Legitimizing Affective Learning Outcomes Assessment

Presenters

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Learning Outcomes

- Differentiate cognitive from affective learning outcomes.

- Understand how nursing has implemented affective learning outcomes assessment.

- Weigh the advantages of assessing for student outcomes in the affective learning domain.

KEY TERMS!

- Learning Domains

- Affective Learning Domain

- Student Learning Outcome **(SLO)**

- Affective Learning Outcome **(ALO)**

- Accreditation

- Council for Higher Ed Accreditation **(CHEA)**

- National League for Nursing **(NLN)**

- American Association of Colleges of Nursing **(AACN)**

- Commission on Collegiate Nursing Education **(CCNE)**

- Southern Association of Colleges and Schools Commission on Colleges **(SACSCOC)**

Cognitive **VS** Affective

Learning Domains

Physical Skills
How we "do"

Psychomotor

Knowledge, skills
What we "know"

Cognitive

Attitudes, values, interests
What we "feel" & "believe"

Affective

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🟦 Course Roster: _A... 🟦 Abilene Christian... 🔵 Online Writing Ce... 🔵 APA 7 | Online Wri... 🅿️ APA Generator 🅿️ Reference List: Ba... 🟦 Writing Webinars |... 🔵 Sample Papers | O... 🔵 Home - Get Starte... 🈯 百度

Online   **On-Campus**   **Admissions & Aid**   ABILENE CHRISTIAN UNIVERSITY   **Life at ACU**   **Athletics**   **Abo**

Program Outcomes

Upon completion of this program of nursing, the graduate will be prepared to:

1. Apply clinical reasoning, and evidence based nursing competencies (knowledge, behaviors, judgments, skills, and attitudes) to holistically address and prioritize patient (individuals, families, groups, communities, populations) preferences, values, and needs.

2. Collaborate effectively with multiple patients and the interdisciplinary health with shared decision making for the achievement of the highest safe patient health outcomes.

3. Assume accountability for professional, legal, ethical, and regulatory laws/standards for individual performance and system effectiveness for safe nursing competencies.

4. Apply an understanding of health care policy, finance, and regulatory environments by the coordination, evaluation, and modification of care of patients (IFGCP), and the management of confidential information technology for seamless care and transition in complex health care systems.

5. Integrate professional values such as caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, and cultural competence in the pursuit of excellence of the Christian leadership and service of professional nursing.

6. Promote the profession of nursing through leadership activities in the implementation of evidence-based practice standards, safety and quality care improvement, and patient advocacy.

7. Engage in self care and reflection to prepare for clinical demands, envision growth to professional competence, and understand the need to participate in life long career and professional development.

Cognitive Learning Outcomes (items 1–4)

Affective Learning Outcomes (items 5–7)

Notice of Conditions that might Disqualify Students Eligibility for Licensure

Applicants for the National Council Licensure Exam for registered nurses (NCLEX-RN®) and seeking licensure in Texas must complete a

Action Verb Lists

Cognitive Domain

This list of action verbs can be used in the development of program-level outcomes or course-level learning objectives in the cognitive domain. It is adapted from Jerrold Kemp's "Shopping List of Verbs" (2014) and based upon Bloom's Taxonomy of Learning. Each column includes (1) category from Bloom's Taxonomy of Learning, (2) definition of the category, and (3) action verbs associated with that category.

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Define	Characterize	Apply	Analyze	Arrange	Appraise
Describe	Classify	Change	Appraise	Assemble	Argue
Identify	Convert	Choose	Breakdown	Collect	Assess
Label	Defend	Compute	Calculate	Combine	Choose
List	Discuss	Demonstrate	Categorize	Compose	Compare
Name	Distinguish	Discover	Compare	Construct	Conclude
Recognize	Establish	Dramatize	Contrast	Contrast	Contrast
Recall	Estimate	Employ	Criticize	Create	Defend
Repeat	Explain	Interpret	Diagram	Design	Describe
State	Express	Manipulate	Differentiate	Develop	Discriminate
	Extend	Model	Discriminate	Devise	Estimate
	Generalized	Modify	Distinguish	Explain	Evaluate
	Illustrate	Operate	Examine	Formulate	Explain
	Indicate	Practice	Experiment	Generate	Interpret
	Infer	Predict	Identify	Plan	Judge
	Locate	Prepare	Illustrate	Prepare	Justify
	Paraphrase	Produce	Infer	Rearrange	Predict
	Predict	Relate	Model	Reconstruct	Rate
	Recognize	Schedule	Outline	Relate	Relate
	Relate	Show	Point out	Reorganize	Select
	Review	Sketch	Question	Revise	Support
	Rewrite	Solve	Relate	Rewrite	Value
	Summarize	Use	Select	Set up	Determine
	Translate	Write	Separate	Synthesize	
		Implement	Subdivide	Tell	
			Test	Write	

Affective Domain

This list of action verbs can be used in the development of program-level outcomes or course-level learning objectives in the affective domain. It is adapted from Kathy V. Waller's "Writing Instructional Objectives" guide [1]. The "[developmental] affective domain in concerned with changes (growth) in interests, attitudes and values. It is divided into five major classes arranged in hierarchical order based on level of involvement (from receiving, to characterization by a value)" (Waller, n.d., p.4). Each column includes (1) category from Krathwohl's (as cited in Waller, n.d.) affective domain taxonomy (2) definition of the category, and (3) action verbs associated with that category.
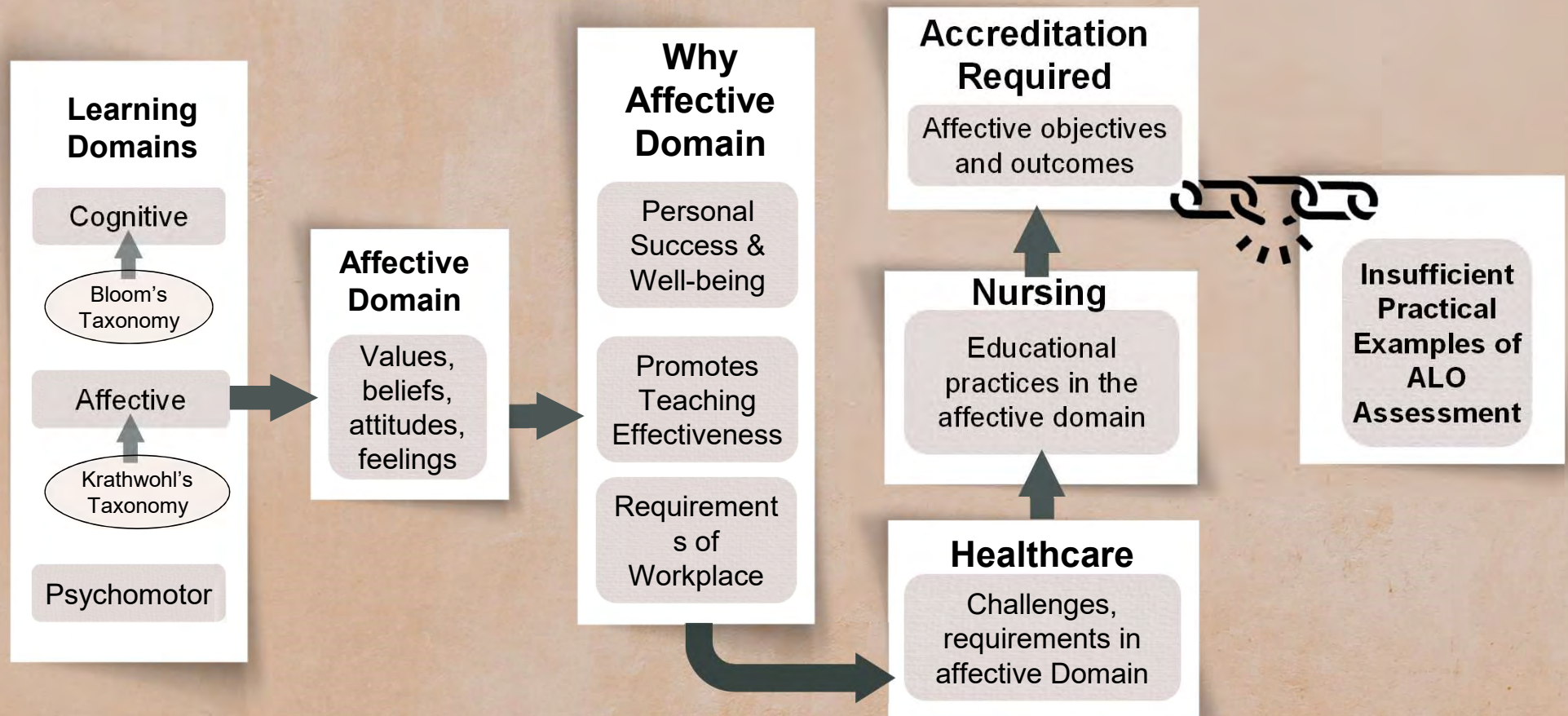
Receiving	Responding	Valuing	Organization	Characterization
Attend to stimuli	React to stimuli	Attach significance to ideas	Build value system	Internalize values that guide behavior
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Acknowledge	Allow	Aid	Collaborate	Administer
Attend (to)	Answer	Care (for)	Confer	Advance
Follow	Ask	Complete	Consider	Advocate
Listen	Assist	Complement	Consult	Aid
Meet	Attempt	Contribute	Coordinate	Challenge
Observe	Choose	Delay	Design	Change
Receive	Communicate	Encourage	Direct	Commit (to)
	Comply	Endorse	Establish	Counsel
	Conform	Enforce	Facilitate	Criticize
	Cooperate	Evaluate	Follow through	Debate
	Demonstrate	Expedite	Integrate	Defend
	Describe	Foster	Investigate	Disagree
	Discuss	Guide	Judge	Dispute
	Display	Initiate	Lead	Empathize
	Exhibit	Interact	Manage	Enhance
	Follow	Join	Modify	Excuse
	Give	Justify	Organize	Forgive
	Help	Maintain	Oversee	Influence
	Identify	Monitor	Plan	Motivate
	Locate	Praise	Qualify	Negotiate
	Notify	Preserve	Recommend	Object
	Obey	Propose	Revise	Persevere
	Offer	Query	Simplify	Persist
	Participate (in)	React	Specify	Praise
	Present	Respect	Submit	Profess
	Read	Seek	Synthesize	Promote
	Relay	Share	Test	Promulgate
	Reply	Study	Vary	Question
	Report	Subscribe	Weigh	Reject
	Respond	Suggest		Resolve
	Select	Support		Seek
	Try	Thank		Serve
		Uphold		Strive
				Solve
				Tolerate
				Volunteer (for)

Learning Outcomes

- Differentiate cognitive from affective learning outcomes.

- ✓ Understand how nursing has implemented affective learning outcomes assessment.

- Weigh the advantages of assessing for student outcomes in the affective learning domain.

Why Nursing?

