

Developing and Assessing Financial Aid Student Learning Outcomes:

Planning, Action, Results



Marriott.
HOTELS & RESORTS

CCCSFAAA

Disneyland
RESORT

Anaheim '08

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Come to Cypress College and ... *Motivate Your Mind.*



Objectives of the Presentation

- Reduce anxiety in developing SLOs for your programs.
- Review a process that Financial Aid at Cypress College is using to develop, implement and assess student learning outcomes in their program & campus which support the district & campus strategic plans as well.
- Share the framework used in the process. (Nichols and Nichols model)
- Share the results of the activity.



What type of outcomes are you wanting to achieve?

- **Service outcomes:** What do you hope students will gain from this service/activity? How satisfied are students with this service/activity?
- **Development outcomes:** What do you hope students will experience from this program? How do you hope students will grow from this program/activity?
- **Learning outcomes:** What do you hope students will learn or do as a result of your services?
- **Program Outcomes:** How do we provide evidence that our programs and services are effective?

Are your outcomes **Measurable? Manageable? and Meaningful?**



3 "M's" (Bresciani, Zelds, & Anderson, 2004)



Student Learning Outcomes

What do we want students to

- **do**
- **know**
- **think**
- **feel**

as a result of participating in Financial Aid programs?

Content knowledge – facts, concepts, information

Robust outcomes – behavior or skills that go beyond

content knowledge e.g. ability to advocate for themselves,
resolve problems, articulate needs, increase confidence ...

Writing Learning Outcomes

Effective verbs

- **compile**
- **analyze**
- **design**
- **explain**
- **compare**
- **identify**
- **solve**
- **write**
- **estimate**

Less effective verbs

- **know**
- **understand**
- **appreciate**
- **learn**



observable and/or
measurable



Helpful questions to ask when considering SLOs

- How do your goals fit in with the campus, division or district goals?
- How do you use assessment evidence (your data) to improve your program effectiveness.
- How do you “Close the loop”? Take the assessment of your outcome and use it to improve your future practice(s).



Begin by identifying the following

- I. What is the Mission/Vision of your department/division/area?
- II. What outcomes must you demonstrate or hope to obtain?
- III. What types of data do you collect and why?
- IV. How do you assess your data and establish criteria for assessment?
- V. What type of data do you use for program improvement/evaluation and why?



Developing a Student Learning Outcome

I Mission & Goals	II Intended Outcomes	III Means of Assessment / Criteria for Success	IV Summary of Data Collected	V Use of Results
Insert your mission statement / program goal here.	Insert your intended outcome/s here. e.g. what will students experience, receive or understand as a result of a given service	Insert the specific assessment tools that will establish the degree and extent of what is to be achieved. What is/are your criteria for success?	Insert your summary of results/ findings.	What does the data tell us about 1- our process* 2- our needs, if any, for program improvement or enhancement

*Process - goals, objectives, means of assessment, criteria of success, implementation process, data collection & analysis



Column I: Mission & Goals



START HERE !

Identify “Mission”—a specific institutional goal that relates to Student Learning in your Department or Unit.

- College Mission / Institutional Purpose
- Institutional goals
- EMP or Strategic Plan



Column I: Mission & Goals

State “Goal”—your program goal that supports and is aligned with the college goal that you identified.

- Use terms and language that are similar to identified college goal.
- Clearly link your program goal to your institutional goal.

Column I: Mission & Goals

I	II	III	IV	V
<p>Student Services within NOCCCD will provide the necessary student services to ensure learning success. (NOCCCD Strategic Plan, Goal 2)</p> <p>Cypress College values developing and providing comprehensive student support services to foster a positive and effective learning environment. (Cypress College Strategic Plan Direction 2 Student Support Services)</p> <p>The student services at Cypress College provide support services that maximize the potential of prospective and current students to achieve academic and career success. (Student Services Mission Statement)</p> <p>Student financial aid at Cypress College strives to maintain a professional, respectful, and peaceful environment and promote accountability of our students by providing financial aid services to students who show demonstrated financial need.</p>				



Column II: Intended Outcomes



Link clearly to Column I: Unit Goal

- Use consistent terms / language
- Examine relevant concepts



State what students will

- Do
- Know
- Think
- Feel

As a result of having interacted with your program.



