CREATING MEASURABLE LEARNING OUTCOMES

UC San Diego Assessment & Evaluation Fall Learning Community
Friday, December 7th, 2018
Facilitators: Marlene Lowe & Gelsey Thomas
WORKSHOP AGENDA

1. Welcome
2. True or False
3. Goals & Learning Outcomes
4. Assessment & Evaluation Overview
5. Learning Outcomes
6. Activities
   • Crafting Learning Outcomes
   • Evaluating Learning Outcomes
   • Drafting Learning Outcomes: DIY
   • Share In & Share Out
7. Write & Reflect
1.) Name
2.) Role at UC San Diego
3.) What do you hope to learn from this workshop?
What do you hope to learn from this workshop?

- New assessment processes
- Ways to write learning outcomes
- How activities and units relate to multiple levels of assessment and evaluation processes
- Assessment methods that aim to strengthen programs
- How to measure the success or impact of a program after undergoing programmatic changes
- How to assess program growth
- How to improve upon and revise a current assessment plan(s)
- How to make data meaningful
- How to maximize data in order to measure goals
- How to utilize assessment methods already in place and improve upon those methods
- How to do a comparison between past and current data results
- Creating learning outcomes that can be applied to many programs
- Creating any assessment plan that's feasible
In Student Affairs, we evaluate programs by measuring student learning, growth, and program/services processes  **FALSE**

Good learning outcomes don’t contain “active” verbs.  **FALSE**

Learning outcomes should measure what students should know, do, or value as a result of involvement with a unit.  **TRUE**

Learning outcomes should be specific, measureable, achievable, relevant, and time specific.  **TRUE**
Participants will have a jumpstart on their 2018-2019 assessment project(s), specifically learning outcomes.
LEARNING OUTCOMES

Participants will be able to:

• **provide** a basic explanation of assessment and evaluation.
• **draft** at least one learning outcome for their 2018-2019 assessment project.
• **evaluate** the quality of a learning outcome(s).
The Purpose of...

assessment is to INCREASE quality.

evaluation is to JUDGE quality.

Too short and not enough leaves. C−
In **Student Affairs**, we assess programs by measuring student learning and growth and program/service processes. We evaluate programs by determining whether they achieved identified metrics or standards.
<table>
<thead>
<tr>
<th>Dimension</th>
<th>Assessment</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timing &amp; Purpose</strong></td>
<td>Ongoing, to improve</td>
<td>Final, to gauge quality and impact</td>
</tr>
<tr>
<td><strong>Orientation</strong></td>
<td>How learning is going</td>
<td>What’s been learned, what has happened</td>
</tr>
<tr>
<td><strong>Depth of Analysis</strong></td>
<td>Thorough analysis by answering questions such as why and how to improve future performance</td>
<td>Calibrate against a standard</td>
</tr>
<tr>
<td><strong>Use of Findings</strong></td>
<td>Identify areas for celebration and/or improvement</td>
<td>Arrive at an overall impact/ score</td>
</tr>
</tbody>
</table>
WHY ASSESSMENT & EVALUATION?

- Improve programs and services
- Facilitate program growth and development
- Share knowledge about our students
- Promote organizational effectiveness
- Stimulate organizational learning
natural curiosity + commitment to student learning

"Are we making a difference in the lives of our students?"
"How do we know we are making a difference?"
VISUAL OVERVIEW OF ASSESSMENT & EVALUATION PROCESS

WHAT WE WANT TO ACCOMPLISH

GOALS & OUTCOMES

WHAT WE DO

PROGRAMS

WHAT WE PROVIDE

SERVICES

WHO WE SERVE

Examples (not limited to):
- Undergraduates
- First-Time Freshmen
- Transfer Students
- First-Generation Students
- Student Athletes
- Student Veterans
- Underrepresented Students

WHAT WE MEASURE/TRACK

ASSESSMENT

Short-Term Impact

Examples Include:
- Student Experience
- Student Satisfaction
- Student Program/Service Utilization
- Student Participation
- Process Outcomes/Efficiency

WHAT WE MEASURE/TRACK

Evaluation

Long-Term Impact

Student Success Outcomes Include:
- Graduation Rates
- Retention Rates
- Time-to-Degree
- Academic Progress/Achievement

ANNUAL ASSESSMENT & EVALUATION REPORT

SUCCESSFUL TRITON!
ASSESSMENT CYCLE

Mission & Goals

Define Outcomes

Align Experiences and Outcomes

Collect and Analyze Evidence

Interpret Results

Use Results
TYPES OF OUTCOMES

Learning Outcome (LO) - Articulates what students should know, do, or value as a result of involvement with a unit, program, and/or activity.

Example: As a result of participating in the “Leveraging Cultural Wealth in Professional Roles” workshop, student Academic Mentors will be able to identify at least one form of personal cultural wealth in their professional role(s).

Process/Delivery (P/DO) – Articulates what a unit should do, achieve, or accomplish for its own improvement.

Example: 80% of students will participate in student organizations during their careers at UCSD.
CHARACTERISTICS OF GOOD OUTCOMES

- Specific
- Measurable
- Attainable
- Relevant
- Time-based
LEVELS OF OUTCOMES

- Division
- Unit
- Program
- Activity

General to Specific
Align Upward
LEARNING OUTCOMES PRACTICAL CONSIDERATIONS

1. Start Where You Are
2. Meaningful & Important
3. Use “Action” Verbs
4. Be Realistic
5. Collaborate
6. Publicize
As a result of participating in the Leadership 101 Workshop, student employees will explain three of the five leadership traits in Kouzes and Posner’s The Leadership Challenge.
FILL IN THE ___________ WITH THE ABCD METHOD.

As a result of participating in the ____________, ___________ will be able to _________ at least _________ approaches to dealing with conflict.
**BAD & BETTER**

**Bad:** Students will learn how to create a monthly spending plan.

**Better:** As a result of the financial literacy program workshop, students will be able to create a monthly spending plan.

**Bad:** Staff will teach students the meaning of implicit bias.

**Better:** Upon completion of the Greek Life Equity, Diversity, and Inclusion Peer Educator Program, students will be able to explain the meaning of implicit bias.

**Bad:** Students will understand SAT prep strategies.

**Better:** As a result of participating in the Students With Academic Goals (SWAG) program, student will be able to describe at least three SAT prep strategies.

LO #3: Participants will be able to evaluate the quality of learning outcome(s).
DRAFTING LEARNING OUTCOMES: DIY

Now it’s your turn!

• Create at least one learning outcome OR refine at least one learning outcome you have already created.

LO #2: Participants will be able to draft at least one learning outcome for their current assessment project.
SHARE IN & SHARE OUT

Share In:
In a group of two or three, discuss the details of your current 2018-2019 assessment project(s), specifically your draft learning outcome(s). This is an opportunity to give & receive feedback!

Share Out:
Each group will elect one member to share out to the learning community one learning outcome of a current 2018-2019 assessment project(s).

LO #3: Participants will be able to evaluate the quality of learning outcome(s).
WRITE & REFLECT

Please answer the following questions below:

1. What is the most important concept you learned today? How will you apply this concept to your current assessment project(s)?

2. What is the difference between assessment and evaluation?

LO #1: Participants will be able to provide a basic explanation of assessment and evaluation
THANK YOU!

Questions? Email us at sa-assessment@ucsd.edu


Assessment and evaluation resources. UC San Diego Student Affairs. Retrieved from https://vcsa.ucsd.edu/assessment/index.html