

Assessment of Administrative and Educational Support Departments

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Outcomes

- Describe the role of AESAC, the university-wide assessment model, and its relationship to accreditation
- Identify steps in assessment planning
- Recognize measureable outcomes and assessment measures
- Articulate how assessment results are used and reported for program improvement

It is not enough to teach or provide a service...We must collect evidence of what the students did or did not learn and how well (or not so well) an office is meeting the students and/or publics needs.



AESAC Purpose

The Administrative and Educational Support Assessment Committee:

- Provides leadership and assistance to staff in designing and implementing assessment programs and in the collection of information on assessment activities
- Reviews and provides feedback on the *Annual Assessment Plans* and *Reports* for all programs and services

Assessment

The **systematic collection** of information about X, in order **to inform decisions** about how to **improve or understand X**.

ASSESS (V): TO EXAMINE CAREFULLY

Assessment of Student Learning

“The **systematic collection** of information about student learning, using the time, knowledge, expertise, and resources available, in order **to inform decisions** about how to improve learning”

(Barbara Walvoord, *Assessment Clear and Simple*)

Assessment's core questions

- What do you want students/customers to know/do/value as a result of completing your program?
- How do you know whether your students/customers know/do/value these things?
- If they know/do/value these things...you've got something to report!
- If *NOT*, you have useful information to guide changes to improve learning.

What should be assessed? Specified in Requirements of Affiliation and all Standards

#8

The institution **systematically evaluates** its educational and other programs and makes public aware of how well and in what ways it is accomplishing its purposes

#9

The institution's student learning programs and opportunities are characterized by rigor, coherence, and **appropriate assessment of student achievement** throughout the educational offerings, regardless of **certificate or degree level or delivery and instructional modality**

#10

Institutional planning **integrates** goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, **and the results of academic and institutional assessment**

<u>Standard</u>	<u>Final Criterion</u>
Standard I: Mission and Goals	Criterion 4. “Periodic assessment of mission and goals to ensure they are relevant and achievable.”
Standard II: Ethics and Integrity	Criterion 9: “Periodic assessment of ethics and integrity as evidenced in institutional processes, practices, and the manner in which these are implemented.”
Standard III: Design and Delivery of the Student Learning Experience	Criterion 8: “Periodic assessment of the effectiveness of programs in providing student learning opportunities.”
Standard IV: Support of the Student Experience	Criterion 6: “Periodic assessment of the effectiveness of programs supporting the student experience.”
Standard V: Educational Effectiveness Assessment	Criterion 5: “Periodic assessment of the effectiveness of assessment processes for the improvement of educational effectiveness.”
Standard VI: Planning, Resources, and Institutional Improvement	Criterion 9: “Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.”
Standard VII: Governance, Leadership, and Administration	Criterion 5: “Periodic assessment of the effectiveness of governance, leadership, and administration.”

Standard VI Assessment Expectations

Criterion 1: “Institutional objectives, both **institution-wide** and for **individual units**, that are **clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.**”

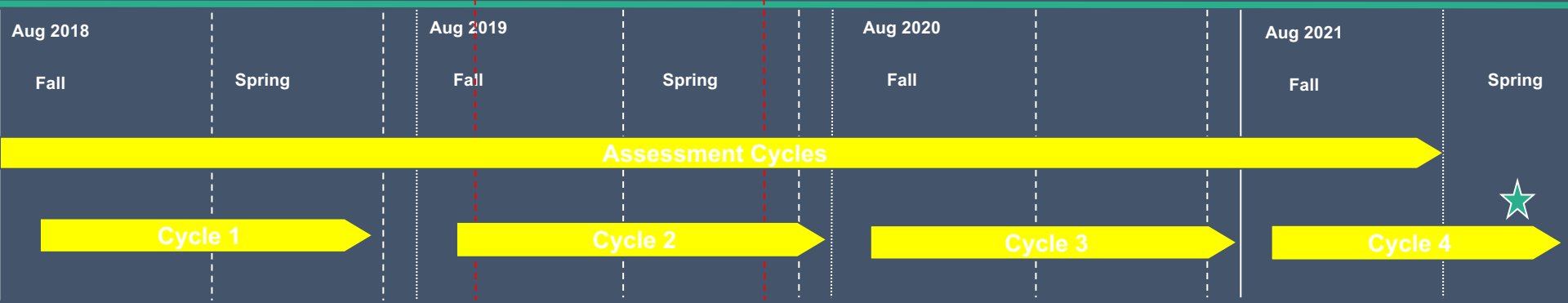
Criterion 2: “Clearly documented and communicated planning and improvement processes that provide for constituent participation, and **incorporate the use of assessment results.**”

Criterion 8: “Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution’s mission and goals.”

