



Developing a Learning Plan

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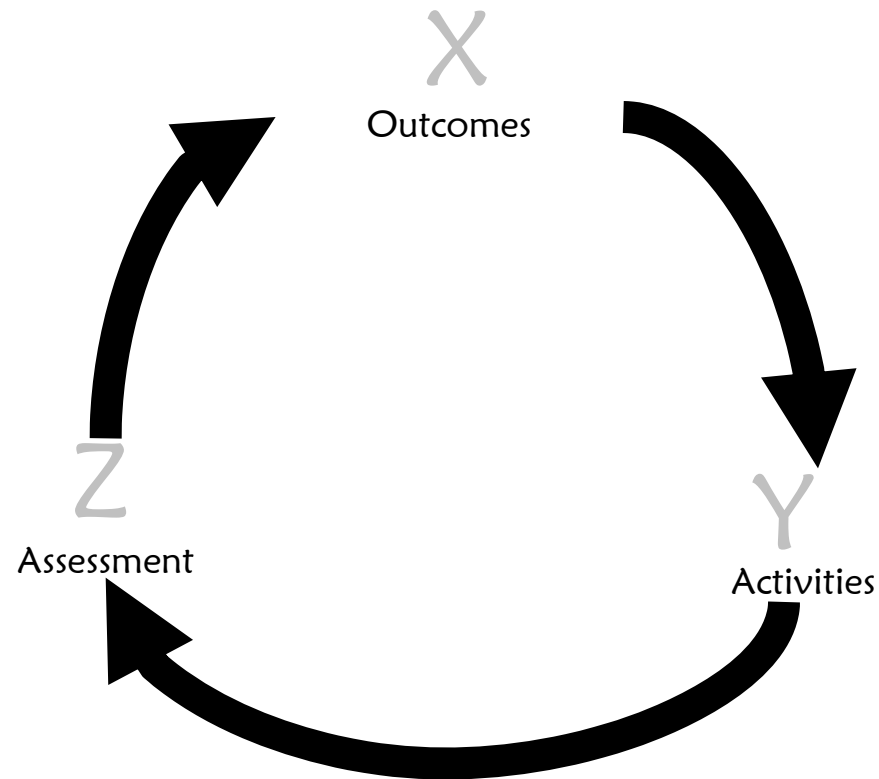
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Integration of Outcomes, Activities, and Assessment into a Learning Plan



Outcomes...

- Are more detailed than goals or objectives
- Specify amount or level of behavior, activity, or knowledge
- Use active verbs (demonstrate, attain, increase, persist)
- Are measurable!



Program and Learning
Outcomes

Program Outcomes:

- Examine what a program, department, or unit is to do, achieve, or accomplish for its own improvement and/or in support of institutional or divisional goals
- Generally driven by numbers, needs, or satisfaction.

[Program Outcome Example:]

Transfer student retention rates in the College of Engineering will increase by 15% due to the implementation of a peer mentorship program.

Learning Outcomes:

- Statements indicating what participants (usually students) will know, think, or be able to do as a result of a class period, event, activity, program, etc.
- Need to be specific and measurable!

Learning Outcome Example:

After attending a professional development presentation, students will be able to identify five career opportunities within their academic discipline.



Building Blocks of Outcomes



Effective Learning Outcomes...

- Are student-focused
- Focus on learning resulting from an activity, rather than on the activity itself
- Reflect the institution's mission & the values it represents
- Focus on important, non-trivial aspects of learning that are credible to the public
- Align at the course, academic program, & institutional levels

[...Effective Learning Outcomes]

- Focus on skills & abilities central to the discipline & based on professional standards of excellence
- Are general enough to capture important learning, but clear & specific enough to be measurable
- Focus on aspects of learning that will develop & endure but that can be assessed in some form now

Huba & Freed, (2000)

Bloom's Taxonomy

1. **Knowledge:** define, list, identify
 2. **Comprehension:** describe, explain, restate
 3. **Application:** apply, practice, experiment
 4. **Analysis:** compare, contrast, interpret
 5. **Synthesis:** organize, design, create
 6. **Evaluation:** assess, judge, convince
- Each level builds on the preceding level
 - One method to specify the intended behavior in a learning outcome

ISU Learning Community Outcome Classifications

- Career & professional development
- Knowledge & skills related to discipline
- Academic skills & achievement
- Global, multicultural awareness & skills
- Transition to ISU
- Communication Skills



Writing Learning Outcomes

Components of a learning outcome:

Audience/Who

Who does the outcome pertain to?

