Improving the Cycle: Service Area Student Learning Outcomes

Innovations 2012
Monday, March 5, 2012

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John DuBois, Executive Assistant, Student Development & Instruction
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Welcome/Warm-Up

- Who are you? What are the outcomes YOU’D like from this presentation?
- What are the resources for SA-SLOs on your campus?
- Who is in charge of the SA-SLO process on your campus?
- Why is it important?
- How often should we do it?
Context

- Accreditation visit October 2011
- New governance structure (3rd year of implementation)
- New Program Review documents
- Changes in Administration (Since previous Self-Study – new President and ALL new Vice Presidents)
State of SLOs

- A struggling homegrown SLO system, used mostly by Instruction
- Needed more robust reporting and sharing capabilities
- SLO Coordinators released from Instructional role
- Purchase of TracDat
Summer 2011

- Student Services was neglected
- Acting VP of SS
- New system
- Lots of Panic
The SA–SLO Cycle

What is your Mission Statement?
What are the two Student Learning Outcomes related to your mission statement?

Fall Quarter
Enter the years to be assessed, the status of the SA–SLO, Link to the 4 C’s, Core Mission(s), Identify the Assessment method and type, Identify your Targets.

Winter Quarter:
Review your assessments, request data from the College Researcher, Make any modifications, rework your assessments and targets if needed.

Spring Quarter
Enter your Assessment findings, target results, your reflections, any resource requests, Action items and Follow-ups for each SA–SLO.

Summer Break
Review your SA–SLO cycle. Think of what worked, what didn’t, and what your goals will be for the 2012 – 2013.
Fall Quarter: Round One

- Mission Statement: Campus and Program
- Identifying your SA–SLO
- Linking your SA–SLO to your Mission Statement, Program Review, Managers Goals, core mission and any metric that is important to your campus
- Identifying which assessment method works best to support your SA–SLO
- What are your targets, activity status and the years that you want to examine
# The SA–SLO Checklist: Fall

<table>
<thead>
<tr>
<th>Goals, Meets of Assessment &amp; Targets (Y/N)</th>
<th>Admissions &amp; Records</th>
<th>Assessment</th>
<th>Career Center</th>
<th>Computer Access Center</th>
<th>Counseling</th>
<th>Disability Resource Center</th>
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<th>Transfer Center</th>
<th>Tutorial Center</th>
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<tbody>
<tr>
<td>Have You:</td>
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<td>Identified and entered your Mission Statement?</td>
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<tr>
<td>Identified your SA–SLO’s that relate to your mission statement? (Minimum of 2)</td>
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<tr>
<td>Identified the years to be assessed?</td>
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<td>Decided the status of the SLO’s? (active or not active)</td>
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<td>Linked each SAO to one or more of the 4 C’s?</td>
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<td>Linked your Mission Statement to at least one of our core missions?</td>
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<td>Identified your Assessment Method and Assessment Type?</td>
<td>Y</td>
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<td>Identified your target?</td>
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</table>
Winter Quarter: Round Two

- Reviewing your Assessment
- Requesting additional data or help
- Making Modifications to assessments, changing method type, adjusting targets
- Hibernating SA–SLO vs. Creating a New One
- Ready to move to Round Three
# The SA–SLO Checklist: Winter

<table>
<thead>
<tr>
<th>SA-SLO Round 2</th>
<th>Admissions &amp; Records</th>
<th>Assessment</th>
<th>Career Center</th>
<th>Computer Access Center</th>
<th>Counseling</th>
<th>Disability Resource Center</th>
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<tbody>
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<tr>
<td>Happy with your current means of assessment?</td>
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<td>Requesting data or help from our College Researcher?</td>
<td>N</td>
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<td>Making any modifications to your identified assessments?</td>
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<td>Making any changes to your assessment method Type?</td>
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<td>Reworking any of your assessments or getting new data as needed?</td>
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<td>Reworking your targets to better reflect your data and assessments?</td>
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<td>Ready to move onto Round 3?</td>
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</tbody>
</table>
Spring Quarter: Round Three

- Entering Assessment Findings
- Meeting your Target
- Entering Resource Requests
- Entering Follow up and Actions Items
- Reflecting on the cycle and next year
The SA–SLO Checklist: Spring

<table>
<thead>
<tr>
<th>SA-SLO Round 3</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions &amp; Records</td>
<td>Assessment</td>
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<tr>
<td>Career Center</td>
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<td>Tutorial Center</td>
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</tbody>
</table>

Enter your Assessment Findings, Target Results, Reflections, Resource Requests, any Action or Follow-up (Y/N)

Have you:

- Entered your Assessments Findings?
- Met your Target?
- Entered your Reflections?
- Entered your Resource Request?
- Entered any Action or Follow-up items to your SA-SLO?

<table>
<thead>
<tr>
<th>SA-SLO Round 4</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>Review your SA-SLO cycle. Think of what worked, what didn’t work, what changes you would make and what your SA-SLO’s will be for the 2012-2013 cycle.</td>
<td></td>
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</tbody>
</table>

FOOTHILL COLLEGE
The SA–SLO Cycle: A Second Look

- **What is your Mission Statement?**
  What are the two Student Learning Outcomes related to your mission statement?

