3.3.1.3

Educational support services (academic and student support services)

> 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional Effectiveness)

Compliance	X Partial Compliance	Non-Compliance	Not Applicable

Narrative[1]

Professional staff and faculty working within Student Affairs "aim to engage students through empowerment, planning and partnerships that result in successful completion of their goals" – this is their stated mission. Throughout the history of the college our academic and student support services, such as new student orientation, enrollment services, and financial aid, have led the way in the development of outcomes, assessment plans, and their implementation and use of the plans. Regarding the development of outcomes and assessment linked to improvement for academic and administrative support services, the college is in partial compliance. Our rationale follows.

- Student Affairs has had Department Unit Action Plans, as described in the narrative for 3.3.1, in place for almost a decade. Plans from 2006 onwards are available online. Examples of the plans are included below. They are aligned with the strategic goals of the college and many also align with the student learning outcomes for general education. Evidence of data use and improvement plans are also available in a majority of the plans, as applicable. Some plans are new and proposed actions going forward, like catalog

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[1] Note: The definitions from the SACS Principles of Accreditation (2012) referred to in this narrative are included at the end of this section and listed at the end of this narrative along with a link to the glossary of terms related to learning outcomes assessment at Valencia.

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changes, do not lend themselves to learning outcomes, but do document successful completions of goals.

- However, areas in academic support such as tutoring and supplemental instruction were reorganized in summer of 2012. This reorganization was part of the decentralization of the college. In 2011we moved from leadership under one main centralized office led by our college president to emphasize distributed leadership at the campus-level with the appointment of campus presidents. Additionally, deans of academic learning support were hired in the 2012-2013 academic year within Academic Affairs. While the office of Student Affairs serves all campuses, the deans of academic learning support lend support at the campus level, articulating goals aligned to their own campus plans. Campus plans were developed for the first time in fall of 2012, so the deans of academic learning support have been developing their own plans which are to align at the campus and college levels. In these areas we do not have plans or related data at this time, but the process is in place.

- Regardless of the length of time their office has been established, all professional staff and faculty in academic and student support services, are part of the college-wide processes in place for reflecting on our progress, learning from each other, generating new ideas, and articulating next steps related to the strategic goals – such as the annual Big Meeting and Assessment Day more specifically for educational programs.

Our Plan Going Forward

- We will be (1) **acting on the next stage of our assessment work** across the college in "The Big Meeting" (described below) in June to include continued review of goals, review of progress, analysis of data, and action plans, which will allow us to have follow-up findings for the November visit of the off-site team. For educational programs we will use Assessment Day, in May, to continue data analysis, decision-making, and planning for next steps. In both cases we will be (2) **working toward**

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more consistent documentation of the plans – with data analysis and related improvement plans.

- We are working toward (3) **using multiple sources of data more consistently**, aiming for triangulation whenever possible once we have addressed reliability issues (for example we are gathering CCSSE survey data this year, requiring student IDs which means we will be able to analyze and report data specific to degree programs and campuses; our current dataset does not allow us to refine the data and ask pointed questions.) Our faculty and staff currently conduct online surveys (Qualtrics), request and develop focus groups, and then use their own sources of information (such as performance assessments with rubrics.) Increasing the reliability of our large datasets will strengthen our ability to use multiple sources of data.

- We will also have decisions made at the state-level regarding the redefinition of General Education, (4) **responding to any changes to our General Education outcomes by the legislature**. This means we can articulate our plan to align the assessment work and strengthen it going forward across both academic affairs and student affairs.

Going forward we intend to implement the plans developed by deans of academic learning support in fall of 2012. As we work to implement our planning processes more consistently across the college as mentioned prior, the plans from Student Affairs will provide effective models for other units and departments across the college – both for the process they use throughout the year and for their use of data to make decisions and plans to improve the student experience.

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I Plans and Purpose – Clearly Connected to Mission and Aligned with Goals

> *"Our Student Affairs division has focused since the mid-1990s on the design and implementation of systems that support students in the achievement of their career and educational goals. This work has been accomplished through the development of three major systems: LifeMap, Atlas, and Learning-Centered Student Services"* (Website, Student Affairs)

There are processes and meetings in place specific to all aspects of Student Affairs that insure that the focus on action related to prior results is guided by on-going conversations and integrated leadership, given the range of responsibilities. Their work is carefully detailed on the Valencia College Website, led by The Student Affairs Leadership Team (SALT) whose work is documented in their meeting minutes and whose statements of purpose are also articulated. They have a clearly articulated assessment plan and cycle of improvement.

The plans from 2006 onwards, using a modified version of the WEAVE template, are available online. While they align with the college's strategic goals, many are also aligned with General Education outcomes. This is evident in examples from Student Development 2010-2011, Career Development 2011-2012, and The Office for Students with Disabilities 2012-2013. These examples were chosen in part to span the past three years, with data regarding results and next steps shown for the plans from 2010-2011 and 2011-2012. While there are many areas we could present as examples, we want to share plans from three of the main areas that Student Affairs professional staff use to focus their work on student learning and the improvement of the student experience.

