

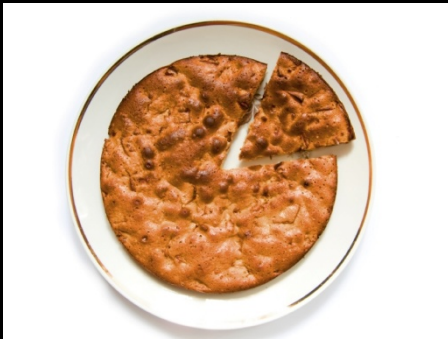
Interactive Session: Outcomes Assessment

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

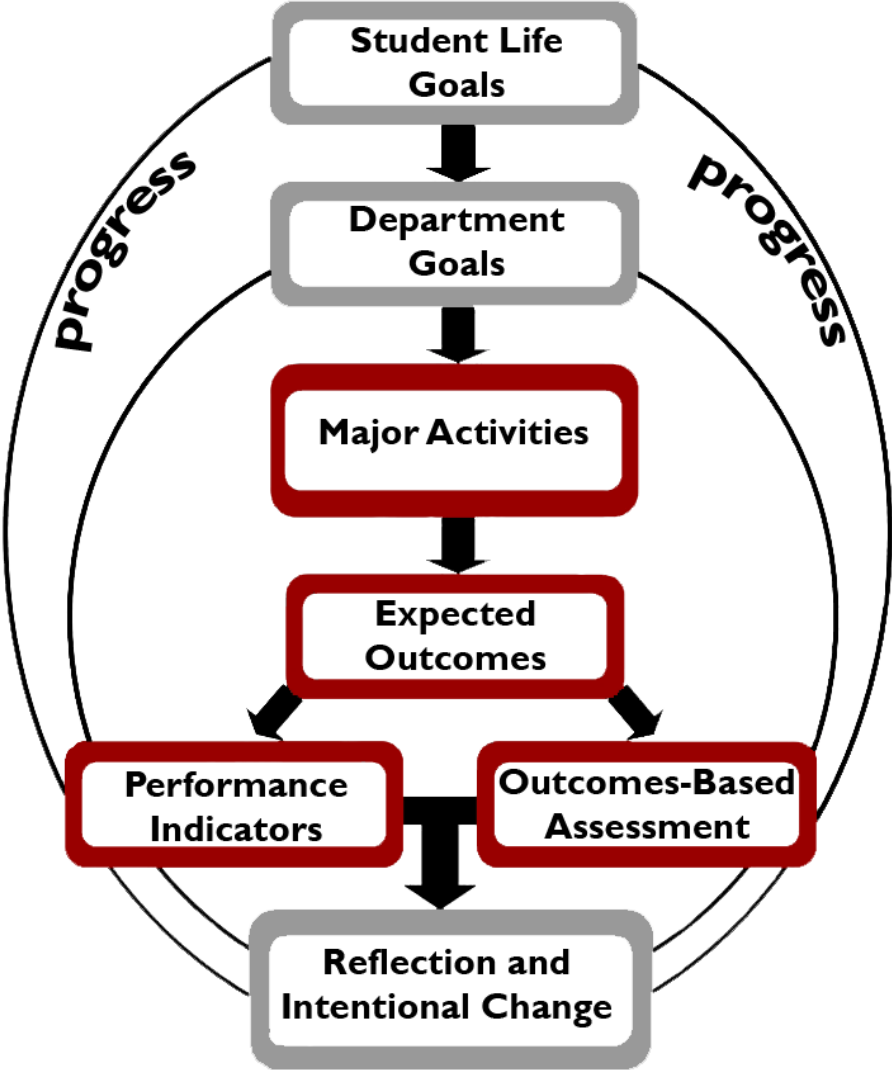
At the completion of today's interactive session participants will have:

