STUDENT DEVELOPMENT
AND
STUDENT LEARNING OUTCOMES

The material which follows represents a composite of the Divisional discussions regarding student learning outcomes beginning with the Flex presentation of 2003, continuing with the Flex presentation of 2004, and concluding with the on-going dialogue to the present.

An outcomes inventory was also completed by the Department Chairs and Program Directors of Student Support Services and is available as a separate document.

For further information, please contact Kathe German

Thank you
STUDENT LEARNING OUTCOMES
AND
STUDENT DEVELOPMENT

A SYNOPSIS OF THE FORUM FOR PRACTITIONERS

Presented
by
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Lorelei Leung
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for
Student Development Faculty and Staff

Fall Flex 2003
The release of the new WASC accreditation standards in June of 2002 has generated a great deal of interest in understanding how ‘student learning outcomes’ fit with current practice here at City College. *Student Learning Outcomes and Student Development* is one of four practitioner forums that were offered during the Fall Flex in order to explore what faculty and staff are already doing - and what they will need to do - to address the new standards on student learning outcomes. At each session, three key questions were addressed:

1. How do we identify desired learning outcomes or competencies for courses and programs?
2. What kind of assessment tools are used to measure whether students have learned the desired outcomes?
3. What are the general skills and competencies that all students should have acquired and internalized when they use our services and complete our programs?

The Student Development Forum was designed specifically to explore the nature and impact of student learning outcomes resulting from our contributions to the growth and development of the students. With a brief look at best practices within and beyond the institution, facilitators and participants worked together to address a series of rhetorical questions designed to identify the ways and means we already address learning outcomes in areas such as assessment, orientation, counseling, support services, special programs and student services with the intention of creating an overall sense of the current status of our efforts as we begin to chart a path toward future development.

The fall Forum provided a brief description of the current context through an overview of the outcomes movement, the new WASC standards, and the response of institutions across the nation. Throughout the session, we considered our own individual understanding of the context, seeking to build a common foundation for the development of future endeavors. With the context in mind, we then began to reflect on our own response to the movement, establishing a sense of what outcomes have to do with our work as individuals and as departments, what we are already doing, and how we might expand, strengthen, and coordinate our response.

Following the Forum we prepared the synopsis which follows in an effort to share the results of our exploration with all of our colleagues throughout the Division and, perhaps, engage you in the continuing initiative to focus on the establishment, clarification, and delivery of our common student learning outcomes.

**Exploring the Context**

T. Dary Erwin, one of the foremost authors in the field, defines ‘student learning outcomes’ as “the cognitive and affective dimensions of learning” (1991). By this he means both subject matter and skills, as well as critical thinking, ethics, identity, and well-being. However, each of us as
professionals bring our own interpretation to the term, with synonyms including achievement, performance and competence, skills and tools, and other factors which contribute to goal attainment and life transformation.

Generally speaking, outcomes identify a particular body of knowledge, skills or beliefs which students completing the educational experience are expected to demonstrate in their respective working and living environments. A cursory review of examples from other institutions includes such outcomes as:

- Developing self-aware and interpersonally sensitive individuals;
- Developing democratic citizens participating in the political and social workings of the larger society;
- Becoming educated persons with mastery of a body of knowledge and insight into oneself and one's world;
- Developing skilled workers; and
- Developing the skills to facilitate, if not improve, one's quality of life.

Regardless of the institution, the characteristics of outcomes, particularly in Student Development, usually address the development of abilities required to empower students to determine and, subsequently, attain their goals, such as multicultural, interpersonal, and personal skills and values. However, they are often difficult to determine and even more difficult to measure as we consider issues such as quality and impact.

The roots of the outcomes movement are long and deep. In 1984, a report by the National Institute for Education entitled *Involvement in Learning* provided the impetus for an initiative that has, over the years, focused less and less on institutional effectiveness and more and more on student learning and development. Over the past nineteen years, the movement has been building with the support of higher education leaders, organizations, and institutions, as well as faculty and staff. After almost two decades of work, the substance of the movement has been tested to the point that the Council for Higher Education Accreditation (CHEA) and the regional accrediting associations have transformed their standards to focus on student learning and development.

Today student learning outcomes provide a focus – a way of articulating the intended impact of learning experiences on student growth and development. As a result, they also provide a framework - a structure against which to measure our contribution to student success. Through this continuing effort to improve impact, student learning outcomes influence the structure and delivery of programs and services and help our constituencies, from the students to the public, understand our intentions and affirm the value of our contributions. Generally speaking, then, it is agreed that outcomes are important to us because they help us clarify our contributions to the student experience and promote our contribution to student success.

