



ASSESSING STUDENT SERVICE PROGRAMS

KAREN WONG

SKYLINE COLLEGE

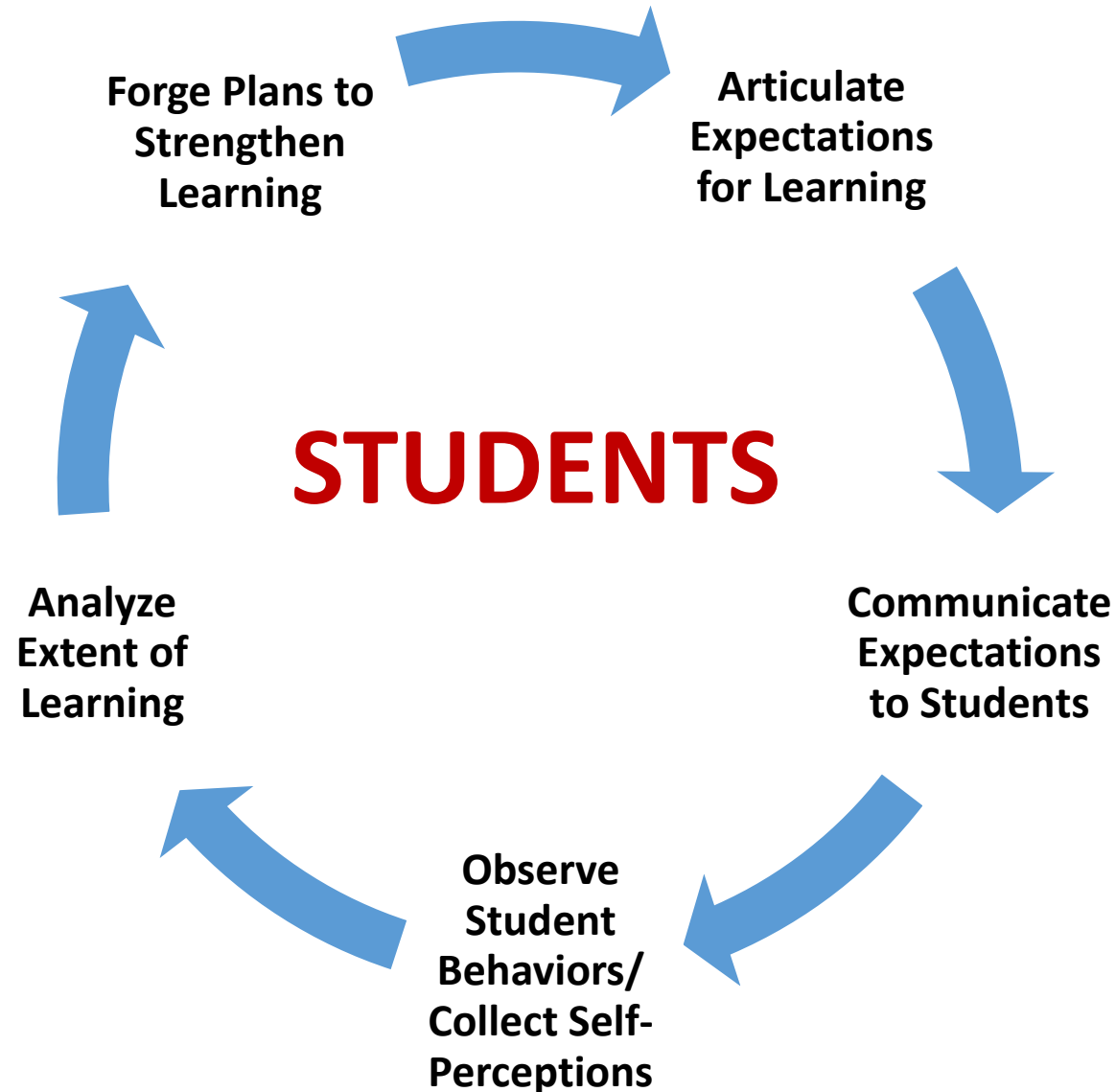
SLO SYMPOSIUM 2020, MONTEREY PENINSULA COLLEGE

