

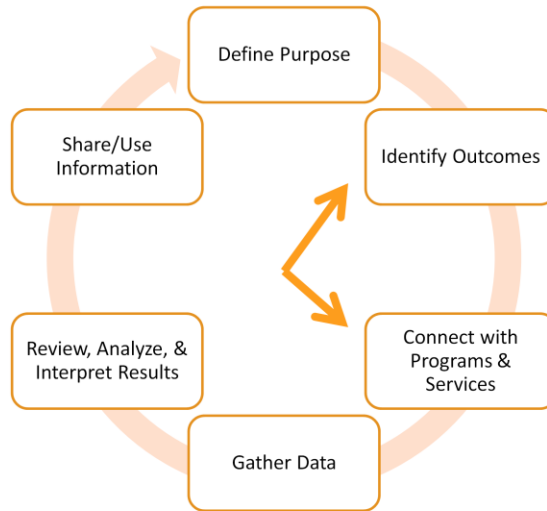
# Student Learning Outcomes

By: Maddie Owens

# Agenda

- Learning Outcome Cycle
- You + me + SLO
- Activity
- My goal

# Learning Outcomes



We should define a purpose, identify outcomes, then design a program that will support our learning outcomes. Often times, however, a program is already in place – and we need to write the learning outcomes to match the experience.

# Two Types of Outcomes

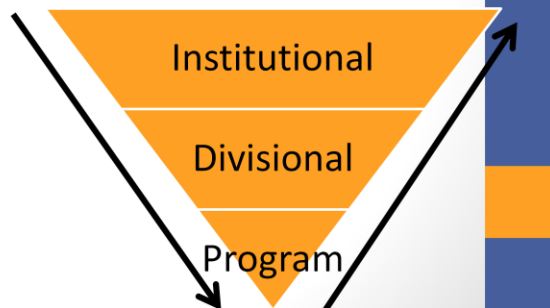
- A learning outcome
  - How students will think
    - Ex: Attitudes, beliefs, perceptions, behaviors
  - What they'll know, do, or feel differently
- An operational or program outcome
  - How a program will change
    - Ex: Process, satisfaction level, demographics, content delivered as planned

Learning outcome – how students will think, know, do or feel differently because of a learning experience

Operational outcome – How a program will change as a result of a planned course of action.

## Relate outcomes to the bigger picture

- Top down approach
  - Institutional framework → program
- Bottom up approach
  - Program → institutional framework



1. Top down – this approach involves identifying one aspect of your institutional framework and writing a more specific outcome directly related to your program.
  1. Advantage: easier to relate your assessment results back up
  2. Challenge: Can be difficult to see how your work relates to larger ideas/goals
2. Bottom up – writing a specific outcome related to your program and then aligning that outcome with the larger goals/frameworks @ the institutional level
  1. Advantage: most people can easily relate to & write program-specific outcomes
  2. Challenge: Aligning that outcome with the larger goals or frameworks.

# Writing Outcomes

- Be S.M.A.R.T!
  - Specific
  - Measurable
  - Achievable
  - Relevant
  - Time Sensitive

## 1. Specific

1. Anyone can read our outcome and know exactly what you're hoping to accomplish. Anyone is universal – parents, students, faculty, your relatives – everyone. Think of it as the explanation tool for what you do at the HERC

## 2. Measurable

1. You can look at the outcome and say "this is how I plan to prove it"  
Another way to think about this is if you can easily think of how to collect this information

## 3. Achievable

1. You can accomplish this outcome in a specific time and place. Outcomes **MUST** be directly related to an experience. Especially important w/learning outcomes – they need to be connected with a learning experience

## 4. Relevant

1. It is valuable to find out this information – has to be! Having a strong purpose, means it is important already

## 5. Time Sensitive

1. Means the outcome is happening within a specific period of time

# Learning outcome format

- Address:
  - Time frame
  - Population
  - Action verb
  - Result

## 1. Add more formats

### 2. Learning outcomes

- Time frame – at the end of the study skills session...
- Population – participants will be able to
- Action verb – identify
- Result – three strategies to boost their reading comprehension

### 3. Operational outcomes

- Time frame – by the end of the semester
- Office/service to change – parking services
- Action verb – will increase
- Intended results/reason – satisfaction through increased number of parking spaces on campus

# Bloom's Taxonomy

- Create:
  - Design, build, plan
- Evaluate:
  - Critique, justify, recommend
- Analyze:
  - Compare, examine, integrate
- Apply:
  - Use, draw, implement
- Understand:
  - Outline, discuss, describe
- Remember:
  - Name, label, list



# References

- [Yousey-Elsener, D. K. \(2013\). \*Successful Assessment for Student Affairs: A How-To Guide\*. Little Falls, NJ: PaperClip Communications.](#)