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Institutional Effectiveness at Daytona State College is a systematic, ongoing and documented process for strategic planning, evaluation, and assessment of outcomes at institution, unit, program and course levels. Institutional effectiveness uses performance indicators to provide substantive information for both strategic and operational decision making. Through the IE process, the college aligns organizational activities with the college’s mission.

Mission Statement:
Daytona State College, a comprehensive public college, provides access to a range of flexible programs from community enrichment to the baccalaureate degree, emphasizing student success, embracing excellence and diversity, as well as fostering innovation to enhance teaching and learning.

Each student support, community and public service, and administrative unit contributes to the process by aligning its outcomes with the college’s Strategic Plan. During the planning process units establish a mission and outcomes and ensure congruency with the college’s mission and outcomes. Each unit develops a plan that assesses the effectiveness of the unit and the extent it is achieving its purpose and contributing to the success of the institution. Data from planning and assessment is used in the development of the budget and allocation of resources.

Purpose of this Manual
This manual provides procedures, guidelines and timelines to assist the college’s student support, community and public service, and administrative units in developing plans to demonstrate effective operations and provide insights that will support data-informed decision making. It offers a framework to systematically plan and evaluate how units are functioning and achieving desired outcomes.
Daytona State College Vision and Values

Vision:
Daytona State College is the premier source for education and training to facilitate individual advancement and economic development in Volusia and Flagler counties.

Values:

| Community – The College community encompasses our students, faculty, staff and the public we serve. Our community is built upon mutual respect, effective and open communication, and civic responsibility. |
| Integrity – Daytona State College strives for the highest ethical standards in all areas of operation, including the fair and consistent treatment of all members of the College community. The college fully supports academic freedom and the right of intellectual pursuit. |
| Excellence – To achieve academic excellence, professionalism, and quality in all the programs and services we offer, Daytona State College employs a system of continuous improvement based on assessment, accountability and engagement with the entire community. |
| Diversity – Diversity of people, thought and expression provides energy and vitality for the learning process. Daytona State College celebrates both the originality and distinction of individuals and cultures, while at the same time valuing the common bonds that unite us as a global community. |
| Innovation – Innovation and creativity are the keys to our growth as an institution, as well as the growth and success of our students. Daytona State College prides itself on its ability to adapt to a rapidly changing world. |

June 2018 Update
finding positive and creative solutions to the challenges it faces.

**Student Success** – There is no value more important than the success of our students. Our main goal is to provide students with the skills, knowledge and drive to succeed in the classroom, the workplace and in life. Beyond this success, we hope to instill in our students a lifelong love of learning.

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### Chapter 2

**Institutional Effectiveness**

**The Institutional Effectiveness Process**

The Institutional Effectiveness (IE) process involves four integrated dimensions: **Planning**, **Assessment**, **Evaluation** and **Budgeting**.

**Planning** involves strategic and tactical planning to determine the priorities and initiatives that best support the College’s mission.

**Assessment** is the regular and consistent review of academic and nonacademic outcomes at program, course and unit levels. It is a *formative*, cyclical process.

**Evaluation** is a *summative* reporting of results and intended use of results across the institution.

**Budgeting**, as part of the IE process, ensures that financial and other resources are allocated appropriately to support continuous improvement.

Institutional Effectiveness is a cyclical process and is directly impacted by key environmental factors (demographic, economic, political, cultural, and technological) and accreditation requirements.

According to SACS Core Requirement 2.5, the institution must engage in “ongoing, integrated, and institution-wide research-based planning and evaluation”.

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[Diagram showing the relationship between Environmental Factors, Planning, Accreditation Requirements, Evaluation, and Budgeting]
Mission Statement

The mission of the college is established by the Florida legislature and written into state statute. The District Board of Trustees is responsible for developing and approving a mission statement that describes the purpose of the college -- what the college is trying to achieve as an educational institution. The mission statement is reviewed each year by the District Board of Trustees and updated as needed. The current mission statement was revised and approved in June 2005.

Strategic Plan

To accomplish its mission, the college is guided by a three-year strategic plan that identifies goals and strategic priorities to support the mission. The plan is developed by anticipating key external trends, opportunities and threats that may be driving forces in shaping the college’s future and responding more effectively to the community it serves.

Developing an Institutional Effectiveness Plan

The college uses two models to support and provide evidence of institutional effectiveness. The models guide student support, community and public service, and administrative units in developing unit plans, establishing performance targets, documenting results, and making decisions based on outcomes results. Each planning unit will use the Eight Stages of Outcome Assessment model to develop a unit plan. The units then will use a five step model for documenting the unit plan, assessment of outcomes and evidence of improvement. This manual will provide the instructions, templates and timelines for the institutional effectiveness process.
Purpose and Charge of the Planning Council

The Planning Council acts as a point of consensus in a participatory process that supports the planning and assessment processes of the College through coordinating planning and assessment activities, identifying and evaluating issues significant to the planning process, and recommending outcomes and strategies which improve student success, embrace excellence and diversity, foster innovation, and enhance teaching and learning.

