AANAPISI’s mission is to strengthen the College’s ability to promote Asian American Pacific Islander (AAPI) student success.
AANAPISI: Strengthening the College’s ability to promote AAPI student success

**STUDENT SERVICES**
- Counseling
- Welcome Center
- STEM Learning Center
- Peer Mentors

**INSTRUCTION**
- Pilot Courses
- Curriculum
- Professional Development
- Faculty Inquiry Groups

**RESEARCH**
- Data Disaggregation
- Information Systems Development
- Analysis

**PROGRESSION, GRADUATION, & TRANSFER OF AAPI STUDENTS AND ALL STUDENTS AT MISSION COLLEGE**
AANAPISI Faculty Leads

- Yolanda Coleman – Honors Transfer Project Lead
- Pat Hernas – Research Lead
- Betty Inoue – Summer Bridge Lead
- Alla Petrosyan – Common Core Lead
- Rebecca Tran – K16 Bridge Lead
- Sarah Sullivan – Reading Apprenticeship Lead
- Adrian Wise – AANAPISI Student Empowerment Committee Lead
ACCJC:
SLO & SAO Expectations
“...development and assessment of Student Learning Outcomes in all instructional and student support services programs ...”

Note:
Student Services SLOs = SAO (Student Area Outcomes)
“...assess all Course, Program, Certificate, Degree-level SLOs, evaluate results ...”
“... foster and sustain institution-wide dialog on the results of assessment...”
“...ensure that decision-making aligns with institution-wide practices to support and improve student learning...”
What do we need to meet these standards?

- Establish appropriate, measurable SLOs & SAOs for all courses, certificates, degrees and programs
  - Establishing a process for peer evaluation of SLOs and SAOs
  - Establish a process for rewriting and reviewing SLOs and SAOs
What do we need to meet these standards?

Evaluate *every* SLO and SAO for *every* course, certificate, degree and program

Note:

Every section of the same course needs to be assessed

Program defined as degrees, certificates or service areas
The Assessment-Dialogue-Improvement Loop

- Establish an appropriate methodology for evaluating the SLO or SAO
- Establish a target for this evaluation (e.g., 85% of students will...)
- Perform the evaluation
- Facilitate a robust dialog on the results with the appropriate faculty and staff and determine how the assessment results will be used
- Record the assessment tool, results, dialog and results from that dialog
- Implement any changes resulting from the dialog and reassess the same SLO or SAO
The Use of Assessment Data

- Link the results of the SLO and SAO assessment to college-wide requests
  - Examples:
    - Budget allocations
    - Curriculum changes
    - Faculty and staff hires
    - Facilities improvements
Where are we now? (13-14 data)

- **Course level:**
  - Total Number of College Courses: **1018**
  - Number of courses with any assessment of learning outcomes on CurriCUNET: **298***
  - Percent of total 29.3%

Note: “On-going assessment” is standard: Every SLO for every section of the course on a regular schedule

* Because the CurriCUNET module did not provide that detailed information, we counted any course that had any evaluation registered – actual numbers are probably considerably lower....
Where are we now? (13-14 data)

- Program level (Degrees and Certificates):
  - Total Number of Programs: 85
  - Number of programs with any assessment on CurricUNET learning outcomes: 2*
  - Percent of total: 2.4%

*Because the CurricUNET module did not provide detailed information, we counted any program that had any evaluation registered – actual numbers are probably considerably lower....
Where are we now? (13-14 data)

- SAOs:
  - Total Number of Programs: 22
  - Number of programs with ongoing assessment of SAOs: 16*

* The CurriCUNET module is not in place for SAOs. We had no tracking mechanism for these; so this number may not be correct.... Thanks Donna Hale for digging out some data.
Moving Forward with Outcome Assessment
What’s Next? (Academic)

- All instructors should submit their syllabi to their department chairs.
  - The Syllabi need to have the SLOs for the course clearly designated.
  - The SLOs listed on the Syllabi need to be the current SLOs listed on the CurricUNet Course Description.
- Department Chairs will put the syllabi on the P-Drive after verifying the inclusion of the SLOs.
What’s Next? (Services)

- The various Student Services on campus should have their SAOs written soon.
- The Measurement Method(s) should be created in conjunction with the SAOs.
What’s a Measureable Outcome?

- Avoid abstract terms such as “know”, “understand” and “use”.

- Measure only what can be clearly identified and directly observed.
Move from the Abstract to the Concrete
Avoid the “I know it when I see it” terms

- What is Pornography?

A picture of a naked person?
Too Abstract!
What if the SLO has abstract terms?

- It’s too late to change the SLO – the semester is about to begin.

- As a department, come up with a shared idea of what the concept is and how it will be measured.
What can be used to measure the Outcome?

This depends on the nature of the Outcome.

