CETL, Outcomes, and Cookies, Oh My!

CPS Faculty Meeting

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Doane University Mission

The Doane University mission is to provide an exceptional liberal arts education in a **creative, inclusive, and collaborative community** where faculty and staff work closely with undergraduate and graduate students preparing them for lives rooted in **intellectual Inquiry** , **ethical Values**, and a commitment to **Engage as Leaders** and responsible citizens in the world.

Leadership - Inquiry - Values - Engagement

LIVE Doane

Outcomes - What are they?

Specific, **measurable** statements that describe the desired or intended **learning or behavior** that a student should **demonstrate** by the end of a course (or program)

- Focus on **expected knowledge, abilities, values, and attributes**

Outcomes - why do we use them?

- Improve our instruction
- Refine and revise course design and content
- Connect content and assessment
- Increase student awareness of learning and expectations
- Revise curricula and programs
- Evaluate effectiveness of instructor, student, and curriculum

Bloom's Taxonomy of student development AND measurable verbs to describe

Knowledge Level: The successful student will recognize or recall learned information.

list	record	underline	label	recognize
state	define	arrange	select	repeat
name	relate	describe	reproduce	
tell	recall	memorize	recall	

Comprehension Level: The successful student will restate or interpret information in their own words.

explain	describe	report	reiterate	tell
translate	express	summarize	interpret	
identify	classify	discuss	reference	
restate	locate	compare	estimate	
discuss	review	illustrate	critique	

Application Level: The successful student will use or apply the learned information.

apply	sketch	perform	employ
use	solve	respond	dramatize
practice	construct	role-play	complete
demonstrate	conduct	execute	

Analysis Level: The successful student will examine the learned information critically.

analyze	inspect	test	debate	theorize
distinguish	categorize	critique	relate	calculate
differentiate	catalogue	diagnose	experiment	
appraise	quantify	extrapolate	measure	

Synthesis Level: The successful student will create new models using the learned information.

develop	revise	compose	manage	integrate
plan	formulate	collect	modify	design
build	propose	construct	organize	
create	establish	prepare	devise	

Evaluation Level: The successful student will assess or judge the value of learned information.

review	appraise	choose	support	interpret
justify	argue	conclude	measure	report on
assess	rate	compare	investigate	
defend	score	evaluate	select	

Cookies!

You’ve been asked to teach a course on COOKIES!

What are the things that a student should be able to do and know at the end of this course?

What does a cookie expert look like?

Craft outcomes

Use active verbs to describe student skills and knowledge at the end of the course

What projects or assignments

Could students do to learn these skills and knowledge?

Could students do to demonstrate mastery of these skills and knowledge?

Consider your own courses

New courses you develop:

Design backwards from outcomes → student demonstration of knowledge and skills →assignments and projects →course structure and logistics

Courses you have already taught:

Reverse engineer from outcomes you already have or write →student demonstration of knowledge and skills →assignments and projects you already use →course structure and logistics

Example: LAR 101

Course Description & Outcomes: A course designed to introduce students to college-level writing, discussion, critical thinking, and critical reading. Faculty will choose a topic for each section in order to help students learn information research skills, to work collaboratively, and to gain an appreciation for interdisciplinary study and multiple perspectives. Each year, the LAR 101 instructors identify a guiding question, with related common student readings and experiences. Students will begin to engage in ongoing reflection about their educational experience. Students will work to:

- engage in discovery;
- gather and evaluate facts and assumptions;
- support conclusions with relevant evidence; and
- practice effective communication.

The Taking a Stance section of LAR 101 will meet these course outcomes by exploring controversial social issues using journal articles, documentary films, and guest speakers. After some initial exposure to each issue, **students will engage in small group and large group discussions.** **Students will write a formal persuasive essay in stages**, choosing from the topics of immigration, death penalty, and the legalization of marijuana. Additionally, **students will engage in two intensive role-playing games that emphasize critical thinking and speaking to achieve specific goals**. The course will conclude with **students working in teams in a mock trial debate** of one of the aforementioned issues. Each team will present their persuasive arguments to a jury of their peers, who will vote on which side presents the most compelling argument.

Example: Math for Elem Teachers

Course Description: This course explores mathematics needed for elementary and middle grades teachers to teach towards conceptual understanding. Topics include sets, functions, basic computation, integers, rational numbers, number theory, algebra concepts, geometry, probability and statistics. Algorithms, models, and manipulatives will be used to move students from knowing the procedures towards understanding the underlying concepts of the topics listed above.

Course Outcomes: Upon completion of this course, students will be able to:

- Work with sets, subsets, and set notation along with using venn diagrams.
- Represent and explain how to use models with the various binary operations.
- Explain and use traditional and non-traditional algorithms.
- Demonstrate operations on integers using a variety of strategies.
- Model, explain, and perform operations with fractions and decimals.
- Select and use appropriate statistical methods to analyze data.
- Precisely describe, classify and understand relationships of two- and three-dimensional objects.
- Determine the area, surface area, and volume of two-and three-dimensional objects.

Example: Mission → Outcomes → Student Work

Handout for LAR 101 students to intentionally connect course outcomes to

- university mission
- and student work

This is what you will learn in this course	and this will help you develop toward this part of Doane's mission.	This is how you will develop this learning	and this is how you'll show that you've learned it.
How to read for college-level comprehension and analysis	Intellectual inquiry, engagement	Reading three genres of text, various essays and other sources, class discussion on significance of information you read	Participation in discussion, ability to thoughtfully answer oral and written questions over readings
How to effectively find	Intellectual inquiry;	Research in the library;	Well supported

Look at one of your own courses in folder

Do you have outcomes?

If not - write one:

If yes - what is one assignment students complete that demonstrates their knowledge and/or skills for that outcome

Have a cookie!