

Developing Learning Outcomes for Academic Programs

UWSP Assessment Academy
Sponsored by the Assessment Subcommittee and CAESE

February 12, 2010

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Welcome and Introductions

- ▶ Name
- ▶ Department

Overview

- ▶ Context of UWSP Assessment
- ▶ Benefits of Focusing on Learning Outcomes
- ▶ Learning Outcomes & Examples
- ▶ A Process for Writing Program Learning Outcomes
- ▶ Resources and Conclusions
- ▶ Exercises & discussion throughout!

Program Learning Outcomes

After participating in this workshop, participants will/can:

- ▶ explain the value of developing program learning outcomes
- ▶ identify components of effective learning outcome statements
- ▶ write program learning outcomes
- ▶ explain and facilitate a process for writing learning outcomes within their departments/programs

Imagine it's graduation day. . .

You are watching your students complete their degrees at UWSP. As they cross the stage to accept their diplomas, what characteristics would you like your students to possess?

- 2-3 things that you would like them to know
- 2-3 things you would like them to be able to do
- 2-3 things that you would like them to value or appreciate

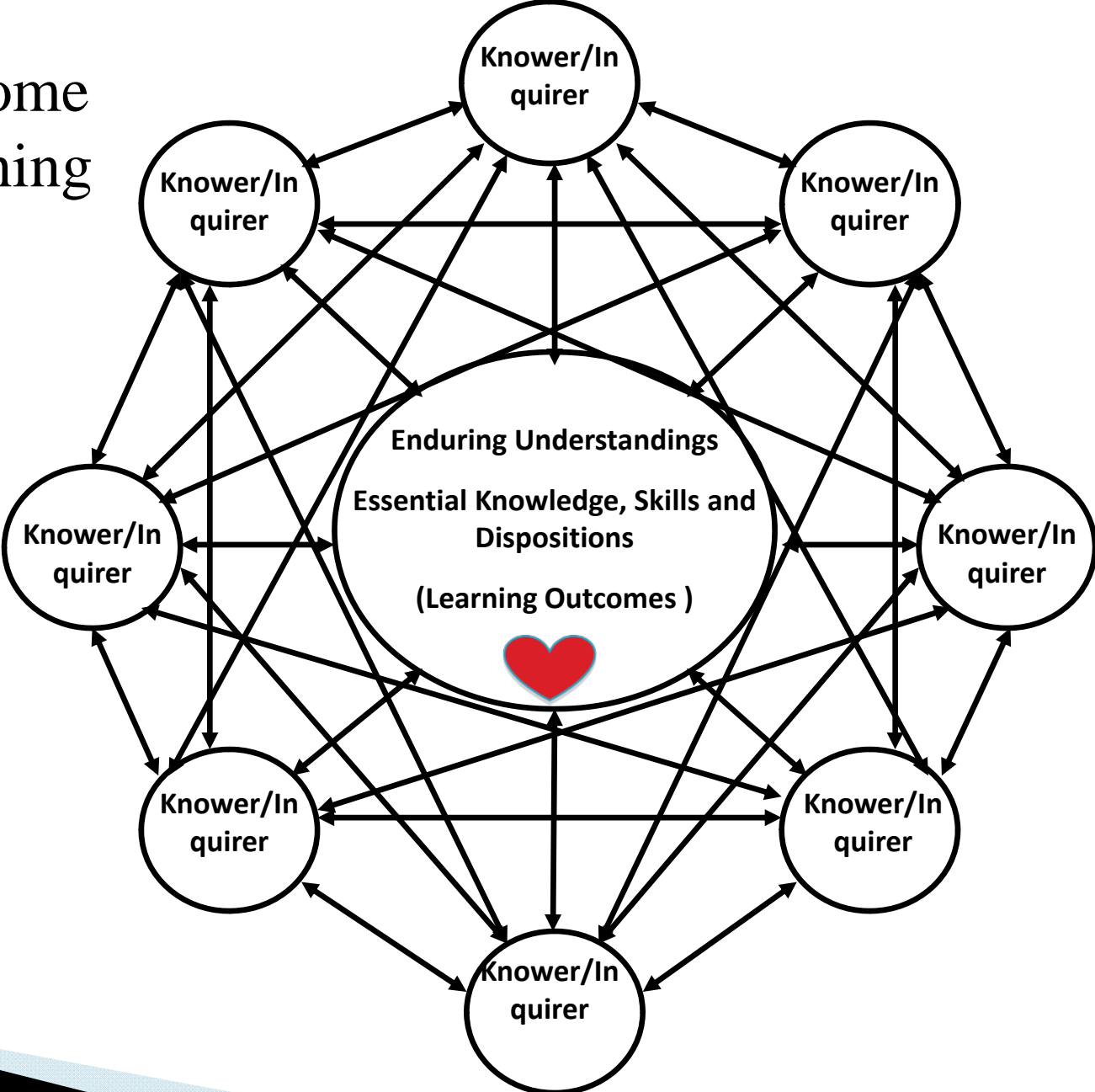
Benefits and Uses of Learning Outcomes

- ▶ Shared mission and focus of faculty
- ▶ Keeps learning current and relevant in dynamic fields of study and in rapidly changing world
- ▶ Integral component of program review
- ▶ Course/instructional changes are supported by evidence from assessment of learning outcomes
- ▶ Budget requests/allocations are supported by evidence from assessment of learning outcomes

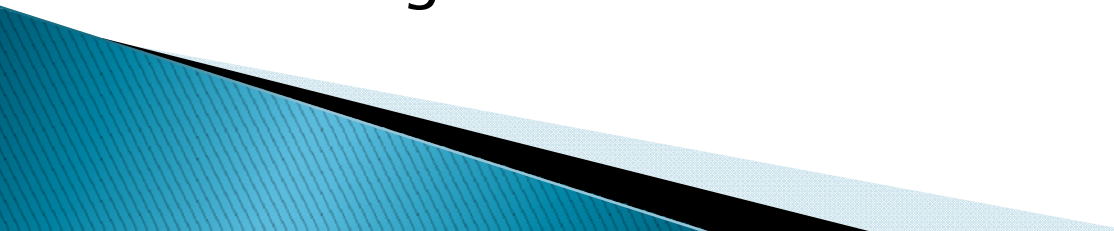
Shift From Input to Outcome Model of Teaching/Learning

Input	Outcome
Teaching/Teacher	Learning/Learner
Course assignments	Knowledge, skills, and dispositions gained from course assignments
Delivery of instruction (lecture, text readings, video, guest speaker, podcast, Power Point presentation)	Student performance (project, essay, exam, portfolio, production, presentation, re-enactment, etc.)
Purpose of assessment is to determine course grade	Purpose of assessment is to determine student learning and guide instruction

