

Developing Outcomes and/or Assessment Questions





Why outcomes?

- What are they?
- How do they fit into the big picture?
- Benefits for students
- Benefits for professionals



Objectives vs. Goals

- Commonalities: results and assessment
- Differences:
 - Goals = broad
 - Objectives = precise



Characteristics of Outcomes

- Student/Client focused
- Activity based (use action verbs)
- Reflect mission/values
- Aligned at department, division & institution
- Focus on important aspects
- General enough to capture behavior but specific enough to be measured
- Focus on aspects that will develop and endure but can be measured now



Dimensions to consider:

- Cognitive: thinking skills (Bloom)
- Affective: attitudes, feelings toward people, ideas or institutions, values/beliefs
- Skills: expertise based on training
- Educational Success: National Postsecondary Education Cooperative
http://nces.ed.gov/npec/student_outcomes.asp#success

Palomba & Banta, 1999, p. 28-31



Bloom's Taxonomy

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation



Elements of Outcome Statements

- Use action verbs
- Describe learning/behavior
- Simple language
- Describe intended outcome rather than topic covered
- Use specific words



Some help to get you started:

- What causes it?
- Who is especially involved in it?
- When does it occur?
- What effects does it have?
- What types are there?
- How do various groups perceive it?
- In what stages does it occur?
- What will make it better?
- What makes it effective?
- What relationship does it have to other phenomena?



Most importantly: They are a work in Progress

- Take your topic and write a draft of what an outcome would look like
- Break into groups of 3 and share your outcomes
- Re-draft
- Present to larger group



Where do I go from here?

- Outcomes need some time to think and reflect
- Take your outcomes and share with your colleagues, think about them and if you want to change them do that by our next meeting



References

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