# Program Learner Outcomes

Faculty Development Day

October 11, 2013

# Agenda

- Welcome and logistics  - Goals for the Day

- Improvement vs. Accountability

- Context and definitions

- Examples

- Work Time!

- Lunch

- Report Out

# From President Kaler

"In terms of student-learning outcomes, he (President Kaler) initially disliked them when he had to deal with them in the 1980s, but he is now a fan because they helped him improve his courses and improve him as an instructor. They take some work 'but they are not the spawn of the devil'. Accreditation demands have been reduced as accrediting agencies realized the burdens of their requirements…"

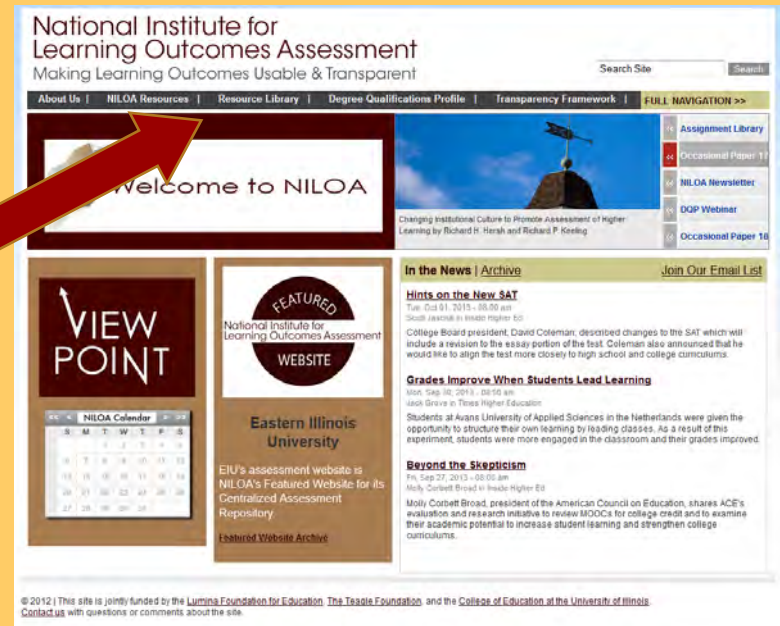*Faculty Consultative Committee 9/26/13*

# Defining Outcomes

**OUTCOMES –** statements that clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire at an institution of higher education.

*National Institute for Learning Outcomes Assessment*

*www.learningoutcomesassessment.org*

Resource Library has TONS of information & examples

# HLC Criteria

**Criterion Four.**

**Teaching and Learning: Evaluation and Improvement**

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

# Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

3. The institution uses the information gained from assessment to improve student learning.

4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

# Systems Portfolio – Helping Students Learn

- 1P1. How do you determine which common or shared [outcomes] for learning and development you should hold for all students pursuing degrees at a particular level? Whom do you involve in setting these [outcomes]?

- 1P2. How do you determine your specific program learning outcomes? Whom do you involve in setting these [outcomes]?

- 1R1. What measures of your students' learning and development do you collect and analyze regularly?

- 1R2. What are your performance results for your common student learning and development [outcomes]?

- 1R3. What are your performance results for specific program learning [outcomes]?

# HLC Expectations

- Every institution will be assessing program-level outcomes in all of its programs (i.e., majors, general education)

- Every program will be using assessment data to improve learning.

- **TRANSLATION**:  100% of programs have stated learning outcomes; 100% of programs are doing assessment.

- **UMC TARGET**:  By May 15, 2014  100% of programs have reported program learning outcomes; 100% have reported what their assessment plan is.

