Student Services
Service Area Outcomes and Assessment Handbook

Development and measurement of SAOs at Mission College
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Our Mission

Mission College’s first priorities are students, their learning and their success. Our College serves the diverse educational, economic and cultural needs of the student population of Santa Clara, the Silicon Valley and our global community by providing associate degrees, transferable, career and basic-skills courses and programs, as well as opportunities for life-long learning. Through participatory governance in support of our first priorities, Mission College systematically commits to evaluating and improving educational programs, technological resources and student support services by making informed decisions, allocating resources and establishing institutional policies and procedures.

College ILOs

ILO 1 - Effective Communication: Students will successfully engage in verbal and non-verbal expression through written, oral, signed, and/or artistic communication of ideas and concepts

ILO 2 - Personal Development and Ethical Responsibility: Students will apply techniques for physical and mental development that include the application of ethical principles to personal, academic, and professional matters.

ILO 3 - Critical Inquiry: Students will apply principles of scientific and critical inquiry, including quantitative and qualitative techniques for the analysis of relevant questions, problems, or issues.

ILO 4 - Community and Citizenship: Students will analyze the interconnectivity between social, political, economic, and ecological systems to effectively live and work in diverse communities.

ILO 5 - Information and Technology Literacy: Students will apply current techniques, skills, and tools to responsibly access, analyze, and effectively use information, technology, and media.

College Strategic Plan:

The college strategic plan encompasses the college’s mission, vision and values. Program goals and assessments should be tied to the college’s strategic plan.

Example:
You are looking to improve services your department offers to non-traditional students. You know the college has a goal of increasing the value of the college by meeting the education needs of the community which includes outreach to specific minority students. Based on this strategic priority, you may decide the purpose of your assessment is to learn about the needs of non-traditional minority students and determine how the department can provide better outreach.

<table>
<thead>
<tr>
<th>Strategic Focus: Community Life, Outreach, and Marketing</th>
<th>Strategic Focus: Curriculum and Program Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1:</strong> Increase the value of the college by meeting the education needs of the community.</td>
<td><strong>Goal 1:</strong> Improve and create curriculum and programs to meet the changing education needs of our students and community.</td>
</tr>
<tr>
<td><strong>Goal 2:</strong> Increase participation and collaboration to improve a sense of community across the college.</td>
<td><strong>Goal 2:</strong> Improve the pathways to transfer, degrees and certificates to increase the number of students who achieve those goals.</td>
</tr>
<tr>
<td><strong>Goal 3:</strong> Advance Mission College’s visibility in, and service to, the community.</td>
<td><strong>Goal 3:</strong> Increase the number of students who earn awards and transfer within Science, Technology, Engineering and Math (STEM) disciplines.</td>
</tr>
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<td><strong>Goal 4:</strong> Create programs to improve and enhance the safety and security of the college community.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Focus: Economic Development and Sustainability</th>
<th>Strategic Focus: K-12 and Higher Education Articulation and Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1:</strong> Develop market-responsive education, training, and services in conjunction with business, industry and community partners to address local workforce, economic, and community needs.</td>
<td><strong>Goal 1:</strong> Strengthen collaborative partnerships with local K-12 institutions to align programs and facilitate student matriculation to Mission College.</td>
</tr>
<tr>
<td><strong>Goals 2:</strong> Establish Mission College as a community leader and partner for workforce and economic development in the region.</td>
<td><strong>Goals 2:</strong> Increase and improve collaborative partnerships with universities to align programs and provide students with a seamless transfer experience.</td>
</tr>
<tr>
<td><strong>Goal 3:</strong> Increase Mission College’s participation in regional workforce and economic development initiatives.</td>
<td><strong>Goal 3:</strong> Expand and enhance collaborative international partnerships to increase the global diversity of the college.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Focus: Leadership and Professional Development</th>
<th>Strategic Focus: Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1:</strong> Increase and support opportunities for all employees to receive professional development and skill building.</td>
<td><strong>Goal 1:</strong> Implement technology solutions to improve effectiveness of programs, services, and processes, with a focus on total cost of ownership and sustainability.</td>
</tr>
<tr>
<td><strong>Goal 2:</strong> Increase opportunities for leadership development and participation in community and college activities for all constituencies.</td>
<td><strong>Goal 2:</strong> Identify and foster partnerships with technology organizations to keep the college at the forefront of technological advances.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Student Learning, Completion, and Institutional Accountability:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1:</strong> Facilitate student persistence, retention, and goal completion through effective student support, instructional strategies and the use and analysis of disaggregated student data.</td>
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<tr>
<td><strong>Goal 2:</strong> Implement ongoing institutional assessment and evaluation that support student learning and completion.</td>
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</tr>
<tr>
<td><strong>Goal 3:</strong> Implement a complete ongoing assessment cycle for student learning outcomes.</td>
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*Mission College’s first priorities are students, their learning, and their success.*
Mission College Student Services
Service Area Outcomes (SAOs)

