**CCC** **SS-SLO and AUO Learning Outcomes Assessment Handbook** DRAFT 8-29-13

Student Services Student Learning Outcomes (SS-SLOs) and

Administrative Units Outcomes (AUOs)

**THIS IS THE RECOMMENDATION WE RECEIVED:** **College Recommendation 3**: To meet the Standards, the team recommends that the College fully complete the cycle of assessment and the documentation of how the results of these assessments are used for institutional improvement for course-level and degree/certificate-level student learning outcomes, general education and institutional learning outcomes, **student support services outcomes, learning resources outcomes, and administrative services outcomes**. (Standards I.B, I.B.1, II, II.A, II.A.1.c, II.A.2.e, II.A.2.f, II.A.3, II.A.6, II.A.6.a, II.B, II.B.4, II.C, II.C.2)

**I. THESE ARE THE TWO MAIN RELATED ACCREDITATION STANDARDS:**

II.B.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.

II.C.2. The institution evaluates library and other learning 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.

**II. THESE ARE SELECT PASSAGES FROM THE AACJC SLO RUBRIC ( ITEMS RELATED TO SSLOS AND AUOS):**

 **Proficiency Level:**

* Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees.
* There is widespread institutional dialogue about the results of assessment and identification of gaps.
* Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.
* Appropriate resources continue to be allocated and fine-tuned.
* Comprehensive assessment reports exist and are completed and updated on a regular basis.

 **SustainabilityLevel:**

* Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.
* Dialogue about student learning is ongoing, pervasive and robust.
* Evaluation of student learning outcomes processes.
* Evaluation and fine-tuning of organizational structures to support student learning is ongoing.
* Student learning improvement is a visible priority in all practices and structures across the college.
* Learning outcomes are specifically linked to program reviews.

NOTE: Although the college received a 2013 recommendation to develop “AUOs,” the AACJC does not mention AUOs in the Standards or in the Rubrics for measuring institutional effectiveness, planning, and learning outcomes. Their need can be implied with the wording for “support service” outcomes, above.

**III. DEFINITIONS**

**SLOs:** Student Learning Outcomes are statements about what students will think, know, feel, or be able to do as a result of an **educational experience.** At CCC, SLOs exist at the course, program, and institutional (General Education) level and assessment takes place at each level as “imbedded assessments” in Seaport. SLOs are collected in Seaport in the fall, and faculty dialog within their departments in the spring. Seaport provides qualitative and quantitative reports that are available online to all faculty, department chairs, and deans, and reports and results of dialog are used for program improvement, and in program review. The SLO coordinator brings results of dialog to the PIEAC via Close the Loop Surveys which summarize the dialog in each department. Close the Loop Survey outcomes are linked to the college strategic initiatives, and could be used to request specific funding based on identified need.

**SS-SLOs:** Student Services SLOs are statements about what studentswill experience or understandas a result of receiving **a given service**. SS-SLOs exist within various student services, learning support services, or certain administrative support services units. Assessment of SS-SLOs usually occurs in the form of student surveys across service/administrative units but can include exit interviews and focus groups. **[At CCC student services/learning resources include Admissions and Records, Assessment, CalWORKS, Counseling, Distance Learning, EOPS, Financial Aide, Information Commons, Library, Orientation, Military, SPSD, Student Success/Tutoring, Transfer Center, Veterans Office (in Admissions), Veterans Resource Center, Web Page.]**

**AUOs:** Administrative Unit Outcomes are statements that identify student responses to a service that a department provides. These statements provide evidence that positive student reaction has occurred as a result of a specific service. Assessment of AUO statements is very similar to SS-SLOs in that it examines the result of an experience, but AUOs typically deal with units that are considered to typically NOT be “student service” departments. Examples include a student’s experience with or perceptions of the college Web site, facilities, schedule of classes, or knowledge of campus rules or policies, such as obtaining a parking pass. **[At CCC administrative units include Bookstore, Human Resources, Office of Instruction, M&O/Facilities, Marketing, Security]**

**Goals:** Student Service and Administrative Departments have program “goals.” A goal is an observable and measurable end result usually having one or more objectives to be achieved within a more or less fixed timeframe.Goals differ from SLOs in that they are focused on what the program will achieve, while SLOs focus on what the student will experience or learn as a result of interacting with the program. Well written and documented goal statements also help the college meet Accreditation Standards II.B.4. II.C.2. (described above).

