Interactive Session: Outcomes Assessment

APCA
Thursday, March 27
Developing and Critiquing outcomes
WHAT’S YOUR ATTITUDE TOWARDS ASSESSMENT
Why do assessment?

- Track and improve
- Expected outcomes vs. actual outcomes
- Focus on priorities
- Data-driven decision-making
Why do assessment?

• For the students – Understand contributions to student learning

• For ourselves – Promote continuous Improvement

• For the division/university – Increase focus on data-driven decision making
Today’s Outcome

At the completion of today’s interactive session participants will have:

- drafted one or two well-written learning outcomes that describe the most essential knowledge and abilities they want students to gain from their programming.
## Outcomes Assessment vs. Program Evaluation

<table>
<thead>
<tr>
<th>Outcomes Assessment</th>
<th>Program Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Derived from mission and purpose</td>
<td>Derived from description of the work of department</td>
</tr>
<tr>
<td>Measures contributions to student outcomes (was the experience transformative?)</td>
<td>Measure performance of the work</td>
</tr>
<tr>
<td>Achievement = Effectiveness</td>
<td>Achievement = Productivity, Satisfaction or Accomplishment</td>
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<tr>
<td>Require criteria to define levels of effectiveness</td>
<td>Require criteria to define levels of performance</td>
</tr>
<tr>
<td>Assessment: how effective were we?</td>
<td>Evaluating: how well did we perform our tasks?</td>
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<tr>
<td>Is the train headed in the right direction?</td>
<td>Is the train on time?</td>
</tr>
<tr>
<td>Are students learning something?</td>
<td>Are students satisfied with our programs and services?</td>
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</table>
Organizational Effectiveness Model

- Student Life Goals
- Department Goals
- Major Activities
- Expected Outcomes
  - Performance Indicators
  - Outcomes-Based Assessment
- Reflection and Intentional Change
Major Activities

• Brief snapshots
• Up to 5 per department

Example: The Health and Wellness department at University X focuses on (1) educating students, (2) providing personalized health services, and (3) producing health-related research.
Your turn

What are your major activities?

Develop up to 3 major activities for your department
Expected Outcomes

Step 2
Outcome Statements

Advantages for students and/or staff:

• Show them what is to be covered

• Present them with challenges and standards

• Enable them to evaluate themselves

• Build confidence in services offered
Expected Outcomes

- Measure and align with Major Activities
- Outline anticipated results
- Follow an ABCD method
- 1-3 Outcomes per Major Activity
Characteristics of Institution and Program Level Learning Outcomes

(Maki, 2010)

- Describes what a student should be able to demonstrate, represent, or produce
- Relies on active verbs
- Aligns with collective program and institutional level educational intentions
Characteristics of Institution and Program Level Learning Outcomes (Maki, 2010)

- Maps to the curriculum, co-curriculum, and education practices that offer multiple and varied opportunities for students
- Is collaboratively authored and collectively accepted
- Incorporates or adapts professional organizations’ outcomes statements
- Can be quantitatively or qualitatively assessed
Levels of Learning Outcomes

• Divisional Learning Outcomes
  allows for integration, shared responsibility for student learning across departments

• Departmental Learning Outcomes
  students can learn through multiple programs and services offered within the department

• Programmatic Learning Outcomes
  students can achieve through participating in one or more activities or services within one program area of a department

• Activity Based Learning Outcomes
  students can achieve through participation in a singular activity or service at one point in time
Developing Outcomes

• ABCD
ABCD Method

A: Audience (who)
B: Behavior (what)
C: Condition (because of what)
D: Degree (to what extent)

Example: As a result of participating in X program (C), students (A) will be able to recognize (B) three ways (D) to get involved at OSU.
As a result of the lecture, students will name the nine Principles of Good Practice for Assessing Student Learning.
As a result of being employed as an RA, these students will demonstrate servant leadership behaviors.
As a result of attending the workshop, students will be able to identify three similarities and three differences they have with someone from a different background. Degree of Achievement
Cognitive Domain Verbs

Definition: Ability to apply learning in new situations.

Sample Verbs: identify, define, apply, analyze, construct, assess

Definition: Ability to logically differentiate between the content and structure of material.

Sample Verbs: label, describe, demonstrate, compare/contrast, create, critique

Definition: Ability to recall previously learned material.

Sample Verbs: identify, label, recall, reproduce, state

Definition: Ability to show a basic understanding of material.

Sample Verbs: define, describe, explain, paraphrase, provide example

Definition: Ability to create new content and structures.

Sample Verbs: evaluate, create, design, develop, generate

Definition: Ability to judge the value of material for a given purpose.

Sample Verbs: assess, critique, evaluation, justify, support

# Affective Domain Verbs


## Receiving
- Being aware of or sensitive to ideas or phenomena.

### Sample Verbs:
- accept
- acknowledge
- attend
- listen
- observe

## Responding
- Actively responding to or showing new behaviors as a result of new ideas or phenomena.

### Sample Verbs:
- clarify
- contribute
- question
- react
- respond

## Valuing
- Showing involvement or commitment.

### Sample Verbs:
- demonstrate
- join
- justify
- participate
- support

## Organizing/Conceptualizing
- Integrating values into one’s priorities/set of values.

### Sample Verbs:
- commit
- modify
- prioritize
- reconcile
- synthesize

## Internalizing Values
- Acting in accordance with the new value.

### Sample Verbs:
- act
- display
- exhibit
- perform
- practice
Putting it all together

As a result of attending the Student Involvement Fair, attendees will identify at least three student organizations of interest to them.

• Audience – attendees
• Behavior – identify
• Condition – attending the Student Involvement Fair
• Degree - three student organizations
Putting it all together

As a result of working for 2 semesters in our department, student employees will have produced 3 artifacts for a professional portfolio.

• **Audience** – student employees
• **Behavior** – produce
• **Condition** – being employed in our department for 2 semesters
• **Degree** – three
Your turn

- Write 1 learning outcomes for each of the three Major Activities (10 minutes)

- In groups of three, please share and critique (10 minutes)
Performance Indicators

- Student Life Goals
- Department Goals
- Major Activities
- Expected Outcomes
- Performance Indicators
- Outcomes-Based Assessment
- Reflection and Intentional Change

Step 3
Performance Indicators

- Management Tools
- Data about Tasks
- Support Expected Outcomes

Example: Students indicated that they Agreed or Strongly Agreed 94% of the time with the statement: “I feel safe in my residence hall.”
Outcomes-based Assessment

- One outcome
- In-depth assessment
- Qualitative or Quantitative Methodology

Example: Housing Outcomes Measurement & Evaluation Survey (HOME)
Example: Commuter Focus Groups
Your turn

• Take the outcomes you developed earlier and develop 2 performance indicators and a method to assess the outcome (10)

• Large group feedback (5)
Reflection and Communication

Step 5

Student Life Goals

Department Goals

Major Activities

Expected Outcomes

Performance Indicators

Outcomes-Based Assessment

Reflection and Intentional Change
Putting it all together

• Elements of the plan
  • Determine outcomes
  • Choose methods
  • Check your assumptions
  • Consider your stakeholders
  • Be realistic about your timeline
  • Share your results