

Writing Outcomes

Office of the Provost: Accreditation, Assessment and Learning
Spring 2022



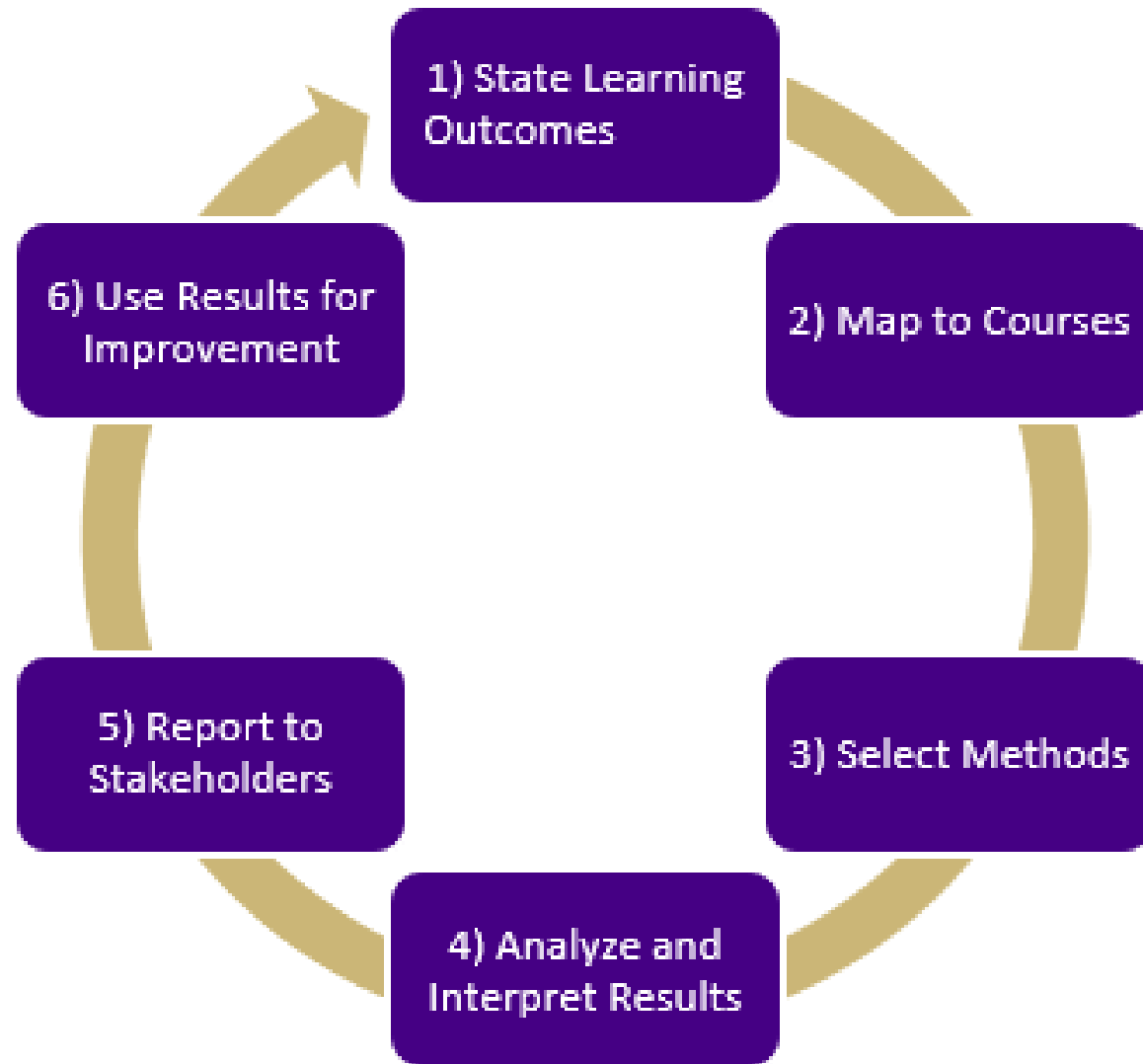
By the end of this workshop, you will be able to:

- Describe a typical assessment cycle
- Describe the process for developing outcomes in a unit
- Create a student learning/operational outcome based on a department goal

