



Assessment in Action Conference

Assessment

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Writing & Connecting Learning Outcomes across the Co-Curricular Environment

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Writing & Connecting Learning Outcomes across the Co-Curricular Environment





Hello!

Thank you for coming to our presentation today.



Learning Outcomes

- Participants will draft learning outcomes following the a, b, c, d model.
- Participants will identify appropriate assessment methods for their student learning outcomes.
- Participants will connect their outcomes with office activities/programs using a co-curricular map.



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Learning Outcomes

Thank you for your feedback!



☉ *Why do we do this work?*





Learning Outcomes: These outcomes “describe expected learning and behavior in precise terms, providing guidance for what needs to be assessed” (Banta & Palomba, 2015, p. 66).





Learning Outcomes should be





● Writing Learning Outcomes

Audience



Condition

Behavior
(Bloom's
Taxonomy)

Degree/
Dimension



Evaluation

Make and defend judgments based on internal evidence or external criteria.

appraise
argue assess attach
choose compare conclude
contrast defend describe discriminate
estimate evaluate explain judge justify interpret
relate predict rate select summarize support value

Synthesis

Compile component ideas into a new whole or propose alternative solutions.

arrange assemble categorize collect combine comply
compose construct create design develop devise explain
formulate generate plan prepare rearrange reconstruct relate
reorganize revise rewrite set up summarize synthesize tell write

Analysis

Break down objects or ideas into simpler parts and find evidence to support generalizations.

analyze appraise breakdown calculate categorize compare
contrast criticize diagram differentiate discriminate distinguish
examine experiment identify illustrate infer model outline
point out question relate select separate subdivide test

Application

Apply knowledge to actual situations.

apply change choose compute demonstrate discover
dramatize employ illustrate interpret manipulate
modify operate practice predict prepare produce
relate schedule show sketch solve use write

Comprehension

Demonstrate an understanding of the facts.

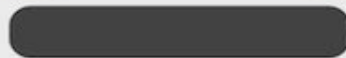
classify convert defend describe discuss
distinguish estimate explain express
extend generalized give example(s)
identify indicate infer locate paraphrase
predict recognize rewrite review select
summarize translate

Knowledge

Remember previously learned information.

arrange define describe duplicate
identify label list match memorize
name order outline recognize
relate recall repeat reproduce
select state

Higher Order
Thinking Skills





Example Learning Outcomes

SLO #1

After participating in a CSS workshop, students will use a minute paper to accurately list and locate three resources available for their academic support.

SLO #2

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



Time for Practice

On your own



Time for Feedback

Small Group Discussion



Learning Outcome Assessment Best Practices

- ⦿ Multiple ways in which to engage students in the stated learning (activities/programs)
- ⦿ Multiple ways in which to measure the desired learning
- ⦿ How the learning outcome is measured should be congruent with how it is written



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Measuring Learning Outcomes

Connecting Outcomes & Methods of Assessment



Direct Methods

Any process employed to gather data which requires subjects to display their knowledge, behavior, or thought processes.

List three sections that should be listed on your resume:

Indirect Methods

Any process employed to gather data which asks subjects to reflect upon their knowledge, behaviors, or thought processes.

I can name all of the sections that should be included when I create my resume.

