

IP&B

Student Service and Instructional
Support Retreat

Exercise

Work Collaboratively to Determine

1. What are the three major functions/activities the office staff/faculty engage in with students?

Operational Outcomes are metrics that document how well the operational aspects of a program or activity are functioning; they are useful however they do not document learning (Henning & Roberts, 2016)

- statements that describe the desired quality (timeliness, accuracy, responsiveness, etc.) of key functions and services within the program, support, or service
- Define exactly what the services/support should promote (understanding, knowledge, awareness, appreciation, etc.)
- Address regular operational or procedural tasks
- Relate to providing a service or product
- Have direct and indirect effects on students

Learning Outcomes

- Services that aim to increase students' knowledge or understanding of specific concepts.

Student Learning Outcomes vs. Operational Outcomes

Examples of Operational Outcomes:

1. Tracking – number of student's served, number and type of appointments with students, number of advisees.
2. Satisfaction – Level of satisfaction with the services provided, whether student or community
3. Cost effectiveness - Are the benefits worth the cost?
4. Needs – did students receive the Promise Grant?

Examples of Student Learning Outcomes:

1. Cognitive skills - critical thinking, reflective thought
2. Knowledge acquisition – Subject matter mastery
3. Intrapersonal development – values, identity, self-esteem, maturity
4. Interpersonal development – Understanding and appreciating differences, ability to relate to others.
5. Practical competence – career preparation, economic self-sufficiency, and managing one's personal affairs
6. Civic responsibility – Responsibilities as a citizen in a democratic society and commitment to democratic ideals

Exercise

Work Collaboratively to Determine

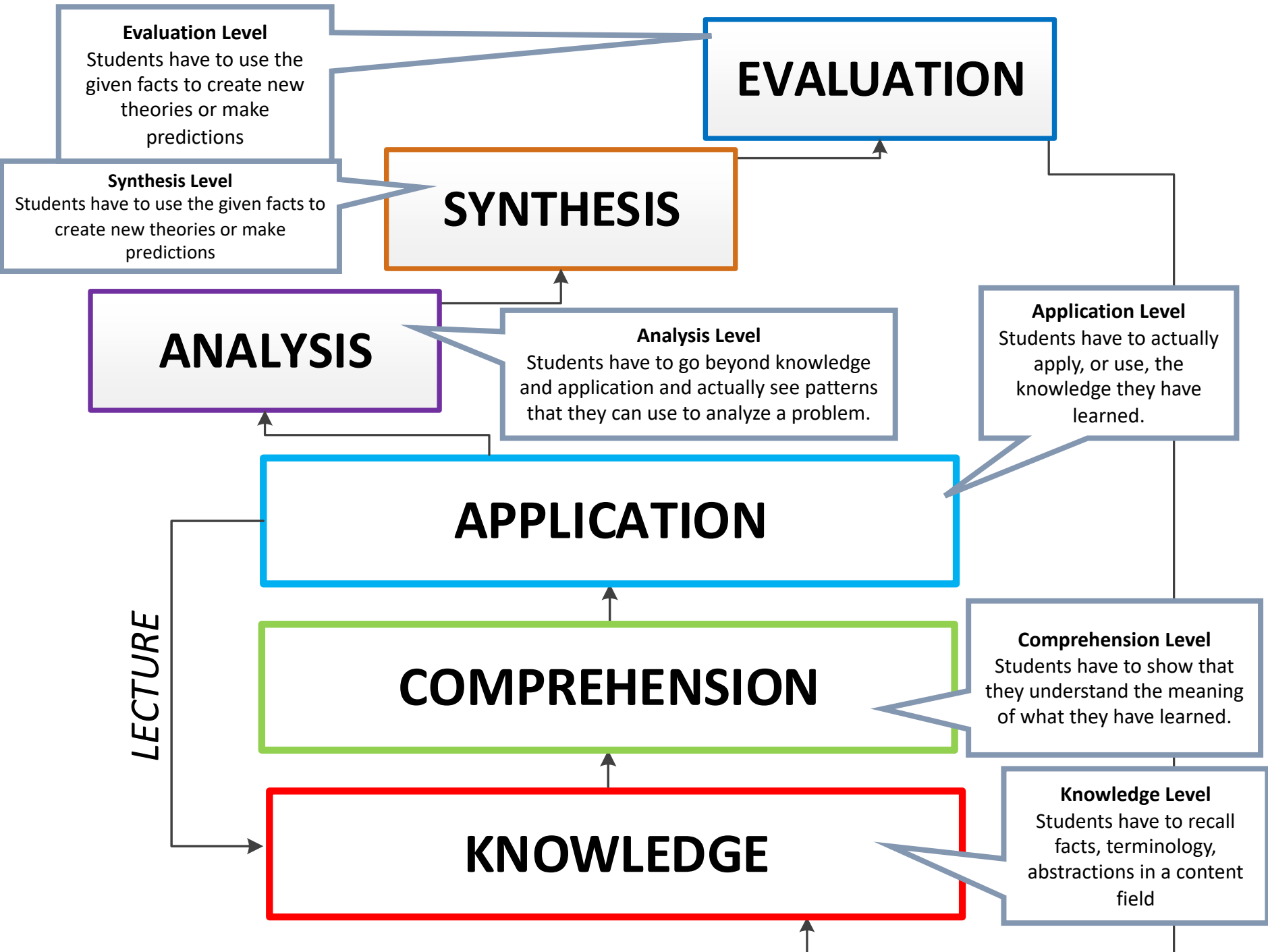
1. Define three to five operational outcomes for each function/activity.

