

Strengthening Institutional Effectiveness: *The Integral Role of Student & Library/Learning Support Services*



Institutional Effectiveness

Presented by:

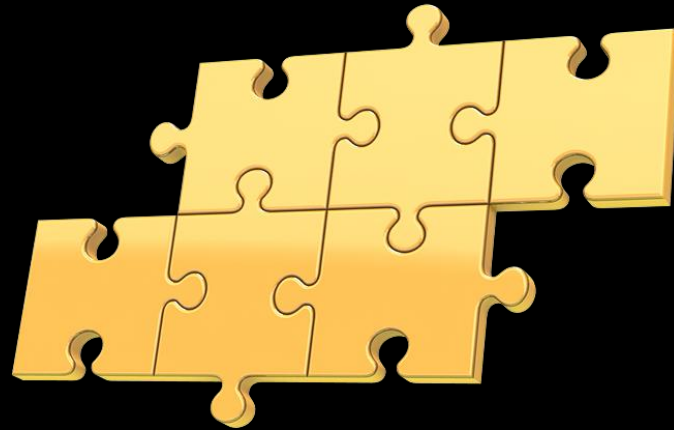
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Session Outcomes

Upon completion of today's session, participants will be able to:

- Articulate the important role that Student Students & Library/Learning Support Services play in strengthening institutional effectiveness (IE) & learning.
- Apply at least one new concept to advance SLO assessment, program review, and planning processes in non-instructional areas at their respective campus.
- Identify at least one way in which to simplify institutional effectiveness processes at their respective campus
- Identify at least one way in which to facilitate the use of more meaningful data in non-instructional areas



Institutional Effectiveness

ACCJC on Institutional Effectiveness

ACCJC on “Institutional Effectiveness”

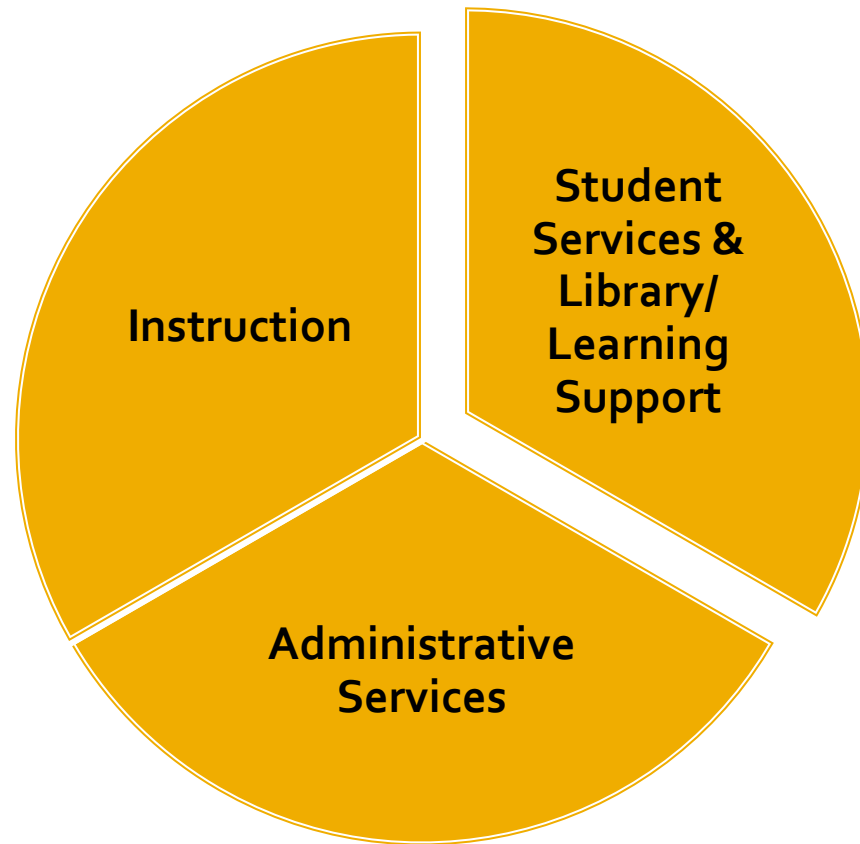
The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

ACCJC Rubrics

Rubrics for Evaluating Institutional Effectiveness

- Part I: Program Review
 - *Sustainable Continuous Quality Improvement*
- Part II: Planning
 - *Sustainable Continuous Quality Improvement*
- Part III: Student Learning Outcomes
 - *Proficiency (by 2012)*

“Institutional” Effectiveness



Standard II.B.4

The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement. (Std II.B.4)

Standard II.C.2

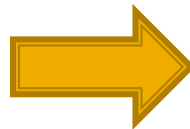
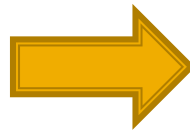
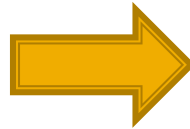
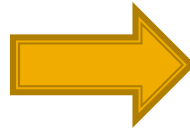
- The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Student Support Services

Program Review/SLO Assessment- Cuyamaca College's Journey

WE WERE GOOD BUT...

