Back to Basics: Assessment 101 for Administrative and Educational Support Units

Presented by
Office of University Assessment
Presentation Objectives

By the end of this session you will:

• Know why we engage in **Administrative and Educational Support Unit Assessment**.

• Be knowledgeable of the assessment process at FAMU for Administrative and Educational Support Units.

• Be knowledgeable of the role of assessment planning and its relationship to meaningful assessment.

• Be knowledgeable of best-practices in assessment planning/reporting and the use of assessment data for program/unit improvement.
About the OUA

The mission of the Office of University Assessment is to promote a culture of evidence at FAMU through the implementation of a manageable and sustainable assessment process that leads to quality program and service improvement.
OUA Core Functions

**Improve Student Learning**
- Instructional Programs
- Administrative and Educational Support Units

**Enhance Capacity for Improvement**
- Assessment Training
- Assessment Support Services
- Framework for Feedback

**Overall Institutional Effectiveness**
- Accountability
- Maintain repository of assessment reports and other key assessment data
- Institutional level assessment reporting
- Support of regional and specialized accreditation
What is **Assessment**?

- Any effort to gather, analyze, and interpret evidence which describes institutional, divisional, or agency effectiveness (*Upcraft and Schuh, 1996*).

- A systematic process of gathering, analyzing, and interpreting evidence to determine to what extent outcomes meet expectations (*Suskie, 2004*).

- A systematic process of documenting and analyzing the effectiveness of the teaching and learning processes to ensure that the expectations and standards are met in fulfilling the mission of FAMU.
  - *The process includes monitoring and enhancing the administrative and educational support structure that leads to the continuous quality improvement of FAMU’s academic programs and administrative and educational support services.*
Brief History of Assessment

https://www.youtube.com/watch?v=-qTIBhmkBvW
Purpose of Assessment

The Core purpose of assessment:

**To Inform**
The assessment process should inform department heads and other decision-makers of the contribution and impact of the unit/program to the whole.

**To Improve**
The assessment process should provide feedback to determine how the unit/program can be improved.
Purpose of Assessment Cont...

**To Provide Evidence**
The assessment process should encapsulate and demonstrate what the unit/program is accomplishing to key stakeholders (i.e. students, faculty, staff, accrediting bodies etc.)

**To Support**
The assessment process should provide support for campus decision-making activities such as unit review and strategic planning, as well as external accountability activities.
FAMU
Institutional Effectiveness Model

University Mission and Strategic Priorities
College/School/Division Strategic Priorities
Program/Unit Level Goals/Outcomes/Objectives

Development of Program/Unit Assessment Plans
ADESU outcomes/objectives

Program & Service Improvements/Modifications

Use of Results “Closing the Loop”

Assessment Activities
Assessment Process at FAMU
FAMU-STARS
**Key Terms Used in AIS – Cloud-based Assessment Insight**

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Why ADESU Assessment is Important

• Promotes excellence and continuous quality improvement in overall service to students.
  ▫ Aligned with SP 6 – Outstanding Customer Experiences

• Facilitates effective and efficient operations.
  ▫ Aligned with SP 5 – First-Class Business Infrastructure

• Enhances the institution’s competitive edge.
  ▫ Aligned with SP 1 – Exceptional Student Experience
Why ADESU Assessment is Important Cont...

• Satisfies regional accreditation requirements.
  ▫ **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)**
    • **7.3 Administrative Effectiveness** - The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.
    • **8.2c – Student outcomes: academic and student support services** - The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:
      • C - Academic and student services that support student success. (Student outcomes: academic and student services)

• Promotes compliance with other external accountability standards.
Cost of Not Measuring Performance

• Decisions based on assumptions rather than fact. (scatter shot approach).

Scatter Shot Approach

• Failure to meet stakeholders’ expectations.
Cost of Not Measuring Performance Cont...