Learning Domains

Cognitive

Bloom's Taxonomy

Affective

Krathwohl's Taxonomy

Psychomotor

Affective Domain

Values, beliefs, attitudes, feelings

Why Affective Domain

Personal Success & Well-being

Promotes Teaching Effectiveness

Requirements of Workplace

Accreditation Required

Affective objectives and outcomes

Nursing

Educational practices in the affective domain

Healthcare

Challenges, requirements in affective Domain

Insufficient Practical Examples of ALO Assessment

Nursing Education

Core Values

The National League for Nursing implements its mission guided by four dynamic and integrated core values that permeate the organization and are reflected in its work:
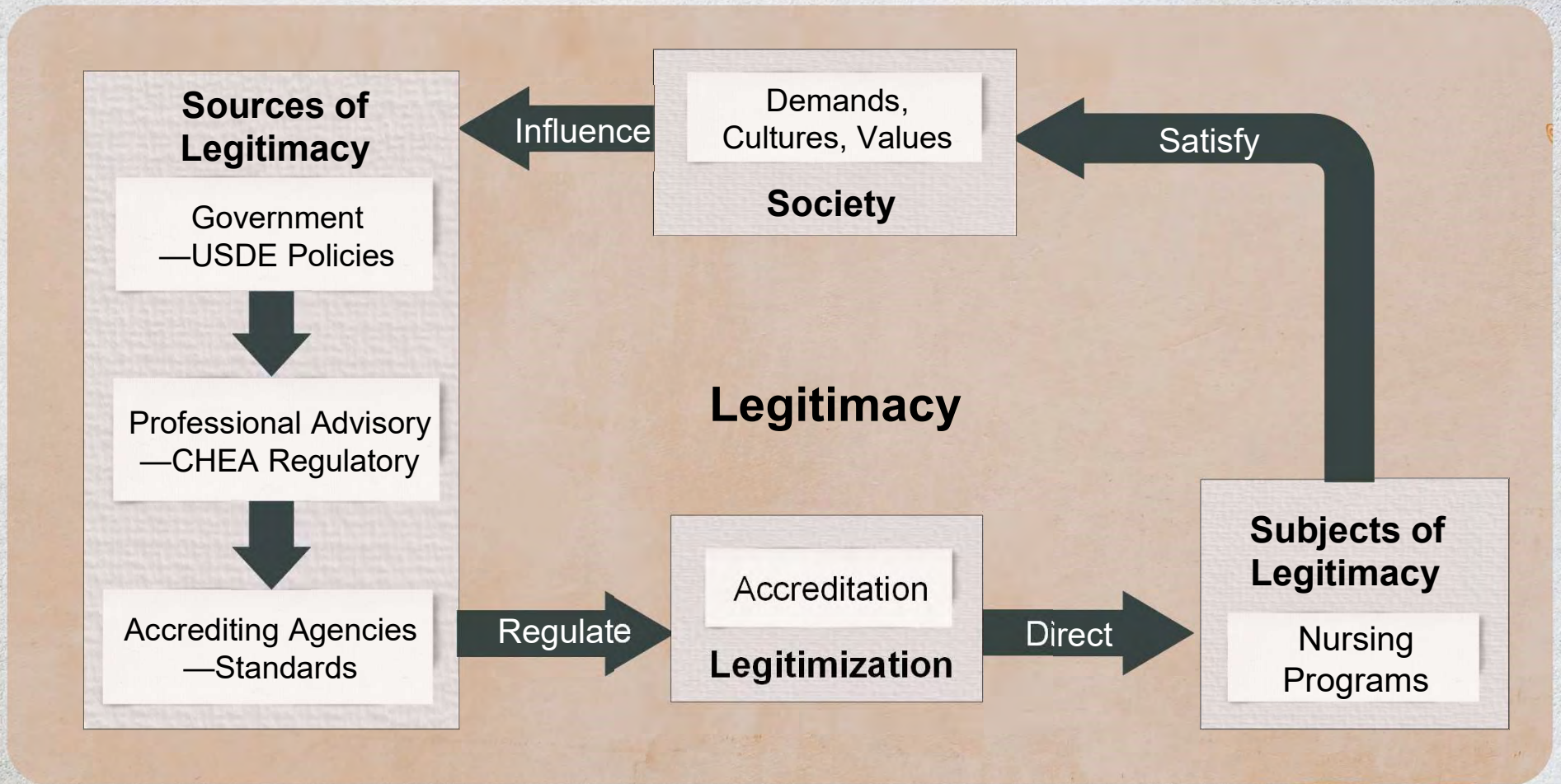
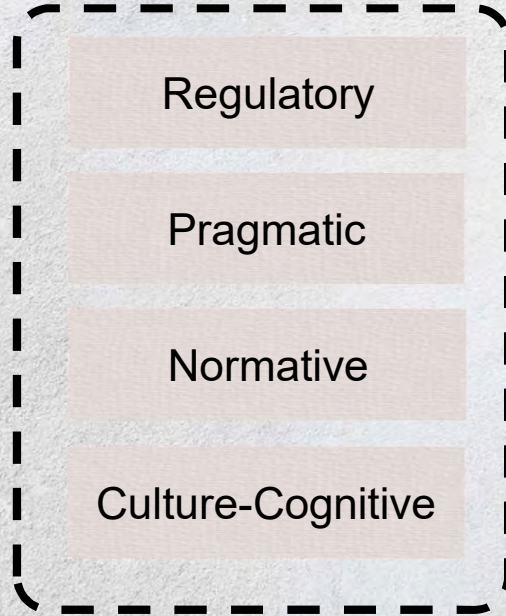CARING INTEGRITY DIVERSITY & INCLUSION EXCELLENCE

Conceptual Framework

Sources of Legitimacy

Government —USDE Policies

Professional Advisory —CHEA Regulatory

Accrediting Agencies —Standards

Legitimacy

Demands, Cultures, Values

Society

Influence

Satisfy

Regulate

Accreditation

Legitimization

Direct

Subjects of Legitimacy

Nursing Programs

Legitimization

Criteria of Legitimacy

- Regulatory
- Pragmatic
- Normative
- Culture-Cognitive

Level of Legitimacy

- Illegitimate
- Debate
- Accepted
- Proper

Note. Adapted from "Organizational legitimacy: Six key questions," by D. L. Deephouse, J. Bundy, L. P. Tost, and M. C. Suchman, 2017, The SAGE handbook of organizational institutionalism (2nd., pp. 27-54)

Statement of Problem

Insufficient guidelines for incorporating affective-learning outcomes for the affective-learning domain into current general-education assessment practices.
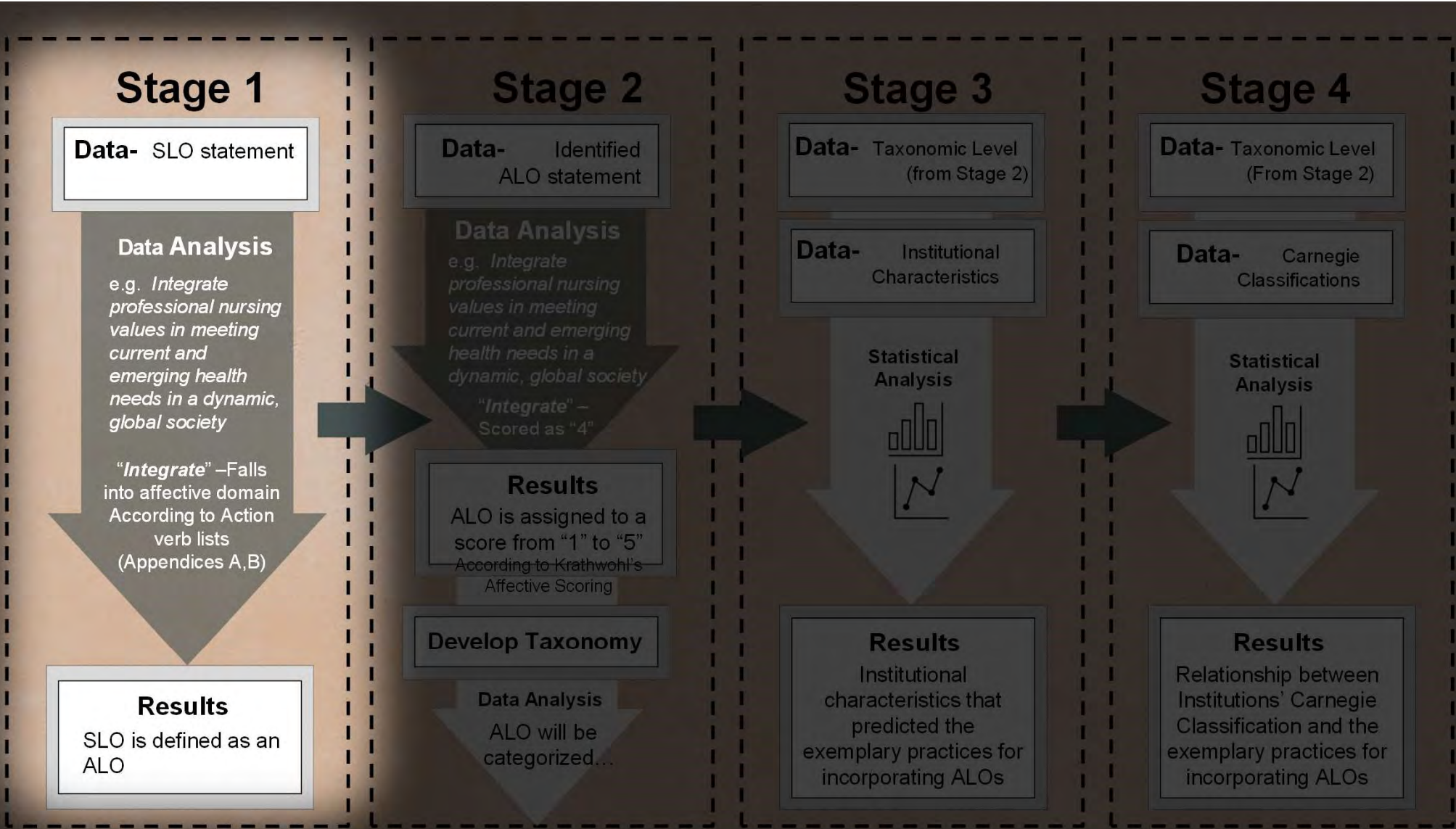
Learning Outcomes

- Differentiate cognitive from affective learning outcomes.

- Understand how nursing has implemented affective learning outcomes assessment.

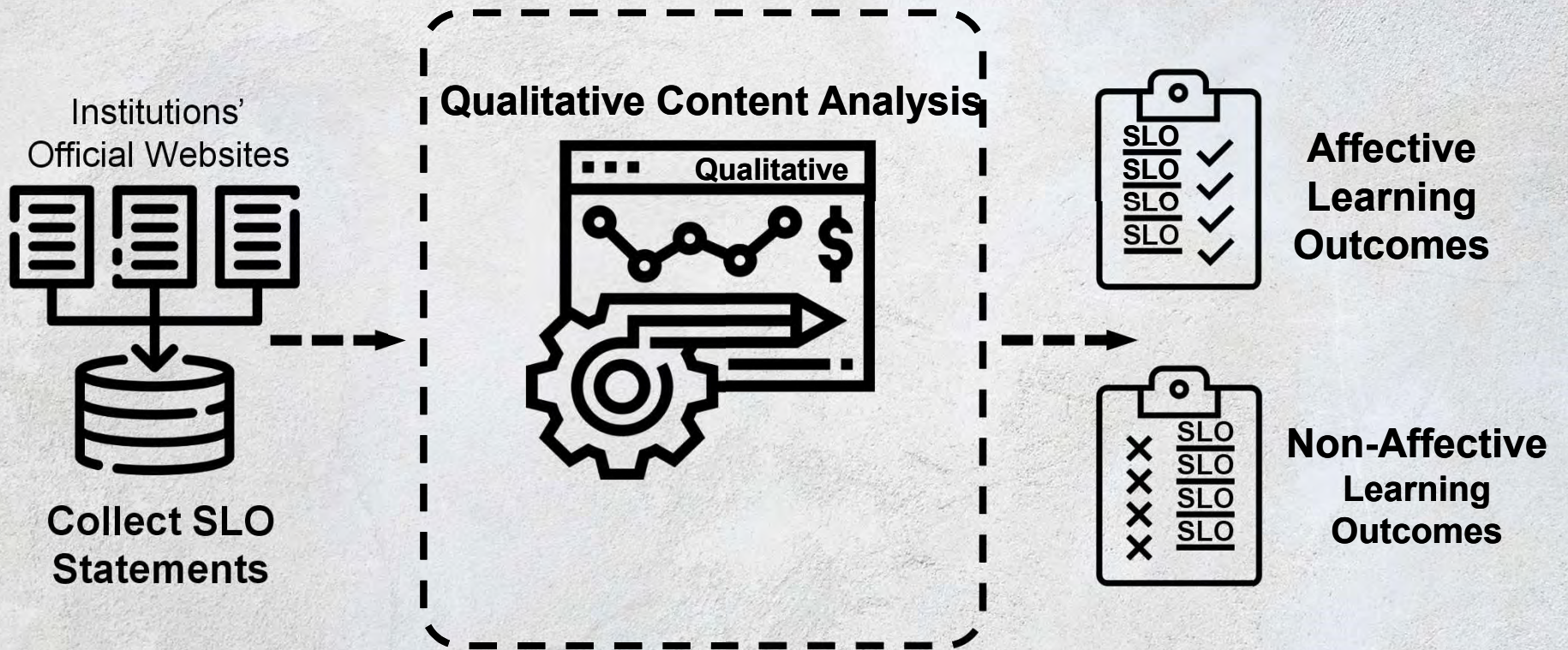- Weigh the advantages of assessing for student outcomes in the affective learning domain.

