Non-Academic Assessment

AMBASSADOR TRAINING GUIDE

Non-Academic Assessment Ambassador Program

Purpose of the program:

1. Help non-academic (non-credit) areas develop, refine, and communicate their assessment processes.
2. Help non-academic (non-credit) areas use Taskstream.

Role of the Ambassadors:

1. Help areas:
    - Develop goals, outcomes, measures, and targets
    - Document findings and action plans
2. Help areas involve staff in the assessment process and share results across campus.

Ambassadors:

1. Administrative Services
    - Amanda Crump
    - Megan Warren
    - Sean Conklin

2. Student Affairs
    - Kristen Roberts
    - Teresa Minckler
    - John Kennedy

3. Academic Support Services
    - Johanna Lee, Chair
    - Patrick Massaro
    - Erin Lassial

INTRODUCTION

What defines good assessment? One that is:

- Meaningful – To those doing it, informs decision making
- Inclusive – Involves all staff and helps them understand why they do what they do and how it relates to the big picture for their area
- Flexible and Systematic – Assessment informs our work and our work informs assessment
- Understandable – By others (inside and outside of the department)
- Mission-focused – Used to measure the most important functions of the department

A culture of assessment is created by:

- Communicating measures, targets, and findings with staff and to relevant areas outside the department that would benefit from your findings
- Completing and sharing mid-year findings
- Reviewing, collaborating, discussing, and confirming as a team what your area (or services) are doing why you are doing it
- Celebrating and discussing progress at staff meetings

BEST PRACTICES SCHEDULE OF NON-ACADEMIC ASSESSMENT

June	January
Enter Assessment Findings and Actions for the completed AY. Complete year-end report. Create Assessment Plan for the coming AY.	Enter mid-year findings.

TASKSTREAM DEFINITIONS

STANDING REQUIREMENTS: Standing requirements include the mission statement, goals, and outcomes of an area. These should be broad and general statements that hold true year after year. They do not need to be updated yearly however, they should be reviewed regularly.

MISSION: In short, the mission communicates why an area exists on campus and what the primary function of that area is. It should be short and concise. It should apply to the area year after year, yet, should be reviewed periodically, reviewed, and discussed.

GOAL: This is the big picture of what your department does and should support the mission of the department. It is the same, year after year, yet should be looked at periodically, reviewed and discussed. Goals must tie to the institution's strategic goals, such as student success (retention).

OUTCOME: As a result of achieving this big picture (these goals), what would you like to see happen?

YEARLY ASSESSMENT PLANS & FINDINGS: Yearly assessment plans and findings reflect short term actions or activities that are implemented as means for accomplishing goals and outcomes. These will change year to year and are the areas of Taskstream that you will update on an ongoing basis to reflect progress.

MEASURE AND TARGETS: How will you make this (the outcome) happen? What will you do this year?

Measure: Think beyond your daily business and focus on those things that will really move your department forward to meet your goals. What new initiatives, significant improvements, or strategies to meet challenges would advance the goals of your department and move it forward? Measures will include the thing(s) that you will do to reach your outcome. Describe your measure and include rationale for what and why you are doing what you are doing.

Target: How will you know that you have been successful (or not)? Targets should be quantifiable, i.e., percentage, number, relative change. Include timeframe or target date.

FINDINGS: What happened? Results; data, from IR (retention rates, enrollment numbers, graduation rates, etc), satisfaction, # of users, types of services accessed by users, demographics of users, revenue generated, what learners are able to do or know.

ACTIONS: (Institutional Scorecard, Planning) As the result of your findings, what are you going to do? Do the findings indicate a simple fix, a tweak or a need to revisit the measure/targets and do something different? If the action required is significant, you may want to include it in the following year's assessment plan.

TASKSTREAM CYCLE OF ASSESSMENT


Assessment Plan
Measures & Targets:
What actions you will *implement* to achieve established outcomes and how will you *measure* them.
Mission
Goals
Outcomes
Institutional Scorecard:
Actions:
Based on assessment findings, what *changes* will you make to your measures and targets for next year?
Assessment Findings:
What *happened* as a result of your actions (measures)? Did you *meet* the target?

EXAMPLES

EXAMPLE #1: Residence Life
GOAL: Retain students
OUTCOME: Increase occupancy
MEASURE: Improve MTS follow up program

Description of Measure: When students are having attendance or academic issues in a class faculty have the ability to refer them through the Moving Toward Success (MTS) system. MTS referrals are sent to many stakeholders including academic advisors, athletic coaches, residence hall directors and the student. Residence Hall Directors receive weekly MTS referrals for the students in their building. They are expected to follow up with students on all new referrals each week. The goal of this program is to improve student retention which can increase future residence hall occupancy.

