



ALAMO COLLEGES DISTRICT  
Palo Alto College



# Adventures in Outcomes- Based Assessment of Student Support Services

SACSCOC 2018 Annual  
Meeting

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# Presentation Overview

- Introductions and Overview of Palo Alto College
- Overview of CAS Standards
- Overview of Outcomes Development and Results
- Overview of Assessment Plan Template
- Group Discussion/Group Work to Develop DRAFT Outcomes
- Question and Answer

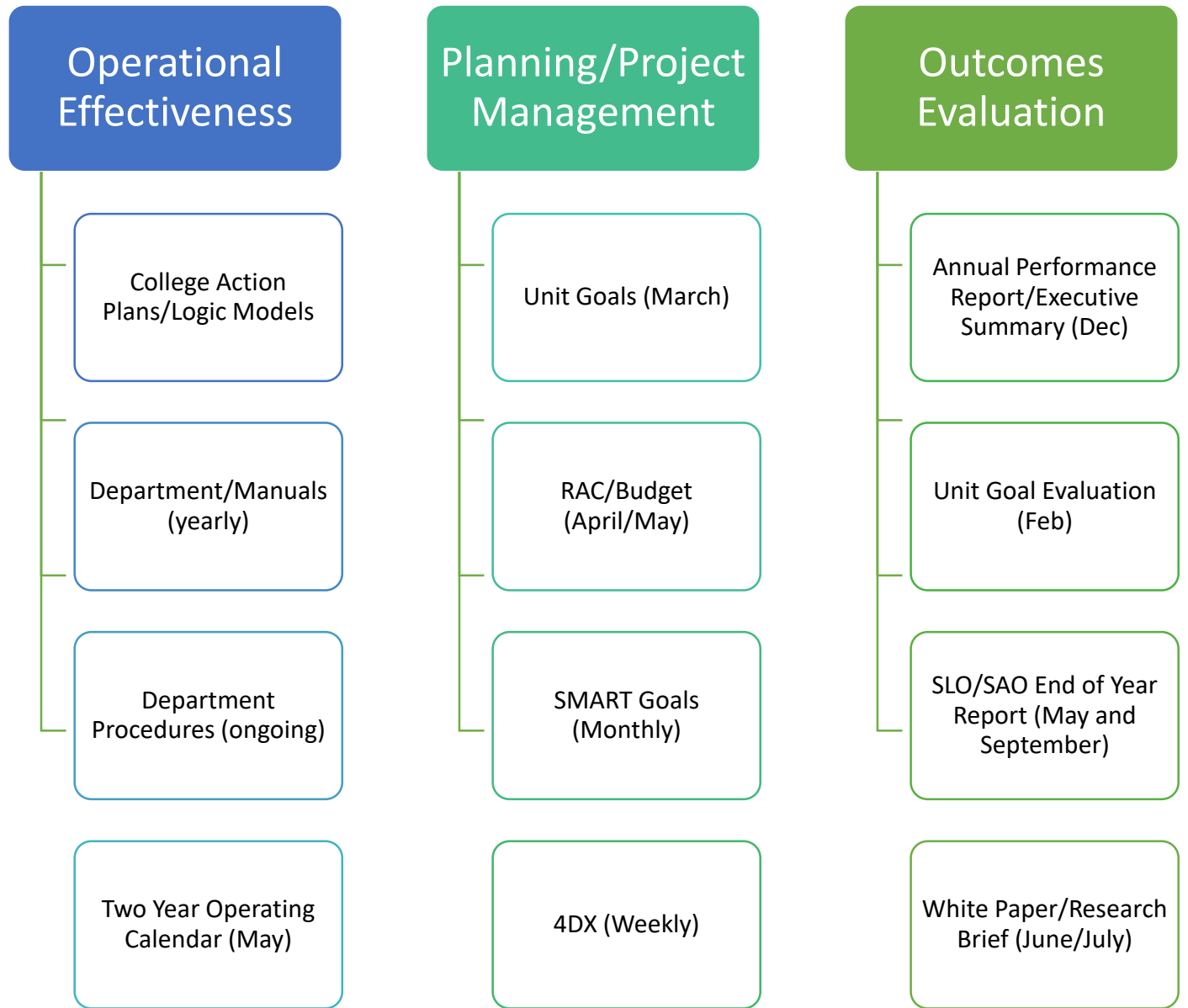
# Overview of Palo Alto College

- Two-Year Public Comprehensive Community College
- Location: South San Antonio, Texas
- Accredited by SACSCOC (Southern Association of Colleges and Schools Commission on Colleges)
- Degrees Awarded: Associate of Arts, Associate of Science, Associate of Art in Teaching, Associate of Applied Science, and Certificates

# Overview of Palo Alto College

- 19% Full-time, 81% Part-time
- 60% Female, 40% Male
- Ethnicity:
  - 78% Hispanic
  - 17% White
  - 3% African-American
- 71% of First Time in College Students (FTICs) require some level of developmental education
- 62% on Financial Aid Assistance
- 53% Economically Disadvantaged

