NORCO COLLEGE

Student Services Outcome Development Workshop

January 11, 2023

Agenda

1. **Welcome**

2. **Purpose of Program Brainstorming Session**

   2.1   **What is the end goal as a program?**

3. **Outcome Worksheet**

   3.1   **Program Review Level Group Activity**

       3.1.a.   **Recommend 1-3 Outcomes**

   3.2   **Program/Service Level Small group/ individual Activity**

       3.2.a.   **Recommend 1-3 Outcomes**

4. **Review and Refine**

       4.1.a.   **SMART Rubric**

5. **Adjournment**

Outcome Development Tool

Directions: Answer each of the five questions by writing either statement "a" or "b." Combine each of the five statements to create your outcome.

1. Who is expected to grow? _____
   a. State which students are included
      i. Example: Students (generally)
      ii. Example: Special Program Students (UMOJA students, DRC students, Honors Students, etc.)
      iii. Example: Students by Type (new students, returning students, Students who receive support from…).

2. What growth is expected? _____
   a. State what students should learn or how they should grow.
      i. Example: Select highest level of Bloom's Taxonomy applicable.
      ii. Example: Students should be able to evaluate potential transfer universities to, Students should be able to apply their personal strengths and weaknesses to, Students should be able to create a plan to, etc)

3. Where and/or with whom is growth expected to occur? _____
   a. State who the student will engage with.
      i. Examples: Educational Advisor, Clerk, Recruitment Specialist, Mentor, etc.
   b. State where the student will engage at.
      i. Examples: Financial Aid Office, Career Center, Unity Zone, Engagement Center, Veteran's Center, etc.

4. What number of interactions/frequency is necessary to support growth? _____
   a. State the number of times students should attend to be included in the dataset.
      i. Examples: After attending the workshop **one time**, after meeting with an Educational Advisor **five times**, After completing a series of **three** trainings, After applying for graduation **one time**, etc.
   b. State the frequency students should attend to be included in the dataset
      i. Examples: After meeting with an academic counselor **once per semester**, after attending **two fieldtrips per year**, etc.

5. Why is this particular growth/learning important/expected?_____
   a. State the value of growth
      i. Example: to clarify the path, to enter the path, to stay on the path, to ensure learning, to prepare for career and transfer, to establish independence, etc.

Outcome:_____

Adopted from:

Example from Presence:

"Imagine I'm an academic advisor who works with undergraduate students. When I meet with students, I help them schedule courses each term in consideration of graduation requirements and their academic interests".

Who is expected to grow? Undergraduate students.

+

What growth is expected? Ability to identifying courses for their schedule.

+

Where and/or with whom is growth expected to occur? After meeting with an academic advisor at least once.

+

What number of interactions/frequency is necessary to support growth? At least once.

+

Why is this particular growth/learning important/expected? Students need to meet program requirements to graduate.

=

Undergraduate students will be able to identify courses for their schedule to meet program requirements after meeting with an academic advisor at least once.

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

Outcome SMART Rubric

Metric	Yes	No
Specific	The outcome clearly and concisely describes the goal	The outcome does not clearly and concisely describe the goal
Measurable	Evidence can be collected and analyzed to clearly indicate outcome attainment (success or failure, AND Why)	Evidence cannot be collected and analyzed to indicate outcome attainment (success or failure, AND Why)
Achievable/Ambitious	The outcome is both realistic and challenging	The outcome is either not realistic or not challenging
Relevant	The outcome is closely connected to student and institutional needs	The outcome not connected to student and institutional needs
Timely	Outcome data can be fully collected and analyzed within the defined cycle*	Outcome data cannot be fully collected and analyzed within the defined cycle*

Definitions:

Clearly: in such a way as to allow easy and accurate perception or interpretation.

Concisely: in a way that is brief but comprehensive.

Realistic: having or showing a sensible and practical idea of what can be accomplished or expected.

Challenging: testing one's abilities; demanding.

Powered byOxfordDictionaries© Oxford University Press

*Defined cycle: The current standard at Norco College is to fully assess (collect, analyze, initiate change) each outcome at least once per cycle. However, assessing more often is strongly recommended as it increases the quality of assessment. Departments may choose to collect and analyze assessment data for each outcome several times per assessment cycle. The appropriate frequency of this process should be determined by each department themselves.

