Defining Measurable and Meaningful Learning Outcomes at the Program, Course, and Unit Levels

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Session Outcomes

- LO1: Participants will identify any specific gaps in current SLOs (alignment with Program SLOs or lack of measurability)

- LO2: Participants will apply backward design principles to program, course, and unit learning outcomes

- LO3: Participants will develop an initial plan for collaborative SLO development

Learning Outcomes at the Course and Unit Levels

- Alignment of Learning Outcomes is essential for providing learners with a clear path for their learning journey

- This relates directly to the QM Rubric, specifically the alignment standards (2.1 & 2.2 directly; 3.1, 4.1, 5.1, 6.1 related)

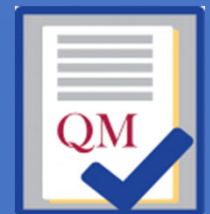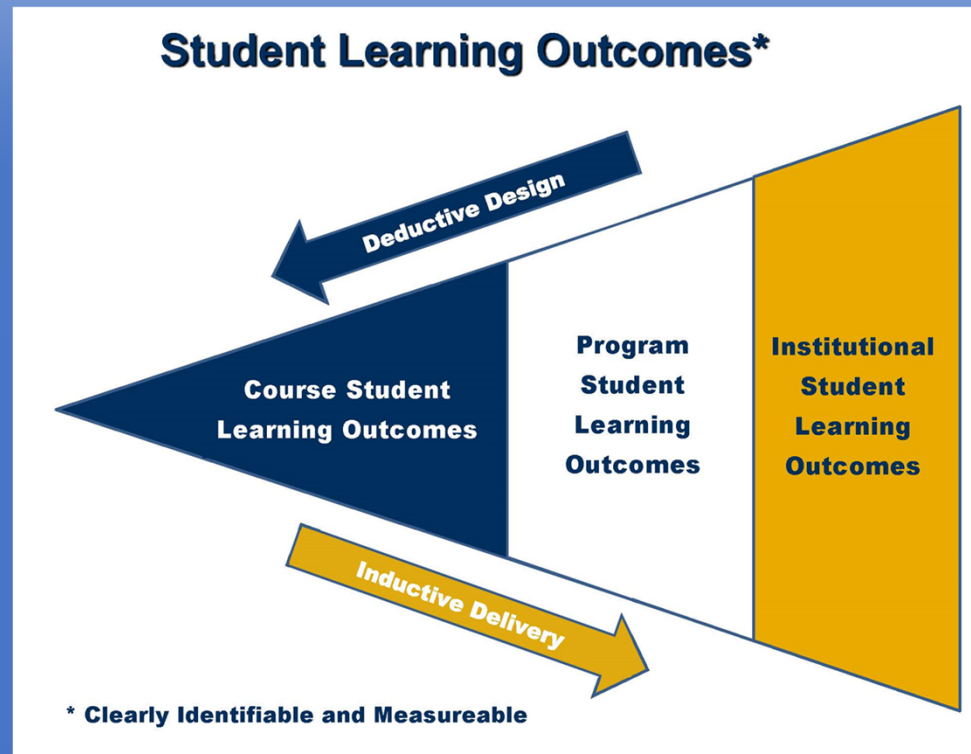# Learning Outcomes at the Program and Course levels

- Looking at the program level, consider a standard similar to 2.1 and 2.2

- Perhaps something like the following:
  - The program learning objectives, or competencies, describe outcomes that are measurable.
  - The course-level learning objectives or competencies describe outcomes that are measurable and consistent with the program-level objectives or competencies

Backward Design

- Collaborative Process

- Requires buy-in for success

Student Learning Outcomes*

Deductive Design

Inductive Delivery

Course Student Learning Outcomes

Program Student Learning Outcomes

Institutional Student Learning Outcomes

* Clearly Identifiable and Measureable

Breakout Exercise 1 (LO1)
Identifying Program Outcomes

- Please work in small breakout rooms to examine your current Program Outcomes

  - Are they clear and measurable?

  - Have you/your institution examined alignment/mapped course outcomes to program outcomes?

