Unit Name:	Completed by:	Plan Effective Date:
Outcome	**Methods**	

Outcome	Methods
Outcome Name: State your Outcome (Formula: Who/What + Action Verb + Target Area to Improve)	**Instrument:** **Method:** **Minimum Criteria for Success:** **Target Population, Sampling Strategy & Justification for Selection:**
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Outcome Name:	Instrument:
State your Outcome	Method:
	Minimum Criteria for Success:
	Target Population, Sampling Strategy & Justification for Selection:
(Formula: Who/What + Action Verb + Target Area to Improve)	

*If your unit has more than the three minimum required outcomes, please complete additional form(s).

Guidelines

Writing Administrative Outcomes

Outcomes are measurable statements that describe how well a unit intends to function or to what degree it will improve its performance or the services provided.

The important question to ask is: **"What is the unit/department trying to accomplish?"**

Administrative Units should assess at least 3 outcomes per year. Stakeholder satisfaction is a common type of administrative outcome. Other types of administrative outcomes are those that focus on operational or procedural tasks.

Administrative outcomes should be:
- o Linked to the university or division goals and mission statement
- o Focused on the operational or performance level of the unit
- o Realistic in terms of the resources and support currently available within the college/division/unit
- o Measurable – feasible to collect accurate quantitative and/or qualitative data usable for making improvements to a process or the unit

Performance-Based vs Task-Based Outcomes

When defining outcomes, it may be useful to think about potential performance indicators first. Performance indicators are a means of objectively quantifying the results of programs, products, projects, or services. Whenever possible, preference should be given to ongoing performance-based outcomes over completion of one-time operational tasks. While task-based outcomes are acceptable, the focus for the majority of the outcomes should be on improving performance.

> **Examples**
>
> **Student Affairs**:
> - Establish a coordinated internship and cooperative education program **(Task-based)**
> - Increase employer participation in internship and cooperation education program **(Performance-based)**
>
> **Administrative and Financial Services:**
> - Hire and train additional campus police officers **(Task-based)**
> - Decrease response times for crimes reported on campus **(Performance-based)**

Student Learning Outcomes (SLO)

Some administrative units may have an outcome that relates to student learning. For example, the library, wellness and recreation and/or some student affairs units may be responsible for teaching a course, student employees, or providing guidance to students. In this case, the outcome should be worded in a way that corresponds to student learning.

- o SLOs are cognitive, practical, or affective
- o SLOs:
  - Describe observable & measurable learning
  - Relate to graduating student (end of program; summative learning)
  - Reflect an important higher order concept
- o Use the **WHO** + **VERB** + **WHAT** formula to write SLOs:
  - **WHO** = Graduating student
  - **VERB** = Describes the students' behavior/action
  - **WHAT** = Expected knowledge/skill student should have master

CAS Standards Alignment

The Council for the Advancement of Standard in Higher Education (CAS) has a guide for a variety of learning outcomes that you can incorporate into your assessment plans. CAS recently revised its prior student learning and development outcomes into six broad categories:

1. Knowledge acquisition, construction, integration and application
2. Cognitive complexity
3. Intrapersonal development
4. Interpersonal competence
5. Humanitarianism and civic engagement
6. Practical competence

Developing outcomes aligned to these categories helps us focus on the whole student learning experience. Administrative areas, Centers & Institutes, and Student Affairs can all benefit from assessing student learning.

Writing Assessment Methods for Administrative Outcomes

The means of assessment should describe how the unit will measure the success of the outcome. There are many methods of assessment that can be identified and used. Each outcome should have a clearly stated means of assessment specific to the outcome.

The method of assessment should be as specific as possible. Aspects of the means that should be included are as followed:

Instrument: Use the drop-down menu to select the instrument used to assess the outcome.

Method: The artifact, experience, or any other direct measure that will be assessed to determine outcome attainment.

1. Describe:
   - A description of the situation being assessed, including baseline data if available.
   - The means by which the unit will measure the outcome (survey/questionnaires, operational data, cost, time, efficiency standard, performance rating, etc.).
   - A description of where or when the outcome when be measured (point-of-service, throughout the year, end of program, etc.)
   - The target stakeholder (Students, faculty/staff, process, alumni, community partners, operational task) Explain why this measure is appropriate for assessing the particular outcome (i.e., why is this method a good way to measure the outcome?)