The Planning Council is an integral part of the institutional effectiveness process at Daytona State College. It provides oversight, guidance and resources for planning, assessment and evaluation activities for both academic and non-academic programs. The Planning Council supports the College’s commitment to establish institutional effectiveness as ongoing and integrated, it reinforces the College’s emphasis on quality programs and services, and it builds a culture of continuous improvement and informed decision-making. It serves as the point of consensus in a participatory process that identifies and analyzes issues of significance to the college community and develops recommended solutions or actions.

Planning Council Membership

The membership of the Planning Council will be comprised of the following:

- Faculty
- Constituent heads - (Faculty Senate, Administrative, Professional, Career, SGA)
- Administrators
- Professional employees
- Career service employees

Planning Council members are appointed by the President to serve a two-year term from August through May. Faculty members comprise at least half of the Council and provide a diverse representation of all schools and campuses. The head of each employee constituent group serves on the Council and the President of the Student Government Association participates as the student representative. Administrators, professional, and career employees each have three representatives in addition to their constituent heads. The President accepts recommendations for membership from the Faculty Senate and other employee constituent groups as well as the Executive Team. Council members may be re-appointed, but it is expected that there will be opportunities for new appointees each year.
Planning Council Committees

The Planning Council operates with a standing committee structure that includes the following six subcommittees:

- Academic Success Committee
- Administrative Unit Review Committee
- Falcon Idea Committee
- Institutional Success Committee
- Instructional Program Review Committee
- Teaching and Learning Committee

Ad hoc subcommittees may be convened to accomplish a specific task, such as developing a new strategic plan, or to explore a general topic, such as retention, to see what opportunities the College may have to enhance student learning or improve operational effectiveness.

The six subcommittees are working groups that support the Planning Council by researching issues and developing potential solutions. Committees provide proposals for new initiatives, recommendations for budget allocations, evaluation and assessment reports, and other information that might be useful to the Planning Council for informed decision-making. At least two co-chairs are appointed annually by the President to lead each committee. Committee members are recommended by the constituent heads or the committee co-chairs and confirmed and appointed by the President. Co-chairs and committee members may be re-appointed, but it is expected that there will be opportunities for new appointees each year. Co-chairs and committee members are not members of the Planning Council itself.

The results of the committees’ work are presented to the Planning Council for review and approval through a consensus process. Planning Council recommendations are forwarded to the President and Executive Team for action. The Executive Team may accept the recommendations in whole or in part, modify the recommendations or send an issue back to the Planning Council for further work.

The Planning Council prioritizes committee recommendations and prepares a master list of ranked priorities with estimated budget impact. The rankings are forwarded to the Executive Team for approval. Once funding levels are known from the state and enrollment projections are developed, typically in June, the available resources are applied to the priorities recommended by the Council and approved by the Executive Team as far down the list as the dollars will stretch. Priorities that were ranked but not funded continue to be considered as the College seeks grants, contracts, and private funding. If funding is not located for these priorities, the priorities can be brought forward the next year for consideration.

At the conclusion of each year, the Council evaluates the planning process. Any suggestions for improvements or modifications to the structure or the process are reviewed by the Chair and the Executive Team for implementation in the coming year.
Planning Council Outcomes

The Planning Council Committees provide the framework of accountability for the College’s planning, assessment and evaluation processes.

• Provide support and guidance for developing and implementing the Strategic Plan, an institutional dashboard, institutional outcomes (both academic and operational), and program/unit assessments and reviews.
• Ensure that program and unit activities link to the college mission, strategic plan and/or outcomes.
• Provide a forum for institution-wide discussion of assessment findings.
• Make recommendations for resource allocations to support improvement initiatives.
• Provide assessment and evaluation reports to the Planning Council and Executive Team
• Ensure that achievements, results and use of results are documented and communicated.
• Provide a mechanism for assessing the effectiveness of the IE process, system and resources.
• Serve as an opportunity for employee leadership, participation and involvement.
### Planning Council Committee Roles

