



Strengthening Student Success: What Counts - Panel discussion presented by Nadine Rosenthal, Chair, Learning Assistance Department, nrosenth@ccsf.edu Shaun Rowley, Coordinator and Instructor, College Success, srowley@ccsf.edu www.ccsf.edu/lac Click on “LAC Student Learning Outcomes”

Mission Statement: Create positive learning experiences that support student learning

Overview: Learning Assistance Department

- Reports to the Student Development Division, Dean, Student Support Services
- Includes: Tutoring, college success courses, open-access computer labs and classrooms
- WSCH: 7000. LERN 10: 2 sections. LERN 50: 16 sections. Computers: 100 student-use computers

Student Learning Outcomes Assessment Practices for two courses

- LERN 50 – College Success, 3 unit course, meets CSU Area E requirement
- LERN 10 – Introduction to Tutoring, 1 unit course, credit-no-credit only

Assessment Flowchart

1. Faculty Assess Own Course

- Faculty assesses and determines learning outcomes for individual course curriculum.
- Guiding questions
 - What are your learning objectives for your course?
 - How do you assess that your students are learning those objectives?
 - What is your teaching pedagogy?
 - What do you think are the most important learning objectives for your course?

2. Group Faculty Discussion

- Faculty come together to discuss the outcome of their individual assessments
- Guiding Questions
 - What are the similarities in our teaching pedagogy and learning objectives?
 - What are the differences in our teaching pedagogy and learning objectives?

3. Compare Actual Practices to Official Course Outline

- Guiding Questions
 - How do your learning objectives compare to the learning objective of the official course outline?
 - How do you need to modify your individual learning objectives?
 - Do we need to modify our official course outline?
 - How does your teaching pedagogy need to change to better accomplish your learning objectives?

4. Create Learning Outcomes Rubric

- Faculty combines information gained from assessment process and develops a learning outcomes rubric for course. (Draft attached for LERN 10 and LERN 50)

5. Survey Course & Lead Focus Groups

- Faculty surveys students to determine if learning outcomes are met.
- Faculty coordinates focus groups with questions created from student responses to survey questions.

6. Impact and Next Steps: Develop Grading Rubrics

- Faculty develops grading rubrics for students to follow when completing assignments.



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LERN 10: Student Learning Outcomes

By the end of the semester, both tutors and mentors will have worked with students for a minimum of 25 hours and be will be able to

- (1) Demonstrate their ability to use effective student-centered techniques in their tutoring/mentoring sessions, and
- (2) Evaluate their challenges and successes in tutoring/mentoring.

LEARNING OUTCOMES	ACTIVITIES	TUTOR/MENTOR REFLECTIONS	FACULTY ASSESSMENT
#1 Purpose, Characteristics, and Goals of Tutoring			
<ul style="list-style-type: none"> ▪ Determine characteristics of a good tutor/mentor ▪ Determine personal tutor/mentor goals ▪ Practice the Tutoring Cycle 	<ul style="list-style-type: none"> ▪ Purpose of tutoring/mentoring ▪ Tutor Code of Ethics ▪ Characteristics of a positive tutor/mentor relationship ▪ Tutoring Cycle 	<ul style="list-style-type: none"> ▪ Discuss: What is the purpose of tutoring? What is your goal for your students this semester? ▪ 5 Minute Paper: My goal for my students - what I hope for them to learn. 	<ul style="list-style-type: none"> ▪ Are tutors/mentors aware of the importance of focusing on how to learn rather than giving the correct answer?
#2 Positive Reinforcement and Questioning			
<ul style="list-style-type: none"> ▪ Demonstrate benefits & elements of positive reinforcement ▪ Demonstrate effective questioning techniques ▪ Define effective study techniques 	<ul style="list-style-type: none"> ▪ Positive reinforcement/praise ▪ Questioning skills ▪ Open-ended questions ▪ Blooms Taxonomy for questioning ▪ Direct study techniques 	<ul style="list-style-type: none"> ▪ Discuss: Why is it so difficult to ask good questions? What makes a question good? ▪ 5 Minute Paper: How I will incorporate questioning and positive reinforcement techniques in my own tutoring/mentoring. 	<ul style="list-style-type: none"> ▪ Are tutors/mentors able to ask open-ended questions? ▪ Are the tutors able to give positive reinforcement and praise in appropriate ways?
#3 Active Listening and Independent Learning			
<ul style="list-style-type: none"> ▪ Describe significance of verbal and non-verbal techniques that promote active listening ▪ Demonstrate use of active listening techniques in tutoring/mentoring sessions. 	<ul style="list-style-type: none"> ▪ Verbal and nonverbal active Listening ▪ Independent learning skills ▪ Personal Checklist of Listening Skills 	<ul style="list-style-type: none"> ▪ Discuss: Listen actively to others while they tell a bit about a class problem they've encountered. You do the same. Tell how it felt to listen, be listened to. ▪ 5 Minute Paper: How I will incorporate active listening and promoting independent learning into my tutoring/mentoring. 	<ul style="list-style-type: none"> ▪ Are tutors/mentors able to listen actively and with focused attention to their students?
#4 Multicultural Awareness			