Minimum Criteria for Success: The minimum criteria refers to the level that will indicate success of meeting the outcome. It sets the minimum expected performance level, or desired performance level.

Target Population, Sampling Strategy and Justification for Selection:
1. Which population will you be targeting to determine whether the outcome is being attained?
2. What sampling strategy will be used to collect data from this population?
3. Why is sampling this population appropriate to determine outcome attainment?

Tips for Selecting Appropriate Assessment Methods
- Measures should be selected that are meaningful to the unit
- Data should not be difficult to collect or access
- Measures should be built on existing data collection
- Use methods that can assess both the strengths and challenges of the unit
- Identify at least one methods for assessing each outcome
  - Direct v. Indirect Measures
  - Qualitative v. Quantitative
  - Students and Faculty/Staff, or Community Partners

Think SMART

Specific - The outcome should have a clear, highly-specific endpoint.

Measurable – Be able to accurately track progress, so you can judge when a goal will be met.

Attainable (but **A**ggressive) – The outcome has the potential to move the program/unit forward.

Results-oriented – Describe what standards are expected.

Time-bound – Set a timeframe for your goal helps quantify it further; this will help keep your focus on track.

Assessment Planning

Assessment Purpose

The purpose of this assessment is to _____
(PURPOSE)

by assessing _____ using _____ ,
(POPULATION) (METHOD)

so I can _____ .
(USE OF RESULTS)

Success Criteria

What is your target?
How will you know if the goal or outcome is met?

verb or action:
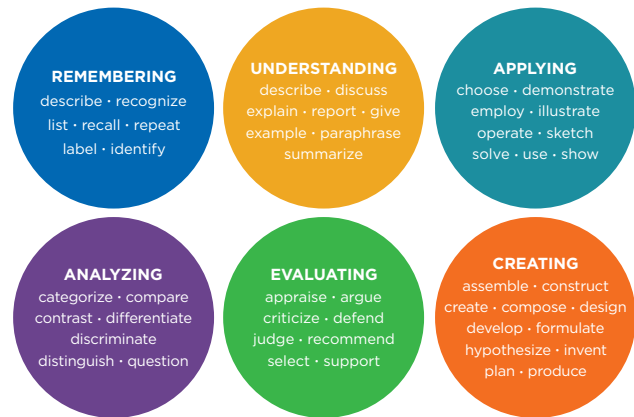
Additional Notes

Behavior words from Bloom's Taxonomy:

REMEMBERING
describe · recognize
list · recall · repeat
label · identify

UNDERSTANDING
describe · discuss
explain · report · give
example · paraphrase
summarize

APPLYING
choose · demonstrate
employ · illustrate
operate · sketch
solve · use · show

ANALYZING
categorize · compare
contrast · differentiate
discriminate
distinguish · question

EVALUATING
appraise · argue
criticize · defend
judge · recommend
select · support

CREATING
assemble · construct
create · compose · design
develop · formulate
hypothesize · invent
plan · produce

Method Bank

Existing Data	Focus Groups	Visual Methods
Mobile Surveys	Interviews	Case Studies
Web Surveys	Portfolios	Document Analysis
Rubrics	Observations	Quick Assessments

Project Timeline

Start Date

End Date

Assessment Planning

Write Goal or Outcome

Determine Assessment Method

Deliver Course or Program

Collect Data

Analyze Data

Use & Share Results

Tips

Identify (and use) data that already exists. No need to do the same work twice!

Find or plan to collect baseline data so you can document change.

Keep it simple! Choose a method that is manageable so you can complete the project.

Build up your assessment toolbox by getting experience with different methods and knowing when it is appropriate to use them.

Consider both formative and summative assessment and choose those that best meet your needs.

Start with the ideal design for your assessment and then work backwards to what is possible. There is always more than one way to collect the data—use what works best for you, knowing that you can add on other methods later.

Look for opportunities to collaborate with other divisions and units.

Include stakeholders from the beginning; this builds credibility in your methods and assessment results.

Reflect on the process and results of assessment and do not be afraid to change your method. Assessment is an ongoing process.

Share your results—let others know about and learn from the work you've done.

For additional resources, visit **www.campusintelligence.com**

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How to Write Learning Outcomes

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How to Write Learning Outcomes

Program outcomes examine what a program or process is to do, achieve, or accomplish for its own improvement and/or in support of institutional or divisional goals; generally numbers, needs, or satisfaction-driven.

