

III. Program Outcomes Assessment and Improvements

A. Assessment Cycle Calendar

**STUDENT LEARNING OUTCOMES
ASSESSMENT CALENDAR
COLLEGE SUCCESS STUDIES DEPARTMENT**

CYCLE STAGE	S 2012	F 2012	S 2013	F 2013	S 2014	F 2014	S 2015	F 2015	S 2016 CPPR	F 2016	S 2017
<i>SLOs Assessment</i>	ACSK 005 225 217 168	ACSK 099 120 225		ACSK 225 ACSK 168	CSS 005 CSS 120 CSS 036	CSS 099 CSS 058					
<i>Analyze Results & Plan Improvements (CPAS)</i>	ACSK 036 227 058	ACSK 005 225 217 168	ACSK 099 120 225		CSS 225 CSS 168	CSS 005 CSS 120 CSS 036	CSS 099 CSS 058				
<i>Implementation</i>		ACSK 036 227 058	ACSK 005 225 168			CSS 225 CSS 168	CSS 005 CSS 120 CSS 036	CSS 099 CSS 058			
<i>Post- Implementation SLOs Assessment</i>			ACSK 036 227 058				CSS 225 CSS 168	CSS 005 CSS 120 CSS 036	CSS 099 CSS 058		

*ACSK 058: 0 sections offered in fall 2013 (courses canceled due to low enrollment)

*ACSK 227: 0 sections offered in fall 2013

*ACSK 217: 0 sections offered in spring 2013 and fall 2013

*Beginning in Spring 2014, all courses will be "College Success Studies"

College Success Studies Program to Course Mapping Chart
2015-2016

Program Outcomes	Courses
1. Student will demonstrate self advocacy and knowledge of their academic goals.	CSS 225, CSS 125, and CSS 025
2. Student will progress to college-level coursework successfully completing pre-collegiate College Success courses.	CSS 225, CSS 125, CSS 058, CSS 080, CSS 085, and CSS 025
3. Student will demonstrate knowledge of college resources to help her/him successfully complete coursework, including tutoring, advising, and services such as EOPS/CARE and DSPS.	CSS 225, CSS 125, and CSS 025

B. Below are our last program-level CPAS documents. Each CPAS summarizes the course assessments, implementation, and improvements for each of our Program Outcomes.

Course or Program Assessment Summary

Division: Student Development and Success Program: College Success Studies Date: August 27, 2014 v. 3 2012
 Courses in program, or course: **Course: CSS 005 – College Success Lab**

Faculty involved with the assessment and analysis: CHERYL ZIEHL and MARSHA ROBINSON
 Course-to-program outcome mapping document** is completed Yes X No

1	Student Learning Outcome Statements <input type="checkbox"/> Program <input checked="" type="checkbox"/> Course	1. I am able to identify the area(s) of basic skills (reading, spelling, vocabulary, grammar, mathematics, or study skills) that I most need to improve. Assessment: Self-reporting survey instrument. 2. I am able to monitor my progress in the area(s) of basic skills (reading, spelling, vocabulary, grammar, mathematics, or study skills) that I most need to improve. Assessment: Self-reporting survey instrument. 3. I am able to successfully apply the appropriate technique, strategy, and/or basic skill developed in the Lab in my other college courses or life situations. Assessment: Self-reporting survey instrument
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	During the last week of classes, Spring 2014, students enrolled in CSS 005 were asked to respond to a narrative-based assessment.
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	The assessments were distributed to students during the last week of classes, Spring 2014. The assessment was completed by a representative sampling of 10 students. Two sections of College Success Lab (1 section in SLO and 1 section in NCC) were offered in Spring 2014.
4	Assessment Results Summary (summarize Data)	In response to question #3, "In what areas or with what software did you work? ", the responses were ranked as follows: 1) Math; 2) Writing, Vocabulary, and Reading; 3) Study Skills, Grammar, and Word Processing; 4) PLATO; and 5 (Other)-Studied and did homework. In response to question #5, "Were the lab personnel helpful?" The responses were overwhelmingly positive. The only other two questions of note were #8 and # 9, "Would you sign up again?" and "Would you use the lab if it were open evenings?" Both questions were answered unanimously in the affirmative.

