

Student Affairs Professional Development

August 1, 2012



Developing Effective Student Learning Outcomes

Committee Members

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Today's Agenda

- ✓ Background & Charge
- ✓ Learning Domains
- ✓ Writing Learning Outcomes
- ✓ Understanding Assessment
- ✓ Closing



Today's Learning Outcomes

Student Affairs Professionals participating in the Developing Effective Student Learning Outcomes training will:

- Describe the importance and value of Student Learning Outcomes (SLOs).
- Recognize and examine the five (5) Student Affairs Learning Domains.
- Demonstrate comprehension of student learning outcomes by writing a specific and measurable SLO.
- Be able to define multiple tools for measurement of SLOs.

Background & Charge



Rameen Talesh



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How We Came Together

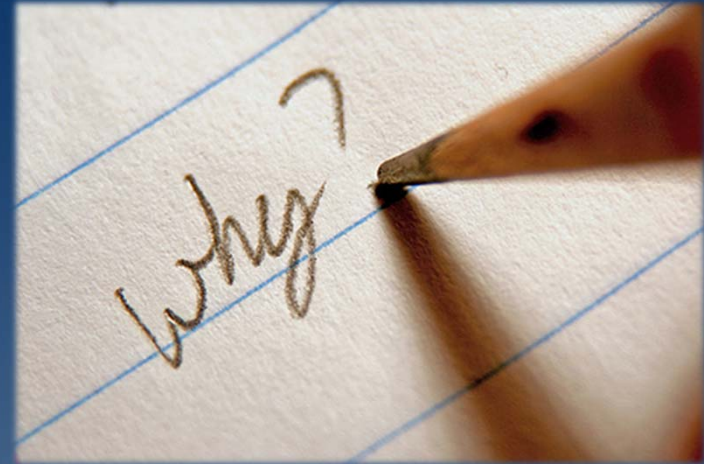
- WASC
- Vice Chancellor Parham charge
- Representation



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Why Are Student Learning Outcomes Important?

1. Evidence of actual learning
2. Data-driven decision making on campuses
3. Stronger position to request resources
4. Accreditation requirement
5. Can provide direction for programs
 - Encourage involvement; expose students to ideas and cultures; student utilization of resources; develop students' decision-making and leadership skills; teach students about procedures and policies, and so on.



Source: Kate Mueller, Writing & Measuring the Effectiveness of Student Learning Outcomes for Student Affairs



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Food for Thought

“There is no conflict between providing excellent services and supporting learning; much learning occurs in the process of requesting, receiving, and understanding services.”

Assessment Reconsidered: Institutional Effectiveness for Student Success (2008)



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Being Inclusive

- We are talking about students as
 - Program participants
 - Workers
 - Clients
 - Interns
 - Volunteers



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Questions?



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Learning Domains



Lisa Cornish



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Learning Outcomes for Domain Section

- By the end of this section, Student Affairs professionals will
 - Recall the definition of a domain
 - Recognize and examine the five (5) Student Affairs Learning domains
 - Select a learning domain that resonates with the programs or services currently provided by the manager's unit and explain why
 - Recognize learning domain skill areas



Student Affairs Learning Domains

- ❖ What is a Domain?
- ❖ Why are we using Learning Domains in Student Affairs?
- ❖ How were the domains selected?



Learning Domain Selection

Our work was informed by...

- Review of foundation documents of our university and division
 - Division and unit - missions, values, goals statements
- Researching domain and learning outcome work at other institutions
- Current literature in the Student Affairs field
- Best practices at our institution



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Student Affairs Learning Domains

I. Civic & Community Engagement

II. Leadership Development

III. Diversity & Global Consciousness

IV. Administrative & Professional Skills

V. Personal Responsibility



Our Model

- Learning Domain
 - Value Statement
 - Sample skill areas of student development



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Student Affairs Learning Domains

I. Civic & Community Engagement

Community-based experiences enrich classroom learning and students' academic knowledge and skills strengthen the communities in which they engage. A student's community is not limited to the campus and can be local, national, global, or virtual. This domain may include but is not limited to:

- Global citizenship
- Social responsibility
- Commitment to social justice
- Concern for the common good
- Knowledge of social issues/problems
- Empathy

Student Affairs Learning Domains

II. Leadership Development

Leadership is not a position, rather a set of skills that can be developed in students. As campus and community leaders, UCI students will grapple with complex challenges, have the confidence to address them, and be accountable for their decisions. This domain may include but is not limited to:

- Integrity
- Honesty
- Compassion
- Critical thinking
- Problem solving
- Ethical decision-making
- Risk management
- Autonomous and collaborative decision making
- Understanding of power dynamics
- Clarification of personal values
- Initiative in group settings
- Determination
- Organizational skills
- Public speaking
- Team building
- Understanding personal power

Student Affairs Learning Domains

III. Diversity & Global Consciousness

As citizens of an interconnected global community, UCI students will develop an understanding of and engage with a wide range of human diversity. This domain may include but is not limited to:

- Civility
- Inter/Multicultural competence
- Identify personal values and belief systems
- Knowledge of diverse communities, perspectives, ideologies, etc.
- Identity development
- Knowledge of one's own subjectivity and biases
- Constructively engaging differences
- Social justice

Student Affairs Learning Domains

IV. Administrative & Professional Skills

The development of administrative and professional skills enhances UCI students' abilities to function effectively in the workplace.

These skills prepare students to be successful in current and future professional settings. This domain may include but is not limited to:

- Technological skills
- Supervisory skills
- Goal setting
- Budgeting
- Professionalism
- Time management
- Resource management
- Organizing skills
- Prioritizing
- Communication skills

Student Affairs Learning Domains

V. Personal Responsibility

Students' academic success is fostered by wellness and personal responsibility. Students' successful transition into independent adulthood includes ethics and accountability, and the ability to make healthy and responsible life choices. This domain may include but is not limited to:

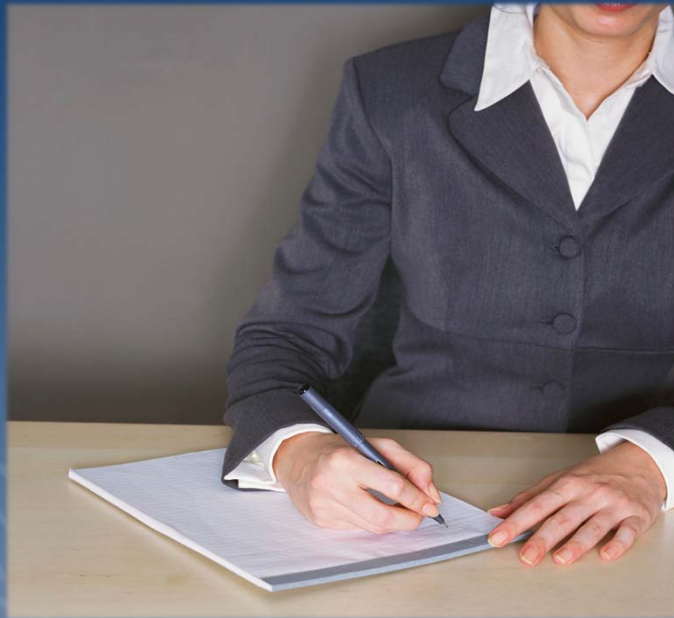
- Personal knowledge and identity development
- Self-management
- Taking responsibility for one's actions
- Seeking resources and support when needed
- Academic success
- Preventative health and wellness
- Self-efficacy/advocacy
- Accountability
- Personal ethics
- Life skill competences
- Planning and goal setting
- Self-confidence
- Explore new learning opportunities
- Self-reflection/awareness
- Interpersonal competence
- Critical thinking
- Community impact of personal actions

Group Work – Select a Learning Domain

- Discuss programs and services provided by your department/unit.
- Identify the needs that the programs and/or services address.
- Select a learning domain that is representative of the mission/goals of your programs/services for the purpose of today's training.



Writing Learning Outcomes



Jan Serrantino



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Participant Learning Outcome

Student Affairs Professionals participating in the Developing Effective Student Learning Outcomes training will demonstrate comprehension of student learning outcomes by writing a specific and measurable SLO.

Measurement:

Pre-Post Test, Presentation, Document Analysis

Pre Test

1. What are the 3 characteristics of effective student learning outcomes?
2. Student Learning Outcomes should be developed in response to an observed _____ or _____ in student behavior, knowledge or skills.
3. List the ABCs of an effective student learning outcome.

What are Student Learning Outcomes?

Statements that specify what students will **learn** or **accomplish** as a result of an activity.

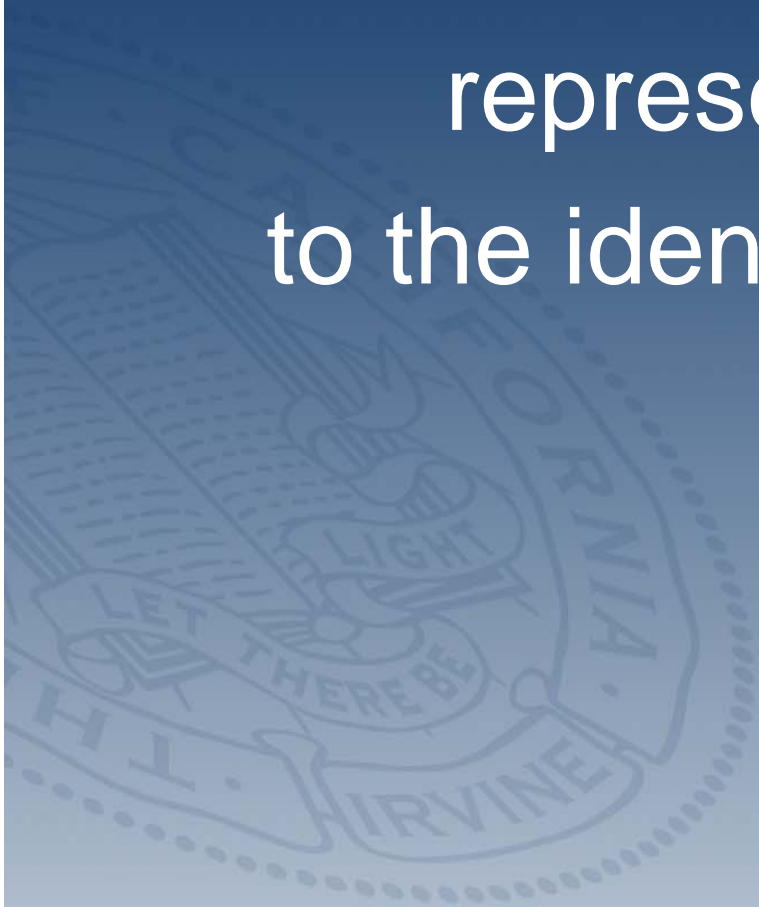
Usually expressed as **specific** knowledge, behavior, skills, or attitudes.

Student Learning Outcomes (SLOs) should flow from a need

A needs assessment determines the **gap** between a student's existing condition and a desired condition.

SLOs describe the desired condition – that is, the **specific** growth in skills, knowledge, or attitudes needed to reduce the gap.

Student Learning Outcomes
represent the solution
to the identified gap or need.



Why write Student Learning Outcomes?

- Statements that focus on behavior that is to be changed/developed
- Serve as guidelines for content, instruction, and evaluation
- Identify specifically what should be learned
- Inform what is to be accomplished

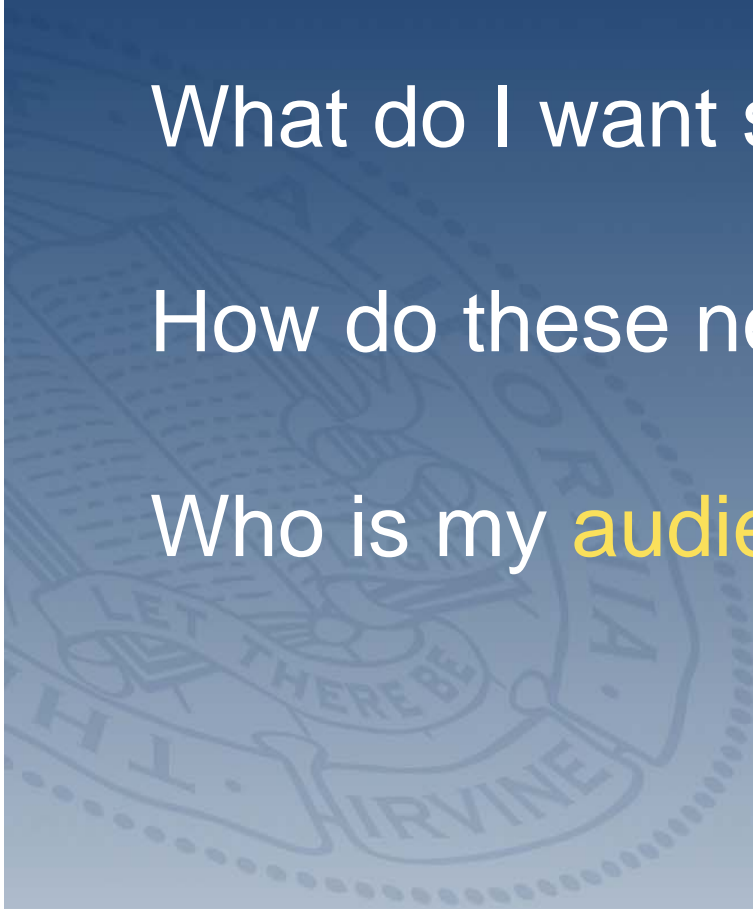
Consider...

In what way do I want students to **grow**?

What do I want students to **learn or do**?

How do these needs **relate** to our mission?

Who is my **audience**?



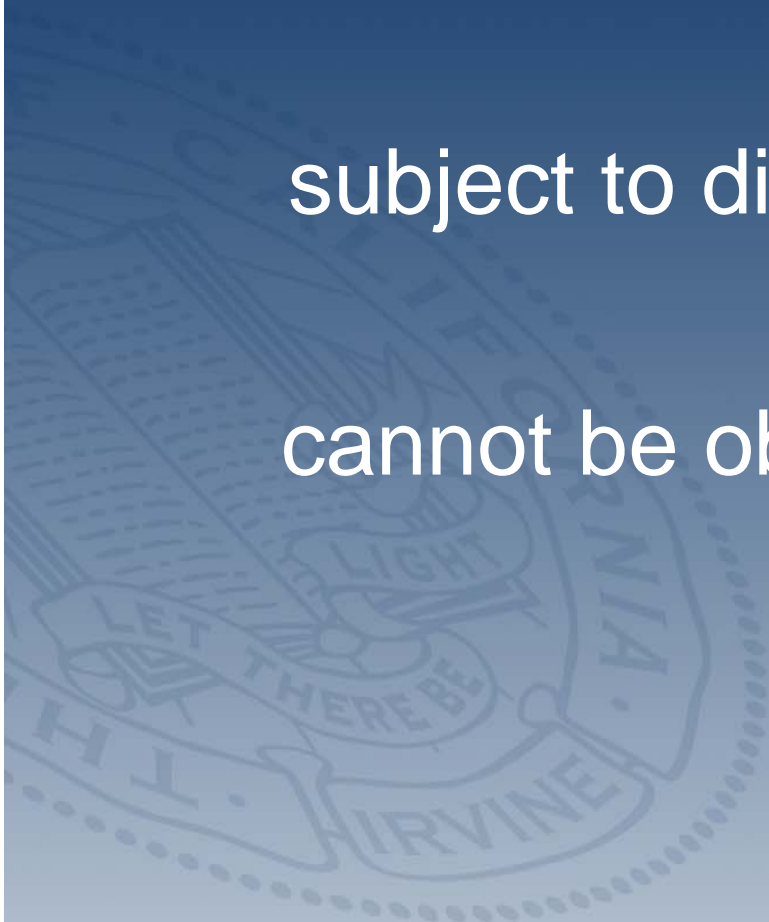
Decide...

- What is the most effective way to **present the activity** to the intended audience?
- These questions are a useful tool for speakers in order to focus their planning and instruction.

3 Characteristics of SLOs

- 1) The specific outcome/action must be **observable**.
- 2) The specific outcome/action must be **measurable**.
- 3) The specific outcome/action is **performed** by students.

Certain verbs are unclear
and
subject to different interpretations
and
cannot be observed or measured.



Avoid these types of verbs

know

awareness of

appreciate

become familiar with

understand

learn

There are better verbs to use that clearly explain what you want students to learn

[1] Dubuque, Iowa: Kendall1Phillips, Louis. The Continuing Education Guide: the CEU and Other Professional Development Criteria. /Hunt Publishing Co., 1994.

Measurable Action Phrases

- tell, describe, name, quote, label, list
- interpret, describe, contrast
- apply, solve, examine, classify
- explain, connect, troubleshoot
- integrate, generalize, design
- assess, measure, summarize, conclude

ABC's of an Effective & Measureable SLO

Audience/Participant **B**ehavior
Condition **D**emonstration of Achievement

Students participating in the Alcohol Education Program will **analyze 2 health issues related to university students involved in substance abuse and develop a written plan of action to address one issue**

Measurement: Essay/Action Plan, Pre-Post test

Pre-test Question 3

ABC's of an Effective & Measureable SLO

Audience/Participant - Students

Behavior- what I want students to learn, do or accomplish

Condition – the program or service

Demonstration of Achievement- product

Poor example

Participants will understand the reason for writing a student learning outcome

Better example

By the conclusion of the Learning Outcomes Workshop, participants will explain 3 reasons for writing effective student learning outcomes.

Measurement: exam, interview

Poor example

Participants will develop an appreciation of cultural diversity in the workplace.

Better example

Students enrolled in the Cultural Diversity Seminar will describe 2 approaches to constructively engage workplace diversity differences.

Measurement: essay, oral presentation

Campus Recreation Team Up Program

<http://www.campusrec.uci.edu/teamup/index.asp>



Campus Recreation Team Up Program

Team Up Outcomes

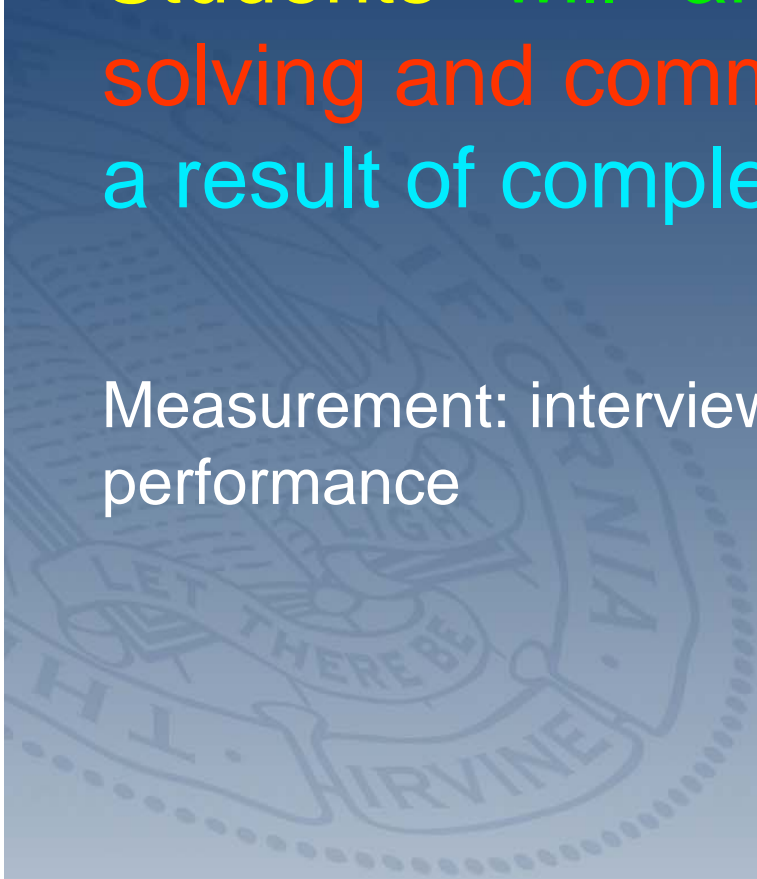
In addition to group relationship building, Team Up! programs can be focused to explore a number of different concepts relevant to successful teams, such as:

- Improving Team Performance
- Building Trust and Support
- Quality Improvement
- Improving Communication Skills
- Leadership Development
- Improving Problem-Solving
- Managing Change

Learning Domain: Leadership Development

Students will articulate how their problem solving and communication skills improved as a result of completing the Team Up Program.

Measurement: interview, feedback survey, observation of performance



Learning Domain: Civic & Community Engagement

By the conclusion of the Peer Mentor Training students will demonstrate knowledge of 3 social issues and problems facing university students.

Measurement: Oral presentation, post test, essay



Learning Domain: Personal Responsibility

Following participation in the International Student Orientation Program, students will work cooperatively to create a brochure that identifies campus resources and support options.

Measurement: Pre-post test, group project

Learning Domain: Administrative & Professional Skills

Students working in the Admissions Office will explain one skill-building goal to develop by the conclusion of their 1st quarter of employment.

Measurement: Portfolio, resume, projects



- Following participation in the student club officer leadership training, club officers **will be able to describe the five practices of Kouzes and Posner's leadership model**
- After attending a financial aid session, students **will be able to accurately complete the FAFSA form**
- Students completing the smoking cessation program **will be able to identify the five main effects of smoking on one's health**

-- 10 Minute Break --



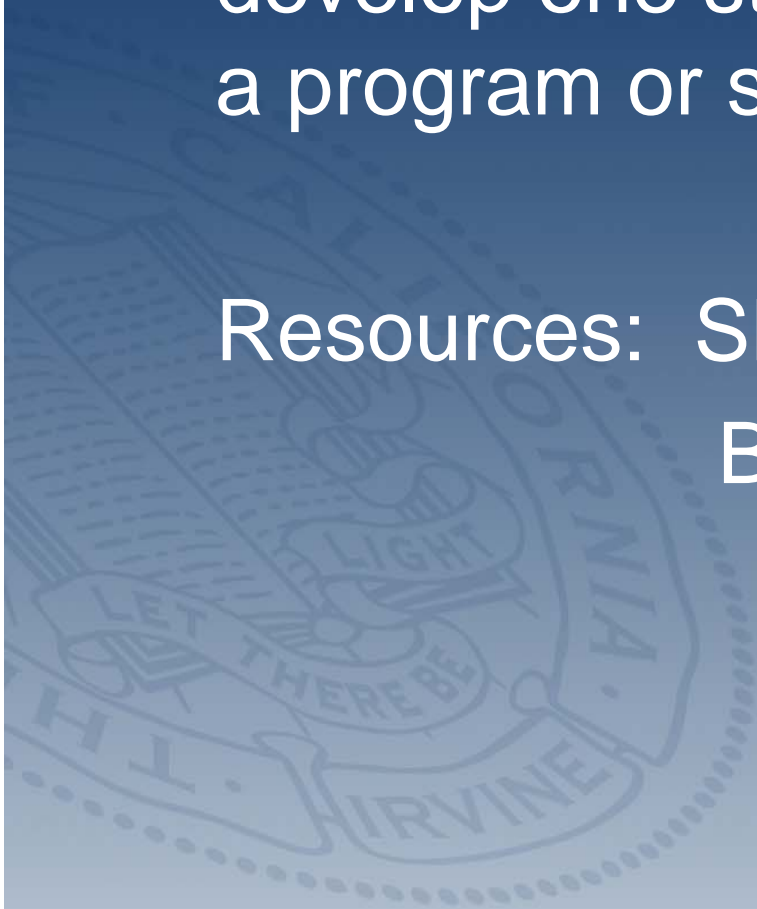
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Practice

Work on your own or in work groups to develop one student learning outcome for a program or service

Resources: SLO Template

Bloom's Handout



ABC's of an Effective & Measureable SLO

Audience/Participant - Students

Behavior- what I want students to learn, do or accomplish

Condition – the program or service

Demonstration of Achievement- product

Practice Results

Share your
Learning Outcomes



Post Test

- What are the 3 characteristics of effective student learning outcomes?
- Student Learning Outcomes should be developed in response to an observed _____ or _____ in student behavior, knowledge, attitudes or skills.
- List the ABCs of an effective student learning outcome.

Understanding Assessment



Stephanie Reyes-Tuccio



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What is Outcomes Assessment?

- The process of collecting information that will tell an organization whether the services, activities, programs or experiences it offers are having the desired impact on those who partake in them

Note: It is about evaluating the effectiveness of programs and services-NOT individuals



Why engage in assessment?

- We want to know, and improve the quality of student learning.
- Assessment is a part of WASC Accreditation
- We are committed to doing good work, promoting student success, using resources effectively and providing the best student experience



Learning Outcomes for this Session

- SA Professionals will be able to describe the Assessment Cycle
- SA Professionals will be able to determine whether or not their current measurement tools and data collected are aligned with their learning outcome
- SA Professionals will be able to list multiple tools for measurement of SLOs
- SA Professionals will have a greater comfort level with assessment



**On a scale of 1 to 5,
how would you score your
comfort level with assessment
?**

- A. 1 (not comfortable at all)
- B. 2
- C. 3 (somewhat comfortable)
- D. 4
- E. 5 (very comfortable)



Assessment Basics

1. Articulating Outcomes for Student Learning
2. Gathering information about how well students are achieving the outcomes (**measurement**)
3. Using the information for improvement

Source: *Assessment Clear and Simple*, Barbara Walvoord



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Tips for Approaching the Assessment Process

You want your assessment to be:

- Meaningful
- Manageable
- Sustainable

Determine what data you already collect or what data you would need to collect to assess the SLO



Measurement Tools

- Pre-Post Tests
- Interviews
- Focus Group
- Presentation
- Projects
- Activity Logs
- Observation of Performance
- Standardized Tests
- Poster Presentation
- Essay
- Research Study
- Survey
- Questionnaire
- Field Study
- Portfolio
- Field Work
- Document Analysis
- Statistics
- Test/Exam



Learning Domain: Leadership Development

Students will articulate how their problem solving and communication skills improved as a result of completing the Team Up Program

Measurement: interview, feedback survey, observation of performance.



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Learning Domain: Civic & Community Engagement

By the conclusion of the Peer Mentor Training students will be able to demonstrate knowledge of 3 social issues and problems facing university students.

Measurement: oral presentation, post-test, essay



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What tools might we use?

- Students who violate the Student Code of Conduct will demonstrate improved decision-making skills by the conclusion of the restitution process
- Measurement Ideas??

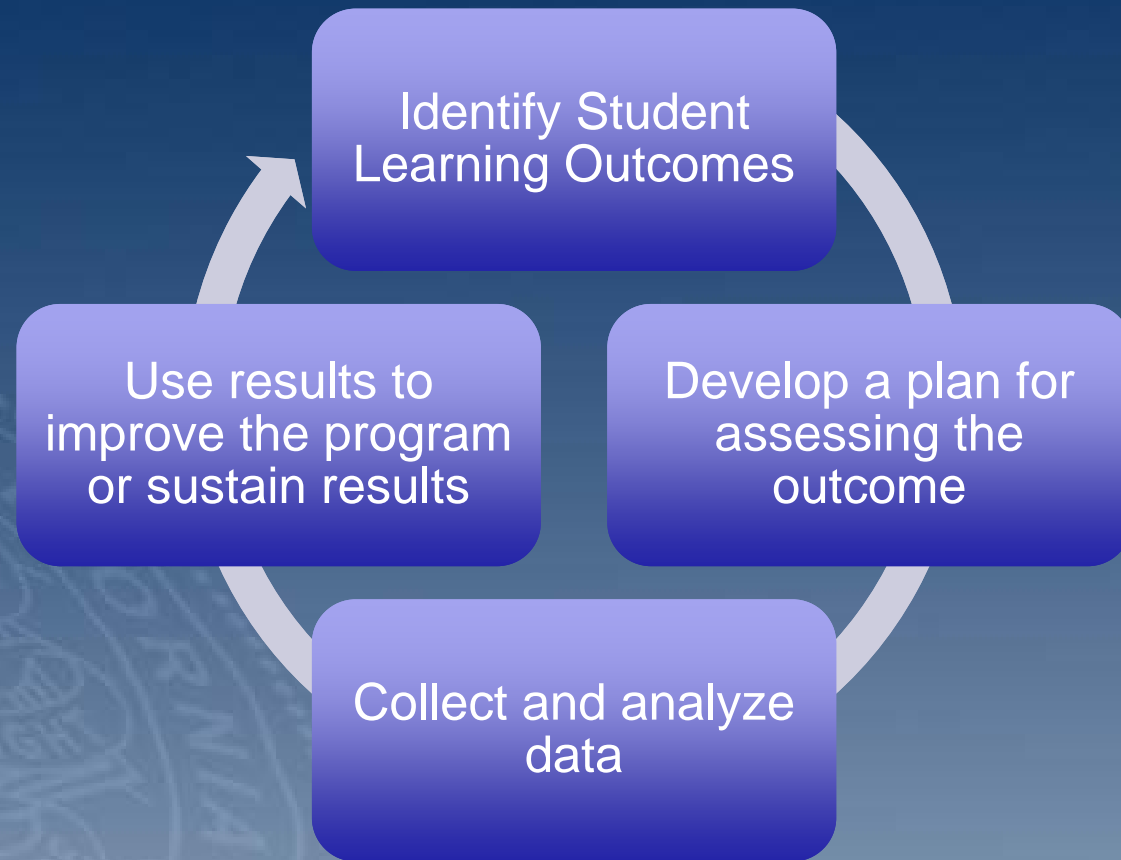


Table Discussion

- 1) What data do you currently collect?
- 2) Is it aligned with your newly developed SLO?
- 3) If not, what tools might need to be developed?



Assessment Cycle



**On a scale of 1 to 5,
how would you score your
comfort level with Assessment
?**

- A. 1 (not comfortable at all)
- B. 2
- C. 3 (somewhat comfortable)
- D. 4
- E. 5 (very comfortable)



Questions

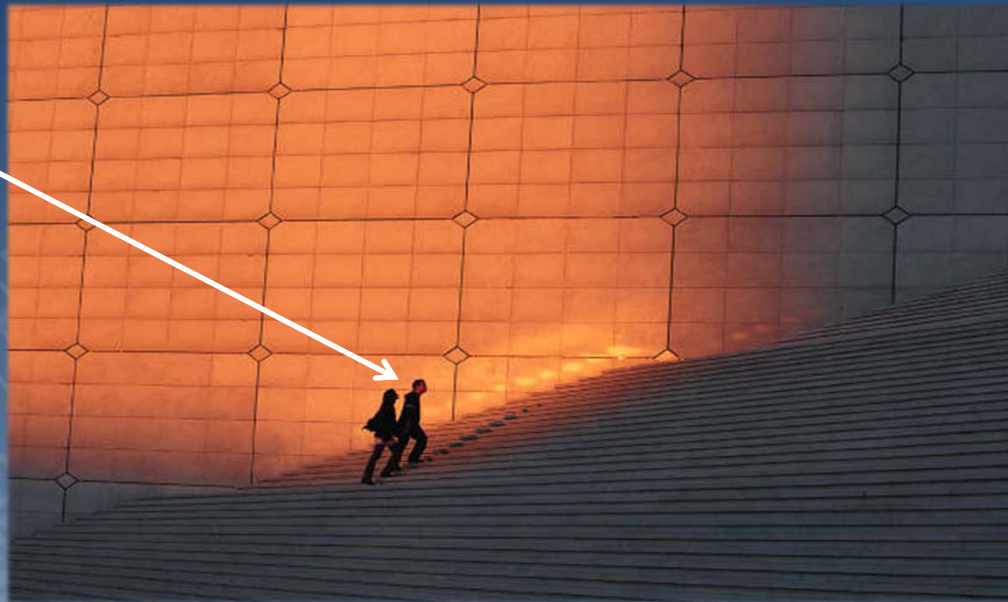


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Closing

Where do we go from here?

Rameen



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Thank you!



Special thanks to Jamie De Leon



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