Non-instructional student learning outcomes are called Service Area Outcomes (SAO).
So what is an SAO? A Service Area Outcome (SAO) is a statement about what we want a student to know, understand or do because the student participated in the service or program or states how the student will benefit from the service being provided.

The writing of SAOs should begin with a collective discussion about how the program area or department supports students. The outcomes should be tied to the college Mission statement, relate to the college ILOs and relate to goals listed in your program review.

Define
When creating your Student Services SAOs (Service Area Outcomes) you need to ask and answer the following questions:

1. What service(s) are you providing? (What is your program’s core service?)
2. Are your SAOs measurable? (What data will you use?)
   (Identify how many students (%) are expected to achieve the competency)
3. What is your timeline?
4. What is your goal for each SAO?

Each SAO should align with the campus ILOs –

1. Effective Communication
2. Personal Development and Ethical Responsibility
3. Critical Inquiry
4. Community and Citizenship and Information
5. Technology Literacy.

Measurement
Depending on the wording of your outcomes, you may elect to use qualitative, quantitative, and/or mixed methods data collection. You may decide to use existing data, rather than collect new data. You will also need to decide if your outcomes require direct or indirect evidence.

Qualitative data collection has these characteristics:

- Involves open-ended questions, observations, research, interviews, document analysis, descriptions, theme development and audio-visual materials
- Typically a small number of individuals
- Searching for larger meaning
Quantitative data collection has these characteristics:

- Involves the use of predetermined instruments where numeric data is collected
- Typically measures a large number of individuals
- Involves statistical analysis, description of trends, comparison of groups, relationships among variables, comparison of results with predictions and past studies

**Do we want to collect direct or indirect evidence?**

Direct methods of collecting information require the students to display their knowledge and skills.

- Direct measures of learning are usually accomplished through assessment methods such as rubrics, document analysis, observation, portfolios, visual methods, one-minute assessments or a case study
- Example of a direct measure of student knowledge: Where on campus would you go or who would you consult if you had questions about which courses to register for the fall semester?

Indirect methods require that students reflect student learning, behavior or attitudes rather than to demonstrate it.

- Indirect measures of learning are usually accomplished through assessment methods such as surveys, focus groups, and document analysis or one-minute assessments.
- An example of an indirect measure: I know where to go on campus if I have questions about which courses to register for the fall semester. (Strongly agree, Moderately agree, Neither agree nor disagree, Moderately disagree, Strongly disagree)

**What type of assessments do you plan to conduct? What methods will you use?**

- Learning Outcomes – assess how a participant will think, feel, or act differently as a result of your program/course/service
- Usage Numbers – tracks participation in programs or services
  Consider the following: existing data, tracking system, calendar system
- Student Needs – keeps you aware of student body or specific populations
  Consider the following: surveys, focus groups, and visual methods
- Program Effectiveness – level of satisfaction, involvement, effectiveness, helpfulness
  Consider the following: surveys, focus groups, observation
- Cost Effectiveness – how does a program/service being offered compare with cost?
  Consider the following: existing data, comparative data
- Campus Climate or Environment – assess the behaviors/attitudes on campus
  Consider the following: focus groups, document analysis, surveys, existing data, case studies, observation
- Comparative (Benchmarking)–comparing a program against a comparison group
Consider the following: surveys, rubrics, existing data

Using National Standards or Norms – Comparing a program/service with a set of pre-established standards (e.g. Information Literacy) or normative data (e.g. ACT scores)

