

# Yuba College



## Service Area Outcomes & Assessment Handbook

Revised for 2018-19

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# I. Introduction

Assessment is part of our ongoing process to improve student learning and the college services that support student learning at Yuba College. The Service Area Outcomes, or SAOs, represent the agreed upon expectations in our service areas with regards to program quality, customer and student satisfaction, efficiency, and resource stewardship. An SAO is a clear, concise, and measurable statement service areas use to assess how well they are accomplishing their goals. SAO statements describe one aspect of service and the desired impact (goal) of that service on key stakeholders. The aspect of service can focus on a process, client satisfaction, or student learning.

SAOs represent Yuba College's commitment to meeting the diverse educational needs of our community. They are part of the Institutional Student Learning Outcomes (ISLOs) set by the district and are also part of an ongoing cycle that represents our commitment to continuous quality improvement. SAOs, in conjunction with SLOs, allow our students to successfully enter their future roles as transfer students, employees, and citizens of an ever-changing world.

The Service Area Outcomes cycle should be a deeply reflective and inclusive process for departments. Through a better understanding of how students are currently being served, in conjunction with inclusive dialog, departments can reflect on current practice and create new goals and processes, which will ultimately lead to improving the way we serve the needs of our students and community.

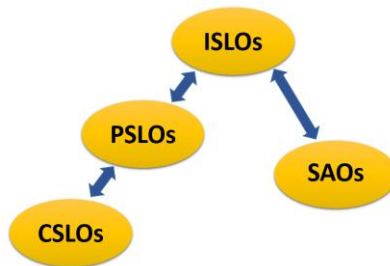
This handbook provides an overview of what Service Area Outcomes are, describes their importance in the assessment process, and provides guidance for their creation and assessment. We hope individuals find the handbook useful and user friendly. If you have additional questions, or would like individual assistance, do not hesitate to contact the Outcomes Committee or the Office of Research, Planning and Student Success.

Sonja Lolland Ed.D  
Vice President of Academic and Student Services

## II. SAOs Defined

### Types of Outcomes at Yuba College

At Yuba College, there are three levels of Outcomes, as depicted in the image below. Institutional Student Learning Outcomes (ISLOs) are at the top linking everything together. The middle level includes the instructional Program Student Learning Outcomes (PSLOs) and Service Area Outcomes (SAOs). Lastly, there are Course Student Learning Outcomes (CSLOs), which map to PSLOs and ISLOs.



**Institutional Student Learning Outcomes (ISLOs)** - A broad set of eight outcomes that the college hopes students will achieve while they complete their educational goals within the Yuba Community College District. ISLOs include:

1. Communication - Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
2. Computation - Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
3. Critical Thinking - Analyze data/information in addressing and evaluating problems and issues in making decisions.
4. Global Awareness - Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
5. Information Competency - Conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
6. Personal and Social Responsibility - Interact with others by demonstrating respect for opinions, feelings, and values.
7. Scientific Awareness - Understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
8. Technological Awareness - Select and use appropriate technological tools for personal, academic, and career tasks.

**Program Student Learning Outcomes (PSLOs)** - PSLOs represent what the students should learn and/or be able to do upon finishing an academic program. Program Student Learning Outcomes (PSLOs) are an important part of a regular process designed to foster continuous quality improvement in all academic programs.

**Course Student Learning Outcomes (CSLOs)** - CSLOs represent what the students should learn and/or be able to do upon finishing an academic course. They are an important part of a regular process designed to foster continuous quality improvement in all academic courses.

**Service Area Outcomes (SAOs)** - An SAO is a clear, concise, and measurable statement service areas use to assess how well they are accomplishing their goals. SAO statements describe one aspect of service and the desired impact (goal) of that service on key stakeholders. The aspect of service can focus on a process, client satisfaction, or student learning.

What are SAOs?

For service areas, outcomes are called Service Area Outcomes (SAOs). Service areas use SAO statements to assess how well they are accomplishing their goals. An SAO is written as a **clear, concise, measurable** and **user-centered** statement that describes an aspect of what a service area provides and the impact of that service on key stakeholders. SAOs are written in a way that will allow the department to assess and improve the processes they use and/or the services that they provide.

Good SAOs will also align with the College’s mission, core principles, and objectives so that key processes meet the needs and expectations of our students, faculty, community members, and other stakeholders. Stakeholders can be anyone directly or indirectly receiving or benefiting from a service, including

- students
- faculty
- staff
- co-workers
- separate departments
- employers
- community members

<b>TracDat SAO Units</b>
1. YC - Admissions and Records SAOs
2. YC - Beale AFB Outreach Facility SAOs
3. YC - CalWORKs SAOs
4. YC - Campus Life SAOs
5. YC - Career & Transfer Center SAOs
6. YC - Child Development Center SAOs
7. YC - College Success Center SAOs
8. YC - Counseling Department SAOs
9. YC - DSP&S SAOs
10. YC - EOPS-CARE SAOs
11. YC - Financial Aid SAOs
12. YC - Library SAOs
13. YC - MESA SAOs
14. YC - Public Events SAOs
15. YC - Sutter Center SAOs
16. YC - Testing and Assessment SAOs
17. YC - Upward Bound SAOs
18. YC - Veterans Affairs SAOs
19. YC - Writing Language Development Center SAOs

Service areas at Yuba College include all of the units in TracDat seen in the table above. Each of these units are required to participate in the SAO assessment cycle and **maintain a minimum of three active SAOs**. The Outcomes Committee prefers that each service area has three active SAOs and recommends that service area units have no more than five active SAOs.

Service areas typically have SAOs that address:

- **A process:** focuses on a particular service being provided efficiently, reliably, accurately, and/or equitably.
- **Client satisfaction:** focuses on assessing the level of satisfaction with a particular service or process and asks, “Are clients satisfied with a specific service that my department provides?”
- **Student learning:** focuses on what a student or client is able to know, do, or feel at the successful completion of a specific program, activity, or process. This kind of SAO would be most appropriate for departments that have sustained contact with students over a longer period. If your department is interested in creating SAOs that focus on student learning, please review the CSLO Handbook or contact the Outcomes Committee for more information.

### Examples of Process SAOs:

- Verification packets submitted by students to the Financial Aid Department will be processed within 30 days to ensure timely financial aid disbursements.
- Students will utilize national student clearinghouse tool to request transcripts to decrease processing time and receive transcripts documents.

### Examples of Client Satisfaction SAOs:

- Students will report that the supplemental online learning activities they used in the Hard Math Cafe contributed to their learning of math concepts.
- Veteran students who meet with the Certifying Official will report satisfaction with the level of information they receive concerning their benefits.
- Students will report high levels of satisfaction with the pre-test study materials offered by the Testing and Assessment office.

### Examples of Student Learning SAOs

- Students who receive regularly scheduled CSC tutorial services (attend a minimum of six scheduled tutoring sessions) will demonstrate knowledge of at least four (4) study skills, that are appropriate for college-level courses, to assist them in succeeding in subsequent course work.
- Students who attend all required EOP&S meetings will be able to list and explain at least four, free support services available to them at Yuba College.

If your department is interested in creating SAOs that focus on student learning, please review the CSLO Handbook or contact the Outcomes Committee for more information.

