Developing Administrative and Educational Support Outcomes and Methods of Assessment
Goals

To become:

- familiar with developing administrative and educational support outcomes in compliance with SACS requirements
- knowledgeable about outcomes assessment in relation to department activities
- aware of the importance of methods of assessment in relation to intended outcomes and continuous improvement
- knowledgeable about direct and indirect assessment methods
- competent at developing methods for assessing outcomes
- more adept at reviewing methods for assessing effectiveness and efficiency
Overview

Southern Association of Colleges and Schools (SACS) Core Requirement 3.3.1:

“An institution is expected to identify expected outcomes for its educational programs and its administrative and educational support services; assess whether it achieves these outcomes; and provide evidence of improvement based on analysis of those results.”
Definitions

- **Outcomes**
  - Desired results expressed in general terms

- **Methods**
  - Tools or instruments used to gauge progress toward achieving outcomes

- **Measures**
  - Intended performance targets expressed in specific terms
Linkages to Other University Assessment

- Program Review
- Department, Division, and University strategic planning
- Program and University accreditations
Identify Department Mission and Goals

Based on the mission and stated goals of your department:

☐ What is your overall purpose or function?
☐ In what direction is your department headed?
☐ What needs to be accomplished in order to get to where you are going?
☐ How will you know when you have accomplished these goals?
Developing Intended Outcomes

- What are your expectations regarding these goals?
- What is the end result you hope to see once department goals have been implemented?
- What are the intended outcomes you hope to accomplish?
Writing Intended Outcomes

- Do not join multiple outcomes in one statement.
  - Customers will be highly satisfied with the service and requests for service will increase.

- State so that the outcome can be assessed by more than one method (ideally).
  - Advisors will provide high quality academic information to students.
    - As evidenced by “very good” to “excellent” student ratings on a point of service questionnaire from 90% of the students served
    - As evidenced by reduced number of follow-up phone calls from students served
Evaluating Quality of Outcomes

- Are outcomes aligned with your mission and goals?
- Is it possible to collect accurate and reliable data for each outcome?
- Taken together, would the indicators associated with the outcomes accurately reflect the key results of the programs, operations, or service offered by your department?
Evaluating Quality of Outcomes

- Is there anything missing?

- Are they stated so that more than one assessment method can be used?

- Can they be used to identify areas to improve?
Methods of Assessing Outcomes

- Should provide an objective means of supporting the outcomes, quality, efficiency or productivity of programs, operations, activities or services

- Should indicate **how** you will assess each of your outcomes

- Should indicate **when** you will assess each outcome

- Provide at least **two** ways to assess each outcome
Categories of Assessment Methods

- **student learning**
  - **direct assessments** evaluate the competence of students
    - exam scores, rated portfolios
  - **indirect assessments** evaluate the perceived learning
    - student perception, employer perception

- **program or unit processes**
  - **direct assessments** evaluate actual performance
    - error rates, time, cost, efficiency, productivity
  - **indirect assessments** evaluate the perceived performance
    - perceived satisfaction, perceived timeliness, perceived capability
Examples of Direct Methods

- Samples of work assignments
- Projects or presentations
- Project embedded assessment
- Documented observation and analysis of behavior or performance
- Activity logs
- Case study/problems
- Interviews (including videotaped)
Examples of Indirect Methods

- Questionnaires and Surveys
  - Students
    - Prospective
    - Current
    - Non-returning
    - Alumni
  - Customers
  - Employees
Describing Assessment Methods

- What are you going to use?
  - presentation, assignment, survey, observation, performance rating
- Of and/or by whom?
  - student, employee, focus group, customers
- Context (e.g., where or when)?
  - point-of-service, throughout the year, annually
- For what purpose?
  - desired intended outcome
- example: Observe employees annually for their level of efficiency in performing XYZ.
## Creating Assessment Methods

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## Locally Developed Surveys

- **institutional level**
  - alumni survey
  - academic advising survey
  - student survey
  - image survey
  - customer satisfaction survey

- **program or department level**
  - customer surveys
  - program-specific surveys
  - advisory board surveys
  - student surveys
  - graduating senior survey
  - employee exit interviews
  - employee surveys
Hints on Selecting Methods

- **match assessment method with the intended outcome**
  - Maintenance will complete routine work orders in a timely manner.
  - Review of completed work orders for length of time from open to closure.
  - Review number of repeat work order requests for same service.

