The Process of Student Affairs Assessment to Support Institutional Effectiveness

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UH SUMMER ASSESSMENT SYMPOSIUM

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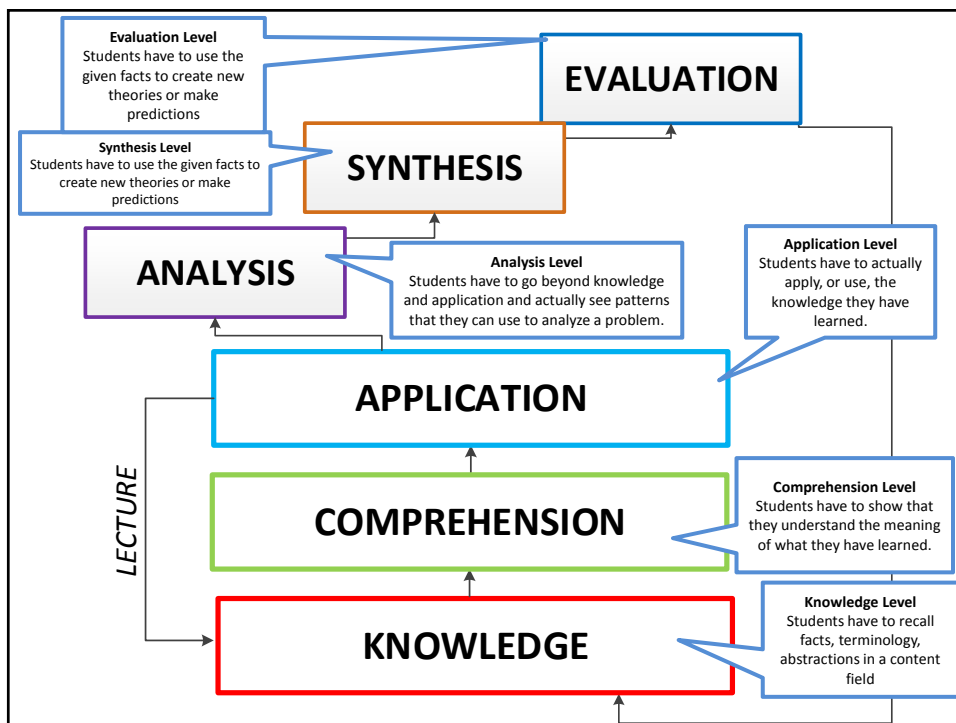
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Learning Outcomes for the Session

- Participants will learn and understand the application of taxonomies for skill acquisition and the affective domain in the context of student affairs.
- Participants will define approaches to develop and strengthen student affairs student learning outcomes.
- Participants will be able to identify the different departments to assess in student affairs.
- Participants will understand the importance of the alignment of assessment work to the college mission, goals, and key performance indicators.
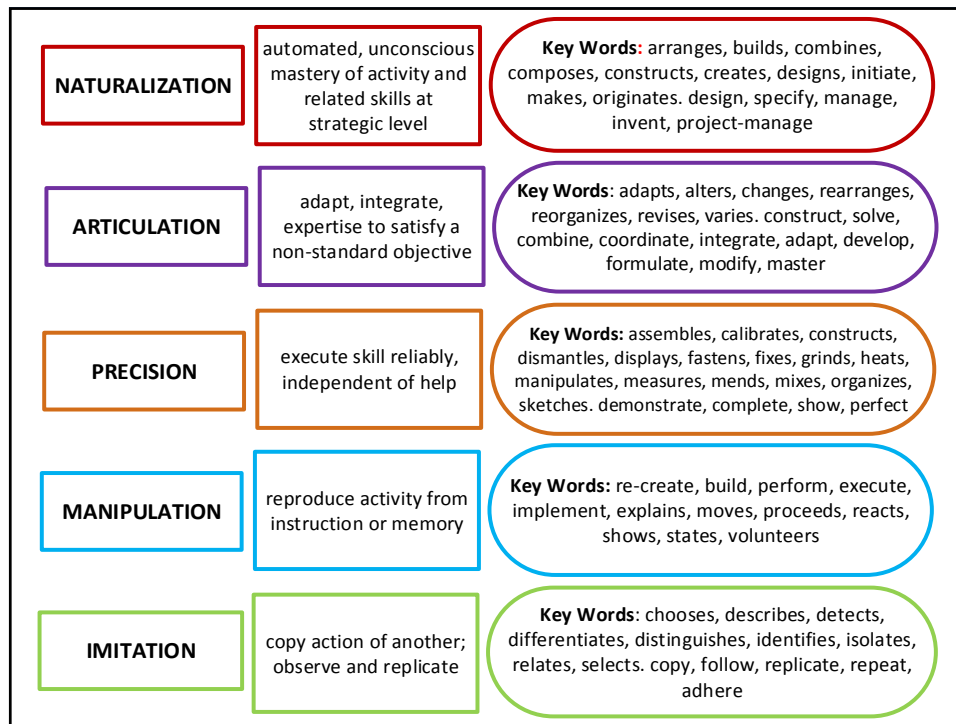
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Learning Taxonomies

