Outcome Development: Developing SMART Outcomes

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Division of Student Affairs

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Session Outcomes
1. Articulate the language of outcomes
2. Describe the importance of outcomes
3. Develop outcomes

Language of Outcomes

Assessment Cycle

Learning Outcomes

- Learning outcomes are statements of what is expected people will be able to value, do, or know (attitude, skills, and knowledge) as a result of participating in a learning activity which could be a class, an educational program, an individual interaction, or using a resource.

- The emphasis is on what people will be able to do, not inputs, or operational outcomes.

Mission Alignment

- Outcomes should be derived from your departmental mission statement that should be aligned from your divisional mission statement.
Division Mission Statement

The mission of the Division of Student Affairs is to anticipate, plan for, and respond to the needs of a diverse and changing student body by providing services and programs that promote physical and emotional well-being and foster intellectual and personal development. Divisional efforts to meet student needs are intended to create a supportive and challenging learning environment and a sense of community essential to advancing the University’s goals of excellence in education, research and public service.

Write Learning Outcomes Statements

On the index cards, write 2 learning outcomes that are derived from your department mission statement - one per card. Then copy each on another card.

Keep one of each and give me the other two to me.

Good Outcomes

Using the index cards of outcomes, as a group develop a list of characteristics of good outcomes.

Developing Learning Outcomes

ABCD Formula
- Audience
- Behavior
- Condition
- Degree

**Key Elements**

- **Audience (Who)**
  - Who is the target of the outcome?

- **Behavior (What)**
  - What should the audience be able to know, do, or value?

- **Condition (How)**
  - What will facilitate the learning?

- **Degree (How much)**
  - How much will be accomplished or demonstrated?

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**Developing Learning Outcomes**

To write a learning outcome, follow the formula

\[
\text{Condition} \quad \text{Audience} \quad \text{Behavior} \quad \text{Degree}
\]

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**Developing Learning Outcomes**

**SWiBAT Formula**

Learning outcome =

\[
\text{SWiBAT} + \text{Action Verb} + \text{Condition}
\]

- **Students will be able to differentiate between two styles of leadership as a result of attending the leadership workshop.**

- As stated in Kouze's and Posner's *The Leadership Challenge*. 

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**Developing Learning Outcomes**

As a result of participating in the leadership workshop, students will demonstrate three of the five leadership criteria as stated in Kouze's and Posner's *The Leadership Challenge*. 

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### Action Verbs

- Analyze
- Apply
- Argue
- Arrange
- Assemble
- Calculate
- Classify
- Compare
- Create
- Criticize
- Defend
- Define
- Describe
- Develop
- Differentiate
- Discuss
- Explain
- Formulate
- Implement
- Manage
- Operate
- Outline
- Translate

### Words/Phrases to Avoid

- Appreciate
- Become aware of
- Become familiar with
- Know
- Learn
- Understand

### Learning Outcome Examples

- As a result of completing the workbook, students will describe three campus offices that can provide academic support.
- As a result of the online discussion, students will be able to compare and contrast the concepts of protagonist and antagonist.

### Learning Outcome Examples

- As a result of the team builder, students will remember the name of five newly introduced people.
- As a result of living in the residence halls, students will describe strategies for balancing freedom and responsible behavior.
- As a result of participating in a student organization, students will cooperate in group activities.

Helpful Hints
- Work with 1-2 others to include different perspectives
- Use an iterative process to ensure outcome is measurable
- Review outcomes with stakeholders
- Don’t worry about assessing all outcomes

SMARRT Checklist
- Specific
- Measurable
- Aggressive - but attainable
- Results-oriented
- Relevant
- Time-bound


Revise outcomes
- What types of revisions did you make?
  - Specific
  - Measureable
  - Aggressive, but attainable
  - Results-oriented
  - Relevant
  - Time-bound
  - Revised action verb
  - Something else

Knowledge and Use of Learning Taxonomies
- How many of you:
  - Know about learning taxonomies?
  - Have used learning taxonomies?
Learning Taxonomy History

- Arose from discussions at 1948 Convention of the American Psychological Association
- Benjamin Bloom and colleagues 1956
- Classified educational goals and objectives
- Created a classification method for behaviors believed to be important to learning
- Identified three different types of learning with hierarchical levels
  - Cognitive
  - Affective
  - Psychomotor

Cognitive Taxonomy (revised 2001)

- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating

Cognitive Examples

Students participating in Emerging Leaders program will
- identify three leadership theories (remember)
- explain three key elements of two leadership theories (understand)
- effectively facilitate a meeting (apply)
- differentiate the leadership styles of two leaders (analyze)
- evaluate the meeting facilitation of a peer (evaluate)
- develop an action plan for improving their conflict resolutions skills (create)

Affective Taxonomy

- Receives phenomena
- Responds to phenomena
- Values
- Organizes
- Internalizes values

**Affective Examples**

- As a result of Intergroup Dialogue, students will describe how the stories of other students has impacted them (receives phenomenon).
- ask questions of others during discussions (responds to phenomenon).
- explain in a weekly journal entry what they are learning about diversity (values).
- compare their experiences with those of other students (organizes).
- confronts others when derogatory terms are used (internalizes values).

**Psychomotor Taxonomy (Dave)**

- Imitation
- Manipulation
- Precision
- Articulation
- Naturalization


**Psychomotor Examples**

After participating in tech crew training, student staff will

- set up a room using the instructions in the manual (imitation).
- set up a room without using instructions in the manual (manipulation).
- supervise other staff during room set up (precision).
- solve technology problem during a presentation (articulation).
- Develop the training manual for tech crew (naturalization).

**Reflection Pause**

- Any comments or questions to this point?
Conclusion

Thanks for coming!

Resources


Hoffman, J.L. (2007, June). From theory to assessment: Using student development theory to design SLOs, assessments and rubrics. Presented at the 2007 International Assessment and Retention Conference, St. Louis, MO.

