

STUDENT LEARNING OUTCOMES
HANDBOOK
FOR
COLLEGE SERVICES

DEFINITION OF COLLEGE SERVICES OUTCOMES: An assessable statement of how students experience the successful achievement of a college service function

GUIDELINES FOR WRITING COLLEGE SERVICES OUTCOMES

WHAT ARE OUTCOMES?

- The “outcomes” process does not ask you to do something completely new.
 - Each unit already does a self-study of its strengths and weaknesses as part of Program Review and perhaps for other reports and/or internal purposes.
 - The outcomes process differs from this in three ways:
 - It asks you to focus on your results, not your intentions:
ARE YOU ACTUALLY ACHIEVING YOUR GOALS?
 - It encourages more intra-unit discussion to identify outcomes, assess them, and discuss and plan response.
 - Because outcomes should be assessed regularly, it complements Program Review, which occurs less frequently.

TO BEGIN

- Your outcomes discussion should take both an *internal* and an *external* point of view.
 - FIRST, focus internally: What are your program goals and objectives?
Ask yourself such pertinent questions as:
 - How can my department help students learn? Are there specific and measurable student experiences that my department can identify as possible outcomes? How can my department act as a role model for SMC students?
 - How can we assess that we are achieving our outcomes?Write your outcomes and assessment plan, using the College Services Outcomes form.
 - SECOND, consider external issues: What is your unit’s relationship to the college as a whole? Ask yourself how your outcomes support the four institutional outcomes.
 - If you interact with students, do you encourage the attitudes in ILO #1: self-confidence, self-discipline, intellectual curiosity, and/or integrity?
 - Do your outcomes focus on improving your analytic and/or communication functions, the focus of ILO #2?
 - Do you support ILO #3’s focus on social knowledge and values, for example, by increased sensitivity to SMC’s diversity?
 - Does your work support ILO #4’s concern with sustainability? For example, purchasing from local rather than distant vendors, minimizing the use of supplies, etc. are some ideas.
 - A unit’s outcomes need not support all four institutional outcomes, only those that are relevant to its functions.
- When assessing an outcome, your focus can be on a single component or a single step within your unit’s larger functions.
 - Use this process to identify specific aspects of your work that would be valuable for you to improve, whether at points of in-put, interim steps, or end product. You are the experts in the work you do—no one can write your outcomes for you as no one knows the details of your work. As the authors of this process, identify and address aspects of your work where you would genuinely like to see improvement, in terms of efficiency and/or in terms of SMC’s institutional values.

DIFFERENCES BETWEEN AN OBJECTIVE AND AN OUTCOME FOR COLLEGE SERVICES

Objectives and outcomes might look very similar but are, in fact, very different in terms of their use and function. This table highlights their differences.

<i>Objectives</i>	<i>Outcomes</i>
...act as a guideline for how a task or function should be structured	... express the end goal: How will students experience the successful achievement of your objectives? (See accompanying examples.)
...are comprehensive. There is an objective for each task/function or key component of a task.	... are broad. They link together related objectives.
... are not necessarily linked to a specific assessment, but staff are responsible for seeing that each objective is met.	...are linked to an assessment cycle. Staff are responsible for assessing their outcomes, to evaluate how well they are being met. Based on this assessment, staff are responsible for taking steps to improve their results.
... are only found at the task/unit level.	... are found among all campus constituents (academic, student services, and college services). They link these groups together through their support of the institutional outcomes.
... are a permanent statement, in relation to a specific task or function.	... are linked to permanent objectives, but may change based on assessment results.
... are reviewed and approved internally.	... are reviewed and approved by the staff responsible for the task/function and the relevant governance groups.

Santa Monica College

College Services Outcomes

Date:

Service unit:

Outcomes: How will students experience the successful achievement of your objectives? How does your work effectively and (in)directly help students gain the attitudes and behaviors and/or communication and analytical skills and/or social and environmental knowledge and values that support their success? Please identify at least two outcomes, along with the assessment methods that you will use to evaluate them.

1.

As assessed by:

2.

As assessed by:

What plan will be used to assess these outcomes? Identify the following components: frequency (how often), rotation of service(s) to be assessed and/or employees to participate in assessment, and measurement tool(s) and standards.

INSTITUTIONAL LEARNING OUTCOMES

Through their experiences at SMC, students will

PERSONAL ATTRIBUTES

acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives;

ANALYTIC & COMMUNICATION SKILLS--

obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems;

APPLIED SOCIAL KNOWLEDGE & VALUES

respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events;

APPLIED KNOWLEDGE & VALUATION OF THE PHYSICAL WORLD

take responsibility for their own impact on the earth by living a sustainable and ethical life style.