Target: 60% of students referred through the MTS system will be contacted/meet with their Residence Hall Directors.

FINDINGS: Findings for Improve MTS follow up program

Summary of findings: Not met, 601 out of 1,458 (41%) of MTS referrals were followed up on by the residence life staff.

Results: Target Achievement: Not Met

Use of Results for Program Improvement:

Reflections/Notes: 60% may be unrealistic because many students receive multiple referrals which the staff combine into one meeting with that student.

ACTIONS: " **Action:** Follow up on all Moving Toward Success referrals for residential students.

Action Details: Residence life staff will follow up with all new MTS referrals on a weekly basis. They will attempt to meet with each student to discuss the referral and offer assistance. A log is kept by each staff member, all logs are combined at the end of each semester.

Implementation Plan: Each semester

Key/Responsible Personnel: Residence Life staff

Measures: The number of MTS referrals and meetings are compared year to year. %

EXAMPLE #2: Tutoring Services

GOAL: **Augment student learning opportunities and enhance academic skills.**
OUTCOME: **Student learning opportunities are available through open access to tutoring and learning resources**
MEASURE: **Improve student log in**

Description of Measure: Offering a variety of hours for students to access tutors and resources encourages students to seek help when they need it and as often as they need it. During the academic calendar of the fall and spring semesters, the Tutoring Center will offer services to students on a walk-in basis in the following locations; Math & Science Lab, Engineering Lab, Writing Center, Business & Accounting Lab, and Late Night Learning Lab. Students will log in at arrival and out at departure. Log in data provides the courses students came for assistance with as well as number of visits by number of students by lab. This information assists with planning for coverage, hiring tutors, and course coverage. Anecdotally it has been found that on this campus, students are most likely to access tutoring when it is offered on a walk-in basis. Tutoring that is scheduled by appointment is subject to a high number of no-shows on the part of the student. Students tend to seek help at the time that they need it and therefore having a variety of hours and offerings assists students in accessing the proper help when they need it.

Target: 1. Greater than 50% of enrolled students will access tutoring services.
2. Log in reports will show a distribution of log in times indicating days and times of heavy traffic.
3. Tutoring center staff will prompt students each hour to log in when doing head counts.

FINDINGS: **Findings for Improve student log in**

Summary of findings: 1. A total of 1,056 students visited the Tutoring Center this academic year, reflecting a participation rate of 33%.
2. Log in reports were generated for each lab and for the Tutoring Center as a whole that showed trends and volume of student traffic.
3. Tutoring Center staff were instructed to prompt students each hour to log in when doing head counts.

Results: Target Achievement: Not Met

Use of Results for Program Improvement: The target of 50% participation was set based on students served data collected via the previous database, which provided only aggregate lab data for students served. This provided an inflated number. The data provided by TutorTrac this year is more accurate; therefore, the students served target will need to be adjusted accordingly.

Logins by hour show that the period of heaviest traffic in general is between the hours of 10 AM and 2 PM. Individual lab traffic is consistent with a few notable exceptions. The Engineering Lab traffic is greatest between 9 AM and 12 PM. The Late Night Learning Lab is busiest between 6 and 9 PM. Although Sundays have higher levels of late-night traffic, the 11 PM-12 AM hour is particularly quiet in the Late Night Lab, averaging roughly 1.6 logins per night. This % data will be used to help guide staff scheduling. %

Reflections/Notes: TutorTrac has already begun to provide more consistent and reliable data. Next year will be the first % opportunity to compare data collected using the same system. %

ACTIONS: " **Action:** Improve data collection

Action Details: 1. Continue TutorTrac

2. Amend the head count instrument so that it provides cumulative head counts by lab.
3. Increase student satisfaction survey participation.
4. Improve the login rate by prompting students each hour when the head count is completed in each lab.

Implementation Plan: Ongoing

Key/Responsible Personnel: 1. Illissa - TutorTrac System Administrator 2. Tamra Woodrow 3. All coordinators 4. All coordinators

Measures: 1. TutorTrac will provide more accurate and comprehensive data reports.

2. Cumulative head counts will be calculated for each lab.
3. A total of 350 surveys will be completed.
4. Log in rates will be more accurate.