Why are We Concerned With Student Learning Outcomes?

By taking an outcomes-based approach we are able to make targeted changes to continuously and strategically improve our programming and services.

Learning outcomes demonstrate impact!

- To assess learning, we ask students to demonstrate what they learn both during and after participating in a student services or instructional support sponsored program, service, activity, experience, or class.
- When designing learning outcomes we ask
 - *“what do we want students to know, be able to do, and experience after engaging?”*
 - *“what did the students actually learn?”*



NATURALIZATION

automated, unconscious mastery of activity and related skills at strategic level

Key Words: arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates. design, specify, manage, invent, project-manage

ARTICULATION

adapt, integrate, expertise to satisfy a non-standard objective

Key Words: adapts, alters, changes, rearranges, reorganizes, revises, varies. construct, solve, combine, coordinate, integrate, adapt, develop, formulate, modify, master

PRECISION

execute skill reliably, independent of help

Key Words: assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. demonstrate, complete, show, perfect

MANIPULATION

reproduce activity from instruction or memory

Key Words: re-create, build, perform, execute, implement, explains, moves, proceeds, reacts, shows, states, volunteers

IMITATION

copy action of another; observe and replicate

Key Words: chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects. copy, follow, replicate, repeat, adhere

**Internalizing
Values**

Has a value system that controls their behavior.

Examples: Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving.

Organization

The emphasis is on comparing, relating, and synthesizing values.

Examples: Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards.

Valuing

The worth or value a person attaches to a particular object, phenomenon, or behavior.

Examples: Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences. Shows the ability to solve problems. Follows through with commitment.

**Responding to
Phenomena**

Active participation on the part of the learners.

Examples: Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practices them.

**Receiving
Phenomena**

Awareness, willingness to hear, selected attention.

Examples: Listen to others with respect. Listen for and remember the name of newly introduced people.

What Student Learning Outcomes Do You Want?

- Knowledge acquisition
- Interpersonal competence
- Service leadership/learning
- Ethics and integrity
- Clarification of values
- Self-awareness
- Identity development
- Critical thinking
- Problem solving
- Interdependence
- Social justice
- Career development
- Intrapersonal development
- Social responsibility
- Civic responsibility
- Life skills
- Increase collaboration
- Communication skills
- Health and wellness
- Analytical thinking
- Empathy skills
- Civic engagement
- Increase in interdependence
- Positive sense of self

Exercise

Work Collaboratively to Determine

1. Define three to five student learning outcomes for each function/activity.
2. Work to select from the different taxonomies.

Exercise

Facilitated Discussion

1. Common operational and learning outcomes discussion

The Council for the Advancement of Standards in Higher Education Learning and Development Outcomes

The student learning and development outcomes model includes six broad categories (called domains):

1. knowledge acquisition
2. construction
3. integration and application
4. cognitive complexity
5. intrapersonal development
6. interpersonal competence
7. humanitarianism and civic engagement
8. practical competence