Linking Learning Outcomes: Tales of Trials and Tiers

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Why do I need to take this course?
Outcome Tiers

**Institutional Outcomes:** Interpretation of higher learning for degree recipients in the form of meta learning expectations that reflect institutional values, philosophy, and purpose.

**Program Outcomes:** Cumulative integration of general and specialized knowledge, skills, and abilities to prepare students for success in the field.

**Course Outcomes:** Acquisition, expansion, application, and reinforcement of discipline-based knowledge, skills, and abilities that concurrently contribute to the achievement of broader program and institutional outcomes.
General Education Program

General Education Learning Outcomes

Domain of Knowledge Learning Outcomes

Domain Discipline Course Learning Outcomes

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Accountability

Institutional Outcomes
College/University Community

- Program/Service Outcomes
  - Department/Unit/Group

- Course/Function Outcomes
  - Individual

- Program/Service Outcomes
  - Department/Unit/Group

- Course/Function Outcomes
  - Individual
Oregon DQP Purpose

Employ the DQP framework for:

**Institutional Engagement:** Engage institutions in substantive discussions on the meaning and meta-leaming expectations of their respective degrees

**Horizontal Alignment:** Compare and align learning outcomes for common inter-institutional degrees

**Vertical Integration:** Articulate and align learning expectations for related associate and baccalaureate degrees
Oregon DQP Objective: **Integration**

University X

- Baccalaureate Degree
  - Vertical Integration
  - Horizontal Alignment

University Y

- Baccalaureate Degree
  - Vertical Integration
  - Horizontal Alignment

College A

- Associate Degree

College B

- Associate Degree

University X and University Y are connected by horizontal alignment, and College A and College B are connected by vertical integration.
Oregon DQP Spidergraph Tool

- Specialized Knowledge
- Applied Learning
- Civic Learning
- Intellectual Skills
- Broad Integrative Knowledge
Baccalaureateness

- Bachelor’s
- Associate Degree 1
The curriculum is the principle framework for the acquisition of knowledge, skills, and abilities appropriate for the degrees awarded and evidence of a commitment to academic quality and student learning.

Learning outcomes are the building blocks of that framework.
Musings

How free is the curriculum from academic gaps and needless repetition?

How horizontally coherent is the curriculum to provide reasonable assurance that a course taught by one instructor in one form is substantially similar in educational content and learning expectations to the same course taught by a different instructor in the same or different form?

How vertically coherent is the curriculum in scope, structure, and sequence of outcomes to prepare students for progressively higher-levels of learning?

Does the curriculum reflect an integrated “whole” of learning or is it a collection of eclectic and loosely related learning experiences?
Thank You!

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