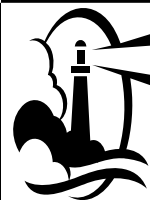


# The Spotlight



**SLO** Student Learning Outcomes

**AUO** Administrative Unit Objectives

**GEO** General Education Outcomes

From the Desks of Joan Sholars, SLO Coordinator and Joseph Terreri, GEO Coordinator

Odette Richardson, Editor

## Student Services Division

By Dr. Audrey Yamagata-Noji

*Neither fish nor fowl.*

*Between a rock and a hard place.*

*Neither here nor there.*

The world of student learning outcomes (SLOs) sometimes places Student Services into a position of “limbo,” of being somewhere in between this and that. Only two Student Services departments offer instruction and, therefore, only two departments develop course-level SLOs. However, Student Services programs and departments still work directly with students, not numbers or trees, like the fiscal services or grounds departments. Yet through the provision of information and services to students, Student Services programs and departments enhance students’ knowledge and impact what they know, think, feel and are able to do. While Mt. SAC has chosen to utilize two distinct definitions for measuring our outcomes: Student Learning Outcomes (SLOs) or Administrative Unit Outcomes (AUOs), where does Student Services fit in the world of SLOs?

For the past three years, Student Services staff, faculty and managers have been working to create our own unique model for planning and outcome evaluation. To do this, we took several steps back and decided to look at our purpose, our culture, how we do business, how we reach our students, and how we know if we’re doing a good job. We did not want to operate in separate, neat silos. Instead, we wanted to look at the integrated whole. Some of our departments and programs serve the general student population like Admissions, Assessment, Counseling, Health Services, and Student Life. Others serve specific caseloads of students like EOPS, CARE, CalWORKs, DSPS, Bridge, Upward Bound, and Financial Aid. Nevertheless, there were “connection points” in which services to students are similar and are coordinated. For example, High School Outreach is not the only program that provides access services. Financial Aid and Admissions provide direction and assistance to students seeking to enroll.

### FIRST STEP

Beginning in 2007, we defined three (3) main areas of focus: Access, Progress and Success. These three areas seemed to capture the services we were providing, the goals we had for our division, and the role that we believe we fulfill at the college. During our annual professional development day in 2007, group activities focused on developing definitions, expectations of ourselves and of our students, and an inventory as to where each department was relative to these three areas. Each department was then charged to work further on developing goals and activities that would support these three main areas of Access, Progress and Success throughout the next academic year.

**ACCESS:** Reaching out, opening the door, entering, finding your way

**PROGRESS:** Moving along, becoming active, learning about yourself, know where you’re going

**SUCCESS:** Finishing, meeting goals, moving on, knowing where to go next and how to get there

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### DEFINITIONS

- **SLOs** (student learning outcomes) are statements about what a student will think, know, feel or be able to do as a result of an educational experience.
- **AUOs** (administrative unit objectives) are statements about what a client will experience, receive, or understand as a result of a given service.
- **GEOs** (general education outcomes) are statements that define the knowledge, skills, and perspectives acquired by students who satisfy our general education requirements.

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## SECOND STEP

The additional work that was done between 2007 and 2008 was presented at our annual professional development day during Spring 2008. These two (2) new areas/categories were added to our model. They were "Participation" and "Persistence."

**PARTICIPATION:** Getting connected, becoming active and involved, a sense of belonging  
**PERSISTENCE:** Achieving, continuing, maintaining

The model was nearing completion. We had defined five (5) main areas or categories in which each Student Services department or program provided services: Access, Participation, Progress, Persistence and Success or simply, "APPPS." The definitions and guiding principles (operational definitions) for the five (5) target areas were shared with all staff, faculty and managers. The model and department goals were reviewed by departmental teams to align their goals and SLOs/AUOs with an area of APPPS. Each department reviewed their progress in the SLO/AUO and the Planning for Institutional Effectiveness (PIE) process and shared it with the entire Student Services Division.

