



# STUDENT AFFAIRS

The UNIVERSITY of OKLAHOMA

## ASSESSMENT STARTER



### INTENTIONAL INQUIRY

What do we need to know to improve our service to students?

How many questions can we effectively answer in a year?

What assessment tool(s) do we use to answer these questions?



### INVESTIGATE

What information do we already have in the department or is available within the campus community?

Gather missing information with identified assessment tools.



### ANALYZE

Convert the data to digestible information like ratios and graphs.

Make comparisons using previously gathered data and/or national benchmarks.

Infer meaning from the data.

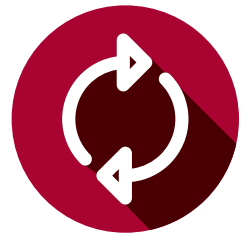


### SHARE

Who needs to know the results of the assessment?

Prepare results in meaningful ways for the various audiences.

Promote your successes in appropriate ways.



### CLOSE THE LOOP

Look for opportunities to improve or intervene if necessary.

Use assessment data to make decisions, create assessment outcomes and allocate resources.

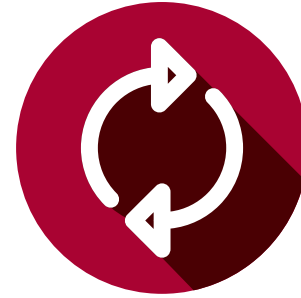
Assess the effectiveness of actions taken.

Use the following pages to get your departmental assessment plan jump-started. Then, connect with the Student Affairs Assessment Committee for guidance on refining and implementing your plan.



## INTENTIONAL INQUIRY

Assessment is only a portion of our job. Every day we prioritize to handle the variety of known and unforeseen issues that come our way. This usually means that assessment gets pushed to the back burner and it sits there until we have no choice but to address it (usually June). We then dump out our data and commit the ultimate assessment sin — we draw targets around arrows. This kind of assessment is not purposeful and it does not produce information or insight that can help us to improve the way we serve students. But finding the time to craft intentional program and learning outcomes is difficult. That's where this assessment starter comes in. Use this starter as a tool to begin drawing your targets now so you know where to aim throughout the year. This will also make compiling your assessment report at the end of the year a breeze.



## CLOSING THE LOOP

What happens with all the photos we take on our phones? Nothing. We start out well intentioned. We think we will get that one framed or maybe send that one off to be printed on a canvas, but they sit there until we have to delete them to free up storage for that new app. This is also the fate of our assessment. We collect this data, gain insight about what it is we do and then we pack it away and forget about it. For assessment to be effective, we must close the loop. Our assessment results should heavily influence strategic decision making, how we allocate resources for the coming year, and the formulation of new assessment objectives. This is how we challenge ourselves and look for opportunities to improve our department and the services we provide students.

## PROGRAM OUTCOMES

STATE WHAT A PROGRAM OR PROCESS IS TO DO, ACHIEVE, OR ACCOMPLISH.

Program outcomes relate to the details and logistics surrounding your program or area. Use simple, specific action verbs to describe what will happen over the course of your program. These outcomes are not related to the learning taking place, but rather to the structures in place to facilitate learning. For example, program outcomes relate to attendance, program retention rates, or budgetary concerns, etc.

### STRUCTURE

Subject + Action Verb = Result, Achievement or Accomplishment

Program outcomes should be written in the future tense: *We will do this...*, *This will happen...*, etc.

### EXAMPLE: WHAT TO DO

*Through increased marketing of the Online reservation system and available space, there will be a 10 percent increase in utilization of meeting space in the DLB Student Union.*

### EXAMPLE: WHAT NOT TO DO

*The DLB Student Union will make more space reservations.*

## LEARNING OUTCOMES

DEMONSTRATE THAT STUDENTS HAVE LEARNED.

Learning outcomes should be measurable and observable outcomes that focus on what students will take/learn from your program or course. They should support the mission of your department, the division and the University and be manageable enough to be a realistic outcome. Learning outcomes are easily structured using the ABCDs method:

### STRUCTURE

**A**udience: Students will...

**B**ehavior: (learn what?)

**C**ondition: (under these circumstances/conditions)

**D**egree: (to this level of efficiency/effectiveness)

### EXAMPLE: WHAT TO DO

*Students who visit HIREsooner.com at least three times during the Fall 2015 semester will be able to describe at least one interviewing strategy to assist them in their job search process.*

### EXAMPLE: WHAT NOT TO DO

*Students who use HIREsooner.com will do better at interviews.*

# PROGRAM OUTCOMES STARTER

Use the template below to craft simple program outcomes.  
Please contact the Student Affairs Assessment Committee to help refine your outcomes before implementation.

