AESAO
Handbook

CALIFORNIA UNIVERSITY OF PENNSYLVANIA

CAL U

Administrative and

Educational

Support

Assessment of

Outcomes

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Introduction

The purpose of this document is to provide useful and practical information on how to conduct assessments within the University's administrative and educational support units. It offers guidance for each stage in the process and includes samples of completed steps and templates across various departments. The manual aims to make assessment simple, while meeting accreditation standards and providing answers to how well the University is fulfilling its mission, committed to improvement, and dedicated to student learning and success.

> *It is no longer enough that we offer programs and services; we must show that we are continually seeking to improve – to better meet the changing needs of our students, faculty/staff and community. "Outcomes" are benefits for people: changes in knowledge, values, position, skills, behavior or status. For administrative/educational support units, Outcomes are benefits for students, the faculty/staff or the College as a whole. (Santa Fe State College, Office of I.E.)*

The documentation of the assessment process, from developing outcomes to decision-making, and implementation of action plans is important for organization, transparency, and accountability. An annual assessment plan and final report, written by designated administrative and support unit staff, document the completion of each step in the assessment process. The Unit Assessment Planning and Reporting Templates are designed to guide the departments and units in completing each step of the assessment process. *Assessment Plan Report* Template can be found in Appendix A and *Assessment Results Report* can be found in Appendix B.

*Note: A key feature of the manual is the useful real-life examples of outcomes and assessment measures across various University departments/units. In addition, samples of completed assessment templates are provided in Appendix C.

The Purpose of Assessment
1. To improve – The assessment process should provide feedback to determine how the administrative unit can be improved.
2. To inform – The assessment process should inform department heads and other decision-makers of the contributions and impact of the administrative unit to the development and growth of students.
3. To prove – The assessment process should encapsulate and demonstrate what the administrative unit is accomplishing to students, faculty, staff, and outsiders.
4. To support – The assessment process should provide support for campus decision-making activities such as unit review and strategic planning, as well as external accountability activities such as accreditation.

Source: University of Central Florida UCF Administrative Assessment Handbook

The Assessment Process

Institutional effectiveness is planning, assessing, and evaluating to determine the achievement of an institution's mission. All departments or units of the University (academic, student and academic support, and administrative) participate in the institutional effectiveness processes through outcomes assessment planning and reporting. Outcomes assessment involves the following steps:

Step 1: Developing a unit level mission statement that ensures alignment with the University's mission and strategic goals

Step 2: Setting intended outcomes (goals/objectives)

Step 3: Selecting and developing assessment measures

Step 4: Identifying at what level (criteria) the goal is to be achieved (expected results)

Step 5: Collecting and analyzing the data

Step 6: Using the result for improvement (closing the loop)

Step 7: Follow-up process on the implementation and impact of prior-year action plans

Step 1: Developing the Unit Mission Statement

The unit's mission statement is a broad statement about its overarching purpose. The mission should: 1) align with the University's mission statement and strategic goals; 2) reflect the administrative or support unit's contribution to the institution and its stakeholders (i.e. students, faculty, staff, alumni, etc.); 3) describe the unit's distinct purpose, primary functions, and activities; 4) identify the stakeholders; and 5) be clear yet briefly defined.

The Mission Statement should . . .
- Be clear and concise
- Be distinctive and specific to the unit
- State the purpose of the unit
- Indicate the unit's primary activities
- Identify/acknowledge the stakeholders
- Identify any clarifying statements that are specific to the unit
- Ensure congruence with the college mission (See Cal U mission statement below)

Cal U mission statement: "The mission of California University of Pennsylvania is to provide a high-quality, student-centered education that prepares an increasingly diverse community of lifelong learners to contribute responsibly and creatively to the regional, national and global society, while serving as a resource to advance the region's cultural, social and economic

development. Accordingly, the Cal U Strategic Plan 2015-2020 looks to our mission for inspiration and guidance."

Template for Developing a Mission Statement:
The mission of (unit name) is to (unit's primary purpose) by providing (unit's primary activities) to (identify stakeholders and provide additional clarifying statements that include values and alignment with the University mission statement).

Sample Unit Mission Statements
The Financial Affairs department strives to provide the University with a sound financial management system assuring reliable reporting of all budgets, revenues, expenditures and investments. The department also processes University disbursements through its oversight of Accounts Payable, records internal financial transactions, monitors grant and contract reporting, manages University investments and ensures IRS compliance throughout the University. (Loyola University)

University Career Services, an integral part of the educational process, assists students and alumni in assessing their career possibilities, setting their personal goals and achieving their objectives toward becoming productive citizens in the global community. While assisting its clients in identifying professional employment opportunities, University Career Services also provides the University community with insights into the ever-changing world of work to help develop realistic ways to better educate tomorrow's leaders." (Texas Christian University)

In support of the mission of The College of New Jersey, the Department of Facilities and Administrative Services is committed to maintaining an environment that encourages and enhances the total educational experience for all members of the campus community. This will be accomplished through the safe, effective and efficient operation and stewardship of the resources, buildings, utilities, systems (facilities and eco/environmental), and campus grounds entrusted to our care. All members of the Department will operate from a customer oriented and service based perspective, which is delivered consistently with quality, excellence, professionalism, and integrity, through the following Standards of Excellence… (The College of New Jersey)

Step 2: Setting Intended Outcomes

Administrative and student support outcomes align with unit mission statements and answer how the University - including students, faculty and staff - benefits from utilizing the services or functions provided by these units. Exhibit 1 contains examples of unit outcomes aligned with the five goals in the Cal U Strategic Plan. Outcomes are not only indicative of efficiency and quality of service but also focus on what your target audience knows, can do, or values because of interacting with your staff. These outcomes should:

- Focus attention on what matters the most: key functions, services, processes
- Address improvements in: performance, efficiency, learning, skill-level of unit members and users, effectiveness, quality, customer service, cost, opportunities for the University
- Include at least one outcome that refers to customer satisfaction where applicable
- Be distinctive to your unit
- Be actionable: you can take action as a result of the outcome
- Be aligned to a goal in the 2015-2020 California University Strategic Plan (the established Institutional Effectiveness-Outcomes Assessment planning and reporting forms will help ensure that outcomes are related to the Cal U Mission, Goals and Strategic Plan)
- Be S.M.A.R.T. --
  - **S**pecific – highlights unit's unique contribution to the University
  - **M**easurable – quantifiable to be able to determine extent that outcome was met
  - **A**ttainable – outcome can be achieved with resources available
  - **R**elevant – shows activity directly linked to the key processes and services of unit
  - **T**imely – can be done within a set time frame

Useful Categories for Administrative and Service Outcomes:

1) Behavioral outcomes: Gains you want those you serve to make. What can someone do after interacting with your unit?
2) Process statements: Accomplishments of your unit's functions
   - Level or volume of activity
   - Efficiency with which you conduct the processes
   - Compliance with external standards or regulations
3) Satisfaction statements: Client satisfaction with your unit's processes or services

Use Action Verbs for Writing Outcomes: Use action verbs such as increase, decrease, reduce, minimize, maximize, complete, promote, design, develop, offer, conduct, deploy, implement, expand, etc.

- ✓ …will increase or reduce…
- ✓ …will be satisfied with…
- ✓ …will design
- ✓ …will comply with…
- ✓ …will apply
- ✓ …will complete a process effectively…
- ✓ …will enhance or improve
- ✓ …will complete a project / task by end of…
- ✓ …will assist students with…
- ✓ …students will be able to…

EXHIBIT 1: Samples of Unit Outcomes Aligned to California University Strategic Goals

Strategic Goal 1: Enhance the academic excellence and experience of our students

- **Teaching and Learning Center**: Increase faculty utilizing the services of the TLC by 15%

- **Teaching and Learning Center:** 95% of faculty, administration and staff will be satisfied with the quality of service and information supplied by the TLC

- **Faculty Professional Development Center**: First-year and senior participation rates in High-Impact Educational Practice (HIP) area (learning communities, service learning, internships, undergraduate research, and study abroad) will meet or exceed national and regional NSSE Engagement Indicators scores

- **Career and Professional Development Center**: Increase percent of students completing internships and co-ops by 10% annually

- **The Office of Grants and Development:** Increase faculty awareness of funding opportunities by knowing and disseminating sponsor funding sources and trends.