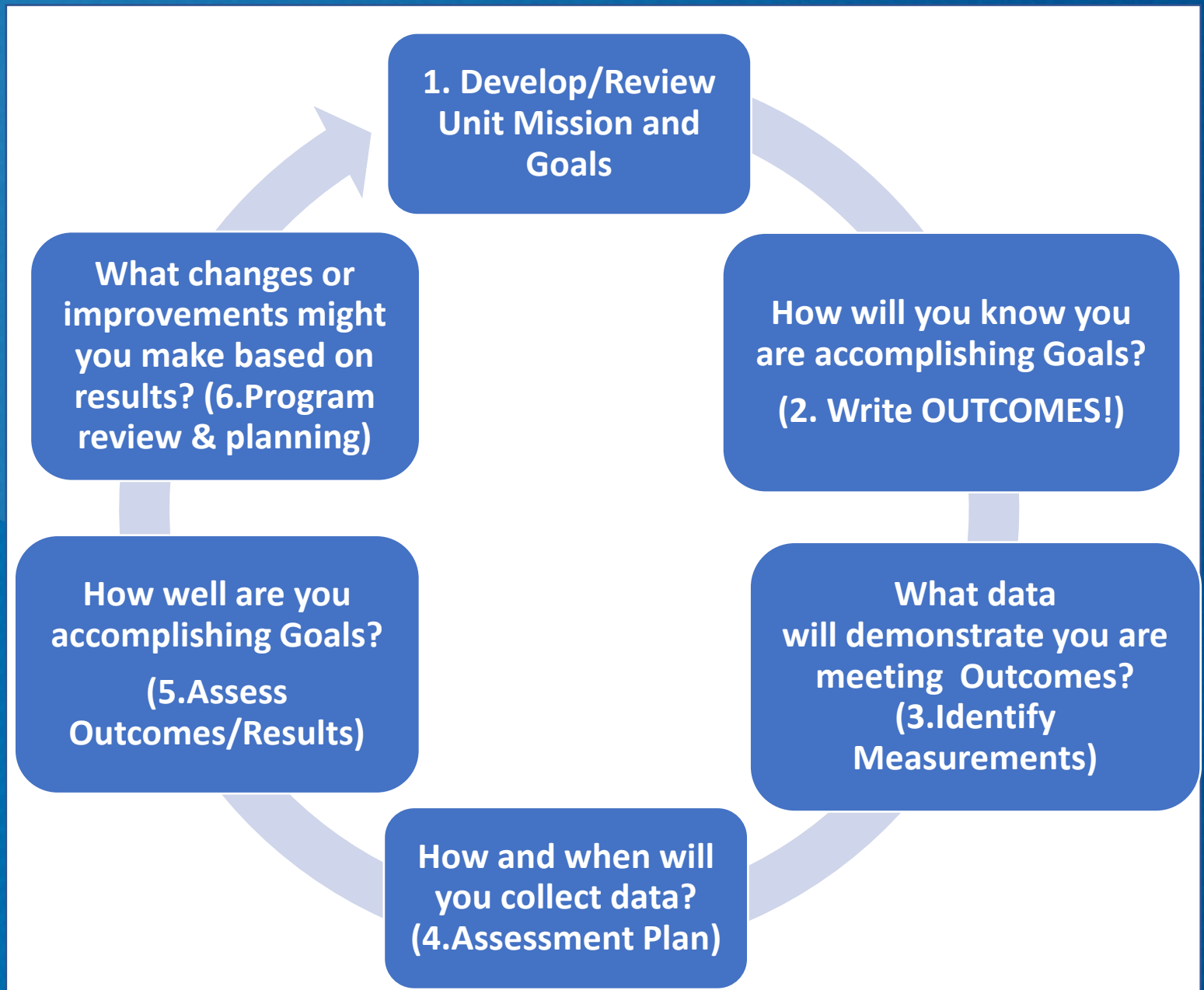
Why We Assess

- Improve Quality: Provides evidence that support area's work is effective, aligning with mission(s), and where there is need for improvement
- Stewardship: Incorporate findings into program/unit review; informs strategic planning and resource allocation
- Accountability: Being transparent to stakeholders, uncover issues to be addressed and recognize achieved goals

