan on Results). Integrating strategies carried out (past) and strategies to be applied in the future within the same section and answer, can confuse the faculty and makes the form more loaded.</li> <li>• The emphasis should be on the action taken.</li> <li>• When will these strategies be implemented? The next time the course is taught? I infer it would be in a later quarter. With the same teacher or a different one?</li> <li>• I believe that the use of this criterion leads to evaluation. So, is it an appraisal or evaluation office?</li> <li>• This is not clear to me what should be included, so I include it as nonessential.</li> <li>• I believe that it is a matter of showing whether or not it works, what it results, and proposing how it will be retaken, modified or adapted.</li> </ul>
--	-----	---	---

### Content validity analysis

Validity involves that an instrument appropriately measures what was proposed in advance (McMillan & Schumacher, 2005). In this section, the content validity is described based on the expert judges who analyzed from the perspective of whether the content and criteria of the LOA 05 instrument are essential. The content validity was analyzed using the content validity ratio (CVR) raised by Lawshe (1975). According to this author, the CVR is positive if there are more than half of agreements by the expert judges. Table 1 shows the CVR index and the number of expert judges.

Table 1

2011)

*CVR index based on the number of judges*

Number of judges	Content validity index
5	0.99
6	0.99
7	0.99
8	0.75
9	0.78
10	0.62

According to Lawshe (1975), for a panel of five judges the minimum value of content ratio or CVR is .99. If the criterion or item has a value lower than this, the content should be eliminated in the final version. The six criteria of the LOA 05 instrument were analyzed by five expert judges with doctorates in education. After weighting by the expert judges, the content ratio index reflected a lower value than that established by Lawshe in four of the criteria of the LOA 05 instrument. Table 2 is shown below with the six criteria of the LOA 05 instrument, its minimum value of content ratio or CVR and the comments of the expert judges. Therefore, it is recommended to remove some criteria from Instrument LOA 05.

Table 2

2011)

*CVR index in LOA 05*

<b><i>Instrument LOA 05</i></b>			
<b>Criteria</b>	<b>Essential</b>	<b>Not essential</b>	<b>CVR</b>
<b>PROGRAM / COURSE</b>	4	1	.60
<b>PROGRAM GOAL / LEARNING GOAL</b>	5	0	1
<b>PROGRAM / COURSE ACTIVITIES or STRATEGIES</b>	3	two	.twenty
<b>DIRECT OR INDIRECT ASSESSMENT MEASURES</b>	4	1	.60
<b>OUTCOMES</b>	5	0	1
<b>STRATEGIES TO BE IMPLEMENTED OR ACTION TAKEN</b>	two	3	- .twenty

Evaluated by:

- Dr. Abner J. Colón Ortiz
- Dr. Myriam Zayas Zengotita
- Dr. Edgardo Avilés Garay
- Dr. Mónico Sanabria Mercado
- Dr. Mirta Rivera Ramos