July 9, 2007

Darrelene:

Here is the preliminary agenda for our Assessment Training Retreat on Friday. Our overall objective for the day is to start building a culture of assessment within our Student Affairs Division that focuses more on student learning and the value our programs and services add to the student's overall educational experience.

Because most of our units have a fairly good grasp on writing and assessing operational outcomes, we will spend most of our day on writing and assessing student learning outcomes. Our participants will have the opportunity to write specific learning outcomes and to create specific measures appropriate for assessing the outcomes they have written. We also plan to have them assess each other's work, using an assessment rubric to give them hands-on assessment experience. Their ability to do this will serve as a measure to see if we meet our training objectives for the day.

In preparation for the day, we have asked each participant to read Learning Reconsidered 2, a publication published by NASPA.

Sue

CONFIRMATION

This is to confirm your RSVP for the 2007 Assessment Training Retreat

Date: July 13, 2007

Time: 9:00 a.m. to 4:00 p.m.

Location:
MIT at Cinemark Legacy Theatre
7201 North Central Expressway in Plano (Just off Legacy Dr.)
Enter through the door just to the right of the box office and go upstairs.

Dress Code:
Casual Attire (*Jeans are acceptable on this day; the room can get chilly so plan accordingly.*)

Food:
Lunch and snacks will be provided *(If you have special dietary needs, please let me know right away.)*

Pre-meeting Assignment:
Please read the enclosed book (Learning Reconsidered 2) prior to the retreat. It will give you some important background for the activities of the day.

What to bring:
Note-taking materials, Learning Reconsidered 2

See you there ready to begin promptly on 9:00!

Should you have other questions or need to cancel your participation, please contact Sue Sherbet (x6193).

UTD Student Affairs Assessment Retreat
MIT Meeting Room at the Cinemark-Legacy Theatre
July 13, 2007
Agenda

8:45 – 9:00	Greet and Eat	
9:00 – 9:30	Introductory Activity	Donna Rogers
9:30 – 10:15	What is Learning?	JoyLynn Reed
10:15 – 10:30	Break	
10:30 – 10:45	Group Activity	Donna Rogers
10:45 – 11:30	More about Learning	JoyLynn Reed
11:30 – 12:15	Lunch Break	
12:15 – 12:25	Bloom's Taxonomy	JoyLynn Reed
12:25 – 12:55	Writing Student Learning Outcomes	Sue Sherbet
12:55 – 1:20	Group Writing Exercise	
1:20 – 1:40	Assess Written Learning Outcomes	Sue Sherbet
1:40 – 1:55	Break	
1:55 – 2:25	Assessment Measures	Sue Sherbet
2:25 – 2:50	Group Writing Exercise	
2:50 – 3:10	Assess Written Measures	Sue Sherbet
3:10 – 3:30	Aligning Strategic and Assessment Plans	Sue Sherbet
3:30 – 3:45	Group Activity	Donna Rogers
3:45 – 4:00	Wrap-up and Closing Comments	

What is Learning?

The purpose of this two-part exercise is to allow you to reflect on the nature of learning in general and the nature of your own recent learning in particular. Please do these tasks and answer the questions by yourself initially. Then, in your group, try to come up with some agreed-upon answers to the linseed oil example. Also, in your group, compare and contrast your examples of your own recent learning and come up with 4 general ideas about learning that you can generalize from your specific individual examples.

Linseed Oil

There is a substance known as LINSEED OIL that has the following properties:

When is it poured into a glass beaker and exposed to light, it coagulates in a certain amount of time. When it is put back into a dark closet, the coagulation disappears. However, the next time it is brought out into the light, coagulation occurs more quickly than it did the first time. As this procedure is repeated, coagulation occurs more and more quickly.

After reading and thinking about linseed oil, please answer the following questions by yourself:

1. How is linseed oil similar to what you believe LEARNING is? Jot down as many similarities as possible.

2. How is linseed oil different from what you believe LEARNING is? Jot down as many differences as possible.

3. What would be your definition of LEARNING?

Personal Learning Example

1. What have you learned recently?

2. Why did you learn it?

3. How long did it take you to learn it? How well do you know it now? Are you continuing to learn it?

4. What strategies did you use to learn it?

5. As you were learning it, how did you FEEL? Write down specific emotions (they may have changed over the course of your learning so note those changes).

