Developing Program Outcomes:
A high level overview

This presentation is based on the work of Ruth Stiehl and Les Lewchuk in The Mapping Primer: Tools for Reconstructing the College Curriculum (2005) published by The Learning Organization.

Writing Program Outcomes

Faculty members determine program outcomes to:

- Provide context for the curriculum design, on the whole;

- Communicate to students and others about the knowledge, skills, and dispositions program graduates will exhibit; and

- Focus assessment of learning on those concepts students must know and "do" to become successful in a particular field of study, on the job and/or in the community.

Curriculum Design

- How do professional curriculum designers organize learning for others?

Cognitive – Knowledge – Intellectual Skills

Concepts students are to become aware of, know, comprehend and think critically about…

Curriculum Design Vocabulary

Psychomotor – Skills – Practical Applications (Subject Specific)

Concepts students will apply, demonstrate, perform…

Affective – Dispositions/Attitudes – Key/Transferable Skills

Concepts students integrate into their value system, behavioral choices and decision making…

Program Outcomes are…

the most important concepts, pieces of knowledge, skills, and dispositions recognized and elevated by the faculty as those which students must integrate into the schema of their person to be successful (in the field of study, on the job, in life).

Course Outcomes are…

the concepts students are expected to know/ comprehend and skills (at a specified level) they are able to demonstrate upon completion of a particular class. Students are assessed on the knowledge, skills and dispositions gained after participating/completing in particular learning experiences learned and measured during a designated period of time, such as a semester.

Getting Started
Step 1: Answer the question…

What do students need to be able to Do "out there" that we're responsible for "in here?"

Or

What do you see your graduates DOING "out there"?

Example: Auto-body Technology

Create a list of concepts, skills, dispositions:

- Rule #1 Begin every suggestion with an action word
- Rule #2 No single word answers

Example: Auto-body Technology

A list of concepts, skills, dispositions:

- Practice Safety
- Work with others
- Communicate with Customers
- Use Technology
- Problem Solve
- Diagnose Problems
- Create solutions
- Stay current with industry changes
- Assess damage
- Estimate Cost
- Make repairs

Group the Action Statements

- Communicate with Customers
- Work with others

- Assess damage
- Diagnose problems
- Stay current with industry changes

- Problem solve
- Create solutions
- Estimate cost

- Use technology
- Practice safety
- Make repairs

Drafting outcomes template:

"Students will use their understanding of _____ to _____.

Examples:

Students will use their understanding of <u>assessing vehicle damage</u> to <u>estimate the cost of a repair</u>.

Students will use their understanding of <u>effective ways of interacting with others</u> to <u>communicate with team members and customers</u>

Remove the "stem" & tweak

Find the "right" action word

Write simple, clean statements

Ask:
- Does this statement express what we can expect our graduates to do?
- Is it clear what we mean?
- Does it reflect the ideas in the theme, cluster or grouping or statements? (did we need to remove any ideas and use them in a different cluster?)

Remove the "Stem" & Tweak

Students will use their understanding of assessing vehicle damage to estimate the cost of a repair.

Becomes:

Students will accurately assess vehicle damage and prepare reasonable cost estimates.

Remove the "Stem" & Tweak

Students will use their understanding of <u>effective ways of interacting with others</u> to <u>communicate with team members and customers.</u>

Becomes:

Students will communicate effectively with team members, customers, and other professionals.

Assessment

Meaningful tasks through which students demonstrate evidence of mastery of the intended outcomes.

Authentic Assessment:

- Students apply skills in a meaningful way (demonstrating higher level thinking - analysis, evaluation, and synthesis)
- Performance assessment allows for evaluation of attitudes/dispositions.
- Student develop and create original responses to the topic.