Assisting us in this effort, the *Student Learning Imperative* developed in 1993 by the National Student Personnel Association promulgates the understanding that the college experience is intended to have both a cognitive and an affective impact on students – to contribute to their knowledge of the disciplines related to their chosen fields as well as their understanding of themselves and their potential – the latter often ascribed more to experiential rather than didactic arenas, and often delivered primarily through Student Development programs and services.
Following this line of thought, our new WASC standards for Student Development, therefore, seek evidence that the college provides “an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students.” (WASC, Standard II: Section B.3.b), and that Student Development, in particular, provides evidence of its contribution to “the achievement of student learning outcomes.” (WASC, Standard II: Section B.4.).

We – you and I – are the purveyors of these experiences, and we – you and I – therefore are the only ones who can really identify and foster the development of student learning outcomes in our Division. Once developed, they will provide a collective focus, define our impact, and provide insights into the ways and means of improving service delivery.

**Sharing Current Views and Practices**

Key themes addressed by student learning outcomes – particularly in Student Development - often include collaboration and integration, active learning, connections between learning and living, and engagement in the learning experience.

As college graduates ourselves, we understand that many of the growth experiences with the greatest personal impact occur beyond the classroom – through friendships, study groups, discussion forums, etc. – all providing major opportunities for personal and intellectual development. At City College we often address such themes in our work with students beyond the classroom through orientation and counseling programs and services, as well as Associated Student Government, student clubs, and leadership experiences. Moreover, programs such as the African American Scholars Program (AASP) and the Latino Services Network (LSN) Puente sew the seeds of integration across traditional academic and student affairs boundaries, as do programs such as Americorps and Service Learning in which we participate.

And how do we know whether our efforts are having an impact? While each of us may have a slightly different measurement in mind, we all generally try to make a direct connection between instructional and co-curricular experiences for our students in an effort to promote their engagement and interaction. As a result, we are secure in the recognition of our individual successes, in the response of our students, and in the satisfaction derived from connections made and successes achieved. Moreover, we are just beginning to look at the specific impact of our efforts – the numbers of students receiving service and successfully progressing toward their educational goals.

We know that, as an institution, we face a number of challenges and opportunities as we try to address the development of student learning outcomes. Our size and diversity, our commuter status, and the degree of difficulty in making personal connections with individual students all mitigate against student engagement. Nonetheless, we also know that strong individual contact at the start increases the return, while efforts to overcome obstacles inherent in the bureaucracy of the institution increase engagement and provide measurements of growth and development – both cognitive and affective.

Fortunately, our traditional efforts to address student learning outcomes as a Division – whether formally or informally – relate to the expectations of our colleagues across the institution and our
constituencies beyond the institution. To that end, City College provides an Annual Report of accomplishments and effectiveness to the community it serves through which the institution is widely recognized for its emphasis on diversity, a priority to which we, as a Division, contribute. Internally, however, the College community and, more specifically, our Division, is more likely to gauge success through efforts to improve service delivery and program quality, whether through the Enhanced Self-Study, reorganization, or program review. And personally, we are most likely to gauge our success on our perceptions of the performance of our students, both individually and collectively, and the quality of our educational community.

Charting the Course for the Future

Other institutions which have built on existing practice with student learning outcomes have designed initiatives that complement their institutional culture. Most colleges involve multiple constituencies - faculty, staff and students - in the clarification of their focus, the identification of outcomes, the integration of learning opportunities, the design of related assessments, and the use of the results for program development. Many of these institutions view student input as essential, often incorporating student initiatives into the array of programs and services and seeking student assistance input to document their impact of outcomes through focus groups, surveys, testimonials, and more. By designing initiatives that ensure involvement, focus, integration and measurability, these colleges have built commitment, enhanced quality, and increased impact on student learning and development. And by acknowledging the prominence of the Student Development contribution, both collaboration and investment in related programs and services have increased to the benefit of all.

At CCSF we might opt to begin with an inventory our current practices followed by a review of our Divisional mission and an exploration of our expected outcomes. With the identification of a few demonstrable outcomes related primarily to co-curricular learning experiences, we might consider sharing our thinking with the faculty and staff of Academic Affairs, proposing an interdivisional forum designed to increase our collective understanding of the unique contributions of both the academic and student development Divisions to student learning. By involving students in our discussions and focusing on student learning and development, the relevance of the outcomes we propose is assured. And by promulgating the outcomes broadly throughout the institution through new faculty and staff orientations as well as regular interactions with our academic colleagues, the connections within the learning experience will be made and the impact assured. Subsequent assessments will reveal increases in the numbers of students served throughout the Division, our contribution to student success, and, by extension, increased institutional effectiveness.