Study Population

Higher Education Institutions

accredited by *SACSCOC*

Research Population (227)

Baccalaureate Nursing Programs

accredited by *CCNE*
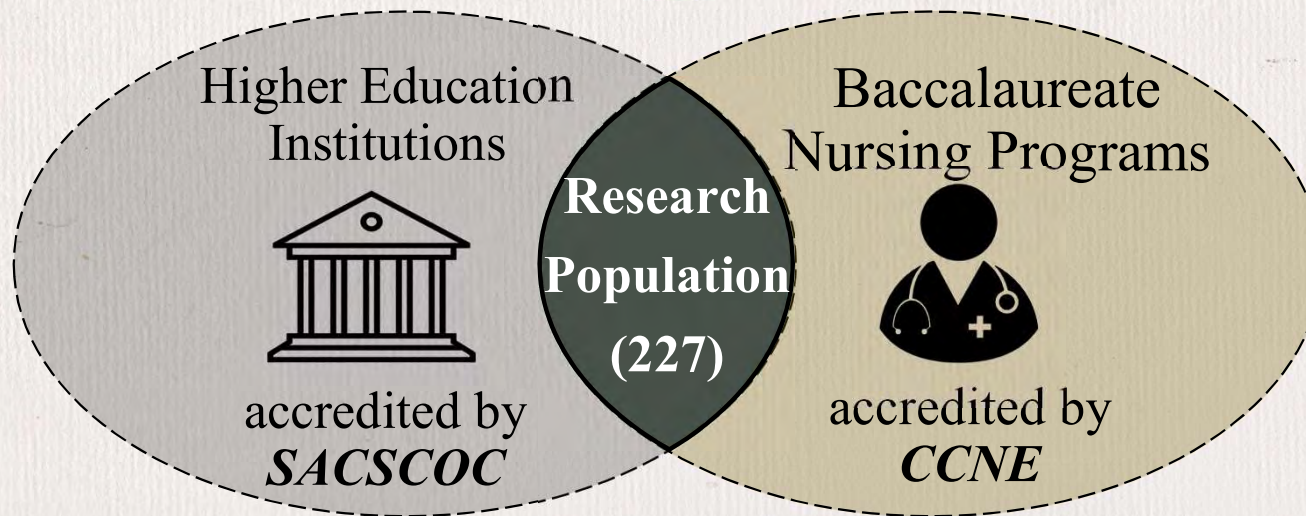
Note — No sampling involved in this research

Stage 1

Data- SLO statement

Data Analysis

e.g. *Integrate professional nursing values in meeting current and emerging health needs in a dynamic, global society*

"*Integrate*" –Falls into affective domain According to Action verb lists (Appendices A,B)

Results

SLO is defined as an ALO

Stage 2

Data- Identified ALO statement

Data Analysis

e.g. *Integrate professional nursing values in meeting current and emerging health needs in a dynamic, global society*

"*Integrate*" – Scored as "4"

Results

ALO is assigned to a score from "1" to "5" According to Krathwohl's Affective Scoring

Develop Taxonomy

Data Analysis
ALO will be categorized...

Stage 3

Data- Taxonomic Level (from Stage 2)

Data- Institutional Characteristics

Statistical Analysis

Results

Institutional characteristics that predicted the exemplary practices for incorporating ALOs

Stage 4

Data- Taxonomic Level (From Stage 2)

Data- Carnegie Classifications

Statistical Analysis

Results

Relationship between Institutions' Carnegie Classification and the exemplary practices for incorporating ALOs

Stage 1

SLO Statements N=1,856

349 TX
78 LA
51 MS
99 AL
180 GA
121 SC
203 TN
112 KY
180 VA
217 NC
266 FL
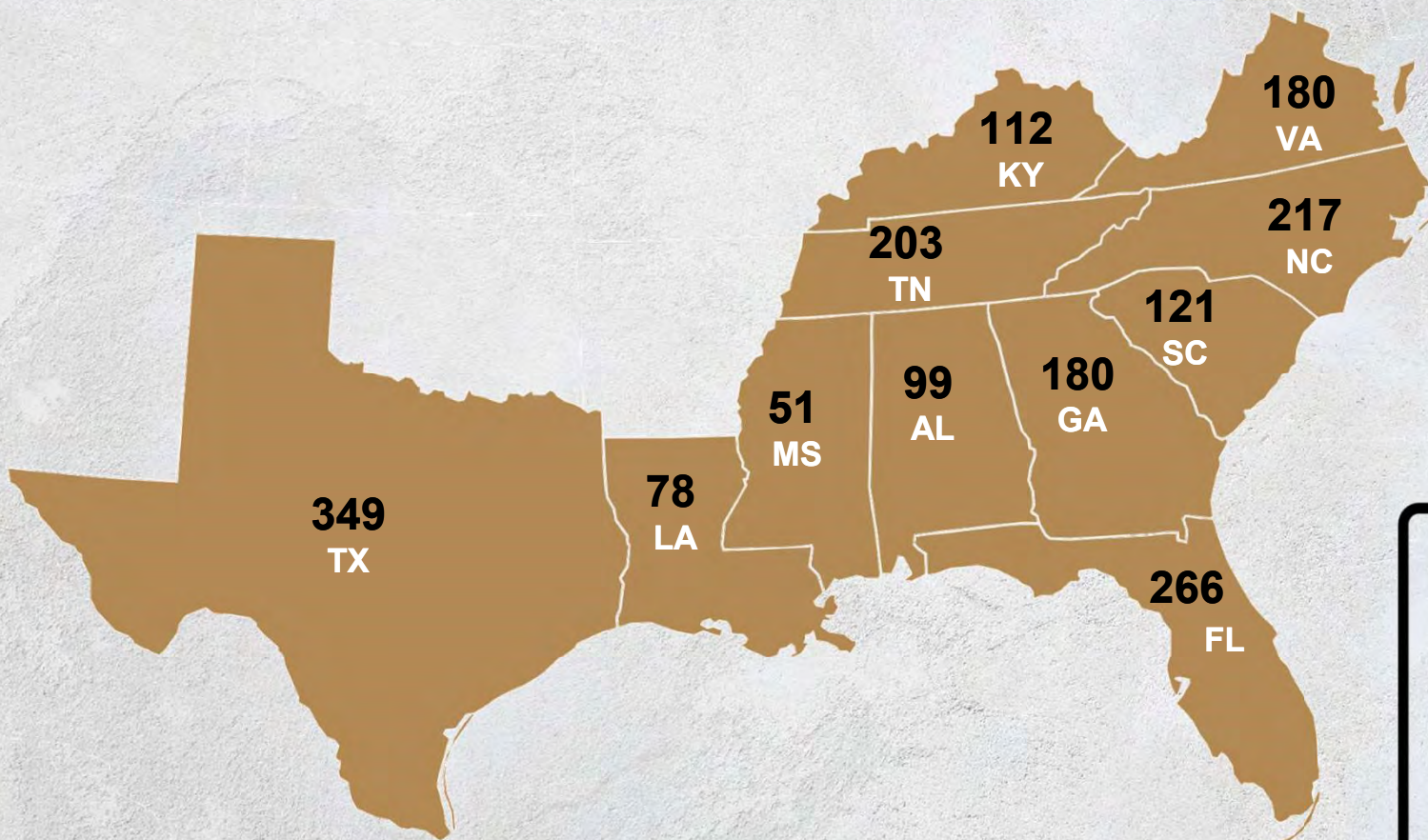
8 SLOs/ Institution

Note — 5 institutions' SLO statements were not found.
8 SLO statements for each institution on average.
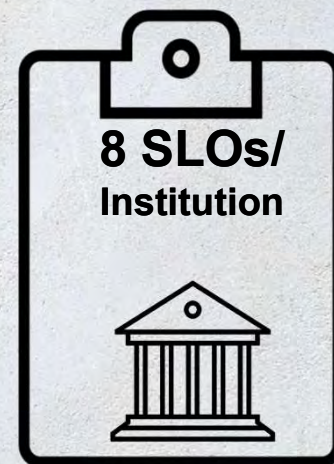
Pre-Licensure Track

Students who have met all requirements for admission to the upper-level courses in the BSN program are admitted to this track, which is only offered on the residential campus.

Post-Licensure (RN to BSN) Track

Students who have completed an associate's degree or diploma program in nursing and hold an active, unencumbered Registered Nurse license may apply for this track. The post-licensure track is offered only online.

School of Nursing Mission Statement

To inspire and educate students for excellence in professional practice in preparation for Christian leadership and service as professional nurses throughout the world.

Purpose

The faculty at the School of Nursing believe that the professional nursing curriculum of a BSN program should reflect the current professional practice environment in compliance with evidence-based standards and rules of regulatory organizations. The curriculum integrates the mission of the university. Foundational concepts for the curriculum reflect current issues and trends, and were developed from concepts derived from the *Differentiated Essential Competencies of Baccalaureate Nursing Education (DECs)* by the Texas Board of Nursing (2021) and the *Essentials of Baccalaureate Education* by the American Association of Colleges of Nursing (2021). The foundational concepts are organized under the DEC headings: The Member of Profession, Provider of Patient-Centered Care, Patient Safety Advocate, and Member of the Health Care Team. Concepts reflect the knowledge, judgment, behaviors, skills, attitudes, and values required of a professional nurse. The student outcomes of the program reflect the cognitive, psychomotor and affective domains of learning. The faculty believes that active, participatory student-centered learning is required in baccalaureate generalist education to develop the professional competencies required of the graduate. Each semester, the clinical evaluation tools used demonstrate progression toward program outcomes to assist the students' transition from the novice to advanced beginner stages of professional growth.

Upon graduation and completion of all Texas Board of Nursing requirements, the graduate is eligible to take the NCLEX-RN® (National Council of Licensure Examination for Registered Nurses) that leads to licensure as a Registered Nurse (RN).

Program Outcomes

Upon completion of this program of nursing, the graduate will be prepared to:

1. Apply clinical reasoning, and evidence based nursing competencies (knowledge, behaviors, judgments, skills, and attitudes) to holistically address and prioritize patient (individuals, families, groups, communities, populations) preferences, values, and needs.
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Notice of Conditions that might Disqualify Students Eligibility for Licensure

Applicants for the National Council Licensure Exam for registered nurses (NCLEX-RN®) and seeking licensure in Texas must complete a criminal background check (CBC) through the Department of Public Safety (DPS) and the Federal Bureau of Investigation (FBI) at an approved site. This is in accordance with Texas BON Rules 301.252. Please refer to the Texas Board of Nursing site regarding licensure eligibility for additional information.

Prior to the start of the nursing program at Abilene Christian University, all potential NCLEX-RN® applicants with outstanding eligibility issues that could prevent them from taking the NCLEX examination upon completion of the nursing program are urged to complete a *Declaratory Order* application. Further information and forms can be retrieved on the following website: Initial Licensure & Recognition Forms – Declaratory Order.