# PDSA Cycle For Assessment
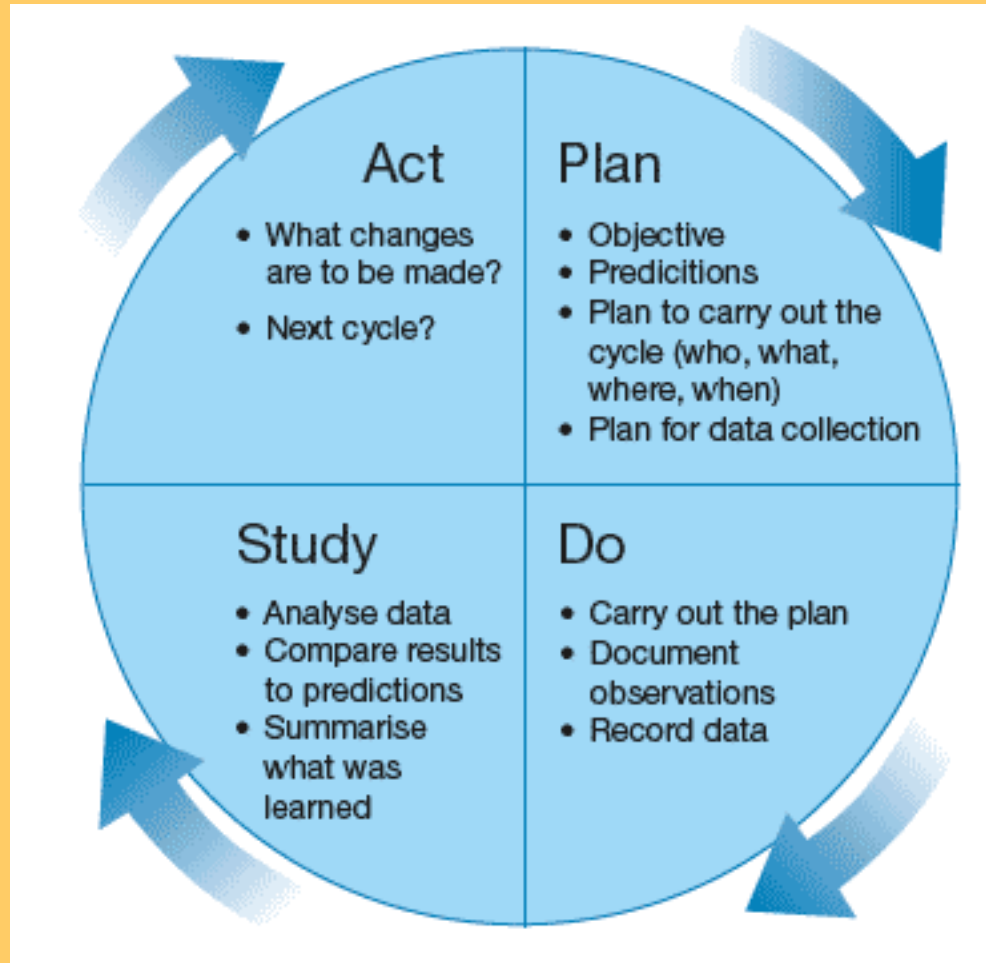
# Statement Structure

Graduates of our program will be able to
**ACTION VERB…..**

**OBJECT…..**

# Bloom's Taxonomy

## Using Bloom's Revised Taxonomy with Verbs for Student Learning Outcome's

*Prof. Marilyn Grave, Teacher Education Unit, Liberal Arts and Education Department*
*University of Minnesota, Crookston*

### 4. Analyzing *(Analysis)*

**Breaking material into parts, determi...**
another and to an overall structure o...
organizing and attributing.

- Ability to **break down materials s...** may be understood.
- **Breaking down elements of situat...** among elements/parts.
- Learning outcomes represent hig... require an understanding of both... the material.
- Divergent thinking – emphasis on... of possible solutions.

### 5. Evaluating *(Evaluation)*

**Making judgments based on criteria a...**
about the merits or value of ideas or...

- Appraisal of own or someone else... criteria or standards as a basis of...
- Learning outcomes in this area are... **hierarchy** because they **contain el...** **plus** conscious value judgments b...
- Divergent thinking – emphasis on... of possible solutions.