Consider the following: surveys, document analysis, and existing data

Regardless of method of data collection, you want to make sure you determine:

- What students need to Know, Do or Report to demonstrate your intended outcomes
- Use methods that allow you to measure outcomes tied to the college mission statement as well as your program’s goals and objectives

Collect data that:

- You believe will be useful in answering your important questions
- Will provide consistent (reliable) information
- Will ensure compliance to the methods (e.g. will participants fill out questionnaires carefully, engage in interviews or focus groups, and let you examine their documentations?)
- Provides enough diversity of information to make decisions about programs and participants
- Respects human rights/ethics (confidentiality & anonymity, appropriate use of data for intended and not unintended purposes)

Create data/information that informs:

- Decision making, budgeting, planning or policies
- Who needs to make decisions with this data
- The decisions you need to make about your programs, services, content and delivery

Analyze, interpret, report and use results:

Here are some straight forward ways to examine your quantitative data:

- Look at characteristics of your respondents. What can you learn about your respondents that will help you to better understand your data? For example, do student responses vary by age, years in school, cumulative GPA, to name a few? Also do responders look like the population from which they were drawn? Having a high response rate does not guarantee that your responders are representative and that your results will generalize.
- Report frequencies of each response; report the mean, median or mode

Here are some straight forward ways to examine your qualitative data:

- Organize and prepare the data for analysis.
- Read through all the data to obtain a general sense of the information and to reflect on its overall meaning.
- Begin detailed analysis by coding. Coding is the process of taking data and putting it into categories, and labeling the categories with a term, often a term based on the actual language of the participant.
- Evaluate the lessons learned from the data and make interpretations (or meaning) of data.
Using data

- How do your results provide evidence for your outcomes?
- What do your results say about your program process and the impact of the program on students’ learning and development?
- Based on the results, what decisions will you make or what action will you take regarding programs, policies, and services as well as improvements/refinements to the assessment process?

Plan to summarize and disseminate information to fit the needs of various stakeholders including sharing information on websites, in briefings, in marketing, and soliciting feedback where appropriate.

Data tracking

(The following are examples)

- Use of statewide report data (Accountability Reporting for the Community Colleges)
- Use of program data – % increase in number of students participating; % of students who will define a major or educational goal, etc.
- Use of college data – enrollments, course completions, degrees earned, number of transfers, understanding of college processes, enrollment increases in specific courses, curriculum improvement, grades used to increase/improve services
- Technology – adopt new software or online tools for better assessment results, streamlining the admissions or transfer process

Open ended survey questions:

“Identify one campus resource…..”
“Name three services offered by….”
“Which of the following have you experienced as a result of…?”

Pre and post tests (Likert scales):

“Mark your current knowledge of housing resources __none __know of one resource __know of several resources”
“Now that you have.......____strongly agree ........ to ______strongly disagree”

Evaluate

Once you have collected the data:

- Analyze the results of the data
- Use the results to identify and develop program improvements. What can we learn from the results that will help us understand the strengths and weaknesses of the program?
- Develop an action plan to change your program weaknesses
- Reassess your program the following year
**Instructions** for completing an SAO:

- Assessment Summary form
- SAO Timeline
- SAO Mapping

**Mission College Service Area Outcomes Assessment Summary Form:**

1. **To Post your Assessment:**
   
   Go to the (P:) Drive
   - Service Area Outcomes
   - SAO ASSESSMENT FORMS
   - Select the correct semester file

2. Fill out the top portion and post your department’s “Mission College Service Area Outcomes Assessment Summary” form for **each of the SAOs you are assessing this semester**. It is okay to have only one SAO you are assessing.

3. Once you have posted your Assessment Summary form, do **NOT** make any changes to the top three boxes: SAO, Target or SAO Assessment Instrument

4. **Once you have gathered your data, you will complete the following sections:** Results, Conclusions, Needs, Evidence, Moving Forward, Next Assessment, Changes

5. When you are finished, **CLICK SAVE and close the file.**

**Some tips:**

**Results of the Assessment:** List how your assessment was measured in a sentence (can list the % met)

**Conclusions drawn:** List what your department discussed or brainstormed, what your data meant to your program; in thinking about your SAO results you as a department have now decided to do what ....in your program? To improve the program we will do what ......? Writing an entire paragraph is great!