1. **Cognitive**: mental skills — **Knowledge**

2. **Psychomotor**: manual or physical skills — **Skills**

3. **Affective**: growth in feelings or emotional areas — **Attitude**

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Evaluation Level
Students have to use the given facts to create new theories or make predictions

Synthesis Level
Students have to use the given facts to create new theories or make predictions

EVALUATION

SYNTHESIS

ANALYSIS

Analysis Level
Students have to go beyond knowledge and application and actually see patterns that they can use to analyze a problem.

Application Level
Students have to actually apply, or use, the knowledge they have learned.

APPLICATION

COMPREHENSION

Comprehension Level
Students have to show that they understand the meaning of what they have learned.

LECTURE

KNOWLEDGE

Knowledge Level
Students have to recall facts, terminology, abstractions in a content field

NATURALIZATION	automated, unconscious mastery of activity and related skills at strategic level	**Key Words:** arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates. design, specify, manage, invent, project-manage
ARTICULATION	adapt, integrate, expertise to satisfy a non-standard objective	**Key Words**: adapts, alters, changes, rearranges, reorganizes, revises, varies. construct, solve, combine, coordinate, integrate, adapt, develop, formulate, modify, master
PRECISION	execute skill reliably, independent of help	**Key Words:** assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. demonstrate, complete, show, perfect
MANIPULATION	reproduce activity from instruction or memory	**Key Words:** re-create, build, perform, execute, implement, explains, moves, proceeds, reacts, shows, states, volunteers
IMITATION	copy action of another; observe and replicate	**Key Words**: chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects. copy, follow, replicate, repeat, adhere