Ponder this:

- 78% of former and current college and university students believe that higher education needs to change (Lumina Foundation).
- 1/3 of students will transfer to a different institution that provides a better academic and social experience (Inside Higher Education).
- 50% drop in alumni participation rate since 1990 (AnnualGiving.com).
- $17B lost annually due to student attrition caused by poor campus experience (Education Policy Institute)
Cost of Not Measuring Performance Cont...

- Failure to identify areas for improvement.
- Failure to innovate.
- Failure to effectively progress towards the accomplishment of institutional priorities.
- Impact program/unit institutional accreditation.
**Economic value** is lost when experience fails to meet expectations resulting in **lost revenue and share**.

**Economic value** is lost when experience significantly exceeds expectations, resulting in higher than necessary **operating costs**.

*Source: KPMG*
Learning Objective - 1

By the end of this session you will know why we engage in Administrative and Educational Support Unit Assessment.

Why do we engage in Administrative and Educational Support Unit Assessment?

a) Continuous improvement  
b) To meet regional and other external accreditation requirements  
c) Because President Robinson said so  
d) Facilitates effective and efficient operations  
e) a, b and d  
f) All of the above
Learning Objective - 2

By the end of this session you will be knowledgeable of the assessment process at FAMU for Administrative and Educational Support Units.

Describe FAMU’s institutional effectiveness model.
FAMU Institutional Effectiveness Model

- University Mission and Strategic Priorities
  - College/School/Division Strategic Priorities
  - Program/Unit Level Goals/Outcomes/Objectives

- Development of Program/Unit Assessment Plans
  - ADESU outcomes/objectives

- Program & Service Improvements/Modifications

- Use of Results “Closing the Loop”

- Assessment Activities
Learning Objective – 2 Cont...

By the end of this session you will be knowledgeable of the assessment process at FAMU for Administrative and Educational Support Units.

How many steps are there in the FAMU-STARS assessment process?

a) 3 steps
b) 4 steps
c) 5 steps
d) 6 steps
Assessment Process at FAMU
FAMU-STARS
Learning Objective – 2 Cont...

By the end of this session you will be knowledgeable of the assessment process at FAMU for Administrative and Educational Support Units.

Which of the following best describes the use of improvement narratives in the assessment process?

a) They address what you will do the next assessment cycle for continuous improvement.
b) They provide your action plan/steps for improvement.
c) They highlight decisions made based on the use of results from the past assessment cycle.
d) a & b
e) All of the above
Learning Objective – 2 Cont...

By the end of this session you will be knowledgeable of the assessment process at FAMU for Administrative and Educational Support Units.

What information should be included in the overall reflection section in the Assessment Insight System?

a) Overall reflection on the Assessment Report.
b) Summary of what worked well over the course of the current assessment cycle.
c) Summary of changes that were made in the current assessment cycle that were tied to results and action plans from the previous assessment cycle?
d) Summary of what will be done in the next assessment cycle to address areas of opportunity
e) All of the above.
Learning Objective 3

By the end of this session you will be knowledgeable of the role of assessment planning and its relationship to meaningful assessment.

Which of the following is the purpose of assessment?

a) To inform
b) To improve
c) To provide evidence
d) To support campus decision making
e) All of the above
Learning Objective 3 Cont...

By the end of this session you will be knowledgeable of the role of assessment planning and its relationship to meaningful assessment.

What are the steps in the assessment planning process?

a) Develop outcomes/objectives and identify targets for performance.

b) Develop outcomes/objectives, align to strategic priorities and then identify targets for performance.

c) Develop outcomes/objectives, align to strategic priorities and then identify associated measures.

d) Develop outcomes/objectives, align to strategic priorities, identify appropriate measures and establish targets for performance.
# Key Terms Used in AIS – Cloud-based Assessment Insight

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Why is assessment planning important?

