Learning Outcomes & Program Assessment

RA Training

Created by Jen O'Neill
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# Learning Objectives & Overall Program Goals

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVE/OUTCOME</th>
<th>OVERALL PROGRAM GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Focused on the students’ cognitive growth (what will they know, think, or be able to do as a result of attending your program?)</td>
<td>• General goal about what the program is doing, achieving, and/or accomplishing</td>
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<tr>
<td>• Statements of what students will learn by attending and participating in a program</td>
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<tr>
<td>• Focused on students’ learning (What will students learn today?). Not focused on RA’s facilitation (What am I going to teach today?).</td>
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<tr>
<td>• Completes the phrase “By the end of the program, students will be able to …..”</td>
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</table>

**Example:**
1. Students at the program will be able to state three benefits of recycling.
2. Students will able to explain the concept of “upcycling”

**Example:**
Students at the Free Market will swap items they no longer want and/or do not want to bring home at the end of the year, such as clothing, knick knacks, and school supplies in order to promote the ideas of recycling and “upcycling.”

### Learning Outcomes should...

- Contain an action verb from Bloom’s Taxonomy that describes an observable or identifiable action (See page ____)
- Focus on the student as the performer, not the RA as the facilitator
- Be written in terms of what the student will be able to do by the end of the program
- Reflect measurable, realistic expectations

### BAD EXAMPLE: RAs will be more self-aware as leaders

### IMPROVED: As a result of attending RA training, RAs will be able to accurately assess the strengths and weaknesses of their leadership skills
ABCD of Learning Outcomes:

- **Audience (Who?)**
  - Who does this outcome pertain to?
    - Residents
    - program participants
    - First-year students

- **Behavior (What?)**
  - What do you expect them to be able to do(expect them to know by the end of
    the program?
  - This must include an action verb from Bloom’s Taxonomy word bank
    - Explain how to find their academic advisor
    - Assess their leadership strengths and weaknesses
    - State three new facts about their roommate

- **Condition (Under what condition will the learning occur?)**
  - Who does this outcome pertain to?
    - Residents at the study skills program
    - The Newly Roommate Game program participants
    - First-year students who attend the cultural food celebration

- **Degree (To how much?)**
  - How much will be accomplished? To what level will the behavior need to be
    performed?
    - In order to plan and not cram
    - In order to be academically successful
    - In order to navigate campus on the first day of classes

Evaluate Your Learning Outcome:
*(You should say yes to all 6 questions below!)*

<table>
<thead>
<tr>
<th>Question</th>
<th>YES/NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the outcome support the program goal?</td>
<td>Y</td>
</tr>
<tr>
<td>2. Does the outcome describe what the program intends for students to know, think, or do?</td>
<td>N</td>
</tr>
<tr>
<td>3. Is the outcome important/worthwhile?</td>
<td>Y</td>
</tr>
<tr>
<td>4. Is the outcome detailed &amp; specific?</td>
<td>Y</td>
</tr>
<tr>
<td>5. Is the outcome measurable/identifiable?</td>
<td>Y</td>
</tr>
<tr>
<td>6. Does your program enable students to meet the outcomes?</td>
<td>N</td>
</tr>
</tbody>
</table>

Assessing Learning Outcomes

Assessment is critical to see if learning outcomes were met. Did the students get what you wanted them to out of the program? Before hosting the program, check to ensure the assessment method(s) you selected will measure your outcomes. For assessment method ideas, see page _____.

COMMON MISTAKES:

- Learning outcomes don’t matter and/or they don’t uphold Department, Division or University goals
  - Learning outcomes 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

- Learning outcomes include words that are hard or impossible to measure
  - Avoid terms such as: 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 for writing learning outcomes

- Learning outcomes include too many skills in one statement
  - Outcomes 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!

- Learning outcomes are not specific enough
  - Explain what you mean by complex concepts/words that others might define differently than you. For example, what does “effective communication skills” really mean?

- Learning 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!

- Learning outcomes are not written in the appropriate format.
  - Pretend the phrase “By the end of this program, students who participate will be able to....” is at the beginning of every outcome.

