

Outcome Statements 2.0: Writing, Planning, and Enacting

Many higher education professionals have experience writing learning or program outcomes, but challenges remain when linking outcomes to operational, programmatic, or student learning goals.

Session attendees will learn how to:

- map outcomes to mission statements and strategic plans
- reviewing outcome-writing techniques, and
- coordinating logistics.

Cycle of Continuous Improvement



Mapping to the Mission

Action Steps

Strategies

Outcomes

Program Goals

Departmental Mission

Division Mission and Goals

University Mission and Goals

Real Example

The **Residence Hall Association** exists to develop campus-wide social events, respond to the issues and needs of on-campus students, and enhance the total residence hall living experience.

The **Department of Housing and Residence Life** is committed to providing a high-quality physical, social and cultural environment that encourages and supports the holistic development of the residential student.

As a partner in the academic experience, the **Division of Student Affairs** empower students to succeed by engaging in intentional learning opportunities and providing resources that foster holistic growth and well-being in an inclusive campus community

The **University of Southern Mississippi** is a community of engaged citizens . . . dedicated to scholarship and learning, integrating students at all levels in the creation and application of knowledge through excellence in teaching, research, creative activities, outreach, and service. . . . embedded in a welcoming environment, preparing a diverse student population to embark on meaningful life endeavors.

Mapping to the Mission

Action Steps
Strategies
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Types

- Operational
- Programmatic
- Learning & Development

Operational Outcomes

- Documents how well the operational aspects of a program or activity are functioning.
- Assesses buildings, Budgets, Attendance, Number of Programs, Satisfaction, Wait times, etc.

Examples

- 200 transfer students will attend the sexual assault prevention workshop.
- 75% of residents (per hall) will participate in at least 3 hall programs before the end of the year.
- Conference event-planners will report high satisfaction with the Conference staff.
- 20 staff members each year will attend 50% or more *Advancing Assessment* workshops sessions each year.

Program Outcomes

- Describes the desired overall impact of a program, service, or intervention.
- Assesses effects on the campus community (e.g., retention, progression, and graduation rates, GPA, drinking or STI rates, campus affinity, etc.)

Examples

- As a result of the new alcohol use policy, the number of alcohol violations in the resident halls will decrease by 10% in the 2018-19 academic year
- As a result of the new anonymous reporting process, the number of sexual assaults reported on campus will increase by 25% in the 2018-19 academic year.
- As a result of financial literacy training, the number of students reporting high anxiety about managing money will decrease.
- As a result of attending 80% or more of the Advancing Assessment workshops, staff members will conduct at least 2 useful assessments within the year.

Learning & Dev. Outcomes

- Describes and documents knowledge, skills, and/or traits students should gain or enhance as a result of their engagement with programs, services, or activities.
- Assesses all dimensions of student learning (CAS) and Essential Student Outcomes. (AAC&U).

Examples

- As a result of the panel presentation, students attending orientation will describe at least four offices on campus that provide academic support.
- As a result of the leadership styles inventory activity, students in the leadership class will be able to compare and contrast the leadership styles of two people they know.
- As a result of viewing this presentation my conference session attendees will be able to confidently write a meaningful, manageable, measurable outcomes for their programs.

Learning Outcome Writing Guides

ABCD = Audience + Behavior + Condition + Degree

SWiBAT = Students will be able to . . .

Example:

Students will be able to accurately explain why their actions violated the Code of Student Conduct as well as alternative and acceptable behavior related to the incident in question.

Evaluating Outcome Statements

➤ **SMART Goals**

➤ Specific

➤ Measurable

➤ Ambitious but attainable

➤ Relevant and Results-oriented

➤ Time-bound

➤ **MM&M**

➤ Meaningful, Manageable, and Measurable

Logistics

- Coordinate with your colleagues.
- Enlist student partners.
- Use outcome statements as one would a thesis for an essay.
 - Let the outcome guide the (program, service, intervention, policy, etc.) design or change.
- Know who is responsible for gathering the data, how, when, and for what purpose.
- Focus time and development on the program, service, etc.

Assessment Plan Checklist

- Project title:
- Outcome/Purpose statement:
- How are desired outcomes connected to the parent mission?
- Who are the stakeholders?
- Related theory/model/literature:
- IRB approval required?
- Previous assessment input:
- Population of interest:
- Intervention action plans
- Data-collection methods:
- Dates for instrument creation:
- Dates for data collection:
- Data-analysis method:
- Dates for data analysis:
- Methods/dates to share results:
- Planned use of the results:
- Who is responsible for items in this column?

Important References

- Henning, G. W. & Roberts, D. (2016). Student affairs assessment: Theory to practice
- Suskie, L. (2009). *Assessing student learning: A common sense guide.*
- Bresciani, M. Moore Gardner, M. & Hickmott, J. (2009). *Demonstrating student success: A practical guide to outcomes-based assessment of learning and development in student affairs.*

The TQA

A Three Question Assessment

- What ideas did this presentation generate for you?
- Did you learn something today that might help you perform your job better.? Please describe.
- What could be changed about this presentation to make it more helpful or effective?

➤ Much of the information provided in this presentation is from Henning, G. W. & Roberts, D. (2016). Student affairs assessment: Theory to practice.