Assessment Cycle, Timelines, and Deliverables

Self Study Submitted to MSCHE Team Chair (9/10)

MSCHE Team Visit (Date TBD)



Assessment Development

Deliverable	Due	Status
Department Decides on Outcomes to Assess	9/5	Green
Submit Assessment Plan to APAC	10/1	Green
Notify APAC of Significant Changes	10/30	Yellow
Collect Data	10/30 – 3/25	Yellow
Submit Report	10/5	Yellow

APAC Committee Support

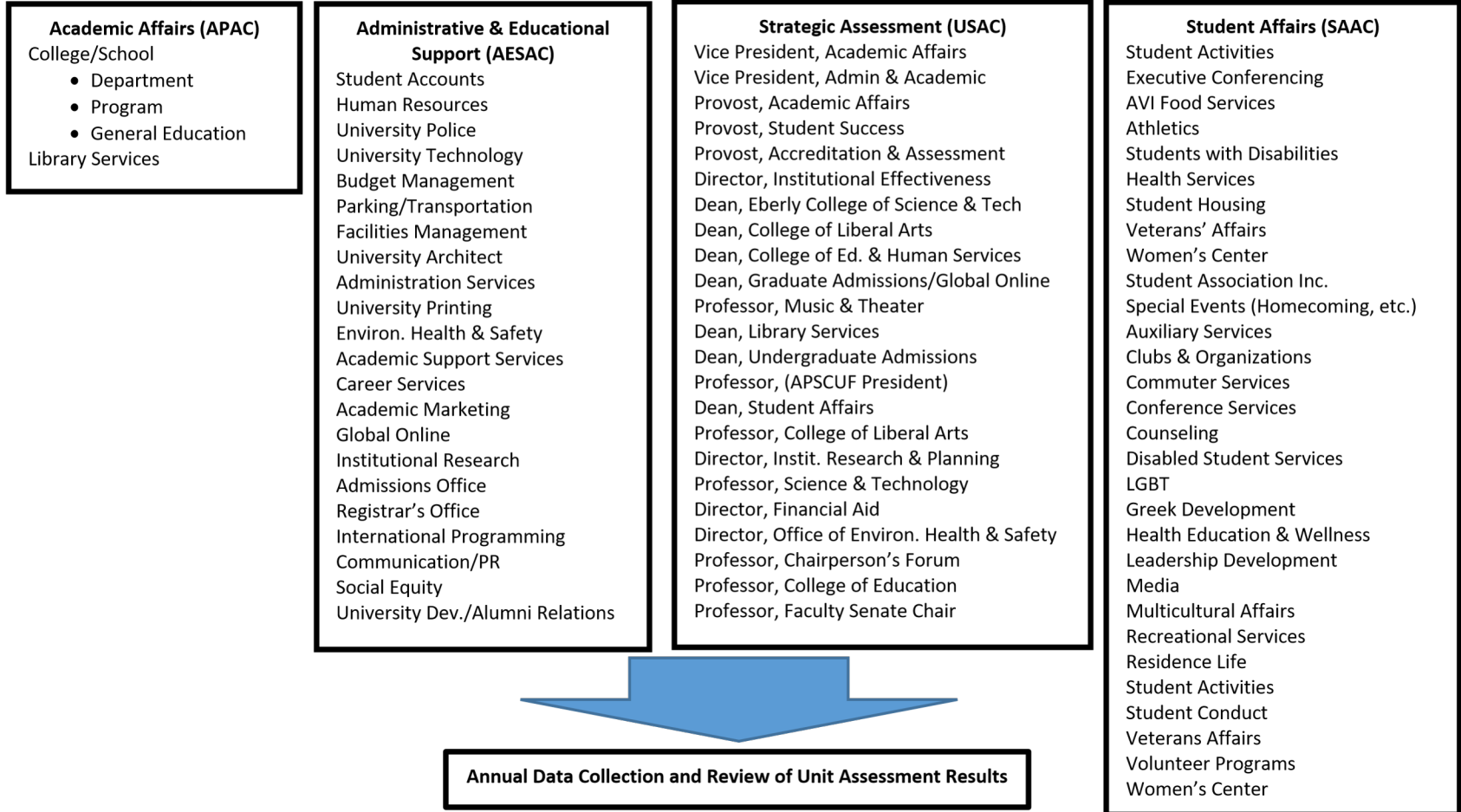
Deliverable	Due	Status
		Green
		Yellow
		Yellow
		Yellow
		Yellow

