Assessment Series I

Integrating Assessment and Learning

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Assembling Assessment
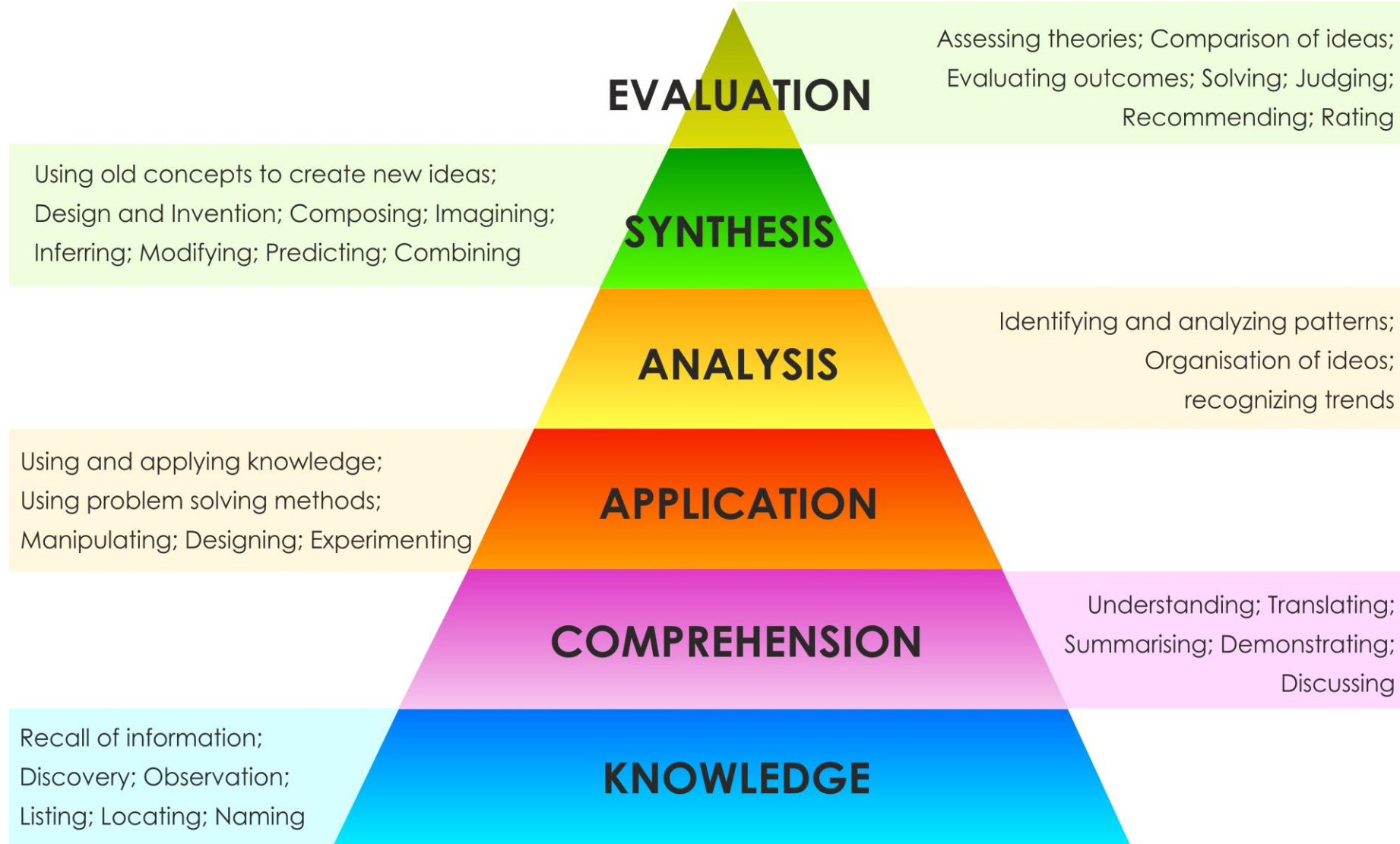## Assessment Cycle[1]: A Snapshot

