

# Riverside City College

## Service Area Outcomes (SAO) Assessment Overview

### What is Assessment? What is it for?

Assessment is a way to identify the “big picture” of what we are trying to do, measure it, and make changes based on the results. Good SAOs are designed with at least one of three purposes in mind: to improve, to inform, and/or to prove. It should also be **manageable, meaningful, and sustainable**.

“Outcomes-based assessment is about improving student success and informing improvements in the practice of student services and programming.” (Bresciani, M.J. (2009) pg. 15)

This type of assessment is **SUMMATIVE** and should be **focused on our processes and procedures** – what we need to identify what is going right and what isn’t – and implement changes. (Comparatively, **FORMATIVE** assessment tells students what they should be changing to be more successful and includes things such as grading and faculty feedback).

Assessment can be framed with three questions:

- Do we do this?
- How well do we do this?
- How do we know?

The Riverside Assessment Committee requires that each SAO be assessed at least once within the 5 year strategic planning cycle. Although for most service areas, SAO’s are assessed yearly. While assessment is on-going, as a result of the recent accreditation visit, the college is encouraging not only that this assessment continue, but that we create ways to better report these assessment results and document the changes which have been implemented as a result of assessment.

### How to Start

Each unit should have 3-5 Service Area Outcomes designed to articulate what the program or service is trying to accomplish. For Student Services, these SAO’s might capture students’ proof of learning as they progress through a certain program or service experience. For Business Services, SAO’s might capture measures of efficiency, effectiveness, and alignment with strategic planning.

For most of this discussion, the term customers is used. For Student Services, students are most often the customers. For Business Services and internal operations such as Institutional Research, college employees are most often the customers.

**Think of SAOs as being in one of three areas:**

Knowledge	Skills	Values (TIGERS)
<ul style="list-style-type: none"><li>•What do they know about...</li><li>•What do we want them to learn after...</li><li>•What do we want them to be able to do.</li></ul>	<ul style="list-style-type: none"><li>•Do customers have the right skills to make good decisions?</li><li>•What is working well and where might we improve communication?</li><li>•What is working well and where might we improve technology usage?</li></ul>	<ul style="list-style-type: none"><li>•Tradition and Innovation</li><li>•Integrity and Transparency</li><li>•Growth and Continual Learning</li><li>•Equity-Mindedness</li><li>•Responsiveness</li><li>•Student-Centeredness</li></ul>

### Recommendation of Guiding Questions as you Develop / Revise SAO's

- 1) What do you expect your customers to know as a result of their experience?
- 2) What do you expect your customers to be able to do as a result of their experience?
- 3) What Knowledge or Skills do you intentionally build on (and how do you know customers already have this knowledge / skills)? For Student Services, what curricular experiences promote this skill development? (Helps link curricular to co-curricular)
- 4) For Student Services, how are you adjusting your approach to input values (student demographics, academic preparedness, etc.) in order to meet their needs?
- 5) How are you contributing to student engagement of interdisciplinary communication?
- 6) For Student Services, how are you contributing to meeting the needs students have to be able to learn effectively?
- 7) How is what you are doing in alignment with Guided Pathways or the college's Strategic Plan?
- 8) How might this assessment inform Program Review and Planning and the Resource Allocation process?

It is easy to measure transactions – volume including number of students served, number of transactions completed, etc. but revising SAO's with the mindset of Knowledge, Skills, and Values will provide more information about your processes, helping to improve processes on a continuous basis.

### SAO Examples

These examples have been taken from different organizations and are meant to give an overview of some ways other organizations are approaching assessment. If you are interested in creating new SAO's or revising your current ones, Bloom's Taxonomy provides different verbs to help you start.

- (Student Services) Increase the development of student leaders through the activities of the Associated Student Government and campus clubs.
- (Financial Aid) Students will demonstrate basic knowledge of financial aid principles, rules, and regulations.
- (Financial Aid) Students will be able to identify financial aid resources for which they may qualify, submit applications, and meet deadlines
- (Financial Aid) Students who visit the financial aid office will be able to identify:

- The Financial Aid filling deadline.
- Differences between student aid programs.
- Eligibility criteria.
- GPA requirement.
- Types of aid available.
- Fee waiver information.
- Location of the financial aid office.
- Admissions and Records will provide efficient, student-friendly application and registration process.
- (Finance) Fiscal resources are managed effectively and timely, accurate information is provided to support planning and delivery of instructional and support services.
- Institutional Effectiveness will provide meaningful, outcomes-based data to use for Program Review.
- Institutional Effectiveness will work with faculty and staff to
  - Understand and interpret institutional data and student outcomes.
  - Integrate IR data and analyses with previous knowledge and professional experience to assist decision-making.
  - Apply knowledge from research data to strategize/organize priorities and develop a more complete picture of the institution and its community
- Institutional Effectiveness will coordinate the PRaP cycle and ensure these reviews are conducted on a regular schedule, and results are used to inform program and college-wide planning and budget.
- (Counseling) Students who attend at least one counseling appointment will be able to identify their academic goals through the creating of a comprehensive educational plan.
- (Outreach) Students who apply online will be able to successfully navigate the registration process.

