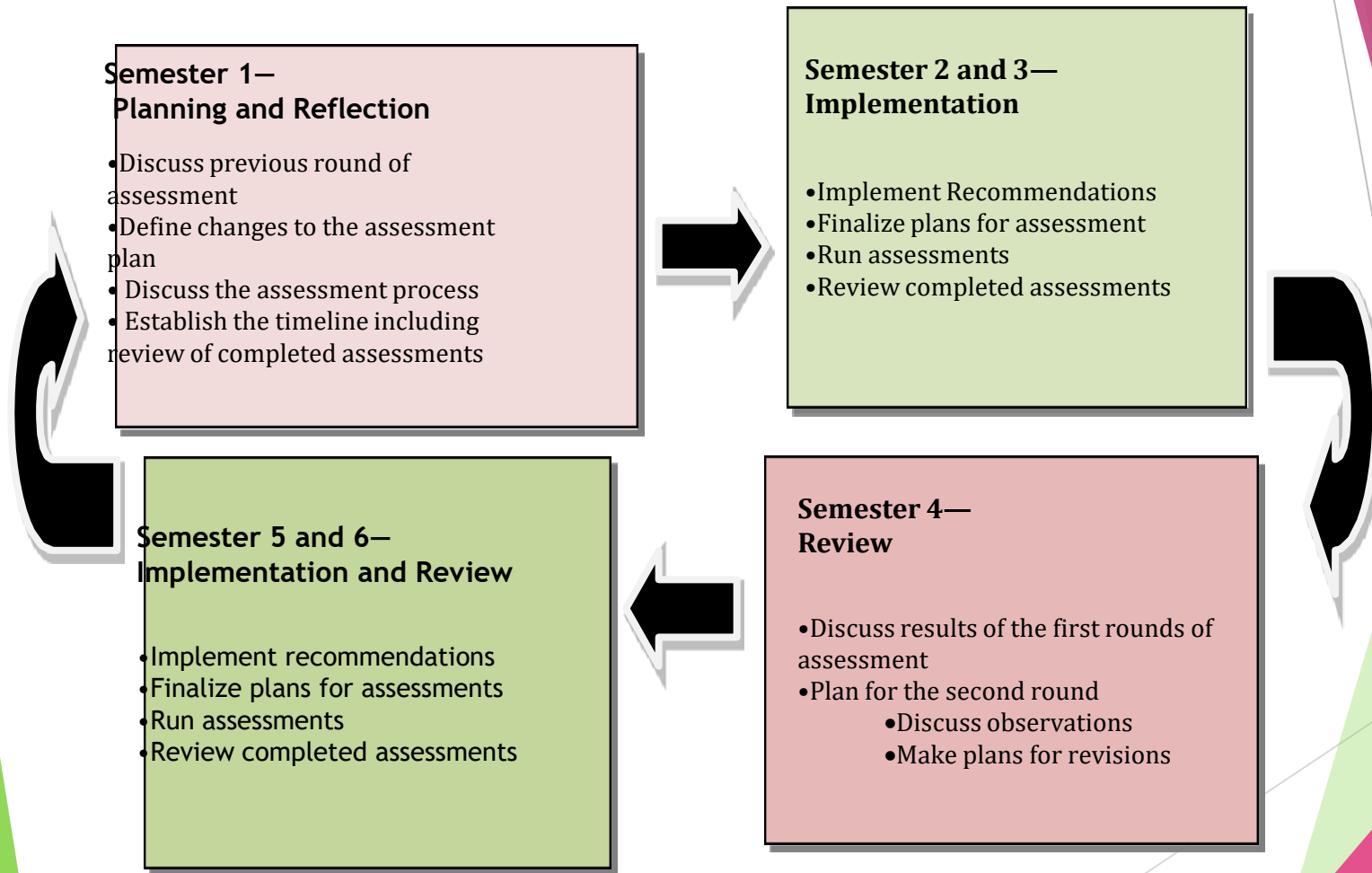


Student Services
Program Outcomes
Assessment (SSPO)
2016-17

The 3 Year Cycle



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

Writing or Revising Program Outcomes

- ▶ Each program needs to determine the tools and activities that it currently supports to serve students. These tools and activities are part of your program outcomes, but may also be assessed independently of Program Outcome assessments.

2-5 Program Outcomes that:

- ▶ Identify the path of success for a student in the Program
- ▶ Support student success by finding and removing obstacles
- ▶ Be tied to Mesa's Integrated Planning Process to prioritize funding (Program Review)
- ▶ Contribute a critical component to the Student Services processes.

Mapping

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 may want to examine how well your area:

- ▶ Communicates with students in the program
- ▶ Supports students in the process of filling out forms of application or evaluation
- ▶ Develops leadership, decision-making and related skills in program participants
- ▶ Exposes students to various cultures and experiences, ideas and issues, art and musical forms, and styles of life
- ▶ Supports campus culture

What should our data look like?

Data can be acquired in a variety of forms:

▶ Direct Assessment

- ▶ Review of the program's students' work or product, either as a complete random sampling, a cohort's work product, or a focus group's feedback
- ▶ A portfolio of the activities and work product a student in the program completes during their time in the program
- ▶ An aggregate evaluation of a given cohort in the program
- ▶ Small or large group discussion
- ▶ Oral presentation

▶ Indirect Assessment

- ▶ Surveys of students involved in the program
- ▶ Surveys of students participating in activities sponsored by the program

▶ 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.

The Assessment

- ▶ Data can be gathered on program-based assessments run in a given semester or following a cohort of students.
- ▶ Questions to explore might include:
 - ▶ Is a student successful in executing the skills or abilities required by the program?
 - ▶ Is there solid communication between students and staff/faculty?
 - ▶ A series of assessment tools (portfolios) can tell you if there are gaps in a student's overall experience with the program?
 - ▶ Do you see gaps in the evaluation process itself?

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 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>