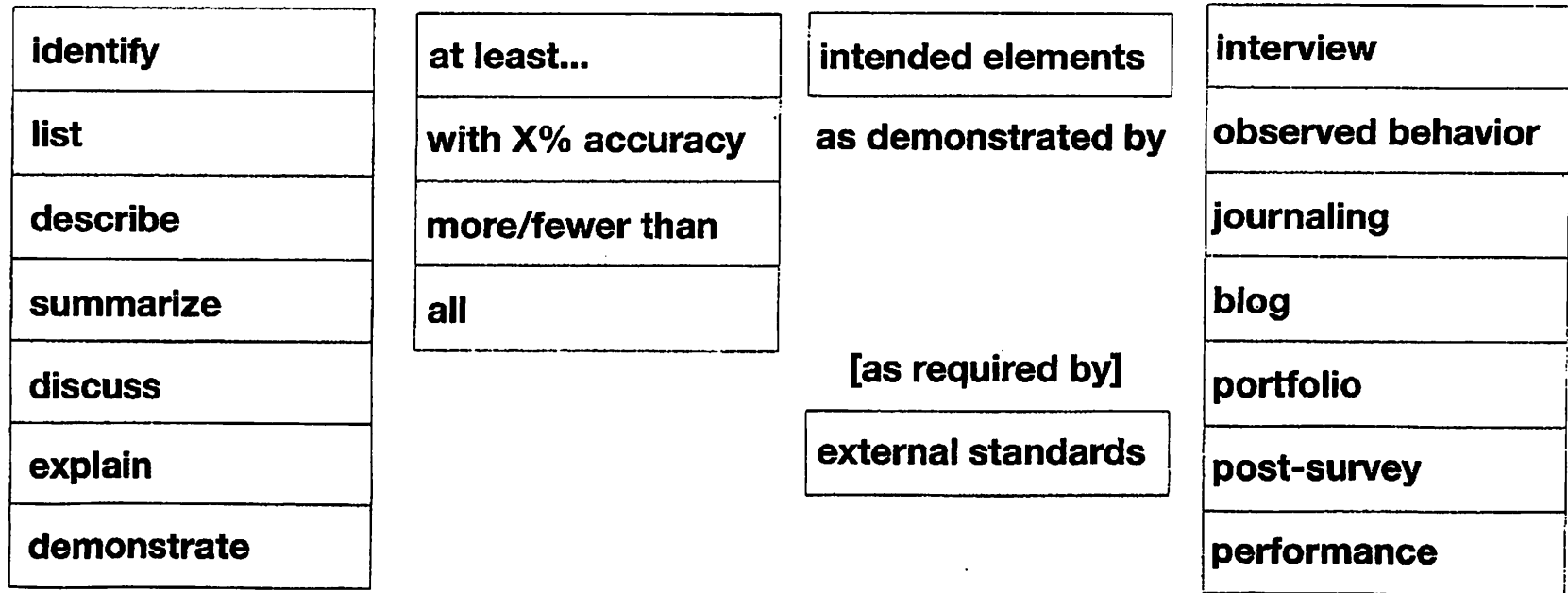
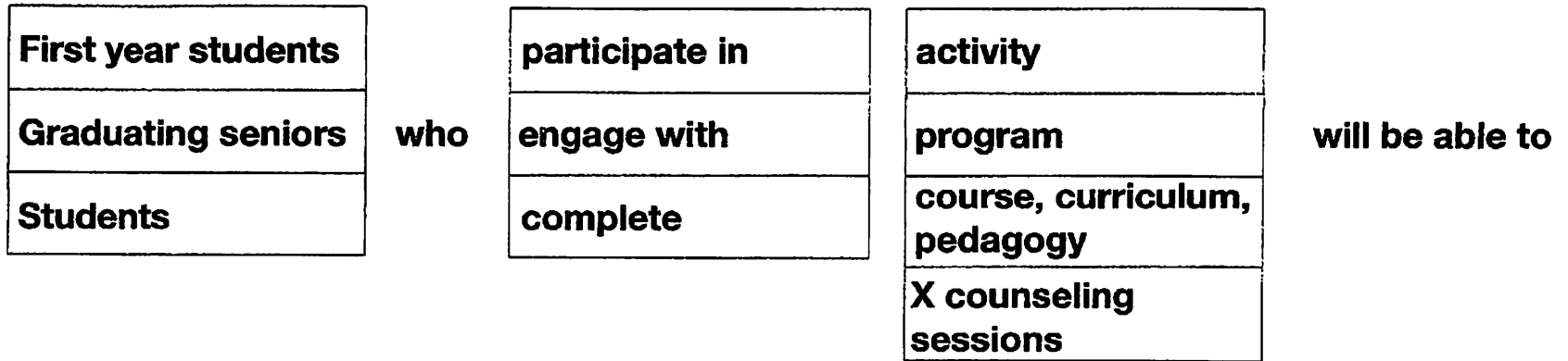