# Division of Student Success Continuous Improvement Model



# Overview of Council for the Advancement of Standards (CAS)

- Founded in 1979
- Consortium of 43 member organizations
- CAS Board of Directors comprised of representatives from member associations
- Consensus-oriented, collaborative approach
- 45 standards and self-assessment guides (SAGs)
- Standards are designed to be achievable by any program or service, at any institution type
  - Threshold, not aspirational; standards, not goals
  - Guidelines are added to indicate what good practice beyond the threshold looks like



# Twelve Components of General CAS Standards

- Mission
- Program
- Organization and Leadership
- Human Resources
- Ethics
- Law, Policy and Governance
- Diversity, Equity, and Access
- Internal and External Relations
- Financial Resources
- Technology
- Facilities and Equipment
- Assessment

# CAS Self-Assessment Guides (SAGs)

- Provides an effective workbook/format for evaluation, self-assessment, and institutional reviews
- Translates standards into multiple criterion statements which can be measured
- Clusters of criterion measures focus on subsections of the standards, allowing raters to express detailed and targeted judgments
- Informs on program strengths and weaknesses
- Leads to an action plan to enhance programs and services that benefit student learning and development

# CAS at PAC

- Executive Summaries, Yearly
  - Mission, students served, outcomes results, use of results
- Use of Self Assessment Guides for Outcomes Development
- Outcomes Assessment, Two Year Cycles
  - Student Learning Outcomes for each area with at least two forms of assessment
- Unit Planning, Goals and Evaluations, Yearly
- Program Review, Five Year Cycles
  - Action plan included and then built into unit goals for upcoming five year cycle

# Student Learning Outcomes and Assessment 101

- What is a Student Learning Outcome?
- What are the main components of a Student Learning Outcome?
- What is a direct measure of assessment?
- What is an indirect measure of assessment?
- How many measures of assessment should you have?
- Should you align to item such as Strategic Plan, Key Performance Indicators, and Institutional Learning Outcomes?
- What is a Service Area Outcome?
- Why is all of this important?

# Overview of Outcomes Development at PAC

Spring  
2016

- Division Meeting (Feb)
- Initial overview of how outcomes are defined and assessed
- Departments begin to draft outcomes
- Division Retreat (March) and in-depth review of outcomes
- Finalize outcomes and present to division

Summer  
2016

- Individual meetings with Leads/VP/Dean to review outcomes
- Review of assessment plans
- Assessment plans structured on two year cycle

Fall 2016

- Launch assessment plans
- Indirect/Direct measures used
- Mid-Semester reports provided during Leads Tactical
- PowerPoint template

Spring/  
Summer  
2017

- Convocation speaker for assessment - Dr. Luis Ponjuan
- Importance of assessment
- Division Retreat (May)
- Presentation of final results
- Minor adjustments as needed

Fall 2017

- Launch year two of assessment plans
- Mid-Semester reports provided during Leads Tactical

Spring  
2018/  
Summer  
2018

- Division retreat (May)
- Presentation of results and use of results
- Development of Outcomes for 2018-2020
- Individual meetings with departments to review results and finalize outcomes

# Outcomes Development Resources

- Student Learning Outcome and Service Area Outcome Quick Guide
- Frequently Asked Questions (What is an outcome, How do I assess an outcome?)
- Example outcomes from Texas A&M-College Station and Hartnell College (California Community College)
- Strategic Plan
- College Performance Protocol with Key Performance Indicators
- Institutional Learning Outcomes (i.e. Critical Thinking, Personal Responsibility)
- Division of Student Success Guiding Principles and Continuous Improvement Model
- Assessment Plan Template

# Reporting of Results

- Occurs in alignment with the Assessment Plan
- Typically results shared at end of Fall/Spring Semesters to Leads Weekly Tactical
- PowerPoint Template to share results
  - Overview of Outcomes
  - Results Overview
  - Use of Results and Next Steps with Owner/Timeline
- Results include post-session surveys with outcomes based questions, alignment to Key Performance Indicators (persistence, graduation), tracking of student cohorts who received services and comparing to cohorts who did not receive services, focus groups, CCSSE, Annual Performance Reports (TRIO), student reflections

# Veterans Affairs: Student Learning Outcomes and Results Example

- Student Learning Outcome: VA Students will understand how to best utilize their VA Benefits.

## Results (Year 1 and Year 2)

### 2016-2017

24% considered themselves very or extremely knowledgeable about their benefits prior to visit.

After their visit, 79% considered themselves very or extremely knowledgeable about their benefits.

### 2017-2018

37% considered themselves very or extremely knowledgeable about their benefits prior to visit.

After their visit, 92% considered themselves very or extremely knowledgeable about their benefits.