- All sorts of sources of information can be used to gather the needed data, if they point to the outcome.
Key Component to Measuring

The method of measuring the outcome must point directly and solely to that outcome.

- Student Satisfaction Survey?
- Scantron tests?
- Essay scores?
- The number of log-ins?

Maybe... It Depends on the Outcome
We’ve Ready to Measure.... Now What?

The next step is to

Assess

“Close the Loop”

Discuss

Make Improvements

Analyze
Get In The Habit

The point of Outcome Assessment is to *Improve the Student Experience*.

- To do this, departments should
  - Get routine participation of everyone in the department throughout each assessment cycle.
  - Have meaningful discussions about the results of the Assessment data.
  - Reassess outcomes after any changes to the curriculum / service, or to the measurement instrument.
Outcomes in Action

- **English: Course Level SLOs**
  - Christine Ritz
- **BioSciences: Program Level SLOs**
  - Kelly Neary
- **OAC: Institutional Level SLOs**
  - Robert Reed
- **Student Services: SAOs**
  - Donna Hale
SLOs in English
Course Assessment: The Information Questions

- **Which**: English 900
- **When**: Fall ’13 and Spring ’14
- **Who**: two instructors
- **How**: survey and course assignments
Changes Made

- After analyzing the first set of assessment data
  - Added another MLA Citation Worksheet [citation needed]
  - Created “packets” of materials
  - Posted English 900 Hours
More Changes Made

- Changed the Grammar website
- Hired more tutors
Results of Second Assessment

An improvement of Student Learning from 52% to 76%
PLOs in Biological Sciences
Program Level SLOs (or PLOs)

3 content areas found within the majority of Biological Sciences disciplines:

1. Apply the scientific method to investigate biological questions by collecting and quantitatively analyzing data

2. Identify and apply the central concepts, hypotheses, and theories that comprise the major areas of the biological sciences, including cell and organism structure and function

3. Explain the genetic or evolutionary connections between biological structures and their function, and between organisms and their environment.
Connect Program SLOs to Course SLOs

- Identify which course level SLOs are tied to program level SLOs
  - Only courses that are part of our degree are used

**EXAMPLE:** PLO 1, Scientific Method, connected to:
- Bio 10L, SLO 1: Apply the scientific method to solve problems in biology.
- Bio 11, SLO 1: Describe the scientific method
- Bio 43, SLO 4: Explain the scientific method and use it to design, perform and interpret experiments in the laboratory.
## Connect Program SLOs to Course SLOs

<table>
<thead>
<tr>
<th>PLO 1: Scientific Method</th>
<th>PLO 2: Cell/Organism Structure and Function</th>
<th>PLO 3: Evolution and Genetics</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOSC 10L, SLO 1</td>
<td>BIOSC 4, SLOs 1 and 4</td>
<td>BIOSC 4, SLOs 2 and 5</td>
</tr>
<tr>
<td>BIOSC 11, SLO 1</td>
<td>BIOSC 10, SLO 1</td>
<td>BIOSC 10, SLOs 2 and 3</td>
</tr>
<tr>
<td>BIOSC 43, SLO 4</td>
<td>BIOSC 11, SLOs 2 and 3</td>
<td>BIOSC 11, SLOs 4, 5 and 6</td>
</tr>
<tr>
<td></td>
<td>BIOSC 15, SLO 1</td>
<td>BIOSC 15, SLOs 2 and 3</td>
</tr>
<tr>
<td></td>
<td>BIOSC 16, SLO 1</td>
<td>BIOSC 16, SLO 2</td>
</tr>
<tr>
<td></td>
<td>BIOSC 41, SLOs 3 and 4</td>
<td>BIOSC 25, SLO 1</td>
</tr>
<tr>
<td></td>
<td>BIOSC 43, SLOs 1 and 2</td>
<td>BIOSC 41, SLO 1</td>
</tr>
<tr>
<td></td>
<td>BIOSC 47, SLOs 2, 3, and 4</td>
<td>BIOSC 42, SLOs 1, 2 and 3</td>
</tr>
<tr>
<td></td>
<td>BIOSC 48, SLOs 2, 3, 4, 5, 6 and 7</td>
<td>BIOSC 43, SLO 3</td>
</tr>
</tbody>
</table>
Timeline for 13/14 PLO Assessment

- Assess course level SLOs during Fall ’13 and Spring ’14 semesters
- SLO data sent to department chair before summer ’14 break
- Chair calculates PLO assessments before beginning of Fall ’14 semester
- Department discusses PLO assessment results at department meeting during early Fall ’14 semester
- Department chair enters PLO data/analysis on CurricUNet during Fall ’14 semester
Assess Course Level SLOs