**Assessment:** is the continuous process of collecting, evaluating, and using information to

determine if and how well performance matches learning or service expectations. For assessment to be truly effective, it must be authentic (i.e., measures a real-world task), meaningful, reflective, and self-regulated. The purpose of assessment is to use the results, positive or negative, to inform meaningful dialog about how instructional and non-instructional services can be modified to engage students in the learning process and to sustain or improve institutional effectiveness.

**Summary of Processes for SLOs, SS-SLOs, and AUOs at CCC**

Appendix B describes the commonalities and differences between SLOs, SS-SLOs and AUOs, as well as data sources, and institutional processes.

**IV. SS-SLO AND AUO STAGES IN DEVELOPMENT AND IMPLEMENTATION**

**STAGE I**: Write SS-SLO/AUO statements (Each unit need have no more than two statements.) Identify how the statement might be measured in a consistent way (e.g., student survey questions). Statements themselves must be measureable.

**STAGE II**: Link the outcome statement to the Mission or a Strategic Initiative (see Appendix A).

**STAGE III**: Assess the SS-SLO/AUO statement and study the data.

**STAGE IV**: Conduct dialog/suggest changes for improving services/and/or update SLO statements if they are not useful as measurement tools.

**STAGE V:** Report to PIEAC; link to Program Review, planning, and resource allocation.

**V. HOW WILL CCC MEASURE SS-SLOs AND AUOs?**

* A survey will be deployed to a random sample of CCC students each October. Individual departments such as Financial Aid, EOPS, SPSD, CalWORKS, Student Success Center, and One Stop may need to formally request that their students complete the survey during this time, since their student populations are small and they may not be adequately represented in a random, general student survey.
* Not all departments will have SS-SLOs or AUOs, but each program, department, and service on campus will complete an annual Program Review document to record the environmental conditions, short-term and long-term goals, assessment efforts, and resources required to function as efficiently and effectively as possible. Programs with SS-SLOs or AUOs will incorporate yearly outcome findings into their annual Program Review reports.

**VI. HOW WILL CCC IMPROVE AS A RESULT OF MEASURING SS-SLOS AND AUOs?**

* SS-SLOs and AUOs are connected to the college mission/strategic initiatives and hence to planning and resource allocation. After the SLO is developed and assessed the data is summarized and analyzed. From the results, the Unit discusses plans for improvement. Improvements could include increased staff development, equipment purchases, software modifications, or procedural changes. SLO results are always included in program review.

