Michigan State University

From the SelectedWorks of Larry D. Long

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Alpha Kappa Psi - Assessing your Chapter

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Available at: https://works.bepress.com/ldlong/42/
Assessing your Chapter

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Learning Outcomes

As a result of this program, participants will:

- Reflect on what they would like to know about the state of their chapters
- Apply the assessment framework
- Write learning outcome statements
Why assessment matters?

If we never compare where we are to where we want to be, how can we reach our full potential?
Assessment Framework

**SITUATION**
- What is the issue?
- What are we trying to fix?

**RESOURCES**
- Money
- Time
- Space
- Expertise

**TREATMENT**
- New model
- New program
- New service
- New policy

**OUTCOMES**
- Student learning
- Student satisfaction
- Organizational change
Programmatic Example

SITUATION

RESOURCES

TREATMENT

OUTCOMES

Poor writing

Career Center

Writing Center

Workshop on common spelling errors

Workshop on professional writing

Members’ writing abilities improve?
Assessment Framework

Your goal

SITUATION → RESOURCES → TREATMENT → OUTCOMES

How might you measure if you reached your outcome?
Goals vs. Learning Outcomes

Goals are often broad, somewhat abstract statements of what we want to do or be able to do.

Example - “Member retention will increase by 10%”

Learning Outcomes are explicit statements of what one should be able to do, know, or feel after participating.

Example – “After participating in this workshop, students will be able to list five resources for assisting them with their job search.”
LOs vs. Other Outcomes

- **Learning Outcomes**
  What *people* should be able to *do, know, or feel* as a result of an activity

- **Program Outcomes**
  What the *program* should be able to do as a result of an intervention

- **Performance Outcomes**
  The level of *performance* that should be expected as a result of an activity
Bloom’s Taxonomy

- Reference for writing LOs
- Help make LOs measurable
- Three Domains
  - Cognitive (know, understand)
  - Affective (feel, believe, think)
  - Psychomotor (do)
# Bloom’s Taxonomy

<table>
<thead>
<tr>
<th>Skill</th>
<th>Sample prompts</th>
<th>Purpose</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remembering</td>
<td>recognize, list, describe, identify, retrieve, name</td>
<td>memorize and recall facts</td>
<td></td>
</tr>
<tr>
<td>Understanding</td>
<td>describe, explain, estimate, predict</td>
<td>understand and interpret meaning</td>
<td>LOWER</td>
</tr>
<tr>
<td>Applying</td>
<td>implement, carry out, use, apply, show, solve</td>
<td>apply knowledge to new situations</td>
<td></td>
</tr>
<tr>
<td>Analyzing</td>
<td>compare, organize, cite differences, deconstruct</td>
<td>break down or examine information</td>
<td></td>
</tr>
<tr>
<td>Evaluating</td>
<td>check, critique, judge hypotheses, conclude, explain</td>
<td>judge or decide according to a set of criteria</td>
<td>HIGHER</td>
</tr>
<tr>
<td>Creating</td>
<td>design, construct, plan, produce</td>
<td>combine elements into a new pattern or product</td>
<td></td>
</tr>
</tbody>
</table>

For additional verbs, reference the handout at: works.bepress.com/Idlong/33
How to Write Learning Outcomes

- Start with your mission/purpose
- Identify what you want people to be able to know, do, or feel.
- Can reference standards
  - Annual Chapter Report
- Write Learning Outcomes
- Make sure LO’s are measurable
Writing Outcome Statements

- **Audience** - Who is doing it?

- **Behavior** – What are they doing?

- **Condition** – When will they do it?

- **Degree of Achievement (may be omitted)** – How will you know they did it?

Heinich, Molenda, Russell, & Smaldino (2002).
By participating in the Be Spartan Green program, students will implement at least three methods to reduce waste as defined in the Student Green Pledge.
Assessment Methods

- Rubrics
- Surveys
- Journaling
- Interviews
- Focus Groups
- Portfolios
- Pre/post Tests
- Photography
- Observation
Resources

- Annual Chapter Report
- ACR Planning Guide
- Chapter stats report
Resources

To learn more about:

- **Learning Outcomes:** works.bepress.com/ldlong/33
- **Focus Groups:**
  works.bepress.com/ldlong/37
- **Writing survey questions:**
  works.bepress.com/ldlong/34
- **Needs assessment:** works.bepress.com/ldlong/5