To begin, we need to expand the conversation by increasing opportunities to participate in the development of the vision and the design of the outcomes. Then we can link the outcomes to learning opportunities, implement innovations to supplement current practice, and assess the impact to promote further development. To promote this effort collegewide, we might consider hosting a student panel followed by conversations about outcomes in departments - all supported electronically across the Division – and involve instructional faculty in our deliberations to create a cadre of ‘goodwill ambassadors’ who carry the Student Development outcomes both into the classroom and beyond.

Stay with us as we move further into student learning outcomes!
REFERENCES

Articles

Books

Web Sites
American Association for Higher Education (AAHE) at www.aah.org
California Assessment Institute (CAI) at www.cai.org
Council for Higher Education Accreditation (CHEA) at www.chea.org
Higher Ed Outcomes Assessment at http://www2.acs.ncsu.edu/UPA/assmt/resource.htm
Western Association of Schools and Colleges (WASC) at www.wasc.org
STUDENT DEVELOPMENT:
EXPLORING OUR MISSION AND OUTCOMES

FLEX DAY SEMINAR
SPRING, 2004
Exploring Our Mission and Outcomes... is a seminar designed to facilitate a first look at our Division mission – that is, what we see as our fundamental purpose as a major component of the institution. Once the mission has been articulated and discussed, we will continue our conversation with an exploration of the types of outcomes that might be expected to follow. Upon conclusion of the seminar, we will share our collective thinking with our colleagues for their consideration and comment, taking a small step toward the design of Divisional learning outcomes.

AGENDA

1. Identifying the Outcomes in the Institutional Mission
2. Identifying the Outcomes in the Divisional Mission
3. Confirming the Outcomes in the WASC Guidelines
4. Crafting Potential Outcomes Statements
5. Considering the Implications of Bloom’s Taxonomy
6. Examining the Possibilities Across the Division
7. Identifying Next Steps

Following the Seminar we will share our thinking with our colleagues throughout the Division

Thank you for Participating!
THE CITY COLLEGE MISSION AND VISION

Key to the consideration of the Divisional Mission is that of the institution:

City College provides educational programs and services to meet the following needs of our diverse community:

- Preparation for transfer to baccalaureate institutions;
- Achievement of Associate Degrees of Arts and Science;
- Acquisition of career skills needed for success in the workplace;
- Active engagement in the civic and social fabric of the community, citizenship preparation and English as a Second Language;
- Completion of requirements for the Adult High School Diploma and GED;
- Promotion of Economic development and job growth; and
- Lifelong learning, life skills, and cultural enrichment.

To enhance student learning and maintain a commitment to excellence, the College provides an array of academic and student services that support the development of students’ intellectual, cultural and civic achievements.

City College of San Francisco belongs to the community and continually strives to reaffirm its commitment as a resource for the community.

To this mission, the College has added the following vision:

As City College moves into the twenty-first century, our foremost vision is that we will continue to value and foster superior levels of educational participation and academic success among our students. Through the outreach to and inclusion of all populations, the provision of an unparalleled learning experience for students, and the enhancement of a supporting and caring environment that sustains and leads them to the successful completion of their educational goals, we are motivated by a compelling and authentic vision.

- Above all else, we aspire to be a teaching and learning community whose principal distinction is the quality of instruction delivered by departments with strong reputations in their fields.
- We will continue to reach out to all neighborhoods, ethnic populations, and economic segments of our service area...
- We seek to build an inclusive community, where respect and trust are common virtues, and where all people are enriched by diversity and multicultural understanding...
- In the larger realms of the state, the nation, and the world, we hope to share out educational resources and contribute knowledge, expertise, and innovation as a post secondary institution of higher education...
Central to the discussion of student learning outcomes is the mission of the Student Development Division:

The overall mission of Student Development is to provide exemplary support for student growth and development equitably throughout the District. With diversity as its hallmark, the faculty and staff of the Division seek to increase student access, retention, satisfaction, opportunity, and achievement.

Through this mission, the Division seeks to provide the programs and services that reflect our students' needs and helps them reach their educational objectives. To that end, the Division strives to facilitate associate degree completion and transfer to baccalaureate institutions; assist with the achievement of competence in college-level English, math and computer applications; support the completion of the adult high school diploma and GED; and promote diversity, cultural enrichment, lifelong learning, and life skills.

Key to the delivery of the mission is the vision of the Division:

Our Students First – Striving for Excellence philosophy is driven by the service-orientation of the Division - a desire to anticipate the needs of the students and respond. It is based on the continuing effort to develop an understanding of the students themselves, where they are and what they want, involving them in helping us to decide how to deliver it. Similarly, the focus on student empowerment is an effort to help them take charge of their educational experience to increase the impact on their lives by providing them with the tools and teaching them to take increased responsibility. Through these efforts, we seek to help them make successful transitions and begin to transform their lives.

