


**Assessment Workshop:
Learning Goals and Outcomes**

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Goals for Today's Discussion

- ▶ Participants will be able to articulate possible departmental/program learning goals,
- ▶ Participants will be able to articulate possible departmental/program learning outcomes,
- ▶ Participants will be able to articulate how departmental/program goals are aligned with the university-wide learning goals.

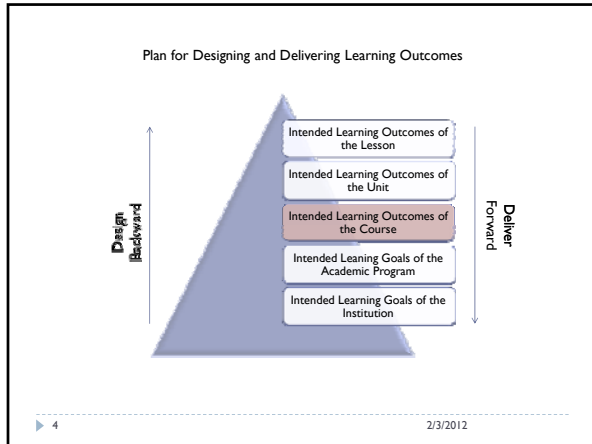


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Higher Learning Commission (HLC) Criteria

- ▶ **Criterion Four: Core Component 4B: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.**
 1. The institution's goals for student learning are clearly stated and processes for assessment of student learning and achievement of learning goals are effective.
 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
 3. The institution uses the information gained from assessment to improve student learning.
 4. Assessment methodologies and processes reflect good practice. Faculty and other instructional staff members participate substantially.

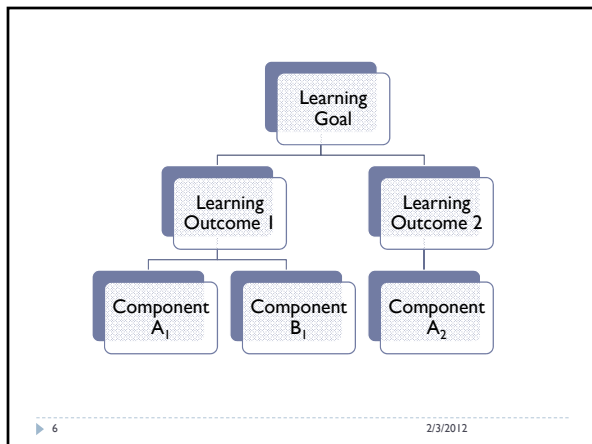
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Workshop 1: Summary of Terms

- ▶ Learning Goals are the attributes your department feels all of your graduates should have.
- ▶ Learning Outcomes (LO) are the ways in which the goals are realized.
- ▶ LO Components are specific aspects of a LO that serve to encompass all of the course array and provide specific detail that encompasses all courses that utilize an LO. All courses do not need to use all of the components listed.

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What Are Learning Goals?

- ▶ Learning goals are what students are expected to know or do by the time they graduate: knowledge, skills, and abilities that a student should attain by completing the degree program.
- ▶ A goal is a statement expresses what ideals are to be achieved. Goal statements tend to be broadly philosophical, global, timeless and not readily amenable to measurement.

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Program Learning Goals Examples at UW-P

- ▶ To equip students in the Economics major with the knowledge and tools needed to understand and evaluate economic decisions in their professional and personal lives including economic policy decisions.
- ▶ Identity: Analyzing and critiquing how human identity is constructed, reinforced and transformed through communication.
- ▶ Students will become accomplished, active readers who appreciate ambiguity and complexity, and who can demonstrate a wide range of strategies for understanding texts, including interpretations with an awareness of, attentiveness to, and curiosity toward other perspectives.

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Suggestions for Writing Learning Goals

- ▶ Less is more: most programs will have approximately 3 to 5 learning goals identified for their graduates.
- ▶ Use whatever language on which you can agree.
- ▶ The should align with the [university-wide learning goals](#) of communication, reasoned judgment and social and personal responsibility.

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What Are Learning Outcomes ?

- ▶ Learning objectives should specify the activities, products, or performances to be measured and evaluated and the criteria they must meet for success.
- ▶ Statements that describe what students are expected to know, think, and able to do by the time they complete a course
- ▶ Format for learning outcomes:
Students will be able to <action verb> <something>

