Six-Step Assessment Process: Performance Outcomes

Facilities Management

Office of Assessment and Educational Effectiveness
02/18/16
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>Assessment</th>
<th>Evaluation</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>(Every step is internally defined)</td>
<td>(Criteria are externally imposed)</td>
</tr>
<tr>
<td>• Flexible</td>
<td>• Fixed</td>
</tr>
<tr>
<td>(Every step can be adjusted)</td>
<td>(Process cannot be changed easily)</td>
</tr>
<tr>
<td>• Collaborative</td>
<td>• Competitive</td>
</tr>
<tr>
<td>(Team effort)</td>
<td>(Focused on individual)</td>
</tr>
</tbody>
</table>
“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 documenting the assessment AND improvement activities/results?

What changes are we making? Are the changes working?

How are we doing? How do we know?

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

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

*AECE Spring 2014
SLO
• Significant and essential learning that students achieve at the end of a course or program
• Knowledge; Skill; Attitude

PO vs. SLO
• Measurable end results or consequences of activities, services, or program
• Variety of results

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

Alignment
**Mission...Goals...Outcomes... What else??**

<table>
<thead>
<tr>
<th>Mission</th>
<th>Vision; Values; Philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>Broad statement of general aims or purpose; Division/Unit centered</td>
</tr>
<tr>
<td>Outcome</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
## PO examples

<table>
<thead>
<tr>
<th>University/Division 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) Promote professional development (A&amp;F Division Goal 4)</td>
<td>Facilities Management staff will be provided with professional development opportunities to enhance engagement and promote career advancement.*</td>
<td>Facilities Management (Admin/Finance division)</td>
</tr>
<tr>
<td>Provide excellence in customer service (A&amp;F Division Goal 1)</td>
<td>University community receive courteous, prompt, and effective solutions to facilities related problems.*</td>
<td>Facilities Management (Admin/Finance 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>
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<tbody>
<tr>
<td>Value-added</td>
<td>vs.</td>
<td>Absolute</td>
</tr>
<tr>
<td>Embedded</td>
<td>vs.</td>
<td>“Add-on”/ External</td>
</tr>
<tr>
<td>Formative</td>
<td>vs.</td>
<td>Summative</td>
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</table>
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>
| Facilities Management (Admin/Finance division) | Facilities Management 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 |
| Facilities Management (Admin/Finance division) | University community receive courteous, prompt, and effective solutions to facilities related problems.* | • Track the amount of response time between problem reporting and solution delivery  
• Calculate the percentage of problem reporting that are resolved within 5 business days |

*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
## Indirect assessment examples

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<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>Facilities Management (Admin/Finance division)</td>
<td>Facilities Management 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>
</tr>
<tr>
<td>Facilities Management (Admin/Finance division)</td>
<td>University community receive courteous, prompt, and effective solutions to facilities related problems.*</td>
<td>Conduct focus group with diverse university constituents to gauge their perceptions of the quality of service provided to address facilities related problems</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><strong>Step 1: Outcomes</strong></th>
<th><strong>Step 2: Methods and Measures</strong></th>
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<tr>
<td><strong>OAEE example</strong></td>
<td>- OAEE will design and improve the Compliance Assist system</td>
<td>- Monitor division climate, and trends in staff retention and engagement</td>
</tr>
<tr>
<td><strong>Facilities Management example</strong></td>
<td>- Calculate Compliance Assist Utilization Rate</td>
<td>- Provide training programs and other professional development opportunities to all IT staff</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>- Conduct Focus group to capture Compliance Assist user satisfaction</td>
<td></td>
</tr>
<tr>
<td><strong>Facilities Management staff will be provided with professional development opportunities to enhance engagement and promote career advancement.</strong></td>
<td><strong>“Things we do”</strong></td>
<td></td>
</tr>
<tr>
<td><strong>“Data we collect”</strong></td>
<td><strong>“Things we do”</strong></td>
<td></td>
</tr>
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</table>

*Suggested, not actual, POs of the division/unit*
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>
</thead>
</table>
| Facilities Management (Admin/Finance division) | Facilities Management 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  
• Conduct annual climate survey to identify strengths and weaknesses related to staff retention and engagement | • At least 5 professional development opportunities provided per year  
• 90% of staff participate in at least 1 professional development opportunity per year  
• 80% of survey respondents report to be “satisfied” with the Facilities Management climate |
| Facilities Management (Admin/Finance division) | University community receive courteous, prompt, and effective solutions to facilities related problems.* | • Track the amount of response time between problem reporting and solution delivery  
• Calculate the percentage of problem reporting that are resolved within 5 business days  
• Conduct focus group with diverse university constituents to gauge their perceptions of the quality of service provided to address facilities related problems | • Average response time is less than 48 hours  
• 90% of the problems are resolved within 5 business days  
• Focus group participants report the quality of service to be courteous, prompt and effective |

*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!

Small changes matter

NILOA (2014)
Improvement actions example I

• 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 2

• 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

• 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