- The vision of the Student Development team is characterized by fully functioning members of the College community working cohesively and producing excellence for the College.
- With expanded resources and increased information access, the Division will promote excellence in its special programs, integrate credit and non-credit operations and services, deliver essential services equitably to all students at all campuses, and ensure the availability of facilities conducive to – and symbolizing – student success.
- The Division will emulate the “one-stop” student development concept with improved connections at the state level as well as the local communities served, as well as improved accessibility to the information that students need to know, presented cohesively and accurately, in person, in print, and on-line.
- The promise of clear, direct communication of programs and services is driven by the need to develop a strong voice that connects effectively with students, as well as the other components of the College, to achieve excellence in service delivery and ensure the availability of the resources and support required.

To sustain this vision, the Division will invest in the professional growth and development of its members, promoting its programs and acquiring new ideas in the process. As a result, the Division will deliver higher levels of student, staff and community satisfaction and success with each aspect of the vision, the philosophy and the plans implemented with direct, measurable, positive impact during the quest for excellence.
WASC defines four standards, including the Institutional Mission and Effectiveness, Student Learning Programs and Services, Institutional Resources, and Leadership and Governance, with six themes running through the standards:

- **Institutional Commitments**: A commitment in action to providing high quality education congruent with the institutional mission;
- **Evaluation, Planning and Improvement**: Ongoing institutional evaluation, planning and improvement to help serve students better;
- **Student Learning Outcomes**: The development of student learning outcomes which consciously and robustly demonstrate the effectiveness of efforts to produce and support student learning;
- **Organization**: The means to support inclusive, informed, and intentional efforts to define student learning, provide programs to support that learning and evaluate how well learning is occurring.
- **Dialogue**: Engagement in inclusive, informed, and intentional dialogue about institutional quality and improvement.
- **Institutional Integrity**: Demonstrated concern with honesty, truthfulness, and the manner in which the institution represents itself to all stakeholders, internal and external.

The second standard speaks directly to Student Development:

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student Support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning general information, requirements, major policies affecting students, and locations or publications where other policies may be found.
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
<table>
<thead>
<tr>
<th>Identified Outcomes Focus</th>
<th>Potential Learning Outcome Statement</th>
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<tbody>
<tr>
<td>Diversity</td>
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<td>Personal and Civic Responsibility</td>
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<tr>
<td>Intellectual, Aesthetic and Personal</td>
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</table>
### Bloom's Taxonomy: Affective Domain

**How did you come to value counseling?**

<table>
<thead>
<tr>
<th>RECEIVE</th>
<th>RESPOND</th>
<th>VALUE</th>
<th>ORGANIZE BY VALUE</th>
<th>CHARACTERIZE BY VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be aware that it exists</td>
<td>Respond passively in a compliant manner</td>
<td>Adopt a stance or value</td>
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<td>Engage in active</td>
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<td>organization of new</td>
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<td>ideas</td>
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<td>Be conscious that it exists</td>
<td>Participate willingly and actively</td>
<td>Define, defend, be loyal to this new value</td>
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<td>Tell others the new</td>
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<td></td>
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<td>philosophy</td>
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<tr>
<td>Be willing to learn about it</td>
<td>Be satisfied and feel pleasure in the response</td>
<td>Prefer this value over others</td>
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<td>Be interested in learning about it; involved, curious</td>
<td>Enjoy the response</td>
<td>Feel responsible for the new idea; become involved</td>
<td>Develop internally consistent value system</td>
<td>Persuade and encourage others to accept new value</td>
</tr>
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### Bloom's Taxonomy: Cognitive Domain

