

Enhance your Learning Outcomes

DIVISION OF
STUDENT
AFFAIRS



Housekeeping



Participants are no mute



Minimize your “Dashboard” in order to enhance viewing of the presentation



Feel free to use the chat feature to troubleshoot technical difficulties or pose questions



Please be patient with yourself and others as we work together to create a productive virtual training environment

Assessment Timeline





Assessment Cycle

Program vs. Student

Outcomes

Program Outcomes

Program outcomes can be thought of simple as “what you want your program to accomplish”

(Bresciani, Zelna & Anderson, 2004, p. 11).

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Example of Program Outcome:

- Increase student participation, involvement of targeted groups of students, student satisfaction with the program, grade point average (GPA)...

Learning Outcomes

Student Learning outcomes specify what students will know, be able to do, or value when they complete a program.

(Massa & Kasimatis, 2017).

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Example of Student Learning Outcome:

- All ASI student employees will be able to demonstrate management of personal and professional commitments through attendance and timeliness

Student Learning Outcomes (SLOs)

Describe expected student learning and growth in specified domains

01

02

Need to be measurable to provide evidence of student learning and development

Both, curricular and co-curricular experiences, are expected to contribute to student learning and development

03

Student Learning Outcomes Assessment: measures and provides evidence of the achievement of predetermined SLOs. Results are used to influence decision-making, planning, and improvement.

The Basics:

Writing student learning outcomes

What is the learning experience?
That is, what activity, program, service, curriculum, course or intentional experience provides the opportunity for learning to occur?

- A workshop on men's health offered by Health Services
- An event hosted to raise awareness against interpersonal violence
- A leadership experience
- A series of individual personal counselling visits

1

What group of students will participate in the learning experience?

- Entering first-time-in-university students
- Students who also work as university employees in certain areas
- Students who are preparing for or have returned from studying abroad
- Graduating seniors

2

What new capacity is being sought?

- Ability to invest in positive interpersonal relationships
- Ability to consider how personal decisions in the workplace are informed by one's sense of ethics
- Ability to explain one's skills to a potential employer
- Ability to identify, describe, explain, or demonstrate leadership skills

3

How will the achievement of that capacity be demonstrated?

- Identify (or describe, or explain) characteristics of healthy and unhealthy relationships
- Identify personal triggers to stress or anxiety
- Explain how career interests and personality type are interrelated
- Describe how a study abroad experience better prepares for workplace success

4

The Basics:

Writing student learning outcomes (con't)

Through what medium (or by what method) will students demonstrate new capacity?

- A one-page post-workshop reflection paper
- A survey (scale & open-ended)
- A brief interview
- Observed behavior or performance
- A blog, using predetermined criteria, documents the lessons learned during the leadership experience

5

What range of achievement satisfies the desired outcome?

- Name 4 out of 5 predetermined characteristics of the relevant concept (e.g., healthy relationships, ethics, etc)
- Complete with 80% accuracy the development of a large-event organization checklist
- Demonstrate at least 2 out of 3 desired leadership characteristics

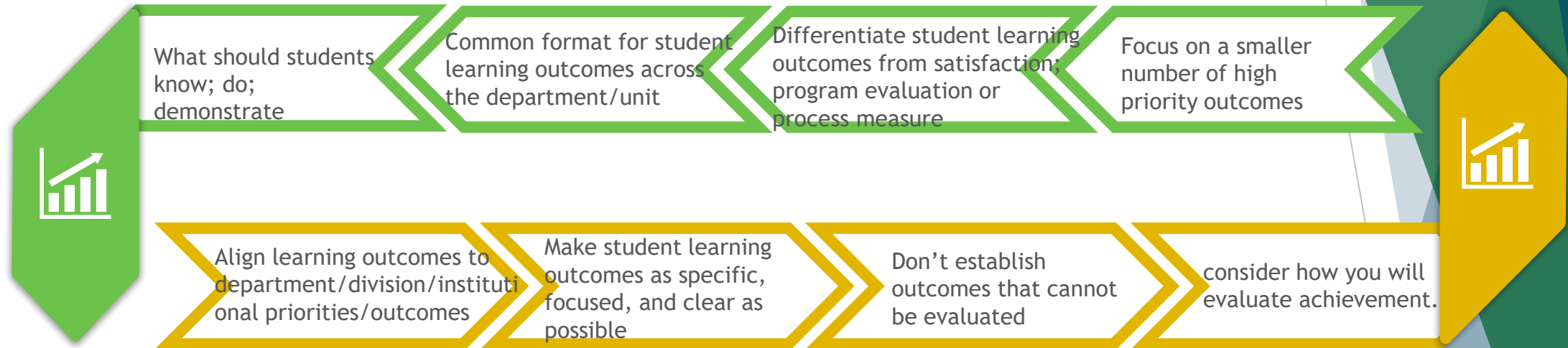
6

What, if any external requirements, guidelines or standards apply?

