

DEFINING LEARNING OUTCOMES

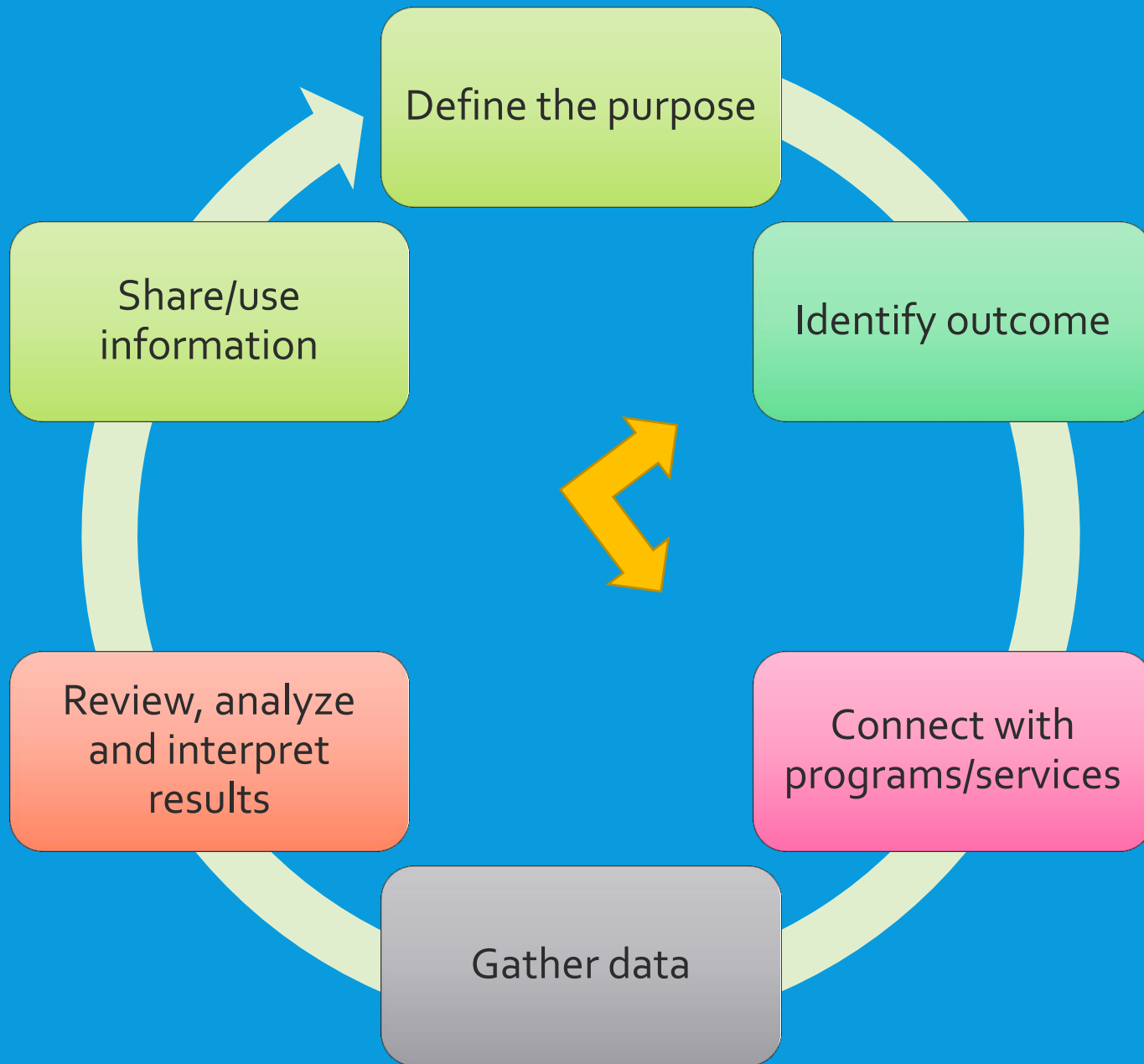
Assesstival Of Learning – Fall 2016
Kimberly Yousey-Elsener, PhD.
Office of Assessment and Retention
elsenerk@Hartwick.edu
205 Breesee Hall

GOOD ASSESSMENTS:

- Provide useful information
- Are focused, simple and cost effective
- Give us reasonably accurate, truthful information
- Systematic, transparent and consistent
- Fair and ethical
- Qualitative and well as quantitative

(Suskie, 2006, p. 22-23)





Learning outcomes

- Examine what a ***student*** (or other stakeholders) is to **know, think or be able to do**, as a result of the program, course, service.