**How did you learn to be a counselor?**

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>COMPREHENSION</th>
<th>APPLICATION</th>
<th>ANALYSIS</th>
<th>SYNTHESIS</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know and recite specific facts</td>
<td>Understand basic ideas</td>
<td>Apply information to new area</td>
<td>Analyze the parts</td>
<td>Develop a plan; build an hypothesis</td>
<td>Assess the whole concept</td>
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<tr>
<td>List basic concepts</td>
<td>Explain in own words; summarize</td>
<td>Plan a project</td>
<td>Examine each part in-depth</td>
<td>Arrange parts into a whole</td>
<td>Determine it’s effectiveness</td>
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<tr>
<td>Identify and define parts</td>
<td>Translate into own ideas; summarize</td>
<td>Organize a new approach</td>
<td>Dissect into parts</td>
<td>Combine all ideas</td>
<td>Prove, test data, measure, solve</td>
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<tr>
<td>Recognize facts and recall data</td>
<td>Interpret meanings and clarify concepts</td>
<td>Build a model</td>
<td>Separate into manageable parts</td>
<td>Propose new alternatives</td>
<td>Critique whole concept</td>
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<tr>
<td>Repeat information</td>
<td>Make inferences; estimate</td>
<td>Experiment with ideas</td>
<td>Classify and categorize parts</td>
<td>Organize ideas into a whole</td>
<td>Judge the concept’s accuracy</td>
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<td>State information</td>
<td>Predict from own knowledge</td>
<td>Examine Ideas</td>
<td>Discriminate between parts</td>
<td>Integrate parts together</td>
<td>Evaluate on criteria</td>
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<td>Recall main ideas</td>
<td>Compare and contrast ideas</td>
<td>Solve a problem</td>
<td>Explain relationship between parts</td>
<td>Think in new holistic manner</td>
<td>Recommend solutions</td>
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CITY COLLEGE OF SAN FRANCISCO
STUDENT DEVELOPMENT DIVISION
STUDENT LEARNING OUTCOMES DISTRIBUTION ANALYSIS

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unique Outcomes</th>
<th>Diversity</th>
<th>Personal &amp; Civic Responsibility</th>
<th>Intellectual, Aesthetic, &amp; Personal</th>
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In conjunction with the Spring 2004 Flex Day, members of the Student Development Division participated in a session entitled *Exploring Our Mission and Outcomes*, a discussion designed to take a first look at our Division mission – that is, what we see as our fundamental purpose as a major component of the institution – as a means of exploring the types of learning outcomes that might be expected to follow.

To begin the discussion, we identified potential institutional outcomes inherent in the College mission, including those focusing on diversity; transfer; degree, diploma and/or equivalency completion; workplace skills; lifelong learning, life skills, and cultural enrichments, intellectual, cultural, and civic engagement; and economic development.

Next the discussion turned to the Divisional mission, identifying the role as one of support, facilitation, assistance, and promotion of the institutional outcomes to increase student access, satisfaction, opportunity and achievement. In keeping with this mission, the Division seeks to promote diversity, cultural enrichment, lifelong learning and life skills as key learning outcomes.

That said, the discussion was broadened to include other contributions to student learning that are also provided, through perhaps not directly stated, including:

- Navigate Alternative Cultures – institutional, ethnic, and nationalistic - locating information and charting a course while adapting, negotiating and advocating for themselves.
- Understand what they do not know.
- Assume responsibility for their learning and development.
- Make significant choices thoughtfully, be they educational or personal.
- Maintain intrinsic motivation, drawing on strengths and inner reserves.
- Demonstrate self-confidence.
- Expand their horizons.
- Engage with the community and work for improvement, challenging the status quo.

Additionally, it was noted that we, too, are learners, sharing of our own experiences as appropriate and growing from shared student experiences as well.

Underlying this discussion we discovered a belief in the concept of development, i.e., the ways in which our students grow and change while they are with us, at least in part through their interactions with us. One of the major tenets of a joint report entitled *Powerful Partnerships: A Shared Responsibility for Learning* (1998), the concept of development is integrated with ten other key tenets of learning:
Learning is a developmental process involving the whole person in an active search for meaning as they make connections. Though an individual process, it often involves others and is enhanced when it occurs in a compelling environment and supportive climate in which there are opportunities to use the learning, formally or informally, and integrate it with their personal experiences.

We also acknowledged that we haven't had the opportunity to work with all of the students, suggesting that we need to become more proactive, perhaps changing our image in the process. And we explored the need to work across the district, focusing as much on the needs of non-credit students as credit students.

Next the conversation turned to the WASC expectations, noting that student learning outcomes are expected to contribute to the development of an environment that “encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all...students, and enhances student “understanding and appreciation of diversity.” (WASC Guide, Standard IIB, 2003). While many of the potential outcomes identified in the missions of the institution and the Division can be collected under these overarching categories, two additional categories were considered: increased self-efficacy beliefs and engagement with City College.

And finally, we examined Bloom's progressive view of affective and cognitive development as a means of helping us develop statements that will chart levels of growth and development across the various units comprising the Division. An example using the affective domain helped to make the concept real for everyone:

When informed of the support services available through the College during the initial counseling conference, the student receives the information, becoming aware that the services exist, perhaps willing to learn about them, and hopefully interested in getting involved - curious.

Thereafter, as they begin their studies, they may begin to respond, at first merely compliant, and then more willing and active, leading to satisfaction and actual enjoyment as they participate in the support services.

By the end of the first, semester, having succeeded with the support services, they may begin to value the assistance, defending it, preferring it, and becoming involved in it.

