

Writing Student Learning Outcomes for Student Affairs Programs and Services

Jeff Witt, Director Office of Recreation
University of Toledo

LEARNING OUTCOMES: a part of the Assessment Process



DOCUMENTS: linking objectives to the big picture

- Mission Statements
- Core Values
- Assessment Plans
- Strategic Plans
- On-going Surveys
- Academic Program Objectives



On-Going Surveys



- Department of Institutional Research (*CIRP, NSSE*)
- College level surveys may include questions on student services.
- Departments within Student Affairs may be able to link surveys into a standard, on-going divisional survey (*Student Centeredness Survey*).
- Most cover only Service Outcomes... Can Learning Outcomes be incorporated?

TOOLS:



- Council for the Advancement of Standards in Higher Education – **Frameworks for Assessing Learning and Development Outcomes**
- **Learning Reconsidered 2**
- **Assessment in Student Affairs – A Guide for Practitioners**; by Upcraft and Schuh

Student Learning Outcomes:

NOT Service Outcomes:

- participation
- satisfaction



Components of a Learning Outcome:

1. Audience
2. Program or Service
3. Learning Expected
4. Specific Qualifiers
5. Measurement: *tools and process*
6. Responsible Parties: *for measurement, follow up and/or reporting*
7. Timeframe
8. External Standards

Student Learning Outcome TEMPLATE

(1) All (4) incoming students who complete the (2) New Student Orientation program (3) will be able to identify at least one (4) way in which s/he plans to get involved with student life outside the classroom.

(7) During the final session of each orientation program, (6) orientation staff will (5) ask students to check areas of interest as a part of the program evaluation (6) and each student will receive follow up from appropriate SA personnel.

(8) This outcome is in compliance with First Year Information Grant stipulations.

1. Audience

... incoming students who complete the New Student Orientation program ...



2. Program or Service

... the New Student Orientation program ...



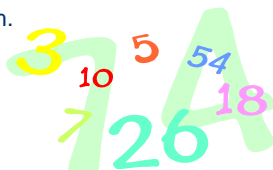
3. Targeted Learning



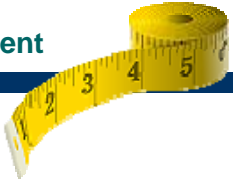
... identify at least one way in which s/he plans to get involved with student life outside the classroom.

4. Qualifiers

All incoming students who complete the New Student Orientation program will be able to identify **at least one** way in which s/he plans to get involved with student life outside the classroom.



5. Measurement



...will ask students to check areas of interest as a part of the program evaluation ...

6. Responsible Parties

Orientation staff will ask students to check areas of interest as a part of the program evaluation and each student will receive follow up from **appropriate SA personnel.**



7. Timeframe

During the final session of each orientation program...



8. External Standards

This outcome is in compliance with First Year Information Grant stipulations.



Another Program Example

90% of students who participate in Intramural Sports and respond to the IM survey will indicate personal growth in at least one of the following areas; *sportsmanship, teamwork, leadership, or cultural awareness.*

IM staff will send email invitations to IM participants to complete the IM survey at the close of each sport.

Participants will be asked to check all areas of personal growth that apply and given the opportunity to explain how the growth was experienced.

This learning objective supports the Institutional Strategic Plan in the areas of civility, leadership and diversity.

Student Employees Example

All student staff members of the Office of Multicultural Student Services will demonstrate personal growth in cultural competence.

As indicated in the Student Employee Handbook, OMSS staff will administer a pre and post cultural competence assessment with student workers immediately after hire and again after 2 semesters of work.

Leadership Example

Students who complete the leadership readiness class will demonstrate an understanding of leadership concepts by scoring at least 80% on the final test at the conclusion of the class. The test will be administered by course facilitators who will also review the results of the test individually.

Peer Mentoring Example

First year students who fully participate in the SA peer mentoring program (one academic year) will be able to identify at least one on-campus resource in addressing personal challenges related to academics, health, relationships, career, finances, and alcohol. Peer Mentorship Coordinators will administer the final assessment at the end of each academic year.

Retention Example

First year students who are actively involved in student life (having participated in at least 4 SA programs or services in their first year) will show a greater percentage of persistence from first to second year than the overall first year class.

The SA Assessment Committee will pull the supporting data from the Student Centeredness Survey and Registrar records at the end of each academic year.
