

IP&B

Student Service and Instructional  
Support Retreat

February 5, 2019

# 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.

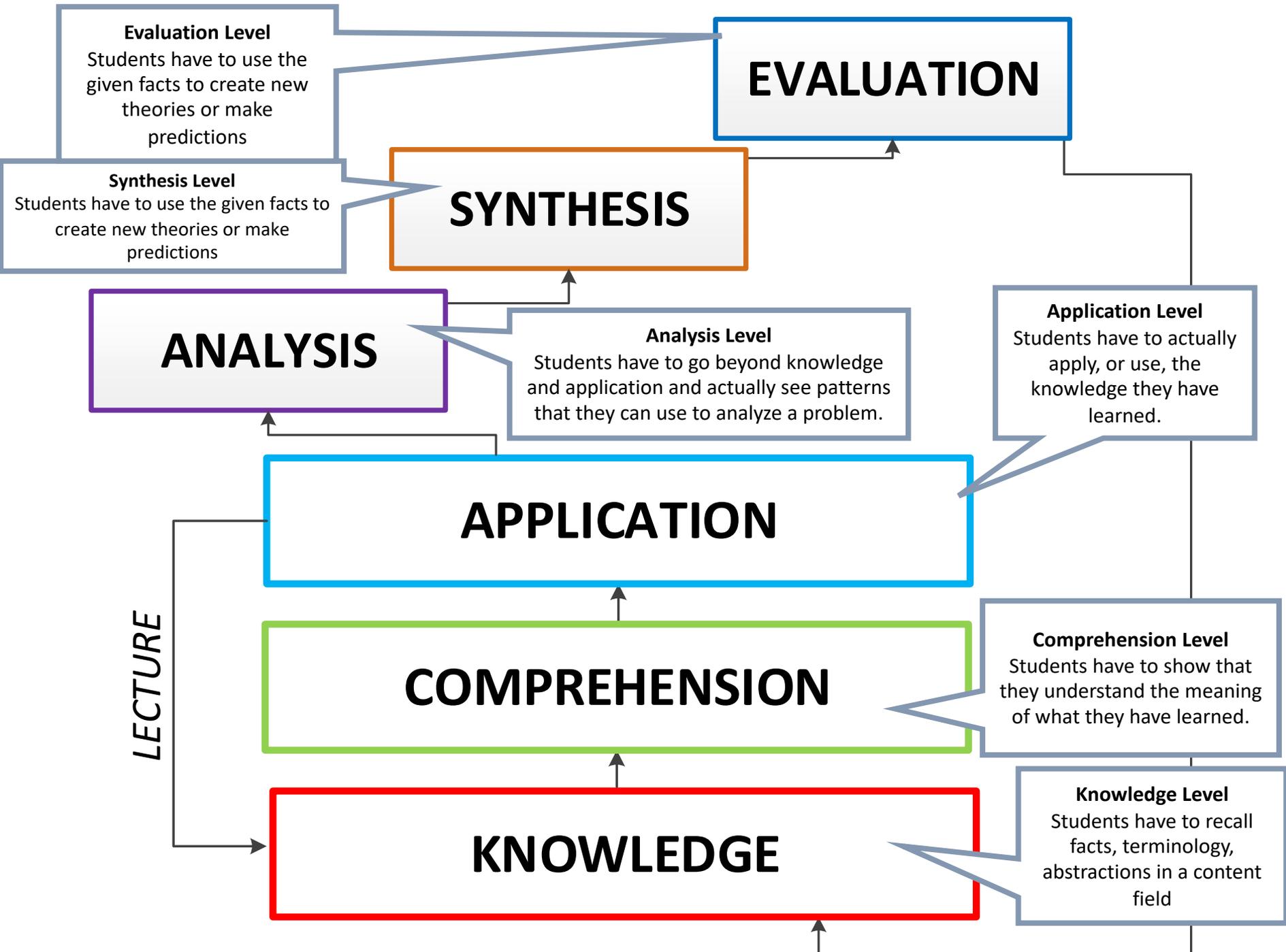
# Why are We Concerned With Student Learning Outcomes?

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