

Using Learning Objectives Manager (LOM) in Your Online Course

What is Learning Objectives Manager (LOM)?

Learning Objectives Manager (LOM) is part of the Pearson Learning Studio/eCollege learning management system that OCC utilizes for all online courses. LOM is a comprehensive approach to Course Objectives Assessment in online courses. LOM (which is only visible to instructors) allows the instructor to assess their students' proficiency related to the official course objectives.

Who designed LOM?

The Master Course Developer, who built your course, designed the assessment framework and deployed LOM within that course. LOM is updated as course objectives are revised.

How does LOM work?

The Master Course Developer constructed a rubric, based on the official course objectives, which contains proficiency levels and criteria statements. That rubric was imported into the Pearson Learning Studio/eCollege LMS (learning management system). The Master Course Developer then associated or tagged each piece of the course with the relevant course objectives. Content and learning activities were tagged as either "Presented" (for static content like lectures or videos) or "Assessed" (for interactive assessable items such as discussion boards or projects).

Here is an example rubric that is being used in one online course:

BUSN 134 (Sample) Course Objective	Proficiency Level			
	Minimal	Basic	Proficient	Advanced
Define marketing and describe how it has	Student is unable to articulate the definition	Student articulates a partial definition of	Student articulates the proper definition of	Student articulates the proper definition of

evolved in the United States.	of marketing.	marketing that is incomplete.	marketing according to the American Association of Marketing.	marketing, cites the AMA source, and correlates it with their own personal or professional experiences.
Explain the marketing concept and its importance in marketing.	Student is unable to describe the evolution of marketing in the United States	Student describes the evolution of marketing in the United States by recalling historical marketing campaigns in their lifetime.	Student describes the evolution of marketing in the United States by citing historical marketing campaigns evidence of research and compares and contrasts these with more recent campaigns.	Student describes the evolution of marketing in the United States by citing historical marketing campaigns evidence of research and compares and contrasts these with more recent campaigns. Student goes on to cite pros, cons, and a change in the social context of historical and recent campaigns.

Here is an example of course objectives being tagged to various course components:

Course Level		
BUSN 134.01:	Define marketing and describe how it has evolved in the United States.	
↳ Unit 1 : Unit 1 Lecture		Presented
↳ Unit 1 : Unit 1 Readings & Resources		Presented
↳ Unit 1 : Unit 1 Discussion		Assessed : 50%
↳ Unit 1 : Unit 1 Assignment		Assessed : 50%
↳ Linked Content/Tasks: 4	Presented: 2	Assessed: 2 (100%)
BUSN 134.02:	Explain the marketing concept and its importance in marketing.	
↳ Unit 1 : Unit 1 Lecture		Presented
↳ Unit 1 : Unit 1 Readings & Resources		Presented
↳ Unit 1 : Unit 1 Discussion		Assessed : 50%
↳ Unit 1 : Unit 1 Assignment		Assessed : 50%
↳ Linked Content/Tasks: 4	Presented: 2	Assessed: 2 (100%)

How do I use LOM?

Inside each Master Course, under the “Course Home” unit, there will be an item entitled “Learning Outcomes.” This area is only visible to instructors. From this area you will be able to view the full course objectives alignment with your course’s content. You will be able to see the weightings of assessments. Additionally, this area will show you a heat grid of your student’s proficiency levels.

Here is a sample report looking at the “Details by Outcome” (Note: some portions of LOM use the word “Outcome” to mean “Objective.”)

Details by Outcome						
Details by Student						
ID	Description	# of Students 1	# of Students 2	# of Students 3	# of Students 4	Times Presented / Times Assessed
COMM 154.01	Organize, write, research and develop brief talks with clarity and confidence in a conversational style	8	8	0	0	8 / 10
COMM 154.02	Identify and define basic communication theories, principles, and key terms regarding speech delivery and evaluation	9	8	0	0	8 / 7
COMM 154.03	Speak and participate in public dialogue in a civil, ethical manner	5	10	1	0	10 / 8
COMM 154.04	Participate in a persuasive debate and recognize logical arrangement of evidence vs. inaccurate reasoning	0	0	0	0	1 / 1

Here is a sample report showing “Details by Student”

Details by Outcome				
Details by Student				
Name	COMM 154.01	COMM 154.02	COMM 154.03	COMM 154.04
[REDACTED]	2.2/4	2/4	2/4	*
[REDACTED]	*	*	*	*
[REDACTED]	1.93/4	1.33/4	1.5/4	*
[REDACTED]	1.97/4	1.33/4	1.5/4	*
[REDACTED]	1.8/4	2/4	*	*
[REDACTED]	*	*	*	*
[REDACTED]	2/4	1.67/4	1.5/4	*
[REDACTED]	2/4	1.5/4	2/4	*
[REDACTED]	1/4	1.67/4	2/4	*

The gradebook tool looks a little bit different in a LOM-enabled course than a non LOM-enabled course.

The screenshot displays the gradebook interface. On the left, the 'Learning Outcomes' section shows a progress bar for 'Analyze how external ...' at 2/4, with a 'View Rubric' button. Below this, a dropdown menu shows 'BUSN 134.03 x 1 (100.00%)' and '2 (Basic)'. The main area is divided into 'Numeric Grade' (0/10), 'Letter Grade', and 'Weighted Average' (Earned: 0%, Possible: 3.75%). A large text box for comments is visible. The 'Assignment Details' section on the right shows 'Marketing and Social Media' with 4 responses by Erica. The assignment question is: 'Do you see any disadvantages for companies that are moving their marketing efforts to social media applications such as Facebook or Twitter? What are those disadvantages? Have you ever been contacted by a company after mentioning them on your own social media site? How did you feel about that interaction as a consumer of both social media and that company's products or services?'

The gradebook contains both the standard grading tools (points and comments) as well as an interactive series of drop-down menus for you to assess your students course objective proficiency related to the particular assignment you are grading. From this screen, you may also view the full rubric to familiarize yourself with the relevant criteria statements.

Please Note: The comment box adjacent to the numeric / letter grade area is visible to students. However the comment box next to the objectives is not.

This screenshot is identical to the one above but includes two red arrows. One arrow points from the text 'COMMENTS HERE ARE VISIBLE TO STUDENTS' to the comment box next to the 'Numeric Grade' and 'Letter Grade' fields. The other arrow points from the text 'COMMENTS HERE ARE NOT VISIBLE TO STUDENTS' to the comment box next to the 'Learning Outcomes' section.

Is LOM the only assessment strategy utilized?

Ocean County Colleges utilizes many assessment methodologies. LOM (used only in online courses) is just one of those methods. OCC also utilizes key assessment instruments in 40 courses, student reaction forms, writing-across-the-curriculum, and much more.