5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	Students self-select the CS Lab as they recognize areas where they need academic improvement, and the Lab provides access to an independent format. Faculty and other advisors also recommend the Lab to students when they determine a need for academic improvement exists. An important aspect of the CS Lab is transfer of skills to other courses/personal situations. Based on student assessment results, it appears students feel The CS Lab is of academic value. Previous recommended changes and plans were comprehensive and well thought –out; however, many were not implemented due to staff restructuring and budget cuts.
6	Recommended Changes & Plans for Implementation of Improvements	<p>Discuss and review 2012 recommended changes. Based on the present assessment, we recommend the following:</p> <ul style="list-style-type: none"> • Consistent staffing/procedures/ and services for both SLO/NCC <ul style="list-style-type: none"> Regular meetings with those involved in Student Success Centers Standardization of forms and available materials SLO/NCC • Campus promotion of the Student Success Centers and their components, including CS Lab, Tutoring, Math Drop-in Support, ESL Support, and Writing Center. • Increase availability of personnel in CS Lab to assist students at all levels • Evening hours with lab personnel present • Weekly progress check on CSS 005 students to communicate and assess needs
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<ul style="list-style-type: none"> • CSS 005 faculty regularly meets with the SDS division and CSS workgroup. • The Student Success Center Supervisor, Instructional Associates, and Instructors of Record meet regularly and are in daily communication to ensure continuity and uniformity of services on both the SLO campus and North County campus

**Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>

Course or Program Assessment Summary

Division: SDS

Program: College Success Studies

Date: September 4, 2014

v. 3 2012

Courses in program, or course: CSS 036 – Reading Essentials

Faculty involved with the assessment and analysis: Madeleine LaMon and Karen Waska

Course-to-program outcome mapping document** is completed Yes X No _____

1	Student Learning Outcome Statements <input type="checkbox"/> Program <input checked="" type="checkbox"/> Course	<i>Upon successful completion of this course, students will:</i> 1. identify main idea, implied main idea, and supporting details. 2. describe author's tone, purpose, and text organization. 3. distinguish between fact, opinion and propaganda techniques. 4. demonstrate knowledge of vocabulary and methods for understanding meaning. 5. organize an approach to summarize, outline, and remember text information.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	In previous years, the CSS (formerly ACSI) department utilized a survey-based assessment (an instrument administered with the final exam in each course) for student learning outcomes. Surveys were tabulated and statistical summaries for each course section were produced by the Office of Institutional Research and archived on the G:drive with other SLO documentation. Beginning with the '13-'14 academic year, a plan for direct assessment of SLOs was implemented using 'embedded' course assessments. This was done for selected courses by conducting a review to identify test items and/or assignments that correspond to each SLO. Sampling and aggregating student scores on those items provides a direct assessment of student learning for each SLO. During the Spring 2014 semester, CSS 036 classes were assessed at the end of the term with an assignment that had the students analyze an essay to identify the main idea, implied main idea, and supporting details of the essay (SLO #1).
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	End of term assessments of course SLO #1 in sections of CSS 036 Reading Essentials courses at the San Luis Obispo campus and the North County Center were completed in the Spring 2014 semester. The data for each student in each course section has been scored and aggregated for each course.