Behavior/What

What do you expect the audience to know/be able to do?

Condition/How

Under what conditions or circumstances will the learning occur?

Degree/How much

How much will be accomplished, how well will the behavior need to be performed, and to what level?

Learning Outcome Statement:

- A Students will ...
- B <learn what>
- C <under these circumstances / conditions>
- D <to this level of efficiency / effectiveness>

Outcome writing: The 3 Ms

- Meaningful: How does the outcome support the departmental mission or goal?
- Manageable: What is needed to foster the achievement of the outcome? Is the outcome realistic?
- Measurable: How will you know if the outcome is achieved? What will be the assessment method?

Not always so easy...

Initial Problems Encountered When Writing Learning Outcomes

- Describe program outcomes rather than learning outcomes
- Too complex or wordy
- Multiple outcomes in one learning outcome statement
- Too vast or vague; not specific enough
- Not measurable
- Describe what students would do rather than what students would learn

Finally... Practice!

- Learning Outcomes: in handout packet
- Work in groups... perhaps use existing outcomes for your department
 1. Brainstorm by answering some questions
 2. Identify each component of the outcome
 3. Write a cohesive outcome
 4. Check yourself using checklist
 5. Rewrite the statement to address any issues
 6. Identify what questions you have about the process

Outcomes & Assessment should demonstrate...

- What you are trying to do, and why
- What your program is supposed to accomplish
- How well you are succeeding
- How you know you are succeeding
- How you use information to improve or celebrate
- Whether specific improvements work

Bresciani, Zelna, & Anderson (2004)



Designing Activities

Designing Activities to Promote Outcomes

- Career Development
 - Panel presentation of recent graduates
 - Panel discussion with employers
 - Resume and cover letter workshop
 - Interview a professional
 - Mock interviewing
 - Attend a career fair and reflection

Your Turn

- Again working with your group, discuss possible learning activities that will promote your outcome
- Group sharing



Designing Assessment

Assessment Methods

**Outcomes HAVE TO BE measurable
to be effective!**

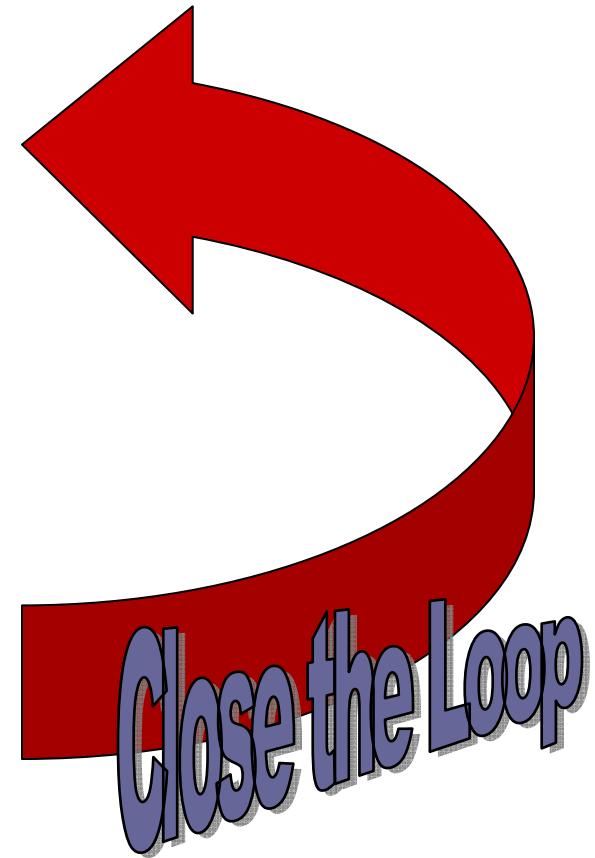
- Are your learning outcomes measurable?
- What measures might you use to assess your outcomes?