Goal

- **Big picture of what you do year after year - core goals of your department**
- *"Promote healthy lifestyles for students"*

Outcome

- **What do you want to see happen as a result of achieving this goal?**
  - *"Promote smoking cessation"*
  - *"Educate students on sexual wellness"*
- ***Subcategories under the umbrella goal***

Measure & Target

- **How will you know that you have accomplished this outcome? How will you annually measure your success?**
- *Measure - Implement smoking cessation campaign. Send direct mailing to all students on campus making them aware of smoking cessation resources and workshops (3 offered each semester).*
- *Target - "Smoking rates among students on campus will go down by 2% in Fall 2016"*

Findings

- **What happened?**
- *"Smoking rates among students on campus for Fall 2016 - 14%, down from 15% in Fall 2015"*

Action

- **Based on what happened, what are you going to do?**
- *"Comments on the survey indicate that students do not believe e-cigarettes are harmful to health and are using those instead of traditional cigarettes. Implement e-cig campaign to decrease e-cigarette usage to 8% (currently 10% of smokers use e-cigarettes).*

Goal

- **Big picture of what you do year after year - core goals of your department**
- *"Provide quality customer service to students, faculty, and staff"*

Outcome

- **What do you want to see happen as a result of achieving this goal?**
  - *"Increase the ease of administrative functions (drop/add, change of major, etc.) for students*
- ***Subcategories under the umbrella goal***

Measure & Target

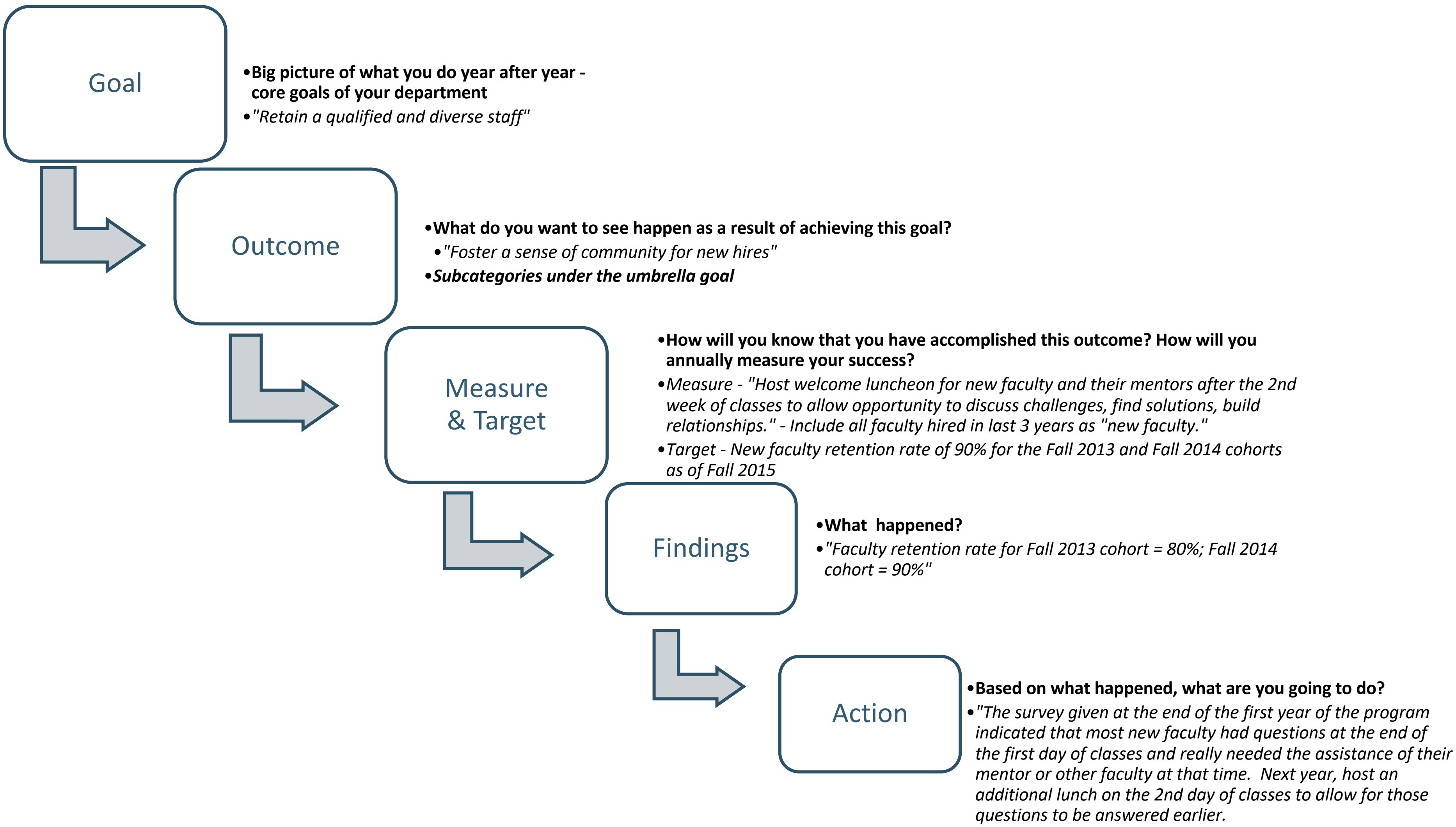
- **How will you know that you have accomplished this outcome? How will you annually measure your success?**
- *Measure - Implement electronic process for student drop/add forms for Spring 2016 - this will aid students in being able to send forms to advisors, Dean's office, and Registrar without needing to physically find faculty member, and will be more accessible to fully-online students. Currently, some students miss the deadline to drop courses because they are unable to locate their advisor by the drop date.*
- *Target - 80% of students will rate that they are 'satisfied' or 'very satisfied' with the processes of changing major and the process of dropping/adding a course on the Spring One Hop Shop Survey (compared to 60% in Spring 2015).*

