

# Student Learning Outcomes Assessment of Co-Curricular Experiences

## Development of Student Learning Outcomes

When writing learning outcomes, choose a level of learning (Bloom's Taxonomy) to be achieved. Make them specific and measurable - think SMART goals.

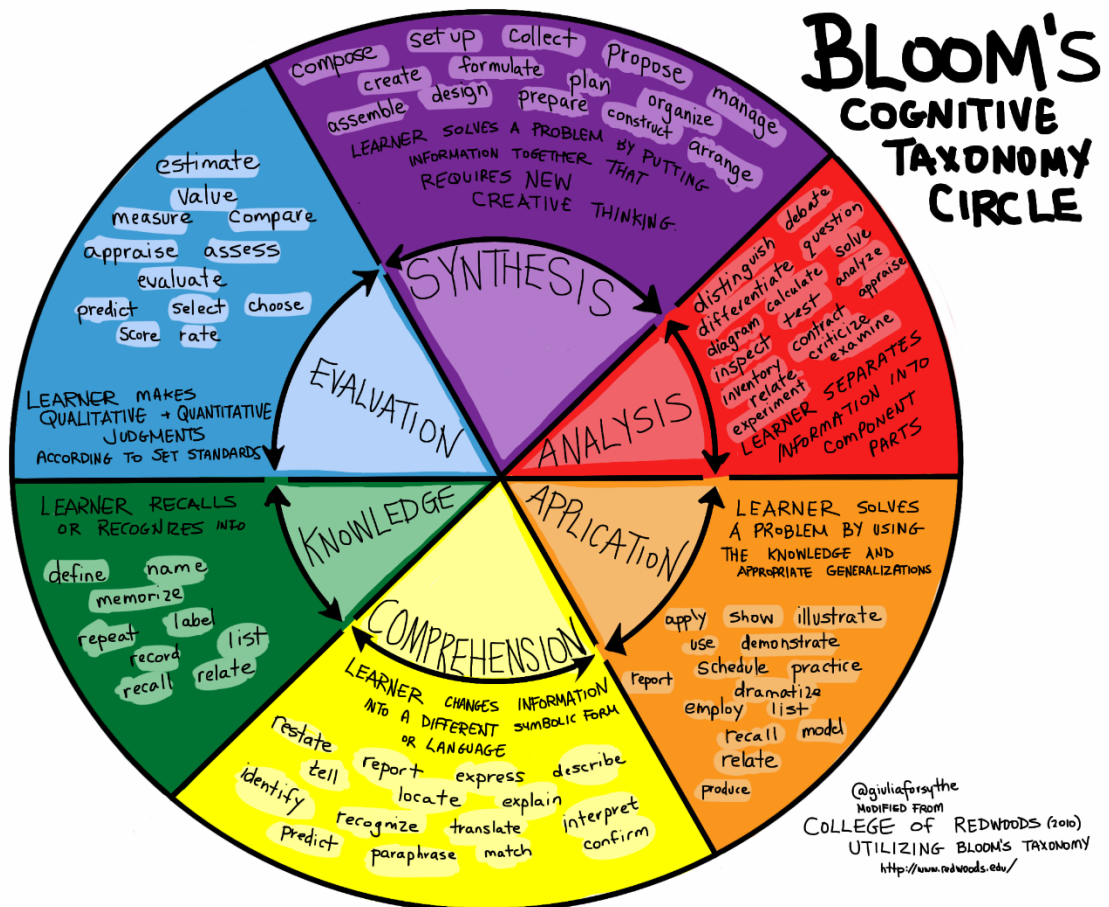
Upon completion of \_\_\_\_\_, students will be able to/will learn....