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

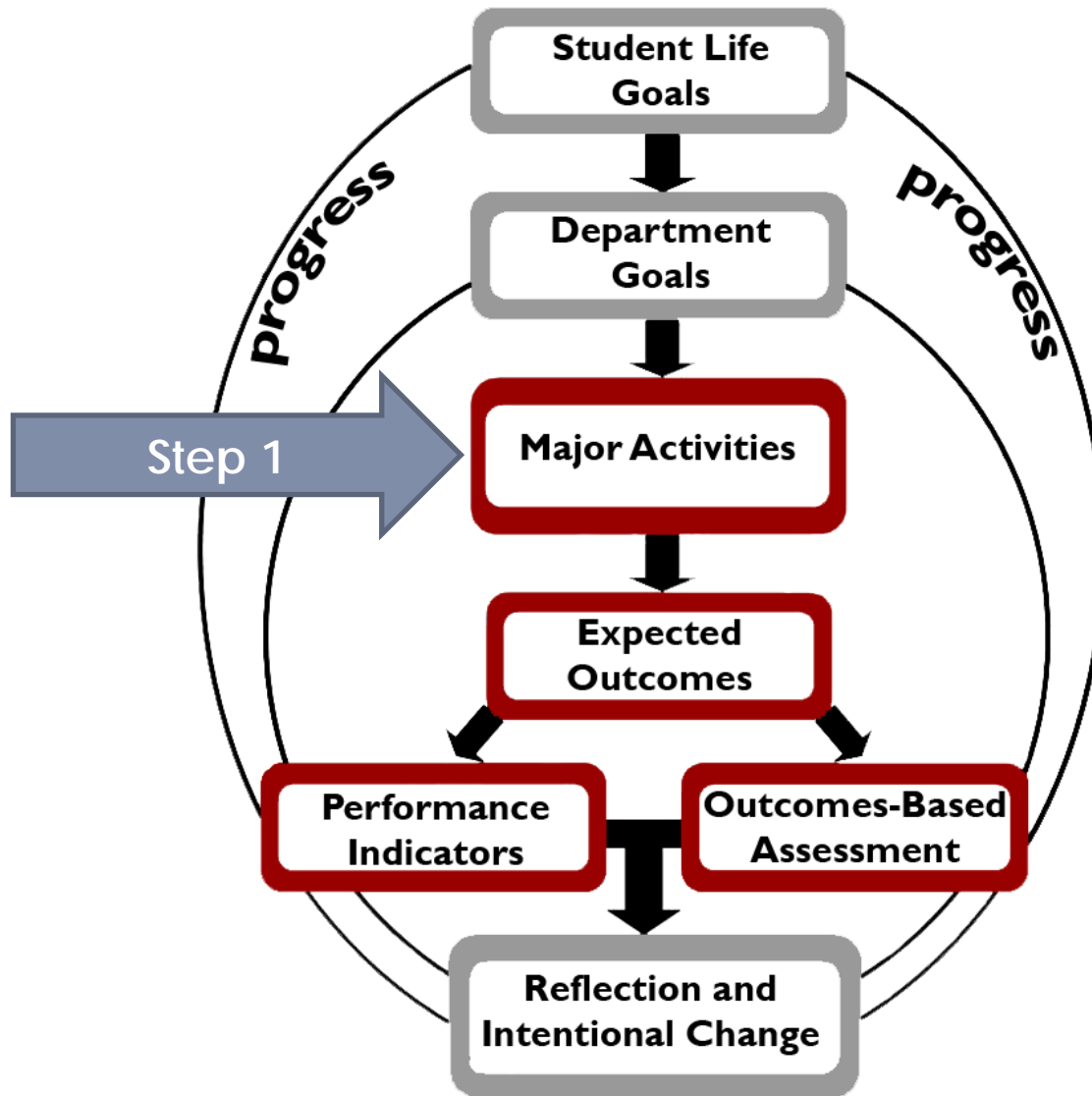
Assessment vs. Evaluation

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

Organizational Effectiveness Model



Major Activities



Major Activities

- Brief snapshots
- Up to 5 per department

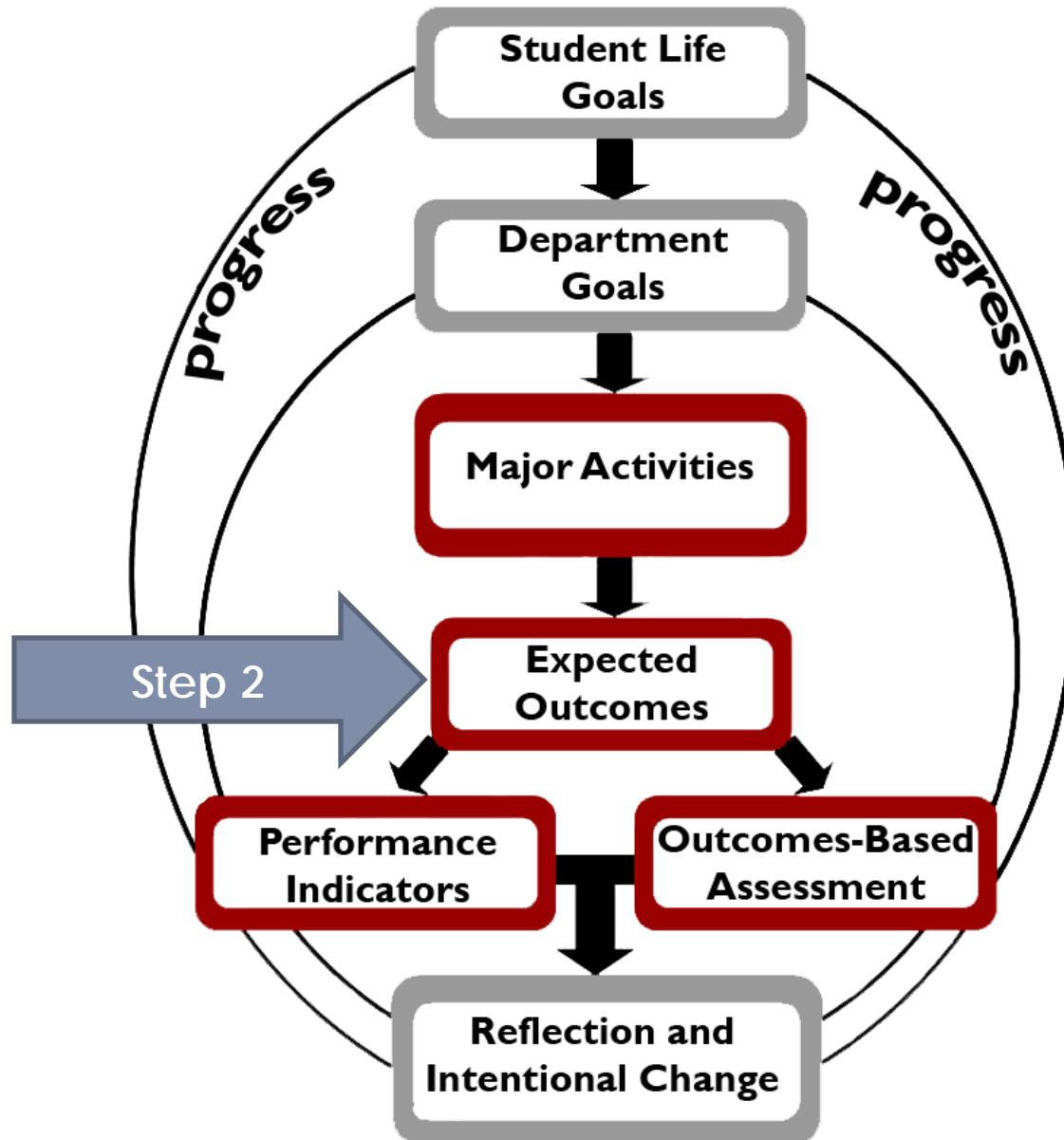
Example: The Health and Wellness department at University X focuses on (1) educating students, (2) providing personalized health services, and (3) producing health-related research

Your turn

What are your major activities?

Develop up to 3 major activities for your department

Expected Outcomes



Outcome Statements

Advantages for students and/or staff:

- Show them what is to 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 Outcome

(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 Outcome

(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.**

ABCD Example

As a result of the lecture students will
name *Condition* *Audience*
Behavior
(future tense)

the nine Principles of Good Practice for
Assessing Student Learning. *Degree of*
Achievement

ABCD Example

As a result of being employed as an RA,
Condition

these students will demonstrate servant
Audience *Behavior*

leadership behaviors.