Assessment Delivery

Deliverable	Due	Status
Assessment Plan	10/1	Yellow
Assessment Report	10/5	Green
		Green

Institutional Effectiveness Process

Strategic Plan Mission, Goals, Outcomes, & Assessment

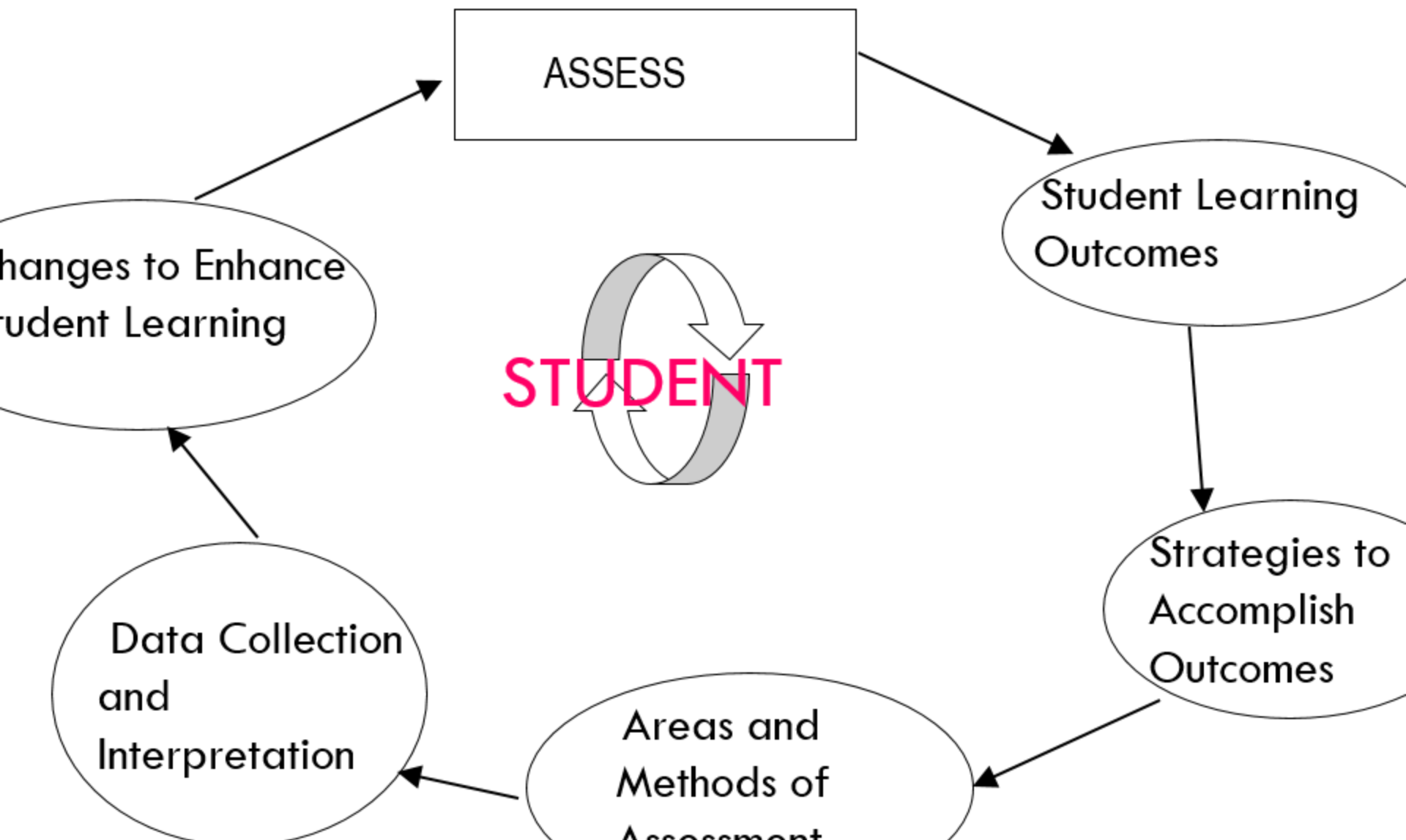


Data-Based Program Decisions: Improvements (if needed)

What should be assessed?

- Academic Departments/Educational Programs
 - Student Learning Outcomes – Undergraduate Majors, Graduate Programs, Certificate Programs
 - General Education/Undergraduate Outcomes
- Academic and Student Support Units
- Administrative Units
- Institutional Effectiveness

ASSESSMENT – LOOP



The key elements of the annual assessment cycle

1. Identification of an intended outcome (objective)
2. Determination of the means of assessment (measures, methods and tools)
3. Determination of criteria for success (targets, thresholds, benchmarks)
4. Collection and analysis of data (assessment findings and results)
5. Determination of ways to use the findings to improve programs, services or operations (modifications)
6. Implementation of modifications (changes based on assessment findings)
7. Identification of the intended outcome of the modification
 - and the cycle continues....

The Assessment Plan.

- The Unit's Mission Statement
- Specific outcomes to be assessed during the next academic year (no more than 2-5 per unit/department). Include outcomes of any innovations, new projects and initiatives, and any local, state or national efforts in which they participate
- Criterion for Success (e.g. 80% of students will express satisfaction...) for each outcome
- Assessment measure for each outcome (e.g. survey, rubric, written records, archival data). Results will be used to make suggested improvements in programs and services

