Resource Packet for the
2016-2017 Student Affairs Department-Wide
Student Learning Outcomes Assessment Plan Template

This document includes resources to assist student affairs professionals as they develop their department- or unit-wide Student Affairs assessment plans, which are due to the Office of the Vice Chancellor for Student Affairs on May 26, 2017. Included, you will find:

Definitions for Learning Outcomes Assessment in Student Affairs

Assessment*	*Assessment* is a continuous process of gathering and interpreting evidence to tell a story about the effectiveness of student affairs programs, services, and experiences.
Evidence*	*Evidence* is the data and information that we use to make a persuasive argument regarding the aspects of our student affairs programs, services, and experiences that are contributing well to desired outcomes, and the aspects that could be improved. Many types of evidence exist (e.g., participation numbers, expressions of satisfaction, rubric scores demonstration learning outcomes, narrative illustrations of learning), and evidence can be gathered in many ways (e.g., brief reflections, focus groups, pre-post tests, surveys, work samples).
Learning*	*Learning* is the process of transforming experiences, both past and present, into acquired knowledge, skills, and values that can be applied to future endeavors.
Learning outcome*	A *learning outcome* is a statement that describes what a learner now feels, can do, demonstrates, knows, or values as a result of participating in a program, service, or experience. Learning outcomes describe the difference that Student Affairs programs, services, and experiences make in students' lives.
Program-level learning outcome	A *program-level learning outcome* is a learning outcome statement that is tailored to a specific Student Affairs offering (program, service, or experience). Program-level learning outcomes are specific, detailed, and time-based. They are often accompanied by metrics that help determine when the learning outcome has been achieved.
Department/ Unit-level learning outcome	A *department/unit-level learning outcome* is a learning outcome statement that speaks to the for a desired learning outcomes for a Student Affairs Department/Unit as a whole. Department/unit-level learning outcomes may be written more broadly than program-level learning outcomes, and may be more challenging to measure at this level. Department/unit-level learning outcomes are often connected to other campus resources (e.g., Student Affairs Strategic Plan, Campus-Wide Student Learning Outcomes) to demonstrate how Student Affairs contributes to key campus-wide initiatives.
Metric*	A *metric* is a measure or indicator by which the attainment of an outcome can be assessed. Strong metrics are specific, meaningful, measureable, realistic, and time-based.
Student Affairs Strategic Planning Metrics	The *Student Affairs Strategic Planning Metrics* are those metrics that are reported on an annual basis by Student Affairs Units in the Strategic Campus Profiles maintained by the Division of Management Information. Some, but not all, of the Student Affairs Strategic Planning Metrics are directly related to learning outcomes.

* Definitions adapted from Makela & Rooney (2012).

Campus Resources

Assessment at Illinois Website	(Coming November 2016)
Principles of Assessment for Student Affairs	(Coming November 2016)
Campus Conversation on Undergraduate Education Website	https://undergrad-education.illinois.edu/
Campus Student Learning Outcomes	https://undergrad-education.illinois.edu/initiatives/campus-learning-outcomes.html
Council for Learning Outcomes Assessment	
Division of Management Information	http://www.dmi.illinois.edu/
DMI Requests	http://www.dmi.illinois.edu/datarequests.htm
Institutional Surveys	http://www.dmi.illinois.edu/DMI_Surveys.html (e.g., NSSE, Chancellor's Senior Survey, CORE Institute Alcohol Surveys, CIRP Freshman Survey, CIRP Your First College Year, iGraduate International Student Barometer)
Student Enrollment and Graduation Dashboards	http://www.dmi.illinois.edu/dashboards.htm
Student Affairs Strategic Planning Metrics on DMI Website	http://www.dmi.illinois.edu/cp/strategic.aspx
Illini Success	http://illinisuccess.illinois.edu/
Office for the Protection of Research Subjects (IRB)	https://oprs.research.illinois.edu/
Student Affairs Assessment	http://www.odos.uiuc.edu/assessment/index.asp
SARA Forms	http://www.odos.uiuc.edu/assessment/saaprovalform.asp
Student Affairs Strategic Plan	http://studentaffairs.illinois.edu/about/strategic-plan

Student Affairs Strategic Plan Initiatives

1. **Foster collaboration, discovery, and innovation**
   1.1 Establish intentional collaborations internally and externally that are supported by incentives and recognition
   1.2 Support and foster co-curricular experiences with innovative academic partnerships
   1.3 Create and enhance evidence-based practices through strategic assessment initiatives

