



# Curriculum Development Workbook

**Schoolcraft College**

*Curriculum Development Handbook*

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Operations, Curriculum, and Assessment

## AN OVERVIEW OF CURRICULUM AND ASSESSMENT AT SCHOOLCRAFT COLLEGE

At Schoolcraft College, we believe it is important to “Begin with the end in mind.” When thinking about the instruction we provide, it means we utilize a performance based learning (PBL) model of curriculum development which assists faculty to move away from “what do I teach” toward “what will the students learn”.

### PERFORMANCE-BASED LEARNING AND CURRICULUM DEVELOPMENT

Performance based learning focuses on the intended outcomes at the course, program, and institutional levels of student learning. It aligns assessment, teaching, and learning with intended outcomes.

As students complete each course, they build their capabilities and competencies in that subject area. The Common Syllabus allows students and faculty to see the expectations and goals of each course as well as the outcomes that are identified to measure students’ performance.

Performance based learning focuses on the knowledge, skills, and attitudes that are necessary to be successful in a way that uses authentic tasks or activities to deliver and assess learning. This not only is more meaningful to students, but also is a clearer reflection of how students will perform once they have completed their studies and are applying their learning in real-life situations.

A main component of performance based learning is through the identification and implementation of assessments both at the formative and summative levels. As faculty members develop their curriculum, they must consider how that curriculum will be assessed. This consideration will impact the learning plans and activities, as well as the performance assessment tasks that are undertaken in the classroom.

When conducting summative assessments in the departments (Program Outcomes) or across the institution (Core Abilities), Schoolcraft College utilizes authentic performance based student artifacts. These artifacts are evaluated using a faculty-engaged inter-rater reliability model of assessment that includes the following process:

- **Prepare and plan** for the assessment
- **Collect** student-generated assessment items [or artifacts]
- **Review and analyze** the artifacts
- **Develop recommendations and reports** that may impact the institution or curriculum
- **Implement changes** that lead to continuous quality improvement



## CURRICULUM ASSESSMENT

Schoolcraft College has identified multiple levels of assessment, including institutional level, program level, and course level, as a part of the PBL model of continuous quality improvement. This involves the analysis of the current curriculum, the development of new curriculum, and learning outcomes that have been defined specific to each level.

**INSTITUTIONAL-LEVEL ASSESSMENT** measures the students' performance of the Core Abilities that are embedded across all disciplines in the institution. These include: Communicate Effectively, Use Technology Effectively, Think Creatively and Critically, Use Mathematics, Manage Information, Act Responsibly, Work Cooperatively, and Demonstrate Social and Cultural Awareness.

**PROGRAM-LEVEL ASSESSMENT** measures the students' performance on the Program Outcomes that are expected at the end of a student's academic program. These are determined by each department as they consider appropriate outcomes for the goals applicable to that discipline or industry.

**COURSE-LEVEL ASSESSMENT** measures the students' performance on the Competencies that are identified in every course in the Common Syllabus. These are determined by each department as they consider the learning necessary at a course level.

## COURSE COMPETENCIES

The course competencies in the common syllabus have been developed by your colleagues in your department, highlighting the skills that a student should possess after completion of the course. Your common syllabus can be found on the Faculty Menu of WebAdvisor or on the M: drive (accessible only on campus). Every competency begins with a single action verb that comes from the Application level or higher of Bloom's Taxonomy. The competency must be measureable and/or observable. The full list of Bloom's verbs can be found at this link: [Bloom's Verbs](#) Each competency should be able to be described by 3-10 learning objectives.

**Competencies** – Skills, knowledge, or attitudes that are measureable and observable that a student should master by the end of a course.

**Learning Objectives** – Supporting skills, knowledge, or attitudes that lead to the mastery of a competency. Can serve as benchmarks to represent the content in terms of performance and provide cues for the development of learning activities and lesson plans.

