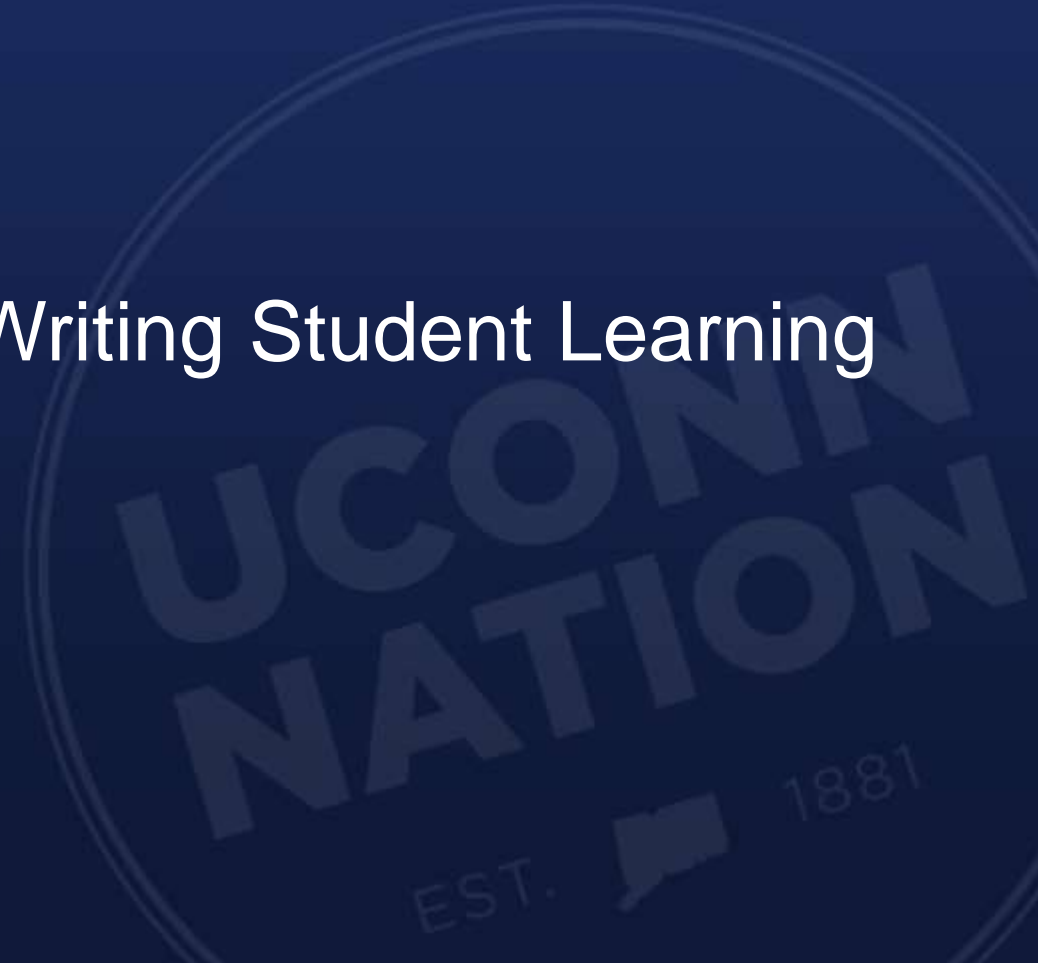


UConn

Naming the Game: Writing Student Learning Outcomes

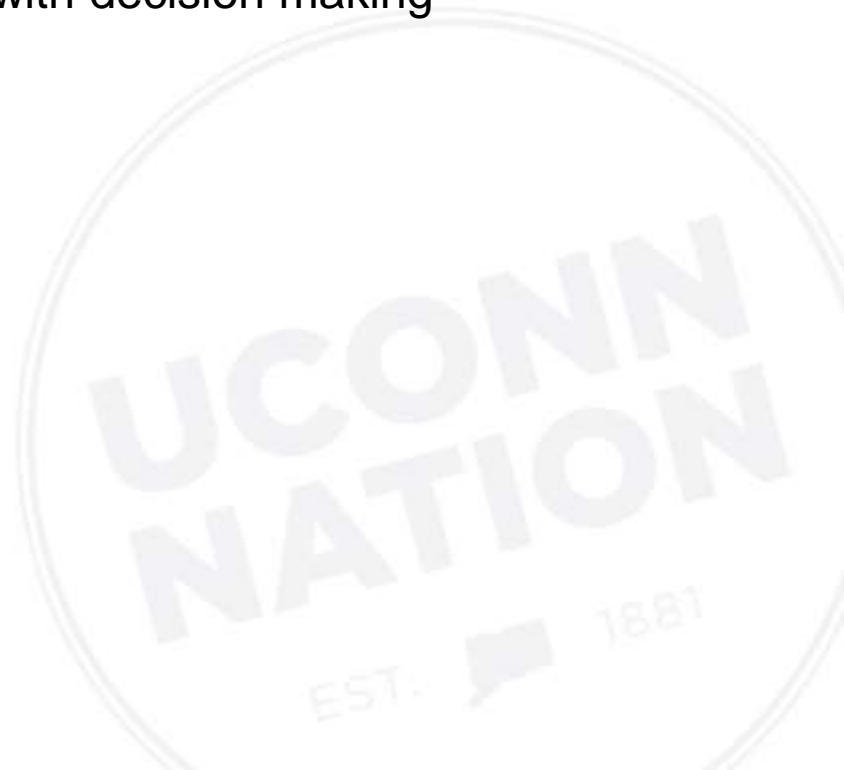
Paula Wilmot

May 24, 2018



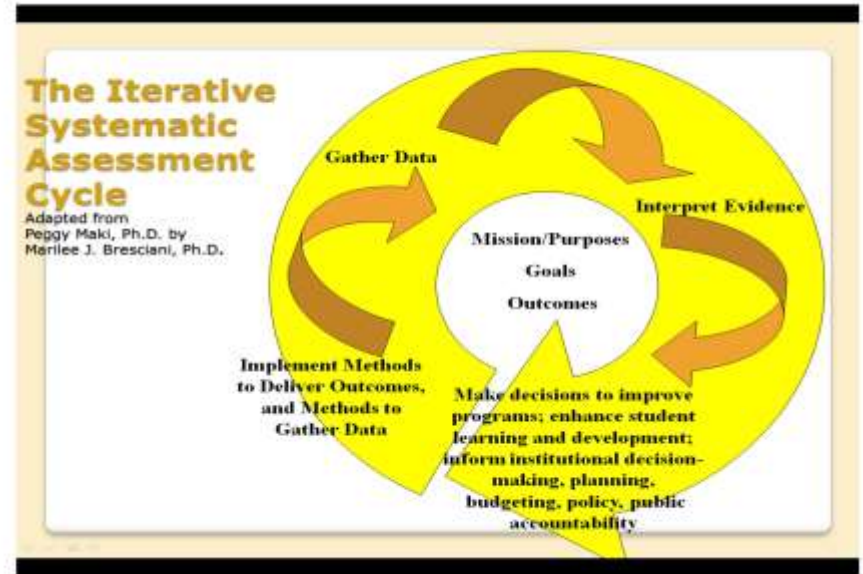
Learning Outcomes: a tool to help answer the question “Are we doing what we say we’re doing”?

They are also a tool to help decision makers with decision making



Assessment Cycle Questions

- What are we trying to do and why?
- What is my program supposed to accomplish?
- How well are we doing it?
- How do we know?
- How do we use the information to improve or celebrate successes?
- Do the improvements/changes we make work?



