Six-Step Assessment Process:
Performance Outcomes

Division of Administration and Finance

Office of Assessment and Educational Effectiveness
10.13.15
Assessment is a priority in our Strategic Plan

**Goal:** Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs.

**Objective:** Implement a sustainable university-wide assessment process that includes curricular and co-curricular components.

**Strategies:** Execute an assessment process that builds upon existing efforts, incorporates recently approved University Learning Outcomes, provides resources and training, supports program accreditation and emphasizes the use of assessment to improve student learning.
Why do assessment...really

• To confirm, diagnose, and IMPROVE

• To inform decision-making

• To demonstrate effectiveness

• To support accountability/compliance requirements
Assessment ≠ Evaluation

to inquire, demonstrate, and improve student learning or unit performance

to determine the merit, value and worth of someone or something
## Assessment ≠ Evaluation

<table>
<thead>
<tr>
<th><strong>Assessment</strong></th>
<th><strong>Evaluation</strong></th>
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<tbody>
<tr>
<td>• Formative/Ongoing</td>
<td>• Summative/Periodical</td>
</tr>
<tr>
<td>(Outcome does not change annually)</td>
<td>(Goals or criteria change annually)</td>
</tr>
<tr>
<td>• Output-focused</td>
<td>• Input-oriented</td>
</tr>
<tr>
<td>(What impact have we made)</td>
<td>(What we have done)</td>
</tr>
<tr>
<td>• Absolute</td>
<td>• Comparative</td>
</tr>
<tr>
<td>(Aim for ideal outcomes)</td>
<td>(Good vs. Bad)</td>
</tr>
<tr>
<td>• Improvement-oriented</td>
<td>• Judgment-oriented</td>
</tr>
<tr>
<td>(What can we do to improve)</td>
<td>(Reward or Punish)</td>
</tr>
<tr>
<td>• Reflective</td>
<td>• Prescriptive</td>
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<tr>
<td>(Every step is internally defined)</td>
<td>(Criteria are externally imposed)</td>
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<tr>
<td>• Flexible</td>
<td>• Fixed</td>
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<td>(Every step can be adjusted)</td>
<td>(Process cannot be changed easily)</td>
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<tr>
<td>• Collaborative</td>
<td>• Competitive</td>
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<tr>
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<td>(Focused on individual)</td>
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- **Formative/Ongoing**: Outcome does not change annually.
- **Output-focused**: What impact have we made?
- **Absolute**: Aim for ideal outcomes.
- **Improvement-oriented**: What can we do to improve?
- **Reflective**: Every step is internally defined.
- **Flexible**: Every step can be adjusted.
- **Collaborative**: Team effort.
- **Summative/Periodical**: Goals or criteria change annually.
- **Input-oriented**: What we have done.
- **Comparative**: Good vs. Bad.
- **Judgment-oriented**: Reward or Punish.
- **Prescriptive**: Criteria are externally imposed.
- **Fixed**: Process cannot be changed easily.
- **Competitive**: Focused on individual.
“Assessment shall be intentional, ongoing, timely, student-centered, program-controlled, collegial, respectful of diversity and academic freedom, integrated, and institutionally supported.”

(UPS 300.022)

Same principle applies to non-instructional units
Six-step assessment process*

What do we want our students to learn and/or our units to accomplish?

How are we doing?
How do we know?

How are we documenting the assessment AND improvement activities/results?

What evidence do we need to know to determine whether we are successful?

What changes are we making?
Are the changes working?

How do we use data to confirm/improve our practices?

*AEEC  Spring 2014
PO vs. SLO

- Measurable end results or consequences of activities, services, or program
- Variety of results

- Significant and essential learning that students achieve at the end of a course or program
- Knowledge; Skill; Attitude

SLO or PO?

Depends on the nature of the outcome, not the function of the unit
Where do we carry out assessment

University

Division

Unit

University Learning Goals
Strategic Plan Goals

Division POs

Unit POs

Alignment

Determined by the Division
Step 1: Develop performance outcomes

Performance Outcomes (POs):

• Measurable end results or consequences of activities, services, or program

• Variety of results
Where do outcomes come from

University

Division

Unit

Stakeholders

University Mission/Strategic Goals

Division Mission/Strategic Goals

Unit POs

Opinions & Feedback
## Mission...Goals...Outcomes... What else??

<p>| | |</p>
<table>
<thead>
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<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td><strong>Mission</strong></td>
<td>Vision; Values; Philosophy</td>
</tr>
<tr>
<td><strong>Goal</strong></td>
<td>Broad statement of general aims or purpose; Division/Unit centered</td>
</tr>
<tr>
<td><strong>Outcome</strong></td>
<td>Specific and precise operational definition of goals; Customer/Beneficiary centered</td>
</tr>
</tbody>
</table>
Sound outcomes are...