Operational outcomes

- Examine what a ***program or process*** is to do, achieve or accomplish for its own improvement; generally needs/satisfaction driven.



Based on your purpose/topic

1. What priority, purpose or goal are you focused on?
2. Is that operational or learning?
3. If it's learning – do you have a specific learning experience that can be tied to this goal?

DRAWING FROM A FRAMEWORK...



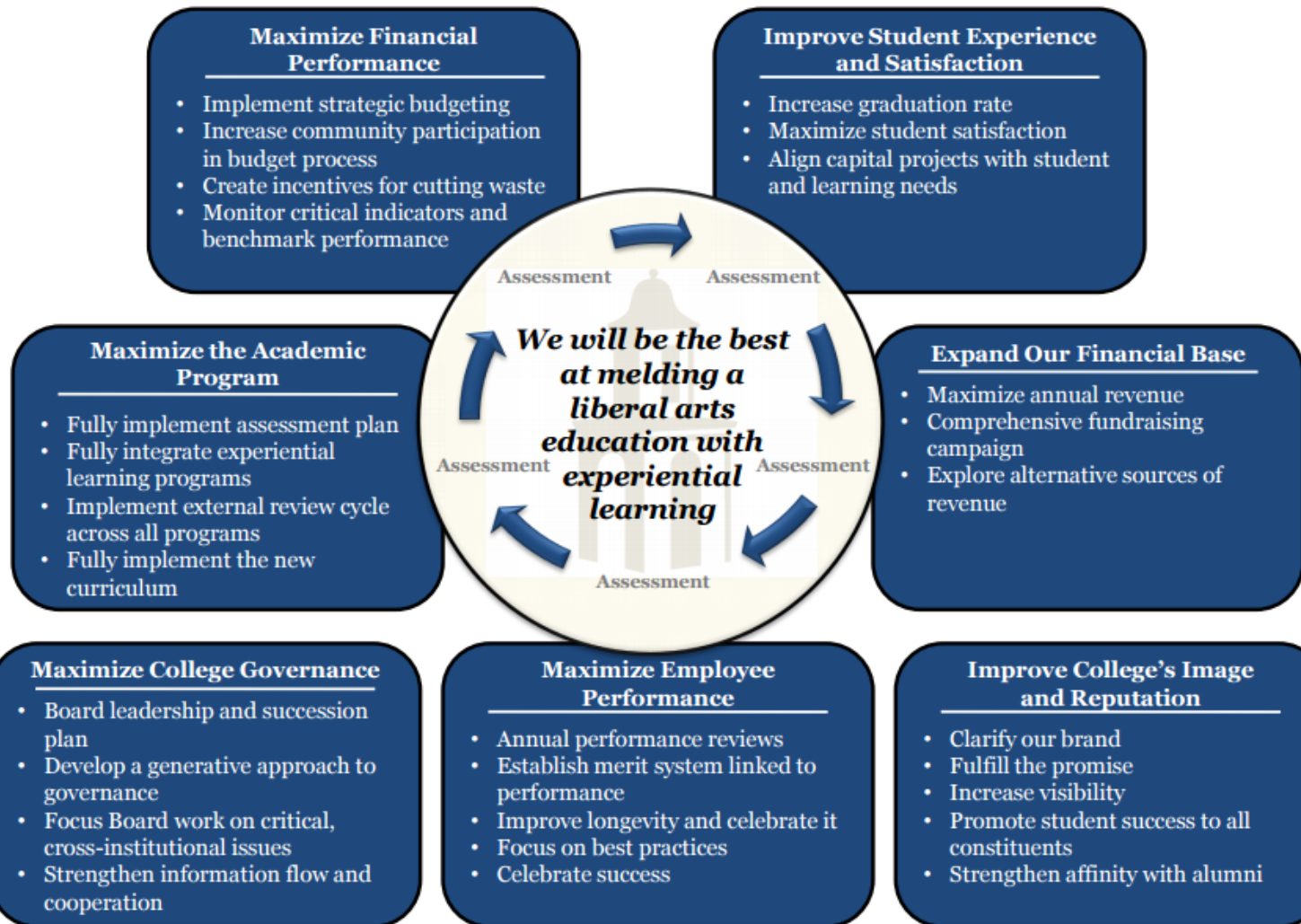
STUDENTS LEARN BEST WHEN LEARNING IS CONNECTED...



