Outline

- What are Outcomes, Competencies, and Performance Measures?
- How Do I Write Outcomes, Competencies (and Performance Measures) That Are Good?
- Examples
What is an Outcome?

What students should know or be able to do at the end of a program or a course because of that educational experience.
What is a Competency?

- How students are going to demonstrate that they have achieved the outcome (the knowledge and/or skills they are expected to gain).
- Is a specific way to meet the outcome.
- There may be several competencies for a single outcome.
Example Outcome and Competencies

- Students who graduate from the dental hygiene program will be able to perform the entry-level tasks for dental hygienists.

- Competencies would be the entry-level tasks referred to in the outcome:
  - Students will produce an accurate set of radiographs.
  - Students will clean patients’ teeth thoroughly.
Graduates will be able to communicate effectively orally and in writing with a variety of audiences and for a variety of purposes.

- Students will present effective oral presentations.
- Students will write effective documents appropriate for the workplace.
Students should be able to:

apply, analyze, arrange, articulate, associate, build, complete, calculate, compute, choose, classify, construct, compile, compose, create, compare, critique, define, describe, design, develop, demonstrate, deliver, distinguish, discuss, examine, formulate, generate, hypothesize, judge, justify, infer, illustrate, manage, predict, prioritize, organize, plan, recommend, rate, relate, recognize, schedule, solve, state, summarize, use, ....
Beware of the Unmeasurable!

Unclear and unmeasurable:

- *Students will gain an understanding of business plans*......

- *Students will appreciate the major artistic styles*......

Can you tell whether students understand or appreciate?
Clear and measurable:

- Students will write a complete business plan....

- Students will compare and contrast 2 major artistic styles....

Can you tell whether students have accomplished these tasks?
Think **Bloom’s Taxonomy (Revised)**
Action Words per Bloom’s Level

- **Creating**: assemble, construct, create, design, develop, formulate, write
- **Evaluating**: argue, defend, justify, evaluate, value, judge
- **Analyzing**: compare, contrast, critique, distinguish, examine
- **Applying**: solve, operate, interpret, employ, use
- **Understanding**: classify, describe, discuss, explain, identify, locate
- **Remembering**: define, list, memorize, recall, state, reproduce, repeat
Consider the Level of Competency

- The further the student is into their program of study, the higher the level of competency should be.

- Pick a Bloom’s category appropriate for the course or point in the program:
  - A beginning business student might list, describe or even explain the parts of a business plan.
  - An advanced business student should be able to write/create/develop a business plan.
Beware of the Broad Outcome or Competency

- Students should understand what it means to be a good citizen in US society.
Clarify Your Terms

What does it mean to be a good citizen?
- Obey laws
- Be involved in your local or national government
- Support your community
- Don’t litter
- Pay your taxes
- Vote
If a definition of being a “good citizen” is being involved in government,

- **List** ways a citizen can be involved in local government.
What is a Performance Measure?

- Activity or assignment

- Provides a measurement of student skill or knowledge

- Can be almost anything
  - Test, journal, portfolio, project, oral presentation, skills check-off, essay, demonstration, interview, case study
**Example Performance Measures**

- **Outcome:** Students who graduate from the dental hygiene program will be able to perform the entry-level tasks for dental hygienists.

- **Competencies:**
  - Students will produce an accurate set of radiographs.
  - Students will clean patients’ teeth thoroughly.

- **Performance Measures:**
  - Complete set of radiographs
  - Skills check-off
Example 2

 Outcome: Graduates will be able to communicate effectively orally and in writing with a variety of audiences and for a variety of purposes.

 Competencies:
 ◦ Students will present effective oral presentations.
 ◦ Students will write effective documents appropriate for the workplace.

 Performance Measures:
 ◦ Oral presentation
 ◦ Portfolio of letters, memos, reports
Warning

Just “passing” a course is not an indication of outcomes attainment!

Why?
The course is NOT the competency!
The outcome and competency must both be measurable.

The performance measure must provide evidence that the student has met the competency.
Choose Your Performance Measure Wisely

- Consider the questions you want to have answers to at the end of your analysis and plan performance measures that will give you these answers.
- Do faculty want students to know the theory or be able to perform the practice?
  - For oral communication, what information about students will you get from:
    - An oral presentation
    - A written exam
Plan When Performance Measure Will Be Given

- When the assessment is given also affects the answers you get:
  - Do faculty want to measure students’ initial proficiency or their retention of material?
  - Both are useful – which is more important at this time?
Outcome: Students will be computer literate.
Competency: 
Performance Measure:
Outcome: Students will be able to think critically.

Competency 1: Students will define a problem and propose solutions.

Performance Measure:

Competency 2: Students will evaluate solutions and recommend the best one.

Performance Measure: