

# DEVELOPING INTENTIONAL LEARNING, DEVELOPMENTAL, & PROGRAM OUTCOMES

Texas Christian University  
Division of Student Affairs  
Angela D. Taylor, Ph.D.

TCU

150

1873 - 2023

# Workshop Objectives

- Define, describe, and differentiate between learning, developmental, and program outcomes;
- Identify CAS outcomes for student affairs;
- List the steps in writing outcome statements;
- List and describe Bloom's six levels of learning;
- Select action verbs appropriate to each of the six levels of learning;
- Formulate learning, developmental, and program outcome statements.

# Workshop Agenda

- Examine learning, developmental, & program outcomes;
- Identify CAS outcomes for student affairs;
- Review the steps in writing learning & developmental outcomes;
- Discuss Bloom's six levels of learning;
- Discuss action verbs appropriate to each of the six levels of learning;
- Discuss components of a good outcome statement;
- Formulate learning & developmental outcome statements.

# Types of Outcomes

## ■ Program/Process

- *Program outcomes illustrate what you want your program to do. These outcomes differ from learning outcomes in that you discuss what it is that you want your program to accomplish. Program goals can often be measured in simple terms such as Was the task or activity completed or not.*

## ■ Learning

- *Learning outcomes illustrate the learning that you want to occur. Learning outcomes assess cognitive abilities, not affective dimensions or attitudes. Cognitive abilities refer to thinking & behavioral skills.*

## ■ Developmental

- *Developmental outcomes illustrate the affective dimensions you desire to instill or enhance. Developmental outcomes assess affective dimensions or attitudes, not cognitive abilities.*

# Professional Organization Outcomes

CAS Domains	LEAP (AAC&U)	Learning Reconsidered	Disciplines	Degree Qualifications Profile (DQP)
<ul style="list-style-type: none"> <li>• Knowledge acquisition, construction, integration, &amp; application</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of Human Cultures &amp; the Physical &amp; Natural World</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge acquisition, integration, &amp; application</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge bases</li> </ul>	<ul style="list-style-type: none"> <li>• Specialized Knowledge; Broad and Integrative Knowledge</li> </ul>
<ul style="list-style-type: none"> <li>• Cognitive Complexity</li> </ul>	<ul style="list-style-type: none"> <li>• Intellectual &amp; Practical Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Cognitive complexity</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Intellectual Skills</li> </ul>
<ul style="list-style-type: none"> <li>• Intrapersonal Development</li> <li>• Interpersonal Competence</li> <li>• Humanitarianism &amp; Civic Engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Personal &amp; Social Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal &amp; intrapersonal competence</li> <li>• Humanitarianism</li> <li>• Civic engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Intrapersonal attributes and competencies</li> <li>• Interpersonal relations with diverse others</li> <li>• Ethics</li> <li>• Management &amp; collaborative leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Civic and Global Learning</li> </ul>
<ul style="list-style-type: none"> <li>• Practical Competence</li> </ul>	<ul style="list-style-type: none"> <li>• Integrative &amp; Applied Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Practical competence</li> <li>• Persistence &amp; academic achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Professional skills</li> <li>• Life-long learning</li> </ul>	<ul style="list-style-type: none"> <li>• Applied and Collaborative Learning</li> </ul>

# Steps in Writing Outcomes

- Identify activity/experience outcomes
  - *What do you hope that students gain from the experience?*
  - *What do you hope to accomplish?*
- Classify outcomes
  - *Three possible Types: Learning, Developmental, Program*
- Choose the appropriate action verb
  - *Bloom's taxonomy*

# Steps in Writing Outcomes

- Establish direct or indirect measure
  - *What evidence will you be using as a measure?*
- Establish criteria for success
  - *To what degree?*
- Craft the statement
  - *Timeframe*
  - *Subject*
  - *Action*
  - *Object*
  - *Criteria*



