



SESSION 2: GOALS, QUESTIONS, AND OUTCOMES

Goals of session 2

As a department, identify program goals

Identify questions that program hopes to answer
answer by the outcomes assessment process

Identify the status of current indicators and plan
future work in developing

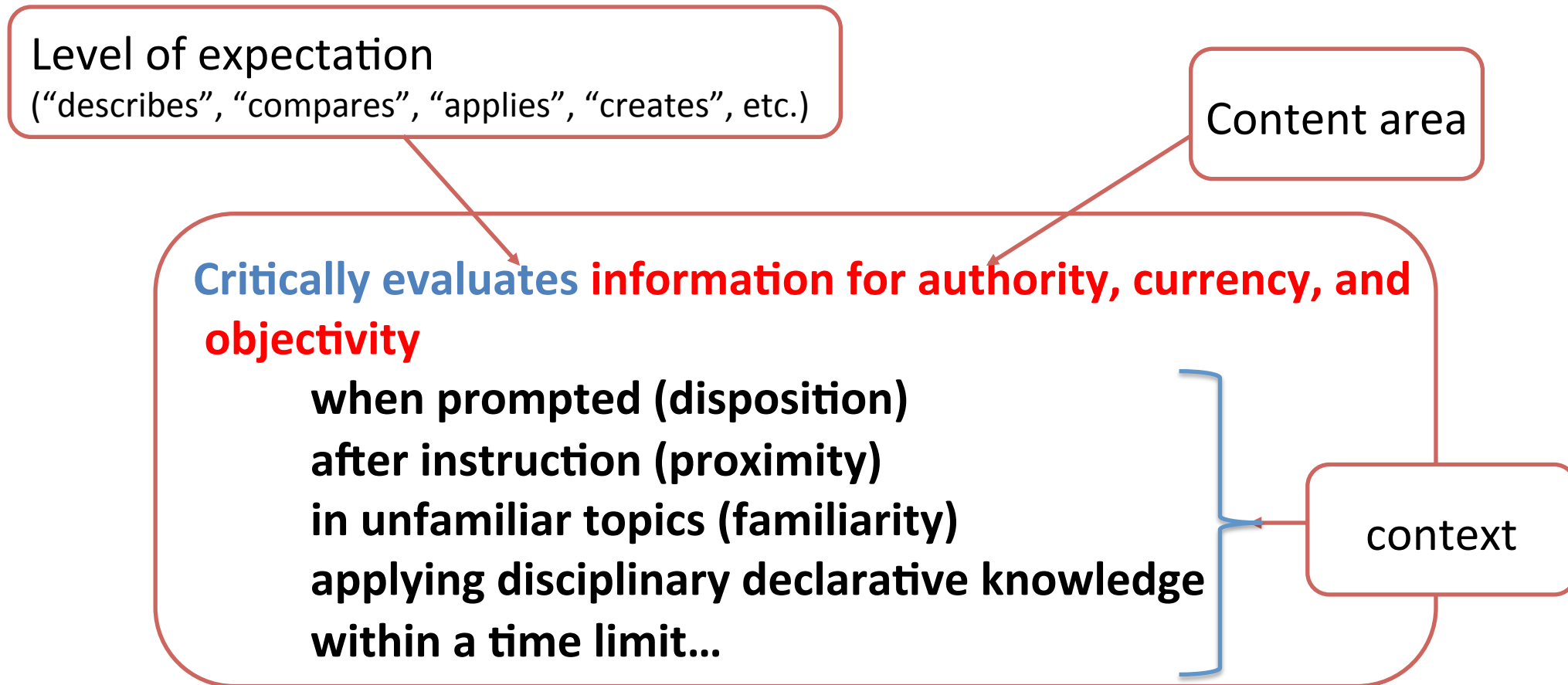
Your turn: What do you hope to get
from the process?

Your turn: What do you want to know?

In groups, share some information you would like to know about your program to improve the quality of graduating students

- E.g. do you have anecdotal concerns about:
 - Ability to write
 - Ability to work in a team
 - Ability to use hardware/software
 - Ability to apply engineering science knowledge on realistic problems
 - Ability to ...
- Or would you like to compare performance of different groups of students?

Learning outcomes (Biggs)



Learning outcomes (Allan, 1994)

- Subject-based outcomes
- Personal transferable outcomes, e.g.
 - Teamwork
 - Numeracy
 - Organizational skills
- Generic academic outcomes, e.g.
 - Critical thinking
 - Analyze

Attribute domains

Declarative

(“knowing that”)

Procedural

(“knowing how”)

Schematic

(“knowing why”)

Strategic

(“knowing when and how it applies”)

Generic transferable

(teaming, critical thinking, communication)

(Shavelson, 2003; Allan, 1994)

Your turn: As a program, create a plan for developing/enhancing indicators

If no current indicators:

Who needs to be involved in creating them?

Process for creating indicators – subdivide into small working groups?

Process for providing feedback on course learning outcomes?

If indicators exist:

Is there consensus among the department about the indicators?

Are there gaps?

Quality of indicators – are they measurable & meaningful?