6. What happened to your motivational levels while learning? Try to describe them.

NOW, for each of these six questions, try to come up with THREE general statements that summarize the answers of your entire group.

What We Know About Learning

(Abstracted from P. Ewell (1997). Organizing for learning. AAHE Bulletin, December 1997/8.)

Characteristic of Learning	**How Much This Relates to Student Services and Student Affairs 1=not at all 5=highly related**	**Specific Examples in Student Services and Student Affairs**
"The learner is not a 'receptacle' of knowledge, but rather creates his or her learning actively and uniquely."		
"Learning is about making meaning for each individual learner by establishing and reworking patterns, relationships, and connections."		
"Every student learns all the time, both with us and despite us."		
"Direct experience decisively shapes individual understanding."		
"Learning occurs best in the context of a compelling 'presenting problem'."		
"Beyond stimulation, learning required reflection."		
"Learning occurs best in a cultural context that provides both enjoyable interaction and substantial personal support."		
"Approaches that emphasize application and experience" promote learning.		
"Approaches in which faculty constructively model the learning process" promote learning.		
"Approaches that emphasize linking established concepts to new situations" promote learning.		
"Approaches that emphasize interpersonal collaboration" promote learning.		
"Approaches that emphasize rich and frequent feedback on performance" promote learning.		

More About Learning

(From Reed, J. (2006). UTD Assessment Workbook: A Resource for Departments and Programs, pp. 16-17)

What Is Learning?

Why is a definition of learning important in learning outcome assessment? To write successful learning objectives and to assess adequately learning outcomes, it is crucial to understand learning because not recognizing all of the aspects of learning can result in structuring less than successful experience for students. Cognitive and educational psychologists have made research careers studying how people learn. For the purposes of SACS work, broadening one's definition of learning will make it easier to write learning objectives, propose learning outcomes, and determine ways to assess learning. The definition below is simple but not simplistic and expands how most people talk about and view learning. Learning is a systematic, non-random process of changing one's prior knowledge through adding new knowledge, fine-tuning existing knowledge, or restructuring existing knowledge. Learning is not directly observable; however, it is inferred through behaviors that exhibit patterns assumed to be based on specific knowledge.

Deconstructing this definition:

1. **Systematic, non-random**: A student who has never studied math **could** take a math final exam and score 100% but it is not likely. Such a result would be explained as a random occurrence. A non-random event would be a student who is enrolled in a math course taking a final exam and being able to answer all or most of the questions because of studying and understanding the material.

2. **Process**: Learning never ends. The mind is continually fitting and re-fitting knowledge into cognitive structures. Because of this, what a student learns in one class is and will be influenced by what was learned in the past and what is learned in other classes.

3. **Prior knowledge**: From birth, humans store memories, visual information, kinesthetic data, concepts, and many other types of knowledge. Learners, therefore, come to classes knowing a lot, whether true or false in the context of the course material. For example, a physics student may have an erroneous idea about dark matter from watching the sci-fi channel. Even though she has a misconception, this student has prior knowledge that is relevant (but in this case not helpful) to her success in learning in a physics class.

4. **Adding new knowledge**: This is typically what people think is learning. Current research in learning theory has found that students add new knowledge most readily and meaningfully when it is related in some way to prior knowledge.

5. **Fine-tuning existing knowledge:** Learning often involves adding details, examples, and instances to knowledge. For example, suppose a student in a history class learned some facts in high school about the Civil War. In a UTD course, he reads primary source accounts that relate to those decontextualized facts. Reading these texts will fine-tune the student's extant knowledge with specific instances in the form of first person accounts.

6. **Restructuring existing knowledge:** Students sometimes memorize facts (adding new knowledge) without contexts. Other times, students have misconceptions based on prior learning. Still other times, students change their paradigms about the world. All of these experiences involve a type of learning in which existing knowledge is restructured. A biology student in a scientific writing class, for instance, might begin by believing that an original research paper is merely a term paper. When she reads her professor's assignment, however, she might realize that original research is designing and developing a laboratory experiment. In comparing what she knows about term papers as well as what she learned in her lab classes, she forms a new category of knowledge about the scientific research process.