Strategic Goal 2: Operate with sound and efficient fiscal and governance practices

- **Finance and Accounting:** Increase level of employee satisfaction with processing of travel reimbursement claims by 10%

- **Alumni Relations:** Increase fundraising total by 2% annually

- **Finance and Accounting:** A minimum of ten major solicitations will be requested for the major campaign (log/count of major solicitations)

- **Cal U Foundation**: Increase auxiliary income as a % of revenue

- **Admissions**: Increase the yield rate by 15%

- **Financial Aid:** Decrease time from application receipt to disbursement by X time

- **Food Services:** Incorporate sustainable economically and operationally feasible practices

- **Alumni Office:** Increase total private gift support

Strategic Goal 3: Create a transformative learning and working environment that promotes diversity through a culture of civility and inclusiveness

- **Career and Professional Development Center:** Students will demonstrate knowledge of workforce and professional careers including possibilities for employment, how to search for jobs, how to prepare resumes, and professional expectations

- **Office of Multicultural Affairs and Diversity Education:** 50% increase programming for student support and engagement through new Multicultural Center

- **Counseling Center:** An increase in support for students and others experiencing bias

- **Office of Academic Success**: Implementation of the University-wide climate survey

Strategic Goal 4: Continue to promote/provide public service to the Commonwealth, the region, the nation, and the world through outreach initiatives

- **Alumni Relations:** 15% increase in alumni participation in all University activities interactions

- **Faculty Professional Development Center:** Increase faculty and staff participation in regional boards and advisory groups by 25% by 2020

- **Marketing:** Increase the number of unique views of the University's news (on all campus websites and social media platforms) by at least 5%

- **Admissions:** Respond to emails submitted to admissions in 1 business day or less as a means to improving service, recruitment, and ultimately enrollment outcomes

- **Alumni Office:** Increase satisfaction scores on the annual Alumni Opinion Survey

Strategic Goal 5: To continue to enhance the quality of student life

- **Office of Multicultural Affairs and Diversity Education**: All student-athletes will receive information on the programming provided within the Office of Multicultural Affairs

- **Athletics**: Offer five new intramural sport seasons by utilizing outdoor facilities created by campus master plan

- **Career and Professional Development Center:** 20% expansion in opportunities for civic engagement and service learning as measured in OrgSync

- **Office of Student Affairs**: The institution will meet or exceed NSSE Engagement Indicators scores for student perception of safety and belonging

- **Office of Student Affairs:** Meet or exceed NSSE Engagement Indicators in High-Impact Advising Practice as evidenced by student responses on survey items

- **Office of Student Affairs:** 70% of first-year students will develop an educational plan during their first semester

- **Athletics:** Students will demonstrate an ability to successfully balance priorities through engagement in athletics, community service and personal development

- **Health Services:** 25% increase in student participation in wellness and prevention informational activities planned and implemented each semester

Step 3: Selecting Outcome Measures

Once you have defined 2-3 outcomes, the next step is to choose an assessment measure. That is, identify the sources of evidence you will use to determine whether you are achieving the expected outcome(s). Have an assessment method for each outcome. The assessment method must be data-driven. (Ex: frequency of major course offerings, students enrolled, student surveys, exit surveys, survey students who dropped from program, efficiency measures, demand, satisfaction surveys, etc.). When possible, you should use multiple measures. A composite of results can yield a more realistic picture of your unit's performance. You can create "home grown" surveys (referred to as a "local survey") internally by using local expertise. Exhibit 2 presents an example of a locally constructed user survey for internships. You can also use published instruments (NSSE, First Destination, Student Satisfaction Inventory (SSI), etc.) Direct/objective and indirect/subjective (interviews, focus groups) measures are options. You should use at least one direct/objective measurement method – frequency counts, for example, as a measurement method. Appendix D (Inventory of Measurement Methods) provides a wealth of sample assessment measurement across typical non-academic departments.

EXHIBIT 2 Example of a Local Survey

This survey could be used by the Career and Professional Development Center. It would measure the following intended outcomes for the unit (from Exhibit 1):

• Students will demonstrate knowledge of workforce and professional careers
• Increase percent of students completing internships and co-ops by 10% annually
• 20% expansion in opportunities for civic engagement and service learning

_____

1. Have you completed an internship? Have you completed a co-op?

3. How well did you achieve each of the following learning outcomes: (subjective measure)
(Use scale such as "strongly agree, agree, neither agree or disagree, disagree, strongly disagree")
        a. I am more knowledgeable of workforce careers
        b. I am more knowledgeable of professional careers
        c. I am more knowledgeable about how to search for jobs
        d. I am more knowledgeable about how to a prepare resume
        e. I am more knowledgeable of professional expectations

4. Please list all the activities in which you participated in your community and the Cal U community in the last year (since September 20)

Step 4: Identifying the Criteria (Expected Results)

The criterion is the measurable target or expectation for achieving the outcome or desired level of performance (e.g. level of satisfaction, productivity, efficiency, performance). In establishing a criterion, review existing data when possible or consider using standards/guidelines provided by professional associations, standards set by federal, state, county, city regulations, external evaluators/auditors, and benchmark/comparisons with peer institutions.

Aim for a criterion level that is clearly defensible while stretching your unit's performance. Determine what standards are expected from services provided by your administrative unit. For some outcomes, you may want to achieve a satisfaction level of "excellent" or "exemplary" from the students who use the unit's services. Most importantly, have clear and appropriate standards for exemplary, adequate, or unsatisfactory work or performance.

Sample Performance Criteria
- 95 percent of our users will be "very satisfied or satisfied" with our services
- At least 75 percent of faculty will attend first-year orientation
- 5 or fewer placement errors…
- At least 80 percent of staff members will participate in training
- 90 percent of the forms will be processed without errors
- Will meet or exceed the CAS Standard…for Academic Advising
- Increase total voluntary support from $207.7 million (FY12-FY14 average) to $246 million

Express targets (criteria) as percentages rather than means. Percentages are generally more useful and understandable. If means are reported, be sure to provide information on the variation of the data.

Step 5: Collecting and Analyzing the Data

After collecting the data, the assessment team reconvenes to analyze and discuss the data. The team should determine by the raw data to what extent the outcome was met and what further action is needed. A thorough analysis of the data should lead to a candid evaluation of program strengths and opportunities for improvement. Questions to consider in conducting the analysis, include:

- What did you learn from your results (strengths and opportunities for improvement)?

- What part of the objective was met/not met?
- What does the data indicate about the quality of services provided?
- Why was the target, or why wasn't the target, achieved?
- What will require continued attention?
- Why did students achieve X but not Y?
- What does the data indicate about the satisfaction of the client?
- What relationships exist among the results?
- What kinds of students/customers are least likely to complete the program?
- Who/what was positively impacted and how?
- What was the most valuable thing learned from the assessment results?
- Was the assessment tool sufficient or does it need revision?

*Note: Analyzing the data generally requires descriptive statistics. However, when comparisons are made between groups or within groups (between two time points, for example) different statistics may be needed. If you need direction with this task, ask the Office of Institutional Effectiveness or faculty with backgrounds in education or social science research methods for referrals to people with expertise in inferential statistics.

Step 6: Using the Result <u>for Improvement</u> (Closing the Loop)

Assessment is about evidence-based planning and decision making rather than anecdotes, gut instinct, or an appeal to experience. Thus, after completing an analysis of the data and identifying strengths and opportunities for improvement, an action plan is developed for outcomes. Areas where outcome assessment was below the expected levels of achievement should have an action plan that identifies improvement strategies and needed change. The action plan is focused on proposing ways to improve services and should be feasible relative to available resources and time.

Assessment results should be used to inform decision making concerning unit operations, resource allocation, and budget planning. The previous assessment steps, from defining outcomes to collecting data, are of minimal value unless the results of analyzing the data are used for taking action to improve. Defining an action plan is often referred to as "closing the loop" and should involve staff members who have discussed the extent to which assessment results met unit expectations and criteria.

Summarize findings, highlight surprising or important findings, and cover anything that happened within the unit that may not have fit nicely under an objective but is indicative of unit performance. The summary does not have to be long. Brag about the things going well, and don't forget to highlight budget implications based on findings for the year. If you were successful in achieving your criterion, hypothesize as to why that happened (for example, was it adequate staff? Good staff training?) and propose a plan to test that hypothesis so you can ensure you'll continue to meet criterion in future measures of it. Consider increasing the

criterion to pursue continuous quality improvement. The template to report your findings and use of results is in Appendix B.

Some considerations for reporting on the results obtained and use of results for improvement: (*Adapted from: Office of Institutional Effectiveness and Research at the University of South Carolina Beaufort -USCB)*

- o Include conclusions drawn from the data, especially those related to the expected results; describe any difficulties with data and/or collection process

- o Assessment can help make your case for program needs (e.g. requesting new faculty or staff, resources)

- o Be sure to explain how your unit's plan for improvement is based on the data obtained from the assessment

- o If results find no changes are needed, state that, and consider proposing a plan for identifying and maintaining the elements of your unit's operation that may be the cause of your success. Track that success by conducting multiple-year assessments of that outcome

- o Consider increasing the criterion for that outcome in order to pursue continuous improvement

- o Find changes that can be made to improve the assessment process

- o Consider how findings may suggest outcomes to be assessed for the upcoming year?

Step 7: Follow-up process on the implementation and impact of action plans

This final step is often the most neglected aspect of assessment planning. As part of the follow-up process in effect, action plans are to be reviewed annually until they are fully implemented, and the results of implementation is to be assessed and reported to the University Strategic Assessment Committee (USAC). The method for determining whether the change has led to improved services or learning, may be achieved by simply repeating the previous assessment plan. Thus, the assessment process is cyclical and ongoing in nature as it moves through the seven steps of the outcome assessment model.