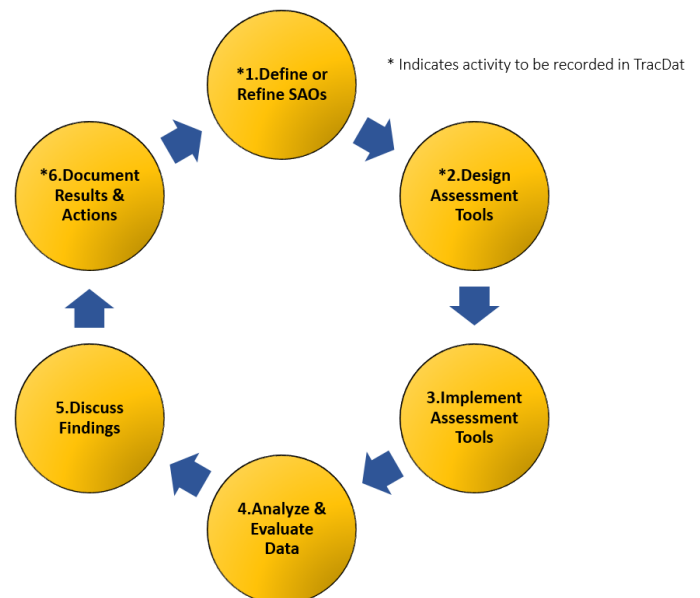
### Benefits of SAOs

Effectively written and assessed SAOs can help a department continuously improve and will ultimately benefit everyone connected to the department. The SAO cycle develops a common sense of purpose and articulates the most important aspects of a program by identifying specific functions or goals the area would like to emphasize or target, outlining a method to assess progress, documenting any improvements made, and developing an action plan for continuous improvement.

### The SAO Cycle

The SAO cycle is made up of six key steps, as illustrated by the graphic to the right. This six-stage process is intended to encourage and support a cycle of continuous improvement, intention, and reflection within the service areas.

**\*Step 1: Define/Refine SAOs based on input from stakeholders.** This is the initial step where departments create **clear, concise** and **measurable** SAOs. Many service areas will develop SAOs that focus on a **process, client satisfaction, or student learning**. The goal is for departments to maintain two or three active SAOs. If the department has already developed SAOs, this is the step where departments review what they have and determine if they wish to



retain, adjust, or replace their active SAOs. The Outcomes Committee recommends not having more than five active SAOs. It is critical that the **SAOs developed in this step are recorded in TracDat and mapped to the appropriate ISLO**. Refer to “Creating SLOs” below for more information on developing SAOs.

**\*Step 2: Design/Refine assessment tools, criteria, and standards directly linked to each SAO.** Once a department has determined their SAOs, a unique assessment method must be designed. The goal of a good assessment method is to accurately collect evidence/results that will assist a department in assessing if they are meeting the objective expressed by their SAO. This is also the step where an existing assessment method is evaluated. If you find that your existing assessment method is not collecting relevant results, adjust the method or develop a completely new assessment method. When designing an assessment method, it is important to determine what the criteria for “success” will be. The criteria for success clearly defines what the department considers to be an effective or positive outcome for the assessment method. The standards are linked to the criteria and define what standard will determine if the assessment results **Meet, Exceed** or are **Below Expectations**. Information about each **SAO assessment method, criteria, and standards must be recorded in TracDat**. Refer to section “III Assessment” of this handbook for more information on developing SAO assessment methods.

**Step 3: Implement assessment tools to gather evidence/results (data).** Once a department has recorded their SAOs, assessment methods, criteria for success, and the standards by which to determine if assessment results Meet, Exceed, or are Below Expectations in TracDat, they are ready to start collecting data. Departments are free to set their own assessment schedules; however, it is important that departments strive to collect information from a large enough sample to ensure results that will accurately represent how the department is doing with regard to their SAO. In many cases, the length of time a department needs to collect data from a given assessment method will largely depend on the assessment method itself. For example, a survey may require a whole semester to collect enough responses, while a transcript analysis may take a few days or weeks. Choosing an effective assessment method will provide valid and reliable results, while also effectively integrating tasks that are already required for the department.

**Step 4: Analyze and evaluate the collected data.** Once all of the data has been collected for a given SAO assessment method, it is important to evaluate and analyze the results. The Outcomes Committee suggests that a supervisor or other designated person within the department summarize the findings. This process can include tabulating the results and creating graphs or tables. If your department has assessed a particular SAO previously, comparisons can be made to assess variation and improvements. At the very minimum, departments are required to record how many individuals were assessed and how many of those individuals met the criteria to “Meet” or “Exceed” expectations. A summary of these results should be recorded in TracDat at least once a year, by the third week of September, for the previous academic year. This information will also be made available to all stakeholders participating in the Closing-the-Loop meeting.

**Step 5: Discuss findings with stakeholders via Closing-the-Loop Meeting and Share Out.** Once the SAO results have been tabulated and summarized, present the findings at a department or service area Closing-the-Loop meeting where they can be discussed in greater detail. **This discussion is the most important step that occurs during the assessment cycle because it provides meaning and context to the results.** The goal of this meeting is to develop a *Plan of Action* that aims to improve the services your departments provide. The Outcomes Committee recommends conducting the Closing-the-Loop meeting on a yearly or semester basis as assessment results become available. Service areas are also encouraged to participate in the Annual Closing-the-Loop Share-Out meeting scheduled on the third Friday of October.

Refer to section IV of this handbook for more information on conducting a Closing-the-Loop meeting and the Annual Share-Out meeting.

**Step 6: Document results and make a plan to improve.** The summary of the assessment results created during Step 4 must be recorded in TracDat. Make sure to indicate whether the assessment results **Meet**, **Exceed**, or are **Below Expectations**. Also, in TracDat, note the *Plans of Action* and *Follow-Up* outlined in the Closing-the-Loop meeting and Annual Share-Out meetings, described in Step 5.

### Creating SAOs

It is important that staff and faculty avoid creating SAOs in isolation and, instead, include as many stakeholders in the SAO development process as possible. If a department is staffed by a single individual, consider inviting other persons who have first-hand knowledge of the services that are provided. Consider including colleagues from related areas or students who have worked for, or received services, from your department or program.

When creating your SAOs, try to use action verbs that can result in outcomes that can be observed and measured. Avoid verbs that are unclear and call for internal behavior that cannot be measured, such as “appreciate, aware of, familiar with, understand...” Appendix D contains a list of action verbs that have been categorized by the eight ISLOs.

**Remember that SAOs are intended to be user-centered statements** that describe one aspect of service and the desired impact (goal) of that service on key stakeholders. The aspect of service can focus on a process, client satisfaction, or student learning. **The focus is on what others will be able to know, do, or**

#### **Questions to Consider When Creating your SAOs:**

- Can this SAO be measured?
- Does this SAO focus on a process, customer satisfaction, or student learning?
- Will this SAO contribute to the improvement of my program department, or service?
- What is the goal for having this SAO? What improvement do you hope it will initiate?

