



## Workshop Evaluation & Improvement Plan

Department:	Assessment Office
Workshop Title:	<i>An Introduction to Learning Outcomes</i>
Semester/Yr:	Fall 2009
Workshop Facilitators:	Monica Stitt-Bergh, Marlene Lowe
Person submitting results:	Marlene Lowe
Date submitted:	January 27, 2010

### Executive Summary:

As part of the Fall 2009 *Get Your Assessment In Gear* workshop series, the Assessment Office (AO) offered a workshop entitled *An Introduction to Learning Outcomes* on December 15, 2009. Thirty people participated in the workshop and 25 participants completed the workshop evaluations. The learning outcomes included: participants can summarize the role of learning outcomes in program assessment and write good learning outcomes. The outcomes were assessed through a pre-test/post-test assessment and participant satisfaction was assessed through a self-report evaluation.

### 1. State the SLO(s) that was Assessed, Targeted, or Studied

At the end of the workshop, participants can:

- 1) Summarize the role of learning outcomes in program assessment
- 2) Write good learning outcomes.

Participant satisfaction with the quality and usefulness of the workshop

### 2. State the Type(s) of Evidence Gathered

- 1) Pre-test/Post-test assessment
- 2) CTE workshop evaluation form

### 3. State How the Evidence was Interpreted, Evaluated, or Analyzed

The AO student worker compiled the data; Marlene analyzed the data then discussed it with Monica.

### 4. State How Many Pieces of Evidence Were Collected

- Twenty-four of the 30 participants completed the pre-test/post-test assessment.
- Twenty-five of the 30 participants completed the CTE workshop evaluation form.



## **5. Summarize the Actual Results**

See Appendix.

- 100% of participants were able to summarize the role of learning outcomes.
- 8 participants indicated they felt more confident in their ability to create good learning outcomes.
- At the end of the workshop, 87% of participants indicated they were at least “somewhat confident” in their ability to create good learning outcomes.

Overall, participants were satisfied with the quality and usefulness of the workshop.

## **6. In addition to the actual results, were there additional conclusions or discoveries?**

Of the 37 people registered, 24% (9) did not attend the workshop.  
Of the 30 participants, 28 registered and 2 were walk-ins

## **7. Briefly Describe the Distribution and Discussion of Results**

Results were distributed and discussed informally.

## **8. Use of Results/Program Modifications:**

At present, the AO is satisfied with the results and does not have plans to make changes to this workshop.

## **9. Reflect on the Assessment Process**

## **10. Other Important Information**



**APPENDIX**

Key: NC=Not Confident, SC=Somewhat Confident, C=Confident, VC=Very Confident

ID	#1: If a colleague said to you, “I’ve been teaching for 20 years and I know when a student is learning. Maybe <i>others and WASC</i> need student learning outcomes, but I don’t.” What would you say?	#2 How confident are you in your ability to create good student learning outcomes?	#1 Pg. 2: If a colleague said to you, “I’ve been teaching for 20 years and I know when a student is learning. Maybe <i>others and WASC</i> need student learning outcomes, but I don’t.” What would you say?	#2 Pg. 2 How confident are you in your ability to create good student learning outcomes?	#3 Pg. 2: Please explain your answer to #2. Why did you check that confidence level?
1	How can you help the student be a part of the process of assessing their learning if you don’t clarify outcomes at the start? There’s always room for getting a better “aim” and sometimes (always?) goals should change over time with new developments.	SC	Same as before AND We need to work together to create a cohesive curriculum in our program. It will be fun to talk about work with students and times have changed – the focus isn’t on what we deliver but what students can do and learn.	SC	It is so complex – what is most important – to create those 4 – 6 SLOs? I also wonder about the dark side of assessment. Can we lose something about learning when we always know what they are to learn? Yes... make SLOs open, challenging, etc... like I said, it is complex.
2	Teaching has changed since you were trained or studied. Some professors think when you tell the students what you want them to learn is giving information away/doing the work for the students.	SC	This is student center-learning.	SC	No response.
3	No response.	SC	You should think about what your students can do, rather than what they learned from you.	SC	No response.
4	You need SLO, if you don’t how would you know how to assess (give grades) to them? How do you know if they are learning and what they are learning?	SC	How do you know that they are really learning? What evidence do you have? What can your students do?	C	I can determine/write SLOs using the information gained in this workshop. I can be more specific with what I need students to be able to do.
5	Really? How do you know? What indications of successful teaching do you use?	SC	You may, but clean SLOs communicate to students and other faculty your intentions. It helps students understand your purpose.	SC	Need more practice on different levels, incorporating skills, etc.
6	I understand, but we’re supposed to have SLOs. I think it can really benefit the students in our classes and majors.	NC	Your students need them. Your program needs them.	N/R	It needs to be a collective and cooperative endeavor, with “buy-in” by the group. I can describe, analyze, and evaluate SLOs, making recommendations for “good” SLOs, but I don’t



