



Developing Learning and Operational Outcomes

- What is a Learning/Operational Outcome?
- Key Elements
- Outcome Formula
- Action Verbs
- Words/Phrases to Avoid
- SWiBAT Formula
- SMARRT Checklist

- Look at your mission, what your department does.
- Is your intended audience (e.g., students) learning what you intend them to learn from your intervention? (LO)
- Are students obtaining what you think they are getting from your service? (OO)
- How can you measure the service to make sure?
- That's where LO's and OO's come in...

- **Learning Outcome (LO):** A learning outcome is the desired learning effect of a program, service, or intervention but is more specific than a goal. It is results-focused and participant centered.

- **Operational Outcome (OO):** A measure that documents how well the operational aspects of a program or activity are functioning, but does **not** document learning or overall impact of the program or activity.

- **Scholarship**

Integrity in Academic Pursuits

“In an institution where the search for knowledge and truth is the primary goal, integrity in teaching, learning, research, and scholarship is paramount. Dishonesty undermines our common missions. This translates into the obvious: write your own papers, take your own tests, do your own work.”

- **Leadership**

Contributions to and Participation in the Community

“We should all serve the campus and community while we are here. Contributing to the community can take the form of simply being a good citizen, being considerate of neighbors, cleaning up the campus and community, volunteering at a school or social service in town, or helping to raise money for charity.”

- **Citizenship**

Respect and Consideration in Interactions with Others

Free, Open and Respectful Exchange of Ideas

“The real test of this value comes when we encounter people whose backgrounds, beliefs, and worldviews differ from our own. If your educational experience is all that it should be, you will graduate prepared to navigate a society that comprises many different kinds of people. You will also graduate having seen and understood different worldviews, and will perhaps expand your own. These are the key skills of the new century, and your education will be incomplete if you graduate without these abilities.”

- **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?

Analyze

Apply

Argue

Arrange

Assemble

Calculate

Classify

Compare

Create

Criticize

Defend

Define

Describe

Develop

Differentiate

Discuss

Explain

Formulate

Implement

Manage

Operate

Outline

Translate

- 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 living and learning environment and a sense of community essential to **advancing the University's goals** of excellence in education, research and public service.

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

- _____ (Audience) in _____ (condition), will _____ (behavior in future tense) to a _____ (degree).
- Example:
 - Staff participants in the Community of Practice session will write an operational/learning objective that describes one of their departmental assessment efforts.

- Learning/Operational Outcome=
SWiBAT + Action Verb + Condition

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

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

To write a learning/operational outcome, follow the formula:

_____ _____ _____ _____
Audience Condition Behavior Degree