4	Assessment Results Summary (summarize Data)	Comparison of results from assessments conducted in different course sections showed small, non-significant differences in the average scores, indicating generally high student achievement on this SLO with the majority of students completing the assessment successfully and receiving a passing score. Specifically, 83% of students identified the implied main idea (central point) and the supporting details of the essay correctly. In addition, 78% of students identified the main idea of a specific paragraph in the essay correctly. As this was the first administration of this direct assessment method, direct comparison of the results from previous SLO assessments could not be made.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	The previous use of a survey-based assessment of SLOs had provided evidence of increases in aggregate student achievement following implementation of prior plans for improvement of student learning, as well as consistent differences between course SLOs that indicated areas for continuing improvement. Although there are many variables that affect student learning, the SLO assessments indicate success of the previous plans for learning improvement. The use of direct assessments of student learning should allow a more precise identification of the knowledge and skills that students obtain in the course experience, which can then be used to guide improvements in curriculum and instructional methods. Results from the Spring 2014 end-of-term direct assessment appear to indicate students were more successful at understanding the implied main idea/central point of the essay, yet they were more challenged at identifying the main idea of an individual paragraph within the essay.
6	Recommended Changes & Plans for Implementation of Improvements	The assessments have been useful for identifying challenges for student learning that may be addressed by giving greater emphasis to specific SLOs through careful selection of instructional activities and assignments. To address the assessment results mentioned above, increased focus on main idea identification through direct instruction, practice, and application, utilizing varied reading selections, should be considered. Additional homework assignments and collaborative exercises with an emphasis on main idea recognition may all strengthen a student's ability to successfully identify a paragraph's main idea. Instruction should continue with explicit reference to the various learning outcomes at the beginning and throughout the semester, with intentional selection of course content to reinforce the various course SLOs. Special consideration of additional course SLOs will be assessed and analyzed in subsequent semesters.

7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	Fall 2013, CSS faculty met with division faculty to brainstorm direct assessment ideas and options. Early in the Spring 2014 semester, CSS faculty discussed SLOs direct assessment ideas in department work group meetings. Mid-way through the Spring 2014 semester, faculty teaching CSS 036 agreed upon the SLO to be assessed and the direct assessment measure. At the end of the Spring 2014 semester, CSS 036 faculty assigned the same essay for students to read and analyze for main idea, implied main idea, and supporting details (SLO #1).
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Course or Program Assessment Summary

Division: **Student Development and Success** Program: **College Success Studies (CSS)**

Date: **9/2/2014**

Courses in program, or course: **CSS 120 - Learning Essentials (formerly ACSK 120)**

Faculty involved with the assessment and analysis: *M LaMon*

Course-to-program outcome mapping document** is completed N/A - No degree or certificate programs

1	Student Learning Outcome Statements <input type="checkbox"/> Program <input checked="" type="checkbox"/> Course	<i>Upon successful completion of this course, students will:</i> 1. describe methods to improve memory retention and recall of information. 2. describe methods to read textbooks with improved comprehension. 3. describe and discuss procedures for managing time effectively. 4. discuss procedures for focusing attention when reading, listening, taking notes and taking tests. 5. apply critical thinking skills and personal learning style to enhance learning. 6. describe and use campus learning resources.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	The CSS Program had adopted a survey-based assessment for student learning outcomes (SLOs) for each course that used an instrument administered with the course final exam. Surveys were tabulated and statistical summaries for each course section were produced by the Office of Institutional Research and archived on the G:drive with other SLO documentation. Beginning with the '13-'14 academic year, a plan for direct assessment of SLOs was implemented using 'embedded' course assessments. This was done for selected courses by conducting a review to identify test items and/or assignments that correspond to each SLO. Sampling and aggregating student scores on those items provides a direct assessment of student learning for each SLO. During the Spring 2014 semester a CSS 120 class was assessed at the end of the term with an assignment that had the students describe and discuss procedures for managing time effectively. (SLO #3)
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	End of term assessments of course SLO #3 in a section of CSS 120 Learning Essentials courses at the San Luis Obispo campus with approximately 20 students was completed in the Spring 2014 semester. The data for students in the course was scored and aggregated.

4	Assessment Results Summary (summarize Data)	This course SLO assessment, that followed the SLO Improvement Plan implementation, showed high levels of student achievement. Comparison of the results from the assessment showed scores that indicated generally high student achievement on this SLO with virtually all students completing the assessment successfully and receiving a passing score. As this was the first administration of this direct assessment method, direct comparison of the results from previous SLO assessments could not be made.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	The use of a survey-based assessment of SLOs had provided evidence of increases in aggregate student achievement following implementation of prior plans for improvement of student learning, as well as consistent differences between course SLOs that indicated areas for continuing improvement. Although there are many variables that affect student learning, the SLO assessments indicate success of the previous plans for learning improvement. The use of direct assessments of student learning should allow a more precise identification of the knowledge and skills that students obtain in the course experience, which can then continue to be used to guide improvements in curriculum and instructional methods.
6	Recommended Changes & Plans for Implementation of Improvements	The assessments have been useful for identifying challenges for student learning that may be addressed by giving greater emphasis to specific SLOs with careful selection of instructional activities and assignments. Based on the assessment results, this indicates instruction should continue with explicit reference to the various learning outcomes at the beginning of the class and throughout the semester, with intentional selection of course content to reinforce the various course SLOs. Special consideration of additional course SLOs will be assessed and analyzed in subsequent semesters.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	Instructors use texts that provide topics and scope consistent with the approved Course Outline and support the achievement of the various course SLOs. At all instructional sites, instructors conduct assessments and receive course data that are used for planning improvements for student learning.

