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WORKSHEETS, GUIDES, AND EXERCISES

1. *Developing Outcome Statements.* As an initial exercise with colleagues in a core working group established to develop learning outcome statements, focus discussion on students' continuum of learning at the program- or institution-level by exploring the value placed on surface and deep approaches to an expectation that the core group identified in Chapter 2. Translate that discussion into outcome statements that reflect what students should be able to represent, demonstrate, or produce as a result of their learning chronology.

2. *Developing Outcome Statements.* As an initial exercise with colleagues in a core working group established to develop learning outcome statements at either the institution- or program-level, prepare drafts of outcome statements that build on the more general expectations agreed upon in Chapter 2. As you draft institution- and program-level outcome statements, you may find some of the taxonomies in the following list helpful:

TAXONOMIES TO GUIDE AUTHORSHIP OF LEARNING OUTCOME STATEMENTS

www.kent.k12.wa.us/KSD/MA/resources/blooms/student_blooms.html

www.kcmetro.cc.mo.us/longview/ctac/blooms.htm

edtech.clas.pdx.edu/presentations/frr99/blooms.htm

home.att.net/~jaohlma/writings/taxonomy/taxonomies.html

www.acu.edu/academics/adamscenter/resources/coursedev/taxonomies.html

Focusing on verbs that center your outcome statements will also promote dialogue about how the design of the curriculum and co-curriculum and other educational experiences contributes to the learning identified in your outcome statements. These discussions may cause members of your group to want to establish levels of outcome statements such as appear in Appendix 3.3 in this chapter. Or, members may decide to develop two sets of outcome statements:

1. One set that defines what students should be able to demonstrate or represent by midpoint in their studies
2. A second set that defines what students should be able to demonstrate or represent at the end of their studies

3. *Developing Outcome Statements.* If you are beginning to develop outcome statements at the institution level, well before your initial meeting ask members of your core working group to use one or more of the five strategies described in this chapter to prepare a list of five or six outcome statements and discuss those outcomes. Pass each member’s outcome statements to others in the group, and ask each member to indicate if each statement fulfills criteria for an effective outcome statement and include comments about the effectiveness of each statement. Use the following chart to evaluate each outcome statement. After everyone has had a chance to evaluate each outcome, determine if there is consensus about these statements. That consensus may take more than one meeting. When you have reached consensus, circulate a draft of those statements in a faculty-staff forum that provides opportunity for further feedback before the statements are officially adopted through governance structures and processes; or, post these learning outcome statements on your institution’s Web site, seeking further institution-wide responses before the statements move toward a final approval process at the institution level. The development of program-level learning outcome statements may also follow this same process to build consensus.

Checklist to Review an Institution- or Program-Level Draft of Learning Outcome Statements

	Describes what students should represent, demonstrate, or produce?	Relies on active verbs?	Aligns with collective intentions translated into the curriculum and co-curriculum?	Maps to curriculum, co-curriculum, and educational practices?	Is collaboratively authored and collectively accepted?	Incorporates or adapts professional organizations’ outcome statements when they exist?	Can be assessed quantitatively and/or qualitatively?
Outcome:							
Outcome:							
Outcome:							
Outcome:							

4. *Developing Learning Outcome Statements and Orienting Students.* To develop departmental learning outcome statements, the Geography Department at the University of Washington (described in Appendix 3.1 in this chapter) established the following time line to develop its outcomes, as well as make them public to students on the program's Careers Web site. This project focuses on assisting students in taking ownership of their learning as they develop a professional portfolio; that is, developing outcome statements educates them about program-level expectations and becomes the means for them to determine how they will build that portfolio. Use or adapt this timetable to develop learning outcome statements based on the epistemological and ethnographic process described on page 66 in this chapter. Determine how you will publish and orient students to these statements as a way for them to chart their educational journey.

TIME LINE FOR THE DEVELOPMENT OF THE DEPARTMENT OF GEOGRAPHY'S OUTCOME STATEMENTS

Project Schedule

September 16, 1997–January 15, 2001

Task 1. Objectives and outcomes narrative synthesis

- Establish protocol for interviews.
- Conduct interviews.
- Create drafts of 35 individual course profiles.
- Negotiate and revise overviews of learning outcomes within concentrations.
- Coordinate with faculty to finalize learning goals and objectives for concentrations and entire curriculum.

January 16, 2001–September 15, 2001

Task 2. Objectives and outcomes analytical synthesis

- Create objectives and outcome matrices for each course.
- Synthesize matrices to concentration level.
- Synthesize matrices to department curriculum level.

September 16, 2000–August 15, 2002

Task 3. Objectives and outcomes career articulation

- Develop UW Geography Department Careers WWW site.
- Develop alumni e-network.
- Develop alumni contact directory.
- Develop a searchable database designed to match current job qualifications and learning outcomes that helps students translate between learning outcomes and professional development. (Geography My Action Portfolio: G-MAP)

September 16, 2001–August 15, 2002

Task 4. Objectives and outcomes assessment

- Link instructor-graded assessments to anticipated outcomes and, hence, back to course objectives.
- Enable faculty to interview one another in a second, more iterative round of conversations.
- Assess a cross-section of portfolios of geography majors by faculty and outside professional panels.

September 16, 2000–August 15, 2002

Task 5. Geography My Action Portfolio (G-MAP)

- Agree on purposes and final architecture of the G-MAP site.
- Design user interface and navigation strategies for site.
- Link existing documents conceptually and as hypertext documents.
- Test functionality of site.
- Integrate site into major requirements (required portfolio, etc.).

Source: Contributed by Richard Roth and members of the faculty, Department of Geography, University of Washington. Reproduced with permission.

5. *Reviewing and Distributing Outcomes.* Building a sustainable institutional commitment occurs over time. Periodically, institution- and program-level committees and institutional leaders take stock of how this commitment is taking shape. The following checklist can be used in assessment committees, by leadership, during program- or department- or division-level meetings, or during more public forums bringing together members of the academic community to periodically track progress. Asking members in these meetings to respond to each question by responding to a level of progress—“Some Progress,” “Making Progress,” or “Achieved,” as well as asking members to provide evidence for each response and summarizing those responses, builds collective commitment over time. Collective responses identify progress that has been made as well as areas that need attention.

Using this checklist, assessment committees can monitor progress toward achieving this first phase of an institutional commitment to assessment. Developing learning outcome statements, making them public and accessible, orientating students to them, informing students of the institution’s commitment to assessing their work, and informing students of their responsibility for tracking their own learning characterize this initial phase.

Tracking Progress toward Developing and Disseminating Learning Outcome Statements

	Some Progress	Making Progress	Achieved	Evidence
Has your institution developed outcome statements that describe what all graduates should be able to represent, demonstrate, or produce?				
Has each program, division, school, department, and major educational service developed outcome statements that describe what students should represent, demonstrate, or produce?				
Are these statements published in the institution’s catalog, on its Web site, and in other relevant publications?				
Are there ways in which students are oriented to institution-level outcomes upon matriculation, such as during first-year orientation or first-year programs?				
Are there ways in which students are oriented to program-level outcomes when they enter a program of study?				
Can students map or design their own learning history, based on institution- and program-level outcomes and related curricular and co-curricular information?				
Are students aware that the institution will assess their learning over time?				
Are students aware that they are responsible for assessing their learning over time?				