

Connecticut
Community
Colleges

Education That Works For a Lifetime

PRESENTATION TO COP

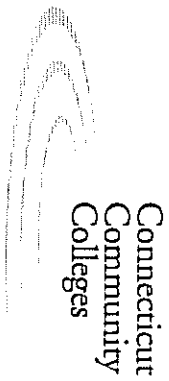
SEPTEMBER 2006

STUDENT SERVICES LEARNING OUTCOMES ASSESSMENT MODEL

“Learning is a complex, holistic, multi-centric activity that occurs throughout and across the college experience.” Learning Reconsidered

PURPOSE/GOAL

To develop a System-wide Student Services Assessment Model that will identify student learning outcomes in Student Services, and ensure the delivery of quality services to students. This model will parallel the Academic Assessment Model and expand upon the current BOT Counseling Review Model which has been defunct for nearly a decade.



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COMMITTEE

Doris B. Arrington

Wilson Luna


John C. Norman

Kirk Peters

Corby A. Coperthwaite

HISTORY OF INITIATIVE

- Appointment of subcommittee to study and review student services learning outcomes assessment 2002-03.
- Kick-off meeting of all Student Services staff held June 2004 at CCSU. Bill Knight, Director of Planning and IR, Ohio State University, was the keynote speaker/facilitator.
- Follow-up communication sent to all Student Services Councils.
- November 2005 Conference held at Middlesex CC. Jane Fried was the keynote speaker. A presentation of the model was presented, followed by small group working sessions.
- Presentation was made to council of deans of students in October 2005. Draft proposal was unanimously endorsed.
- Forwarded to Council of Presidents/Chancellor requesting opportunity to share with Council.



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Components of the Model

Purpose

Background

Introduction to the Review Process

Components of the Model

The Self Study

I. Introduction

- Organization of the division/unit
- Brief history of the division/unit
- Brief description of the self study process

II. Mission

- Mission of the division/unit
- Relationship of the division mission to the missions of the college/system
- Relationship of unit missions to the mission of the division

Components of the Model

The Self Study (Continued)

III. Description of the Division/Unit

- Programs and service activities [*Identify “customers”, policies, brief history, relationships to other programs*]
- Personnel resources [*Identify personnel for each program, by ethnicity and highest degree*]
- Financial resources

Components of the Model

The Self Study (Continued)

III. Description of the Division/Unit

- Facilities *[identify both those within Division/unit and available campus-wide]*
- Number of students served in most recent fiscal year.
[articulate means of assessment relevant to Division/unit]
- Goals, objectives, and strategies of the Division/unit

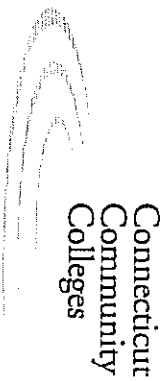
Components of the Model

The Self Study (Continued)

IV. Self-Study Assessment

A. Quality assurance *[Identification of developmental and process outcomes, as appropriate, for the division/unit; criteria, measures and methods of assessment; the results of these assessments; what these assessments mean; and how they will be used by the division/unit for program improvement.]*

1. Program and services as reported in student evaluations, outcome assessment studies and/or service records.



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Components of the Model

The Self Study (Continued)

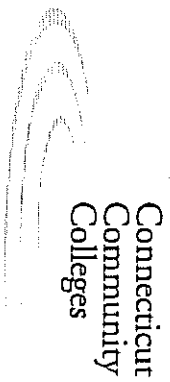
IV. Self-Study Assessment

2. Personnel

- Educational qualifications, related work experience, and productivity
- Teaching, research and/or service activities
- Honors and awards

3. Personnel Administration

- Professional development activities
- Performance evaluation program
- Staffing levels



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Components of the Model

The Self Study (Continued)

IV. Self-Study Assessment

4. Organizational Quality

- Organizational climate (student perspective)
- Communications methods

B. Relationship to missions of the division and/or college:
narrative statement not to exceed one page

Components of the Model

The Self Study (Continued)

IV. Self-Study Assessment

C. Need, Utilization and Outcomes

1. Need for programs from students and other units (on campus and in the community)
2. Uniqueness compared to other programs (on campus and in the community)
3. Areas of cooperation and collaboration with other units (on campus and in the community)
4. Student satisfaction
5. Student utilization
6. Student learning and development outcomes

Components of the Model

The Self Study (Continued)

IV. Self-Study Assessment

D. Fiscal Management

1. Use of financial resources
 - Planning
 - Reporting and controls
 - Allocations
2. Adequacy of financial resources
3. Costs, i.e., charges for services rendered and/or level of support for each “customer” served
4. Comparative cost analysis
5. Generation of external funding, if appropriate

Components of the Model

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The Self Study (Continued)

IV. Self-Study Assessment

E. How Were the Results of the Last Review Used for Improvement?

Components of the Model

The Self Study (Continued)

V. Planning

- A. Division/Unit Strategic plan (consistent with college plan) to achieve division/unit goals; connecting the results of the self study to program improvement.
- B. Relationship of plan to missions of the college/division
- C. Timetable for implementation of the plan
- D. Financial considerations of the plan

Core Domains (Values)

- **Cognitive Complexity**
- **Knowledge Acquisition, Integration and Application**
- **Humanitarianism**
- **Civic Engagement**
- **Interpersonal/Intrapersonal Competence**
- **Practical Competence**
- **Persistence & Academic Achievement**

LOCAL IMPLEMENTATION

- Colleges will have autonomy and flexibility in local implementation.
- Colleges may initially select to implement only a few of the core domains.
- Colleges may choose to have only one or two departments pilot the assessment model.

LOCAL IMPLEMENTATION (Continued)

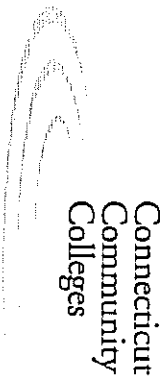
- DOS Council recommends that the assessment process occur approximately once every five years. The scheduling of these assessments would be done in conjunction with the chief academic and student affairs officer, in accordance with NEASC visits.

BOARD POLICY IMPLICATIONS

The Deans of Students recommend that if the Council of Presidents accept the proposed model, that they would endorse and send it forward to the BOT. This policy would replace Board Policy 3.7.2 “The Counseling Review Model.

ACTION

- **Endorsement by COP.**
- **Incorporate into System Strategic Planning.**
- **Support continued training for staff implementation across the System.**
- **Provide technical assistance for the campuses.**
- **Incentives for Success.**



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DISCUSSION