

Writing Outcome Statements for
the Academic Areas

October 10, 2006

Choosing Outcome Statements

- May come from last year's "use of results" section
 - May come from "Next Year's Goals" in annual report
 - Make a list of all the desired outcomes for a program and choose a few for this assessment cycle
 - May come from accreditation requirements
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Desirable Characteristics of Intended
Outcome Statements

- Reflect key concepts of a program
 - Reasonable, given the ability of students
 - Singular – do not involve more than one outcome
 - Clear and measurable
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Writing Outcome Statements

- Are very specific
 - Describe or define desired student achievements; what students should know (cognitive), think (affective), or be able to do (behavioral) when they have completed a program
 - Are "results" oriented
 - Must be measurable
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Writing Outcome Statements (cont.)

- General format:
The student will be able to (Bloom's Taxonomy verb) "something".
 - Example:
The student will be able to explain the difference between a simple sentence and a compound sentence.
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Process vs. Outcome Statement

- Ask students, "What are you doing at the college?"
 - Process response: "I attend classes."
 - Outcome response: "I am learning about my field in order to prepare for a career."
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Process vs. Outcome Statements

- Ask faculty, "What do you do at the college?"
 - Process response: "I teach."
 - Outcome response: "I facilitate student learning."
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Example #1

- Students in the criminal justice program will understand how to collect evidence at a crime scene.
 - Students in the criminal justice program will be able to list the guidelines for the collection of evidence from a crime scene.
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Example #2

- Students completing the General Chemistry sequence will be able to interpret phase diagrams and cooling curves.
 - Students completing the General Chemistry sequence will be able to interpret phase diagrams.
 - Students completing the General Chemistry sequence will be able to interpret cooling curves.
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Example #3

Graduates of Engineering Technology will program the departmental robot to complete a specified multi-step manufacturing process

Example #4

Students in the Horticulture Program will apply problem solving techniques used by horticulture professionals.

Example #5

Students completing the English Composition sequence will be able to compose an essay concerning a current events topic assigned using standard written English (SWE).

Example #6

Students completing the Drafting and Design sequence will be able to integrate major concepts from the sequence.
