


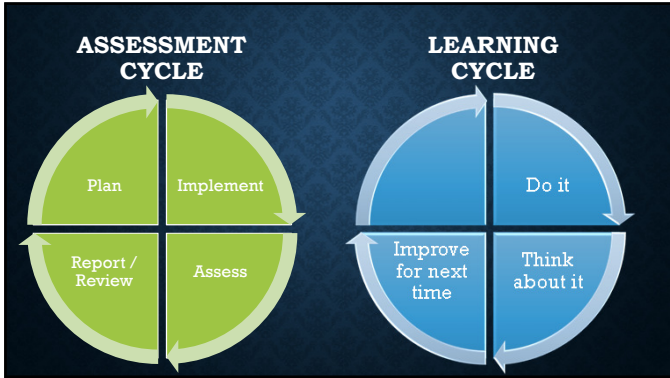
**ASSESSING
CO-CURRICULAR
LEARNING**

Rachel Carpenter Shari Crandall Alerie Tirsch

OUTCOMES

THE VALUE OF ASSESSMENT





GENERAL GUIDELINES: WRITING LEARNING OUTCOMES

- Focus on what you expect students to learn
- Specify the minimum standard needed to demonstrate the learning
- Aim for 4 learning outcomes for any individual program
- Must be specific and measurable (**and** defensible!)
- Avoid ambiguous verbs such as understand, know, be aware, become familiar with, and appreciate (difficult to measure in some contexts)
- Use concrete verbs such as define, apply, analyze, identify, describe, or demonstrate

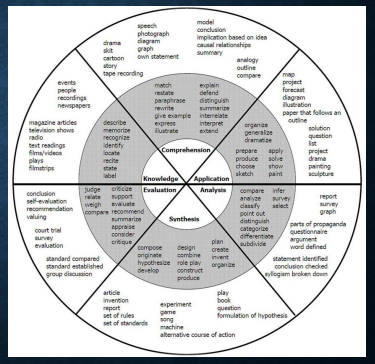
BLOOM'S TAXONOMIES

6 Levels of **Thinking** Behavior

The diagram shows a pyramid with six levels, numbered 1 to 6 from bottom to top. The levels are: 1. Knowledge, 2. Comprehension, 3. Application, 4. Analysis, 5. Synthesis, and 6. Evaluation. To the left of the pyramid is a yellow arrow pointing upwards.

The hierarchies depend on a student's ability to first perform at the level(s) below it.

BLOOM'S TAXONOMY WHEEL



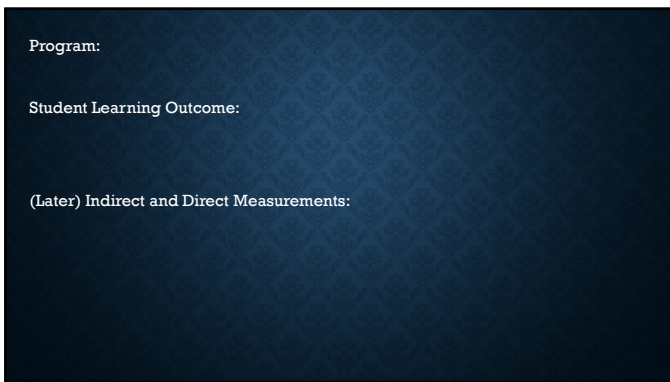
GENERAL GUIDELINES: WRITING LEARNING OUTCOMES

- Use only one verb per learning outcome
- Ensure the learning outcomes for a program relate to the overall outcomes of your department and/or the division
- Ask yourself if it is realistic to achieve the learning outcomes within the time and resources available
- Consider how you will assess the learning outcome from the beginning
- Avoid overloading the list with learning outcomes which are drawn from the bottom of Bloom's Taxonomy