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	COMPREHENSION		APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
KNOWLEDGE	Associate					
Cite	Classify	Apply	Analyze	Arrange	Appraise	
Count	Compare	Calculate	Appraise	Assemble	Assess	
Define	Compute	Classify	Calculate	Collect	Choose	
Draw	Contrast	Demonstrate	Categorize	Compose	Compare	
Identify	Differentiate	Determine	Classify	Construct	Criticize	
List	Discuss	Dramatize	Compare	Create	Determine	
Name	Distinguish	Employ	Debate	Design	Estimate	
Point	Estimate	Examine	Diagram	Formulate	Evaluate	
Quote	Explain	Illustrate	Differentiate	Integrate	Grade	
Read	Express	Interpret	Distinguish	Manage	Judge	
Recite	Extrapolate	Locate	Examine	Organize	Measure	
Record	Interpolate	Operate	Experiment	Plan	Rank	
Repeat	Locate	Order	Identify	Prepare	Rate	
Select	Predict	Practice	Inspect	Prescribe	Recommend	
State	Report	Report			Revise	
Tabulate	Restate	Restructure			Score	
Tell	Review	Schedule			Select	
Trace	Tell	Sketch			Standardize	
Underline	Translate	Solve			Test	
		Translate			Validate	
		Use				
		Write				
			Test	Write		
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Lower division course outcomes

	COMPREHENSION		APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
KNOWLEDGE	Associate					
Cite	Classify	Apply	Analyze	Arrange	Appraise	
Count	Compare	Calculate	Appraise	Assemble	Assess	
Define	Compute	Classify	Calculate	Collect	Choose	
Draw	Contrast	Demonstrate	Categorize	Compose	Compare	
Identify	Differentiate	Determine	Classify	Construct	Criticize	
List	Discuss	Dramatize	Compare	Create	Determine	
Name	Distinguish	Employ	Debate	Design	Estimate	
Point	Estimate	Examine	Diagram	Formulate	Evaluate	
Quote	Explain	Illustrate	Differentiate	Integrate	Grade	
Read	Express	Interpret	Distinguish	Manage	Judge	
Recite	Extrapolate	Locate	Examine	Organize	Measure	
Record	Interpolate	Operate	Experiment	Plan	Rank	
Repeat	Locate	Order	Identify	Prepare	Rate	
		Practice	Inspect	Prescribe	Recommend	
		Report			Revise	
		Schedule			Score	
		Sketch			Select	
		Solve			Standardize	
		Translate			Test	
		Use			Validate	
		Write				
			Test	Write		
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Upper division Course / Program outcomes

Learning Outcomes Have Three Qualities

- ▶ The specified action by the learners must be observable.
- ▶ The specified action by the learners must be measurable.
- ▶ The specified action must be done by the learners.



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What do Measurable Learning Outcomes Look Like?

- ▶ Students should be able to <<action verb>> <<something>>
- ▶ Begin with the learner
- ▶ Add an action verb [e.g., Bloom's]
- ▶ Describe what the student should be able to do to demonstrate s/he understands/has mastered the concept/skill, etc.



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UW-P Learning Outcomes Examples

- ▶ Students can perform experiments using accepted laboratory practices. [social responsibility]
- ▶ Students participate effectively in a community-based learning project. [social responsibility]
- ▶ Students will evaluate sources for credibility, bias, quality of evidence, and quality of reasoning [reasoned judgment]

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Outcomes Can Be Shared

Program A

Program B

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Components

- ▶ Define the student learning outcomes
- ▶ Provide for a common language for describing student learning
- ▶ Must be outcome specific
- ▶ Must be *shared across faculty*
- ▶ Number of components will vary by outcome

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Alignment

- ▶ Show how the program learning goals align with the university-wide learning goals of communication, reasoned judgment and social and personal responsibility

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UW-P Institutional Learning Goals

- ▶ **A: Communication**
 - ▶ Literacy - reading for understanding and writing for effective communication
 - ▶ Oral communication - listening, speaking and presenting effectively
 - ▶ Information technology competence - using modern information technology to retrieve and transmit information
 - ▶ Creative expression - communicating through artistic statement
- ▶ **B: Reasoned Judgment**
 - ▶ Critical thinking - applying logic and reasoning to problem solving
 - ▶ Ethical thinking - recognizing and analyzing ethical issues and actions
 - ▶ Scientific thinking - understanding and applying the scientific method
 - ▶ Analytical skills - understanding how to produce and interpret quantitative and qualitative information
 - ▶ Aesthetic skills - critiquing and appreciating the fine arts (literary, visual, and performing)
- ▶ **C: Social and Personal Responsibility (continued next slide)**


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UW-P Institutional Learning Goals (cont)

- ▶ **C: Social and Personal Responsibility**
 - ▶ Individual accountability - understanding what a responsible choice is and that one's present education and life-long learning is a personal responsibility
 - ▶ Social Equality - understanding and questioning the social, political, economic and historical conditions that construct diversity and inequality
 - ▶ Civic engagement - learning to use knowledge and skills to contribute to the community
 - ▶ Global perspective - acquiring the knowledge and skills that provide an understanding of international/global issues and processes
 - ▶ Teamwork - working effectively with others for a common goal

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Questions?

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