# **Six-Step Assessment Process**: Performance Outcomes

## Assessment: Basics

09.19.18

# Get ready for WSCUC

2012
Reaccredited
(7 yrs)

→

2015
Interim
Report

→

2016
Mid-Cycle
Report

→

Areas of Concern:

- Integrated strategic plan
- Assessment
- Student success
- Funding

Fall 2018
Self-Study
Due

→

Spring 2019
Off-Site
Review

→

Fall 2019
On-Site
Visit

# The Purpose of...

## assessment is to INCREASE quality.

## evaluation is to JUDGE quality.

# Where do we carry out assessment

University

Division

Unit

University Learning Goals
Strategic Plan Goals

**Division POs/SLOs**

**Determined by the Division**

**Unit POs/SLOs**

Focus of today

# 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

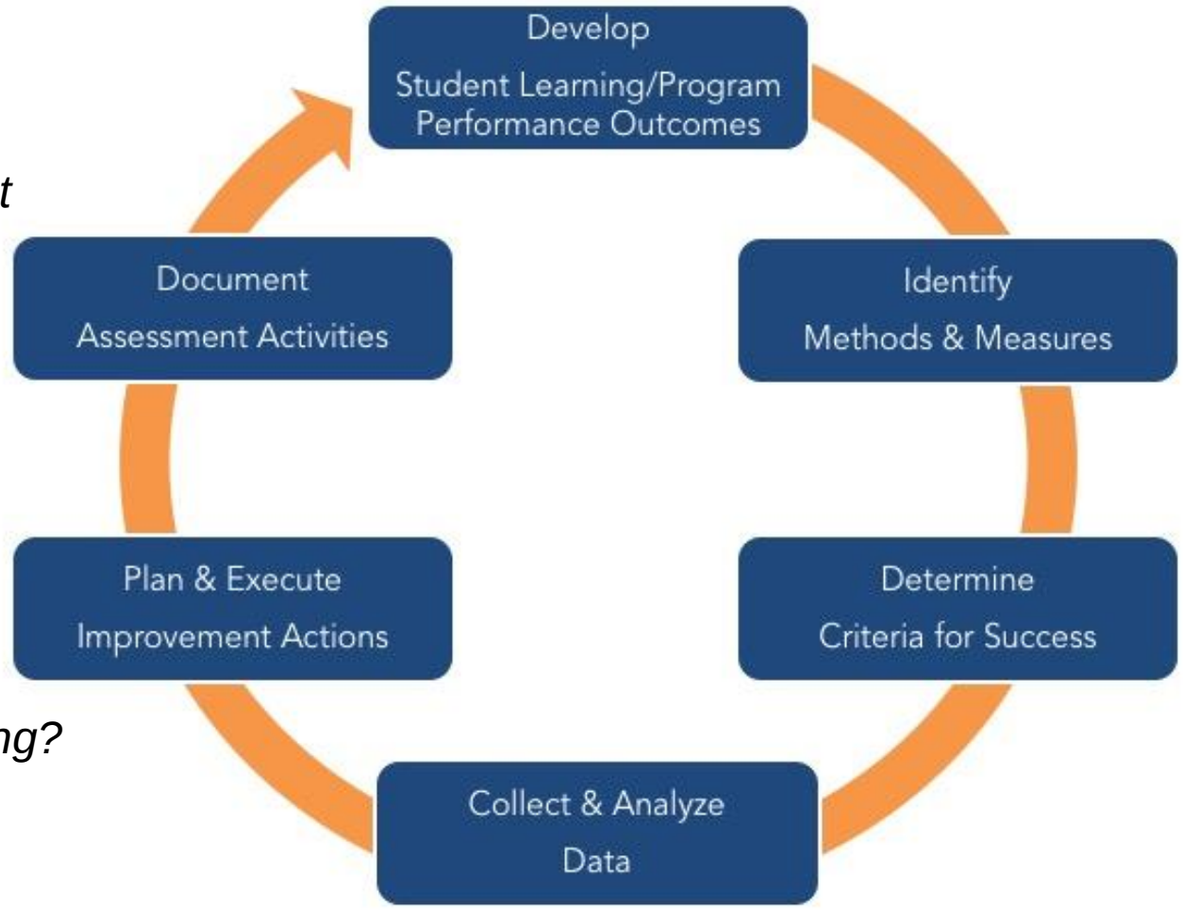
***SLO or PO?***

*Depends on the nature of the outcome, not the function of the unit*

# 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?*



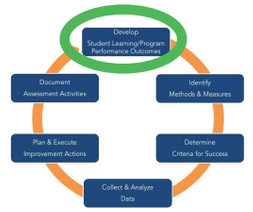

*How are we doing? How do we know?*

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

*What changes are we making? Are the changes working?*

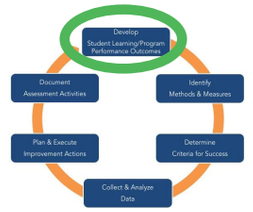
*How do we use data to confirm/improve our practices?*

*AEEC Spring 2014




# Step 1: Develop Performance Outcomes

- A statement
- Measurable end results or consequences of activities, services, or program
- Variety of results
  - Example: “The University has an effective and sustainable assessment process.”




# Where do POs come from

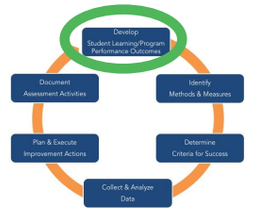
**University**

**Division**

**Unit**

**Alignment**

- "Top-down" vs. "Bottom-up"
- Adapt from existing "best practices"
- Engage faculty/staff
- Involve important but often forgotten stakeholders (students, alumni, employers, etc.)



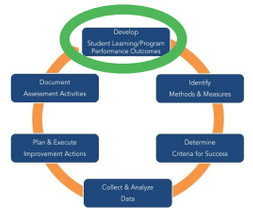

# Mission…Goals…Outcomes…

**Mission** — Holistic vision of the values and philosophy of an institution/division/unit

**Goals** — Broad statement of general aims or purpose; Division/Unit centered

**Outcomes** — Specific and precise operational definition of goals; Customer/Beneficiary centered

**Adapted from Mary Allen workshop (2006) & ALA (2016)*




# What are good POs

- Customer/Beneficiary centered, not division/unit centered