Thereafter, they begin to incorporate the value into their own value system, acknowledging its fit and resolving conflicts with it to establish internal consistency in their value system.

And finally, they begin to reflect the new value system, telling others of their new understanding, and perhaps persuading others to use the support services as well.

By the end of the hour, we could begin to see how the Student Development Division might play a central role in contributing to the student learning outcomes of the College. With this underpinning, the participants agreed that we should share the notes on the discussion and hold a second session to consider crafting initial outcomes statements in the areas identified sometime next month.
On Thursday, February 26th, members of the Student Development Division continued their discussion regarding the design of student learning outcomes for the Division.

Continuing Dialogue

Participants reviewed the results of the previous discussion conducted in conjunction with the January Flex Day Activities, extending the discussion with consideration of the expectations of WASC. A WASC Workshop conducted on February 20th emphasized the importance of student learning outcomes to the new accreditation standards. Moreover, the presenters noted that the mission provided the foundation for outcomes identification, and that both quantitative and qualitative assessments of outcomes are equally useful in determining the impact on student learning.

Continued discussion of the origin, the focus, and the intent of student learning outcomes led the participants to return to the divisional mission statement:

The overall mission of Student Development is to provide exemplary support for student growth and development equitably throughout the District. With diversity as its hallmark, the faculty and staff of the Division seek to increase student access, retention, satisfaction, opportunity, and achievement.

Through this mission, the Division seeks to provide the programs and services that reflect our students’ needs and help them reach their educational objectives. To that end, the Division strives to facilitate associate degree completion and transfer to baccalaureate institutions; assist with the achievement of competence in college-level English, math and computer applications; support the completion of the adult high school diploma and GED; and promote diversity, cultural enrichment, lifelong learning, and life skills.

Next Steps

After some deliberation, it was decided that the group would reconsider the mission statement vis-à-vis student learning outcomes, sharing their continuing thoughts via e-mail prior to the next meeting and bringing their responses to the next meeting.

Please join us for the continuing discussion on Thursday, March 25th from 9 to 10 in Cloud 334.
On Wednesday, March 24th, members of the Division continued their discussion of the Divisional mission as it reflects the notion of student learning.

**The Divisional Mission:** Central to the discussion of student learning outcomes is the mission of the Student Development Division:

The overall mission of Student Development is to provide exemplary support for student growth and development equitably throughout the District. With diversity as its hallmark, the faculty and staff of the Division seek to increase student access, retention, satisfaction, opportunity, and achievement.

Through this mission, the Division seeks to provide the programs and services that reflect our students' needs and help them reach their educational objectives. To that end, the Division strives to facilitate associate degree completion and transfer to baccalaureate institutions; assist with the achievement of competence in college-level English, math and computer applications; support the completion of the adult high school diploma and GED; and promote diversity, cultural enrichment, lifelong learning, and life skills.

Key to the delivery of the mission is the vision of the Division:

- The vision of the Student Development team is characterized by fully functioning members of the College community working cohesively and producing excellence for the College.
- With expanded resources and increased information access, the Division will promote excellence in its special programs, integrate credit and non-credit operations and services, deliver essential services equitably to all students at all campuses, and ensure the availability of facilities conducive to – and symbolizing – student success.
- The Division will emulate the “one-stop” student development concept with improved connections at the state level as well as the local communities served, as well as improved accessibility to the information that students need to know, presented cohesively and accurately, in person, in print, and on-line.
- The promise of clear, direct communication of programs and services is driven by the need to develop a strong voice that connects effectively with students, as well as the other components of the College, to achieve excellence in service delivery and ensure the availability of the resources and support required.

To sustain this vision, the Division will invest in the professional growth and development of its members, promoting its programs and acquiring new ideas in the process. As a result, the Division will deliver higher levels of student, staff and community satisfaction and success with each aspect of the vision, the philosophy and the plans implemented with direct, measurable, positive impact during the quest for excellence.

**Discussion of the Current Mission Statement:** Participants suggested that the hallmark of the division should focus on student learning delivered in collaboration with instruction to result in student success rather than student success itself. Other concepts which might be emphasized in the statement include:
• Student self-awareness and aspirations
• Connections between collegiate learning and life skills
• Student awareness of options regarding their educational, career and life goals, teaching them how to develop options, to make choices, and to exercise their decisions.
• Assistance in making connections with resources and people
• Civic engagement
• Using pedagogy to teach them to teach themselves

We then considered an exemplary mission statement promulgated by the Learning Assistance Center:

Our academic support programs aim to inspire motivation, confidence and enthusiastic active learning. We are committed to helping students attain their academic, vocational and personal goals. As a diverse and collaborative learning community, we seek to continually improve strategies and services that benefit student learning.