7. **Inferred through behaviors:** As any experienced faculty member knows, it is impossible to know exactly what and how much students have actually learned. A student who does very well on an exam might have learned something, or he might be a good test-taker, or he might have cheated. Faculty ask students to write papers, complete projects, and take exams and quizzes in order to gauge how much students might have learned. It is never possible to reflect exactly and precisely everything that a student did or did not learn. Faculty can only infer learning from course-related behaviors.

Learning-Related Questions for Student Life Professionals

Process: How can the learning you want students to do outside of the classroom be tied into the classroom learning students are doing?

Prior knowledge: What kinds of things do students know and use when engaging in student life activities?

Adding new knowledge: What kinds of things do students learn when engaging in student life activities? What do you WANT them to learn?

Fine-tuning existing knowledge: What kinds of activities do students participate in that enrich and enhance what students are doing and learning in the classroom? In what ways does this happen? Does it happen predictably?

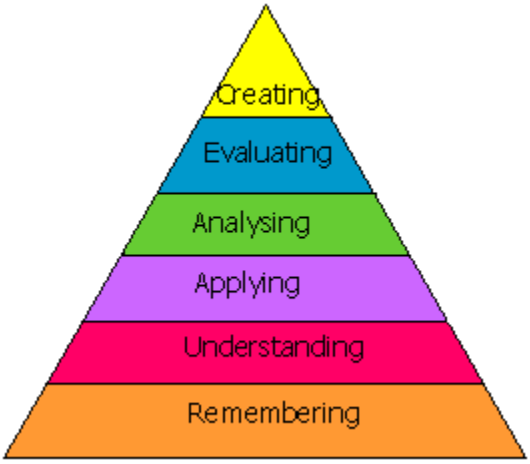
Restructuring existing knowledge: What kinds of ways are students applying knowledge that they learn in the classroom? How do you know that they are tying in classroom knowledge to what they learn from out-of-class experiences?

Inferred through behaviors: What are the behaviors that you are using to infer students' learning through student life activities?

Bloom's Levels of Learning

Bloom developed his "taxonomy" of learning in 1956. In the 1990's, one of his students re-conceptualized it to better reflect current learning theories. The purposes of these levels of learning are (1) to help teachers understand the depth of learning students will experience with different tasks; (2) to help teachers specify exact verbs when writing learning objectives; and (3) to help teachers determine appropriate learning outcomes assessments congruent with levels of learning.

This graphic representation of Bloom's Taxonomy shows the levels of learning with the deepest, most complex level at the top and the least complex level forming the base of the pyramid. The assumption in this diagram is that the higher levels of learning build upon skills learned in the lower levels.



Source: http://web.odu.edu/educ/llschult/blooms_taxonomy.htm

An explanation of these levels is found in (Anderson & Krathwohl, 2001, pp. 67-68),retrieved from http://www.coe.uga.edu/epltt/bloom.htm#end on February 1, 2006.

These terms are defined as:

- **Remembering**: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
- **Understanding**: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
- **Applying**: Carrying out or using a procedure through executing, or implementing.
- **Analyzing**: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.

- **Evaluating**: Making judgments based on criteria and standards through checking and critiquing.
- **Creating**: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

Example Verbs and Outcome Measures

This table lists the levels of Bloom's Taxonomy along with verbs that are appropriate and specific enough to use in learning objectives

Level	Verbs	Outcome Measures for Assessment of Learning
Creating	Compose, construct, create, develop, hypothesize, implement, speculate, write,	Detailed plans, papers with new ideas/original research, art
Evaluating	Assess, choose, conclude, defend, grade, judge rate, score, support, validate	Self-evaluation, developing criteria lists, listing pros/cons
Analyzing	Analyze, arrange, break down, classify, compare/contrast, debate, deduce, differentiate, diagram, interpret, illustrate, test	Constructing spreadsheets, applying statistical methods, diagramming
Applying	Apply, calculate, classify, complete, demonstrate, develop, graph, modify, operate, predict, solve, teach, transfer, use as a template	Simulations, solving problems, using templates in new situations
Understanding	Compute, describe, discuss, explain, generalize, give examples of, interpret, outline, restate, paraphrase, solve, tell	Summaries, paraphrased sentences; equivalent equations/programs
Remembering	Define, describe, identify, list, memorize, name, outline, quote, recall, recognize, underline	Worksheets, fact charts, lists, multiple choice rote questions, matching questions

Three Domains of Learning Objectives

COGNITIVE DOMAIN

The cognitive domain involves knowledge recall and intellectual skills. Bloom's Taxonomy divides the cognitive domain into six levels ranging from basic to most complex: remembering, understanding, applying, analyzing, evaluating, and creating.