The Outcomes Assessment Cycle

SLOs Specify Student Learning Outcomes

Program Map Create Programming, Map to Outcomes

Use of Results Use Results for Program-Related Decisions

Instrumentation Select / Design Instrumentation

Interpretation Analyze, Integrate, Interpret Data Sources

Outcomes Data Collect Outcomes Information

Fidelity Data Examine Implementation Fidelity

[1]Center for Assessment and Research Studies, James Madison University

How Learning Blossoms

EVALUATION

Assessing theories; Comparison of ideas; Evaluating outcomes; Solving; Judging; Recommending; Rating

SYNTHESIS

Using old concepts to create new ideas; Design and Invention; Composing; Imagining; Inferring; Modifying; Predicting; Combining

ANALYSIS

Identifying and analyzing patterns; Organisation of ideas; recognizing trends

APPLICATION

Using and applying knowledge; Using problem solving methods; Manipulating; Designing; Experimenting

COMPREHENSION

Understanding; Translating; Summarising; Demonstrating; Discussing

KNOWLEDGE

Recall of information; Discovery; Observation; Listing; Locating; Naming

[1](Bloom, 1956, p. 200).

- ## Cognitive Domain
  - Students will recognize the components of a successful resume

- ## Affective Domain
  - Employers will demonstrate belief in the utility of attending the CWCF

- ## Psychomotor Domain
  - Students will compare employer expectations and values to their own values and abilities.

  Revised-Bloom+s-Taxonomy-All-Domains.pdf

Learning Outcomes[1]

- Describe knowledge, skills, abilities, attitudes of a participant during and after an intervention.
  - Learning Outcomes articulate what SA educators *hope* will occur as a result of the interactions we create with and for students.
  - They are also clear and measurable

What's in an Outcome?[1]

- Align with department/division goals and learning aims

- Focus on behaviors

- Contain **Action Verbs**

- Focuses on "Participant/Target Audience"
  - Most commonly students, faculty/staff & in UCCs case, Employers

- Asks "What will the participant **know, think or do** differently" as a result of a specific interaction.

[1]http://www.northcentral.edu/sites/default/files/WritingStudentLearningOutcomes.pdf

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Outcomes for this Presentation

- As a result of participating in the first assessment series presentation, UCC staff members will be able to…

  - Describe the levels of Bloom's taxonomy as they relate to student development

  - Identify aspects of a well-written learning outcome

  - Construct 1-3 learning outcomes relevant to their role within UCC.

Imagine This:

- Students will be able to <<**insert action verb**>> <<something>> as a result of <<**insert program, strategy, interaction etc.**>>

- Example: Students will be able to <<**describe**>> at least two transferrable skills they learned outside the classroom, as a result of <<**participating in the resume review workshop**>>.
  - Think about your action verbs intentionally!
    - Describe
    - List/Identify
    - Evaluate
    - Engage (in)

Pause to Check for Understanding

- Create a quiz or activity to test attendee's knowledge and understanding of effective learning outcomes

Centering in Standards

- When creating learning outcomes for your events keep in mind:
  - Office Mission, Vision, Values
  - NACE and CAS Standards
  - SA Divisional Learning Aims
    - Building Community
    - Diversity, Equity, and Inclusion
    - Personal Development
    - Professional Development
    - Well-Being

Let's Practice!

Scenario:

You want host a program to encourage students to gain more experiences outside of the classroom.

Write learning outcomes associated with a program aimed at **changing what students know, think, and do** related to experiential learning outside the classroom?

Food for Thought:

How would you take these learning outcomes and intentionally create a program with content that supports the learning you hope students will gain?

Remember learning outcomes are:

Meaningful
Observable
Measurable
Student Centered
Tied to Learning
Uses Action Verb
Clear and Concise

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