Administrative Unit Outcomes and Assessment 2016-17

The 3 Year Cycle

**Semester 1—
Planning and Reflection**

•Discuss previous round of assessment
•Define changes to the assessment plan
• Discuss the assessment process
• Establish the timeline including review of completed assessments

**Semester 2 and 3—
Implementation**

•Implement Recommendations
•Finalize plans for assessment
•Run assessments
•Review completed assessments

**Semester 5 and 6—
Implementation and Review**

•Implement recommendations
•Finalize plans for assessments
•Run assessments
•Review completed assessments

**Semester 4—
Review**

•Discuss results of the first rounds of assessment
•Plan for the second round
    •Discuss observations
    •Make plans for revisions

Where to Start

COA suggests you start with a review of your Mission Statement...

▶ Does your mission clearly state the purpose of your administrative area?

▶ Does it indicate the primary functions or activities of your administrative area?

▶ Does it indicate whom you serve?

▶ Is your mission statement distinctive, unique to your area?

▶ Does it clearly support the College Mission?

and a review of your Outcomes.

▶ Are your Administrative Unit Outcomes aligned with your mission statement and goals?

▶ Are your Outcomes written clearly; using action verbs?

▶ Are your Outcomes measurable?

▶ Do you have 2-4 Outcomes that are well crafted, meaningful and authentic?

Mapping

Revised Outcomes should be mapped to the Proposed Institutional Learning Outcomes :

- ▶ Communication
- ▶ Critical Thinking
- ▶ Information Literacy
- ▶ Professional and Ethical Behavior

While the mapping of Outcomes to the ILO is the responsibility of each unit, Charlie Lieu in the Office of IE working with each department will do the actual input into Taskstream.

Mapping form

Administrative Unit Name (Ex: Dean, Arts and Languages):

	Institutional Learning Outcomes			
	Communication • Respond confidently to incoming information in a variety of ways, including written, oral, visual, auditory, and kinesthetic • Present ideas with tolerance for multiple perspectives • Converse with civility and appropriateness for situational context	**Critical Thinking** • Collect, analyze, evaluate, and synthesize relevant information from multiple perspectives • Apply problem-solving methods in appropriate context • Think independently, creatively, logically, and effectively • Come to rational conclusions based on evidence • Demonstrate quantitative competency	**Information Literacy** • Gather and analyze information using appropriate modalities • Utilize technology effectively and responsibly in information acquisition and distribution • Cultivate the skills necessary for life-long learning	**Professional & Ethical Behavior** • Practice responsible and professional conduct in the classroom, workplace, community, environment, and digital world • Demonstrate the ability to work independently and collaboratively • Exhibit awareness, appreciation, and respect for the diversity of individuals in one's immediate environment as well as in the global community • Develop skills of cultural proficiency for resolving conflicts and building alliances

Administrative Unit Outcomes (AUOs)

Directions: Please enter the Administrative Unit Outcome(s) for the Admininistrative unit indicated above. Then map each AUO to the Institutional Learning Outcomes above by placing an "X" in the corresponding box. You may mark more than one ILO for each AUO.

AUO #1:				
AUO #2:				
AUO #3:				
AUO #4:				
AUO #5:				

What should we be assessing?

You should base your assessments on what you feel is important about the services you provide. No two assessments will look alike as they are specific to a given service area.

You may want to examine how well your area:

▶ Informs clients regarding college policies and procedures

▶ Instructs clients in the process of filling out forms of application or evaluation

▶ Efficiently serves clients

▶ Aids in the awareness and utilization of college facilities and resources

▶ Encourages engagement in the campus community

What should our data look like?

Data can be acquired in a variety of forms:

▶ <u>Direct Assessment</u>

  ▶ Random sampling of clients to determine the efficiency of a form staff fills out in your office.

  ▶ Random sampling of clients to determine the efficiency of a system in place in your office.

  ▶ Random sampling of returning clients to determine success of a service or improvement of a process.

  ▶ Sampling of first time clients visiting your office to determine efficiency of instructions based on client's ability to interpret and complete required forms..

▶ <u>Indirect Assessment</u>

  ▶ Surveys can reveal your clients' attitudes and opinions about what they got from the experience of visiting your office.

  ▶ Evaluations that you create to garner specific information from clients Entrance and/or exit tickets, for example.

  ▶ External reviewers who observe your process such as a colleague or industry professional

- ▶ <u>The Cross-Over Assessment</u>

  - ▶ Develop Assessment Tools that evaluate multiple outcomes.

- ▶ Direct and Indirect assessment is a formalized, intentional process, but we also gather data on a daily basis which can provide enormous insight:

  - ▶ Anecdotal information

  - ▶ Conversations we have with students

  - ▶ Conversations we have with each other

  - ▶ Tweaks we make in a process over time that improves the service a student or staff member receives.

  Recording and factoring these changes into our data reinforces our commitment to our students and to institutional effectiveness. Don't forget the hallway conversations.

What should be entered into Taskstream?

▶ Once your data has been collected, and staff/ management has had a chance to analyze and to evaluate the outcome, the information must be added into our data management system. You may enter:

- ▶ Qualitative or quantitative data
- ▶ Formative or summative data
- ▶ Rubrics
- ▶ Documented conversations regarding outcomes
- ▶ Performances (video or other digital imaging)
- ▶ Presentations (video or other digital imaging)
- ▶ Documentation of the discussion of assessment results

Assessment In a Nut Shell

▶ 3 Year Cycle (two assessment periods in the cycle)

▶ Review your mission, does it align with the colleges?

▶ Review your outcomes, do they align with your mission?

▶ 2-5 outcomes per administrative unit

▶ Assessments should be meaningful and authentic

▶ Data gathered from formal and informal methods should be discussed at the end of each assessment period by EVERYONE in the unit.

▶ COA suggests two meetings each semester dedicated to outcomes and assessment planning and review.

▶ The Guide may be found at: http://www.sdmesa.edu/about-mesa/institutional-effectiveness/learning-assessment/documents/GOA--reviseddraft.pdf