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Office of Institutional Effectiveness,
Research, and Planning
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Learning Outcomes and Support Outcomes

Mission: Lincoln University, the nation's first degree-granting Historically Black College & University (HBCU), educates and empowers students to lead their communities and change the world.



Workshop Learning Outcomes

Attendees will be able to:

- Compare and contrast learning outcomes and support outcomes
- Recognize the Support Outcomes framework
- Develop a draft support outcome for their unit/office



Purpose

To:

- Improve – provide feedback on continuous improvement efforts
- Inform – stakeholders of the contributions and impact of units & programs on students and institutional effectiveness
- Prove – what the units and programs are accomplishing
- Support – campus decision making as well as external accountability

Learning Outcomes (LOs)

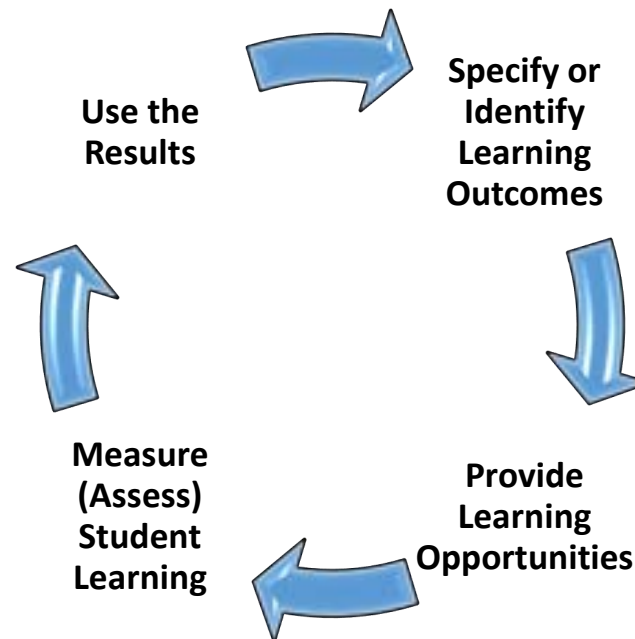


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- Learning outcomes are the result of a person taking in information
- The intended consequence after a learning experience
- Student Learning Outcomes (SLOs): What a student will be able to know, do, or show after a learning experience (program, course, workshop, co-curricular activity, etc.)





Assessment Measure - SLOs

- **Direct measure** – assessing samples of actual student work
- **Indirect measure** – reports of perceived learning (surveys, reflections, time on task)

Level of learning

- What is the level of learning expected from lower order to higher order skills (per revised Blooms taxonomy)

General LO Format



[Target/who] will [verb][content or context specific action]

