

Student Services Learning Outcomes
Santa Monica College, February 2, 2007
Bill Scroggins

Direct Measures of Student Services Learning Outcomes

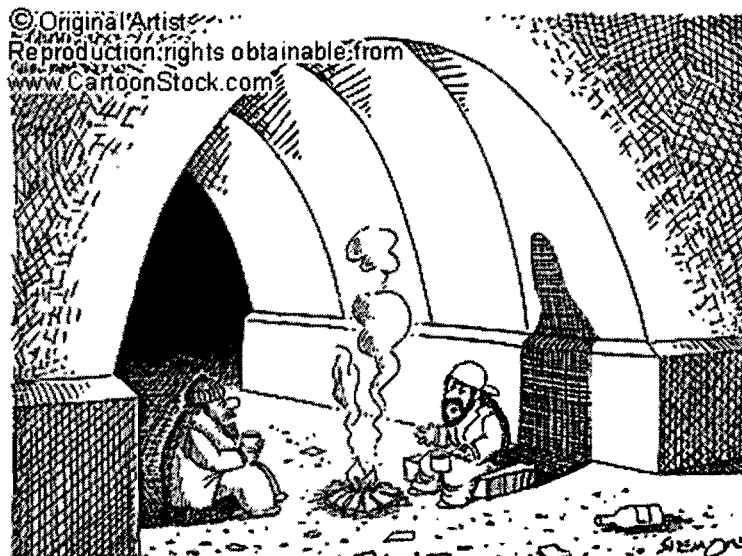
- The program itself provides learning outcomes related to the college mission
- Examples
 - Job interviewing skills (Career Center)
 - Self-actualization ability (Counseling)
 - Financial planning (Financial Aid)
 - Healthy living attitudes and techniques (Health Center)
 - Leadership skills (Student Activities)

Supporting Attainment of Instructional Student Learning Outcomes

- Measure impact on both direct and indirect measures
- Match assessment method to appropriate outcome
 - Value added approach
 1. Compare ISLOs between served and unserved populations matched for demographics
 2. Compare pre- and post-services ISLOs
 - Compare served cohort ISLOs over time (Note: incremental gains are greatly influenced by external factors)

Use Outcome Measures to Improve Service

- Have an Assessment Plan
- Report SSLOs as part of Program Review
- Make service delivery changes and follow improvements in SSLOs/ISLOs



"Personally, I haven't learned a damn thing from failure."

Methods of Assessment of Student Learning (based on work by Peggy Maki, AAHE)

Methods of assessment that provide direct evidence of learning

- Student work samples
- Collections of student work/portfolios
 - Process portfolios
 - Practice in the skill of revising
 - Autobiographical reflective papers
 - Philosophical statements
 - Program portfolios
 - Documentation/collection of important work used by group/department for evaluation purposes and funding requests
 - Presentation portfolios
 - Resumes
 - Collections of important work
 - Philosophical statements
- Capstone projects
- Laboratory experiments
- Course-embedded assessment, including locally developed tests, research papers, exams, reflective essays
- Presentations
- Panel discussions
- Performance in the fine arts and/or languages
- Senior seminars and/or projects
- Observations of student behavior
- Internal juried review of student projects
- External juried review of student projects
- Internships (internally and/or externally reviewed)
- Performance on a case study/problem
- Performance on national licensure examinations
- Standardized tests
- Pre- and post-tests
- Essay tests blind scored across units

Methods of assessment that provide indirect evidence of learning

- Alumni, employer, student surveys
- Focus groups
- Exit interviews with graduates
- Graduate follow-up studies
- Percentages of students who transfer
- Retention studies
- Job placement statistics

Methods of assessment that do not provide evidence of learning

- Enrollment trends
- Patterns of how courses are selected or elected by students
- Faculty to student ratios
- Percentage of students who graduate within a certain period of time
- Diversity of the student body
- Percentage of students who study abroad
- Size of the endowment
- Faculty publications (unless students are involved)

Career Center Student Outcome Rubric

Topic	Expect to See	Like to See	Love to See
Career Planning	Increased awareness and knowledge of career options and opportunities	Increased willingness or desire to explore alternative options and expand their world views	All students will be life-long learners actively planning their futures as contributing members of a global community
Job Search Skills	Increased ability to do resume writing, interviewing, career exploration, employer research	Increased understanding of and enjoyment of learning about life-long preparation for future employment	

Grayson, Thomas E., "Discovering Student Learning Outcomes and Program Strategies: An Application of Appreciative Inquiry to Evaluation" in *AI Practitioner*, February 2005



*Student Learning Outcomes:
Measuring Success to Improve Teaching and Learning*

Instructional Program: College Studies 101 – Academic Skills and College Success

Date: 4/7/06

Faculty Completing this Form: Bari Rudmann

I	II		III	IV	
Course/ Program / Core Student Learning Outcome (What do students have to do to show that they learned your SLO?)	Assessment Method and Criteria for Success (How are you going to test or measure students' learning?)		Assessment Schedule (Who, when, where will you gather assessment data?)	Assessment Results (What did you find?)	Use of Results (Why are these results important, and how will you use them in your course or program?)
<p>1. Knowledge of Time Management Strategy: Time Schedules</p> <p>SLO #1 – Students will demonstrate the ability to maintain, evaluate, adapt and improve weekly and monthly time schedules.</p>	<p>Direct</p> <p><input type="checkbox"/> Tests, quizzes</p> <p><input type="checkbox"/> Commercial instruments</p> <p><input type="checkbox"/> Observation using a rubric</p> <p>SLO # 1 - Rubric will be used to assess monthly and weekly schedule activities such as fixed and flexible, leisure, work, study and classtime assignment.</p>	<p>Indirect</p> <p><input type="checkbox"/> Surveys</p> <p><input type="checkbox"/> Student self-rating</p> <p><input type="checkbox"/> Structured / Unstructured Interviews</p> <p><input type="checkbox"/> Exit Interviews</p> <p><input type="checkbox"/> Focus Groups</p> <p>SLO # 1 – Student self-rating with Pre and Post surveys.</p>	<p>Who will gather data?</p> <p>SLO # 1 - Fall CSTU 101 instructors.</p> <p>Where? In-class</p> <p>When? Fall 2006 from homework assignment with corresponding textbook chapter.</p>		

<p>2. Knowledge of Textbook Reading Strategies of Highlighting and Creating Margin Questions</p> <p>SLO # 2 – Students will demonstrate the ability to a) highlight only main topics in textbook paragraphs, and b) create summary questions in textbook margins.</p>	<p>SLO # 2 – Rubric will be used to assess a) in class worksheets and b) copy of textbook margin notations as homework</p>	<p>SLO # 2 – Student self-rating with Pre and Post surveys.</p>	<p>SLO # 2 – Who will gather data? Fall CSTU 101 instructors.</p> <p>Where? In-class and as homework assignments.</p> <p>When? Fall 2006.</p>		
<p>3. Knowledge of Two Lecture Related Note-taking Techniques</p> <p>SLO # 3 – Students will produce a) Cornell notes from a class-room lecture and b) mind map notes from a class-room lecture or from the Cornell class notes.</p>	<p>SLO # 3 – Rubric will be used to assess a) Cornell note taking assignment (template will be provided) and b) mind map assignment.</p>	<p>SLO # 3 – Student self-rating with Pre and Post surveys</p>	<p>SLO # 3- Who will gather data? Fall CSTU 101 instructors.</p> <p>Where? In-class and as homework assignments.</p> <p>When? Fall 2006</p>		



Student Service Function Name : Disabled Student Program and Services (DSP&S)
Academic Year: 2006/2007 Completed by Bari Rudmann

I	II	III	IV
Service / Core Student Learning Outcome (What do students have to do to show that they learned your SLO?)	Assessment Method and Criteria for Success (How are you going to test or measure students' learning?)	Assessment Schedule (Who, when, where will you gather assessment data?)	Assessment Results (What did you find?)
<p>(Awareness of accommodations needed and available) SLO # 1 – Student will know which accommodations provided by DSP&S are appropriate to his/her disability.</p>	<p>Direct</p> <p>Indirect</p> <p><input type="checkbox"/> Surveys</p> <p><input type="checkbox"/> Student self-rating</p> <p><input type="checkbox"/> Structured / Unstructured Interviews</p> <p><input type="checkbox"/> Exit Interviews</p> <p><input type="checkbox"/> Focus Groups</p> <p>SLO # 1 – Student Self Rating with a Pre and Post test survey.</p>	<p>Who will gather data? The DSP&S office staff.</p> <p>Where? DSP&S office.</p> <p>When? At the beginning and end of the Fall semester 2006.</p>	<p>(Why are these results important, and how will you use them in your service?)</p>
<p>SLO # 2 – Student will be able to request appropriate accommodations of the DSP&S staff and classroom professors.</p>	<p>SLO # 2 – Student Self Rating with a Pre and Post test survey.</p>	<p>Who will gather data? The DSP&S office staff.</p> <p>Where? DSP&S office.</p> <p>When? At the beginning and end of the Fall semester 2006.</p>	



*Student Learning Outcomes:
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I	II	III	IV
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<p>(Able to use positive self-affirmations) SLO # 3 – Student will be aware of his/her sabotaging self talk and will be able to modify these to positive affirmations.</p>	<p>SLO # 3 – Student Self Rating with a Pre and Post test survey.</p>	<p>Who will gather data? The DSP&S office staff. Where? DSP&S office. When? At the beginning and end of the Fall semester 2006.</p>	<p>(Why are these results important, and how will you use them in your service?)</p>
<p>(Aware of educational goal and the courses to attain this goal) SLO # 4 – Student will participate in decision making about his/her academic direction leading to a career goal.</p>	<p>SLO #4 – Completed Academic Plan</p>	<p>Who will gather data? The DSP&S Counselor. Where? DSP&S office. When? Students first counseling appointment.</p>	
<p>Experimental SLOs– Students will have gains in Academic Self-Efficacy, Optimism, and Academic Hope.</p>	<p>Region 8 DSPS experimental assessment battery.</p>	<p>New fall 2006 DSPS students will complete online survey instrument at beginning, and approximately the middle and end of the fall term.</p>	