Why Do I Care?

- Student learning is inherent in your job.
  - How do you want students to be transformed as a result of your work?
  - How do you know if they have been?

To understand your impact:

1. Define SLOs
2. Administer Services
3. Measure Student Learning
4. Use Results

Super Brief Version of Assessment Cycle

What are students learning?
How well are they learning it?
Assessment: Two Ways

- **Accountability:**
  - Incentive: Look as good as possible no matter performance

- **Improvement**
  - Incentive: Find & report deficiencies so they may be remedied

Since we care about our students and the time and energy we are investing in them, we want to think about MORE than just accountability!!!
What are Goals?

- **Goals**: Broad, general expectations of student learning outcomes
  - Know, understand, determine, appreciate, grasp, become familiar

- **Outcomes**: Specific, measurable statements of what students should know, think, do, or how they should change developmentally, as a result of your services
  - Distinguish between, choose, assemble, adjust, identify, solve, apply, list
Examples

**Goal:** Students will see themselves as part of the ODU community

**Objective:** Upon completion of the first-year orientation, students will demonstrate a significant increase in sense of belonging to the ODU community.

**Objective:** Upon completion of the first-year orientation, students will sign-up to participate in at least one organization.
Why Are Learning Outcomes Needed?

- Provide clarity & focus for your services and programs
- Highlight learning and development priorities
- Assist learners in understanding expectations
- Describe the performance to be measured
- Provide a means for assessing success of students/programs/services
What is a Learning Outcome?

“What learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning.”

- ECTS Users’ Guide, p. 47

Focus on:

- what the student has achieved (not the intentions of the instructor/staff/teacher)
- what the learner can demonstrate at the end of an activity/session
Classifications of Outcomes

- **Cognitive**  *What do you want students to know?*
  - Bloom’s Taxonomy

- **Affective, attitudinal, developmental**  *What do you want students to think or care about?*
  - Abstract constructs (emotions, attitudes, values)

- **Behavioral**  *What do you want students to be able to do?*
  - Volunteering, engaging, sharing, attempting, etc.

Ease of Assessment
How Do I Tie Outcomes to Assessments?

- Outcomes should dictate the type of assessments you administer, not vice versa.
- Action verb indicates measurement.
- Example:
  - Demonstrate: performance assessment
  - Identify: multiple choice or matching

Every outcome MUST be measured, but doesn’t have to be every single year!
ABCD Method

A = Audience
Who are your learners?

B = Behavior
What do you expect them to be able to do?

C = Conditions
Under what circumstances or context will the ?

D = Degree
How well must the behavior be performed? To what level?

The Center for Assessment and Research Studies, James Madison University
ABCD Method: Example 1

<table>
<thead>
<tr>
<th>Audience:</th>
<th>Students receiving alcohol violations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior:</td>
<td>Will not receive another alcohol-related offense</td>
</tr>
<tr>
<td>Condition:</td>
<td>Upon completion of the Abuse &amp; Misuse program</td>
</tr>
<tr>
<td>Degree:</td>
<td>For one year</td>
</tr>
</tbody>
</table>

**Outcome:** Upon completion of the Abuse & Misuse program, students receiving alcohol violations will not receive another alcohol-related offense for one year.
## ABCD Method: Example 2

<table>
<thead>
<tr>
<th>Audience</th>
<th>First-Time Freshmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior</td>
<td>Join a group or sign up to partake in an activity with a group</td>
</tr>
<tr>
<td>Condition</td>
<td>After attending the involvement fair</td>
</tr>
<tr>
<td>Degree</td>
<td>At least one</td>
</tr>
</tbody>
</table>

**Outcome:** After attending the involvement fair, first-time freshmen will join at least one group or sign up to partake in an activity with a group.
### ABCD Method: Example 3

<table>
<thead>
<tr>
<th>Audience:</th>
<th>On-campus students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior:</td>
<td>Demonstrate preparedness to be an “active bystander” for the welfare of others</td>
</tr>
<tr>
<td>Condition:</td>
<td>After attending HRL activities</td>
</tr>
<tr>
<td>Degree:</td>
<td>2 or higher on Active Bystander Preparedness rubric</td>
</tr>
</tbody>
</table>

**Outcome:** After attending HRL activities, on-campus students will be able to demonstrate preparedness to be an “active bystander” for the welfare of others by scoring at least a 2 on the Active Bystander Preparedness rubric.
**ABCD Method: Example 4**

<table>
<thead>
<tr>
<th>Audience:</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior:</td>
<td>Order a transcript though the online ordering service</td>
</tr>
<tr>
<td>Condition:</td>
<td>As a function of going though the admissions process</td>
</tr>
<tr>
<td>Degree:</td>
<td>Without assistance</td>
</tr>
</tbody>
</table>

**Outcome:** As a function of going though the admissions process, students will be able to order their transcript though the online ordering service without assistance.
Easy Formulas

1. Given [Conditions] the [Audience] will [Behavior] by [Degree].

2. [Audience] will [Behavior] to [Standard] when provided [Conditions].

3. The [Audience] will [Behavior]. The task must be performed under the following conditions: [Conditions]. The following standards must be met: [Standards].
Outcome Characteristics

GOOD:
- Student Centered
- Reasonable
- Measureable
- Define Success

BAD:
- Vague
- Use of Gibberish
- Non-Student Focused
Thanks for your attention!
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References


Center for Assessment and Research Studies (n.d.) *Objective Writing Workshop*. https://www.jmu.edu/assessment/_files/Writing%20Objectives%20Workshop.pptx


The Center for Teaching and Learning (n.d.) *Writing student learning outcomes*. http://ctl.iupui.edu/Resources/Planning-the-Learning-Experience/Writing-Student-Learning-Outcomes