See Bloom's Level's of Learning Handout for Cognitive Key Words

AFFECTIVE DOMAIN

Affective learning is concerned with attitudes, values, interests, appreciation and feelings toward people, ideas, places and objects. Values refer to views and ideas that an individual believes in. Affective outcomes range from receiving (or willingness to participate in an activity) to adopting a value system that directs behavior.

Affective Key Words:

Receiving	Ask, choose, describe, follow, give, hold, identify, locate, name, point to, reply, select, sit erect, use
Responding	Answer, assist, compile, conform, discuss, greet, help, label, perform, practice, present, read, recite, report, select, tell, write
Valuing	Complete, describe, differentiate, explain, follow, form, initiate, invite, join, justify, propose, read report, select, share, study, work
Organization	Adhere, alter, arrange, combine, compare, complete, defend, explain, generalize, identify, integrate, modify, order, organize, prepare, relate, synthesize
Characterization by Value	Act discriminate, display, influence, listen, modify, perform, practice, propose, qualify, question, revise, serve, solve, use, verify

SKILLS DOMAIN

The skills domain is used to classify movement patterns and behaviors.

Skills Key Words:

Perception	Choose, describe, detect, differentiate, distinguish, identify, isolate, relate, select, separate
Set	Begin, display, explain, move, proceed, react, respond, show, start, volunteer
Guided Response, Mechanism or Complex Overt Response	Assemble, build, calibrate, construct, dismantle, display, dissect, fasten, fix, grind, heat, manipulate, measure, mend, mix, organize, sketch, work
Adaptation	Adapt, alter, change, rearrange, reorganize, revise, vary
Origination	Arrange, combine, compose, construct, design, originate

(Adapted from Allen and Noel, 2002; Gronlund, 2000; Palomba and Banta, 1999; Roth, Beyer, and Gillmore, 2002; *Designing Valuable Assessment Plans: Evaluating and Assessment Strategies*, 2003; and DLRN's Technology Resource Guide, 2003)

Defining Outcomes

Specific measurable statements that describe desired performance

Adapted from University of Center Florida Presentations (Robert & Julia Armacost & Paula Krist) at SACS 2006 Annual Meeting

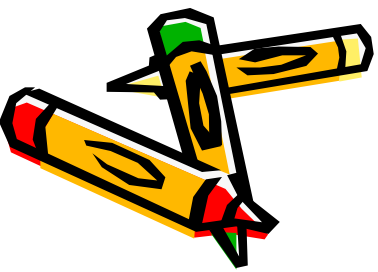
Writing Outcomes?Think SMART

- Specific – clear and definite terms describing expected outcomes. For student learning outcomes (SLO) this includes abilities, knowledge, values, attitudes, and performance.
- Measurable – It is feasible to get the data, data are accurate and reliable; it can be assessed in more than one way.
- Aggressive but Attainable – has potential to move the program or service forward.
- Results-oriented – describe what standards are expected.
- Time-bound – describe where you would like to be within a specific time period

Writing Effective Outcomes

- Use concrete action verbs (e.g., define, classify, operate, formulate) rather than passive verbs (e.g., be exposed to) or vague verbs (e.g., understand, know).

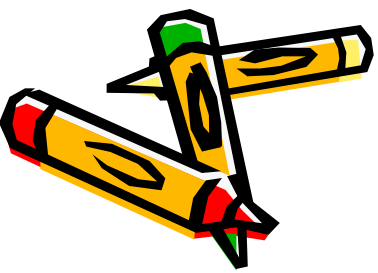
See handout for verb lists



Writing Effective Outcomes

- Do not join elements in one statement that cannot be assessed by a single method.
  - Student staff will demonstrate professionalism and will learn to use the computer effectively.

NO



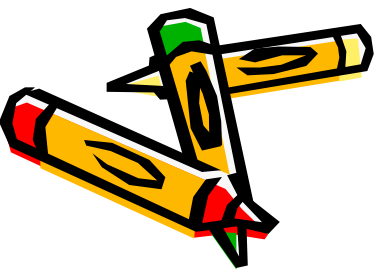
Writing Effective Outcomes

- State so the outcome can be measured by more than one assessment method
  - Students completing the UTD Leadership Program ~~will score over 95% on a locally developed exam that tests the application~~ of leadership principles.
  - Students completing the UTD Leadership Program will demonstrate the ability to apply leadership principles.