This process permits the Board to make decisions regarding an applicant's eligibility for licensure prior to entering or completing a nursing program. The list below further delineates possible incidences that may prevent eligibility, and require a *Declaratory Order* application:

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▦ Course Roster: _A... ▦ Abilene Christian... 🔵 Online Writing Ce... 🔵 APA 7 | Online Wri... 🅟 APA Generator 🅟 Reference List: Ba... ▦ Writing Webinars |... 🔵 Sample Papers | O... 🔵 Home - Get Starte... 译 百度

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	Locate	Praise	Qualify	Negotiate
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	Obey	Propose	Revise	Persevere
	Offer	Query	Simplify	Persist
	Participate (in)	React	Specify	Praise
	Present	Respect	Submit	Profess
	Read	Seek	Synthesize	Promote
	Relay	Share	Test	Promulgate
	Reply	Study	Vary	Question
	Report	Subscribe	Weigh	Reject
	Respond	Suggest		Resolve
	Select	Support		Seek
	Try	Thank		Serve
		Uphold		Strive
				Solve
				Tolerate
				Volunteer (for)

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ABILENE
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Stage One

Institutions' Official Websites

Collect SLO Statements

Qualitative

Narrative Inquiry

SLO 5 ✓
SLO 6 ✓
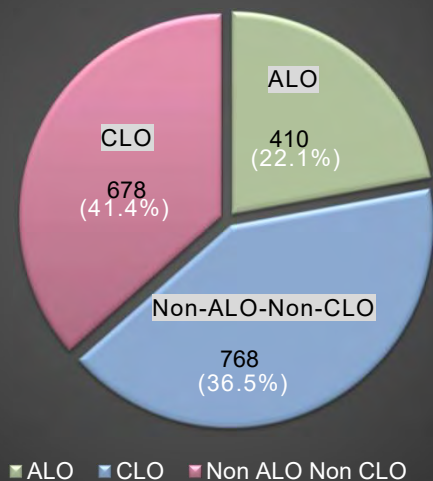SLO 7 ✓
3 Affective Learning Outcomes

SLO 1 ✗
SLO 2 ✗
SLO 3 ✗
SLO 4 ✗
4 Non-Affective Learning Outcomes

Stage 1

Findings

Student Learning Outcomes
N=1,856

- ALO 410 (22.1%)
- CLO 678 (41.4%)
- Non-ALO-Non-CLO 768 (36.5%)

Legend: ■ ALO ■ CLO ■ Non ALO Non CLO

Affective Learning Outcomes - I
N=227

- 11 (4.8%)
- Other
- ≥ 5 ALOs
- 4 ALOs
- 11 (4.8%)
- 0 ALO 29 (12.8%)
- 12 (5.3%)
- 2 ALO 40 (17.6%)
- 1 ALO 68 (30.0%)
- 2 ALO 53 (23.3%)

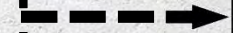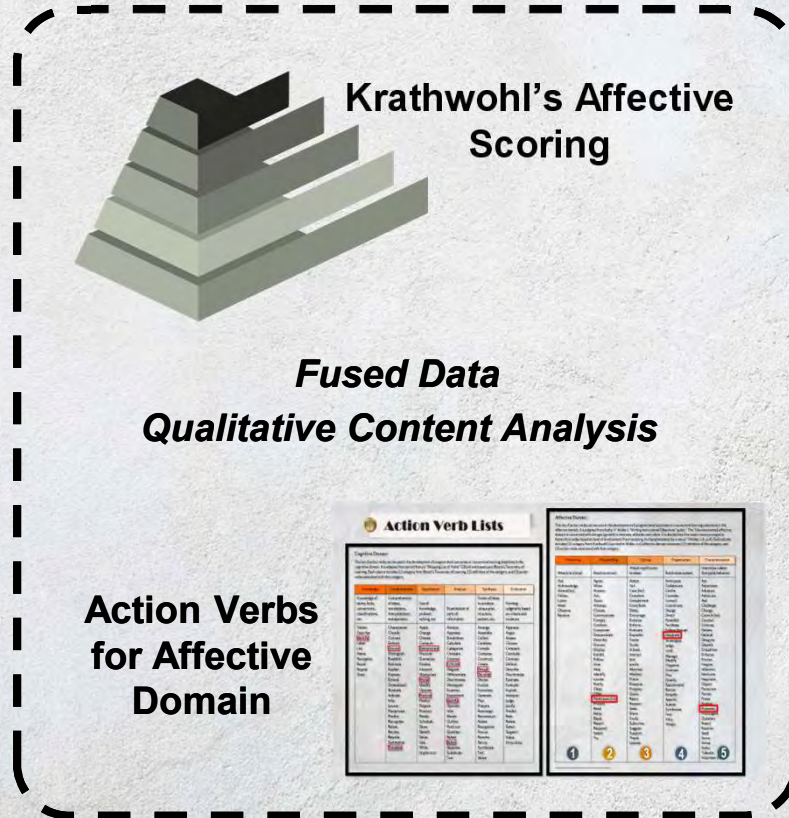Legend: ■ 0 ALO ■ 1 ALO ■ 2 ALOs ■ 4 ALOs ■ ≥ 5 ALOs ■ Others
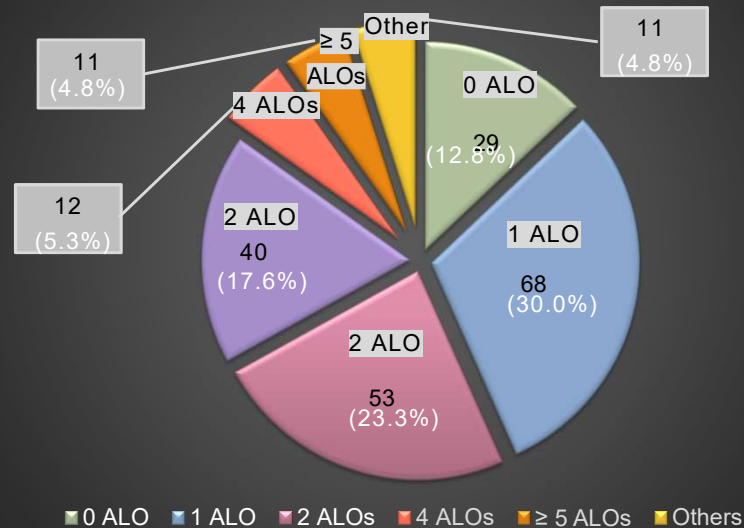
Conclusion:

82.4% of institutions have incorporated ALO assessment—met the "*proper*" level of legitimization and reflected the "*pragmatic*" criteria

Stage 1

Data- SLO statement

Data Analysis

e.g. *Integrate professional nursing values in meeting current and emerging health needs in a dynamic, global society*

"Integrate" –Falls into affective domain According to Action verb lists (Appendices A,B)

Results

SLO is defined as an ALO

Stage 2

Data- Identified ALO statement

Data Analysis

e.g. *Integrate professional nursing values in meeting current and emerging health needs in a dynamic, global society*

"Integrate" – Scored as "4"

Results
ALO is assigned to a score from "1" to "5"
According to Krathwohl's Affective Scoring

Develop Taxonomy

Data Analysis

ALO will be categorized…

Stage 3

Data- Taxonomic Level (from Stage 2)

Data- Institutional Characteristics

Statistical Analysis

Results

Institutional characteristics that predicted the exemplary practices for incorporating ALOs

Stage 4

Data- Taxonomic Level (From Stage 2)

Data- Carnegie Classifications

Statistical Analysis

Results

Relationship between Institutions' Carnegie Classification and the exemplary practices for incorporating ALOs

Stage Two

5 ALO ✓
6 ALO ✓
7 ALO ✓

Affective Learning Outcomes

Krathwohl's Affective Scoring

Fused Data
Qualitative Content Analysis

Action Verbs for Affective Domain

5 ALO –
6 ALO –
7 ALO –

Program Outcomes

Upon completion of this program of nursing, the graduate will be prepared to:

1. Apply clinical reasoning, and evidence based nursing competencies (knowledge, behaviors, judgments, skills, and attitudes) to holistically address and prioritize patient (individuals, families, groups, communities, populations) preferences, values, and needs.

2. Collaborate effectively with multiple patients and the interdisciplinary health with shared decision making for the achievement of the highest safe patient health outcomes.

3. Assume accountability for professional, legal, ethical, and regulatory laws/standards for individual performance and system effectiveness for safe nursing competencies.

4. Apply an understanding of health care policy, finance, and regulatory environments by the coordination, evaluation, and modification of care of patients (IFGCP), and the management of confidential information technology for seamless care and transition in complex health care systems.

5. Integrate professional values such as caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, and cultural competence in the pursuit of excellence of the Christian leadership and service of professional nursing.

6. Promote the profession of nursing through leadership activities in the implementation of evidence-based practice standards, safety and quality care improvement, and patient advocacy.

7. Engage in self care and reflection to prepare for clinical demands, envision growth to professional competence, and understand the need to participate in life long career and professional development.

Notice of Conditions that might Disqualify Students Eligibility for Licensure

Applicants for the National Council Licensure Exam for registered nurses (NCLEX-RN®) and seeking licensure in Texas must complete a

Action Verb Lists

Cognitive Domain

This list of action verbs can be used in the development of program-level outcomes or course-level learning objectives in the cognitive domain. It is adapted from Jerrold Kemp's "Shopping List of Verbs" (2014) and based upon Bloom's Taxonomy of Learning. Each column includes (1) category from Bloom's Taxonomy of Learning, (2) definition of the category, and (3) action verbs associated with that category.
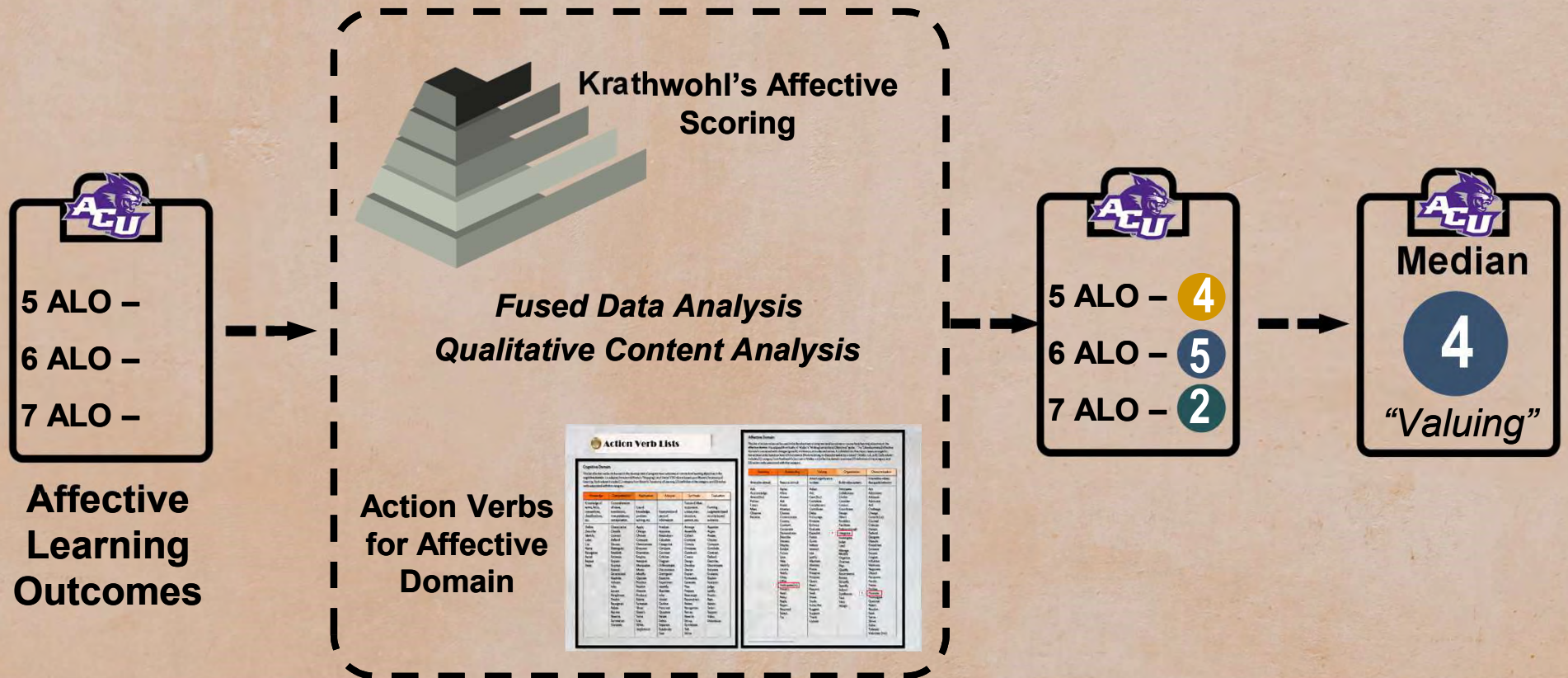
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Knowledge of terms, facts, conventions, classifications, etc.	Comprehension of ideas, translations, interpretations, extrapolation	Use of knowledge, problem solving, etc.	Examination of parts of information	Fusion of ideas to produce unique plan, structure, pattern, etc.	Forming judgments based on criteria and evidence
Define	Characterize	Apply	Analyze	Arrange	Appraise
Describe	Classify	Change	Appraise	Assemble	Argue
Identify	Convert	Choose	Breakdown	Collect	Assess
Label	Defend	Compute	Calculate	Combine	Choose
List	Distinguish	Demonstrate	Categorize	Comply	Compare
Name	Establish	Discover	Compare	Compose	Conclude
Recognize	Estimate	Dramatize	Contrast	Construct	Contrast
Recall	Explain	Employ	Criticize	Create	Defend
Repeat	Express	Interpret	Diagram	Design	Describe
State	Extend	Manipulate	Differentiate	Develop	Discriminate
	Generalized	Model	Discriminate	Devise	Estimate
	Illustrate	Modify	Distinguish	Explain	Evaluate
	Indicate	Operate	Examine	Formulate	Explain
	Infer	Practice	Experiment	Generate	Interpret
	Locate	Predict	Identify	Plan	Judge
	Paraphrase	Prepare	Illustrate	Prepare	Justify
	Predict	Produce	Infer	Rearrange	Predict
	Recognize	Relate	Model	Reconstruct	Rate
	Relate	Schedule	Outline	Relate	Relate
	Review	Show	Point out	Reorganize	Select
	Rewrite	Sketch	Question	Revise	Support
	Summarize	Solve	Relate	Rewrite	Value
	Translate	Use	Select	Set up	Determine
		Write	Separate	Synthesize	
		Implement	Subdivide	Tell	
			Test	Write	

