Learning Outcomes Assessment

University of North Carolina at Chapel Hill
Types of Outcomes

Outcome- what you hope an individual will gain from an experience.

- Learning
- Programmatic
- Operational
- Process
Examples of Learning Outcomes

Focus is on cognitive abilities

- Staff will demonstrate the use of inclusive language in presentations with students.

- Staff will be apply social justice principles in training programs with student employees.
Examples of Developmental Outcomes

Focus is on affective dimensions or attitudes, which predispose individuals to behave in certain ways.

• Students will develop a commitment to incorporating social justice principles in their program activities.

Examples of Program Outcomes

Focus is on what you want the program to accomplish. Stated as the desired aggregate effect of a program, service or intervention.

• New Student and Carolina Parent Programs will provide orientation services to all entering first-year students between June and August of each year.

Examples of Operational Outcomes

Emphasis on function, demand, resources, and efficiencies

- Satisfaction with services
- Utilization rates (tracking)
- Retention rates
- Cost/ratio of programs and services

- The Campus Activities Board will increase ticket sales by 20% for major concerts during the 2013-14 academic year.
Examples of Process Outcomes

Measure effectiveness

• Every department in Student Affairs will include the use of inclusive language in all printed material by January 2014.

• All full-time employees in Student Affairs will include a diversity goal in their annual performance review beginning in spring 2013.

• Carolina Leadership Development will promote Carolina United to all transfer students participating in the Transfer Orientation Session in June and July.
Types of Outcome Assessments Identified from Student Affairs Annual Surveys

86.5%  Learning Outcome
13%    Program Effectiveness/Satisfaction
.5%    Needs Assessment
37%    Combination of Program/Satisfaction and Learning Outcome
Activity #1

Distinguishing Between Program & Learning Outcomes
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Benefits of Assessing Learning Outcomes

- Students
- Programs/Departments
- Student Affairs
- UNC & Community
Benefits of Assessing Learning Outcomes
Benefits of Assessing Learning Outcomes
Benefits of Assessing Learning Outcomes

The role of learning outcomes

– Consistent focus on student learning
– Clearly define WHAT we are measuring
– Clearly specify HOW competency is defined
“Assessment is more than a response to demands for accountability, more than a means for curricular improvement. Effective assessment is best understood as a strategy for understanding, confirming, and improving student learning.”

- The Learning Initiative, University of Kentucky
Characteristics of Learning Outcomes

- Student Focused
- Specific
- Singular
- Meaningful
- Manageable
- Measureable

Bresciani, 2001
The ABC Model

“A” identifies your audience.

Who does the outcome apply to?

resident advisors, career peers, members of the Attorney General’s staff, students who complete transfer student orientation, Carolina Union student employees, residents of the UNITAS Living and Learning Community, students who participate in a networking event, first-year students who attend New Student Convocation

“B” specifies the behavior

What is the student expected to be able to do as a result of a program or activity context? **DO** is the operative word... think action!

Some verbs are a little fuzzy...

- Understand
- Feel
- Appreciate
- Learn

Mager (1997)
### Action Words for Bloom’s Taxonomy

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<th>Knowledge</th>
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<th>Apply</th>
<th>Analyze</th>
<th>Evaluate</th>
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At a Loss for Verbs?
“C” defines the condition or context

Specifically, how is student learning supported?

After completion of Safe Zone training...
After involvement in a networking event...
After working through the online module AlcoholEdu...
After attending a Campus Health Travel Clinic...
After participation in the UNITAS LLC for one semester...

Mager (1997)
The ABC Model

Audience (Who)

Behavior (What)

Condition (How)
The Model in Practice...

- Students referred to the Office of Student Judicial Affairs for alleged violations of the Code of Conduct will be able to discuss the disciplinary process from start to finish and their rights and responsibilities as members of the UT Arlington community. *UT Arlington*

- Students who participate in the sexual assault presentation will demonstrate knowledge of sexual assault issues and myths surrounding sexual assault. *Georgia State University*

- After participation in one of the Center’s career counseling, drop-in or advisory office hours, students and alumni will articulate greater awareness of effective job search techniques relevant to their specific career goals. *San Jose State*
Activity 2
Learning Outcome Components

For each learning outcome, identify the ABC components:

- By the end of an academic year, through participating in Department of Campus Recreation formal recreation, students will recognize the importance of physical activity as a stress reducer. *Oakland University*

- Orientation Leaders will be able to compose a leadership statement of purpose as a culmination of the P.E.E.R. (prepare, emerge, engage, reflect) Leadership Experience. Adapted from *Lehigh University*

- After attending the International Travel Clinic presentation, the patient will be able to state the importance of compliance with taking anti-malarial medication. *CHS University of North Carolina Chapel Hill*
Initial Challenges

• Distinguishing program and learning outcomes

• Using clear language

• Crafting outcomes that are specific & concise

• Keeping it singular...one outcome = one learning goal
Activity #3
Mapping & Writing Learning Outcomes

• Pick a program
• Link the program to one-three competencies
• Draft a learning outcome using the worksheet
• Share
• Edit