TIME	TASK	DOCUMENT
August – September	Establish Plan: 1. Create unit mission statement 2. Identify outcomes to assess 3. Determine assessment measures/strategy for collecting data	Create *Assessment Plan Report*
October	**Oct. 1** - Submit *Assessment Plan* **Oct. 30** – Notify APAC of significant changes	**Oct. 1** – Submit *Assessment Plan Report*
November – March	1. Adjust plan in response to feedback 2. Collect data	Measures (Excel files, surveys, etc.)

April	Close the Loop – Discussions with Staff:
	1. Analyze Data
	   a. Meaning of results
	   b. Strengths and areas of concern
	2. Identify strategies to address concerns
	3. **April 15** – Submit Annual *Assessment Results*
		Excel
		
		April 15 – Submit *Assessment Results Report*

May	Adjust plan in response to feedback	Assessment Planning System

Documenting Assessment: The Annual Assessment Plan and Results Reports

Enhancing and improving educational practices, processes, and policies through evidence-based decision-making is the purpose of the assessment process. The documentation of the process, decision-making, and implementation of action plans is important for being organized, transparent, and accountable. An annual assessment plan and final report, written by designated administrative and support unit staff, documents the completion of each step in the assessment process. The Unit Assessment Plan and Results report templates are designed to guide the departments and units in completing each step of the assessment process. Samples of completed Assessment Plans and Reports are provided in Appendix A. Annual assessment plans and reports are submitted to the University Strategic Assessment Committee for review and feedback. Please see Step 8 for the process of submitting reports.

The Assessment Plan Documents

Assessment planning is an activity that a planning unit should undertake at the beginning of their assessment cycle timeframe, which is usually the beginning of the fiscal year. As such, the planning process should be started by mid-summer and an assessment plan finalized by early in the fall in order to allow for adequate time to implement the plan. The assessment plan template is used by all units (administrative, academic, and educational support) within the University to ensure that all aspects of the planning process are addressed and submitted in a consistent format for leadership to review.

Assessment Plan Requirements

The *Assessment Plan Report* addresses assessment steps 1-4 as detailed above and provides documentation of: 1) the unit mission statement, 2) the specific outcomes to be assessed, 3) the assessment you will use to determine if outcomes were met, and 4) the target or criteria for success (e.g. 80% satisfaction rate). Use the template provided in Appendix A to report your assessment plan.

More specifically, each unit plan will contain:

A. The Unit's Mission Statement

B. Specific outcomes to be assessed during the next academic year (no more than 2-5 per unit/department). Include outcomes of any innovations, new projects and initiatives, and any local, state or national efforts in which they participate

C. Criterion for Success (e.g. 80% of students will express satisfaction…) for each outcome

D. Assessment measure for each outcome (e.g. survey, rubric, written records, archival data). Results will be used to make suggested improvements in programs and services

The *Assessment Results Report* is basically an extension of the assessment plan and is completed once data has been collected, reviewed, and discussed, and after an action plan has been

identified. The purpose of the *Assessment Results Report* is to document the use of outcome assessment results to improve programs and services. By assessing outcomes, programs often learn that changes need to be made in certain areas to keep up with trends in the field or better serve their recipients. Finding areas for the program to improve or need for change is a good thing and is not a reflection of the quality of a department. It demonstrates a willingness to improve and an openness for change. Use the template provided in Appendix B to complete your *Assessment Results Report*. An assessment report should accomplish the following:

- Describe the outcomes assessed during the assessment cycle timeframe
- Identify and describe the specific assessment method(s) and tools used to gather evidence for the outcomes
- Identify the specific source(s) of the data
- Provide brief results of each method and the extent to which the outcome or goal was achieved
- Provide a summary or conclusions regarding strengths or opportunities for improvement based on the results
- Identify actions that will be taken as a result of the data
- Provide a description of the impact of implementing action plans from the prior year's assessment report

Because assessment is a systematic and continuous cycle and a principle means for continuous quality improvement of educational systems, practices, and services, the assessment plan for the next year should reflect aspects of the assessment report from the previous year.

Step 8: *Report* Submission Process

The *Plan Report* and the *Results Report* should be submitted as paginated PDF documents that include the actual report and, in the case of the *Plan Report,* an appendix containing a copy of the actual measures that are used as means of assessment. Files can be merged using the "merge files" tool in Adobe. Reports should only include the information for one unit.

Label the document using the following format:

Name of Unit_*PlanReport*Year_ProgramName_AuthorLastName

OR

Name of Unit_ResultsReportYear_ProgramName_AuthorLastName

To submit a report to the USAC:

1) Save as ONE PDF with report first and assessment tools in appendices after the report

2) With the document open, click "Save as" and

3) Click on your computer address at the bottom of the list of files on the left of your screen:
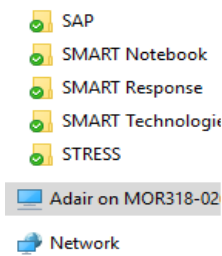
4) A dialog box appears with drives and files listed, click on the "UniversityDrive":
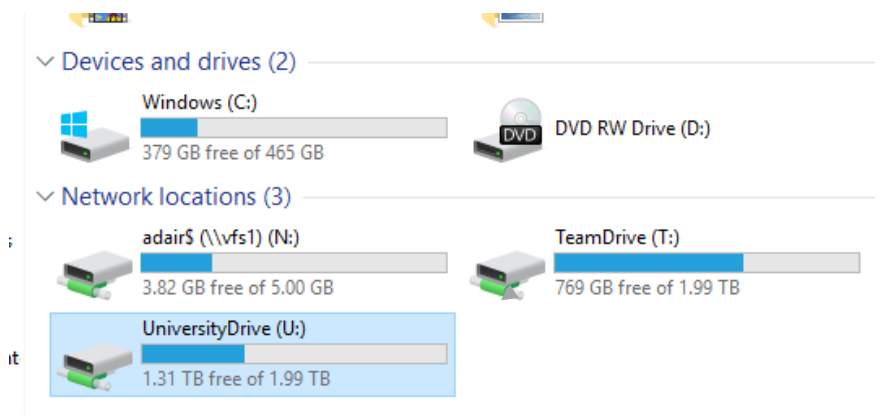
5) Click on OutcomesAssessment Folder:
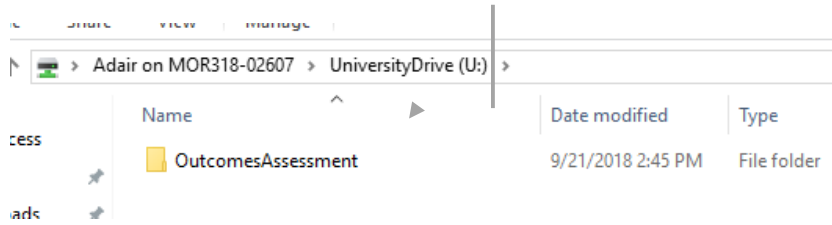
6) Find the appropriate folder for your report, click on it to open, and save there:

California University of Pennsylvania

Office of Assessment and Accreditation

ADMINISTRATIVE ASSESSMENT PLAN REPORT

*Instructions: Use this template to report your unit's mission, outcomes, and plan of assessment (which includes two means of measurement for each outcome to be assessed this year, and the criterion of success for each measure). Answer all the questions for each outcome you plan to measure. **The APAC will assist you with all parts of this task!***	
Division	
Admin Unit	
Contact Name	
Email	
Academic Year	

Unit Mission
Complete as many of the following boxes as you need to that reflect your plan for assessment THIS YEAR, delete the rest.
Continuous Improvement Plan

1 Outcome to be measured this year
Relationship to the University Mission/Strategic Plan (check all that apply)   ☐ Enhance academic excellence   ☐ Operate with sound and efficient fiscal and governance practices   ☐ Create a learning and working environment that promotes diversity, civility, and inclusiveness   ☐ Promote and provide public service   ☐ Enhance the quality of student life

Means of Measurement	Criterion for Success
1:	1.
2:	2.

2 Outcome to be measured this year
Relationship to the University Mission/Strategic Plan (check all that apply)   ☐ Enhance academic excellence   ☐ Operate with sound and efficient fiscal and governance practices   ☐ Create a learning and working environment that promotes diversity, civility, and inclusiveness   ☐ Promote and provide public service   ☐ Enhance the quality of student life

Means of Measurement	Criterion for Success
1:	1.
2:	2.

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ADMINISTRATIVE ASSESSMENT RESULTS REPORT

Attach the following document (completed) to your *Plan Report* and submit as ONE Document.
Complete as many boxes as necessary and delete any you do not use.

EDUCATIONAL OUTCOME 1
RESULTS (Numerical summary: sample size, means, standard deviations, percentages, etc.)
ANALYSIS (Statement regarding criterion of success and any additional information you gleaned as a result of the measure)
ACTIONS (What are you going to do in light of this assessment?)

EDUCATIONAL OUTCOME 2
RESULTS (Numerical summary: sample size, means, standard deviations, percentages, etc.)
ANALYSIS (Statement regarding criterion of success and any additional information you gleaned as a result of the measure)

ACTIONS (What are you going to do in light of this assessment?)

EDUCATIONAL OUTCOME 3
RESULTS (Numerical summary: sample size, means, standard deviations, percentages, etc.)
ANALYSIS (Statement regarding criterion of success and any additional information you gleaned as a result of the measure)
ACTIONS (What are you going to do in light of this assessment?)

APPENDIX C

Examples of Completed Templates

SAMPLE ASSESSMENT PLAN: ADMISSIONS OFFICE

California University of Pennsylvania
Office of Assessment and Accreditation

ADMINISTRATIVE ASSESSMENT PLAN REPORT

Instructions: Use this template to report your unit's mission, outcomes, and plan of assessment (which includes two means of measurement for each outcome to be assessed this year, and the criterion of success for each measure). Answer all the questions for each outcome you plan to measure. **The APAC will assist you with all parts of this task!**

Division	Academic Affairs
Admin Unit	Admissions Office
Contact Name	William Taft
Email	Taft_W@calu.edu
Academic Year	FY 18-19

Unit Mission

The mission of the Office of Admissions is to recruit, admit, and serve a diverse student population regionally, nationally, and internationally...

Complete as many of the following boxes as you need to that reflect your plan for assessment THIS YEAR, delete the rest.

Continuous Improvement Plan

1 Outcome to be measured this year

Increase professional development opportunities for the Admissions Staff	

Relationship to the University Mission/Strategic Plan (check all that apply)

☒ Enhance academic excellence

☐ Operate with sound and efficient fiscal and governance practices

☒ Create a learning and working environment that promotes diversity, civility, and inclusiveness

☐ Promote and provide public service

☐ Enhance the quality of student life

Means of Measurement	Criterion for Success
1: *Summary of Admissions Staff Evaluations: Professional Development Section*	1. *At least 50% of Admissions personnel will attend or present at a conference annually.*
2:	2.

Sample assessment plan and report adapted from: Office Academic Decision Support: Virginia Tech
http://www.ads.vt.edu/assessment.html

SAMPLE ASSESSMENT REPORT: ADMISSIONS OFFICE

California University of Pennsylvania
Office of Assessment and Accreditation

ADMINISTRATIVE ASSESSMENT RESULTS REPORT

Attach the following document (completed) to your *Plan Report* and submit as ONE Document.
Complete as many boxes as necessary and delete any you do not use.

EDUCATIONAL OUTCOME 1
RESULTS (Numerical summary: sample size, means, standard deviations, percentages, etc.)
For the 2017-2018 fiscal year, 29% of Admissions office personnel attended or presented at a conference. The target was not met for this measure.
ANALYSIS (Statement regarding criterion of success and any additional information you gleaned as a result of the measure)
The findings for Outcome 1 show that the Admissions office did not meet the target of providing professional development to at least 50% of the faculty/staff by the way of attending or presenting at a conference. Unfortunately, the budget only allowed for 29% of the faculty/staff to attend conferences. The findings show the need for creating more opportunities for professional development other than attending or presenting at conferences.
ACTIONS (What are you going to do in light of this assessment?)
Admissions Office created an Action Plan providing more "in-house" professional development for staff when necessary funds are not available to send at least 50% of them to a conference annually.

Sample assessment plan and report adapted from: Office Academic Decision Support: Virginia Tech
http://www.ads.vt.edu/assessment.html

California University of Pennsylvania
Office of Assessment and Accreditation

ADMINISTRATIVE ASSESSMENT PLAN REPORT

*Instructions: Use this template to report your unit's mission, outcomes, and plan of assessment (which includes two means of measurement for each outcome to be assessed this year, and the criterion of success for each measure). Answer all the questions for each outcome you plan to measure. **The APAC will assist you with all parts of this task!***

Division	Administration and Finance
Admin Unit	Business Office
Contact Name	Grover Cleveland
Email	Cleveland_G@calu.edu
Academic Year	FY18-19

Unit Mission

The mission of the Business Office of Admissions is to …..

Complete as many of the following boxes as you need to that reflect your plan for assessment THIS YEAR, delete the rest.

Continuous Improvement Plan

1 Outcome to be measured this year

Ensure accurate and timely processing for invoices during the 2016-2017 fiscal year.

Relationship to the University Mission/Strategic Plan (check all that apply)

☐ Enhance academic excellence

☒ Operate with sound and efficient fiscal and governance practices

☐ Create a learning and working environment that promotes diversity, civility, and inclusiveness

☐ Promote and provide public service

☐ Enhance the quality of student life

Means of Measurement	Criterion for Success
1: *Excel spreadsheet containing invoices and payment terms*	1. *At least 90% of invoices will be paid within payment terms.*
2:	2.

Sample assessment plan and report adapted from: Office Academic Decision Support: Virginia Tech http://www.ads.vt.edu/assessment.html

California University of Pennsylvania
Office of Assessment and Accreditation

ADMINISTRATIVE ASSESSMENT RESULTS REPORT

Attach the following document (completed) to your *Plan Report* and submit as ONE Document.
Complete as many boxes as necessary and delete any you do not use.

EDUCATIONAL OUTCOME 1
RESULTS (Numerical summary: sample size, means, standard deviations, percentages, etc.)
For the 2016-2017 fiscal year, 95% of all invoices were paid within payment terms. The target was met for Measure 1.
ANALYSIS (Statement regarding criterion of success and any additional information you gleaned as a result of the measure)
We believe this result is due to having three clerks devoting at least the equivalent of three full days processing the accounts payable. We will reduce this to 2 days to focus on outcome #2 and monitor the criterion of this outcome weekly to gauge if clerical time is used efficiently and effectively.
ACTIONS (What are you going to do in light of this assessment?)
In its 2016-17 Assessment Report, the Business Department did not meet its target for outcome #3: "All campus clients will be satisfied with the turnaround time on check reimbursements for staff travel." As described in the Report, the department's action plan stated that it would flowchart the reimbursement process, analyze documents, and conduct interviews to develop strategies to improve the outcome results. Results of the analysis demonstrated that the process lacked clear roles and responsibilities for reimbursement procedures. An R x R matrix was developed during the fall retreat, and new responsibilities were assigned to staff (see attached minutes, matrix, and related documentation). Improvements resulted in 100% satisfaction rate for spring 17' semester.

Sample assessment plan and report adapted from: Office Academic Decision Support: Virginia Tech
http://www.ads.vt.edu/assessment.html

SAMPLE ASSESSMENT PLAN: LIBRARY SERVICES

California University of Pennsylvania
Office of Assessment and Accreditation

ADMINISTRATIVE ASSESSMENT PLAN REPORT

> *Instructions*: Use this template to report your unit's mission, outcomes, and plan of assessment (which includes two means of measurement for each outcome to be assessed this year, and the criterion of success for each measure). Answer all the questions for each outcome you plan to measure. **The APAC will assist you with all parts of this task!**

Division	Library Services
Admin Unit	Academic Affairs
Contact Name	A. Bookman
Email	Bookman_A@calu.edu
Academic Year	FY 18-19

Unit Mission

The mission of the Library is to …..

Complete as many of the following boxes as you need to that reflect your plan for assessment THIS YEAR, delete the rest.

Continuous Improvement Plan

1 Outcome to be measured this year

Patrons will demonstrate satisfaction with library services

Relationship to the University Mission/Strategic Plan (check all that apply)

☒ Enhance academic excellence

☐ Operate with sound and efficient fiscal and governance practices

☐ Create a learning and working environment that promotes diversity, civility, and inclusiveness

☐ Promote and provide public service

☐ Enhance the quality of student life

Means of Measurement	Criterion for Success
1: *Annual survey (attached)*	1. *In the annual user survey, 80% of respondents will respond that they are "satisfied" or "very satisfied" with library services.*
2:	2.

California University of Pennsylvania
Office of Assessment and Accreditation

ADMINISTRATIVE ASSESSMENT RESULTS REPORT

Attach the following document (completed) to your *Plan Report* and submit as ONE Document.

Complete as many boxes as necessary and delete any you do not use.