- **LifeMap** is the developmental advising model that promotes social and academic integration, education and career planning, and acquisition of study and life skills. Organized into a five stage model of student progression, the focus is on student planning and goal setting, creating a normative expectation that student have life, career, and academic goals, and setting up a system of engagement to establish and document those goals for each student. A plan related to this work is available from 2012-2013. "My Portfolio" (an online

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electronic portfolio) is one of the features in the program that allows students studying on campus and at a distance to organize their goals and showcase their work in a way that can then be shared with others online.

- **The Atlas portal** was designed to support our learning-centered focus and to create "connection and direction" for students, faculty, and staff. This is one of the ways in which we ensure equal access and delivery of service to students who are studying through distance education. In Atlas, students can get information about their educational plans, academic progress, services to support their goals, and receive just in time prompts through a series of automated communications (e-mails) that lets them know where they are in various educational processes (e.g. application to enrollment, degree audits, graduation processing). Atlas labs on each campus provide students with help in using Atlas. The most recent plan related to Atlas is available from 2012-2013.

- **Their service delivery model,** which was developed in 2003, has a focus on students learning the end-to-end processes they need to complete their educational goals at Valencia. Students begin their on-campus interactions at the Answer Center where staff cross-trained in admissions, enrollment processes, advising, financial aid, student records, and graduation can help them learn the steps they need to take that to complete throughout their degree programs. The staff help the students understand the complete process they are engaging in, rather than just answer their first question. This commitment is reflected across the plans for Student Affairs.

We Aim to Use Multiple Sources of Data

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Our faculty and staff (individually and in committees) currently conduct online surveys (using the Qualtrics online tool), request and develop focus groups, and then use their own sources of information (such as performance assessments with rubrics.) Our plan going forward includes steps to increase the reliability of our large dataset

- The minutes from this meeting regarding our "alternative delivery" documents an [example of a survey developed to better understand student needs when they study with us online](#) in 2010 that resulted in changes to services accessible through the Atlas portal. This report based on qualitative [survey research is drawn from a student survey on their perceptions of the Student Assessment of Instruction](#) (course evaluation) led to discussion and recommendations by the Faculty Council on ways to use the tools and it had an impact on the Institutional Assessment office in terms of how we communicate with students about the survey.

- Two sample conversation guides (interview protocol) for [focus groups](#) – one conducted with (1) Student Affairs (the Leadership Academy for students) and another with (2) Academic Affairs (the REACH program for underserved students) are online. Developed in collaboration the Valencia Institutional Assessment office, the resulting reports are also online. The one for REACH was used to revise the project and change how faculty communicated with students (less towards a more constructive message asking them to take the lead more often.) The focus group for the Leadership Academy helped in a follow-up conversation with student volunteers and brought more information back about student opinions into Student Affairs discussions.

- Increasing the reliability of our large datasets will strengthen our ability to use multiple sources of data. For example we are gathering CCSSE survey data this year, requiring student IDs which means we will be able to analyze and report data specific to degree programs and campuses; our current dataset does not allow us to refine the data and ask pointed questions. In our educational programs we are also establishing our Student Assessment of Instruction through a new

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technology implemented in the summer of 2012, while faculty members are considering changing the questions.

III Looking Ahead: Additional Sources of Data and Next Steps

Looking at CSSE measures from 2011 (our most recent administration) we score slightly higher that the cohort of community colleges on all benchmarks, as was elaborated on in their detailed report[2]. Academic and Student Support Services have been the most effective at using the CCSSE data at the college by incorporating snapshots of how students perceive the importance of services and activities, what they actually do, and then how satisfied they are (as shown in this example handout we used on Advising.) By using this kind of handout in conversation (there were several beyond this example) they drew on college-wide data to energize professional staff and faculty in their discussions. They talked about the students and the challenges those students are facing. They used the data to find the common ground underlying their individual roles, then they talked about their shared goals as aligned with the campus-level strategic plans.

As noted in recent policy statements from SACS (June 2012), the comparability of distance and correspondence education programs to campus-based programs and courses must be ensured, and this is accomplished in part through the development of new technologies to improve online access to administrative services such as the development of a Mobile App providing quick access the college Website. The college is able to be responsive to student needs and preferences related to their access to and use of technology as we learn more about them through surveys such as the ECAR national survey from EDUCAUSE (which was used, for example, in discussions related to the QEP.) Training and support of administrative staff is also key as we are continually learning ways to use technology to better serve students; this is documented, for example, in the Atlas Online Portal Guide for Administrative Staff and Faculty.

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[2] Comparative to the cohort taking the survey our benchmark scores for "Support for Learners" shows this difference – from 52.3 compared to 50.

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We want to be able to draw on multiple sources of reliable data, gathered over time, that have been identified as relevant and meaningful by faculty members, professional staff members, and administrators – developed through the committees and meetings already in motion (such as The Learning Assessment Committee LAC and the annual Big Meeting and Assessment Day.) While we believe we are in partial compliance, we are also looking forward to the next stages in the assessment process for our academic and student support services.

