Writing Meaningful and Measurable Student Learning Outcomes

A professional development workshop to assist faculty and staff in implementing student learning outcomes assessment. By Dr. JoLanna I. Kord, Ph.D.
Today’s Workshop includes these Topics

• The Process of Writing Student Learning Outcomes
• The three Domains of Learning
• The Hierarchy of Learning
• Measuring Student Learning
Begin the process . . . the purpose of this step is not perfection, but to begin writing!

Turn to page 2 of your notes pages and complete the first exercise.

• This first exercise begins with a review of the student learning outcomes from your syllabus and in the notes pages provided writing two student learning outcomes (SLO’s).

• The first SLO should be written at the course level and include a GENERAL statement about what a student is expected to learn when the course is completed.

• The second SLO should be written at the assignment level and include a SPECIFIC topic or concept the student is expected to learn when the assignment has been completed.

• We will take two minutes on each SLO, I’ll let you know when two minutes have lapsed in order to move onto the second SLO.
We are working on the First Exercise!
ABCD’s of Writing Learning Outcomes

• A = Actor – Who is doing the Learning?
• B = Behavior – What should the learners be able to do?
• C = Condition – Under what circumstances will this behavior take place?
• D = Degree – To what degree or level of proficiency is required?
Writing Student Learning Outcomes can be frustrating, even daunting, however if you employ a formula for developing learning outcomes the specifics of assessing student learning is automatically built into the student learning experience.

This short video takes you through a developing learning outcomes process.
To write a learning outcome follow the Developing Learning Outcomes Formula

1. Condition: Identify the learning experience
2. Actor: Identify Learners
3. Behavior: Identify what learners will be able to do
4. Degree: Specifically define how successful learning is demonstrated
An Example of following the formula

After attending this workshop, participants will be able to write student learning outcomes that identify a learning domain(s) and learning level using measurable action verbs.
Turn to page 3 of your Notes Pages and complete the second exercise.

You will have 4 minutes to complete this exercise! Begin Now!
We are working on the Second Exercise!
...a good CABD process is essential! Now on to how to get specific and measurable!

1. Identify the **Domain of Learning** required by your assignment based on the Three Domains of Learning

2. Identify the Hierarchical **Level of Learning** for each Domain

3. Apply the **Developing Learning Outcomes Formula using Domains and Levels of Learning Action Verbs**
Domains of Learning

• COGNITIVE – Thinking; Mental Skills - Knowledge
• AFFECTIVE – Emotions; Feelings; Growth in Attitude or Self
• PSYCHOMOTOR – Physical Skills; Manual Skills
Cognitive Domain
Levels of Learning

As you Ascend the Pyramid
Learning Becomes More Complex!

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering
Affective Domain
Levels of Learning

As you Ascend the Pyramid
Learning Becomes More Complex!

- Receiving
- Responding
- Valuing
- Organization
- Characterization

As you Ascend the Pyramid, Learning Becomes More Complex!
Psychomotor Domain
Levels of Learning

As you Ascend the Pyramid Learning Becomes More Complex!

Naturalization
Articulation
Precision
Manipulation
Imitation
Turn to page 4 of your notes pages and complete the third exercise.

You will be given 4 minutes to complete this exercise! Begin Now~!
We are working on the Third Exercise!
Hierarchical Levels of Learning
Engage the Process

• **Exercise 4:** Turn to page 5 and Using Blooms Taxonomy listed on pages 6-8 of your notes identify the Cognitive Domain Level of Learning and the Learning Action Verb for your SLO.

• **Exercise 5:** Re-write the Assignment Level Student Learning Outcome for your course using the Developing Learning Outcomes Formula (CABD) integrating the Learning Action Verb(s) identified in Exercise 4.
We are working on Exercises 4 and 5!
Last Step: The Art of Measuring Student Learning

The inner circle shows the Levels of Learning.

The middle circle shows those Verbs associated with the Levels of Learning.

The outer most circle shows types of assignments that can measure the Levels of Learning.
Measuring Student Learning can happen in many ways be intentional when deciding!

**QUALITATIVE DATA**
- Case Studies
- Debriefing Sessions
- Reflective Journals
- Interviews
- Research Projects
- Presentations
- Portfolio’s

**QUANTITATIVE DATA**
- Multiple Choice Tests
- Pre-Test / Post-Test
- Short Answer Questions
- Surveys
- Concept Maps
- Rubrics
- Research Projects

**Mixed Method – Combination of Both Data Gathering Types**
Putting it all together:

• Mastering the skill of writing student learning outcomes happens over time with much practice.
• Following the CABD formula and identifying Cognitive Domains, Levels of Learning, and Action Verbs creates a Student Learning Outcome that accurately describes the student learning experience = Meaningful
• Deciding on how student learning will be measured and within what time frame completes the outcome = Measurable
Finalizing Your Assignment Level Student Learning Outcome

Turn to Page 10 of your notes pages and complete Exercise 6, an example follows on Page 11.
We are working on Exercise 6!
As this workshop concludes are there any further questions?

Contact me at jkord@emporia.edu

Thank you for your attendance!