Learning outcomes work best when they are connected as well!

CONNECTING OUTCOMES AT THE INSTITUTIONAL LEVEL

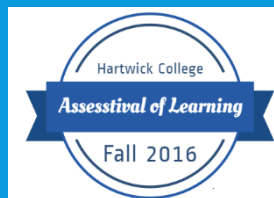
Hartwick College: Organizing Principle and Strategic Framework



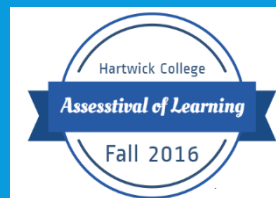
CONNECTING OUTCOMES AT THE INSTITUTIONAL LEVEL

Hartwick College General Education Student Learning Outcomes: Our Commitment to the Liberal Arts in Practice

- LO 1.1 Communicate effectively in written English.
- LO 1.2 Communicate effectively in spoken English.
- LO2 Communicate in one non-native language.
- LO3 Express relationships in formal logical or mathematical language and interpret relationships so expressed.
- LO4 Identify and evaluate the consequences of individual and collective values, beliefs, ideas and actions.
- LO5 Develop, test, and evaluate hypotheses using appropriate information and methods.
- LO6 Produce interpretive or problem-solving creative work.
- LO7 Apply knowledge through practical experience.



DRAW UPON EXTERNAL STANDARDS OR DOMAINS



CAS Domains	LEAP (AAC&U)	Learning Reconsidered	Disciplines	Degree Qualifications Profile (DQP)
<ul style="list-style-type: none"> • Knowledge acquisition, construction, integration, & application 	<ul style="list-style-type: none"> • Knowledge of Human Cultures & the Physical & Natural World 	<ul style="list-style-type: none"> • Knowledge acquisition, integration, & application 	<ul style="list-style-type: none"> • Knowledge bases 	<ul style="list-style-type: none"> • Specialized Knowledge; Broad and Integrative Knowledge
<ul style="list-style-type: none"> • Cognitive Complexity 	<ul style="list-style-type: none"> • Intellectual & Practical Skills 	<ul style="list-style-type: none"> • Cognitive complexity 	<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Intellectual Skills
<ul style="list-style-type: none"> • Intrapersonal Development • Interpersonal Competence • Humanitarianism & Civic Engagement 	<ul style="list-style-type: none"> • Personal & Social Responsibility 	<ul style="list-style-type: none"> • Interpersonal & intrapersonal competence • Humanitarianism • Civic engagement 	<ul style="list-style-type: none"> • Intrapersonal attributes and competencies • Interpersonal relations with diverse others • Ethics • Management & collaborative leadership 	<ul style="list-style-type: none"> • Civic and Global Learning
<ul style="list-style-type: none"> • Practical Competence 	<ul style="list-style-type: none"> • Integrative & Applied Learning 	<ul style="list-style-type: none"> • Practical competence • Persistence & academic achievement 	<ul style="list-style-type: none"> • Professional skills • Life-long learning 	<ul style="list-style-type: none"> • Applied and Collaborative Learning

STRATEGIES FOR CONNECTING....



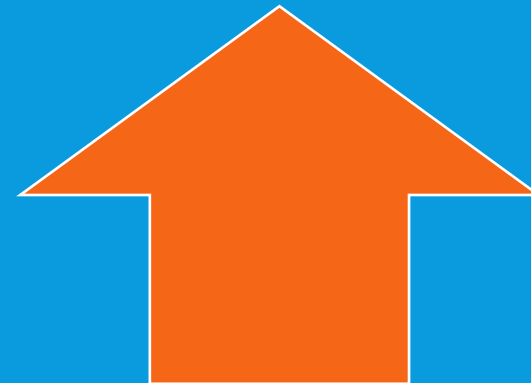
Connect Up

- Write outcome at program level and connect to institutional level



Connect Down

- Start at institutional level and decide what outcomes you can focus on





Based on your purpose/topic

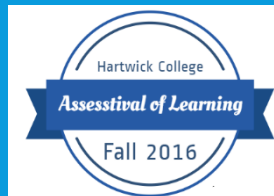
1. What priority, purpose or goal are you focused on?
2. Is that operational or learning?
3. If it's learning – do you have a specific learning experience that can be tied to this goal?
4. How does that connect with Hartwick's institutional goals and/or LAiP outcomes?