# *Format for writing student learning outcomes*





PRACTICAL GUIDE TO WRITING STUDENT LEARNING OUTCOMES

Question	Example
<p>1. What activity, program, service, curriculum, course, or intentional experience provides the opportunity for learning to occur?</p>	<ul style="list-style-type: none"> <li>• A workshop on men's health offered by health promotion</li> <li>• An appointment with a career counselor intended to help students identify their Holland typology</li> <li>• An honors course on ethics in the workplace co-taught by a professor in humanities and the director of Greek life</li> <li>• An alternative spring break experience</li> <li>• A series of individual personal counseling visits</li> </ul>
<p>2. What group of students will participate in the learning experience?</p>	<ul style="list-style-type: none"> <li>• Entering first-time-in-college students</li> <li>• First year students</li> <li>• Sophomore students who have not yet declared a major</li> <li>• Graduating seniors</li> <li>• Students participating in a leadership development curriculum</li> </ul>
<p>3. What new capacity is being sought?</p>	<ul style="list-style-type: none"> <li>• Ability to invest in positive interpersonal relationships</li> <li>• Increased locus of control in regard to choosing and declaring a major course of study</li> <li>• Ability to consider how personal decisions in the workplace are informed by one's sense of ethics</li> <li>• Ability to explain one's skills to a potential employer</li> <li>• Ability to identify, describe, explain, or demonstrate leadership skills</li> </ul>

Question	Example
<p>4. How will achievement of that capacity be demonstrated?</p>	<ul style="list-style-type: none"> <li>• Identify characteristics of healthy and unhealthy relationships</li> <li>• Describe characteristics of healthy and unhealthy relationships</li> <li>• Explain how career interests and personality type are interrelated</li> <li>• Discuss how drive for success can influence ethical decision-making</li> </ul>
<p>5. Through what medium (or by what method) will students demonstrate new capacity?</p>	<ul style="list-style-type: none"> <li>• A one-page post-workshop reflection paper</li> <li>• A brief interview</li> <li>• Observed behavior or performance</li> <li>• A class presentation that is peer-evaluated with peers using a rubric</li> <li>• A blog that, using predetermined criteria documents' the lessons learned during the alternative spring break experience (e.g., the impact of college students devoting a week to cleaning and refurbishing an elementary school's playground; the lessons learned by assisting in the organization of an AIDS Walk, etc)</li> </ul>
<p>6. What range of achievement satisfies the desired outcome?</p>	<ul style="list-style-type: none"> <li>• Name 4 out of 5 predetermined characteristics of the relevant concept (e.g., healthy relationships, ethics, etc)</li> <li>• Complete with 80% accuracy the development of a large-event organization checklist</li> <li>• Demonstrate at least 2 out of 3 desired leadership characteristics</li> </ul>
<p>7. What, if any external requirements, guidelines, or standards apply?</p>	<ul style="list-style-type: none"> <li>• Cardiopulmonary Resuscitation (CPR) guidelines</li> <li>• Council for Advancement of Standards in Higher Education (CAS) standards</li> <li>• SCUBA training certification requirements</li> </ul>

## Learning Outcomes Worksheet

**Target Group:** \_\_\_\_\_

**Target Learning:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Level of Mastery (Bloom's Taxonomy Word):** \_\_\_\_\_

**Combine your answers from the above into a learning outcome. (Target Group) will be able to (Bloom's Taxonomy word) (Targeted Learning).**

