

MESA COLLEGE OUTCOMES AND ASSESSMENT 2016-17

Student Services

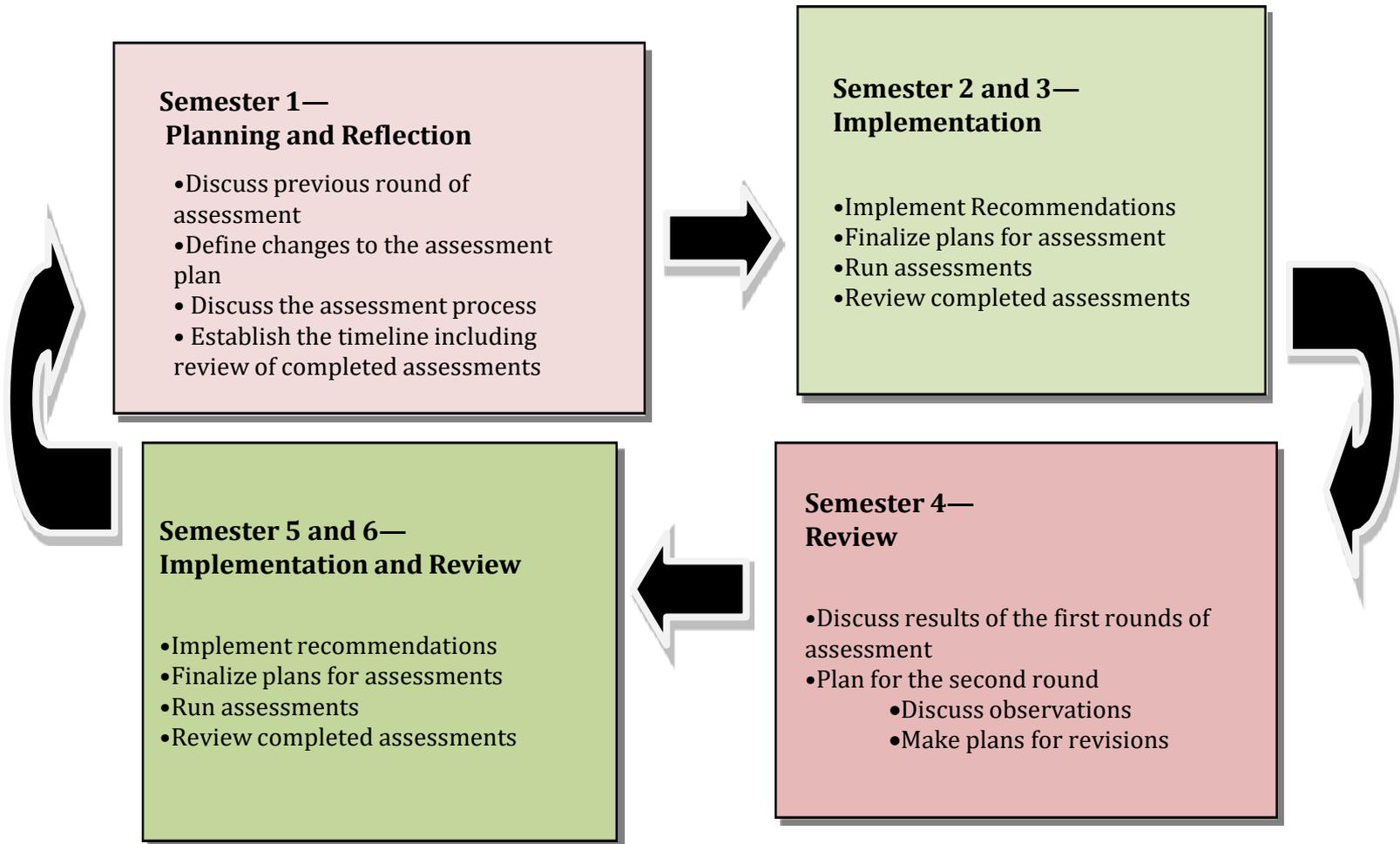
**Student Affairs, Student Development,
Student Success and Equity**

ASSESSMENT AT MESA

- We Assess...
 - Because we believe in learning
 - To advance our mission
 - Because we're curious
 - To validate our achievements
 - To better ourselves
 - For accreditation
- Assessment is simply a tool which provides the information necessary for faculty, staff, and administrators to engage in the discussion of student success



THE 3 YEAR CYCLE



STUDENT SERVICE OUTCOMES (SSO)

○ What?

- Student Service Outcomes identify critical and central services, processes, and functions expected of a program or department and the desired quality (timeliness, accuracy, responsiveness, effectiveness, etc.).

○ Who?

- All employees who work in an area should be involved in the creation and implementation of the assessment.

○ When?

- Planning for the next cycle will begin in fall 2016. In fall, we ask that each area of Student Services run pilot assessments. Assessments in all areas should be run in spring and fall of 2017.



STUDENT SERVICES PROGRAM OUTCOMES (SSPO)

○ **What?**

- Programs that work with groups of students to support learning (i.e., Puente, ASG, UMOJA, Athletics, FYE, International, STAR/TRIO, DSPS, and EOPS) should develop outcomes and assessments for their programs as well as the services they offer .

○ **Who?**

- All employees who work in an area should be involved in the creation and implementation of the assessment.

○ **When?**

- Planning for the next cycle will begin in fall 2016. In fall, we ask Student Services to select 5 programs to run pilot assessments. Program Assessments in all areas should be run in spring and fall of 2017.



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. This task is scheduled for completion by the end of fall 2016.



THE 3 STAGES OF ASSESSMENT

1. Define the most important goals for students to achieve as a result of participating in an academic experience (outcomes)
2. Evaluate how well students are actually achieving those goals (assessment)
3. Use the results to improve the academic experience (closing the loop)



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 TO DO WITH THE DATA

The assessments have been run, it is the end of the semester, you have a bevy of data, put it in a drawer!!

NOPE! Get your department together, make it a pot luck at the end of the semester, spread out that data, and review it over tacos, lumpia, broccoli slaw and jello salad!

- What did the data reveal about the service or program you provide?
- How can you use this data in Program Review to request new staff, equipment, or facilities?
- Maybe the data is telling you that you aren't asking the right questions; how will you restructure the assessment for next time you run it?



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.



STUDENT SUCCESS IS OUR TOP PRIORITY

This principle runs through the classes we teach, the services we provide, and the policies and procedures we adopt as a College. It is our duty to create effective learning opportunities and environments for our students. It is also our duty to question how effectively our programs and services are facilitating the learning and development of our students.

This is what assessment is all about. Good assessment can be meaningful, manageable, and sustainable, but it doesn't happen effortlessly. COA's goal is for every department to find a balance between this vital process and our workload realities.