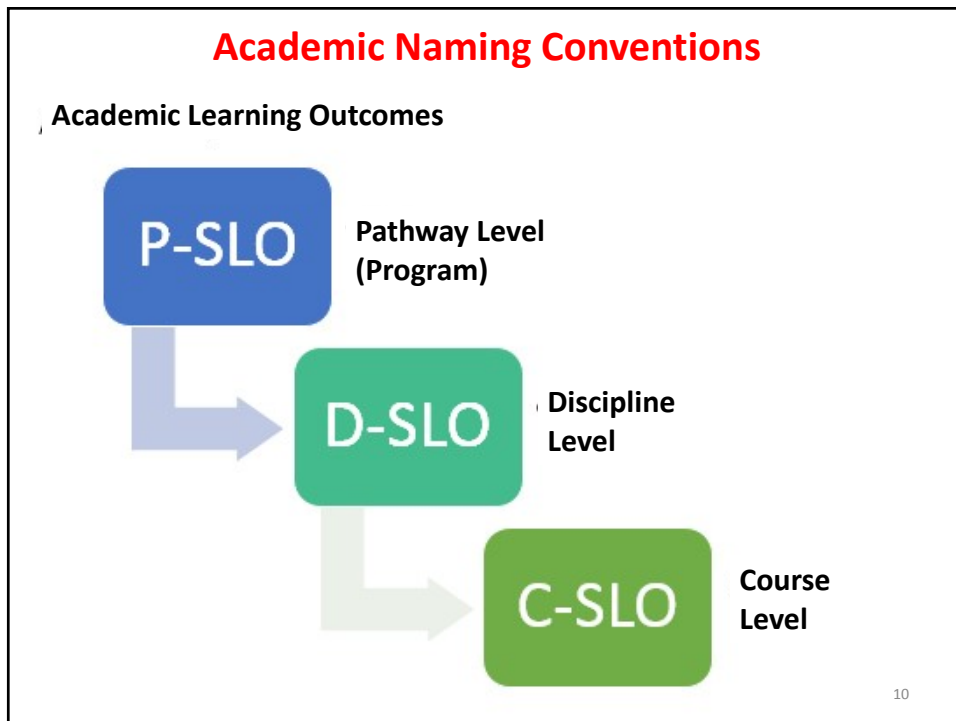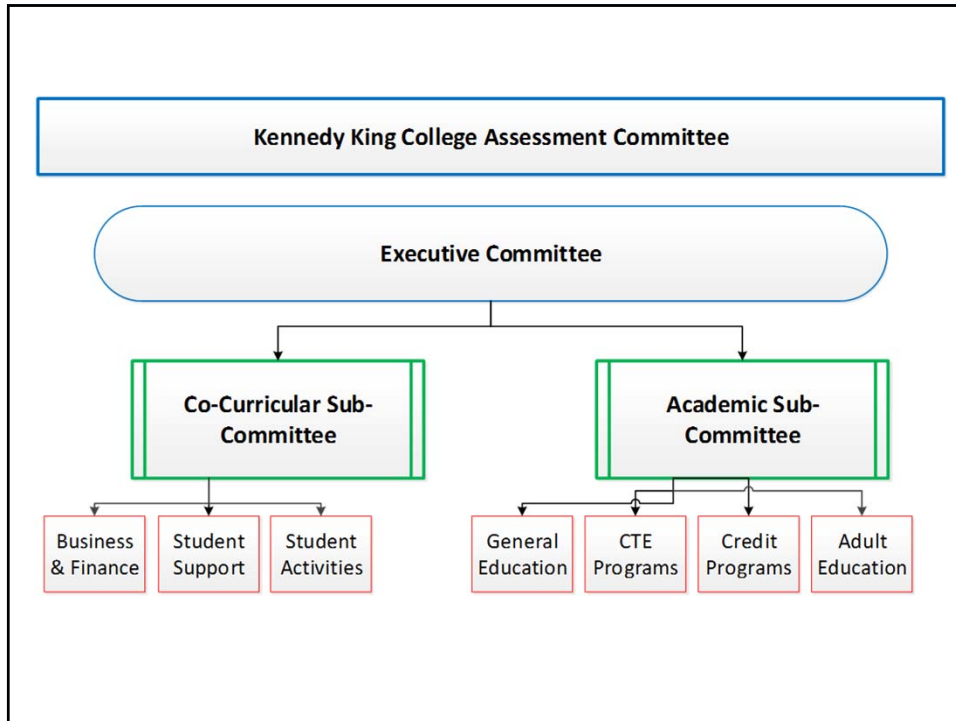| **Internalizing Values**	Has a value system that controls their behavior.	**Examples: Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving.**
Organization	The emphasis is on comparing, relating, and synthesizing values.	**Examples: Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards.**
Valuing	The worth or value a person attaches to a particular object, phenomenon, or behavior.	**Examples: Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences. Shows the ability to solve problems. Follows through with commitment.**
Responding to Phenomena	Active participation on the part of the learners.	**Examples: Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practices them.**
Receiving Phenomena	Awareness, willingness to hear, selected attention.	**Examples: Listen to others with respect. Listen for and remember the name of newly introduced people.**

Assessing SLOs in Student Service is Significant

- Students attain the knowledge needed to engage with the service effectively
  - Improved onboarding and removing the barriers to enrollment
- Integrated with the Institutional Effectiveness System
  - The data is used in continuous improvement
  - Aligns with and used for strategic and budget planning
  - Informs program review process
  - Improved customer service
- Presents opportunities to understand and share the work being done in the service areas

KKC Student Service Areas

- Academic Support Services
- Advising
- Athletics
- Business Services
- Career Planning & Placement
- Disability Access Center
- Financial Aid
- Facilities & Auxiliary
- Information Technology Library

- Public Safety
- Registrar Office
  - Admissions
  - Records
  - Testing
- Student Activities
- Transfer Center
- TRiO – Educational Talent Search
- Veterans Services
- Wellness Center

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Kennedy King College Assessment Committee

Executive Committee

Co-Curricular Sub-Committee

Academic Sub-Committee

Business & Finance | Student Support | Student Activities

General Education | CTE Programs | Credit Programs | Adult Education

Academic Naming Conventions

Academic Learning Outcomes

P-SLO — **Pathway Level (Program)**

D-SLO — **Discipline Level**

C-SLO — **Course Level**

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Student Affairs Naming Conventions