ABCD Example

As a result of attending the workshop,

Condition

students

Audience

will be able to identify

Behavior

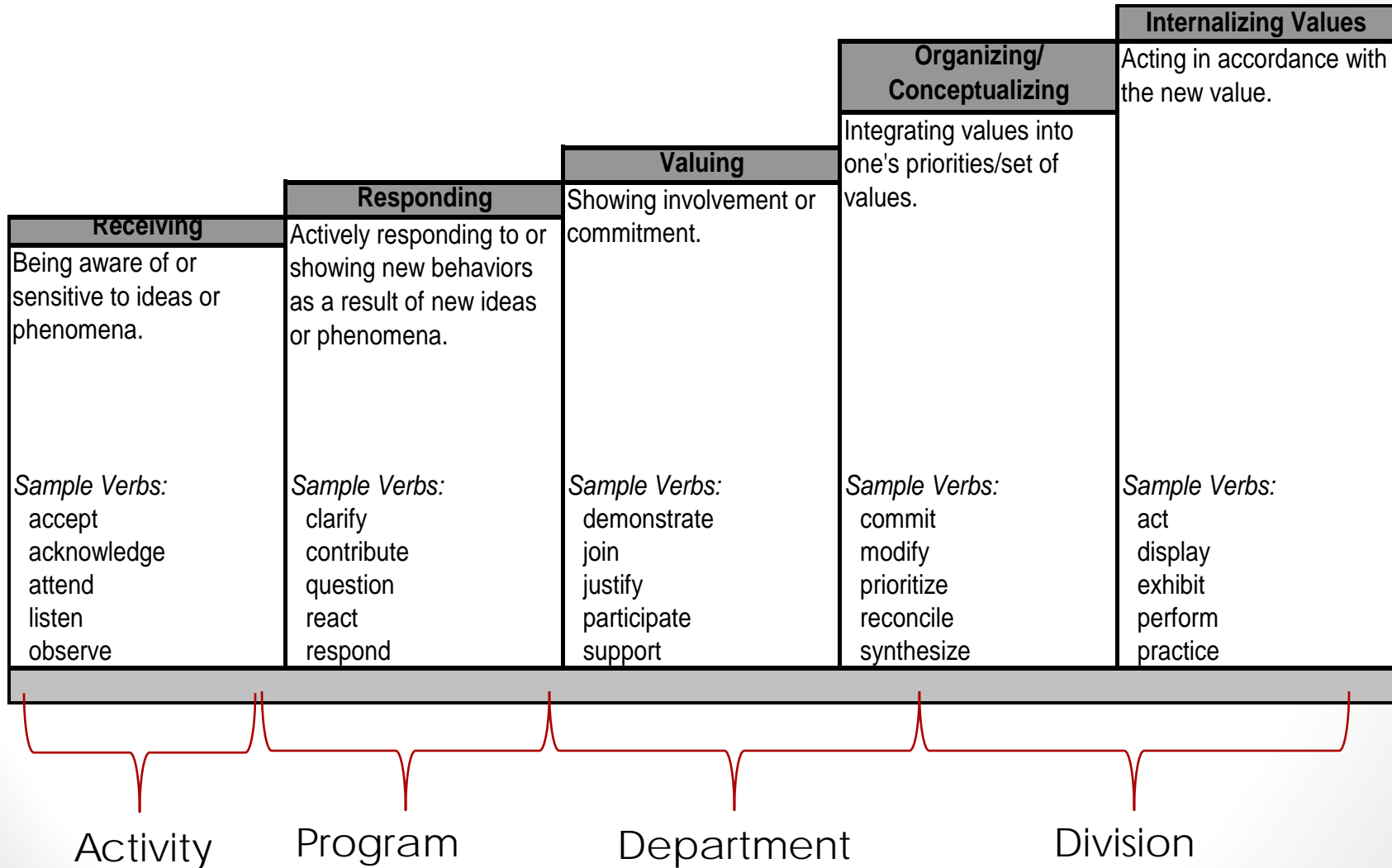
three similarities and three differences they have with
someone from a different background. *Degree of*

Achievement

Cognitive Domain Verbs

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p>Definition: Ability to recall previously learned material.</p> <p><i>Sample Verbs:</i> identify label recall reproduce state</p>	<p>Definition: Ability to show a basic understanding of material.</p> <p><i>Sample Verbs:</i> define describe explain paraphrase provide example</p>	<p>Definition: Ability to apply learning in new situations.</p> <p><i>Sample Verbs:</i> apply demonstrate determine prepare use</p>	<p>Definition: Ability to logically differentiate between the content and structure of material.</p> <p><i>Sample Verbs:</i> analyze compare/contrast differentiate distinguish investigate</p>	<p>Definition: Ability to create new content and structures.</p> <p><i>Sample Verbs:</i> construct create design develop generate</p>	<p>Definition: Ability to judge the value of material for a given purpose.</p> <p><i>Sample Verbs:</i> assess critique evaluation justify support</p>
Activity		Program		Department	
				Division	

Affective Domain Verbs



Adapted from: Krathwohl, D., Bloom, B., & Masia, B. (1956).

