Outcomes and Assessment Handbook

Clovis Community College

Last updated 1/2024

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Purpose of This Handbook

This handbook serves as a reference for those with questions about how Clovis Community College conducts, analyzes, and reports upon outcomes assessment to improve student learning.

Overview of Outcomes and Assessment

Outcomes assessment is a process that helps an educational institution ensure that students are truly obtaining the knowledge and skills that courses, programs, services, and the institution aim to provide. It is a useful means of finding patterns of student learning achievement to document and improve that learning.

Clovis Community College (CCC) bases its definition of outcomes assessment on five key beliefs. Assessment is:

- a campus-wide responsibility that requires collaboration within and sometimes across disciplines and units.

- a campus-valued tool used as a meaningful and purposeful activity that drives improvements in student learning and achievement.

- an ongoing process of continuous improvement informed by previous assessment efforts.

- a process that looks beyond what students know and uses multiple methods of assessment aimed at capturing the entire student experience.

- a process driven by goals aligned with the college's mission and vision and designed to ensure accountability and promote change.

Assessment practices are based on the continuous process of:

- establishing clear, measurable expected outcomes of student learning.

- ensuring that students have sufficient opportunities to achieve those outcomes.

- systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches instructional and non-instructional expectations.

- seeking opportunities to foster diversity and equity in education.

- using the resulting information to understand and improve learning (Suskie, 2009).
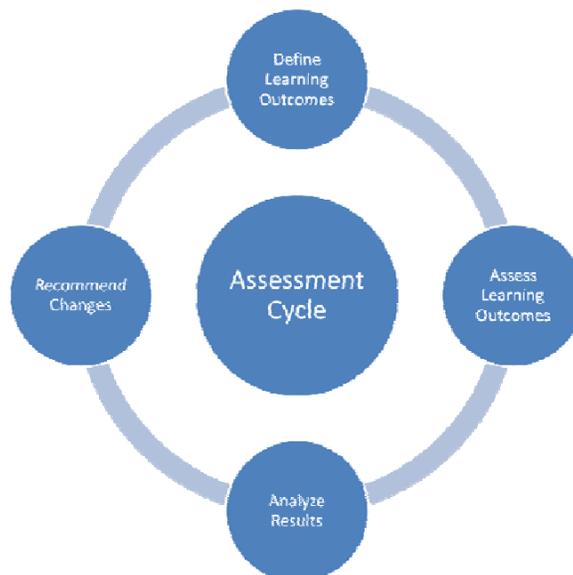
Figure 1. Circular diagram of an assessment cycle

The assessment of learning outcomes is a productive and valuable tool to increase student success. It is a valuable component of the Clovis Community College's mission, to "create opportunities: one student at a time." Faculty, classified professionals, and administration use assessment results to make improvements in student learning, including student understanding of available resources. When outcomes assessment reveals a deficiency in student achievement of an outcome, this can be a driver for a program or unit to request resources that can address the deficiency.

At CCC, there are four different contexts for learning outcomes assessment:
- Student Learning Outcomes (SLOs) - course-level outcomes
- Service Unit Outcomes (SUOs) - non-instructional/student support service unit-level outcomes
- Program Learning Outcomes (PLOs) - instructional program/degree/certificate-level outcomes
- Institutional Learning Outcomes (ILOs) – institutional/graduate/transfer-level outcomes

Types of Outcomes

Student Learning Outcomes (SLOs)

Student Learning Outcomes (SLOs) are course-level outcomes specific to classroom instruction. Each Course Outline of Record (COR) and course syllabus list these SLOs. SLOs are measurable, observable outcomes that a student should attain upon successful completion of a course. While grading systems (A, B, C, D, F) are one measure of assessing student achievement, grades typically capture other factors (e.g. student participation/attendance, extra credit) that do not necessarily relate to a student's grasp of knowledge/skills related to course content requirements. Additionally, the goal of grades is to evaluate student learning while the goal of outcomes assessment is to improve student learning ("What is the Difference Between Assessment and Grading?" by Carnegie Mellon CC BY-NC-SA 4.0) Instructional faculty members within a discipline are responsible for coordinating with one another to determine the best methods of assessment for each SLO and reporting on them regularly. One can locate SLOs on Course Outlines of Record (CORs) and on course syllabi.

Service Unit Outcomes (SUOs)

Service Unit Outcomes (SUOs) are focused on evaluating what students receive from student support services. All service units create and assess these outcomes. SUOs inform planning and lead to goals of improved support services. The purpose of SUO assessment is to ensure that student support services are providing students with the necessary tools and resources to be successful in college. Service units assess these outcomes and report on them regularly to ensure that students are receiving and understanding these critical student support services. SUOs are located on the SharePoint pages that the college service units use as well as within the CurrIQunet system.

Program Learning Outcomes (PLOs)

Program Learning Outcomes (PLOs) are degree/certificate-level outcomes that a student should attain after successful completion of an instructional degree or certificate. The Associate Degree and Certificates Program section of the college catalog lists PLOs under each program heading. As with SLOs, individual discipline areas create their own PLOs and methods of assessment and report on them as part of the Unit Program Planning process. PLOs are located in the college catalog and in the narrative sections of program descriptions in the curriculum management system.

Institutional Learning Outcomes (ILOs)

Institutional Learning Outcomes (ILOs) are institutional-level outcomes that each student should attain upon completion of their educational experience at Clovis Community College. The introduction section of the college catalog lists these ILOs, and they are listed on the college website. ILOs are posted throughout campus on walls and in classrooms, and they are on the Mission/Vision/Outcomes page of our college website, one click from the home page.

COMMUNICATION AND LITERACY

a. Interpret various types of written, visual, and verbal information.

b. Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

c. Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut and opinion.

CRITICAL THINKING

a. Analyze quantitative and qualitative information and apply scientific methodologies.

b. Use critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.

c. Integrate and apply knowledge, skills, and abilities gained in a variety of courses to new situations.

GLOBAL AWARENESS

a. Use cultural, historic, or aesthetic perspectives to analyze the fine arts, humanities, and social sciences.

b. Recognize and practice civic, environmental, and social responsibility.

c. Demonstrate understanding and respectful treatment of diverse cultures of the world.

PERSONAL RESPONSIBILITY AND PROFESSIONAL DEVELOPMENT

a. Use physical and psychological principles to make healthy lifestyle choices.

b. Use theoretical and practical knowledge to make ethical personal and professional decisions.

c. Use effective collaboration tactics when working with others.

The Outcomes & Assessment (O&A) Committee (see Appendix A) spearheads ILO assessment using a data roll-up method combined with a student survey. Committee members discuss results and collect campus-wide input from all constituent groups. The outcomes coordinator(s) works in coordination with this committee to document assessment methods used, results from that assessment, and campus discussions of those results into an annual report and make the report available on the [college website](#).

Mapping

Outcomes "mapping" reflects how the curriculum of courses/programs (SLOs) and student support services (SUOs) align with and support broader PLOs and ILOs. Instructional faculty map course SLOs to PLOs to demonstrate how course outcomes address each of the program outcomes. Additionally, instructional units map SLOs and service units map SUOs to ILOs to demonstrate how program and service outcomes address each of the broader institutional learning outcomes.

In addition to providing a useful lens to view connections among outcomes, this mapping process regularly drives indirect assessment of PLOs and ILOs (see data roll-up in the next section, Typical Methods).

Typical Methods of Assessment

The college uses various methods of assessment to assess SLO, SUO, PLO, & ILO outcomes campus wide. CCC primarily uses assessment methods listed below; however, instructional and non-instructional unit experts coordinate with one another to determine the appropriate methods of assessment for their individual courses, programs, or services.

Table 1. Typical assessment methods

Method of Assessment	Description of Assessment	Where Method is Primarily Used
Data Roll-Up	Based on outcomes mapping, disciplines/units review data from all SLOs and/or SUOs together to determine achievement of broader outcomes based on the number of SLOs and/or SUOs successfully attained.	PLOs, ILOs
Internal Data Collection	This method pulls various forms of data from the student management system to determine patterns of success.	SUOs, ILOs
Oral Presentations	This method includes direct assessment of oral speeches and/or performances.	SLOs
Papers	These include any form of written essays, reflections, research papers, narratives, journals, and more.	SLOs, PLOs
Portfolio Assignments	This method includes a collection of various forms of student work over a period of time (course or degree).	SLOs, PLOs
Pre/Post Assessment	With this method, disciplines/units utilize at least two assessments: one toward the beginning of a student's work toward achievement of an outcome, and one at the end. These assessments could take many forms (tests, oral presentation, papers, skills tests, satisfaction surveys).	SLOs, SUOs, PLOs
Skills Tests	This method involves direct testing to determine whether a student has grasped the ability to perform a skill.	SLOs, PLOs, SUOs
Student Satisfaction Surveys	This method is used alone or in combination with other methods. It usually involves a survey or series of questions aimed to determine students' perceptions of the degree to which they have attained outcomes.	SLOs, SUOs, PLOs, ILOs
Test/Quiz Questions	This method can include all forms of test questions (multiple choice, short answer, true false, etc.) to ascertain whether students have attained an outcome. A test question written to gauge a student's knowledge/understanding is given to the student, either alone or embedded as part of more comprehensive test.	SLOs, PLOs

Most instructional programs set a goal to have 70% or more of students meet or exceed standard expectations on a SLO/SUO using these methods, however, this standard may differ depending on the course, unit, or program. A similar standard is set with analyzing PLO and ILO results using rolled-up data. If 70% or more of the outcomes that map to a PLO or ILO have achieved "met or exceeded" status on the accepted standard, the PLO or ILO is considered "met."

