WRITING SMARTA STUDENT LEARNING OUTCOMES

A focus on program and course level student learning Outcomes

ADAPTED FROM MIAMI DADE COLLEGE, CTD, LOAT/LOCC
WORKSHOP OBJECTIVES

Upon completion of this workshop, participants will be able to:

1. Compose appropriate student learning outcome statements
2. Apply S.M.A.R.T.A criteria to outcome statements
3. Explain the differences between course outcomes, program outcomes, and institution outcomes
4. Contrast levels of student learning outcomes

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WHY LEARNING OUTCOMES MATTER

The statement of learning outcomes tells the student what we expect them to do.

The statement of learning outcomes also allows us to plan assessment of student learning.

The purpose is to measure how well the students have met the learning outcome by assessing their work and comparing it to our standard.

We will gain information about how to improve student learning.

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GOOD LEARNING OUTCOMES

Focus on the student, not the professor
Focus on the learning that results from the course or program
Integrate the knowledge, skills, and attitudes essential to the course or program
Help students develop real-world, lifelong competency

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THE ASSESSMENT PROCESS

Identify/modify student learning outcomes

Provide learning opportunities

Assess student learning

Analyze results

Share results

Use results for improvement

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COMPOSING STUDENT LEARNING OUTCOME STATEMENTS

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THE OUTCOMES FORMULA

**SUBJECT:** The *Student* will  ... 

**VERB:** *do* e.g., describe, compose, analyze, demonstrate, create, etc.  
[Blooms at ISU][1]  [Blooms at UNCC][2]

**OBJECT:** *something* (skill, content knowledge, see course objectives for ideas)
WHAT DO YOU WANT THE STUDENT TO BE ABLE TO DO?

Answers to this question are learning outcome statements.

*From Intro. to US Govt. Course:*

The student will **describe** the historical and philosophical underpinnings of the US Constitution.
SOME MORE EXAMPLES

1. The student will compare and contrast major perspectives in kinesiology.

2. The students will explain economic institutions such as the Federal Reserve, stock markets, and financial intermediaries.

3. The student will display a professional commitment to ethical practice in student organizations.

4. The student will prioritize time by effectively scheduling classes and extra curricular activities.

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PRACTICE WRITING YOUR LEARNING OUTCOME

Activity #1

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S.M.A.R.T.A. CRITERIA

Specific
• The outcome is clearly stated and understandable

Measurable
• It is observable using both direct and indirect evidence

Attainable
• It should be feasible to accomplish

Results-oriented
• It describes the end product

Time-bound
• There is an expectation of when due/done

Aligned
• The outcomes are support each other at various levels

Adapted from Paula Krist, Presentation to Miami Dade College, CTD, LOAT/LOCC
REVISING OUTCOMES USING SMARTA

Need Improvement

Students have effective interpersonal, public speaking and verbal, nonverbal and listening skills.

Our program provides students with opportunities to learn about contemporary problems in the field of biology.

How would you revised the outcomes?

ADAPTED FROM MIAMI DADE COLLEGE, CTD, LOAT/LOCC
LETS PRACTICE
LEVELS OF OUTCOMES

- Institution
- Program
- Course

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LEVELS OF OUTCOMES

<table>
<thead>
<tr>
<th>Course Outcome: Women in the Bible</th>
<th>Program Outcome: Religious Studies</th>
<th>Institution Learning Outcomes (General Education)</th>
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<tbody>
<tr>
<td>Describe how issues such as sexuality, marriage, divorce, violence, and adultery constructed gender identity in the Old and New Testament.</td>
<td>Evaluate the role of religion in cultures, especially as it relates to issues of race, class, gender, ethnicity, sexuality, identity, and power.</td>
<td>Discuss issues of diversity from multiple perspectives.</td>
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*The student will....*
THANK YOU!