Measures to Assess Outcomes

- Database info
- Reports
- Records
- Document analysis
- Pre/post
- Reflection
- Demonstrations
- Observations
- Interviews
- Focus groups
- Written papers, projects
- Posters & presentations
- Peer evaluations
- Self-evaluations
- Surveys
- Portfolios
- Checklists
- Tests, exams, quizzes
- One-minute papers

Assessment Cycle:

1. Goal Formation
2. Design & Planning
3. Implementation
4. Data Collection, Analysis, & Synthesis
5. Interpretation, Reflection, & Judgments
6. Using results for Decisions & Revisions



Smith, MacGregor, Matthews, & Gabelnick, (2004)

[Group Discussion]

- Look at identified OUTCOMES
- Look at planned ACTIVITIES
- Look at ASSESSMENT ideas

- Discuss alignment and other ideas

Review of Session Outcomes

1. What are the main differences between program & learning outcomes?
2. What are the four components of learning outcomes?
3. What are the three Ms that each outcome should have? Why are these important?



Questions

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[Welcome!]

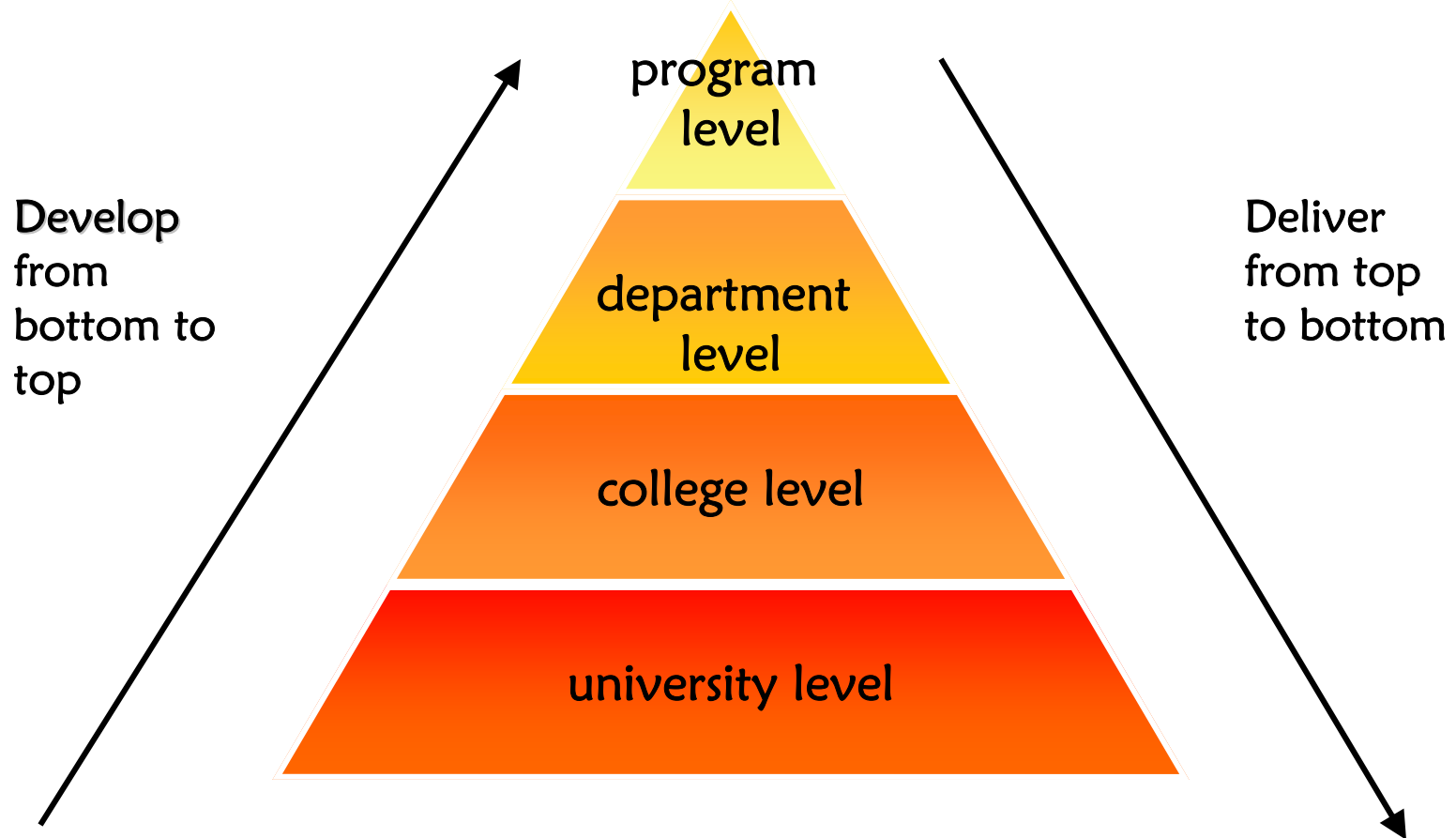
- Please sit by learning community teams

