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"What is My Target?": Clarifying Student Learning Outcomes

Anthony Helms
Western Michigan University, anthony.p.helms@wmich.edu

David Paul
Western Michigan University, david.paul@wmich.edu

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“WHAT IS MY TARGET?”: CLARIFYING STUDENT LEARNING OUTCOMES

Dave Paul (LHC/PHIL) and Anthony Helms (LHC/ANTH)
2018 Assessment in Action Conference
Western Michigan University
AGENDA

• Introductions
• Common terms
• Simpson Assessment Video – writing SLOs
• ABCDs of assessment
• Bad examples
• Handouts to work through your own
• Three-question assessment
• Q & A
COMMON TERMS

• **Learning outcome** - what the student achieved as a result of a lesson(s)

• **Formative assessment** - any form of assessment (quizzes, essays, projects, etc.) in which the goal is to give students feedback

• **Rubric** - a chart that identifies criteria for evaluating student work

• **Summative assessment** - evaluation about a final product or quality of performance at the end of a program/course
SIMPSONS ASSESSMENT: WRITING LEARNING OUTCOMES

- [https://www.youtube.com/watch?v=uPop0BJKMP0](https://www.youtube.com/watch?v=uPop0BJKMP0)
ABCD’S OF ASSESSMENT

• Audience
• Behavior
• Condition
• Degree

• Students will…
• Learn what
• Under these circumstances/conditions
• To this level of efficiency/effectiveness

(from Writing Learning and Operational Outcomes video by CampusLabs: https://baselinesupport.campuslabs.com/hc/en-us/articles/204304635-Writing-Learning-and-Operational-Outcomes-video-)

ABCDS OF ASSESSMENT

• After attending a financial aid session, students will be able to accurately fill out the FAFSA form.

• At the completion of ANTH 1500 – HC students will be able to discuss issues pertaining to race confidently, free of stereotypes, and with sound reasoning.

(from Writing Learning and Operational Outcomes video by CampusLabs: https://baselinesupport.campuslabs.com/hc/en-us/articles/204304635-Writing-Learning-and-Operational-Outcomes-video-)
BAD EXAMPLES

- Keeping in mind our ABCDs, what is the flaw in the following SLOs?
  - Students will understand the benefits of exercise science.
  - The number of students attending the workshops will increase.
  - The instructor will have effectively presented the steps of the scientific method.
  - Students are able to construct an appropriate baccalaureate-level essay.
Objective and Methods

My main objective is to foster in the students a greater appreciation of the modern moral issues in medicine and the biological sciences. The topics may include abortion, euthanasia, uses of genetics, cloning, and medical experimentation. Although reading and lecture will be the primary methods, it is imperative that the students interact. Every student brings a wealth of life experiences to a subject like this, and if you don’t volunteer your own experiences and opinions, the class will be much poorer for that lack.
• Philosophy 2010 (introductory ethics, 2006)

• **Objective and Methods**
  My objective in the course is to provide a broad introduction to a variety of Western Civilization’s top thinkers’ ideas about morality. My method is required reading, classroom lecture, classroom discussion, a few tests, some writing, and a final exam.
Learning Methods and Outcomes

Students will be exposed to a broad range of ideas on topics ranging from religious to philosophical, in particular by authors including Job, Kierkegaard, Nietzsche, Sartre and Jung, and, where appropriate, to the thinkers who influenced their own writing (including Descartes and Kant). Insofar as the course covers existentialist philosophies, the subject matter includes an analysis of how others have grappled with many of the challenging concerns about the world, human existence, the meaning of suffering, and the purpose of existence. Everyone will have opportunities to explore assigned and recommended readings, and everyone will be encouraged to reach beyond to related materials from their own lives. Throughout, the focus will include exposure to knowledge, attitudes and skills. In particular, students will be expected to expand their knowledge base by reading all the assigned and some of the recommended texts and by discussing that reading in both large and small group settings with other students. Students will be exposed to the attitudes of the authors, the instructor and one another; and the students will be expected to consider the attitudes and perspectives of others, especially insofar as they might conflict with their own (especially pre-conceived) ideas and to deliberately and thoughtfully converse with one another about them. And, students will enhance their skills in finding and expressing questions, in thoughtful introspection, and in sharing these questions and the results of such introspection with others. This sharing, to be authentic, will demand civility, and so the skills of authenticity and civility will be enhanced as well.

In particular, students will, through both oral and written assignments, summarize, describe, differentiate and distinguish a variety of existentialist philosophies; analyze and explain their own insights, considerations, reconsiderations and changes in perspective; and criticize, appraise, recommend and assess their own and one anothers’ views.
Verbs Useful for Stating Learning Outcomes

Knowledge
- define
- repeat
- record
- list
- recall
- name
- relate
- underline

Comprehension
- translate
- restate
- discuss
- describe
- recognize
- explain
- express
- identify
- locate
- report
- review
- tell

Application
- interpret
- apply
- employ
- use
- demonstrate
- dramatize
- practice
- illustrate
- operate
- schedule
- shop
- sketch

Analysis
- distinguish
- analyze
- differentiate
- appraise
- calculate
- experiment
- test
- compare
- contrast
- criticize
- inspect
- debate
- inventory
- question
- relate
- solve
- examine
- categorize

Synthesis
- compose
- plan
- propose
- design
- formulate
- arrange
- assemble
- collect
- construct
- create
- set up
- organize
- manage
- prepare

Evaluation
- judge
- appraise
- evaluate
- rate
- compare
- value
- revise
- score
- select
- choose
- assess
- estimate
- measure
Writing Observable and Measurable Learning Outcomes
Dr. Eli Collins Brown

At the end of the course, you (the student) will be able to…..

The student will demonstrate that can do this by…..(assessment)

The students will learn how to/practice this by doing…….(learning activities)

The content and resources that I will provide to the student for this expectation is…….(learning resources)
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment</th>
<th>Learning Activities</th>
<th>Learning Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>what will they be able to do</td>
<td>how will they demonstrate they can do</td>
<td>how will they learn how to (practise)</td>
<td>what do they need to know so they can</td>
</tr>
<tr>
<td>Discuss issues pertaining to race confidently, free of stereotypes, and with sound reasoning.</td>
<td>- Week 1 pre-assessment</td>
<td>- Cultural anthropology terms list exercise</td>
<td>- Cultural anthropology terms list</td>
</tr>
<tr>
<td></td>
<td>- Class presentation</td>
<td>- Class discussion</td>
<td>- Race in North America, other assigned reading</td>
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<tr>
<td></td>
<td>- Final paper</td>
<td>- Pecha Kucha</td>
<td>- Class discussion</td>
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<td></td>
<td></td>
<td></td>
<td>- AAA Statement on Race</td>
</tr>
</tbody>
</table>


THREE-QUESTION ASSESSMENT

1. How well did you meet the outcomes?
2. What did I do well to help you meet the outcomes?
3. What could I have done better/more of to help you meet the outcomes?
THANK YOU FOR YOUR TIME AND ATTENTION!

Questions and discussion

wmich.edu/assessment