

# Student Affairs

# Assessment Newsletter

Fall 2013



## What is a Student Learning Outcome?

Student learning outcomes are statements that specify what students will know, be able to do, or be able to demonstrate when they have completed or participated in a program, activity, course, or project. Outcomes are usually expressed as knowledge, skills,

attitudes, or values. Student learning outcomes specify an action by the student that must be observable, measurable, and able to be demonstrated. Student learning outcomes define the goals of learning experiences; they specify what a student should be able to know and do

of value after participating in those activities (Keeling, Wall, Underhile, & Dungy, 2008). Student learning outcomes are a vehicle for gathering data, and therefore are essential in the assessment knowledge community.

## Review Your Student Learning Outcomes

1. Does the outcome support the program objectives?
2. Does the outcome describe what the program intends for students to know, think, or do?
3. Is the outcome important/worthwhile?
4. Is the outcome detailed and specific, measurable and identifiable, and is the outcome a result of learning?
5. Do you have or can you create an activity to enable students to learn the desired outcome?
6. Can the outcome be used to make decisions on how to improve the program?

## The ABCD Approach to Writing a Student Learning Outcome

Adapted from Cruickshank, Bainer, and Metcalf, *The Act of Teaching*, Boston, McGraw-Hill, 1999

- Identify the **AUDIENCE** for whom the objective is being written
- Define the **BEHAVIOR** or learning that is expected
- Identify the **CONDITION** (the event, the intervention, the activity, the program) that will lead to learning
- Determine the **DEGREE** of proficiency the learner must demonstrate

Check us out on the web at <http://castle.eiu.edu/sa-assessment/>

# Student Affairs

## Fall 2013

# Assessment Newsletter



## Profiles in Assessment

### **Q: What have been some of the significant findings/themes?**

A: One of the biggest debates is on the reminder emails that we send out. We have mixed reviews on the number of reminders that are sent. Some students welcome the reminders and others feel one is enough. Another significant finding is the method that the students receive information regarding distribution return hours and deadlines.

### **Q: Why does Textbook Rental Service assess student satisfaction?**

A: We are all about student satisfaction with quick and accurate service. This survey helps us monitor how we are doing in the eyes of the students.

### **Q: How are the results/findings shared?**

A: The findings are shared with all of us in the department. They are also used in a yearly report to the Vice President of Student Affairs.

### **Q: How are results used to improve services?**

A: We take any suggestions or criticism to heart and try to improve on that. The only thing that we don't have control over fixing is the parking lot situation. Although, it really is a big step up from what we used to have at our previous location.

### **Q: What are important lessons learned through this process?**

A: One of the important lessons learned is that there is always room for improvement. If one student has a negative experience with us, we need to take a look at what and where the problem was and work on fixing it.

### **Q: How would you encourage others/other departments regarding assessment?**

A: I would tell other departments if they want a way to monitor the service that they are providing, that this is a great way to do it.

**-Susan Allen**

**Textbook  
Assignments**