    *Not related to outcome*

- **the assessment results should be usable**
  - Resident Assistants training effectively prepares for their role as an RA.
  - RAs will be surveyed at the end of the academic year to determine the effectiveness of various aspects of the training.
  - RAs will complete Resident Assistant Training program. Completion of the program will be recorded.

    *Not Useful*
Hints on Selecting Methods

- Results should be easily interpreted and unambiguous.
- Data should not be difficult to collect or access.
- Information should be directly controllable by the unit or program.
- Identify multiple methods for assessing each outcome:
  - Direct and indirect methods.
  - Qualitative and quantitative.
  - Passive or active methods.
  - Conducted by different groups.
- Identify subcomponents where other methods may be used that allow deeper analysis.
Hints on Selecting Methods

- use methods that can assess both the strengths and weaknesses of your department or initiative
- when using surveys, target all stakeholders
- build on existing data collection
  - accreditation criteria
  - program review
Selecting the “Best” Assessment Methods

- relationship to assessment — provide you with the information you need
- reliability — yields consistent responses over time
- validity — appropriate for what you want to measure
- timeliness and cost — preparation, response, and analysis time; opportunity and tangible costs
- motivation — provides value to student, respondents are motivated to participate
- other
  - results easy to understand and interpret
  - changes in results can be attributed to changes in the service
After Identifying the Potential List of Assessment Methods You Need to…

- select the “best” ones
  - try to identify at least two methods for assessing each outcome

- consider possible performance targets for the future
  - balance between stretch targets versus achievable targets

- **Examples of methods**
  - survey customers at the end of the year as to their satisfaction with services provided (indirect method)
  - Customers will rate their likelihood of recommending service to others on an evaluation form provided upon completion of service.
After Identifying the Potential List of Assessment Methods You Need to…

- develop assessment instruments
  - surveys
  - evaluation forms
  - assignments
  - scoring rubrics
- ideally you want them to be reliable, valid, and cheap
- approaches
  - use external sources
  - seek help from internal sources (e.g., University Planning & Assessment, Academic Development & Assessment)
  - do it yourself
    - the instrument may need to be modified based on assessment results
Example

□ **Outcome:** Clients will receive timely analyses of survey results. (Institutional Research)

- 95% of the results are properly analyzed and provided to the client within two weeks of survey administration as obtained by measuring the time it takes to deliver the survey results from the time of administration (direct measurement of timeliness).
- 95% of our clients are “satisfied” or “very satisfied” with the perceived timeliness obtained through a customer survey given at the point of service (indirect measurement of timeliness).
Example

- **Outcome:** Increase the number of employers that participate in recruiting activities. (Career Services)
  - Attendance will be logged noting overall employer attendance at all recruiting activities. (Direct method).
  - Review acceptance responses to determine the number of different employers represented at recruitment activities. (Direct method).
Example

- **Outcome:** Increase the total dollar amount of donations collected during the Capital Campaign. (University Advancement)
  - Count of total dollars received (Direct method)
  - Review of dollars pledged during open campaign. (Direct method)
Re-Cap of Process

1. Define mission
2. Define goals
3. Define intended outcomes
4. Inventory existing and needed assessment methods
5. Identify assessment methods for each intended outcome
Challenges and Pitfalls

- one size does not fit all — some methods work well for one program but not others
- do not try to do the perfect assessment all at once — take a continuous improvement approach
- allow for ongoing feedback
- match the assessment method to the outcome and not vice-versa
When is Assessment Successful?

- When people measure their performance, implement changes, and improve their performance.
- When the program or service improves as a result of the assessment process.