



Collaborating on Program and Course Outcomes

Candice L Freeman, PhD; Department Chair; Medical Laboratory Technology Program; Fayetteville Technical Community College [00:00:10] Because my students will sit for a certification exam at the conclusion of their program, we have to take into consideration the body of knowledge of that certification agency. We also look at industry standards that are set forth by accrediting bodies. My accrediting body is the National Agency, National Association and Agency of Clinical Laboratory Science, NAACLS. And so we take those standards and we actually take the certification expectations into account. And we start with the end in mind. So we ask, what do they need to know and what do they need to be able to do at the end of this program? And we design backwards from there. So they come in and the first three semesters of the program are didactic exclusively, and the last two semesters are clinical rotations at a local hospital in the area. The didactic is broken up into three semesters, but it's a, it's a combination of probably about 15 to 18 courses and different modalities of the lab. So we talk about clinical chemistry, hematology, blood banking and transfusion medicine, and then clinical microbiology. So it's broken up into those sections and specifically scaffolded through the least complex to the most complex, with the goal being by the time they are in their third semester getting ready to enter into clinicals, that they are pretty much an autonomous tech in the campus lab.

Mya Rome; Instructor; School of Child and Family Sciences; The University of Southern Mississippi [00:01:40] When we are designing our course outcomes across the entire degree program, we try to make sure that we're eventually building on their skill set. So we don't want them to start with application of a specific type of item before they actually define and have that knowledge of it. So we try to make sure it's built sequentially within the degree program and we meet as that work group to see what it looks like spread across the courses.

Angel Herring, PhD, Associate Professor of Child and Family Sciences, School of Child and Family Sciences, The University of Southern Mississippi [00:02:04] The WEAVE, as you know, is our university assessment procedure. And so we have eight student learning outcomes. And so the math that you're seeing here is, is where we're expecting our students to show mastery of these student learning outcomes. So these are the reported measures for each of the student learning outcomes. And so what we might want to do from here is kind of back up and just look at, if this is where we're showing mastery, where are we intentionally introducing? Where are we developing? Where are we reinforcing to get us to this point where students are being successful?

Mya Rome; Instructor; School of Child and Family Sciences; The University of Southern Mississippi [00:02:41] We have our outcomes set by our school, so we try to make sure that we're meeting our USM-specific outcomes. Then we have specific accreditation standards that we meet and measure. As an entire school we'll meet together to make sure we're meeting all of the standards across our courses and seeing which courses best align with those specific outcomes. And then individually, we'll look at the specific outcomes for each of our courses and make sure our assignments are aligned to them. And if any changes need to be made, we propose those to the work group before we make any changes on our own.

Mya Rome [00:03:15] So with SLO 7, we're talking about professional behaviors. So 150 and 151, we kind of go over creating that initial resumé and helping students through it. Is there anywhere else we're kind of reinforcing that besides 332?

Instructor [00:03:30] One of the things in 452 is we're taking, I call it a, a "show me book." And it's really just a portfolio to showcase the work that they've done, the skills, the knowledge that they have that connects and correlates directly to the different jobs that they're applying for. And then not only do it, but then to be able to actually have a conversation with people in the field about what that means.



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Mya Rome [00:03:55] So I'm wondering also in the other courses like in our CD and FAM courses, Brian and Lindsay, and Angel, are there specific ones that maybe we could do, like what Susan suggested, and have outside people come in and let us know, like, what are those top hard skills? What are those top soft skills that they really need to showcase in that resumé by the time they get to 49 B and CD 455?

Instructor [00:04:20] We've talked about trying to bring in and involve much more people, much more opportunity for the students to see kind of policy in action, not just policy out of a book, but policy within various work environments with, in various applied environments. And that sometimes comes in the form of bringing in guest speakers or bringing in just past experiences. You know, so we've had a chance to talk about how, not professional development in the sense of let's polish your resumé, but professional development in let's get you ready for all the big bad things you're going to run into in the world and to make you that person that's capable of addressing those things and making change when necessary, when possible.

Kenjuana McCray, EdD; Lead Program Coordinator; Arts & Humanities Program; Fayetteville Technical Community College [00:04:55] Working as a team to revamp our sociology course, it took several months. And it was not a easy process. But it ended up being a very collaborative process and it ended up working out better for all of us at the end. The "aha" moments when we start meeting together and we realize that we were all, we were all over the spectrum with the different types of course outcomes that we were presenting, and we realized from presenting those variety of course outcomes, we were actually giving the students a different learning experience in each instructor's classroom. And we knew we had to make adjustments across the board to make sure we were giving students a consistent learning experience in all of our Soc 210 courses. In a Soc 210 course, it's a college transferable course, and we wanted to make sure that what we were teaching highly aligned with what was at the university and that we, there was certain components that we wanted every student to leave out of Soc 210 to know. So a lot of our students, the majority of our students, transfer to Fayetteville State University. Not all of them, but the majority. And I had a meeting with the sociology department at Fayetteville State University, and I also was able to look at the assignments that they were offering at Fayetteville State University. So that was also very helpful actually seeing what the department at Fayetteville State did.