

Creating Effective Student Outcomes

Warm-Up Activity

- Respond to the following by placing your answer in the chat:
 - 1) What does “student outcome” mean to you?
 - 2) What does “assessment” mean to you?

Creating Effective Student Outcomes

Creating student outcomes that guide experiences and assessment.

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Welcome and Introduction

- Take a minute to introduce yourself to the entire group.
 - Name
 - Department/field

Workshop Outcomes

By the end of this workshop, participants will be able to:

- Describe the link between student outcomes and the assessment process.
- Create meaningful student outcomes that will focus student learning and assessment.

Why Outcomes?

- Outcomes are the first step in the “official” assessment cycle.
 - Develop a common language
 - Help in planning
 - Inform others about expectations



Different Types of Outcomes

- **Learning Outcome**: Emphasis is on knowledge and/or ability gained.
 - *Students will be able to evaluate and rank soil types on their ability to promote citrus tree growth.*
 - *Students will be able to effectively utilize color and shape to unify compositions and support content.*
- **Process Outcome**: Emphasis is on implementation and consistency.
 - *150 students will attend the Resume builder workshops in total over the course of the academic year.*
 - *By the completion of the doctorate, each student will submit 5 times for peer-reviewed publication and include evidence of the use of journal reviewer feedback.*
- **Satisfaction Outcome**: Emphasis is on satisfaction or enjoyment.
 - *75% of student will be satisfied with the amount of feedback provided by his/her faculty member in a given course.*

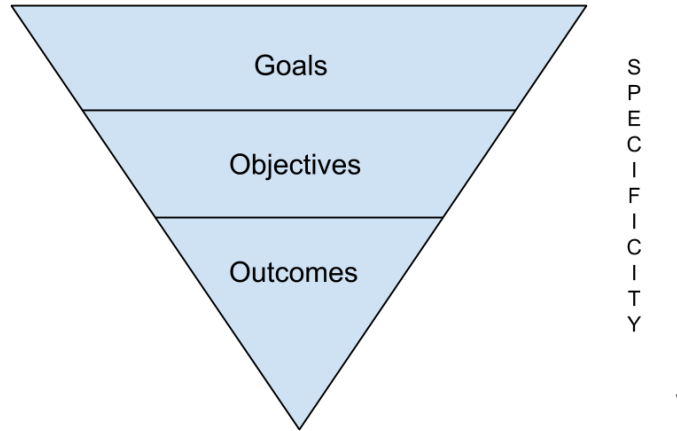
Student Outcomes: Review

Student outcome or objective or goal?

- Goals focus on the overall expectation of the course (course-centered)
- Objectives focus on the material covered (instructor-centered)
- Outcomes focus on knowledge and skills (student-centered)

But it doesn't start here.

- It starts with the Big Ideas.



Student Outcomes: Big Ideas

Big Ideas and Plan

- Describe the program/course/activity/experience to a partner (use your syllabus or any information you have as reference)
 - Topics, activities, assessments
- What will your partner get out of the program/course/activity/experience after 10 weeks/a year/4 years?
 - What will they learn?
 - How will they grow and change?
 - How will they be transformed?

Example Outcomes: Effective or not?

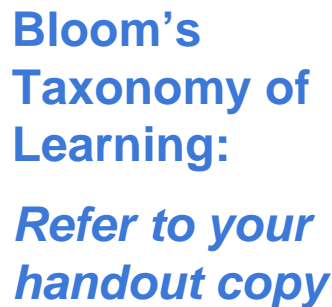
Understand the American criminal justice system

Describe the history of the American criminal justice system in terms of effective and ineffective practices.

Understand is not a measurable verb, and it was too broad for a unit level objective. Therefore, we narrowed the focus

Bloom's Taxonomy of Learning: Activity

1. Choose **one** of your program/course/activity/experience level Student Outcomes
2. Rewrite it to reflect the Highest Order Thinking Skill that is appropriate
3. Discuss your creation/revision with your workshop partner
4. Whole class discussion & reflection



Evaluation

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:

| | | |
|-----------|-----------------|------------|
| Agree | Disprove | Measure |
| Appraise | Dispute | Opinion |
| Argue | Effective | Perceive |
| Assess | Estimate | Persuade |
| Award | Evaluate | Prioritise |
| Bad | Explain | Prove |
| Choose | Give reasons | Rate |
| Compare | Good | Recommend |
| Conclude | Grade | Rule on |
| Consider | How do we know? | Select |
| Convince | | Support |
| Criteria | Importance | Test |
| Criticise | Infer | Useful |
| Debate | Influence | Value |
| Decide | Interpret | Value |
| Deduct | Judge | Why |
| Defend | Justify | |
| Determine | Mark | |

Outcomes:

| | |
|----------------|--------------|
| Attributing | Abstract |
| Checking | Chart |
| Deconstructing | Checklist |
| Integrating | Database |
| Organising | Graph |
| Outlining | Mobile |
| Structuring | Report |
| | Spread sheet |
| | Survey |

Questions:

Do you agree with the actions/outcomes...?
What is your opinion of...?
How would you prove/disprove...?
Can you assess the value/importance of...?
Would it be better if...?
Why did they (the character) choose...?
What would you recommend...?
How would you rate the...?
What would you cite to defend the actions...?
How would you evaluate...?
How could you determine...?
What choice would you have made...?
What would you select...?
How would you prioritise...?
What judgement would you make about...?
Based on what you know, how would you explain...?
What information would you use to support the view...?
How would you justify...?
What data was used to make the conclusion...?

Student Outcomes: Circle Back

Creating Experiences that are Outcomes Based:

- Conceptualize the big ideas
- Reflect on existing outcomes/expectations
- Revise using Bloom's Taxonomy

Next Step: Mapping Student Experiences to Outcomes

Ending is the Beginning

- Describe the link between student outcomes and the assessment process.
- Create meaningful student outcomes that will focus student learning and assessment.

Thanks for participating!!



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