<table>
<thead>
<tr>
<th>STANDING COMMITTEES</th>
<th>Committees Replaced / Purpose and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Success Committee</strong></td>
<td>Evaluates strengths and challenges, identifies opportunities, and provides recommendations for improving outcomes at the course, program and institutional level. Analysis is based on outcomes data and information provided to the committee by the academic assessment teams (vocational, associate of science, associate of arts, and baccalaureate).</td>
</tr>
<tr>
<td><strong>Administrative Unit Review</strong></td>
<td>The Administrative Unit Review (AUR) provides an opportunity to evaluate administrative unit productivity, staffing, and cost effectiveness and make recommendations for improvements. Analysis is based on data and information gathered over a three-year period.</td>
</tr>
<tr>
<td><strong>Falcon Idea</strong></td>
<td>The Falcon Ideas Committee provides proactive support and recognition for the development of innovative ideas from the college community that further the mission, vision, values, and strategic priorities of the college.</td>
</tr>
<tr>
<td><strong>Instructional Program Review</strong></td>
<td>The Instructional Program Review (IPR) Committee evaluates academic programs by reviewing their strengths and challenges, identifying opportunities and providing recommendations for improvements. Analysis is based on data and information spanning a three-year period.</td>
</tr>
<tr>
<td><strong>Institutional Success</strong></td>
<td>The Institutional Success Committee assesses the planning efficacy of non-academic planning units. The committee reviews the mission, outcomes, strategies and performance targets of each unit and makes recommendations for improvement. Analysis is based on reports submitted as part of the unit planning process.</td>
</tr>
<tr>
<td><strong>Teaching and Learning</strong></td>
<td>The Teaching and Learning Committee provides review, oversight, and approval of changes to or termination of existing programs and implementation of new programs. Reviews and recommends changes to faculty credentialing requirements and faculty responsibilities. Evaluates policies and procedures related to student learning and academic programs, and recommends changes to enhance efficiency and outcomes. Identifies best practices and innovations to enhance the teaching and learning process.</td>
</tr>
</tbody>
</table>
Assessment represents the systematic and on-going process of collecting, and reviewing evidence about the college’s administrative, educational support, and community and public services planning units. The college uses the results to evaluate how well the administrative units are functioning and their impact on the College and the community.

Planning units establish outcomes and targets to assess the extent to which they are fulfilling their purpose and functioning as a unit. The college’s Strategic Plan guides employees in the development of unit outcomes. Assessment provides evidence on which to base changes intended to improve efficiency or effectiveness of units. It is not an evaluation of individual staff.

Evidence is needed to demonstrate data are used for continuous improvement. All unit outcomes must be assessed twice within a three-year timeframe as outlined in this manual.

**Planning Units**

**Effective planning unit assessment should answer these questions:**

1. What are you trying to do?
2. How well are you doing it?
3. Using the answers to the first two questions, how can you improve what you are doing?
4. What and how does the unit contribute to the development and growth of students?

*(Hutchings and Marchese, 1990)*
Effective planning unit assessment should be done:

1. **To improve**- The assessment process should provide feedback to determine how the planning unit can be improved.

2. **To inform**- The assessment process should inform unit managers and other decision makers of the contributions and impact of the unit to the institutional mission.

3. **To prove**- The assessment process should summarize and demonstrate what the planning unit is accomplishing.
Eight Stages of Outcome Assessment

Mission

Evidence of Improvement

Outcome

Use of Results

Assessment Measures

Analysis

Levels of Achievement

Strategies

Shine

at

Daytona State College
Chapter 5  
Eight Stages of Outcome Assessment – Planning Units

The Eight Stages of Outcome Assessment represents the cyclical process of planning and assessment at the unit level. The first five stages of the outcome assessment model are formative. Formative assessment occurs at the beginning of the assessment process where desired outcomes, assessment measures, levels of achievement, and strategies are defined. The last three stages of the outcomes assessment model are summative. Summative assessment occurs at the end of the assessment process where it is determined if actual outcomes have been achieved and to provide statistics for internal or external accountability purposes.

Stage 1: MISSION

Discuss mission and overall intent of unit. Is the mission clearly yet briefly defined? Is the mission distinctive and specific to the unit? Does it reflect the purpose, primary functions and activities of the unit? Does the mission identify the stakeholders? Is it congruent with the college mission?

The mission statement serves as the foundation for planning and should describe the functions of the unit, primary activities, and identification of stakeholders. The mission statement details what a unit seeks to accomplish and should reflect the mission and outcomes of the institution.

The Mission Statement should . . .

