

Student Learning Outcomes:

What are they & How Do We Communicate them?

**Presented by Jeremy McMillen,
Dean of Planning and Institutional Effectiveness
Trinity Valley Community College
(4/28/2005)**

***Some portions of this presentation were adapted from Presentations by:
Dr. Peggy Maki, AAHE Senior Scholar***

Much of the information contained herein is drawn from Peggy Maki's book:
Assessing for Learning: Building a Commitment across The Institution, 2004, Stylus Publishing, LLC and AAHE



Quote of the Day:

“We now see that our mission is not instruction but rather that of producing learning with every student by whatever means work best” (p. 13)

-- Barr & Tagg, (Nov. 1995) "From Teaching to Learning: A New Paradigm for Undergraduate Education," Change




What will we discuss today?

- I. What We Know about Learning Based on Research**
- II. What are Learning Outcomes?**
- III. How will we report learning outcomes for institutional effectiveness purposes @ TVCC?**
- IV. Discuss timeline for developing Student Learning Outcomes for AY 2005-06 (due date July 15, 2005)**




MISSION STATEMENT


Trinity Valley Community College is a learning-centered college that provides quality academic, workforce, and community service programs to meet the educational needs of our students and the citizens of our service area.



What We Know about Learning Based on Research—Findings from the National Research Council:

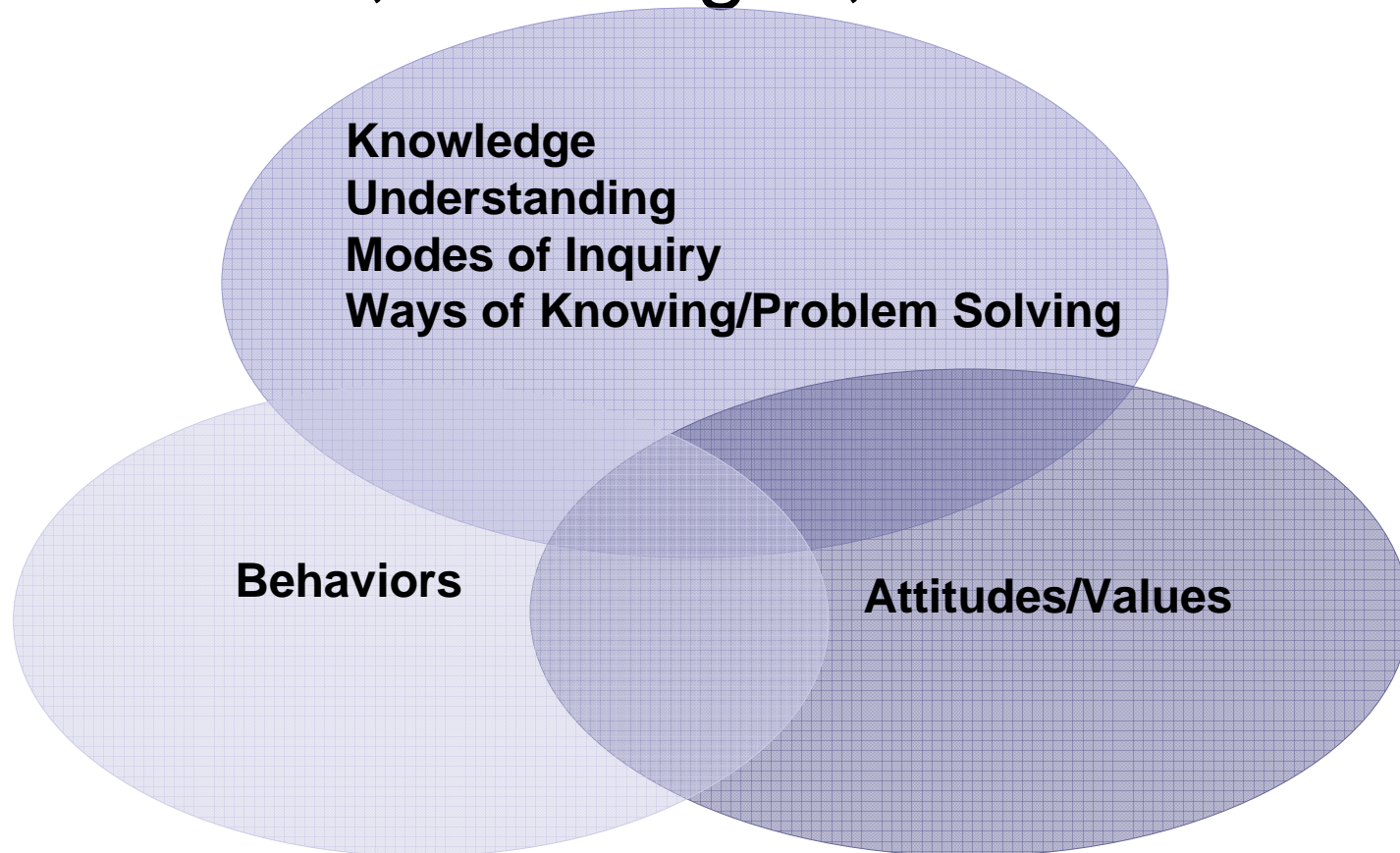
- **Learning is a complex process of interpretation—not a linear process.**
- **Learners create meaning as opposed to receive meaning**
- **Knowledge is socially construction (importance of peer-to-peer interaction)**