- 5-Year Cycle
- CAS Standards
- SLO Statements
- Cumbersome
- Siloed
- Meaningful; Useful Data



WE WANTED TO BE BETTER.

- Annual Cycle
- Align with Strategic Areas of Focus/College Mission
- SLO Assessment: Closing the Loop
- Simplified: Quality vs. Quantity; Fewer Committees
- Integrated- Institutionally; Accreditation Standards
- From Satisfaction to Learning; Broader engagement; Dialogue

Simplified Processes...



Program Review

Characteristics of institutional effectiveness in program review include:

- Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.
- The institution reviews and refines its program review processes to improve institutional effectiveness.
- The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

(ACCJC Rubric, 2011)

Program Review

Components

- Background and Mission/Description of Program or Department
 - *Include those involved in program review development and discussion, including classified staff*
- Accomplishments by Five Areas of Focus as per College Mission
 - *Alignment with Accreditation Standards, including Descriptive Summary & Evaluation*
 - *Implications for improvements/future planning?*

Program Review

Components (cont.)

- Access/Students Served
 - *How many were served? By demographics?*
 - *Implications for improvements/future planning?*
- Success, Satisfaction, & Engagement
 - *What are the indicators of success in the program/department, and what were the previous year's results?*
 - *Satisfaction/Engagement Data?*
 - *Implications for improvements/future planning?*

Student Learning Outcomes

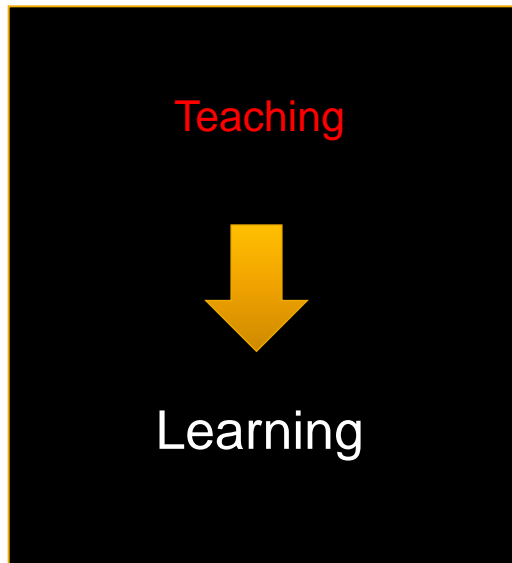
A thought on Learning...

“... a comprehensive,, holistic transformative activity that integrates academic learning and student development, processes that have often been considered separate, and even independent of each other. When we say learning then we do not mean exclusively or primarily academic instruction, the acquisition of disciplinary content, or classroom learning.”

Source: *Learning Reconsidered: A Campus Wide Focus on the Student Experience*

Student Learning Outcomes

INSTRUCTION



STUDENT SERVICES



PARADIGM
SHIFT

Student Learning Outcomes

Is satisfaction enough?



What do you want a student to know or learn in Financial Aid?

Student Learning Outcomes

What do you want a student to know or learn in Admissions & Records?



What do you want a student to know or learn in a Counseling session?