Bloom's Taxonomy

create

Produce new or original work

Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate

Justify a stand or decision

appraise, argue, defend, judge, select, support, value, critique, weigh

analyze

Draw connections among ideas

differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply

Use information in new situations

execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand

Explain ideas or concepts

classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember

Recall facts and basic concepts

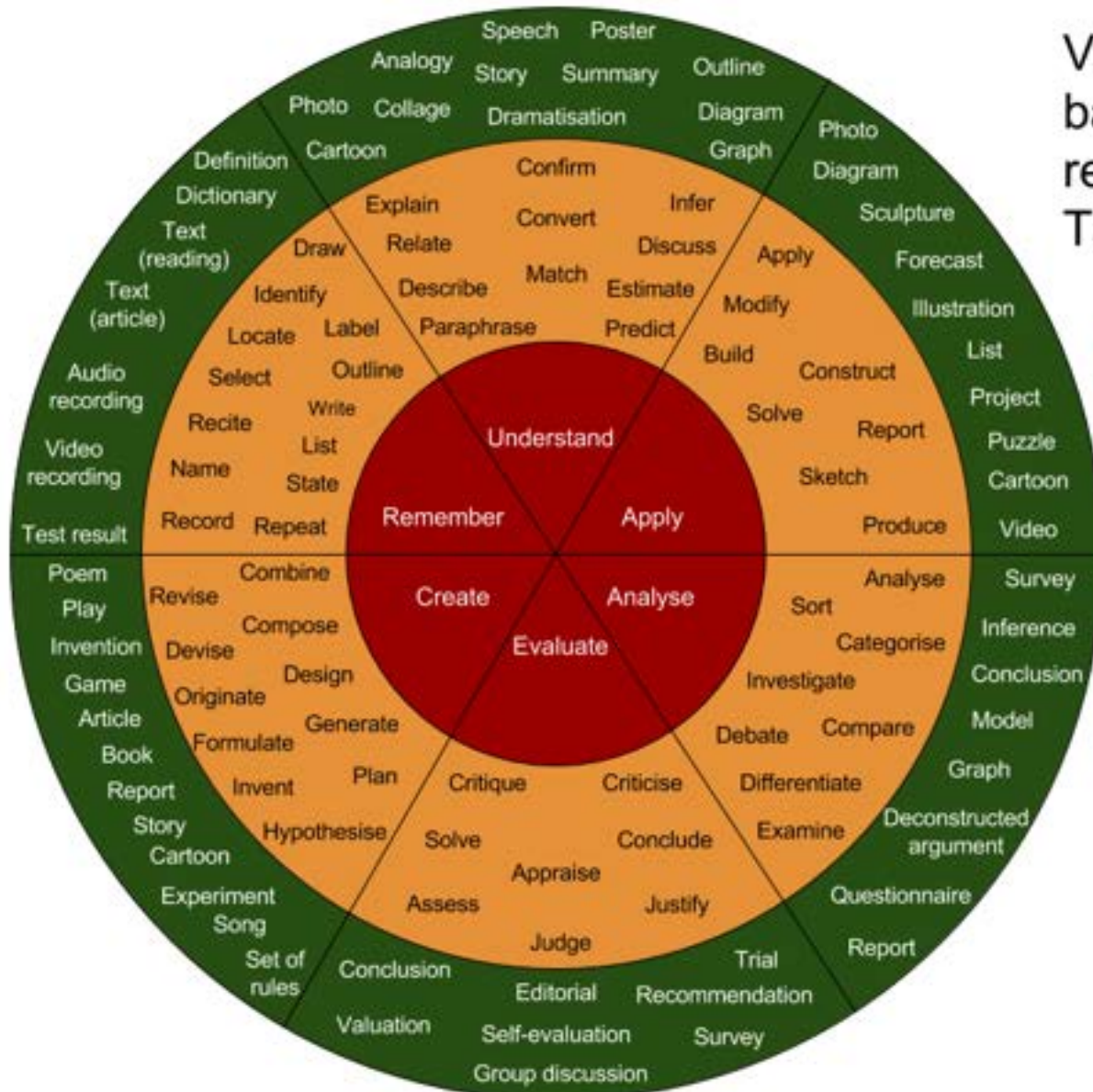
define, duplicate, list, memorize, repeat, state



Verb Wheel



Verb wheel based on the revised Bloom's Taxonomy



- Domain
- Verb (measurable, observable)
- Learner artefact/evidence

Lower order

Higher order

Remade by Dr Ashley Tan
Twitter: @ashley



Reference: <http://bit.ly/oldbref>
This resource: <http://bit.ly/newbref>



Additional Considerations

- Terms such as *know*, *understand*, *learn*, *appreciate* are generally not specific enough to be measurable
- Specify the level by the verb choice
 - Recognize vs. Classify
- Programs ~4-6 Program Student Learning Outcomes (PSLOs)
- Courses ~ 3-5 Course Student Learning Outcomes (CSLOs)
- Workshop/Training ~1-2 LOs
- Co-curricular activity ~ 1-3 SLOs



Examples

[Attendees] will be able to:

- [Compare and contrast] learning outcomes and support outcomes
- [Recognize] the Support Outcomes framework
- [Develop] a draft support outcome for their unit/office

Support Outcomes



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- Statements of expectation regarding the delivery of services, processes, activities, or functions to students, faculty, or staff.
- Specific, measurable statements describing the end-result and quality (SMART)
 - Specific
 - Measureable
 - Attainable
 - Relevant
 - Time-Bound
- Outcomes should answer the question: What services, processes, or activities are delivered and to whom?