Strongly agree

Moderately agree

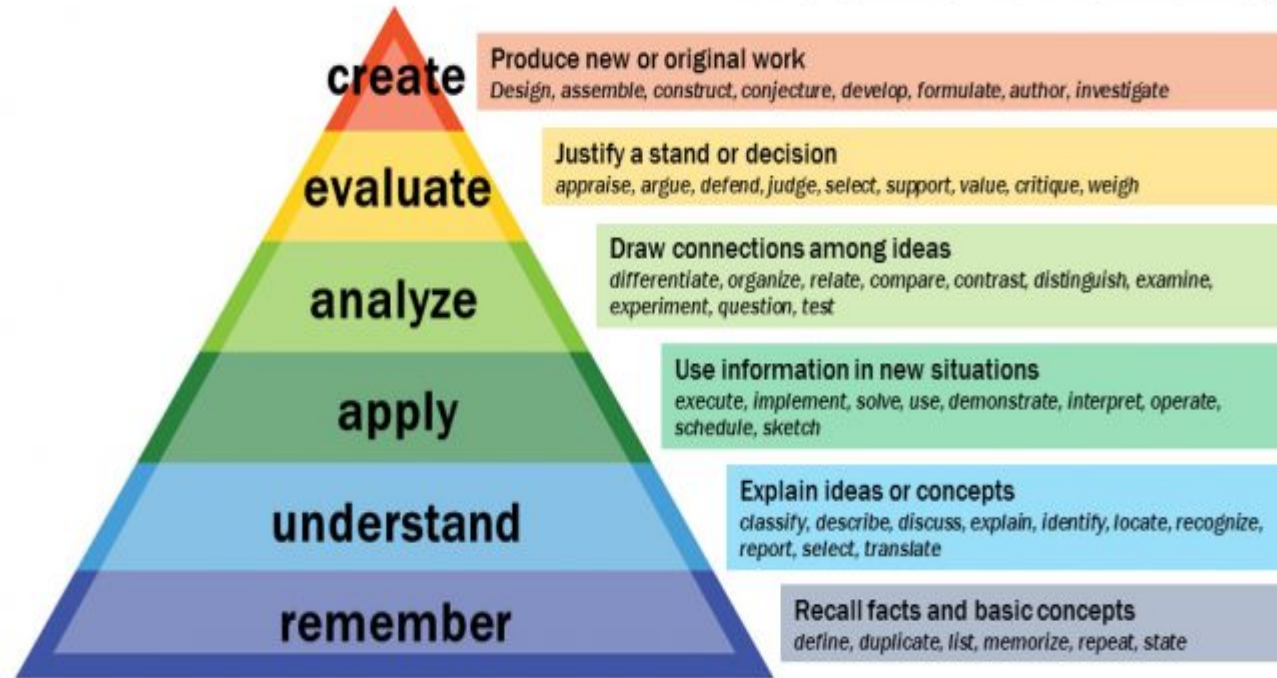
Neither agree nor disagree

Moderately disagree

Strongly disagree



Bloom's Taxonomy



Rubrics, capstones

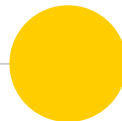
Papers, presentations, interviews

Pre & posttest, Minute papers

Surveys, fill in the blanks



Vanderbilt University Center for Teaching

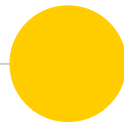




Student will accurately identify, select, remember, list

Survey,
Minute paper

% of students who reach outcome

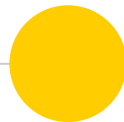




Student will
explain,
demonstrate,
integrate

Journal,
Rubric,
Document
Analysis

Coding,
Dimension





Time for Practice

On your own



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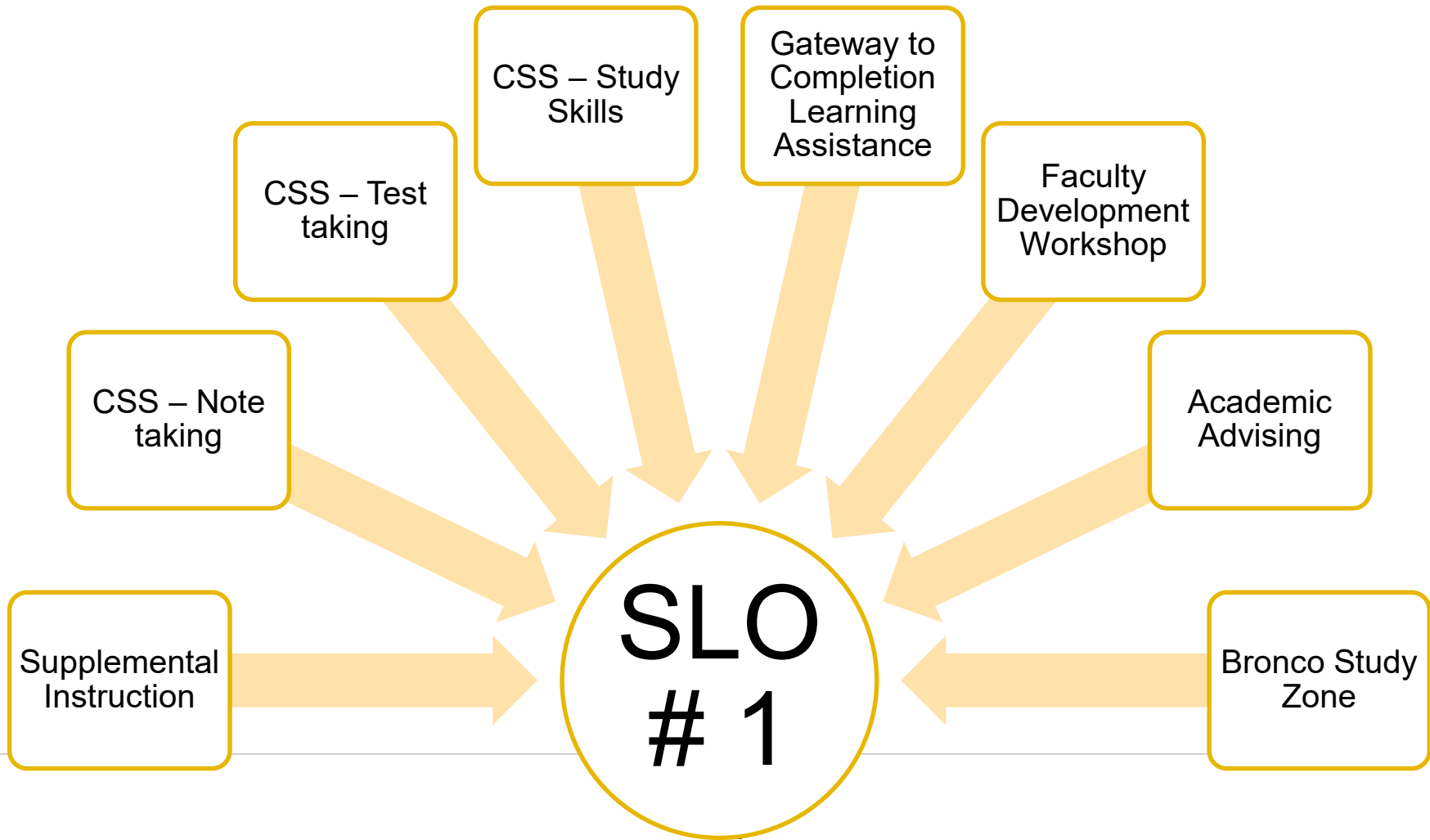
Mapping Learning Outcomes

Connecting individual outcomes to a larger picture



☉ *Why do we do this work?*







Program / Service	Leadership	Wellbeing	Critical Thinking	Communication	Multicultural Competence
Leaders unplugged presentation					
Writing tutoring session					
Resume review					
PEAK presentation					



Time for Practice

All together!

Questions?

What questions do you have for us?





Credits

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by [SlidesCarnival](#)
- Photographs by [Unsplash](#)



How to Write Learning Outcomes

Activity #1: Distinguishing Between Program and Learning Outcomes

Activity #2: Learning Outcome Components Exercise

Activity #3: Writing Outcomes - Practice Makes Perfect!

How to Write Learning Outcomes

Program outcomes examine what a program or process is to do, achieve, or accomplish for its own improvement and/or in support of institutional or divisional goals; generally numbers, needs, or satisfaction-driven.