Meaningful Assessment

SATISFACTION FOCUSED

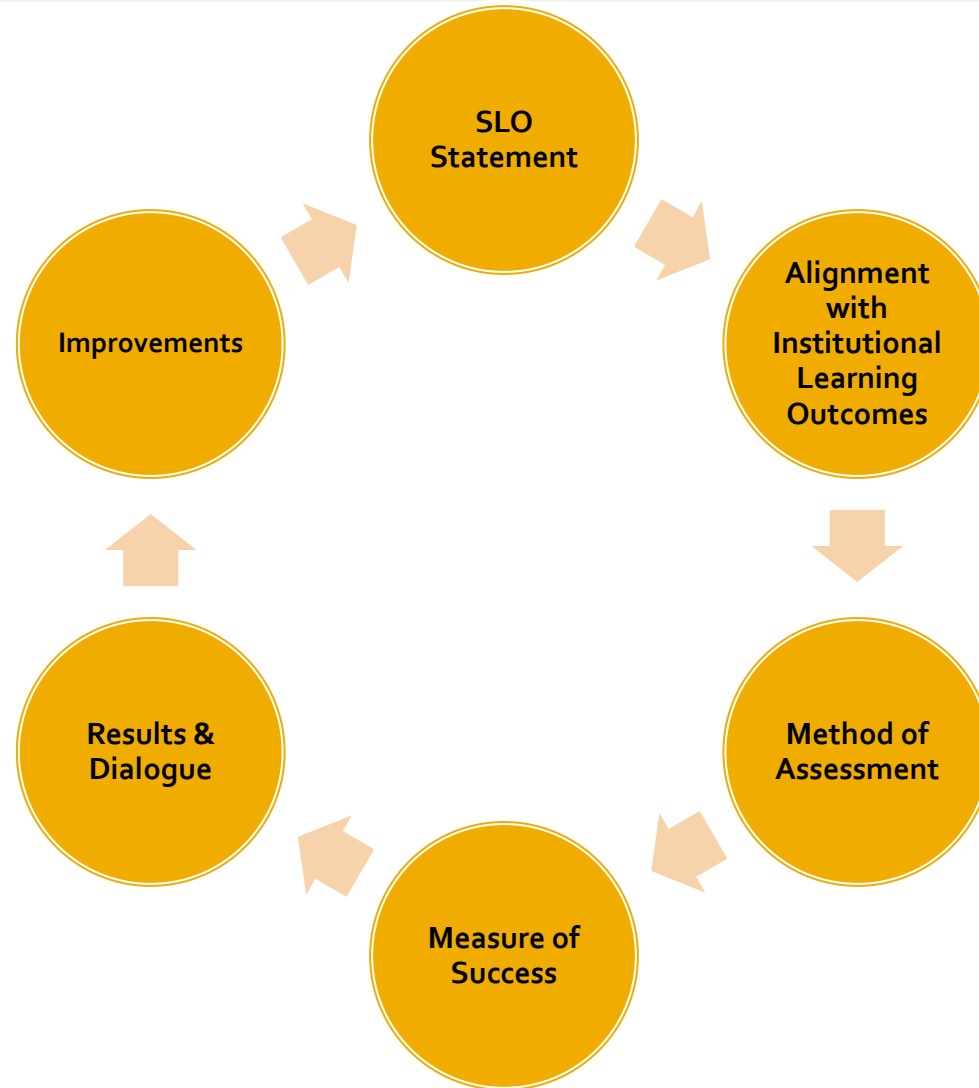
- 80% of students reported that they received courteous service in Admissions & Records
- 80% of students reported that they were satisfied with Counseling services



LEARNING FOCUSED

- 80% of students were able to navigate the online registration system
- 80% of students were able to identify the steps necessary to obtain a degree or certificate

Student Learning Outcomes: Cycle of Assessment



Planning

- Based on the analysis of program review and SLO assessment, identify the following to be achieved next year:
 - Student Learning Outcomes
 - *Align with Institutional Learning Outcomes*
 - *Identify Measure of Success*
 - Department Goals/Outcomes
 - *Align with Five Areas of Focus*
 - *Identify Measure of Success*

Planning & Resource Allocation

- Identify Resources needed to achieve stated SLOs and Goals
 - Staffing Needs (Staffing Plan)
 - Facilities Needs (Facilities Plan)
 - Technology Needs (Technology Plan)
 - Other Resource Needs (On-going/New)
 - *Basic Skills*
 - *Perkins*
 - *General Fund*
 - Research/Data Needs (Research Agenda)

Library & Learning Support Services

ACCJC Recommendation

Library and Learning Support Services

- To meet the standard, the team recommends the college and its libraries develop and implement an on-going formal assessment of their library services, on-line services, and student learning outcomes.

(Standards II.C.1.b, II.C.1.c, II.C.2)

Library SLOs

- A Cuesta College information literate student is one who should know or be able to do the following:
 - Conceptualize and communicate a research topic or information need, and know when expert assistance is necessary.
 - Synthesize material and evaluate whether information need has been successfully satisfied.
 - Locate, use, and evaluate library and information resources relevant to class assignments and personal information needs.

Assessment Strategies

- Library Assessment Committee
 - Direct and formalize the assessment of library services, collections, online services, and SLOs.
- Data, Data, Data
 - Usage statistics for online and print collections
 - Reserve materials
 - Interlibrary request
 - Reference desk usage

Assessment Strategies

- Even more data...
 - English Composition Library Research Workbook
 - Online Information Competency Tutorial
 - Research Skills Class
 - Library Satisfaction Survey
 - Library Orientation Surveys
 - Pre & post
- Map to SLOs

Next Steps

- Dialog – talk beyond the assessment
 - What do we plan to change
- Evaluate – Modify – Sustain
 - Assessment Strategies
 - Surveys, quizzes, assignments
 - Data / Tools
 - Workbook, Tutorials, Course, etc.
 - Library SLOs

Questions and Discussion