Learning and Leadership PhD / Curriculum Map Worksheet / Courses/Culminating Events	Outcome 1: Leadership & Learning	Outcome 2: Research & Measurement	Outcome 3: Organizational Effectiveness & Innovation	Outcome 4: Decision-Making	Outcome 5: Communication	Outcome 6: Application to Professional Practice and Decision Making	Outcome 7: Create New Knowledge
7000: Learning and Leadership Integration and Assimililation	I, P				I, P	I	
7010: Leadership and Learning: Theory to Practice	I, P		I		I, P	I	
7020: Research and Inquiry		I		I	R	I	I
7030: Leadership Decision-Making	I, R, P		R	I, R	R, P	R, P	
7340: Statistics for Research Design and Analysis		R, P	R	R, P	R	R, P	I
7370: Qualitative Research Design		I, R, P		R	R, P	R, P	I
7150: Diffusion of Innovation and Technology		I	I, P		I, P	R, P	
7360: Research Design and Analysis		P, R	R, P	R, P		R, P	I, P
7250: Organizational Theory, Development Transformation	R, P	R	I, R, P	R	R	R, P	
7500: Learning Models, Design, and Communication	R, P	R	R, P	R	R, P	R, P	
7610: Measurement, Evaluation, and Assessment		R, P	R	R, P	R	R, P	R, P
7810: Cognitive Aspects of Decision-Making	R, P		R, P	I, R, P	R	R, P	
7815: Ethical Aspects of Decision-Making	R, P		R, P	I, R, P	R	R, P	
7820: Data-Informed Aspects of Decision-Making		R, P		I, R, P	R	R, P	
Elective Coursework (18 credit hours)			R	R, P	R, P	I, R, P, C	
7700: Pre-Dissertation		R, P	R	R, P	R	C	R, P
Comprehensive Assessment	C	C	C	C	C	C	
7999: Dissertation		P, C, M		P, C, M		C, M	C, M

I - **Introduced** - Participants are introduced to the outcome
P - **Practiced** - Participants are offered the opportunity to practice the outcome
R - **Reinforced** - The outcome material / theory is reinforced
C - **Competency** - Articulating knowledge through thoughts, actions, and behaviors to demonstrate understanding and ability to meet outcome expectations
M - **Mastery** - Demonstrating the ability to apply knowledge through critical thinking, critique, and competency of outcome expectancy exceeding stated parameters

Curriculum Maps

- Demonstrate course to program alignment
- May create conflict/ challenges

Outcome 1 - Leadership & Learning

Differentiate and articulate leadership and learning theoretical constructs and how they interconnect and contribute to organizational performance and process

Describe and articulate leadership and learning styles as well as be able to demonstrate how they fit into the leadership and learning processes as relate to the cultural and organizational environment of professional practice

Related Course Learning Outcomes
1. Demonstrate knowledge and practice of theories and definitions fundamental to the study of the leadership process, leadership theories, leadership traits, and associated behaviors
2. Examine and articulate relevant learning research and compare and contrast the factors that behavioral, cognitive, humanistic, and social cognition theorists believe influence the learning process
3. Investigate and articulate the relationships between learning and leadership, exploring the leadership process, theoretical constructs and concepts, and their relationship to organizational and professional practice
4. Examine and apply the relationship and synonymous nature of learning and leadership in any human engagement or professional practice
5. Describe the implications of learning theories and leadership applications

Embedded Coursework
* Conceptual application papers
* Directed Discussions

Comprehensive Assessment
* Critical Reflection - Leadership & Learning
* Critical Synthesis
* Oral Defense

**Breakout Exercise 2 (LO2)
Outcomes Alignment Practice
using Backward Design**

- In your small breakouts, think of a specific Program Outcome and identify potential course(s) that align with this outcome.

- Provide examples of opportunities/challenges faced for Outcomes Alignment processes at your institution

Next steps (LO3)

- Identify a specific course for your institution
    - Identify the specific learning outcomes
    - Map these outcomes to appropriate Program Level outcomes
    - Work as a faculty (instructional design team)

Contact Information

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Please remember to complete the session evaluation