

# **The Importance of Outcomes to Assessments**



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# Purpose

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- The purpose of our presentation is to show faculty and administrators how outcomes can link all levels of assessment together, and provide an opportunity for meaningful, faculty-based assessment of student learning.

# Definitions

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## ■ Outcomes

- The knowledge, skills, and abilities you want students to leave your course/program with as they move toward their real world.
  - Describes to the learner the final destination of your course and/or program.

# Definitions

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## ■ **Assessment**

- The process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their learning, where they need to go, and how best to get there.

# **Program & Course Outcome Guides**

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# Alphabet Soup

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**POGs**

**COGs**

**DOGs**

**NOGs**

**SLOGs**

**CATs**

**PHOGs**

# Outcome Guides

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- Dr. Ruth Stiehl
- Oregon State University
- 2000....

# Designing Down from the Outcome

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- The POG (Program Outcome Guide) and COG (Course Outcome Guide) are strategic plans for a program or course that answers:

# Designing Down from the Outcome

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- “What will the student be able to do ‘out there’ in the ‘real world’ as a result of completing my course/program.

# Designing Down from the Outcome

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- *And*, “How will the student demonstrate the outcomes ‘in here’ (assessment)?”

# Outcome Guides

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- POGs and COGs provide essential structure and direction to programs or related courses that is agreed upon by the faculty, but it does not tell a specific instructor how to teach the course or what materials to use.

# Outcome Guides

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- POGs and COGs bring continuity and cohesiveness to your curriculum and assessment without taking away academic freedom (the joy of teaching!).

# Intended Outcomes

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- “Where are we going?”
- What do students need to be able to do in a real-life situation that we are responsible for in this course?

# Intended Program Outcomes in Nursing

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- Six core, sequential nursing courses
  - 58 credits over 6 terms
- Two support courses in pharmacology
  - 4 credits over 2 terms

# Intended Program Outcomes in Nursing

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- **As Provider of Care:**

- Provide and direct holistic, individualized patient care based on the nursing process in acute, critical, community-based and long term care settings.

# Intended Program Outcomes in Nursing

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- **As Manager of Care:**

- Coordinate and manage the delivery of care to meet the health needs for a group of patients.

# Intended Program Outcomes in Nursing

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- **As Communicator:**
  - Utilize therapeutic and professional communication skills to achieve patient outcomes in collaboration with healthcare providers from across the continuum of practice settings.

# Intended Program Outcomes in Nursing

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- **As Teacher:**

- Develop and implement individualized teaching plans for patients, families, caregivers, and members of the health care team.

# Intended Program Outcomes in Nursing

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- **As Member within the Discipline of Nursing:**
  - Internalize and model professional behaviors and values of the registered nurse.

# Intended Program Outcomes in Writing

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- **Set of writing courses:**
  - WR 60
  - WR 65
  - WR 75
  - WR 95
  - WR 121
  - WR 122

# Intended Program Outcomes in Writing

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- **Rhetorical Knowledge:**

- Identify and respond to the needs of different audiences within the context of a variety of rhetorical situations.

# Intended Program Outcomes in Writing

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- **Critical Thinking, Reading, and Writing:**
  - Apply a range of reading and writing strategies to comprehend, analyze, interpret, evaluate, and produce a variety of texts.

# Intended Program Outcomes in Writing

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## ■ **Processes:**

- Propose, plan and undertake research projects involving a number of writing activities that build toward a final product that meets the needs of a particular audience.

# Intended Program Outcomes in Writing

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- **Conventions:**

- Prepare writing tasks using guidelines and accepted documentation systems in such a way that demonstrates command of standard academic English.

# Intended Program Outcomes in Writing

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- **Diversity Practices:**

- Value how diversity enriches workforces and reduces barriers to employment.

# Developing Program / Course Outcomes

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- What does a ‘good one’ look like?
  - Three to five **major** outcomes
  - In outcomes language
    - Starts with an action word
  - Related to **real world** performance
  - Describes what the student will be able to “**do**”, not “know” or “understand”.

# “Real World”

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- Defining the real world...
  - For nursing, or other professional-technical programs...way easy!
  - For writing, or other general education courses, much more difficult!

# “Real World”

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- Health and Human Performance...
  - What is the defined “out there”?
  - It is the person’s life and lives of those they directly effect.

