

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	<i>LEARNING OUTCOMES</i>	<i>ASSESSMENT METHODS</i>
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.

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.

FORM FOR WORKING DRAFT is on next page

STANDARDIZED COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER:

COURSE TITLE:

COURSE CATALOG DESCRIPTION:

LECTURE HOURS PER WEEK:

CREDIT HOURS:

LAB HOURS PER WEEK: (if applicable)

PREREQUISITE(S):

SECTION II

A. SCOPE: more specific overview of course content than stated in the general catalog description)

B. REQUIRED WORK: Will vary by instructor.

C. ATTENDANCE AND PARTICIPATION: (Specific instructor policies should be listed in the class syllabus.)

D. METHODS OF INSTRUCTION: The methods of instruction are determined by each instructor and may include but are not limited to lecture, lecture/discussion, small group, collaborative learning, experimental/exploration, distance learning, students presentations, or use of technologies such as audio-visual materials, computer, language laboratory, and calculator.

E. OBJECTIVES, OUTCOMES, and ASSESSMENT

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
1.	a) b)	<ul style="list-style-type: none">•••
2.	Etc.	

F. TEXT(S) AND MATERIALS: (if required)

G. INFORMATION TECHNOLOGY: (if required)