**Learning Outcome:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**What activities or actions would help to meet this outcome?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**How could this be measured to know if the outcome has been reached?**

\_\_\_\_\_  
\_\_\_\_\_

**To what division/department/unit goal does this outcome relate/contribute?**

\_\_\_\_\_  
\_\_\_\_\_

(Developed by the Oregon State University Department of Recreational Sports, 2006)

## Level of Mastery and Action Words

Bloom's Taxonomy	Examples and Key Words
<p><b>Knowledge</b> --recall or recognize information or data</p>	<p><b>Examples:</b> Student can recite safety rules. Student will list steps necessary for participant check-in. Student will recite the three rules of aquatic safety.</p> <p><b>Active Words:</b> list, define, name, recognize, state, record, outline, reproduce, describe, match, enumerate, count, tell, recall, recite</p>
<p><b>Comprehension</b> --understands the meaning and can restate in own words</p>	<p><b>Examples:</b> Student will explain the steps involved in administering CPR. Student will describe the purpose of the Wellness Wheel in the DRS.</p> <p><b>Active Words:</b> explain, describe, interpret, discuss, give examples of, summarize, differentiate, extend, estimate, defend, paraphrase, give examples of, review</p>
<p><b>Application</b> --uses previously learned information in new situations</p>	<p><b>Examples:</b> Student will use the wellness wheel to demonstrate how programs in DRS are related to healthy living. Student will demonstrate appropriate CPR techniques on resuscitation simulator.</p> <p><b>Active Words:</b> articulate, develop, construct, demonstrate, determine, instruct, relate, manipulate, modify, prepare, assess, select, implement, produce, include</p>
<p><b>Analysis</b> --breaking down component parts to understand the underlying structure</p>	<p><b>Examples:</b> Student will differentiate elements of healthy living. Student will prioritize program planning tasks. Student will diagram swim sequences for effective lap pool use.</p> <p><b>Active Words:</b> differentiate, prioritize, diagram, distinguish, examine, illustrate, outline, relate, subdivide, compare, contrast, discriminate, identify, infer, select</p>
<p><b>Synthesis</b> --combining diverse elements to create a new meaning, structure, or whole</p>	<p><b>Examples:</b> Experienced desk personnel will develop a manual for use by new desk personnel. Student will integrate wellness wheel model into marketing plan for DRS.</p> <p><b>Active Words:</b> combine, compare, construct, reorganize, produce, plan, modify, integrate, develop, individualize, initiate, formulate, design, organize, plan, rearrange, structure</p>
<p><b>Evaluation</b> --judging or deciding based upon some specified set of criteria</p>	<p><b>Examples:</b> Based upon the DRS tenet of fair play, sport club leaders will decide between a lottery schedule and a fixed design schedule for use of facilities.</p> <p><b>Active Words:</b> critique, argue, evaluate, rate, rank, prioritize, judge, interpret, compare and contrast, justify,</p>

Adapted from: Bloom, B. S. (Ed.). (1956). *Taxonomy of educational objectives, vol.1: The cognitive domain*. New York: McKay.

