

Co-curricular Student Learning Outcomes Examples

Educational Assessment
Santa Clara University

Co-curricular Student Learning Outcomes

Co-curricular learning experiences, or programs, are designed with student learning and development in mind. Some experiences may be geared toward developing leadership abilities, cultivating ethical decision-making, implementing healthy lifestyle decisions, developing cultural competence, or deepening a sense of belonging.

Co-curricular units develop Student Learning Outcomes to reflect the types of knowledge, skills, attitudes, and behavior they wish to develop in students through their signature programs. They assess students' achievement of these learning outcomes to identify how well their programs are indeed achieving the intended outcomes, and where they might be able to improve. Not only will the outcomes guide the assessment process, the outcomes will guide the planning and implementation of the many activities, events, and programs offered to Santa Clara students and help ensure that these opportunities are intentional and meaningful.

Outcomes vs. Goals

Often a program's goals and its outcomes get conflated in co-curricular spaces in the university, or it may be that a program only sets goals (e.g., for participation or attendance). This is very different from assessing how students will be *impacted by a learning experience* or set of experiences. If a program has identified particular goals and developed an assessment for them, it should also identify the learning outcomes associated that reflect its mission and the learning expected to take place because of its signature programs. Generally, a co-curricular unit will have 4-7 principal outcomes that it identifies as central. These learning outcomes can be supported by more than one learning activity or program within the unit.

Writing and Inspiration

Writing outcomes for co-curricular learning may seem daunting, but there are lots of resources for you to use. Your outcome should be phrased with students in mind, and with a verb and concrete statement of the knowledge, attitudes, or behaviors you want to impact through your programming.

If you feel stuck, doing a web search on the type of outcome you're considering for your unit can be helpful. Be careful, though: some examples of "outcomes" are really goals or they may conflate goals and outcomes (e.g. Students will attend and participate in Wellness Programs at [university] wellness events throughout the year to increase their overall wellness). This example combines the goal of student participation with the outcome of wellness. It would be clearer to set a goal for a certain percentage of participation, and more clearly identify the outcome expected from participation: "*Students who participate in Wellness Programs will develop and adhere to a personal plan to maintain their overall wellness.*"

SCU Examples

- Students who work for Campus Recreation will articulate their role in creating an inclusive recreational environment.
- Residents who live in the residence halls will be able to identify strategies for navigating conflicts.
- After participating in Off Campus Living orientations and events, students will develop life skills that will help transition students from living on campus to living off campus; including fiscal responsibility, civic responsibility and conflict resolution.
- By participating in CSI organizations and events, students will develop confidence to meet, connect, and maintain relationships with their peers, especially those with different backgrounds and life experiences.

In the examples above, it is clear what outcomes would be assessed in each program and what knowledge, skills, attitudes, or behaviors are being targeted.