Example from Presence:

Undergraduate students will be able to identify courses for their schedule to meet program requirements after meeting with an academic advisor at least once.

Metric	Yes	No	Outcome
Specific	The outcome clearly and concisely describes the goal	The outcome does not clearly and concisely describe the goal	Sure, answers all five questions directly.
Measurable	Evidence can be collected and analyzed to clearly indicate outcome attainment (success or failure, AND Why)	Evidence cannot be collected and analyzed to indicate outcome attainment (success or failure, AND Why)	Sure, allow students to draft their own course plan and assess their ability to properly identify
Achievable/Ambitious	The outcome is both realistic and challenging	The outcome is either not realistic or not challenging	Debatable, "identify" is not a very high level of understanding. Possible achievable but not ambitious.
Relevant	The outcome is closely connected to student and institutional needs	The outcome not connected to student and institutional needs	Sure, assuming students identifying their own courses aligns with needs
Timely	Outcome data can be fully collected and analyzed within the defined cycle*	Outcome data cannot be fully collected and analyzed within the defined cycle*	Sure, although student meetings towards the end of the cycle may not make it in the dataset. A cutoff date would be helpful.

Updated Outcome:

Undergraduate students will be able to **design** their course schedule to meet program requirements after meeting with an academic advisor at least once.

Enrollment Services Assessment Workshop 1-18-2022

What is the overall purpose and objective of Enrollment Services at Noro College?

- Application to the college or FA
- Registration to courses
- Making the student feel connected to the college
- College enrollment and degree completion
- To assist students with the enrollment process at Norco College
- Retention
- Assist students through the process, to help break down any barriers that might stop them in the process
- Upward Bound specifically, providing guidance and support to get our students to be eligible to enroll at any college or university, assist with college application completion, how to seek out application waivers, assistance with financial aid application
- maintain records
- encourage students
- Increase the percentage of graduates from local high schools who enroll at Norco, but also retain and support current enrolled students.
- Norco College assist all veterans, active duty military members, and VA dependents with varying educational goals to begin or continue their education.

Overall Themes

Assist students to enter and stay on the path by:

- Assisting students with the enrollment and financial aid process including support to accessibility to college, registration and applications, need to provide access through multiple modes of communication.
- Connected to the college, encourage students, personal connection to the students in creating an environment of trust and value

Draft PLOs

1. The general student population will broaden educational knowledge on how to navigate the enrollment services processes as a result of interactions through multiple modes of communication.
2. The general student population will build connections and trust to the college as a result of student contacts and collaboration with enrollment services.

Advising and Counseling Assessment Workshop 1-20-2022

What is the overall purpose and objective of Advising and Counseling at Norco College?

- To help students to clarify their reasons for attending college.
- To assist with defining a clear pathway that leads to whatever the objective and goal the student establishes.
- To provide resources, knowledge and advice that help the student's pathway to be clear and aid in removing in any obstacles.
- The purpose of Advising and Counseling is to ensure that all students understand relevant college procedures and policies, can discuss personal and academic issues with those trained to navigate complicating factors, and that every student has a truly comprehensive plan that leads to the completion of their academic goal, prepares them to enter their future career field, and addresses how they will finance their journey.

  However, concerning assessment, I would say that some of the key things to measure that would identify if the services are "high quality" would be:

  - Accurate and Complete - the information provided is accurate, addresses the reason for the appointment, and covers any important factors related to the meeting topic
  - Friendly / Welcoming - the tone of the appointment makes the student feel welcomed and supported, even when the topic is related to negative issues.
  - Timely / Accessible - students can get an appointment when they need it and in their preferred format (i.e. - in-person, online,)

Overall Themes

- Individualism, personalized care and attention (empathetic approach) by dispensing accurate and impactful information (Having an impact?)
- Clarifying and defining the students career and education pathways through self-development (skills and a career)
- Connecting students to resources, navigate the system

Draft PLOs

1. Students who access advising and counseling services (as dictated by student needs and/or at least once each year) will have a clear understanding of their educational and career pathway so that they can demonstrate an application of knowledge.
2. Students who access advising and counseling services will be able to apply information towards their educational and career pathways