Student Affairs Learning Outcomes

S-SLO — **Student Affairs Learning Outcomes**

CO-SLO — **Student Service Area Learning Outcomes**
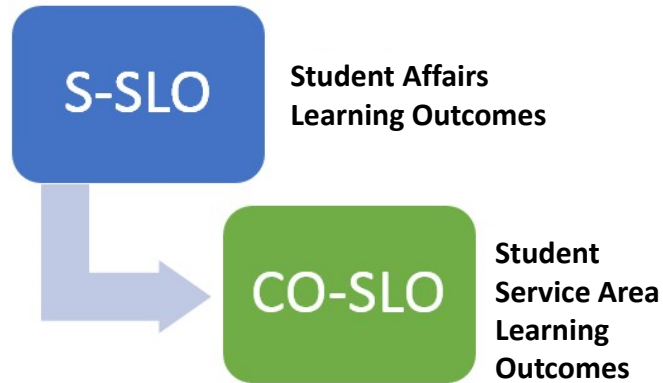
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Program Review

SERVICE AREA STUDENT LEARNING OUTCOMES – CO-CURRICULAR AREA (COSLO)

List the service area student learning outcomes and indicate the different methods used to assess students are learning the knowledge, skills, and abilities outlined in the outcomes.

Service Area - Co-Curricular Student Learning Outcomes		
Service Area Name	**Student Learning Outcomes (CoSLOs)**	**What assessment strategies are used to evaluate CSLO learning?** (Check All That Apply)
		☐ **direct face-to-face evaluation** ☐ **pre/post testing** ☐ **focus groups** ☐ **performance tasks** ☐ **exhibition and demonstration** ☐ **satisfaction survey** ☐ **other** Describe Other Here:

What story does the SLO summary data tell about the service area's success structure and evaluation of student learning
Provide the Short Response Here:

Based on the analysis above, are actions for improvement indicated?   ☐ Yes   ☐ No

If yes, provide the recommended improvement action(s) description here. If no, please explain reasoning.
Provide the Short Response Here:

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Mission Statement For Each Service Area

Starting the work

1. **Mission Statement – each area had to write or revise their mission**

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Testing Center
Mission Statement
The Testing Center at Kennedy-King College provides student support through examinations and resources for academic advancement. The center is committed to maintaining professional testing standards and practices, safeguarding confidentiality of student records, and creating an optimal testing environment.

Career Planning and Placement Center
Mission Statement
The Kennedy-King Career Planning and Placement Center seeks to increase the career self-efficacy of all Kennedy-King students and alumni by providing quality transactional and transformational experiences to ensure all Kennedy-King students and alumni succeed in attaining quality of life enhancing careers.

Athletics
Mission Statement
The Kennedy-King College Athletic program is dedicated to providing student athletes a comprehensive, educational experience that assists them in accomplishing their educational, career and life objectives.

Office of Information Technology
Mission Statement
The Office of Information Technology (OIT) supports student success by providing a leading edge technology environment for students, faculty and staff to improve teaching, learning and operations.

Veteran Services
Mission Statement
To foster an atmosphere that ensures that veterans receive all of their earned entitlements, successfully complete their educational goals, provide balance between their professional and personal dealings, and improve their overall health.