- 
- **People learn differently—prefer certain ways of learning**
 - **Deep learning occurs over time—transference**
 - **Meta-cognitive processes are a significant means of reinforcing learning (thinking about one's thinking)**

- 
- **Learning involves creating relationships between short-term and long-term memory**
 - **Transfer of new knowledge into different contexts is important to deepen understanding**
 - **Practice in various contexts creates expertise**



As a student becomes an
accountant, a biologist, a writer....






List the desired kinds of knowledge, abilities, habits of mind, ways of knowing, dispositions that you desire your students to demonstrate:



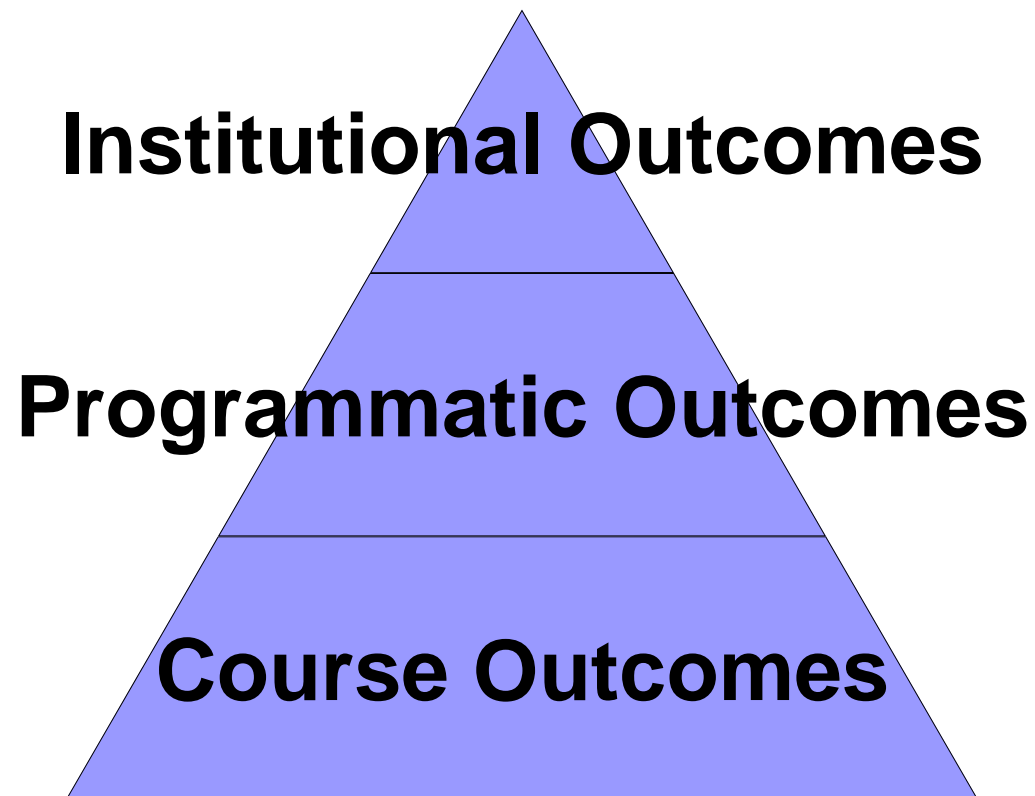
What Is an Outcome Statement?