**feel as a result of the service or how they will benefit from the service provided.**

You may find it easier to write SAOs by following this simple pattern:

**Users (of the services) will (do something) to (do something else)**

**Example:**

**Staff will have access to the technology and services to support their work related tasks.**

Following this pattern to develop SAOs is only a *suggestion*. You may find that your department writes SAOs differently than the suggestion above and that is okay! The important thing to remember is that the focus remains on the end user and how they will benefit from the service(s) being provided. See Appendix C for directions on how to conduct a brainstorm activity that can assist your department in creating meaningful and authentic SAOs.



### III. Assessment

#### What is Assessment?

Assessment is the process we use to measure our SAOs, which helps us figure out how to improve the experiences of our students, clients, and stakeholders through meaningful inquiry. The **assessment results will never be used punitively against any department or individual**—instead results are used to help improve student services, learning, and success. At Yuba College, we are committed to an assessment process that provides departments as much freedom as possible. This is why the selection of an appropriate assessment method is left to the professional expertise of the staff members that provide these services every day.

We know that assessment must be an integral part of any successful educational institution. A well-planned and executed assessment process will help the college accomplish its mission, core principles, or college objectives.

#### **Yuba College Mission Statement:**

*Yuba College prepares a diverse student population to excel in a rapidly changing, interdependent world. Our quality programs and student services empower students to achieve their educational and life goals by providing counseling, transfer preparation, associate and transfer degrees, certificates, career and workforce training, basic skills instruction, and opportunities for lifelong learning. We respond to the diverse educational, cultural, and economic needs of our community by promoting individual potential through effective teaching and learning in an inclusive environment.*

#### **Core Principles:**

*Student Success*

*Excellence in Teaching and Learning*

*Workplace and Classroom Equity*

*Inclusion and Diversity*

*Campus Life*

*Integrity*

*Personal and Social Responsibility*

*Collegiality and Collaboration*

*Open, Respectful Dialogue*

*Data-informed Decision Making*

*Innovation*

*Community Partnerships*

#### **Yuba College Objectives:**

- OBJECTIVE 1.1-Connection
  - 2017-2018: By June 30, 2018, increase the number of new student enrollments by 2%.
  - 2018-2019: By June 30, 2019, increase the number of new student enrollments by 2%.
  - 2019-2020: By June 30, 2020 increase the number of new student enrollments by 2%.
- OBJECTIVE 1.2-Entry
  - 2017-2018: By June 30, 2018, increase the rate of students completing transfer-level math and English coursework in two years by 2%.
  - 2018-2019: By June 30, 2019, increase the rate of students completing transfer-level math and English coursework in two years by 3%.
  - 2019-2020: By June 30, 2020, increase the rate of students completing transfer-level math and English coursework in two years by 3%.
- OBJECTIVE 1.3-Progress
  - 2017-2018: By June 30, 2018, increase the rate of students persisting from term to term by 3%.
  - 2018-2019: By June 30, 2019, increase the rate of students persisting from term to term by 3%.

- 2019-2020: By June 30, 2020, increase the rate of students persisting from term to term 3%.
- OBJECTIVE 1.4-Completion
  - 2017-2018: By June 30, 2018, increase the rate of students completing certificates, degrees, and are transfer ready by 5%.
  - 2018-2019: By June 30, 2019, increase the rate of students completing certificates, degrees, and are transfer ready by 5%.
  - 2019-2020: By June 30, 2020 increase the rate of students completing certificates, degrees and are transfer ready by 5%.
- OBJECTIVE 2.1-Finalize implementation of resource allocation model.
- OBJECTIVE 2.2-Integrate authentic SLO/SAO assessment data into the planning processes.
- OBJECTIVE 2.3-Build capacity for data infrastructure.
- OBJECTIVE 3.1-By 2020, improve communication and collaboration across the campus and centers as measured by campus survey data.
- OBJECTIVE 5.1-By 2020, collaborate with local industry, government organizations, and other educational institutions to explore non-credit pathways aligned with YC credit programs.

### Who is Responsible for Assessment?

Because assessments have the potential to benefit everyone and can contribute to sustainable and continuous quality improvement, it is the responsibility of everyone within the institution to contribute to SAO and SLO assessment. Student service departments are responsible for completing the entire SAO cycle on a semester or yearly basis. Departments are responsible for developing and assessing meaningful SAOs and using assessment results to spark meaningful dialog so each department can continuously improve the services it provides.

Student services departments regularly perform the following tasks:

- Verify and maintain current, authentic, and meaningful SAOs, that include a valid assessment method, in TracDat.
- Follow the assessment schedule developed by the department and recorded in TracDat.
- Record the results of assessments and any related actions or follow up that are discussed during the annual or twice-yearly Closing-the-Loop discussions in TracDat.
- Attend department meetings to discuss ways to improve student services, including student learning and campus experiences.
- Actively participate in department or service area meetings to suggest improvements or modifications to existing SAOs, assessment methods, and/ or strategies related to improving services.

The following chart illustrates the distribution of SLO and SAO responsibilities across different areas at Yuba College.

	Academic Faculty	Student Service Area Staff	Service Area Managers	SLO Committee	President & Vice President	Researcher	Deans & Directors	Academic Senate	College Council	Curriculum Committee
Oversee College SLO/SAO Process				X	X		X	X	X	
Develop & Assess CSLOs	X						X			
Develop & Assess PSLOs	X						X			
Develop & Assess SAOs		X	X				X			
Develop & Assess ISLOs				X	X	X			X	
Analyze Assessment Results	X	X	X	X	X	X	X			
Use Assessment Results to Improve	X	X	X	X	X	X	X		X	
Ensure CSLOs are Included in Course Outlines	X						X			X
Ensure CSLOs are Included in Course Syllabi	X						X			
Ensure SLOs/SAOs, Assessment Methods, Results & Actions are Recorded in TracDat	X	X	X	X	X		X	X		
Ensure SLOs/SAOs are Included in College Catalog & Website				X	X		X			
Ensure SLOs/SAOs are Incorporated into Program Review	X	X	X				X			
Ensure College Practices Support & Improve SLOs/SAOs					X				X	
Manage Assessment Data	X	X	X	X	X	X	X			

### Accreditation Standards

The Accrediting Commission for Community and Junior Colleges (ACCJC) requires assessment as a part of the accreditation process. The following sections of the ACCJC accreditation standards directly address student service areas and departments.

#### *Standard II: Student Learning Programs and Services*

"The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness (ACCJC, 2014, p.5).

#### *Standard II, B3: Library and Learning Support Services*

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement (ACCJC, 2014, p.7).

#### *Standard II, C2: Student Support Services*

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 (ACCJC, 2014, p.8).

## Scheduling SAO Assessments

A well-organized assessment schedule will help departments and service areas stay abreast of the assessment cycle and ensure compliance to the ACCJC standard that all active SAOs be regularly assessed in a timely manner. Departments are free to set their own assessment schedule; however, ***the goal is to cycle through all of the active SAOs at least once between Program Reviews.*** Service Areas are expected to post assessment results at least once a year by the third week of September and participate in the Annual Closing-the-Loop Share-Out meeting scheduled on the third Friday in October. In order to be prepared for the Annual Share-Out meeting, service areas must have assessed at least one SAO the previous year and held their own Closing-the-Loop meeting to develop a *Plan of Action*. Refer to Appendix F for the Program Review Cycle.

