

# Outcome Development: Developing Outcomes

**April 1, 2015  
Cornell University  
Assessment Day**

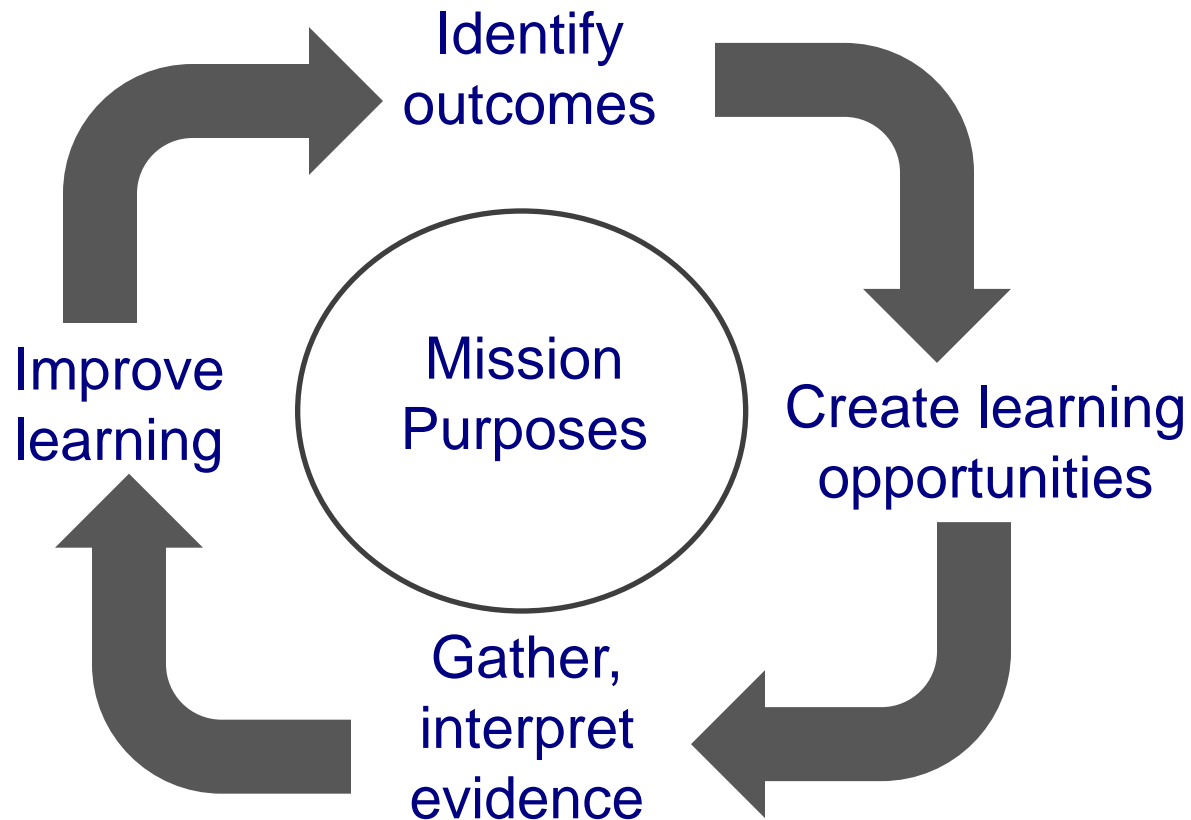
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# Session Outcomes

1. **Articulate** the language of outcomes
2. **Describe** the importance of outcomes
3. **Develop** outcomes

# Assessment Cycle



Suskie, L. (2009). *Assessing student learning: A common sense guide*. San Francisco: Jossey-Bass.

# Language of Outcomes



# Mission

- **Mission:** A mission clarifies an organization's purpose or why it should be doing what it does (Bryson, 2004. p. 102).

# Mission

- **Mission:** Student and Academic Services supports students and the Cornell community by **promoting educational excellence**, public engagement, and personal success through a wide range of programs and services. As educators, **we foster students' development, health, and well-being** and provide a fundamental component of Cornell's living-learning community. Through our efforts and valued partnerships, we **challenge our students** to become knowledgeable about themselves and others in preparation for contributing their gifts and talents to the common good as global citizens.

# Goal

- ▣ **Goal:** A goal is an end result written in broad terms.
- ▣ **Example:** As a result of participating in the Emerging Leaders Program, students will increase their leadership skills.