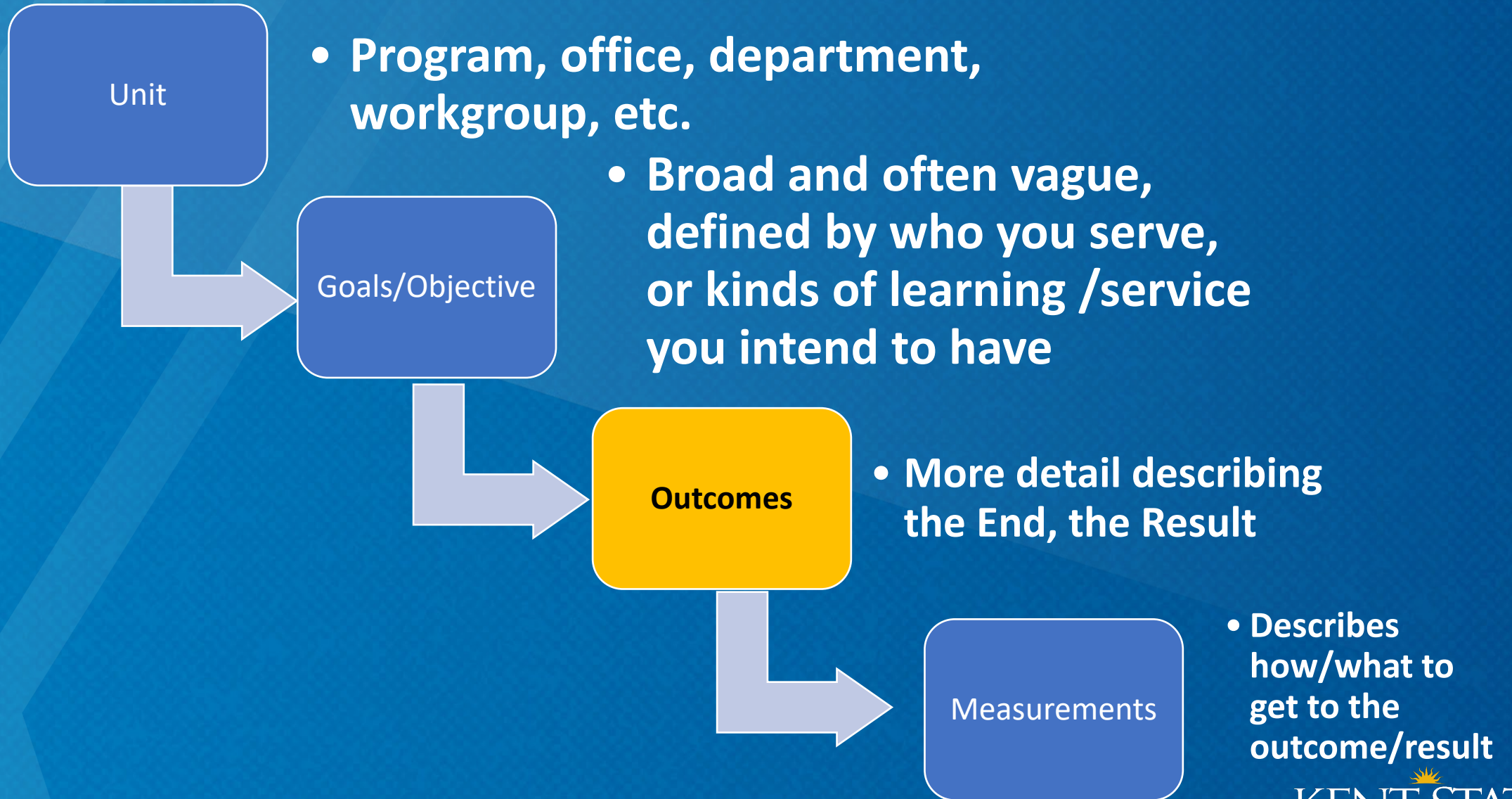
The Academic Assessment Cycle



A Co-Curricular Assessment Cycle



Language of Assessment



Outcomes: *How will you know you are accomplishing a Goal?*

Learning Outcomes

Think about a course completer or program graduate. What kind of course/program experience would allow for the greatest student success?

As a result of this course/workshop:

- What should this student learn?
- What will this student be able to do?
- What kind of skills or values will this student possess?

Operational Outcomes

Think about a client who will receive a certain service. What kind of service experience would allow for the greatest client satisfaction?

As a result of this service:

- How should this client act?
- What kind of attitude should this client possess?
- What will the client gain?