***Establishing an assessment schedule for each SAO is required and planning the department's assessment schedule must be a group effort*** so that everyone involved in the work has an opportunity to provide input into the process. Departments are not required to assess all of their active SAOs every semester or academic year. For example, the Outcomes Committee is currently on a four-year cycle to assess the College's eight ISLOs. The Outcomes Committee assesses two ISLOs every year and publishes their findings on the SLO website. Departments are encouraged to assess at least one SAO every year, but departments may choose to assess more than one SAO in a given year or to assess one or more SAOs each semester. Once an assessment schedule is determined, it is important that the department record each SAO's assessment schedule in TracDat and stick to it.

## Types of Assessments and Data

### **Direct Vs. Indirect Assessments Methods**

Direct assessments provide evidence of student knowledge or skills that actually measure student learning, not perceptions of learning or secondary evidence of learning, such as degree or certificate completion. Direct assessments require standards to gauge the performance. Examples of direct assessments are: pre and post-tests, responses to knowledge demonstrating questions, standardized exams, and portfolio evaluations.

Indirect assessments measure student performance by assessing opinions or thoughts about the students' knowledge, skills, attitudes, learning experiences, or perceptions. Examples of indirect measures are: focus groups, student surveys, alumni surveys, and employer surveys.

### **Quantitative Vs. Qualitative Data**

Quantitative data are numerical or statistical values. This type of data uses numbers such as counts, scores, rates, or percentages to express quantities of a variable. Quantitative data is easy to store and manage while providing a wide breadth of information. Quantitative data can be generalized and reproduced, but it must be carefully constructed to be valid. Quantitative data can be created from Qualitative data, such as opinions, by using Likert scaled responses which assign a numerical value to each response (e.g., 5 = strongly agree to 1 = strongly disagree).

Qualitative data is descriptive information, such as narratives or interviews. This type of data is often collected using open-ended questions, feedback surveys, or summary reports. Qualitative data provides depth and insight. This type of data can be time and labor intensive as well as difficult to compare, reproduce, and generalize. Nonetheless, qualitative data can often pinpoint areas for interventions and potential solutions which may not be evident in quantitative data.

## Possible Assessment Methods

Creating an appropriate assessment method for each SAO can be a challenge. Remember that the Outcomes Committee and Office of Research, Planning and Student Success are here to help. The assessment method your department chooses to implement will vary depending on the SAO being measured. Ten examples of possible assessment methods are described in this handbook. This list does not represent all possible assessment methods; service areas are free to create an assessment method that works best with the SAOs that were developed for their department. The Outcomes Committee encourages service areas to align an assessment method to a process that is currently performed to limit the amount of additional work necessary to comply with the SAO assessment requirements. The Outcomes Committee suggests brainstorming as a department to inventory what tasks your office currently performs for auditing, or state and federal reporting requirements; many of these activities may be adapted to assess an SAO with minimal alteration.

### **Ultimately, Your Assessment Method Should Collect Data That:**

- Will be consistent and reliable.
- Will be useful in assessing your SAO.
- Will have a high level of compliance (for example: will participants fill out the questionnaires carefully?).
- Will provide enough information, either by itself or in conjunction with other data elements, to allow the departments to make decisions about the program and its participants.
- Respect FERPA confidentiality and privacy of the participants.

#### **Method: Assessing the Number and Types of Complaints**

**Category:** Indirect

**Description:** This method can help departments identify areas for improvement or attention. Complaints, especially written complaints, can be categorized into topic/subject areas or themes and prioritized. Assessing department complaints in a non-defensive way can lead to process or procedural improvements. Re-occurring complaints signal the need for a wider discussion with the department to identify ways to improve the process or policy.

#### **Method: Content Analysis**

**Category:** Indirect

**Description:** A process of categorizing the contents of written documents, beginning with identifying the unit of observation, such as a word, phrase, or concept, and then creating meaningful categories to which each item can be assigned. For example, a student's statement that "I learned that I could be comfortable with someone from another culture" could be assigned to the category of "Positive Statements about Diversity." The number of incidents that this type of response occurred can then be quantified and compared with neutral or negative responses addressing the same category.

#### **Method: Cost Effectiveness Study**

**Category:** Indirect

**Description:** Evaluates the program or service being offered as compared with the cost of providing the service. The simplest way to assess this is to divide the number of students served by the overall cost of the service.

**Method: Entrance/Exit Interviews****Category:** Direct**Description:** Interviews are conducted with students when they enter the program and when they leave (graduation or early departure). Data obtained can identify or explore the strengths and weaknesses of a program and assess relevant concepts, theories, or skills related to the program's success.**Method: Exit Exam/Comprehensive Test****Category:** Direct**Description:** A comprehensive exam given near the end of the student's academic career (usually during the final semester prior to graduation). The exam is generally given to determine a student's acquisition and application of a particular type or form of knowledge or skill, as well as the ability to integrate knowledge from various disciplines. The exam can be written, oral, or a combination of both.**Method: Focus Groups****Category:** Direct**Description:** A series of carefully planned discussions among homogeneous groups of 6-10 participants. Using a single moderator, participants are asked a series of carefully constructed, open-ended questions about their beliefs, attitudes, and/or experiences. The resulting discussion is free-flowing. Ideally, participant comments will stimulate and influence the thinking and sharing of others. Some people even find themselves changing their thoughts and opinions during the group.

Focus group interviews can last anywhere from 45 to 90+ minutes. The sessions are typically recorded and later transcribed for analysis. The data is studied for major issues and re-occurring themes, along with representative comments. Ask the Office of Research, Planning and Student Success for assistance in planning focus groups.

**Method: Observations****Category:** Direct**Description:** Observations of any social phenomenon, such as student interactions with each other, student participation in a program activity, or interactions with department staff. Observations should be focused on specific program objectives or processes/procedures. Observations can be recorded as a narrative or in a highly structured format, like a checklist. The observer should strive to be unobtrusive and unknown to those being observed to capture authentic information/data.**Method: Program Participation Interviews****Category:** Direct**Description:** Interviews held with an individual or small group of people who participated or are participating in the program. The interviews can be conducted in person or on the phone. The length of an interview can vary from 20 minutes to over an hour. When employing this technique, interviewers will need to be trained to follow agreed-upon procedures (protocols) and follow a list of predetermined questions.**Method: Program Participation/Usage Numbers****Category:** Indirect**Description:** Actively track participation in programs or services. This method is also good for program growth comparisons and assessing participation variation across different dates/terms. You can use this method to link usage to student demographics as well. Examples of measurable demographics are

majors, GPA, household income levels. To make this data more dynamic, try linking it to student equity categories like age, gender, and ethnicity.

**Method: Satisfaction Survey**

**Category:** Indirect

**Description:** One of the most common types of assessment tools for SAOs and SLOs. Surveys commonly use open-ended and closed-ended questions. Closed-ended questions require respondents to answer the question from a provided list of responses. Typically, the list uses a progressive scale ranging from low to high, or strongly agree to strongly disagree. Office 365 Forms and Survey Monkey may be used to create your survey. Ask the Office of Research, Planning and Student Success for assistance in developing and administering surveys.