## PROGRAM OUTCOMES

The Program Outcomes describe what the student can DO after successful completion of a specific program. These are written as an indication of summative assessment as an accumulation of the skills, knowledge, and attitudes gained throughout their program's coursework, and are measurable and observable as well as clear and concise. Program Outcomes can be assessed through the use of capstone experiences, major course projects, final exams, or other ways that support the measurement of student learning.

## CORE ABILITIES

The Core Abilities are life skills that every Schoolcraft student should have mastered by the time they graduate. Although all skills should be embedded into every course, each course has between one and three Core Abilities that are assessed by Schoolcraft College at the institution level. Check your common syllabus to identify the Core Abilities for your course.

**Core Abilities** – Core abilities are broad outcomes or skills measured across the institution that every graduate of Schoolcraft College is expected to achieve. These skills go beyond the context of a specific course or program, are important in every area of learning, and are the skills employers and other stakeholders indicate are essential. Schoolcraft College requires candidates for all associate degrees to demonstrate competency in eight core abilities:

- Communicate effectively
- Think creatively and critically
- Use technology effectively
- Use mathematics
- Manage information
- Work cooperatively
- Act responsibly
- Demonstrate social and cultural awareness

The eight Core Abilities are assessed on a rotational basis. Faculty who may be asked to participate in the Core Ability assessment will be contacted at the beginning of the semester. Many departments have common Core Abilities' assignments developed. Contact your Department Chair or Instructional Administrator for more information about those, or contact the department of Operations, Curriculum, and Assessment if you would like assistance with identifying or developing your own Core Abilities' assessment.

## EXIT LEARNING OUTCOMES

Exit Learning Outcomes Matrices (ELOMs) are useful tools developed by faculty to help capture the intended outcomes of a program. They may house information about the Core Abilities, Program Outcomes, and External Standards embedded into the program's courses and objectives. The Matrices may be used when considering program and course development and student advising. They identify courses which are Program Specific, Program Supportive, and Electives. They also identify goals of student learning at the program and institutional levels.

### Program courses as identified in the ELOM:

Program Specific				Program Supportive			Electives					
		Select 1	Select 4 tax credit hrs				Select 1	Select 1				
ACCT 201 - Principals of Accounting 1				GIS 120 - Software Applications			ACCT 262 - Payroll Accounting					
ACCT 202 - Principals of Accounting 2				GIS 180 - Spreadsheet Applications-Current Software			BUS 101 - Introduction to Business					
ACCT 221 - Intermediate Accounting 1				ECON 201 - Principles of Macroeconomics			ECON 202 - Principles of Economics					
ACCT 226 - Cost Accounting				BUS 207 - Business Law 1			BUS 202 - Business Ethics					
ACCT 222 - Intermediate Accounting 2							BUS 240 - International Business					
ACCT 260 - Computerized Accounting Using Sage 50 Complete Accounting							PSYCH 153 - Human Relations					
ACCT 263 - Computerized Accounting Using QuikBooks							POLS 209 - International Relations					
ACCT 258 Federal Tax Accounting							PHIL 247 - Logic					
OR							SOC 201 - Principles of Sociology					
ACCT 138 - Income Tax Preparation							ACCT 205 - Accounting Internship					
AND												
ACCT 139 - Michigan Taxes												

### Outcomes and Core Abilities linked to courses within a program and noted on the ELOM:

Program Outcomes
Apply federal, state, and local tax laws to completing tax forms for a variety of situations
Prepare financial statements
Account for product or service costs including allocations
Complete payroll records and reports according to payroll regulations
Apply planning and control techniques
Apply codes of ethics
Interpret financial statements
Analyze financial activities
Explain the components of internal control
Apply the technology accountants use to obtain, process, record and communicate financial information
Apply fundamental accounting principles and methods

Core Abilities
Communicate Effectively
Think Creatively and Critically
Use Technology Effectively
Use Mathematics
Manage Information
Work Cooperatively
Act Responsibly
Demonstrate Social and Cultural Awareness

## DEVELOPING LEARNING PLANS

A Learning Plan outlines the methods you will use to introduce a topic, teach the material, have students practice the information, and assess the learning. When designing the assessments, it is important to include those which assess learning at the course, program, and institutional levels. For example if your competency reads: “Explain the causes of the weather fluctuations in Michigan,” the assignments related to this competency may offer the opportunity to both teach and assess the Core Ability “Think Creatively and Critically”. Guiding questions can be found below. Please contact the OCA if you would like further assistance.