III Definitions from Valencia College and the SACS Principles of Accreditation – 2012 [3]

- **Valencia's Learning Assessment Glossary**
  http://valenciacollege.edu/instassess/documents/lacGlossary.pdf

- **Terms from the SACS Principles of Accreditation – 2012**

Assessment and Outcomes:
Methods for assessing the extent to which students achieve these outcomes are appropriate to the nature of the discipline and consistent over time to enable the institution to evaluate cohorts of students who complete courses or a program. Shared widely within and across programs, the results of this assessment can affirm the institution's success at achieving its mission and can be used to inform decisions about curricular and programmatic revisions. At appropriate intervals, program and learning outcomes and assessment methods are evaluated and revised (p. 49).

Educational Programs:
An educational program is a coherent set of courses leading to a credential (degree, diploma, or certificate) awarded by the institution (p. 112).

General Education:
Courses in general education introduce students to the basic content and methodology of the principal areas of knowledge – humanities and the fine arts, the social and behavioral sciences, and the natural sciences and mathematics (pp. 113).

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[3] SACS - Resource Manual for the Principles – 2012, Narrative - Evaluation Resource 2

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Institutional Effectiveness:

Institutional effectiveness focuses on the design and improvement of educational experiences to enhance student learning (p. 49.)

Program and Learning Outcomes:

Program and learning outcomes specify the knowledge, skills, values, and attitudes students are expected to attain in courses or in a program (p. 49.)

Supporting Documents:

(These PDFs are accessible through the embedded links in the narrative above; each "Supporting Documents" folder has a Table of Contents TOC which matches this list and should help you to explore the folders in a more organized way.):

CCSSE 1 - Valencia CCSSE Benchmarks Scores and SACS Alignment Table

CCSSE 2 - Valencia Executive Summary Report 2011

CCSSE 3 - Valencia Comparison Group Freq 2011

CCSSE 4 - Sample Handout re Advising Used in Faculty - Staff Discussions

Narrative - Resource - Valencia Learning Assessment Glossary

Narrative - SACS Evaluation Resource 1 - Principles of Accreditation - Handbook - Aug 2011

Narrative - SACS Evaluation Resource 2 - Resource Manual for the Principles – 2012

Narrative - SACS Evaluation Resource 3- Rubric for Evaluators - Analyzing for Compliance - Sept 2010

Narrative - SACS Evaluation Resource 4 - Evaluator Training Modules - IE - Excerpts pp 17-23

SACS - Distance and Correspondence Education Policy Final - June 2012

SACS - Quality and Integrity of Undergraduate Degrees - Feb 2012

Example 1- Org Chart StudentAffairs 12-13

Example 2 - PurposeStatementsforSALT-Combined

Example 3 – SA Assessment Plan

Example 4 - ECAR Info Graphic – Student Technology Use

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[Example 5 -Atlas Online Portal Guide - Staff and Faculty](#)

[WEAVE 1 - Assessment - Student Testing 2010-2011](#)

[WEAVE 2 - ATLAS 2012-2013](#)

[WEAVE 3 - Career Development Services 2010-11](#)

[WEAVE 4 - Life Map related 2012-2013](#)

[WEAVE 5 - Student Development 2010-2011](#)

Links Included in the Narrative (already embedded above)

http://valenciacollege.edu/studentservices/unitplans/

http://valenciacollege.edu/instassess/PLOA/outcomes_GenEd.cfm

http://valenciacollege.edu/strategicplan/BIG/2010-11.cfm

http://valenciacollege.edu/instassess/loa/

http://valenciacollege.edu/studentaffairs/documents/Org.ChartStudentAffairs12-13withnames.pdf

http://valenciacollege.edu/studentaffairs/SALTMembers.cfm

http://valenciacollege.edu/studentaffairs/documents/PurposeStatementsforSALT-Combined.pdf

http://valenciacollege.edu/studentaffairs/documents/SAAssessmentPlanLink.pdf

http://valenciacollege.edu/studentservices/unitplans/

http://valenciacollege.edu/studentservices/unitplans/documents/27WEAVEForm2010-2011Revised2-Chanda.pdf

http://valenciacollege.edu/studentservices/unitplans/documents/25-Jill-CareerCenters11-12.pdf

http://valenciacollege.edu/studentservices/unitplans/documents/30-Deb-2012_2013Unitplans.pdf

http://valenciacollege.edu/studentservices/unitplans/documents/15-Cheryl-DOSWP2011-12.pdf

http://valenciacollege.edu/studentservices/unitplans/documents/7-LindaV.-ATLAS2012-13UnitPlans.pdf

http://valenciacollege.edu/studentservices/unitplans/

http://valenciacollege.edu/mobile/.

http://valenciacollege.edu/instassess/surveys/documents/ECAR_Info_Graphic_Valencia_11-15-2012.pdf

http://valenciacollege.edu/atlas/documents/Atlas_guide.pdf.

http://valenciacollege.edu/instassess/lac/

http://valenciacollege.edu/strategicplan/BIG/2010-11.cfm

http://valenciacollege.edu/instassess/loa/

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