\_\_\_\_\_ will increase \_\_\_\_\_ by \_\_\_\_\_ percent annually for the next  
(PROGRAM/EVENT) (METRIC/KPI) (NUMBER)  
\_\_\_\_\_ years, beginning \_\_\_\_\_ of \_\_\_\_\_.  
(NUMBER) (SEMESTER) (YEAR)

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Through increased \_\_\_\_\_ there will be a/an \_\_\_\_\_ percent increase in \_\_\_\_\_  
(ACT/INITIATIVE) (NUMBER) (METRIC/KPI)  
at the \_\_\_\_\_.  
(PROGRAM/EVENT/FACILITY)

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\_\_\_\_\_ will \_\_\_\_\_ the \_\_\_\_\_ by \_\_\_\_\_  
(DEPARTMENT/ORGANIZATION) (ACTION VERB) (PROGRAM/EVENT/FACILITY) (NUMBER)  
in order to increase the \_\_\_\_\_ of students.  
(METRIC/KPI)

## METRICS/\*KPIs

- ATTENDANCE
- SALES
- GPA
- CUSTOMER SATISFACTION
- WEB TRAFFIC
- RETENTION RATE
- CHURN/ATTRITION RATE
- DAILY ACTIVE USERS
- USAGE
- RESERVATIONS
- CONSUMPTION
- CALLS
- FOOT TRAFFIC
- UNIQUE VISITS
- REPORTS
- TIME (MINUTES, HOURS, ETC.)

## ACTION VERBS

- INCREASE
- DECREASE
- IMPLEMENT
- CREATE
- INTRODUCE
- INSTITUTE
- EXPAND
- UPDATE
- UTILIZE
- FACILITATE
- BUILD
- SOLICIT
- ACTIVATE
- CONSTRUCT
- LAUNCH
- COMPLETE

## ACT/INITIATIVE

- PROMOTION
- RECRUITING
- FUNDRAISING
- PROGRAMMING
- PURCHASING
- CALLING
- COUNSELING
- MEETING

\*key performance indicator

# LEARNING OUTCOMES STARTER

Use the template below to craft simple learning outcomes.  
Please contact the Student Affairs Assessment Committee to help refine your outcomes before implementation.

As a result of attending the \_\_\_\_\_, students will be able to \_\_\_\_\_  
(PROGRAM/EVENT/CONDITION) (ACTION VERB)

\_\_\_\_\_  
(NUMBER) (DESIRED BEHAVIOR) (DEGREE OF EFFECTIVENESS)

By completing \_\_\_\_\_, students will \_\_\_\_\_  
(TRAINING/CONDITION) (ACTION VERB) (DEGREE OF EFFECTIVENESS)

of/in \_\_\_\_\_  
(DESIRED BEHAVIOR)

Through participation in \_\_\_\_\_, students will be able to \_\_\_\_\_  
(PROGRAM/CONDITION) (ACTION VERB)

\_\_\_\_\_  
(NUMBER) (DESIRED BEHAVIOR) (DEGREE OF EFFECTIVENESS)

## ACTION VERBS: BLOOM'S TAXONOMY

### KNOWLEDGE

- ARTICULATE
- DEFINE
- LIST
- LABEL
- LOCATE
- IDENTIFY
- STATE

### COMPREHENSION

- DESCRIBE
- DISCUSS
- EXPLAIN
- LOCATE
- RECOGNIZE
- REPORT
- TRANSLATE

### APPLICATION

- DEMONSTRATE
- EMPLOY
- ILLUSTRATE
- SCHEDULE
- SKETCH
- USE
- APPLY

### ANALYSIS

- APPRAISE
- CALCULATE
- DEBATE
- DIAGRAM
- DIFFERENTIATE
- RELATE
- SOLVE

### SYNTHESIS

- ARRANGE
- ASSEMBLE
- COLLECT
- COMPOSE
- CREATE
- DESIGN
- FORMULATE

### EVALUATION

- APPRAISE
- ASSESS
- CHOOSE
- COMPARE
- ESTIMATE
- EVALUATE
- MEASURE

## DEGREE

- PROFICIENCY
- INTERMEDIATE
- SATISFACTORY
- REMEDIAL
- AVERAGE (ABOVE & BELOW)
- PERCENTILES
- TEST SCORE
- SCORE RELATING TO A RUBRIC

## RESOURCES

- Bloom, B. S. (1956). *Taxonomy of educational objectives, handbook I: The cognitive domain*. New York: David McKay Co., Inc.
- Council for the Advancement of Standards in Higher Education. (2015). *CAS professional standards for higher education* (9th ed.). Washington, DC: Author.
- Chaplot, P., Booth, K., Johnstone, R. (2016). *Building a culture of inquiry: Using a cycle of exploring research and data to improve student success*. Retrieved from <https://rpgroup.org/sites/default/files/CbD-Building.pdf>.
- Oregon State University (2016). Web materials from the Office of Student Affairs Research, Evaluation, and Planning. Retrieved from <http://oregonstate.edu/studentaffairs/assessment>.
- Yousey-Elsener, K., Bentrim, E.M., and Henning, G.W. (Eds.). (2015). *Coordinating student affairs divisional assessment: A practical guide*. Stylus Publishing: ACPA, College Student Educators International, and NASPA, the National Association of Student Personnel Administrators, Inc.

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