

## Student Learning Outcomes / Administrative Unit Outcomes Committee Meeting

[Tuesday, October 17, 2017]  
[CTC-131]

<b>Review from Last Meeting:</b> ]	<ul style="list-style-type: none"><li>• [Waiting on new Distance Education forms for State, 100%, 50+%, etc.</li><li>• Waiting on meeting with GoverNET. Added remove Launch on SLO/AUO Assessments.</li><li>• Added Semester to Course Section Assessments</li><li>• Need to connect AUOs in WEPR to CurricUNET SLOs</li><li>• Discussion of AUO measurements ]</li></ul>
[	
<b>Mapping AUOs to WEPR:</b> ]	[WEPR for Administrative units have a section that mentions AUOs and a fill-in field. AUO assessments could be saved as PDFs and linked to this field. We will go over this. ]
[	
<b>Understanding Assessment Criteria rules:</b> ]	There are a lot of questions about Assessment Criteria requirement of "% students % of questions". We will go over the why, what, and how. ]
[[	
<b>Questions?</b> ]	[[
[[	

**Next Meeting:** [Tuesday, November 21, 2:00 PM], [CTC-131]

# Contra Costa - All Fields Module Report

## Main

**Assessment Type: Non-Instructional Unit Outcome**

**Non-Instruction Assessment Type:**

**Originator**  
R Watkins

**Date**

**Assessment Report Title** Test NSAS Division Administrative Unit Outcomes FA17 rwatkins

**Non Instructional Departments**

**Outcome Assessed**

**Contributor**

**Co-Contributor**

## Last Assessment/Intervention

**Date of last assessment:**

**Interventions tried after last assessment:**

## Assessment Methods

**Assessment Tools**

**Assessment Tools**

Other

## Assessment Results

**Summarize assessment results; discuss what needs and issues were revealed**

**How will you address the needs and issues revealed by the assessments?**

**Timeline for Implementation: List the steps you will take to implement the next steps listed above with a timeline**

**How do you believe this will impact departmental budget requests and other types of resources?**

**Next Assessment**

## Attach Files

**Attached File**

## Codes/Dates

**Originator**  
R Watkins

# Contra Costa College

## 2017 Admissions & Records Program Review, CCC Validation & Recommendation Form

### Admissions & Records [C1003] A&R

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Last content update: 2017-08-25 15:06

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#### CCC Vision

Contra Costa College strives to be a premier college that celebrates innovation, collegiality and diversity, and is committed to transforming students' lives.

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#### CCC Values

- COMMITMENT to helping students learn and to improve the economic and social vitality of communities through education;
  - RESPONSIVENESS to the varied and changing learning needs of those we serve;
  - DIVERSITY of opinions, ideas, and peoples;
  - FREEDOM to pursue and fulfill educational goals in an environment that is safe and respectful of all students, faculty, classified staff, and managers alike; and - INTEGRITY in all facets of our college interactions and operations.
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#### CCC Strategic Directions

1. Equitably improve student access, learning, and success;
  2. Strengthen community relationships and partnerships;
  3. Promote innovation, create a culture of continuous improvement, and enhance institutional effectiveness; and
  4. Utilize resources effectively to support student learning and success.
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#### A. Annual Summary

**A.1 Major accomplishments, improvements or modifications affecting the unit over the past year**

**A.2 Major trends affecting the unit over the past year**

**A.3 Challenges that have prevented implementation of the unit's adopted strategies/activities that support the college's strategic directions over the past year**

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#### B. Staffing Analysis

**B.1 Describe the impact of staffing patterns/levels on the college's strategic directions.**

**Strategies implemented to improve the delivery of services within and by the unit:**

**#Impact**

**B.2 Considering the workload of the unit since your last update:**

**B.2.a: Has staffing increased, decreased, or remained the same?**

**Increased/decreased/same:**

**Describe why.**

**B.2.b: Does the staffing structure meet the unit's needs?**

**Yes/no:**

**If not, why?**

**B.2.c: Steps can be taken to improve unit's efficiency within its current resources**

**B.2.d: Are there critical professional development needs for staff that can result in improved success.**

**Yes/no:**

**If yes, please describe.**

**B.3 (optional) If requesting staffing augmentation, please describe position title, FTE, permanent or hourly/seasonal nature, relationship to strategic directions, linkage with AUO, and any other justification.**

**# Positions Needed FTE Related Strategies Academic Year Approx Compensation Shared by other units?**

# Contra Costa College

## 2017 Admissions & Records Program Review, CCC Validation & Recommendation Form Admissions & Records [C1003] A&R, continued

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### C. Resource Analysis

C.1 List equipment (not technology) acquired in the past year, including the source of funds and the impact on the college's strategic directions.