### 6. Creating *(Synthesis)*

**Putting elements together to form a...**
reorganizing elements into a new pat...
or producing.

- Combining elements to construct...
- Generating **new ideas, products,** ...
- Involves production of a unique c... and set of abstract relations.
- Learning outcomes stress **creativ...** the formation of new patterns or... hierarchy.
- **Divergent thinking** – emphasis on **original thinking and a large** number of possible solutions.

### 1. Remembering *(Knowledge)*

**Recognizing, recalling, and retrieving relevant knowledge or information.**

- Recall of terms, facts, language, concepts, principles, theories.
- Remembering previously learned material.
- Represents the **lowest level** of cognitive learning outcomes.
- **Convergent thinking** – emphasis on **mastery of facts** and their usage.

| | | | | |
|---|---|---|---|---|
| Cite | Enumerate | Match | Recite | Select |
| Copy | Find | Memorize | Relate | Show |
| Count | Identify | Name | Repeat | Sort |
| Define | Indicate | Outline | Reproduce | State |
| Describe | Know | Quote | Restate | Tabulate |
| Discover | Label | Recall | Retrieve | Tell |
| Distinguish | List | Recognize | Review | Underline |
| Draw | Listen | Record | | Write |
| Duplicate | Locate | | | |

### 2. Understanding *(Comprehension)*

**Constructing meaning from oral, written and graphic messages through summarizing, comparing, interpreting, and explaining ideas.**

- Ability to grasp the meaning of material.
- **Translating material** from one form to another, **interpreting** & **extrapolating** *(explaining or summarizing)*, and by **predicting** effects, consequences, trends etc.
- **One step beyond simple remembering** and represents **lower level** of understanding.
- Convergent thinking – emphasis on mastery of facts and their usage.

| | | | | |
|---|---|---|---|---|
| Annotate | Convert | Exemplify | Interpret | Research |
| Arrange | Correlate | Explain | Observe | Restate |
| Associate | Defend | Express | Outline | Retell |
| Characterize | Define | Extend | Paraphrase | Review |
| Cite | Demonstrate | Generalize | Predict | Rewrite |
| Classify | Describe | Group | Prepare | Select |
| Compare | Develop | Identify | Recognize | Summarize |
| Comprehend | Devise | Illustrate | Relate | Tell |
| Condense | Discuss | Indicate | Reorganize | Translate |
| Confirm | Distinguish | Infer | Report | Transform |
| Construct | Estimate | | Rephrase | |
| Contrast | | | Represent | |

### 3. Applying *(Application)*

**Carrying out or using a procedure through executing or implementing.**

- Ability to **use** learned material **in new and concrete situations.**
- **Application of** rules, methods, concepts, principles, laws, and theories.
- **Use of abstractions** to perform in a new situation.
- Learning outcomes in this area **require a higher level of understanding** than those under comprehension.
- **Divergent thinking** – emphasis on original thinking and a large number of possible solutions.

| | | | | |
|---|---|---|---|---|
| Act | Construct | Expand | Operate | Research |
| Adapt | Contribute | Formulate | Organize | Restructure |
| Administer | Correlate | Implement | Paint | Schedule |
| Apply | Demonstrate | Generalize | Participate | Sequence |
| Articulate | Describe | Graph | Plan | Simulate |
| Associate | Determine | Illustrate | Practice | Show |
| Calculate | Develop | Implement | Predict | Sketch |
| Carry-out | Devise | Instruct | Prepare | Solve |
| Change | Discover | Interpret | Produce | Transfer |
| Chart | Dramatize | Interview | Prove | Translate |
| Choose | Draw | Make evident | Provide | Use |
| Classify | Employ | Manipulate | Examples | Utilize |
| Collect | Establish | Model | Record | |
| Compute | Execute | Modify | Relate | |
| Confirm | Exhibit | | | |

| | | | | |
|---|---|---|---|---|
| Compile | Forecast | Justify | Propose | Write |
| Compose | Formulate | Measure | Rank | Solve |

# Examples

**POOR**

> Students should know the historically important systems of psychology.