NO

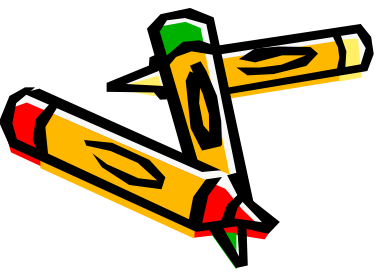
Operational vs Learning Outcomes

- Operational Outcomes – address operational, functional or procedural tasks, such as efficiency, satisfaction or timeliness
- Student Learning Outcomes – describe the intended learning students should achieve as a result of participating in a unit's program(s) or service(s)



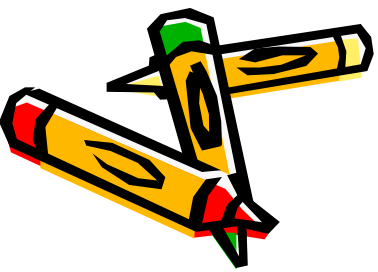
Operational Outcomes

- Transcripts will be processed efficiently.
- Orientation Services will increase efficiency of on-line registration for transfer students.
- Financial Aid processing function will reduce the time required to process refunds to students.
- Students will be satisfied with the response of advisors to e-mail.
- The Student Union will provide high quality services.
- To increase the number of workshops we provide.



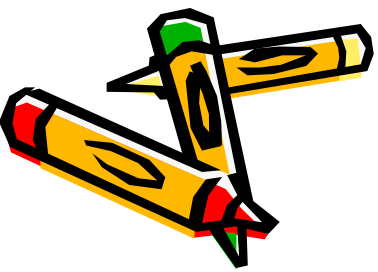
Student Learning Outcomes

- Focus on student behavior and describe specific student performance skills acquired as a result of some intervention or activity.
- Best when they are descriptions of directly measurable changes in knowledge, skills, behaviors and/or values.



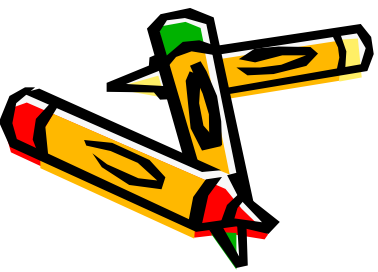
Student Learning Outcomes

- Focus on the learning results and not on the learning process
  - Students will be introduced to appropriate professional behavior during their service experiences.
  - Students will demonstrate professional behavior during service experiences.



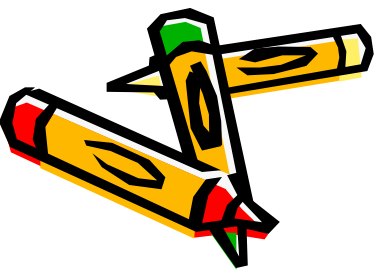
Student Learning Outcomes

- Indicate the level and type of competence that is expected of participants as a result of a program or service.
  - Senior level students who participate in Career Center activities will demonstrate good interview skills.



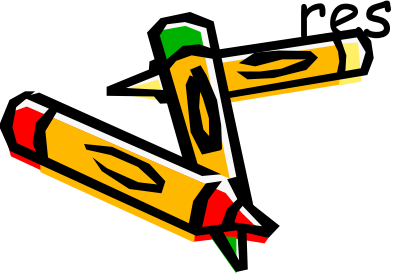
Student Learning Outcomes

- At the end of the first year participants in the Leadership Program will effectively communicate with their peers.
- Participants of the Women's Center programs will reduce behavior that places them at risk for sexual assault.
- Students participating in student organizations will develop competencies for effective leadership.



Student Learning Outcomes

- Students will understand how to get around campus.
- Student Scholars in 2006-2007 will earn a rating of at least satisfactory on their tutoring interaction skills. A rubric will be used to rate their responses to hypothetical situations.
- Students will successfully navigate the on-line registration process during Fall 2007 registration.
- After completing RHET 1101 students will show an increase in their ability to use technological resources to conduct research.



