



THE UNIVERSITY OF  
TENNESSEE  
KNOXVILLE

OFFICE OF  
STUDENT LIFE ASSESSMENT  
AND STRATEGIC INITIATIVES

# *Writing Learning & Program Outcomes*

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THE UNIVERSITY OF  
TENNESSEE  
KNOXVILLE

# Session Learning Outcomes

Attendees in the *Writing Learning and Program Outcomes* session will:

- be able to distinguish between different types and layers of outcomes.
- write at least one program and one learning outcome.
- will articulate the ABCD structure of writing outcomes.
- will create CHEW department learning outcomes.

# Vocabulary?

- **Department**

- Referring to the overarching view from the collective lens. Think core functions.

- **Core Functions**

- Overarching reasons your department exists defined by professional standards.

- **Initiative**

- Service/program/activity that accomplishes the core functions. Think key initiatives.

# Vocabulary?

- Individual
  - Students, staff, and/or faculty
- Program Outcome
  - The operational or satisfaction focus of a department or initiative
- Learning Outcome
  - What an individual should know or be able to do after an event, service, or training

# Sometimes you need to know...

- If the educational training you are providing is actually teaching the individual. (Learning outcome)
- If the instructor is fulfilling their role (program outcome – operational)
- If the individual is pleased with the food (program outcome – satisfaction)
- If the individual is pleased with how you advertised the event (program – satisfaction)

# What about outcomes?

- Outcomes are in **layers** and **type** 😊
- **LAYERS** -
  - Outcomes are applicable to various *layers* of our work. Degrees of detail!
  - **Think family reunion!**
    - Whole group -Department (broad view)
    - Families -Program/Initiative (more narrow)
    - Individuals -Student, Staff, Faculty (very specific)

# What are the types of outcomes?

**Program (Operational/satisfaction)** examine what a program or process is to do, achieve, or accomplish for its own improvement and/or in support of institutional or divisional goals; generally numbers, needs, or satisfaction driven.

Assessed by student satisfaction, program evaluation, and purely process measures such as attendance.

**Learning** examine cognitive skills that students develop through department interactions; measurable, transferable skill development. They are statements indicating what a participant (usually students) will **know, think, or be able to do** as a result of an event, activity, program, course, etc.

Assessed by what students, faculty, staff have learned.

# Examples of layers of learning outcomes?

## Department

Students, faculty, and staff who utilize or interact with the services and programs provided by CHEW will be able to articulate how wellness impacts their overall wellbeing. (Learning)

## Initiative (General Wellness)

Students that participate in general health and wellness initiatives will be able to recognize risk reduction strategies. (Learning)

## Participant (Survival Guide to Stress Toolkit)

Participants that complete the Survival Guide to Stress Toolkit will be able to identify two ways to reduce their stress. (Learning)



# Examples of layers of program (operational/satisfaction) outcomes?

## Department

Students who utilize or interact with services and programs provided by Counseling and Psychological Services will be able to develop practical skills (such as organization, motivation, and utilization of resources) that will enable them to achieve their academic goals. (*Practical Competence*)

## Program (Be Well, Vols)

The Wellness Program will increase the number of smoking cessation seminars offered by 20% by hiring a graduate assistant to conduct the seminars.

# Session Assessment

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Q1, 2, 3

# Structure of a Learning Outcome: The ABCDs

## Audience/Who

To whom does the outcome pertain?

## Behavior/What

What do you expect the audience to know/be able to do?

## Condition/How

Under what conditions or circumstances will the learning occur?

## Degree/How much

How much will be accomplished, how well will the behavior need to be performed, and to what level?

# Program Outcome Components

## Operational/Satisfaction

### Unit/Object/Who

Who or what is the unit of measurement? (Parents, dollars, complaints, etc.)

### Behavior/What

What do you expect to happen or change?

### Condition/How

Under what conditions or circumstances will the outcome occur?

### Degree/How much

What is the success criteria? What specific numbers or direction will you see?