Learning outcomes examine cognitive skills that students develop through department interactions; related to measurable, transferable skill development. They are statements indicating what a participant (usually students) will know, think, or be able to do as a result of an event, activity, program, etc.

ABCD Structure of a Learning Outcome

Audience

Who does the outcome pertain to?

Behavior

What do you expect the audience to know/be able to do? (This needs to include an action verb to describe the learning, chosen from the Bloom's Taxonomy word bank on page 2.)

Condition

Under what conditions or circumstances will the learning occur?

Degree

How much will be accomplished, how well will the behavior need to be performed, and to what level?

EXAMPLE

Students who attend advising sessions will choose courses that fulfill their chosen degree requirements.

Outcome Writing - The 3 Ms:

Check your outcome against these criteria:

1. **Meaningful:** How does the outcome support the departmental mission or goal?
2. **Manageable:** What is needed to foster the achievement of the outcome? Is the outcome realistic?
3. **Measurable:** How will you know if the outcome is achieved? What is the assessment method?

Common Challenges When Writing Learning Outcomes:

- Describe program outcomes, rather than learning outcomes
- People don't use Bloom's taxonomy verbs and instead use vague terms like: appreciate, become aware of/familiar with, know, learn, value, use, understand
- Too vast/complex, too wordy
- Multiple outcomes in one learning outcome statement (the word "and" is usually a clue!)
- Not specific enough (e.g., effective communication skills)

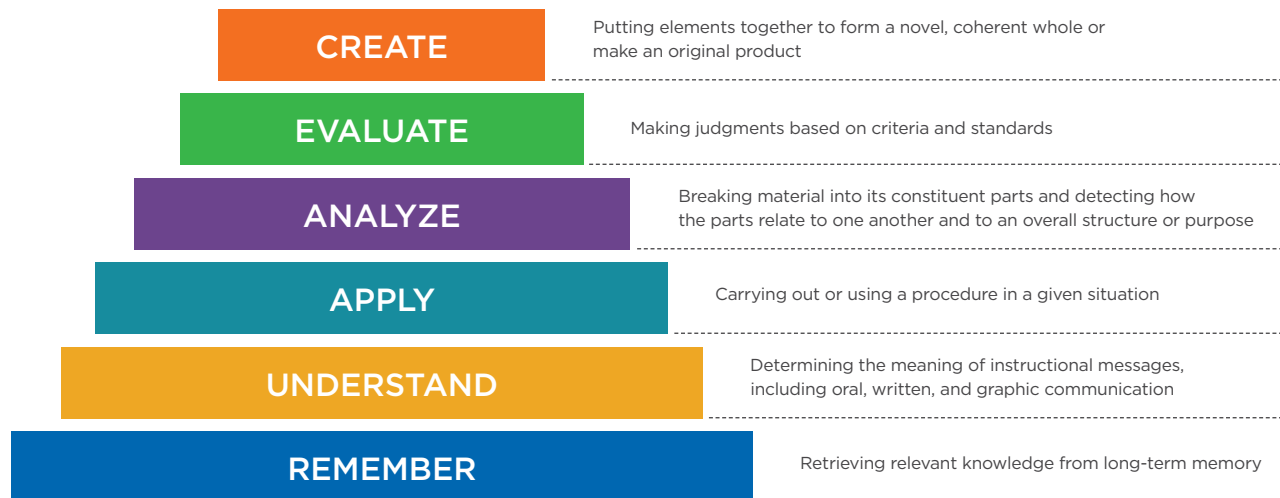
EXAMPLE

To improve this learning outcome statement:
"RAs will be more self-aware as leaders", you could change it to:

"As a result of attending RA training, RAs will be able to accurately assess the strengths and weaknesses of their leadership skills."

Bloom's Taxonomy: Cognitive Domain

The cognitive domain of Bloom's Taxonomy of Educational Objectives offers a framework for classifying learning outcomes. The framework is hierarchical in nature, beginning with a foundational layer (*Remember*) and accelerating in a stepwise manner (from *Understand* to *Apply* to *Analyze* to *Evaluate* and on to *Create*). Select from this word bank when writing your learning outcome statements.