**Needs:** We need money to create flyers, we need more computers......? (Keep in mind these needs must also be placed in your program review).

**Evidence of Dialogue:** Mark all that apply – be sure to include the location of your meeting minutes.

**Moving forward, Next Assessment, Changes** – need to complete these sections – How will your program use the results to make improvements? What changes do you anticipate?
**Student Services SAO Timeline for Assessment:**

1. To complete the **timeline** for the Service Area Outcomes SAO assessments:

   Go to the (P:) Drive
   - Open **Service Area Outcomes** folder
   - Open **SAO Timeline** folder
   - Open **SAO Timeline** spreadsheet

2. Using the tabs across the bottom of the spreadsheet, open the worksheet for your service area
   - On the left side, top to bottom, you will see your service area **SAOs**.
   - Across the top are columns labeled FA 14, SP 15, FA 15, SP 16, FA 16, SP 17, FA 17, SP 18, FA 18, SP 19, FA 19, SP 20 and FA 20

3. **Current Assessments**:
   - Mark your **planned** timeline with a **“P” for when each SAO will be assessed**
   - Mark your **completed SAO with a “C” for complete**

   For Student Services we will be assessing **once a semester or once a year**.

4. When you are finished, **CLICK SAVE and close the file**.

**Once a semester Follow-up**

Once you have **completed your assessment**, you will need to go **back** into the SAO **Timeline** on the P drive and **replace the “P” with a “C”**.

**Mapping SAOs to ILOs**

1. To complete the mapping for SAOs to ILOs:
   - Access the (P:) Drive
     - Open **Service Area Outcomes** folder
     - Open **SAO – ILO Mapping** folder
     - Open **SAO – ILO Mapping** spreadsheet

2. **Rate the alignment of each of your Program SAOs to each ILO**
   - Use a scale of asterisks:
     * some alignment
     ** moderate alignment
     *** high alignment
   - If a given SAO does not have any alignment with an Institutional Learning Outcome, that’s OK – just leave that cell blank!
   - When you are finished, **CLICK SAVE and close the file.**
Student Services
SAO Assessment Schedule

September 2016
Student Services Council
Annual Peer Review Session
(exact date to be determined)

October 2016
Deadline to complete Program Review
(committee will send out actual due date)

July 2016
Deadline to complete Spring 2016 Assessment Forms, update Timeline and Mapping Documents

January 2017
Deadline to complete Fall 2016 Assessment Forms, update Timeline and Mapping Documents

Student Services Assessment Directions

1) On the P drive: Select: Service Area Outcomes

2) Select: SAO FINAL Assessment TEMPLATE

3) Complete the top portion of the template

4) Go to: SAO Completed Assessment Forms and place the template in the correct folder

5) Complete your assessment by the stated deadline
Mission College Service Area Outcomes

Assessment Summary

<table>
<thead>
<tr>
<th>Program / Department: [Program / Dep’t]</th>
<th>Semester of Assessment: [Semester] [Year]</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAO Evaluator: [Name]</td>
<td>Previous Assessment: [Semester] [Year]</td>
</tr>
<tr>
<td>Participants: [List all members who participated in the assessment process.]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Service Area Outcome</th>
<th>[Type in or ‘Cut &amp; Paste’ the Service Area Outcome that was assessed.]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>[If not stated in the SAO above, what was the criterion? State as either a percentage or a number.]</td>
</tr>
<tr>
<td>SAO Assessment Instrument</td>
<td>[Specify, in as much detail as possible, how the SAO was assessed. Include a description of the format of the assessment instrument(s) – survey, computerized data tracking, sign-in modules, and the like.]</td>
</tr>
<tr>
<td>Results of the Assessment</td>
<td>[State the raw data that the assessment generated.]</td>
</tr>
<tr>
<td></td>
<td>Was the target met? □ Yes □ No</td>
</tr>
<tr>
<td>Conclusions Drawn</td>
<td>[State what was the result of the discussion regarding the assessment data. Specifically, what was learned from the data? Be as detailed as possible, developing supportable conclusions from the above information.]</td>
</tr>
<tr>
<td>Needs</td>
<td>[Specify any financial, institutional or structural needs that are highlighted by the results]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence of Dialogue</th>
<th>Check all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ E-mail Discussion with □ Staff □ Administration □ Faculty □ Other</td>
<td></td>
</tr>
<tr>
<td>[List anyone not listed above under Participants.]</td>
<td></td>
</tr>
<tr>
<td>□ Departmental Meetings [Dates] Minutes posted: [Name(s) of file on P drive]</td>
<td></td>
</tr>
<tr>
<td>□ Division Meetings [Dates] Minutes posted: [Name(s) of file on P drive]</td>
<td></td>
</tr>
<tr>
<td>□ Campus Committee(s) [Specify the committee(s) and Date(s)]</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Moving Forward</th>
<th>[How will the department/program/division use the results/conclusions to improve student learning?]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next Assessment</td>
<td>[Semester] [Year] *</td>
</tr>
<tr>
<td>Changes</td>
<td>[Specify any changes that are anticipated in the near future to either the SAO or the Assessment Instrument.] *</td>
</tr>
</tbody>
</table>

