



CAL STATE LA

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Learning Outcomes 101

Presented by:

Dr. Jennifer Miller, Dean of Students



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About Student Affairs (NASPA.org)

- The work done by student affairs professionals helps students begin a lifetime journey of growth and self-exploration
- Student learning doesn't just happen in a classroom
- Opportunities for teaching and development exist everywhere and at all times on campus and it's our job to seize these moments
- As student affairs professionals our job is to foster and promote these interactions. Encouraging an understanding and respect for diversity, a belief in the worth of individuals, and supporting our students in their needs are just some of the core concepts of the profession

Assessment



Evaluation

Assessment:

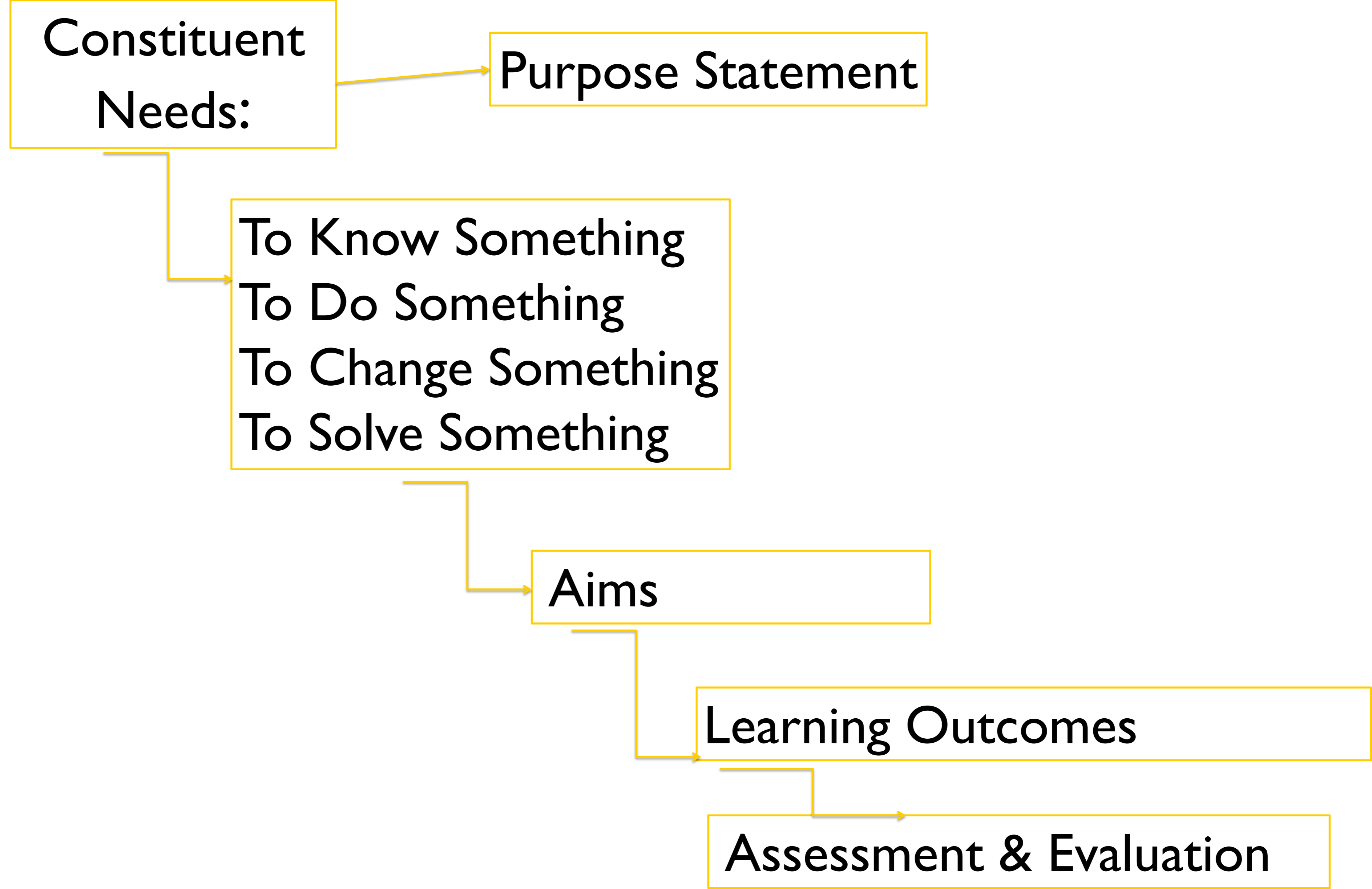
The process of collecting information about student learning and performance to thereby improve the learning.

