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Learning Outcomes Assessment and Program Improvement at Queen's University Appendix

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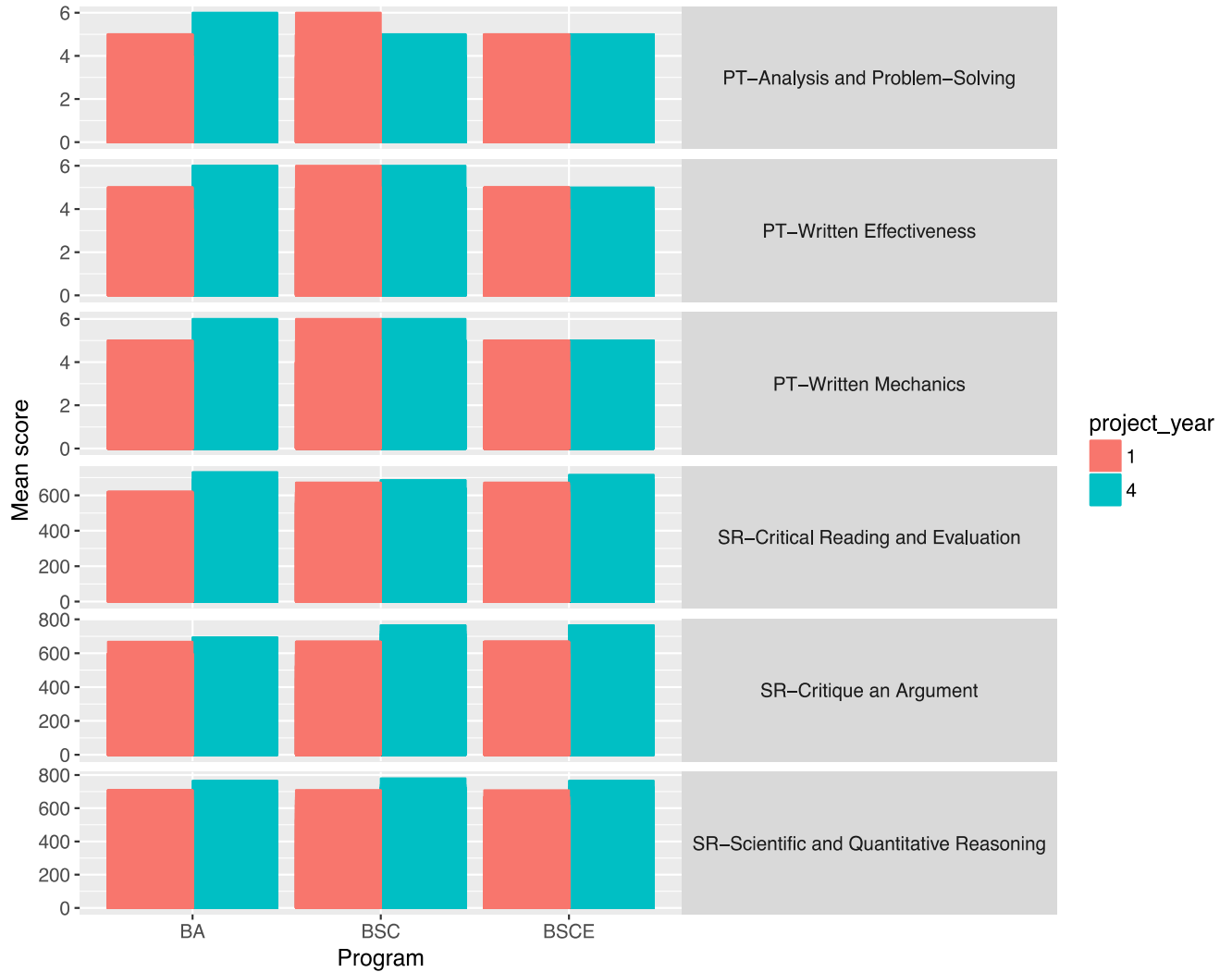
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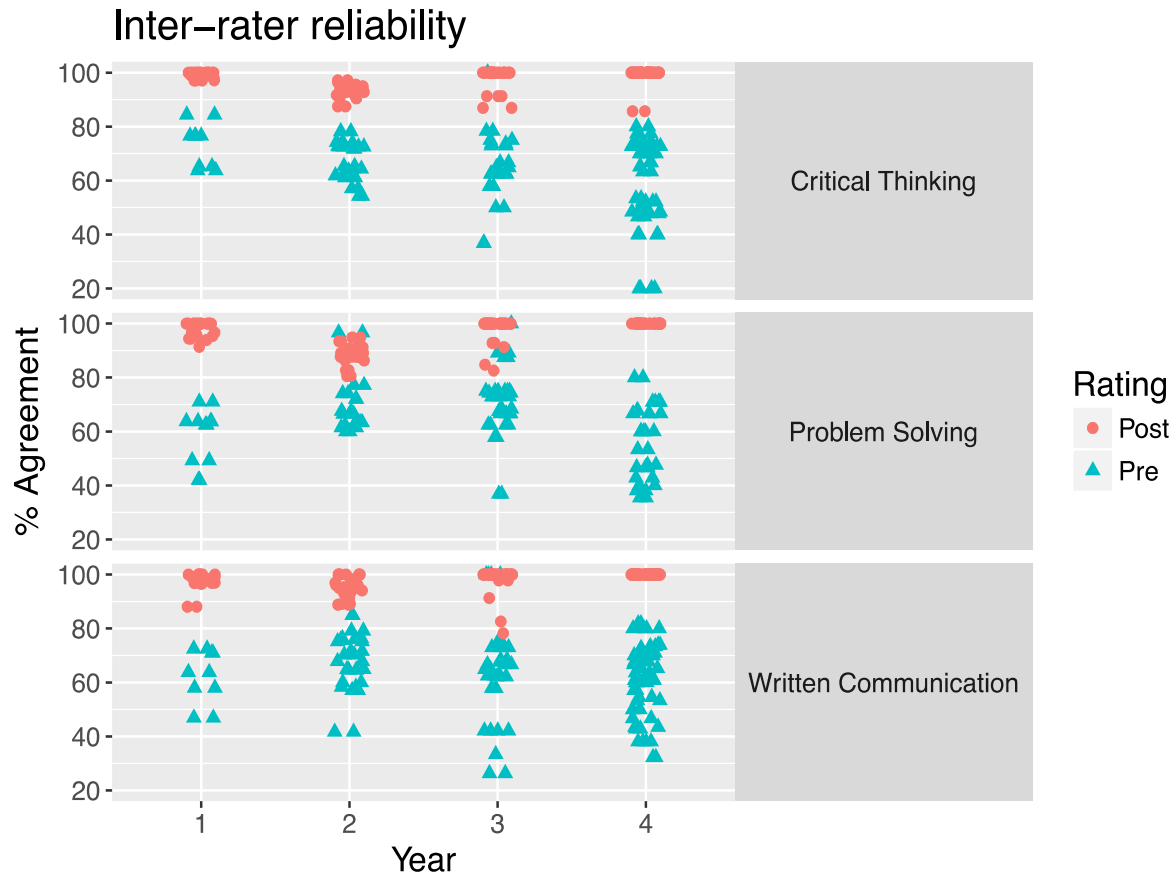
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Appendix