SAMPLE LEARNING OUTCOMES

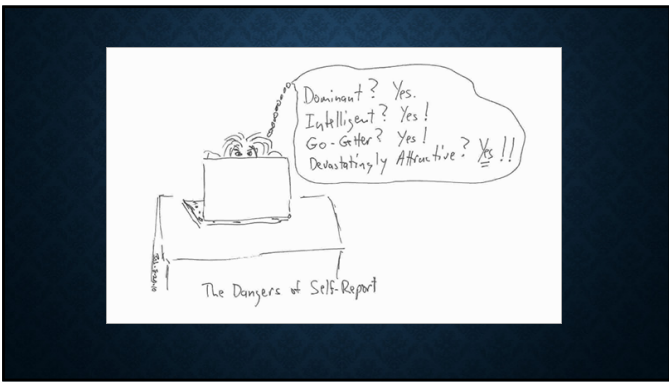
- Students will identify seven behaviors of healthy relationships with others after attending this seminar.
- Students will be able to demonstrate effective communication skills a result of participating in the Leadership Program.

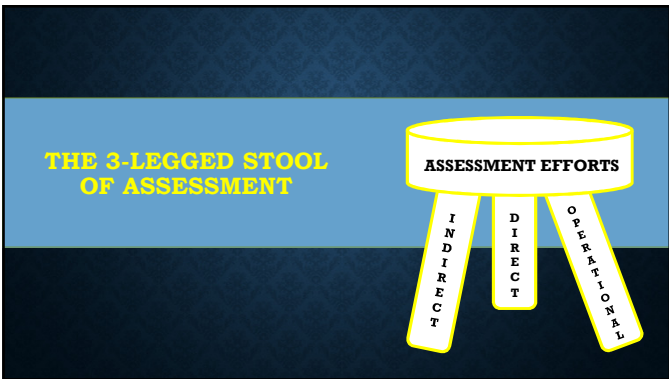












DIRECT ASSESSMENT

*"In direct assessment, students **display** knowledge or skills as the result of an assessment measure (presentation, test, etc). Direct measures of student learning require students to display their knowledge and skills as they respond to the instrument itself. Objective tests, essays, presentations, and classroom assignments all meet this criterion."*

(Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education Palomba, C. A., & Banta, T.W., 1999)

INDIRECT ASSESSMENT

*"With indirect assessment, learning is **inferred** instead of being supported by direct evidence (i.e., usage data, satisfaction surveys). Students reflect on learning rather than demonstrate it."*

(Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education Palomba, C. A., & Banta, T.W., 1999)

EXERCISE I: DIRECT VS INDIRECT

If possible, change the following indirect questions to make them direct:

- Did you like this program?
- Would you attend this program again?
- Did you learn something from this workshop?
- Did you feel a sense of community?
- Was the presenter insightful, engaging and entertaining?
- How many people attended?
- Are you better prepared to cope in the case of a crisis or emergency situation?
- Would you recommend this workshop to your friends?

EXERCISE II: DIRECT VS INDIRECT



Satisfaction Survey

Pre / Post Test

Observation of Student Presentation

Survey

Indirect or Direct?

Can it be made Direct?

Portfolio

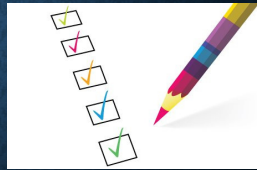
Attendance Tracking

Usage Data

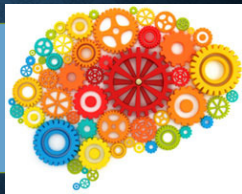
Focus Group

ASSESSMENT WE ALREADY DO...


- Think of an example of an assessment project that you currently do or have done in the past.
- Is it a direct or indirect assessment of student learning?
- How could you make it a direct assessment, if it was indirect?
- Choose one additional assessment method you haven't used



YOUR PROGRAMS & OUTCOMES



Program:
Student Learning Outcome:

Indirect and Direct Measurements: 

- What are some examples of questions you might ask to directly and indirectly measure learning?
- What are 2 forms of assessment that you could use and how?

SHARE RESULTS 