2. **Provide transformative learning experiences**
   2.1 Expand and enhance transformative learning experiences to assure a positive contribution to student learning and development and lifelong success as outlined in the American Association of Colleges & Universities' *College Learning for the New Global Century* report (2007).
   Toward that end, document the learning outcomes associated with the following skills and responsibilities: (a) written and oral communication skills; (b) inquiry and analysis; (c) quantitative literacy; (d) information literacy; (e) teamwork and problem-solving; (f) integration of learning; (g) civic responsibility and engagement; (h) intercultural knowledge and action; (i) ethical reasoning; and (j) propensity for lifelong learning.
   2.2 Create and intensify systemic, impactful, and inter-relational approaches to diversify inclusion, and wellness education for all students, especially through peer-to-peer efforts
   2.3 Help all students develop global awareness and cultural competency through intentional integrative activities
   2.4 Evaluate and enhance programming and services that support international students and encourage domestic-international student interaction
   2.5 Re-envision cross-disciplinary learning experiences through expanded student internships, employment, and leadership opportunities to foster professional development
   2.6 Facilitate and expand educational environments and communities, including Living-Learning Communities and special living options, that promote integrative learning experiences

3. **Make a significant and visible societal and community impact**
   3.1 Develop our students to be future leaders with a strong sense of civic responsibility, ethical reasoning, and social justice.
   3.2 Demonstrate the impact of Student Affairs on the educational experience through assessment and strategic communication
   3.3 Enhance professional development and staff retention efforts, with particular focus on supporting leadership roles in professional associations and campus committees

4. **Steward current resources and generate additional resources for strategic investment**
   4.1 Enhance the sustainability efforts of our units and Student Affairs as a whole
   4.2 Inventory and evaluate existing facilities and create long-term strategic facilities plans to address the needs of students and staff for flexible, responsive spaces
   4.3 Explore and support technological opportunities to advance Student Affairs initiatives

4.4   Maintain the affordability of an Illinois education through exploring additional revenues, especially in robust advancement and fundraising efforts to meet Student Affairs goals

For more information, see http://studentaffairs.illinois.edu/about/strategic-plan

Campus-Wide Student Learning Outcomes

SLO 1   Intellectual Reasoning and Knowledge
Illinois students will acquire broad and deep knowledge across academic disciplines and fields. For example, students will be able to:
♦   Develop broad intellectual curiosity and explore a wide range of knowledges, including science and mathematics, social sciences, humanities, history, languages, and the arts.
♦   Acquire a systematic and deep understanding of a disciplinary or interdisciplinary academic field of study, with its particular methods, styles of thinking, and modes of expression.
♦   Develop proficiency to think critically and imaginatively, including scientific and qualitative reasoning, problem solving and decision-making, effective communication and collaboration, aesthetic and social reasoning, and information, media, and technological literacy.
♦   Recognize connections between an area of specialized knowledge and other fields and be capable of integrating knowledge.

SLO 2   Creative Inquiry and Discovery
Illinois students will apply knowledge to promote inquiry, discover solutions, and generate new ideas and creative works. For example, students will be able to:
♦   Organize and synthesize evidence and knowledge from a variety of sources in order to reveal insightful patterns toward a novel inquiry.
♦   Respond critically to artistic, humanistic, and scientific works.
♦   Use quantitative, qualitative, and scientific methods to investigate the natural world.
♦   Generate new ideas and hypotheses that lead to the design, performance, and/or exhibition of original and creative intellectual works.

SLO 3   Effective Leadership and Community Engagement
Illinois students will build and sustain productive relationships to respond to civic and social challenges at local, national, and global levels, creating positive change in their communities. For example, students will be able to:
♦   Understand the responsibilities and challenges of participation in a democratic society.
♦   Communicate clearly and effectively to a wide range of audiences.
♦   Integrate a variety of perspectives into problem solving and decision making.
♦   Explain how inclusivity and active listening can inform community action.
♦   Facilitate effective teamwork.

SLO 4   Social Awareness and Cultural Understanding
Illinois students will develop a critical and reflective orientation toward such social and cultural differences as race, indigeneity, gender, class, sexuality, language, and disability. For example, students will be able to:
♦   Exhibit knowledge of the histories, experiences, and contributions of different social and cultural groups.
♦   Reflect on their own cultural positionality, show an openness to multiple perspectives, and engage thoughtfully and respectfully with others.

