How to Know if You Really Saved the Day.....
Why are learning outcomes and their assessment important?
Our pal, FileMaker
Goals & Outcomes, Oh My!

**Overall Program Goal:**
General goals about what the program is doing/accomplishing

This session will discuss goals, learning outcomes, and assessment, all of which are essential parts to the programming model.

**Learning Outcomes:**
What the student gets out of it

1. RAs will be able to **compose** correct examples of 2 learning outcomes so they can write their own later.
2. RAs will be able to **explain** the difference between a goal and a learning outcome so they can properly fill out FileMaker forms
3. RAs will be able to **recall** 3 assessment methods they can use at programs
Program Goal or Learning Outcome?

• By the end of the program, students will be able to explain the steps of scheduling a meeting with their academic advisor.
• This program will help students plan their future after graduate.
• Students will build community in the residence hall.
• Residents will be able to compare and contrast the types of student loans to become more financially literate.
Learning Outcomes

• Focus on the student’s cognitive growth (what they will know, think, or be able to do as a result of attending)
  – Completes the phrase “By the end of the program, students will be able to…”

• Focused on student’s learning, NOT on the RA’s facilitation

  compose correct examples of 2 learning outcomes so they can write their own later.

  explain the difference between a goal and a learning outcome so they can properly fill out FileMaker forms

  recall 3 assessment methods they can use at programs
Learning Outcomes

• Be **measurable** and **realistic**

• Should contain an **action verb** from Bloom’s Taxonomy that describes an observable behavior

compose correct examples of 2 learning outcomes so they can write their own later.

explain the difference between a goal and a learning outcome so they can properly fill out FileMaker forms

recall 3 assessment methods they can use at programs
<table>
<thead>
<tr>
<th>COMPLEXITY</th>
<th>Knowledge</th>
<th>Understand</th>
<th>Apply</th>
<th>Analyze</th>
<th>Evaluate</th>
<th>Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remember, but not fully understand</td>
<td>Paraphrase, summarize, restate in own words</td>
<td>Transfer abstract concepts &amp; apply it to life</td>
<td>Determine structure, logic, and semantics; determine consistencies and inconsistencies</td>
<td>Make decisions &amp; support views</td>
<td>Combine information &amp; concepts to form a unique product.</td>
<td></td>
</tr>
<tr>
<td>Define</td>
<td>Explain</td>
<td>Solve</td>
<td>Analyze</td>
<td>Reframe</td>
<td>Design</td>
<td></td>
</tr>
<tr>
<td>Identify</td>
<td>Describe</td>
<td>Apply</td>
<td>Compare</td>
<td>Criticize</td>
<td>Facilitate</td>
<td></td>
</tr>
<tr>
<td>Describe</td>
<td>Interpret</td>
<td>Illustrate</td>
<td>Classify</td>
<td>Experiment</td>
<td>Compose</td>
<td></td>
</tr>
<tr>
<td>Label</td>
<td>Paraphrase</td>
<td>Order</td>
<td>Classify</td>
<td>Focus</td>
<td>Imagine</td>
<td></td>
</tr>
<tr>
<td>List</td>
<td>Summarize</td>
<td>Modify</td>
<td>Classify</td>
<td>Focus</td>
<td>Create</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Classify</td>
<td>Calculate</td>
<td>Infer</td>
<td>Outline</td>
<td>Infer</td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>Compare</td>
<td>Change</td>
<td>Separate</td>
<td>Plan</td>
<td>Create</td>
<td></td>
</tr>
<tr>
<td>Match</td>
<td>Differentiate</td>
<td>Choose</td>
<td>Separate</td>
<td>Plan</td>
<td>Intervene</td>
<td></td>
</tr>
<tr>
<td>Recognize</td>
<td>Discuss</td>
<td>Demonstrate</td>
<td>Separate</td>
<td>Plan</td>
<td>Hypothesize</td>
<td></td>
</tr>
<tr>
<td>Select</td>
<td>Distinguish</td>
<td>Discover</td>
<td>Separate</td>
<td>Plan</td>
<td>Negotiate</td>
<td></td>
</tr>
<tr>
<td>Examine</td>
<td>Extend</td>
<td>Discover</td>
<td>Separate</td>
<td>Plan</td>
<td>hypothesize</td>
<td></td>
</tr>
<tr>
<td>Locate</td>
<td>Predict</td>
<td>Experiment</td>
<td>Separate</td>
<td>Plan</td>
<td>Manage</td>
<td></td>
</tr>
<tr>
<td>Memorize</td>
<td>Associate</td>
<td>Show</td>
<td>Categorize</td>
<td>Decide</td>
<td>Manage</td>
<td></td>
</tr>
<tr>
<td>Quote</td>
<td>Contrast</td>
<td>Schedule</td>
<td>Connect</td>
<td>Write</td>
<td>Manage</td>
<td></td>
</tr>
<tr>
<td>Recall</td>
<td>Convert</td>
<td>Sketch</td>
<td>Connect</td>
<td>Write</td>
<td>Manage</td>
<td></td>
</tr>
<tr>
<td>Reproduce</td>
<td>Demonstrate</td>
<td>Simulate</td>
<td>Connect</td>
<td>Write</td>
<td>Manage</td>
<td></td>
</tr>
<tr>
<td>Tabulate</td>
<td>Estimate</td>
<td>Operate</td>
<td>Differentiate</td>
<td>Summarize</td>
<td>Reorganize</td>
<td></td>
</tr>
<tr>
<td>Tell</td>
<td>Express</td>
<td>Operate</td>
<td>Differentiate</td>
<td>Summarize</td>
<td>Reorganize</td>
<td></td>
</tr>
<tr>
<td>Conv</td>
<td>Identify</td>
<td>Trace</td>
<td>Differentiate</td>
<td>Summarize</td>
<td>Reorganize</td>
<td></td>
</tr>
</tbody>
</table>

- Knowledge: Remember, but not fully understand
- Understand: Paraphrase, summarize, restate in own words
- Apply: Transfer abstract concepts & apply it to life
- Analyze: Determine structure, logic, and semantics; determine consistencies and inconsistencies
- Evaluate: Make decisions & support views
- Create: Combine information & concepts to form a unique product.
You have a problem if...