*If changes are made to SAO and/or its Assessment Instrument, reassessment should take place as soon as possible.
# Mission College Service Area Outcomes

## Assessment Summary

**Program / Department:** AANAPISI  
**Semester of Assessment:** Spring 2015  
**SAO Evaluator:** Ken Songco  
**Previous Assessment:** Fall 2014  
**Participants:** Julie Vu – Program Coordinator, ESL Transitions; Brian Goo – STEM/Transfer Program Coordinator

<table>
<thead>
<tr>
<th>Service Area Outcome</th>
<th>AANAPISI Peer Mentor Program SAO #3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AANAPISI Peer Mentors will increase student engagement with their faculty.</td>
</tr>
</tbody>
</table>

**Target**

At least 50% of students assisted by a peer mentor in designated sections

**SAO Assessment Instrument**

Faculty engagement survey administered at the end of each term (in conjunction with the study skills survey); a checklist will include the ways students engaged with their faculty as a result of advice provided by peer mentors i.e. attending office hours; problem-solving to faculty through e-mail or face-to-face; etc.

**Results of the Assessment**

Based upon the data retrieved from the end of semester Peer Mentor Survey, approximately 65.26% of students were encouraged to speak with faculty members on a more frequent basis as a result of the peer mentor program. This is 15.26% above the target.

Was the target met?  
☐ Yes  
☐ No

**Conclusions Drawn**

We did see a 10% increase from last semester’s assessment. However, better methods to measure this SAO will be needed to determine whether Peer Mentors do help students engage with faculty more.

Although we met the target, we would like to know more from students about how the peer mentors actually encouraged them to speak to their faculty on a more frequent basis. In the survey, the students were only given an option to rate their experience regarding this topic. More information is required to narrow down the actual activities that resulted in increased interaction between students and faculty as a result of the peer mentor.

**Needs**

Instead of basing this SAO on student responses, we are looking at surveying the Peer Mentors and faculty instead to determine if peer mentor interactions do, in fact, increase faculty engagement. For the ESL/ENGL Peer Mentors, Spring 2015 will be the last semester that
<table>
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<th>Evidence of Dialogue</th>
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<tbody>
<tr>
<td>Check all that apply</td>
</tr>
<tr>
<td>□ E-mail Discussion with □ Staff □ Administration □ Faculty □ Other [List anyone not listed above under Participants.]</td>
</tr>
<tr>
<td>□ Departmental Meetings</td>
</tr>
<tr>
<td>• Minutes posted: AANAPISI Department Minutes.30.6.15_PeerMentorSAO</td>
</tr>
<tr>
<td>□ Division Meetings [Dates]</td>
</tr>
<tr>
<td>• Minutes posted: [Name(s) of file on P drive]</td>
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<tr>
<td>□ Campus Committee(s) [Specify the committee(s) and Date(s)]</td>
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</table>

<table>
<thead>
<tr>
<th>Moving Forward</th>
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<tbody>
<tr>
<td>Ken will work with Brian to make adjustments to this SAO and develop survey questions regarding faculty engagement for faculty and peer mentors. However, we will still keep the faculty engagement question on the student survey to make comparisons. This data will be shared with the current Peer Mentors during the mid-year evaluation meeting in January 2015. In particular, we will ask the peer mentors who they encouraged their students to speak to faculty members on a more frequent basis. Those types of activities will be replicated and included as part of the training for new peer mentors.</td>
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<table>
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<tr>
<th>Next Assessment</th>
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<tbody>
<tr>
<td>Fall 2015 *</td>
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</table>