- **Fall Quarter**
  Enter the years to be assessed, the status of the SA–SLO, Link to the 4 C's, Core Mission(s), Identify the Assessment method and type, Identify your Targets.

- **Summer Break**
  Review your SA–SLO cycle. Think of what worked, what didn't, and what your goals will be for the 2012 – 2013.

- **Spring Quarter**
  Enter your Assessment findings, target results, your reflections, any resource requests, Action items and Follow-ups for each SA–SLO.

- **Winter Quarter**
  Review your assessments, request data from the College Researcher, Make any modifications, rework your assessments and targets if needed.
The SA–SLO Documents Benefit

- SA–SLO
- Program Review
- Self-Study
- PaRC (shared governance)
- Ed Master Plan
- Accreditation
Developing SA–SLOs

- What is your mission?
  - Title 5 regulations, Transfer Mission, student need
- What are you already doing that you want to measure, evaluate and improve upon?
  - TAGs
- What do you want to do but can’t because you do not have the resources?
  - Increase student awareness about the role of the educational plan in creating a successful TAG; find out who we are reaching and who we are not reaching
- What reports are you already submitting?
  - Transfer Center Report (state required), Program Review
Our Focus: TAGs

✓ Transfer Center SA–SLOs
  ◦ Drop-in TAG students will complete a TAG agreement
  ◦ By offering TAG workshops, students will be able to
determine eligibility for TAG and take steps to complete
or update the educational plan.

✓ Methods of Assessment (Reflections/Action
Plans)
  ◦ Compare drop-in TAG student data with completed TAG
data
  ◦ Compare TAG workshop attendee data with completed
TAG data
  ◦ Compare drop-in and workshop completed TAG rates
### Mission Statement:
The mission of the Foothill College Transfer Center is to provide the necessary resources and services in order to increase transfer opportunities to baccalaureate institutions for underrepresented students, to increase transfer rates for the student population as directed by Title V, Section 51027 and to support the Foothill College mission of "committing itself to providing access to outstanding educational opportunities for all of our students."

### Primary Core Mission: Transfer

<table>
<thead>
<tr>
<th>Service Area SLOs (SA-SLOs)</th>
<th>Means of Assessment &amp; Target/Tasks</th>
<th>Assessment Findings</th>
<th>Reflection/Action &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA - Transfer Center - 1 - Drop-In Students - Drop-in TAG students will complete a TAG Agreement and take steps to complete or update the educational plan.</td>
<td>Assessment Method: At least 75% of TAG drop-in students complete a TAG agreement which is properly executed and signed by the transfer Director. Assessment Method Type: Data</td>
<td>10/10/2011 - TAG drop-in counseling was added to increase the visibility of the TAG program and to assist students in creating a successful education plan. A total of 126 students used the service and of the 126, 92 or 73% wrote an acceptable TAG.</td>
<td>10/10/2011 - We feel this was very successful. Even though it was a little short of the 75% goal, we do feel that the target was met and that the visibility of the program was increased and more students than ever came in to complete a TAG or TAA. Next year, we plan to offer TAG and TAA eligibility workshops for students.</td>
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<tr>
<td>Year(s) to be Assessed: 2011-2012 2012-2013 2013-2014</td>
<td>Target: Increase the number of students successfully completing a TAG agreement.</td>
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<td>SA-SLO Status:</td>
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<td>Active</td>
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</table>

| SA - Transfer Center - TAG Workshops - By offering TAG workshops, students will be able to determine eligibility for TAG and take steps to complete or update the education plan. | Assessment Method: Use Degree Works to check that students who drop-in then take steps to complete or update their educational plan. Assessment Method Type: Data | 10/18/2011 - 80% of students who attended a workshop and met with a counselor completed a successful TAG. | |
| Year(s) to be Assessed: 2011-2012 | Target: 75% of students who attend a workshop will complete a successful TAG. | | |
| SA-SLO Status: | | | |
| Active | | | |

03/01/2012 2:12 PM Generated by TracDat a product of Nuventive.
Factors to Consider in the Reflection Cycle

- In what areas do we have control?
  - Procedures, policies

- In what areas do we not have control?
  - Government decisions, budget

- Other outside factors that cause us to reassess our goals
  - Changes in TAG requirements

- Focus on the areas that you can control
End/Closing

- Lessons learned
- Recommended steps at your campus: student services meeting, close collaboration with Instruction, a consistent message, lots of trainings, Do what you KNOW and are already doing
- Make it matter for you. Track what is important to you.
- Questions?
Resources/Contact Info

- ChenowethMaureen@foothill.edu
- DuBoisJohn@foothill.edu
- GilaniDarya@foothill.edu

Handouts:
- Transfer Center Four Column, (Darya)
- Cycle flowchart, (John)
- Check list, (John)
- SLO handbook (Darya)