Adapted from A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives (Anderson, L.W. (Ed.), et al., 2001)

REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
Cite	Articulate	Compute	Calculate	Argue	Act
Define	Ask	Construct	Categorize	Assess	Arrange
Find	Characterize	Demonstrate	Compare	Check	Assemble
Identify	Clarify	Employ	Contrast	Convince	Build
Indicate	Classify	Exercise	Correlate	Critique	Compose
Label	Describe	Illustrate	Deconstruct	Debate	Construct
List	Discuss	Make	Detect	Decide	Create
Locate	Elaborate	Model	Diagram	Defend	Design
Match	Estimate	Operate	Differentiate	Determine	Develop
Memorize	Explain	Perform	Distinguish	Judge	Formulate
Name	Infer	Plot	Examine	Justify	Generate
Outline	Interpret	Practice	Experiment	Measure	Improve
Quote	Paraphrase	Present	Graph	Predict	Invent
Recall	Recognize	Produce	Integrate	Prioritize	Modify
Recite	Report	Provide	Order	Rank	Plan
Recognize	Restate	Show	Organize	Rate	Prepare
Repeat	Summarize	Sketch	Select	Recommend	Revise
Reproduce	Translate	Solve	Sequence	Reflect	Synthesize
State	Visualize	Use	Solve	Relate	Write

Activity #1: Distinguishing Between Program and Learning Outcomes

For each of the statements below, identify:

Is the statement a program or learning outcome statement?

What information is missing? How could the outcome be strengthened?

1. The Undergraduate Research Office will increase support for student attendance at regional, national, and international conferences.
2. Students will be able to demonstrate effective communication skills as a result of participating in the Leadership Program.
3. The Wellness Program will increase the number of smoking cessation seminars offered by 20% by hiring a graduate assistant to conduct the seminars.
4. Students will identify 10 behaviors and/or characteristics of healthy relationships with others after attending this seminar.
5. The number of personal solicitations focused on scholarship needs will increase.
6. Students and faculty will receive more information about co-curricular transcripts and the number of students completing transcripts will increase.

Activity #2: Learning Outcome Components Exercise

For each learning outcome, try to identify the four components:

Audience/Who

Who does the outcome pertain to?

Condition/How

Under what conditions or circumstances will the learning occur?

Behavior/What

What do you expect the audience to know/be able to do?

Degree/How much

How much will be accomplished, how well will the behavior need to be performed, and to what level?

- 1) As a result of attending five counseling sessions at the Student Counseling Center, students will be able to identify one or more strategies to cope with their problems.

Audience:

Behavior:

Condition:

Degree:

- 2) At the conclusion of the Greek Life Anti-Hazing presentation, students in attendance will be able to identify five behaviors or activities that constitute hazing.

Audience:

Behavior:

Condition:

Degree:

- 3) Faculty who attend the NSSE workshop will be able to identify three ways their work contributes to the institution scoring well on the NSSE benchmarks.

Audience:

Behavior:

Condition:

Degree:

Activity #3: Writing Outcomes - practice makes perfect!

Brainstorm...

1. Identify the overarching/broader objective or goal your outcome is going to support:
2. Identify the audience:
3. What do you want them to be able to know, think, or be able to do? (Be specific!)
4. What circumstances or context will foster the learning?
5. To what degree will the learning occur? (Be specific!)
6. How will you measure the learning?

Fill in the blanks:

Audience:

Behavior:

<will learn what>

Condition:

<under these circumstances / conditions>

Degree:

<to this level of efficiency / effectiveness>

Check yourself:

	YES	NO	NOT SURE
Is the outcome measurable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the outcome meaningful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the outcome manageable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would you feel comfortable/proud sharing this outcome with students, campus constituents, and external audiences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rewrite the learning outcome statement to address any issues:
