Outcomes and Assessment Handbook

Clovis Community College

Last Updated 5/1/19

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OVERVIEW & PURPOSE OF OUTCOMES AND ASSESSMENT

At Clovis Community College (CCC), the assessment of learning outcomes is a productive and valuable tool to increase student success. It is a valuable component of the institution's mission, to "create opportunities: one student at a time." In turn, faculty and staff use the assessment results to make improvements in student learning, including student understanding of available resources.

The purpose of outcomes assessment is to ensure that students are truly obtaining the knowledge and skills that courses, programs, services, and the institution aim to provide.

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. 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.

Service Unit Outcomes (SUOs)

Service Unit Outcomes (SUOs) are service-level outcomes focused on evaluating 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 service unit outcomes (SUOs) 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.

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 regularly.

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.

The Outcomes & Assessment (O&A) Committee spearheads ILO assessment using a data roll-up method combined with a student satisfaction survey. Committee members discuss results and collect campus-wide input from faculty/staff/administration. The SLO and SUO coordinators record and store assessment methods used, results from assessment, and discussions in an annual report and make the report available under the Institutional Research "Surveys and Reports" section of the college website.

TYPICAL METHODS OF ASSESSMENT

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

Method of Assessment	Description of Assessment	Where Method is Primarily Used
Data Roll-Up	Based on outcomes mapping, faculty/staff review data from SLOs and/or SUOs as a whole 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, faculty/staff 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	Faculty/staff use this method alone or in combination with other methods. It usually involves a survey or series of questions aimed to get students' perceptions of to what degree 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 SLO/PLO. 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

TIMELINES OF ASSESSMENT

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

Type of Outcome	Frequency of Assessment	Persons Responsible
SLOs	At least once every 2 years; programs may assess all SLOs at once or on a staggered timeline	Discipline faculty within instructional programs
SUOs	At least once every 2 years; service units may assess all SUOs at once or on a staggered timeline	Faculty/staff within a service unit
PLOs	Every 2 years; programs may assess all PLOs at once or on a staggered timeline	Discipline faculty within instructional programs
ILOs	Every 4 years; one core competency (that includes three ILOs) assessed each time	Outcomes & Assessment Committee, with campus-wide input

MAPPING

Outcomes "mapping" reflects how the curriculum of courses/programs and student support services align with and support the college's general education learning outcomes. Instructional faculty map course SLOs to PLOs to demonstrate how course outcomes address each of the program outcomes. Additionally, instructional faculty map PLOs and faculty/staff map SUOs to ILOs to demonstrate how program and service outcomes address each of the institution's general education 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 Methods section above).

REPORTING PROCESS

Faculty and staff are responsible for assessing and reporting on all SLOs and SUOs at least every two years. The reports are due each spring for any SLO/SUO that underwent assessment in that academic year. For the detailed prompts for these reports, please see Appendix A.

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 stored in TracDat. With the 2018 revamping of the program review process (now called Unit/Program Planning), PLO assessment will be stored in eLumen similarly to SLO assessment. The prompts for PLO assessment are identical to those used in SLO assessment and are due each spring for any PLO that underwent assessment in that academic year. Instructional faculty are responsible for PLO assessment.

The Outcomes & Assessment (O&A) Committee spearheads ILO assessment. Currently, the committee uses a data roll-up method combined with a student satisfaction survey, and committee members discuss results and collect campus-wide input from faculty/staff/administration. The SLO and SUO coordinators record and store assessment methods used, results from assessment, and discussions in an annual report and make the report available under the Institutional Research "Surveys and Reports" section of the college website.

O&A Coordinators

There are two coordinators at CCC in charge of facilitating outcomes assessment activities, training, and reporting on campus. An SLO coordinator oversees all instructional outcomes, and an SUO coordinator supervises all that are non-instructional.

Appendix A

COURSE SLO REPORT *For Academic Year _____* *Approved by PR/SLO Committee 3/9/16. Fields are in eLumen, but for reporting year 2015 and 2018, staff had option of reporting on this electronic document or in TracDat/eLumen.*	
COURSE NAME and NUMBER	
SLO EVALUTATED	
SEMESTER EVALUATED Circle either or both that apply.	
Assessment Description What methods of assessment did you use?	
Anticipated Results Based upon results from previous assessments, what did you expect to see from this assessment?	
Brief Description of Results Please give a summary of your overall findings.	
Analysis of Results Please discuss possible reasons as to why the results were as expected, better, or worse than anticipated.	
Impact of Results What changes, if any, are needed to improve student learning?	
Rationale for Changes How do you expect the above changes to increase student success?	
Timeframe for Changes By when do you expect the above changes to be made?	
Dialogue Please include meeting minutes, email dialogue, etc. to show discussions with colleagues about these assessment results.	

Appendix B

SERVICE UNIT OUTCOME SUO REPORT For Academic Year _____ *Approved by PR/SLO Committee 3/9/16. Fields are in eLumen, but for reporting year 2015 and 2018, staff had option of reporting on this electronic document or in TracDat/eLumen.*	
SERVICE UNIT NAME	
SEMESTER EVALUATED (circle all that apply)	
SUO EVALUATED	
Assessment Description What methods of assessment did you use?	
Anticipated Results Based upon results from previous assessments, what did you expect to see from this assessment?	
Brief Description of Results Please give a summary of your overall findings.	
Analysis of Results Please discuss possible reasons as to why the results were as expected, better, or worse than anticipated.	
Impact of Results What changes, if any, are needed to improve student learning?	
Rationale for Changes How do you expect the above changes to increase student success?	
Timeframe for Changes By when do you expect the above changes to be made?	
Dialogue Please post meeting minutes, email dialogue, etc. to show discussions with colleagues about these assessment results.	