

**Student Services Learning Outcomes
Training November 20, 2009
(PowerPoint)**



LANEY COLLEGE COMMUNITIES DIVISION

Student Learning Outcomes

November 20, 2009



AGENDA

Introduction

Goals and Objectives

Why do we have to do this?

Role of the Student Services Assessment Task Force

What are Student Learning Outcomes (SLOs)?

How do SLOs pertain to Student Services?

So what are the steps to developing SLOs?

Exchange and Feedback

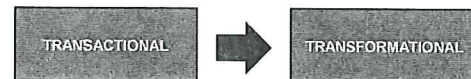
EXERCISE I: Value Lines

GOALS & OBJECTIVES

- Understand the Historical Context of Student Services and SLO's
- Comprehend Student Services Contribution to the Transformation and Agency Development of Students
- Shifting Minds: The Framing of "Powerful" Research Questions
- Develop Implementation Timeline for Student Services SLO's at Laney College

Understanding the "Student Development" Timeline

- "In Loco Parentis" (1600-1950)
- Student Services (1950-1980's)
- Student Development (1980's to Present)



"Student development facilitates the transformation of the student as a whole person."

Why do we have to do this?

- As a learner-centered institution, we are working toward enhancing student development and success by creating high quality teaching and learning environments.
- The short and the long of it is that we have to embrace SLOs if we want to remain an accredited institution. We might as well make the best of it!

What is a Student Learning Outcome (SLO)?

- Student Learning Outcomes (SLOs) are statements of expectation that articulate what students will know, do, think or feel as a result of our interaction with students.
- They specify how learning will be assessed, and document the results of the assessment and how the results will be used to improve learning.

How do SLOs pertain to Student Services?

- Student services professionals are educators who share equal responsibility with teaching faculty for creating the conditions of learning.
- To optimize student development and academic success, student services and programs must be designed and managed with specific student learning outcomes in mind. INTENTIONALITY
- Student learning outcomes give students a way to think and talk about what they have learned.
- SLOs are the end results of faculty and staff efforts: what we want students to know, do, think, or feel as a result of our efforts.

Student Services and SLO's Continued...

- Student Services SLOs can be measured in a variety of areas including retention, persistence, graduation, transfer, satisfaction, knowledge, awareness, and success.
- Moreover, experiences in various in-class and out-of-class settings, both on and off campus, contribute to student learning.

So what are the steps to developing SLOs?

Identifying Student Learning Outcome and Developing an Assessment Plan

Data Collection

Data Analysis and Use of Results

Closing the Loop and Repeating the Cycle

So what are the steps to developing SLOs?

1. Identifying Student Learning Outcome and Developing an Assessment Plan

STUDENT LEARNING OUTCOMES: The process begins with the development of a statement of a measurable learning outcome in terms of the knowledge, skills, or values students should achieve through their learning.

In identifying the learning outcome, Student Services programs work together to determine what their expectations for students' learning are.

SLO Statements rely on active verbs that identify what students should be able to demonstrate, represent, or produce over time – verbs such as *create, apply, construct, translate, identify, formulate, hypothesize*.

ASSESSMENT PLAN: In developing the assessment plan, programs determine who will be assessed, when they will be assessed, what constitutes success on an individual and collective basis, and how the data will be collected, stored and used.

A well-devised assessment plan will consider the context or conditions under which students will be expected to apply the knowledge, skills, or values, and what primary traits will be assessed during the assessment.

INQUIRING WITH "POWERFUL QUESTIONS" (PQ's):

What do we want our students to learn as a result of contact with our program?

How well are they learning?

How do we know?

How are we using the results to guide decisions for improvement?

Do the improvements we make work?

Examples Student Services SLOs

Counseling

Students will analyze GE patterns, explain their own educational goals, and develop an educational plan.

Student will identify at least two ways in which services have reinforced their own confidence in their ability to succeed academically.

Financial Aid

Students will accurately complete forms and calculate their income need.

DSP&S

Student will participate in decision making about his/her academic direction leading to a career goal.

Students with disabilities will consistently demonstrate the use of their academic accommodations including the use of adaptive hardware and software (where appropriate).

EOP&S

Students will be able to explain the meaning, privileges, and obligations of socially conscientious citizenship.

Career Center

Students will be able to describe the steps involved in making career decisions.

Student will identify at least two ways in which services have reinforced their own confidence in their ability to succeed academically.

Student Learning Outcomes:

- Laney College students will demonstrate proficiency in the use of college on-line services.
- Laney College students will demonstrate proficiency in self-advocacy.

EXERCISE II: Re-framing and Polishing SLO Statements

- Take 5 minutes to review Unit Plan and SLO's
- Apply the PQ's to your SLO statement
- Take 7 minutes to re-frame or re-state your questions
- Share and provide feedback with SS Group on methodology



Knowledge: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.

Comprehension: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate.

Application: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.

Analysis: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.

Synthesis: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.

Evaluation: appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.

So what are the steps to developing SLOs?

2. Data Collection

The data on student learning are collected and documented based upon the methods outlined in the assessment plan.

