

NORTHERN  
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# Developing a Set of Shared Learning Outcomes for the First Year Experience

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# Learning Outcomes for Session:

After Participating In The Session, The Learner Will Be Able To:

- Define the concept of Learning Outcomes and list the critical attributes.
- Describe the difference between two models for developing Learning Outcomes.
- Explain the relationship between Learning Outcomes, assessment, and accountability.
- List key implementation considerations.

# Why Learning Outcomes?

**“Moving From Theory To Practice.” (Tinto, 2006)**

- **Astin’s I-E-O Model and Theory of Involvement (1970a, 1970b, 1991)**
- **Tinto’s Theory of Student Departure (1975, 1987, 1993)**

Student  
Characteristics



Institutional  
Experiences



Outcome or  
Result

# Learning Outcomes are:

Different than:

- visions
- missions
- goals
- strategic plans

The same as (sometimes):

- objectives

# Learning Outcomes: Defined

- Written statements that denote what students should learn from participating in student affairs programs and services. (Hallman & Barhum, 2004).
- “Student learning outcomes are comprised of cognitive and affective attributes and abilities which are a measure of how college experiences have supported students’ development as individuals.” (Frye, 1999)
- **Critical Attributes:**
  1. The program, service, activity or experience must be identified
  2. The outcome must be described
  3. The outcome must be Measurable (and meaningful for the program)

## General:

- Tutoring
- Advising
- First Year Seminar
- First Year Experience
- General Education
- Common reading
- Student

## organizations

## More Narrow:

- Tutoring for developmental math courses
- Advising during Orientation
- Author event

# Describing Outcomes:

- *“Complex cognitive skills—Reflective thought, critical thinking, quantitative reasoning, and intellectual flexibility*
- *Knowledge acquisition—Subject matter mastery and knowledge application*
- *Intrapersonal development—Autonomy, values, identity, aesthetics, self-esteem, and maturity*
- *Interpersonal development—Understanding and appreciating human differences, ability to relate to others, and establishing intimate relationships*
- *Practical competence—Career preparation, managing one’s personal affairs, and economic self-sufficiency*
- *Civic responsibility—Responsibilities as a citizen in a democratic society and commitment to democratic ideals*
- *Academic achievement—The ability to earn satisfactory grades in courses*
- *Persistence—The ability to pursue a degree to graduation or achieve personal educational objectives.”*

(Schuh & Upcraft (2001))

# Measurable Outcomes:

- Focus specifically on what you want students to do.
- Focus on what you can actually assess.
- Use action verbs
  - List, describe, discuss, solve, collect, prepare, organize, compare, use

# Examples and Non-Examples:

“Students will effectively collaborate with other people in a variety of environments.”

# Examples and Non-Examples:

“The mission of the First Year Experience (FYE) Department is to assist incoming students in making a successful transition to college, both academically and socially. The mission is primarily accomplished through the learning opportunities in “Introduction to the University” (EDUC 1105) offered by FYE, which is housed in the Academic Affairs Division’s Academic Advisement Center.”

# Examples and Non-Examples:

“To provide a supportive environment that promotes active learning and encourages collaboration among members of our diverse community.”

# Examples and Non-Examples:

“By the conclusion of the M.Ed., students will be able to interpret the CAS Standards in student affairs within at least one student affairs functional area.”

# Learning Outcomes:

## Why do you need them?

1. Common terminology
2. Staff evaluation
3. Manage multiple programs
4. Create collaboration within and across units
5. Creates fiscal efficiency across the campus
6. Program evaluation & assessment
7. Demonstrate the strength of your connection to your:
  - Strategic plan
  - Campus partners

# Learning Outcomes: Development Models

## Model 1: Inductive

- Start with the answers and draw conclusions.

Focus question:

- What do we want first year students to look like at the end of the first year?
- What knowledge, dispositions, attitudes should students have as a result of participation in a first year seminar?

# Learning Outcomes: Development Models

## Model 2: Deductive

- Truth of the conclusion follows the logic
- Start with Learning Outcomes and determine if their achievement would be right for your campus

# Which Development Model is Right for My Campus?

- How much time do you have?
- What are the strengths and weakness of your committee?
- What additional resources do you have?
  - strategic plan, assessment plan, technology support
- Who is the audience for your Learning Outcomes?

