Standard II:
Student Learning Programs and Support Services: At the Core of Our Institutions

Dolores Davison, Vice President, Academic Senate for California Community Colleges; Celia Huston, ASCCC Accreditation Committee Member, Professor, San Bernardino Valley College
Outline

1. Cover the Standards
   a. II.A
   b. II.B
   c. II.C

2. Distance Education
   a. Regular Substantive Contact
   b. Services “regardless of location or means of delivery”

3. Support services
   a. Systematically Support Instructional Programs and the Student Experience
   b. Assessing Support Services

4. Program Review & SLO/SAOs/SUOs
   a. Assessment Overview
   b. Disaggregation
Instructional Programs

II.A.2. “Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.”
Library and Learning Support Services

II.B.1 The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.
Student Support Services

II.C.4. “Co-curricular programs and athletics programs”

II.C.5. “Counseling and/or academic advising programs”

II.C.6 “Adopted and adheres to admission policies consistent”

II.C.8. “Maintains student records permanently, securely, and confidentially”
Distance Education

“Education that uses one or more of the technologies listed in paragraphs (1) through (4) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously.”

(Policy on Distance Education and Correspondence Education)
Distance Education

II.A.16: “The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location.”
Distance Education

II.B.1. “The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education.”

II.C.3 “The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.”
I B.5 & I B.6

ACCJC (2014) Revised Standards

“I B.5: The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

I B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.”
Outcomes

I.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs.

II.C.2. “The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.”
Outcomes Alphabet

AUO: Administrative Unit Outcome
GELO: General Education Learning Outcomes
ILO: Institutional Learning Outcomes
PLO: Program Learning Outcome
SAO: Service Area Outcome
SLO: Student Learning Outcome
SUO: Service Unit Outcome

Local designations, local processes.
Student Learning Outcomes

- Describe skills and abilities gained
- Discipline specific
- Are student focused
- Use action Verbs
- Are measureable
- Are tied to course objectives and content
Service Area (Unit) Outcomes

- Deal exclusively with non-instructional services provided to students or other members of the campus community.

- Describe the desired quality of key functions and services
  - (timeliness, accuracy, responsiveness, etc.)

- What users of the service experience, receive or understand as a result of a given service interaction.

- Measurable and address both process and satisfaction indicators at administrative and service units.
Strategies for Collecting SAO Data in Standards II.B & II.C

1. Connect SAOs/SUOs to unit missions and goals

2. Be able to disaggregate SAOs/SUOs data

3. Integrate student services information systems with enterprise-level systems; standardize data collection mechanisms.
   a. a “crucial first step” toward disaggregating SUO data

4. Create buy-in: ‘bridge’ and ‘connect’ in-class and out-of-class experiences
Disaggregation of SLO/SAO Data

Disaggregation Should

- Be practiced systematically throughout the college
- Be appropriate for the college population
- Lead to improvement in teaching and learning
- Be linked to campus planning processes
Disaggregation of SLO/SAO Data

Examples of Disaggregation with Student Level Reporting
- Demographics
- Cohort Groups vs. General Population
- Equity Populations
- Success
- Retention
- Persistence
- Transfer

Examples of Disaggregation with Aggregate Course Reporting
- Mode of Delivery
- Upper Division Courses vs. Lower Division Courses
- Link Courses
- Short Term vs. Long Term
Equity-Minded Assessment
Strengthening Social Justice via SLO Data

- Design strategic interventions for subpopulations of students.
- Analyze data that informs the infusion of cultural competencies and awareness into the curriculum.
- Track outcome mastery through course sequences and better connect with performance in out of class experiences.
Bridge Divides

- Include Librarians, Learning Center, Counseling, Student Affairs and Student Services in the design of SAOs.

- Connect in-class and out-of-class learning and experiences.

- Integrate student services information systems with enterprise-level systems
  - a “crucial first step” toward disaggregating SUO data
Consequential Assessment

Design the Outcome with the end in mind - what impact will potential actions have on subpopulations of students?

- Link Assessment to Institutional Mission and Purpose
- Understand the Broader Environment
- Design and Complete Activities for Sustainable Assessment
- Ask Tough—or Tougher—Questions
Program Review

I.A.2: “In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.”

II.A.3: “The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures.”
Program Review & SLO/SAOs/SUOs

II.A.16. “The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.”

II.B.3: “The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.”
Program Review

II.B.3: “The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.”

II.B.4: “The institution regularly evaluates these services to ensure [library learning support services and resources’] effectiveness.”

II.C.1: “The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.”

II.C.2: “The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes.”
ASCCC’s General Best Practices
Encourage Engagement

Encourage shared governance among librarians, learning center faculty, counselors, and Service Unit staff to participate or become directly involved in campus assessment efforts.

Professional Development can help faculty and staff member design and effectively conduct meaningful assessments of students’ out-of-class experiences.
Write Only What is Happening

- Don’t “spin-doctor.”
- Avoid “purple prose” and embellishment.

- Report the facts
  - Avoid unnecessary superlatives
  - Limit describing future plans to your actionable improvement plans or quality focus essay
  - Only make claims that can be substantiated with evidence Use a one-voice narrator
Developing a Culture of Inquiry & Evidence

- Address the Standards based on the evidence you have; don’t “write first and evidence later.”

- Adopt an “accreditation, every day” motto.

- Leverage Support Service committees with pre-existing mechanisms to gather evidence and facilitate analysis.

- Include Support Service professionals in training and Faculty Professional Development specific for SUOs.
References