Source: Adapted from: Chaplot & Stute. (2008)

Outcomes Introduction

- **Topic of interest under a goal: Does it deal with learning – even if informally?**
 - If yes, it's a learning outcome!
 - If no, does it deal with a service?
 - If yes, it's likely an operational outcome
- **Is it central to your unit?**
- **Is it feasible to be accomplished?**
- **Is it meaningful?**

Get in the mindset: YOU ARE AN EDUCATOR!

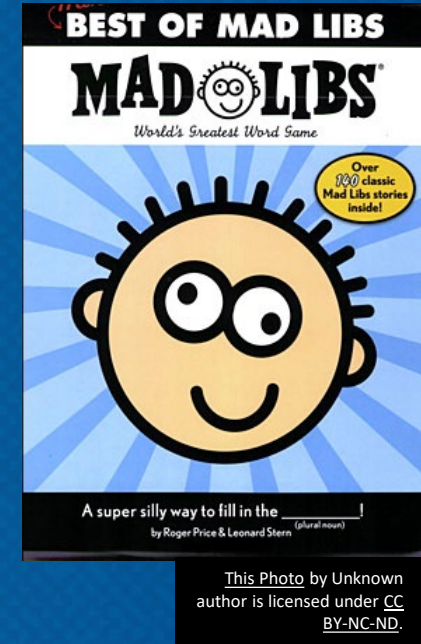
What have students gained through interactions with our departments?

- **Start broadly, then refine**
 - Throw spaghetti at the wall; get something down, then fix later
 - Whittle down to something specific enough to be measured
- **Do not let perfect be the enemy of the good**
 - Should mean something to you and worth measuring

Developing Learning Outcomes

[Target population] will [cognitive action verb] [context specific action]

1. Observable action (what's inside the student's head is not directly observable!): create, write, prepare, list, describe, analyze, apply, etc.
 - *Vanderbilt University Center for Teaching* <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>
 - *Iowa State Center for Excellence in Learning and Teaching* <https://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy/>
2. Single-action (less "muddy")
3. Be succinct (easier said than done!)
4. Measurable (but save the learning activity or "How" details for later)
5. One moment in time (keep the end in mind – avoid comparative verbs, i.e., improve)
6. Be specific to the topic/service (students would not learn, value or gain skill without this specific educational experience)



Guiding Questions to Help Develop Learning Outcomes

Students often know when they get something out of a course, program, service, etc.

We want to capture that presence (or absence) of knowledge to better inform our courses, programs, departments, etc.

What kind of experience would allow for the greatest student/staff/client success?

As a result :

- What should this (student) learn?
- What will this (student) be able to do?
- What kind of skills or values will this (student) possess?

Source: Adapted from: Chaplot & Stute. (2008)

Example Outcomes aligned with Goals

- **[Students]** will **[identify]** [courses that fit with a specific major plan of study].
 - Connected to overarching goal of supporting student success
 - Learning measured by assignment in First Year Experience course; students review list of courses and indicate whether the course fits with the sample major plan of study.
- **[Students]** will **[classify]** [natural disasters] into six groups.
 - Connected to overarching goal of scientific awareness
 - Learning measured by test question requiring disaster types to be sorted into groups.
- **[Resident assistants]** will **[create]** [community meetings and programs] to engage students.
 - Connected to overarching goal of building community
 - Operation measured by number of meetings held per AY, attendance, etc.

Example Learning Outcomes:

- **[Students]** will **[adapt]** [academic strategies] to their courses.
- **[Students]** will **[select]** [campus resources and opportunities that contribute] to the educational experience, personal goals, and campus engagement.
- **[Students]** will **[identify]** **[critical academic resources]** for success.

SLO Generators!

- <https://learning-objectives.easygenerator.com/>
- <https://elearn.sitehost.iu.edu/courses/tos/gen2/>

Guiding Questions to Help Develop Operational Outcomes

Think about a client who will receive a certain service. What kind of service experience would allow for the greatest client satisfaction?

As a result of this service:

- **How should this client act?**
- **What kind of attitude should this client possess?**
- **What will the client gain?**

Operational Outcomes – can use same sentence template!

