Learning Outcomes: Counseling in Action

Counseling Retreat
November 15, 2011
Ok, How?

- First, write down what you want to see
- Second, come up with a way to measure that
- Third, take your measurements
- Fourth, look at what you’ve collected, talk about it, and make some plans to do something
- Finally, rinse and repeat
Ok, How?

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Writing Outcomes: Are students on course?

- Think of the critical learning issues for students:
  - What are the key program successes?
  - What are the tasks essential to student success?
  - What are the skills needed to progress through the steps?

- Decide on which of these to focus on
  - Focus SLO activities on problem areas
  - What might be done (or is being done) to facilitate student success in this area?
Measuring Outcomes: 
How do we know if students are on course?

- Ways to assess the effectiveness of your strategies:
  - **Direct observation of actions or performance** (activities during a club meeting, interactions in counseling visit)
  - **Assessment of student task results** (completeness of student financial aid forms, successful registration or orientation; proper use of test results for placement)
  - **Student self-assessments** (surveys, reflective journals)
  - **Guided Discussion** (group or individual)
Assessing Outcomes: What’s the plan?

- Is there a clear, recurring timeline?
- Is it clear who does what?
- How and when are results discussed?
- How do discussions lead to change?
- How is this shared with others?
Things to Think About

- Is it clear why you are collecting this outcome? What does it tell you? How can you use it?
- Is the outcome something you can truly measure? Is it intuitively clear what it means?
- How does a student actively demonstrate the outcome?
Wrap-up

- Am I On Course?
- Next Steps.....
Mission College Model of Institutional Effectiveness

1. Define Clear Goals
2. Implement Strategies
3. Use Results of Assessments
4. Assess Achievement

Sustainable Continuous Quality Improvement

Planning

Data & Analysis

Use both Institution-Wide and at the level of Every Unit
Writing Outcomes: Examples

ACADEMIC ADVISEMENT

- Students who use advisement services will be able to identify course(s) and/or requirements they plan to take that will apply to their program of study

RECRUITMENT

- As a result of students participating in high school visitations, students will be able to identify the enrollment process
Tips for Writing SLOs

- Focus on what students can do
- Clear and simple
- Active and explicit verbs
- Directly linked to the service or program

- Outputs / activities of the service area
- Passive verbs
- Outcomes not connected to the service
Measuring Outcomes: Examples

ACADEMIC ADVISEMENT
Students who use advisement services will be able to identify course(s) and/or requirements they plan to take that will apply to their program of study

Possibilities:
- Follow-up Survey 4 weeks after visit
- 80% of students who use service will have Ed Plans within 2 months of visit
Measuring Outcomes: Examples

RECRUITMENT

- As a result of students participating in high school visitations, students will be able to identify the enrollment process

Possibilities:
- Follow-up Survey at end of session
- Participants successfully complete application for admission
Tips for Measuring SLOs

- Results will make sense to think about and discuss
- Measures what it’s supposed to
- Goal is attainable
- Includes a baseline for improvement

- Measured differently each time
- Isn’t directly connected with outcome goal
- Measure too few students to be useful
Breakout Session

- Work with colleagues at your table
- Review at least one of the Learning Outcomes at your table
  - Does it reflect
Group Session

- Reviewing some of the revised Learning Outcomes
  - How we would measure this outcome?
    - What are the methods?
      - Process and frequency
    - What are the indicators of success?
  - What’s the starting point baseline?