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Course or Program Assessment Summary

Division: **Student Development and Success** Program: College Success Studies Date: November 25, 2013

Courses in program, or course: **CSS 168 – Tutor Training: Selected Topics (formerly ACSK 168)**

Faculty involved with the assessment and analysis: Luis A. Gonzalez (sole instructor of course)

Course to program outcome mapping document** is completed Yes X No _____

1	<p>Student Learning Outcome Statements</p> <p><input type="checkbox"/> Program <input checked="" type="checkbox"/> Course</p>	<p>1. I can effectively demonstrate communication skills in a tutorial setting. 2. I am aware of and can demonstrate different tutoring techniques. 3. I can describe effective study skills methods. 4. I can apply problem solving techniques to deter negative behavior. 5. I can effectively summarize and evaluate reading assignments. 6. I can identify campus and online resources. 7. I can effectively recognize and apply critical thinking skills for my content area.</p>
2	<p>Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)</p>	<p>During the final week of instruction, a survey was distributed to the students. The survey asked the student to self-assess their ability for the outcomes above. Students responded to each item by choosing one of the following responses: 4= Absolutely YES 3= Yes 2=Slightly 1=Not at All Additionally, a few of the questions in the survey were open ended and designed to assess what they learned from the course and course material.</p>
3	<p>Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)</p>	<p>The survey was distributed to all students during the final class in early November. The survey was completed by 6 students, all in the class. Only one section of this course is taught each semester.</p>
4	<p>Assessment Results Summary (summarize Data)</p>	<p>Assessment Summary available on next pages. There are some multiple choice survey questions and several open ended questions that are meant to directly assess the students' knowledge of the subject matter.</p>

5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	The assessment procedure was designed to not only gather the student's opinions about the course but to also directly assess their retention of the material covered in the course. That is why there were multiple choice survey questions that asked about their opinion on different topics as well as open ended questions that tested their knowledge of topics covered in the course. This was my first time delivering this material, which was the same material that had been taught for years. However, I did not get as much time as I would've liked to review, revise and update course material and delivery. I know that there are many areas that can be improved and I'm looking forward to making those changes for the next semester.
6	Recommended Changes & Plans for Implementation of Improvements	I am working on researching more up-to-date material, delivery methods and certification programs that can be applied locally. I am collaborating with other campuses on what they use for their tutor training courses and will be looking to apply what works for us.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	This course is taught by one instructor.

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Course or Program Assessment Summary

Division: SDS Program: College Success Studies Date: February 12, 2014 v. 3 2012

Courses in program, or course: CSS 225 - College Success

Faculty involved with the assessment and analysis: Devon Hodgson, MaryAnn Dockstader, Paula Robinson, Berta Parrish, Cheryl Ziehl
Course-to-program outcome mapping document** is completed Yes X No