- Be clear and concise
- Be distinctive and specific to the unit
- State the purpose of the unit
- Indicate the unit’s primary activities
- Who are the stakeholders
- Identify any clarifying statements that are specific to the unit
- Ensure congruence with the college mission

A Template for Developing a Mission Statement:

The mission of (unit name) is to (unit’s primary purpose) by providing (unit’s primary activities) to (identify stakeholders and provide additional clarifying statements that include values and alignment with the college mission statement).
**Stage 2: OUTCOMES**

**Identify measurable outcomes that are consistent with the mission and purpose of the unit.** The outcomes should reflect the purposes and functions of the unit and should be identified in a brainstorming session. Ideally, outcomes should be services or products that can be improved. **Desired outcomes are statements of expectations and actual outcomes indicate the results of the assessment process.** Are the outcomes consistent with the mission? Do the outcomes describe the services or processes? Are the outcomes under the control of the unit? Are the outcomes specific and measurable? Are outcomes stated in clear and precise language? Do the outcomes focus on key areas where outcomes assessment will enable the unit to improve?

An outcome is a specific statement that describes current services, processes, or instruction. Outcomes are related to the unit and college mission and focus on the benefit to the recipient of the service or to the college. One approach that works well is to ask each of the unit staff members to create a list of the most important services, processes or functions that the unit performs. From the list establish a set of outcomes that would have the most important impact on the unit. The number of outcomes is unique to the specific unit. Once the unit analyzes data collected from assessment the outcomes can be revised or additional outcomes may be developed.

Create **SMART Outcomes!** *(Adopted from Peter Drucker)*

- **S**pecific (Clear and definite terms describing the knowledge, skills, values, and abilities.)
- **M**easurable (It is feasible to get data; data are accurate and reliable; multiple methods of assessment. It is recommended to have a minimum of three methods to measure each outcome.)
- **A**ggressive/Attainable (The outcome has the potential to move the course or program forward.)
- **R**esults-oriented (Describe what standards are expected from students.)
- **T**ime-bound (Describe a specified time period for accomplishing the outcome.)

Begin the outcome statement with the beneficiary of the service you provide: “Students are aware of…,” “Administrators have the…,”

Outcomes focus on the ends, not the means -- what unit will do, what the desired “end state” should be.

Use an action verb to describe in an observable way what the unit should be able to do…

An outcome should be stable over a number of years, not time dependent.

Outcomes need to be measurable and related directly to the work of the unit.
Stage 3: ASSESSMENT MEASURES

For each outcome, identify at least two methods of measurement that will be used to assess progress on the outcome. Do the measures effectively and accurately address all aspects of the outcome? Do the methods provide measurable results? Is it possible to collect accurate, valid, and reliable data for each measure in a reasonably efficient manner within the academic year? Do the measures provide detail on what will be assessed, how the assessment will be conducted, when and where the assessment will take place?

An assessment measure should provide meaningful, actionable data that the unit can use to base decisions. There are two types of assessment methods that are used for assessing outcomes which are considered either direct or indirect measures of assessment. Direct measures of assessment are those designed to directly measure what a stakeholder knows or is able to do. Indirect measures focus on a stakeholder’s perception and satisfaction with the service. Indirect methods alone do not provide adequate information about the outcome and should be supplemented with direct measures. Examples of direct and indirect measures are listed on the following page.

Properties of Good Assessment Techniques

When identifying an assessment method, you should keep in mind what you are trying to assess:

- Are you trying to assess an employer’s satisfaction with the unit?
- Are you trying to assess the results of a recruitment campaign for minority students?
- Are you trying to assess the student’s perception (affective) of the value of the internship completed through the program?
- Are you trying to assess the student’s /staff’s knowledge (cognitive) of learning that resulted from completion of the program?
- Are you trying to assess the unit’s efficiency in processing applications in a timely manner?
- Are you trying to assess the alumni’s interest in supporting the college?
Assessment Measures for Planning Units

- Student satisfaction surveys
- Number of complaints
- Count of program participants
- Growth in participation
- Average wait time
- Comparisons to professional organizations’ best practices
- Statistical reports
- Average service time
- Staff training hours

- Number of applications
- Processing time for requests
- Number of users
- Focus groups
- Opinion surveys
- External review
- Number of staff trained
- Dollars raised
- Attendance at events
- Student participation in clubs and activities

Stage 4: LEVELS OF ACHIEVEMENT

For each method of measurement, determine the acceptable level or standard of performance. The acceptable levels should be specific and stated in numbers. What level of achievement is considered acceptable performance for the unit? Are the acceptable levels measurable?

A level of achievement provides a target for determining the minimum expectation for success of an outcome.

The level of achievement should be:

- Specific and measurable
- Stated in numerical terms
- Stated in realistic terms
- Be directly related to the outcome
- Consider all aspects of the outcome
- Review existing data trends so that you are educated when setting your benchmark
- Be manageable and practical
Stage 5: STRATEGIES

What strategies do you plan to use to achieve your outcomes? What assessment tools will be needed? Who will be involved in the measurement process? When will the services or processes be measured? How will measures be evaluated?