Direct Measures: measures the cognitive (knowledge acquisition) and the behavioral (skill acquisition) learning outcomes of the college. Such measures should demonstrate what students know and/or are able to do, not what they have been exposed to. (i.e. Tests, Quizzes, Commercial Instruments)

Indirect Measures: those in which students judge their own ability to achieve the learning outcomes. Indirect measures are not based directly on student academic work but rather on what students perceive about their own learning. (i.e. Surveys, Student self-efficiency surveys, Student attitudinal change surveys, Exit interviews, Employer surveys)

So what are the steps to developing SLOs?

3. Data Analysis and Use of Results

Student Services programs analyze the results from the assessment and have a collegial dialogue focused on what the results mean and what staff can do to improve student learning.

The result of the dialogue is the implementation of any identified changes to program services and policies.

These changes can be to the outcome, the assessment methods or measurements, the criteria for success, or instructional methods.

So what are the steps to developing SLOs?

4. Closing the Loop and Repeating the Cycle

The loop closes when the cycle begins again after the changes have been implemented in order to determine the effectiveness of these changes.

LANEY COLLEGE
STUDENT SERVICES DIVISION

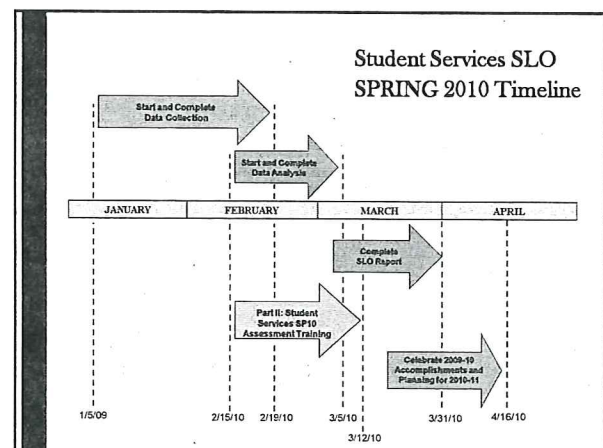
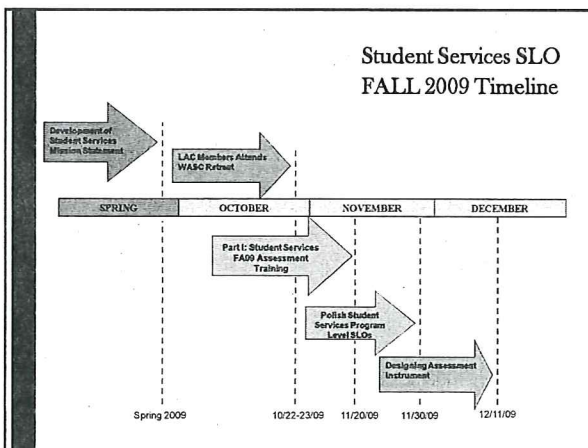
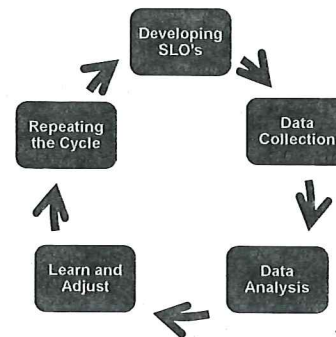
Student Service Unit: _____
Academic Year: _____
Names of those Completing Form: _____

STUDENT SERVICES MISSION STATEMENT:
UNIT LEVEL MISSION STATEMENT:

Student Services Student Learning Outcome (What do students have to do in order that they learned your SLO?)	Assessment Method and Criteria for Success (How are you going to test or measure student's learning?)	Assessment Schedule (Who, when, where will you gather evidence?)	Assessment Results (What do you find?)	Use of Results (Why are these results important, and how will you use them at your college?)
	One: <input type="checkbox"/> Test/Exam <input type="checkbox"/> Portfolio <input type="checkbox"/> Performance <input type="checkbox"/> Other: _____ Two: <input type="checkbox"/> Survey <input type="checkbox"/> Focus Group <input type="checkbox"/> Interview <input type="checkbox"/> Other: _____ Three: <input type="checkbox"/> Self-reflection <input type="checkbox"/> Peer-review <input type="checkbox"/> Other: _____	Who will gather data? Where? When?		

Student Learning Outcome (SLO) Form DELET 11/11/09

So what are the steps to developing SLOs?



Q and A

Active Exchange:

This period was used to workshop two unit SLO statements and begin the brainstorm of methodology.

EOPS/CARE

Old: Students will be able to demonstrate their knowledge and skills in developing educational plans.

New: EOPS/CARE students will be able to develop educational plans with the assistance of a counselor

Method:

- Pre-assessment of student knowledge
- Introduction of resources

Financial Aid:

Old: Students will understand and complete the necessary requirements to apply for aid, submit documents, and complete the verification process.

New: Students will accurately complete the FAFSA, submit documents, and complete the verification process.

Method:

- Check records of completion of FAFSA
- FA TV
- FAFSA Transaction number (# of mistakes)