A Developmental Approach to Creating Programme Level Outcomes

23 October 2008

Jeana Abromeit
Alverno College – Milwaukee, Wisconsin
Chair, Council for Student Assessment
Professor of Sociology
Goals of Today’s Workshop

- Develop shared understanding of outcomes

- Refine HKIEd’s institutional outcomes
  - Agree upon and identify a set of core outcomes
  - Identify which outcomes are primary and which are secondary for each of the 4Cs
  - Further define the outcomes

- Begin to create programme outcome statements
Educators are responsible for making learning more available by articulating outcomes and making them public.
Principle leads to questions like:

- How do you want your students to be able to think as a result of studying your discipline?

- What do you want your students to be able to do as a result of studying your discipline?
Definition of Outcomes

Outcomes are a set of statements that describe what a student can do with what s/he knows as a result of a set of learning experiences.
Alverno’s Eight Abilities/Outcomes

- Communication
  Writing, Speaking, Reading, Listening, Quantitative Literacy, Media Literacy, Computer Literacy
- Analysis
- Problem Solving
- Valuing in Decision Making
- Social Interaction
- Developing a Global Perspective
- Effective Citizenship
- Aesthetic Engagement
Important Dimensions of Abilities:

- Involve the whole person
- Are teachable
- Can be assessed
- Transfer across settings
- Are continually re-evaluated and re-defined
Principle

Abilities need to be defined in a way that our teaching of them can be developmental.
Analysis

- Level 1 – Show observational skills
- Level 2 – Draw reasonable inferences
- Level 3 – Perceive & make relationships; use concepts
- Level 4 – Analyze structure & organization using concepts and frameworks
- Level 5 – Employ frameworks from major & minor disciplines in order to analyze
- Level 6 – Independently employ frameworks
Principle

Abilities must be carefully identified and compared to what contemporary life requires.
Sources of Outcomes

- Institutional mission
- Accreditation standards
- Professional requirements
- Needs of society
- Nature of Discipline
- Aspirations of learners
Principle

Designing learning involves integrating abilities within disciplines and across disciplines.
Increasing Degrees of Specificity

Institutional Outcomes

Major Outcomes & Accreditation Standards

Course Outcomes

Assessment of Course Outcomes

Criteria (more specific than Outcomes)

Judgment of Student Performance Using Criteria
Examples from Sociology and Education

- Relationships among outcomes at all levels – institutional, program, course, and assessment
Teaching/Learning Design Process

1. Develop Institutional Outcomes
2. Develop Discipline/Program Outcomes
3. Develop Course Outcomes
4. Develop Learning Experiences/Practice
5. Design Assessment Process
6. Conduct Classroom Research