The implementation phase encompasses the process and strategies for carrying out the assessment plan.

The strategies for the plan should be:

- At what point in the process will the methods for measurement be used?
- Who will be involved in the assessment plan?
- Who is the sample?
- What is the timeline?
- Who will collect the results?
- Who will tabulate the results?
- How will the results be disseminated?

Stage 6: ANALYSIS

Collect and analyze the assessment data. Do results reflect on and discuss the findings amassed from the corresponding measure? Can the results be communicated in useful ways? Are the results based on reliable and valid data? Do results indicate improvement from previous years? Do results indicate success in achieving the desired performance target? What indicators for improvement can be gleaned from the results?

After assessment information is collected, the results should be aggregated, analyzed and communicated in useful ways to the unit staff who will decide whether expected levels of achievement have been met for the outcome.

Questions to Consider:

- What does the data indicate about the quality of services provided?
- What does the data indicate about the satisfaction of the client?
- Are there specific areas where performance is outstanding or weak?
• Do you see specific areas where you would like or expect to see higher performance levels?

• What was the most valuable thing learned from the assessment results?

• Was the assessment tool sufficient or does it need revision?

**Stage 7: USE OF RESULTS**

**Based on assessment findings, develop an action plan for each outcome.** *Are action plans likely to lead to continuous improvement? Do action plans focus on means to improve services? Are action plans feasible considering available resources and time?*

Assessment results should be used to inform decision making concerning unit operation or resource allocation. Once assessment results have been collected and analyzed staff should have conversations concerning how the results of the assessment met unit expectations. **The previous steps are of little importance unless the data are used for improvement.** Areas where outcome assessment was below the expected levels of achievement should have an action plan.

**Examples of some of the changes administrative units might take include:**

• Improvement of processes within the unit. Student Services may consider implementing a new program or service to support student success

• Use the findings to support planning and budgetary decisions or to supplement existing program review processes

• Communicate findings with other campus unit’s or stakeholders

• Use the findings to create outcomes for the upcoming year.

• Consider ways to improve the assessment process

**Stage 8: EVIDENCE OF IMPROVEMENT**

**Describe the evidence of improvement gained from actions taken based on previous outcomes assessments.** *Was there any improvement in processes or services from the prior action plan? Is evidence of improvement found in the results?*

It is important to identify a process that indicates whether the changes to the unit as a result of the action plan have had the desired impact. If a unit implements changes in response to the assessment plan, it is critical to have a process for assessing the impact of the changes. The timeline for determining whether any implemented changes had the desired impact will vary depending upon the changes. The method for determining whether the change has had the desired impact may be
as simple as repeating the previous assessment plan. Thus, the assessment process is cyclical and ongoing in nature as it moves through the eight stages of the outcome assessment model.

**What Action Plans and Closing the Loop should accomplish:**

1. Provide data to base decision-making in the unit
2. Provide a process to measure performance
3. Address gaps or weaknesses with unit operations
4. Set forth an action plan to improve unit operations
5. Identify a process to assess the effect of changes to a unit
6. Enhance or improve efficiency in the daily functions of the unit
7. Provide a documented process of measuring performance against the college’s mission
# Calendar for Documenting the Assessment of Non-Academic Outcomes

**2018-2019 Fiscal Year**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>January – June 2018</td>
<td>• Strategies implementation and data collection 17-18</td>
</tr>
</tbody>
</table>
| January 2018        | • Units meeting to discuss data collected since July and assess current plan.  
                    |   • Complete 17-18 Mid-year report.                                      |
| February 2018       | • Review data from prior year.                                           
                    |   • Complete unit plan for 18-19.                                         |
| March 2018          | • Input Budget Requests 18-19                                            |
| June 2018           | • Analyze data from prior year 17-18.                                    
                    |   • Complete 17-18 End-of-year report.                                   |
| June - July 2018    | • Make necessary changes to 18-19 unit plan and begin implementation of plan. |
| July - Dec 2018     | • Plan implementation and data collection 18-19                         |
| January – June 2019 | • Strategies implementation and data collection 18-19                   |
| January 2019        | • Units meeting to discuss data collected since July and assess current plan.  
                    |   • Complete 18-19 Mid-year report.                                      |
| February 2019       | • Review data from prior year.                                           
                    |   • Complete unit plan for 19-20.                                         |
| March 2019          | • Input Budget Requests 19-20                                            |
| June 2019           | • Analyze data from prior year 18-19.                                    
                    |   • Complete 18-19 End-of-year report.                                   |
Five Step Model for Documenting the Assessment of Outcomes