## CSRR CONDUCT HEARING ASSESSMENT RUBRIC – 2011/12

<p><b>Please Enter The Student's ID:</b></p> <p>1<sup>st</sup> Digit    ① ② ③ ④ ⑤ ⑦ ⑧ ⑨</p> <p>2<sup>nd</sup> Digit    ① ② ③ ④ ⑤ ⑦ ⑧ ⑨</p> <p>3<sup>rd</sup> Digit    ① ② ③ ④ ⑤ ⑦ ⑧ ⑨</p> <p>4<sup>th</sup> Digit    ① ② ③ ④ ⑤ ⑦ ⑧ ⑨</p> <p>5<sup>th</sup> Digit    ① ② ③ ④ ⑤ ⑦ ⑧ ⑨</p> <p>6<sup>th</sup> Digit    ① ② ③ ④ ⑤ ⑦ ⑧ ⑨</p> <p>7<sup>th</sup> Digit    ① ② ③ ④ ⑤ ⑦ ⑧ ⑨</p> <p>8<sup>th</sup> Digit    ① ② ③ ④ ⑤ ⑦ ⑧ ⑨</p>	<p><b>Please Indicate Who You Are:</b></p> <p><input type="checkbox"/> Hearing Officer 1</p> <p><input type="checkbox"/> Hearing Officer 2</p> <p><input type="checkbox"/> Hearing Officer 3</p> <p><b>Office Codes:</b></p> <p><input type="checkbox"/> 11181</p> <p><input type="checkbox"/> 11182</p> <p><input type="checkbox"/> 11183</p> <p><input type="checkbox"/> 11184</p> <p><input type="checkbox"/> 11185</p> <p><input type="checkbox"/> 11186</p>	<p><b>This Student:</b></p> <p><input type="checkbox"/> Lives Off-Campus</p> <p><input type="checkbox"/> Lives On-Campus</p> <p><b>Did The Student Self-Disclose:</b></p> <p><input type="checkbox"/> Indicate Transfer Status</p> <p><input type="checkbox"/> Indicate Veteran Status</p> <p><input type="checkbox"/> Indicate First Generation Status</p> <p><input type="checkbox"/> Involved in an official UNT Student Organization / Team</p> <p><input type="checkbox"/> Indicate Graduate Student Status</p>
--	--	--

<b>STUDENT LEARNING OUTCOMES RUBRIC</b>					
Student's Name (please print):			Student ID (please re-print):		
Student Learning Outcomes	1- Denial	2- Resistance	3- Progressing	4- Invested	Rating
<b>Students will recognize they are accountable for their behavior and the attendant consequences.</b>	Refutes responsibility for behavior and sees no consequences	Acknowledges actions but is deflective of responsibility and consequences	Accepts responsibility for actions and begins to accept consequences	Takes full responsibility for actions and sees value/application of consequences	1   2   3   4
<b>Students will be able to articulate how their behavior affected or could affect self or others.</b>	Does not recognize the negative impact of their behavior on self or others	Recognizes negative impact of misconduct on either self or others but not both	Somewhat realizes the negative impact on both self and others	Fully accepts/recognizes the negative impact of their behavior on both self and others	1   2   3   4
<b>Students can describe the educational nature and function of the university conduct process and policies applicable to their conduct case.</b>	Completely unaware of the university conduct process and policies-and sees no educational value to it	Understands the process and policies of the university conduct process and policies OR the educational nature but not both	Somewhat recognize both the educational value and have a basic awareness of the conduct process and policies	Fully versed in the conduct process and policies and recognizes an immediate educational impact of the conduct process	1   2   3   4
<b>Students will employ informed decision making to prevent similar problematic behavior.</b>	Staunch opposition to change future behavior and complete unawareness of strategies to change behavior	Demonstrates awareness of the need to change either behaviors or utilize new strategies to change future behaviors but not both	Demonstrates basic awareness of the need to change behaviors and utilize new strategies to change future behaviors	Student volunteers new strategies to prevent problematic behavior in the future	1   2   3   4



## Administrative Meeting Preparation

*Welcome to the Oglesby Hall Residence Director office! I am happy that we have found some time to discuss your role in a recent documentation. Please take a moment to complete this intake form.*

**Step 1:** *It is okay if you do not know how to respond to some of the questions posed – it is simply an opportunity for me to gauge your understanding of the student conduct process.*

Before arriving to this meeting today, you should have received a “hearing notice” (a letter that listed the charge/s brought against you) via email. Did you read the notice before coming today?

Yes

No

Please identify what charge/s has/have been brought against you (e.g. alcohol and noise).

---



---

Are you aware that the University has a Code of Conduct?

If no, skip to Step 2.

If yes, do you know where to find a copy?

---



---

Is there a difference in Housing’s Hallmarks and the Code of Conduct? If so, what is the difference?

---



---

**Step 2:** *The objective of this meeting is meant to be educational, not punitive. With that said, I would like you to select some learning goals for this meeting. Please identify three educational points from the chart below:*

<i>Violation</i>	<i>Learning Goal 1</i>	<i>Learning Goal 2</i>	<i>Learning Goal 2</i>	<i>Learning Goal 3</i>
<i>Alcohol</i>				
<i>Noise</i>				
<i>Vandalism</i>				
<i>Computer Transfer</i>				