# Goal-Goal Alignment

## ▣ Divisional Goal

- Interpersonal Competencies
  - Develop leadership and team work skills

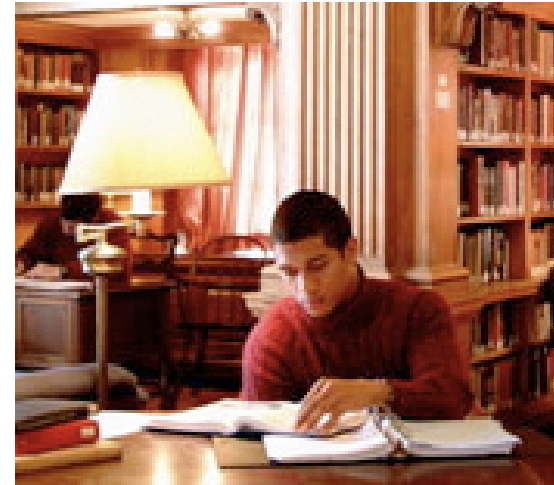
▣ **Program Goal:** Students will design rigorous, intentional, and integrative educational plans reflective of their intellectual and personal passions.



# Learning Outcome

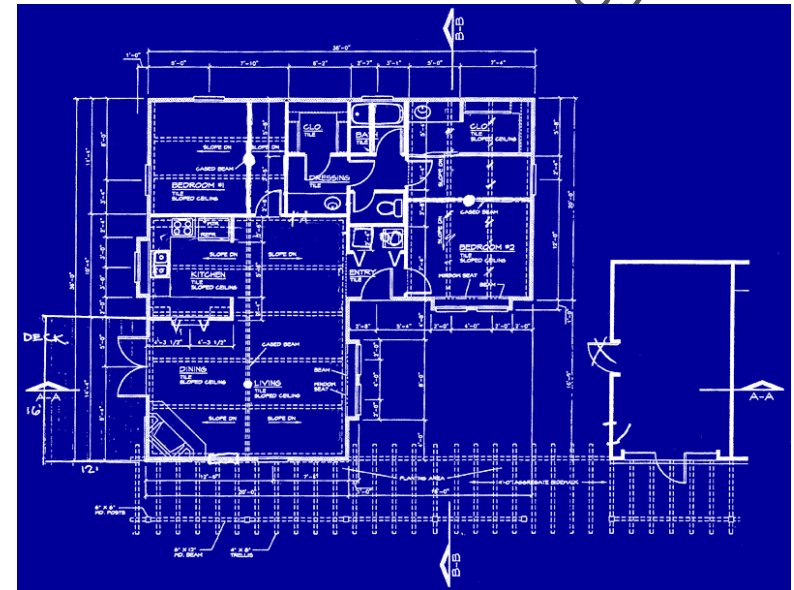
■ **Learning Outcome:** A learning outcome is the desired learning effect of a program, service, or intervention but is more specific than a goal. It is results-focused and participant centered.

-As a result of participating in the Emerging Leaders Program, students will develop an action plan for honing their leadership strengths.



# Strategy

- **Strategy:** A strategy is a means to achieving an outcome or goal. It is the condition or intervention identified in the outcome.
  - Emerging Leaders Program is the strategy for developing an action plan to hone leadership strengths.



# Action Step

- **Action step:** An action step is a way to implement a strategy to achieve an outcome or goal.
  - Action steps for developing an action plan to hone leadership strengths may include taking an inventory to identify strengths, deciding which to focus on, describing ways to hone those skills, etc. .



# Language of Outcomes



# Why Outcomes?

# Learning Outcomes

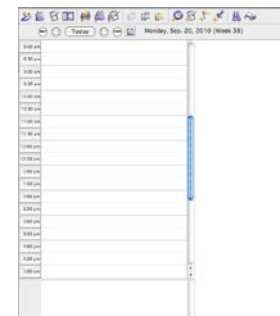
- Learning outcomes are statements of what is expected people will be able to value, do, or know, (**a**ttitude, **s**kills, and **k**nowledge) as a result of participating in a learning activity which could be a class, an educational program, an individual interaction, or using a resource.
- The emphasis is on what people will be able to do, not inputs, or operational outcomes.

# Write Learning Outcomes Statements

- On the index cards, write 1-2 learning outcomes that are derived from the divisional goals below - one per card. Then copy each on another card.
- *Develop leadership and teamwork skills*
- *Be able to navigate challenges and adversity*
- *Develop meaningful philosophy of life*

# SMART

- Specific
- Measurable
- Aggressive - but attainable
- Results-oriented
- Relevant
- Time-bound





## 3 Ms

- **Meaningful:**
  - Is this outcome aligned with the division or department missions or goals?
  
- **Manageable:**
  - Is this outcome actually achievable and assessable?
  