[The plan](#) (Academic)

The Results Report

- Provide brief results of each method and the extent to which the outcome or goal was achieved
- Provide a summary or conclusions regarding strengths or opportunities for improvement based on the results
- Identify actions that will be taken as a result of the data

[The Report](#)

Resources

- [Academic Assessment Manual](#)
- [Administrative and Educational Support Manual](#)
- [Examples from other Universities](#)

University-Wide Assessment Model

- [Assessment Timeline](#)
- [Policy and Procedures](#)
- [Roles and Responsibilities](#)
- [University Strategic Assessment Committee](#)

Cal U Assessment Status

[AMT Academic Programs](#)

[Academic Programs Inventory](#)

[AMT Administrative and Support Units](#)

[Administrative and Support Inventory](#)

Goals:

- 1) AYP 2018-19: 100% of Programs and Units have acceptable plans
- 2) All degree programs have complete set of program outcomes by March 2019
- 3) AYP: 2019-20: At least one outcome specific to the concentration

Ensuring the Use of Institutional Data

Who is writing assessment outcomes for the institution-wide data reports?

IPEDS

First Destination

NSSE REPORT

NSSE Outcomes

FSSE

OrgSync

SAMPLE OUTCOMES

Administrative Outcomes

Outcomes identify what an office or department hopes to achieve

Align with unit mission statements and answer how students, faculty and staff benefit from using our services

Outcomes are indicative of efficiency and quality of service

Can also focus on what your target audience knows, can do, or values because of interacting with your staff.

Useful Categories for Administrative and Service Outcomes

Behavioral Outcomes: What can someone do after interacting with your department?