- Council for Advancement of Standards in Higher Education (CAS) standards
- Cardiopulmonary Resuscitation (CPR) guidelines
- SCUBA training certification requirements

7

Tips to write SLO



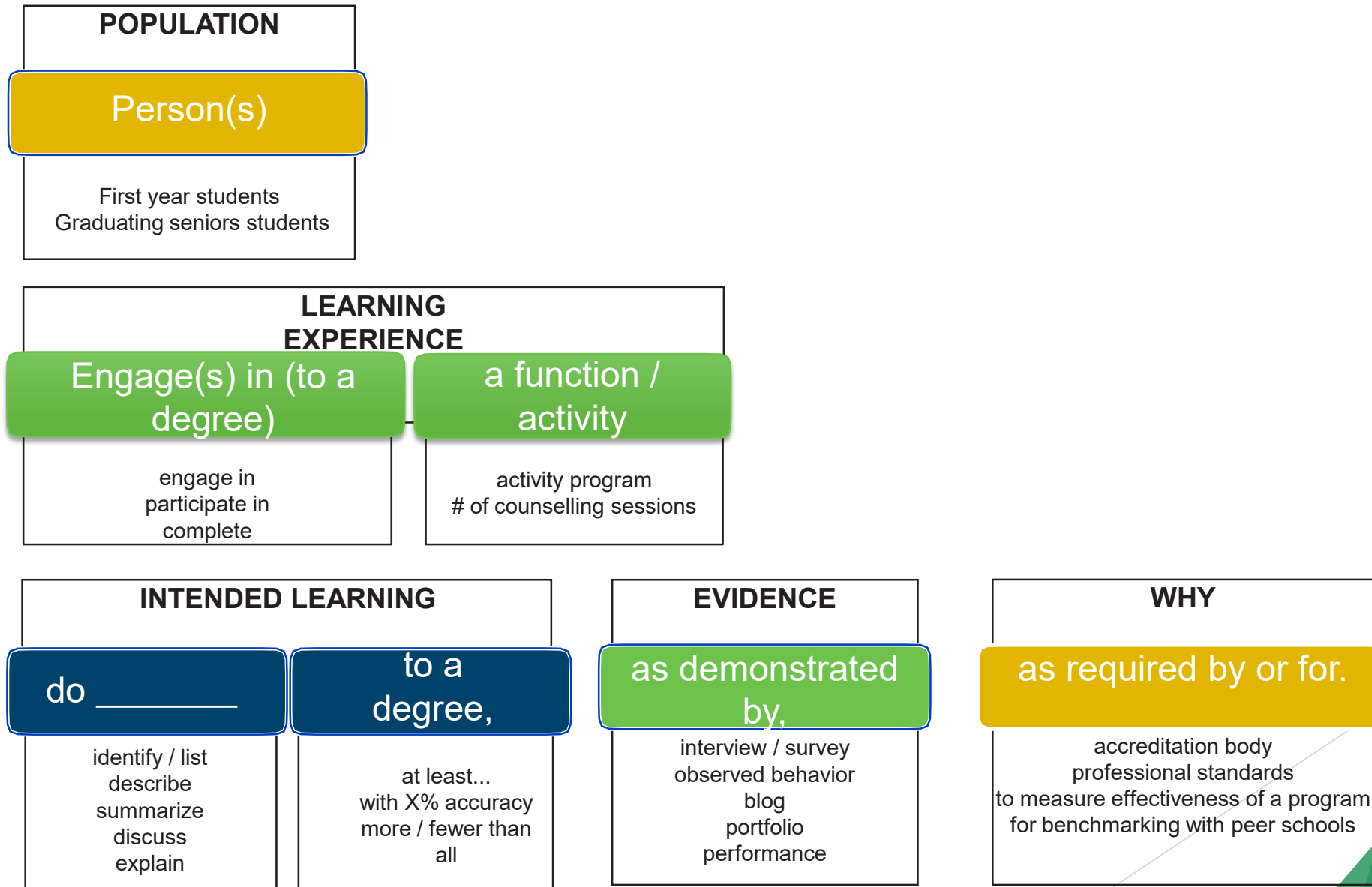
SLO: very hard to assess:

- Students will have more confidence in their abilities.