• https://bmccprodstroac.blob.core.windows.net/uploads/ported/iresearch/upload/IEA_July2017_AssessmentHandbookRevisions06072017.pdf

• <https://www.calu.edu/inside/faculty-staff/assessment/educational-support-documents/example-unit-outcomes.aspx>

Support Units Framework



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- What are you trying to do?
- How well are you doing it?
- How can you improve what you are doing?
- Administrative, Educational, and Student Support (AES) Assessment with the Shults Dorimé-Williams Support Outcomes Taxonomy
- Hierarchy - complexity of task from low to high

<https://assessatcuny.commons.gc.cuny.edu/2020/02/conducting-comprehensive-assessment-within-community-colleges-administrative-educational-and-student-support-aes-assessment-with-the-shults-dorime%E2%80%99williams-taxonomy/>

SDW Support Outcomes Taxonomy



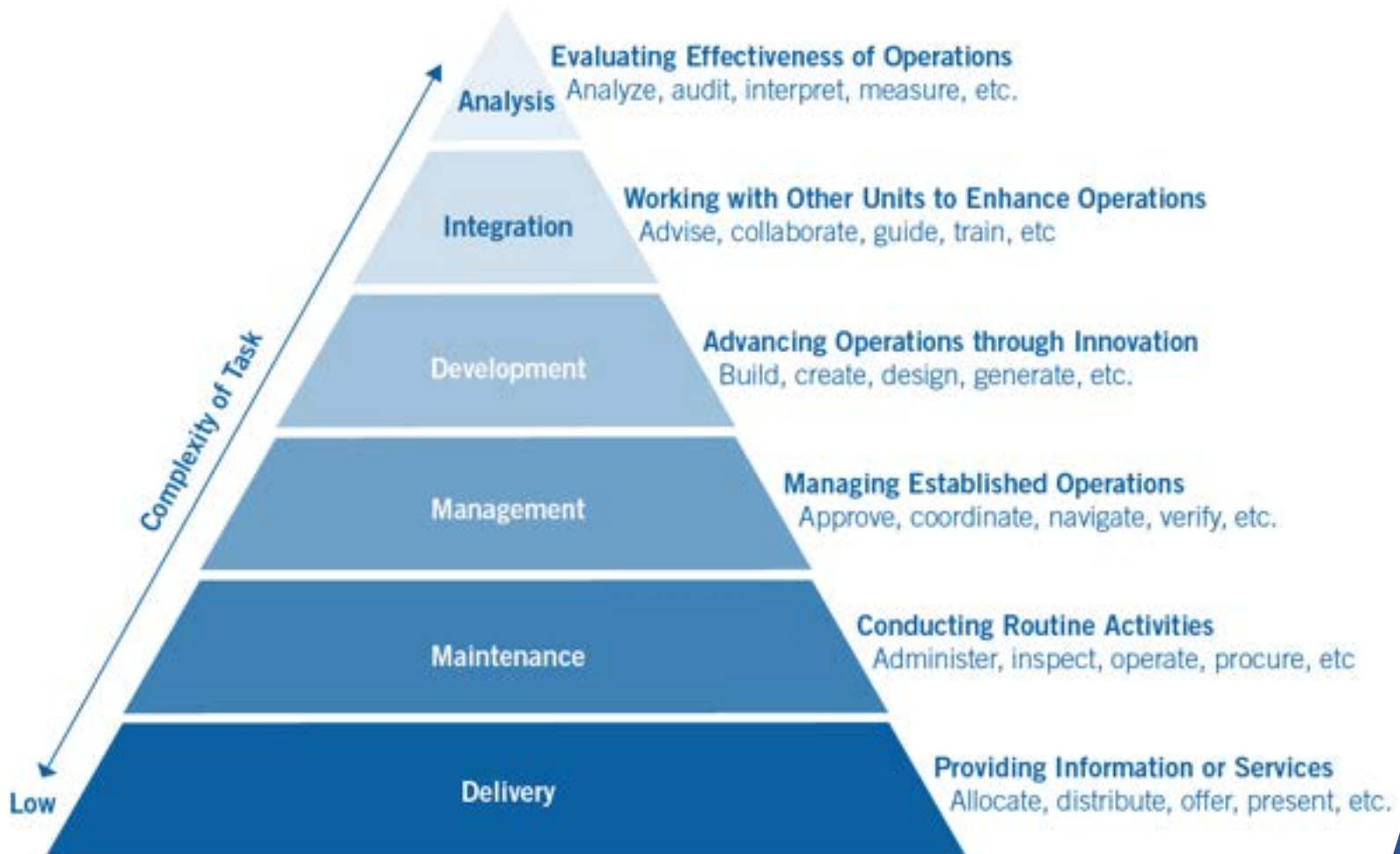
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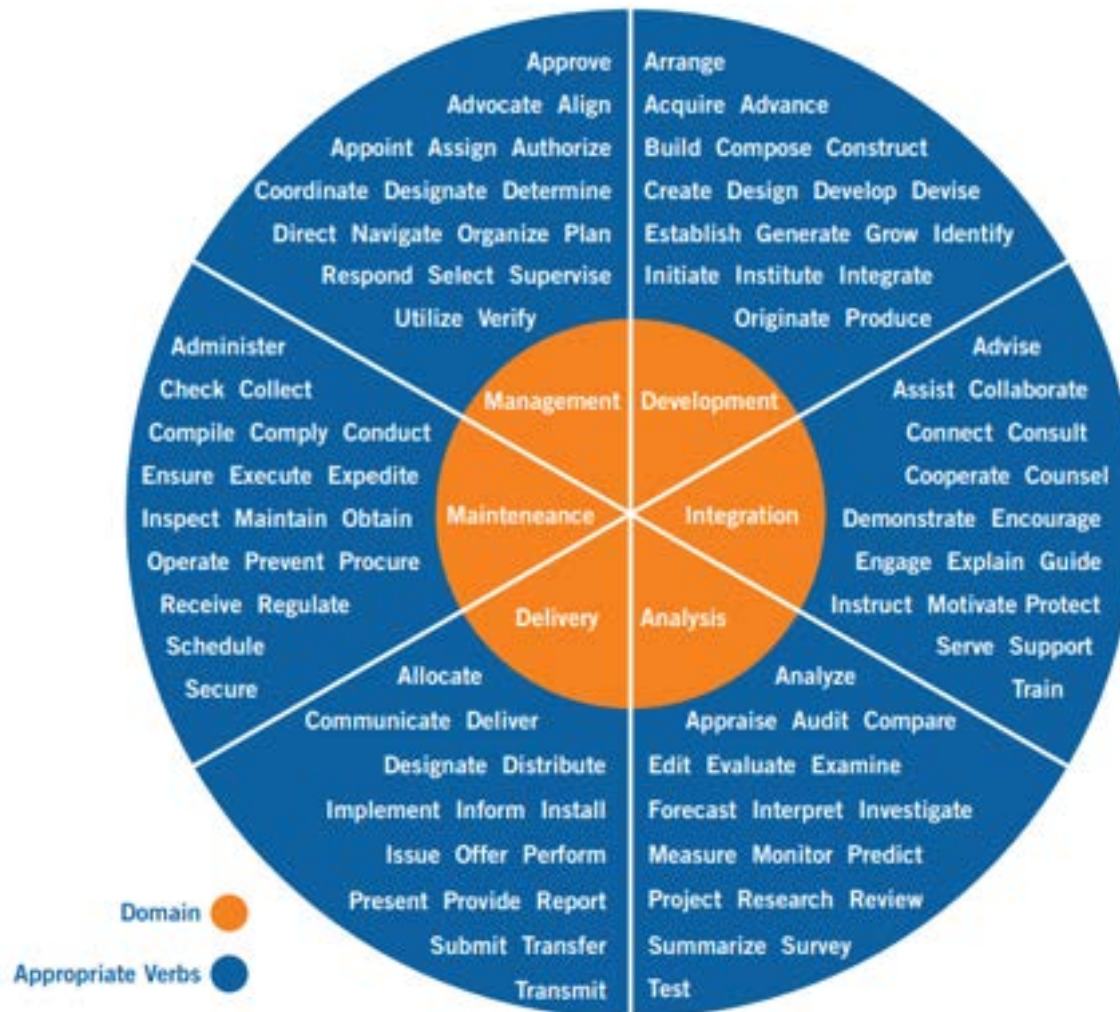
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Shults Dorime Williams Support Outcomes Taxonomy



