

Learning and Program Outcomes in Student Affairs

**Division of Student Affairs
Texas A&M University-Corpus Christi**

Spring 2011

Today's Intended Outcomes

Recognize the Student Affairs Learning Domains (SALDs)

Define, and distinguish between, program outcomes and student learning outcomes.

Write a student learning outcome.

Differentiate between direct and indirect assessment methods.

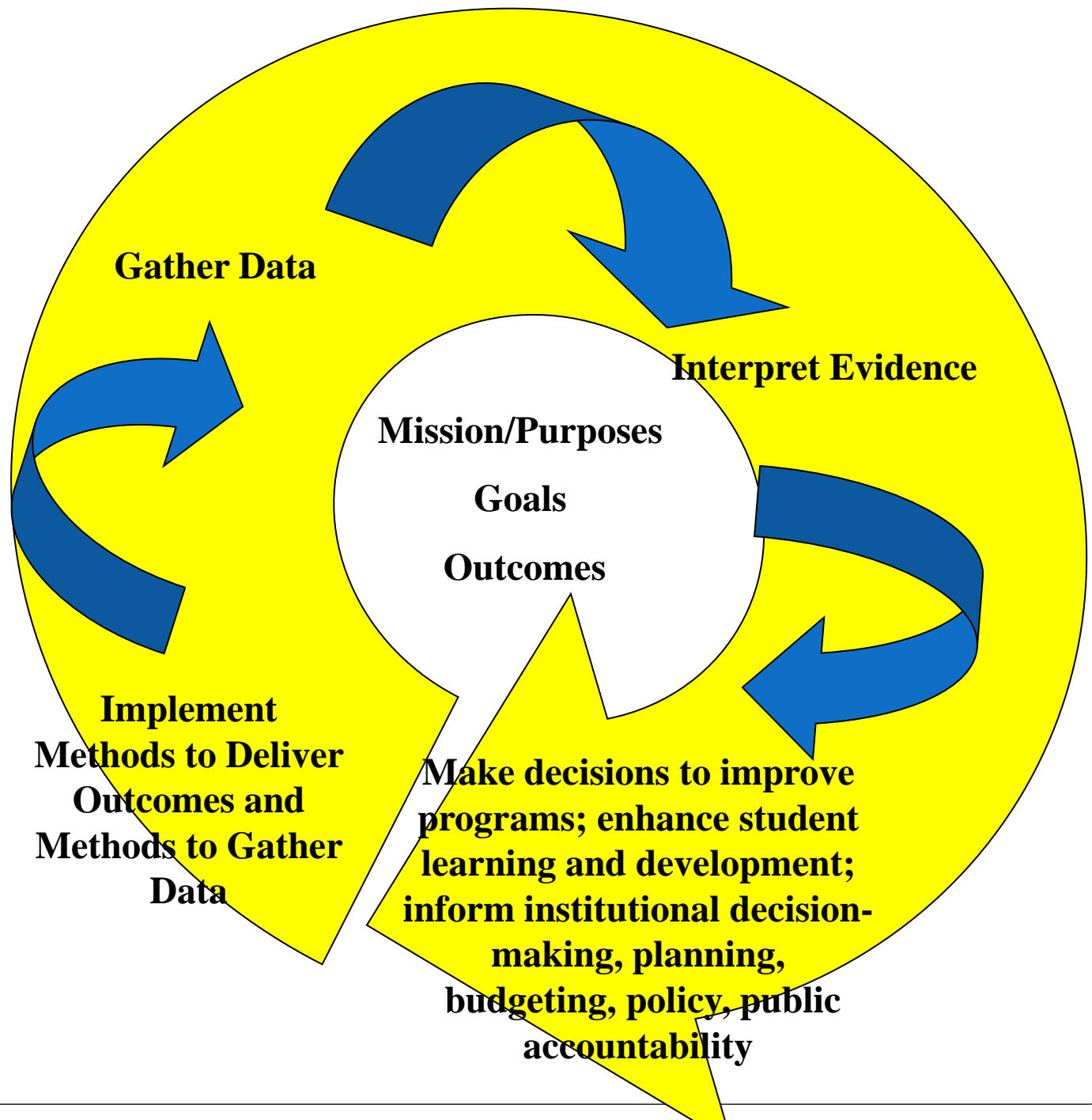
What's the point?

Why do assessment?

Our responsibility as educators.

