**Developing & Implementing Your DA Program Expected Student Learning Outcomes (ESLOs)**

**Importance of ESLOs in Program Structure and Reporting:**

Expected Student Learning Outcomes (ESLOs) reflect the competencies a student will develop over the course of study in a DA Program. They are essential in transparency to the prospective student as to what they will learn in the program. They will also be the outcome of importance in annual CoARC reporting. CoARC does not prescribe specific ESLOs, but Sections 4.4 to 4.8 of the DA Standards provide some guidance on potential areas of focus. Each ESLO should be phrased as a competency a student will be able to accomplish upon completing the program. They should be introduced early in the curriculum, developed in several courses, and mastery should be demonstrated by a specific assignment late in the course of study. Mastery assignments must be accompanied by a rubric (DA 3.5) and aligned with the outcome to which it corresponds. Simply completing a course on a topic with a passing grade is not specific enough to indicate competency. Consulting with employers/advisory committees on ESLO development is recommended to ensure they are valued in the clinical workplace.

**Helpful tips/reminders concerning developing ESLOs**:

\*learning outcomes should begin with an [appropriate action/verb](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/) (see Bloom’s Taxonomy examples) corresponding to acquiring additional knowledge, skills, and attributes in the identified areas; The number of ESLOs will vary depending on the program and its mission/goals.

\*ESLOs must be published on the program’s website, student handbook, and syllabi in which each ESLO will be addressed; ESLOs may be distinct to a given track or concentration of the student’s choosing.

**Sponsor/Institution Mission:**

Insert mission statement to evaluate the compatibility with ESLOs (DA 3.2)

**Program Goal:**

“To provide graduates of entry into respiratory care professional practice degree programs with *additional knowledge, skills, and attributes in leadership, management, education, research, and/or advanced clinical practice* that will enable them to meet their current professional goals and prepare them for practice as advanced degree respiratory therapists.” (DA 3.1)

***ESLO Development***

ESLO #1: Insert your 1st expected student learning outcome.

**Introduce:** Where in the curriculum do you introduce the ESLO\*

**Develop:** Where in the curriculum is the ESLO developed\*

**Master:** What assignment in the curriculum offers the ability to master the ESLO\*

\*(list an associated assignment(s) within a course)

The direct measure for this ESLO is:

Example: 80% of the students assessed will achieve a score of “acceptable” or higher on the mastery assignment.

The indirect measure for this ESLO is:

Questions on your graduate survey that address each ESLO.

ESLO #2: Insert your 2nd expected student learning outcome.

**Introduce:** Where in the curriculum do you introduce the ESLO\*

**Develop:** Where in the curriculum is the ESLO developed\*

**Master:** What assignment in the curriculum offers the ability to master the ESLO\*

\*(list an associated assignment(s) within a course)

The direct measure for this ESLO is:

Example: 80% of the students assessed will achieve a score of “acceptable” or higher on the mastery assignment.

The indirect measure for this ESLO is:

Questions on your graduate survey that address each ESLO.

*\*\*Continue this process and format for the remaining ESLOs\*\**

*\*See interpretive guideline for Standard 3.4 for examples of direct and indirect evidence. Curricular content and assessments should reflect the continued professional practice competencies in DA standards 4.3- 4.9 as applicable.*

***ESLO Mapping***

You can use this mapping tool to identify courses in the DA curriculum wherein the ESLOs will be embedded (DA 4.1). Courses and ESLOs can be added or removed from this document to reflect individual programs’ goals and curricula. It is recommended that there be a clearly defined entry and exit point in the program. There must be a program-defined summative measure (DA 4.3).

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | RC\_\_ | RC\_\_ | RC\_\_ | RC\_\_ | RC\_\_ | RC\_\_ | RC\_\_ | RC\_\_ | RC\_\_ | RC\_\_ |
| ESLO 1 |  |  |  |  |  |  |  |  |  |  |
| ESLO 2 |  |  |  |  |  |  |  |  |  |  |
| ESLO 3 |  |  |  |  |  |  |  |  |  |  |
| ESLO 4 |  |  |  |  |  |  |  |  |  |  |
| ESLO 5 |  |  |  |  |  |  |  |  |  |  |
| ESLO 6 |  |  |  |  |  |  |  |  |  |  |

**Helpful tips/reminders concerning mapping ESLOs**:

\*At a minimum, at least one course should be identified that introduces, develops, and masters the learning outcome which should have a logical progression in the overall curriculum (i.e. mastery will likely not be achieved in the first course in the program).

\*Place an “I” for introduction to the ESLO, “D” for developed, and “M” for mastery in the appropriate box. Learning opportunities related to more than one ESLO can occur in each course as applicable.

\*One culminating experience may demonstrate mastery of all programmatic learning outcomes, however, it is common to have mastery occur over various summative measures in courses and assignments.