[Target population] will [cognitive action verb] [context specific action]

Examples:

- [**Employees**] will [**determine**] the types of [conduct that should be reported] to the Title IX coordinator.
- [**Staff**] will [**create**] [community meetings and programs] to engage students.
- [**Orientation facilitators**] will [**present**] academic strategies [**for college coursework**]
- [**Advisors**] will [**provide advising and course-planning services**]

Source: Eckert, E. (2020)

CAS Learning (and Developmental) Outcomes topics

Other examples to give you ideas as you develop more learning outcomes...

CAS Domains	Dimensions of Outcome Domains (examples included on the Domains PDF pg. 5-6)
Knowledge Acquisition, Construction, Integration, & Application	Relating knowledge to daily life; Constructing knowledge; Connecting knowledge to other knowledge, ideas, and experiences; Connecting knowledge to other knowledge, ideas, and experiences
Cognitive Complexity	Critical thinking; Reflective thinking; Effective reasoning; Creativity
Intrapersonal Development	Spiritual Awareness; Commitment to ethics and integrity; Identify development; Realistic self-appraisal, self-understanding, and self-respect
Interpersonal Competence	Meaningful relationships; Interdependence; Collaboration; Effective leadership
Humanitarianism & Civic Engagement	Global perspective; Social responsibility; Sense of civic responsibility; Understanding and appreciation of cultural and human differences
Practical Competence	Pursing goals; Communicating effectively; Technological competence; Managing personal affairs; managing career development; demonstrating professionalism; maintaining health and wellness; living a purposeful and satisfying life

Another Type of Outcome ("Consequence")

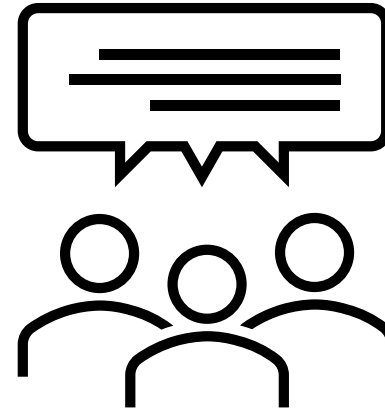
Aggregate effects resulting from program

Keep with the larger unit, e.g., College or University

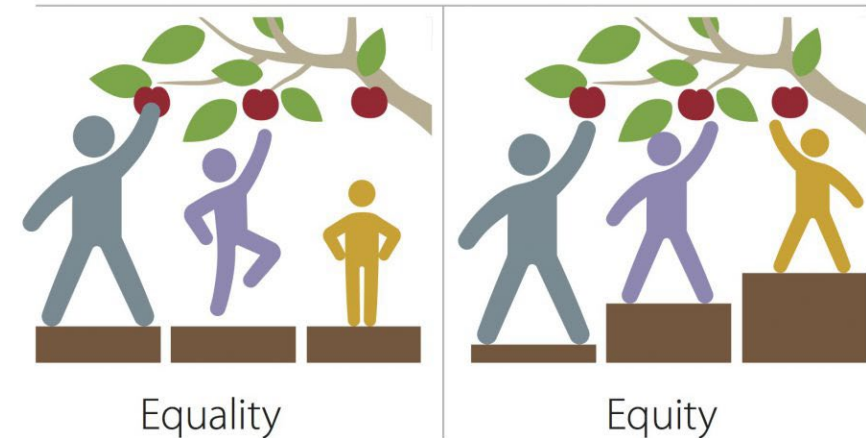
- Students' academic performance in subsequent coursework will improve
- Fall-to-spring retention will remain stable
- Students will report an increased sense of belonging after "X experience"

Other items to consider:

- **How often to review PLOs?**
 - Do a full a review after year 1 – see how close we are (in reality)
 - Then after Year 1, every three years; sooner if “environment” changes (or if strategic plan dictates)
- **Equity-minded assessment**
 - Outcomes are clear (no jargon), transparent and ubiquitous – so students know what is expected!
 - Utilizing student voices is key
 - Disaggregating the data (the “average” drowns out the marginalized voice)
- **Student engagement**
 - Multiple approaches, including representation and partnership models.
 - Student representatives who sit on committees could review annual assessment reports.



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Source Credits

- Chaplot & Stute. (2008). *Mt. San Antonio College: A Guidebook to Student Learning Outcomes and Administrative Unit Objectives*. Retrieved from https://math.mtsac.edu/accreditation/college_accreditation/2010/slo_auo_guidbook_090808-final.pdf
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Thank You!
Questions:

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