

Assessment Overview for Student Services

- What is assessment & why do we do it?
- Assessment at Norco College
- Getting Started in Assessment

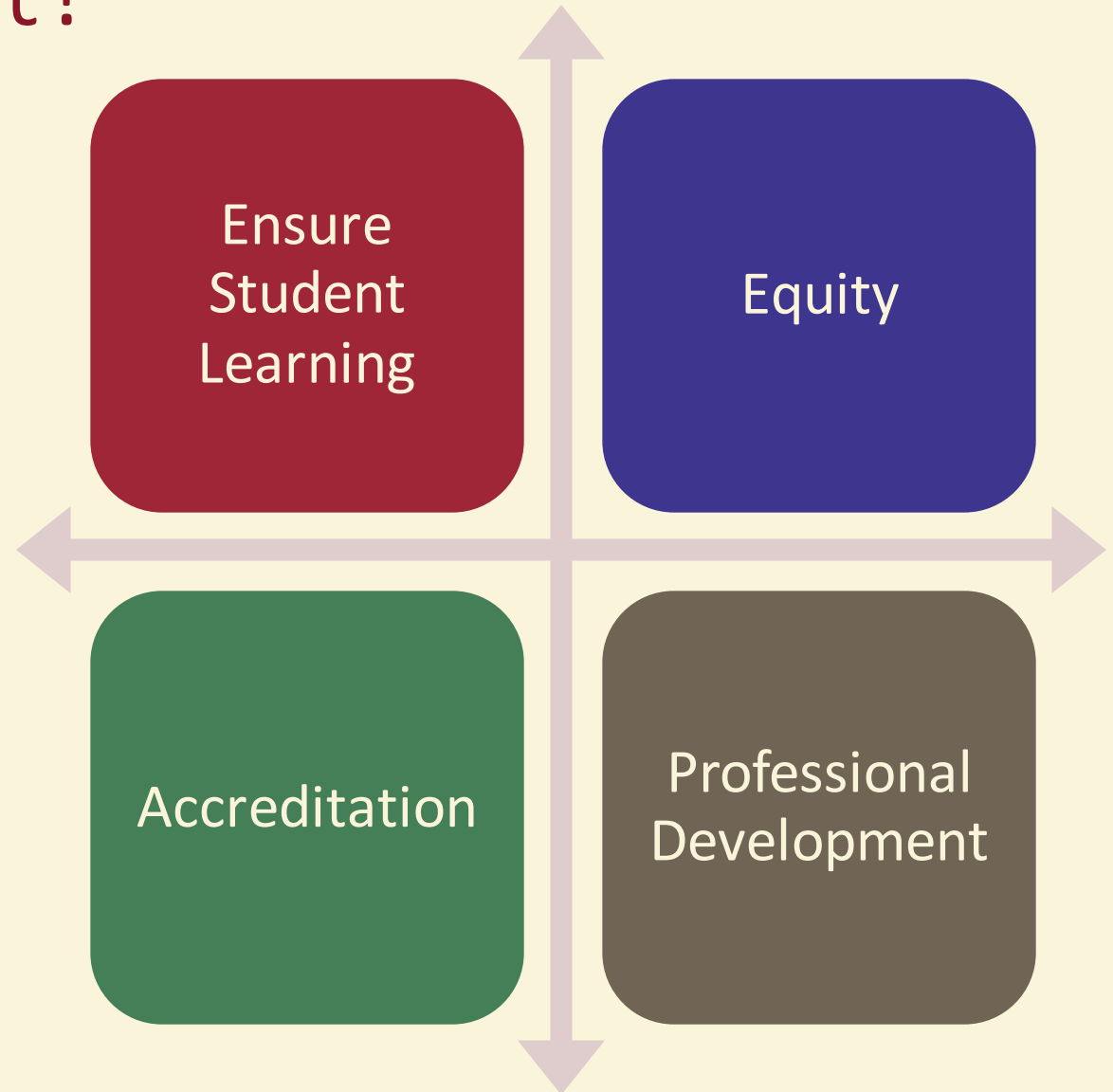
What is ASSESSMENT?

- “Assessment begins with simply wondering whether what you do all day is contributing to what you hope your efforts can accomplish.” (NILOA Assessment Brief, August 2011)
- What do students involved in my program or service gain that they wouldn’t otherwise and how do I measure that?
- How does that fit into a larger scheme of accountability?



What is Assessment?

Why do we do Assessment?



What is Assessment?

Assessment should be..

