

Outcome Development: Developing SMART Outcomes

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University of California
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Division of Student Affairs

Gavin Henning, Ph.D.
Vice President – ACPA College Student Educators
International
Associate Professor
New England College
ghenning@nec.edu



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Session Outcomes

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

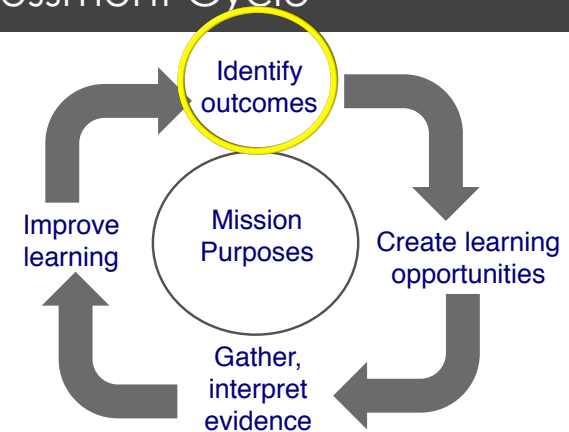
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Language of Outcomes



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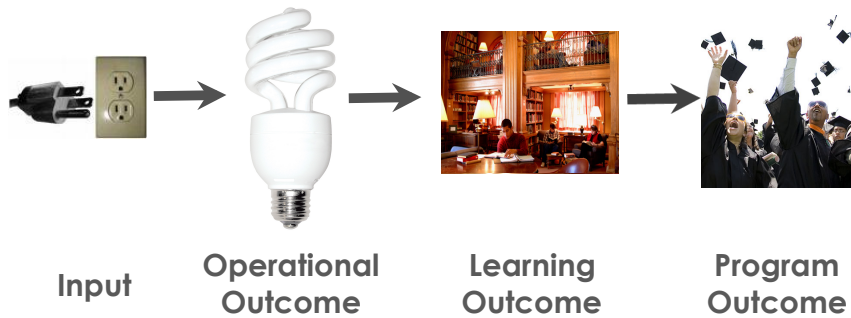
Assessment Cycle



Suskie, L. (2009). *Assessing student learning: A common sense guide*. San Francisco: Jossey-Bass.

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Inputs and Outcomes



Why Outcomes?

Learning Outcomes

- Learning outcomes are statements of what is expected people will be able to value, do, or know, (**a**ttitude, **s**kills, and **k**nowledge) 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.

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Good Outcomes

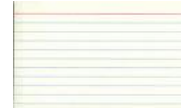
- Using the index cards of outcomes, as a group develop a list of characteristics of good outcomes.



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Write Learning Outcomes Statements

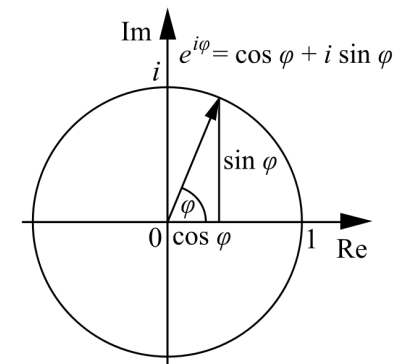
- On the index cards, write 2 learning outcomes that are derived from your department mission statement - one per card. Then copy each on another card.
- Keep one of each and give me the other two to me.



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Developing Learning Outcomes

- ABCD Formula
 - Audience
 - Behavior
 - Condition
 - Degree



Heinrich, R., Molenda, M., Russell, J., & Smaldino, S. (2002). *Instructional media and technologies for learning* (7th ed.). Englewood Cliffs: Prentice Hall, Inc.

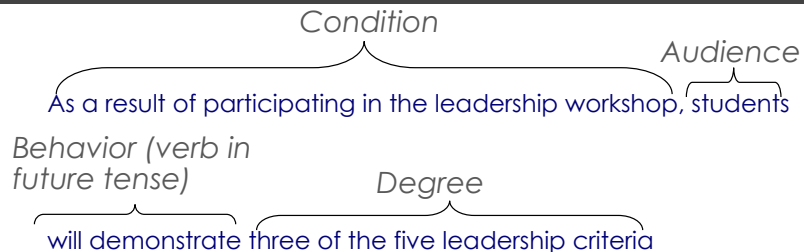
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Key Elements

- 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



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

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Developing Learning Outcomes

To write a learning outcome, follow the formula

Condition Audience Behavior Degree

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Developing Learning Outcomes

SWiBAT Formula

Learning outcome =

SWiBAT + Action Verb + Condition

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

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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

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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.

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Words/Phrases to Avoid

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

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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.

Adapted from
<http://www.nwlink.com/~Donclark/hrd/bloom.html>

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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

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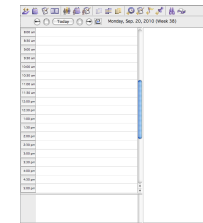
Revise outcomes

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

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SMARTT Checklist

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



University of Central Florida. (2004). *Program assessment handbook*. Orlando, FL. Author.

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Knowledge and Use of Learning Taxonomies

- How many of you:
 - Know** about learning taxonomies?
 - Have **used** learning taxonomies?

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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*

Forehand, M. Bloom's taxonomy. Retrieved on 12/14/09 from http://projects.coe.uga.edu/eplt/index.php?title=Bloom's_Taxonomy

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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)

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Cognitive Taxonomy (revised 2001)

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

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Affective Taxonomy

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

Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1973). *Taxonomy of educational objectives, the Classification of educational goals. Handbook II: Affective domain*. New York: David McKay Co., Inc.

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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)

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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)

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Psychomotor Taxonomy (Dave)

- Imitation
- Manipulation
- Precision
- Articulation
- Naturalization

Dave, R. H. (1975). *Developing and Writing Behavioural Objectives*. (R J Armstrong, ed.) Educational Innovators Press.

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Reflection Pause

- Any comments or questions to this point?



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Conclusion



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Resources

Jenkins, A., & Unwin, D. (1996, June 27). How to write learning outcomes. Retrieved from the National Center for Geographic Information & Analysis web site:
<http://www.ncgia.ucsb.edu/education/curricula/giscc/units/format/outcomes.html>

Krist, P. (2006). *S.O.S: Student Outcome Success*. Presented at the 2006 Association for Institutional Research Annual Forum, Chicago, IL.

Maki, P. L. (2004). *Assessing for learning: Building a sustainable commitment across the institution*. Sterling, VA: Stylus.

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Resources

Bresciani, M. J., Zelna, C. L., & Anderson, J. A. (2004). *Assessing student learning and development: A handbook for practitioners*. Washington, D.C.: National Association of Student Personnel Administrators

Bryson, J. M. (2004). *Strategic planning for public and non-profit organizations: A guide to strengthening and sustaining organizational achievement* (3rd ed.). San Francisco: Jossey-Bass.

Heinich, R., Molenda, M., Russell, J., & Smaldino, S. (2002). *Instructional Media and Technologies for Learning, 7th Edition*. Englewood Cliffs: Prentice Hall, Inc.

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.

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