EDUCATIONAL OUTCOME 1
RESULTS (Numerical summary: sample size, means, standard deviations, percentages, etc.)
In 2016-2017, 220 patrons completed the annual library survey. Among those surveyed, 86% indicated they were "satisfied" or "very satisfied" with library services.
ANALYSIS (Statement regarding criterion of success and any additional information you gleaned as a result of the measure)
Although the target was met, library staff expressed that the benchmark or criteria should be set at a higher level. Next year, we will increase our target to 90% and make the following effort to improve patron satisfaction: *Place a comment box at the circulation desk and discuss comments at staff meetings. We will begin the initiative in September 2018.*
ACTIONS (What are you going to do in light of this assessment?)
1) Increase our target to 90% and *2) Place a comment box at the circulation desk beginning in September 2018*

Sample assessment plan and report adapted from: Office Academic Decision Support: Virginia Tech
http://www.ads.vt.edu/assessment.html

APPENDIX D

INVENTORY OF MEASUREMENT METHODS

(Source: http://www.lehman.edu/office-academic-programs/assessment/documents/inventory-non-teaching-unit-assessment.pdf)

General Commonly Used Measures:
INDIRECT/SUBJECTIVE:

- Focus group sessions or interviews targeted to the policies, processes and procedures of a unit (e.g., admission process, financial aid process, and testing and placement policy)

- Focus Group (e.g. individuals who are users of the support service or program (employers, alumni, faculty, parents, etc.) provide indirect/subjective data that can be used to identify strengths and weaknesses within the program)

- Interview (e.g. one-on-one structured interviews with students, faculty, employers and alumni can provide useful information and be used to identify strengths and weaknesses within the program)

- Staff discussions/evaluations of services to clients

- Review of existing data from professional associations, federal, state, external evaluators/auditors

DIRECT/OBJECTIVE:

- Faculty/staff and student satisfaction and engagement surveys (e.g. % students student satisfied with Advising and Enrollment Services, % of faculty and staff satisfied with service from the Help Desk)

- Evaluation forms from attendees of a program or training conducted by your unit (e.g., % of new students satisfied with orientation, etc.)

- Unit statistics (e.g., call abandonment rate, resolution rate, % of requests processed on time, training expenditures/employee, student/staff ratios, % transcripts evaluated within x days of receipt, etc.)

- Outcomes Graduating Senior Survey

- Retention and Graduation Rate by Degree and Program (IPEDS Report)

- Graduation Rate: data that indicate the graduation rates for students over a period of time can provide useful information regarding the strengths and weaknesses of the program.

- Attendance rosters, logs, sign-in sheets

- Banner Data/reports

- Satisfaction with advising

- Student data on enrollment, retention, success, goal attainment, etc.

- Faculty data on professional development, use of emerging technologies, grant proposal development and subsequent funding, etc.

- Locally developed tests (e.g. pre/post-test administered before and after a specified learning experience to measure participants' levels of knowledge, skills, and values)

- Other locally developed surveys (e.g., point-of-service surveys, advisory board surveys, and other questionnaires developed by an academic program or administrative unit that ask students or customers about satisfaction with services or programs)

- Embedded questions (e.g., questions designed to determine if clients or participants met a learning outcome)

- Rubrics or scoring guides designed to measure skills, knowledge, or behaviors (e.g., a list of key things you want students to learn or do and the criteria for evaluating the guidelines for evaluating the quality of each aspect listed)

- Behavioral observations (e.g., an observer observes an application of a student learning outcome (club activity, teamwork, internship or apprenticeship, etc.) and rates student performance)

- Observer counts frequency of an event or behavior that is targeted by a particular outcome

- Other surveys that assess students at various points in their academic experience:
    - First Destination Survey
    - National Survey of Student Engagement (NSSE)
    - Student Satisfaction Inventory (SSI)
    - Alumni Survey

Sample Measures by Unit:

Finance and Administration:
Direct/Objective Measures:

- Business Plan Surplus or Deficit
- Endowment Growth/Shrinkage
- Bond Rating
- Financial Ratios:
    - Operating Margin

- Operating Margin Excluding Gifts
    - Operating Cash Flow Margin
    - Direct Debt Service Coverage - Return on Financial Resources

- Contribution Ratios:
  - Tuition and Auxiliary Income as a % of Revenue
  - Investment Income as a % of Revenue
  - Gifts as a % of Revenue
  - Grants & Contracts as a % of Revenue
  - State Appropriations as a % of Revenue
  - Liquidity Ratio
- Select Financial Trends:
  - Administrative Costs (Institutional Support Services)
  - General Administrative Costs
  - General Institutional Services Costs
  - Maintenance & Operations Costs
  - Indirect Cost Recovery Ratios

Financial Responsibility Standards:

- Primary Reserve
- Equity Ratio
- Net Income Ratio
- Composite Score

Admissions:
Direct/Objective Measures:

- Number of inquiries, applications, interviews, and confirmations by program
- Inquiries, applications, interviews, and confirmations vs. enrollment management goals
- Acceptance rates by program
- Yield rates by program
- Student diversity
- Open House attendance and contribution of marketing efforts
- Costs related to the admissions process

Indirect/Subjective/Indirect Measures:

- Applicant satisfaction surveys
- Admissions process satisfaction
- Usage of online application tracking/status tools
- Perceived access to and helpfulness of the Admissions staff

Registrar:
Direct/Objective Measures:

- Time to issuance of transcripts
- Time to issuance of grades
- Time to issuance of academic status letters
- Time required to complete the registration process
- Time involved with adding/dropping classes
- Time required for leave of absence
- Time required for withdrawal validations
- Incidents of (Family Educational Rights & Privacy Act (FERPA) noncompliance
- Incidents of incorrect status reporting

Indirect/Subjective Measures:

- Student satisfaction with the availability of courses
- Student satisfaction with registration procedures

Financial Aid:
Direct/Objective Measures:

- Number of applications processed
- Time from application receipt to disbursement
- Scholarship dollars awarded
- Number of students working for pay on campus
- Annual median student debt
- Staff-to-enrollment ratio
- A-133 audits

Indirect/Subjective Measures:

- Student satisfaction with financial aid services
- Perceived usefulness of financial counseling

Bursar:
Direct/Objective Measures:

- Receipts per academic term
- Percentage of errors on bills per academic term and/or academic year
- Outstanding student receivables by term (aging of accounts)
- Amount of student receivables written down/off

Indirect/Subjective Measures:

- Student satisfaction with billing and payment procedures

Alumni Relations and Development:
Direct/Objective Measures:

- Total voluntary support
- Number of unrestricted dollars raised vs. goals
- Number of restricted dollars raised vs. goals
- Number of alumni events and attendees
- Number of development events and attendees
- Cost per dollar raised

Indirect/Subjective Measures:

- Alumni and/or donor satisfaction surveys
- Donor participation in "cultivating" events
- Donor participation on development committees
- Awareness and perceived clarity of development mission statement(s)
- Student satisfaction with alumni services

Library:
Direct/Objective Measures:

- Library budget or expenditures
- Collection size
- Collection use
- Services delivered
- Staff-to-students ratio

Indirect/Subjective Measures:

- Student satisfaction with the library collection
- Student satisfaction with the library services
- Student satisfaction with the library facilities

Research and Sponsored Programs:
Direct/Objective Measures:

- Amount of extramural (contracts & grants) funding (and by category: federal, state, city, and private)
- Amount of internal funding
- Scores on peer reviewed research grant applications

- Number of research publications, presentations, posters, intra-program, and inter-institutional collaborations
- Number of students participating in research via formal course registrations
- Number (proportion) of faculty involved in research and scholarly activity
- Number of students participating in research via volunteer efforts
- Number of square feet available for faculty research and related offices
- Number of regulatory submissions
- Number of favorable and unfavorable federal compliance reports • A-133 audits

Indirect/Subjective Measures:

- Satisfaction surveys regarding research resources and opportunities
- Perceived satisfaction with regulatory review committee processes
- Perceived ease of access to research related forms and policies
- Faculty review of research dissertation quality
- Student demonstrations of scientific inquiry by designing, conducting, presenting, or interpreting research in their field of study

Information Technology (IT) Services:
Direct/Objective Measures:

- Number of security breaches
- Percentage of up time for each critical system
- Percentage of software of the latest version
- Percentage of software not at latest version upgraded during the academic year
- Number of help desk calls
- Response to help desk calls
- Number of computers, servers, switches upgraded
- Percentage of bandwidth utilized during peak periods
- Percentage of students using lecture capture and mean/standard deviation of time on system
- Number of software, workflow, wireless, bandwidth upgrades/modifications
- Number of late software, workflow upgrades/modifications
- Number and severity of audit findings
- Overall cost of operations by year and students served
- Number of hits and mean/standard deviation of time on site

Indirect/Subjective Measures:

- Student satisfaction with campus computers in general
- Student satisfaction with computer lab hours
- Student satisfaction with computer lab availability

- Student satisfaction with computer availability
- Student satisfaction with wireless Internet availability
- Student satisfaction with academic system availability
- Student satisfaction with off-campus access to technology services (e.g. the Help Desk)
- Frequency of College-related technology use

Student Affairs:

Direct/Objective Measures:

- Proportion of admitted students asking questions about orientation information
- Proportion of students accessing Student Affairs offices for:
  1) All purposes
  2) Student activities
  3) Personal counseling
  4) Career services/mentorships
  5) Community service
- Number of complaints about an absence of professionalism

Indirect/Subjective Measures:

- Exit survey of graduating seniors
- Perceived accessibility to administration
- Student satisfaction with career planning and placement
- Student satisfaction with student participation on key committees
- Student satisfaction with personal counseling
- Student participation in student activities
- Student participation in internships
- Student volunteer work
- Student satisfaction with the overall social experience
- Student satisfaction with athletic facilities
- Student satisfaction with intramural athletic offerings
- Student satisfaction with student health services
- Student satisfaction with child care services
- Student satisfaction with services for students with disabilities
- Student satisfaction with services for international students
- Student satisfaction with services for veteran students
- Student satisfaction with the women's center
- Student satisfaction with student organizations
- Student satisfaction with the cafeteria/food services
- Student satisfaction with the leadership development program

