Assessment of Learning in Student Affairs: A Comprehensive Division-Wide Plan

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Learning Outcomes
- An **outcome** is the desired effect of a program, service, or intervention but is more specific than a goal. *It is participant centered.* (Upcraft & Schuh, 1996)

Types of Learning Outcomes
- <u>Student learning outcomes</u>: cognitive or affective abilities/characteristics demonstrated
- <u>Program outcomes</u>: what your program accomplishes
- <u>Operational outcomes</u>: metrics regarding how well the operation works (financial metrics)

Domains of STUDENT Learning Outcomes
- Cognitive (knowledge/thinking/mental skills)
- Affective (attitudes/feelings/emotions)
- Psychomotor (skills/doing/physical skills)

Example of words from Bloom's Taxonomy (Bloom, 1956)
- **Knowledge**: identifies, defines, describes
- **Understanding**: explains, summarizes, classifies
- **Application**: demonstrates, computes, solves
- **Analysis**: differentiates, diagrams, estimates
- **Synthesis**: creates, formulates, revises
- **Evaluation**: criticizes, compares, concludes

Writing Learning Outcomes
- Learning outcome = **SWiBAT** + <u>**Bloom Word**</u>+ *Condition*
  - Example: **S**tudents **Wi**ll **B**e **A**ble **T**o <u>understand</u> healthy lifestyle choices *as a result of participating in outreach activities sponsored by CAPS* (PUL 2).

Determination of Measures
- Indirect: reflection on an experience
- Direct: actual observed experience

Basic Rules of Data Collection
- Resist the temptation to assess every aspect of everything you do!
- Focus on finding meaningful results that you can use to share your story
- Keep reminding your colleagues about this process throughout the year ☺

Closing the loop: Communicate with students intentionally
- Provide them with prompts to reflect on their learning
- Help them make any connections between your programs/services/activities and their classes

Closing the loop: Use data for improvement
- Focus on development of programs, services, and activities to foster co-curricular learning
- Richer discussions with academic partners

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Worksheet for _____

Intended Outcome of Workshop Time:
Participants will develop a rough draft of specific learning outcomes that will be measured at some point during the 2012-2013 academic year.

Part 1
On what specific programs, services, or activities will you focus your efforts for assessing student learning in the 2012-2013 academic year? "All" is not an option! ☺

Why did you choose this/these? Be strategic with your choices.

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Part 2

As educators, what should students learn after interacting with or participating in your department's programs, services, and activities? How can you help them make connections between these points of learning and what they are learning in the classroom? Use this table to structure your discussion. Examples from IUPUI are provided in *italics*.

SWiBAT Statement (OR, statements starting with a Bloom verb)	Domain (cognitive, affective, psychomotor)	Measure (direct or indirect?)	Timeline
(Counseling) Students will be able to understand healthy lifestyle choices as a result of participation in outreach activities	Cognitive	*Increase in coping strategic indicator from outreach surveys (indirect)*	*March 2011*
(Graphic designers) Students will be able to discuss issues related to cultural heritage	Affective	*Portfolio presentation of graphic design work related to cultural heritage month programming in student activities (direct)*	*May 2011*

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