# Program / Course Outcomes

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## ■ In Health:

- Practice lifelong healthy eating habits.
- Promote healthy behaviors in self and family.
- Serve as social activist to promote healthy food choices in school settings.
- Value importance of regular check-ups and health screenings.

# Program / Course Outcomes

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- In Writing...
  - What is the “**out there**”?
  - It is future college courses, as well as in the work force.
  - Communication skills serve every facet of a person’s life.

# Today's Affinity Exercise

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- If your real world isn't as obvious...
  - Answer the question:
    - “What do students need to be able to do in a real-life situation that we are responsible for in this course?”
      - Work on defining- What is your “real world”?  
What are the student's real-life situations?
  - Once this is known, then construction of the “Do” list can begin.
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# Today's Affinity Exercise

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- If you have a clear idea of what your “out there in the real world”...
  - Then Answer the Question:
    - “What will the student be able to **do** out there in the real world as a result of completing your course/program.”
  - Write down one thought per post-it note, start with action word.
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# Generating the “Do” List

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***Implement the  
Nursing  
Process***

***Communicate  
Professionally***

***Administer  
IV Push  
Medications***

***Set-up  
Chest tube  
Pleuravac  
System***

***Teach Patients  
/Families***

***Operate  
Healthcare  
Equipment***

# Generating the “Do” List

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For the next few minutes, generate as many *post-its* as you can.

“What will the student be able to do out there in the real world as a result of completing my course / program.”

***Remember to start with an ACTION word***

***Or***  
List on a piece of paper if more your style...

# *The Rest of the* **Affinity Exercise...**

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- Your team gathers around poster paper and each participant reads one *post-it* thought out loud to the group and places it on the poster paper.
  - Matching ideas should be placed together.
- As a group, cluster like ideas / thoughts / concepts

# *The Rest of the* **Affinity Exercise...**

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- Draw a circle around the 3-5 major clusters and label.
- These clusters are the foundation of your intended outcomes.

# Assessment

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- “How will the student demonstrate the outcomes ‘in here’ (assessment)?”

# Assessment

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- **Capstone Assessments in Nursing**
  - Meet or exceed the outcome criteria on the Preceptorship clinical assessment tool (CAT).
  - Meet or exceed the outcome criteria on the group case study presentation.
  - Pass theory at  $\geq 77\%$ .
  - Pass national standardized exit exam (HESI-RN) at  $\geq 850$ .
  - Pass the national licensing exam (NCLEX-RN)

# Assessment- CAT

## Capstone Course Outcome

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- **As Provider of Care:** Provide and direct holistic, individualized patient care based on the nursing process in acute, critical, community-based and long term care settings

# Assessment- CAT

## Performance Criteria

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### *E. Implement*

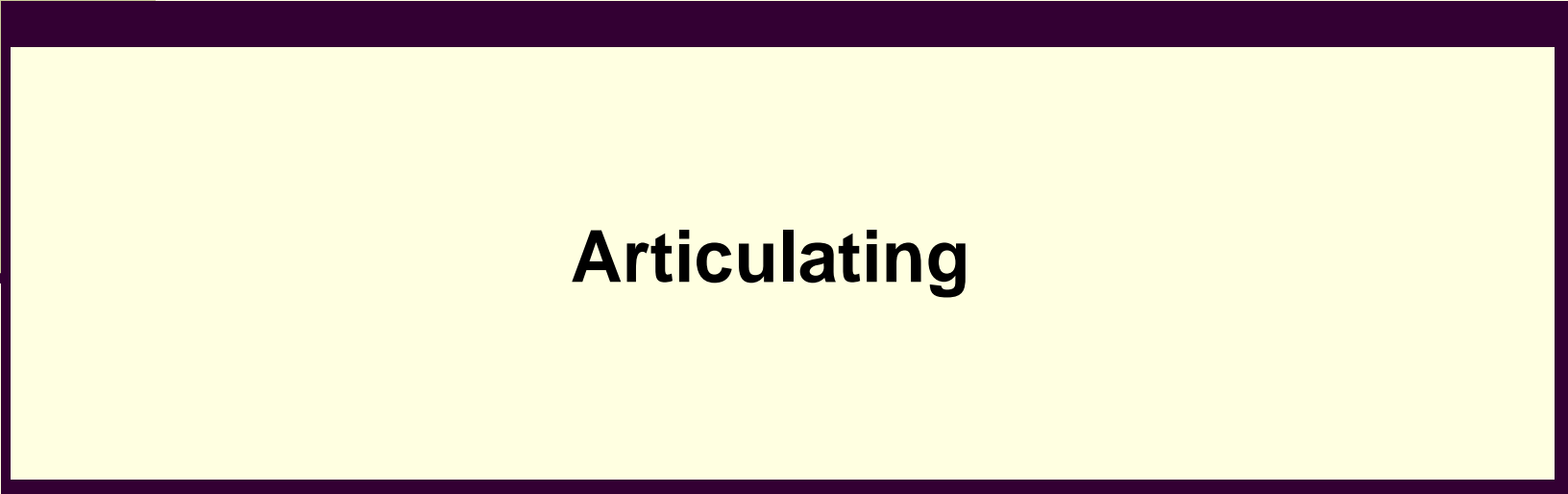
- **Demonstrate clinical judgment ensuring accurate performance of skills (cognitive, affective, and psychomotor) in the delivery of care to patients while maintaining personal safety.**