OUTCOMES

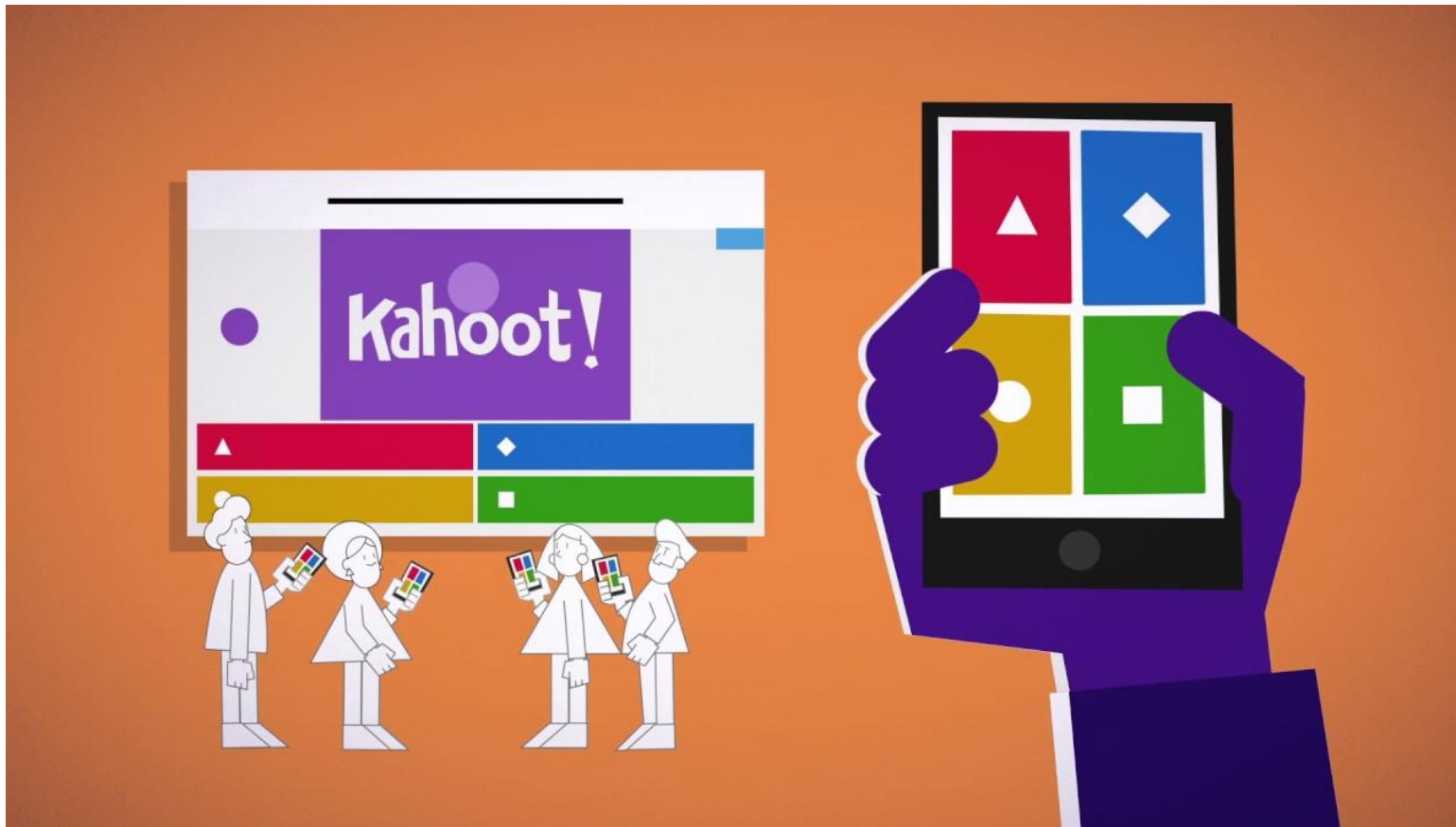
By the end of this workshop, you will be able to:

- explain how to generate student learning outcomes for student services;
- identify potential assessment strategies beyond student satisfaction surveys;
- describe how assessment results can inform action plans and/or be used to leverage institutional resources.