Column II: Intended Outcomes

 **Ensure Measurability**—Outcome can be observed or tested

 **State** in Clear and Precise Language

- State Singular Outcomes
- Use Action Verbs

Column II: Intended Outcomes (SLOs)

I	II	III	IV	V
<p>Student Services at NOCCCD will provide the necessary student services to ensure learning success. (NOCCCD Strategic Plan, Goal 2)</p> <p>The student services at Cypress College provide support services that maximize the potential of prospective and current students to achieve academic and career success. (Student Services Mission Statement)</p> <p>EOPS mission - Assist students with educational, economic and linguistic challenges, as defined by Title 5, enroll and succeed in higher education and career preparation.</p> <p>Cypress College EOPS will provide outreach, recruitment and enrollment services to BOGW eligible students who also have basic skills needs or meet other educational disadvantaged criteria as defined by Title 5. Once enrolled, these students will be provided retention and academic success services as well as transitional services. EOPS will maintain documentation of program outcomes and accountability for staffing, program and budget management.</p>	<p>Students will be able to demonstrate knowledge of the financial aid process after attending a Financial Aid Workshop at Cypress College.</p>			



Column III:

Means of Assessment & Standard



Align clearly with Column II: Intended Student Learning Outcomes

- Use consistent terms / language
- Address each outcome individually



Identify Assessment Instrument

- Survey / Questionnaire
- Existing Data Collection System
- Test / Exam
- Instrument actually measures stated outcomes



Column III:

Means of Assessment & Standard



Specify Evaluation Process

- Identify who will evaluate data
- Name tools used for evaluation



Set Standard for Student Success

- Establish minimum level or score expected for student achievement
- State % or fraction of students expected to achieve minimum level
- Reasonable for student achievement

Column III: Means of Assessment & Standard

I	II	III	IV	V
<p>Student Services at NOCCCD will provide the necessary student services to ensure learning success. (NOCCCD Strategic Plan, Goal 2)</p> <p>The student services at Cypress College provide support services that maximize the potential of prospective and current students to achieve academic and career success. (Student Services Mission Statement)</p> <p>EOPS mission - Assist students with educational, economic and linguistic challenges, as defined by Title 5, enroll and succeed in higher education and career preparation.</p> <p>Cypress College EOPS will provide outreach, recruitment and enrollment services to BCGW eligible students who also have basic skills needs or meet other educational disadvantaged criteria as defined by Title 5. Once enrolled, these students will be provided retention and academic success services as well as transitional services. EOPS will maintain documentation of program outcomes and accountability for staffing, program and budget management.</p> <p>Goal: To provide a strong orientation program paired with a comprehensive enrollment plan to enhance the persistence, retention and success of new EOPS students.</p>	<p>Students will be able to demonstrate knowledge of the financial aid process after attending a Financial Aid Workshop at Cypress College.</p>	<p>A survey instrument will be developed to measure participants' knowledge of the essential elements of the financial aid workshops given. Ten questions will be used to assess their knowledge. It is expected that all participants will answer 8 out of 10 or 80% correctly on the assessment. Examples of concepts include:</p> <ol style="list-style-type: none"> 1. The Financial Aid filing deadline. 2. Differences between student aid programs. 3. Eligibility criteria. 4. GPA requirement. 5. Types of aid available. 6. Fee waiver information. 7. Location of the financial aid office. 8. Ability to identify other resources. 		



