

From Objectives to Outcomes

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- ◉ Facilitate SMCC's
 - ◉ formal program review
 - ◉ program evaluation
 - ◉ assessment plans for academic programs / disciplines / departments / services.
- This work is done with a focus on assessment of student learning outcomes.

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Why Bother with Assessment?

- ◉ The whole goal is IMPROVEMENT
- ◉ Course, Program, Institution
- ◉ National movement
 - National standardized testing of higher ed. students
 - Published comparisons
 - Replace regional accreditation with national
- ◉ Window of opportunity to do it ourselves
- ◉ Shouldn't be content with status quo

A New Focus on Outcomes

Where's the Proof?: How well do we know what we are doing is working? How do we demonstrate that to others?

In 2003, all seven regional accrediting agencies in the United States agreed on principles of good practice that "would make the *focus on student learning outcomes* central to the accreditation process."

Maricopa: Instructional Council / curriculum movement???

Outcomes at Various Levels

- ◉ Course
- ◉ Program
- ◉ Institution

Defining Terms

- **Objectives** – describe the intended purposes and desired exhibited results of teaching activities.
- **Outcomes** – describe significant and essential learning that students have achieved and can reliably demonstrate at the end of a course, program or degree.

Objectives	Outcomes
Intended Results	Achieved results
Specific and discrete (often lesson-specific)	Broader aspects (Higher level skills integrating the content)
Can be achieved in a short time frame (even a class period)	Accomplished over time in several learning experiences
Tend to be statements of intent, not necessarily suggest demonstration	Refer to demonstrations of end-stage performance
Needed for course success	Needed for career / life success

Example Statements

Objective Statement:

Given ten sentences, students will be able to identify the voice and tense of each.

Outcomes Statement:

The student will have reliably demonstrated the ability to identify voice and tense of a sentence.

Example Statements

Objective Statement:

Students will use Google to find the answers to twelve questions.

Outcomes Statement:

The student will demonstrate the ability to research information on the Internet.

Example Statements

Objective Statement(s):

Define affirmative action.
Describe three factors which promote affirmative action in the workplace.

Outcomes Statement:

The learner will reliably demonstrate the ability to develop affirmative action programs within a workplace environment.

From Shirley Lesch (George Brown College) – *Instructing the Adult*

Example Statements

Objective Statement(s): (FON241)

1. Explain basic concepts of scientific method as applied to nutrition information.
2. Explain the relationship between nutrition and other factors in maintaining optimal health and nutritional status throughout the lifecycle.
3. Use food guides, diet planning principles, nutrition-related tables, food labels, and/or exchanges to plan, calculate, and/or evaluate food and beverage intake.

Outcomes Statement:

At the end of this course, the student will be able to determine an appropriate strategy to correct a documented nutritional problem.

A Lesson from my dog



- ◉ **Objectives:**
 - Maintain pain and antibiotic medications
 - Restrict movement
- ◉ **Outcome:**

In ten weeks, a fully recovered and healthy dog (return to normal lifestyle)

Are Outcomes the Goals?

Goals are the target of the course or program (where you want to go)

Objectives are how you get there.

Outcomes are proof that you have arrived



The Content Framework

Topics
What should be covered?

Textbooks
What text should be used?

Tests
What should be included on the tests?
How many tests?

Assignments
What kinds of assignments and papers should also be completed and contribute to the grade?

From Ruth Stiehl & Les Lewchuk— The Outcomes Primer

The Competency Framework

Competencies
What competencies should be demonstrated?

Records
How should these competencies be recorded?

Minimal performance
What is the minimal performance on each competency? What is the minimal number of competencies that must be completed?

Grade
How can the competencies be converted to a grade?

From Ruth Stiehl & Les Lewchuk— The Outcomes Primer

The Outcomes Framework

Outcome Statements
What do the students need to be able to DO in the “rest of life” situations that we are responsible for in this course/program?

Content
What themes, concepts, and issues must students understand to do these things? What skills must they master to do these things?

Projects
What can students do in this course to demonstrate a level of proficiency in the outcome(s)?

Assessment
What are the qualitative criteria that will be applied to the demonstration?

From Ruth Stiehl & Les Lewchuk— The Outcomes Primer

Seeing The Big Picture

What do our students need to be able to do "out there" (rest of life) that we are responsible for "in here" (course/program/institution)?

Assessment: Where's the Proof?

What can our students do "in here" to demonstrate the intended outcomes?

Defining the Content

What do our students need to understand in order to demonstrate the intended outcomes?

Content – Further Defined

What do our students need to understand in order to demonstrate the intended outcomes?

Curriculum Design - Course

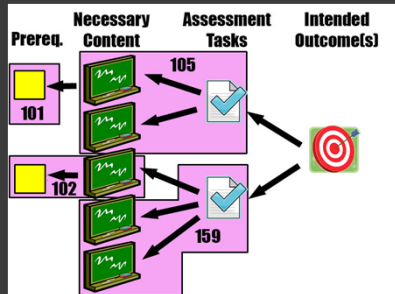
Looking at it from a linear graphical perspective

Curriculum Design - Course

Looking at it from a linear graphical perspective

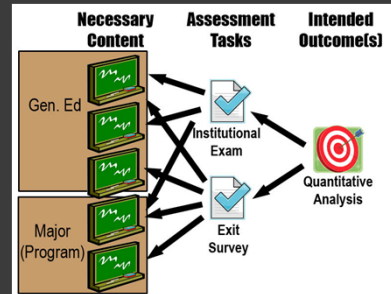
Curriculum Design – Program

Looking at it from a linear graphical perspective



Design – Institutional Objectives

Looking at it from a linear graphical perspective



Student Learning Objectives

- ◉ What would the ideal graduate of our **program** look like?
- ◉ What essential skills and understanding should we expect of **all SMCC graduates** (that they may not have coming in)?