"Assessment, in essence, takes our natural curiosity about our work's effectiveness and puts it in a systematic framework, where we explicitly articulate what we hope a student participating in a program will take away from the experience" (Bresciani, 2011)

Student Service/Academic Support Outcomes: A New Perspective

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How do Service and Support Areas interact with students?

Student Service Scenarios

Service and Support Units conduct business with students in two ways:

- Providing a tangible.
- Increasing the likelihood of a student doing something.

ACCJC Standards Guiding Service-Area Assessment

II.C.1. The institution regularly **evaluates the quality of student support services** and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, **support student learning**, and enhance accomplishment of the mission of the institution.

II.C.2. The institution **identifies and assesses learning support outcomes** for its student population and **provides appropriate student support services** and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

If we can't use Bloom's taxonomy, what do we use?

Anderson and Krathwohl (2001) explain that their revision of Bloom's taxonomy focuses on the cognitive domain.

Service is in the affective domain.

Providing a tangible	Increasing the likelihood
Awards	Adapts, improves
Calibrates	Advances, fosters
Checks	Coaches, mentors, trains
Contributes	Consults, counsels, recommends
Delivers, issues	Encourages, motivates
Disseminates, publicizes	Facilitates
Documents	Innovates
Ensures	Investigates
Follows-up	Organizes
Investigates	Strengthens
Monitors	Supplements, Supports
Produces	

What data can SAOs/ASOs use?

Qualitative data will work the best!

Data from the research office

Who participates?
When do they participate?
How often do they participate?

Saunders and Wohlgemuth (2009) suggest that service and support areas "[maximize] use of existing data in ways that demonstrate the value of student affairs efforts" (p. 23).

Focus on customer service

Cooper (2009) lists several other approaches to assessment for service and support units:

- Surveys and questionnaires
- Interviews
- Focus groups
- Observations
- Document review

Learning Center ASOs & Assessments

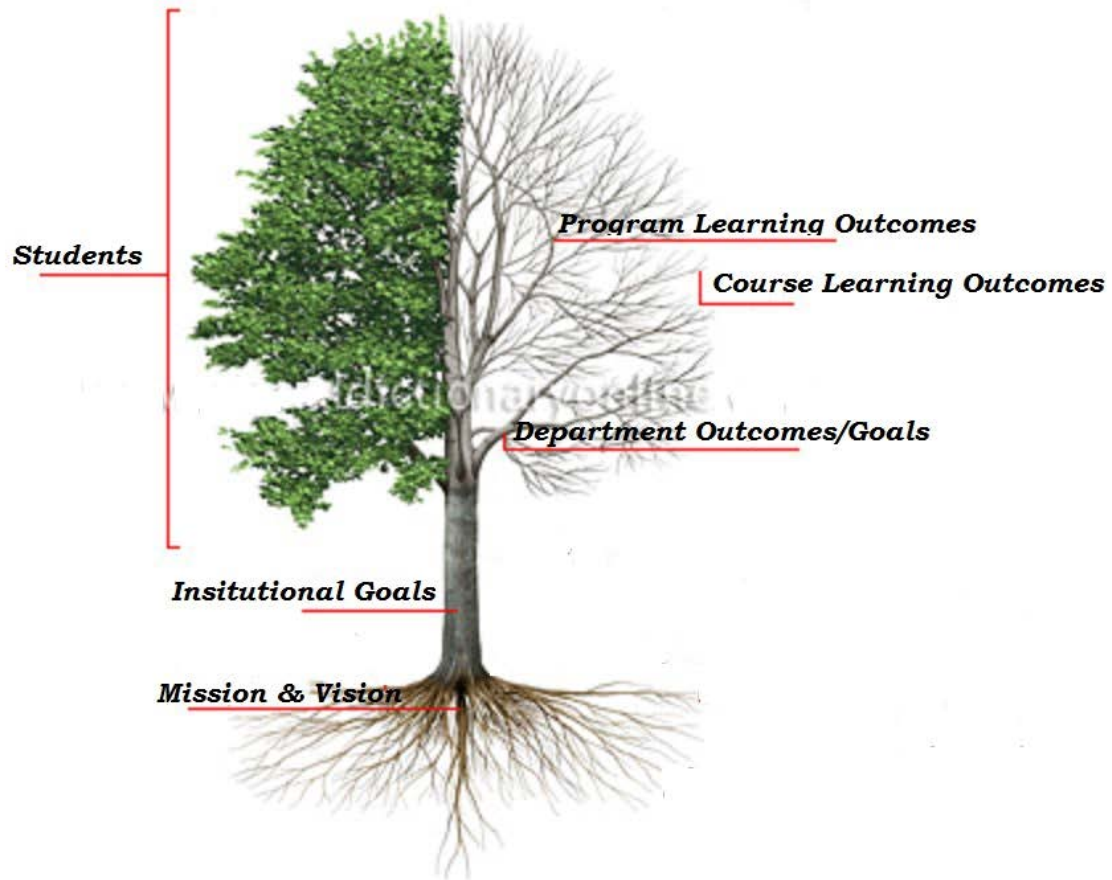The LC delivers outstanding customer services that meets the individual needs of each student.

SWOT analysis throughout semester + Customer Service rubric ratings on survey.

The Learning Center encourages students to be self-directed, independent learners.

Tutor report throughout semester.

Where do SSOs appear on your assessment tree?

What's the assessment hierarchy? Where do you collect data?

Students

Program Learning Outcomes

Course Learning Outcomes

Department Outcomes/Goals

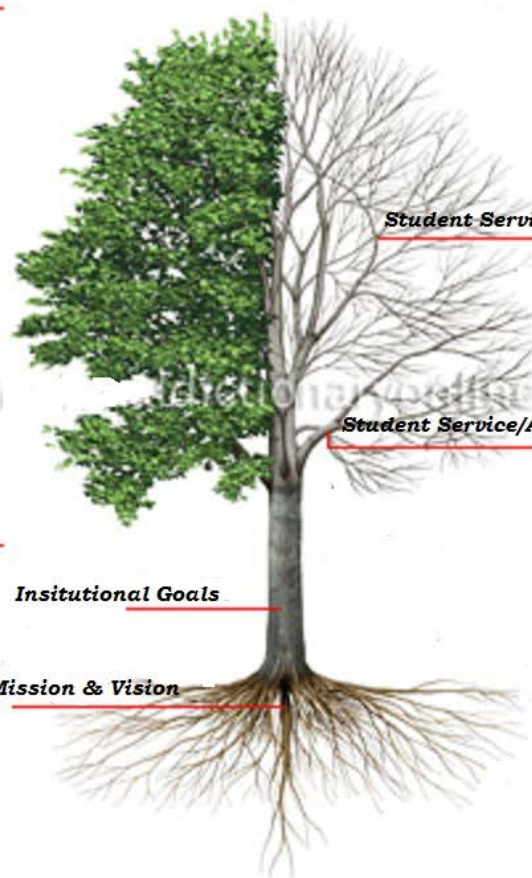Insitutional Goals

Mission & Vision

Students

Student Service/Academic Support Objectives

Student Service/Academic Support Outcomes

Insitutional Goals

Mission & Vision

Q & A

Discussion

Thanks!