Learning Outcomes for this Session

- Participants will identify the knowledge, skills, and attitudes to be gained by students/others participating in Student Affairs’ initiatives.

- Participants will gain knowledge to define the elements of an effective learning outcome statement.

- Participants will learn how to construct an effective learning outcome statement.
What is a learning outcome?

- “Learning outcomes are statements that specify what learners will know or be able to do as a result of a learning activity. Outcomes are usually expressed as knowledge, skills, or attitudes” (As cited from the American Association of Law Libraries).

- “Learning outcomes are statements of the knowledge, skills, and abilities the individual student possesses and can demonstrate upon completion of an experience” (Adapted from the League for Innovation of Community College).
What is the big deal?

- Promoting Student Learning
  - Promoting new skills, attitudes, abilities
- Creating Intentional Experiences
- Validation of New and Existing Programs and Initiatives
- Assure cohesion of staff, students, Colleges, Departments
- Most accurate way to assess learning, but also the most difficult.
Where do I start?

- University of California Mission
- UC San Diego Mission
- Student Affairs
  - Learning Goal Areas
    1. Effective Communication
    2. Interpersonal & Intrapersonal Competencies
    3. Leadership Skills
    4. Personal Skill Development
    5. Intellectual Growth
    6. Active Citizenship & Community Responsibility
- Department/College Mission/Goals
I read the mission/goals, what now?

- First, who is your audience?
- Second, brainstorm answers...
  - What do we want participants to know?
  - What do we want participants to be able to do?
  - What do we want participants to understand?
  - Will awareness be raised?
  - Do participants need to understand the context?
  - Are there things participants need to unlearn?
  - What are the most important things participants need to be able to do when they finish?
What else do I need to know?

☐ Understand:

☐ Program Outcomes – versus – Learning Outcomes

- **Program Outcomes** examine what a program or process is to do, achieve or accomplish for its own improvement; generally needs/satisfaction driven.

- **Learning Outcomes** examine cognitive skills that students (or others) develop through department interactions. These are measurable and have transferable skill development.
Learning Outcomes are:

- Statements indicating what a participant will know, think, or be able to do as a result of an event, activity, program, or initiative
- Measurable and Assessable
- Convey what is to be accomplished
- Focus on learning resulting from an activity rather than the activity itself
- Reflect missions/goals
Anything else?

Questions to consider...

- **Meaningful:** How does the outcome support the departmental mission or goal?

- **Manageable:** What is needed to foster the achievement of the outcome? Is the outcome realistic?

- **Measurable:** How will you know if the outcome is achieved? What will be the assessment method?
Pitfalls...

- Describe program outcomes, rather than learning outcomes
- Too vast/complex, too wordy
- Multiple outcomes in one learning outcome statement
  - Watch out for “and”
- Not specific enough
- Not measurable
  - Learning outcomes...describe what students will learn
  - Activities...describe what students will do

Credit to Student Voice: How to Write an Effective Learning Outcome Statement
Practice

- Event/Program everyone knows...
  - Sun God? Unolympics? Convocation?

- Practice
  - Students will ...
    - <learn what>
      - <under these circumstances / conditions>
      - <to this degree, level of efficiency / effectiveness>

Credit to Student Voice: How to Write an Effective Learning Outcome Statement
Resources

- Bloom’s Classification of Cognitive Skills
- Frameworks for Assessing Learning and Development Outcomes
  - Based on CAS Standards
- Student Voice Power Point Presentations
- Assessment Coalition Workshops