STUDENT SERVICE OUTCOME ASSESSMENT CYCLE



In your internet browser on your phone,
go to www.kahoot.it **AND WAIT FOR THE CODE...**





QUALITIES OF STUDENT SERVICE OUTCOMES

- states what a learner will be able to do upon successful utilization of a student service unit
- is broad in scope
- is expressed using active verbs (e.g., Bloom's Taxonomy: cognitive, psychomotor, or affective domains)
- is assessable: observable as a behavior, attitude, skill or discrete usable knowledge
- can be understood by students
- ideally aligns with one or more of the Institutional SLO(s)

CREATING SSOs

Definition: Knowledge, Skill/ Ability and/or Attitude that a Student Can Demonstrate Upon Utilization of a Student Services Unit

- Generate from observable student actions:
 - Existing Data
 - Tasks
 - Assignments/ Projects/ Tests
- Generate from the intent of the services provided
 - Skills, tools and/or content that your area provides
- Generate from determining how your service area supports students' mastery of the Institutional SLOs

Transfer Center: Pre/Post Self-Assessment Survey

- Outcome: Students who utilize and/or participate in the Transfer Center's services, resources and events will express an increased level of confidence in their transfer knowledge.
- One assessment: Reviewed the pre/ post survey self-assessment survey results
- Success Criteria: 67% of students who attend Transfer Center workshops and presentations will express an increased level of confidence in their transfer knowledge

Transfer Center: Pre/Post Self- Assessment Survey

- Result: Criterion met
 - (2018-2019) 49% (pre) versus 82% (post) expressed confidence in their transfer knowledge
 - (2016-2017) 66% (pre) versus 85% (post) expressed confidence in their transfer knowledge

GOING BEYOND SATISFACTION SURVEYS

- Analyzing data already used for program evaluation, for state/ federal reporting, and/or that is readily available
 - Example: 80% of TRiO students will persist from one academic year to the beginning of the next academic year. → from own database
 - Example: Transfer Center Rates → [CCCCO Datamart](#)
- Aligning with other initiatives, such as the Equity/ Student Success and Support Program (SSSP) Plans
- Conducting focus groups as a follow-up to surveys
 - Example: Center for Student Life and Leadership-- ASSC Governing Council understands College and District participatory governance processes.

Activity: Going Beyond Satisfaction Surveys

What other sources of data do student service areas regularly review?

How might they be used for assessment and/ or generating new SSOs?

MAKING USE OF ASSESSMENT RESULTS

- Investigate what students did well and why. What information, formats, and/or activities may have helped them to complete the task?

- Investigate what students struggled with and why. What may have presented as an obstacle to them completing the task?

- Given your “hunches” in your responses to the prior two questions, what might you plan to change to improve learning and why?
 - Revise how you communicate the information?
 - Revise how you provide the service?
 - Request more hours and/or staff to adequately provide the service?
 - Revise assessment methodology or SSO?

Disabled Resource Center (DRC): Existing Data

- Outcome: DRC students will use their accommodations (e.g., test proctoring, textbooks in alternate format, and text-to-speech program such as Kurzweil 3000).
- Assessment: Reviewed the percentage of eligible students using test accommodations each fall semester
- Success Criteria: 50% of eligible students will use this accommodation

