Developing Student Learning Outcomes Campus Recreation Style

George Brown
Director, University Recreation
University of Alabama

Katie Busby, Ph.D.
Director, Student Affairs Assessment & Planning
University of Alabama
Overview

- Articulate the shared benefits learning outcomes afford campus recreation professionals
- Identify issues related to developing learning outcomes
- Develop learning outcomes for your campus
- Access resources for developing learning outcomes
Learning Outcomes – why do we do it

• Regional accreditation

• Mandate from VP or campus

• Desire to promote learning and continuous improvement
Learning Outcomes

If you don't know where you are going, you will wind up somewhere else.

- Yogi Berra
Learning Outcomes

Refers to the specific knowledge or skills that students actually develop though their college experience (*student recreation experience*)

From: Dictionary of Student Outcome Assessment
http://people.jmu.edu/yangsx/Search.asp?searchText=outcomes+assessment&Option=Term
Possible Learning Outcomes in Campus Recreation

<table>
<thead>
<tr>
<th>Self confidence</th>
<th>Feeling of well-being</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sense of adventure</td>
<td>Time management skills</td>
</tr>
<tr>
<td>Athletic ability</td>
<td>Group cooperation skills</td>
</tr>
<tr>
<td>Concentration</td>
<td>Ability to get a good night’s</td>
</tr>
<tr>
<td>Fitness level</td>
<td>sleep</td>
</tr>
<tr>
<td>Respect for others</td>
<td>Leadership skills</td>
</tr>
<tr>
<td>Multicultural awareness</td>
<td>Ability to multi-task</td>
</tr>
<tr>
<td>Sense of belonging and</td>
<td>Stress management</td>
</tr>
<tr>
<td>association</td>
<td>Ability to develop</td>
</tr>
<tr>
<td>Communication skills</td>
<td>friendships</td>
</tr>
<tr>
<td>Balance/coordination</td>
<td>Weight control</td>
</tr>
<tr>
<td>Physical strength</td>
<td>Overall health</td>
</tr>
<tr>
<td>Problem-solving skills</td>
<td>Academic performance</td>
</tr>
<tr>
<td></td>
<td>Problem Solving Skills</td>
</tr>
</tbody>
</table>
Three Domains of Learning

- Cognitive (*Knowledge*)
  - Thinking
  - Mental skills

- Affective (*Attitude*)
  - Attitudes
  - Feelings
  - Emotions

- Psychomotor (*Skills*)
  - Doing
  - Physical skills
Evaluation
Criticizes, compares, concludes

Synthesis
Creates, formulates, revises

Analysis
Differentiates, diagrams, estimates

Application
Demonstrates, computes, solves

Understanding
Explains, summarizes, classifies

Knowledge
Identifies, defines, describes
Internalizing values
Acts, verifies, revises

Organization
Comparing, relating, synthesizing

Valuing
Differentiates, justifies, studies

Responding to Phenomena
Answers, discusses, performs

Receiving Phenomena
Asks, chooses, describes
Developing Learning Outcomes

\[ \text{Audience} \]

\[ \text{Behavior} \]

\[ \text{Condition} \]

\[ \text{Degree of Achievement (may be omitted)} \]

Developing Learning Outcomes

To write a learning outcome, follow the formula:

Condition  Audience  Behavior  Degree
Developing Learning Outcomes

As a result of participating in group fitness, students will be able to calculate their heart rate during exercise.
Developing Learning Outcomes

Condition

As a result of the participating in the wellness workshop

Audience  Behavior (verb in future tense)

students will explain the relationship between health and wellness and accomplishing life long goals.
Developing Learning Outcomes

\[ SWiBAT + Bloom Word + Condition = Learning Outcome \]
Developing Learning Outcomes

*Students will be able to articulate* at least three benefits of adequate sleep habits *as a result of the participating in the wellness workshop.*
Examples

Not so good
...will appreciate the benefits of exercise

Better
... will value exercise as a healthy activity

Best
... will identify three health-related impacts exercise has on the body
examples

Not so good...
...will appreciate diversity

Better...
...will recognize the uniqueness of others

Best....
...will be able to identify three similarities and three differences they have with someone of a different background.
Helpful Hints

- Work with 1-2 others to include different perspectives
- Use an iterative process to ensure outcome is measurable
- Review outcomes with stakeholders
- Don’t have to include everything – include the most important outcomes and the ones you influence
Action Verbs

- Analyze
- Apply
- Argue
- Arrange
- Assemble
- Calculate
- Classify
- Compare
- Create
- Criticize
- Defend
- Define
- Describe
- Develop
- Differentiate
- Discuss
- Explain
- Formulate
Words to Avoid

- Appreciate
- Become aware of
- Become familiar with
- Know
- Learn
- Understand
Learning Outcomes Checklist

Does the outcome support the program objectives? Y N

Does the outcome describe what the program intends for students to know (cognitive), think (affective), or do (behavioral)? Y N

Is the outcome: Detailed and specific? Y N

Is the outcome: Measurable/identifiable? Y N

Can you create an activity to enable students to learn the desired outcome? Y N

Can the outcome be used to make decisions on how to improve the program? Y N

LR2, Ch4
Questions & Comments

George Brown
Director, University Recreation
University of Alabama
Box 870373
Tuscaloosa, AL 35487
205-348-3994
gbrown@sa.ua.edu

Katie Busby, PhD
Director, Student Affairs Assessment and Planning
University of Alabama
Box 870116
Tuscaloosa, AL 35487
205-348-7939
kbusby@sa.ua.edu