					know that group action, buy-in, will occur.
7	Maybe you don't but it would be really beneficial for the department's assessment program if you would so we could have a standardized set of outcomes department-wide to help us plan and make changes to overall curriculum.	SC	Same thing I said at the beginning.	C	Got reinforcement that knowledge I had was viable plus picked up some new "tricks".
8	It's always good to keep record of how you know students are learning in your class. Your progress in helping student learning will help other teachers.	N/R	It's important to still use SLOs because it will help become a more effective teacher. It will especially help the students be more effective learners.	C	No response.
9	Can you then tell me what are the steps you take to know when a student is learning?	NC	Could you please show what your students are learning and how do you evaluate it?	SC	I have not done many of this.
10	How do you know when a student is learning? Why do you think others and WASC need learning outcomes?	NC	Everyone at all levels need SLOs.	VC	After today's presentation and group exercise, my confidence has increased.
11	How do you know that students are learning what they are supposed to be learning? How do you know that students have mastered the subject?	C	How do you know if student has mastered subject?	C	I work in the school (DOE) and should know how to write SLOs. I also took COE courses.
12	Wow! Can you tell me some of your learning outcomes? How do you measure the learning of your students?	C	1 full SLO helps students know the expectation of what they are learning and that helps me teach better.	VC	<ol style="list-style-type: none"> <li>1. Student centered</li> <li>2. Action verb</li> <li>3. Specific about what will be learned</li> <li>4. Measurable / observable / assessable</li> </ol>
13	How do you know they learn what you want them to learn?	NC	You need to do so to promote effective learning for your students.	SC	I'm a beginner, there's a lot to do and definitely will be calling you two for ideas/insights on establishing SLOs and creating opportunities and how to assess. I definitely learned a great deal today and am anxious to look at our documents to get started.
14	Everyone should establish objectives in order to determine if student learning goals are being met.	SC	Everyone should establish current learning outcomes to determine if the learning goals of today's students are being successfully met for the existing environment.	SC	No response.
15	Need to clearly define behavioral changes associated with learning. How do you	C	Add to first response: started at the appropriate level of learning for	C	Practice, experience, more examples, different situations, relate to our



	know it? When? Learner needs to understand what's expected of them, and how they will be assessed.		the student.		department/course/program.
16	Students change and it's good to update your assessments.	C	Program/course need to change with student's skill and knowledge. Static courses. Important communication.	C	I have practice.
17	How can you identify and measure that your students have learned? Can you be sure that students learn what they need to learn?	C	You should have SLO, if not, you can never measure what your students have learned and give evidence about your success.	VC	I was involved on designing the program level assessment in my department. Having this workshop made me know more and enhance the level of my confidence to do a better job.
18	With the changing behaviors and standards SLOs also change. We need SLOs even if we are confident that we convey what needs to be.	C	See previous response.	C	Because I have not talked with students for their goals, I am not confident to define SLOs.
19	We all need learning outcomes. Individual course learning outcomes support the overall education of our students. Courses – general ed. and major – all contribute to students' college education. When learning outcomes are shared, we know that we are covering all bases.	SC	We all need SLOs – at the institutional level, program, and course level – to create a cohesive curriculum for our students! We need to connect courses to ensure that our students are receiving a quality education – nothing major missing!	C	I am more confident than before, yet still not super secure. Once I bring together a group to create the SLOs, I will feel more confident.
20	I would ask a few questions – Interesting statement: how do you know? What instruments or factors do you measure? Based on the answers it might be easy to explain how to write up a few students learning outcomes.	SC	No response.	SC	I am still somewhat confident with writing SLOs for our program.
21	Brainstorm options: Embedded assessment i.e. internally, review curriculum, other measures	NC	How about a visit to the Dean or Assessment Office?	NC	Need to spend more time reviewing existing SLOs within the department.
22	I would talk about every experience in teaching without SLOs & rubrics. By developing learning outcomes, rubrics I had the opportunity to re-look at, re-think about what I was teaching and how the greatest gain was for my students – when I became clearer. I produced rubrics, which told them my expectations and	C	No response.	N/R	I've been working with my colleagues on developing Los and instruments for the staff to use for two years. I've attended conferences and belong to an assessment council at UHM.



	standards.				
23	<ol style="list-style-type: none"> <li>In some fields material may change (more current doing examples etc).</li> <li>Students learn differently: focus on understanding vs. memorization and focus on relevance to points identical scenario.</li> <li>Student-centered learning.</li> </ol>	C	<ol style="list-style-type: none"> <li>Change of material content.</li> <li>Differences in learning styles of different generations.</li> <li>Differences in what students need to know to be competitive in the "marketplace" (relevant)</li> <li>New areas of emphasis depending on faculty composition of the department (graduate level).</li> </ol>	C	I think the example we did in class was easier than when applying to one's program. I think the hardest is deciding what is important, then writing the outcomes are easier.
24	Why do our graduated not perform as well as expected?	C	How do you convince others the student is learning?	C	I have (re)written, with other faculty, many outcomes. It is still hard to get it right.

### Confidence Results

(8 Increased, 13 Unchanged)

**Key: NC=Not Confident, SC=Somewhat Confident, C=Confident, VC=Very Confident**

Confidence Level	Total	Percent
NC to NC	1	4%
NC to SC	2	9%
NC to VC	1	4%
SC to SC	6	26%
SC to C	3	13%
C to C	6	26%
C to VC	2	9%





## APPENDIX

### CENTER FOR TEACHING EXCELLENCE EVALUATION FORM N=25 (83% response rate)

Please rate the following:

	Low 1	2	Medium 3	4	High 5	N/A
Presentation:				28%	72%	
Discussion			12%	28%	60%	
Handouts:			16%	16%	68%	
Overall Usefulness to You:			4%	20%	76%	

What was most helpful to you?

- Power point presentation of speakers.
- All was thought provoking.
- List of action verbs – that I can think more about my teaching SLOs. Thank you for your Service!
- Breaking down the creation of SLOs to points: 1. Student 2. Can 3. Outcome
- Hands on activity using Bloom’s Taxonomy
- Bloom’s Taxonomy and the Good, Bad, and Ugly SLOs! I enjoy the group activity!
- Group work.
- Worksheets.
- Group exercise.
- The list of action verbs. Strategy to make/brainstorm where to start.
- SLO presentation.
- Handouts, slides.
- Presentation.
- Hearing other ideas.
- Design and discuss the Assessment Learning Outcomes.
- Being reminded of Bloom’s Taxonomy and how it can be incorporated in varying levels of students’ learning and development.
- Good handouts, great group application/activity. Appreciate the “frame work” for assessment.
- Exercise.
- Practice in writing SLO and Bloom’s Taxonomy.
- Overall review of SLOs and what we should be doing for our students.

What would you recommend for future workshops on this topic?

- Course level assessment
- I’m going to attend them all. I think you covered it.
- Panel discussion to evaluate what we have implemented.
- Better connection between objectives, outcomes, goals (did well to not get bogged down with definition but left the organization too vague.)
- An extended version might include an outcome assessment.