Co-curricular Program Goals Examples

Educational Assessment
Santa Clara University

Co-curricular Program Goals

Derived from the mission statement, program goals encompass what a program wants when it comes to environment, participation, or efficiency. For example: What kind of space will the organization create? How many students will be involved? What percentage in increased, or decreased, participation/behavior will you want to see over time?

While goals are not a required part of the assessment of student learning process, they give guidance to the performance of the offices and can identify sources of data for the operations and functions of a co-curricular unit.

Goals vs. Outcomes

Often goals and outcomes get conflated in co-curricular spaces in the university. Goals are statements made about actions, efficiencies, or participation. Outcomes describe concretely how students will be impacted by a learning experience or set of experiences.

Creating Goals

Creating goals that are Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) will help units achieve the goals they set to improve their organizations. Creating time bound goals help in both long and short term planning efforts. While goals should follow this formula, they will vary depending on the Mission, Vision, and Values of the institution, Division, and office; along with documents and philosophies like strategic plans, personal visions, or even results from an assessment process.

Examples of Goals:

- For students taking the online Alcohol EDU course, repeat alcohol related conduct cases will be reduced by 10% from the previous academic year.
- Students will participate in 40 hours of community-based learning during Winter Quarter 2023.
- By the end of AY 2022-23, 40% of varsity athletes will have completed Safe Space Training.

The co-curricular unit can (and should) measure their progress toward these goals. However, these goals are distinct from the student learning outcomes expected by each program. A learning outcome related to the online Alcohol EDU course, for example, could be related to what students learn about the health risks of particular levels of alcohol consumption. What students learn from community-based learning would have to be specified in a learning outcome, as would the expectations for learning through participating in the Safe Space Training. Outcomes are measured independently of goals.

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