Overview of Session

- Session outcomes
- Background information
- Characteristics of effective outcomes
- Components of effective outcomes
- Incomplete outcomes
- Practice writing outcomes
Session Outcomes:

At the end of this session, participants will be able to...

- write effective student centered learning outcomes using guidelines & information provided.
- differentiate between outcomes which focus on student learning & statements which describe activities.
- understand the difference between goals versus outcomes when describing a learning community.
Background:

- Requests from coordinators to update LC Survey
- Necessity to know current outcomes
- Revisit assessment project which examined outcomes on 2000-01 RFPs
Project Description

- Assigned task: Analysis and classification of learning outcomes
- Evaluation process: individual and overarching
- Overall themes and similarities found
- Findings helpful in making recommendations
Outcome Classifications

2000-01
- Communication Skills
- Group / Team Problem Solving
- Knowledge & Skills Related to Discipline
- Global, Multicultural Awareness & skills
- Orientation & Transition skills
- Study skills
- Retention & GPA

2004-05
- Career & Professional
- Knowledge & Skills Related to Discipline
- Academic Skills & Achievement
- Global, Multicultural Awareness & Skills
- Transition to ISU
- Communication Skills
Categories of Learning Outcomes

Adapted from: Schuh & Upcraft (2001)
Connecting levels of learning outcomes

Design outcomes from bottom to top

Deliver outcomes from top to bottom

Benefits of Formulating Learning Outcomes

- Form the basis of assessment at the course, program, and institutional levels
- Provide the direction for all instructional activity
- Inform students about the intentions of the faculty
Goals versus Outcomes

Goals…
- clearly define what the students are expected to learn
- identify what students can expect to know when the course is complete

Outcomes…
- Specific goals or expectations as established for students in a particular educational setting
- Must be defined in specific manner *before* the learning process
- Must be measurable to evaluate whether or not it was achieved
- Must identify specific markers or goalposts that allow students to see whether they are achieving the intended outcome

Success…
The degree to which one meets or exceeds a specific goal or outcome
Don’t confuse outcomes with activities

Outcomes…describe what students will learn
Activities…describe what students will do

Examples:
- To provide hands-on experiences within the discipline
- Develop program of study/graduation plan
- Provide opportunities for students to interact with faculty
Effective Learning Outcomes...

- Are student-focused
- Focus on learning resulting from an activity rather than 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
Effective Learning
Outcomes... (continued)

- Align at the course, academic program & institutional levels

- 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
Components of Outcomes

- **Audience**
  Who the outcome pertains to

- **Behavior**
  What the audience will know/be able to do

- **Condition**
  Under what conditions or circumstances

- **Degree**
  How measured
Given the opportunity to work in a team with several people of different races, the student will demonstrate a positive increase in attitudes toward non-discrimination of race, as measured by a checklist completed by non-team members.
Examples of Incomplete Outcomes

- Improve professional skills
- Educate students about campus resources
- Increase interaction with the dept. faculty
- Develop problem solving and group interaction skills
- Demonstrate positive citizenship
**Group Exercise**

**Outcome Statement:**

<table>
<thead>
<tr>
<th>A</th>
<th>Students will …</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>&lt;learn what&gt;</td>
</tr>
<tr>
<td>C</td>
<td>&lt;under these circumstances / conditions&gt;</td>
</tr>
<tr>
<td>D</td>
<td>&lt;this level of efficiency / effectiveness&gt;</td>
</tr>
</tbody>
</table>
## Creating Your Plan

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>LC Activities or Interventions</th>
<th>Assessment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning outcome</strong></td>
<td><strong>Classes or experiences which promote this outcome</strong></td>
<td><strong>Evidence or artifacts to be examined</strong></td>
</tr>
<tr>
<td>List one outcome</td>
<td><strong>How/where is this outcome promoted</strong></td>
<td><strong>What you will examine to determine whether outcome has been achieved</strong></td>
</tr>
</tbody>
</table>

- **Class or experience:**
  - What you will examine to determine whether outcome has been achieved.

- **Evidence or artifacts:**
  - How/where is this outcome promoted.

- **Outcomes:**
  - Classes or experiences which promote this outcome.

- **Assessment Plan:**
  - Evidence or artifacts to be examined.
To Summarize or Report

For **each** learning outcome:

■ Describe what you did

■ Report what you found

■ Plan what you are going to do
Questions?
Bibliography


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