- Each course is assigned a course coordinator and is assessed annually
- All instructors embed questions pertaining to SLOs into course exams per the coordinator’s guidance
- Coordinator gathers and analyzes data from all instructors, enters data into CurricUNet
- Department goal: 70% of students must answer embedded questions correctly
Assess Program Level SLOs

- Course coordinators send course-level SLO data to the department chair

- Data from course level SLOs that are tied to program level SLOs are combined to calculate PLO assessment

- Department goal: 70% of students must answer embedded questions correctly
Assess Program Level SLOs

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO #</th>
<th># sxn</th>
<th>SLO data</th>
</tr>
</thead>
<tbody>
<tr>
<td>10L</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>SLO1</td>
<td>3</td>
<td>80.8%</td>
</tr>
<tr>
<td>43</td>
<td>SLO4</td>
<td>1</td>
<td>86.0%</td>
</tr>
<tr>
<td>4</td>
<td>SLO1</td>
<td>3</td>
<td>68.1%</td>
</tr>
<tr>
<td>4</td>
<td>SLO4</td>
<td>3</td>
<td>79.6%</td>
</tr>
<tr>
<td>10</td>
<td>SLO1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>SLO2</td>
<td>3</td>
<td>71.5%</td>
</tr>
<tr>
<td>11</td>
<td>SLO3</td>
<td>3</td>
<td>57.4%</td>
</tr>
<tr>
<td>16</td>
<td>SLO1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>SLO1</td>
<td>1</td>
<td>81.6%</td>
</tr>
<tr>
<td>41</td>
<td>SLO3</td>
<td>1</td>
<td>86.0%</td>
</tr>
<tr>
<td>41</td>
<td>SLO4</td>
<td>1</td>
<td>72.0%</td>
</tr>
</tbody>
</table>

*not assessed during 13/14*
Is the department goal of 70% achievement being met for each PLO?

13/14 PLO Assessment Results
- PLO 1: 82.10%
- PLO 2: 71.13%
- PLO 3: 77.64%
Follow-up

- Brainstorm strategies to improve student learning
  - Integrate new teaching methods
  - Integrate new lab activities
  - Revise curriculum

- Request funding to implement strategies
  - Program review
  - AANAPISI

- Should we keep our goal at 70%?
Institutional Level SLOs (or ILOs)
There are currently three ILOs

**Institutional Learning Outcomes**

<table>
<thead>
<tr>
<th>A. Communication and Information Competency</th>
<th>• The student will demonstrate the ability to acquire, evaluate, send and receive information in a variety of modes including written, spoken, scientific, and mathematical language.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Critical Thinking</td>
<td>• The student will demonstrate an understanding of the methods by which information may be investigated, analyzed, synthesized, and utilized. The student will be able to apply this knowledge to creatively solve problems and develop new theories.</td>
</tr>
<tr>
<td>C. Personal Development</td>
<td>• Students will respect and work with diverse people including those with different cultural and linguistic backgrounds and different abilities. Students will demonstrate an understanding of ethical issues and the development of personal values that will enhance their capacity for working with others.</td>
</tr>
</tbody>
</table>
Community College Survey for Student Engagement (CCSSEE)

CCSSE is administered every two years at Mission College. According to the CCSSE Website, the CCSSE is a:

- Benchmarking instrument — establishing national norms on educational practice and performance by community and technical colleges.
- Diagnostic tool — identifying areas in which a college can enhance students’ educational experiences.
- Monitoring device — documenting and improving institutional effectiveness over time.
The Assessment of the ILOs

- The questions from the survey were used to determine which ILOs was indicated by the data.

Examples for ILO (A):

- How much experience in Writing Clearly and Effectively has the college given you?
  
  [11% said none, 27% said some]

- In the current school year, how much writing have you done at this college?
  
  [11% said none, 31% said 1 to 4 papers or reports]
## Overall Results

<table>
<thead>
<tr>
<th>ILO</th>
<th>Mission College’s Scale Score</th>
<th>Large College Scale Score</th>
<th>2011 Cohort Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Communication &amp; Information Comp.</td>
<td>60</td>
<td>62</td>
<td>62</td>
</tr>
<tr>
<td>B. Critical Thinking</td>
<td>65</td>
<td>66</td>
<td>66</td>
</tr>
<tr>
<td>C. Personal Development</td>
<td>57</td>
<td>57</td>
<td>57</td>
</tr>
</tbody>
</table>
Next Steps

Campus Discussion on Results:
- Academic Senate
- Student Services Council
- Division Council – Spring ‘14

Identify areas for improvement and develop an action plan to address these areas
- SLO Taskforce – Fall 14

Reassess ISLO
Develop additional methods for assessing ISLOs
(CCSSE will be administered again in Spring 15)

Implement the action plan
Fall 14
ILO Assessment in the Future

- The departments are asked to indicate at least one SLO per Course as tied to at least one ILO, if appropriate.