# Bloom's Taxonomy

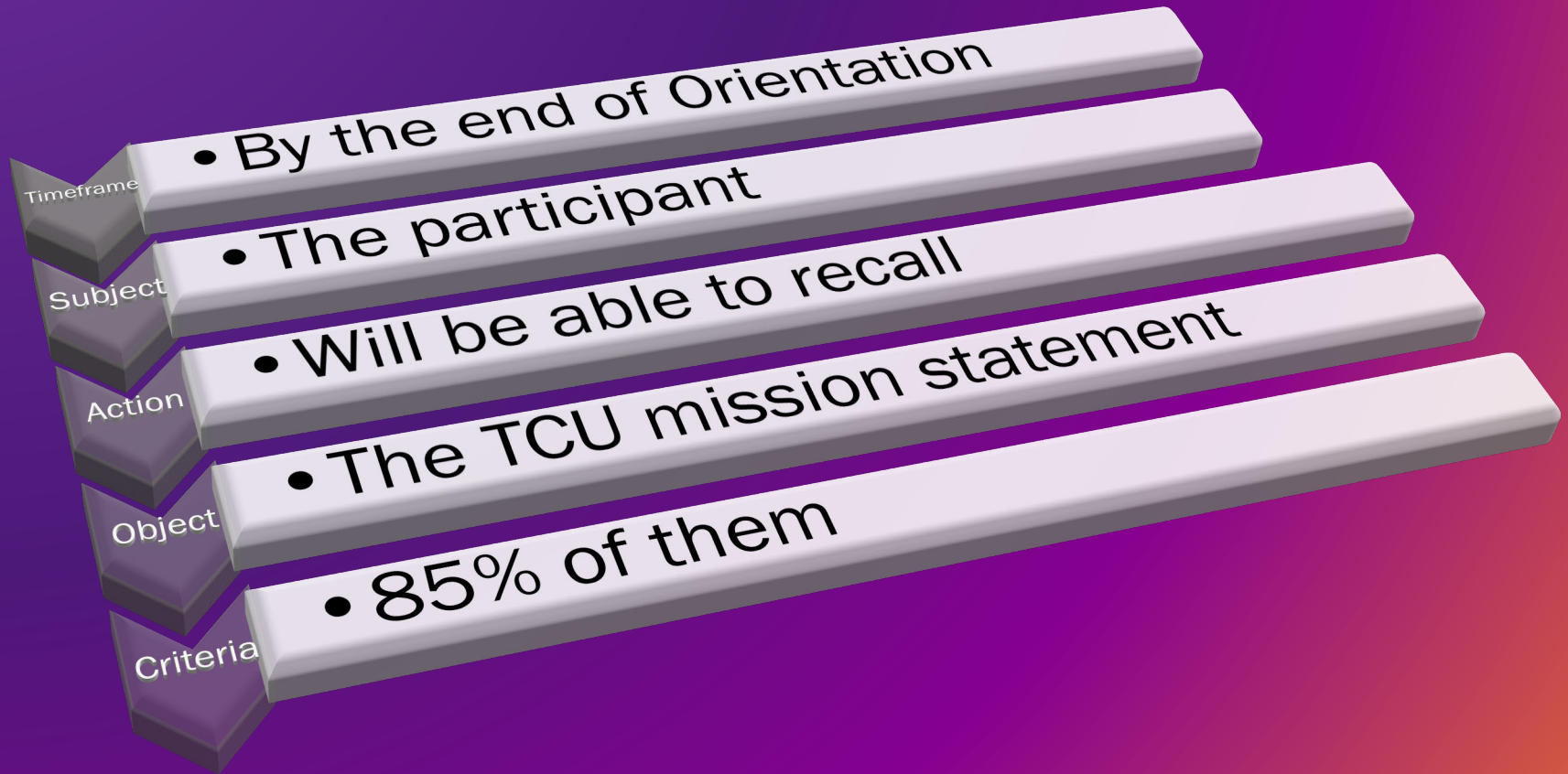
Category	Definition	Related Behaviors
Knowledge	recalling or remembering something without necessarily understanding, using, or changing it	define, describe, identify, label, list, match, memorize, point to, recall, select, state
Comprehension	understanding something that has been communicated without necessarily relating it to anything else	alter, account for, annotate, calculate, change, convert, group, explain, generalize, give examples, infer, interpret, paraphrase, predict, review, summarize, translate
Application	using a general concept to solve problems in a particular situation; using learned material in new and concrete situations	apply, adopt, collect, construct, demonstrate, discover, illustrate, interview, make use of, manipulate, relate, show, solve, use
Analysis	breaking something down into its parts; may focus on identification of parts or analysis of relationships between parts, or recognition of organizational principles	analyze, compare, contrast, diagram, differentiate, dissect, distinguish, identify, illustrate, infer, outline, point out, select, separate, sort, subdivide
Synthesis	creating something new by putting parts of different ideas together to make a whole.	blend, build, change, combine, compile, compose, conceive, create, design, formulate, generate, hypothesize, plan, predict, produce, reorder, revise, tell, write
Evaluation	judging the value of material or methods as they might be applied in a particular situation; judging with the use of definite criteria	accept, appraise, assess, arbitrate, award, choose, conclude, criticize, defend, evaluate, grade, judge, prioritize, recommend, referee, reject, select, support



# Action Verb List

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Count	Associate	Add	Analyze	Categorize	Appraise
Define	Compute	Apply	Arrange	Combine	Assess
Describe	Convert	Calculate	Breakdown	Compile	Compare
Draw	Defend	Change	Combine	Compose	Conclude
Identify	Discuss	Classify	Design	Create	Contrast
Labels	Distinguish	Complete	Detect	Drive	Criticize
List	Estimate	Compute	Develop	Design	Critique
Match	Explain	Demonstrate	Diagram	Devise	Determine
Name	Extend	Discover	Differentiate	Explain	Grade
Outlines	Extrapolate	Divide	Discriminate	Generate	Interpret
Point	Generalize	Examine	Illustrate	Group	Judge
Quote	Give examples	Graph	Infer	Integrate	Justify
Read	Infer	Interpolate	Outline	Modify	Measure
Recall	Paraphrase	Manipulate	Point out	Order	Rank
Recite	Predict	Modify	Relate	Organize	Rate
Recognize	Rewrite	Operate	Select	Plan	Support
Record	Summarize	Prepare	Separate	Prescribe	Test
Repeat		Produce	Subdivide	Propose	
Reproduces		Show	Utilize	Rearrange	
Selects		Solve		Reconstruct	
State		Subtract		Related	
Write		Translate		Reorganize	
		Use		Revise	
				Rewrite	
				Summarize	
				Transform	
				Specify	

# Sample Outcome Statement



# Let's Practice!

- **Think of one of the activities or experiences which you organize.**
- **Review the steps in writing an appropriate outcome statement.**
- **Practice writing one learning outcome for the activity/experience.**
- **Practice writing one developmental outcome for the activity/experience.**
- **Practice writing one program/process outcome for the activity/experience.**

# Review & Wrap-up

- Review workshop objectives.
- Any questions?
- Any comments?

**THANK YOU!**

## **CONTACT INFORMATION:**

**STUDENT LIFE ANALYTICS  
ANGELA D. TAYLOR, PH.D.  
TCU BOX 297305  
FORT WORTH, TEXAS 76129  
817.257.6454  
A.D.TAYLOR@TCU.EDU**

**TCU**

150

1873 - 2023