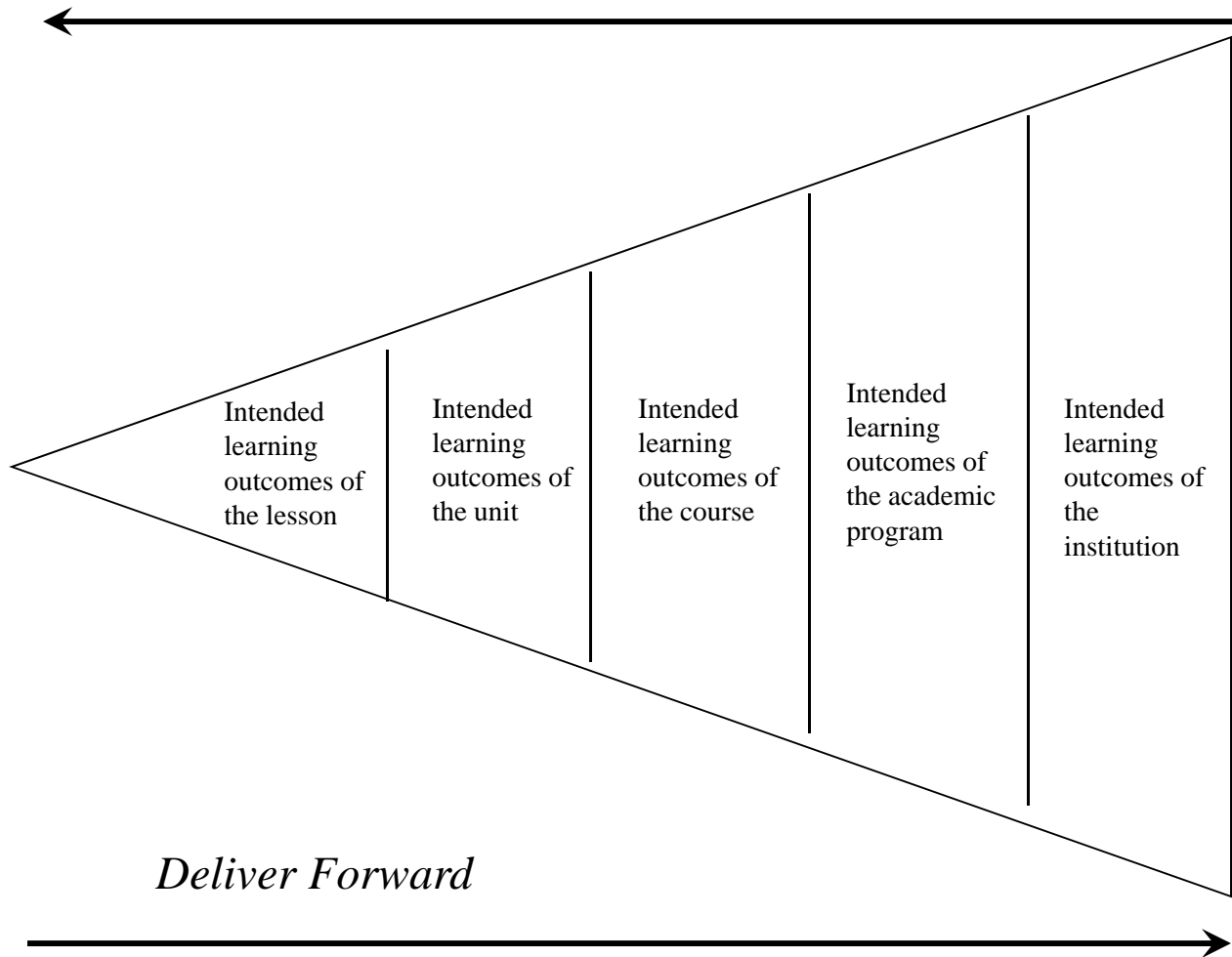
Learning Outcome Model of Teaching And Learning



The Learning Outcome Model

- ▶ Students come to the learning situation with beliefs, experiences, interests, and abilities
 - ▶ Learning is an interactive process
 - ▶ Discipline area content is an important component of learning, but memorizing content is not the primary goal of learning
 - ▶ The majority of instructional time should be spent on what is most important for students to learn
 - ▶ Design backward, deliver forward (Huba & Freed, 2000)
 - ▶ “Just in time” teaching rather than “just in case” teaching
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Design Backward



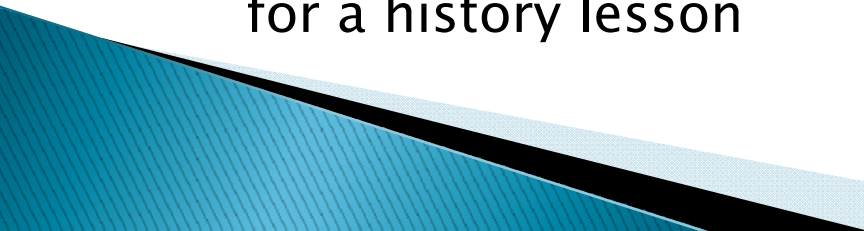
Deliver Forward

Huba & Freed (2000, p. 108)

What Specifically is a Learning Outcome?

- ▶ A statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) as a result of a learning experience
- ▶ Learning outcomes can be written for activities, lessons, courses, areas of emphasis, majors, programs, and degrees
- ▶ Written in the form: 1) Student can/will be able to; 2) action verb; 3) specific action/skill they will be able to do
- ▶ Learning outcomes can be measured (evidence of learning can be produced)

How Learning Outcomes can be connected

- ▶ Institutional level
 - Students will be able to demonstrate critical thinking, quantitative, and communication skills necessary to succeed in a rapidly changing global society
 - ▶ Program level (School of Education)
 - Students can develop and communicate goals for their students' learning
 - ▶ Course level (Social studies methods)
 - Students can develop and communicate important goals for student learning in each of the social studies discipline areas
 - ▶ Single class session level (Lesson on writing learning outcomes)
 - Students can develop and communicate a learning outcome for a history lesson
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How Learning Outcomes can be connected

▶ Institutional level

- Students will be able to speak and write effectively.