Writing Exercise 1 – Student Learning Outcomes

Student Learning Outcome – A type of outcome that describes the intended learning students should achieve as a result of a unit's program(s) or service(s)

Write at least two student learning outcomes you believe to be important for UTD students.

Learning Outcome 1:_____

Learning Outcome 2:_____

Learning Outcome 3:_____

Think SMART

- **S**pecific
- **M**easurable
- **A**ggressive but **A**ttainable
- **R**esults-oriented
- **T**ime-bound

Student Learning Outcome (SLO) Assessment Rubric

Learning Outcome 1	**Weak**	**Satisfactory**	**Strong**
SLO statement is written with measurable verbs.	No measurable verbs	Questionable measurability	Strong measurable verbs
SLO statement is clear and specific.	No real description or definition of expected abilities, knowledge, values and/or attitudes	Generally describes and defines expected abilities, knowledge, values and/or attitudes	Clearly describes and defines expected abilities, knowledge, values and/or attitudes
It is feasible to get the data needed to measure the SLO.	No data readily available	Data available but difficult to get	Data is readily available
The SLO can be measured in more than one way.	Only one way to measure	At least 2 ways to measure	At least 3 ways to measure
SLO is simply stated.	Too much jargon	Mostly free of jargon	Jargon free
SLO identifies desired learning results.	Focus is on learning process, not results	Some focus on learning results	Clear focus on expected standards and learning results
SLO can be used to identify areas for improvement.	No way to identify how to use results	Generally can see uses for improvement	Clearly implies how results can be used for improvement
Learning Outcome 2	**Weak**	**Satisfactory**	**Strong**
SLO statement is written with measurable verbs.	No measurable verbs	Questionable measurability	Strong measurable verbs
SLO statement is clear and specific.	No real description or definition of expected abilities, knowledge, values and/or attitudes	Generally describes and defines expected abilities, knowledge, values and/or attitudes	Clearly describes and defines expected abilities, knowledge, values and/or attitudes
It is feasible to get the data needed to measure the SLO.	No data readily available	Data available but difficult to get	Data is readily available
The SLO can be measured in more than one way.	Only one way to measure	At least 2 ways to measure	At least 3 ways to measure
SLO is simply stated.	Too much jargon	Mostly free of jargon	Jargon free
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Outcome Assessment Measures

Creating a culture of evidence

Adapted from University of Center Florida Presentations (Robert & Julia Armacost & Paula Krist) at SACS 2006 Annual Meeting

MATURE: Measuring Outcomes

- **Matches** – directly related to the outcome it is trying to measure
- **Appropriate** – uses appropriate direct and indirect measures
- **Targets** – indicates desired level of performance
- **Useful** – measures help identify what to improve
- **Reliable** – based on tested, known methods
- **Effective and Efficient** – characterizes the outcome concisely

Outcome Assessment Measures

Direct Measures – direct examination or observation of something

- *For student learning outcomes, it is direct examination or observation of student knowledge, skills, attitudes or behaviors to provide evidence of learning outcomes*

Indirect Measures – perceived extent or value of something

Operational Assessment Measures

Direct Measures

- Staff time
- Cost
- Materials
- Equipment
- Other resources
- Cost per unit of output
- Reliability
- Accuracy
- Courtesy
- Competence
- Reduction in errors/time
- Audit, external evaluator

Indirect Measures

- Written surveys and questionnaires:
  - Stakeholder perception
    - Students
    - Administration and staff
    - Faculty
- Interviews
- Focus groups

Operational Assessment Measures

- Outcome – Career Center will provide timely service for student requests.
  - Measure – E-mail requests and responses will be forwarded to a centralized file and summarized weekly.
  - Target – During fall, 2007, at least 90% of all responses to e-mail requests will be handled within 48 hours.

Operational Assessment Measures

- Outcome – Transcripts will be processed efficiently
  - Measure 1 – All materials will be date stamped and an electronic record of dates of packet completion and evaluation will be maintained and summarized at the end of the term.
  - Target – During summer and fall, 2007, at least 90% of all transcript evaluations will be conducted within 10 business days of receipt of all required evaluation material.