Session Outcomes

Participants in this workshop will be able to:

- distinguish between program and learning outcomes
- identify the four components of learning outcomes
- write an outcome that is meaningful, manageable, and measurable

Connecting missions, goals, objectives, outcomes



Adapted from: Huba, M. E., & Freed, J. E. (2000).

Connecting to the “Big Picture”

- University mission/goals



- College mission



- Departmental goals



- Major/Curricular objectives



- Outcomes for learning communities & courses

Example of the Connection

<u>University & College Goal</u>	<u>Departmental Objective</u>	<u>Learning Community Outcome</u>
Strengthen students' critical thinking, creative abilities, and communication skills.	Graduates should demonstrate effective teaming and commitment to working with others ... by applying engineering abilities, communication skills, and knowledge of contemporary and global issues.	Students will improve critical thinking and problem solving skills through participation in collaborative, learning-based assignments.
Enhance students' ability to understand and communicate visual information.	Show an ability to appropriately communicate design ideas, both graphically and verbally.	Students will critique and prepare a written evaluation of peer art projects using a rubric of design principles.

[Outcomes Assessment...]

- Clarifies departmental “fit” with institutional vision, mission, goals and/or strategic plans
- Clearly informs students and other constituents what students can expect to gain and what the program will accomplish
- Provides different kinds of data and evidence about programs - moves beyond satisfaction and tracking use to describing effectiveness

Outcomes Assessment

- **Intended outcomes:** What the department believes students and other clients will gain as a result from using a program or service; intended change
- **Actual outcomes:** What the student and others actually gain as a result from participating in a program, course, or service; actual results

Practice

- Identify statements as program or learning outcome statements

Outcome statements

1. Students will enhance their technical writing skills as a result of completing a written report related to the discipline & is evaluated using a technical writing rubric.
2. The department will improve retention rates among first-term students by engaging students in activities & providing social opportunities to facilitate interactions with second-year students.
3. Students will increase their knowledge of politics & women's issues by completing a semester-long research project.

NSSE Benchmarks of Effective Educational Practice

- Level of academic challenge
- Student interactions with faculty members
- Supportive campus environment
- Active & collaborative learning
- Enriching educational experiences

[Component Example:]

Students in the Psychology 131 course will be able to identify five study skill tips in order to improve upon their study habits.

- Audience (who)?
- Behavior (what)?
- Condition (how)?
- Degree (how much)?

Activity #1

Identifying components of a learning
outcome statement

Page 6 in the handout packet

Learning Outcome Components

Exercise

1. As a result of attending a career counseling session, students will be able to identify 4 or more career opportunities within their discipline.
2. Faculty who attend the NSSE workshop will be able to identify 3 ways their work contributes to the institution scoring well on the NSSE benchmarks.

LC Assessment Subcommittee

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