Academic Program Outcome (Psychology):

- Students can speak and write effectively in the discourse of psychology (Department of Psychology, 1996).

Course Outcome (*Psychological Measurement*):

- Students can prepare a written summary and interpretation of standardized test results.

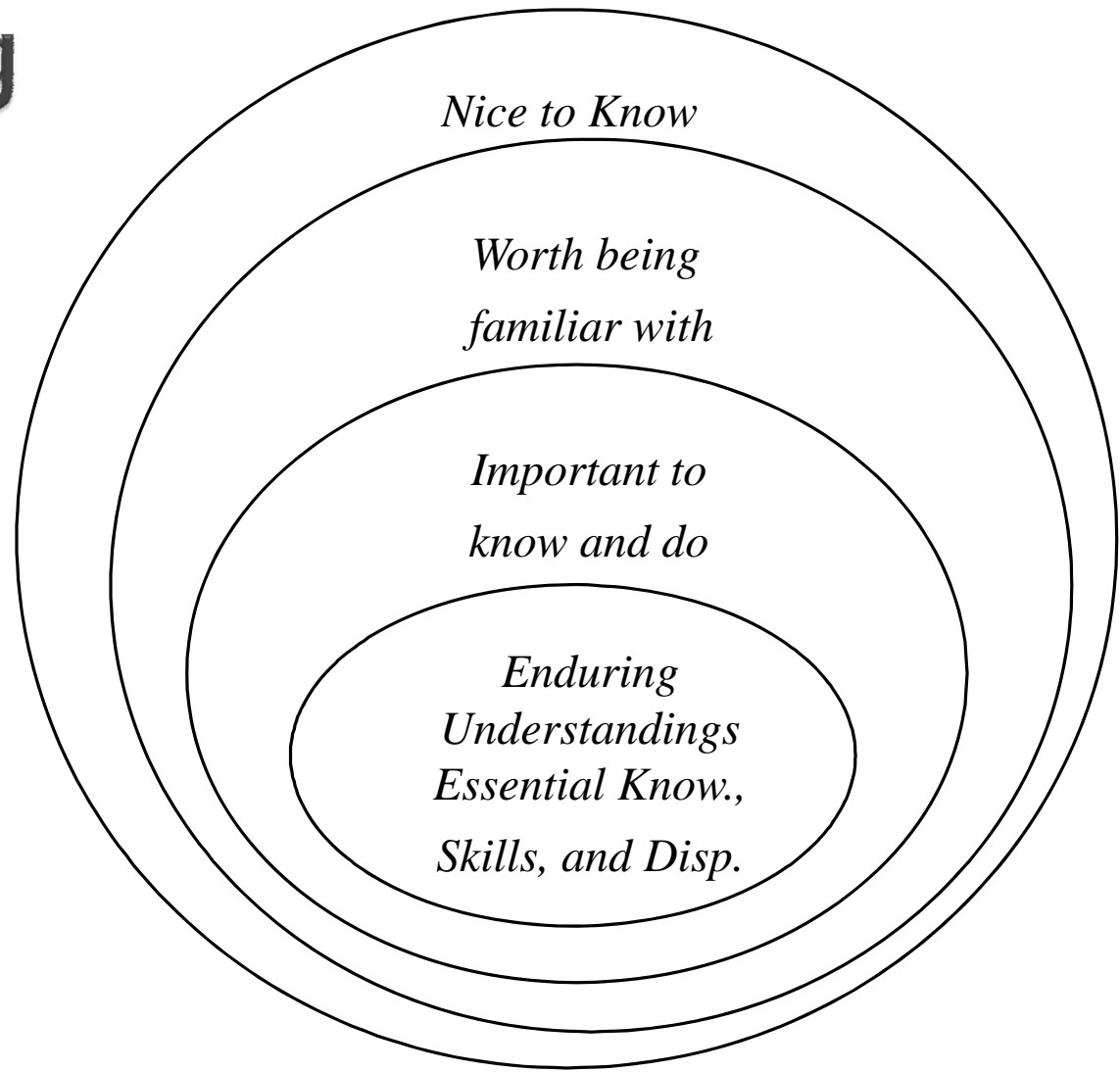
Academic Program Outcome (Political Science):

- Students can articulate principles and concepts of the discipline of political science (Department of Political Science, 1996)

Course Outcome (*Current Issues in U.S. Foreign Policy*):

- Students can make an accurate and engaging oral presentation analyzing one current issue in American foreign policy.