- Aligned with the mission and goals of university/division etc.
- Focus on “high-priority” operations/functions
- Real (not aspirational)
- Simple language
- Specific, clear and concise
- Demonstrable and measurable
- Discrete (no “double-barrel” statements)
- Manageable (more is not better)

**Adapted from Mary Allen workshop (2006) & ALA (2016)*

# PO examples

| Strategic Goal | PO | Division/Unit |
|---|---|---|
| Curricular and co-curricular environment (SPG 1) | Student employees receive adequate support and feedback on their academic success. | Associated Students, Inc. (Student Affairs unit) |
| Persistence, graduation rates, and narrowing achievement gap (SPG 2) | McNair Scholars will be supported in successfully graduating and progressing onto graduate school. | Educational Partnerships (Student Affairs unit) |
| High-quality faculty and staff (SPG 3) | IT staff will have professional development opportunities to enhance engagement and promote career advancement.* | Information Technology (IT division) |
| Resource development (SPG 4) | University stakeholders receive timely and effective communications about the university and graduates' impact on and value to our region, state, and global community.* | University Advancement (UA division) |

**Suggested, not actual, POs of the division/unit*

# Case Study: Step 1

# Step 2: Identify methods and measures

- We are *already* and *always* assessing our performance
- The evidence/measures already in place are NOT always the best place to start
  - Do the measures address the PO?

# A bit of vocabulary

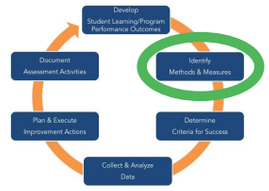
| | | |
|---|---|---|
| Direct | vs. | Indirect |
| Value-added | vs. | Absolute |
| Embedded | vs. | “Add-on”/ External |

# Choosing the right measure

- Valid: Are you measuring the outcome?
- Reliable: Are the results consistent?
- Actionable: Do the results clearly tell you what is or is not working?
- Triangulation: Are there multiple lines of evidence for the same PO?
- Meaningful and engaging: Are faculty/staff engaged? Do the relevant stakeholders care?
- Sustainable: Can the process be managed effectively within the unit context?

