Creating Effective Student Outcomes

Creating student outcomes that guide experiences and assessment.

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Warm-Up Activity:
Respond to the following by placing your answer in the chat:
- What does “student outcome” mean to you?
- What does “assessment” mean to you?
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
Student Outcomes: Review

Student outcome or objective or goal?

- Goals focus on the overall expectation of the course or activity (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 (student) 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?
Big Ideas to Outcomes

- Specify the level, criterion, or standard
- Use action verbs (Bloom’s Taxonomy)
- Are directly measurable
- Single-barreled
- May include the conditions for demonstration

Do not include a specific avenue for demonstration (leave it open)

Bloom's Taxonomy and How-To Create Effective Outcomes
Example Outcome: Effective or not?

1. Understand the American criminal justice system

2. 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
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.

- **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.
Bloom’s Taxonomy of Learning: Activity

1. Choose one of your Big Ideas or an outcome you already have from a program/course/activity/experience
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
Bloom's Taxonomy of Learning:

Refer to your handout copy
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
Thanks for participating!!

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