1	Student Learning Outcome Statements <input type="checkbox"/> Program <input checked="" type="checkbox"/> Course	<ol style="list-style-type: none"> 1. Demonstrate knowledge of their preferred learning style and apply them to life-long learning. 2. Construct and analyze personal time management habits and strategies. 3. Employ effective content-specific reading strategies to approach, comprehend, and summarize academic reading. 4. Formulate effective and efficient study techniques for note taking and test taking in their content area courses. 5. Reveal a basic understanding of wellness concepts and relationship between healthy living and academic success; including the role of stress and procrastination, diet, sleep, and exercise , and money management. 6. Show basic technological literacy and informational competency for library research. 7. Identify campus resources designed to support students.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	<ul style="list-style-type: none"> • Student achievement of selected outcomes was measured through a self-reporting pre and post assessment tool (Discovery Wheel) provided in the CSS 225 course textbook, <i>Master Student Concise</i>, 13th Edition. • Students assessed their skills at the beginning and end of the course in 10 key areas using a likert scale (5= strongly agree, 4= agree, 3 = somewhat agree, 2= disagree, 1= strongly disagree). • The 10 key areas were Attitude, Time/Money, Memory, Reading, Notes, Tests, Thinking, Communicating, Health, and Purpose.
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	<ul style="list-style-type: none"> • 116 students were surveyed in Fall 2013 in six randomly selected sections of CSS 225 (formerly ACSI 225) on both the San Luis Obispo and North County Campuses. • The data was reviewed, aggregated and analyzed.

4	Assessment Results Summary (summarize Data)	<ul style="list-style-type: none"> The data averaged and aggregated was the difference between the self reported assessments of skills in 10 key areas from the beginning to the end of the course. From the largest increase to the smallest increase, the assessment results are the following: Reading (7.1), Memory (5.8), Tests (5.6), Notes (5.4), Attitude (5.1), Time/Money (4.9), Thinking (4.4), Communication (4.3), Purpose (3.6) and Health (2.7).
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	<ul style="list-style-type: none"> We discussed the fact that Reading had the highest impact (7.1) and yet it is one of the lowest scoring areas of readiness at the beginning of the semester. This stimulated an analysis of the subgroups in our classes. For instance, re-entry students and students on academic probation tend to rate themselves lower than the traditional transfer-level student. The faculty feel the highest scoring improvement area, reading, is sufficient evidence that SLO #3 “Employ effective content-specific reading strategies to approach, comprehend, and summarize academic reading” is being addressed appropriately across sections. Through the detailed discussion regarding the areas that scored lower than desired overall in the post assessment but demonstrated growth between pre and post assessments influenced a redirection of instructional emphasis for the next assessment cycle.
6	Recommended Changes & Plans for Implementation of Improvements	<ul style="list-style-type: none"> We will continue collecting the pre and post self-report from the Discovery Wheel and analyzing the difference between the beginning and ending ratings on the 10 key areas. It is the goal of the CSS 225 faculty to improve the outcome of the SLO #7 “Formulate effective and efficient study techniques for note taking and test taking in their content area courses.” In the spring of 2014, a rubric will be created to assess note taking proficiency. In the fall of 2014, SLO #7 will be directly assessed through the random collection of student notes , including predicted test questions, from each CSS 225 section using a rubric ranging from excellent to poor note-taking skills and test prediction strategies

7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	<ul style="list-style-type: none"> • CSS 225 faculty regularly meets with the SDS division and CSS department as well CSS 225 workgroup. • Five CSS 225 instructors met on February 7, 2014 to discuss SLOs, curriculum, instructional approaches and assessment data. • In addition to the Discovery Wheel, most instructors emphasize Student Learning Outcomes in the following ways: <ol style="list-style-type: none"> 1. Present the SLOs at the beginning of the semester. 2. CSS 225 SLOs and/or course objectives are listed on all syllabi. 3. Publish the SLOs on the MyCuesta, Course Studio. 4. Assess their own material (written assignments, readings, etc.) for their relationship to the SLOs and course objectives. 5. Create activities throughout the terms that specifically highlight selected SLOs. 6. Integrate campus resources and technology into the classroom.
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Course or Program Assessment

Division: CSS

Program: SDS

Date: January 29, 2015

v. 3 2012

Courses in program, or course: CSS 058 - Grammar Essentials

Faculty involved with the assessment and analysis: Ilene French and Marsha Robinson