- Learning outcomes measure satisfaction or are a performance evaluation rather than the learning of the student
  - Measuring whether someone liked the program or not; whether the person would recommend the program or how well someone did something is not measuring the learning that occurred.

- Learning outcomes describe the program’s goal rather than the learning outcomes
  - A learning outcome describes a student’s measurable cognitive growth. The program’s goal is simply the purpose of the program.
### Action Words for Bloom's Taxonomy

<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>Illustrate</td>
<td>Solve</td>
<td>Develop</td>
<td>Analyze</td>
<td>Evaluate</td>
</tr>
<tr>
<td>Identify</td>
<td>Describe</td>
<td>Judge</td>
<td>Apply</td>
<td>Employ</td>
<td>Compare</td>
<td>Experiment</td>
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<tr>
<td>Describe</td>
<td>Interpret</td>
<td>Observe</td>
<td>Illustrate</td>
<td>Establish</td>
<td>Classify</td>
<td>Focus</td>
</tr>
<tr>
<td>Label</td>
<td>Paraphrase</td>
<td>Order</td>
<td>Modify</td>
<td>Examine</td>
<td>Contrast</td>
<td>Illustrate</td>
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<tr>
<td>List</td>
<td>Summarize</td>
<td>Report</td>
<td>Use</td>
<td>Explain</td>
<td>Distinguish</td>
<td>Organize</td>
</tr>
<tr>
<td>Name</td>
<td>Classify</td>
<td>Represent</td>
<td>Calculate</td>
<td>Interview</td>
<td>Infer</td>
<td>Outline</td>
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<td>State</td>
<td>Compare</td>
<td>Research</td>
<td>Change</td>
<td>Judge</td>
<td>Separate</td>
<td>Plan</td>
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<tr>
<td>Match</td>
<td>Differentiate</td>
<td>Review</td>
<td>Choose</td>
<td>List</td>
<td>Explain</td>
<td>Question</td>
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<tr>
<td>Recognize</td>
<td>Discuss</td>
<td>Rewrite</td>
<td>Demonstrate</td>
<td>Operate</td>
<td>Select</td>
<td>Test</td>
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<tr>
<td>Select</td>
<td>Distinguish</td>
<td>Show</td>
<td>Discover</td>
<td>Practice</td>
<td>Categorize</td>
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<tr>
<td>Examine</td>
<td>Extend</td>
<td>Trace</td>
<td>Experiment</td>
<td>Predict</td>
<td>Connect</td>
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<tr>
<td>Locate</td>
<td>Predict</td>
<td>Transform</td>
<td>Relate</td>
<td>Record</td>
<td>Differentiate</td>
<td>Summarize</td>
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<tr>
<td>Memorize</td>
<td>Associate</td>
<td>Show</td>
<td>Schedule</td>
<td>Discriminate</td>
<td>Assess</td>
<td>Develop</td>
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<tr>
<td>Quote</td>
<td>Contrast</td>
<td>Sketch</td>
<td>Simulate</td>
<td>Divide</td>
<td>Choose</td>
<td>Generalize</td>
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<tr>
<td>Recall</td>
<td>Convert</td>
<td>Complete</td>
<td>Transfer</td>
<td>Order</td>
<td>Convince</td>
<td>Integrate</td>
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<td>Reproduce</td>
<td>Demonstrate</td>
<td>Construct</td>
<td>Write</td>
<td>Point Out</td>
<td>Defend</td>
<td>Modify</td>
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<td>Prioritize</td>
<td>Estimate</td>
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<td>Tell</td>
<td>Express</td>
<td>Interpret</td>
<td>Subdivide</td>
<td>Find Errors</td>
<td>Prepare</td>
<td>Structure</td>
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<td>Copy</td>
<td>Identify</td>
<td>Manipulate</td>
<td>Survey</td>
<td>Grade</td>
<td>Produce</td>
<td>Support</td>
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<td>Discover</td>
<td>Indicate</td>
<td>Paint</td>
<td>Advertise</td>
<td>Measure</td>
<td>Rearrange</td>
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<td>Duplicate</td>
<td>Infer</td>
<td>Prepare</td>
<td>Appraise</td>
<td>Predict</td>
<td>Rewrite</td>
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<td>Enumerate</td>
<td>Relate</td>
<td>Produce</td>
<td>Break Down</td>
<td>Rank</td>
<td>Role-play</td>
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<td>Listen</td>
<td>Restate</td>
<td>Report</td>
<td>Calculate</td>
<td>Score</td>
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<td>Observe</td>
<td>Select</td>
<td>Teach</td>
<td>Conclude</td>
<td>Select</td>
<td>Anticipate</td>
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<tr>
<td>Omit</td>
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<td>Administer</td>
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<td>Compute</td>
<td>Dissect</td>
<td>Debate</td>
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<tr>
<td>Visualize</td>
<td>Group</td>
<td>Determine</td>
<td>Estimate</td>
<td>Distinguish</td>
<td>Express</td>
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Quick & Easy Program Assessment