- Outcomes don’t matter and/or they don’t uphold Department, Division, or University goals
  - Should also align with the program’s overall goal
  - All learning outcomes should **have meaning** for you, Housing, and the students participating in your programs

- Outcomes include words that are hard or impossible to measure
  - Avoid terms like: show, understand, develop awareness, possess a level of comfort, appreciate, become aware of, become familiar with, know, value, use, and learn **because you can’t easily measure those**
  - Use **Bloom’s Taxonomy** to find action verbs

- Outcomes describe the program’s goal, rather than the learning involved
  - A learning outcome should describe a **student’s measurable cognitive growth**. The program’s goal is simply the purpose of the program.
You also have a problem if…

- **Outcomes include too many skills in one statement**
  - *Shouldn’t be too long or too vast.* You should have only one skill per statement or else it becomes complex and difficult to measure. Divide a complex outcome into separate ones.
  - The word “and” is usually a clue you have too many outcomes in one!

- **Outcomes are written to include every possible thing a student could learn by participating**
  - *Focus only on the key things* the student should learn. It’s okay that they’re also going to learn other things while participating!

- **Outcomes are not specific enough**
  - Explain what you mean by **complex concepts/words** that others might define differently than you or don’t use them at all!
  - For example, what does “effective communication skills” even mean?
Was The Program Effective?

• 22 assessment ideas
• Not every method is appropriate for every program
  – Consider your learning outcomes when picking one!
Question Writing Tips

• **Write the question in advance**
  – Ask learner-centered questions *What have you learned?*
  – Not RA-centered questions *How did you like my program? Rate my facilitation.*

• **Thoughtful, reflection questions** are better than simple factual ones

• To get people talking, ask **open-ended** questions

• Avoid phrases like “*Does that make sense?*”  
  (Hint: People usually say yes)

• Consider if you want to know their names or if **anonymity** would provide different feedback

• Remember **supplies** if necessary!
Think Aloud

Give everyone the opportunity to share what they learned. Set a goal for how many people need to speak before the program ends.

What is something new you learned from this session? 3 people must answer.
Hand Signals

Ask students to hold up the number of fingers (0-5) to rate how well they think they understand the material.

With 5 fingers meaning you think you really get it and 0 meaning you are clueless, hold up your fingers to show your confidence in knowing the following:

– Understand the expectations we have for you during training
– What to do when a student is loses their fob
– How to complete a program request
Focused Listening

Ask the group to answer specific content questions from the program.

On our grid of Bloom’s Taxonomy, do the tasks get more complex going to the right or left?
Directed Paraphrase/Summary

Ask students to paraphrase or summarize (visually, orally, or otherwise) what they heard from the program.

Turn to your neighbor and summarize the process of handling a roommate conflict.
Ask students to role play the skills you just taught them in the program.

Role play the first few minutes of your first floor meeting.
Process self-analysis

Have students write down all the actual steps they would take if they were carrying out a task in the program.

From the SOPs, write down the main steps for dealing with an alcohol situation.
Quiz

Have a short quiz at the end, either multiple choice or open ended to check for comprehension

1. How many levels are there in the progressive discipline process?

2. T/F: No matter what you do next, if you haven’t gotten gone through the other steps of the progressive discipline process, you can’t fired right off the bat.

3. List two actions that can get you fired.
Exit Slips

Ask two or three short questions and have students answer on paper. Collect them either before or after they leave, depending on if you want to address/clarify anything.

What is something new you learned today?
What was one new thin you definitely want to try out to improve your RA experience?
Case Studies

Give students an example of a similar problem to solve, either individually or as a group. See if they are able to apply their information learned in the program.
You notice a certain resident, Sam, has been hitting on your attractive co-worker, Ryan, a lot. The resident is always at the desk whenever Ryan is on duty and Ryan seems to enjoy the attention, playing into it and flirting back a bit. Ryan has told you a couple times that nothing is going on and with Sam as a resident, the possibility of a relationship is totally unethical and off the table. You believe Ryan and don’t suspect anything other than the innocent flirty banter.

One day, Sam approaches you and Ryan at the duty desk and Sam makes some really lewd comments about his desires for Ryan’s body. You’re shocked Sam would say such a thing at the desk and to Ryan at that. Sam leaves and Ryan mentions that Sam does that all the time but it’s starting to get more graphic. Over the next week, you hear Ryan sort of joking to friend that he needs to move to a new building, just to avoid Sam, his graphic comments, and how Sam is always showing up at his room. Ryan says he tries to sneak into the building using a side door, just to avoid Sam.

1. Discuss in your group how you would respond to overhearing this. What, if anything, might you say to Ryan? When would you say it?
2. Does this constitute sexual harassment? Why or why not?
Response Cards

Ask students to write answers to questions on a white board, sign, or index card and ask them to hold it up.

In addition to a program request and a calendar event, what form do you need to bring with you to Sonya in order to take out the P-Card?
One Minute Paper

Ask students to write for one minute about the topic, either what they learned or how it relates to them.

Write for 1 minute about yesterday’s kick off ceremony. Mention something you learned and how you’re going to apply it.
QUESTIONS?