The review of the LAC statement prompted the group to consider the question of diversity, reflecting on the definition provided by the WASC trainer on campus in February, a definition that went beyond ethnic and cultural diversity to include accessibility. Discussion focused on the impact of our diversity on the quality of student learning, an impact affected by our diversity as role models. The discussion resulted in the recognition that we need to create a context which encourages students to work together across ethnic and cultural boundaries, modeling such initiatives. Additionally, the group began to see that Student Development can create a context for learning and that the pedagogy of the division includes individualized, group and project-based instructional methodologies. Other WASC foci, i.e. personal, civic and ethical outcomes as well as intellectual, aesthetic and personal outcomes along with the outcome identified by the group through earlier discussion, i.e., self-efficacy and character development, we incorporated into the previous analysis.

Two other revisions of the divisional mission were also considered in light of the previous discussion, identifying key phrases and concepts that might be incorporated into a revised mission statement for the Division:

The overall mission of Student Development is to provide exemplary support for student growth and self-awareness across the lifespan equitably throughout the District. With student success as its hallmark, the Division seeks to increase student access, retention, satisfaction, opportunity and achievement. Additionally, Student Development strives to promote diversity, cultural enrichment, lifelong learning, and life skills.

and

The overall mission of Student Development is to provide exemplary support for student growth and development equitably throughout the District. Student success is achieved through the connection of student to appropriate resources, enabling them to partake actively in the life of the institution and community. In the process, students' educational pursuits are informed by their goals in the workplace, personal lives, community and society. With diversity as its hallmark, the faculty and staff of the Division seek to increase student access, retention, satisfaction, opportunity and achievement.

It was decided that we would continue to consider the possibilities and reconvene to develop a revised statement on Thursday April 15th from 8:30 to 10:00 AM in Cloud 334. Thank you!
STUDENT DEVELOPMENT  
EXPLORING OUR MISSION AND OUTCOMES

On Thursday, April 15th the team continued its discussion of the Divisional mission, resulting in the designation of a small subgroup to draft a statement for discussion at the next meeting.

During the discussion, the group reviewed a preliminary draft provided by Kathleen Mitchell:

Because the world is uncertain, encouraging students to set specific career and educational goals for an unpredictable future may result in limited choices. Therefore, the Student Development Division is committed to providing students with the skill to create options throughout their lives.

Through classes, seminars, and counseling sessions, we intend to provide students with the skills of curiosity, optimism, persistence, flexibility, and risk-taking. Our aim is to assist students to prepare for a changeable future and to create a satisfying life.

Reflections on this statement prompted members of the group to generate a variety of expectations of our work with students:

- Helping them to “see the world more fully and more passionately”
- Paving the path for a lifelong love of learning by teaching them the skills they will need along the way
- Helping them to confront such questions as who am I and how can I express myself
- Reiterated the emphasis Kathleen placed on optimism, flexibility, and finding the way

Eventually, conversation began to focus on the pragmatic, exploring the relationship between skill building and growth, the development of a sense of self and self-efficacy – essentially between the development of learning skills and personal growth – resulting in the identification of a developmental progression and a meaningful context. Ultimately the team decided that we need to help students find goals – especially the undecided – to decrease anxiety due to socioeconomic changes such as outsourcing, etc. We also indicated that we need to help students aim high and create options to ensure the development of lifelong skills and adaptability to change.

Basically, the group decided that we are no longer wedded to the hallmark – student success – and that we need to help students gain their independence by finding – and expressing – their own values – helping them find their center so that they can fly! Ultimately we hope to make daily life better, to help them create a life, and help them make personal meaning out of their educational experience. Building on the recent basic skills discussion, part of that effort is to help students see how learning relates to their personal development – their goals, values, and beliefs, etc. – and translate these to the outside world applicable to life.

So – working in tandem with academics across the aisle - we need to create more opportunities for students to explore – real world experiences such as service learning and related events - and perhaps create a personal development map to help students build confidence, increase self-esteem and experience success.
STUDENT DEVELOPMENT
EXPLORING OUR MISSION AND OUTCOMES

On Friday, April 28th, a subgroup of the Student Learning Outcomes Team began the process of drafting a potential mission statement for discussion at the next meeting of the entire group.