Human Resources:

Direct/Objective Measures:

- Longevity of employees by years
- Costs of benefits by benefit type (health care, retirement, vacation, tuition remission, life insurance)
- Median time to fill open positions by job category and in total
- Number of internally- and externally-filed grievances and complaints
- Number of employees accessing special services
- Number of outreach sessions: harassment and diversity training, benefits fairs, retirement fairs, wellness events, employee appreciation events
- Median salary for each job category compared to peer group
- Number of upward salary adjustments made after market comparisons
- Number of career ladders defined by job categories
- Number of performance management evaluations with overall ratings of meets or exceeds expectations
- Number of promotions by job category
- Percent employee turnover by year

Indirect/Subjective Measures:

- Employee satisfaction with staff, benefits, hiring practices, training sessions, outreach sessions, employee appreciation events

Academic Standards & Evaluation:

Direct/Objective Measures:

- Number of students served
- Mean wait time for appointments

Indirect/Subjective Measures:

- Student expectations concerning adequate academic advisement
- Student satisfaction with academic advising
- Student satisfaction with online advisement (e.g., DegreeWorks)
- Student evaluation of academic advising

Public Safety:

Direct/Objective Measures:

- U.S. Department of Education crime statistics (CLERY reports)
- State crime statistics

- Safety-related activities (fire drills, student and employee orientations, etc.)
- Expenditures for security-related agendas: lighting, emergency phones, signs, sprinklers, etc.

Indirect/Subjective Measures:

- Student satisfaction with campus security
- Perception of security staff responsiveness

Campus Planning & Facilities:
Direct/Objective Measures:

- Size of capital budget
- Percentage of capital projects completed on time and on budget
- Comparison of electricity and fuel usage and cost by academic year
- Cost of deferred maintenance projects
- Cleaning budgets
- Square footage of additional facilities completed in the academic year
- Days to completion of maintenance requests

Indirect/Subjective Measures:

- Student satisfaction with the condition of buildings and grounds
- Cleanliness satisfaction surveys
- Housekeeping staff interactions surveys
- Temperature satisfaction surveys
- Maintenance request satisfaction surveys
- Facilities rating surveys

Media Relations:
Direct/Objective Measures:

- Number of clicks from online ads to the homepage during the academic year
- Comparisons of inquiries and applications
- Google Analytics data on the website
- Number of clips/media hits

Indirect/Subjective Measures:

- Student survey on how they learned about the college/what advertising they had seen
- Review of marketing materials to assure representation of diverse populations
- Evaluation of new outlets for cost/impact

Performing Arts Center:

Direct/Objective Measures:

- Number of productions
- Number of tickets sold (total and for each production)
- Attendance as a % of capacity (total and for each production)
- Financial data
- Development data (funding from corporations, trusts, foundations, individuals, etc.)
- Number of news stories on productions/the Performing Arts Center

Indirect/Subjective Measures:

- Students who attended an art exhibit, play, dance, music, theatre or other performance

APPENDIX E

EXAMPLES OF OUTCOMES ALIGNED WITH STRATEGIC PLAN GOALS

Goal 1: Enhance the academic excellence and experience of our students (Objectives: 1.1 Excellent programs and services; 1.2 Success rates for under-represented/underserved; 1.3 Innovative instruction and redesign; 1.4 High-Impact Educational Practices; 1.5 Enhance academic support services through (IT) infrastructure)

Sample Unit Outcomes:

- Student achievement scores on professional examinations, tests, and discipline or profession-specific licensure or certification examinations will meet or exceed national or statewide passing rates and scores

- Increase the number of professionally accredited/licensure degree programs by 2 programs each year

- Elementary Education Teaching Reading Praxis Exam pass rate will meet or exceed the mean PASSHE pass rate

- Social Work Program licensure pass rate consistent with or higher than the North American Pass rate as determined by the Association of Social Work Boards (ASWB)

- Increase the number of faculty utilizing the services of the Teaching and Learning Center by 15%

- Increase participation in High-Impact Educational Practices (HIPs) and ensure that 75% of students participate in at least two HIPs by graduation (NSSE, OrgSync)

- Increase by 3% the number of students and faculty participating in undergraduate research

- First-year and senior participation rates in HIP area (learning communities, service learning, internships, undergraduate research, and study abroad) will meet or exceed national and regional NSSE mean Engagement Indicators scores

- Access and participation rates across HIPs will be comparable across different racial and ethnic groups (NSSE)

- Increase percent of students completing internships and co-ops by 10% annually (OrgSync)

- Student participation in a co-curricular experience (internship, practica, field-experience, structured research project, etc.) will meet or exceed the average of previous two years in percent of graduates with co-curricular experience

- 80% of general education artifacts assessed with LEAP VALUE rubric system will receive scores at the intermediate or advanced level (3-4). The three areas to be assessed include: Communication and Community, Qualitative and Quantitative Analysis, and Critical and Creative Thinking

- Improve by 2% in relevant measures in the <u>NSSE</u> report

- 5% increase in <u>NSSE</u> mean scores on each test item related to critical/higher-order thinking: analysis, using information to perform a new skill, synthesizing information in new ways, applying theories to practical problems, making judgments

- 10% increase in number of students meeting individually with their <u>Career</u> Coaches to review career assessment results, to discuss choice/change of major, or to explore career options (<u>OrgSync</u>)

- 10% increase in students earning <u>Career Advantage</u> certificates and graduation cords by participating in a number of Career Advantage activities and services including internships, workshops, meetings with their Career Coaches, and uploading their resumes on Handshake (<u>OrgSync</u>)

- <u>Job/Graduate School Placement</u> Rates meet or exceed national average from National Association of Colleges and Employers (NACE) <u>Annual First Destination Survey</u>

- 90% of BSN graduates are <u>employed</u> as a registered nurse within six months of graduation or will be <u>enrolled in a graduate</u> program.

- 90% of employers will express <u>satisfaction</u> with <u>graduate'</u>s performance.

- 90% of students who complete <u>job search workshops</u> will respond "agree" or "strongly agree" with the statement: "This workshop provided clear, useful advice I can apply in the job search" on workshop survey (<u>First Destination Survey</u>)

- 10% increase in Career Advantage participation points, student development and learning outcomes via OrgSync

- The number of degrees conferred meet or exceed average rate of IPEDS peers (Carnegie, PASSHE)

- Improve student persistence, increase graduation rates University-wide and narrow the achievement gap for underrepresented students (IPEDS and PASSHE data)

- Course Success Rates

- *Note: Course success rates are early predictors of graduation rates. Completion of the general education core classes and the capstone courses are direct measures of student progression. These data are also used to support faculty in the development of learning strategies and to concentrate attention and corrective action on courses with lower success rates. ACADEMIC PROGRAMS CANNOT USE GRADES AS OUTCOME MEASURES.
    - ENG 101/102, College Writing I/II 70% of enrolled students will earn a C- or above
    - MTH 120, Finite Math, and MTH 130, College Algebra 70% of enrolled students will earn a C- or above
    - Major capstone courses 90% of enrolled students will earn a C or above

- 70% course success rate for all courses

- To ensure that <u>distance learning courses</u> and programs are consistent with face-to-face courses and programs, the University expects comparable grade distributions and <u>course completion</u> rates for students in distance learning courses/programs and students in face-to-face courses/programs.

- The University will exceed the mean <u>graduation rate</u> of degree-seeking students of peer Carnegie and PASSHE institutions <u>(HIPs)</u>

- <u>Graduation</u> rate for all <u>degree</u> programs will meet or exceed 50%

- Improve the six-year <u>graduation rate</u> for all students from 53% to 60%

- Increase the number of awards (degrees and certificates) annually by 1%

- Maintain or improve the <u>first-year retention</u> rate of 78% (<u>IPEDS</u>).

- Increase <u>minority enrollment</u> to XX% of the annual student headcount (IPEDS)

- The University will exceed the mean <u>retention rate</u> of African American first time, full time students at PASSHE and Carnegie peer colleges (<u>IPEDS</u>)

- The University will maintain <u>retention</u> rates at the levels indicated below with rates being re-evaluated during the 2020 strategic planning process
  - xx% freshman to sophomore
  - xx% sophomore to junior
  - xx% junior to senior
  - xx% graduation rate

- The University will exceed the mean scores for the following <u>NSSE</u> Engagement Indicators related to <u>general education</u> outcomes:
  - Percent increase of seniors reporting "quite a bit" or "very much" personal development in writing clearly and effectively
  - Percent of seniors reporting "quite a bit" or "very much" personal development in speaking clearly and effectively
  - Percent of seniors reporting "quite a bit" or "very much" personal development in thinking critically and analytically
  - Percent of seniors reporting "quite a bit" or "very much" personal development in solving complex real-world problems

- The University will exceed scores for <u>NSSE</u> <u>Academic Challenge – Higher-Order Learning</u> Engagement Indicators:
  - Percent of seniors reporting their coursework emphasized applying facts, theories, or methods to practical problems or new situations "quite a bit" or "very much"
  - Percent of seniors reporting their coursework emphasized analyzing/synthesizing ideas or theories "quite a bit" or "very much"

- o Percent of seniors reporting their coursework emphasized forming a new idea or understanding from various pieces of information "quite a bit" or "very much"

- First-year students and seniors will meet or exceed mean NSSE Engagement Indicators and/or High-Impact Practices scores

- Undergraduate class sections will have an enrollment at or below PASSHE colleges

- Institution's student-to-faculty ratio will meet or exceed institution's PASSHE (IPEDS)

- The University will meet or exceed NSSE Engagement Indicators on High-Impact Advising Practice (how often students discussed their academic interests, plans, course selections, or academic performance with an academic advisor, and to what extent their advisors were available, listened closely, kept them informed, provided understanding about rules, etc.)

