Defining Who We Are: Mission, Goals, and Outcomes

August 12, 2014
UCSD Student Research & Information

Agenda

• Overview of assessment
• Aligning missions, goals, outcomes
• Brainstorming activities
• Learning outcome good practices
• Draft unit and program learning outcomes
**Session Outcomes**

By the end of today’s session, you will:

- Draft at least 1 unit-level learning outcome and program-level learning outcome.
- Be able to sketch a diagram that depicts the relationship of the draft learning outcomes to a Student Affairs learning outcome.

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**Why assess?**

Assessment allows us to:

- Demonstrate how Student Affairs contributes to student learning and student success.
- Showcase our strengths and identify areas for improvement.
- Generate evidence to guide decision making.
What is assessment?

- Define Outcomes
- Collect & Analyze Evidence
- Interpret Results
- Use Results

Aligning to the Big Picture

- General to Specific
- Division
- Unit
- Program
- Activities

Align Upward
Your Turn

- Using your unit’s mission and goals statement, describe how your unit contribute to Student Affairs' mission.
What are LOs?

Statements that:

• Describe what the learner should be able to demonstrate, represent or produce
• Rely on active verbs
• Align with program, unit, and division intentions

Your Turn

You meet a student who participated in your program a year ago. You ask her, “What did you learn from my program?”

What three things would bring joy to your heart to hear?
Why LOs?

Characteristics of Good LOs

- **S**pecific
- **M**eaningful, Manageable & **M**easurable
- **A**ttainable
- **R**elevant
- **T**ime-bound
Good LO Have “Active” Verbs

<table>
<thead>
<tr>
<th>Target</th>
<th>Possible Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>cite, define, identify, match</td>
</tr>
<tr>
<td>Comprehension</td>
<td>diagram, explain, summarize</td>
</tr>
<tr>
<td>Application</td>
<td>construct, illustrate, sketch</td>
</tr>
<tr>
<td>Synthesis</td>
<td>assemble, design, plan</td>
</tr>
<tr>
<td>Evaluate</td>
<td>compare, justify, select</td>
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</tbody>
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Based on Bloom’s Taxonomy

Elements of a LO

- **Student Learners**
- **Action Verb**
- **Learning Statement**

Example:
- **Students** will be able to **explain** how exercise effects stress.
LO Variation 2

Example:
• Students who complete FYE will be able to strategically choose Gen Ed courses as demonstrated in their education plans.

Bad to Better

Original: Students will participate in activities at least three days per week.

Revised: Students will be able to develop a personal exercise program consistent with professional guidelines.
Bad to Better

**Original:** As a result of participating in the Student Fee Advisory Committee, students will be more confident in their ability to understand a budget.

**Revised:** As a result of participating in SFAC, Students will be able to evaluate and rank budget proposals.

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**Your Turn**

**Original:** As a result of XXX program, students will arrive to class on time daily.

**With a partner, answer the following questions and, as necessary, develop a revised statement:**

1. Is the outcome SMART?
2. Is the verb active?
3. Can it be measured? Does it describe how students will demonstrate their learning?
4. Will it yield actionable information?
Aligning LOs

Division
Unit
Program
Activities

General to Specific

Reporting

Example: Aligning LOs

Students will:

Division
Advance a plan for success: Time mgt

Associated Students
Develop time management skills

Raising the Bar
Meet deadlines
Your Turn

• Using your worksheet notes, create at least one unit-level outcome and one program-level outcome that aligns to a SA outcome.

With a partner, answer the following questions and, as necessary revise:
1. Is the outcome SMART?
2. Is the alignment clear? Does the program outcome support the unit outcome?

Learning Outcomes Hints & Tips

• Focus on what’s important
• Aim for 4-6 per program/service or unit
• Collectively develop LOs
• Revise when necessary
Recap

• Align program and unit learning outcomes to Student Affairs learning outcomes.
• Write SMART learning outcomes
• Use “action” verbs

Questions?

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