Systematic

Cyclical

Intentional

Reflective

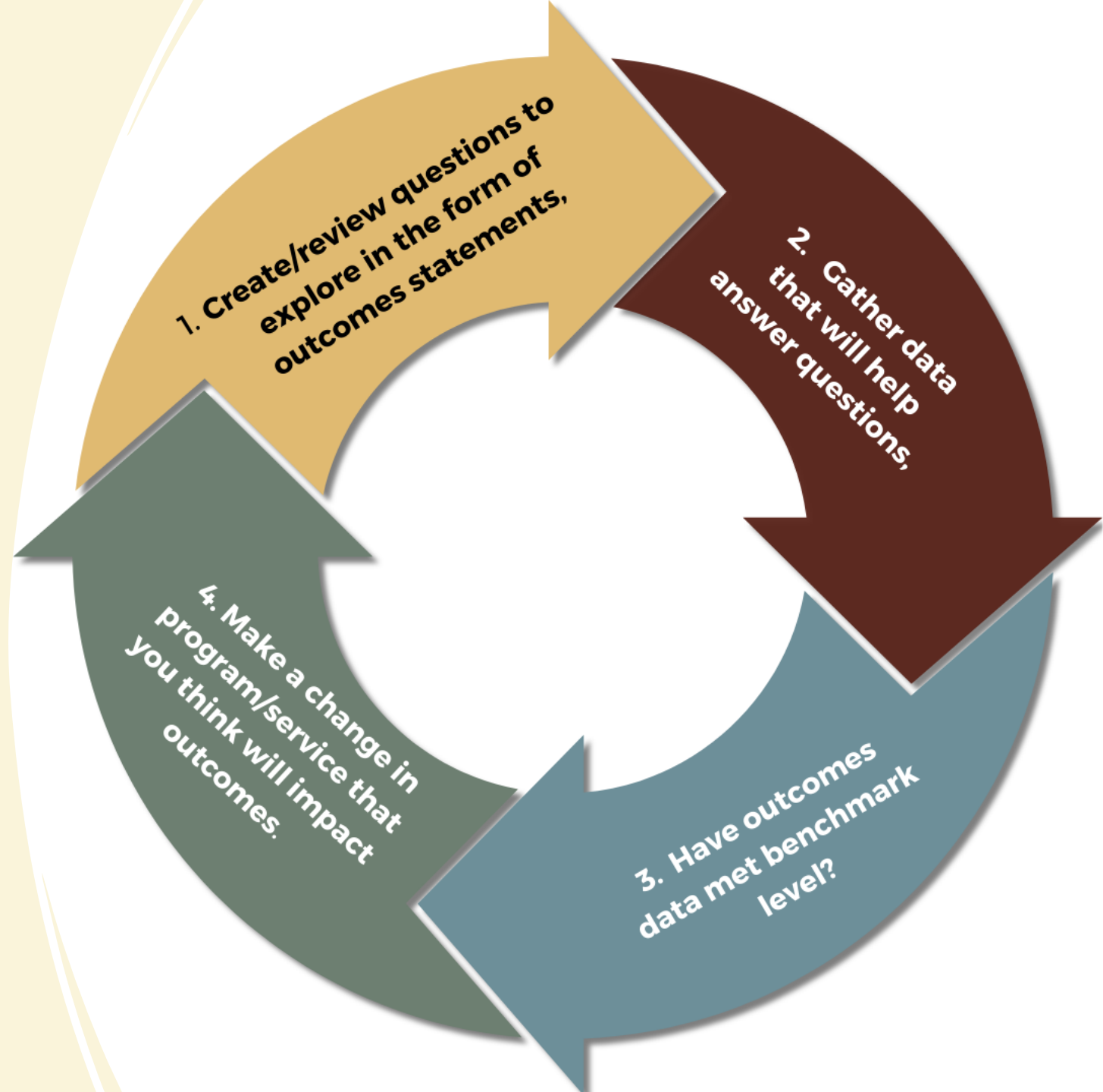
Evidence-
based

Authentic

Improvement-
focused

Assessment Cycle

What does it mean to close the loop?



Assessment Terminology

Plan/Course Plan	
Student Services	Instruction
Method Type	Assessment Method Category
Measure Type	Assessment Method
Criteria	Benchmark

Findings/Results	
Student Services	Instruction
Findings/ Analysis	Summary of Results
Reporting Period/ Date reported is from	Semester Assessed
Conclusion	Benchmark met
Improvements	Changes made
Attachments	Related Documents