Course-to-program outcome mapping document** is completed Yes X No

1	Student Learning Outcome Statements <input type="checkbox"/> Program <input checked="" type="checkbox"/> Course	<ol style="list-style-type: none"> 1. The student will recognize the basic parts of speech and their function in a sentence. 2. The student will analyze and write different sentence types. 3. The student will identify and correct common sentence structure errors . 4. The student will demonstrate understanding of punctuation by correctly editing sentences and paragraphs.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	<p>During final exam week of Fall 2014, students were given a two-page quiz on the parts of speech (SLO #1).</p> <p>The quiz consisted of:</p> <p>Part 1 - where students defined seven parts of speech</p> <p>Part 2 - where students were asked to identify selected parts of speech in sentences.</p>
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	The quiz was given to two sections of CSS 058, Grammar Essentials. These were the only sections of CSS 058 offered in the Fall 2014 semester. Sixteen students completed the assessment.
4	Assessment Results Summary (summarize Data)	<p>25/25 -5 students</p> <p>24/25 – 5 students</p> <p>21/25 – 3 students</p> <p>19/25 – 1 student</p> <p>14/25 – 1 student</p> <p>13/25 – 1 student</p>
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	There is a great gap between the achieving students who are motivated to learn, study, and be prepared; and the students who “are not really sure why they are in class” and put little effort into the class.

6	Recommended Changes & Plans for Implementation of Improvements	In the past, we have made the assumption that “parts of speech” is a review for most students – that is not the case. The students need greater depth and exposure and hands-on activities to master this subject before they move on to more complex grammatical concepts. Next semester, we intend to incorporate the PLATO software into our courses, allowing students the repetition and individual practice they require to fully understand the parts of speech and their function in a sentence.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	The two instructors for this program review several times during the fall semester and will continue to do so in future semesters.

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Course or Program Assessment Summary

Division: **LIBRARY/LEARNING RESOURCES/DE/ACADEMIC SUPPORT** Program: **ACADEMIC SUPPORT** Date: **AUGUST 17, 2012**

v. 3

Courses in program, or course: **ACSK 005, ACSK 036, ACSK 058, ACSK 120, ACSK 225, ACSK 227**

Faculty involved with the assessment and analysis: **Cheryl Ziehl, Karen Waska, Mary Hastings, Berta Parrish, Madeleine LaMon, MaryAnn Dockstader, Marsha Robinson, Norma Ortiz, Devon Hodgson**

Course-to-program outcome mapping document** is completed Yes X No

1	Student Learning Outcome Statements <input checked="" type="checkbox"/> Program <input type="checkbox"/> Course	PROGRAM LEARNING OUTCOMES 1) Student will demonstrate self advocacy and knowledge of their academic goals. 2) Student will progress to college level coursework successfully completing pre-college Academic Skills courses. 3) Student will demonstrate knowledge of college resources to help her/him successfully complete coursework, including tutoring, advising, and services such as EOPS/CARE and DSPS.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	Five assessment methods were used: 1) Student self-report surveys were developed and piloted to assess the student learning outcomes for all courses. 2) Tutorial Services employs a formal qualitative evaluation process for tutors, tutees, classified and clerical staff every semester. 3) A web-based student survey was prepared and administered as part of the 2011 Academic Support Comprehensive Planning and Program Review to provided data on PLO #2. 4) A statistical analysis of Banner data regarding student success in subsequent course work after taking ACSK 225 <i>College Success</i> provided data on PLO #2 and #3. 5) The ACSK 225 student learning outcome related to identifying campus resources provided feedback on PLO #3.
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	1) Hundreds of students completed the self-report surveys for the Academic Skills courses, beginning in 2009 with ASCK 120 Learning Essentials. The Office of Institutional Research and Assessment provided frequency, percent, and mean for each learning outcome. 2) 36 tutors, approximately 1,250 tutees, 6 classified and 6 clerical staff members completed a questionnaire for the 2011-2012 academic year. 3) Of the 400 students who completed a web-based survey in 2011, 60% had completed at least one Academic Skills course and 50% had accessed Tutorial Services. 4) Using the Argos Script program, we compared how the 264 students who were enrolled in the Fall 2008 ACSK 225 <i>College Success</i> classes did over the next four semesters in the subsequent English and Math courses. This was from Spring 2009 through Fall 2010. In math we looked at ACSK 075, Math 003, Math 021, Math 122, and Math 123. In English, we examined ACSK 032, ACSK 036, ACSK 050, Engl 099, Engl 156, and Engl 201A. 5) Seventy-one students in three of the Spring 2012 ACSK 225 sections indicated how well they could identify campus