• Customer/Beneficiary centered, not division/unit centered
• Aligned with division/university goals and missions
• Specific, clear and concise
• Measurable
• Discrete (no “double-barrel” statements)
• Manageable
## Bloom’s Taxonomy: Active verbs

<table>
<thead>
<tr>
<th>REVISED VERSION (Anderson &amp; Krathwohl, 2001)</th>
<th>EXAMPLE ACTIVE VERBS</th>
<th>ORIGINAL VERSION (Bloom, 1956)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating</td>
<td>Designing, constructing, planning, producing, inventing</td>
<td>Evaluation</td>
</tr>
<tr>
<td>Evaluating</td>
<td>Experimenting, checking, hypothesizing, critiquing, justifying</td>
<td>Synthesis</td>
</tr>
<tr>
<td>Analyzing</td>
<td>Comparing, organizing, deconstructing, interrogating, finding</td>
<td>Analysis</td>
</tr>
<tr>
<td>Applying</td>
<td>Implementing, carrying out, using, executing, transferring</td>
<td>Application</td>
</tr>
<tr>
<td>Understanding</td>
<td>Interpreting, summarizing, paraphrasing, classifying, explaining</td>
<td>Comprehension</td>
</tr>
<tr>
<td>Remembering</td>
<td>Recognizing, listing, describing, retrieving, naming, finding</td>
<td>Knowledge</td>
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</table>

*For SLOs:*
Concrete student performance or behavior that you can observe and measure

*For POs:*
Concrete unit impact that you can observe and measure
<table>
<thead>
<tr>
<th>Strategic Goal</th>
<th>PO</th>
<th>Division/Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curricular and co-curricular environment (SPG 1)</td>
<td>Student employees receive adequate support and feedback on their academic success.</td>
<td>Associated Students, Inc. (Student Affairs unit)</td>
</tr>
<tr>
<td>Persistence, graduation rates, and narrowing achievement gap (SPG 2)</td>
<td>McNair Scholars will receive services that support Scholars in successfully graduating and progressing onto graduate school.</td>
<td>Educational Partnerships (Student Affairs unit)</td>
</tr>
<tr>
<td>High-quality faculty and staff (SPG 3)</td>
<td>IT staff will be provided with professional development opportunities to enhance engagement and promote career advancement.*</td>
<td>Information Technology (IT division)</td>
</tr>
<tr>
<td>Resource development (SPG 4)</td>
<td>University stakeholders receive timely and effective communications about the university and graduates’ impact on and value to our region, state, and global community.*</td>
<td>University Advancement (UA division)</td>
</tr>
</tbody>
</table>

*Suggested, not actual, POs of the division/unit
Step 2: Identify methods and measures

<table>
<thead>
<tr>
<th>Direct</th>
<th>vs.</th>
<th>Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value-added</td>
<td></td>
<td>Absolute</td>
</tr>
<tr>
<td>Embedded</td>
<td></td>
<td>“Add-on”/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>External</td>
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<td>Formative</td>
<td></td>
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Choosing the right methods

- Address the PO
- Valid
- Reliable
- Actionable
- Sustainable
- Start simple
- Prioritize embedded measures
- Use multiple methods
- Meaningful and engaging to stakeholders

Focus on “what we want to measure,” not “what existing measure we have”
Direct assessment: Ideas

- Quantity and quality of service provided
- Completion/usage rate
- Analysis of error rates
- Analysis of processing time
- Needs analysis/Gap analysis
- Customer/Supervisor evaluation
### Direct assessment examples

<table>
<thead>
<tr>
<th>Division/Unit</th>
<th>PO</th>
<th>Direct measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>OAEE</td>
<td>The university utilizes a centralized and standardized assessment management system</td>
<td>Calculate Compliance Assist Utilization Rate</td>
</tr>
<tr>
<td>Educational Partnership</td>
<td>McNair Scholars will receive services that support Scholars in successfully graduating and progressing onto graduate school.</td>
<td>Track graduate school enrollment rate through a national clearing house</td>
</tr>
</tbody>
</table>
| Information Technology      | IT staff will be provided with professional development opportunities to enhance engagement and promote career advancement.* | • Document the number of professional development opportunities provides  
• Calculate the participation rate of staff in professional development opportunities |

*Suggested, not actual, POs of the division/unit*
Indirect assessment: Ideas

- Customer survey**
- Interview: Individual or group
- Focus group: Structured or unstructured
- Comparisons to best practices in the profession

**Surveys are not always indirect assessment
# Indirect assessment examples

<table>
<thead>
<tr>
<th>Division/Unit</th>
<th>PO</th>
<th>Indirect measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>OAEE</td>
<td>The university utilizes a centralized and standardized assessment management system</td>
<td>Conduct focus group to capture Compliance Assist user satisfaction</td>
</tr>
<tr>
<td>Student Life and Leadership</td>
<td>Students will receive quality online services from the student engagement office</td>
<td>Student satisfaction survey with the services provided</td>
</tr>
<tr>
<td>Information Technology</td>
<td>IT staff will be provided with professional development opportunities to enhance engagement and promote career advancement.*</td>
<td>Conduct annual climate survey to identify strengths and weaknesses related to staff retention and engagement</td>
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*Suggested, not actual, POs of the division/unit*
Where to document the “things we do” : Step 2