Important
Terms
& Concepts

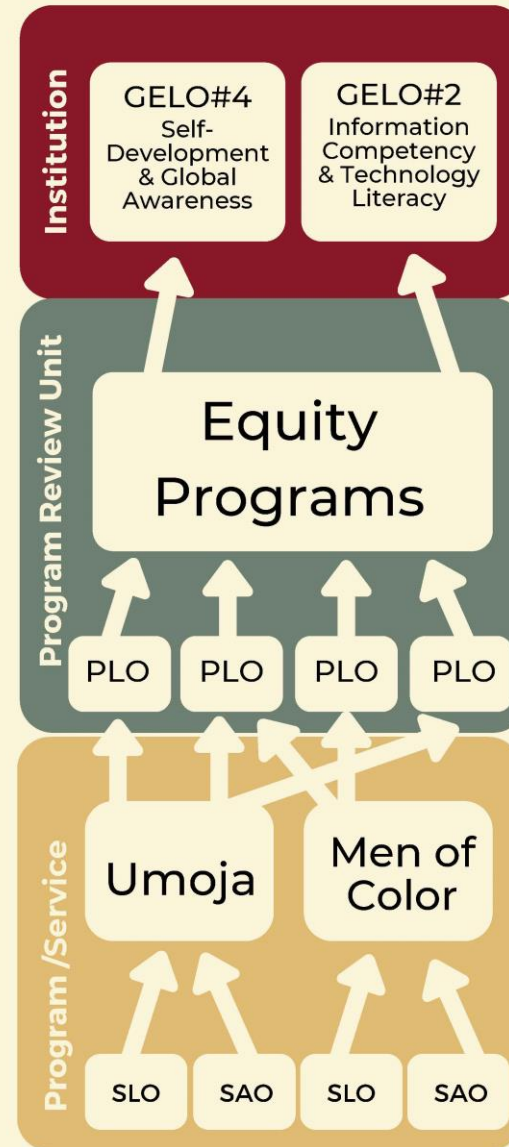


Important Terms & Concepts

- **SLO** – Student Learning Outcome
- **SAO** – Service Area Outcome
- **PLO** – Program (Review) Level Outcome
- **GELO** – General Education Learning Outcome
- **Benchmark** – targeted level of achievement that indicates students are proficient in outcome.

Important Terms & Concepts

STUDENT SERVICES LAYERS OF ASSESSMENT



SLO: Student Learning Outcome

SAO: Service Area Outcome

PLO: Program Review Unit Level Outcome

GELO: General Education Learning Outcome

Writing Outcomes Statements (SLO/SAO, PLO)

- Audience: which students are the target of your assessment
 - Is this outcome something that should happen to everyone in your program/service?
 - Do you want to focus on a subset of the students in your program/service?
 - New or continuing – this will be something that is reflected in your data dashboard.
 - Equity groups
 - Based on student action – “Students who see a counselor twice in the semester/year...”
- Action Verb: Specific not general
 - Define vs. know, argue vs. understand, create vs. be exposed to
 - Use Bloom’s Taxonomy Levels: Knowledge → Evaluation

Bloom's Levels of Cognitive Behaviors

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
define	classify	apply	analyze	arrange	appraise
identify	describe	compute	appraise	assemble	assess
indicate	discuss	construct	calculate	collect	choose
know	explain	demonstrate	categorize	compose	compare
label	express	dramatize	compare	construct	contrast
list	identify	employ	contrast	create	decide
memorize	locate	give examples	criticize	design	estimate
name	paraphrase	illustrate	debate	formulate	evaluate
recall	recognize	interpret	determine	manage	grade

Writing Outcomes Statements (SLO/SAO, PLO)

- Outcome or Result
 - Behavioral – observable
 - Specific – is it singular and fairly easy to measure?
 - This will make it easy to distinguish between partial completion or complete success
 - Realistic – Achievable
 - How close is focus area of the program/service to the outcome
 - Is level of achievement based on previous data
 - Time frame – by when should this occur?
 - Does it connect to a higher goal (GELO)?

General Education Learning Outcomes (GELOs)

- GELOs are what a student should have mastered by engaging with Norco College (Institutional Learning Outcomes-ILOs)
1. **Critical Thinking:** Students will be able to demonstrate higher order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.
 2. **Communication:** Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.

General Education Learning Outcomes (GELOs)

3. **Information Competency & Technology Literacy:** Students will be able to use technology to locate, organize, and evaluate information. They will be able to locate relevant information, judge the reliability of sources, and evaluate the evidence contained in those sources as they construct arguments, make decisions, and solve problems.
4. **Self-Development & Global Awareness:** Students will be able to develop goals and devise strategies for personal development and well-being. They will be able to demonstrate an understanding of what it means to be an ethical human being and effective citizen in their awareness of diversity and various cultural viewpoints.

Examples

1. New (program) students who engage in orientation and participate in 2 counseling meetings will persist from their first to second semester at a rate higher than new students at the college (or at __%)
2. All students who participate in Umoja for at least 3 terms will report a significantly higher level of community than new students in the program.

Complete PLO Worksheet

- Advising & Counseling
- Athletics
- Disability Resource Center
- Enrollment Services
- Equity Programs
- Special Programs
- Student Health
- Student Life
- Veterans

Assessment Tools

Resource	Link
Assessment Committee Website	https://www.norcocollege.edu/committees/assess/Pages/index.aspx
SLO/SAO Report Form	https://forms.office.com/r/rGqhkcAMZU
NILOA (National Institute for Learning Outcomes Assessment)	https://www.learningoutcomesassessment.org/
Assessment Committee-How-To Guides	https://www.norcocollege.edu/committees/assess/Pages/How-To-Guides.aspx



Questions?