#	Equipment	Source Of Funds	Impact On Strategic Directions
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C.2 List technology (hardware and software) acquired in the past year, including the source of funds and the impact on the college's strategic directions.

#	Equipment	Source Of Funds	Impact On Strategic Directions
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C.3 List facilities projects completed and sources of funds in the previous cycle and impact on student success.

#	Facilities Project	Source Of Funds	Impact On Strategic Directions
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C.4 List any other projects completed and sources of funds in the previous cycle and impact on student success.

#	Project (non-facilities)	Source Of Funds	Impact On Strategic Directions
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C.5 (optional) If requesting resource augmentation, please describe equipment, technology, or facilities need, pricing estimate, relationship to strategic directions, linkage with AUO, and any other justification.

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### D. Budget Analysis

D.1.a Utilization of total budget available over five year period (operating, co-curricular, grants, foundation, other)

Budget

#	Year	Total Funds Available	Total Expenditures
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D.1.b Comment on over or under-expenditure of funds.

D.2 Budget requests for items not articulated under staffing or resource analysis (e.g. supplies, travel/conference, student worker, etc.)

#	Item	Justification	Action Plan
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### E. Status of Prior Augmentation

This section is only required if unit has been funded for an augmentation anytime since the last comprehensive review.

E.1 Please identify resource received and impact on the college's strategic directions:

#	Resource	Impact
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### F. Comprehensive Evaluation

This section is only required every four years as part of the comprehensive evaluation. **F.1 Describe the unit, its purpose, and services provided.**

F.2.a Identify data used as part of the comprehensive evaluation (e.g survey, SARS data, members served, etc.)

F.2.b Provide an analysis of data findings.

F.3 Provide a listing of unit goals and objectives and related AUOs.)

#	Goals and Objectives
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\* [ [link to AUO Assessments](#) ]

F.4 Prior Validation Recommendations

F.5 Analysis of unit's accomplishments and areas for continued improvement.

## **Standardize SLO Assessment Methods and Criteria**

The Curriculum Instruction Committee sees a range of SLO Assessment Methods and Assessment Criteria.

I looked up in Title 5 on the assessment requirements and the manual from the Curriculum Instruction Committee:

*The following summary is from the Program and Course Approval Handbook June 2016:*

- 1) Credit courses must:
  - a) Demonstrated proficiency in the subject matter, and
  - b) (degree) The ability to demonstrate proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrated by students.  
(nondegree) The ability to demonstrate proficiency, in part, through essays, problem solving exercises, or skills demonstrations, as deemed appropriate by the curriculum committee.
- 2) Methods of Evaluation: Merely taking attendance or asking if students are satisfied with the course is not sufficient to constitute evaluation of the extent to which students are making progress toward the learning objectives of the course.

*The following summary is from the CIC Manual 2012:*

- 1) For credit, fifty-percent of the assessment must be based on critical thinking, problem-solving, and/or skills demonstration.
- 2) The course must require critical thinking, college-level concepts, & college-level learning skills. It must also require one of the following assessments (degree credits require either essay, computational skills, or non-computational problem solving):
  - a) Essay
  - b) Computational Skills
  - c) Non-computational Problem Solving
  - d) Skill Demonstration
  - e) Objective Examinations
  - f) Other
- 3) All of the example assessment criteria contain numerical measurements.

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9. Student Evaluation: Provide the methods of assessment and the percentage of total grade for each of them.

DEGREE-CREDIT and NON-DEGREE CREDIT courses must assign grades. TITLE V requires that certain methods of evaluation must be used to assess student outcomes. Fifty percent of the grade must be based on critical thinking, problem-solving and/or skills demonstration.

NON-CREDIT COURSES must have some method(s) of assessment, but do not need to assign grades. Non-credit courses should indicate the methods that will be used to evaluate how well the course objectives are met.

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Examples	Intended Outcome	Assessment Method	Assessment Criteria
1.	Students will improve their ability to communicate in writing.	Writing samples from the start of the semester will be compared with writing samples at the end of the semester. Samples will be evaluated for clarity, vocabulary, organization and grammar using a rubric designed by the department.	At least three-fourths of the students will demonstrate at least a 20 percent increase in all evaluated aspects listed in the rubric.
2.	Students will exhibit expertise in their knowledge of earthquake fault systems and how they relate to plate tectonic processes.	Students will answer embedded questions in midterm and final exams. A scantron scanner will be used to assess the results for each of the relevant questions.	Each question will be answered correctly by 75% of students.
3.	Students will be able to understand an article published in the Wall Street Journal evaluating the state of the economy.	As part of a regularly scheduled exam, students will be asked a series of questions about a WSJ article. A random selection of exams from all sections will be evaluated using a rubric.	Of the randomly selected exams, at least 75 percent of the students will score an average of 3 points on a 5 point rubric