SLO Development For Each Service Area

Starting the work

1. **SLO Development**

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Category	Criteria	Proficient	Developing	Limited
Measurable Learning Outcomes	SLO statements are written with measurable and specific action verbs-*Staff expectations of their students*	All SLOs are stated in terms of measurable knowledge, skills, or behaviors. Used content areas to clearly identify student learning.	At least three SLO statements are stated in measurable terms. Too few SLOs effectively demonstrate what students are able to demonstrate upon completion of course.	Outcomes were too broad to be measurable. Uses action verbs that are simple, too vague, and not easily measured.
Use of Bloom's Taxonomy	SLO statements reflect appropriate levels of learning	Higher levels of learning are reflected.	Adequate match between verbs and levels of learning. Shows evidence of building towards higher thinking skills.	Verbs and levels do not match. Verbs are used to list trivial task and not higher levels of thinking.
Attainable- Staff are able to deliver the SLO in the given timeframe	Criteria for success-*SLOs are attainable. Staff are able to deliver SLOs in a manner that students understand and can reach success*	Number of SLOs appropriate and realistic (3-10); student can realistically achieve learning outcome in the given time of the course.	Student achievement is not clearly defined, therefore not all SLOs will be achievable during the course timeframe.	Student achievement is either too vague or unrealistic to attain during set time of the course.
Learning can be assessed in the SLO	Assessment methods are appropriate to SLO statements-*How staff will collect evidence to determine how well students meet their expectations*	Assessment methods clearly match SLOs. Two or more appropriate measures were used for each learning outcome.	Assessment methods match SLOs. At least one direct measure was used for each learning outcome.	Assessment methods do not match SLOs. Appropriate measures were not used or inadequate.
Readability and comprehension of SLOs	Uses language that is easily understood by students-*Staff are able to write SLO statements using clear and specific language, which focuses on one element of learning per SLO statement.*	Provides specific and clear use of langue for each SLO. Focuses on one element of learning in each SLO.	Demonstrates some use of specific and clear language; some use of awkward langue is present; focuses on two learning elements.	Exhibits wordiness and awkward use of language that is not clear to students.
Alignment with Performance Metrics	SLO statements support key performance	More than four SLO statements support the KPIs	At least three SLO statements support the KPIs	Outcomes do not support the KPIs of the college

Key Performance Indicators

- IPEDS 150 Completion Rate
- Credit Students Fall-to-Spring Retention
- Student employment rate in area of training
  - Med. earnings of stud. employed in training area
- Total Enrollment
  - Credit Enrollment
  - Adult Ed. Enrollment
  - Continuing Ed. Enrollment
  - College to Career (C2C) Enrollment

- Transfer within 2 years of degree completion
- Transfer after earning 12 credits (fall new stud.)
- Remediation transitions 1yr
- Transitions to College Credit
  - Full-time to 30 ch in 1 year
  - Part-time to 15 ch in 1 year

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Office of Information Technology

Mission Statement
The Office of Information Technology (OIT) supports student success by providing a leading edge technology environment for students, faculty and staff to improve teaching, learning and operations.

Student Learning Outcome(s)
• Students will be able to demonstrate proficiency of Microsoft Office suite. (skills)
• Students will be able to articulate laptop computer functionality for academic purposes. (knowledge)
• Students will be able to understand laptop computer benefits and responsibilities for academic purposes (attitude)

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Academic Advising

Mission Statement
To promote academic opportunity and student success through collaboration and engagement for the campus community at large.

Student Learning Outcome(s)
• Students will utilize College resources and online platforms to assist them in meeting their academic goals
• Student will be able to construct expectations for an advising session.
• Students will be able to accurately interpret educational plans, program requirements and degree audit materials in order to make appropriate course selections.
• Students will demonstrate effective decision making concerning their degree and career goals
• Students will develop a comprehensive plan for achieving their educational goals

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Admissions & Records Office

Mission Statement
The Office of Admissions and Records promotes Kennedy-King College to prospective students through campus tours, orientations and presentations, and supports new students with the onboarding process to ensure they have successfully matriculated. The office supports student success and service by maintaining academic and student records, protecting student privacy rights (FERPA), enforcing CCC academic and student policies, and assisting with enrollment, transfer and graduation processes.

Student Learning Outcome(s)
• Students will be able to complete the online admission application and understand the next steps needed for matriculation and registration
• Students will become familiar with the programs of study offered at the City Colleges of Chicago
• Students will comprehend academic standards outlined in the Student Policy Manual
• Students will be able to identify their needs, determine resources available to them, and seek services accordingly
• Students will be able to complete admissions and/or registration functions satisfactorily

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Instrument Design

DIRECT MEASURES	INDIRECT MEASURES
Quizzes and tests	Surveys of all kinds
Presentations, portfolios, exhibitions, etc.	Job placement/grad rates
Frequency of visits	Focus groups
Demonstration of activity completion	Interviews
Direct evidence of student performance or attainment	Self-reported information

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What does HLC Say? Criterion 4.B

"The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning."

1. Clearly stated goals and processes
2. Co-curricular
3. Uses gathered information to close loop
4. Faculty driven with admin support

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What does HLC Say? Criterion 4.B

Insufficient progress	Time to plan implementation	No course/program outcomes	Not comprehensive or systemic
Lack of faculty involvement	No use of data to inform improvement	No co-curricular assessment	Lack of clear focus
Too much reliance on survey and grade data	Linkage of assessment to planning is missing	Gen ed SLOs of poor quality	Syllabi congruence

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