Three Parts to Assessment Methods

In addition to an assessment method, it is important that departments set criteria and standards so they can analyze results. The criteria for success clearly defines what the department considers to be an effective, or positive, outcome for the assessment method. The standards (usually expressed as a percentage or fraction) are linked to the criteria and define what standard will determine if SAO results **Meet, Exceed, or are Below Expectations**. This relationship between an assessment method’s criteria and standard is illustrated in the following table.

Three Parts to Assessment Methods		
Element	Definition	Example
<b>Assessment Method</b>	The instrument developed to collect data about the effectiveness of an SAO.	A customer satisfaction survey asks respondents to rate their level of satisfaction with a particular service on a scale of 1-5.
<b>Criteria</b>	Establishes the criteria that will be used to determine if an individual response is considered a “success.”	The department agrees that only a score of 4 or 5 will be considered a “success.”
<b>Standard</b>	Establishes the minimum that must be met to consider the aggregate results of the assessment method as meeting expectations.	In order for the aggregate assessment results to <b>Meet Expectations</b> , the department agrees 80% of all the survey responses to that question need to be a 4 or 5.

**IV. Mapping**

What is the purpose of Mapping?

Mapping is an essential part of establishing the connections between SAOs and Institutional SLOs (ISLOs). Making these connections ensures that the SAOs created by the service departments are aligned with the college’s mission, core principle, and objectives as represented by the ISLOs. Intentional mapping also assists the Outcomes Committee when they assess ISLOs by providing clear pathways to SAOs that the Outcomes Committee can aggregate into related results.

In order to complete the mapping requirement, departments must connect each active SAO to at least one ISLO in TracDat.

## V. Closing-the-Loop and Annual Share-Out

### Closing-the-Loop Meeting

Closing-the-Loop refers to the reflective discussion that occurs when reviewing the SAO assessment results with the whole department or service area. The process of Closing-the-Loop is arguably the most important step in the continuous assessment cycle, as it provides meaning and allows for the development of a *Plan of Action* that aims to improve the services the department provides. The Outcomes Committee suggests that the Closing-the-Loop meeting include dialog answering the questions in the box below. Departments will summarize the results from this discussion and post them in TracDat as the *Plan of Action* and *Follow-Up*.

#### **Closing-the-Loop Discussion Questions**

- What were we trying to accomplish with the SAOs we assessed?
- Do we think the assessment method used to gather the results was valid? Do the results make sense?
- Based on the assessment results, how well did we do?
- Based on the assessment results, did we make progress in improving what we wanted to improve upon?
  - If improvement was made, how can it be scaled up and built upon?
  - If improvement was minimal or no improvement was made, what other strategies could we try to see improvement?
- Based on the assessment results, what decisions or actions will your department take regarding the program, policies, or services being provided?
- Should the SAO(s) be assessed again with the same method, a different method; or should a new SAO be developed?

Taking the time to discuss these and other areas related to SAO results, and SAOs in general, will help the department truly reflect on their efforts, find focus, and ingrain a culture of continuous improvement, sharing, and collaboration.

### Who Should be at the Closing-the-Loop Meeting?

The Outcomes Committee recommends conducting a Closing-the-Loop meeting as results become available on a yearly or semester basis. Service areas may want to consider including managers/supervisors, faculty members involved with the department/program, classified staff connected to the department/program, students that work for the department or receive services, and members of advisory boards or community partners. Opening up the Closing-the-Loop meeting to a diverse array of people will contribute to a much richer discussion and generate ideas that may not have been suggested without them. The use of assessment results during this process is meant to stimulate dialog and develop strategies that can improve service areas on campus.



### How to Prep for the Closing-the-Loop Meeting?

Service areas are encouraged to develop a Closing-the-Loop handout to help facilitate discussion during the meeting. Be sure to make the handout available to all stakeholders participating in the Closing-the-Loop meeting. The handout should contain the following information:

- The SAO assessed
- Assessment method used
- The criteria and standard used to define success
- A summary of the results: include tabulation of the results, graphs or tables to help emphasize key results and make the information more digestible.
- Consider providing comparisons to previous years or baseline data.

Try to avoid including conclusions or intervention suggestions in this summary to allow for a natural flow of ideas to occur during the meeting with stakeholders. Please see Appendix E for examples of the Closing-the-Loop handout.

### Annual Closing-the-Loop Share-Out

Each year the Dean of Student Services and the Office of Research, Planning and Student Success facilitate the Annual Closing-the-Loop Share-Out. This meeting is **scheduled on the third Friday of October**. This annual meeting provides an important opportunity for all Yuba College service areas to share their SAO results, the strategies they developed to improve services, and identify ways to support one another by discussing their SAO results and Plans of Action from the previous year's assessments.

In preparation for the meeting, service areas are encouraged to create handouts or PowerPoint presentations that are similar to the Closing-the-Loop handouts but include a summary of the *Plans of Action* that were developed from the departments Closing-the-Loop meeting.

## VI. Appendix A: SAO Glossary

### **Accountability**

The obligation placed on an educational institute by public officials, employers, and taxpayers for school officials to prove that money invested in education has led to measurable learning.

### **Accreditation**

Official recognition that an institution meets required standards. Yuba City College is accredited by the Accrediting Commission for Community and Junior Colleges, western Association of Schools and Colleges.

### **Assessment**

A systematic and ongoing effort to collect, analyze, and interpret evidence that describes institutional, departmental, divisional, or program effectiveness, ultimately to improve student learning and development.

### **Authentic Assessment**

Authentic assessment simulates a real world experience by evaluating the student's ability to apply critical thinking and knowledge or to perform tasks that may approximate those found in the work place or other venues outside of the classroom setting.

### **Benchmark**

Student performance standards (the level(s) of student competence in a content area.) An actual measurement of group performance against an established standard at defined points along the path toward the standard. Subsequent measurements of group performance use the benchmarks to measure progress toward achievement.

### **Closing-the-Loop**

The term is most commonly used to mean "giving someone the last piece of information that they needed in order to completely understand something." Usually, they would have been waiting for this information from you, because you had already given them some incomplete information, and they were expecting you to give them the last remaining pieces of information needed to make their knowledge of the subject complete.

### **Cohort**

A group whose progress is followed by means of measurements at different points in time.

### **Concept**

An abstract, general notion -- a heading that characterizes a set of behaviors and beliefs.

### **Criteria/Standards**

Performance descriptors that indicate how well students will meet expectations of what they should be able to think, know or do. They are descriptive benchmarks against which performance is judged. These criteria or standards may be described in varying gradients of success as in rubrics or in grades. Often they are state din terms of percentages, percentiles or other quantitative measures (Nichols, 2000)

**Evaluation**

The making of a judgment about the amount, number, or value of something; assessment

**FERPA**

The Family Educational Rights and Privacy Act. A piece of US legislation that ensures students have some control over the records kept about them by a school. The act is sometimes known as the Buckley Amendment after Senator James L. Buckley from New York.

**Follow Up**

Occurs after a Plan of Action has been implemented. Follow Up provides an opportunity to record the results of the Plan of Action and reflect on how effective the intervention or corrections were.