Column IV: Summary of Data Collected



Align clearly with Column III:

Means of Assessment & Standard

- Use consistent terms / language
- Address each outcome individually



Column IV: Summary of Data Collected



Indicate sample size

- Total number of students participating



Report results in terms of “Standard”

- Actual number who achieved Standard
- Percent or fraction

Goal: 80%

Column IV: Summary of Data Collected

I	II	III	IV	V
<p>The College will develop and implement a comprehensive Enrollment Management Plan. Outreach will promote CWC enrollment through classroom presentations and campus tours.</p>	<p>After 1) presentations or 2) tours, prospective students will demonstrate a general knowledge of Community College by identifying:</p> <ul style="list-style-type: none">A. CostB. Matriculation ProcessC. Educational Routes	<p>A survey instrument will be developed to measure participants' knowledge of the essential elements of the financial aid workshops given. Ten questions will be used to assess their knowledge. It is expected that all participants will answer 8 out of 10 or 80% correctly on the assessment. Examples of concepts include:</p> <ol style="list-style-type: none">1. The Financial Aid filling deadline.2. Differences between student aid programs.3. Eligibility criteria.4. GPA requirement.5. Types of aid available.6. Fee waiver information.7. Location of the financial aid office.8. Ability to identify other resources.	<p>In Spring 2008 five financial aid workshops were evaluated. After each workshop, students were given a survey to assess what they had just learned.</p> <p>There were a total of 93 students assessed. Out of the 93 students assessed the average score was 62% which was below the expected average. Notably, the student eligibility questions caused difficulty for students in identifying each of the eligibility criteria.</p> <p>The scores for questions about eligibility criteria were significantly below our expectation. They were among the lowest scores on our evaluation instrument. This is concerning since eligibility criteria remains one of the most important pieces of information we expect our students to</p>	



Column V: Use of Results





Align clearly with Column IV:
Summary of Data Collected

- Use consistent terms / language
- Examine each outcome individually



Column V: Use of Results

-  **Report** whether or not the students were able to meet the set “standard”

-  **Describe** any action that was taken
 - What was the action?
 - How was it accomplished?
 - Who completed the action?
 - When was it completed?

Column V: Use of Results

I	II	III	IV	V
			<p>In Spring 2008 five financial aid workshops were evaluated. After each workshop, students were given a survey to assess what they had just learned.</p> <p>There were a total of 93 students assessed. Out of the 93 students assessed the average score was 62% which was below the expected average. Notably, the student eligibility questions caused difficulty for students in identifying each of the eligibility criteria.</p> <p>The scores for questions about eligibility criteria were significantly below our expectation. They were among the lowest scores on our evaluation instrument.</p>	<p>The summary of data collected has alarmed us of improvements needed to be made at Financial Aid Workshops. All Financial Aid staff will play a role in improving student learning in the areas noted on the survey.</p> <p>In Fall 2008 a task force will be formed to reevaluate all financial aid information available (i.e. brochures, website and the format of the workshops offered). By the end of Fall 2008 the task force will implement an improved public information campaign, particularly addressing the discrepant data noted in the workshop evaluations.</p> <p>We will re-evaluate our effectiveness during workshops to be held in Spring 2009. As a result of the information gathered from this Student Learning Outcome, future workshops and presentations will emphasize eligibility</p>



Column V: Use of Results

- If **NO ACTION** is needed, make a statement as to why.
- Also, address:
 - further investigations or questions this study has brought to attention
 - meaningful dialogue that may have taken place as a result of this study



SLO Action Plan Matrix

SLO:

Column IV	Column V Step 1	Column V Step 2	Column V Step 3	Column V Step 4
Summary of Data Collected	Planned Action	Implementation	Responsible Person	Completion Date
Your findings – address each item or piece of the data collected.	What has been done or needs to be done to improve learning or services. If no action is needed then state that	How did you accomplish or plan to accomplish the “planned action”	Who completed or will complete it?	When was it completed or when is it due to be completed?



Outcomes are what the student learns.

Objectives are what the student receives.



Why does all this matter?

from “Learning Reconsidered”

Regardless of our past accomplishments, or disappointments, we are all, as colleagues and educators, now accountable to students and society for identifying and achieving essential student learning outcomes and for making transformative education possible and accessible for all students.