Support Outcomes Verb Wheel



Support Outcome Template



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- [Intended audience] who [action verb 1] [program/service] will be able to [action verb 2] [intended outcome].

Or

- [Intended audience or the department] will be able to [action verb] to describe what it will do, achieve or accomplish
 - Intended audience – students, faculty, staff, users, employees within division, employees within department, alumni, customers, administrators, clients, the university, etc....
 - Action verb 1 – complete, engage in, participate in
 - Program/service – respond to maintenance requests, process payments in the drop box, prepare revenue forecast report, etc.
 - Action verb 2 – demonstrate, describe, discuss, explain, identify, list, summarize, prepare, rate, utilize, use, select, plan

- <https://www.tnstate.edu/assessment/Creating%20an%20Outcomes%20Assessment%20Plan%20Administrative%20and%20Academic%20and%20Student%20Service%20Unit.pdf>

Example Support Outcomes



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- Experiential Learning will develop strategic initiatives to increase student engagement outside the classroom.
- Human Resources: New employees who participate in onboarding activities will be able to utilize the benefits platform for benefits selection.
- Institutional Advancement will build and foster relationships with alumni, students, staff, etc. to encourage continued engagement with and support of the institution.
- OIERP: Each area/unit within the university will develop and implement its own assessment plan
- Student Success will seek opportunities to collaborate and create strategic partnerships in support of student success
- <https://www.calu.edu/inside/faculty-staff/assessment/educational-support-documents/example-unit-outcomes.aspx>
- <https://www.tnstate.edu/assessment/Creating%20an%20Outcomes%20Assessment%20Plan%20Administrative%20and%20Academic%20and%20Student%20Service%20Unit.pdf>
- <https://www.siena.edu/files/resources/sample-administrative-outcomes-2.pdf>



Assessment Measures/Continuous Improvement Initiatives

- Measure: What are you doing to enhance/improve?

Next,

- Evidence: what will be collected to show achievement?
- Consider multiple types of evidence
- https://www.laguardia.edu/uploadedfiles/main_site/content/ir/docs/aes-assessment-guide.pdf

Examples



Type of Measure (Continuous Improvement Initiative)	Examples of Evidence	Examples of Impact
Event	Booking/reservation confirmations, Brochures, Email correspondence/communication, Event schedules, Flyers/advertisements, Invitations, Photos/videos, Presentations, Satisfaction survey/survey results, Social media posts	Attendance lists/counts, Event Feedback, Benchmarks, Registration/sign up lists/counts, Satisfaction survey/survey results, Ticket sales, Pre-test/Post-test
Grant	Applications, Proposals, Email correspondence/communication, Presentations, student/faculty/staff resources	Before vs. after counts (number of x before grant vs number of x after), Student success parameters (retention, grades, co-curricular experiences, etc.)
New technology or upgrades	Contracts, Documentation of processes, Manuals developed, Flyers/advertisements, Meeting agendas/minutes/dates, Screenshots of webpages, Training schedules	Before vs. After counts (number of x before implementation vs. number of x after), Benchmarks, Satisfaction survey/survey results, Training attendance, Usage/Traffic data
Standard Operating Procedures	Documentation of processes, Manuals, Handbooks, Email correspondence, Forms, Meeting agendas/minutes, Notes, Screenshots of webpages, Student/faculty/staff resources, Templates, Workflows, SWOT (strength, weakness, opportunity, threat) analysis, Usage data/other traffic data	Before vs. after counts (number of x before implementation vs. number of x after), Benchmarks, Best practices, Staff feedback
Streamlining processes	Calendars, Contracts, Documentation of processes, Manual, Handbook, Forms, Marketing plan, Meeting agendas/minutes/dates, Notes (from research, etc.), Screenshots of webpages, Social media posts, Student/faculty/staff resources, Templates, Workflows	Before vs. after counts (number of x before streamlining vs number of x after), Benchmarks, Best practices, Reports, Website traffic data, Staff feedback