- Where do we want students to be at the end of a workshop, intervention, or program?
- How will we know if they get there?
- The information collected reflects the needs, aims, and objectives of a particular functional area.

Evaluation:

Making informed judgments about your program's effectiveness and/or worth.

- Is our program (our activities and services) accomplishing our aims and objectives?
- Is our program (our activities and services) improving over time?
- Can the cost of the program (our activities and services) justify the outcomes it produces?



An **outcomes gives
specific and tangible
descriptions of what you
hope to achieve through
your program activities.**

Learning Outcomes

- Allow one to be purposeful
- The “end goal” is the driver
- Strategize the results
- Goals are broader, general, and non-specific
- **Learning outcomes state what the student is expected to know, be, or do following our activity and/or intervention**
- They are specific, observable, and measurable

Learning Outcomes Follow the SMART Rule

- **S**pecific
- **M**easurable
- **A**chievable
- **R**ealistic and
- **T**ime defined

Learning Outcome Components

A: Audience – Who are the learners?

B: Behavior (action verb) - exactly what the student will know, be, or do following our activity and/or intervention

C: Conditions- under what circumstances will the learning occur?

D: Degree of Standard – how much; to what extent should the behavior occur?

Learning Outcomes: 3 Levels of Learning

- **Cognitive** (Know) – emphasizes thinking
- **Affective** (Be) – highlights attitude and feelings
- **Psychomotor** (Do) – features doing

Learning Outcomes: Writing Sentences

- Preferred order: **C**ondition, **A**udience, **B**ehavior, **D**egree
- *As a result of participating in ASI, students will be able to state two accomplishments of the previous year's Board.*
 - **Strategy** – Presentation by outgoing ASI Chair on the 2016-17 accomplishments
 - **Assessment** – Ask question on the evaluation: “Name two accomplishments of the 2016-17 ASI Board”

Let's Practice

- Pick one of the Division of Student Life Learning Domains
 - Engagement and Citizenship
 - Personal, Social and Professional Identity Development
 - Health and Well-Being
 - Social Justice
- Write a Learning Outcome from the domain connected to your department
- Feedback Time

Let's Practice

- How will we know that the learning/being/doing has happened?
- What might an assessment plan look like?

Assessment Strategies:

- Surveys
- Interviews
- Focus Groups
- Reflective Journals
- One-minute papers
- Formal Observations
- Performance Evaluations
- Pre-test/Post-Test
- Portfolios
- Rubrics
- Internal/External Review
- Peer Review/Evaluation
- Benchmarking
- Case Studies
- Standardized national licensure exams
- National Surveys

Thank You!



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Student Life Assessment and Learning Outcomes

Presented by:

Frangelo Ayrán, Assistant Dean of Students: Wellness and Engagement

Dr. Jennifer Miller, Dean of Students

Carol Roberts-Corb, Assistant Dean for Student Conduct

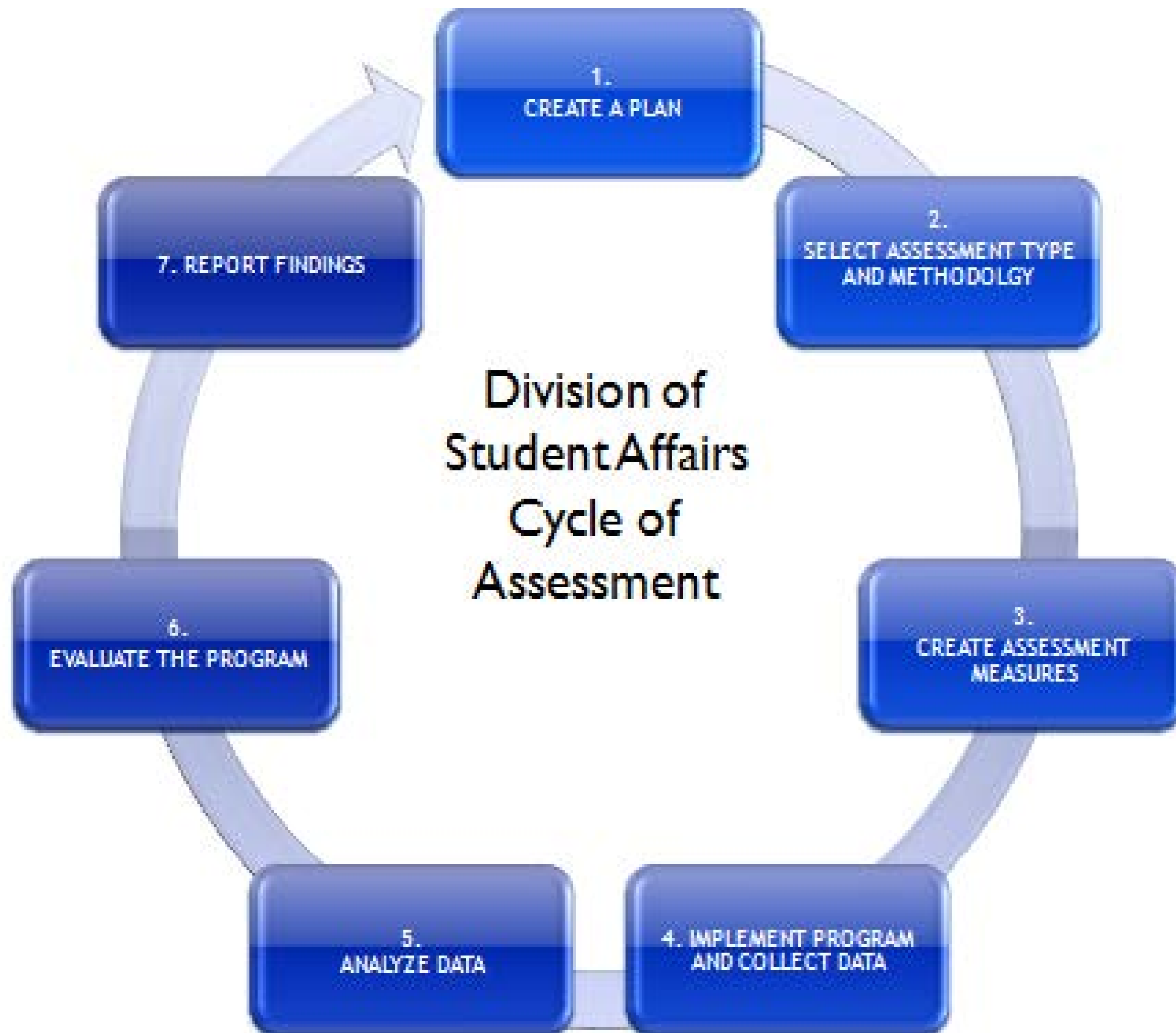


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Where We Would Like to Be

- 3-5 Division of Student Life learning outcomes
 - connected to institutional learning outcomes (ILO's)
 - connected to the University five-year strategic plan
- 3-5 department specific learning outcomes
 - also connected to ILO's and University strategic plan
- Assessment plan for each Student Life department
- Yearly review of departmental assessment findings
 - Evaluation of progress
- Use of assessment data to refine planning