# TRIO: Student Learning Outcomes and Results Example

Type	Outcome	Results
SLO 2016- 2017	Talent Search students will demonstrate an understanding of college readiness skills- Including but not limited to setting and pursuing personal and education goals, time management, study skills, an self-advocacy.	1039 Service Activity contacts recorded. 331 hours and 4 minutes of contact hours Average time spent per student 19 minutes. (332/500) students served.
SLO 2017- 2018	Talent Search students will demonstrate an understanding of a rigorous college preparatory curriculum in order to access admission to post-secondary education.	2186 Service Activity Contacts recorded. 1466 hours and 45 minutes of contact hours Average time spent per student 40 minutes. (501/501) students served.
SAO 2016- 2017	Talent Search students will identify that they are prepared to pursue a post-secondary education by enrolling in the Fall term, following their senior year in high school.	80.65% (75/93) TS seniors have enrolled in a program of post-secondary education in Fall of 2017. Objective threshold=57%
SAO 2017- 2018	Talent Search students will identify that they are prepared to pursue a post-secondary education by enrolling in the Fall term, following their senior year in high school.	74.73% (71/95) TS seniors have enrolled in a program of post-secondary education in Fall of 2018. Objective threshold=57%

**Palo Alto College Student Success Student Learning Outcome/Service Area Outcome Assessment Plan**

DEPARTMENT NAME: \_\_\_\_\_

Academic Year: 2018-2020

Department Mission:

What question are you trying to answer with the outcomes assessment?

# Overview of Assessment Plan Template

Student Learning Outcome (SLO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination/Communication of Results
1.	Strategic Direction:  ILO:			
Service Area Outcome (SAO)	PAC Strat. Direction and ILOs*	Means of Assessment	Assessment Timeline	Dissemination/Communication of Results
2.	Strategic Direction:  ILO:			

# Overview of Assessment Plan Template

Additional Information/How will you use results to improve <u>services</u> ?:	
Training Needed and Timeline:	
<p>Tips for Assessment of Outcomes: Who? What? How? When?</p> <ol style="list-style-type: none"> <li>1. Identify who will be evaluated and who will be doing the evaluation</li> <li>2. Identify how the outcomes will be assessed. It is recommended that multiple assessment measures take place             <ol style="list-style-type: none"> <li>a. Examples: Pre/Post Survey; 1 minute evaluation/reflection; Review of Key Performance Indicators (KPIs) such as completion, retention, persistence; Student focus groups</li> </ol> </li> <li>3. Identify when the assessment will occur and identify when the results will be reviewed</li> <li>4. Develop a timeline for when the results will be communicated to faculty, staff, and students and what communication venues will be used</li> <li>5. Identify when SLOs/SAOs will be reviewed and changed/updated as needed</li> </ol>	
*ILOS are <a href="#">Institutional Learning Outcomes (General Education Assessment)</a> :	
1. Communication Skills	2. Teamwork
3. Critical Thinking	4. Social Responsibility
5. Empirical and Quantitative Analysis	6. Personal Responsibility
<a href="#">PAC Strategic Plan</a>	
Strategic Direction 1: Empowering Students for Success	
Strategic Direction 2: Creating and Sustaining a Culture of Inclusiveness	
Strategic Direction 3: Celebrate and Share PAC Excellence	
Strategic Direction 4: Targeting Our Resources for Success	

# Common Challenges

- Failure to align with strategic plan and/or unit goals, KPIs
- Inconsistent or infrequent application
- Not tied to budget imperatives or budgeting timeline
- Assessment plan developed in isolation without input from IR or faculty assessment team
- Lack of coherent plan for use of results
- Assessment is disconnected from program review
- “Problem” vs. “Symptom” identification

# Group Discussion/Work: Develop DRAFT Outcomes



# Group Share: DRAFT Outcomes



# Division of Student Success Website

- FAQs and all assessment plans and results are posted on the [Division of Student Success Website](#)
  - [alamo.edu/pac>About PAC>Compliance>Student Success Assessment](#)
- Research Briefs for Office of Student Conduct, Ray Ellison Family Center, Counseling Services, and Advocacy
  - National research and sources
  - Current practices based on national research
  - Local results
  - Next steps

## Plans

- [Admissions and Records \(PDF\)](#)
- [Advising Services \(PDF\)](#)
- [Assessment and Testing Center \(PDF\)](#)
- [Business Office \(PDF\)](#)
- [Counseling Services \(PDF\)](#)
- [Disability Support Services \(PDF\)](#)
- [Dual Credit \(PDF\)](#)
- [Early College High School \(PDF\)](#)
- [Student Conduct and Advocacy Office \(PDF\)](#)
- [Student Financial Aid \(PDF\)](#)
- [Upward Bound \(PDF\)](#)
- [Veterans Affairs \(PDF\)](#)
- [Welcome Center \(PDF\)](#)

Questions?





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