<table>
<thead>
<tr>
<th>Changes</th>
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<tbody>
<tr>
<td>Change questions into an open ended question regarding their experience interacting with faculty – for faculty/peer mentors. Changing the wording of the SAO may also be a possibility. This will be completed by August 2015. Next semester, we will revise this question by asking the student to respond with yes/no answer in regards to whether or not they were encouraged to speak with faculty members on a more frequent basis as a result of the peer mentor program. As a follow-up, we will ask respondents to list how the peer mentors assisted them in this activity through an open-ended question.*</td>
</tr>
</tbody>
</table>
Mission College Service Area Outcomes
Assessment Summary

Program / Department: Puente Program  
Semester of Assessment: Fall 2015

SAO Evaluator: Nohemy Chavez & Aram Shepherd  
Previous Assessment: Fall 2014

Participants: Nohemy Chavez & Aram Shepherd

<table>
<thead>
<tr>
<th>Service Area Outcome</th>
<th>Outcome Description</th>
<th>Target</th>
<th>SAO Assessment Instrument</th>
<th>Results of the Assessment</th>
<th>Conclusions Drawn</th>
<th>Needs</th>
</tr>
</thead>
</table>
|                      | Phase 3 students will show active campus/community involvement by using or participating in at least two (2) of the following campus resources: Tutoring Center, DSPS, Transfer Center, etc.; campus speakers and events; and/or campus community clubs and organizations. | 60% of participating Phase 3 students measured in the 14th week of the semester. | Survey administered through Survey Monkey | 66% (14 out of 21) self-reported that they used or participated in 2 or more campus resources during the Fall 2015 semester.  
Was the target met? Yes ☒ No ☐ | Finding days and times for events on campus has been a challenge. We will evaluate types of events and what days/times we offer them to increase participation. It was alarming to find that only 9 out of 21 students participated in a Puente/Puente Club event. The transition with the Puente counselor affected phase 3 involvement, but other Puente state teams have discussed difficulty engaging phase 3 students. We also found that all 21 students reported working anywhere from 5-40 hours a week while being students, therefore affecting how much time they have to be more involved. | Institutionalization and continued funding of the program so that events and activities can be continued as well as administrative support to execute necessary protocols and steps to host events/activities. |

| Evidence of Dialogue | Check all that apply | | | | |
|----------------------|---------------------| | | | |
| ☒ Departmental Meetings 12/8/15 | Minutes posted: Puente Team Meeting Minutes 2015-12-8 | | | | |
| ☐ Division Meetings [Dates] | Minutes posted: [Name(s) of file on Drive] | | | | |
| ☐ Campus Committee(s) [Specify the committee(s) and Date(s)] | | | | | |

Moving Forward: Coordinators will continue to try best practices learned from Puente statewide trainings and evaluate program activities. With team consistency, we hope that students will stay engaged on campus. Also, simplified district policies can ease the process of hosting campus events so that phase 3 students can continue to be engaged.
<table>
<thead>
<tr>
<th><strong>Next Assessment</strong></th>
<th>Fall 2016 *</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Changes</strong></td>
<td>No Changes for now- Puente Counselor will complete one year at Mission College in January 2016, therefore we think that consistency in staff will positively impact results.</td>
</tr>
</tbody>
</table>

*If changes are made to SAO and/or its Assessment Instrument, reassessment should take place as soon as possible.*
### Selecting a Method of Decision-Making:

| Survey | Primarily collects quantitative data. Data often used by decision makers, action takers, and interested parties. | Best suited for low-change and low-investment groups, but would work for any of the groups outlined in Figure 5.1. | Can be done with minimal time, money, and expertise. May require money if purchasing an externally developed instrument or service. | Well suited for longitudinal tracking. Can be used to collect indirect learning assessment but are not well suited for direct learning assessment. |
| Focus Groups and Interviews | Primarily collects qualitative data. Data often used by action takers. | Best suited for high-investment groups because of the greater time commitment required of participants. | Requires more time and expertise to facilitate the focus groups and/or interviews and to conduct the qualitative data analysis once the data are collected. | Not advised for longitudinal tracking. Interviews particularly useful for direct assessment of learning. |
| Rubrics (Observation and Artifact Analysis) | Collects quantitative and qualitative data equally well. Data most often used by action takers, but aggregate quantitative data may be shared with decision makers. An observation rubric is successfully utilized with any of the groups in Figure 5.1. An artifact analysis rubric best used with high-investment groups unless one is evaluating pre-existing artifacts (e.g., student newspaper). | Requires time and expertise to create a well-written rubric and to collect data through observation and/or analysis. Has time needed for data analysis. | Quantitative data useful for longitudinal tracking. Very well suited for direct assessment of learning. |
| External Benchmarking | Primarily collects quantitative data. Data often used by decision makers and action takers. Unique because it is collecting data from other institutions, not students; however, same rules apply. Best used with institutions where there is high contact and/or high investment in the topic because they will be more likely to respond. | Minimal money or expertise needed if the data are being collected internally but requires time to reach out to potential respondents. May require significantly more money to purchase an externally or commercially developed benchmarking project. | Well suited for longitudinal tracking. Learning assessment not applicable. |

From: "Assessing Student Learning in the Community & Two-Year College", 2014
**Example Rubric #1:**

**Apply the Concepts**

**Exercise 4.2 — Create Your Own Rubric**

1. Create your own rubric, using the following template.

<table>
<thead>
<tr>
<th>Stated objective or performance</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Accomplished 3</th>
<th>Exemplary 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Description of identifiable performance characteristics reflecting a beginning level of performance.</td>
<td>Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.</td>
<td>Description of identifiable performance characteristics reflecting mastery of performance.</td>
<td>Description of identifiable performance characteristics reflecting the highest level of performance.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Description of identifiable performance characteristics reflecting a beginning level of performance.</td>
<td>Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.</td>
<td>Description of identifiable performance characteristics reflecting mastery of performance.</td>
<td>Description of identifiable performance characteristics reflecting the highest level of performance.</td>
<td></td>
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<td></td>
</tr>
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<td></td>
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<td>Description of identifiable performance characteristics reflecting mastery of performance.</td>
<td>Description of identifiable performance characteristics reflecting the highest level of performance.</td>
<td></td>
</tr>
</tbody>
</table>

Example Rubric #2:

Rubric to Assess the Ability of Students with Disabilities Who Completed a Series of Workshops Sponsored by Student Affairs to Locate, Evaluate, and Apply Information

<table>
<thead>
<tr>
<th></th>
<th>Emerging</th>
<th>Developing</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Degree Audit (a program to track progress toward a degree)</td>
<td>Can access audit but not understand the information it contains</td>
<td>Able to access degree audit and understand about 50% of the information it contains</td>
<td>Can access audit, understand 90% of the information it contains, and use the information with assistance to construct a basic individual education plan (IEP)</td>
<td>Can access the audit, understand and apply all the information it contains, and build a sophisticated IEP</td>
</tr>
<tr>
<td>Use FACTS.org (a program to help students select a major, learn about state colleges and universities, understand the transfer process, etc.)</td>
<td>Can locate but not able to navigate</td>
<td>Able to find and navigate FACTS.org with some assistance</td>
<td>Can locate and navigate FACTS.org and use the information with assistance to construct a basic IEP</td>
<td>Can locate and navigate FACTS.org and use the information to build a sophisticated IEP</td>
</tr>
<tr>
<td>Develop an individual education plan (IEP) that incorporates Degree Audit and FACTS.org information</td>
<td>Understands what an IEP is but cannot develop one</td>
<td>Develops a basic IEP that reflects a minimal grasp of Degree Audit or FACTS.org data</td>
<td>Able to develop an IEP with assistance that demonstrates the ability to incorporate Degree Audit and FACTS.org data</td>
<td>Able to develop an IEP without assistance that demonstrates a sophisticated ability to apply Degree Audit and FACTS.org data</td>
</tr>
</tbody>
</table>

From: “Building a Culture of Evidence in Student Affairs”: A Guide for Leaders and Practitioners”, 2012