# **Faculty-Driven Outcomes-Based Assessment: Articulating and Mapping Outcomes**

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**Instructional Assessment Specialist**



# Course Outcomes



**Articulating**

# Articulating Course Outcomes

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1. Brainstorming outcomes
2. Putting ideas into outcomes language
3. Fleshing it out (strategies, criteria, indicators, standards of performance, assessment methods)

# Brainstorming

## Expository Writing

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- Writing process (know & use all stages)
- Self as writer = take ownership
- Critical thinking as applies to reading & writing
- Understand conventions (how & why)
- Audience analysis skills
- Sources & citation
- Acquire tools needed to continue improving writing
- Assess strengths & weaknesses of own & others' writing
- Lifelong learning skills
- Skills for working w/ others
- Success in other courses & in workforce

# Outcomes Language

## Bloom's Taxonomy—Cognitive Domain

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- **Knowledge**—remembering information (recite, identify, define)
- **Comprehension**—grasping the meaning of information (give examples, distinguish, predict)
- **Application**—applying knowledge to actual situations (employ, manipulate, practice)
- **Analysis**—breaking down objects or ideas into simpler parts and seeing how the parts relate and are organized (analyze, infer, examine)
- **Synthesis**—rearranging component ideas into a new whole (assemble, design, rewrite)
- **Evaluation**—making judgments based on internal evidence or external (argue, evaluate, conclude)

# Fleshing It Out

As a result of this course, students will be able to...

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- Continue to improve their writing beyond this course
  - Consistently **apply** the invention, drafting, feedback, revision, editing and reflection stages of the writing process.
  - **Apply** critical thinking skills as they apply to writing and reading
    - assess strengths & weaknesses of own & others' writing
    - identify and avoid common errors in logic
    - develop a thorough argument
    - identify and correct his/her most common errors in spelling, punctuation and grammar
    - evaluate the effectiveness and thoroughness of an argument

# Fleshing It Out

As a result of this course, students will be able to...

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- **Understand and apply** the conventions of academic writing
  - Identify five major conventions of academic writing and explain their relationship to good writing.
  - Identify an appropriate anticipated audience for each piece of writing and choose and utilize appropriate rhetorical strategies for each anticipated audience.
  - Use appropriate sources & citation format

# Fleshing It Out

As a result of this course, students will be able to...

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- **Practice** effort & persistence in improving writing.
  - Revise significantly between drafts.
  - Email or attend office hours when they have questions about the material.

# Fleshing It Out

As a result of this course, students will be able to...

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- **Perceive** themselves as empowered writers
  - Think of self as writer
  - Construct own definition of good writing
  - Choose which suggestions to accept or reject for improving writing
  - Choose when to follow and break conventions of academic writing
  - Choose three writing goals of his/her own to work on this term

# Activity: Articulating your own course outcome

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- Brainstorm
- Outcome language: what level?
  - Knowing (remembering information)
  - Understanding (grasping meaning)
  - Applying (apply to actual situations)
  - Analyzing (breaking down & seeing relationships)
  - Synthesizing (rearranging into a new whole)
  - Evaluating (making judgments based on criteria)

# Activity: Articulating your own course outcome

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- Fleshing it out:
  - What teaching strategies will you employ to help students work toward the outcome?
  - How will you ask students to demonstrate achievement of your outcome (criteria & indicators)?
  - What will be the methods of assessment?
  - What level of achievement will constitute success in this outcome?



