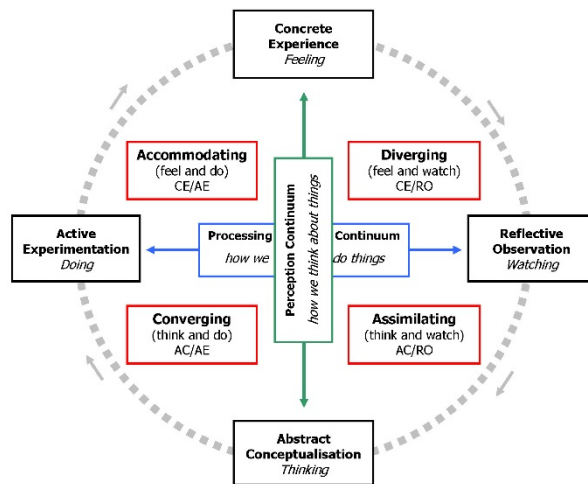


## Student Learning & Development Staff Checklist

- Identify theory (most applicable) to develop:
  - Job Description
  - Standard Operating Procedures/Handbook
  - Training
  - Learning Outcomes
  - Assessment
- Define outcomes-based assessment and articulate the purpose to each student.
- Create a descriptive rubric for learning outcomes (see example on back).
  - Include REACH Model and real-world expectations.
- Use rubric for intentional learning and development opportunities in all tasks.
- Incorporate student feedback:
  - Reflective Student Learning Portfolio
  - Student's Self-Assessment
  - Exit Survey
  - Rubric Evaluations of Reflective Learning Portfolios
- Review processes and outcomes annually



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*Every student can learn. Just not on the same day. Or the same way. ~ George Evans*

**References:**

NASPA Competencies:

[https://www.naspa.org/images/uploads/main/Professional\\_Competencies.pdf](https://www.naspa.org/images/uploads/main/Professional_Competencies.pdf)

Intentional Learning Environment:

Salisbury, M. H., Pascarella, E.T., Padgett, R.D., & Blaich, C. (2012). The effects of work on leadership development among first-year college students. *Journal of College Student Development*, 53(2), 300-324.

Challenge & Support:

Learning and Leadership Development While Working During College, Association of College Unions International., February 2014 (<http://www.acui.org/publications/bulletin/article.aspx?issue=49823&id=24590>)

Competencies Rubric:

American College Personnel Association (ACPA) — College Student Educators International