GETTING STARTED



WRITING SPECIFIC AND MEASURABLE OUTCOMES (S.M.A.R.T.)

- **Specific** means that anyone can read your outcome and know exactly what you are hoping to accomplish.
- **Measurable** means that you can look at it and say, “This is how I plan to prove it.”
- **Achievable** means you can accomplish this outcome in a specific time and place.
- **Relevant** means it is valuable to find out this information.
- **Time Sensitive** means that the outcome is happening within a specific period of time.



THE BIG QUESTION...

What will students be able to know, think, feel or be able to do as a result of the learning experience?

HINT: Be specific



CREATING

USE INFORMATION TO
CREATE SOMETHING NEW

*Design, Build, Construct,
Plan, Produce, Devise, Invent*

EVALUATING

CRITICALLY EXAMINE INFO &
MAKE JUDGEMENTS

*Judge, Test, Critique,
Defend, Criticize*

ANALYZING

TAKE INFO APART &
EXPLORE RELATIONSHIPS

*Categorize, Examine,
Compare/Contrast, Organize*

APPLYING

USE INFORMATION IN A NEW (BUT SIMILAR) SITUATION

Use, Diagram, Make a Chart, Draw, Apply, Solve, Calculate

UNDERSTANDING

UNDERSTANDING & MAKING SENSE OUT OF INFORMATION

Interpret, Summarize, Explain, Infer, Paraphrase, Discuss

REMEMBERING

FIND OR REMEMBER INFORMATION

*List, Find, Name, Identify, Locate,
Describe, Memorize, Define*

Bloom's Taxonomy
and how it relates to:

- Learning
- Outcomes writing
- Assessment evidence gathering

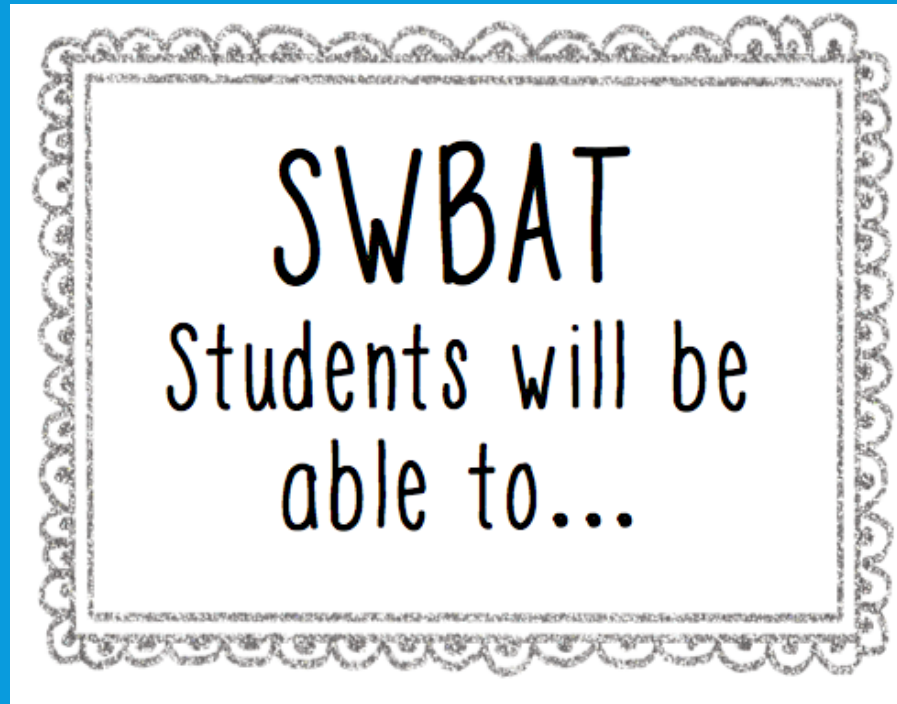
ONE POPULAR FORMULA FOR LEARNING...