Affective Domain

This list of action verbs can be used in the development of program-level outcomes or course-level learning objectives in the affective domain. It is adapted from Kathy V. Waller's "Writing Instructional Objectives" guide [1]. The "[developmental] affective domain in concerned with changes (growth) in interests, attitudes and values. It is divided into five major classes arranged in hierarchical order based on level of involvement (from receiving, to characterization by a value)" (Waller, n.d., p.4). Each column includes (1) category from Krathwohl's (as cited in Waller, n.d.) affective domain taxonomy (2) definition of the category, and (3) action verbs associated with that category.

Receiving	Responding	Valuing	Organization	Characterization
Attend to stimuli	React to stimuli	Attach significance to ideas	Build value system	Internalize values that guide behavior
Ask	Agree	Adopt	Anticipate	Act
Acknowledge	Allow	Aid	Collaborate	Administer
Attend (to)	Answer	Care (for)	Confer	Advance
Follow	Ask	Complete	Consider	Advocate
Listen	Assist	Complement	Consult	Aid
Meet	Attempt	Contribute	Coordinate	Challenge
Observe	Choose	Delay	Design	Change
Receive	Communicate	Encourage	Direct	Commit (to)
	Comply	Endorse	Establish	Counsel
	Conform	Enforce	Facilitate	Criticize
	Cooperate	Evaluate	Follow through	Debate
	Demonstrate	Expedite	Integrate	Defend
	Describe	Foster	Investigate	Disagree
	Discuss	Guide	Judge	Dispute
	Display	Initiate	Lead	Empathize
	Exhibit	Interact	Manage	Enhance
	Follow	Join	Modify	Excuse
	Give	Justify	Organize	Forgive
	Help	Maintain	Oversee	Influence
	Identify	Monitor	Plan	Motivate
	Locate	Praise	Qualify	Negotiate
	Notify	Preserve	Recommend	Object
	Obey	Propose	Revise	Persevere
	Offer	Query	Simplify	Persist
	Participate (in)	React	Specify	Praise
	Present	Respect	Submit	Profess
	Read	Seek	Synthesize	Promote
	Relay	Share	Test	Promulgate
	Reply	Study	Vary	Question
	Report	Subscribe	Weigh	Reject
	Respond	Suggest		Resolve
	Select	Support		Seek
	Try	Thank		Serve
		Uphold		Strive
				Solve
				Tolerate
				Volunteer (t...

1️⃣ 2️⃣ 3️⃣ 4️⃣ 5️⃣

Stage Two

5 ALO –

6 ALO –

7 ALO –

Affective Learning Outcomes

Krathwohl's Affective Scoring

Fused Data Analysis
Qualitative Content Analysis

Action Verbs for Affective Domain

5 ALO – 4

6 ALO – 5

7 ALO – 2

Median

4

"Valuing"

Taxonomy Development

ALOs

ALO 5 – 4
ALO 6 – 5
ALO 7 – 2

NO ALOs (from Stage 1)

1 Index Maximum Score → 5 →

Low	1 or 2
Medium	3 or 4
High	5

→ **H**

2 Index Number of ALOs → 3 →

Low	1
Medium	2, 3
High	≥ 4

→ **M**

3 Index Median Score → 4 →

Low	> 0 and ≤ 3
Medium	> 3 and ≤ 4
High	> 4

→ **H**
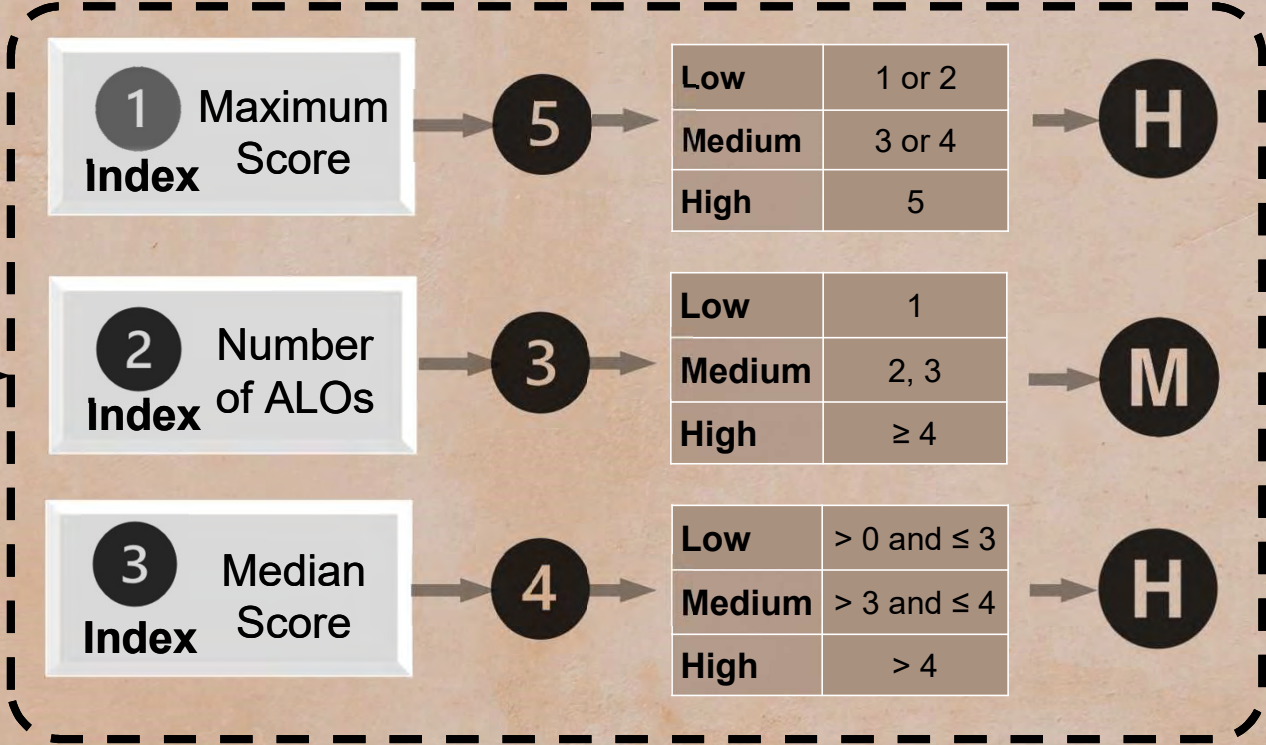
Song's Affective Taxonomy

Exemplary

Good

Average

Poor

Taxonomy Development

Taxonomic Level	Indexes Level	Index Max Affective Score			Index Number of ALOs			Index MD of Affective Scores		
		H	M	L	H	M	L	H	M	L
		(5)	(3or4)	(1or2)	(≥ 4)	(2or3)	(1)	(> 4)	>3, ≤4	≥1, ≤3
Exemplary	HHH	●			●			●		
	HHM	●			●				●	
	HHL	●			●					●
	HMH	●				●		●		
	HMM	●				●			●	
	HML	●				●				●
	HLH	●					●	●		
	HLM	●					●		●	
	HLL	●					●			●
	MHH		●		●			●		

Taxonomy Development

Taxonomic Level	Indexes Level	① Index Max Affective Score			② Index Number of ALOs			③ Index MD of Affective Scores		
		H	M	L	H	M	L	H	M	L
		(5)	(3or4)	(1or2)	(≥ 4)	(2or3)	(1)	(> 4)	>3, ≤4	≥1, ≤3
Good	MHM		●		●				●	
	MHL		●		●					●
	MMH		●			●		●		
	MMM		●			●			●	
	MML		●			●				●

Taxonomy Development

Taxonomic Level	Indexes Level	① Index Max Affective Score			② Index Number of ALOs			③ Index MD of Affective Scores		
		H	M	L	H	M	L	H	M	L
		(5)	(3or4)	(1or2)	(≥ 4)	(2or3)	(1)	(> 4)	>3, ≤4	≥1, ≤3
Average	MLH		○				○	○		
	MLM		●				●		●	
	MLL		●				●			●
	LHH			○	○			○		
	LHM			○	○				○	
	LHL			●	●					●
	LMH			○		○		○		
	LMM			○		○			○	
	LML			●		●				●
	LLH			○			○	○		
	LLM			○			○		○	
	LLL			●			●			●

Taxonomy Development

Taxonomic Level	Indexes Level	1 Index Max Affective Score			2 Index Number of ALOs			3 Index MD of Affective Scores		
		H	M	L	H	M	L	H	M	L
		(5)	(3or4)	(1or2)	(≥ 4)	(2or3)	(1)	(> 4)	>3, ≤4	≥1, ≤3
	HHH	●			●			●		
	HHM	●			●				●	
	HHL	●			●					●
	HMH	●				●		●		
	HMM	●				●			●	
	HML	●				●				●
	HLH	●					●	●		
	HLM	●					●		●	
	HLL	●					●			●
	MHH		●		●			●		

Taxonomic Level (ACU):
1st — 5 H
2nd — 3 M
3rd — 4 H

Exemplary

Stage 2

Table 1

Descriptive Statistics: Krathwohl's Taxonomic Level

Variable	Total Count	N*	TrMean	Min	Q1
ALO Krathwohl's Level	227	40	3.61	1.0	3.0

Variable	Median	Q3	Max	IQR	Standard Deviation
ALO Krathwohl's Level	**3.5**	4.0	5.0	1	0.6