SLO: easier to assess:

- Students will demonstrate the ability to analyze and respond to arguments about racial discrimination during a discussion with other students.

Quick Guide: Format for writing SLO





DRAFT

Person(s) who engage in

will be able to

to a degree, and it is demonstrated
by their doing

, as required by or for

Writing SLO following the Quick Guide

Person(s)

Engage(s) in (to a
degree)

a function /
activity

do _____

to a degree

as demonstrated by

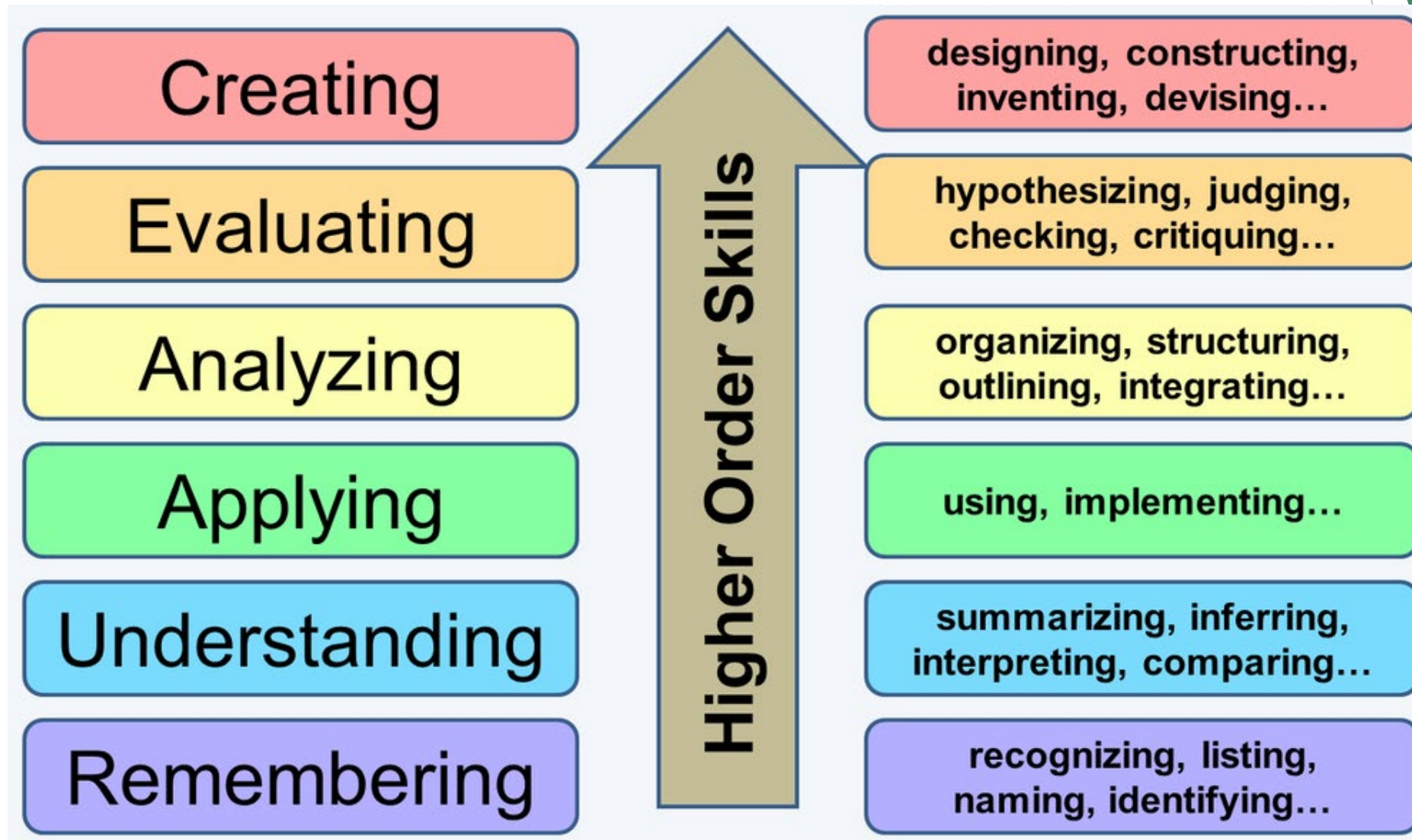
as required by or for



COMPLETE

Second year students who participate in at least three personal counselling sessions will be able to describe at least two strategies for managing stress in university as demonstrated by reflective journal entries the student will share with a counselor.

