

OUTCOMES GRID

For incorporation into course outlines

Below is the section of the new course outline form that calls for objectives and outcomes, with sample entries from courses that have already reached agreement on entries in the categories. Note that the two courses selected show very different degrees of specificity in their identification of outcomes. Departments and courses may vary widely in this regard, and as the outcomes are put to use, departments may adjust their decisions about how specific to be and what to include.

E. OBJECTIVES, OUTCOMES, and ASSESSMENT (*Note recommended change in wording*) The following objectives and outcomes represent the department's core requirements for student achievement.

LEARNING OBJECTIVES	LEARNING OUTCOMES	ASSESSMENT METHODS
To demonstrate an understanding of	Student will	As measured by
From Eng 101 objectives 4. Methods of research documentation	a) develop library search strategies; b) incorporate and document citations according to prescribed form.	<ul style="list-style-type: none"> Completed library workbook Research paper
From Math 080 objectives 6. Basic geometry concepts	a) measure length of a line segment; b) find the perimeter and area of a rectangle, triangle, and circle; c) find the volume of a solid.	<i>Measures for <u>all</u> Math 080 outcomes:</i> <ul style="list-style-type: none"> written in-class quizzes, tests, and examinations class participation presentations to the class out-of-class projects & homework assignments written reports & portfolios

The focus here is on a few fundamental things that students can do as a result of the course. The organic whole of each student's understanding of any course is beyond measure, but some key pieces of their understanding can be measured through their performance in selected activities. Therefore, the language of the three columns fits this form:

Objective: An area within which we expect students to develop competence (usually the name of a topic)

Outcome: Specific actions within that area that demonstrate competence (verbs associated with observable behavior, not mental processes)

Measure: Things that serve as evidence that students meet our standard of performance (nouns usually labeling tasks or data that we gather for grading)

PLEASE NOTE: These columns do not constitute a description of all that we expect students to learn or all that we intend to teach in the course. The *Scope* section of the course outline can address wider goals and content, and the syllabus can list teaching topics. Some departments, to communicate with adjuncts or to clarify articulation agreements, may develop a page giving more thorough description of topics or activities to be included in the course. Some departments might even choose to supply adjuncts with sample syllabi. However, this outcomes grid is best limited to 4-8 objectives with several outcomes under each—statements of the essential core common to all sections and all teachers of the course.

FORM FOR WORKING DRAFT

In electronic format for sizing to fit each course's needs

LEARNING OBJECTIVES	LEARNING OUTCOMES	ASSESSMENT METHODS
To demonstrate an understanding of	Student will	As measured by
1.	a) b)	• • •
2.	Etc.	

The Student Learning Assessment team is happy to help with questions of wording and specificity, or to clarify the function of this grid. Please consult with the SLA team member in your department as you get started.

Goals & Objectives for _____ Program

With alignment of courses that address each objective

Goals & Objectives Upon successful completion of the _____ program, the student will	Courses with related objectives
1. 1.1 a) b) 1.2 a) b) c) 1.3 a) 1.4 a) b)	1.1 1.2 1.3 1.4
2. 2.1 a) b) c) 2.2 a) 2.3 a)	2.1 2.2 2.3
3. 3.1 etc . . .	3.1

- Add rows as needed.
- The number of subdivisions under each goal depends on program needs.
- Whole number goals are the ones that will show up in the catalogue and should represent categories of performance that students will demonstrate. The next level (2.1, 3.2 , etc.) should describe the more specific behaviors that students will exhibit. And the last level (a, b, etc.) should list things that teachers can measure and document via classwork. These last two levels are not for external publication but are necessary for in-house discussion, clarity of program intentions, and identification of opportunities for aggregate assessments that can help with program improvement.
- The drafts distributed at the Program Coordinators' meeting offer examples.
- The courses listed in the right column should include only those in the program curriculum, and their course outcomes should reflect an intention to address the program objectives with which they're aligned. This reflection may be somewhat indirect, but it should be identifiable and capable of being pointed out to those who might not immediately see it.

The members of the Assessment Implementation Team are eager to help.