Krathwohl's Taxonomic Level

Here

5 — Characterization

4 — Organization

3 — Valuing

2 — Responding

1 — Receiving/Attending
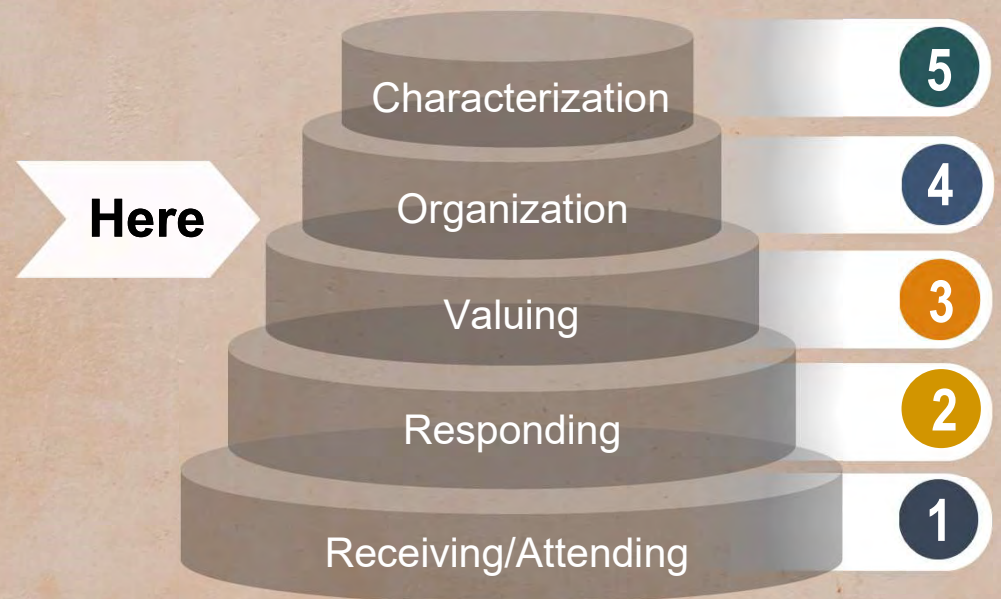
Conclusion:

On average, the Krathwohl's taxonomic level was between "*valuing*" and "*organization*"

Stage 2

Song's Taxonomic Level *N= 227*

Category	Value	Percentage
Poor	40	17.6%
Average	54	23.8%
Good	63	27.8%
Exemplary	70	30.8%
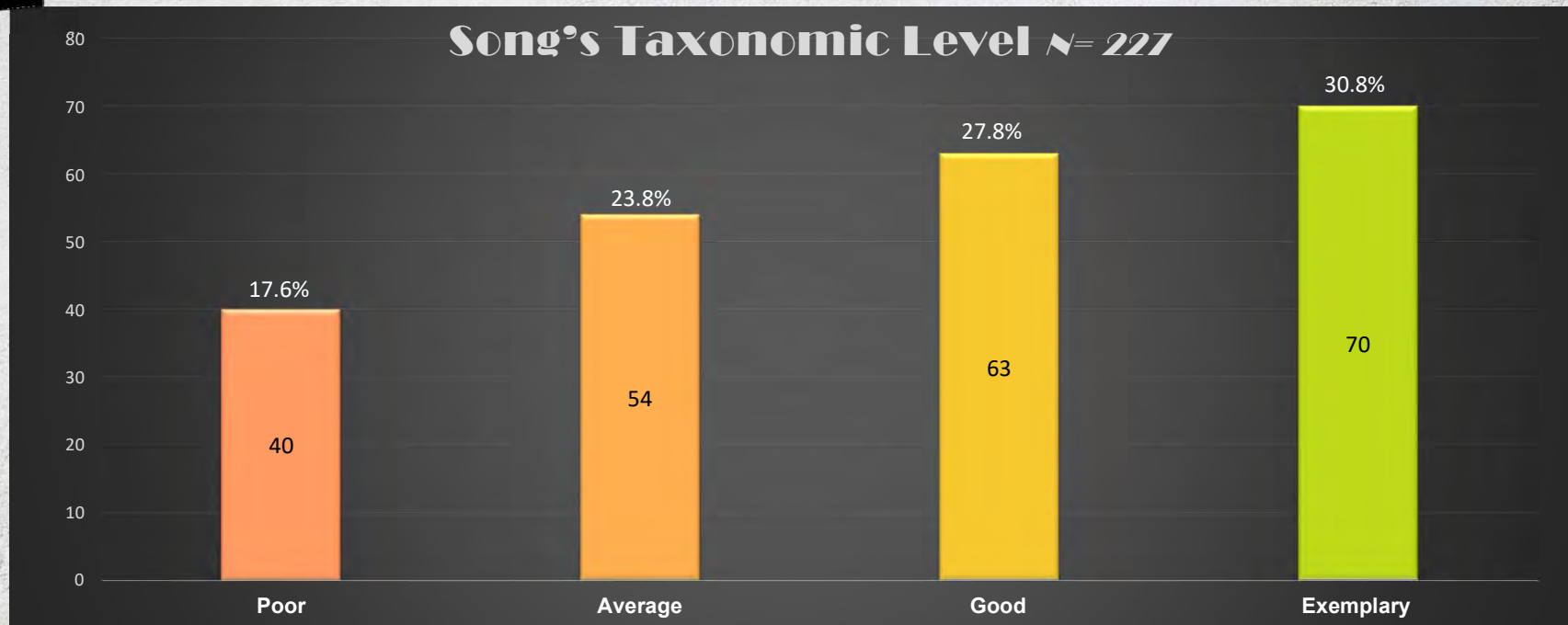
Conclusion:

- A majority of institutions have implemented ALO assessment practices
—met the "*proper*" level of legitimization— and reflected the both "*normative*" and "*pragmatic*" criteria

Stage 1

Data- SLO statement

Data Analysis

e.g. *Integrate professional nursing values in meeting current and emerging health needs in a dynamic, global society*

"Integrate" –Falls into affective domain According to Action verb lists (Appendices A,B)

Results

SLO is defined as an ALO

Stage 2

Data- Identified ALO statement

Data Analysis

e.g. *Integrate professional nursing values in meeting current and emerging health needs in a dynamic, global society*

"Integrate" – Scored as "4"

Results

ALO is assigned to a score from "1" to "5" According to Krathwohl's Affective Scoring

Develop Taxonomy

Data Analysis

ALO will be categorized...

Stage 3

Data- Taxonomic Level (from Stage 2)

Data- Institutional Characteristics from College Navigator

Statistical Analysis

Results

Institutional characteristics that predicted the exemplary practices for incorporating ALOs

Stage 4

Data- Taxonomic Level (From Stage 2)

Data- Carnegie Classifications

Statistical Analysis

Results

Relationship between Institutions' Carnegie Classification and the exemplary practices for incorporating ALOs
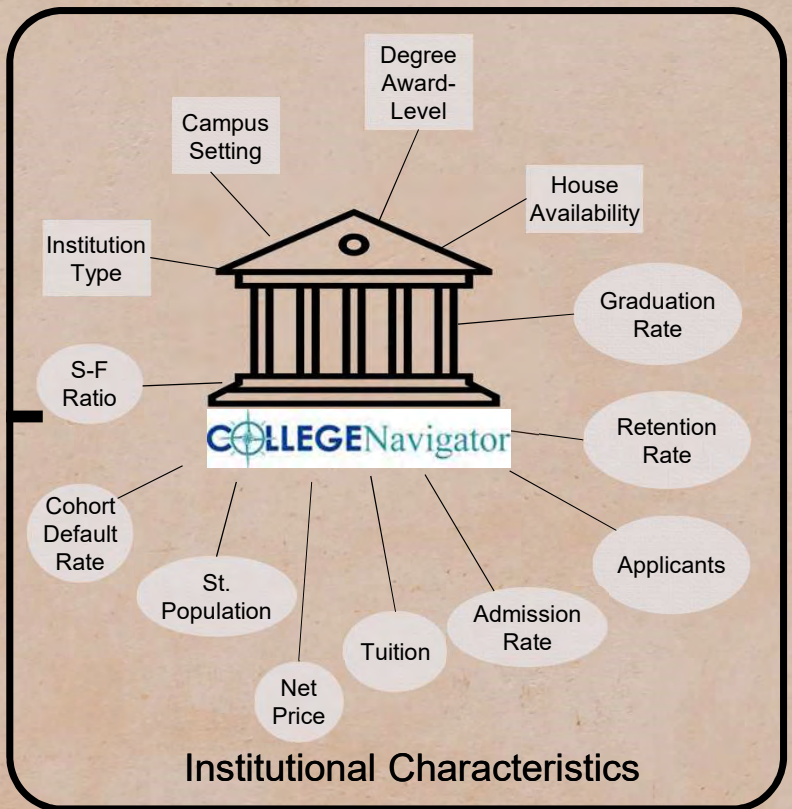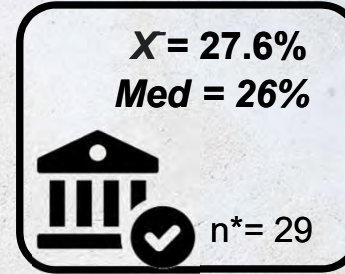
Stage 3

Institutional Characteristics - I
—College Navigator
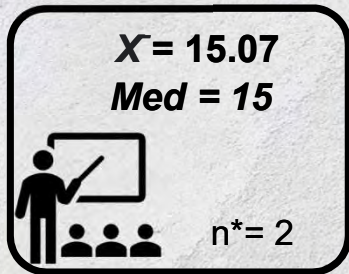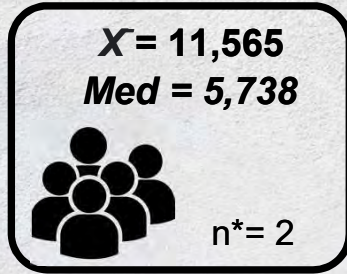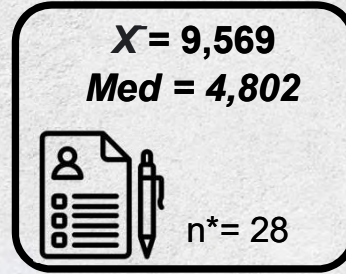
X̄ = 15.07 *Med = 15*	n*= 2

S/F Ratio

X̄ = 11,565 *Med = 5,738* — n*= 2

St. Population

X̄ = 9,569 *Med = 4,802* — n*= 28

2022 Applicants

X̄ = 27.6% *Med = 26%* — n*= 29

Admission Rate

X̄ = 71.9% *Med = 71%* — n*= 24

Retention Rate

X̄ = $41,694 *Med = $32,920* — n*= 8

Out-of-State Tuition

X̄ = $17,793 *Med = $17,032* — n*= 11

A-Net Price

X̄ = 53.2% *Med = 52%* — n*= 11

Graduation Rate

X̄ = 53.2% *Med = 52%* — n*= 2
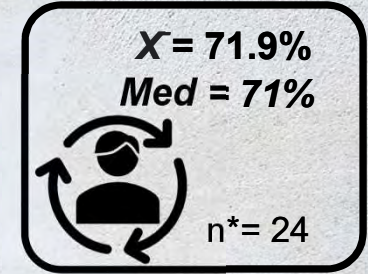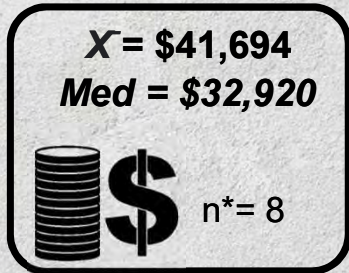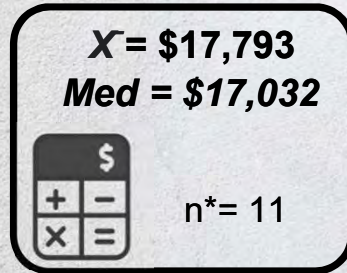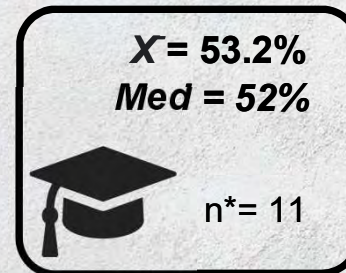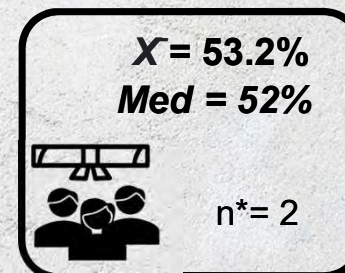
Cohort Default Rate