- Describes learning desired within a context
- Relies on active verbs (create, compose, calculate)
- Emerges from our collective intentions over time

- 
- Can be mapped to curricular and co-curricular practices (ample, multiple and varied opportunities to learn over time)
 - Can be assessed quantitatively or qualitatively during students' undergraduate careers
 - Is written for a course, program, or institution

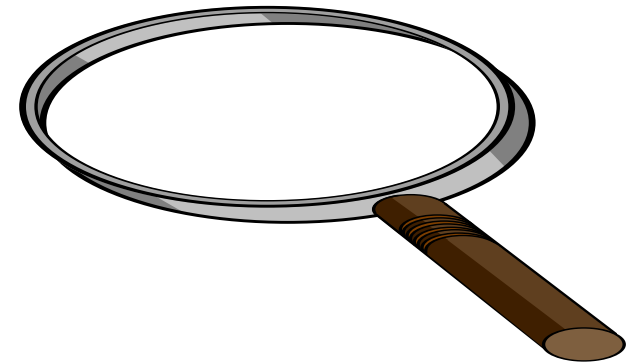


Alignment of Outcomes



Domains for Assessing Student Learning

- **Basic (entry) skills**
- **College-level skills**
- **General Education**
- **The major or professional or vocational program**
- **Social, spiritual, ethical development**
- **Other?**





Distinguishing between Objectives and Outcomes

- Objectives state overarching expectations such as--

Students will develop effective oral communication skills.

OR

Students will understand different economic principles.



Example from ABET

- Design and conduct experiment ; analyze and interpret data



Compare:

Students will write effectively.

to

Students will compose a range of professional documents designed to solve problems for different audiences and purposes.



Compare:

- **Students will write effectively.**

to

Students will summarize recent articles on economics and identify underlying economic assumptions.



Example from ACRL

Literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge and value system.

ONE OUTCOME: Student examines and compares information from various sources in order to evaluate reliability, validity, accuracy, timeliness, and point of view or bias.




Ways to Articulate Outcomes

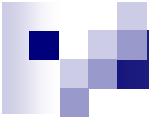
- Adapt from professional organizations
- Derive from mission of institution/program/service
- Derive from students' work
- Derive from ethnographic process
- Derive from exercises focused on listing one or two outcomes “you attend to” and then map collective efforts



Write one outcome statement that captures what students should achieve:



How well does your outcome statement meet characteristics of a good statement?



How Will We Systematically Report LEAPs @ TVCC?

Institutional Effectiveness Timeline

<http://www.tvcc.edu/OPIE/IETimeline.pdf>

LEAPs Reporting Format

(Bright Yellow Sheet) – also available online at:

http://www.tvcc.edu/opie/StudentLearning/Reporting_Format.htm

Example of a cycle for LEAPs--Academic Year 2005-2006

- Deans shall have **LEAPs for all programs approved by July 15, 2005** (items 1-5 on form).
- Departments shall begin Ongoing Assessment of LEAPs from August 2005 through June 15, 2006 (item 6 on form).
- Departments shall document the results of their LEAPs by July 15, 2006. (items 7-8 on form).
- Deans, in collaboration with Institutional Effectiveness, compile an annual Learning Outcomes Report.



Final thought for the day:

“What and how students learn depends to a major extent on how they think they will be assessed.”

John Biggs, Teaching for Quality Learning at University: What The Student Does. Society for Research into Higher Education & Open University Press, 1999, p. 141.



Resources:

- TVCC's Office of Planning and Institutional Effectiveness Website
<http://www.tvcc.edu/opie>
- TVCC's Office of Planning and Institutional Effectiveness Website for Outcomes Assessment
<http://www.tvcc.edu/opie/studentlearning>
- Learning Enhancement Annual Plans (LEAPs) Reporting Format
http://www.tvcc.edu/opie/StudentLearning/Reporting_Form_at.htm
- American Association of Higher Education's "9 Principles of Good Practice for Assessing Student Learning"
<http://www.tvcc.edu/OPIE/StudentLearning/AAHE9PrinciplesAssessStudLearn.pdf>
- American Association of Higher Education's "12 Principles of Good Practice for Assessing General Education"
<http://www.tvcc.edu/OPIE/StudentLearning/AAHE12GENERALEDUCATION.pdf>



***Next Week's Workshop,
Friday 2:00 in Cafeteria Conference Room***

*Title: Assessment of Student Learning
Outcomes for Institutional Effectiveness*

- I will Introduce the Assessment Toolkit and
Discuss the methods that could be utilized to
assess student learning outcomes.*