TACKLING TURNOVER: CREATING MEANINGFUL LEARNING OUTCOMES FOR FIRST-YEAR HALL GOVERNMENTS

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SETTING THE SCENE

• Rosch & Lawrie (2011) article highlights
  • In interviews with alumni hall government members, the following trends emerged…
    • Skill and values development
    • Competent advisors offer challenging experiences
    • Learning came in the process, not necessarily the product
  • Historical shift: governing body to programming board
  • The University of Iowa residence halls at over 90% first-year, full slate switch

How do you norm an experience regardless of the executive board membership?

Provide intentional structure where there is none.
LEARNING OUTCOMES

At the end of this presentation, participants will:

• Identify three to five key skills that hall government students will acquire
• Develop three to five learning outcomes that mirror their intended objectives
• Receive feedback on their draft objectives
WHAT ARE LEARNING OUTCOMES?

Goals that describe “the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience.” (Suskie, 2009, p. 75)
SWBAT STRUCTURE

Students will be able to...

- Aligns with office, department, and institutional goals
- Specific, meaningful, measurable, attainable
- Describes a single behavior
- Focuses on learning (knowledge, skills, attitudes)

Students who participate in The Path will be able to identify at least two academic support resources on campus
COMMON OBSTACLES

• Using “action words” that are hard to measure
  • “appreciate”, “understand”, “become aware of”
• Double-barreling: multiple outcomes in one
• Outcomes that are not really about learning
SOME EXAMPLES

Students will be able to understand their roles.

Students will be able to attend meetings.
SOME EXAMPLES

Students will be able to create programs for the hall and improve their community.

Students will be able to succeed in the residence halls.
IDENTIFY YOUR OBJECTIVES

1. Brain Dump:
   Take three minutes to jot down some end-goals for your program

2. Pair and Share:
   Share your objectives with your neighbor

3. Refocus:
   Independently modify your objectives
PRIORITIZE OUTCOMES

“If you chase two rabbits, both will escape” – Chinese proverb

- Which objectives are *nice* and which are *needed*?
- Which end-goals are unique to your program?
- Which objectives align with your office, department, and institution?
- What really has to happen for you to know that the program did its job?
- What must happen in order to justify time and energy?

Circle 3-5 outcomes that you feel are essential.
WRITING OUTCOMES

- SWBAT structure
- What does success look like?
  - Clarifying with criteria
- Mind the measurement… how will you know?
  - Surveys and Feedback Forms
  - Rubrics and Checklists
  - Interviews and Focus Groups
OUR MAIN CONCEPTS

• Communication skills (interpersonal self-awareness)
• Awareness of personal role in group dynamic
• Organizational skills (weekly meetings)
• Event programming for Burge Hall
• Meeting facilitation
OUR LEARNING OUTCOMES

Students will be able to…

• Identify the four styles addressed in the communication workshop
• Articulate how their role contributes to the success of the executive board
• Perform **basic administrative tasks** pertaining to their position before, during, and after meetings
• Execute one building program per month
• **Work cooperatively** with other executives to run a weekly meeting

President – agenda, senate meetings
Secretary – minutes, attendance
Treasurer – budget, requisitions

Complete their component of the meeting
Steady attendance and participation
## OUR ASSESSMENT MEASURES

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>“identify the four communication styles…”</td>
<td>Pre/Post-test for workshop</td>
</tr>
<tr>
<td>“articulate how their role contributes…”</td>
<td>Formal/Informal check-in during monthly one-on-ones</td>
</tr>
<tr>
<td>“perform basic administrative tasks…”</td>
<td>Task checklist</td>
</tr>
<tr>
<td>“execute one building program per month…”</td>
<td>Program rundown list</td>
</tr>
<tr>
<td>“work cooperatively with other execs…”</td>
<td>Observations, Peer Feedback</td>
</tr>
</tbody>
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DRAFT PRACTICE – THINGS TO REMEMBER

• SWBAT structure
• What does success look like?
  • Clarifying with criteria
• Mind the measurement… how will you know?
  • Surveys and Feedback Forms
  • Rubrics and Checklists
  • Interviews and Focus Groups
• Alignment with office, department, and institutional goals
• Specific, meaningful, measurable, attainable
• Describes a single behavior
• Focuses on learning (knowledge, skills, attitudes)
GROUP SHARE AND FEEDBACK

- Does the outcome align with office, department, and institution goals?
- Does the outcome describe what the program intends for students to know, think, do?
- Is the outcome important and worthwhile?
- Is the outcome detailed and specific? Measurable? A product of learning?
- Is only one outcome presented?
- Can the outcome be used to make decisions on how to improve?
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REFERENCES


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