- **Audience:** who will be participating
- **Behavior:** action verb what will be the result
- **Condition:** this could also be timeframe or the experience
- **Degree:** to what extent will something be accomplished



ANOTHER POPULAR FORMULA FOR LEARNING...

- By the end of {insert specific experience}



LET'S TRY ONE...

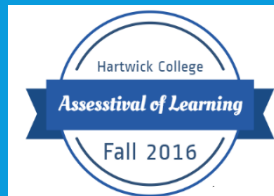
- Audience:
- Behavior:
- Condition:
- Degree:



IMPROVE IT!

Students will improve their critical thinking skills.

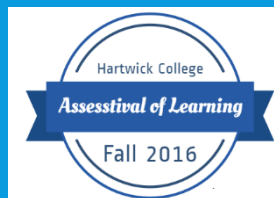
Students will provide accurate estimates of the reliability of various sources of health information on the Internet after attending the FYE session.



IMPROVE IT!

Students will become more aware of stress reduction tools on campus.

Students will identify two places on campus to reduce stress via an on-campus marketing campaign.



TIPS AND POINTERS



Beware of “and” – it usually means 2 outcomes in one

Watch for trigger words that we think are specific but they aren't – critical thinking, communication, leadership, learn

Check back to your original purpose – many learning outcomes end up being operational and vice versa

Always google – you can find some great outcomes already written

WORKSHEET TIME...



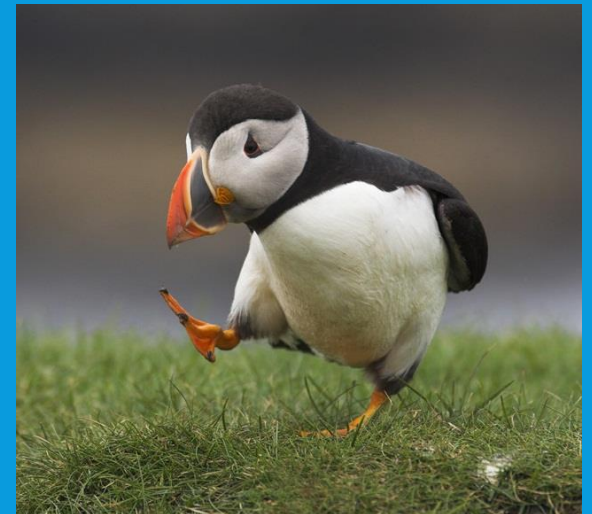


“Good Feedback
Is the **KEY**
to Improvement”

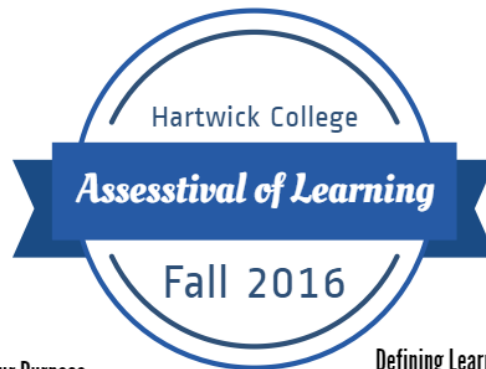
NEXT STEPS



CREATE A PLAN TO
MEASURE YOUR OUTCOME



COMING NEXT....



Finding Your Purpose
Monday, August 1st
10:00-11:30 am
Golisano 301



Defining Learning Outcomes
Tuesday, August 2nd
10:00-11:30 am
Golisano 301



Constructing Assessment Plans
Thursday, August 4th
10:00-11:30 am
Golisano 301



Defining Operational Outcomes
Wednesday, August 3rd
10:00-11:30 am
Golisano 301



Setting Targets & Using Metrics
Friday, August 5th
10:00-11:30 am
Golisano 301



Assessment Plan Writing/Feedback Session
Set aside some time to write your assessment plan, get feedback, ask questions, etc.
Friday, August 5th
1:00-3:00 pm - Golisano 301



Unable to attend a session?

Materials will be available on the
Assessment Website after August 1st