**Formative Assessment**

Observations which allow one to determine the degree to which students know or are able to do a given learning task, and which identifies the part of the task that the student does not know or is unable to do. Outcomes suggest future steps for teaching and learning.

**Indirect Assessment Methods**

Assessment methods that involve perceptions of learning rather than actual demonstrations of outcome achievement (e.g. alumni surveys, employer surveys, exit interviews).

**Institutional Student Learning Outcomes (ISLOs)**

Are a broad set of eight outcomes that the college hopes students will have achieved while they complete their educational goals within the Yuba Community College District.

**Mapping**

The process indexing or diagraming a curriculum to identify and address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of a course of study and, by extension, its effectiveness (a curriculum, in the sense that the term is typically used by educators, encompasses everything that teachers teach to students in a school or course, including the instructional materials and techniques they use).

**Performance Based Assessment**

Direct, systematic observation and rating of student performance of an educational objective, often an ongoing observation over a period of time, and typically involving the creation of products. The assessment may be a continuing interaction between faculty and student and should ideally be part of the learning process. The assessment should be a real-world performance with relevance to the student and learning community. Assessment of the performance is done using a rubric, or analytic scoring guide to aid in objectivity. Performance-based assessment is a test of the ability to apply knowledge in a real-life setting.

**Plan of Action**

Outlines the next steps a service area will take to build upon SAO assessment results. A Plan of Action is developed during the Closing-the-Loop meeting and is recorded in TracDat.

**Rating Scale**

A set of categories designed to elicit information about a quantitative or a qualitative attribute.

**Rubric**

In general, a rubric is a scoring guide used in subjective assessments. A rubric implies that a rule defining the criteria of an assessment system is followed in evaluation. A rubric can be an explicit description of performance characteristics corresponding to a point on a rating scale. A scoring rubric makes explicit expected qualities of performance on a rating scale or the definition of a single scoring point on a scale.

**Service Area Outcome (SAO)**

An SAO is a clear, concise, and measurable statement service areas use to assess how well they are accomplishing their goals. SAO statements describe one aspect of service and the desired impact (goal) of that service on key stakeholders. The aspect of service can focus on a process, client satisfaction, or student learning.

**Scoring Criteria**

Rules for assigning a score or the dimensions of proficiency in performance used to describe a student's response to a task. May include rating scales, checklists, answer keys, and other scoring tools. In a subjective assessment situation, a rubric.

**Student Learning Outcomes (SLOs)**

The specific observable or measurable results that are expected subsequent to a learning experience. These outcomes may involve knowledge, skills or behaviors that provide evidence that learning has occurred. An SLO refers to an overarching outcome for a course, program, or student services area.

**Stakeholder**

Refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives.

**Summative Assessment**

Assessment conducted after a program has been implemented and completed to make judgments about its quality or worth compared to previously defined standards. (Palomba & Banta, 1999)

**TracDat**

TracDat® is planning and outcomes assessment software that provides a flexible framework which helps institutions organize, align, document, report, and take effective actions for improvement. TracDat adds structure to the full lifecycle of measuring, analyzing, planning, acting, and re-measuring – and it provides clear visibility into progress and achievement.

## VII. Appendix B: SAO & TracDat Checklist

Use the following checklist to ensure that you are completing the necessary steps in the SAO process.

- Create SAOs for your service area. Use action verbs that can result in outcomes that can be observed and measured. Consider doing the SAO Brainstorming Activity with your group.
- Create Assessment Methods for your SAOs (refer to SAO Handbook for types of assessment methods). Design assessment tools and set criteria for success to determine if an SAO Meets, Exceeds, or falls Below Expectations.
- Develop and implement an Assessment Schedule for each SAO.
- Map SAOs to ISLOs
- Record the results of your assessments in TracDat.
- Close-the-Loop by analyzing and discussing assessment results at a department or service area meeting.
- Document action plans and outline any needed changes to improve in TracDat.
- During the next years or semesters Closing-the-Loop discussion, review the action plans developed and assess what progress was made. Add notes from this discussion to the Follow-Up section in TracDat.

The following tasks must be updated/noted in TracDat each year or semester depending on your department's SAO assessment schedule.

- Inactivate any obsolete SAOs (*Never delete obsolete SAOs*)
- Inactivate any obsolete Assessment Methods (*Never delete obsolete Assessment Methods*)
- Add new SAO(s)
- Add new Assessment Method(s)
  - Include the criteria for determining a success
  - Include the standards for an SAO to **Meet Expectations**
- Note the assessment schedule for each SAO, at a minimum service areas are required to post results once a year by the end of the summer.
- Map SAOs to ISLOs
- Add a result summary after completing an assessment
  - Indicate if the results **Meet, Exceed** or fall **Below Expectations**
- Add notes about the Plan of Action or Follow-Up for each SAO that were developed during the Closing-the-Loop discussion

## VIII. Appendix C: SAO Brainstorm Activity

The following is a simple outline of one activity that can be used to articulate SAOs. This activity, or an activity like it, is the single most important step for developing SAOs that can be used for continuous improvement. Remember, there is more than one way to develop SAOs. The activity detailed below is intended to stimulate conversation that will result in a few powerful outcome statements.

Staff and faculty should avoid creating SAOs by themselves. Consider including colleagues from referring and receiving educational institutions, employers, or students. If a department is staffed by a single individual, consider inviting others who have a first-hand knowledge of the roles and services that are being evaluated.

An SAO is a clear, concise, and measurable statement service areas use to assess how well they are accomplishing their goals. SAO statements describe one aspect of service and the desired impact (goal) of that service on key stakeholders. Service areas typically have SAOs that address:

- **A process:** focus on a particular service being provided efficiently, reliably, accurately, and/or equitably.
- **Client satisfaction:** focus on assessing the level of satisfaction with a particular service or process and asks, “Are clients satisfied with a specific service that my department provides?”
- **Student learning:** focus on what a student or client is able to know, do, or feel at the successful completion of a specific program, activity, or process.

**Step 1:** Identify the program for which SAOs will be developed. It can be any unit in student services or administration whose purpose is the measurement of outcomes to demonstrate effective or efficient operations. These outcomes typically describe what the unit does and the impact that it has on student success. Designate two people from the department or program, one to act as a facilitator and another to act as the recorder for this exercise. If your department prefers to have this activity led by an outside facilitator, please contact the Outcomes Committee and someone from the committee would be happy to lead this exercise.

**Step 2:** Once departments stakeholders have been identified for participation in the development of SAOs, schedule a meeting in a large conference-style room for approximately an hour and a half to two hours. Be sure to bring the following supplies to the meeting:

- Sticky note pads
- Pencils
- White board or wall space
  - If there is no white board, consider having large poster paper
- Markers
- Computer for recording outcomes and notes

**Step 3:** Begin this activity by discussing the purpose of SAOs; explain to participants that they are outcome statements consistent with college goals and key processes meeting the postsecondary services area expectation of students, faculty, employers, community members, and other stakeholders. Remember SAOs are concise statements of what a student will experience, receive, or learn as a result of a given service. Remind participants that SAOs may address the services or life skills in which a department intends students to develop for their future roles.