Taxonomy of educational objectives. Handbook II: Affective domain. New York: David McKay.

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

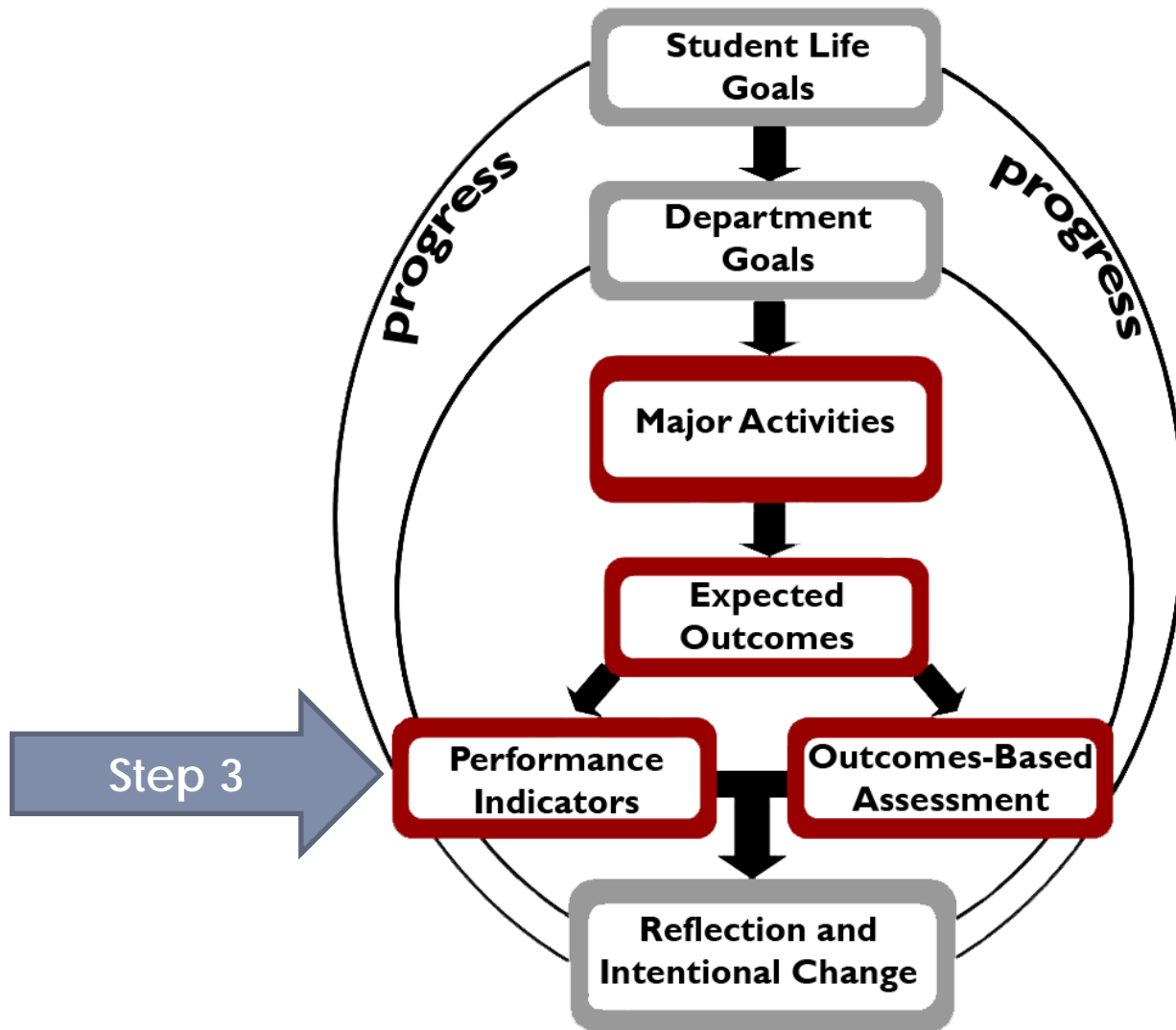
As a result of working for 2 semesters in our department, student employees will have produced 3 artifacts for a professional portfolio.