First the subgroup identified a compendium of themes related to the mission, among them:

Self-awareness
- Values
- Self-reflection
- Aspirations
- Personal presence
- Sense of purpose
- Valuing one’s experience and learning from it

Goal Direction

Attitudes
- Overcoming obstacles
- Flexibility
- Connecting to and leveraging resources
- Creating options
- Negotiating systems
- Self-efficacy

Skills
- Decision-making
- Optimism

Connections
- Community
- Prepare for responsibility
- Ethics
- Society
- Civic Responsibility
- Appreciation of diverse experiences

Knowledge and Understanding

Internal and External Resources

The Result:

Our aim is to assist students to prepare for a changeable future and to create a full and passionate life. By developing confidence and awareness of their values, aspirations, and options, students develop informed goals. By drawing on their internal and external resources, students can overcome obstacles to persist and attain their goals. Together with our colleagues we engage students in expanding their knowledge and understanding of themselves and their world, increasing their sense of direction and reinforcing their sense of belonging to the broader community.
With a semester of work behind us, the Division’s Student Learning Outcomes Team explored the nature and scope of the outcomes initiative, an effort that lead to the recognition that the existing Student Development Mission Statement was focused on the delivery of service without regard to the issue of student learning and development, to wit:

The overall mission of Student Development is to provide exemplary support for student growth and development equitably throughout the District. With diversity as its hallmark, the faculty and staff of the Division seek to increase student access, retention, satisfaction, opportunity, and achievement.

Through this mission, the Division seeks to provide the programs and services that reflect our students' needs and help them reach their educational objectives. To that end, the Division strives to facilitate associate degree completion and transfer to baccalaureate institutions; assist with the achievement of competence in college-level English, math and computer applications; support the completion of the adult high school diploma and GED; and promote diversity, cultural enrichment, lifelong learning, and life skills.

The revision drafted by a subcommittee and modified by the Team at its final meeting of the semester intentionally focused on the issue of student learning and development while seeking to remain free of the jargon of student learning outcomes, to wit:

Our aim is to engage students in expanding their knowledge and understanding of themselves and their world, increasing their sense of direction and reinforcing their sense of belonging to the broader community. By developing confidence and awareness of their personal values, aspirations, and options, students develop informed goals. By drawing on internal and external resources, students develop the flexibility to overcome obstacles and persist to attain their goals. Together with our colleagues we assist students to prepare for a changeable future and to create a full and passionate life.

Given this statement, the Team began the process of identifying the intended outcome, discussing the nature of the developmental progression and the evidence provided by the dialectical process. Anticipated outcomes identified by WASC include diversity; personal and civic responsibility; and intellectual, aesthetic and personal; additional areas identified earlier by the Team include ethics, character, and self-efficacy; and areas directly represented in the statement include knowledge and understanding of themselves and their world resulting in increased directionality, connectedness, confidence and personal awareness, resourcefulness, flexibility, and persistence.

In the fall, the Team will reconvene to share the draft mission statement throughout the Division, continuing with the revision, and design the Divisional learning outcomes.

Thanks to everyone who contributed to the discussions of student learning outcomes and the role of the Division during the semester; we all look forward to continuing our dialogue in the fall.
Last semester an interested team of about twenty faculty and staff participated in a workshop followed by four discussion sessions to explore out Student Development missions and outcomes.

The group began by considering the expectations of WASC, our accreditation association, which outlines three categories in which outcomes are anticipated: diversity; personal and civic responsibility; and intellectual, aesthetic and personal development.

Noting that the development of our outcomes should emanate from our mission statement, the group turned its attention to the Divisional mission statement and the accompanying interpretation:

*The overall mission of Student Development is to provide exemplary support for student growth and development equitably throughout the District. With diversity as its hallmark, the faculty and staff of the Division seek to increase student access, retention, satisfaction, opportunity, and achievement.*

*Through this mission, the Division seeks to provide the programs and services that reflect our students’ needs and help them reach their educational objectives. To that end, the Division strives to facilitate associate degree completion and transfer to baccalaureate institutions; assist with the achievement of competence in college-level English, math and computer applications; support the completion of the adult high school diploma and GED; and promote diversity, cultural enrichment, lifelong learning, and life skills.*

During the discussion which ensued, the group further recognized that the current mission statement emphasizes the concept of support rather than direct contribution to student learning, and development. As a result, the participants considered the development of an alternative, drafting the following statement:

*Our aim is to engage students in expanding their knowledge and understanding of themselves and their world, increasing their sense of direction and reinforcing their sense of belonging to the broader community. By developing confidence and awareness of their personal values, aspirations, and options, students develop informed goals. By drawing on internal and external resources, students develop the flexibility to overcome obstacles and persist to attain their goals. Together with our colleagues we assist students to prepare for a changeable future and to create a full and passionate life.*

This semester, the discussion will continue with the review of this preliminary statement, seeking comment from all members of the Division, to expand the conversation of our Divisional student learning outcomes and develop links with the outcomes of the Departments within the Division.

*We hope you will continue your interest and participation in this endeavor!