The Iterative Systematic Assessment Cycle

Adapted from
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What Comes First? Second? Third?

University Mission, Goals and Objectives



Division Mission, Goals, Objectives and Learning Domains
(SALDs)



Department Mission, Goals, Objectives and Learning Outcomes



Programs/Services/Interventions

Student Affairs Learning Domains (SALDs)

Leadership

Wellness

Knowledge Development

Diversity

Global Citizenship

Life Skills

Leadership

The ability to guide, direct, and inspire people toward a common goal. Leaders are ethical, responsible, trustworthy, respectful, fair and accountable for their actions. They demonstrate honest communication, mentorship, self awareness, organizational awareness and teamwork.

Examples of achievement include (but are not limited to):

- Articulating personal leadership philosophy.
- Applying organizational norms and rules fairly.
- Demonstrating reflective thought and analysis in decision making.
- Developing a plan to achieve goals.
- Providing opportunities for growth of self and others.
- Collaborating with others to accomplish goals.

Wellness

Engaging in behaviors that promote a healthy lifestyle; establishing mutually beneficial relationships with others; sharing group goals and working together with others to achieve them, as well as increasing self esteem; participating in activities that promote emotional balance and reducing risk.

Examples of achievement include (but are not limited to):

- Articulating how health and wellness helps with and accomplishing one's goals.
- Exhibiting self-reliant behavior through proficient use of resources.
- Demonstrating engagement in a balanced set of academic and extracurricular activities.
- Practicing self care to include regular activity, healthy dietary choices and sufficient sleep.
- Choosing behaviors to reduce risk of short and long term negative consequences.
- Developing beneficial and long term relationships with others.

Knowledge Development

Involves the acquisition and connection of knowledge, ideas and experiences; application of critical thinking in problem solving; the ability to use complex information from a variety of sources, the pursuit of lifelong learning; and engaged learning.

Examples of achievement include (but are not limited to):

- Participating in a variety of learning opportunities.
- Articulating justifiable rationale for chosen perspectives.
- Utilizing own informed views in writing and speech.
- Demonstrating knowledge, skills, and accomplishments resulting from formal education, work experience, community service volunteer experiences and other activities.
- Connecting classroom and out-of-classroom learning experiences.

Diversity

Awareness, understanding, appreciation and respect of the differences in others; understanding one's own identity and culture; accepting the impact of diversity in society and respecting the viewpoints and contributions of those who are different from one's self.

Examples of achievement include (but are not limited to):

- Articulating the advantages, challenges and impact of a diverse society.
- Seeking involvement with people different from oneself.
- Demonstrating appreciation for various forms of expression (including dress, language and fine arts) created from diverse perspectives.
- Questioning the use of stereotypes in an appropriate manner.
- Appropriately challenging the unfair, unjust or uncivil behavior of other individuals or groups (i.e. social justice).

Global Citizenship

Understanding the interconnectedness of societies worldwide and the importance of civic engagement; awareness of community needs; view of self as a member of the global community; participation in governance systems; awareness of how decisions affect society as a whole; care and concern for others.

Examples of achievement include (but are not limited to):

- Articulating one's role in a global society.
- Understanding and participating in relevant governance systems.
- Demonstrating effective stewardship of human, economic and environmental resources.
- Actively engaging in service learning.
- Facilitating the civic engagement of others.
- Embracing an individual and collective responsibility to live, learn, and contribute within an ever growing diverse universe.

Life Skills

Develops personal skills to lead a goal directed and purposeful life. Involves interpersonal and intrapersonal communication, time management, fiscal responsibility, professionalism, and other practical skills.

Examples of achievement include (but are not limited to):

- Articulating one's personal definition of a meaningful and purposeful life.
- Proactively seeking out and utilizing resources.
- Exhibiting effective communication skills.
- Applying problem solving skills.
- Demonstrating independence.

What About CAS?

Knowledge Acquisition, Construction, Integration, & Application

Cognitive Complexity

Intrapersonal Development

Interpersonal Development

Humanitarianism and Civic Engagement

Practical Competence

Let's Backtrack a Moment

Administrative Outcomes/Objectives – what a program or process is to do, achieve or accomplish. These are often called Program Outcomes.

Student Learning Outcomes – what students are expected to demonstrate in terms of knowledge, skills and attitudes upon completion of a program, course or activity.

Program Outcome or Student Learning Outcome?

Students will enjoy the experience.

Students will understand the consequences of making unhealthy choices regarding alcohol and other drug use.

