**Student Services Outcomes Assessment Plan Template**

Student Services outcomes need to be assessed once every 4 years (minimum). We encourage department deans/managers and/or department chairs/coordinators to create an Outcomes Assessment Plan that maps onto your department’s comprehensive program review cycle.

One option, which this template outlines, is to assess all outcomes within 3 years and then use the year that you’re writing the next comprehensive review to reflect on data and make any relevant programmatic changes. A sample for you to edit is provided below.

**Student Services Area: Tutoring**

**Last Comprehensive Program Review:** Spring 2019, Fall 2022 **Next Comprehensive Program Review:** Fall 2026

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| **Outcome Statement** | **Assessment Method/Tool** | **Mapped to ILO(s) and/or Program Review Goals** | **Data Collection 2023-2024**  **(Specify Months)** | **Data Collection 2024-2025**  **(Specify Months)** | **Data Collection**  **2025-26**  **(Specify Months)** | **2026-27**  **(Comprehensive Program Review Year)** |
| ***Example Statement:***  Students will create and follow a comprehensive education plan. | Degree audits and internal records | Professional Responsibility  PR Goal #2 | January and June | January and June | January and June | Data reflection, program modifications |
| SAO 1: Promote tutee empowerment, independence, and long-term success through culturally conscious, learner-centered, process-oriented tutoring which promotes self-regulated learning. | Tutee Survey  Tutor participation in Understanding and Combating Structural Racism Training  Tutor Evaluations  Tutorial Record Slips in which students will be able to clearly articulate what they learned and the next steps they will take | PR Goal #1, #2  PR Goal #1, #2  PR Goal #1, #2  PR Goal #1, #2 | November and/or May  November and/or May  Spread out over the year  December and June | November and/or May  November and/or May  Spread out over the year  December and June | November and/or May  November and/or May  Spread out over the year  December and June | Data reflection, program modifications |
| SAO 2: Positively impact student success, retention, persistence, improvement, and completion – with special focus on issues of disproportionate impact. | IESE analysis of Tutoring impact | PR Goal #1, #2 |  |  | Summer 26 | Data reflection, program modifications |
| SAO 3: Support instructors and programs by providing individualized academic support that meets the specific needs of our diverse body of students. | IESE analysis of Tutoring impact  Survey of Faculty perceptions of Tutoring | PR Goal #1, #2  PR Goal #1, #2 |  | November or May | Summer 26 | Data reflection, program modifications |
| SAO 4: Promote pursuit of education and educational career goals among our diverse pool of Cuyamaca Student and Cuyamaca Alumni tutors. | Tracking tutor education progress and career progress through tutor self-reporting | PR Goal #2 |  | June |  |  |

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| **For each outcome statement: How will your department communicate outcomes assessment results to the larger group and incorporate those results into your service area discussions, processes, and practices.** | |
| SAO 1: Promote tutee empowerment, independence, and long-term success through culturally conscious, learner-centered, process-oriented tutoring which promotes self-regulated learning | Tutee survey results will be shared with Tutoring Center Specialists and the Learning Assistance Center Advisory Committee; highlights will be shared with the Tutors.  Individual Tutor Evaluations will be shared with the tutors; trends (positive or negative) and best practices will be share with the full Tutoring Team  Tutorial Record Slip review will be shared with Tutoring Center Specialists and the Learning Assistance Center Advisory Committee; highlights will be shared with the Tutors |
| SAO 2: Positively impact student success, retention, persistence, improvement, and completion – with special focus on issues of disproportionate impact. | Results will be shared with Tutoring Center Specialists and the Learning Assistance Center Advisory Committee; highlights will be shared with the Tutors.  Results will also be shared with workforce Development Committee, Student Success and Equity Committee, and Academic Senate |
| SAO 3: Support instructors and programs by providing individualized academic support that meets the specific needs of our diverse body of students. | Survey results will be shared with Tutoring Center Specialists and the Learning Assistance Center Advisory Committee; highlights will be shared with the Tutors. |
| SAO 4: Promote pursuit of education and educational career goals among our diverse pool of Cuyamaca Student and Cuyamaca Alumni tutors. | Results will be shared with Tutoring Center Specialists and the Learning Assistance Center Advisory Committee; highlights will be shared with the Tutors. |