

Creating Outstanding Outcomes

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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

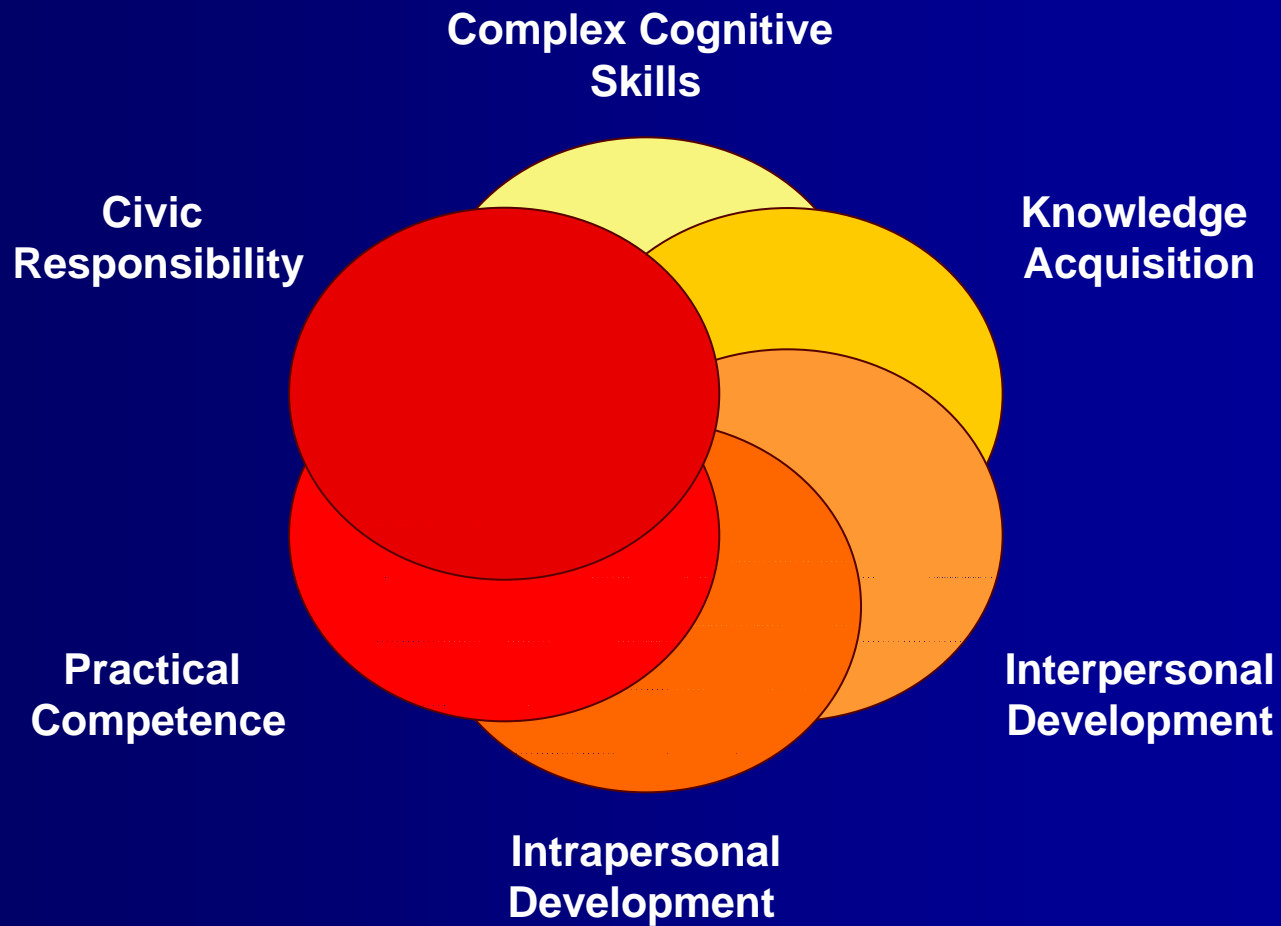
2000-01

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

2004-05

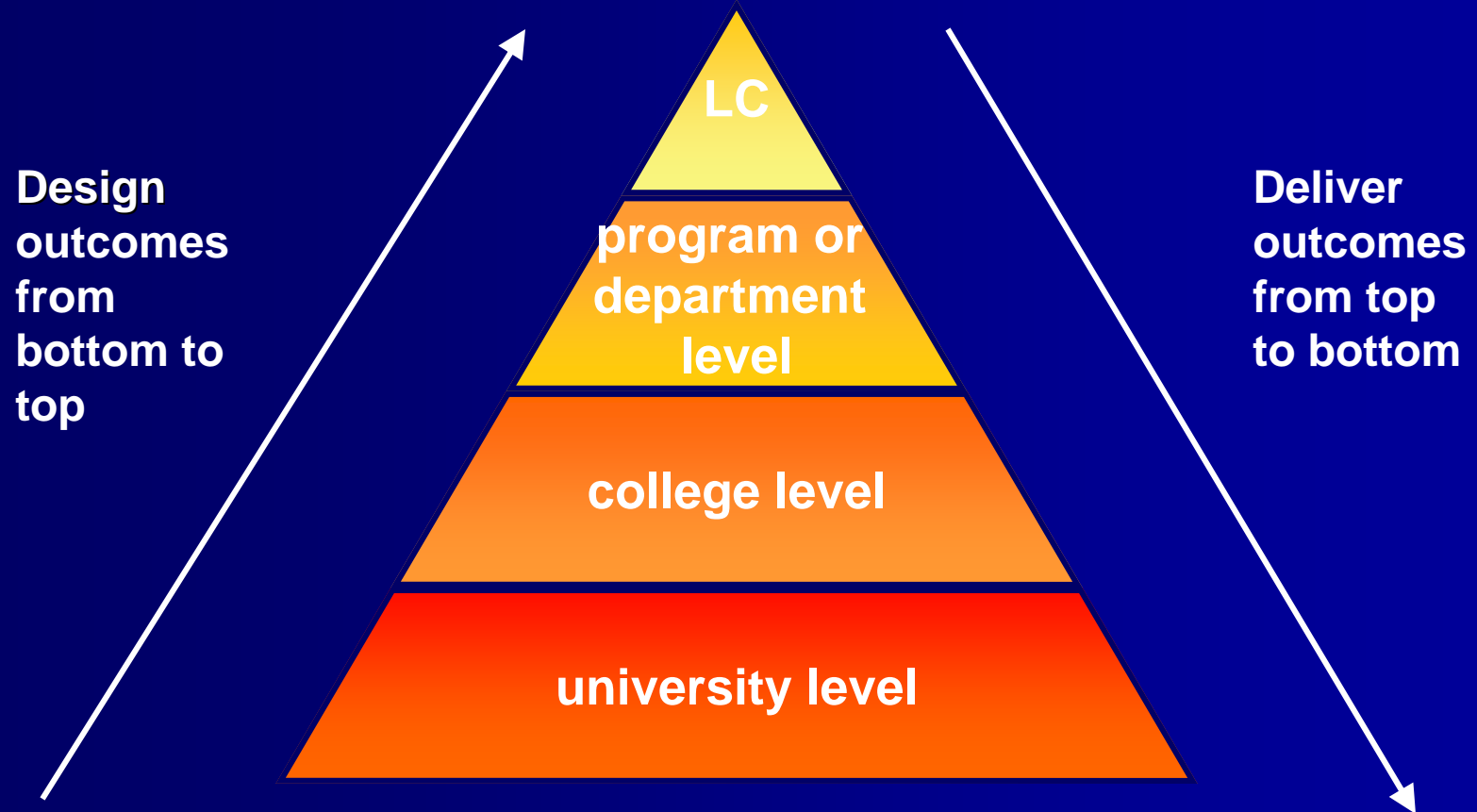
- Career & Professional
- Knowledge & Skills Related to Discipline
- Academic Skills & Achievement
- Global, Multicultural Awareness & Skills
- Transition to ISU
- Communication Skills

Categories of Learning Outcomes



Adapted from: Schuh & Upcraft (2001)

Connecting levels of learning outcomes



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

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

Success...

The degree to which one meets or exceeds a specific goal or outcome

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

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

Component Example

- 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:

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

Creating Your Plan

Outcomes	LC Activities or Interventions	Assessment Plan
Learning outcome	Classes or experiences which promote this outcome	Evidence or artifacts to be examined
List one outcome	How/where is this outcome promoted	What you will examine to determine whether outcome has been achieved

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

- Hatfield, S. (2003, June). *Rich, coherent, and practical department level assessment plans*. Session conducted at the AAHE Assessment Conference, Seattle, Washington.
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- Schuh, J. H. & Upcraft, M. L. (2001). *Assessment practice in student affairs*. San Francisco: Jossey-Bass.
- *Writing educational goals and objectives*. (n.d.). Retrieved April 24, 2006, from <http://www.personal.psu.edu/staff/b/x/bxb11/Objectives/>

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