- 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



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

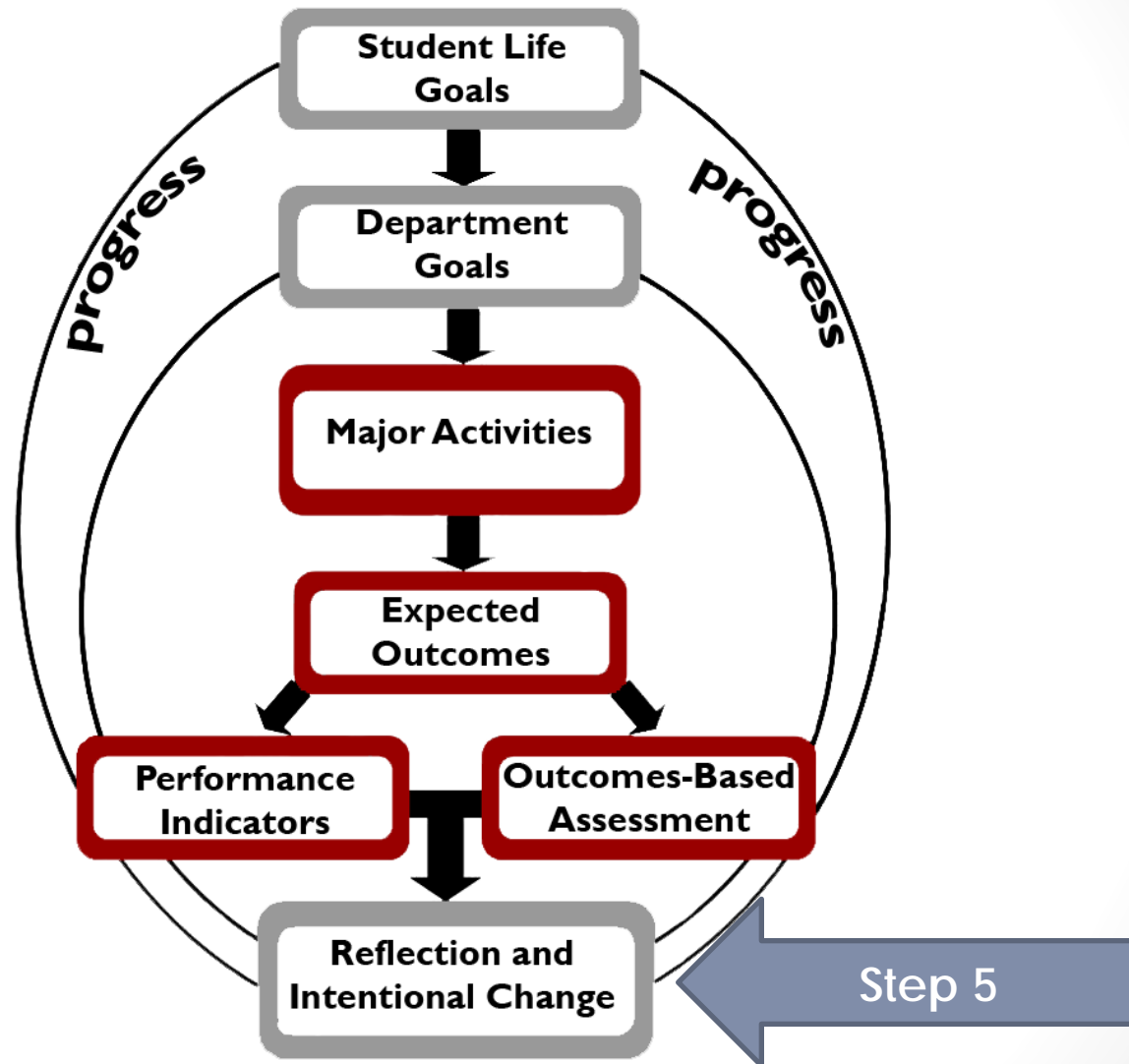
- One outcome
- In-depth assessment
- Qualitative or Quantitative
Methodology

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



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*