<ul style="list-style-type: none"> ▪ Define “culture” and “diversity” and “cultural diversity” ▪ Share personal cultural influences with others and listen actively to cultural influences of others 	<ul style="list-style-type: none"> ▪ Definitions of Culture and Diversity ▪ Cultural groups and characteristics: beliefs, values, traditions, relationships, behaviors ▪ Assumptions 	<ul style="list-style-type: none"> ▪ Discuss culture and diversity in small groups. ▪ 5 Minute Paper: One area I hope to change in my tutoring/mentoring sessions as reflected in my discussions on diversity and multicultural differences. 	<ul style="list-style-type: none"> ▪ Are tutors/mentors able to listen actively to, and ask questions of, others when they speak about their cultures?
<p>#5 Learning Styles and Strategies</p>			
<ul style="list-style-type: none"> ▪ Define “Learning” as making connections ▪ Determine personal learning style as right/left brain dominant ▪ Describe use of pre and post tutoring activities using metacognition techniques 	<ul style="list-style-type: none"> ▪ “Learning” is making connections, connecting what you already know to something new that creates learning.” ▪ Left brain / right brain learning styles ▪ Studying smarter is using background knowledge, metacognition, and elaboration skills for pre, during, and post tutoring/mentoring activities. 	<ul style="list-style-type: none"> ▪ Discuss: Learning is making connections, left and right brain learning styles, and how to study smarter using metacognitive techniques ▪ 5 Minute Paper: My personal learning style and how I intend to adopt my style to that of students I tutor/mentor. ▪ 5 Minute Paper: How I will incorporate metacognitive techniques into my tutoring/mentoring. 	<ul style="list-style-type: none"> ▪ Are tutors/mentors able to articulate their personal learning style and address how to adapt their style to the style of their students? ▪ Are tutors/mentors able to incorporate metacognitive activities into their tutoring/mentoring sessions?
<p>#6 Student Reflections and Course Evaluation</p>			
<ul style="list-style-type: none"> ▪ Demonstrate ability to use effective student-centered tutoring/mentoring techniques ▪ Identify and assess challenges and successes in tutoring/mentoring, and plan for improvement 	<ul style="list-style-type: none"> ▪ Effective student-centered tutoring/mentoring techniques ▪ Course Evaluation 	<ul style="list-style-type: none"> ▪ Complete the course evaluation form. ▪ Final Reflection Paper Due: Analyze my ability to teach my students how to learn, including how I incorporate three of the class topics into my sessions. ▪ Use the <i>Grading Rubric</i>* to assist in completing final paper. 	<ul style="list-style-type: none"> ▪ Are tutors/mentors able to tutor/mentor in a student-centered approach that incorporates all aspects of this course? ▪ **Use the <i>Assessment Rubric</i> to assess teaching/learning from classroom observations and final papers.

**Grading Rubric*: To be developed next semester by teaching faculty for students to use while writing their final reflection papers. Faculty will use this grading rubric when reviewing student papers. This is a CR/NCR course, so grades are not provided.

***Assessment Rubric*: To be developed next semester by teaching faculty for ourselves to use to assess both our teaching and our students’ learning.



