Student Services
Student Learning Outcomes

Becky Reetz, SS SLO Facilitator
Dr. Chialin Hsieh, Director of PRIE
April 17, 2012
Theme for Student Services SLO

• Make it simple
• Make it meaningful
• Make it sustainable

Strategy adopted from Philips Graduate Institute and modified to fit College of Marin’s culture
Journey Starts

• Leadership
  – Student Services SLO Facilitator
  – Student Services SLO Teams
  – Administration
  – Academic Senate

• Process
  – Division SLOs
  – Program SLOs
    • Measurement (assessment instrument)
    • Results of the measurements
    • Strategies
    • SLO reports
    • Resource Allocation
  – Program Review
Division-Level SLOs

• Identify and use college resources that support student success
• Identify and commit to educational goals
• Develop effective planning skills that support educational goals and lifelong success
• Demonstrate self-advocacy/self-initiative
# Division and Program-Level 2-Year Cycle

## Division and Program-level Matrix

### Student Service Division Wide SLO Chart

**2011-2013**

<table>
<thead>
<tr>
<th>Student Service Division-Wide SLOs</th>
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<th>C</th>
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<tbody>
<tr>
<td>1. Identify and use college resources that support student success</td>
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<td>4. Demonstrate self-advocacy/self-initiative</td>
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**Legend:**

- **AR** - Admissions and Records
- **CW** - CalWORKs
- **CDP** - Child Development Center
- **COM** - Community Education
- **C** - Counseling
- **DSPS** - Disabled Student Programs and Services
- **EOPS** - Extended Opportunity Programs and Services
- **FA** - Financial Aid
- **HC** - Health Center
- **LIB** - Library
- **M** – Matriculation
- **O** - Outreach
- **SA** - Student Affairs
- **T** - Testing
- **TC** - Transfer Center
- **TLC** - Tutoring and Learning Center
- **V** - Veteran’s Office

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4/17/2012

PRIE & SSSLO
## 2011-2012 Student Services SLO

Student Services Programs identified and assessed the program level SLOs for 2011-2012 and the relationship with the Division level SLOs.

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## 2012-2013 Student Services SLO

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*numbers of program learning outcomes related to each of the Division-Level outcomes.*
Articulating Outcomes

• Processes
  – travel claims or applications are processed efficiently and equitably.

• Learning Outcomes
  – Students who receive training can write an effective resume or can use the campus email system.
  – students who are served by the Counseling Center report fewer plans to withdraw from campus.
  – Students who participate in this event can describe the effects of alcohol on drivers.
  – Students are aware of campus health services.

• Satisfaction Indicators
  – People supported by the program report satisfaction with the service.

(From Nichols & Nichols; Mary Allen)
Where We Were and Where We Are

- Identify Division Level SLO
  - Spring 2011

- Develop Program Level SLO based on Division SLO
  - Summer 2011

- Identify measures to assess Program Level SLO
  - Fall 2011

- Submit Program Level Annual Assessment Plan
  - Fall 2011
Where We Were and Where We Are

Analyze the data

Discuss the results

Use results for program improvement

Propose Resource Needs

Submit Annual Assessment Report

Spring 2012

Spring 2012

Spring 2012

Spring 2012

Spring 2012
STUDENT SERVICES SLO ASSESSMENT Process

Make it meaningful
Keep it simple
Make it sustainable

April
- Submit Division-Level SLO Report
- Update and submit 2-year Program-Level Plan by April 15th
- Division-Level SLO meeting
  - Revisit Division-Level SLOs
  - Revisit planning and reporting templates
  - Assess the process of the cycle

May
- Identify SLO for following year
- Submit Program-Level SLO Assessment plan
- Update 2-year Division-Level SLO Plan

June/July
- Programs meet with area Dean as needed, for help with previous year SLO implementation, current year assessments, etc.

March
- Submit Program-Level SLO Annual Report by March 1st
- Submit mini or full program review by March 20th
- Administrator review of SLO Reports and Program Reviews
- Submission of all Program Reviews to PRAC by March 30th

August/September/October
- SLO assessments - begin collecting SLO data (pre-assessment)
- Implement program changes and/or resources generated from previous year’s SLO
- Division-Level SLO meeting

February
- Analyze SLO data
- Meet with area Administrator to discuss results
- Prepare data to be included in program review
- Division-Level SLO meeting

December/January
- Enter data into ExpertScan
- Generate reports

November
- Continue SLO assessment (post-assessment)
- Analyze effectiveness of program changes. Make adjustments as needed.
- Report in program review
- Division-Level SLO meeting
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- Discuss program review

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Student Services SLO Process
Make it meaningful
Keep it simple
Make it sustainable

1. New Cycle Starts: plan and data collection
2. Data analysis
3. Action/Strategies of program improvement
4. Resource allocation
5. Implementation of Strategies
6. Evaluations of the implementation

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Program Level Assessment Plan

Insert Program Name Here

2011-2012

Division and Program-Level SLOs and anticipated measures/evidence

<table>
<thead>
<tr>
<th>Academic Year (AY)</th>
<th>Division Wide Student Learning Outcome</th>
<th>Program Level Student Learning Outcomes (PLSLO)</th>
<th>Measures/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2011-2012</td>
<td>List the Division Wide SLO you are focusing on here</td>
<td>PLSLO #1:</td>
<td>Measures: (a) (b)</td>
</tr>
</tbody>
</table>

Please answer all of the following questions. If you are assessing more than one PLSLO this year, please provide the same information for your second PLSLO as well.

**Assessment Focus and Methods for PLSLO #1:** Write PLSLO here

*How will SLO be assessed?*

*What information/data will be collected?*

*When and by whom?*

*How will it be analyzed?*

*How will it be reported?*

**Reporting plan for assessment of PLSLO #1:** Write PLSLO here

*Where will results be disseminated?*

*When will changes be implemented?*

*When will the annual report be completed?*
Examples of SS SLOs

• Students will identify their educational goals during the registration process.

• CalWORKs students will demonstrate an understanding of the program eligibility requirements.

• Students who receive state subsidized childcare will demonstrate academic progress towards their educational goal.

• Students will demonstrate an understanding of why and how students use counseling services.
Examples of SS SLOs

• Students will demonstrate their understanding of the Importance of completing their FAFSA by the March 2\textsuperscript{nd} priority filing deadline.

• Students will demonstrate knowledge of the availability of textbooks on reserve in the library.

• Students will demonstrate an increased level of knowledge about the college as a result of participating in the orientation.

• Students can demonstrate readiness to take placement test exam.
Examples of Measurements and Results

Counseling SLOs Results

1. I was able to schedule an counseling appointment easily:
   - Strongly Disagree: 2 (1%)
   - Disagree: 1 (1%)
   - Agree: 30 (21%)
   - Strongly Agree: 106 (73%)
   - Do not know/Not applicable: 1 (1%)
   - Total Responses: 142
   - Mean: 3.73, Standard Deviation: 0.55

2. The front desk or phone staff was efficient and courteous:
   - Strongly Disagree: 4 (3%)
   - Disagree: 0 (0%)
   - Agree: 33 (24%)
   - Strongly Agree: 96 (70%)
   - Do not know/Not applicable: 5 (4%)
   - Total Responses: 140
   - Mean: 3.67, Standard Deviation: 0.83

3. As a result of my counseling session, my counselor helped me learn about myself:
   - Strongly Disagree: 2 (1%)
   - Disagree: 0 (0%)
   - Agree: 48 (34%)
   - Strongly Agree: 79 (56%)
   - Do not know/Not applicable: 11 (8%)
   - Total Responses: 140
   - Mean: 3.56, Standard Deviation: 0.58

Tutoring Center Services SLOs Results

1. The hours of the Tutoring Center meet my needs as a student:
   - Strongly Disagree: 0 (0%)
   - Disagree: 5 (12%)
   - Agree: 34 (85%)
   - Strongly Agree: 14 (33%)
   - Total Responses: 43
   - Mean: 3.21, Standard Deviation: 0.65

2. The Tutoring Center is in a good location:
   - Strongly Disagree: 0 (0%)
   - Disagree: 0 (0%)
   - Agree: 24 (56%)
   - Strongly Agree: 19 (44%)
   - Total Responses: 43
   - Mean: 3.44, Standard Deviation: 0.58

3. The Tutoring Center is adequately staffed to meet my needs:
   - Strongly Disagree: 0 (0%)
   - Disagree: 3 (7%)
   - Agree: 25 (51%)
   - Strongly Agree: 13 (31%)
   - Total Responses: 41
   - Mean: 3.24, Standard Deviation: 0.58

4/17/2012
PRIE & SSSLO
Examples of Measurements and Results

EOPS SLOs Report

1. Please indicate the survey you are filling out is BEFORE the orientation or AFTER the orientation.

<table>
<thead>
<tr>
<th>Before</th>
<th>After</th>
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</thead>
<tbody>
<tr>
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<td>Total Responses</td>
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</table>

2. I know how to use my EOPS book grant to purchase textbooks.

<table>
<thead>
<tr>
<th>Before</th>
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<tbody>
<tr>
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3. I am aware of my registration status as an EOPS student.

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Outreach SLO Survey Report

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2. I understand the importance of preparing for assessment tests.

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<td>1.50</td>
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3. I know how to register for Math and English assessment tests.

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<td>0.32</td>
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4. I understand the importance of making an appointment with a counselor to create my educational plan.

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4/17/2012 P&SSLO
Examples of Strategies

<table>
<thead>
<tr>
<th>Program</th>
<th>Division and Program Level SLO</th>
<th>Outcome Strategies</th>
</tr>
</thead>
</table>
| Admissions & Records     | DL SLO: Identify and commit to educational goals  
PL SLO: Students will identify their educational goals during the registration process.                                                                                                                                  | SLO has not been implemented yet. Analysis will begin in May.  
**Strategy:** If it is determined that students are not identifying a goal at the time of registration (choosing undeclared) for more than one semester, then an intervention such as a mandatory counseling contact may be put into place. |
| CalWORK’s                | DL SLO: Identify and use college resources that support student success.  
PL SLO: CalWORKs students will demonstrate an understanding of the program eligibility requirements.                                                                                                               | Data from the orientation indicated that students learned what they needed to do in order to maintain eligibility. In department meetings, we realized that they key was getting them to actually do it.  
**Strategy:** Program increased the number of mandatory contacts and increased the hours that the employment development counselor is available on both campuses. Program also started a CalWORKs listserv for the students and staff to facilitate easier communication. |
| Child Development Program| DL SLO: Identify and commit to educational goals.  
PL SLO: Students who receive state subsidized childcare will demonstrate academic progress towards their educational goal.                                                                                   | In the process of analyzing the data collected last semester, it was apparent that midterm grades were not collected because the Banner report did not include it. This information is important because it allows for intervention strategies to happen mid-semester.  
**Strategy:** A different Banner report has now been identified that shows mid-term grades. Lyda is also researching how mid semester monitoring is done for student athletes. They will determine what intervention strategies (i.e. mandatory counseling and tutoring) will take place in the fall. |
| Community Ed             | DL SLO: Identify and use college resources that support student success  
PL SLO: Students will demonstrate knowledge of the registration process, benefits and support services and the diversified course offerings by attending a Preview Day event.                                                      | Data from a satisfaction survey given in the beginning of the semester indicated that the registration process could be improved.  
**Strategy:** The program offered a “Preview Day” event where students could meet instructors and register onsite for classes. 46 people registered that day. Post- satisfaction survey data from the event indicated it was a success. They will continue to offer ‘Preview Day’ |
# Examples of Strategies

<table>
<thead>
<tr>
<th>Program</th>
<th>Division and Program Level SLO</th>
<th>Outcome Strategies</th>
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</thead>
</table>
| **Counseling** | **DL SLO:** Identify and use college resources that support student success  
**PL SLO:** Students will demonstrate an understanding of why and how students use counseling services                                                                                                                                                                                                                                                                                                                                                                           | Data analysis in department meetings showed that most students were pleased with the services they received. However, some areas in the survey were unclear for ESL students. There were also concerns about lower ratings regarding the Transfer Center.  
**Strategy:** They are currently updating the survey to be more student-centered. They are following up with students on transfer center services regarding the reasons of low rating. Translating the survey into Spanish.                                                                                                                                                                                                                                         |
| **DSPS**      | **DL SLO:** Access college resources that support student success and Demonstrate self-advocacy/self-initiative  
**PL SLO:** Students that participate in the Disabled Students Program will become more effective self-advocates for their own educational needs.                                                                                                                                                                                                                                                   | Data showed that fewer students than expected came in to advocate for needed services during their second more semester as a DSPS student.  
**Strategy:** Department is in discussion about creating intervention strategies to empower students to become better self-advocates. Strategies will be implemented starting this spring and continue into fall.  
A student satisfaction survey not tied to the SLO was given. Data showed one of the primary concerns was that the department phone wasn’t answered regularly.  
**Strategy:** Additional staff is being hired to address the issue.                                                                                                                                                                                                                                                                                                                                 |
| **EOPS**      | **DL SLO:** Identify and use college resources that support student success  
**PL SLO:** New students demonstrate knowledge of the over and above services they are eligible for as EOPS program participants.                                                                                                                                                                                                                                                                                                                                                 | Data from a pre/post orientation survey indicated that students learned what over and above services they were eligible for as EOPS students. In department meetings, it was agreed to develop new ways to reach out to students to make sure they utilized these services.  
**Strategy:** Create an EOPS student email distribution list to remind students of important dates. The counselors are communicating with students more by phone and email. Staff has been making follow up calls regarding outreach, missed appointments, and contracts.                                                                                                                                                                                                 |
| **Financial Aid** | **DL SLO:** Identify and use college resources that support student success  
**PL SLO:** Students will demonstrate their understanding of the importance of completing their FAFSA by the March 2nd priority filing deadline.                                                                                                                                                                                                                                                                                                                                                     | Analysis of 1st and 2nd quarter application data shows that their marketing efforts to students to get students to apply before the March 2nd deadline has been extremely effective, more than doubling in the last 5 years. Data from the last year shows that incorporating MyCOM messages has also had a major impact.  
**Strategy:** Continue employing the marketing strategies they are using. Considering encouraging students to apply earlier and making plan to possibly award earlier. Also will identify students who participate in certain programs such as EOPS who haven’t applied/renewed so staff can follow up personally.                                                                                                                                                                                                 |
Program Name
Annual Assessment Report
2011-2012

Division and Program-Level SLOs and anticipated measures/evidence

<table>
<thead>
<tr>
<th>Academic Year (AY)</th>
<th>Division Wide Student Learning Outcome</th>
<th>Program Level Student Learning Outcomes</th>
<th>Measures/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2011-2012</td>
<td>PLSLO #1:</td>
<td></td>
<td>Measures:</td>
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<tr>
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Describe/Discuss the result of PLSLO #1

Describe how the results of the assessment were disseminated and to whom? (What was the program’s process for reviewing the results and discussing the implications of the results?)

Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification.

If applicable, discuss program modifications changes and timeline for implementation of changes.

What resources are needed to improve your program?
Student Services Mini Program Review

College of Marin
Office of XXX
Mini Program Review Report

Problem

Program/Service Information

Request [based on SLO results or SLO related activities]

Importance of this Request to the Office Function

Responsible Person for Completing this Mini Program Review

4/17/2012

PRIE & SSSLO
Relationship Between SLO and Program Review

Program Review Cycle

- April: Program Review reports reviewed by PRAC and makes recommendations to the President for review and budgeting.
- January-March: Program Reviews are evaluated by dean and department chairs.
- September-December: Dean and SLO facilitators meet with programs areas to discuss their program review.
- February: Analysis of SLO data.
- March: Submit Program-Level SLO Annual Report by March 1st.
- April: Submit Division-Level SLO Report.
- May: Identify SLO for following year.
- June/July: Programs meet with area administrator as needed for help with previous year SLO implementation, current year assessments, etc.
- August/September/October: SLO assessments begin—collecting SLO data (pre-assessment), develop program changes and/or resource generated from previous year’s SLO.
- November: Review SLO data (post-assessment), analyze program changes, make adjustments as needed.
- December/January: Enter data into ExpertScan, generate reports.

Student Services SLO Process

- Make it meaningful
- Keep it simple
- Make it sustainable

Student Services SLO Process

- April: Submit Division-Level SLO Report.
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ACCJC SLO Rubric

• Proficiency

1. Student learning outcomes and authentic assessment are in place for programs/services.
2. Results of assessment are being used for improvement and further alignment of institution-wide practices.
3. There is widespread institutional dialogue about the results.
4. Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.
5. Appropriate resources continue to be allocated and fine-tuned.
6. Comprehensive assessment reports exist and are completed on a regular basis.
7. Program student learning outcomes are aligned with division student learning outcomes.
8. Students demonstrate awareness of goals and purposes of programs/services in which they are using.
Level of Successful Implementation

1. Level 1: improvement of process
2. Level 2: improvement of strategies
3. Level 3: impact on assessment culture
Self Reflection on Learning

Foundation and Knowledge Base
- Accountability & Institutional Effectiveness
- Campus Leadership
- Assessment Training & Consultation
- Assessment Foundations

Human Element Base
- Importance of Buy-In
- Relating to others
- Knowing myself
- Cultivating Campus Assessment Leaders
The End
Significant Contributions of the Work

• Short term: if our SS SLO is successful (sustainable), we will be able to share “the creation of an assessment culture through a simple, meaningful, and sustainable assessment plan” with a broader College community, not just people who are doing it.

• Long term: College of Marin will be able to share “the creation of continuous improvement culture through assessment culture to community colleges.”
Literature and Best Practices for Leadership and Assessment

• Culture change and leadership
• Learning and sustainability
• Assessment foundations
• Guidelines for practice