




Time-Saving Tips for Writing Proficiency Criteria

Lessons from Phase I and Early Phase II



Trust the Process

- ▶ Trust faculty
 - ▶ Good teaching is local
 - ▶ Good assessment is local
 - ▶ Quality learning is transferable
 - ▶ Assurance comes through tracking
- 



Seven Blind Alleys

- ▶ Looking Elsewhere
- ▶ Begging the Question
- ▶ Decontextualizing the PC Column
- ▶ Bending the Passport Template
- ▶ All that Glitters is not Gold
- ▶ Just Like Me
- ▶ Holding Back



Looking Elsewhere



DQP

VALUE Rubrics



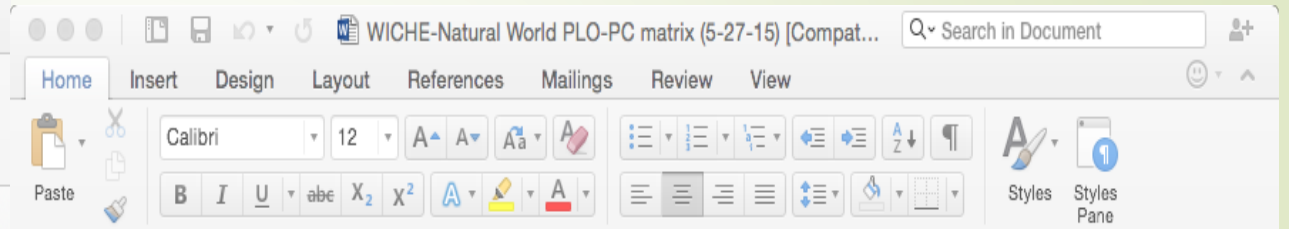
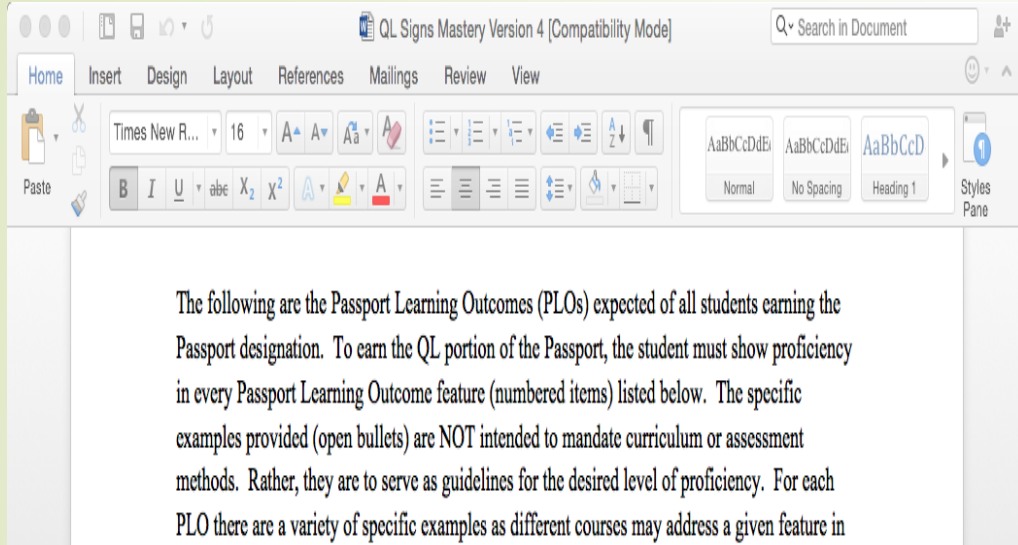
Lived
Professional
Experience



Begging the Question

- ▶ Saying more or less the same thing in the PC that you said in the PLO
- ▶ PLO: Express quantitative information symbolically, graphically, and in writing.
- ▶ PC: Create graphs which express quantitative information visually
- ▶ Actual PC (from a set): *States the conclusion to a significance test and writes an explanation of the rationale for the conclusion.*

Decontextualizing the PC Column



Human Cultures Matrix, Revised 5-14-15 [Compatibility Mode]

Passport Learning Outcomes and Proficiency Criteria in Human Cultures (DRAFT)		
REVISED 5-14-15		
Feature	Passport Learning Outcomes (WHAT the student is expected to know)	Proficiency Criteria (EVIDENCE of proficiency of the learning outcome appropriate at the transfer level) NB: All activities are examples only, are not intended to be restrictive, and may very well span multiple learning outcomes. Also, these criteria may performed/accomplished in any language deemed appropriate.