**S** State the Outcome

**H** Have a Plan

**S** Implement the Plan

**N** Next-Close the Loop

**E** Evaluate the Plan
The five step model was developed as a process for documenting the formative and summative aspects of the assessment plan. The first three steps of the model are formative and require the units to document the assessment plan. The last two steps of the model are summative and require the units to document the results, use of results and evidence of improvement as a result of the assessment plan. The following page provides brief instructions for each of the five steps in the model.
Process for Documenting the Assessment of Unit Outcomes

**Step 1:** Desired Outcome

a. Review unit mission statement to ensure congruence with college mission statement.
b. Create a list of the most important functions of the unit.
c. Create a list of expected unit outcomes.

**Step 2:** Assessment Schedule

Schedule for assessing unit outcomes.

**Step 3:** Planning and Implementing an Outcome

How an assessment project will be carried out, who is involved and what will be done with the results.

**Step 4:** Unit Assessment Plan

Document the unit’s mission statement, outcomes, assessment measures, level of achievement, strategies, results, and use and dissemination of results.

**Step 5:** Assessment and Improvement Plan

- Summarize the unit’s assessment plan, results, and use of results and dissemination of results.
- Reflect on the assessment process and offer suggestions for improvement.
STEP ONE: DESIRED OUTCOME

UNIT

A unit should list outcomes based on services, products or activities and identify the outcomes to assess each year. The outcomes should be measurable so that the unit can identify whether improvement has been made as a result of assessment.

Reminder: Desired outcomes are statements of expectations and actual outcomes indicate the results of the assessment process.

1. Understand college mission.

2. List the unit mission and review to ensure it supports the college mission. Sometimes it is helpful to underline the major activities of the college mission and review the unit mission to ensure it supports one of the areas. The current mission has six major activities which are: Community Enrichment, Student Success, Excellence, Diversity, Innovation, and Teaching and Learning.

3. List the major functions of the unit.

4. From the functions and review of the mission develop desired outcomes. Remember the outcomes should reflect the purposes and functions of the unit and should be identified in a brainstorming session.
STEP TWO: ASSESSMENT SCHEDULE FOR OUTCOMES

UNIT

1. Develop a schedule for assessing unit outcomes for the NEXT three fiscal years. As the unit analyzes data from prior years of assessment the list can be revised to reflect outcomes that might have a greater impact.

2. As a unit, identify the schedule that each of the desired outcomes will be assessed. The outcomes should have been developed in step one.
STEP THREE: PLANNING AND IMPLEMENTING AN ASSESSMENT PLAN

UNIT

List the outcome that the unit has selected to assess for the NEXT (formative) fiscal year. Document one outcome at a time.

1. Provide a description of what factors, variables, or elements will be used to assess or gauge the success at reaching your desired outcome? Must have at least two measures for each outcome.

2. Identify the sampling techniques to be used. Identify the sample such as current student or alumni group.

3. Identify the level of achievement or target or criteria for success. This should be a measurable benchmark and it is recommended that there be a minimum of three methods to measure each outcome. For each of these indicators, what is the minimum result, target, benchmark, or value that will represent success at achieving this outcome?

4. List the strategies as well as the name(s) of those who will oversee collecting, analyzing, reporting, and using results.

5. List who is responsible for distributing the results from the assessment plan and how and when discussion of the results will take place.

6. List who is responsible for developing the action plan and a timeline. Identify who will be responsible for disseminating and implementing the action plan. Identify a plan to assess the results of the action plan.

7. Identify any additional information that may be important.

8. Use the rubric to assess the quality of the assessment plan.
1. Assess the Quality of Learning Outcomes and Assessment Plans