Timelines of Assessment

How often and when disciplines/units assess an outcome depends on the type of outcome and the instructional program or service unit to which it belongs.

Table 2. Assessment timelines and responsible parties

Type of Outcome	Frequency of Assessment	Persons Responsible
SLOs/SUOs	At least once every 2 years; programs/units may assess all courses and SLOs at once or on a staggered timeline, though the O&A Committee and outcomes coordinator(s) encourage programs to at least do all outcomes in one course/unit during the same semester	Discipline faculty and non-instructional faculty, classified professionals, or managers/administration within the programs/units
PLOs	Every 2 years	Discipline faculty of instructional programs with degrees/certificates
ILOs	Every 4 years; one core competency (that includes three ILOs) assessed each time	Outcomes & Assessment Committee, with campus-wide input

Reporting Process

SLOs and SUOs

Disciplines and service units are responsible for assessing and reporting on all outcomes at least every two years. The reports are due the following semester for any SLO/SUO that underwent assessment in the previous semester. In 2023, CCC moved to CurrIQunet for outcomes reporting (for several years previously, reporting was done using a Word document sent to the outcomes coordinator(s)). The outcomes coordinator(s) reviews the reports and offers suggestions as needed to help disciplines and units use the results for program/unit improvements. For a sample of these types of reports, see Appendix B.

PLOs

With the 2023 implementation of CurrIQunet, CCC has begun the process of capturing PLO assessment in the Unit Program Planning (UPP) process. Once enough SLO data is in the system, disciplines will receive a rolled-up data set of SLO-to-PLO results to analyze and reflect upon within the UPP reporting template. The outcomes coordinator(s) and UP Plan Committee offer suggestions as needed on this reflection to help programs improve student learning. Historically, the five-year comprehensive program review cycle would capture most PLO assessment (some disciplines do it more often). The results and discussion were part of the instructional program's program review report, and/or in some cases, reports were submitted separately.

ILOs

The Outcomes & Assessment (O&A) Committee spearheads ILO assessment. The committee uses a data roll-up method combined with a couple of student satisfaction surveys, and committee members discuss results and collect campus-wide input from faculty, classified professionals, and administration. In close partnership with the Office of Institutional Research, the committee creates a comprehensive report that is disseminated campus wide and housed in SharePoint and on the college website. The outcomes coordinator(s) also presents findings from this yearly ILO report to College Council.

Outcomes Coordinator(s)

CCC keeps at least one Outcomes Coordinator in charge of facilitating outcomes assessment activities, training, and reporting on campus. This coordinator works in close collaboration with the Outcomes and Assessment Committee and the Curriculum Committee to oversee the creation, assessment, timelines, and analysis of all activities related to SLO, SUO, PLO, and ILO assessment. Employees involved in outcomes at all levels at the college can go to the outcomes coordinator(s) for assistance at any stage in the assessment process.

Appendix A – Outcomes & Assessment Committee Operating Agreement

Outcomes and Assessment Committee Operating Agreement College Committee

Purpose: The Outcomes and Assessment Committee promotes college-wide understanding of assessment and robust dialogue to enhance institutional effectiveness and continuous improvement across the college. It facilitates the development, implementation, and assessment of course, program, ~~general education~~ institutional, and service unit outcomes across all areas of the college and makes recommendations on college-wide initiatives related to outcomes assessment.

Objectives

• Develop, monitor, and evaluate the process and timeline for assessing outcomes for courses, institutional programs, and student support services,
• Monitor and document outcome efforts and results.
• Monitor and update the outcomes and assessment handbook.
• Provide guidance and feedback in writing, assessing, and analyzing outcomes.
• Review reports related to outcomes and assessment.
• Monitor accreditation standard changes related to outcomes and recommend changes to ensure the college assessment process is aligned with revised standards.
• Advise and support college-wide assessment issues and opportunities.
• Provide opportunities for broad participation in discussion related to outcomes and assessment.
• Advise and support the Outcomes Coordinator(s).