Type of Measure (Continuous Improvement Initiative)	Examples of Evidence	Examples of Impact
Organizational Changes or Staffing updates	Contracts, Email correspondence/communication, Job description/posting, Meeting agendas/minutes/dates, Organizational chart, Requests, Social media posts, SWOT (strength, weakness, opportunity, threat) analysis	Staff feedback, productivity data, Resources/services offered
Research initiative	Applications/proposals, Contracts, Meeting agendas/minutes/dates, Notes, Presentations, Reports, Research abstracts, Student/faculty/staff resources	Before vs after counts (number of x before initiative vs. number of x after), Stakeholder feedback, Certificates
Professional Development	Brochures, Catalogs, Notes, Presentations, Research abstracts/proposals, Social media posts, Syllabi, Event schedules, Booking/reservation confirmations, Email correspondence	Before vs. after counts (number of x before development vs number of x after), Certificates or other credentials, Pre-test/Post-test, attendee generated artifacts
Quality Assurance/Institutional Comparison	Comparison data, SWOT (strength, weakness, opportunity, threat) analysis, Email Correspondence, Notes, Meeting agendas/minutes, Organizational Chart, Student/Faculty/Staff Resources, Reports	Benchmarks, Best practices, Compliance requirements

Writing Outcomes



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- What are the most important services of your unit/office?
- What are the key functions or services within your unit/office that support the institutional mission and/or strategic plan?
- Try writing an outcome for your unit/office
- Remember to use the SMART acronym.
 - Specific
 - Measurable
 - Attainable
 - Relevant
 - Time bound

- https://bergen.edu/wp-content/uploads/CIE-10_administrative-assessment_best-practices.pdf
- <https://www.calu.edu/inside/faculty-staff/assessment/educational-support-documents/index.aspx>

Excellence in Assessment



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...recognizes institutions that successfully integrate assessment practices throughout the institution, provide evidence of student learning outcomes, and use assessment results to guide institutional decision-making and improve student performance. (24 criteria)

- Groups & Individuals Engaged in Assessment Activities (2)
- SLO Statements: clearly stated; integrated; posted (3)
- Institution-level Assessment Plan (3)
- Institution-level Assessment Resources (3)
- Institution-level Assessment Activities (3)
- Institution-level Evidence of Student Learning (3)
- Use of Institution-level Evidence of Student Learning (4)
- Reflection and Growth/Improvement Plan (3)



Questions/Support?

Contact:

Office of Institutional Effectiveness, Research, and Planning

➤ oierp@lincoln.edu

➤ 484-365-7842



Schedule

- **11:00 SUB – MPR: MSCHE Working Session**



Outcomes Resources

- Dorimé-Williams, M., Carlson, E., & Shults, C. (2017, July). Developing systematic assessment practices for administrative, educational, and student support (AES) units. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).
- UNC Chapel Hill Guide to Outcomes Assessment Plans and Annual Reports: <https://assessment.unc.edu/wp-content/uploads/sites/1284/2022/07/Guide-to-Outcomes-Assessment-Plans-and-Annual-Reports.pdf>
- Examples of Unit Outcomes:
 - Penn West- California: <https://www.calu.edu/inside/faculty-staff/assessment/educational-support-documents/example-unit-outcomes.aspx>
 - Sienna College: <https://www.siena.edu/files/resources/sample-administrative-outcomes-2.pdf>
 - U Texas San Antonio: <https://provost.utsa.edu/cia/assessment/administrative/outcomes.html>



Learning Outcomes Generator

The links below are to free outcomes generators that are designed to walk you through the process of developing measurable outcome statements.

