Aligning Program-Specific Student Learning Outcomes with Course-Specific Student Learning Outcomes

Mike Uttendorfer, Dean, School of Education
Sarah McPherson, Chairperson, Instructional Technology
Francine Glazer, Director, Center for Teaching and Learning

Workshop Goals
- Align program outcomes with NYIT mission
- Match core outcomes and program outcomes to specific courses and their student learning outcomes
- Use a matrix to display alignment of core and programmatic outcomes with specific courses

Everything flows from NYIT mission
- Provide career-oriented education
- Offer access to opportunity to all qualified students
- Support applications-oriented research that benefits the larger world

Alignment works both ways
- Program outcomes align…
  - UP toward the NYIT mission
  - DOWN toward specific courses
Align program outcomes with the NYIT mission

- Career-oriented education:
  - Clinical Nutrition
    Upon graduation, students will be able to assess pathophysiology, risk factors, and clinical manifestation of diseases related to nutrition.
  - Behavioral Sciences/Mental Health Counseling
    Upon graduation, students will be able to develop a treatment plan for a client based on the client’s diagnosis and on theoretical models.

- Access to opportunity to all qualified students:
  - Fine Arts/Graphic Design
    Upon graduation, students will be able to pursue a college level teaching position at the assistant professor rank, due to the classification of the MFA as a terminal degree.
  - Life Sciences/Premedical Option
    Upon graduation, students will have attained a suitable GPA and MCAT scores to be able to gain admission to an osteopathic or allopathic medical school.

- Applications-oriented research that benefits the larger world:
  - Life Sciences/Chemistry
    Upon graduation, students will be able to develop simple and complex synthetic techniques to prepare new drugs and compounds.
  - Communication Arts
    Upon graduation, students will be able to critically analyze the historical, social, and cultural impact of the media on our society.

Align course and program outcomes

- Program Outcome: Fine Arts/Graphic Design
  - ...create and present work that demonstrates perceptual acuity, conceptual understanding, and technical facility.

- Course Outcome: Computer Graphics IV (ARTC 351)
  - ...explore their own creativity, interests, and personal strengths in various technologies and their role in the production process of creating a short film.
Program Outcome: Education/Instructional Technology
- ...use appropriate technology to create effective learning environments with differentiated instruction for learners of various backgrounds and abilities.

Course Outcome: Foundations II: Diversity, Learning, and Technology (EDPC 610)
- ...evaluate technology to differentiate and/or accommodate instruction for students with diverse learning styles and special needs in general education classrooms.

Build Redundancy into the System
- Multiple courses within a program
- Multiple projects within a course

Alverno College – an example
- Communication
- Analytical abilities
- Problem-solving skills
- Independent decisions, value judgments
- Social interaction
- Responsibility toward global environment
- Effective citizenship
- Aesthetic responsiveness
Alverno College – an example

- 6 levels of achievement in each competency – for different course levels
  - Beginning abilities (1, 2)
  - Intermediate abilities (3, 4)
  - Advanced abilities (5, 6)
- Students achieve intermediate abilities in all skills
- Advanced abilities in skills that especially apply within their major

Beginning abilities – Biology

- Recognize and use scientific approach to problems, issues, and events in which scientific perspective is important
- Read general scientific material with understanding and appropriate skepticism
- Communicate biological phenomena qualitatively and quantitatively

Intermediate abilities – Biology

In the study of plants and animals, demonstrate
- Laboratory skills
- Skills in the investigation process

Advanced abilities – Biology

- Interpret, utilize and/or design models that illustrate biological mechanisms in specialized areas
- Analyze complex environments and contemporary issues in the context of biological frameworks
- Solve scientific problems independently and collaboratively on-campus and off-campus
Let’s try it …

- Using “communication” as our example, define the specific communication skills that beginning, intermediate, and advanced students should display in the context of your discipline.

- Be ready to report out in 10 minutes.

Keeping track… how it looks

- Specific, measurable outcomes
- Matrix to summarize relationships among courses and outcomes
- List outcomes (including core) across top
- List courses down side
- “X” in box if course addresses a particular outcome
- DIGITAL FILE will be distributed with a copy of today’s slides
Let’s try it …

- Using the degree map and program learning outcomes for one of your programs, complete the blank matrix in your handout.
- Be ready to report out in 10 minutes.

Next Steps

- Extend what we’ve done today to all your degree maps and program outcomes
- One matrix for each program (separate files, please; digital files will be emailed to you)
- Consult with Fran as needed
  - fglazer@nyit.edu or
  - extension 1288 (OW)
  - extension 6089 (MA)

Questions?