

Student Services Outcomes and Assessment

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Workshop Student Learning Outcomes

● At the end of this workshop you will be able to:

- Draft an SLO for your program/area; and
- Choose an appropriate qualitative assessment for an SLO; and
- Plan for an assessment cycle; and
- Teach or coach another staff member to write SLOs.

Background Survey

What will it take for you to be able to get to this point by the end of the workshop?

The New Standards focus on student learning

- What can students do after an interaction with a student services program?
- How do you know?
- Are the program SLO's aligned with the program mission?
- Are the SLO's and their assessment used in Program Review to improve student learning?

Do's and Don'ts

- Don't plan your SLO's in isolation. Dialogue.
- Do develop an SLO & Assessment Plan. Use your college researcher.
- Don't do your assessment independently of your program review criteria.
- Do develop a section in your program review template to dedicate the attention and visibility this requires.
- Don't let your program review study sit on your shelf.
- Do identify plans of action, resources, costs, and people responsible to assist you in improving student learning.
- Do team up with your administration to advocate for and/or allocate the resources you need.

- The challenge is measuring the gap between the mission statement, the student services program/area outcomes and assessment cycle from program review.

A Shift in Perspective

- SLOs clearly state what a student is able to DO after an interaction with a student services program or area.
 - Focus on what the student can do.
 - Use active verbs.
 - Include a measurable expectation.
 - Share the outcomes with students.
 - Modify as you learn from assessment and experience.

Definition of Student learning Outcomes:

Statements of what students are expected to know and/or be able to do by the time they complete the major or degree. They may be stated in terms of expected knowledge, skills or attitudes.

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Premises

- Teaching and learning take place every time a student comes in contact with a program;
- Learning acquired through these contacts is applicable to real world settings and situations; and
- This learning is meaningful when the interventions are thoughtful, intentional, and purposeful.

College Mission Statement

Program Mission Statement

Student Learning Outcomes

Assessments: Qualitative/Quantitative

Use feedback to modify

Your turn!

- 1. List services you provide.
- 2. Share with co-workers
- 3. How do these align with your Mission Statement?
- 4. Take a service you provide, and list what you expect students to be able to do after they interact with your area.
- 5. Share with co-workers.

- 6. Come to consensus on at least three concrete things that you expect students to be able to do after they interact with your area.
- 7. Use active verb lists and write your SLO's.

Writing Student Learning Outcomes

BRAINSTORM: In the boxes below briefly list words or descriptions of attitudes, skills, or knowledge that you would like your students to know or do as a result of this course or student services program.

<p>Course Outcomes</p> <p>Instructional Programs</p>	<p>Student Services Programs</p>
<p>Name a specific course</p>	<p>Name a specific program or service (e.g. counseling, financial aid, DSPPS, Admissions and Records, International Studies, etc.)</p>
<p>Are there any prerequisites for this course?</p>	<p>This program must interface with what other key areas?</p>
<p>Does this course serve as a prerequisite for any other courses?</p>	
<p>Course Purpose:</p>	<p>Purpose, Mission, or Function that best describes this programs role in student learning:</p>

<p>Attitudes or values developed as a result of this course/program</p>	
<p>Skills or performance ability as a result of this course</p>	
<p>Knowledge and concepts they will have as a result of this course/program</p>	

Some Criteria for SLO's

- Does the SLO include active verbs?
- Is the SLO measurable?
- Is the SLO consistent with the program mission?
- Is it a fundamental result of your program?
- Does it address student competencies?
- Will students understand this SLO?

As you talk with others in your college about SLO's, keep these things in mind:

- Student services areas have unique language and culture.
- Cross-program dialogue is invaluable because these conversations can help you define student competencies.
- Everyone is a learner when it comes to assessment.

And How Do You Know?

- Evidence:

- Quantitative or Qualitative

- “Not everything that can be counted counts and not everything that counts can be counted.” Albert Einstein

- Representative sample

- You need several pieces of evidence to point to a conclusion

SLO's and Program Review

- Dedicate a section of your program review template to document SLO's and the assessment results.
- In your Plans of Action/Planning Agendas identify resources needed, cost, persons responsible for this to be addressed, timeline for completion.

Assessment Methods

● Tests

- Locally developed or standardized

● Performances

- Recital, presentation, or demonstration

● Surveys

- Locally developed or standardized
- Attitudes and perceptions of students, staff, employers
- Pre and Post

● Database Tracked Academic Behavior

- Grades, graduation rates, service usage, persistence

● Embedded Assessment

- Staff and student journals, interviews, focus groups

● Cumulative

- Portfolios, Capstone projects

Assessment Tips

- Collect data from a representative sample rather than everyone in the population.
- Collect only a few well chosen pieces of data.
- Have assessment stem from the activities you already do, if possible.
- Team up with others to share assessment work.
- Design activities and outcomes with assessment in mind.

Your turn!

Dialogue and choose one qualitative and one quantitative assessment for one of your SLO's.

What to do with your Assessment results?

- Use feedback to make changes in your programs and services to more closely align with student learning.
- Or, make changes in your SLO's to more closely align with what students are learning.

Remember:

- It is valuable feedback when you check to see if you are effectively doing what you say you are doing.
- Use feedback to make adjustments.
- SLO's help to create consistency within a department or area.
- SLO's help us focus on what students need to be learning as that is our overall institutional purpose.

Now What...

Integrate into your Program Review



Remember:

Everyone is a learner when it
comes to assessment.

Student Learning Outcomes and Assessment for Student Services

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ADDITIONAL DOCUMENTS MAY BE FOUND AT:

Center for Student Success of the Research and Planning Group:

http://css.rpgroup.org/view_case.php?CaseID=270