**Appendix A**

**Key to Link the SS-SLO or AUO Statements to the Mission and/or Strategic Initiatives (SI)**

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| **M: Mission:**Coastline Community College promotes academic excellence and student success for today's global students through accessible, flexible, innovative education that leads to the attainment of associate degrees, transfers, certificates, basic skills readiness for college, and career and technical education. |
|  **M.a.** academic excellence |
|  **M.b.** student success |
|  **M.c.** accessible, flexible, innovative education |
|  **M.d.** attainment of associate degrees, transfers, certificates, |
|  **M.e.** basic skills readiness for college, and |
|  **M.f.** career and technical education |
| **Strategic Initiatives:** |
| 1. **S.I. 1.** Student Success: Coastline will make learner success its core focus.
 |
| 1. **S.I. 2.** Access, Persistence and Completion: Coastline will increase student access, and improve persistence, retention, and completion with a particular focus on Basic Skills.
 |
| 1. **S.I. 3.** Innovation & Improvement: Coastline will continue to create and nurture innovative programs, services, and technology solutions that respond to the needs and expectations of its learning community.
 |
| 1. **S.I. 4.** Partnerships: Coastline will strengthen and expand its entrepreneurial and grant development, and collaborative activities through partnerships with business and industry, government agencies, and educational institutions, and the public to enhance the College's capabilities and opportunities for students.
 |
| **S.I. 5.** Culture of Planning, Inquiry and Evidence: Utilizing participatory governance processes, Coastline will improve its collection, analysis and use of data to enhance the teaching, learning, and institutional effectiveness resulting in increased student success. |
| **S.I. 6.** Growth and Efficiency: Coastline will purposefully advance and sustain the College's capacity for student success through the efficient use of resources as well as expanded, diverse, and responsive programs and services. |

**Appendix B**

**Summary of Processes for SLOs, SS-SLOs, and AUOs at CCC**

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| **Academic Student Learning Outcomes** | **Service Area/Learning Support/Administrative Unit Student Outcomes** |
|  | *Student Learning Outcomes (SLOs)* | *Student Services & Learning Resources Outcomes (SS-SLOs)* | *Administrative Unit Outcomes (AUOs)* |
| *Documents**Used* | * Mission
* Strategic Initiatives
* Course Outlines
* Program SLOs
* Institutional Core Competencies
 | * Mission
* Strategic Initiatives
* Unit Goals
 | * Mission
* Strategic Initiatives
* Unit Goals
 |
| *Focus is On* | * Students and Curriculum
* Instructor Assessments
 | * Students and Activities
* Services or Processes
 | * Students, Clients, Community Members
* Services or Processes
 |
| *Data Sources* | * Student assessment results as defined by instructors or academic programs
* Seaport output reports measuring CSLOs, PSLOs, ISLOs (knowledge, skills, attitude, behavior)
 | * Data collected by Survey Monkey (perceived: satisfaction, improved capability, knowledge, awareness, understanding, familiarity)
* Quantitative examples: timeline, error rate, productivity, cost, efficiency, test, rubric, or usage report
* Qualitative examples: panel interview, survey, focus group, observation
 | * Data collected by Survey Monkey (perceived: satisfaction, improved capability, knowledge, awareness, understanding, familiarity)
* Quantitative examples: timeline, error rate, productivity, cost, efficiency, test, rubric, or usage report
* Qualitative examples: panel interview, survey, focus group, observation
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| *Who* | * Faculty with administrative support; under the purview of the Academic Senate
 | * Staff, faculty, and administration working in concert
 | * Staff, faculty, and administration working in concert
 |
| *When* | * Faculty distribute SLOs in Seaport at the beginning of each semester
* Faculty dialog on fall SLO results at the beginning of the spring semester
* Annual program review reports incorporating SLO and data cube data due in February
* Prioritization in March for resources in PIEAC
 | * Survey Monkey surveys are deployed in October.
* Units dialog on fall results at the beginning of the spring semester
* Annual program review reports incorporating SS-SLO survey results and manager wing reports on progress in meeting department objectives due in February
 | * Survey Monkey surveys are deployed in October.
* Units dialog on fall results at the beginning of the spring semester
* Annual program review reports incorporating AUO survey results and manager wing reports on progress in meeting department objectives due in February
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| *Institutional**Processes* *Involved* | * Curriculum
* Research/Student Survey
* Program Review/Annual Program Review
* Faculty Meeting Dialog
* Data Cube Generation
* PIEAC/Budget Committee
 | * Research/Student Survey
* Program Review/Annual Program Review
* Department Dialog
* PIEAC/Budget Committee
 | * Research/Student Survey
* Program Review/Annual Program Review
* Department Dialog
* PIEAC/Budget Committee
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Table adapted from DeAnza College