Disabled Resource Center (DRC): Existing Data

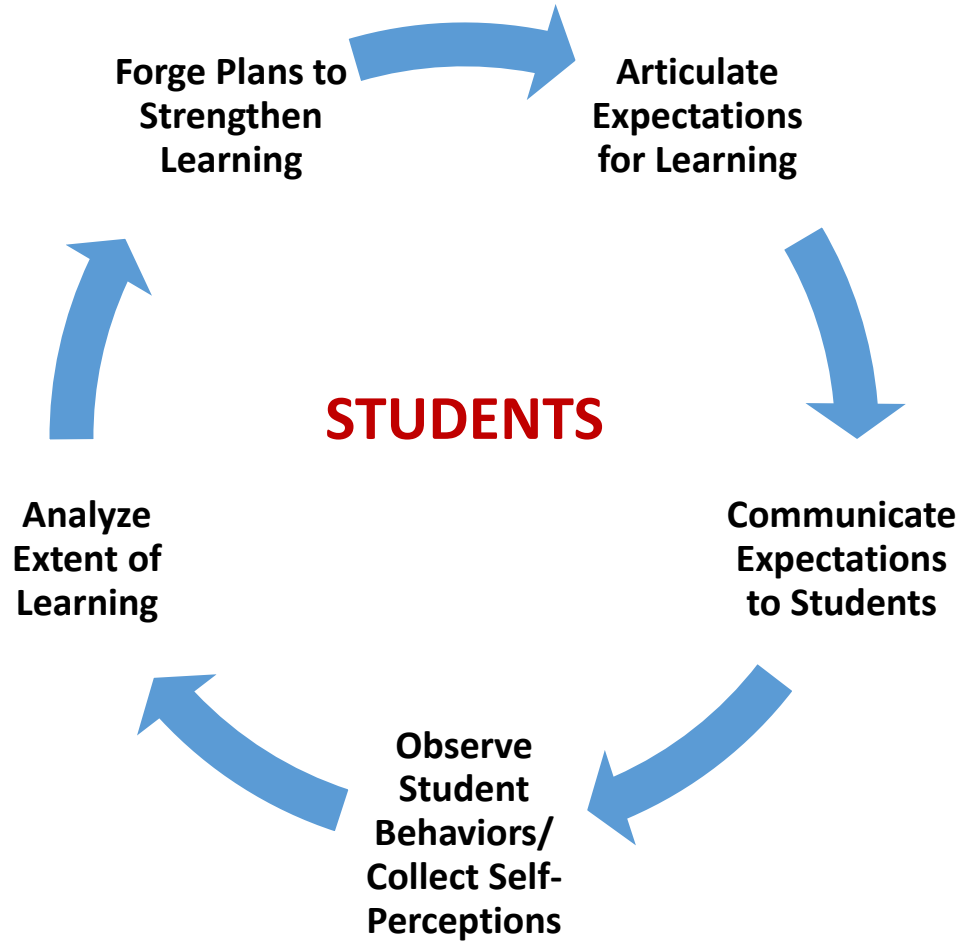
- Result: Criterion not met
 - 42% (155/369 students) in fall 2015
 - 39% (130/333 students) in fall 2014
- Improvement Plan (over multiple years):
 - Reviewed and revised DRC paper form dependent process to request test accommodations
 - Resulted in creating an electronic form and updating the orientation video to include a step-by-step process
 - Reviewed whether resources are adequate to provide test accommodations
 - Resulted in reclassifying position of DRC's Staff Assistant to Program Services Coordinator to reflect actual levels of duties
 - Also resulted in instructional equipment requests such as high definition monitors for students with low vision, and a high speed scanner so students can access their textbooks via assistive technology software
 - Noted that the manual process of tracking students is labor intensive
 - Need an automated way of tracking who submitted the form – plan still pending



“Self-assessment is not the goal. Self-adjustment is the goal. That’s what makes Tiger Woods and Michael Jordan great. That’s what makes Socrates so impressive. That’s what our best students...teachers [and staff] do. They self-adjust, with minimal effort and optimal effect.”

-- Grant Wiggins

QUESTIONS OR COMMENTS?



Karen Wong,
Coordinator of Institutional Effectiveness & Professor of English

wongk@smccd.edu

Which of the following is *not* a student service outcome (SSO)?

- 1) Provide efficient processes, including via the use of technology, to enable students to matriculate through the College and attain their educational goals
- 2) High school students in the Concurrent/Dual Enrollment Program will be able to successfully complete the admissions process.
- 3) Students are able to successfully navigate and resolve registration conflicts.
- 4) Students will be able to self-assess their degree/certificate progress.

Which of the following is *not* a student service outcome (SSO)?

- 1) (EOPs) 80% of eligible EOPS/CARE students will persist from one semester to the beginning of the next semester.
- 2) (Outreach) After interacting with the Outreach Office, prospective students will learn about college resources and the steps for successful matriculation.
- 3) (Transfer Center) Students who utilize and/or participate in the Transfer Center's services, resources and events will express an increased level of confidence in their transfer knowledge.