Bloom's Taxonomy of Learning



Examples

General Student Learning Outcomes

Student Employees Example

All student staff members of the Division of Student Affairs will demonstrate personal growth in cultural competence.

As indicated in the Student Employee Learning Program (SELP), Supervisors will administer a pre and post as well as the direct assessment through the rubric with student employees immediately after hire and a gain after 2 semesters of work.

Peer Mentoring Example

First year students who fully participate in the XX peer mentoring program(one academic year) will be able to identify at least one on campus resource in addressing personal challenges related to academics, health, relationships, career, finances, and alcohol.

Peer Mentorship Coordinators will administer the final assessment at the end of each academic year.

Outcome

Students will
engage in sexually-
safer behaviors

Learning

Differentiate between viral and bacterial STIs

Differentiate between low- and high- risk sexual behaviors

Recall proper sequence of putting on a condom

Identify campus resources for sexual health care

Differentiate between high- and low- risk attitudes toward STI transmission

Identify methods to communicate sexual boundaries

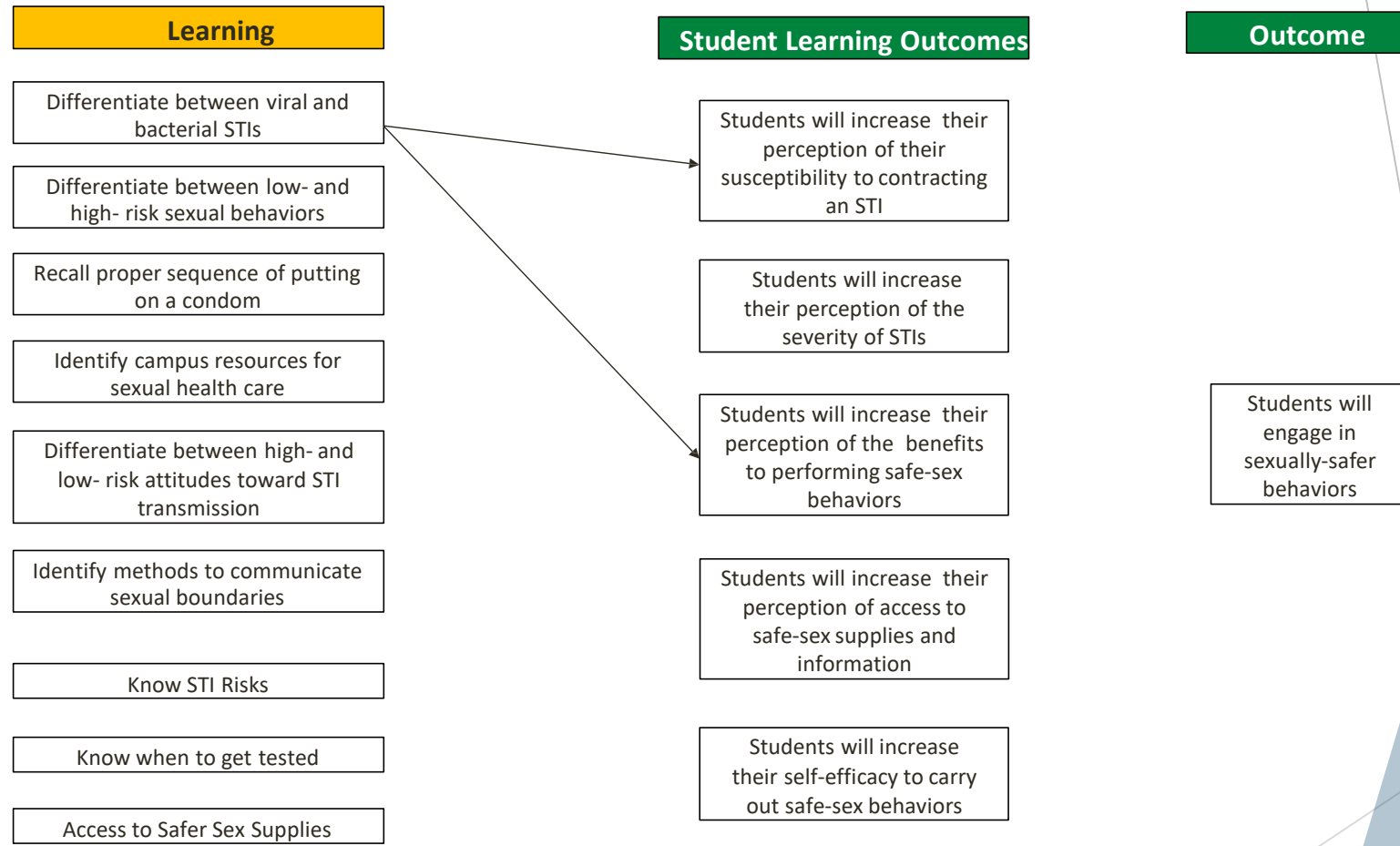
Know STI Risks

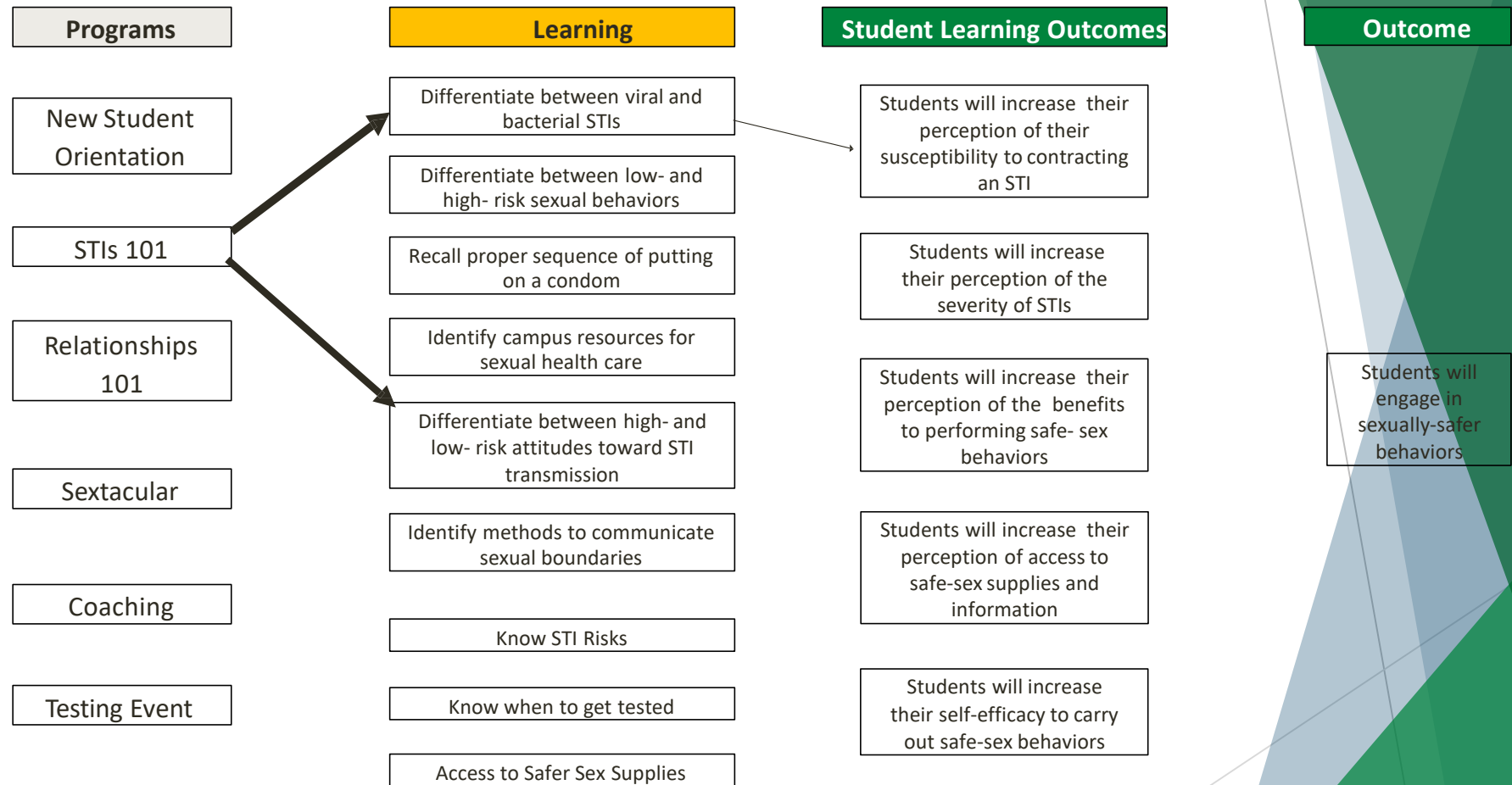
Know when to get tested

Access to Safer Sex Supplies

Outcomes

Students will engage in sexually-safer behaviors





Student Learning Outcomes

Students will increase their perception of their susceptibility to contracting an STI