- **Measurable:**
  - Can you articulate how you would know you achieved the outcome?

# Developing Learning Outcomes

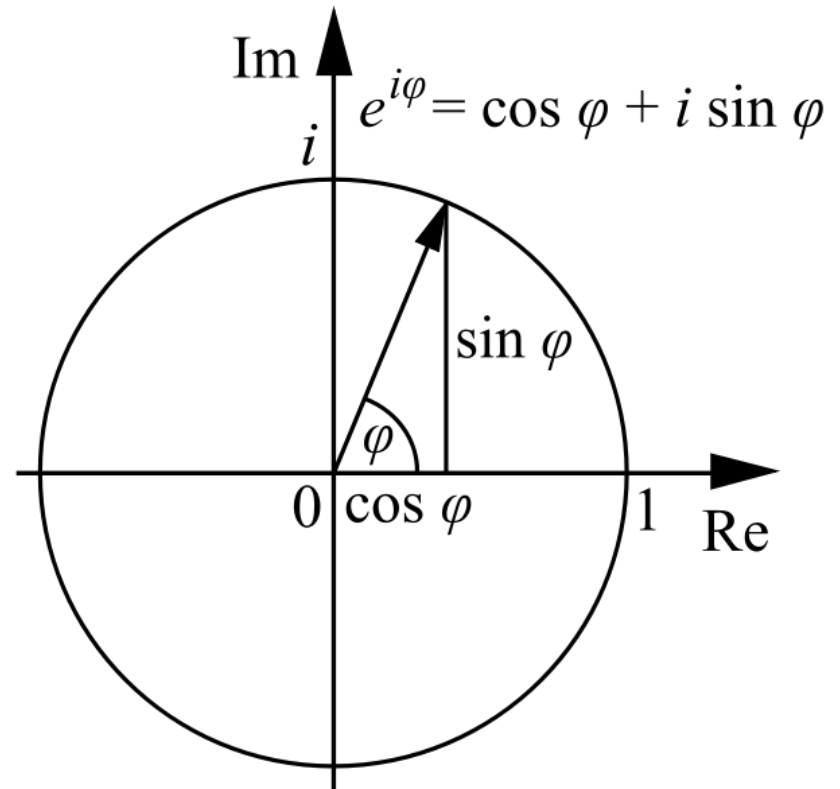
## □ ABCD Formula

□ Audience

□ Behavior

□ Condition

□ Degree



Heinrich, R., Molenda, M., Russell, J., & Smaldino, S. (2002). *Instructional media and technologies for learning* (7th ed.). Englewood Cliffs: Prentice Hall, Inc.

# Key Elements

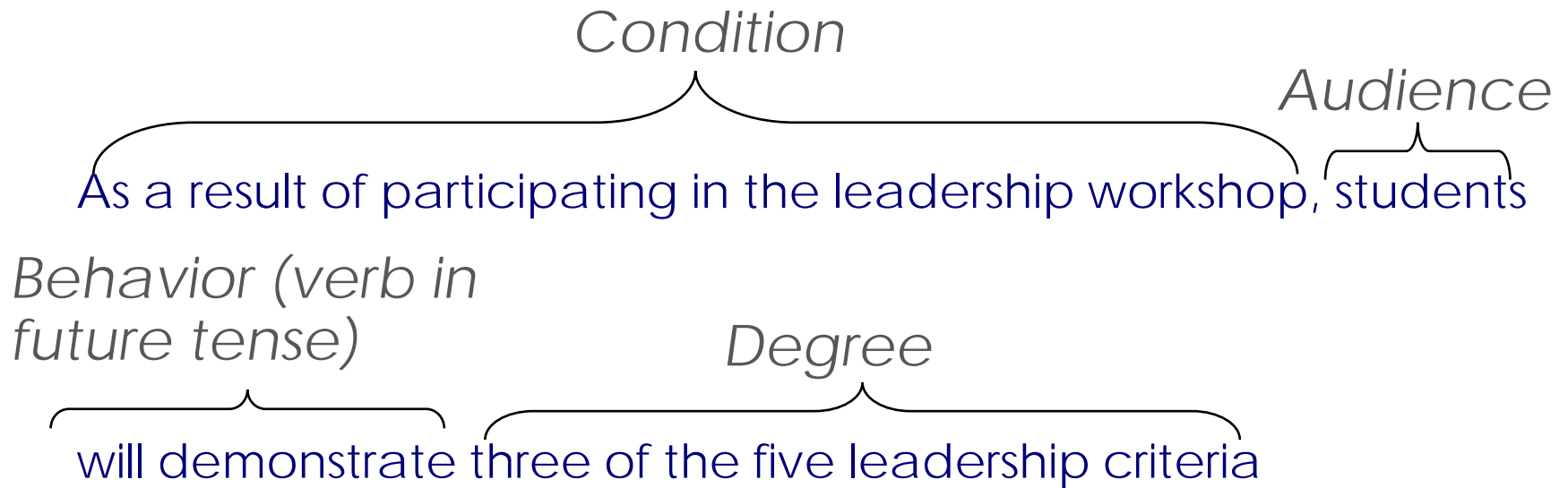
- Audience (Who)
  - Who is the target of the outcome?
- Behavior (What)
  - What should the audience be able to know, do, or value?
- Condition (How)
  - What will facilitate the learning?
- Degree (How much)
  - How much will be accomplished or demonstrated?

