

Learning Outcomes

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Presentation Outcomes

- ...create (and improve) learning outcomes
- ...evaluate the fit of outcomes with organizational goals

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Vocabulary of Goals

- Goals – Super broad and often vague
- **Outcomes** – “goals that **refer to a destination** rather than the path taken to get there... the outcome, rather than the process” (pp. 116-117)
- **Objectives** – “describe detailed aspects of goals” (p. 117); may include “the **process leading to the outcome**”
- Competencies/Proficiencies – associated with outcomes or objectives... usually refer to skills
- Benchmarks – “specific targets against which we gauge success in achieving...outcome” (p. 117)

(Suskie, 2009, pp. 116-117)

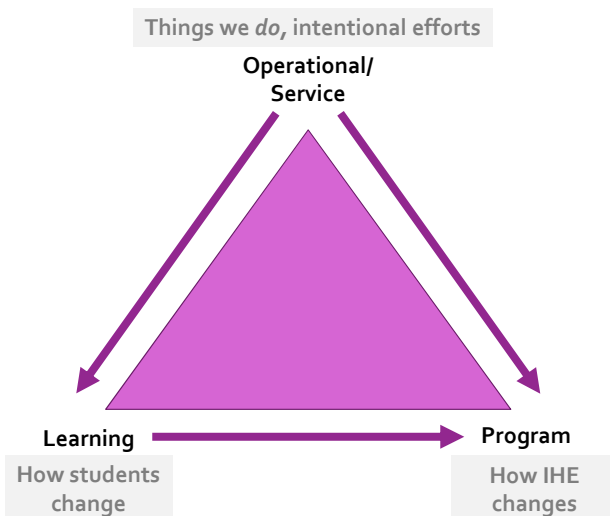
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3 Types of Outcomes to Select From

- Operational/Service
 - Administrative – Things we as faculty and staff *do* to promote...
- Learning
 - Thinking/Knowledge, Psychomotor Skill, or Affective (attitudes, values, behaviors)
 - Can be student *or* staff focused...
- Program
 - Aggregate effects resulting from program... or how the organization is a better place because learning *happened*

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Relationship Between Outcome Types/ Actions

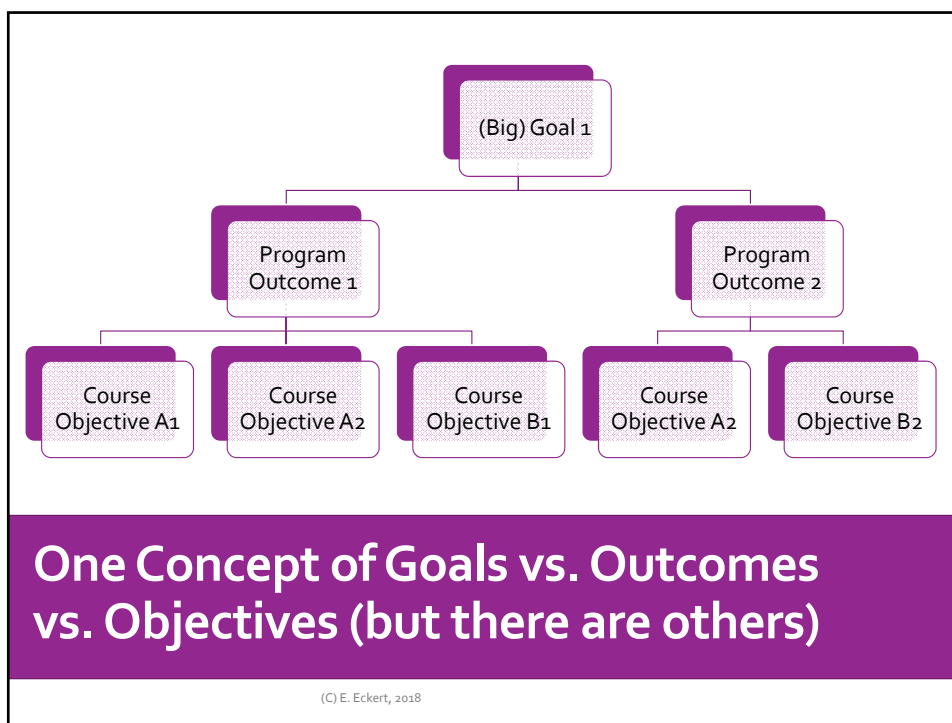


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What is a Learning Outcome... REALLY?

- Learning outcomes, at a conceptual level, are the **result of a person taking in information** you provide.
- Learning outcomes **articulate how the person has changed as a consequence** of that effort
- Learning outcomes state how the person is now different **from a thinking/knowledge, skill, or affective perspective**.
- Outcomes ≠ Measures

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| | | |
|---|-------------------|---|
| Bloom and Friends (Anderson and Krathwohl) | Create | Produce original work, new adaptation "Design, assemble, construct, develop, formulate, author, investigate" |
| | Evaluate | Create an argument for (or against) "Appraise, argue, defend, judge, rank, appraise, critique, weigh" |
| | Analyze | Connect different ideas in context "Differentiate, organize, relate, compare, contrast, distinguish, examine, test" |
| | Apply | Use information to extend knowledge "Execute, implement, solve, use, demonstrate, interpret, operate, calculate" |
| | Understand | Articulate concepts or ideas "Describe, discuss, explain, identify, classify, select, report" |
| | Remember | Factual recall and conceptual familiarity "Define, list, name, count, repeat, state, recall" |

Adapted from Vanderbilt University (C) E. Eckert, 2018

Learning Outcomes Expanded (1)

- Knowledge and Conceptual Understanding
 - Identify...
 - Define...
 - Explain...
 - Summarize...
 - Understand (meh...)
- Lower-order things...
- Very popular...

