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.
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.

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 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.*

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.
Through increased ________________ there will be a/an _____ percent increase in ___________
(PROGRAM/EVENT) (METRIC/KPI) (NUMBER)
at the ____________________.
(NUMBER) (SEMESTER) (YEAR)

________________________ will __________ the ____________________ by _____
in order to increase the ________________ of students.

______________________ will increase ______________ by _____ percent annually for the next
(METRIC/KPI) (NUMBER)
_____ years, beginning __________ of _____.
(YEAR) (SEMESTER) (NUMBER)

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

________________________ will __________ the ____________________ by _____
in order to increase the ________________ of students.

*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 ________________

(PROPERTY/EVENT/CONDITION) (ACTION VERB)

_____ _____________________ ____________________.

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

By completing ____________________, students will _______________ ________________ of/in _____________________.

(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

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

STUDENT AFFAIRS
UNIVERSITY OF OKLAHOMA
RESOURCES


Special thanks to Michael Giesecke for his contributions to this workbook including concept and design.