Learning and Program Outcomes
Campus Intelligence
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Outcomes assessment is the most valid way of demonstrating the effectiveness of services, programs, and facilities, especially in defending and promoting higher education, and also in meeting accreditation standards. It is also the most difficult, complex and misunderstood of all the assessment methodologies.

Upcraft & Schuh, 2001
NASPA/ACPA Competency

Explain to students and colleagues the relationship of AER processes to learning outcomes and goals.
Learning Outcomes

IDENTIFY the four components that should be in every learning outcome statement

IDENTIFY the four components that should be in every program outcome statement

DESCRIBE the relationship between assessment processes, learning outcomes, and student affairs strategic goals.

CREATE two outcomes (learning or program) for your area
Assessment in Higher Education

CONTEXT: Institutional Mission, Vision and Values

INTENDED OUTCOME

USE OF RESULTS

EVALUATION/ASSESSMENT METHODS AND EVIDENCE

ACTUAL OUTCOME

IMPACT: Institutional Effectiveness & Student Learning
Outcomes Assessment...

Clarifies divisional and departmental “fit” with institutional vision, mission, goals and/or strategic plans

Clarifies to students and other constituents what students can expect to gain and what the program will accomplish

Provides different kinds of data and evidence about services—moves beyond satisfaction and tracking use to describing effectiveness

Links Student Affairs and Academic Affairs; links curricular and co-curricular
“Student learning is not the result of discrete experiences but rather the product of many different kinds of experiences in and outside the classroom over an extended period of time.”

Schuh, J. H., & Gansemer-Topf, A. M. (2010, p. 10)
Outcomes

**LEARNING OUTCOMES**

Examine what a student (or other stakeholders) is to do or think as a result of the program, course, service.

**PROGRAM/OPERATIONAL OUTCOMES**

Examine what a program or process is to do, achieve or accomplish for its own improvement; generally needs/satisfaction driven.
Connecting to the bigger picture

The 3 M’s of Outcomes

MEANINGFUL
How does the outcome support the departmental mission or goal?

MANAGEABLE
What is needed to foster the achievement of the outcome? Is the outcome realistic?

MEASURABLE
How will you know if the outcome is achieved? What will be the assessment method?

Learning Outcomes
Challenges to Assessing Learning

Students do not experience college in a way that makes outcomes assessment simple.

Some learning outcomes may take months, years, or a lifetime to manifest.

A survey may not cut it.

Assessing learning is more time consuming and more difficult, compared to other assessments.

Can be difficult to specifically identify what you want students to learn.
Learning Outcomes

Learning Outcomes examine cognitive skills that students (or other stakeholders) develop through department interactions; measurable, transferable skill development.

Statements indicating what a participant (usually students) will know, think, or be able to do as a result of an event, activity, program, etc.

Needs to be specific and measurable!
Effective Learning Outcomes...

- Are student-focused
- Focus on learning resulting from an activity rather than the activity itself
- Reflect the institution’s mission and the values it represents
- Align at the course/program, academic program/department, divisional, and institutional levels
- Focus on skills and abilities central to the discipline and based on professional standards of excellence
- Are general enough to capture important learning, but clear and specific enough to be measurable
- Focus on aspects of learning that will develop and endure but that can be assessed in some form now

Huba & Freed (2000)
ABCD Structure of a Learning Outcome

**Audience**
To who does the outcome pertain?

**Condition**
Under what conditions or circumstances will the learning occur?

**Behavior**
What do you expect the audience to know/be able to do?

**Degree**
How much will be accomplished, how well will the behavior need to be performed, and to what level?
Learning Outcome Statement:

A. Students will

B. <learn what>

C. under these circumstances/conditions

D. to this level of efficiency/effectiveness
Using Bloom’s as a Guide

If you are trying to assess learning:

• Overall, your assessment method should be a reflection of the learning that you are seeking to assess.

• Is what you are asking students to do going to provide you with the evidence you need to make a statement about the learning that occurred?

• Thinking about Bloom’s taxonomy, the different levels of thinking would require different assessment methods. (More in-depth thinking level = more in-depth assessment)
REMEMBERING

Making sense of what you have learned

UNDERSTANDING

Recalling relevant knowledge from long term memory

APPLYING

Use the knowledge gained in new ways

ANALYSING

Breaking the concept into parts and understand how each part is related to one another

EVALUATING

Making judgements based on a set of guidelines

CREATING

Putting information together in an innovative way
# Command Terms and Bloom’s Taxonomy

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| **Analyzing**        | **Evaluating**        | **Creating**       |
| Break down           | Adapt                 | Create thesis      |
| Distinguish          | Combine               | Create text        |
| Establish            | Integrate             | Design             |
| Investigate          | Propose               | Convince           |
| Research             | Theorize              | Persuade           |
| Find                 | Extend                | Criticize          |
| relationships        | Modify                | Judge              |
| Reason               | Assess                | Justify            |
| Argue                | Conclude              | Validate           |

Command terms examples categorized through Bloom’s taxonomy

http://myptoolbox.com/category/approaches-to-learning-2/
Improve It!

Students will improve their communication skills.

Students will identify two strategies for facilitation in the classroom after attending the Communication Skills for Educators session.
Improve It!

Students and parents will know what kinds of career services exist on campus after orientation.

Students and parents will be able to list three career exploration services available at the Career Center after participating in the Career Center session at Orientation.
Learning Outcome Examples

After attending a financial aid session, students will be able to accurately fill out the FAFSA form.

As a result of three meetings with an academic coach, students will be able to determine two study strategies that are appropriate for their learning style.

As result of participating in incident training, RA’s will be able to identify the five major job responsibilities of being on call.

After participating in a leadership retreat, organization presidents will be able to accurately identify tasks to complete themselves versus those to delegate to their executive board before their first spring semester planning meeting.
Outcome Statements for Student Employees

After attending a building manager training, student employees will be able to accurately fill out the building manager log.

As a result of shadowing three special events, students will be able to correctly list all 10 of the steps included in a technical sound set up.

After a 1 month period, work study students will be able to complete their daily office opening tasks accurately 95% of the time.

As a result of participating in student union training seminars, work study students will be able to identify at least 3 key components of positive communication to ensure excellent customer service.
Let’s test our knowledge!

**Audience/Who**
Who does the outcome pertain to?

**Behavior/What**
What do you expect the audience to know/be able to do?

**Condition/How**
Under what conditions or circumstances will the learning occur?

**Degree/How much**
How much will be accomplished, how well will the behavior need to be performed, and to what level?

1) As a result of attending five counseling sessions at the Student Counseling Center, students will be able to identify one or more strategies to cope with their problems.

**Audience:**

**Behavior:**

**Condition:**

**Degree:**
Program/Operational Outcomes
Operational Outcomes Focus On...

- Goals & Objectives
- Mission Statements
- Continuous Improvement
Operational Outcomes

What a program or process is to do, achieve or accomplish for its own improvement.

What is the end result of this program or service?

Often related to:
Satisfaction
Quality
Tracking/Usage
Needs met
Cost
Operational Outcome Components

**Unit/Object**
Who or what is the unit of measurement? (parents, dollars, complaints)

**Behavior/What**
What do you expect to happen or change?

**Condition/How**
Under what conditions or circumstances will the outcome occur?

**Degree/How Much**
What is the success criteria? What specific number or direction will you see?
Examples of Operational Outcomes...

You added a customer service training for staff, so 90% of parents will be satisfied with their interaction with Financial Services during Welcome Week.

You instituted a web-based award notification system, so 100% of aid packages will be submitted to students on time (this year).

You adjusted your award strategy, so...

- 85% of aid appeals for students (GPA 3.0+) will be met.
- The number of students (GPA 3.0+) citing financial reasons for withdrawal in 2016 will be below 30.
- Unmet need will decrease by 7%
Next Steps
Guidelines for Implementing Outcomes-based Assessment

CLARIFY
Purpose of assessment

ESTABLISH
Establish a professional development plan

SHIFT FOCUS
from evaluating effectiveness to student learning and development

Getting the “right data”

- Understanding of what you want to know
- Well designed assessment instruments
- Answers the purpose of your assessment

THE “RIGHT” DATA
Assessing Learning and Program

1. Determine your OUTCOMES

2. Determine your METHODS

Statements indicating what a participant (usually students) will know, think, or be able to do as a result of an event, activity, program, etc.
http://www.cas.edu/learningoutcomes

The Council for the Advancement of Standards in Higher Education

Learning and Development Outcomes

The Council for the Advancement of Standards in Higher Education (CAS) promotes standards to enhance opportunities for student learning and development from higher education programs and services. Responding to the increased shift in attention being paid by educators and their stakeholders to higher education inputs, CAS articulated a set of learning outcomes. These outcomes, known as CAS learning outcomes, are designed to help institutions of higher education improve the quality of their programs and services. The learning outcomes are intended to guide the development of programs and services, and to help institutions of higher education improve the quality of their programs and services. The learning outcomes are intended to guide the development of programs and services, and to help institutions of higher education improve the quality of their programs and services. The learning outcomes are intended to guide the development of programs and services, and to help institutions of higher education improve the quality of their programs and services. The learning outcomes are intended to guide the development of programs and services, and to help institutions of higher education improve the quality of their programs and services.
Student Affairs Programs are Our Classrooms: Let's Think Like Teachers #SAassess

Are student affairs practitioners viewing their work in the context of a student learning framework? We know that the Council for the Advancement of Standards (CAS) has identified 44 functional areas in their standards for higher education programs and services (CAS, 2015). Student-learning occurs across all of these 44 areas, even in places we may think are least likely such as financial aid, registration and records, student legal services, and auxiliary services to name a few. All student affairs departments need to view their work through the lens of teaching and learning, use assessment to demonstrate their impact on student learning, and to improve programs and services.