Students will increase their perception of the severity of STIs

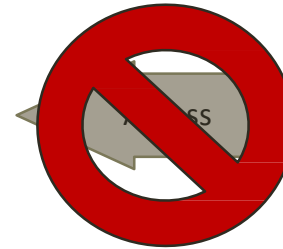
Students will increase their perception of the benefits to performing safe-sex behaviors

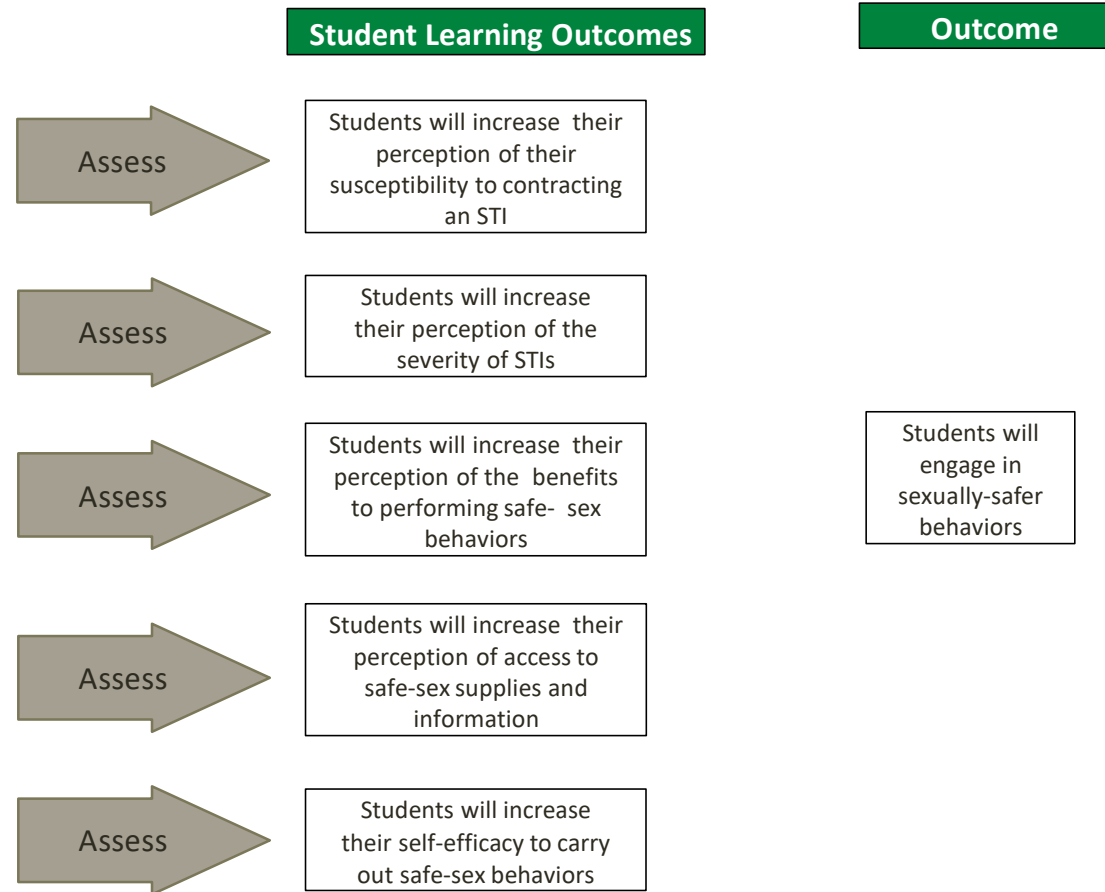
Students will increase their perception of access to safe-sex supplies and information

Students will increase their self-efficacy to carry out safe-sex behaviors

Outcome

Students will engage in sexually-safer behaviors





The Division of Student Affairs Assessment

<https://www.cpp.edu/student-affairs/assessment/assessment-research-evaluation.shtml>

Questions?