• Foundation of meaningful assessment.
• If it is measured, it can be improved.
• If the plan is flawed, the report will not produce actionable data/results.
Definition of Key Terms

Goal – Broad general statement that speak to what you want to accomplish.
  ▫ Long-term
  ▫ May or may not be measurable

Examples of Administrative Goals
• Build customer satisfaction and brand loyalty by exercising best practices in customer service delivery.
• Promote strategic and responsible stewardship of resources.
• Develop and maintain a University-wide culture of service excellence
• Sustain superior service levels with ongoing monitoring, accountability, and recognition programs to reward excellent customer service.
Definition of Key Terms Cont...

Objective – A specific result that a program/unit aims to achieve within a time-frame and with available resources.

- **Specific**
- **Measure**
- **Attainable**
- **Relevant**
- **Time-Bound**

*Note: Objectives are basic tools that underlie all planning and strategic activities.*

**Examples of Objectives**

- The Office of Admissions will reduce the application response time for all (i.e. 100%) of prospective students by 20% by October 31st.
- The Office of Student Activities will provide at minimum 4 professional leadership and volunteer service opportunities for juniors by the end of the 2017-2018 academic year.
Definition of Key Terms Cont...

Student Learning Outcomes – Address what you expect students to know, value or be able to do by the end of a learning experience.

Examples of Student Learning Outcomes
- After attending a financial aid session, students will be able to accurately fill out the FASFA form.
- As a result of three meetings with an academic advisor, students will be able to compare study strategies that are appropriate for their learning style.
- After participating in a leadership retreat, organization presidents will be able to differentiate between tasks to complete themselves versus those to delegate to their executive board before their first spring semester planning meeting.

Model for writing SLOs

<table>
<thead>
<tr>
<th>Audience / Who</th>
<th>Student Learning Outcome Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A – Students will...</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Behavior / What</th>
<th>B - &lt;learn what&gt;</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Condition / How</th>
<th>C - &lt;under these circumstances/conditions&gt;</th>
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<table>
<thead>
<tr>
<th>Degree / How much</th>
<th>D - &lt;to this level of efficiency/effectiveness&gt;</th>
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Planning Process for the Development of Quality Outcomes/Objectives

- **Step 1:** Begin with a review of the mission of your unit.
  - Is it aligned with the mission and strategic plan for the university?
  - Does it promote excellence in service to students and other constituents?

- **Step 2:** Review/define the goals of the administrative unit.
  - If your unit does not have established goals that are aligned with the mission and strategic plan for the university and for your division, develop them now. *(Be SMART!)*

- **Step 3:** Review/define the outcomes/objectives of the administrative unit.
  *Note: Objectives will describe what the department will do and what its impact will be on key stakeholders.*

- **Step 4:** Identify specific measures to assess your objective and establish targets for performance.
  - Valid and reliable measures.
  - Multiple measures where appropriate.
Planning Process for ADESU – (Guiding Assessment Questions)

- What does the unit do that impacts student learning and development?
  - How well are you doing it?
- How does the unit monitor student/client satisfaction with services rendered?
- How does the unit measure overall success?
- How does the unit use assessment results to improve its services/functions?
- Do adjustments/changes make a difference?
Direct Measure/Criteria For Success

**Direct Measure**
A measurement strategy that require units to actively demonstrate achievement levels related to institutional and unit specific objectives.

**Direct Criteria for Success**
The expected levels of performance or the tangible benchmark indicators of your unit’s success.

e.g.

- **80%** of the employees will attend at least 1 professional development workshop annually.
- Increase the number of financial aid applications processed by the priority deadline (i.e. **January, 1st**) by **5%**.
Indirect Measure
Student or client perceptions of the effectiveness and efficiency of services rendered.

Indirect Criteria for Success
The expected (for example Very Satisfied, Satisfied, Dissatisfied or Very Dissatisfied) opinions of your customers from surveys, focus groups, or interviews, etc.

e.g.

• **80%** of students completing the Point-of-Service survey for the Financial Aid Office will rate their level of satisfaction with the services provided at a **4 or higher** on a 5 point Likert scale.