Process statements: Accomplishments of your department's functions

- Level or volume of activity
- Efficiency with which you conduct the processes
- Compliance with external standards or regulations

Satisfaction statements: Client satisfaction with processes or services

Use Action Verbs for Writing Outcomes:

- ...will increase or reduce...
- ...will be satisfied with...
- ...will design
- ...will comply with...
- ...will apply
- ...will complete a process effectively...
- ...will enhance or improve
- ...will complete a project / task by end of...
- ...will assist students with...
- ...students will be able to...

Assessing Assessment Outcomes

- Review Resources and Sample Outcomes

Outcomes should be specific (clear statements), measurable, attainable, relevant, and time-bound. Consider starting an outcome with: assist, provide, help, identify, increase, evaluate, collect, etc.

Unit Criteria of Success

Criteria or Benchmarks are set to inform the department of not only whether or not the goal was met, but to what degree.

- Identify a reasonable level of service improvement to expect given the resources and personnel of the unit
- Set performance levels as reference points or benchmarks
- Select a percentage of improvement for its services
- Use peer institutions who provide the same service to help identify

Sample Performance Criteria

- 95 percent of our users will be “very satisfied or satisfied” with our services
- At least 75 percent of faculty will attend first-year orientation
- 5 or fewer placement errors...
- At least 80 percent of staff members will participate in training
- 90 percent of the forms will be processed without errors
- Will meet or exceed the CAS Standard...for Academic Advising
- Increase total voluntary support from \$207.7 million (FY12-FY14 average) to \$246 million

Unit Criteria of Success

For example, the department could write measures as:

- 75% of the students in the freshman orientation session will be able to identify institutional requirements covered in the session by scoring 85% or higher on the session quiz.
- Increase the number of concurrently enrolled high school students by 5%.
- Enrich campus life by holding at least two activities that provide opportunities for interaction between international and domestic students.
- Increase the number of faculty utilizing the services of the Teaching and Learning Center by 15%
- 10 % increase in number of students meeting individually with their Career Coach to review career assessment results,...
- 10% decrease in errors on bills per academic term
- Increase the number of donors and gifts by 50% by 2020

Measuring Departmental Outcomes

The following are just a few examples of assessment measures.

- Calculations
- Focus groups
- Surveys/questionnaires
- Banner Reports
- State and Federal Reports
- Client satisfaction measures
- Direct counts
- Results of external evaluation
- Outcome measures
- Informal Feedback
- Observations
- Activity attendance

(See [Inventory of Measurement Methods](#) in Administrative Assessment Unit Manual for large listing of sample measures by department)

Use of Results for Service Improvement

- Changes in organizational structure
- Changes in process procedures
- Relations with the constituencies
- New marketing emphasis
- Increase training
- Changes in assessment procedures
- Changes to comply with regulatory requirements
- Internal resource reallocation
- Implement new program
- Justification for additional resources

Student Learning and Program Outcomes for Support Units

Multicultural Affairs and Diversity (Learning Outcomes)

- Students will be able to express ideas, identify behaviors, and actualize practices that promote social justice and equity.
- Students will be able to articulate ideas and exhibit behaviors that cultivate teamwork, critical thought, and communication skills needed to function in a diverse workforce and global community.
- Students will be able to demonstrate techniques and utilize tools to interrupt micro-aggressions and bias behaviors that adversely impact under-represented communities.

Multicultural Affairs and Diversity

- Increase minority enrollment to XX% of the annual student headcount (IPEDS)
- Access and participation rates across HIPs will be comparable across different racial and ethnic groups (NSSE)
- The University will exceed the mean retention rate of African American first time, full time students at PASSHE and Carnegie peer colleges (IPEDS)
- Decrease bias-incident response effort by establishing a formal bias incident response team (BIRT)
- Offer joint training sessions, tabletop exercises, or open forums to engage around issues of diversity and inclusion

First-Year Experience

- First-year students will demonstrate competence in academic and career selection.
- First-year students will demonstrate enhanced knowledge of university resources to help them succeed.
- Learning Outcome 4: First-year students will demonstrate self-advocacy skill

Learning Communities

Students in learning communities will:

1. Demonstrate a sense of belonging in the university community experience higher academic achievement
2. Increase curricular and co-curricular collaborative interactions with other students, faculty and staff
3. Achieve the articulated learning outcomes specified by departments or programs
4. Demonstrate increased awareness of departmental, college, and University resources
5. Demonstrate a better understanding of differences and similarities among people
6. Demonstrate a higher level of satisfaction with the show a greater rate of persistence as a result of all of the above.