# Course Outcomes



Mapping

# Expository Writing Course Outcomes

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- CO #1: Consistently apply the invention, drafting, feedback, revision, editing and reflection stages of the writing process.
- CO #2: Apply critical thinking skills as they apply to writing and reading
- CO #3: Understand & apply the conventions of academic writing
- CO #4: Practice effort & persistence in improving writing

# Mapping Course Outcomes Table

	Reading Journals	Statement of Goals	Papers	Mechanics Exercises
<b>CO #1</b> (Writing Process)				
<b>CO #2</b> (Critical Thinking)				
<b>CO #3</b> (Conventions)				
<b>CO #4</b> (Effort)				

# Mapping Course Outcomes

## List

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- Activities & Assignments: reading, journal entries, class discussion, in-class writings, statement of goals, papers, peer responses, mechanics exercises, conferences, final portfolio, MLA game, mini-lectures, games
- CO #1 (Writing Process): reading, in-class writing, class discussions, journal entries, papers, peer responses, conferences, mechanics exercises, final portfolio, games
- CO #2 (Critical Thinking): in-class writing, class discussions, journal entries, papers, peer responses, mechanics exercises, final portfolio, games
- CO #3 (Conventions): reading, class discussions, papers, mechanics exercises, MLA game, mini-lectures, games
- CO #4 (Effort): class discussions, journal entries, paper revisions, final portfolio

# Department, Program & Degree Outcomes

Articulating

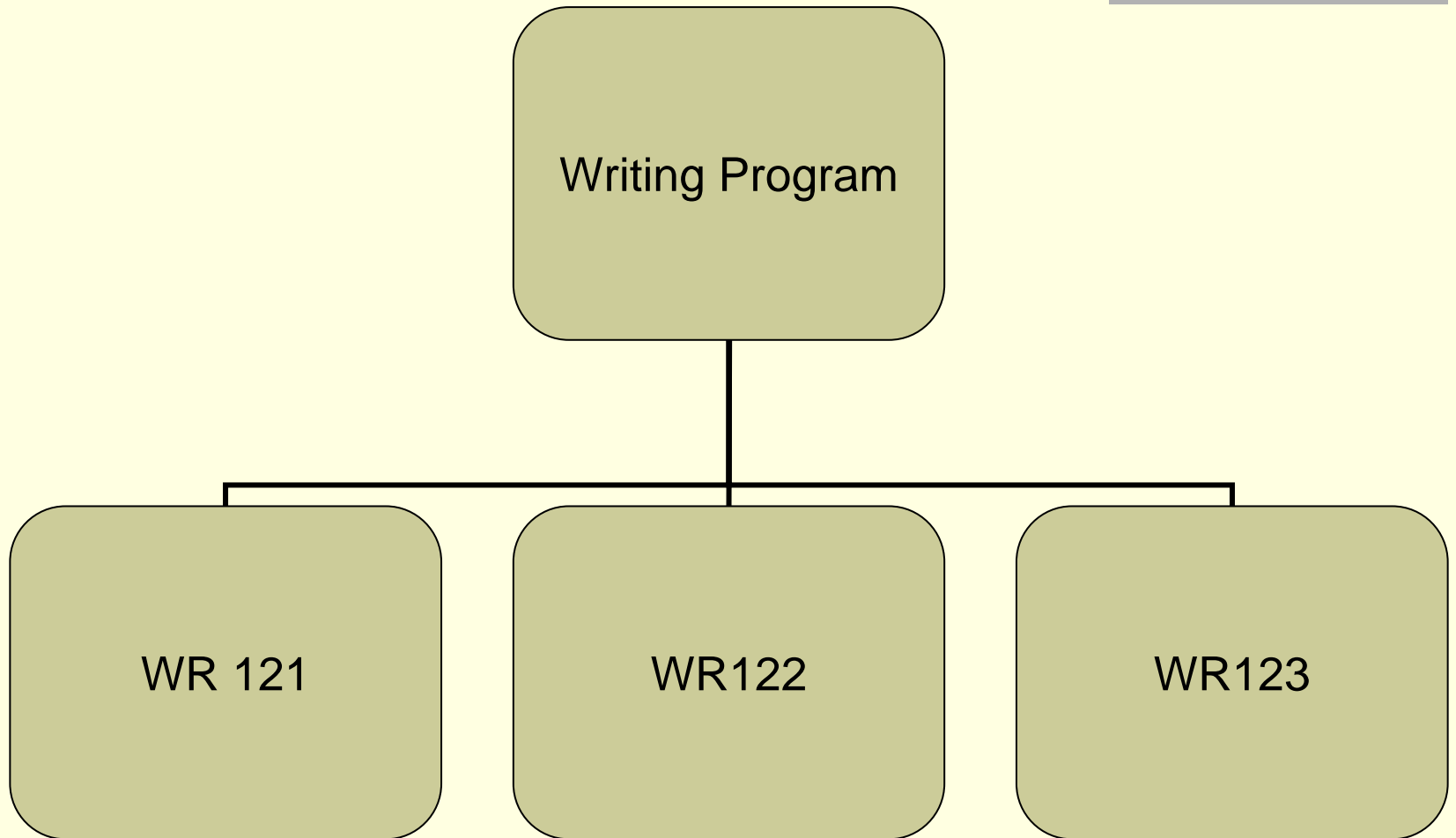
# Articulating Department, Program or Degree Outcomes