• **70%** of vendors responding to the Constituents Survey will strongly agree (i.e. **score of 5** on a 5 point likert scale) that their interaction with university employees met their expectations.
Frequently Used Assessment Methods

Activity Record
Analysis of Work Order, Time on Task, Records.
Audit Report
Benchmarking
Comments Card
Compliance Reports
Employer Survey
Exit Survey
External Evaluation Report (Example: Outside Vendor)
Interview
Open Forum feedback

Point of Contact Survey
Questionnaire
Reports Analysis
Roster (For Example: Participation)
Satisfaction Survey
Self-Evaluation or Reflection
Standardized Assessment Instrument
Student Survey
Suggestion Box
Telephone Survey
Ticket Receipts
Tracking
Training/Workshop Feedback
Utilization Log
The 3 M’s of Assessment

Meaningful
• How does the outcome/objective support the departmental mission or goal?

Manageable
• What is needed to foster the achievement of the outcome?
• Is the outcome realistic?

Measurable
• How will you know if the outcome is achieved?
• What will be the assessment method?
Learning Objective 4

Be knowledgeable of best-practices in assessment planning/reporting and the use of assessment data for program/unit improvement.

What does the acronym SMART mean?

a) strategic, measurable, artistic, relevant, timely
b) strategic, measurable, attainable, relevant, time-bound
c) specific, measurable, attainable, relevant, time-bound
d) specific, measurable, actionable, relevant, time-bound
Learning Objective 4 Cont...

Be knowledgeable of best-practices in assessment planning/reporting and the use of assessment data for program/unit improvement.

Which of the following is the first step in the planning process for the development of quality outcomes/objectives?

a) Review/define the goals of the administrative unit.
b) Identify specific measures to assess your objective and establish targets for performance.
c) Review the mission of your unit.
d) Review/define the outcomes/objectives of the administrative unit.
Learning Objective 4 Cont...

Be knowledgeable of best-practices in assessment planning/reporting and the use of assessment data for program/unit improvement.

Which of the following reflect appropriate use of assessment data.

a) Used to support program/unit improvement.
b) Used to celebrate wins for the program/unit.
c) Can be incorporated into the performance appraisal of employees.
d) All of the above
Basics Assessment Expectations

• Formulate value added outcomes/objectives
• Utilize Multiple Measures
  ▫ Qualitative and Quantitative
  ▫ Formative and Summative
• Continuously Improve
  ▫ Review and revise goals and objectives
  ▫ Increase targeted performance levels
Assessment and Data Reporting

Assessment and Institutional Effectiveness Model

University Mission and Strategic Priorities
College/School/Division Strategic Priorities
Program/Unit Level Goals/Outcomes/Objectives

Program & Service Improvements/Modifications

Development of Program/Unit Assessment Plans
ADESU outcomes/objectives

Use of Results “Closing the Loop”

Assessment Activities

Data Reporting

October 31st – Assessment Reports for the previous year and plans for the upcoming year submitted to the Office of University Assessment (OUA).

Note: Be reminded that your division may have an internal deadline for reports and plans as they are first reviewed within the division.
Wrap-up

• Assessment works best when it is ongoing.
• Improvement is best fostered when assessment entails a linked series of activities undertaken over time.
• Monitor progress towards intended goals in a spirit of continuous improvement.
Summary of Training

What you learned today.

• Know why we engage in **Administrative and Educational Support Unit** Assessment.

• Assessment process at FAMU for Administrative and Educational Support Units.

• Role of assessment planning and its relationship to meaningful assessment.

• Best-practices in assessment reporting and the use of assessment data for program/unit improvement.

• Institutional Effectiveness model for assessment and the deadline for reports and plans.
Next Steps

Exercise – Review your 2017-2018 assessment plans to evaluate if they conform to what you have learned today about meaningful assessment.

• If they do, no further action is required.
• If they do not, revise to reflect the outcomes/objectives that will help to move unit performance to the next level.
  - Make sure that they are aligned with your unit goals and other strategic priorities for your division.
References / Other Resources


Session Evaluation