Student Services Outcomes (SSO) Assessment 2016-17

The 3 Year Cycle

Semester 1—
Planning and Reflection

- Discuss previous round of assessment
- Define changes to the assessment plan
- Discuss the assessment process
- Establish the timeline including review of completed assessments

Semester 2 and 3—
Implementation

- Implement Recommendations
- Finalize plans for assessment
- Run assessments
- Review completed assessments

Semester 5 and 6—
Implementation and Review

- Implement recommendations
- Finalize plans for assessments
- Run assessments
- Review completed assessments

Semester 4—
Review

- Discuss results of the first rounds of assessment
- Plan for the second round
  - Discuss observations
  - Make plans for revisions

Where to Start

COA suggests you start with a review of your Mission Statement...

- ▶ Does your mission clearly state the purpose of your service area?
- ▶ Does it indicate the primary functions or activities of your service area?
- ▶ Does it indicate whom you serve?
- ▶ Is your mission statement distinctive, unique to your service area?
- ▶ Does it clearly support the College Mission?

and a review of your Outcomes.

- ▶ Are your Service Area Outcomes aligned with your mission statement and goals?
- ▶ Are your Service Area Outcomes written clearly; using action verbs?
- ▶ Are your Service Area Outcomes measurable?
- ▶ Do you have 2-5 outcomes that are well crafted, meaningful and authentic?

Mapping

Revised Outcomes should be mapped to the Proposed Institutional Learning Outcomes :

- ▶ Communication
- ▶ Critical Thinking
- ▶ Information Literacy
- ▶ Professional and Ethical Behavior

While the mapping of Outcomes to the ILO is the responsibility of each department, Charlie Lieu in the Office of IE working with each department will do the actual input into Taskstream. Departments doing a pilot assessment in fall should map those Outcomes being assessed.

What should we be assessing?

You should base your assessments on what you feel is important about the services you provide. No two assessments will look alike as they are specific to a given service area.

You may want to examine how well your area:

- informs students regarding college policies and procedures

- instructs students in the process of filling out forms of application or evaluation

- aids in the awareness and utilization of college facilities and resources

- assists with developing leadership, decision-making and related skills

- Encourages engagement in the campus community

- Exposes students to various cultures and experiences, ideas and issues, art and musical forms, and styles of life

What should our data look like?

Data can be acquired in a variety of forms:

▶ Direct Assessment

    ▶ Random sampling to determine the efficiency of a form students fill out in your office.

    ▶ Sampling of returning students to determine success of a service or improvement of a process.

    ▶ Sampling of first time students visiting your office to determine efficiency of instructions based on student's ability to interpret and complete required forms.

▶ Indirect Assessment

    ▶ Surveys

        ▶ *Surveys can reveal your students' attitudes and opinions about what they learned which may also help you evaluate your outcomes.*

    ▶ Evaluations that you create to garner specific information from students

        ▶ *Entrance and/or Exit tickets, for example*

- The Cross-Over Assessment
  - Develop Assessment Tools that evaluate multiple outcomes.

- Direct and Indirect assessment is a formalized, intentional process, but we also gather data on a daily basis which can provide enormous insight:
  - Anecdotal information
  - Conversations we have with students
  - Conversations we have with each other
  - Tweaks we make in a process over time that improves the service a student or staff member receives.

  Recording and factoring these changes into our data reinforces our commitment to our students and to institutional effectiveness. Don't forget the hallway conversations.

What should be entered into Taskstream?

▶ Once your data has been collected, and faculty/staff/management has had a chance to analyze and to evaluate the outcome, the information must be added into our data management system. You may enter:

- ▶ Qualitative or quantitative data

- ▶ Formative or summative data

- ▶ Rubrics

- ▶ Documented conversations regarding outcomes

- ▶ Performances (video or other digital imaging)

- ▶ Presentations (video or other digital imaging)

- ▶ Documentation of the discussion of assessment results

Assessment In a Nut Shell

- ▶ 3 Year Cycle (two assessment periods in the cycle)

- ▶ Review your mission, does it align with the colleges?

- ▶ Review your outcomes, do they align with your mission?

- ▶ Student Services—2-5 outcomes per service area

- ▶ Student Services Program—2-5 outcomes per program

- ▶ Assessments should be meaningful and authentic

- ▶ Data gathered from formal and informal methods should be discussed at the end of each assessment period by EVERYONE in the department.

- ▶ COA suggests two meetings each semester dedicated to outcomes and assessment planning and review.

- ▶ The Guide may be found at: http://www.sdmesa.edu/about-mesa/institutional-effectiveness/learning-assessment/documents/GOA--reviseddraft.pdf