Clarifying Learning Priorities



Imagine it's graduation day. . .

You are watching your students complete their degrees at UWSP. As they cross the stage to accept their diplomas, what characteristics would

you like your students to possess?

- 2 things that you would like them to know
- 2 things you would like them to be able to do
- 2 things that you would like them to value or appreciate

Activity

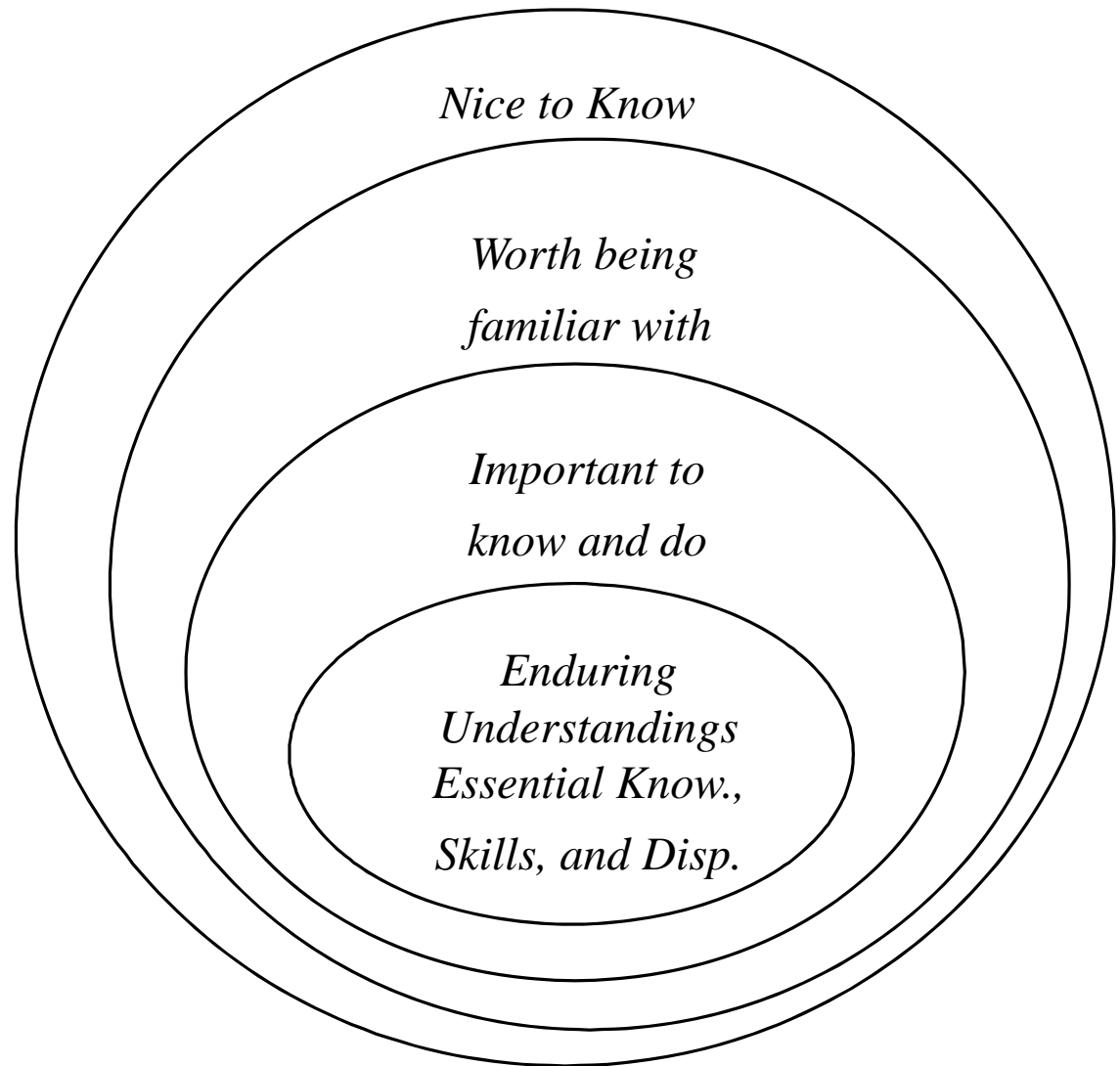
- ▶ Generate 2 – 3 responses to each of the Graduation Day prompts (knowledge, skills, dispositions), one per post-it note
- ▶ Knowledge – blue/purple post-its
- ▶ Skills – green post-its
- ▶ Dispositions – yellow post-its

