



Instructions for Completing the *Course Outcomes Form*

Handouts are posted on the NWIC Assessment website <http://www.nwic.edu/assessment>

Consult with the Director of Assessment if you have any questions about how to complete this process.

1. Download the handout titled *How to Write Effective Learning Outcomes* from the course outcomes link on the assessment website. Use this document to guide the process of articulating course outcomes.
2. Write *institutional and other course outcomes* by selecting a verb from one of the domains (or one of your own choice). Effective learning outcomes help instructors select the appropriate (1) instructional activities to assist students to master the learning outcomes and (2) assessment strategies to measure or observe learning.

Be sure each learning outcome...

- is **observable** or **measurable** (quantitatively or qualitatively) (e.g., *students will create a time line of the defining events in Native American history*)
 - defines or describes specifically what **students** will be able to **do** (one behavior, one verb)
 - completes the following sentence: *As a result of completing this class, students will be able to...*
 - is stated clearly and concisely
 - defines **conditions** under which the student is expected to perform the task in terms of the situation, tools, time, space (e.g., *after generating a graphic organizer*)
 - defines the **criteria, standards or level of performance** for evaluating student performance (i.e., degree of accuracy, quantity, quality, and/or frequency...how well it must be performed)
 - is realistic to achieve
 - includes complex or higher-order skills when they are appropriate
 - does **not** include any of the verbs that should be avoided (such as *understand, know, learn, appreciate*; see the list of verbs to avoid in the hand-out *How to Write Effective Learning Outcomes*)
3. Write **instructional activities** for each learning outcome. Effective instructional activities assist students to **build their knowledge and skills** to the expected level. If the learning outcome tells us exactly what the student should do, and we plan to test the student on her/his ability to do that thing, then our teaching methods must be designed to provide opportunities for the students to gain the knowledge or build the skills. It is also crucial that the chosen teaching methodologies provide repeated opportunities for the students to practice the task **in the same domain, and at the same level**, as you plan to evaluate them. Be sure instructional activities...
 - are stated concisely
 - describe how the students will master the learning outcome
 - match the intended learning outcome
 - Examples: *homework problems, practicing techniques in class, small group discussions*

4. Write corresponding *assessment strategies* for each learning outcome. Be sure assessment strategies
 - are stated concisely
 - allow students to demonstrate mastery of the learning outcome
 - match the intended learning outcome and instructional activities
 - measure or observe this outcome at the same level and in the same domain that they have practiced it [i.e., it is not useful for student learning if students' classroom experience leads them to expect evaluation at a certain level, and then the test or assignment requires a higher level of competence; also, students may be dismayed if the classroom teaching is in one domain (say, a cognitive lecture), and then the evaluation is in a domain for which they have not had the opportunity to practice (such as a hands-on skill)]
 - Examples: *presentations, essays, portfolios, self-evaluation, demonstrations, projects*
5. **It is important to keep the following principles in mind when completing the forms:**
 - Regardless of the mode of learning (i.e., face-to-face, Independent learning, ITV, online, etc.) or the location of a course, only one course outcomes form should be completed for each course.
 - Regardless of the mode of learning or the location of a course, the NWIC outcomes and the course outcomes must be the same for a course.
 - The Instructional activities and the Assessment/evaluation strategies may differ depending on the mode of learning. Please note Instructional activities and the Assessment/evaluation strategies that are different from the face-to-face class in each box (e.g., "IL: Essay").
6. List the NWIC outcomes and course outcomes from the Course Outcomes Form on your syllabi.
7. Submit the *Course Outcomes Form* electronically to the Dean of Academics and Distance Learning and to the Chair of The Curriculum Committee. Since changes in the course outcomes for a course constitutes a course revision (or a course creation if the course is brand new) then this form must be submitted along with a course revision (or creation) form and syllabus. See the Curriculum Committee website for downloadable versions of the necessary forms.