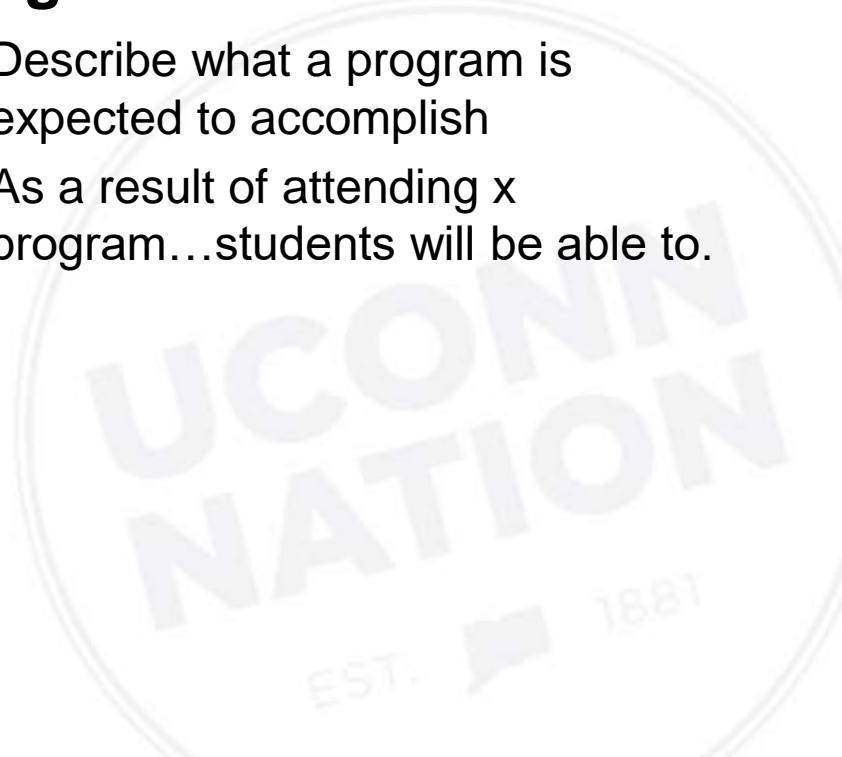
Outcomes

Learning Outcomes

- Describe what students are expected to demonstrate
- What will they know?
- How will we know?
- Students will be able to...

Program Outcomes

- Describe what a program is expected to accomplish
- As a result of attending x program...students will be able to.



Learning Outcomes must be measurable. However, measurable is not equal to countable.

We measure by being able to identify or observe how we know that students are **able to do what we said they would be able to do** as a result of completing your program. These outcomes come from your goals/objectives.

Note: Bloom's Taxonomy can be a useful resource in developing learning outcomes. The following are action verbs that can be used for various levels of cognitive, affective, and psychomotor learning.

- **ACTION VERBS** Concrete verbs such as “define,” “apply,” or “analyze” are more helpful for assessment than verbs such as “be exposed to,” “understand,” “know,” “be familiar with.”
- **Cognitive Learning Action Verbs:** Knowledge - to recall or remember facts without necessarily understanding them
- **Comprehension:** to understand and interpret learned information
- **Application:** to put ideas and concepts to work in solving problems
- **Analysis:** to break information into its components to see interrelationships and ideas

Synthesis – to use creativity to compose and design something original

Evaluation – to judge the value of information based on established criteria

Affective Learning appreciate, accept, attempt, challenge, defend, dispute, join, judge, praise, question, share, support

Psychomotor Learning bend, grasp, handle, operate, reach, relax, shorten, stretch, differentiate (by touch), express (facially), perform

Source: Osters, Sandi. Writing Measurable Learning Outcomes.

The mission and goals of your office will drive the outcomes you want to measure.

Examples of Direct Assessment Methods

Tracking use of services
Tracking program participation by desired demographics
Satisfaction surveys
Focus Group Discussions
GPA
Timelines and budgets
Certificates of completion

Examples of Indirect Assessment Methods

Peer Institutions Benchmarking
Observation
Former student surveys
Student Leadership Transcripts

Let's practice!



References

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Osters, S. (date unknown) Handout from 3rd Annual Texas A & M Assessment Conference. General Format retrieved from <http://www.gavilan.edu/research/spd/Writing-Measurable-Learning-Outcomes.pdf>

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