<u>Reports to the President via College Council</u>

Membership

Co-Chairs:
• Dean or Director appointed by the President.
• Faculty member appointed by the Academic Senate and chosen as co-chair by the faculty on the committee.

Members:
• Three additional administrators appointed by the President.
• Learning Outcomes Coordinator
• Three additional faculty members appointed by the Academic Senate
• One classified professional appointed by the CSEA.
• One classified professional appointed by the Classified Senate
• One Student representative appointed by the Associated Student Government
• Office of Institutional Research representative appointed by the President.

Overall membership should reflect a mixture of instruction including CTE, student services, and administrative services.

Note: Committee members will organize, and support outcomes and assessment training workshops Meets: Every 3rd Wednesday during the academic year from 3:00-4:00 p.m.

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Appendix B - Sample SLO report from CurrIQunet

LIBSKL-1 Spring 23 Assessment (SLO 1 & 2)

Proposal Resources

Co Contributors

Contributor

- Ramos, Brooke

Cover

Assessment Type: Individual Instructor Assessment of Course Outcome

Assessment Information

Assessment Report Title: LIBSKL-1 Spring 23 Assessment (SLO 1 & 2)

Originator: Diaz-Wrest, Alicia

Department: Library Skills

Subject:

LIBSKL - Library Skills

Choose Course:

LIBSKL 1 - Information Competency/Research Skills (Active)

Choose Course Version:

LIBSKL 1

When was this section taught?:

Day: No

Evening: No

Weekend: No

N/A - Online Section: Yes

Mode of Delivery:

In-Person: No

Fully Online: Yes

Partially Online: No

Did this section have Dual or Concurrent Enrollment?:

Yes

Outcomes

Outcomes

- Investigate a line of critical inquiry effectively using library & internet resources for research for the creation of a final product.

Assessment

Combined number of students in all section(s): 18

Section Level Student Data

- Investigate a line of critical inquiry effectively using library & internet resources for research for the creation of a final product.

# of Students Assessed: 15

# of Students who Met SLO: 15

Percentage of Students who Met SLO: 100%

Description of Assessment:

Please note, while Raina Yang is not listed as a co-contributor, she is the main author of this report.

Final Project (Sumative Assessment): An outline in which students develop an argumentative research question of their choice, find evidence through the library and internet resources to support their claims, identify the credibility of the information sources, and cite works through proper attribution and citation.

Expected Level(s) of Achievement/Satisfaction?:

I expected 70% of students to achieve an average score of meets expectation (3 or higher), on a multi faceted 5 point rubric.

Assessment Results

Brief Description of Results:

100% of students scored a 3 or above. (3 students did not complete the assessed assignment and they are not included as part of the sample group.)

Analysis of Results:

Investigate a line of critical inquiry effectively using library & internet resources for research for the creation of a final product.

Were expected levels of an achievement generally exceeded, met or not met, and why?

Yes, the students exceeded the expectation of 70%.

What changes, if any, are needed to increase student success?

While the expectations for this SLO were met, with such a small samples size, drawing conclusions can be difficult. Furthermore, the final project in this class is the result of careful scaffolding where the part of the product used to assess this SLO has been revised several times with instructor feedback before this final submission. This may account for the high rating. Also, in reviewing the course, Raina Yang, the course instructor, found that there were overlaps in languages between SLO 1 and SLO 2, causing difficulty in distinguishing between the SLOs. Moreover, Raina noticed that the language used to communicate the student learning outcomes is inaccessible to a typical community college student; therefore, we plan to revise the student learning outcomes using more approachable language.

In addition to revising the student learning outcomes, Raina will also be designing new assignments to align with those outcomes.

How and why do you expect them to increase student success?

Changing the language of the student learning outcomes will help us to better identify the specific skills that students develop during this course. Furthermore, it will help students understand the skills they will gain as a result of taking this course.

If changes are made, when will they be implemented?

Spring of 2024 through Fall 2024

Supporting Documents

Attachments may includemeeting minutes, rubrics, assignments, test questions, student scores, analysis reports, example of student work, etc. While attachments are not technically required for launch, your campus approval process will generally require one or two relevant attachments.

Supporting Documents

[Outcomes-LIBSKL-1-81111-2023SP SLO1 Results.xlsx](#)

[LIBSKL-1 SLO 1 Rubric.pdf](#)

[Final Presentation and Grading Rubric with SLO1 metrics highlighted.docx](#)

Codes/Dates

Originator Diaz-Wrest, Alicia

Approval Date