Excluded:
- Financial Aid
- Enrollment
- Outcome Measures
- Programs/Majors
- Servicemembers & Veterans
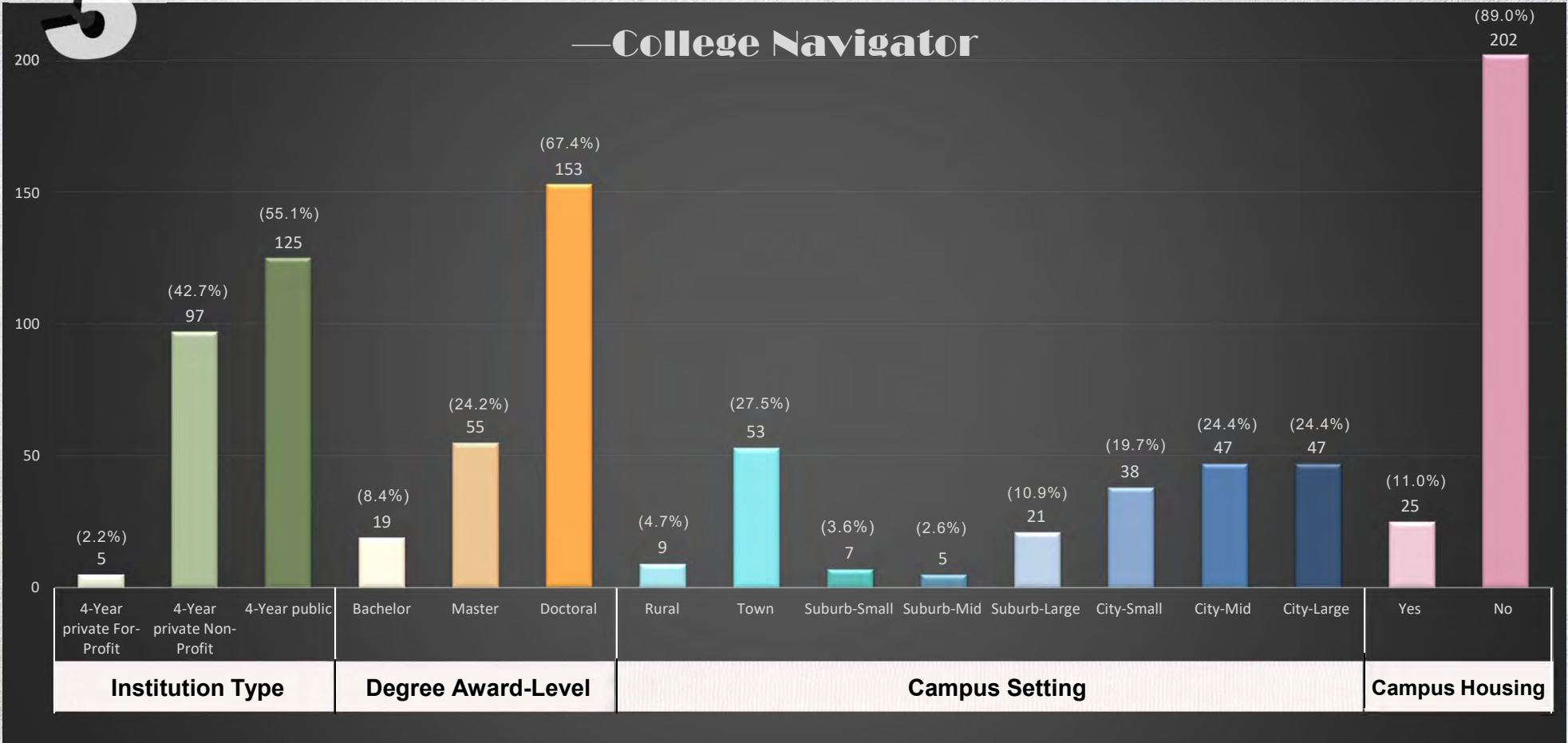- Varsity Athletic Teams
- Campus Security & Safety

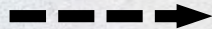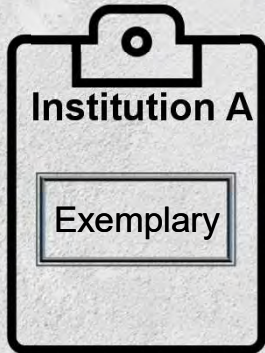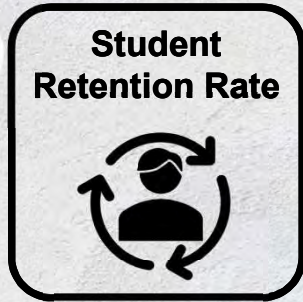*Note — n* represents the missing values*

Stage 3

Institutional Characteristics

—College Navigator

Institution Type			Degree Award-Level			Campus Setting								Campus Housing	
4-Year private For-Profit	4-Year private Non-Profit	4-Year public	Bachelor	Master	Doctoral	Rural	Town	Suburb-Small	Suburb-Mid	Suburb-Large	City-Small	City-Mid	City-Large	Yes	No
(2.2%) 5	(42.7%) 97	(55.1%) 125	(8.4%) 19	(24.2%) 55	(67.4%) 153	(4.7%) 9	(27.5%) 53	(3.6%) 7	(2.6%) 5	(10.9%) 21	(19.7%) 38	(24.4%) 47	(24.4%) 47	(11.0%) 25	(89.0%) 202

Stage 3

Findings

Student Retention Rate

Institution A

Exemplary

Table 3

General Linear Model: Student Retention Vs Three Indices

Variable	Degree Freedom	Adj SS	Adj MS	F-Value	P-Value
ALO Percentage	1	0.0028	0.0028	0.22	0.642
Krathwohl's Taxonomic Level	1	0.020	0.020	1.51	0.221
Song's Taxonomic Level	2	0.103	0.052	3.98	0.021

Conclusion:

Student retention rate was significantly impacted by the exemplary ALO assessment practices, but not the other two.

Stage 3

Student Retention Rate

Institution A

Exemplary
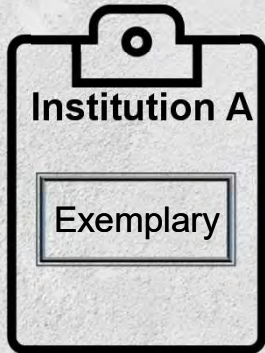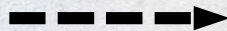
Table 4

General Linear Model: Student Retention Vs.

Variable	Degree Freedom	Adj SS	Adj MS	F-Value	P-Value
S/F Ratio	1	0.21	0.21	20.26	0.00
Average Net Price	1	0.12	0.12	11.64	0.00
Campus Setting	2	0.13	0.07	6.55	0.00
State	10	0.21	0.02	2.06	0.03
Song's Taxonomic Level	3	0.08	0.03	2.59	0.05

Table 5

One-Way ANOVA: Song's Taxonomic Level Vs. St. Retention

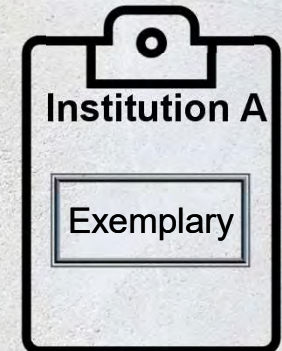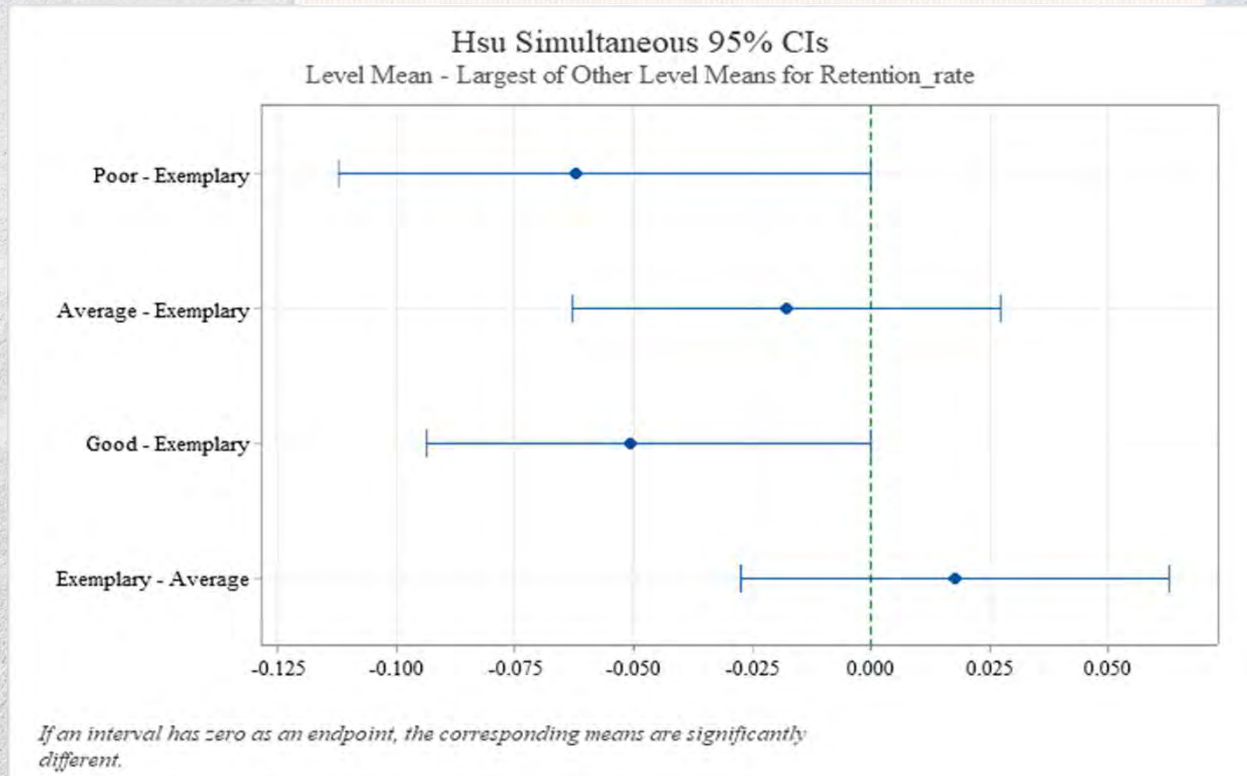| Variable	Degree Freedom	Contribution	Adj SS	Adj MS	F-Value	P-Value
Song's Taxonomic Level	3	4.72%	0.124	0.041	3.28	0.022

Conclusion:

Student retention rate was still significantly impacted by Song's Taxonomic level alongside four other predictors

Stage 3

Findings

Hsu Simultaneous 95% CIs
Level Mean - Largest of Other Level Means for Retention_rate

If an interval has zero as an endpoint, the corresponding means are significantly different.