**BETTER**

> Students should know they psychoanalytic, Gestalt, behaviorist, humanistic, and cognitive approaches to psychology

**BEST**

> Students should be able to recognize and articulate the foundational assumptions, central ideas, and dominant criticisms of the psychoanalytic, Gestalt, behaviorist, humanistic, and cognitive approaches to psychology.

# UMC Examples:

*Graduates of Our Program Should Be Able to:*

**POOR**

Demonstrate skills in communication, ethical decision making, and critical thinking.

**BETTER**

Demonstrate oral and written communication appropriate for a beginning natural resource professional.

**BEST**

Communicate clearly and concisely in written and oral communications through technical reports, solutions to information technology problems, and feasibility studies.

# Some UMC Examples

Graduates of our program will be able to

- Apply, critique, and synthesize protocols from current literature
  *(Golf & Turf Management)*

- Recognize the multiple interacting influences on children's development and learning, describe how children differ in their development and approach to learning, and apply this knowledge to create environments that are healthy, respectful, supportive and challenging for all young children from birth through age three.
  *(Early Childhood Education)*

# Some UMC Examples

Graduates of our program will be able to

- Apply principles of plant science, nutrition, soils, and pest management, and exhibit an awareness of environmental health and safety issues.
  *(Horticulture)*

- Demonstrate competencies in general business disciplines (i.e. management, marketing, finance) as related to sport and recreation management.
  *(Sport and Recreation Management)*

# After Outcome Statements…

- Curriculum map

| | Introductory Course | Research Methods | Advanced Content Course A | Laboratory / Practicum Course | Advanced Content Course B | Advanced Content Course C | Advanced Content Course D | Capstone Course |
|---|---|---|---|---|---|---|---|---|
| **Content** | | | | | | | | |
| SLO 1: Disciplinary knowledge base (models and theories) | Introduced | | Reinforced | | Reinforced | Reinforced | Reinforced | Mastery / Assessed |
| SLO 2: Disciplinary methods | | Introduced | | Reinforced | | Reinforced | | Mastery / Assessed |
| SLO 3: Disciplinary applications | Introduced | | Reinforced | | Reinforced | | Reinforced | Mastery / Assessed |
| **Critical Thinking** | | | | | | | | |
| SLO 4: Analysis and use of evidence | | Introduced | | Reinforced | Reinforced | | Reinforced | Mastery / Assessed |
| SLO 5: Evaluation, selection, and use of sources of information | Introduced | Reinforced | | Reinforced | | Reinforced | | Mastery / Assessed |
| **Communication** | | | | | | | | |
| SLO 6: Written communication skills | Introduced | Reinforced | | Reinforced | | Reinforced | | Mastery / Assessed |
| SLO 7: Oral communication skills | | Introduced | Reinforced | | Reinforced | Mastery / Assessed | | |
| **Integrity / Values** | | | | | | | | |
| SLO 8: Disciplinary ethical standards | | Introduced | | Reinforced | Reinforced | | | Mastery / Assessed |
| SLO 9: Academic integrity | Introduced | Reinforced | Reinforced | Reinforced | | Reinforced | | Mastery / Assessed |
| **Project Management** | | | | | | | | |
| SLO 10: Interpersonal and team skills | | | Introduced | | Reinforced | | Reinforced | Mastery / Assessed |
| SLO 11: Self-regulation and metacognitive skills | Introduced | | | Reinforced | Reinforced | Reinforced | | Mastery / Assessed |

Center for University Teaching, Learning, and Assessment
http://uwf.edu/cutla/

Sample Curriculum Map (Level of Skill)

# Measurability

- **DIRECT MEASURES**
  - Capstone course evaluations
  - Course-embedded assessments
  - Tests and Examinations (locally designed or national standard)
  - Portfolio evaluation
  - Video or audio evaluation of performance
- **INDIRECT MEASURES**
  - External reviewers
  - Student surveying or exit interviewing
  - Alumni surveying
  - Employer surveying

# Break Out Work By Program

Review existing program learner outcomes

Evaluate for appropriateness & comprehensiveness

Revise & rewrite as needed

Prepare to report progress after lunch