**Step 4:** Instruct participants to brainstorm ideas that begin with an action word: develop efficient processes, increase productivity, deliver timely services, etc. Note: your department may also develop SAOs that encourage students to prepare for future roles. As a team you might identify outcomes that you see your students using in the future as employees, transfer students, or other areas that focus on the roles of family members, community members, or global citizens.

**Step 5:** Once participants have an idea of what is expected for possible outcome statements, give each person a sticky pad and ask them to write their ideas on the post-its (one statement per note). After participants write their statement, they read it out loud and then walk to the board or the wall and stick their statement there. During this time no one should comment on individual statements and there should be no conversation about anyone's ideas. This component is an individual brainstorming activity and participants will be able to discuss their thoughts about the statements later in the exercise. This process continues for about 10-15 minutes or until a good number of statements have been compiled on the board.

**Step 6:** The facilitator of this activity will now invite participants to approach the board and begin to separate statements into categories or emerging themes. Participants will begin to see the common language that is shared by their colleagues and a rich discussion of departmental purpose and student development will begin to unfold.

**Step 7:** Once the statements have been put into categories, the facilitator will read all of the notes within a category out loud and, as a group, develop a concise statement that will act as the SAO for that category. Repeat this process for each category. With the input of participants, this last step will ultimately result in rough SAO statements that stakeholders will have developed together. It is good to have a recorder compile the statements in each category and record the resulting SAO statements that need to be posted to TracDat. Remember the Outcomes Committee recommends that service areas have between 2-3 active SAOs and discourages managing more than five SAOs.

## IX. Appendix D: Action Verbs for Writing SAOs

There are verbs and then there are *verbs*. When writing your SAOs, avoid verbs that are unclear and call for covert, internal behavior that cannot be measured, such as “appreciate, aware of, familiar with, understand...” Using action verbs will help result in overt behavior that can be observed and measured.

When creating your SAO keep these questions in mind:

- Can this SAO be measured?
- Does this SAO focus on a process, customer satisfaction, or student learning?
- What is the goal for having this SAO? -What improvement do you hope it will initiate?
- Will this SAO contribute to the improvement of my program, department or service?

ISLO#1 COMMUNICATION				
Define	Label	Communicate	Argue	Relate
Describe	Express	Discuss	Identify	Comprehend
Cite	Explain	Repeat	Report	Debate
ISLO#2 COMPUTATION				
Solve	Interpret	Organize	Calculate	Estimate
Analyze	Quantify	Compute	Predict	Apply
Communicate	Describe	Utilize	Demonstrate	Implement
ISLO#3 CRITICAL THINKING				
Classify	Differentiate	Appraise	Solve	Formulate
Compare	Simplify	Summarize	Analyze	Evaluate
Rate	Quantify	Qualify	Discriminate	Categorize
ISLO#4 GLOBAL AWARENESS				
Articulate	Diversify	Identify	Develop	Design
Discriminate	Illustrate	Implement	Criticize	Explain
Recognize	Interpret	Explore	Demonstrate	Support
ISLO#5 INFORMATION COMPETENCY				
Conduct	Present	Use	Communicate	Reproduce
Locate	Retrieve	Evaluate	Order	Classify
Explain	Produce	Gather	Relate	Discuss
ISLO#6 PERSONAL & SOCIAL RESPONSIBILITY				
Demonstrate	Participate	Initiate	Support	Apply
Practice	Develop	Inform	Respect	Utilize
Assess	Work	Practice	Complete	Collaborate
ISLO#7 TECHNICAL AWARENESS				
Locate	Interpret	Organize	Develop	Present
Investigate	Apply	Participate	Implement	Explain
Examine	Demonstrate	Utilize	Select	Construct
SLO#8 SCIENTIFIC AWARENESS				
Explore	Examine	Interpret	Differentiate	Design
Implement	Observe	Research	Investigate	Survey
Plan	Articulate	Propose	Devise	Generate



## X. Appendix E: Closing-Loop Handout Example

### CalWORKs Closing-the-Loop Handout Spring 2017 SAO Results

**SAO Measured:**

Book Services CalWORKs will see an increase in student's books being paid by the Department of Social Services.

**Assessment Method:**

A survey will be given to all CalWORKs students during their priority registration appointment.

**Criteria for Success:**

Individual success is when a student receives half or more of their books from the county of Department of Social Services - CalWORKs. At least 75% of all CalWORKs students for a given term will receive half or more of their books from the county Department of Social Services-CalWORKs.

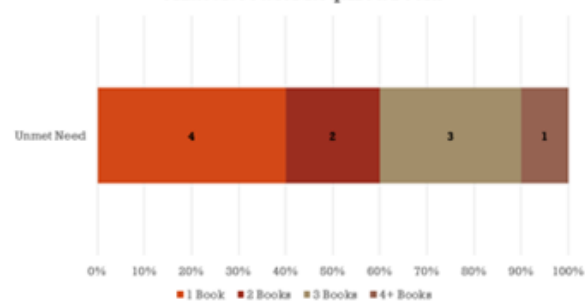
**Results:** *(Results provided in this example are fictitious and do not represent the results of the CalWORKs department)*

- 43 of 50 CalWORKs students completed the survey Response Rate=86% include a copy of the assessment instrument (survey)
- Provide this handout at the Closing-the-Loop meeting
- Provide a summary of results; consider using bullets to make information more digestible. Consider providing comparison to previous years/terms or share baseline data.
- Provide graphs or table to help emphasize and summarize key results.
- Do NOT provide conclusions or intervention suggestions in this summary-This will allow an opportunity for conclusions and ideas about next steps to be developed during the Closing-the-Loop meeting.

REQUIRED BOOKS PURCHASED BY SOCIAL SERVICES



Unmet Need for Required Books



## Financial Aid Closing-the-Loop Handout Spring 2017 SAO Results

**SAO Measured:**

Verification: Students who submit verification packets to the Financial Aid Department will be processed within 30 days to ensure timely financial aid disbursements.

**Assessment Method:**

Run a file completion date report for files selected for verification for the academic year (fall, spring, summer) and aligning it to the CRI export report that list verification submission date to establish the number of days between selection and completion of verification files.

**Criteria for Success:**

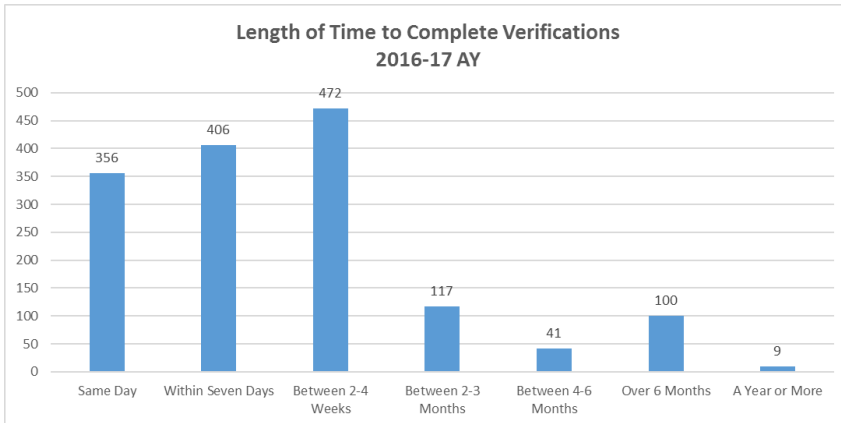
The financial aid department has defined an individual success by completing a verification file within 30 days.

