The **Student Services Division** has a one year cycle of assessment that includes the following elements:

1. Departments assess yearly achievements that are relevant to their SLO/SAO and learn from experimental outcomes, create a benchmark or milestone of achievement levels, and solicit feedback/dialogue in departments.
2. Revisit, evaluate, and adjust goals if necessary each year; incorporate new SLOs/SAOs that are developed (i.e. new staff).
3. Utilize TracDat.
4. Consult with the Systems & Procedures Analyst - Lisa Level, leading the division with documentation, analysis, and codification of Administrative Unit Outcomes (AUO) and Student Learning Outcomes that are specific, measureable, realistic, and time-bound.

The division has also initiated and created a strategic plan that outlines two AUOs over the next three years.

1. Identify like data needs of Student Services Council Departments
2. Implement a data process for formative and summative evaluation

The purpose of **RS:TASC's** assessment and evaluation process is to grow and develop outcomes that highlight our work with students, faculty, and our tutor employees. Formative (throughout semester) and Summative (end of semester) assessment/evaluation is conducted on a yearly basis. Our objectives/outcomes evolve over the years based on faculty and staff analysis within the department.

Objective: Seeking Academic Support **(2009-2010; 2010-2011; 2011-2012):** Students will demonstrate a value for seeking academic support by participating in multiple tutoring and/or learning communities in order to achieve their desired course goals. **On-going**

Objective: Tutor Leadership Skills **(2009-2010; 2010-2011):** Student tutors will demonstrate leadership skills through participation in academic support activities. **Discontinued**

Objective: LC Facilitator Development **(2009-2010; 2010-2011):** LC Facilitators will develop academic support skills inclusive of managing time, enhancing interpersonal communication, planning for learning community groups, and problem solving student group dynamics. **Discontinued**

Objective: Critical Thinking for Students **(2009-2010; 2010-2011):** Students will develop critical thinking by participating gin structured learning communities that expect analytical, synthetic, and reflective thinking in group sessions. **Revised for 2011-12**

Assessing SLOs in Retention Services

Dr. Edward Pohlert, Faculty Director

Retention Services: Tutoring and Academic Support Center

SPEED SLOing

January 20, 2012

Sources of data for SLOs/SAOs for the Student Services Division

- PeopleSoft
- SARS
- Institutional Research & Planning
- Internal Semester & Year End Reports
- Surveys (ex: student satisfaction)

Outcome Measured

Objective 2009-2011: Critical Thinking for Students (3 yrs) Students will develop critical thinking by participating in structured learning communities that expect analytical, synthetic, and reflective thinking in group sessions.

Revised Objective 2012: Critical Thinking and Training for Tutors: Tutors will demonstrate effective tutoring skills in one-on-one and/or group tutoring sessions. TASC will hire, train and assign a new staff of tutors in high demand courses.

Assessment Methods

Objective-Critical Thinking: 1) Student evaluation of learning communities. 2) Consultations with learning community facilitators.

Revised Objective-Critical Thinking: Hire, train and assign a new staff of tutors in high demand courses. Provide tutors with training that meets the CRLA levels 1 and 2 requirements. Documentation of tutor completion of all level 1 and level 2 CRLA training modules. For each level 25 hours of tutoring experience is required.
http://www.crla.net

Expected level of achievement

Objective-Critical Thinking: Expected level of achievement:50% of LC Participants respond to the LC Evaluation. 100% of LC facilitators participate in consultations.

Revised Objective-Critical Thinking: Expected level of achievement: 100% of our newly hired tutors will be CRLA level 2 certified at the end of their first year and assigned to tutor in high demand courses.

Results

Objective-Critical Thinking: 46% of LC participants responded to the fall LC evaluation. 50% of LC participants responded to the spring LC evaluation. Overall, 48% of LC participants responded to an LC evaluation. 100% of LC facilitators participated in consultations.

Action/Recommendation

Objective-Critical Thinking: We concluded that given our increased efforts in promoting and providing incentives for LC participant evaluation feedback and still not receiving more than 50% return on evaluations, we will continue this practice but not tie it to a learning outcome.

Revised Objective-Critical Thinking: Re-focused objective to address tutor employee critical thinking skills through training.

Data Sets Utilized from TASC year-end report

- Successful Course Completion Rates (tutored vs. untutored)
- Student Persistence Data (tutored vs. untutored)
- Grade and Withdrawal Rates (tutored vs. untutored)
- Overall GPA (tutored vs. untutored)
- Tutee Demographics
- Number of students served (unduplicated)
- Number of student contacts

Data Sets Utilized from TASC year-end report (con't.)

- Hours of tutoring
- Number of tutors employed
- Disciplines in which tutoring was provided
- Grades and Successful Course Completion of LC participants
- Learning Community Overview
- Student Success Workshop Attendance

New Objective: <u>Student Success</u> (2011-2012): Faculty will demonstrate best Supplemental Assistance practices. TASC will recruit, organize and implement learning communities utilizing student success data and referral from colleagues.
Expected level of achievement: 25 faculty participate in the LC effort spanning at least 5 disciplines. 40 LC sessions are offered in fall and spring semesters.

New Objective: <u>Critical Thinking and Training for Tutors</u> (2011-2012): Tutors will demonstrate effective tutoring skills in one-on-one and/or group tutoring sessions. TASC will hire, train and assign a new staff of tutors in high demand courses.
Expected level of achievement: 100% of our newly hired tutors will be College Reading & Learning Association (CRLA) level 2 certified at the end of their first year.

Recommendation: The need for comprehensive student success assessment across departments is necessary in order to measure effectiveness in student success. How one department develops and implements an intervention is just one piece of the puzzle in how students succeed. The integration of student service interventions across departments (i.e. career, counseling, academic support, financial aid, admissions, EOPS, DSPS, etc...) and how students develop college success skills through their utilization is critical to measuring the impact we have as an institution. Meeting with department staff and faculty to look at department data in order to analyze whether SLOs/SAOs line up with department objectives is essential to having effective SLOs.

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