# Developing Learning Outcomes

To write a learning outcome, follow the formula



# Developing Learning Outcomes



as stated in Kouze's and Posner's *The Leadership Challenge*.

# Developing Learning Outcomes

SWiBAT Formula

Learning outcome =

SWiBAT + Action Verb + Condition

**Students will be able to differentiate**  
between two styles of leadership as a  
result of attending the leadership  
workshop.

# Action Verbs

- Analyze
- Apply
- Argue
- Arrange
- Assemble
- Calculate
- Classify
- Compare
- Create
- Criticize
- Defend
- Define
- Describe
- Develop
- Differentiate
- Discuss
- Explain
- Formulate
- Implement
- Manage
- Operate
- Outline
- Translate

# Words/Phrases to Avoid

- Appreciate
- Become aware of
- Become familiar with
- Know
- Learn
- Understand



# Learning Outcome Examples

- As a result of the team builder, students will remember the name of five newly introduced people.
- As a result of living in the residence halls, students will describe strategies for balancing freedom and responsible behavior.
- As a result of participating in a student organization, students will cooperate in group activities.

Adapted from

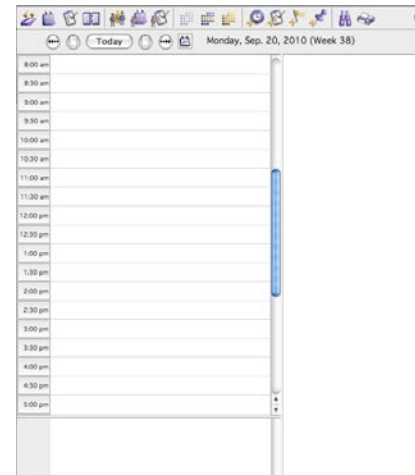
<http://www.nwlink.com/~Donclark/hrd/bloom.html>

# Helpful Hints

- Work with 1-2 others to include different perspectives
- Use an iterative process to ensure outcome is measurable
- Review outcomes with stakeholders
- Don't worry about assessing all outcomes

# SMART Checklist

- Specific
- Measurable
- Aggressive - but attainable
- Results-oriented
- Relevant
- Time-bound



# Revise outcomes

- ▣ What types of revisions did you make?
  - Specific
  - Measureable
  - Aggressive, but attainable
  - Results-oriented
  - Relevant
  - Time-bound
  - Revised action verb
  - Something else

# Conclusion



# Resources

Bresciani, M. J., Zelna, C. L., & Anderson, J. A. (2004). *Assessing student learning and development: A handbook for practitioners*. Washington, D.C.: National Association of Student Personnel Administrators

Bryson, J. M. (2004). *Strategic planning for public and non-profit organizations: A guide to strengthening and sustaining organizational achievement* (3rd ed.). San Francisco: Jossey-Bass.

Heinich, R., Molenda, M., Russell, J., & Smaldino, S. (2002). *Instructional Media and Technologies for Learning, 7th Edition*. Englewood Cliffs: Prentice Hall, Inc.

Hoffman, J.L. (2007, June). From theory to assessment: *Using student development theory to design SLOs, assessments and rubrics* . Presented at the 2007 International Assessment and Retention Conference, St. Louis, MO.

# Resources

Jenkins, A., & Unwin, D. (1996, June 27). How to write learning outcomes. Retrieved from the National Center for Geographic Information & Analysis web site:

<http://www.ncgia.ucsb.edu/education/curricula/giscc/units/format/outcomes.html>

Krist, P. (2006). *S.O.S: Student Outcome Success*. Presented at the 2006 Association for Institutional Research Annual Forum, Chicago, IL.

Maki, P. L. (2004). *Assessing for learning: Building a sustainable commitment across the institution*. Sterling, VA: Stylus.