Learning outcomes examine cognitive skills that students develop through department interactions; related to measurable, transferable skill development. They are statements indicating what a participant (usually students) will know, think, or be able to do as a result of an event, activity, program, etc.

ABCD Structure of a Learning Outcome

Audience | Who does the outcome pertain to?

Behavior | What do you expect the audience to know/be able to do? (This needs to include an action verb to describe the learning, chosen from the Bloom's Taxonomy word bank on page 2.)

Condition | Under what conditions or circumstances will the learning occur?

Degree | How much will be accomplished, how well will the behavior need to be performed, and to what level?

EXAMPLE Students who attend advising sessions will choose courses that fulfill their chosen degree requirements.

Outcome Writing – The 3 Ms:

Check your outcome against these criteria:

1. **Meaningful:** How does the outcome support the departmental mission or goal?
2. **Manageable:** What is needed to foster the achievement of the outcome? Is the outcome realistic?
3. **Measurable:** How will you know if the outcome is achieved? What is the assessment method?

Common Challenges When Writing Learning Outcomes:

- Describe program outcomes, rather than learning outcomes
- People don't use Bloom's taxonomy verbs and instead use vague terms like: appreciate, become aware of/familiar with, know, learn, value, use, understand
- Too vast/complex, too wordy
- Multiple outcomes in one learning outcome statement (the word "and" is usually a clue!)
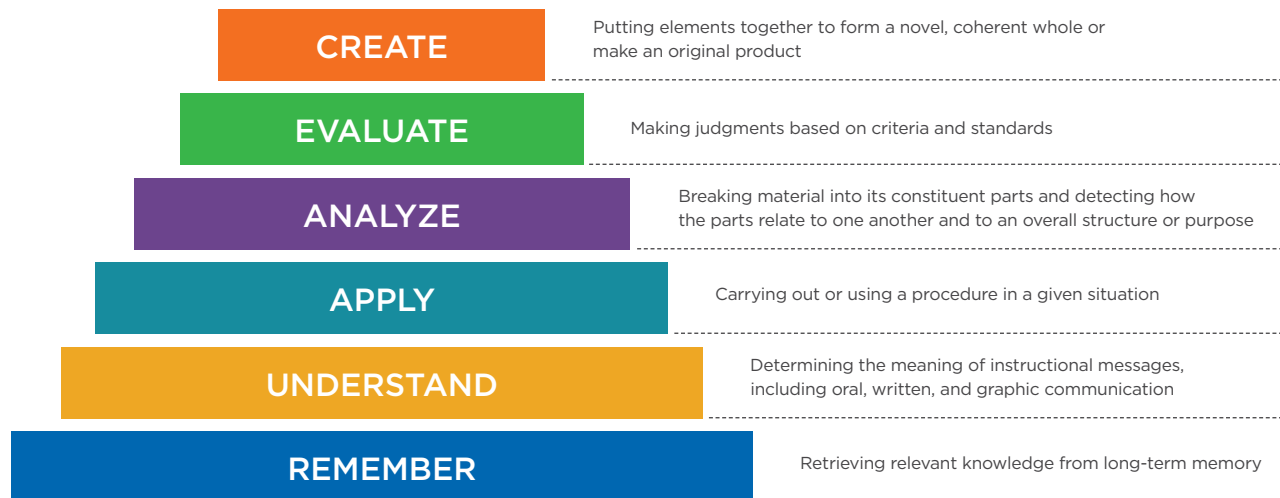- Not specific enough (e.g., effective communication skills)

EXAMPLE To improve this learning outcome statement: "RAs will be more self-aware as leaders", you could change it to:

"**As a result of attending RA training, RAs will be able to accurately assess the strengths and weaknesses of their leadership skills.**"

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Bloom's Taxonomy: Cognitive Domain

The cognitive domain of Bloom's Taxonomy of Educational Objectives offers a framework for classifying learning outcomes. The framework is hierarchical in nature, beginning with a foundational layer (*Remember*) and accelerating in a stepwise manner (from *Understand* to *Apply* to *Analyze* to *Evaluate* and on to *Create*). Select from this word bank when writing your learning outcome statements.

