Course or Program Assessment Summary

Division: **LIB//DE/ACADEMIC SUPPORT**   Program: **ACADEMIC SUPPORT**   Date: **AUGUST 17, 2012**   v. 3 2012

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 ☒ Program ☐ 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 *College Success* 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 *College Success* 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)	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) Students completing ACSK 225 *College Success* 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 *College Success* was 52.9 percent. And, the overall student success rate in an English class was 46.7 percent, whereas, the rate for *College Success* students was 68.8 percent. The differences of 23.8% and 22.1% respectively, suggest that the *College Success* course is enormously beneficial for achievement in math and English courses. (PLO #3) 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). 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.

5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	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.
		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.
		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.
6	Recommended Changes & Plans for Implementation of Improvements	• 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 ACSK 036 *Reading Essentials* and ACSK 058 *Grammar Essentials*, 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 agendized 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: ACSK 225 instructors in 6/12, ACSK 227 in 6/12, ACSK 005 staff/faculty in 8/12, and ACSK 058 in 4/12.

• **Program-Level CPAS is attached in lieu of *recent assessment efforts and methods*.**

Course or Program Assessment Summary

Division: Academic Support   Program: Academic Support   Date: November 25, 2013

Courses in program, or course: Academic Skills 168

Faculty involved with the assessment and analysis: Luis A. Gonzalez Course to program outcome mapping document** is completed Yes_X__   No_____

1	Student Learning Outcome Statements ☐Program ■ Course	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.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	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.
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	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.
4	Assessment Results Summary (summarize Data)	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.
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.

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, Norma Ortiz, and Cheryl Ziehl**

Course-to-program outcome mapping document** is completed   Yes__X___   No _

1	Student Learning Outcome Statements ☐ Program ☒ Course	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)	• 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, *Master Student Concise,* 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.)	• 116 students were surveyed in Fall 2013 in six randomly selected sections of CSS 225 (formerly ACSK 225) on both the San Luis Obispo and North County Campuses. • The data was reviewed, aggregated and analyzed.
4	Assessment Results Summary (summarize Data)	• 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: Attitude (5.1), Time/Money (4.9), Memory (5.8), Reading (7.1), Notes (5.4), Tests (5.6), Thinking (4.4), Communication (4.3), Health (2.7), and Purpose (3.6).
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	• 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	• 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

Description or evidence of dialog among course or program-level faculty about assessment plan and results	• 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: 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.

Course or Program Assessment Summary

Division: **Student Development and Success** Program: **College Success Studies/Academic Skills**   Date: **10/24/2013**

Courses in program, or course: Reading Essentials (ACSK/CSS 036)

Faculty involved with the assessment and analysis: M LaMon; MA Dockstader   **Prepared by Madeleine LaMon**

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

1	Student Learning Outcome Statements ☐ Program ☒ Course	***Upon successful completion of this course, students will:*** 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)	The CSS Program has adopted a survey-based assessment for student learning outcomes (SLOs) for each course that uses an instrument administered with the course final exam. Surveys are tabulated and statistical summaries for each course section are 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 will be implemented using 'embedded' course assessments. This will be done for selected courses by conducting an audit to identify existing test items and assignments that correspond to each SLO. By sampling and aggregating student scores on those items, a **direct assessment of student learning** for each SLO can be derived.
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	End of term assessments in sections of ACSK 036 Reading Essentials courses at the San Luis Obispo campus with approximately 20 students each were completed in the Spring and Fall 2010 semesters, and in Fall 2011. In Spring 2013 assessments in sections at both the San Luis Obispo and North County Campuses were conducted. The data for each course section has been scored and statistically analyzed for each course SLO.

4	Assessment Results Summary (summarize Data)	The course SLO assessments showed high levels of student achievement across all SLOs. Comparison of results from assessments conducted in the Spring and Fall 2010 semesters showed small, non-significant differences in the average survey ratings of the course SLOs across the sections/semesters. The results from the Fall 2011 assessment showed substantial improvement in the means for all SLOs, with no ratings by any student for any SLO in the lowest achievement categories. With assessments from three semesters compared, it was also noted that the SLO: *students will organize an approach to summarize, outline, and remember text information,* consistently had slightly lower mean ratings than the other course SLOs in each of the assessments, which provided a focus for future plans to improve student learning. The Spring '13 assessment continued to show high levels of student achievement across all SLOs, with small, but consistent difference between the average survey ratings of the course SLOs from each section.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	The use of a survey-based assessment of SLOs has provided evidence of increases in aggregate student achievement following implementation of plans for improving student learning, as well as consistent differences between course SLOs that indicate areas to make additional plans 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 may allow a more precise identification of the knowledge and skills that challenge students, which can 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 through careful selection of instructional activities and assignments. 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 specific ways students can organize course content to facilitate their learning and retention will be provided 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 SLOs. At all instructional sites, instructors use the course assessment form, conduct assessments and receive course data that are used for planning improvements for student learning.