- ♦ Demonstrate an understanding of power and privilege—of the ways that categories of difference have been socially constructed and used to rationalize inequality and marginalization.
- ♦ Practice informed, responsible, and ethical citizenry within a racially, culturally, linguistically, and socially heterogeneous society

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SLO 5   Global Consciousness

Illinois students will discover how complex, interdependent global systems—natural, environmental, social, cultural, economic, and political—affect and are affected by the local identities and ethical choices of individuals and institutions. For example, students will be able to:

- ♦ Understand the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.
- ♦ Distinguish between perspectives on ethical and ecological power relations across the globe and within individual societies.
- ♦ Identify current and future global challenges using interdisciplinary perspectives, either independently or collaboratively.
- ♦ Evaluate the global impact of one's own and others' specific local actions and decisions on the natural and human world.
- ♦ Exhibit awareness of global inequity and justice through analysis of an issue, problem, or debate.

For more information, see https://undergrad-education.illinois.edu/initiatives/campus-learning-outcomes.html

Tips for Writing Student Learning Outcomes

Many helpful resources exist to assist with writing student learning outcomes, for example:

- Bresciani, M. J., Zelna, C. L., & Anderson, J. A. (2004). *Assessing student learning and development: A handbook for practitioners.* Washington, DC: National Association for Student Personnel Administrators.
- Keeling, R. P. (Ed.). (2006). *Learning reconsidered 2: Implementing a campus-wide focus on the student experience.* Washington, DC: ACPA, ACUHO-I, NACA, NACADA, NASPA, and NIRSA.
- Makela, J. P., & Rooney, G. S. (2012). *Learning outcomes assessment step-by-step: Enhancing evidence-based practice in career services.* Broken Arrow, OK: National Career Development Association.
- Suskie, L. (2009). *Assessing student learning: A common sense guide* (2nd ed.). San Francisco, CA: Jossey-Bass.

To get you started, we recommend a useful formula. This formula is adapted from Keeling and Associates (2007) presentation at a Learning Reconsidered Institute, and is discussed in detail with examples in the Makela & Rooney (2012) reference provided above. Copies are available at The Career Center.

The student learning outcomes formula is:

Intended Learners		Action Verb 1	Student Affairs Intervention		Action Verb 2	Intended Outcome
	who			will be able to		

Intended leaners are those students who are the focus of your student affairs intervention. For example: first-year students, transfer students, residents of a living and learning community.

Action verb 1 describes engagement in the student affairs interaction. For example: participate in, use, explore, complete.

The *student affairs intervention* is the program, service, or experience provided to the intended learners. A student affairs intervention may be broad (e.g., counseling appointments) or specific (e.g., a particular workshop).

Action verb 2 describes the learning that takes place. The table on the next page provides a brainstorm of possible action verbs using Bloom's Taxonomy to show a progression in learning complexity from understanding to application and evaluation.

The *intended outcome* is the affective, behavioral, or cognitive change that your program, service, or experience aims to achieve.

Action verbs associated with increasing levels of cognitive complexity.

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
arrange	classify	Apply	analyze	anticipate	appraise
describe	describe	choose	appraise	assemble	argue
define	discuss	demonstrate	calculate	collect	assess
label	explain	dramatize	categorize	combine	choose
list	express	employ	compare	compose	compare
memorize	identify	illustrate	contrast	construct	critique
name	indicate	implement	criticize	create	decide
order	locate	interpret	differentiate	design	evaluate
recall	predict	operate	discriminate	formulate	judge
recognize	recognize	practice	distinguish	integrate	justify
relate	report	prepare	examine	manage	predict
repeat	restate	produce	experiment	organize	prove
reproduce	review	schedule	infer	plan	rate
state	select	sketch	prioritize	prepare	score
tell	translate	solve	question	propose	select
write	understand	use	test	revise	support

Some sample learning outcomes using this formula include:

Intended Learners		Action Verb 1	Student Affairs Intervention		Action Verb 2	Intended Outcome
Undergraduate students	**who**	attend	job search workshops	**will be able to**	communicate	their top 2 strengths in a networking pitch
Residents	**who**	participate in	iConvo 2 conversations	**will be able to**	articulate	a minimum of 3 resources to assist them in achieving academic success
Illini Union Student Employees	**who**	work in	customer service roles	**will be able to**	demonstrate	effective listening skills

For more information on writing learning outcomes, please see the suggested references on the previous page.