Learning Assessment Measures

Direct Measures

- Student records
- Locally developed exams
- Embedded questions
- External judge
- Oral exams
- Portfolios (with rubrics)
- Behavioral observations
- Simulations
- Project evaluations
- Performance appraisals
- Minute papers

Indirect Measures

- Written surveys and questionnaires:
  - Student perception
  - Alumni perception
  - Employer perception of students and/or program
- Exit and other interviews
- Focus groups
- Student records

Learning Assessment Measures

- Outcome – Senior level students who participate in Career Center activities will demonstrate good interview skills.
  - Measure – Career Center staff will evaluate student performance in mock interview using an evaluation rubric.
  - Target – Seniors who participate in mock interviews will be rated at least “good” on the evaluation rubric.

Learning Assessment Measures

- Outcome – Students will develop competencies for effective leadership.
  - Measure 1 – Pre-test and post-test of leadership competencies
  - Target 1 – Students who participate in leadership programs will improve at least 15% from pre-test to post-test in 2006-2007.
  - Measure 2 – Coordinators will use a leadership observation rubric to score leadership performance of students participating in the program.
  - Target 2 – Students will score at least “satisfactory” on their leadership performance.

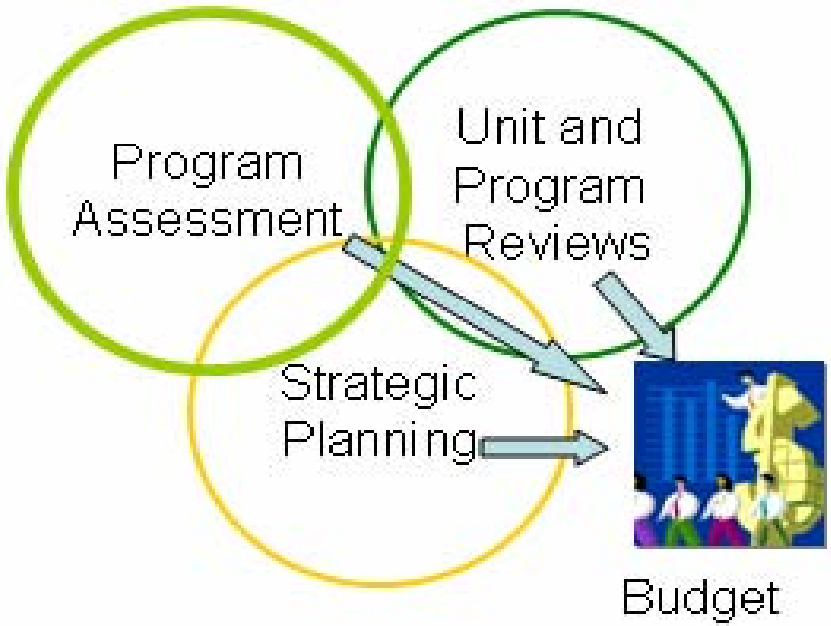
Learning Assessment Measures

- An increased number of students will participate in the events planned for 06-07 compared to 05-06.
- Students who complete the 06-07 advising workshop will score at least 80% on the quiz about majors.
- At least 85% of students surveyed will agree or strongly agree that membership in a Greek organization helped them adapt to college successfully.

Learning Assessment Measures

- Students who participate in student organizations will be retained at a higher rate than those who do not.

- Following training, RA's will demonstrate effective counseling skills in mock student interviews. They will be scored using a rubric.


Program Assessment
Unit and Program Reviews
Strategic Planning
Budget

Writing Exercise 2 – Direct Assessment Measures

Direct Assessment Measure – Direct examination or observation of student knowledge, attitudes, skills or behaviors to provide evidence of a specific learning outcome

Write at least two direct assessment measures for each learning outcome.

Learning Outcome 1:

Direct Measure 1

Direct Measure 2

Learning Outcome 2:

Direct Measure 1

Direct Measure 2

Learning Outcome 3:

Direct Measure 1

Direct Measure 2

Think Mature:

Matches
Appropriate Methods
Targets
Useful
Reliable
Effective and **E**fficient

Assessment Measures Assessment Rubric

Learning Outcome 1 – Direct Measure 1	**Weak**	**Satisfactory**	**Strong**
Measure is appropriate to SLO statement.	Does not match SLO	Weakly matches SLO	Clearly matches SLO
Measure generates clear evidence of learning.	Weak evidence of learning	Adequate evidence of learning	Strong evidence of learning
Measure is useful.	Does not help to identify what to improve	Somewhat identifies what to improve	Clearly identifies what to improve
Measure is reliable.	Not based on tested methods	Based on new methods that appear to be reliable in their early stages of use	Based on tested, known and proven methods
Measure indicates a desired level of performance	No target performance level identified	Some attention to target performance level	Target performance level is clearly identified
Learning Outcome 1 – Direct Measure 2	**Weak**	**Satisfactory**	**Strong**
Measure is appropriate to SLO statement.	Does not match SLO	Weakly matches SLO	Clearly matches SLO
Measure generates clear evidence of learning.	Weak evidence of learning	Adequate evidence of learning	Strong evidence of learning
Measure is useful.	Does not help to identify what to improve	Somewhat identifies what to improve	Clearly identifies what to improve
Measure is reliable.	Not based on tested methods	Based on new methods that appear to be reliable in their early stages of use	Based on tested, known and proven methods
Measure indicates a desired level of performance	No target performance level identified	Some attention to target performance level	Target performance level is clearly identified

Assessment Measures Assessment Rubric

Learning Outcome 2 – Direct Measure 1	**Weak**	**Satisfactory**	**Strong**
Measure is appropriate to SLO statement.	Does not match SLO	Weakly matches SLO	Clearly matches SLO
Measure generates clear evidence of learning.	Weak evidence of learning	Adequate evidence of learning	Strong evidence of learning
Measure is useful.	Does not help to identify what to improve	Somewhat identifies what to improve	Clearly identifies what to improve
Measure is reliable.	Not based on tested methods	Based on new methods that appear to be reliable in their early stages of use	Based on tested, known and proven methods
Measure indicates a desired level of performance	No target performance level identified	Some attention to target performance level	Target performance level is clearly identified
Learning Outcome 2 – Direct Measure 2	**Weak**	**Satisfactory**	**Strong**
Measure is appropriate to SLO statement.	Does not match SLO	Weakly matches SLO	Clearly matches SLO
Measure generates clear evidence of learning.	Weak evidence of learning	Adequate evidence of learning	Strong evidence of learning
Measure is useful.	Does not help to identify what to improve	Somewhat identifies what to improve	Clearly identifies what to improve
Measure is reliable.	Not based on tested methods	Based on new methods that appear to be reliable in their early stages of use	Based on tested, known and proven methods
Measure indicates a desired level of performance	No target performance level identified	Some attention to target performance level	Target performance level is clearly identified

Student Affairs Assessment Training Retreat
Post-Retreat Assessment

Thank you for attending the Student Affairs Assessment Training Retreat on Friday, July 13, 2007. We hope you found it to be informative, interesting, and enjoyable. As part of closing the loop for our own retreat assessment process, we'd like to ask you to complete one more short assignment.

Now that you've had a few days to process the information that was presented, please take a few minutes to complete this 2-page questionnaire and return it to Sue Sherbet (preferably via email, unless you wish your answers to be anonymous) by the end of this week (Friday, 7/20/07).

Please note: Feel free to submit your answers in "RED" ink. ☺

1. We talked a lot about learning. What are two things you learned about the learning process that you can apply in your position?

2. What did you learn when you wrote learning outcomes?

3. What did you learn when you thought of assessment measures for learning outcomes?

4. How would you describe the differences between student learning outcomes and operational outcomes?

5. How would you describe the differences between direct and indirect measures?

6. Which type of assessment measure is this post-retreat assessment?
   - Direct Measure _____
   - Indirect Measure _____
   - Both Direct and Indirect Measure _____

Please rate your experience during the assessment retreat by marking an "X" in the appropriate box.

1 = not at all 2 = not much 3= I'm not sure 4= somewhat 5= very much

	1	2	3	4	5
1. The presentation about learning was informative.					
2. The presentation about Bloom's levels of learning was helpful.					
3. The presentation about learning outcomes was helpful.					
4. Rating others' learning outcomes helped me understand better how to write them.					
5. The presentation about assessment measures was helpful.					
6. Rating others' assessment methods helped me understand better how to write them.					
7. The various group activities were fun.					
8. The room was effective for our purpose.					
9. The food and refreshments were good.					
10. Having the retreat off-site was effective to help us focus on learning and assessment.					
11. Working on the writing exercises with staff from other units was helpful in expanding my perspective on effective outcomes and assessment measures.					

Additional Comments: Please share additional information you believe will be helpful to us in planning future training sessions.

Name: *(optional)*_____

Thank you very much for your participation.