# Audit Process - Accountability

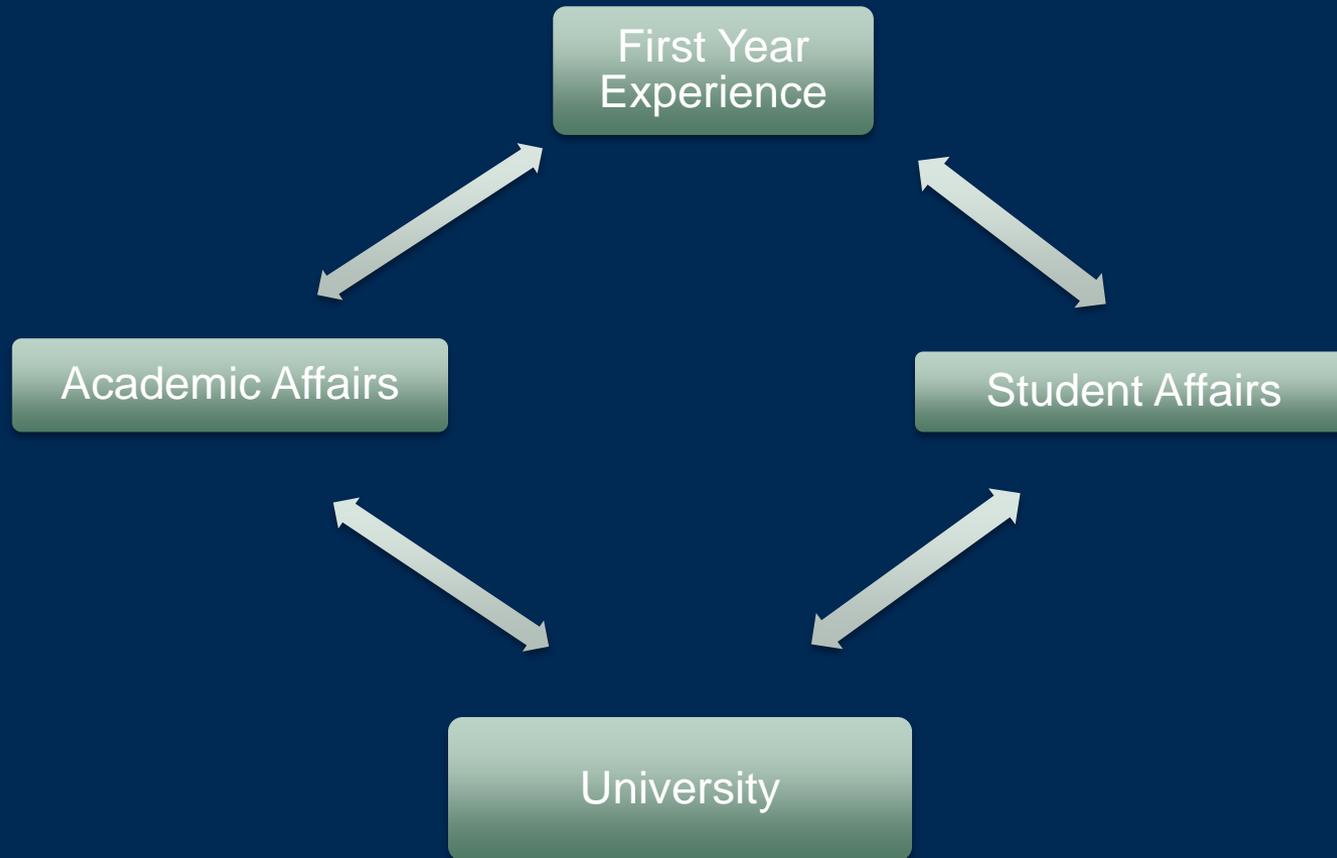
## Aligning Learning Outcomes with Campus Policies and Practice

- Accountability across curricular and co-curricular
- Identify gaps and floods in service or programs
- Identify strengths in collaborations or partnerships among and across groups

# Accountability

- Learning Outcomes demonstrate how synergy can be created between the strategic plan of the individual program, the unit, and the campus
- Learning Outcomes can facilitate assessment plans which provide seamless evaluative information for the program, unit and campus community

# Learning Outcomes and Strategic Plans



# Development Considerations:

- Decision Making Points:
- Who will develop
- What programs will be represent by the Learning Outcomes
- What strategic plans need to be cross walked?
- What assessment plan needs to be cross walked or developed in accordance with or modified.
- Who are the stake-holders?
- Who vets?
- What key institutional resources are key?

# Questions

# Whole Student Approach to Student Development & Resources