National Institute for Learning Outcomes Assessment
December 2010

The Role of Student Affairs in Student Learning Assessment

John H. Schuh and Ann M. Gansemer-Topf

Foreword by George Kuh

http://www.learningoutcomesassessment.org/documents/StudentAffairsRole.pdf
National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

About Us

Our Mission & Vision

Established in 2006, the mission of the National Institute for Learning Outcomes Assessment (NLOA) is to develop and disseminate ways that academic programs and institutions can productively use assessment data internally to inform and strengthen undergraduate education, and externally to communicate with policy makers, families, and other stakeholders.

NLOA strives to establish and sustain promising practices in the assessment of college student learning outcomes. Documenting what students learn, know, and can do of growing importance to colleges and universities, academic programs, higher education associations, foundations and other key players including students, their families, employers, and policy makers.

To learn more, read our About Us page.

The Vision

NLOA’s primary objective is to discover and disseminate ways that academic programs and institutions can productively use assessment data internally to inform and strengthen undergraduate education, and externally to communicate with policy makers, families and other stakeholders.

Who is involved?

The NLOA project is based at the University of Illinois and Indiana University. Stan Alaimo and George Kuh serve as co-principal investigators. Natalia Jankowski is the Director, and Peter Eniet, Pat Hiebrunner, Jillian Kirsch, Paul Leupold, and David Mardell serve as Steering Committee.

What you can expect

To provide a comprehensive picture of the changing assessment landscape, NLOA will conduct periodic online surveys of campus assessment efforts, interview key respondents, analyze institutional websites and those of organizations engaged in assessment-related efforts, produce a series of commissioned papers addressing pressing topics, and develop short, instructive case studies of promising practices in college learning assessment—particularly the use of assessment data to improve student learning and approaches to public reporting of assessment data.

About the Website

Is this your first time on our website? Welcome! Click here for a general overview of what resources and tools you can find here.
Making Assessment Meaningful:
What New Student Affairs Professionals and Those New to Assessment Need to Know
Marilee J. Bieschke

For some professionals in higher education, assessment seems an onerous task or an “add on” to an already overloaded schedule. For others, assessment is a “mandate from on high”—coming with extreme expectations but not the resources to support them. Still others support assessment as a discrete form of evaluation or a subtle strategy to impose different values. While such trepidations at the prospect of assessment are common, implementing meaningful assessment can go far to allay them.

This brief from the National Institute for Learning Outcomes Assessment (NILOA) describes what assessment is intended to be, why the involvement of student affairs professionals in the assessment of student learning and development is critical, and how student affairs professionals can authentically engage in designing and assessing student learning on their campuses. When it is implemented by leveraging student affairs professionals’ inherent passionate concern for students’ holistic learning and development, assessment is experienced as truly integral to the nature of the work of student affairs professionals—fitting easily into their innate inquiry processes and day-to-day practices.

Defining Assessment

Assessment begins with simply wondering whether what you do all day is contributing to what you hope your efforts can accomplish. Many student affairs professionals naturally inquire this way into whether their programs, interventions, curriculum designs, and services are accomplishing what they should. Often, however, because these natural inquiry processes are not organized or systematically implemented, they cannot connect to the larger context of accountability. More and more, campus leaders, the state, accrediting bodies, and even publics are asking us to justify the resources we are using and to show what value we are adding to the student experience (Gwell, 2009; Procevis, 2010). If we do not document what we discover about our programs in ways that are consistent and that others can interpret, we cannot demonstrate how we have used the resources entrusted to us.
Recommended Resource

**Demonstrating Student Success:** A Practical Guide to Outcomes-Based Assessment of Learning and Development in Student Affairs

Marilee J. Bresciani Ludvik, Megan Moore Gardner, Jessica Hickmott

Stylus Publishing, LLC, Mar 12, 2012 - Education - 224 pages

This practical guide to outcomes-based assessment in student affairs is designed to help readers meet the growing demand for accountability and for demonstrating implementing the assessment of student learning and development and pragmatic advice on the strategies most appropriate for the readers’ particular circumstances.

Beginning with a brief history of assessment, the book explains how to effectively engage in outcomes-based assessment, presents strategies for addressing the...
Resources


Thank You!

Questions?