The department is setting the goal to have an average completion of less than 30 days.

**Benchmark:** In 2015-16 the average file completion day was 32.16 (Min same day 0, Max 723 days)

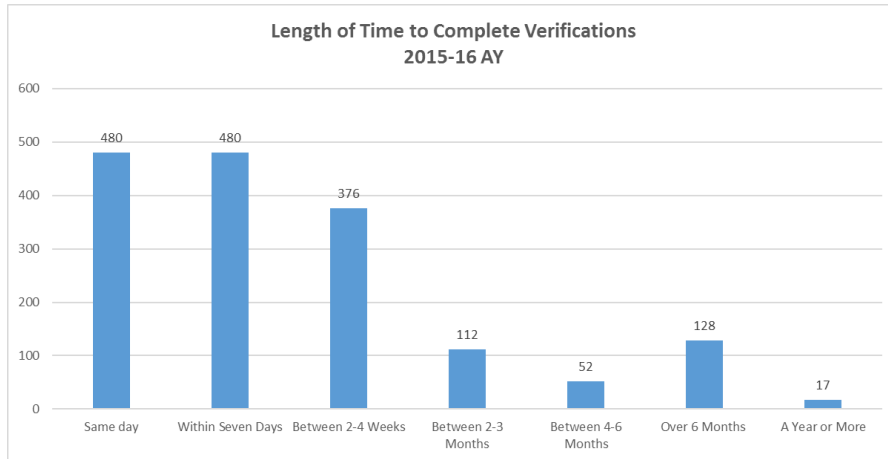
**Results:**

- During the 2016-17 academic year 1,501 students were selected for verification. 1,237 of the verifications were completed within four weeks.
- For academic year 2016-17 the average number of day to complete a verification was 28.66 days (Min same day 0, Max 406 days)



Row Labels	Count of PERSON_ID	Percent
Same Day	356	23.7%
Within Seven Days	406	27.0%
Between 2-4 Weeks	472	31.4%
Between 2-3 Months	117	7.8%
Between 4-6 Months	41	2.7%
Over 6 Months	100	6.7%
A Year or More	9	0.6%
<b>Grand Total</b>	<b>1501</b>	<b>100.0%</b>

Average	28.66
Min	0
Max	406



Row Labels	Count of PERSON_ID	Percent
Same day	480	29.2%
Within Seven Days	480	29.2%
Between 2-4 Weeks	376	22.9%
Between 2-3 Months	112	6.8%
Between 4-6 Months	52	3.2%
Over 6 Months	128	7.8%
A Year or More	17	1.0%
<b>Grand Total</b>	<b>1645</b>	<b>100.0%</b>

Average	32.16
Min	0
Max	723

### Closing-the-Loop Discussion Questions

- What were we trying to accomplish with the SAOs we assessed?
- Do we think that the assessment method used to gather the results was valid - do the results make sense?
- Based on the assessment results, how well did we do?
- Based on the assessment results, did we make progress in improving what we wanted to improve upon?
  - If improvement was made, how can it be scaled up and built upon?
  - If improvement was minimal or no improvement was made, what other strategies could we try to see improvement?
- Based on the assessment results, what decisions or actions will your department take regarding the program, policies, or services being provided?
- Should the SAO(s) be assessed again with the same method, a different method; or should a new SAO be developed?

**Plan of Action:** (What are the next steps the department will take moving forward with this SAO?)

## XI. Appendix F: Program Review Cycle

CTE Programs	Non-CTE Programs <sup>1</sup>	
<ol style="list-style-type: none"> <li>1. Accounting</li> <li>2. Administration of Justice</li> <li>3. Agriculture</li> <li>4. Automotive Technology</li> <li>5. Cosmetology</li> <li>6. Culinary Arts</li> <li>7. Drafting</li> <li>8. Early Childhood Education</li> <li>9. Emergency Medical Technician</li> <li>10. Fire Technology</li> <li>11. General Business and Management/BCA/OA</li> <li>12. Human Services</li> <li>13. Manufacturing and Welding</li> <li>14. Mass Communication</li> <li>15. Nursing</li> <li>16. Psychiatric Technician</li> <li>17. Radiologic Technology</li> <li>18. Veterinary Technician</li> </ol>	<ol style="list-style-type: none"> <li>1. Admissions and Records*</li> <li>2. Anthropology</li> <li>3. Art and Photography</li> <li>4. Beale AFB Outreach Facility*</li> <li>5. Biology and Ecology</li> <li>6. CalWORKs*</li> <li>7. Campus Life*</li> <li>8. Career &amp; Transfer Center*</li> <li>9. Chemistry</li> <li>10. Child Development Center*</li> <li>11. College Success Center*</li> <li>12. Communication Studies and Speech</li> <li>13. Computer Science</li> <li>14. Counseling Services*</li> <li>15. Counseling Instructional</li> <li>16. DSP&amp;S*</li> <li>17. Economics</li> <li>18. Education</li> <li>19. Engineering</li> <li>20. English</li> <li>21. English as a Second Language</li> <li>22. EOPS-CARE*</li> </ol>	<ol style="list-style-type: none"> <li>1. Financial Aid*</li> <li>2. Foreign and Sign Language</li> <li>3. History</li> <li>4. Learning Assistance</li> <li>5. Library*</li> <li>6. Mathematics and Statistics</li> <li>7. MESA*</li> <li>8. Music</li> <li>9. PE and Health</li> <li>10. Philosophy and Humanities</li> <li>11. Physical Science, Geology, and Geography</li> <li>12. Physics and Astronomy</li> <li>13. Political Science</li> <li>14. Psychology</li> <li>15. Public Events*</li> <li>16. Sociology</li> <li>17. Sutter County Center*</li> <li>18. Testing and Assessment*</li> <li>19. Theatre Arts</li> <li>20. Upward Bound*</li> <li>21. Veterans Affairs*</li> <li>22. Writing Language Development Center*</li> <li>23. Work Experience and Internship</li> </ol>

	2015-2016	2016-2017	2017-2018 (Year 1)	2018-2019 (Year 2)	2019-2020 (Year 3)	2020-2021 (Year 4)	2021-2022 (Year 1)	2021-2022 (Year 2)
<b>Full PR</b>	All Units		All CTE Units	A&R- EOPS/CARE	All CTE Units	Fin. Aid-Work Exp	All CTE Units	A&R- EOPS/CARE
<b>Annual Update</b>		All Units	All non-CTE Units	Fin. Aid-Work Exp.& CTE Units	All non-CTE Units	A&R- EOPS/CARE & CTE Units	All Non-CTE Units	Fin. Aid-Work Exp & CTE Units
<b>Feedback</b>	Start Feedback for all CTE Units	Cont. Feedback for all CTE Units	A&R- EOPS/CARE	All CTE Units	Fin. Aid-Work Exp	All CTE Units	A&R- EOPS/CARE	All CTE Units

<sup>1</sup> Asterisk (\*) indicate non-instructional programs