

Summary of AUO Assessment
Fall 2012 Review & Spring 2013 Plans
(Compiled from data submitted by February 13, 2013)
Summary prepared by Kathleen Mitchell

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The programs within Administrative Units, including Student Services, impact student learning through direct student interactions and indirectly through faculty, student, and facilities preparation and support. Through satisfaction surveys and other methods, these units gathered data about facets of recruitment, enrollment, matriculation, and additional services that retain students and contribute to their learning experiences.

The assessment data gathered in Fall 2012 by 100% of Student Services Administrative Units and a number of Administrative Service Units, present an overview of how effectively the college welcomes, enrolls, recommends course placements, supports the academic, physical, and emotional well-being of students, encourages their acquisition of employment skills ,and facilitates their social and civic engagement.

Student comfort with attending classes at Centers throughout the District and student satisfaction with online enrollment processes and customer service were assessed. How effectively the college adheres to principles of culturally sensitive language in requesting writing samples to determine ESL placement and student satisfaction with their course placement were examined.

Methods to outreach to and retain students were considered. Knowledge gained by students through participation in campus tours was given attention. Retention strategies such as orientations, access to financial support, outreach to and support of special student populations, and tutoring and support for writing skills were all assessed for effectiveness. Measurements were conducted of the nutritional and mental health knowledge and practices of students.

Opportunities for students to develop leadership and employment skills and to volunteer were examined. Specialized courses supporting students placed on academic or progress probation provided surveys to students to evaluate their utilization of services to avoid future probation placement.

Professional development of faculty and staff in such areas as technology and multicultural knowledge were examined. Methods to assure the safety of all campus constituents were evaluated.

HIGHLIGHTS

Sample self-described highlights of & benefits from outcomes assessment

- 100% of students completing the post-test indicated that they agreed that the information they received from participating in the Healthy Me program was helpful. The benchmark goal of 75% of students being able to correctly state health risks associated with being overweight and health benefits of weight loss was exceeded with 100% reporting meeting this goal.
- The data allow individuals to assess how productive and efficient they are in directly serving students with the goal of finding opportunities for change as needed. It opens up an opportunity for dialog on where improvement may be indicated individually and as a department.
- Students feel welcome at the Downtown Center and overall staff are viewed as helpful and supportive.
- It is encouraging to see that at least 38 % of students are receiving information about needed community resources as part of their visit to the health center. Receipt of information about the Healthy San Francisco Health Plan was most commonly reported, followed by low cost clinics in their region, and Medical. It is important that students who have no health care insurance plan are given this type of community resource information.
- We have lowered cut-scores for placement into almost all levels of English courses. We have removed potentially biased content from ENGL and ESL placement tests and ESL Writing Sample prompts. We have developed ESL writing prompts that are more accessible and interesting to current incoming students.
- Created a website dedicated to helping students log in to the learning management system. The website clearly addresses log in and password challenges as well as browser issues. Created videos for students about how to log into the learning management system.
- Since 2011, there's a steady decline in combined subsidized and unsubsidized loan and an increase in students who qualify for grants and interest in scholarship opportunities.
- Campus tours lead directly to increased enrollment and have a positive impact on encouraging prospective students to attend CCSF.

Sample SLOs

Welcome	Retain and Enhance Learning
Centers will provide a welcoming, safe, clean, comfortable and accommodating environment that supports student learning and success.	By the end of the semester, participants will be able to: <ul style="list-style-type: none"> • Make use of effective study strategies to assist in writing essays • Utilize program services, including revision sessions, study groups, and counseling
Prospective students will demonstrate knowledge of how to apply to CCSF, an understanding that community college is the most affordable option among the different college systems, the types of degrees offered, and an increased understanding of the programs and services offered at CCSF.	Decrease of distressing symptoms potentially inhibiting students' ability to be successful in school. Increase of coping skills and utilization of resources. Increase in familiarity with internal and external resources. Increased self empowerment, healthier responses to stressors and higher adaptive level of functioning.
Provide priority registration to San Francisco Unified School District (SFUSD) graduating seniors for Fall 2012, average units enrolled, course completion and retention rates will increase.	As a result of their participation in the departmental student employment program, students will identify and exhibit characteristics associated with effective employees (i.e. timeliness, accurate task completion, appropriate behavior, confidentiality, etc.), effectively articulate and interpret departmental policies and procedures, and demonstrate respect and courtesy to students, faculty, staff, and community members who interact with the office.
Students will be able to utilize technology to accurately and successfully apply for admissions online.	As a result of their involvement in Associated Students Council(s), students will develop the ability to effectively plan, organize, and facilitate meetings following parliamentary procedure, Robert's Rules of Order, and the Brown Act.
Students will be satisfied with the customer services in the Admissions & Records/Registration in person and phone and services provided by Web4.	As a result of their participation in student clubs, students will enhance their awareness of and commitment to effective citizenship, service, and social responsibility via community service projects and campus wide events.