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Q4, 5, 6

# *Initial Problems Encountered When Writing Learning Outcomes:*

- Describe program outcomes, rather than learning outcomes
- People don't use *Bloom's taxonomy verbs* and instead use vague terms like: appreciate, become aware of/familiar with, know, learn, value...
- Too vast/complex, too wordy
- Multiple outcomes in one learning outcome statement (the word "and" is usually a clue!)
- Not specific enough (e.g., effective communication skills)

# *Common Mistakes in Writing Learning Outcomes*

- The learning outcomes don't align with department, college, or university goals
- Outcomes include words that are hard or impossible to measure (understand, appreciate, know about, become familiar with, learn about, become aware of)
- Outcomes include too many skills in one statement
- Outcomes measure satisfaction or performance evaluation rather than learning of the student
- There are too many learning outcomes
- Only one person wrote, reviewed, edited and implemented the outcome

# The 3 Ms

Meaningful: How does the outcome support the departmental mission or goal?

Manageable: What is needed to foster the achievement of the outcome? Is the outcome realistic?

Measurable: How will you know if the outcome is achieved? What is the assessment method?



# What does it mean to be SMART?

**S** – Specific

**M** – Measurable

**A** – Attainable/Ambitious

**R** – Relevant/Resource-Conscious

**T** – Time Sensitive/Timely

# Bloom's Revised Taxonomy

(adapted from Overbaugh & Schultz, Old Dominion University)

<b>Remembering:</b> can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce, state
<b>Understanding:</b> can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
<b>Applying:</b> can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
<b>Analyzing:</b> can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
<b>Evaluating:</b> can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
<b>Creating:</b> can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write

# Student Learning Outcome Template

As a result of students participating in \_\_\_\_\_,  
provided by the Office of \_\_\_\_\_,  
they will be able to [insert action verb] \_\_\_\_\_.

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Q7, 8

# Let's identify and articulate CHEW's department learning outcomes!

## Learning Outcomes

Students, faculty, and staff who utilize or interact with services and programs provided by CHEW will:

- Insert action verb and review your core functions
- Align with division learning goals

### Formula Check:

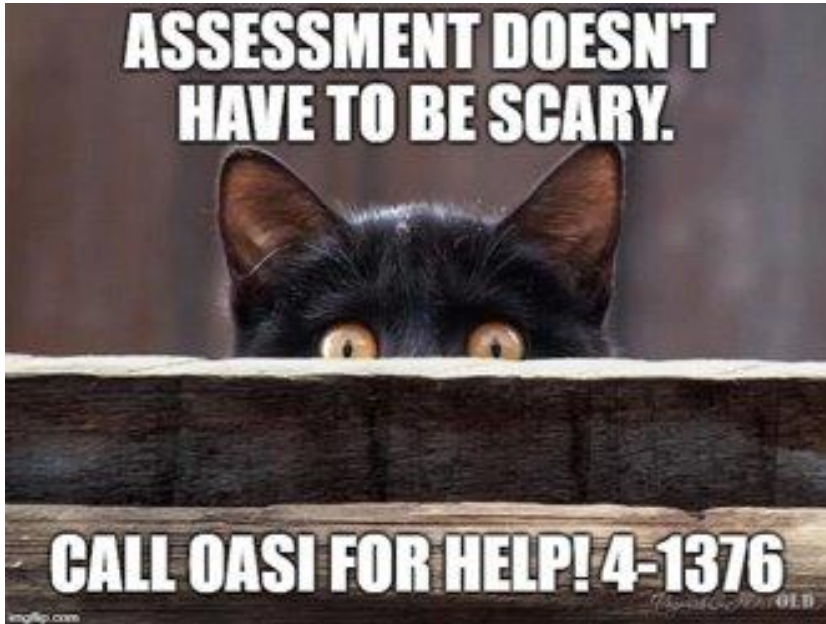
*A – Audience - Students, faculty, and staff*

*B – behavior/what - utilize or interact with services and programs*

**C – condition/how -**

**D- degree/how much -**

# Thank you!



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