

## How to complete a course outcome report

At Rogue Community College, the course outcome report guides faculty reflection on the teaching, learning, and assessment strategies used in their classes. The report is designed to take faculty through a systematic examination of the connection between a course outcome, teaching and learning strategies, and assessments. Each element of the report is explained below.

- 1. Outcome:** Represents a skill that students should be able to demonstrate after completing the course. Good outcome statements should...
  - a. Begin with the phrase, *Students should be able to...*
  - b. Use active verbs that are measurable quantitatively or qualitatively (avoid verbs such as appreciate, understand, be familiar with, demonstrate understanding, etc.).
  - c. Focus on what students will be able to do, rather than on course content or activities (e.g., “analyze molecular properties” vs. “molecular science”).
  - d. Be stated clearly and concisely (no need for words like accurately, effectively, or well).
  
- 2. Outcome indicators:** Represent the specific things students will do to demonstrate their competency to perform the outcome. Characteristics of indicators are similar to effective outcomes. Indicators should...
  - a. Finish the phrase, *To demonstrate this outcome, students should...*
  - b. Use active verbs that are measurable.
  - c. Be stated clearly and concisely.
  - d. Be directly linked to the outcome.
  - e. Omit assessment strategies (e.g., “evaluate what media attention the issue has received” vs “write a paper on the media attention the issue has received”).
  
- 3. Teaching and learning strategies:** These are the things faculty have students do to introduce and reinforce the learning outcome. Teaching and learning strategies should be...
  - a. Active.
  - b. Formative (no or low stakes with no or low impact on overall course grade).
  - c. Repetitive.
  - d. Directly related to the indicators.

- 4. Formal summative assessment:** This is the piece of student work (e.g., exam, speech, lab assignment) that is used to evaluate a student's ability to perform the learning outcome. Formal assessments should...
  - a. Directly measure the outcome (e.g., the assessment of "explain" might be via a term-paper, rather than a multiple-choice test).
  - b. Represent the students' ability to perform the outcome at their highest level of achievement.
  
- 5. Results of assessment:** This is the data – aggregated across the students enrolled in the course – that indicate how well students performed each indicator of the outcome. Assessment results should be...
  - a. Broken down by indicator.
  - b. Specific (e.g., use quantitative measures, like 75% or 14/17 students, along with your qualitative observations).
  
- 6. Next steps for improving student learning:** This is the section where faculty reflect on the assessment results and set up a plan to help students learn and perform one or more of the indicators more effectively the next time they teach the course. Next steps should...
  - a. Be concrete: Address specific indicators, not broad ideas.
  - b. Include a consideration of various active teaching and learning strategies.
  - c. Include formative (practice) assignments, when appropriate.
  - d. Include a consideration of future summative assessment techniques.

## References

The following references articulate the value of having clear and measurable outcomes and indicators, using active teaching/learning strategies and relevant assessments, and having instructors and students reflect on learning.

Banta, T.W. & Palomba, C. A. (2015). *Assessment essentials: Planning, implementing, and improving assessment in higher education (2<sup>nd</sup> ed.)*. San Francisco, CA: Jossey-Bass.

Banta, T. W., Jones, E. A., & Black, K. E. (2009). *Designing effective assessment: Principles and profiles of good practice*. San Francisco, CA: Jossey-Bass.

Driscoll, A. & Wood S. (2007). *Outcomes-based assessment for learner-centered education: A faculty introduction*. Sterling, VA: Stylus Publishing.

Major, C. H., Harris, M. S., & Zakrajsek, T. (2016). *Teaching for learning: 101 intentionally designed educational activities to put students on the path to success*. New York, NY: Routledge.