Student Retention Rate

Institution A

Exemplary

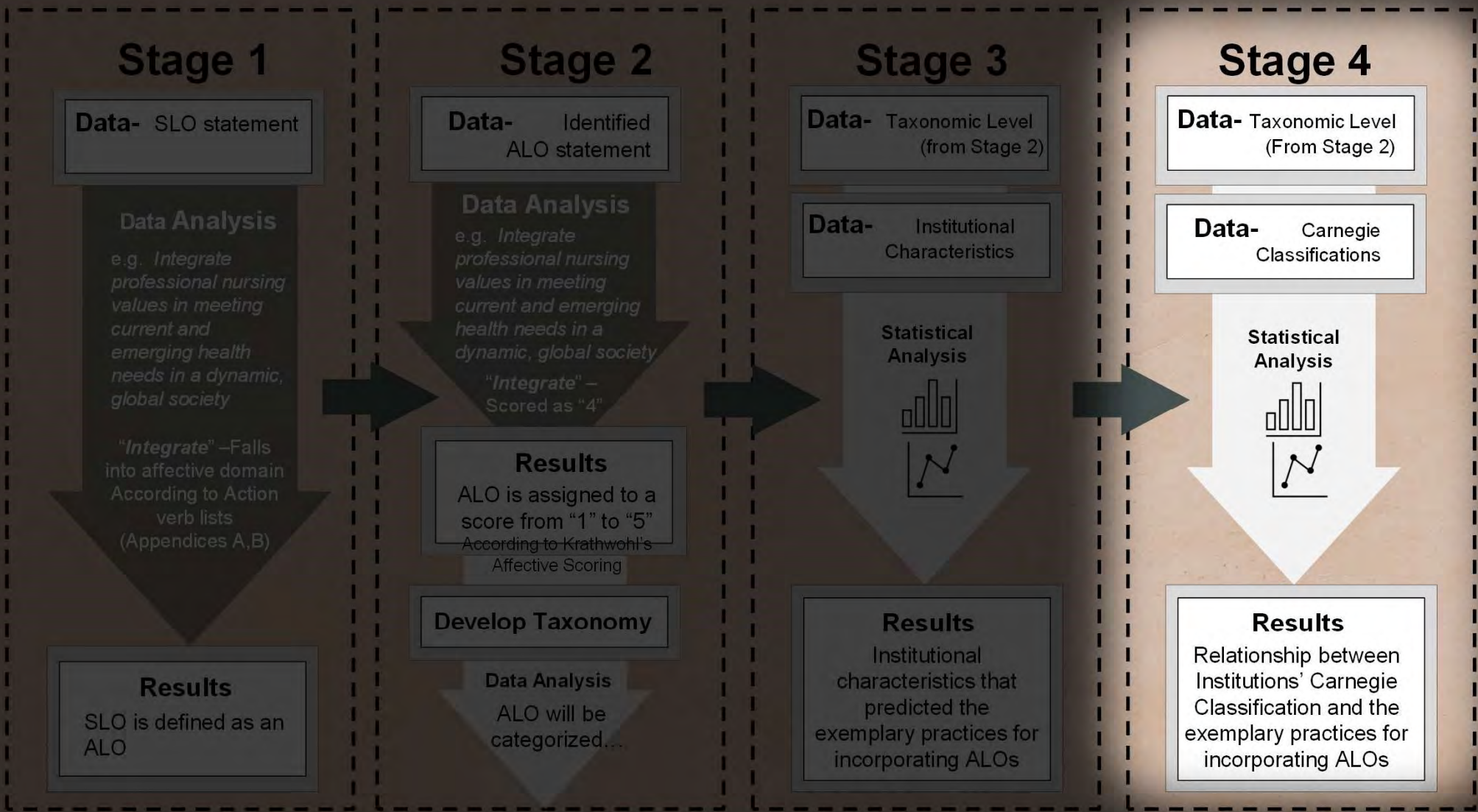**Conclusion:**
Poor Vs. Exemplary was the most significant contributor

Stage 1

Data- SLO statement

Data Analysis

e.g. *Integrate professional nursing values in meeting current and emerging health needs in a dynamic, global society*

"Integrate" –Falls into affective domain According to Action verb lists (Appendices A,B)

Results

SLO is defined as an ALO

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Data- Identified ALO statement

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e.g. *Integrate professional nursing values in meeting current and emerging health needs in a dynamic, global society*

"Integrate" – Scored as "4"

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Develop Taxonomy

Data Analysis
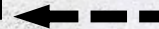
ALO will be categorized...

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Data- Taxonomic Level (from Stage 2)

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Statistical Analysis

Results

Institutional characteristics that predicted the exemplary practices for incorporating ALOs

Stage 4

Data- Taxonomic Level (From Stage 2)

Data- Carnegie Classifications

Statistical Analysis

Results

Relationship between Institutions' Carnegie Classification and the exemplary practices for incorporating ALOs

Stage 4

Institutional Characteristics - III

SACSCOC Reaffirmation

Following the old SACSCOC
Standards & Principles

SACSCOC™

Following the new SACSCOC
Standards & Principles

SACSCOC™

119 Institutions
(52.4%)

2018

108 Institutions
(47.6%)

Stage 4

Institutional Characteristics

—Carnegie Classifications

18.1%	14.1%	11.5%	19.8%	15.9%	10.1%	4.9%	5.7%
41	32	26	45	36	23	11	13

Bachelor's — With art/science focus, diverse fields, mixed B/A colleges

Doctorate R1 — Very high research activity

Doctorate R2 — High research activity

Doctorate/Professional — Award at least 20 research/scholarship doctoral degrees

Master's M1 — Award at least 200 master's degrees

Master's M2 — Award at least 100 but less than 200 master's degrees

Master's M3 — At least 50 but less than 100 master's degrees

Special Focus — With concentrations of at least 80 percent of undergraduate and graduate degrees

Stage
4

Findings

Song's Taxonomic Levels
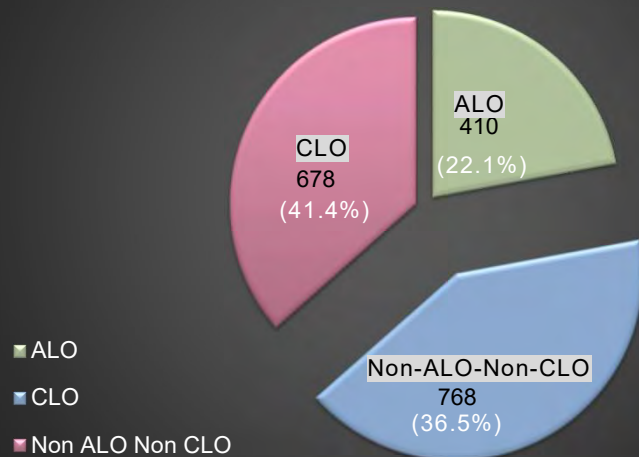
Carnegie Classifications

Conclusion:

Nothing was statistically significant in terms of predicting exemplary practice as assessed by Song's Affective Taxonomy

Other Findings

Student Learning Outcomes
N=1,856

Pie chart:
- ALO: 410 (22.1%)
- CLO: 678 (41.4%)
- Non-ALO-Non-CLO: 768 (36.5%)

Legend:
- ALO
- CLO
- Non ALO Non CLO

Non-ALO-Non-CLO

- Affective action verb leading cognitive contents
  - e.g., **_Integrate_** **_knowledge_** and **_skills in leadership_**…
    - Affective action verb — Cognitive content

- SLO with an affective action verb leading cognitive contents
  - e.g., **_Articulate_** the **_value of lifelong learning_** …
    - Cognitive action verb — Affective content

- SLO contains both affective and cognitive contents
  - e.g., **_Integrate_** **_knowledge, skills_**, and **_values_** from …
    - Cognitive action verb — Cognitive content — Affective content
  - e.g., _communication_ _Management_ _Decision-making_

Conclusion:

Assessment practitioners demonstrated awareness and willingness of implementing ALO assessment yet limited cognitive ability to _distinguish between cognition and affect._
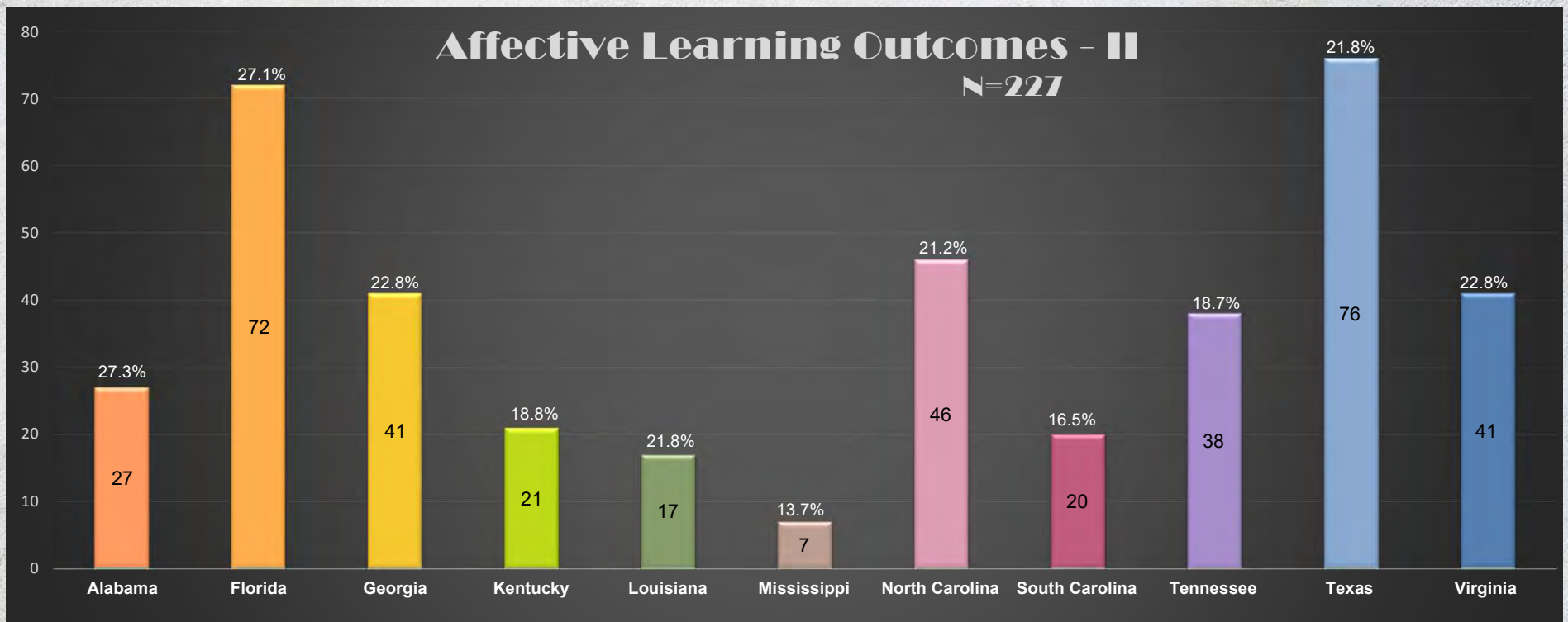
Scan the QR code to complete the session survey.

Texas Association for Institutional Research

Annual Conference: February 25-28, 2025
Omni Hotel in Corpus Christi, TX

Findings

Affective Learning Outcomes - II
N=227

State	Value	Percent
Alabama	27	27.3%
Florida	72	27.1%
Georgia	41	22.8%
Kentucky	21	18.8%
Louisiana	17	21.8%
Mississippi	7	13.7%
North Carolina	46	21.2%
South Carolina	20	16.5%
Tennessee	38	18.7%
Texas	76	21.8%
Virginia	41	22.8%

Conclusion:

22.1 percent of SLOs were ALOs. There was little variation within states across all institutions.

IMPLICATIONS

Implications

Implication 1

Providing definitions for each term as well as sample contents to help programs directors better understand and implement particular essentials.

Implication 2

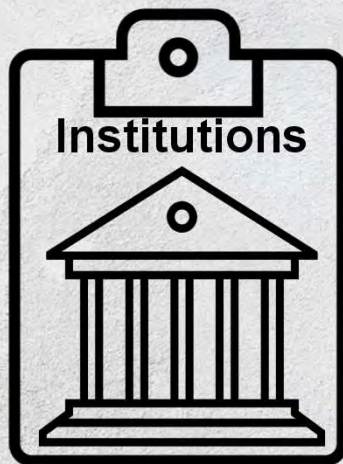Providing detailed guidelines that articulate assessment instruments and assessment plans

Implication 3

Reinforcing communications with accreditors and educational institutions to obtain opinions, perceptions, and expectations in order to optimize accreditation

Accreditation

Implications

Institutions

Implication 1

Implementing ALO assessments depend on educational practitioners' efforts instead of being impacted by institutions' reputations and resources

Implication 2

Promoting the focus on affective domain learning and ALO assessment for improving student retention rate

Implication 3

Allocating more resources to improve practitioners' cognitive knowledge and skills focusing on ALO assessment practices

Future Research

Research

Research 1

A qualitative study that obtains perceptions regarding affective domain learning from different perspectives, including accreditation agencies, education institutions, and society at large

Research 2

Studies that focus on ALO assessment practices of programs or institutions accredited by other regional and specialized accreditors

Accreditation

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