# 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

| Division/Unit | PO | Direct measure |
|---|---|---|
| OAIE | The university utilizes a centralized and standardized assessment management system | Calculate Compliance Assist Utilization Rate |
| Educational Partnership | McNair Scholars will be supported in successfully graduating and progressing onto graduate school. | Track graduate school enrollment rate through a national clearing house |
| Information Technology | IT staff will have professional development opportunities to enhance engagement and promote career advancement.* | • Document the number of professional development opportunities provides<br>• 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

**Use as supplemental evidence**

***Surveys are not always indirect assessment*

# Indirect assessment examples

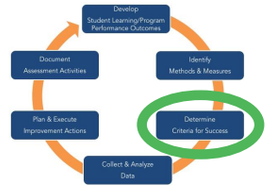
| Division/Unit | PO | Indirect measure |
|---|---|---|
| OAIE | The university utilizes a centralized and standardized assessment management system | Conduct focus group to capture Compliance Assist user satisfaction |
| Student Life and Leadership | Students will receive quality online services from the student engagement office | Student satisfaction survey with the services provided |
| Information Technology | IT staff will be provided with professional development opportunities to enhance engagement and promote career advancement* | Conduct annual climate survey to identify strengths and weaknesses related to staff retention and engagement |

**Suggested, not actual POs of the division/unit*

# Case Study: Step 2

# 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...

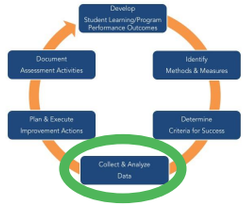



# Criteria for success examples

| Division/Unit | PO | Measures | Criteria of success |
|---|---|---|---|
| OAIE | The university utilizes a centralized and standardized assessment management system | - Calculate Compliance Assist Utilization Rate<br>- Conduct Focus group to capture Compliance Assist user satisfaction | - 80% Compliance Assist utilization rate<br>- 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<br>- Calculate the participation rate of staff in professional development opportunities | - 90% of IT staff participate in at least 1 professional development opportunity per year<br>- 80% of survey respondents report to be “satisfied” with the IT climate |

**Suggested, not actual POs of the division/unit*

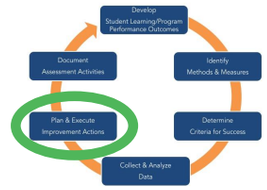
# Case Study: Step 3




# Step 4: Collect and analyze data

- **Sampling!**
  - Relevant, Representative, and Reasonably sized
  - Determined by the outcome and unit context
    - Moderate sample size is sufficient (e.g. “50-80” rule; 20-30%).
      - Very large sample size is rarely needed.
      - If homogenous population, small samples are sufficient.