Assessment



Evaluation

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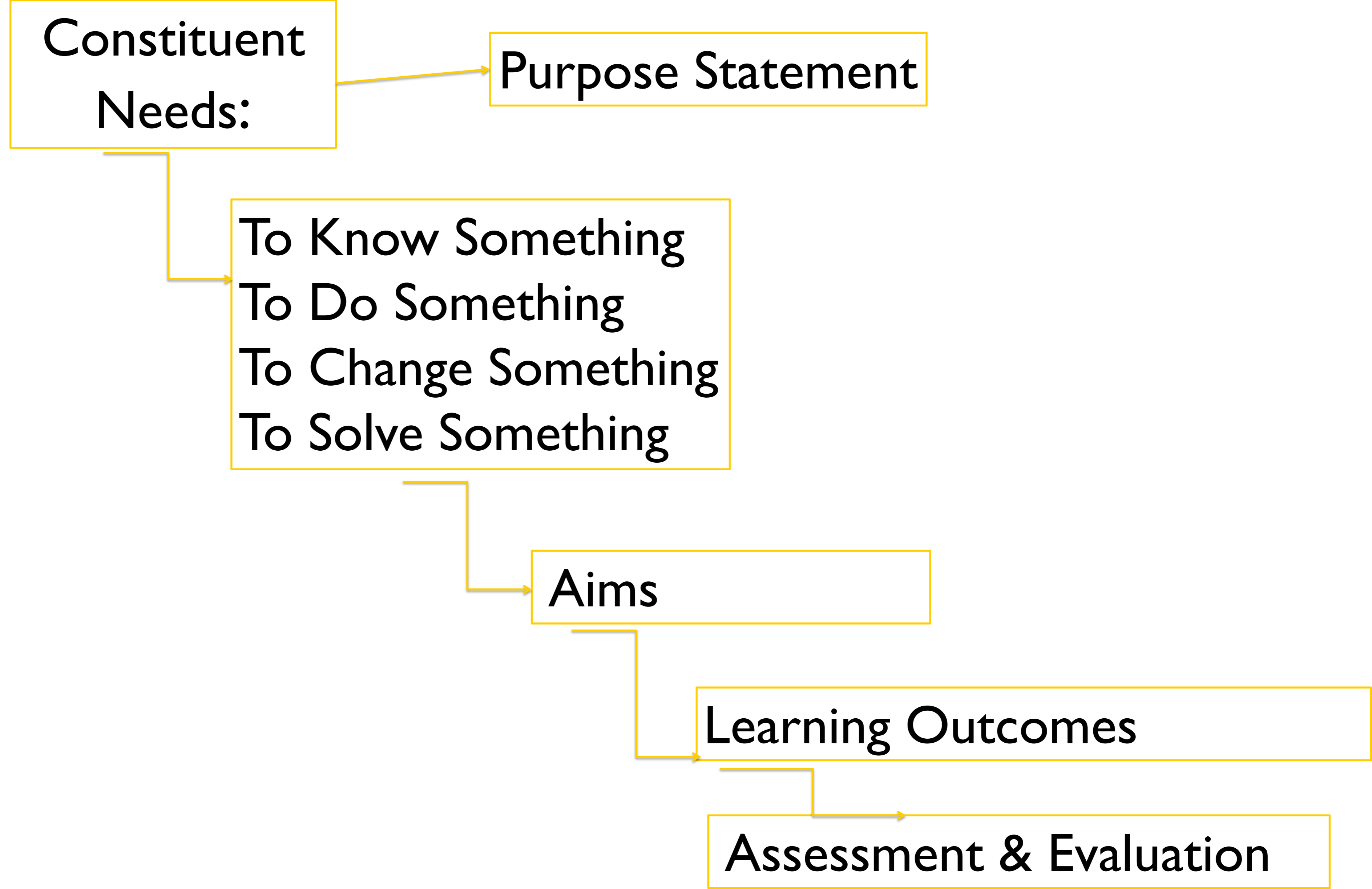
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Let's Practice

Part I:

- What do we want Cal State LA students to learn, be or do as a result of Student Life programs, services, and initiatives?