Program \_\_\_\_\_

SLO goal: \_\_\_\_\_

Level of learning: \_\_\_\_\_

*Adapted from Sachs, M., (2016), MSCHE Workshop, Direct Assessment of SLO in the Student Experience*



I want to assess....	Consider using...
Attitudes, values, habits	Reflective writing prompts, essays
Students' performance compared to others	Published test or survey, comparative demonstration or performance
Knowledge or conceptual understanding	Tests (multiple choice, short answer, puzzle, clickers, group response)
Thinking and performance skills	Demonstrations/observations that demonstrate the skills which are assessed using a rubric or scoring guide
Overall picture of student learning	Culminating portfolio or project assessed using a rubric or scoring guide or performance

*Adapted from Sachs, M., (2016), MSCHE Workshop, Direct Assessment of SLO in the Student Experience*

## Curriculum Map

<b>OUTCOMES</b> Students will:	Develop meaningful interpersonal relationships, including professional/networking relationships, with peers, faculty, and staff.	Use campus resources and contacts to appropriately address needs and advance goals.	Create goal-driven action plans that improve campus life through advocacy for student needs.	Apply ongoing learning about foundational leadership theories and models to personal leadership practices
<b>Learning Activities</b>				
<i>Leadership Programs</i>	P		I	P
<i>Student Organizations</i>	P	P		
<i>Student Government Association</i>	P		P	
<i>Student Activities/Student Events Board</i>	P		I	
<i>Welcome Weeks</i>	I	I		
<b>Legend</b>	I: Introduced      P: Practiced      M: Mastered			

<b>Student Learning Goal:</b> To facilitate a greater connection to the UB campus community through participation in co-curricular experiences.			
<b>Learning Outcome</b>	<b>UB Learning Goals</b>	<b>CAS Domain &amp; Dimensions</b>	<b>Assessment Tools</b>
Develop meaningful interpersonal relationships, including professional/networking relationships, with peers, faculty, and staff.	Goal 3. Acquire knowledge about models of ethical behavior and understand its implications in the development of personal and professional relationships.	Intrapersonal Development	<b>Spring Forward Retreat Reflection:</b> Student is asked to provide feedback on the quality of the relationships they have developed as student leaders during facilitated reflection. Group mentors will complete observations of interactions that demonstrate relationship building between members.
Use campus resources and contacts to appropriately address needs and advance goals	Goal 1. Apply strategies that enhance professional and personal competence.  Goal 6. Gather and evaluate information using scientific, quantitative, humanistic and aesthetic methods.	Knowledge Acquisition, Integration, Construction, and Application  Practical Competence	<b>Student Organization Leader Resources Inventory:</b> Student is asked to list at least 3 possible campus resources and key contacts.
Create goal-driven action plans that improve campus life through advocacy for student needs.	Goal 7. Develop an integrated and specialized knowledge and skills base.	Knowledge Acquisition, Integration, Construction, and Application  Practical Competence	<b>SGA Legislation Rubric:</b> Annual legislation is analyzed using an agreed upon standard

## In-Session Activity

This activity will guide you through the process of identifying and assessing student learning outcomes in co-curricular environments. In small groups, complete the section of the handout with blank lines.

Discuss potential findings, recommendations and action plans.

Unit: Campus Recreation Center

Program: Wellness Center student staff training

Learning activities/opportunities: Full-day orientation, one-hour biweekly staff meetings, one-on-one evaluation with supervisor 9fall and spring), two day end of year retreat.

SLO: \_\_\_\_\_

\_\_\_\_\_

Measure(s): \_\_\_\_\_

Direct or Indirect: \_\_\_\_\_

Target or Goals: \_\_\_\_\_

\_\_\_\_\_

Connection to Mission or Strategic Plan: \_\_\_\_\_

\_\_\_\_\_

Connection to Gen Ed, institutional learning outcomes/goals: \_\_\_\_\_

\_\_\_\_\_

Key Findings:

Recommendations:

Action Plan:

## Student Learning Outcome Assessment Planning Form

Unit: Program:

Learning activities/opportunities:

SLO: \_\_\_\_\_

\_\_\_\_\_

Measure(s): \_\_\_\_\_

Direct or Indirect: \_\_\_\_\_

Target or Goals: \_\_\_\_\_

\_\_\_\_\_

Connection to Mission or Strategic Plan: \_\_\_\_\_

\_\_\_\_\_

Connection to Gen Ed, institutional learning outcomes/goals: \_\_\_\_\_

\_\_\_\_\_

Key Findings:

Recommendations:

Action Plan: