



STUDENT LEARNING OUTCOMES

On the Student Services Side of the House



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“In response to the new accreditation standards, Student Services must specify learning outcomes and then administer assessments to see if students have actually acquired these learning outcomes.”

Learning Outcomes Assessment in Student Services,

Jerry Rudmann and Robert Gabriner



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Section II.B of the new Accreditation Standards states...

“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.”



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The standard continue...

“The institution provides an environment that encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students,” and “The institution designs and maintains appropriate programs, practices, and services that support enhance student understanding and appreciation of diversity.”



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The advocates of Student Learning Outcomes recognize that Student Services and Instruction travel on some different avenues, even if the destination is the same.

“Learning Outcomes are statements describing what you want your students to know and/or be able to do as a consequence of the service provided by your student service unit.”



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The counselors met during a recent retreat and started the process of developing Student Learning Outcomes for Guidance and Counseling.

Using Appreciative Inquiry as a guide, four Student Learning Outcomes were developed.

The initial process took approximately 2.5 – 3 hours.

The four topic areas selected were:

- Student Education Plans
- Transfer Paths
- Probation
- Career Planning



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This approach gets everyone involved. It includes group work, reporting out brainstorming, and ownership of the final product.

To begin the dialog, call together those who work in the unit. Provide food at the meeting. Food can be a welcome incentive to attend the meeting.

The importance of total involvement in this process cannot be overstated. This means everyone attend and everyone participates!



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Direct Evidence:

- Student Work Samples
- Portfolios
- Capstone Projects
- Observations of student behavior
- Juried review of student projects
- Surveys
- National licensure examinations
- Percentage of students who transfer

Indirect Evidence:

- Ask students or someone else reflect on the student learning rather than to demonstrate it.

Good practice dictates that the majority of learning outcome measures should be direct, rather than indirect.



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Thank you, and may all of your outcomes be what you expect!

Dee Brown, Guidance & Counseling



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The Process:

- Brainstorm ideas/issues/things that we do
- Write ideas on flip chart
- Write ideas on separate legal size white paper to post on walls
- Distribute set of four stick-on dots to each participant
- Have participants indicate their top four choices
- Count the dots for each idea
- The top four will be the topics chosen... Obtain consensus
- Divide the group into four... One for each topic and assign topics
- Provide example of the process
- Have them develop 1 – 2 Outcomes for the group's topic
- Reconvene and have each group report out to all their: 1) topic, 2) 1 – 2 Outcomes, 3) if they would like to continue to work on their topic
- Discuss the continuation of this work and the reporting of the progress to Dr. Harry Mersman who is the SLOACzar for Delta
- Collect and record each sheet for later distribution to participants



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