

Welcome

**Spring 2006
Student Services
All Staff Meeting**



Starting the Student Learning Outcomes Dialogue:

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Making a Difference
in Student Lives
through Learning
Outcomes!

Assumptions

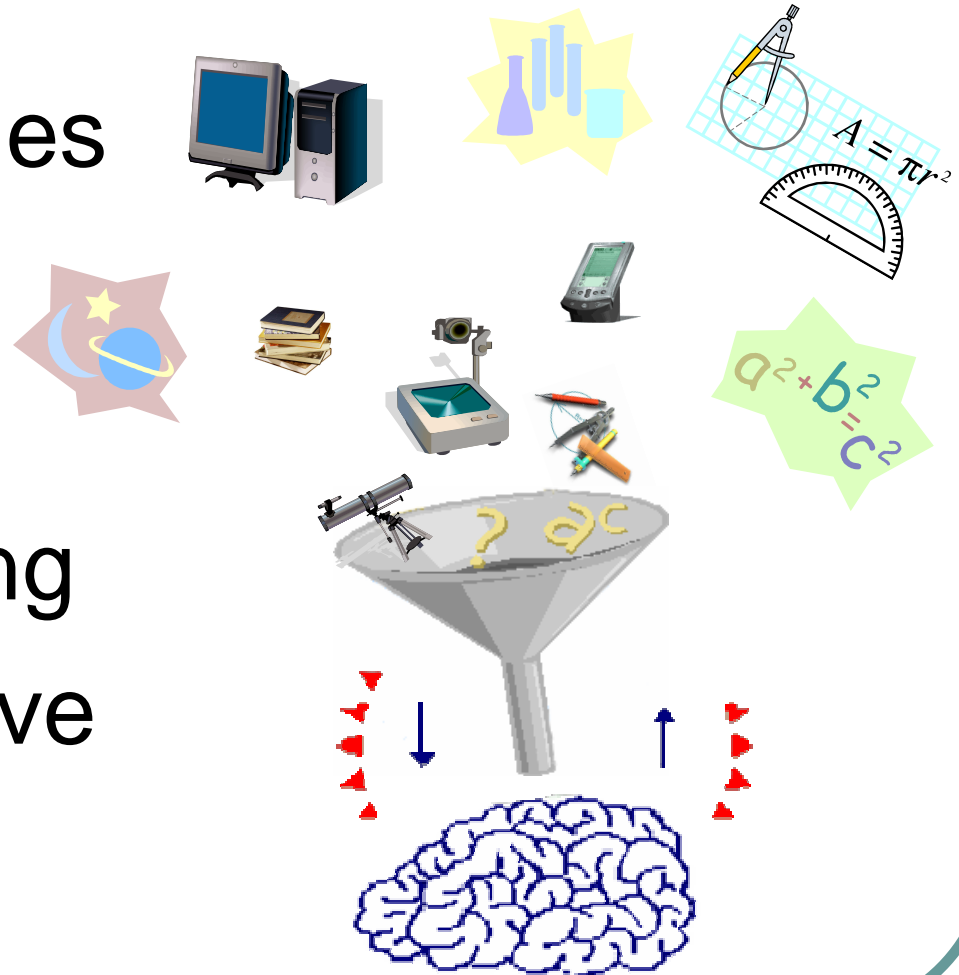
- The whole person concept of learning is the basis of what we do.
- A seamless interface between the academic life and co-curricular life is crucial to good learning.
- Any and all “educationally purposeful” activities contribute to learning.

Assumptions

- Learning & development result from interaction of students with their environment.
- Students must be involved in their own learning and be able to demonstrate that learning.
- Student Services & Instruction share responsibility to develop a campus-wide learning environment.

Group Question

Provide examples of how you promote and advance learning in your respective areas/units.



What are SLOs?

**A clear statement
of what students will
be able to do outside
of the classroom as a
result of what they
have learned.**



Examples of Student Services Programs' SLOs

Students are able to:

- ...read instructions and follow directions.
- ...complete standardized forms.
- ...create and complete an educational plan.
- ...create and manage a personal budget.

Examples of Student Services Programs' SLOs

Students are able to:

- ...identify a career goal(s), career preparation needed, and a career path.
- ...acknowledge a personal problem, identify sources(s) of assistance, and obtain assistance.

Learning is the Ultimate Goal



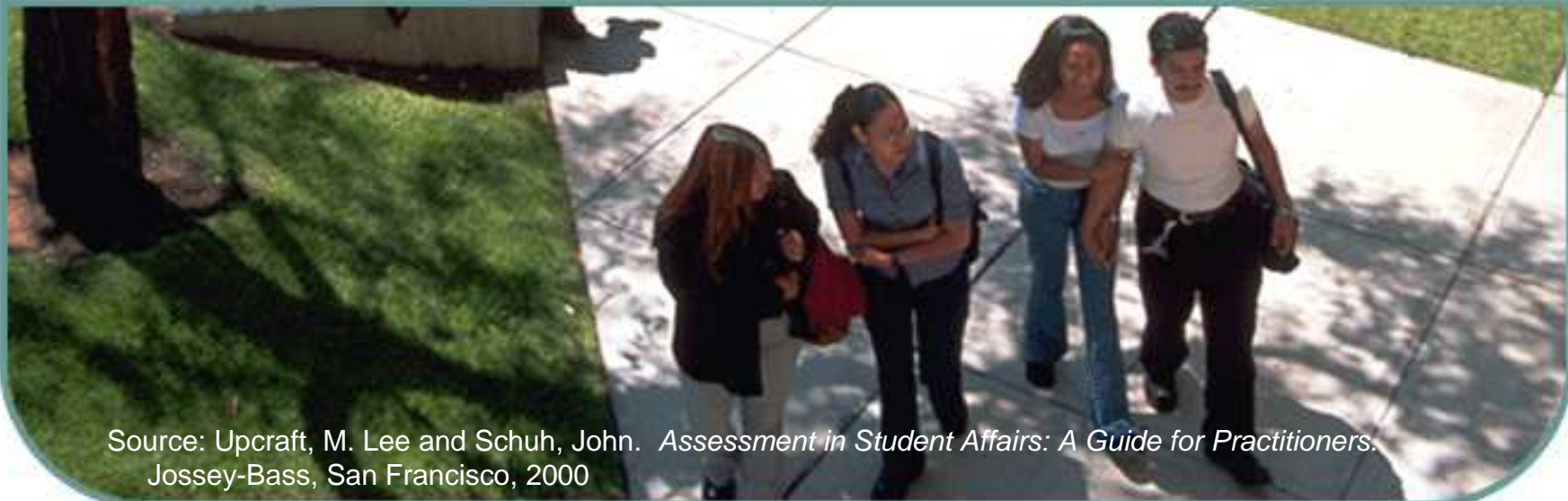
- Learning outcomes focus on *what students know and can do* rather than what we do to support them.
- Shifts the focus from Student Satisfaction to Student Learning.
- Shifts the paradigm from Teaching to Learning-Centered.

Example of a Paradigm Shift



Perhaps the key question to be asked of student services personnel is.....

“Of those students who use the services, is there any effect on their learning, development, academic success or other intended outcomes, particularly when compared to non-users?”



Source: Upcraft, M. Lee and Schuh, John. *Assessment in Student Affairs: A Guide for Practitioners*. Jossey-Bass, San Francisco, 2000

Note:

Not all outcomes of student services are *learning* outcomes; many pertain to the timely, efficient and effective delivery of services:

- Achievement Outcomes: course retention, degree completion, transfer goals, etc.
- Service Area Outcomes: goals for improvement

Why SLOs? Standard IIB-WASC

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services addresses the identified needs of students and creates a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

What does this mean?

- The new standards promote the values of student services.
- Student services professionals are leaders in providing responsive services to a diverse & changing student population.
- The learning outcomes challenge to student services is an opportunity to improve effectiveness and to integrate with instruction.

Why SLOs? (continued)

- Helps us be **intentional** in “our work” by asking questions like “*what do we want our students to learn*” as a result of participating in our programs, services, and activities?”
- Affirms our sense of **purpose**.
- **Accountability** for what we say we do and what we’re about.
- **Quantifies our impact** as educators and shows a **clear connection with learning**.
- Vital to our **improvement cycle**.

Checklist for SLOs

- Consistent with Mission Statement.
- Agreement-were staff involved in the development of SLOs?
- Reasonable-for the ability of our students.
- Measurable-can be observed-assessed.
- Key Concepts-important to the course or program.
- Clarity-precise in description.
- Singular-not “bundled” with multiple SLOs.



Writing a SLO Statement

1. Uses action verbs with the student as the subject.

Note: Be student-focused and not content or teacher-focused.

2. Describes what a student can do as result of interaction with you/your area.
3. Can be assessed or evaluated.

Small Group Activity

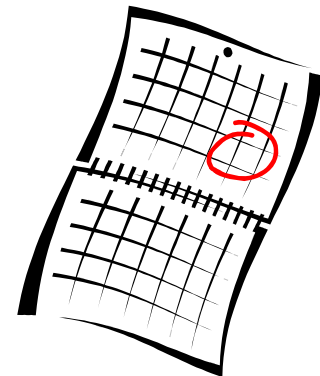
Create two learning outcome statements for your service area.

“Students will be able to....”



SS Process for Developing SLOs

- *Beginning the SLO Dialogue:*
Program Leaders Retreat: January 2006
- Spring All Staff Meeting: April 2006
- *Developing an SLO Plan for SS:*
Program Leaders Retreat: July 2006
- Implementation & Assessment:
Fall 2006 - Spring 2007



Evaluation

Discovery Statement #1:

Something I learned today.

Discovery Statement #2:

A point that is still unclear to me about SLOs.

