

TAKING AIM AT STUDENT LEARNING: Assessment in the Division of Student Life

WHAT ARE LEARNING OUTCOMES?

Goals that describe “the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience” (Suskie, 2009, p. 75).

HOW DO I WRITE LEARNING OUTCOMES?

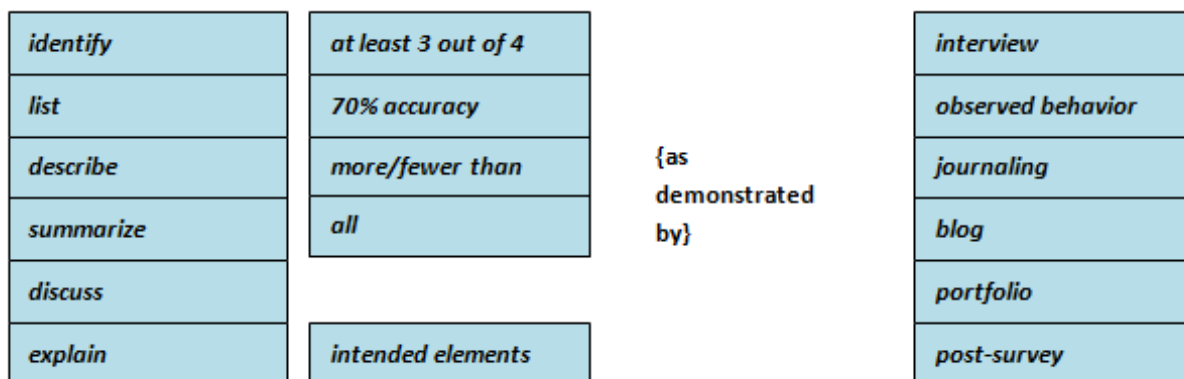
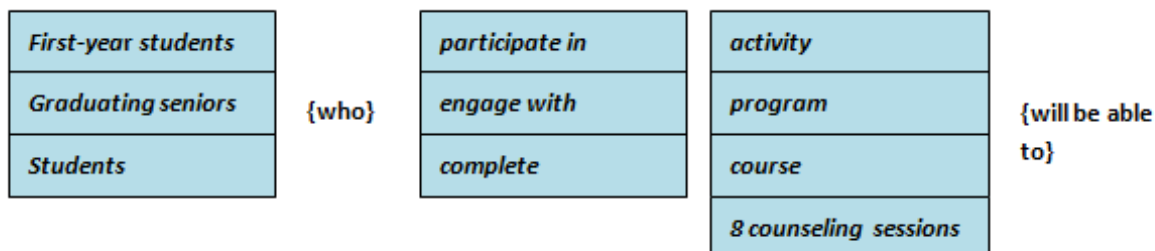
Follow the SWiBAT formula: **Students** (who _____) **will be able to** _____. Below are some examples from the Division of Student Services:

Students will be able to successfully discuss accommodation needs with their instructors.

Students who work as intramural officials will be able to demonstrate appropriate conflict resolution skills in an emotional environment.

Students who participate in The Path will be able to identify at least two academic support resources on campus.

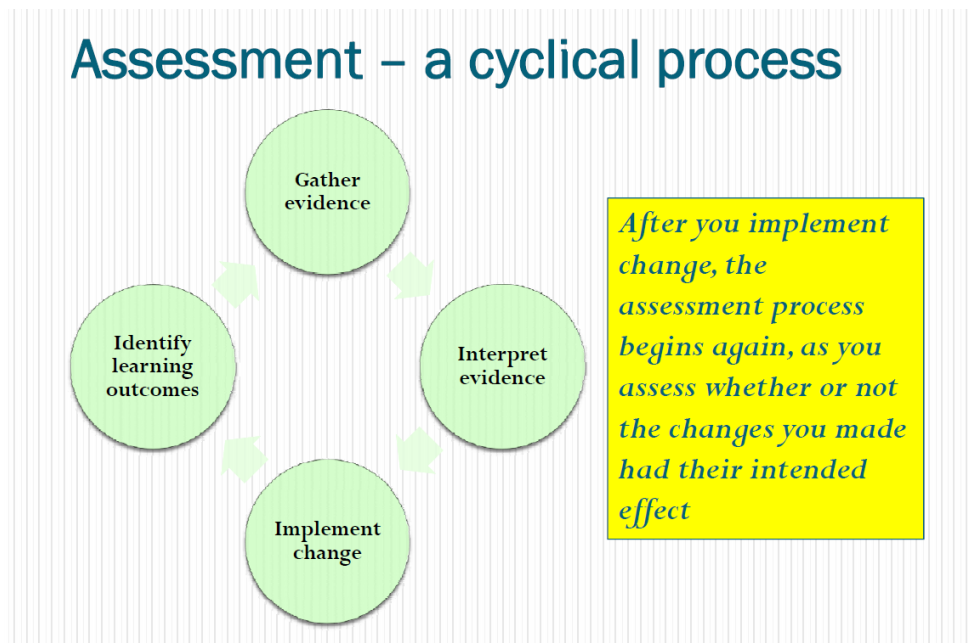
You can also indicate your assessment method in the learning outcome, as shown below:



WHAT ARE THE CHARACTERISTICS OF GOOD LEARNING OUTCOMES?

Learning outcomes should:

- ✓ Align with department, division, and institution goals
- ✓ Describe a behavior that is:
 - ✓ Meaningful
 - ✓ Specific
 - ✓ Measureable
 - ✓ Attainable
- ✓ Describe a single behavior
- ✓ Describe knowledge, skills, attitudes, and habits of mind (i.e., learning, not something else)



KEY POINTS ABOUT ASSESSMENT:

It all starts with goals – What are you trying to accomplish with the program, course or service?
How will you know if you’ve met your goals?

Assessment takes time – but surely it doesn’t take any more time than working aimlessly without a clear direction of where you want to end up.

Focus on what’s important. Assess things that you care about and that you are in a position to change.

Remember, help is available.