

Definitions and Alignment of Program Level Outcomes

DIRECTIONS: Use this worksheet to help you refine the intention of your program-level outcomes. Moving across the grid will help you move from vague ideas to specific outcomes and alignment. **1.** Name ONE of the program level outcomes you want for your program of study (e.g., “Pastoral Imagination,” “resilience”). Fill out one form for EACH major program level outcome. Your outcome will be a cognate, concept, skill, competency, trait, characteristic, or attitude. **2.** Craft a working definition for this outcome. (It will be a “working” definition because formative assessment will cause you to refine your definition). **3.** Identify essential “facets” or “components” of the outcome. These facets may include cognitive (“understanding”), affective (“appreciate,” “characterized”), individual, or corporate-oriented. Use a standard or proven taxonomy as a guide (e.g., Wiggins & McTighe or Bloom). Base learning assessment rubrics on these facets. **4.** Provide sample program-level demonstrable outcomes (“The student will be able to...”). **5.** Identify to what extent this outcome is primary, secondary, or incidental in your program of study. **6.** Identify where in your program of study the facets are situated (in which courses or program components will you teach toward this facet of the outcome? E.g., courses, curricular program components (immersion, internships, exams, experiences), learning activities, community experiences, etc. **7.** Provide sample learning outcomes to “embed” in course syllabi. **8.** Identify and/or designate specific student products you will use to seek evidence of learning outcomes. Use no more than five categories of student products. **Next step:** Faculty members will use this worksheet, and the rubrics developed for column 3, to craft course-level learning outcomes that align with the program goals, create course-level rubrics, use embedded learning objectives, and identify what learning activities and student products they will use to assess learning outcomes. Conversely, you can use this worksheet as a rubric to assess individual courses or program components to determine how overt they align with the program or study (curricular) outcomes.

1. **Program level outcome:** (interprets degree program goal): _____

2. Definition or description	3. Facets	4. Sample demonstrable outcome (“The student will be able to....”).	5. Emphasis in Curriculum	6. Where situated in the program of study?	7. Sample embedded course level learning objective:	8. Sample assessment products
	Cognitive (understanding, concepts attainment, etc.)	1. 2. 3.	<input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Supportive			<input type="checkbox"/> Academic paper <input type="checkbox"/> Project <input type="checkbox"/> Presentation <input type="checkbox"/> Examination <input type="checkbox"/> Performance
	Affective (formation, self-understanding, etc.)	1. 2. 3.	<input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Supportive			<input type="checkbox"/> Academic paper <input type="checkbox"/> Project <input type="checkbox"/> Presentation <input type="checkbox"/> Examination <input type="checkbox"/> Performance
	Practical (skill, performance, aptitude, etc.)	1. 2. 3.	<input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Supportive			<input type="checkbox"/> Academic paper <input type="checkbox"/> Project <input type="checkbox"/> Presentation <input type="checkbox"/> Examination <input type="checkbox"/> Performance
	Contextual (cultural interpretation, public leadership, etc.)	1. 2. 3.	<input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Supportive			<input type="checkbox"/> Academic paper <input type="checkbox"/> Project <input type="checkbox"/> Presentation <input type="checkbox"/> Examination <input type="checkbox"/> Performance