<table>
<thead>
<tr>
<th>OAEE example</th>
<th>IT example</th>
<th>UEE/IPGE example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Outcomes</strong></td>
<td>The university utilizes a centralized and standardized assessment management system</td>
<td>IT staff will be provided with professional development opportunities to enhance engagement and promote career advancement.</td>
</tr>
</tbody>
</table>
| **Step 2: Methods and Measures** | OAE will design and improve the Compliance Assist system | - Monitor IT climate, and trends in staff retention and engagement  
- Provide training programs and other professional development opportunities to all IT staff | - Launch Terra Dotta to enhance tracking, reporting, and compliance needs/requirements associated with student participation in international activities  
- Launch UEE/IPGE CMS-PeopleSoft integration project |
| - Calculate Compliance Assist Utilization Rate  
- Conduct Focus group to capture Compliance Assist user satisfaction | - Conduct annual climate survey to identify strengths and weaknesses related to staff retention and engagement  
- Document the number of professional development opportunities provides  
- Calculate the participation rate of staff in professional development opportunities | - Track Terra Dotta & UEE/IPGE CMS-PeopleSoft implementation progress, compared to expected timeline  
- Document the number of units that utilize the system |

*“Things we do”*  

*“Data we collect”*
Step 3: Determine criteria for success

- A performance standard:
  - What level of performance is good enough?
  - Pre-determined!
  - Supported by historical data, reasonable expectations, theoretical frameworks...
## Criteria for success examples

<table>
<thead>
<tr>
<th>Division/Unit</th>
<th>PO</th>
<th>Measures</th>
<th>Criteria for success</th>
</tr>
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</table>
| OAEE               | The university utilizes a centralized and standardized assessment management system | - Calculate Compliance Assist Utilization Rate  
- Conduct Focus group to capture Compliance Assist user satisfaction | - 80% Compliance Assist utilization rate  
- Focus group participants describe Compliance Assist as an effective tool |
| Associated Students, Inc. | Student employees receive adequate support and feedback on their academic success. | Utilize on-line platform to distribute the Iowa GROW survey to student employees, including specific question for this outcome | 75% of student employees indicate that they have had at least 2 conversations per semester with their supervisor about their academic progress. |
| Information Technology | IT staff will be provided with professional development opportunities to enhance engagement and promote career advancement.* | - Document the number of professional development opportunities provided  
- Calculate the participation rate of staff in professional development opportunities | - 90% of IT staff participate in at least 1 professional development opportunity per year  
- 80% of survey respondents report to be “satisfied” with the IT climate |

*Suggested, not actual, POs of the division/unit
Step 4: Collect and analyze data

- Sampling, sampling, sampling!
  - Relevant
  - Representative
  - Reasonably sized

Determined by outcome, unit circumstances
Step 5: Plan and execute improvement actions

- Review assessment findings

Types of changes:

- Infrastructure
- Program design
- Service delivery
- Tools used
- Resources
- Assessment plan

- Don’t forget to re-assess the improvement actions!

NILOA (2014)
• Associated Students, Inc.:

  • Student employees reported significant growth in oral communication skills, but not in written communication. Supervisor evaluation of student skills do not support students’ positive self-report.

  • *Unit will 1) develop plans to investigate possible areas of improvement for student oral communication development; 2) review the nature of student employee positions; 3) adjust the outcome to truly reflect the skills applicable to student employee positions.*
Improvement actions example 2

• Disability Support Services:

• In the new student orientation survey, over 80% of students expressed satisfaction of the overall quality of the orientation; over 80% of students indicated that they knew how to access DSS services.
• Data exceeded the criteria of success - outcome met

• Unit will 1) review open-ended questions on the survey to identify specific ways to further improve the orientation program; 2) develop a direct assessment measure; 3) attend a disability related assessment conference to improve assessment plan.
Improve actions example 3

• **Business Communication (SLO)**

  • Student writings of a case analysis were graded using the CLASS rubric, and found that students had the greatest deficiencies in “Strategy”.

  • Program 1) collected additional demographic data to narrow down weakness population; 2) offered faculty development workshop on case analysis; 3) emphasized use of topic sentences and supporting evidence; 4) provided sample professional documents for use in classroom and homework exercises.

  • **Writing communication scores improved 17% between 2009 and 2012**
Step 6: Document assessment activities

Tell a coherent story

Weigh the pig AGAIN
A multi-year assessment plan

• **What to plan for:**
  
  • Timeline
  
  • Infrastructure/Processes
  
  • Participants/Resources
  
  • Steps to turn assessment results into improvement actions
  
  • Self-evaluation/Reflection of the assessment process
A multi-year assessment plan (cont.)

• Guidelines:
  • Limit to 5-7 POs
  • Determine a realistic assessment plan cycle, i.e. how long (e.g. 5 years) to complete meaningful assessment of all POs
  • Create a multi-year assessment plan that assesses at least 1 PO a year, or follow division’s guidelines
  • Make sure assessment is carried out by the entire division/unit
  • Make sure the assessment plan is manageable and sustainable over time

Outcome is not for only 1 year
assessment@fullerton.edu

www.fullerton.edu/assessment