## **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.
- <u>Satisfaction Outcome</u>: 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?



	LOW LEVEL THINKING SKILLS							•4				—— HIG	H LEVEL TH	INKING S	KILLS —					
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#### 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

- 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



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#### 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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