

SACSCOC

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Developing Effective Learning Outcomes and Curriculum Maps for Academic Programs



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We are taking
our students on
a journey.

Learning Outcomes:
What is their
destination by the
time they graduate?

**Curriculum &
Learning
Activities:** How
will your students
get there?

What is a Program?

- More than a collection of courses
- A program has
 - *Coherence*
 - *Depth*
 - *Synthesis*
- *[Program] outcomes should be “practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.”*
 - AAC&U

What is a **Program** Learning Outcome?

- The **BIG** things you want students to get out of a program
- Developed throughout the program, in at least 2 courses
- Not one faculty member's sole responsibility

Why Are You Here?

- What do you need to learn today?
- Why?
- What do you want to be prepared to do when you get back to your office?
- How do you want to use what you'll learn when you get back to your office?



Good Learning Goals State **Outcomes**

- What students should be able to do **AFTER** they pass a course or graduate
- *Solve natural resource management & protection issues.*
- *Develop critical and analytical thinking skills.*

Good Learning Goals are **Clear**

- Students understand them.
- Colleagues understand them.
- No fuzzy terms!

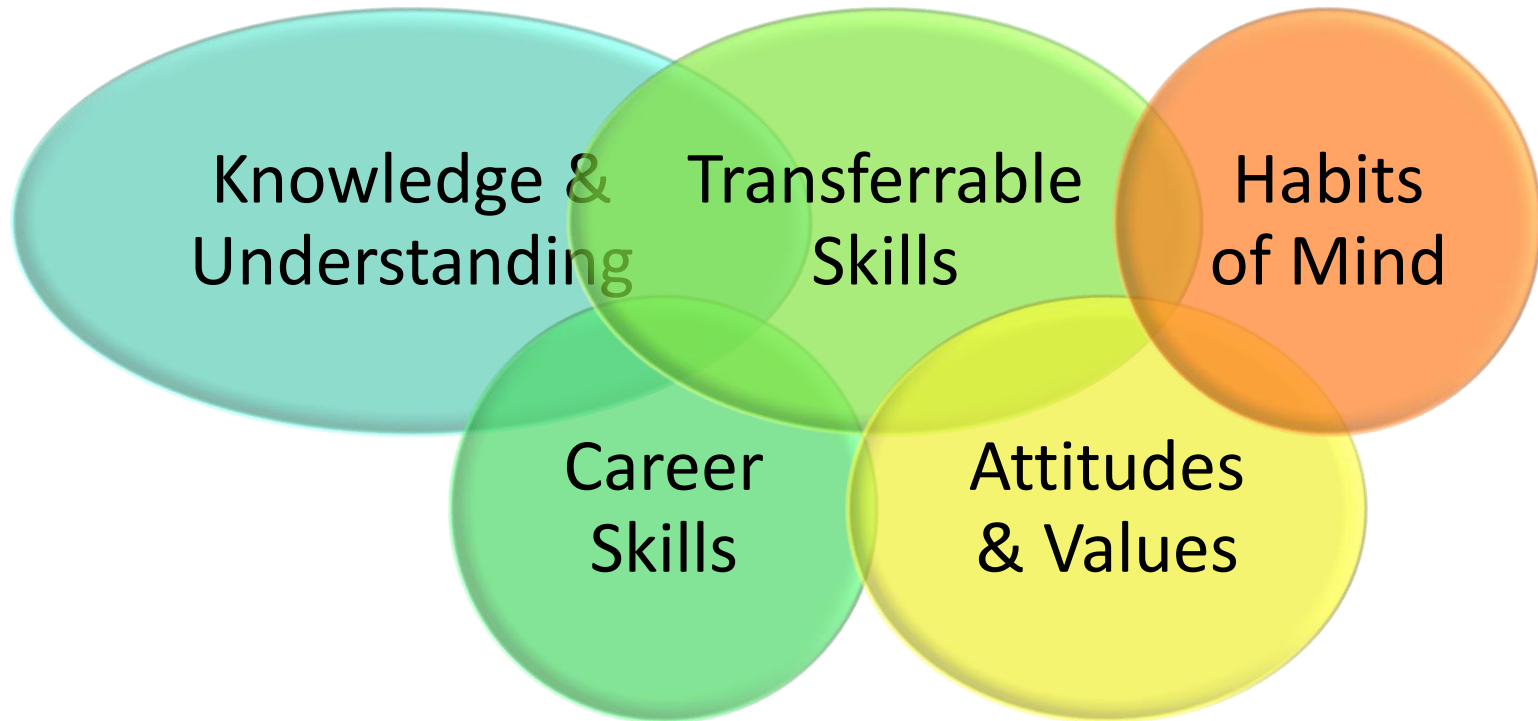
- *Improve food production in an era of global change.*

- *Communicate effectively.*
- *Be able to pursue independent research.*

Good Learning Goals are **Observable**

- Action words
- If you can see it, you can assess it.
- *Identify and analyze ethical issues in business.*
- *Find and develop their individual voices.*

Good Learning Goals Focus on **Skills**



- *Communicate effectively with a range of audiences.*
- *Discuss proper lab procedures.*

Good Learning Goals are **Relevant**

- Meet **important** student & employer needs 5-10 years from now
 - *Teamwork and collaboration skills*
 - *Articulating ideas clearly and effectively*
 - *Real-world problem solving*
 - *Evaluating information and conclusions*
 - *Professionalism (habits of mind)*
 - *Working with people from diverse cultural backgrounds*
 - *Flexibility and adaptability to change*
 - *Creativity and innovation*
 - *Ethical judgment*
 - *Using numbers, statistics & technology*

Good Learning Goals are **Rigorous** Yet **Realistic**

- *Identify, formulate, and solve technical problems.*
- *Be committed to professional and ethical practice, continuous improvement, and lifelong learning.*

Good Learning Goals are **Neither Too Broad nor Too Specific**



**Use a rubric
to define
broad goals.**

- *Evaluate [disciplinary] problems and hypotheses.*
- *Prepare for employment in [discipline].*
- *Write a paper using [appropriate] sources to present a contextualized argument.*

Time to Talk!

- Breakout Exercise #1

Course Curriculum Mapping

Students learn what they're graded on.

This is what you'll learn to do.	This is what you'll do to learn it.	This is how you'll show me that you've learned it.
1.		
2.		
3.		

This is what you'll learn to do.	And this will help you learn how to...	This is what you'll do to learn it.	This is how you'll show me that you've learned it.
1.	<i>[Program outcome]</i>		
2.			
3.			

Course learning outcomes help students achieve program learning outcomes.

Program

Articulate one's progress & development as a practitioner in the discipline.

Course

Reflect on one's strengths and areas for improvement as a practitioner of the skills developed in this course.

Program

Articulate ideas clearly & effectively.

Course

Organize research material.

Use a variety of visual tools to present information.

Present a clear argument supported by compelling evidence.



Program

Use research methods in the discipline.

Course

Interpret statistical tests of research data.

Time to Talk!

- Breakout Exercise #2

Applying this to your program...

Thanks for Coming!

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