CREATE — Putting elements together to form a novel, coherent whole or make an original product

EVALUATE — Making judgments based on criteria and standards

ANALYZE — Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose

APPLY — Carrying out or using a procedure in a given situation

UNDERSTAND — Determining the meaning of instructional messages, including oral, written, and graphic communication

REMEMBER — Retrieving relevant knowledge from long-term memory

Adapted from A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives (Anderson, L.W. (Ed.), et al., 2001)

REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
Cite	Articulate	Compute	Calculate	Argue	Act
Define	Ask	Construct	Categorize	Assess	Arrange
Find	Characterize	Demonstrate	Compare	Check	Assemble
Identify	Clarify	Employ	Contrast	Convince	Build
Indicate	Classify	Exercise	Correlate	Critique	Compose
Label	Describe	Illustrate	Deconstruct	Debate	Construct
List	Discuss	Make	Detect	Decide	Create
Locate	Elaborate	Model	Diagram	Defend	Design
Match	Estimate	Operate	Differentiate	Determine	Develop
Memorize	Explain	Perform	Distinguish	Judge	Formulate
Name	Infer	Plot	Examine	Justify	Generate
Outline	Interpret	Practice	Experiment	Measure	Improve
Quote	Paraphrase	Present	Graph	Predict	Invent
Recall	Recognize	Produce	Integrate	Prioritize	Modify
Recite	Report	Provide	Order	Rank	Plan
Recognize	Restate	Show	Organize	Rate	Prepare
Repeat	Summarize	Sketch	Select	Recommend	Revise
Reproduce	Translate	Solve	Sequence	Reflect	Synthesize
State	Visualize	Use	Solve	Relate	Write

Activity #1: Distinguishing Between Program and Learning Outcomes

For each of the statements below, identify:

Is the statement a program or learning outcome statement?

What information is missing? How could the outcome be strengthened?

1. The Undergraduate Research Office will increase support for student attendance at regional, national, and international conferences.

2. Students will be able to demonstrate effective communication skills as a result of participating in the Leadership Program.

3. The Wellness Program will increase the number of smoking cessation seminars offered by 20% by hiring a graduate assistant to conduct the seminars.

4. Students will identify 10 behaviors and/or characteristics of healthy relationships with others after attending this seminar.

5. The number of personal solicitations focused on scholarship needs will increase.

6. Students and faculty will receive more information about co-curricular transcripts and the number of students completing transcripts will increase.

Activity #2: Learning Outcome Components Exercise

For each learning outcome, try to identify the four components:

Audience/Who
Who does the outcome pertain to?

Condition/How
Under what conditions or circumstances will the learning occur?

Behavior/What
What do you expect the audience to know/be able to do?

Degree/How much
How much will be accomplished, how well will the behavior need to be performed, and to what level?

1) As a result of attending five counseling sessions at the Student Counseling Center, students will be able to identify one or more strategies to cope with their problems.

Audience: _____

Behavior: _____

Condition: _____

Degree: _____

2) At the conclusion of the Greek Life Anti-Hazing presentation, students in attendance will be able to identify five behaviors or activities that constitute hazing.

Audience: _____

Behavior: _____

Condition: _____

Degree: _____

3) Faculty who attend the NSSE workshop will be able to identify three ways their work contributes to the institution scoring well on the NSSE benchmarks.

Audience: _____

Behavior: _____

Condition: _____

Degree: _____

Activity #3: Writing Outcomes - practice makes perfect!

Brainstorm...

1. Identify the overarching/broader objective or goal your outcome is going to support:

2. Identify the audience:

3. What do you want them to be able to know, think, or be able to do? (Be specific!)

4. What circumstances or context will foster the learning?

5. To what degree will the learning occur? (Be specific!)

6. How will you measure the learning?

Fill in the blanks:

Audience:
_____

Behavior:
<will learn what>
_____

Condition:
<under these circumstances / conditions>
_____

Degree:
<to this level of efficiency / effectiveness>
_____

Check yourself:

	YES	NO	NOT SURE
Is the outcome measurable?	☐	☐	☐
Is the outcome meaningful?	☐	☐	☐
Is the outcome manageable?	☐	☐	☐
Would you feel comfortable/proud sharing this outcome with students, campus constituents, and external audiences?	☐	☐	☐

Rewrite the learning outcome statement to address any issues:

_____

_____

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