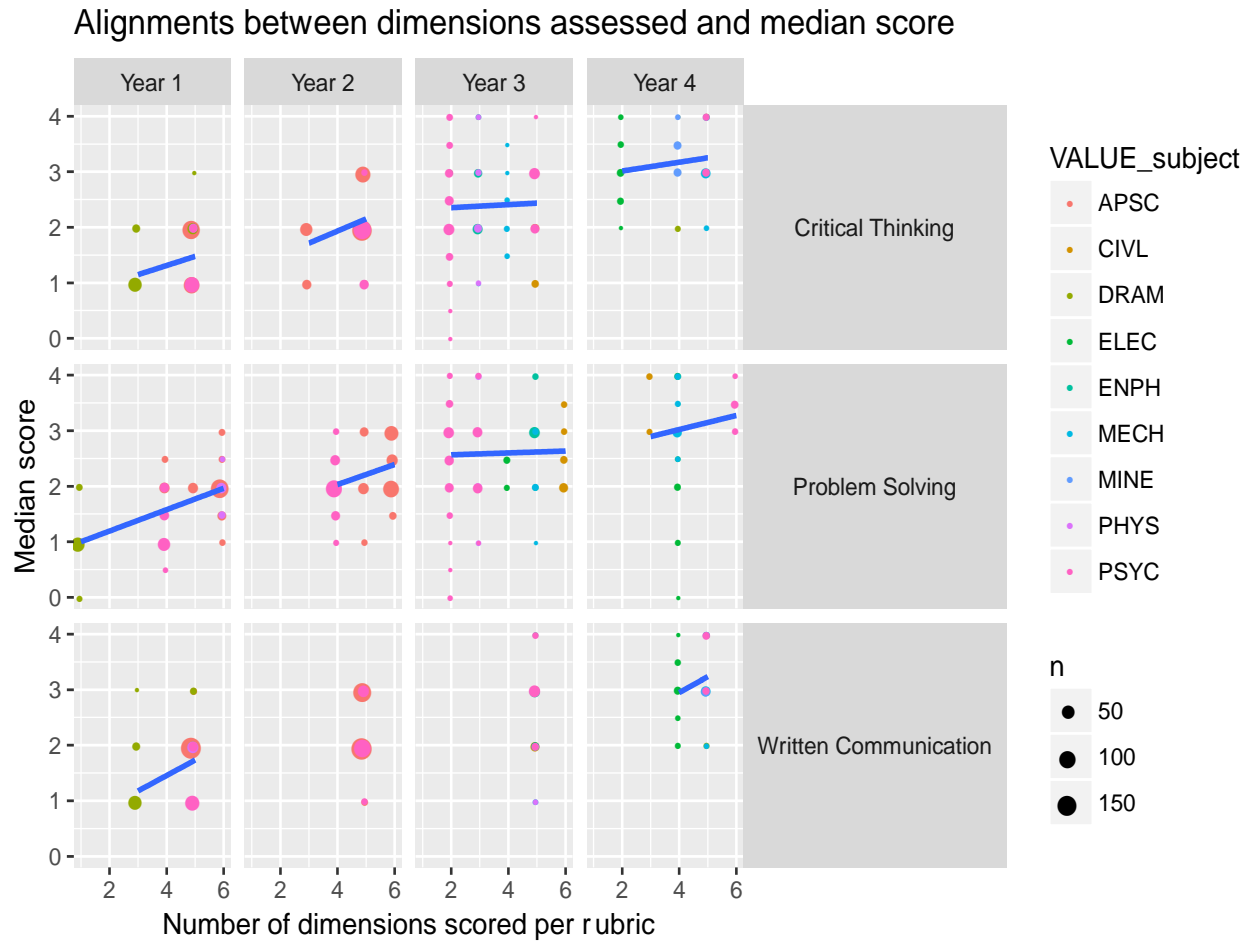
Appendix 1: CLA+ Sub-scores by Program



Appendix 2: VALUE Rubric Rater Agreement Pre- and Post-calibration



Appendix 3: Greater Alignment of VALUE Rubrics to Course Assignments Yield Higher Overall Scores



Appendix 4: Assessment Improvements in Participating Courses

Level	Timing	Change made to the course
First-year courses	Prior to data collection	Redesigned the final lab for open-ended problem solving
		Redesigned extended response answer in exam to target critical thinking
		Redesigned ePortfolio to align with Problem Solving dimensions
	Following year	Redesigned the course to incorporate an "argumentation" component
Second-year courses	Prior to data collection	Redesigned learning lab and changed the assessment structure
		Redesigned two assessments (tailored to critical thinking)
		Modified annotated bibliography and research essay to directly assess critical thinking
	Following year	Redesigned problem-solving task to include a fourth-year leadership component
Third-year courses	Prior to data collection	Developed a new course with an authentic multi-part group task aligned with critical thinking and problem solving
	Following year	Converted to "design labs"
Fourth-year courses	Prior to data collection	Redesigned production evaluation to focus specifically on critical thinking
		Specific assessment of critical thinking in the fourth-year field work unit
		Redesigned exam question to authentic case-based problem
	Following year	Adopted team-based approach to the authentic case-based problem with graduate students as team leaders



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