Creating Unit-level Outcomes

Student Affairs Assessment
February 2, 2015

Reflect on your unit...

- What does success look like for your unit?
- How do you know if your unit is successful?
What is assessment?

Define Outcomes

Use Results

Mission & Goals

Align Experiences and Outcomes

Collect & Analyze Evidence

Interpret Results

Levels of Assessment

Division of Student Affairs

SA Unit

Program

Program

Activity

Activity

SA Unit

Program

Program

Activity

Activity

Activity

Activity
Levels of Outcomes

General to Specific

Division
Unit
Program
Activities

Align Upward

Example: Associated Students

- **Division** - Advance a Plan for Personal, Academic, and Professional Success – Acquire time management skills (SALO 3)

- **Unit – Associated Students**: Student will develop time management skills

- **Program – Raising the Bar**: As a result of participating in Raising the Bar, student will demonstrate increased punctuality.

- **Activity – Raising the Bar Time Management Workshops**: As a result of participating in the Time Management Workshops, students will demonstrate increased punctuality (arriving prepared and on-time for commitments) as measured by the AS observation rubric.
Types of Outcomes

• **Process/Delivery (P/DO)** – Articulates what a unit should do, achieve or accomplish for its own improvement.
  – Student inquiries are responded to within 2 working days.
  – 80% of students will participate in student organizations during their careers at UCSD.

Types of Outcomes

• **Learning Outcome (LO)** – Articulates what students should **know, do**, or **value** as a result of involvement with a unit.
  – As a result of participating in a student organization, students will cooperate in group activities.
  – As a result of participating in Center for Student Involvement, students will be able to articulate their core leadership values.
Your Turn

• What should your unit do, achieve, or accomplish in order to improve?

• What should students know, do, or value through the multiple programs and services your unit offers?

Characteristics of Good Outcomes

<table>
<thead>
<tr>
<th>S</th>
<th>Specific</th>
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<tbody>
<tr>
<td>M</td>
<td>Measurable</td>
</tr>
<tr>
<td>A</td>
<td>Attainable</td>
</tr>
<tr>
<td>R</td>
<td>Relevant</td>
</tr>
<tr>
<td>T</td>
<td>Time-bound</td>
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Elements of a LO

Example:
• **Students** will be able to **explain** how **exercise** effects stress.
• **Students** will be able to **critique** and **revise** their own **resume**.

Elements of a P/DO

Example:
• **Classrooms** will be utilized efficiently at a **fill rate** of 80-85%.
### Good LOs 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>
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<tr>
<td>Evaluate</td>
<td>compare, justify, select</td>
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Based on Bloom’s Taxonomy

### Your turn

- Create one process/delivery outcome
- Create one learning outcome
- Share and discuss your outcomes with your tablemates
Unit-level Outcomes Hints & Tips

- Focus on what’s important
- Aim for 4-6 per unit
- Collectively develop outcomes
- Revise when necessary

Facilitating the discussion

- Dedicate time for the discussion
- Bring as many people as possible together
- Engage in a brainstorming activity
- Use Post-its to generate and gather ideas
- Find examples for wording ideas
- Embrace the chaos
Questions?

Workshops

• Not Another Survey! (Baseline)
  – February 26th
  – 10:30-11:45am
  – Eleanor Roosevelt Room, PCW

• Creating an Outcomes Map
  – March 5th
  – 10:30-11:45am
  – Marshall College Room, PCW
Assessment Reports due

**July 17, 2015**