Counseling

- Students will be able to form positive attitudes and be able to articulate how their experience at the Fort Lewis College Counseling Center will lead them to expect positive mental health care experiences after college.
- Students will report having felt safe, heard, and understood, and learn to discuss their concerns with their counselors.
- Students will be able to describe what life-long skills they learned in counseling.
- Interns who work at the Counseling Center can identify an awareness of diversity and articulate how to contribute to an inclusive social climate.

LGBTQ

- Participants will demonstrate increased knowledge about the experiences and issues facing LGBTQ students at CAL U
- Participants will demonstrate understanding about resources to support LGBTQ students at CAL U
- Participants will develop skills to better advocate for the visibility and needs of LGBTQ community members at CAL U

University of Colorado CS (Safe Zone Training)

Campus Police

- Goal No. 1: Create a campus culture that recognizes the importance of safety
- Goal No. 2: Increase the UCPD's ability to thoroughly investigate all types of crimes
- Goal No. 3: Address weakness in the survivability of campus radio communications
- Goal No. 4: Ensure the continuity of essential automated systems
- Goal No. 6: Develop strategies to recruit/retain employees, enhance employee satisfaction and staff development.

Financial Aid

- *Goal* – By providing information, assistance, and directions to students regarding sources of financial aid and the application process students will more effectively negotiate the financial aid process
 - *Learning Outcome* – Students will demonstrate increased awareness of financial aid opportunities
 - *Learning Outcome* – Students will receive an increased number of Maryland State Scholarship Awards

Welcome & Registration Center

- – *Goal* - Assist students in becoming self-directed learners by enhancing one-stop operations
- *Learning Outcome* - Students demonstrate the ability to navigate registration processes in subsequent semesters

Measuring the Outcome

Gather evidence about how well students are meeting the Outcome

- *Direct measures*
- *Indirect measures*

Direct and Indirect Assessment of Learning

- *Direct* evidence of student learning is tangible, visible, and compelling evidence of exactly what students have and have not learned.
- *Indirect* evidence consists of proxy signs that students are probably learning. Indirect evidence is less clear and convincing.

Commonly Used Measures:

INDIRECT/SUBJECTIVE:

- Focus group sessions or interviews targeted to the policies, processes and procedures of a unit (e.g., admission process, financial aid process, and testing and placement policy)
- Focus Group (e.g. individuals who are users of the support service or program (employers, alumni, faculty, parents, etc.) provide indirect/subjective data that can be used to identify strengths and weaknesses within the program)
- Interview (e.g. one-on-one structured interviews with students, faculty, employers and alumni can provide useful information and be used to identify strengths and weaknesses within the program)
- Staff discussions/evaluations of services to clients
- Review of existing data from professional associations, federal, state, external

DIRECT/OBJECTIVE:

- Faculty/staff and student satisfaction and engagement surveys (e.g. % students student satisfied with Advising and Enrollment Services, % of faculty and staff satisfied with service from the Help Desk)
- Evaluation forms from attendees of a program or training conducted by your unit (e.g., % of new students satisfied with orientation, etc.)
- Unit statistics (e.g., call abandonment rate, resolution rate, % of requests processed on time, training expenditures/employee, student/staff ratios, % transcripts evaluated within x days of receipt, etc.)
- Outcomes Graduating Senior Survey
- Retention and Graduation Rate by Degree and Program (IPEDS Report)
- Graduation Rate: data that indicate the graduation rates for students over a period of time can provide useful information regarding the strengths and weaknesses of the program.
- Attendance rosters, logs, sign-in sheets
- Banner Data/reports

Let's make an assessment plan!

To this point, we have learned:

- the value and purposes of assessment as related to service,
- how to identify and write measureable goals, and
- how to identify and write methods of assessment with benchmarks, and

Now it is time to enter the department goals and measures into an assessment plan

[Sample Completed Templates](#)

[Templates](#)

Questions / Discussion

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