**ACCESS + (PARTICIPATION + PROGRESS + PERSISTENCE) = SUCCESS**

## THIRD STEP

By 2009 the model has been well-vetted, definitions have been clarified and department-specific SLOs and AUOs have been assigned to the APPPS categories. In addition, Student Services Division Goals and College Goals have been aligned with the APPPS model.

<b>"APPPS" MODEL LINKED TO COLLEGE GOALS AND STUDENT SERVICES GOALS</b>		
<b>CATEGORY</b>	<b>COLLEGE GOAL</b>	<b>STUDENT SERVICES GOAL</b>
<b>ACCESS</b>	<p><b>Goal 6</b> -- The College will provide opportunities for increased diversity and equity for all across the campus.</p> <p><b>Goal 7</b> -- The College will increase access for students by strengthening recruitment and opportunities for full participation in College programs and services.</p>	Student Services will ensure that pathways are available and well-defined for students to pursue their educational goals.
<b>PARTICIPATION</b>	<p><b>Goal 5</b> -- The College will utilize and support appropriate technology to enhance educational programs and services.</p>	Student Services will provide avenues through which students can be involved in the life of the college.
<b>PROGRESS</b>	<p><b>Goal 10</b> -- The College will ensure that basic skills development is a major focus and an adequately funded activity.</p>	Student Services will provide support for students to move toward reaching their goals.
<b>PERSISTENCE</b>	<p><b>Goal 12</b> -- The College will engage students in activities and programs designed to increase their term-to-term enrollment (i.e., persistence).</p>	Student Services will provide support to enable students to complete each term and continue enrollment in subsequent terms.
<b>SUCCESS</b>	<p><b>Goal 2</b> -- The College will prepare students for success through the development and support of exemplary programs.</p> <p><b>Goal 3</b> -- The College will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.</p>	Student Services will work to empower students to attain their educational goals by gaining new skills, knowledge, and experiences in order to graduate, transfer and obtain employment.

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By the submission deadline for our 2008-09 Planning for Institutional Effectiveness (PIE) Summary in June 2009, the Student Services APPPS model was almost complete with the integration of Concepts, Definitions, Student Services Goals, College Goals, Activities, Guiding Principles and Markers. Below are two area examples—Access and Persistence—depicting the integration of the APPPS model with the College’s SLO/AUO and PIE processes.

APPPS MODEL EXAMPLES FOR ACCESS AND PERSISTENCE		
CATEGORY	ACCESS	PERSISTENCE
<b>Concept</b>	Reaching out, opening doors, entering, finding your way	Achieving, continuing, maintaining
<b>Definition</b>	Any activity or purpose that enables students to know about the college and to be able to enter the college, successfully using technology; a welcoming environment; streamlined processes.	Follow through support for students to successfully complete the term and term-to-term enrollment.
<b>Student Services Division Goal</b>	Ensuring that pathways are available and well-defined for students to pursue their educational goals.	Enabling students to complete each term and continue enrollment in subsequent terms.
<b>Related College Goal</b>	<b>Goal 6</b> -- The College will provide opportunities for increased diversity and equity for all across the campus. <b>Goal 7</b> -- The College will increase access for students by strengthening recruitment and opportunities for full participation in College programs and services.	<b>Goal 12</b> -- The College will engage students in activities and programs designed to increase their term-to-term enrollment (i.e. persistence).
<b>SLO</b>	<b>Student Services Division:</b> Through the provision of outreach services, prospective students will be knowledgeable of matriculation requirements and will successfully enroll at the college. Example:  <ul style="list-style-type: none"> <li><i>Admissions and Records: Students will demonstrate an increased usage of technology through the provision of information and direction, in applying to the college and registering for classes.</i></li> </ul>	<b>Student Services Division:</b> Students will demonstrate knowledge, direction and skills sets necessary to complete courses and enroll in the subsequent term. Example:  <ul style="list-style-type: none"> <li><i>Bridge: After successfully completing the Summer Bridge Program, students will rate themselves as “feeling prepared” personally and academically for the fall semester.</i></li> </ul>
<b>AUO</b>	<b>Student Services Division:</b> Through outreach programs and partnership efforts, students and high school staff will receive information about the college and will understand how to access college entrance and services. Example:  <ul style="list-style-type: none"> <li><i>EOPS/CARE and CalWORKs: After completing the new student orientations, students will demonstrate an understanding of the program requirements including how to navigate the college system.</i></li> </ul>	<b>Student Services Division:</b> Students receiving ongoing services (counseling, tutoring, advising, specialized classes) will feel confident, supported and goal-directed. Example:  <ul style="list-style-type: none"> <li><i>Health Services: Students who participate in specialized workshops will demonstrate behavioral changes as a result of understanding good health choices.</i></li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>High School Counselors Conference</li> <li>Seniors Day</li> <li>Connect 4 (Transition support for new high school matriculants from feeder high schools.)</li> <li>Cash for College</li> <li>Registration Assistance Center</li> </ul>	<ul style="list-style-type: none"> <li>Learning communities</li> <li>Online counseling</li> <li>Student workshops</li> <li>ASPIRE mentors (African-American Student Program Inspiring Responsibility for Education)</li> <li>Study groups</li> </ul>
<b>Guiding Principles</b>	<ul style="list-style-type: none"> <li>Good customer service</li> <li>Timely response to students</li> <li>Clear information and policies</li> <li>Cross-trained staff</li> <li>Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>Student awareness of services</li> <li>Referrals for service</li> <li>Effective and timely communication and notification</li> <li>Clear information and policies</li> </ul>
<b>Markers</b>	<ul style="list-style-type: none"> <li>Number and diversity of new enrollees</li> <li>Satisfaction ratings of students</li> </ul>	Persistence rates for all students disaggregated by programs and students demographics (reference: Student Equity)

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Upon completing the PIE for 2008-09, two (2) new goals have emerged:

- Conduct dynamic research to measure outcomes and student success.
- Provide opportunities for professional development and technical training.

### **NEXT STEPS**

Our next step is to further define our markers: how we will measure success, how we will know if we are indeed on track or not. This matches one of our new goals, which is to enhance our ability to undertake more dynamic research to fully measure learning outcomes, program effectiveness, and student satisfaction. Enhanced staff training (our second new goal) will enable Student Services to apply the use of results from our SLOs/AUOs assessment and more effectively provide efficient and effective services to students and all employee groups based on increased knowledge and familiarity with all college operations, college policies and procedures.

## **Outcomes Committee 2009-2010**

<u>Member</u>	<u>Ext.</u>	<u>Title</u>
Joan Sholars	4610	SLO Coordinator / Math & Computer Science
Joseph Terreri	4642	GEO Coordinator / Math & Computer Science
Jemma Blake-Judd	3934	Associate Dean, Technology & Health Division
Priyadarshini Chaplot (vacant as of 10/15)	5505	Educational Research Assessment Analyst
Mary Johnson	4719	Faculty, Computer Information Systems
Lisa Ledebor	6335	Faculty, Consumer Science & Design Technology
Eddie Lee	5676	Faculty, Counseling
Barbara McNeice-Stallard	4109	Director, Research & Institutional Effectiveness
James Ocampo	5670	Director, Assessment & Matriculation
Heidi Parra	4648	Faculty, Math & Computer Science
Mike Sanetrick	3179	Faculty, ESL
Emily Woolery	4264	Faculty, Library Sciences

**The Outcomes Committee is on the Web! <http://inside.mtsac.edu/organization/committees/outcomes/>**

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**Archival SLOC & GEOC Website Materials Are Still Available at:**