Let's Practice

Part 2:

- Can we make some of these aims/goals learning outcomes?
- Let's pick a few and try
- We have a worksheet to help us out

Let's Practice

Part 3:

- How might we connect to the institutional learning outcomes?
- Strategic plan connections?

Let's Practice


Part 4:

- How will we know that the learning/being/doing has happened?

Let's Process

- Did any outcome stand out to your group?
- How did your group find the process of writing learning outcomes?
- What questions does your group have?
- Ideas for next steps?

Where are we now?

- Thank you for sending in your unit's assessment tools!
- From what we received, Student Life's efforts runs the gamut from
Evaluation  **Assessment**
- And that's OK! In the world of Assessment there's always work to be done!
 - Moving from evaluation and surveys to assessment plans.
 - Connecting assessment plans to Institutional Learning Outcomes.
 - Connecting assessment plans to the University's Strategic Plan.
 - Conducting annual reviews of assessment plans...

Where are we now?

The screenshot shows a Yammer group interface for 'CAL STATE LA'. The group is titled 'Division of Student Life Assessment' and has a 'Joined' status. The interface includes a search bar, navigation icons, and a list of documents. The documents are listed in a table with columns for Name, Type, Last Updated By, and Last Updated.

Name	Type	Last Updated By	Last Updated
ILO_Strat_goal_alignmentv01	pdf	FA Frangelo Ayrán	1 minute ago
calstatla-strategic-plan_11x17	pdf	FA Frangelo Ayrán	1 minute ago
CSI U-SET Post WI16	doc	FA Frangelo Ayrán	2 minutes ago
CSI U-Lead Evaluation	doc	FA Frangelo Ayrán	3 minutes ago
CSI Pre-Eval LTL S15	doc	FA Frangelo Ayrán	3 minutes ago
CSI Post-Eval LTL S15	doc	FA Frangelo Ayrán	3 minutes ago
CSI Leader Project Pre-Assessment	docx	FA Frangelo Ayrán	3 minutes ago
CSI Leader Project Post-Assessment	docx	FA Frangelo Ayrán	3 minutes ago

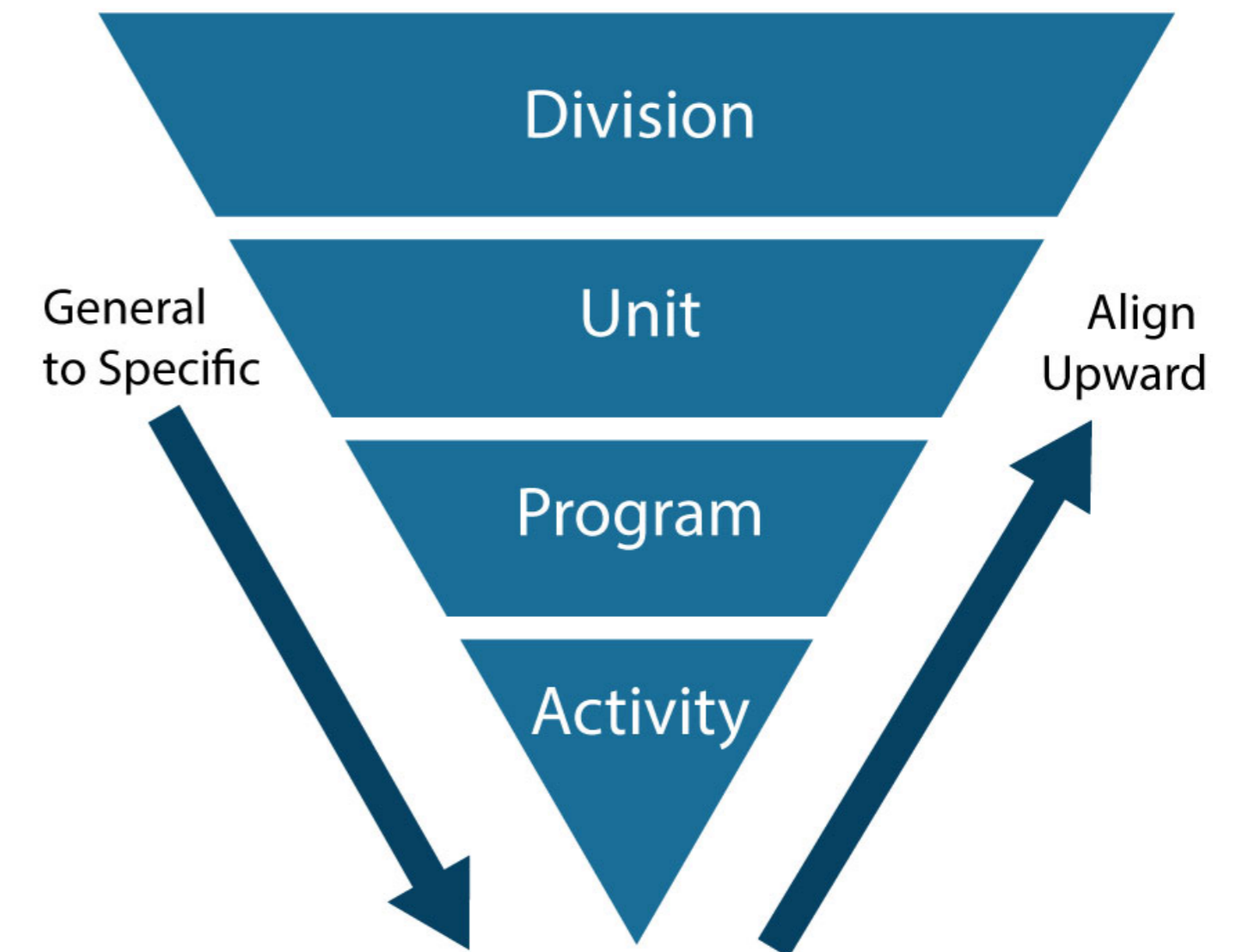
- A Yammer group was created where you can find all of the documents that were submitted. We'll use this collaborative tool to continue what we started here today.