Findings 0

- **What happened ?**
- *"75% of students rated that they were 'satisfied' or 'very satisfied' with the process of changing their major, and 85% of students rated that they were 'satisfied' or 'very satisfied' with the process of adding/dropping a course in the Spring 2016 One Hop Shop Survey*

Action

- **Based on what happened, what are you going to do?**
- *"Comments on the survey indicate that students did not find the change of major form to be very user-friendly, and for students who changed to a major outside of their school, the approval process between Deans did not work properly. The form needs to be redeveloped to allow for greater ease of use.*


Goal
•Big picture of what you do year after year - core goals of your department
•"Retain a qualified and diverse staff"
Outcome
•What do you want to see happen as a result of achieving this goal?
•"Foster a sense of community for new hires"
•Subcategories under the umbrella goal
Measure & Target
•How will you know that you have accomplished this outcome? How will you annually measure your success?
•Measure - "Host welcome luncheon for new faculty and their mentors after the 2nd week of classes to allow opportunity to discuss challenges, find solutions, build relationships." - Include all faculty hired in last 3 years as "new faculty."
•Target - New faculty retention rate of 90% for the Fall 2013 and Fall 2014 cohorts as of Fall 2015
Findings
•What happened?
•"Faculty retention rate for Fall 2013 cohort = 80%; Fall 2014 cohort = 90%"
Action
•Based on what happened, what are you going to do?
•"The survey given at the end of the first year of the program indicated that most new faculty had questions at the end of the first day of classes and really needed the assistance of their mentor or other faculty at that time. Next year, host an additional lunch on the 2nd day of classes to allow for those questions to be answered earlier.

PRACTICE FLOWCHART

Taskstream Assessment Plan & Findings Worksheet

General Information '

Area: ____ 0
Assessment Point Person: ____ 0
Taskstream UN & PW: ____ 0
Assessment Cycle year: ____ 0
Assessment Ambassador: ____ 0
Ambassador Contact Info:____ 0
Notes: ____ 0
____

Taskstream Standing Requirements '

Area Mission: ____ 0
____
____

Goals:

1.____
____
2.____
____
3.____
____

ASSESSMENT PLAN	FINDINGS PER MEASURE
GOAL #__: ____________________	
OUTCOME #__: ____________________	
Measure: ____________________ ____________________	**Findings:** ____________________ ____________________
Description of Measure: ____________________ ____________________ ____________________ ____________________ ____________________ **Target:** ____________________ ____________________ **Where Taught:** ____________________ **Where Evaluated:** ____________________ **Implementation Plan (timeline):** ____________________	**Summary of Findings:** ____________________ ____________________ ____________________ ____________________ **Results:** ____________________ ____________________ ____________________ ____________________ **Use for Program Improvement:** ____________________ ____________________ ____________________ ____________________ **Reflections/Notes:**____________________ ____________________ ____________________ ____________________ **Substantiating Evidence:** ____________________ ____________________