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Orientation

July 2013

Overview of SLLO Orientation



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- Learning about SLLO
- Writing Learning Outcomes
- Documenting Student Learning
- SLLO and the QEP

Student Affairs' Role in Learning



**What skills, knowledge,
and tools do
advisors/supervisors need
to track student learning?**

Involvement

An involved student is one who devotes considerable energy to academics, spends much time on campus, participates actively in student organizations and activities, and interacts often with faculty.

(Astin, 1984, p.292).

Student Learning

Learning Reconsidered defined learning as a “complex, holistic, multi-centric activity that occurs throughout and across the college experience” (p. 5).



**What do student leaders
in your organization
learn from their leadership
experiences?**



**How do you know
they have learned those skills?**

Student Leader Learning Outcomes (SLLO)



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SLLO promotes the understanding, implementation, assessment, and improvement of student learning in the Division of Student Affairs to prepare student leaders to become integrative and lifelong learners.

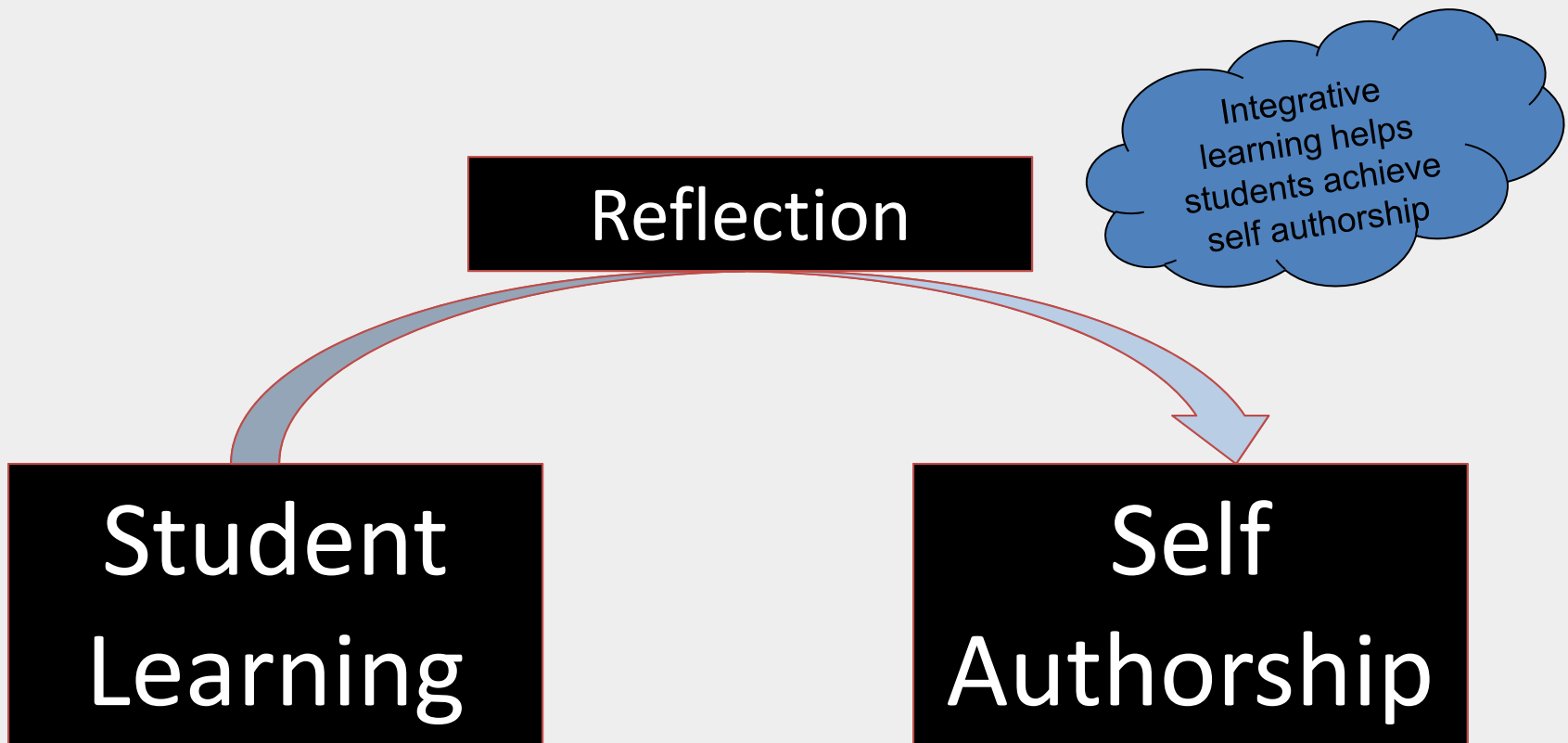
Goals of SLLO



By basing our work in scholarship and current techniques, we strive to achieve the following goals:

1. Create an environment where integrative and lifelong student learning is encouraged.
2. Provide training and professional development for staff on concepts of co-curricular student learning.
3. Create and share methods for assessing and documenting student learning in the co-curricular.
4. Provide evidence of student learning outcomes through their participation in co-curricular experiences.
5. Contribute to the body of knowledge pertaining to student learning in the co-curricular.