## QUESTIONS TO CONSIDER WHEN CREATING LEARNING PLANS

**What are you trying to have the students learn?** *Competencies, Program Outcomes, Core Abilities, External Standards:*

**Generally, how will you know they have learned it?** *Performance Assessment Strategies:*

**Where are the students starting?** *Student Readiness:*

**What do students need to know?** *Skills, Knowledge, Attitudes:*

**What steps do they have to take to develop their understanding?** *Learning Objectives:*

**How are you going to achieve each of the steps?** *Learning Plans:*

What **learning strategies** might engage the student and carry the message?

How will you **introduce** the learning?

How will students **practice** and **achieve** the intended learning?

**How does the assessment of their performance demonstrate their learning?**

*Performance Assessment Tasks and Scoring Guide:*

## CREATING AND USING RUBRICS

A rubric is a detailed guide that specifies certain criteria and/or processes required of a performance assessment. A rubric helps to identify “what” a student needs to do, and “how” to do it well. Rubrics are helpful to both the instructor and the student by helping both to clarify what a “good” performance looks like. There are many rubrics readily available online, or an instructor can easily create a personalized rubric for most assessment tasks. Below is an example of a rubric assessing rubrics!

**Rubric for Rubrics: A tool for assessing the quality and use of rubrics in education** (modified from Dr. Bonnie Mullinix <http://its.monmouth.edu/facultyresourcecenter/Rubrics/A%20Rubric%20for%20Rubrics.htm>)

Criteria	1 - Unacceptable	2 - Acceptable	3 - Good/solid	4 - Exemplary
Clarity of criteria	Criteria being assessed are unclear, inappropriate or have significant overlap	Criteria being assessed can be identified, but are not clearly differentiated or appropriate	Criteria being assessed are clear, appropriate and distinct	Each criterion is distinct, clearly delineated and fully appropriate for the assignment(s)/course(s)
Distinction between levels	Little/no distinction can be made between levels of	Some distinction between levels is made, but is not totally clear how well	Distinction between levels is apparent	Each level is distinct and progresses in a clear and logical order
Reliability of scoring	Cross-scoring among faculty and/or students often results in significant differences	Cross-scoring by faculty and/or students occasionally produces inconsistent results	There is general agreement between different scorers when using the rubric (e.g., by less than half a level)	Cross-scoring of assignments using rubric results in consistent agreement among scorers
Clarity of expectations/ guidance to learners	Rubric is not shared with learners	Rubric is shared and provides some idea of the assignment/expectations	Rubric is referenced – used to introduce an assessment/guide learners	Rubric serves as primary reference point for discussion and guidance for assignments as well as evaluation of assignments
Support of metacognition (Awareness of learning)	Rubric is not shared with learners	Rubric is shared but not discussed/referenced with respect to what is being learned through the assignment/course	Rubric is shared and identified as a tool for helping learners understand what they are learning through the assessment/in the course	Rubric is regularly referenced and used to help learners identify the skills and knowledge they are developing throughout the course/program
Engagement of learners in rubric development and use	Learners are not engaged in either development or use of the rubrics	Learners offered the rubric and may choose to use it for self-assessment	Learners discuss the design of the rubric and offer feedback/input and are responsible for use of rubrics in peer and/or self-evaluation	Faculty and learners are jointly responsible for design of rubrics and learners use them in peer and/or self-evaluation

# ***Operations, Curriculum, and Assessment***

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