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LEARNING OUTCOMES	CONTENT	ASSESSMENT
Construct and analyze personal management charts of time and energy.	Life Management 1. Setting goals and priorities, making decisions 2. Time and energy management 3. Motivation and procrastination 4. Taking responsibility and overcoming fear 5. Self-esteem and self-awareness 6. Application of management skills to current classes	<ul style="list-style-type: none"> ▪ Construct personal time and energy management studies. ▪ Develop to-do lists and prioritization chart. ▪ Construct “Procrastination Logs” to discover personal patterns. ▪ Analyze personal experiences: objective and subjective descriptions.
Evaluate learning styles and apply them to life-long learning.	Learning Styles 1. Active and passive learning 2. Brain dominance: left and right brain learning 3. Learning styles 4. Self-directed and collaborative learning 5. Visual, auditory, kinesthetic, and tactile learning modes 6. Application of learning styles theory to current classes	<ul style="list-style-type: none"> ▪ Construct a chart differentiating between left and right brain dominance. ▪ Identify and develop of study and learning for all learning styles. ▪ Identify and create less comfortable learning strategies. ▪ Administer modality preference inventory, multiple intelligence assessments and personality assessments.
Examine personal and educational values and compare those values to those of diverse cultures.	Personal and Educational Values 1. Personal values, identity, and cultural diversity 2. Taking responsibility for educational goals 3. Educational and intellectual values 4. Life transitions	<ul style="list-style-type: none"> ▪ Draw a comparison chart contrasting personal values to those of diverse cultures.
Assess wellness concepts, including stress, diet, sleep and exercise and develop a personal health assessment and action plan.	Maintaining Health 1. Healthy, balanced lifestyle and the mind / body interplay 2. Managing stress and relaxation techniques 3. Dietary, sleep, and exercise requirements 4. Drug and alcohol usage	<ul style="list-style-type: none"> ▪ Develop a plan to reduce stress.

<p>Apply lecture notetaking technique to lectures from the current semester.</p>	<p>Strengthening Memory and Concentration</p> <ol style="list-style-type: none"> 1. Principles of learning and forgetting 2. Short and long term memory 3. Recognition and recall techniques 4. Concentration techniques and self-discipline 5. Mnemonic devices 6. Application of memory, concentration to current classes 7. Lecture Notetaking 8. Active listening 9. 5R and other lecture notetaking technique 10. Signal words and summarizing techniques 11. Class participation techniques 12. Application of lecture notetaking to current classes 	<ul style="list-style-type: none"> ▪ Present a memory aide to the class. ▪ Construct effective mnemonic devices.
<p>Assess textbook studying techniques and employ them to current textbooks.</p>	<p>Textbook Study Systems</p> <ol style="list-style-type: none"> 1. Survey of textbooks and chapters 2. SQ5R, SOAR and other textbook study techniques 3. Textbook reading techniques: topic sentences, main ideas, summarizing 4. Textbook notetaking techniques: lists, cards, mapping, outlining, summarizing 5. Textbook marking 6. Application of textbook study systems to current classes 	<ul style="list-style-type: none"> ▪ Develop a notetaking system for a textbook in current use and apply the system. ▪ Utilize the Cornell method of notetaking in one class.
<p>Compare and contrast study techniques for math, science, and liberal arts courses.</p>	<p>Subject-Specific Study Techniques</p> <ol style="list-style-type: none"> 1. Math 2. Science 3. Liberal arts 4. Application of subject-specific study techniques to current classes 	<ul style="list-style-type: none"> ▪ Outline study techniques for math, science, and liberal arts assignments. ▪ Use documentation to annotate sample writing.
<p>Formulate test taking strategies for both objective and essay exams and prepare practice exams and practice exam questions.</p>	<p>Test taking</p> <ol style="list-style-type: none"> 1. Text-taking anxiety: visualization and relaxation techniques 2. Test preparation and test-taking strategies 3. Objective exams 4. Essay exams 5. Application of test taking to current classes 	<ul style="list-style-type: none"> ▪ 21. Use documentation to annotate sample writing. ▪ Combine text, notes, and previous homework assignments. ▪ 23. Write sample test questions for an upcoming exam. ▪ 24. Develop and implement study groups to prepare for tests.

Employ the use of computers to library research.	<p>Using the Library</p> <ol style="list-style-type: none"> 1. Research materials and techniques 2. Use of computers for library research 3. The Library's two hour orientation is highly recommended 4. Documentation techniques 5. Plagiarism 6. Application of library usage to current classes 	<ul style="list-style-type: none"> ▪ Complete library self-guided tour. ▪ Use student ID card to access library catalogs and indexes off campus.
Examine critical analysis techniques and demonstrate those techniques using problem solving and decision making models.	<p>Critical Analysis and Problem Solving</p> <ol style="list-style-type: none"> 1. Analytical, cognitive, vertical thinking style 2. Problem solving and decision making strategies 3. Data, information, bias, facts, opinion, 4. Assumptions, evidence, arguments, judgments, evaluation, explanation 5. Application of critical analysis and problem skills to academic classes 	<ul style="list-style-type: none"> ▪ 27. Solve problems using analytical thinking and problem-solving techniques. ▪ 28. Utilize systematic problem solving model to solve case studies and then in one's own academic, personal, and profession lives. ▪ 29. Understand and utilize effective debating skills.