(Suskie, 2009)

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Learning Outcomes Expanded (2)

- Thinking and Other Skills
 - Application
 - Analysis ("Compare and contrast" (p. 120))
 - Evaluation, Problem-Solving, Decision-Making
 - Synthesis and Creativity ("Design" (p. 121))
 - Critical Thinking [PLEASE AVOID THIS TERM]
 - Information Literacy – think of this as being discerning
 - Other – Performance type things, like using equipment or instruments, working with clients, leading activities [psychomotor]

(Suskie, 2009)

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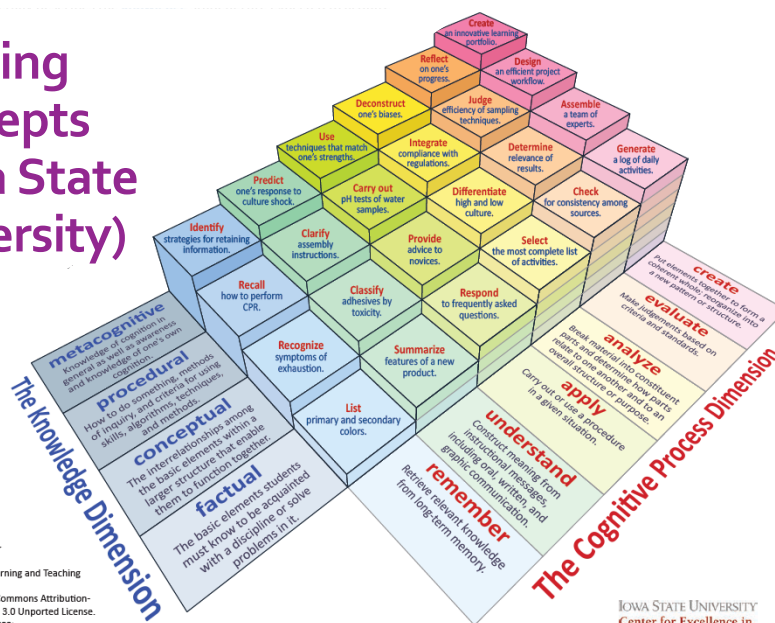
Learning Outcomes Expanded (3)

- Attitudes, Values, Dispositions, and Habits of the Mind
- Metacognition (thinking about learning, thinking about knowledge, self-evaluation, etc.)
 - Productive Dispositions or Habits of Mind
 - Time management
 - Direction-following
 - Goal-setting, Perseverance
 - Writing in discipline, communication, interpersonal skills
 - Certain beliefs

(Suskie, 2009)

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Merging Concepts (Iowa State University)



Model created by: Rex Heer
Iowa State University
Center for Excellence in Learning and Teaching
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For additional resources, see:
www.celt.iastate.edu/teaching/RevisedBlooms1.html

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How to Express Learning Outcomes

- Focus on the result– what is the thing students will be able to do after completing the experience?
 - But not necessarily in the format of the measure
- Use clear language on the action (“think critically”(p. 130))
- Use appropriate level of specificity
 - Vague: Students will demonstrate information literacy skills
 - Specific: Students will be able to use the college’s online services to retrieve information
 - **Better:** Students will locate information and evaluate it critically for its validity and appropriateness

(Banta & Palomba, 2015; Suskie, 2009)

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Identifying Outcome Levels (Academic)

1. Explain the scientific principles behind “natural” disasters, including cyclonic weather, global climate change, volcanoes, earthquakes, tsunamis, river flooding, famines, and diseases.
2. Draw connections between different types of disasters, recognizing that major disasters often produce predictable secondary disaster effects.
3. Draw informed conclusions that reflect an understanding of multiple (and sometimes conflicting) sources of information.

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Identifying Outcome Levels (Student Affairs)

1. Identify courses that fit with a specific major plan of study.
2. Engage groups of residents through community meetings and activities.
3. Adapt and apply appropriate academic strategies to their courses and learning experiences.
4. Identify appropriate campus resources and opportunities that contribute to the educational experience, personal goals, and campus engagement.
5. Set personal goals and develop strategies to achieve set goals.

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Learning Outcome Anatomy Activity

_____ will
Population or group "s"

Bloom Indicator

Context-specific application

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| Outcome | Course 1 | Course 2 | Course 3 | Course 4 | Course 5 |
|------------------|----------|----------|----------|----------|----------|
| Students will... | X | | | | X |
| Students will... | | X | X | | |
| Students will... | | X | | X | |
| Students will... | | | X | X | |

Outcomes to Curriculum

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| <h2>References</h2> <h2>Questions</h2> | <ul style="list-style-type: none"> • Banta, T. W., & Palomba, C. A. (2015). <i>Assessment essentials: Planning, implementing, and improving assessment in higher education</i> (2nd ed.). San Francisco, CA: Jossey-Bass. • Stevens, D.D., & Levi, A. J. (2013). <i>Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning</i>. Sterling, VA: Stylus. • Suskie, L. A. (2009). <i>Assessing student learning: A common sense guide</i>. San Francisco, CA: Jossey-Bass. |
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