**SLOC – <http://inside.mtsac.edu/organization/committees/slo/>**

**GEOC – <http://inside.mtsac.edu/organization/committees/generated/>**

## Coordinators' Corner

By Joan Sholars, SLO Coordinator and Joseph Terreri, GEO Coordinator

The Academic Senate passed Resolution 2009-02—Transparency of SLOs/GEOs in April 2009 recommending that SLO/GEO data in ePIE be made accessible to all employees through a read-only option by September 2009. We have been working hard on getting this ready for viewing, and it is now complete. When you sign into Banner/Luminis (<https://myportal.mtsac.edu/>), there is a new channel you can access entitled “Student Learning Outcomes/General Education Outcomes.” Go to the bottom of the channel box and click on the link to review the comprehensive SLO/GEO Report. This channel is available to students and employees. Please explore this report and see what other areas are doing with their SLOs and GEOs.

As SLO Coordinator, I have been visiting departments discussing their work on SLOs. Now that we have developed SLOs for most of our courses, we need to start the work of assessing these SLOs. Working with the departments, we are developing assessment schedules for all of our courses.

We also want to introduce you to the members of the Outcomes Committee. The Outcomes Committee was established last year by the Academic Senate through a merging of the SLO and GEO Committees. The Outcomes Committee meetings are held the 1<sup>st</sup> and 3<sup>rd</sup> Tuesdays of each month from 2:30 to 4:00 p.m. in Building 6, Room 144. Guests are welcome so feel free to come by and see what the committee is discussing. A list of the new integrated Outcomes Committee members is located on page 4 of this newsletter.

In addition, there is a new white paper on the SLO (and GEO) websites for your reading pleasure. It is called “Assessment Norming” and is an introduction to norming ourselves when we are assessing student work. Since, in most departments, more than one faculty member is assessing the SLOs/GEOs in different sections of the same course, how do we determine if each faculty member is looking at student work in a similar manner. For more information on this, please go to:

[http://www.mtsac.edu/instruction/outcomes/newsletter/whitepapers/2009\\_assessment\\_norming.pdf](http://www.mtsac.edu/instruction/outcomes/newsletter/whitepapers/2009_assessment_norming.pdf)

Is your department or division doing some great work with SLOs or GEOs and you would like to share it with the campus? Please contact me for SLOs or Joe Terreri for GEOs so that we can talk about you writing a feature article.

We want to thank you for all of your work on SLOs and GEOs. If you have any questions or concerns about SLOs or AUOs, please feel free to contact Joan Sholars at [jsholars@mtsac.edu](mailto:jsholars@mtsac.edu), Extension 4610, or contact Joseph Terreri at [jterreri@mtsac.edu](mailto:jterreri@mtsac.edu), Extension 4642, about GEOs.

### SLO/GEO/AUO Contacts

**Joan Sholars**, SLO Coordinator, x4610, [jsholars@mtsac.edu](mailto:jsholars@mtsac.edu) for information regarding SLOs and AUOs).

**Joseph Terreri**, GEO Coordinator, x4642, [jterreri@mtsac.edu](mailto:jterreri@mtsac.edu) (for information regarding GEOs).

**Jennifer Tucker**, Educational Research Assessment Analyst, x4708, [jtucker@mtsac.edu](mailto:jtucker@mtsac.edu) (for information about basic skills-funded SLOs, AUOs and SAs). (**Vacant as of 10/26.**)

**VACANT**, Educational Research Assessment Analyst (for information about SLOs, AUOs and assessment).

**SLOs are on the Web!**

[www.mtsac.edu/instruction/outcomes](http://www.mtsac.edu/instruction/outcomes)

**GEOs are on the Web!**

[www.mtsac.edu/instruction/generaled](http://www.mtsac.edu/instruction/generaled)



**Celebrating  
“The Year of Improving  
Student Success Through  
the Use of Data” or  
“Y I Use Data?”  
Mt. San Antonio College  
2009-2010**