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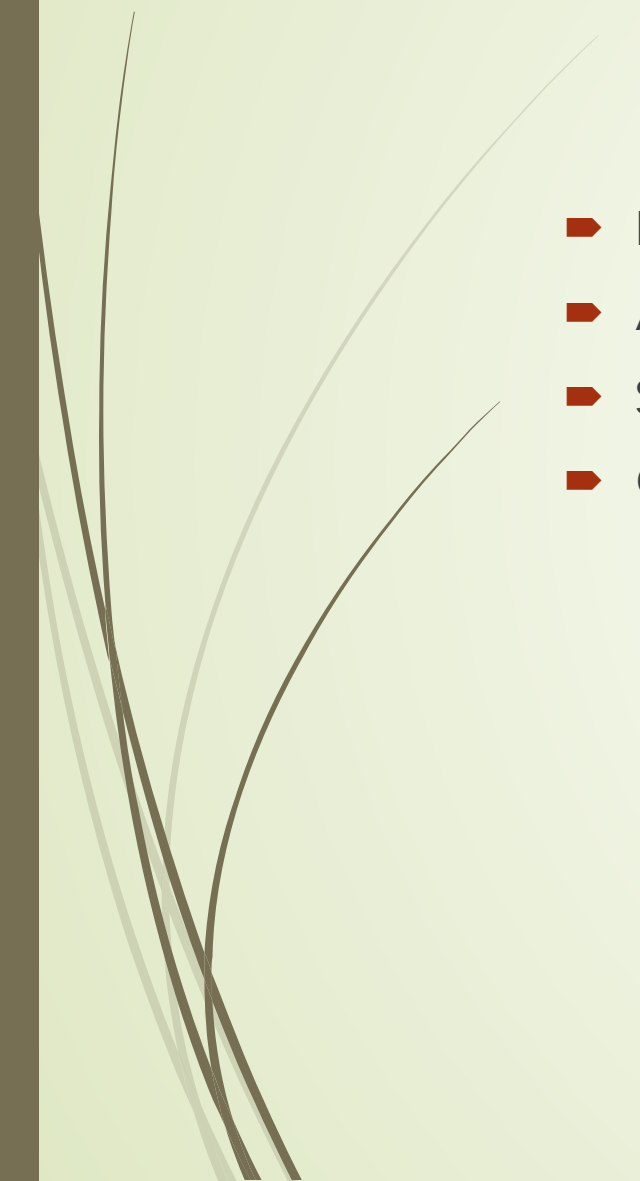
Passport Learning Outcomes and Proficiency Criteria in Natural Sciences (DRAFT)

Feature	Passport Learning Outcomes (WHAT the student is expected to know)	Proficiency Criteria (EVIDENCE of proficiency of the learning outcome appropriate at the transfer level) No single student is expected to demonstrate ALL of these Proficiency Criteria nor is this intended to be a list of all possible Proficiency Criteria. Student will be able to:
	Students explain the following	1. Students explain on an exam or assignment why

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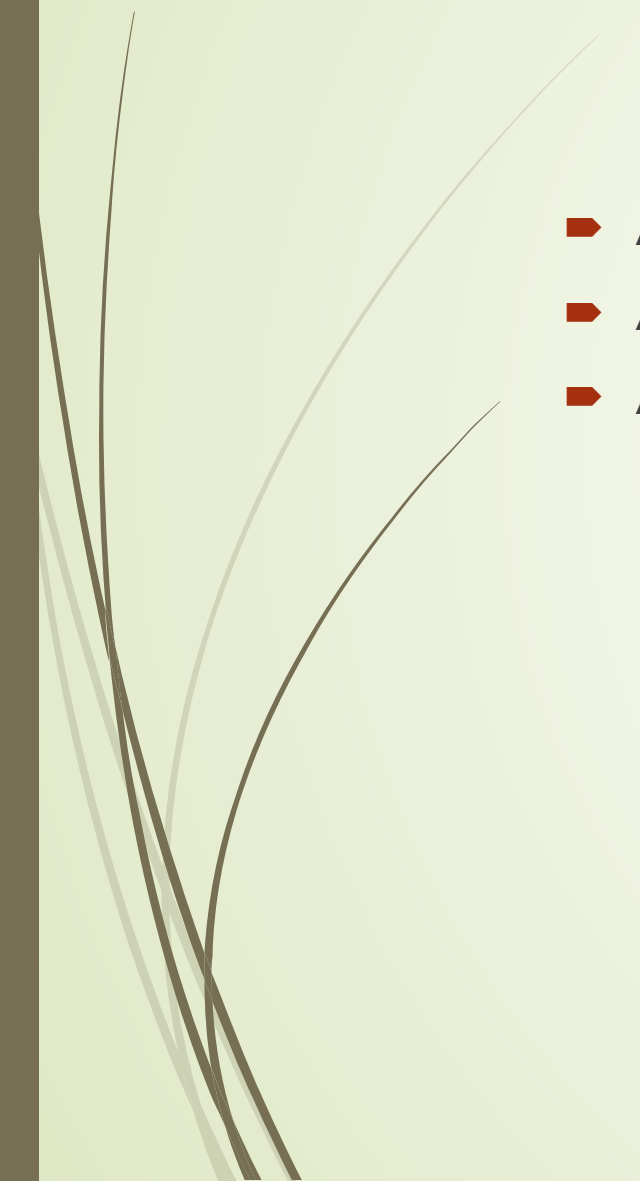


Bending the Passport Template

- Rewriting the PLOs
 - Adding another column or two
 - Searching for a better way
 - Going back to the beginning
- 



All that Glitters is not Gold

- ▶ Assignments that wow and sizzle
 - ▶ Assignments that nobody gives
 - ▶ Assignments that would work in a perfect world
- 



Just Like Me

- ▶ My faculty would never do that...
- ▶ My school requires two courses for this...
- ▶ We fought long and hard for this requirement; I need to see it in the PCs...
- ▶ My school is famous for this or that; I have to get it in this document everywhere I can...



Holding Back

- ▶ Everybody is going to know I use multiple-choice tests...
- ▶ I don't understand how that assignment reaches to the learning outcome, but I don't want to look stupid...
- ▶ I'm going to keep quiet until I see what these other faculty are going to bring to the table...



Good PC Are...

- Assessable
 - Appropriate for lower division GE
 - Legitimate
 - Representative
 - Clearly connected to the learning outcome
 - Currently being used
- 