		resources available to support students in addition to nine other student learning outcomes.
4	Assessment Results Summary (summarize Data)	<p>The student survey data indicate that students consistently rate the Academic Skills courses, Tutorial Services, and Academic Support Lab high when asked whether the courses/services help them succeed in college. The statistical means of related questions range from 3.98 to 4.31 on a 5-point scale. For each question, about half of the respondents “strongly agree” that the program has helped them succeed. Overall, about forty-five percent of the students responding report they successfully completed either English 099 or English 156 after taking Academic Skills classes or using services, and about 20% say they passed Math 007 or Math 021. Other courses successfully completed include English 201A, Math 123, 127, 242, 265A, Chemistry 201A, Business 201B, German 201, statistics, geology, astronomy, and microbiology courses. (PLO #2)</p> <p>Students completing ACSK 225 <i>College Success</i> had substantially higher persistence and success rates in subsequent math and English courses than the overall college percentages. The overall success rate for math students was 29.1 percent, whereas, the rate for students who had taken <i>College Success</i> was 52.9 percent. And, the overall student success rate in an English class was 46.7 percent, whereas, the rate for <i>College Success</i> students was 68.8 percent. The differences of 23.8% and 22.1% respectively, suggest that the <i>College Success</i> course is enormously beneficial for achievement in math and English courses. (PLO #3)</p> <p>Of the 71 ACSK 225 students surveyed in Spring 2012, 94% responded that they felt well informed about campus resources and how they can support their academic success (PLO #3).</p> <p>We did not directly assess PLO #1. In fact, as mentioned below, we have decided to revise, if not eliminate, this Program Learning Outcome in favor of a more appropriate and more measurable objective.</p>
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	<p>In reviewing the data, it's clear that students are successfully completing courses and meeting program outcomes. The development of SLO assessments has led to improvements in the Academic Support Program. All Academic Skills faculty are now listing the course SLOs on course syllabi and making specific reference to the SLOs as appropriate. The faculty is now considering the course SLOs when creating assignments, exams and other course materials in order to focus student learning on the various SLOs for the course and for the Program.</p> <p>For instance, following the first round of SLO assessments for ACSK 120 in Spring and Fall '09, the results were used to provide the basis for planning improvements of student learning. Changes to instruction involved placing greater emphasis on critical thinking skills with expanded examples, class discussion and exercises. The assessment data for Spring and Fall '10 show substantial improvement in the mean rating of the SLO for critical thinking, suggesting the plan for improvement produced the desired effect.</p> <p>Five of the six ACSK 225 instructors met in June, 2012 to discuss the results of the assessment data. The exchanges of ideas, of instructional practices, and of possibilities to assess student progress were very productive and rewarding. We look forward to future conversations focused on achievement of student outcomes.</p>

6	Recommended Changes & Plans for Implementation of Improvements	<ul style="list-style-type: none"> • Modify the Program Learning Outcomes to better reflect the program in its role within the campus community – what our program really strives to achieve. For example, revise or eliminate PLO #1. • Add a Program Learning Outcome that better assesses the access to and effectiveness of Tutorial Services. • Develop and implement several direct assessment methods for selected courses, such as ACSI 036 <i>Reading Essentials</i> and ACSI 058 <i>Grammar Essentials</i>, to add to the self-reporting survey information. • Encourage greater participation by adjunct faculty and DSPS faculty in the assessment process. • Improve communication about curricular matters and assessment among all faculty and staff.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	In addition to ongoing informal discussions among instructors, SLO assessment data is a regularly agendaized topic at the Academic Support Workgroup monthly meetings. The agenda and minutes from the meetings reflect this discussion. The SLO assessment data is also saved to the “G” drive for convenient shared access. Instructors of courses with multiple sections have met to analyze and discuss the SLO results: ACSI 225 instructors in 6/12, ACSI 227 in 6/12, ACSI 005 staff/faculty in 8/12, and ACSI 058 in 4/12.

**Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>