Where We Would Like to Be

- 3-5 common Student Life learning outcomes
- 3-5 department specific learning outcomes
- Learning outcomes are connected to institutional learning outcomes
- Learning outcomes are also connected to the University strategic plan
- Each department develops an assessment plan
- Each department reviews their assessment findings yearly and evaluates their progress
- Information collected helps to refine planning

Next Steps

- Division of Student Life Assessment Work Group
- Unit assessment plans
- Finalization of Division-wide student learning outcomes
- Continuing to connect to institutional learning outcomes and University Strategic Plan



Thank You!



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Division of Student Life Learning Domains

The Division of Student Life, in alignment with Cal State LA's mission, transforms students' lives by focusing on overall success, well-being, and the greater good. We create an environment and a system of support that are vital for the achievement of students' highest educational and personal goals. Our focus is on the following learning and developmental outcomes:

Community Engagement

Cal State LA students transition successfully into the college environment and build a greater sense of pride and belonging in the University community. They prepare themselves as leaders by participating in meaningful engagement opportunities civically. They are informed, engaged and make a positive impact on our city, state, nation and world.

Personal, Social, and Professional Identity Development

Cal State LA students pursue personal growth and understanding. They act independently with integrity, accountability, ethical consideration and advocacy for self and others. They achieve positive interpersonal relationships within multicultural settings, including valuing, respecting and learning from diversity. They understand, articulate and connect knowledge and interdisciplinary skills to career and life after graduation. They identify and connect with mentors who encourage and support them in successfully pursuing their goals and dreams.

Health and Well-Being

Cal State LA students engage in activities and strategies that promote healthy attitudes, skills and behaviors. They successfully identify personal risk factors and barriers to wellness and employ positive health practices that achieve lifelong well-being.

Social Justice

Cal State LA students develop skills informed by an awareness of identity, heritage and culture to navigate and transform institutional organizations and societal structures to advocate for social justice. They understand and articulate how the intersectionality of multiple identities shapes people and their experiences, which empowers students to engage with others in more meaningful ways.