### Planning Unit Assessment Rubric

Use this rubric to assess the quality of the outcome and assessment plan

<table>
<thead>
<tr>
<th></th>
<th>Mission Statement</th>
<th>Outcomes</th>
<th>Assessment Measures</th>
<th>Levels of Achievement</th>
<th>Implementation Strategies</th>
<th>Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developing</strong></td>
<td>Mission statement identifies who the unit serves.</td>
<td>Outcomes are stated for some functions and are/or difficult to measure.</td>
<td>Contains one assessment measure that is directly related to the outcome.</td>
<td>Measurable levels of achievement have been specified for some assessment measures.</td>
<td>Strategies have been identified for some outcomes.</td>
<td>Results are shown for some outcomes.</td>
<td>The unit decides what changes will be made.</td>
</tr>
<tr>
<td><strong>Competent</strong></td>
<td>Mission statement identifies who the unit serves and its primary function(s).</td>
<td>Measurable outcomes are stated for the majority of the functions of the unit and support the college’s mission.</td>
<td>Contains at least two assessment measures that address all aspects of the outcome and provide measurable results.</td>
<td>Measurable levels of achievement have been specified for the majority of all assessment measures.</td>
<td>Strategies have been identified for the majority of the outcomes as well as responsible parties.</td>
<td>Results are shown for the majority of the outcomes, aggregated and communicated to the unit.</td>
<td>The unit develops an action plan with general changes that includes a timeline and responsible parties.</td>
</tr>
<tr>
<td><strong>Exemplary</strong></td>
<td>Mission statement identifies who the unit serves, its primary function(s), and supports the college’s mission.</td>
<td>Measurable outcomes are stated for all functions of the unit and support the college mission.</td>
<td>Contains at least two assessment measures that address all aspects of the outcome and provide measurable results and adequate data for analysis.</td>
<td>Measurable levels of achievement have been specified for all assessment measures and represent success at achieving the outcome.</td>
<td>Strategies have been identified for all outcomes as well as timelines for collection, analyzing, reporting and use of results with the responsible parties.</td>
<td>Results are shown for all outcomes, aggregated and communicated to the unit. Results are used to develop a plan to address gaps or weaknesses identified as a result of assessment.</td>
<td>The unit develops a detailed action plan with specific changes that includes a timeline and responsible parties as well as a plan to evaluate changes.</td>
</tr>
</tbody>
</table>

*Assessment reviews also include the review of the strategic priorities/initiatives alignment and performance funding contribution.

**Unit Strengths:**
- **Unit Challenges:**
- **Recommendations for Improvement:**
STEP FOUR: ASSESSMENT PLAN

UNIT

Unit outcome assessment activities for the PAST fiscal year. This begins the summative phase of the assessment plan.

1. Document the assessment activities and results associated with the outcomes that were assessed during the LAST fiscal year. For each unit outcome list the assessment activities that were used, results from the assessment activity and how the results were used.

STEP FIVE: ASSESSMENT AND IMPROVEMENT PLAN

This is a summative report to document the results of the assessment plan for the outcomes from the LAST fiscal year.

1. Identify the type of evidence that was collected to assess the outcome(s).
2. Identify the method that was used to interpret the evidence.
3. Summarize the findings from the interpretation of the evidence.
4. Were there any additional conclusions or discovery from the assessment process?
5. Were the targets or expected levels of achievement met for each outcome?
6. If the results were distributed or discussed list the setting and audience.
7. Explain how the results will be used. Explain any action plans, timeframes and who is involved. Be specific!
8. Reflect on the assessment process and identify what went well with the assessment plan, what did not go well and any suggestions for improvement.
9. Include any additional information.


Glossary

**Accreditation**: The designation that an institution earns indicating that it functions appropriately with respect to its resources, programs, and services. The accrediting association, often comprised of peers, is recognized as the external monitor. Maintaining accredited status ensures that the college remains in compliance with federal expectations and continues to receive federal funding.

**Administrative unit review**: An in-depth process of reviewing most aspects of a unit, including operational, financial, and unit inputs, outputs, and outcomes. The review is completed on a three-year schedule.

**Assessment**: Systematic and ongoing efforts to collect, analyze, and interpret evidence that describes institutional, unit, program or course effectiveness, ultimately to improve student learning, unit functions or institutional performance.

**Assessment instrument**: A tool used to evaluate assignments, activities, artifacts, or events that support outcomes. These can be measurement tools such as standardized tests, locally designed examinations, rubrics, exit interviews, or student, alumni, or staff surveys.

**Assessment Method**: Refers to how the outcome or goal is assessed. The assessment method describes generally how the information/data will be collected, which may involve either direct or indirect measurement. Additionally the method specifies from whom the data will be collected and at what time points. Example assessment methods include but are not limited to evaluation of student academic work, observation, and self-report methods.

**Assessment plan**: A document that outlines and describes assessment activities, including identifying learning outcomes, methods, and criteria. The plan should include enough detail that anyone could read it and know exactly what to do to implement the plan. The plan should be reviewed frequently and revised any time new learning or operational goals are identified. Generally, programs update assessment plans early each academic year and submit results, analyses, and action plans by the following fall.

**Assessment responsibility**: Identifies who is responsible and accountable for each step in the assessment process, including who crafts outcomes and methods, collects and analyzes data, enters results, makes decisions based on data, and ensures decisions are implemented.
Close the loop: The phrase indicates the ability to demonstrate—through a cycle of collecting, analyzing, and reporting on data—continuous improvement of curricular, programmatic, or operational efforts. It calls for using assessment results to improve programs.

