Learning Outcomes & Assessment
Why do assessment?

- Is the program working?
- Is it worth the money?
- Is it worth peoples’ time?
- Is it worth the effort?
- Are we doing what we say we are doing in Housing?
Goals & Outcomes

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 programming.

Learning Outcomes:
What the student gets out of it

1. By the end of the program, residents will be able to compose correct examples of 2 learning outcomes so they can write their own later.
2. By the end of the program, residents will be able to explain the difference between a goal and a learning outcome so they can properly fill out FileMaker forms
3. By the end of the program, residents 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 graduating.
- 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 facilitator

1. Residents will be able to **compose** correct examples of 2 learning outcomes so they can write their own later.

2. Residents will be able to **explain** the difference between a goal and a learning outcome so they can properly fill out FileMaker forms.

3. Residents will be able to **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

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2. Residents will be able to **explain** the difference between a goal and a learning outcome so they can properly fill out FileMaker forms.

3. Residents will be able to **recall** 3 assessment methods they can use at programs.
### 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>
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<tr>
<td>Define</td>
<td>Explain</td>
<td>Illustrate</td>
<td>Solve</td>
<td>Develop</td>
<td>Analyze</td>
<td>Reframe</td>
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<tr>
<td>Identify</td>
<td>Describe</td>
<td>Judge</td>
<td>Apply</td>
<td>Employ</td>
<td>Compare</td>
<td>Criticize</td>
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<td>Describe</td>
<td>Interpret</td>
<td>Observe</td>
<td>Illustrate</td>
<td>Establish</td>
<td>Classify</td>
<td>Focus</td>
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<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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<td>List</td>
<td>Summarize</td>
<td>Report</td>
<td>Use</td>
<td>Explain</td>
<td>Distinguish</td>
<td>Organize</td>
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<td>Name</td>
<td>Classify</td>
<td>Represent</td>
<td>Calculate</td>
<td>Interview</td>
<td>Infer</td>
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<td>Judge</td>
<td>Separate</td>
<td>Plan</td>
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<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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<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>
<td>Weigh</td>
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<td>Examine</td>
<td>Extend</td>
<td>Trace</td>
<td>Experiment</td>
<td>Predict</td>
<td>Connect</td>
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<td>Show</td>
<td>Schedule</td>
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</table>

- **Knowledge**: List words associated with lower-order cognitive skills.
- **Understand**: List words associated with mid-level cognitive skills.
- **Apply**: List words associated with higher-order cognitive skills.
- **Analyze**: List words associated with evaluation.
- **Evaluate**: List words associated with synthesis.
- **Create**: List words associated with evaluation.
Important Tips:

• Outcomes should matter and they should 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 shouldn’t 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 learning involved, not the program’s goal
  • A learning outcome should describe a student’s measurable cognitive growth. The program’s goal is simply the purpose of the program.
More Important Tips:

• Outcomes should include 1 skill per statement
  • Shouldn’t be too long or too vast 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 shouldn’t be 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 should be specific
  • 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?
Sample Assessment Techniques

• Not every method is appropriate for every program
  • Consider your learning outcomes when picking one!
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
• How to make a motion
• 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 hosting a program.
Role Play

Ask students to role play the skills you just taught them in the program

Role play the first few minutes of a 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.

Write down the main components to a meeting according to Robert’s Rules of Order.
Quiz

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

1. What is the name of the computer database we use to store our program information?
2. T/F: The President is always the meeting’s chair.
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?
Name the 5 executive board positions.
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 your experience watching these videos. Comment on 2+ new things you have learned that you can put into practice.
Question Writing Tips

• Write the question in advance
  • Ask learner-centered questions *What have you learned?*
  • Not facilitator-centered questions *Did you like this? Should we have this program again?*

• Thoughtful, reflection questions are better than simple factual ones

• To get people talking, ask open-ended questions

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

• Remember *supplies* if necessary!