SLLO Foundation



SLLO Foundation: Discussion



- Small group discussion
- Answer these questions:
 - What are the potential challenges with reflection?
 - What are some intentional ways to overcome these challenges?
 - Give three suggestions/examples of building reflection and/or reflective questions into your work with a student organization over the course of a year.
 - Hint – build reflection into assessment tools
- Report out to the group at large

History of the SLLO Project



Faculty Focus Groups

- What do students need to know, beyond discipline specific knowledge, to be successful in their field?

Student Organization Advisors

- Are there common leadership skills that we want student leaders to have at the end of their experience?



Brainstormed Themes



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Critical Thinking

Communication

- Oral
- Written
- Interpersonal

Diversity

Project Management

Teams and Groups

Delegation

Effective Meetings

Fiscal Management

Service

Risk Management

Vision/Mission/Goals

Active Citizenship

Membership Selection

Reflection/Transference

Critical Feedback



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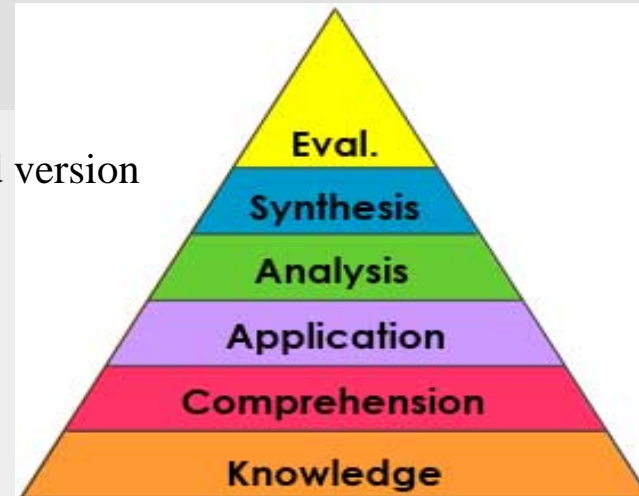
Writing Learning Outcomes

Bloom's Taxonomy

New version



Old version



Remembering: can the student recall or remember the information?	Define, duplicate, list, memorize, recall, reproduce, state
Understanding: can the student explain ideas or concepts?	Classify, describe, discuss, explain, identify, locate, translate, paraphrase
Applying: can the student use the information in a new way?	Choose, demonstrate, employ, operate, interpret, solve, illustrate
Analyzing: can the student distinguish between the different parts?	Appraise, compare, contrast, criticize, examine, question, differentiate
Evaluating: can the student justify a stand or decision?	Argue, defend, judge, select, support, value
Creating: can the student create new product or point of view?	Assemble, construct, design, develop, formulate

University Learning Outcomes



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Student Learning Outcomes



- Defined: An identified action that a student is expected to demonstrate in terms of knowledge, skills, and/or attitudes upon completion of a program.
- May encompass cognitive skills, performance skills, and affective skills.
- Formula: Students will be able to <action verb><something>following<experience>.

Learning Outcomes



- Should be
 - Measureable and/or observable (within your control)
 - Meaningful (focus on important concepts)
 - Manageable (you don't have to measure everything all the time)
- Focus on the end result
- Discrete statements – avoid using “and”

The ABC's of Learning Outcomes



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- Audience – Who is doing it?
- Behavior – What are they doing?
- Condition – When will they do it?
- Degree – How will you know they did it?

The ABC's of Learning Outcomes



Compare these two:

Student employees will be exposed to the principles of risk management.

At the completion of orientation week, Indoor Climbing Facility Staff will be able to verbally articulate the three layers of risk management without error.

Writing Learning Outcomes



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- Writing Learning Outcomes Handout
- Learning Outcomes Activity

Methods to Assess and Document Student Learning

Stocking Your SLLO Toolkit



Examples of Tools

- Rubrics
- Learning Contracts
- Photography and reflection
- Observations with documentation
- Reflective conversations / writing (“1 minute paper”)
- Exit Interviews

Advisor/Supervisor Role in SLLO



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- Interviews
- Pre/Post Surveys
- Ask intentional questions
- Help students rewrite their resumes
- Pick one student leader and implement a rubric of his/her choice

Challenges with the Tools

- You have to find the right tool for your students
- Work within the realm you are comfortable, don't be afraid to try new tools



Overcoming Barriers

- Work with a core group of people committed to student learning assessment
- Focus on the contributing to the institutional direction
- Do what you can when you can
- Just Do It!



Aggies Commit – Leadership Learning Contracts



- New initiative for the year to create an integration/support group for advisors/supervisors who commit to using this tool with at least 1 student leader/employee
- Be on the lookout for information on how to sign up for this group
- Will kick off in August 2013



SLLO and the QEP



Integrative Learning

- “*Integrative learning* is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus” (Association of American College and Universities)

Lifelong Learning

- *Lifelong learning* is “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence”
- An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills **while in school** (Association of American College and Universities)



Resources to Use

- eLearning resources
 - Executive summary
 - SLLO – How to select a rubric
 - SLLO – purpose and goals
 - Learning modules/toolkits
- SLLO website – <http://sllo.tamu.edu>
- SLLO blog – <http://sllo.tamu.edu/blog>



Wrap Up

- Questions?
- Afternoon Session – SLLO Tools
- Watch for information about Aggies Commit - Leadership Learning Contracts next month
- Evaluation