Consider using one or more of the following classroom assessment techniques to assess your program. You should reflect on your learning outcomes when selecting which method of assessment makes the most sense, as not all will apply to every program.

1. **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.
   - Examples:
     - What was the most important thing you learned today about
     - What was the most applicable thing to you that you learned today

2. **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

3. **Post-Its on a Chart paper**
   - Have the topic on the top of the paper. Give each resident a sticky note and ask them to write what they learned and post it on the chart paper

4. **Verbal Exit Slip**
   - Everyone must share 1 thing they learned before they can leave

5. **Reflection Questions**
   - Ask questions aloud and have at least 3 people respond to each

6. **Discussion**
   - Pose a few questions to the group and allow for organic wrap-up discussion

7. **Focused Listening**
   - Ask the group to answer specific content questions from the program
   - Examples:
     - When did the presenter say the deadline for FAFSA was?
     - What are Eastern’s core values?

8. **Directed Paraphrase/Summary**
   - Ask students to paraphrase or summarize (visually, orally, or otherwise) what they heard from the program
   - This can be done individually, in pairs, or small groups
9. **One Minute Paper**
   - Ask students to write for one minute about the topic, either what they learned or how it relates to them.

10. **Ask students to reflect**
    - During the last five minutes of class ask students to reflect on the lesson and write down what they’ve learned. Then, ask them to consider how they would apply this concept or skill in a practical setting.

11. **Process self-analysis**
    - Have students write down all the actual steps they would take if they were carrying out a task in the program

12. **Commitment to future steps**
    - Have students write or verbally share what they learned from the program that they can commit to doing in their daily life. This can either be verbal or written.

13. **Role Play**
    - Ask students to role play the skills you just taught them in the program

14. **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.

15. **Quiz**
    - Have a short quiz at the end, either multiple choice or open ended to check for comprehension
    - Consider if you want to collect them and grade them before or after they leave or if you want to have them self-correct and review answers together

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

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

18. **Four Corners**
    - Ask questions and have students walk to corners of the room representing answers

19. **Think-pair-share**
    - Have students take a few moments to think about a question or prompt. Then pair them with a partner to compare thoughts before sharing with the whole class.
20. Misconception check
  - Present students with common or predictable misconceptions about the topic you are covering. Ask them whether they agree or disagree and to explain why.

21. 3-2-1
  - Ask residents to identify:
    - 3 things they learned from the program
    - 2 things they want to know more about
    - 1 question they have

Question Writing Tips:

✓ Be sure to have questions prepared in advance!

✓ Ask learner-centered questions (“What have you learned?”) rather than RA-centered questions (“How do you like my facilitation?” or “How did you like the program?”)

✓ Thoughtful, reflective questions are better than simple, factual ones

✓ To get people talking, ask open ended questions

✓ Avoid phrases like “does that make sense?” Students will usually answer yes, even if they don’t understand

✓ Consider if you want residents’ names attached. Anonymous feedback often results in responses that are more candid

✓ Bring extra pens to the program if you are going to ask students to write

✓ If the program is content heavy, suggest students bring, or provide them with, a notepad and pen so they can jot down important things they want to remember for themselves
