Enhance your Learning Outcomes



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



June-July
PLAN FOR NEXT YEAR



September - October

FEEDBACK PROVIDED



January May
(spring)
IMPLEMENT
ASSESSMENTS





Mid-August

ENTER YOUR PLAN IN PLANNING



August -December (fall)

IMPLEMENT ASSESSMENTS





Phase 1 Reflect Identify Conceptualize Write outcomes Phase 6 Phase 2 Closing the Design Loop Assessment Mission, Vision and **Values** Phase 5 Phase 3 Share Your **Implement** Findings Phase 4 Analyze and Discuss Results

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).

Example of Program Outcome:

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

Leaning Outcomes

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

(Massa & Kasimatis, 2017).

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

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

What group of students will participate in the learning experience?

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

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

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

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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

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 largeevent organization checklist
- Demonstrate at least 2 out of 3 desired leadership characteristics

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

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Tips to write SLO

What should students know; do; demonstrate

Common format for student learning outcomes across the department/unit

Differentiate student learning outcomes from satisfaction; program evaluation or process measure

Focus on a smaller number of high priority outcomes





Align learning outcomes to department/division/institutional priorities/outcomes

Make student learning outcomes as specific, focused, and clear as possible

Don't establish outcomes that cannot be evaluated

consider how you will evaluate achievement.

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

POPULATION

Person(s)

First year students
Graduating seniors students

LEARNING EXPERIENCE

Engage(s) in (to a degree)

engage in participate in complete

a function / activity

activity program # of counselling sessions

INTENDED LEARNING

do

identify / list describe summarize discuss explain

to a degree,

at least... with X% accuracy more / fewer than all

EVIDENCE

as demonstrated by.

interview / survey observed behavior blog portfolio performance

WHY

as required by or for.

accreditation body professional standards to measure effectiveness of a program for benchmarking with peer schools

Writing SLO following the Quick Guide

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

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

Creating

Evaluating

Analyzing

Applying

Understanding

Remembering

designing, constructing, inventing, devising...

Higher Order Skills

hypothesizing, judging, checking, critiquing...

organizing, structuring, outlining, integrating...

using, implementing...

summarizing, inferring, interpreting, comparing...

recognizing, listing, naming, identifying...

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

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

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

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

Student Learning Outcomes Programs Learning Differentiate between viral and Students will increase their New Student bacterial STIs perception of their Orientation susceptibility to contracting Differentiate between low- and an STI high- risk sexual behaviors STIs 101 Students will increase Recall proper sequence of putting their perception of the on a condom severity of STIs Identify campus resources for Relationships sexual health care Students will increase their 101 perception of the benefits Differentiate between high- and to performing safe- sex low- risk attitudes toward STI behaviors transmission Sextacular Students will increase their Identify methods to communicate sexual boundaries perception of access to safe-sex supplies and Coaching information **Know STI Risks** Students will increase **Testing Event** Know when to get tested their self-efficacy to carry out safe-sex behaviors Access to Safer Sex Supplies

Outcome

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



Student Learning Outcomes

Assess

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

The Division of Student Affairs Assessment

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

Questions?