Activity

- ▶ Draw the Learning Priority circles on the large newsprint paper
- ▶ Working in your program groups, place each post-it in the circle that is the best match

– Draw the Learning Priority circles on the large newsprint paper

– Working in your program groups, place each post-it in the circle that is the best match



Activity

- ▶ Drawing from post-its placed in the center circle, write 2 different learning outcomes following the format for writing learning outcomes (the handout of action verbs can help)
- ▶ When you have generated two learning outcomes, choose one and have a group member type it onto a Power Point slide (please write your program/department in parentheses)

What Specifically is a Learning Outcome?

- ▶ Written in the form: 1) Student can/will be able to; 2) action verb; 3) specific action/skill/disposition they will have/be able to do

Active Verbs

- ▶ **Knowledge** arrange, define, describe, duplicate, identify, label, list, match, memorize, name, order, outline, recognize, relate, recall, repeat, reproduce, select, state
- ▶ **Comprehension** classify, convert, defend, discuss, distinguish, estimate, explain, express, extend, generalize, give example(s), identify, indicate, infer, locate, paraphrase, predict, recognize, rewrite, report, restate, review, select, summarize, translate
- ▶ **Application** apply, change, choose, compute, demonstrate, discover, dramatize, employ, illustrate, interpret, manipulate, modify, operate, practice, predict, prepare, produce, relate schedule, show, sketch, solve, use write

Active Verbs

- ▶ **Analysis** analyze, appraise, breakdown, calculate, categorize, classify, compare, contrast, criticize, derive, diagram, differentiate, discriminate, distinguish, examine, experiment, identify, illustrate, infer, interpret, model, outline, point out, question, relate, select, separate, subdivide, test
- ▶ **Synthesis** arrange, assemble, categorize, collect, combine, comply, compose, construct, create, design, develop, devise, explain, formulate, generate, plan, prepare, propose, rearrange, reconstruct, relate, reorganize, revise, rewrite, set up, summarize, synthesize, tell, write
- ▶ **Evaluation** appraise, argue, assess, attach, choose, compare, conclude, contrast, defend, describe, discriminate, estimate, evaluate, explain, judge, justify, interpret, relate, predict, rate, select, summarize, support, value

Sharing Outcomes

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Sharing Outcomes

Where do we go from here? (Planning Worksheet)

- ▶ Who needs to be involved?
- ▶ What existing resources could we draw from?
 - Current draft of General Education goals and outcomes can provides institutional outcomes
 - Professional standards in discipline
- ▶ What process will we use?
 - Outline the steps needed and who will take responsibility for tasks.
 - See p. 54 of handout for process strategies

Where do we go from here?

- ▶ When will this happen? Where and in what context?
- ▶ What is the timeline?
 - Outline the timeline of events between now and March 12.

General Education Outcomes

- ▶ **Written Communication**
 - Compose an articulate, organized piece of writing with properly documented and supported ideas
- ▶ **Oral Communication**
 - Identify and utilize basic components of successful oral presentation such as topic, purpose, genre, composure, and audience
- ▶ **Quantitative Literacy**
 - Identify and apply appropriate strategies of quantitative problem solving in theoretical and practical applications
- ▶ **Natural Science**
 - Apply scientific concepts and methods to solve problems and make decisions

General Education Outcomes

- ▶ **Social Science**
 - Define and apply major concepts and methods used by social scientists to investigate, analyze, or predict human/group behavior
- ▶ **Arts**
 - Engage in/with creative expression through critiquing, creating, or collaborating on a specific work of art
- ▶ **Humanities**
 - Identify and explain how beliefs, values, languages, theories and/or laws shape cultures and cultural artifacts/works

Wrap-Up

- ▶ Each group shares a brief overview of responses to questions 3 & 4 on the planning worksheet

- ▶ Session 2
 - Friday, March 12
 - 2:00 – 4:30 p.m.
 - Legacy Room
 - Bring draft of program learning outcomes