# Case Study: Step 4



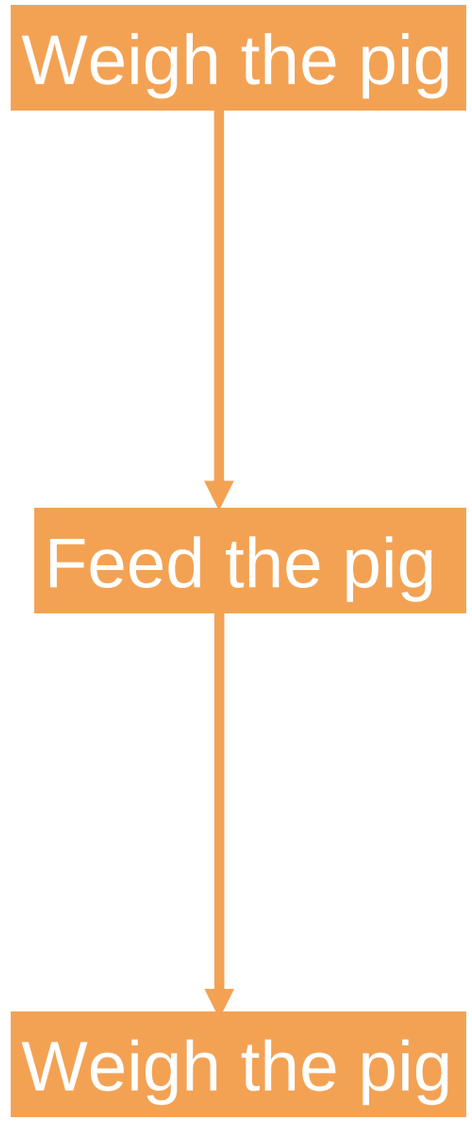

# Step 5: Plan and execute improvement actions

- Review the assessment findings

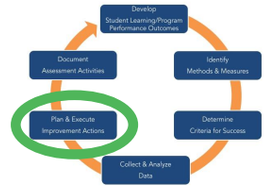
- Types of changes:
  - Infrastructure
  - Program design
  - Service delivery
  - Tools used
  - Resources
  - Assessment plan

Small changes matter

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




NILOA (2014)




# Improvement actions example 1

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.

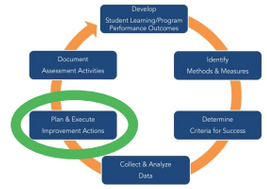
- *Unit will 1) develop plans to investigate possible areas of improvement for student oral communication development; 2) review the nature of student employee positions; 3) adjust the outcome to truly reflect the skills applicable to student employee positions.*

# 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.*




# Improvement actions example 3

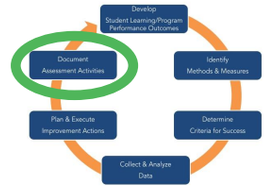
Business Communication (SLO)

- 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***

# Case Study: Step 5




# Step 6: Document assessment activities

campuslabs Planning

Home | My Dashboard | Institution | Courses | Reports | Administrati

CSUF | JYENNY BABCOCK | HELP

Ca Compliance Assist

Organize planning and accreditation

## Institution - Planning Items

Assessments | Strategic Plans | Master Items

**Table Filtered By:** Fiscal Year: FY 2015 Outcomes

Edit Filter

- University
  - Academic Affairs
    - Academic Operations and Finance
    - Academic Programs
      - Academic Advisement Center
      - Assessment and Educational Effectiveness
      - Freshman Programs
      - Graduate Programs
      - Health Professions Advising
      - Online Programs
      - Undergraduate Programs and General Educ
      - University Honors Program
    - College of Communications
    - College of Education
    - College of Engineering and Computer Sciences
    - College of Health and Human Development

New Item

**Fiscal Year: FY 2015**

| Number | Name | Start | End | Progress |
|---|---|---|---|---|
| 102-002-PO-01 | Implement 6-step process assessment framework | 7/1/2014 | 6/30/2018 | |
| 102-002-PO-02 | Implement Compliance Assist | 7/1/2014 | 6/30/2018 | |
| 102-002-PO-03 | Enhance assessment expertise | 7/1/2014 | 6/30/2018 | |
| 102-002-PO-04 | Implement Annual Report process | 7/1/2014 | 6/30/2018 | |
| 102-002-PO-05 | Implement Program Performance Review (PPR) process | 7/1/2014 | 6/30/2018 | |
| 102-002-PO-06 | Ensure compliance-related assessment of accreditation | 7/1/2014 | 6/30/2018 | |

Tell a coherent story

Weigh the pig AGAIN

# Case Study: Step 6

# A multi-year assessment plan

- **What to plan for:**
    - Timeline
    - Process
    - Participants
    - Steps to turn assessment results into improvement actions
    - Self-evaluation/Reflection of the assessment process

# A multi-year assessment plan (cont.)

- **Guidelines:**

Outcome is not for only 1 year

  - Start with 3-5 outcomes
  - Determine a realistic assessment plan cycle, i.e. how long (e.g. 7 years) to complete meaningful assessment of all POs
  - Create a multi-year assessment plan that assesses 1-2 POs a year
  - Consider overlapping assessment (of new PO) and improvement (of assessed PO) activities
  - Make sure assessment involves the entire unit/division

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