- These SLOs in the future could be used to assess the ILOs in conjunction with the CCSSE.
Likewise, the SLOs of GE designated courses could be used to assess the PLOs for the General Education program/degree.
Student Services
Service Area Outcomes

- Non-Instructional services that have direct contact with students must have SAOs.

- The cycle is the same for SAOs as they are for SLOs: Assess → Analyze → Discuss → Make Improvements Rinse and repeat.

- One (temporary) addition needed: Write measurable SAOs as soon as humanly possible.
How to write an SAO

The following aspects need to be kept in mind.

- What is the core purpose(s) of the program/service/center?
- What is the benefit(s) the students get as a result of contact with the program/service/center?
- What data about the benefit(s) are collectable?
- What is a reasonable goal to set?
In one succinct sentence, write what is the benefit and set a goal.

Examples:
- High school recruitment will result in 200 new students per semester.
- 75% of applications will be processed within 3 business days.
- 70% of students will report improved scores as a result of 15 or more hours of tutoring.
AANAPISI

- Service SLO #4:
  Annual increase in ARRC measure of AAPI students achieving “Transfer Prepared Status (TPS)” – defined as students who complete 60 UC/CSU transferable units w/GPA >= 2.0. TPS is measure of student progress that makes up a larger measure in the ARCC known as “Student Progress and Achievement Rate” These rates are based on entry cohort of first-time students with minimum 12 units earned who attempt degree/certificate or transfer course within six years. The cohort is then tracked for six academic years to see if students achieve TPS.

- What’s being measured? How can it be measured?

- Is it based on a service that AANAPISI provides?
Breaking the Bad

As AANAPISI is not a direct provider of service to students, it needed to break down to what it oversees, which do provide a service directly to students:

- STEM center
- ESL/English Peer Mentor Program
Example SAOs – After

- STEM Center’s SAO #2:
  “The STEM Learning Center will provide its cadre of online resources, including the SLC website, MentorNet and Android App, to a combined audience of least 500 users each semester.”

- Measurement: Google Analytics and MentorNet registrations
Example SAO – Before

- CalWORKs SAO #2:

25% of our active CalWORKs students will demonstrate job readiness skills through employment in on-campus or off-campus, or volunteer work at a non-profit organization.

- Problem: How does a student “demonstrate job readiness skills” by being employed or volunteering?
- Problem: How would that “demonstrated skill” be measured?
Breaking the Bad:

- The benefit CalWORKs provides to students is through its Job Placement Unit, not the teaching of job skills.

- Once the service being provided was clarified, it was much easier to state the SAO.
Example SAO – After

- CalWORKs new SAO #2:

25% of CalWORKs students will be employed in an on-campus or off-campus position, or in a volunteer position at a non-profit organization, while also attending classes.
Time Line for SAOs

- **Now**: Write the SAOs.
- **September though early December**: Collect Data
- **Early December**: Analyze the Data and have staff meetings to discuss the results
- **By late December**: Use the reporting template to publicize the results, the discussions, and the improvements proposed.
- **By January**: The Accreditation report will be written.
Program Review
Changes to the Program Review

- The prompts became questions asking for specific information.

- The prompts were broken into components to assist the report writers in providing detailed evidence of the use of assessment data in improving the student experience.
The New Prompts

- Prompt One: Reflecting on Past Assessments
- Prompt Two: Changes to Outcomes
- Prompt Three: Changes to Assessment
Prompt Four: Summary of Findings

Examples:
- Too many students in RW courses do not produce the expected unity in the reading and the writing outcomes (ESL).
- Students are struggling more to meet SLOs in the pre-calculus sequence than in courses higher or lower in the overall math sequence. (Math)
- 75% of students surveyed indicate they benefit from online tutoring services.
Prompt Five: PLO Assessment

Examples:

- Students are leaving this program well prepared for the field as demonstrated by licensing board pass rates which meet or exceed the state average. (Nursing)

- PLO assessments indicate that students leave the program with sufficient knowledge of how to use appropriate technology in problem solving. (Math)
Prompt Six: Future Use of Findings

- Examples:
  - Previous Restaurant Operations class outcomes revealed the need to introduce certain learning objectives in prior prerequisite courses within the sequence. Curriculum across the entire sequence will need to be adjusted; funding will be requested to bring adjunct faculty in to participate. (HM)
  - Student surveys indicate dissatisfaction with evening hours and we are requesting more money this year so that the office can remain open longer in the evening three days a week.
Most Importantly for Program Review:

At least One Goal specified in the Program Review should be tied to Assessment Data
Thank You!

SLO & SAO presentation
sponsor:

AANAPISI

Ken Songco: Director
Christopher Bibat: Sr. Administrative Assistant