Students will recommend the event to other students

Students will make 10 or more new friends.

Student will articulate his/her personal leadership philosophy after participation.

Program Outcome or Student Learning Outcome?

Activity 1

Learning Outcomes

Audience: who are the learners?

Behavior: what should they know or be able to do?

Condition: how, under what circumstances?

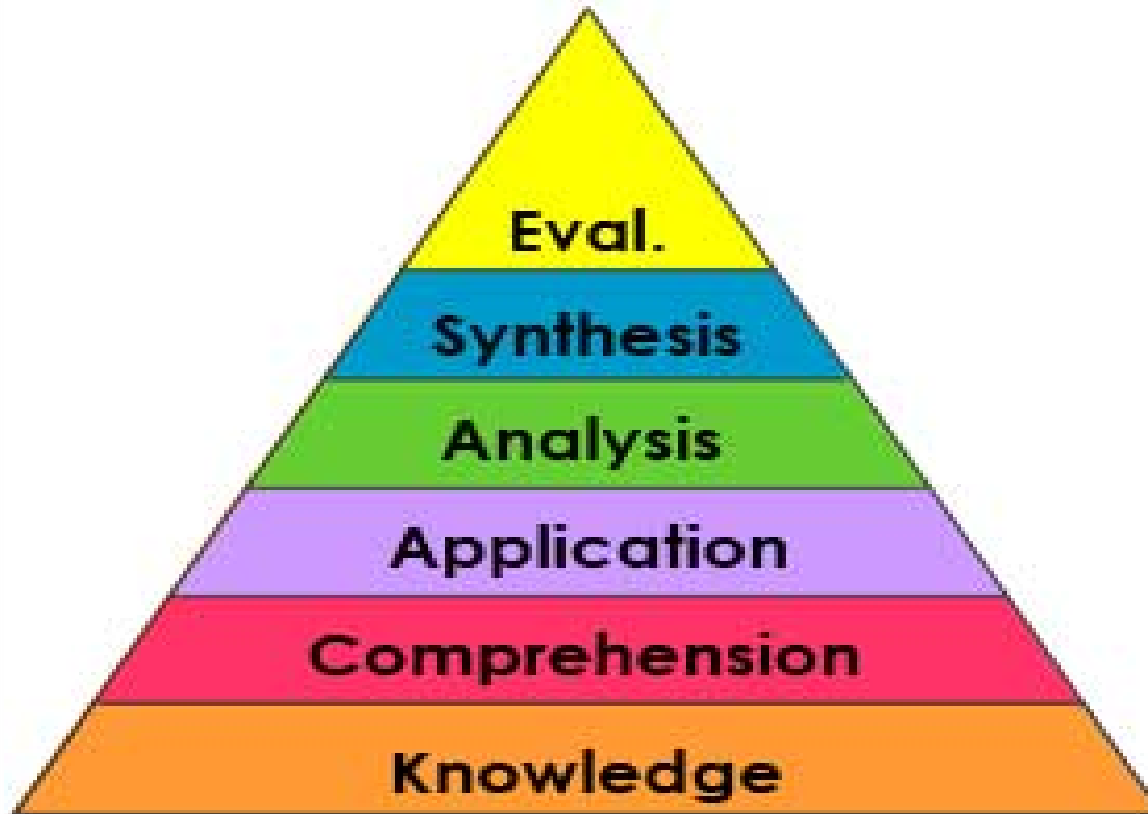
Degree: how much; to what extent?

Learning Outcomes

Activity 2

Be able to what???????

Try Bloom's Taxonomy



How Do We Measure It?

Direct – Students demonstrate learning so observers can assess how well their knowledge, skills and abilities match with expectations. (tests, observations rated by rubrics, portfolios, pre/post)

Indirect – Students' perceptions of their learning. Should never be used as the sole evidence of learning. (surveys, focus groups)

TAMUCC requires 3 measures (at least 1 direct measure).

What do you want students to learn?

Which SALDs do you believe you most impact as a department?

For each one:

What component(s) of the SALD do you hit?

What do you want students to learn as it relates to that SALD?

Be specific!

Let's Practice

Audience * Behavior * Condition * Degree

The (audience) _____
will (be able to (behavior) _____
(degree) _____
after (condition) _____.

Practice makes perfect & Learn from our mistakes

Practice, Practice, Practice!

Make certain it matters!

Enter through the front door!

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References

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Thanks!

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