*Bloom's Taxonomy* provides a method of classifying cognitive skills, which can be useful when developing learning outcomes. Bloom's taxonomy presents six categories, and below each is a list of action verbs:

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Count	Associate	Add	Analyze	Categorize	Appraise
Define	Compute	Apply	Arrange	Combine	Assess
Describe	Convert	Calculate	Breakdown	Compile	Compare
Draw	Defend	Change	Combine	Compose	Conclude
Identify	Discuss	Classify	Design	Create	Contrast
Labels	Distinguish	Complete	Detect	Drive	Criticize
List	Estimate	Compute	Develop	Design	Critique
Match	Explain	Demonstrate	Diagram	Devise	Determine
Name	Extend	Discover	Differentiate	Explain	Grade
Outlines	Extrapolate	Divide	Discriminate	Generate	Interpret
Point	Generalize	Examine	Illustrate	Group	Judge
Quote	Give examples	Graph	Infer	Integrate	Justify
Read	Infer	Interpolate	Outline	Modify	Measure
Recall	Paraphrase	Manipulate	Point out	Order	Rank
Recite	Predict	Modify	Relate	Organize	Rate
Recognize	Rewrite	Operate	Select	Plan	Support
Record	Summarize	Prepare	Separate	Prescribe	Test
Repeat		Produce	Subdivide	Propose	
Reproduces		Show	Utilize	Rearrange	
Selects		Solve		Reconstruct	
State					
Write					

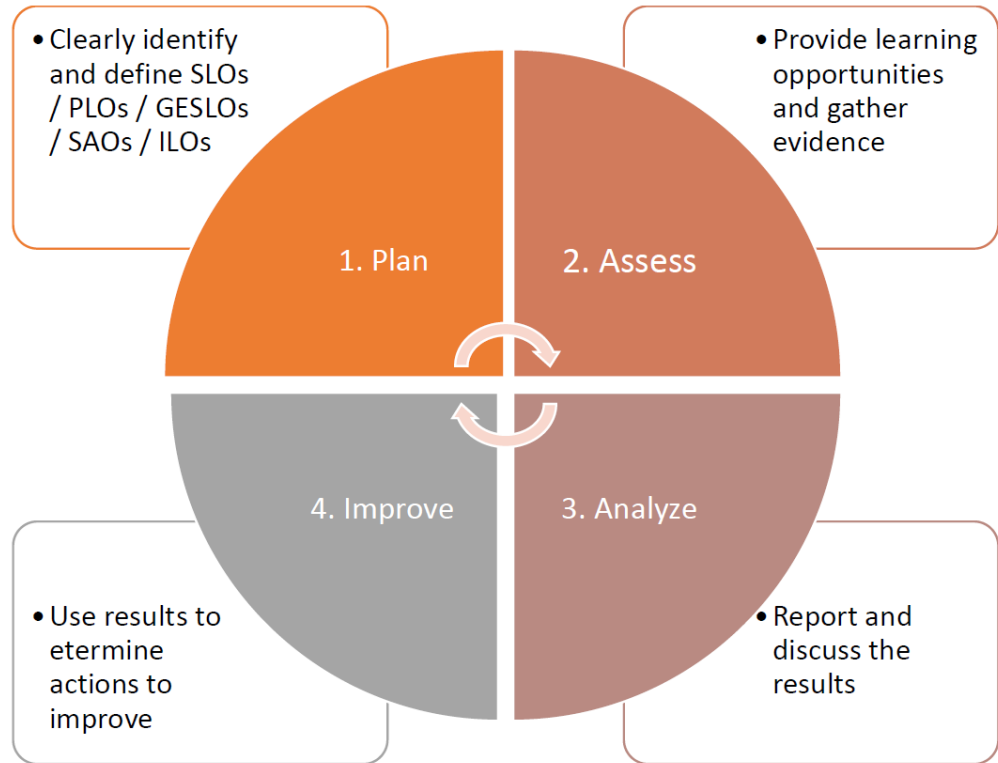
Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives: Complete edition*. New York: Longman.

Bloom, Benjamin S. & David R. Krathwohl. (1956). *Taxonomy of educational objectives: The classification of educational goals, by a committee of college and university examiners. Handbook 1: Cognitive domain*. New York: Longmans.

## Closing the Loop

Riverside's Assessment Committee repeatedly and consistently communicates that having conversations about assessment is one critical piece of the process that we need to continually remember and practice.

The graphic on the right shows the College's assessment process. For steps #3 Analyze and #4 Report, the college is encouraging a more structured approach so that each unit can better document the results and what changes are being implemented, informed by assessment.



Because much of SAO assessment doesn't fit into the Nuventive template that academic units use, the Office of Institutional Effectiveness has created a reporting process which will hopefully encourage collaboration and conversation as well as document assessment results and continuous improvement activities.

The process below has been developed by the Assessment Committee in coordination with division Deans. It uses MS Forms to collect and consolidate the information.

WILL PUT REPORTING PROCESS HERE – Thinking MS FORM

### *Assessment Resources*

#### **RCC Assessment Guide:**

<https://www.rcc.edu/about/outcomesassessment/Documents/RAC%20Assessment%20Guide%202019.pdf>

#### **NILOA site specifically for Student Affairs Professionals:**

<https://www.learningoutcomesassessment.org/Browse-by/Audiences/#SA>

## References

Bresciani, M.J.; Gardner, M.M.; & Hickmott, J. (2009). *Demonstrating Student Success: A Practical Guide to Outcomes-Based Assessment of Learning and Development in Student Affairs*. Sterling. Stylus Publishing.

Gardner, M.M.; Kline, K.A; & M.J. Bresciani (2014). *Assessing Student Learning in the Community & Two-Year College*. Sterling. Stylus.

Kuh, G.D.; Kinzie, J.; Schuh, J.H.; Whitt, E.J. (2005). *Assessing Conditions to Enhance Educational Effectiveness*. Jossey-Bass.