Learning outcomes generator from Easygenerator.com

<https://learning-objectives.easygenerator.com/>

Outcome Generator from the University of Nevada, Reno

<https://www.unr.edu/student-services/resources-and-downloads/persistence-research/assessment/learning-outcome-generator>



Verbs - Bloom's Taxonomy

- http://www.apu.edu/live_data/files/333/blooms_taxonomy_action_verbs.pdf
- <http://teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/writing-objectives>
- <https://www.cloud.edu/Assets/PDFs/assessment/revised-blooms-chart.pdf>
- <http://www.uni.edu/adp/documents/bloomverbscognitiveaffectivepsychomotor.pdf>
- <http://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy>
- http://unex.uci.edu/pdfs/instructor/blooms_taxonomy.pdf
- http://www.schoolcraft.edu/pdfs/oca/blooms_taxonomy_verb_list.pdf
- <http://www.trenton.k12.nj.us/Downloads/blooms%20taxonomy%20verb%20wheel.pdf>
- <https://www.cmu.edu/teaching/resources/Teaching/CourseDesign/Objectives/BloomsTaxonomyVerbs.pdf>
- <http://cce.eng.ua.edu/files/2012/06/Bloom%C2%B9s-Taxonomy-Action-Verbs.pdf>
- <https://web.uri.edu/assessment/the-importance-of-action-verbs/>

Resources

- Angelo, T. & Cross, K.P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd Edition). San Francisco, CA: Jossey-Bass.
- Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Center for Teaching. Retrieved [today's date] from <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>.
- Barkley, E. F., & Major, C. H. (2016). *Learning assessment techniques: A handbook for college faculty*. San Francisco, CA: Jossey-Bass.
- Administrative and Educational Support Taxonomy: https://www.bmcc.cuny.edu/wp-content/uploads/ported/iresearch/upload/AESTaxonomy_Aug2017.pdf
- Alternative Assessments – Best Practices: <https://www.ryerson.ca/content/dam/learning-teaching/teaching-resources/assessment/alternative-assessments.pdf>
- Assessment Commons: <http://assessmentcommons.org/view-all-resources/>
- Assessment tools for the Making SLOs Meaningful for Student Equity workshop: http://www.laspositascollege.edu/slo/assets/docs/assessment_tools.pdf
- Assessing Student Learning and Performance: <https://www.cmu.edu/teaching/assessment/assesslearning/index.html>
- Authentic Assessment Toolbox: <http://jfmueller.faculty.noctrl.edu/toolbox/whatisit.htm>
- Bloom's Old and new: <https://web.uri.edu/assessment/files/Bloom%E2%80%99s-Old-and-New-Versions.pdf>
- Case Studies: National Center for Case Study Teaching in Science: <https://sciencecases.lib.buffalo.edu/>
- Classroom Assessment Techniques: <https://www.cmu.edu/teaching/assessment/assesslearning/CATs.html>
- Learning Assessment Techniques (LATs): <https://www.celt.iastate.edu/teaching/assessment-and-evaluation/learning-assessment-techniques-lats/>
- Interactive Classroom Activities: <https://www.brown.edu/sheridan/teaching-learning-resources/teaching-resources/classroom-practices/active-learning/interactive>
- Problem Based Learning Clearinghouse: <https://www.itue.udel.edu/pbl/problems>
- Revised Bloom's Taxonomy: <https://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy/>
- Self-Reflective Assessments and Rubrics: <https://www.youtube.com/watch?v=LC6CGzPAIAg>
- Icebreakers: https://offers.tophatlecture.com/rs/566-JGI-821/images/TopHat_Assets_Icebreakers.pdf
- Instructional verbs: <https://www.cambridgeassessment.org.uk/Images/295559-linking-instructional-verbs-from-assessment-criteria-to-mode-of-assessment.pdf>