DATA Summary

SLO Overview Student Services & Admin Services Programs

Department	Program Assessment Stages
Admissions & Records	Stage 4: 1
Bookstore	Stage 4: 1
Business	Stage 5: 1
Civic Center Center	Stage 5: 1
Downtown Center	Stage 4: 1
Dual Enrollment	Stage 4: 1
EOPS	Stage 5: 1
Educational Technology	Stage 5: 2
Evans Center	Stage 4: 1
Financial Aid	Stage 5: 1
Guardian Scholars	Stage 5: 1
Homeless at Risk Transitional Students (HARTS)	Stage 2: 1
Honors Program	Stage 1: 1
Learning Assistance Center	Stage 5: 1 Stage 4: 1
Matriculation Services	Stage 4: 1
Mission Center	Stage 4: 1
Multicultural Infusion Project	Stage 3: 1
Outreach & Recruitment	Stage 5: 1
Public Safety	Stage 1: 1
Southeast Center	Stage 4: 1
Student Activities	Stage 3: 1
Student Advocacy, Rights, & Responsibilities	Stage 2: 1
Student Affairs	Stage 4: 1 Stage 3: 1
Student Health Services	Stage 5: 2 Stage 3: 4 Stage 2: 1
Student Support Services	Stage 4: 1 Stage 3: 1
Totals	Stage 5: 11 Stage 4: 11 Stage 3: 8 Stage 2: 3 Stage 1: 2 Total: 35

Location of evidence/documentation of outcomes assessment

Assessment website	20	57%
Department binders (on file)	27	77%
Other	8	23%

People may select more than one checkbox, so percentages may add up to more than 100%.

Service Area Assessment Stage

1. Outcomes are developed and regularly updated	2	6%
2. Outcomes assessments are developed and in use.	3	8%
3. Assessment data/results are being analyzed and discussed.	8	22%
4. Changes are being implemented and service will be reassessed.	11	31%
5. Service area has undergone at least one full closed-loop cycle, and assessment is continual.	11	31%

FINDING: 92% of REPORTED SERVICE PROGRAMS HAVE ONGOING ASSESSMENT; 31% are at stage 5 – closed-loop CQI.

FALL 2012 REVIEW

Did you conduct outcomes-assessments (measurements) in Fall?

Yes	29	81%
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What assessment method(s) did you use?

Quizzes/exams (for workshops and trainings)	2	7%
Assignments based on rubrics (for workshops and trainings)	0	0%
Direct observation of served individuals (such as students or faculty/staff)	3	10%
Satisfaction surveys	14	48%
Self-evaluation surveys	8	28%
External data (such as scholarship application rates and placement rates)	4	14%
Focus groups	4	14%
Other	15	52%

People may select more than one checkbox, so percentages may add up to more than 100%.

In Fall, did you review/discuss/analyze data and plan changes?

Yes	21	58%
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With which of the following groups did you share your data for review and analysis?

Faculty and staff within the same program (at CCSF)	18	86%
Faculty and staff from related departments	8	38%
Faculty and staff from across the college	8	38%
Faculty and staff from other colleges	1	5%
Students	10	48%
Other	9	43%

People may select more than one checkbox, so percentages may add up to more than 100%.

Through which methods did you share your data for review and analysis?

Face-to-face meetings	20	95%
Teleconferencing or skype	0	0%
Email	11	52%
Phone	5	24%
Website review and commentary	3	14%
Shared document files	9	43%
None	0	0%
Other	4	19%

People may select more than one checkbox, so percentages may add up to more than 100%.

In Fall, did you make any service or outcomes changes or refinements?

Yes	16	44%
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Which of the following changes did you complete in Fall?

Updated and refined outcomes	7	44%
Updated assessments methods	8	50%
Adopted new practices	8	50%
Provided additional resources	5	31%
Used new equipment for supplies	2	13%
Developed/increased dialogue opportunities	7	44%
Developed/increased mentoring opportunities	2	13%
Created or expanded repository (website or hands on) of shared resources (rubrics, activities, news links, book or journal references, online tutorials, webinar series)	5	31%
Offered seminars or workshops on methods, skills, and/or new content	3	19%
Engaged in professional development about best practices for this area	1	6%
Improved communication	5	31%
Other	2	13%

People may select more than one checkbox, so percentages may add up to more than 100%.

SPRING 2013 PLANS

Will you be conducting assessments (measurements) Spring semester?

Yes	29	81%
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Will you be analyzing and discussing data this semester?

Yes	28	78%
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Will you be implementing changes this semester?

Yes	17	47%
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Which of the following changes are you planning for this coming semester?

Update and refine outcomes	6	35%
Update assessments methods	10	59%
Adopt new practices	6	35%
Provide additional resources	2	12%
Use new equipment for supplies	1	6%
Develop/increase faculty and staff dialogue opportunities	6	35%
Develop/increase faculty and staff mentoring opportunities	2	12%
Create or expand repository (website or hands on) of shared resources for all faculty (rubrics, activities, news links, book or journal references, online tutorials, webinar series)	2	12%
Offer seminars or workshops on teaching methodology and/or new content	2	12%
Engage in professional development about best practices for this area	3	18%
Improve communication	5	29%
Other	3	18%

People may select more than one checkbox, so percentages may add up to more than 100%.

FINDING: Biggest difference between Fall changes and Spring plans is the increase in almost all areas of planned changes.

IMPROVEMENT PLANS: Administrative Service Units are just coming on board with outcomes assessment, and we expect all such units to play a larger role in online reporting during future semesters.