STUDENT LEARNING & DEVELOPMENT OUTCOMES

A Guide to Getting Started

WHEN IT COMES TO STUDENT LEARNING AND DEVELOPMENT OUTCOMES (SL&DOS), I AM....

Creating New Outcomes

New to creating student learning and development outcomes or creating new outcomes for a program or strategy.

Reviewing Existing Outcomes

You've got existing outcomes that could use some editing and revising.

Happy with my existing outcomes, what's next?

You're feeling good about your outcomes and don't have many revisions or edits.

Whether you are new to student learning and development outcomes or are experienced with great outcomes already established, there is always room for improvement and more steps to the process you can consider.

The next few pages will outline next steps for the various states you may find yourself in when working on specifying your student learning and development outcomes.

CREATING NEW OUTCOMES
GET STARTED WITH THE ABCD METHOD!

Use this method to specify the AUDIENCE your program is for, what BEHAVIOR you want to see, under what CONDITIONS will this change in behavior occur, and to what DEGREE do you anticipate seeing a change.

Remember: A strong outcome describes what we hope a student will know, think, or do and what method(s) are required to achieve that knowledge, attitude or skill. Outcomes should be written as a specific and measurable statement that is accessible to participants and other stakeholders.

A - AUDIENCE	B - BEHAVIOR	C - CONDITION	D - DEGREE
Who is attending my program? All students? First year students? First Gen Students? Students of Color?	What is the desired behavior students will achieve? Examples: Increase confidence List transferrable skills Recognize patterns	At what point in your (insert your programming, intervention, strategy) Examples: Upon completion of orientation, after engaging in a sustained dialogue	What level of change do you anticipate - how can we measure that? Examples: List **3-5** transferrable skills **80%** of participants will recognize at **least 3** patterns Increase confidence **by 1 standard deviation pre to post program**

REVIEWING EXISTING OUTCOMES UTILIZING THE RUBRIC AND REPORT TEMPLATE

Utilize the rubric to review and make final revisions to SL&DOs and when you're done, be sure to create your Student Learning and Development Outcomes Section in the Assessment Improvement Report Template. An easy way to chip away at the report!

Criteria	Exemplary (3)	Proficient (2)	Developing (1)	Missing (0)
Audience	All outcomes are stated in student-centered terms.	**Most** outcomes are stated in student-centered terms.	**Some** outcomes are stated in student-centered terms.	**None** of the outcomes are stated in student-centered terms.
Measurable	Measurable using precise verbs that detail the desired degree of observable knowledge, attitudes, and/or behaviors (e.g score 80% correct, list at least 3)	Measurable using precise verbs that detail observable knowledge, attitudes, and/or behaviors, but no noted desirable degree	Not measurable due to lack of precise verbs (e.g., know, understand) that indicate observable knowledge, attitudes, and/or behaviors.	Not measurable due to lack of verbs that indicate observable knowledge, attitudes, and/or behaviors.
Malleable	All outcomes represent malleable knowledge, attitudes, and/or behaviors and references are included to support these claims.	Most outcomes have research supporting their malleability.	Few outcomes have research supporting their malleability.	It's unclear if outcomes can be changed when employing this programming in the given context. Or no mention of malleability of outcomes.
Equity Centered	Outcomes are relevant to target student groups, with evidence to support claims. Students included in creation or revision of outcomes.	Outcomes relevant to target student groups, there is evidence to support those claims.	Unclear if outcomes are relevant to target student groups, and lack of evidence/ knowledge is addressed as a limitation.	No mention of equity issues related to outcomes.

REVIEWING EXISTING OUTCOMES
CREATING AN ACTION PLAN

utilize the table below to rate your SL&DOs using the Assessment Improvement Rubric, providing justification for your rating and plans for future improvements. Be sure to consider how and when you plan to make necessary changes to the SL&DOs and who might need to be involved in these changes.

Criteria	Self Rating	Justification for current rating	Improvement Plan
Audience			
Measurable			
Malleable			
Equity Centered			

HAPPY WITH MY EXISTING OUTCOMES, WHAT'S NEXT? REPORTING STUDENT LEARNING AND DEVELOPMENT OUTCOMES

Below is an example of how you could record and report out your Student Learning and Development Outcomes. This is a great to get ahead of the game if you are planning to submit an Assessment Improvement Report for your program.

STUDENT LEARNING AND DEVELOPMENT OUTCOMES (SL&DOs)

The following outcomes were crafted through examination of current research regarding the knowledge, attitudes and behaviors first-year college students should know, think and be able to do as a result of participating in a sustained dialogue. (Gurin, P., et al., 2013., Hopkins, L. E., & Domingue, A. D., 2015)

These outcomes were reviewed by student staff in the Multicultural Center for clarity and feasibility.

As a result of attending sustained dialogues, first year students will:

1. List at 3-5 resources on campus that can help you further explore your personal values and identities.
2. Report an increased understanding of privilege and oppression, as evidenced by 1 standard deviation increase from before to after programming.
3. Identify at least 3 actions they could take either interpersonally or structurally to address societal inequities.

Insert your SL&DOs below!
Be sure to consider:
How are your outcomes supported by program theory?
How are these outcomes aligned to the mission or strategic plan for your department or university?
Who was involved in the process of developing these outcomes?
When were these outcomes last revisited for appropriateness, relevance, and updates from the field?

RESOURCES FOR GETTING STARTED

Visit the SASS Website

Check out the "Specification of Student Learning Outcomes" section of the assessment cycle.

Common Mistakes and Choosing Language

Avoid common pitfalls and find the perfect verbs for formulating your educational objectives

Practice with the ABCD Method

Focus on your **audience**, the desired **behaviors**, **conditions** for success, and the **degree** of achievement.