### Course Outcomes Guide (COG)

Course Title:*Title from catalog*  Date: *Date report is written. Must be included.*

Course Team:*List all faculty who are participating. This may vary from semester to semester.*

### Expected Learning Outcomes:

*These match what is on the master syllabus. Guidelines for writing course student learning outcomes are very similar to writing program level outcomes.*

*Outcomes should reflect what the student should “be able to do” when he or she finishes the course. This may include knowledge/skills/attitudes. Outcomes should be clear, concise and measurable. One way to develop measurable outcomes is the use of simple, concrete action verbs. For example, “analyze” or “synthesize” are much easier to assess than “be exposed to” or “understand.” Do not use too many outcomes (three to five) are enough. The outcomes should cover the big picture and be the most important skills rather a laundry list of skills. Bloom’s Taxonomy provides an excellent starting point for developing strong course outcomes.*

 *If the course is a general education course, the course guidelines must include the general education outcomes for that discipline, as well.*

### Assessment

*(How do or will students demonstrate achievement of each outcome? Please attach a copy of your assessment electronically.)*

*The assessment should be developed to measure the specific outcomes. The same assessment must be given to all sections of the same course. Assessment methods will vary across disciplines. Faculty may want to peruse COGs from other disciplines on the* [*Outcomes Assessment webpage*](http://www.hagerstowncc.edu/academics/outcomes-assessment) *in order to get ideas for assessment techniques. Resources are also available at the Fletcher Faculty Development Center and in the Assessment Research and Resources section of this document.*

### Validation

*(What methods have you used or will you use to validate your assessment?)*

*The purpose of validation is to demonstrate that the assessment method is measuring course outcomes. Is the assessment measuring what it is supposed to measure? At the College, most of the assessment methods used are developed in-house, as there are few nationally normed exams available for two-year college courses or programs. Typically, faculty use the course outcomes and develop the assessment based on the outcomes. There are several ways to increase or demonstrate the validity of an assessment instrument:*

* *keep outcomes straight forward - they will be easier to assess*
* *have other faculty from other institutions review the instrument with the outcomes. External reviewers are less involved with your process and can approach it with an unbiased viewpoint.*
* *compare results with a normed exam, which can provide a benchmark for the instrument.*
* *get students involved. Students may notice confusing wording and indicate whether the instrument seems to be measuring what it is meant to be measuring.*

*Validation may be the most difficult part of assessment. The Division Director can be a resource.*

### Results

*(What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)*

*Each discipline has developed a method of collecting and reporting data. Currently, there is no uniform process across divisions. Work with the Division Director or Lead Faculty to determine how* *a division collects and reports data.*

*There are many different ways to examine qualitative and quantitative data. One example is to use the data to determine areas of weakness and success. For courses employing a multiple choice exam, item analysis can be conducted to determine these. Rubrics and other assessments can be used similarly. Comparisons can be made between years, semesters, delivery method, time of day, etc.*

*This is an area where many faculty have questions and concerns. Professional development activities to increase understanding of data collection and use will be discussed and provided in the Fletcher Center.*

### Follow-up

*(How have you used or how will you use the data to improve student learning?)*

*This is the fun part. Examine the data and see what modifications to the curriculum can be made. Where are the areas of weakness? Is this an important concept to the outcomes? If so, how can instruction be changed to improve student learning? For example, Anatomy and Physiology students were struggling with the concept of blood pressure regulation. The curriculum was modified to include more time on task. Students completed an on-line module on blood pressure in addition to regular instruction.*

*Closing the Loop and Following Up will be topics of focus for future professional development activities at HCC.*

### Budget Justification

*(What resources are necessary to improve student learning?)*

*Do you need any additional resources to improve instruction? These will also be included in unit planning documents. Examples of requested resources could include: software for the Learning Support Center, more tutors/staff for Learning Support Center, maps, models, library databases and so on.*