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- Compare course, program or dept outcomes
- Fill in gaps
- Align with institutional mission, vision & goals

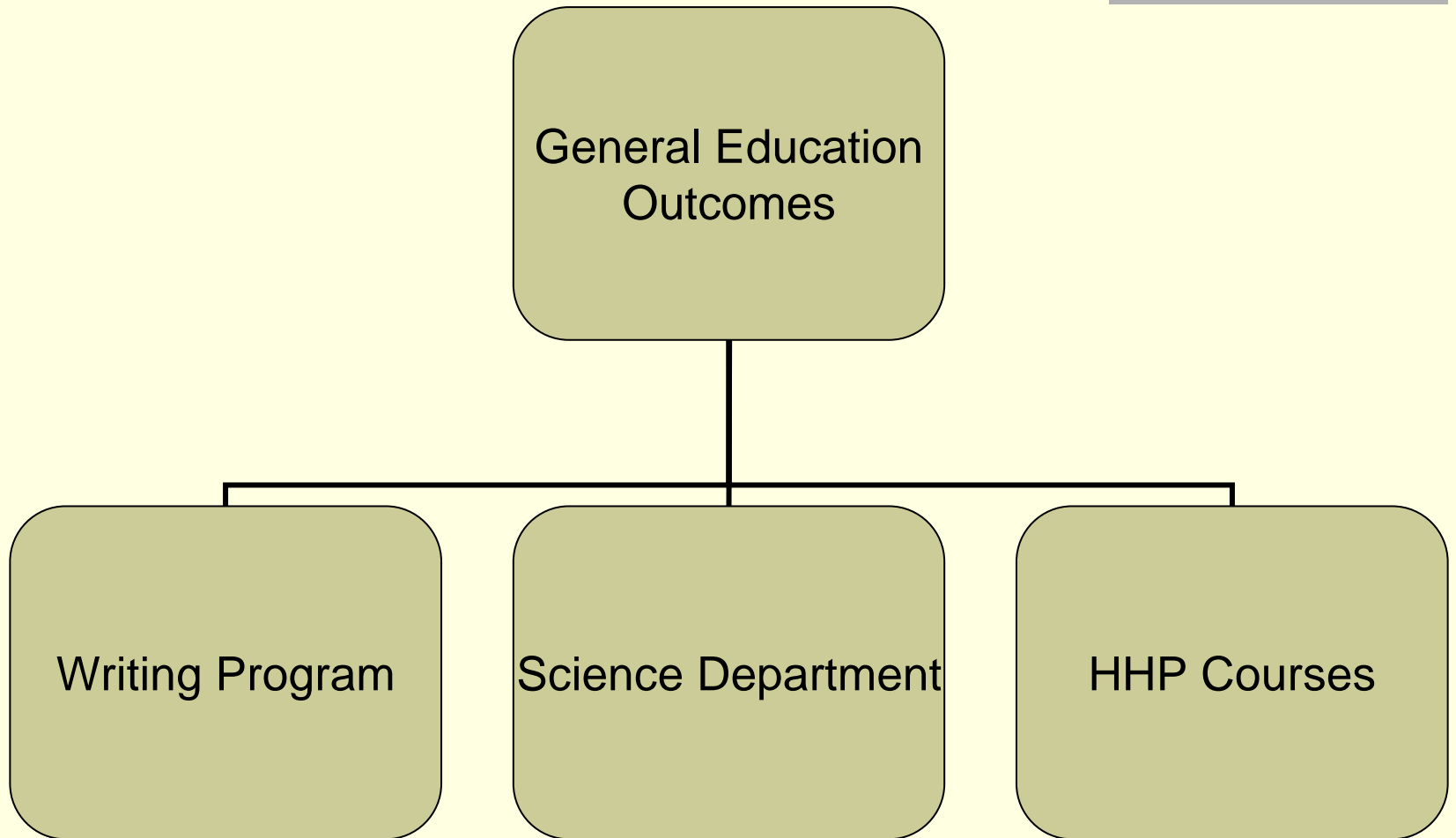
# Compare Course Outcomes

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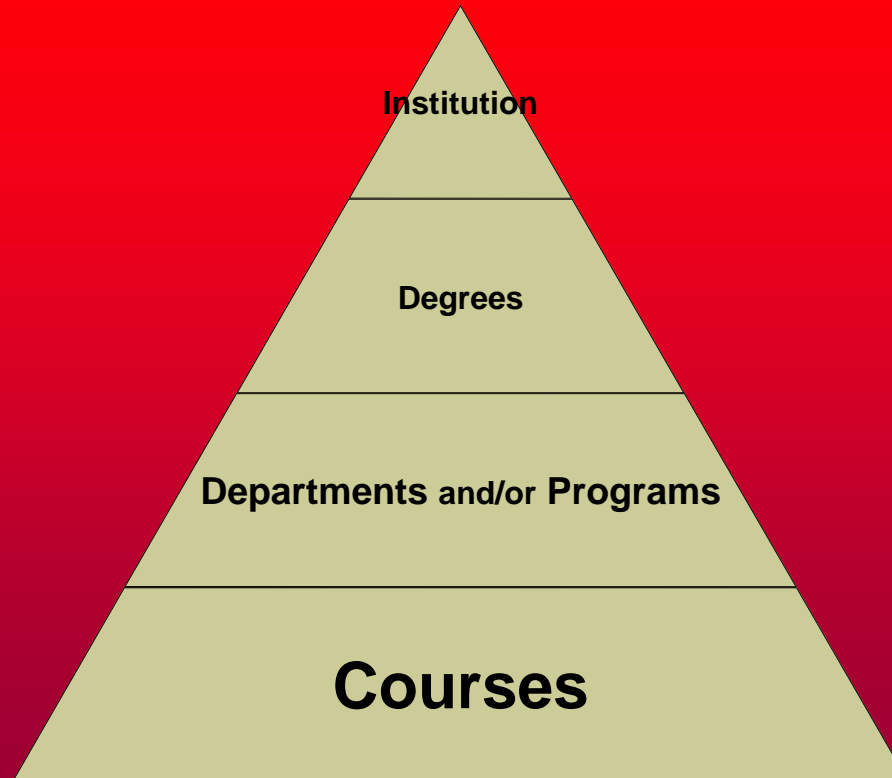
# Compare Program/Dept Outcomes

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# Align with Institutional Mission, Vision & Goals

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# Department, Program & Degree Outcomes

Mapping

# COCC General Education Outcomes

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- GE #1: Aesthetic Engagement
- GE #2: Communication
- GE #3: Critical Thinking
- GE #4: Cultural Awareness
- GE #5: Health Choices
- GE #6: Quantitative Reasoning
- GE #7: Scientific Reasoning
- GE #8: Technology & Information Literacy
- GE #9: Values & Ethics

# Mapping Gen Ed Outcomes

	WR 121	WR 122	WR 123	WR 277
GE #1				
GE #2				
GE #3				
GE #4				
GE #5				
GE #6				
GE #7				
GE #8				
GE #9				

# Gen Ed

- Aesthetic Engagement
- Communication
- Critical Thinking
- Cultural Awareness
- Health Choices
- Quantitative Reasoning
- Scientific Reasoning
- Technology & Information Literacy
- Values & Ethics

# Writing Course

- Consistently employ the invention, drafting, feedback, revision, editing and reflection stages of the writing process.
- Practice critical thinking skills as they apply to writing and reading
- Understand & apply the conventions of academic writing
- Demonstrate effort and persistence in improving writing

# Interrelationships

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