Direct Measure: Direct measures assess student or unit performance without the use of opinions, thoughts, or assumptions. A direct measure will usually be very concise and easy to interpret.

Effectiveness: The degree to which programs, activities or units achieve intended results. Effectiveness indicates how well each curriculum, program, unit and even the college, achieves its purpose.

Embedded assessment: Denotes a way to gather effectiveness information that is built into regular activities. When assessment is embedded, it is routine, unobtrusive, and an ongoing part of the teaching-learning or operational process.

Evaluation of results: The process of interpreting or making meaning about the data. The evaluation compares the results to the intentions and explains how they correlate.

Feedback: Providing assessment results and analysis to interested constituents in order to increase transparency. Information can be communicated to students, faculty, staff, administrators, and outside stakeholders.

Formative assessment: Refers to assessment that is conducted during the operation of a program, course or project, to provide information and increase understanding that is useful for improving implementation. It involves gathering and interpreting evidence of performance at least once prior to the end of the program, course or project.

Goal: A broad and un-measurable statement about what the program, course or unit is trying to accomplish to meet its mission.

Indirect Measure: Indirect measures assess opinions or thoughts about whether or not the unit meets its outcome or completes all tasks that are expected. Student indirect measures ask students to reflect on their learning rather than to demonstrate it. Indirect measures are most commonly captured by the use of surveys.

Institutional Effectiveness (IE): The term used to describe how well an institution is accomplishing its mission and how it engages in continuous improvement. It focuses largely on SACSCOC Core Requirement 8.1 that states: The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution’s mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

Instrument: An assessment tool that is used for the purpose of collecting data, such as an exam or an interview protocol.
Learning Outcomes: Specific, observable, and measurable knowledge or skill that the student gains/develops as a result of a specific course. These outcomes are clearly stated in the course syllabus. There are three categories of student learning outcomes.

- Cognitive Outcome What students KNOW; knowledge, comprehension, application, analysis, synthesis, and evaluation.
- Psychomotor Outcome What students CAN DO; skilled performance, production of something new (e.g., a paper, project, piece of artwork), critical thinking skills (e.g., analysis and evaluation).
- Affective Outcome that students CARE ABOUT; students’ feelings, attitudes, interests, and preferences.

Method: Describes the procedures used to collect data for assessing a program, course, or unit including identifying the assignment or activity and the process for measuring or scoring it.

Mission Statement: Explains why a program or unit exists and identifies its purpose. It articulates the program or unit’s essential nature, its values, and its work and should be aligned with the college mission.

Program Outcome: The specific, measureable knowledge, skill, and ability that students should be able to demonstrate as a result of their studies. Outcomes should be specific, measurable, aggressive/attainable, results-oriented and time-bound (SMART). Outcomes are stated on the program master course description.

Program Review: An in-depth process of reviewing most aspects of a program, including operational, financial, programmatic, and academic inputs, outputs, and outcomes. The review is completed on a three-year schedule.

Results: Report the qualitative or quantitative findings of the data collection in text or table format to convey whether the outcomes were achieved at desired levels of performance.

Sample: A defined subset of the population chosen based on 1) its ability to provide information; 2) its representativeness of the population under study; 3) factors related to the feasibility of data gathering, such as cost, time, participant accessibility, or other logistical concerns.

S.M.A.R.T. Outcomes: Outcome that is Specific, Measurable, Attainable, Results-Oriented, and Time-bound.

Southern Association of Colleges and Schools–Commission on Colleges (SACSCOC): This is the accrediting agency of higher education institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.
Standard of Performance: A specific expectation of student or unit performance that shows progress toward an outcome.

Summative Assessment: Refers to assessment that is carried out at the end of a program, course, project, or time-frame to evaluate whether the outcomes were achieved (i.e., the overall performance). Summative assessment may be conducted for the following reasons: evaluation and accountability; decision-making regarding fund allocation; to aid in program level decision-making; to respond to demands of accrediting bodies, state, and federal agencies.

Triangulate: The use of a combination of assessment methods, such as using surveys, interviews, and observations to measure a unit outcome. It is recommended that three assessment methods be used for each outcome.

Unit Outcome: Intended outcomes that reflect the area or service that can be improved using current resources and personnel and are assessable within one assessment cycle. Unit outcomes should be measureable statements with expected levels of achievement (targets), under the direct control of the unit, and supportive of the college’s goals and outcomes. The resulting data used as the criteria for tracking success in future years. FOR ADMINISTRATIVE UNITS, unit outcomes describe the desired quality of key functions and services. Operational outcomes describe what the services should promote. FOR EDUCATIONAL SUPPORT UNITS, unit outcomes may include both service and student learning outcomes.