Goal 2: Operate with sound and efficient fiscal and governance practices (Objectives: 2.1 Accountability and assessment; 2.2 Strategic enrollment plan; 2.3 Funding strategies)

Sample Unit Outcomes:

- Increase scholarships by 3% annually for all students, with an emphasis on under-represented and low-income students

- Increase fundraising total by 2% annually

- A minimum of ten major solicitations will be requested for the major campaign (log/count of major solicitations)

- $500,000 will be raised during the 2018-2019 academic year

- 10% decrease in errors on bills per academic term

- Increase the number of donors and gifts by 50% by 2020

- 10% increase in:
  - o Investment Income as a % of Revenue
  - o Gifts as a % of Revenue
  - o Grants & Contracts as a % of Revenue

- Respond to emails submitted to Admissions in 1 business day or less as a means to improve service, recruitment, and ultimately enrollment outcomes

- Improve business processes in Admissions processing by delivering admission decisions in 5 business days or less for completed applicants.

- Increase sales of University logo wear and logo-branded items by at least 5%, year over year

- Increase the amount of grant and activity revenue that supports the University and its programs by 50% by 2020

- Increase grant applications, sponsored programs, and business partnerships by 2% annually

- Improve scoring on State System performance indicators from 7.25 to 9.0

- Meet the following graduate enrollment thresholds (based on mission, capacity, market demand):

    o Design Program will maintain current enrollment levels (90 - 110 students)

    o The Instructional Technology Program will seek a 10% increase in enrollment

    o English Program will seek an increase from current enrollment of 11 students to the mean enrollment for the last 3 years of 15 students

- Increase overall enrollment and specifically in important target populations…

- 10% increase in non-traditional student enrollment by developing focused marketing and recruiting strategies

- Increase the number of unique views of the University's news (on all campus websites and social media platforms) by at least 5%, year over year

- Increase the number of awards (degrees or certificates) annually by 1%

- Departments will express satisfaction in efforts to market their programs

- Increase the yield rate by 15%

- Accounting office will provide high quality travel claim processing to employees: 90% of employees will respond "satisfied" or "very satisfied" with processing of travel reimbursement in annual survey

- Increase auxiliary income as a % of revenue

- Reduce Administrative costs of Institutional Support Services by 10%

- Decrease maintenance cost by 5%

- Each area/unit within the University/Campuses will develop and implement its own assessment plan

- By the end of the assessment project, 50% of faculty will express more positive attitudes toward assessment

- Develop and articulate expected learning outcomes at the institutional, program, and course level toward assessment

- All programs will effectively use assessment results to improve student learning

- Develop measurable student outcomes for all academic programs

- Increase in new employees' satisfaction with onboarding process

- New employees will demonstrate understanding of leave policies

- Applicants and staff will express satisfaction with the efficiency and effectiveness of the hiring process

- Decrease median time to fill open positions by job category and in total

- Define processes that establish learning outcomes, assessment strategies, and feedback loops for all programs and courses as identified in the Student Learning Outcomes Plan

- The institution will demonstrate its commitment to the assessment of learning through its policies, structures, and procedures (survey responses and focus group data)

- All unit and department plans will articulate a strategic plan relationship compared to previous year

- Develop tracking performance measures to support strategic planning, assessment, and regional accreditation

- 10% increase in percentage of capital projects completed on time and on budget

- Decrease in time to completion of maintenance requests

- 25% increase in student satisfaction with the condition of buildings and grounds

- Satisfaction with maintenance request satisfaction surveys

Goal 3: Create a transformative learning and working environment that promotes diversity through a culture of civility and inclusiveness (Objectives: 3.1 Diversity, social equity, inclusiveness; 3.2 Partnerships and events supporting diversity; 3.3 Enhance cultural/global experiences)

Sample Unit Outcomes:
- Fund 5 demonstration projects that test the effectiveness of innovative civic engagement ideas

- Develop diversity and tolerance outcomes and metrics for student development programs

- Conduct 3 workshops on alcohol, substance use, and HIV/AIDS prevention in at least 25 classes per semester and in residence halls reaching a total of 1,200 students during the academic year

- Submit 3 applications for federal and/or non-federal funding for health promotion for University students

- Decrease bias-incident response effort by establishing a formal bias incident response team (BIRT)

- Offer joint training sessions, tabletop exercises, or open forums to engage around issues of diversity and inclusion

- Increase study abroad opportunities by 4%

- Increase to 150 the number of international students on campus

- Increase service-learning opportunities by 20%

- To ensure that distance learning courses and programs are consistent with face-to-face courses and programs, the University expects comparable grade distributions and course completion rates for students in distance learning courses/programs and students in face-to-face courses/programs

- The University will demonstrate that it affords students new opportunities to interact with and learn from others with different backgrounds and life experiences as evidenced by meeting or exceeding Engagement Indicators scores on the following NSSE items:
  - During the current school year, how often have you had discussions with people from the following groups:
    - People from a race or ethnicity other than your own
    - People from an economic background other than your own
    - People with religious beliefs other than your own
    - People with political views other than your own

- Achieve 100% participation in supervisor anti-harassment and Title IX training

- 80% of general education artifacts assessed with LEAP VALUE rubric system will receive scores at the intermediate level (3-4). The three areas to be assessed include: Communication and Community, Quantitative and Qualitative Analysis, and Critical and Creative Thinking

- Veteran students who use the Veterans' Center counseling services will report satisfaction with the level of information they receive concerning their educational benefits

- VSC students will maintain an average 3.0 term GPA (Standard of Performance: 80% of VSC students will have earned a 3.0 term GPA or higher)

- Increase graduation rates and decrease time to degree for VSC students

Goal 4: Continue to promote/provide public service to the Commonwealth, the region, the nation and the world through outreach initiatives. (Objectives: 4.1 Partnerships – corporations, school districts; 4.2 Development relations**)**

Sample Unit Outcomes:
- 10% increase in number of activities and collaborations between the Office of Sponsored Programs and Research and corporations and foundations
- 15% increase in alumni participation in all University activities interactions

- 15% increase in amount of extramural (contracts & grants) funding (and by category: federal, state, city, and private)

- 20% increase in total private gift support

- 20% increase in total revenue for the Alumni Association

- 15% increase in the number of development events and attendees

- Increase the number of formalized partnerships by 20% by 2020

- Increase the number of community members who are in leadership roles with University boards, activities and events by 20% by 2020

- Create communications strategy to increase awareness in the business community about the University's professional development efforts to provide training for graduating students. Increase by at least 5% year over last year, as indicated by the University Perception Survey as well as by other campus surveys of students and stakeholders

- Increase faculty and staff participation in regional boards and advisory groups by 25% by 2020

- Increase student involvement in campus-based activities

- Increase the number of events hosted on campus by 2020

- Increase the number of visitors to campus events by 2020

- Satisfaction rates of alumni and donors will exceed 2017 levels

- Increase from 226 to 250 employers participating in campus recruitment, fairs, and events (OrgSync)

- 20% increase in alumni who participate in at least one formal student activity during the undergraduate experience

- Increase in events attended by high school students, teachers, and administration

- 10% increase in former student leaders to serve as alumni volunteers and board members

- Increase satisfaction scores on the annual Alumni Opinion Survey

- $50,000 increase in student giving program focused on outright gifts

- Increase faculty awareness of funding opportunities by disseminating sponsor funding sources and trends (faculty survey)

- Increase new funding and discovery opportunities that support faculty, research staff, and students

- Increase access to databases that provide funding information from foundations and other resources to support ongoing research at…

- Add 5 additional partnerships with private agencies to fund University research projects

Goal 5: To continue to enhance the quality of student life (Objectives 5.1 Student life programming; 5.2 Leadership, career, civic, life skills; 5.3 Campus safety)

Sample Unit Outcomes:

- Student learning outcomes will be developed and assessed throughout all student services departments by 2020
- 90% student satisfaction rate with leadership development program
- As a result of participating in student leadership activities 70% of students will recognize the value of civic responsibility and participate in organizations and/or events that will benefit their campus, local, state, national, and global communities
- 20% increase in attendance at student events (athletic competitions, plays, musical performances, art exhibits, etc.)
- 50% increase in participation rate of student-athletes in community outreach program
- 20% increase in student membership in clubs, organizations, student government, etc.
- 50% of students will report that they developed a sense of self-efficacy and personal responsibility to enhance their appreciation of lifelong learning
- California University's athletic programs compete successfully in the Pennsylvania State Athletic Conference as evidenced by:
  - Finishing in the top half of the PSAC standings for each sport that maintains 75% of the NCAA equivalences
  - Achieving 100% participation of teams in annual community outreach projects
  - Increasing the number of minority applicants for coaching and staff positions within the athletic department
  - Recruiting and enrolling 60 high-level student athletes annually, defined as a student with a high school GPA that exceeds 3.25 or an SAT of 1140
  - Increasing alumni support to $xx by Fall 2020
  - Improving the department Academic Success Rate (ASR) to position the University in the top half of the PSAC
- All student-athletes will receive information on the programming provided within the Office of Multicultural Affairs
- Offer five new intramural sport seasons by utilizing outdoor facilities created by campus master plan
- Be recognized by active-duty and veteran students as an excellent learning community
- 20% expansion in opportunities for civic engagement and service learning as measured in OrgSync

- Maintain funding and support for the Office of Civic Engagement as evidenced by…

- Employees will demonstrate understanding of emergency operating procedures

- XX% of faculty and staff will complete campus-wide emergency training annually

- 25% increase in students participating in joint wellness and informational activities planned and implemented during each semester

- 60% of students will participate in prevention informational activities planned and implemented each semester

- The institution will meet or exceed NSSE Engagement Indicators scores for student perception of safety and belonging

- Student perceptions of physical safety and belonging will be comparable among demographic groups (NSSE)

- Meet or exceed NSSE Engagement Indicators scores for:
    - Quality of interactions with student services staff
    - Quality of interactions with other administrative staff and offices
    - Institution emphasis on helping students manage their non-academic responsibilities
    - Institution emphasis on attending events that address important social, economic, and political issues
    - Include diverse perspectives in course discussions or assignments
    - Percent of seniors reporting they have (or plan to) participated in community service or volunteer work
    - Percent of seniors reporting "quite a bit" or "very much" personal development in contributing to the welfare of their community
    - Percent of seniors reporting "quite a bit" or "very much" development in their personal code of values and ethics
    - Percent of seniors reporting "quite a bit" or "very much" personal development in working effectively with others
    - Percent of seniors reporting "quite a bit" or "very much" personal development in understanding people of other racial and ethnic backgrounds
    - Percent of seniors reporting they had serious conversations with students who are very different from them

- Meet or exceed mean NSSE Supportive Environment Engagement Indicators scores for:
    - Using learning support services (tutoring services, writing center, etc.)
    - Encouraging contact among students from different backgrounds (social, ethnic, religious)

- o Providing opportunities to be involved socially
- o Providing support for students' overall well-being (recreation, health care, counseling)
- o Helping students manage their non-academic responsibilities (work, family, etc.)
- o Attending campus activities and events (performing arts, athletic events, etc.)
- Increase student satisfaction with:
    - o Campus computers in general
    - o Computer lab hours
    - o Computer lab availability
    - o Computer availability
    - o Wireless Internet availability
    - o Off-campus access to technology services (e.g. the Help Desk)
- Increase academic counseling and support for students by 25%
- 10% increased presence in residential halls with CSOs
- Decrease the number of thefts and other crimes by 25%
- Increase the apprehension of a perpetrator by 25% through utilizing extra security measures
- Increase budget for Victim Services
- Provide training to all new officers on protocols and statutes related to dating/domestic violence, sexual assault, and stalking
- Members of the campus community will be able to operate in a safe and secure environment as evidenced by number of reported crimes on campus
- 100% of campus security personnel with receive emergency response training for responding to active shooter situations or severe weather situations
- Staff will demonstrate a high level of professionalism and proficiency, measured by…
- Students, staff, and community members will indicate that they feel safe while on campus

APPENDIX F

ADDITIONAL EXAMPLES OF UNIT OUTCOMES

Academic Marketing
- Increase non-traditional student enrollment by developing focused marketing and recruiting strategies
- Increase the number of awards (degrees or certificates) annually by 1%
- Departments will express satisfaction in efforts to market their programs
- Create timely and more efficient e-communication processes to connect internally and externally with colleagues, as measured by...
- Track the value of specific media used throughout the recruitment and retention cycles
- Develop and launch a new branding campaign that will provide visibility of the…
- Implement marketing strategies that will target key internal and external audiences to increase awareness of…
- Expand efforts to position the institution as a nationally recognized, innovative academic University that focuses on unique student-centered programs…
- Create awareness to the business community about the University's professional development efforts to provide training for graduating students
- Increase the number of unique views of the University's news (on all campus websites and social media platforms) by at least 5%, year over year
- Increase sales of University logo wear and logo-branded items by at least 5%, year over year

Admissions
- Respond to emails submitted to admissions in 1 business day or less as a means to improve service, recruitment, and ultimately enrollment outcomes
- Improve business processes in Admissions processing by delivering admission decisions in 5 business days or less for completed applicants
- Increase overall enrollment and specifically in important target populations
- Increase the yield rate by 15%
- Increase attendance at Open House
- Improve productivity of the Admissions Office in processing admissions applications
- The office will provide service within 2 days of request

Advising
- Meet or exceed NSSE mean Engagement Indicator scores in advising HIPs as evidenced by student responses on survey items:
  1) During the school year, about how many times have you and your academic advisor discussed your academic interests, course selections, or academic performance?

2) During the current school year, to what extent have your academic advisors done the following?
- Been available when needed
- Listened closely to your concerns and questions
- Informed you of important deadlines
- Helped you understand academic rules and policies
- Informed you of academic support options (tutoring, study groups, help with writing, etc.)

- 70% of first-year students will develop an educational plan during their first semester
- Students will view their advisors as well-informed and supportive partners in the development of their academic and career plans
- Students will identify well-reasoned implications and consequences from their personal and professional goals
- Students will understand requirements to make progress toward completing their degree programs
- Students will complete their registration for the next semester in a timely manner
- An increased number of faculty/staff will be trained in proactive advising method

Alumni Office
- Increase total private gift support
- Increase total revenue for the Alumni Association
- Increase the number of development events and attendees
- Increase alumni and/or donor satisfaction with…
- Increase satisfaction scores on the annual Alumni Opinion Survey
- Plan and implement a student giving program focused on outright gifts

Athletics
- Demonstrate understanding of how to maintain a healthy lifestyle through fitness, nutrition, and goal-setting
- Apply principles of teamwork: roles & responsibilities, leadership, conflict resolution, and ethics
- Demonstrate an ability to successfully balance priorities through engagement in athletics, community service, and personal development

Bursar
- Decrease the percentage of errors on bills per academic term

Career Services
- Student goal attainment with volunteer service and service-learning
- Efficiency of services provided by the Career Resources Center

- Increase student, faculty, and staff awareness of Career Placement activities, events, and services
- Student will be able to create an effective resume
- Students will demonstrate knowledge of workforce and professional careers including possibilities for employment, how to search for jobs, how to prepare resumes, and professional expectations

Counseling Center
- Students will be able to form positive attitudes and be able to articulate how their experience at the Fort Lewis College Counseling Center will lead them to expect positive mental health care experiences after college
- Students will report having felt safe, heard, and understood, and learn to discuss their concerns with their counselors
- Students will be able to describe what life-long skills they learned in counseling.
- Interns who work at the Counseling Center can identify an awareness of diversity and articulate how to contribute to an inclusive social climate

    (*Adapted from Fort Lewis College Counseling Center Learning Outcomes*:
    https://www.fortlewis.edu/counselingcenter/LearningOutcomes.aspx)

Disabled Student Services
- Freshman students who register for disability services will demonstrate self-advocacy skills by requesting academic accommodations in subsequent semesters. (75% of students identified as freshman during the fall semester and return in the spring semester will request academic accommodations letters)
- Disabled veterans who identify themselves to Student Disability Services and qualify for services will be satisfied with the comprehensive level of services and referrals they receive during the intake process. (90% of those veterans who respond to a survey will be satisfied with the level of services provided)
- Students who participate in an intake meeting in Student Disability Services will receive appropriate referral information, individual counseling and an accommodation plan. (Operational 80% of student who participate in an intake meeting with a SDS counselor will be satisfied with the services they receive
- Students who receive accommodations through the Adaptive Test Center in Student Disability Services will be satisfied with the implementation of their accommodations (i.e. reduced distraction, readers, scribe, assistive technology, etc.) (Operational 85% of those students who complete a survey in the Adaptive Test Center during the course of semester will report complete satisfaction with the level of accommodations received while taking a test)
- Student staff will provide appropriate customer service and will be knowledgeable the SDS mission and purpose as well as all SDS policies, procedures and university resources/referrals. (After completing a progressive training program, all student staff will score 90% or higher on a disability service's knowledge quiz)

- Student Disability Services will satisfactorily convert all educational material as requested into an accessible format for students who have a print disability. (85% of students who receive converted materials will be satisfied with the alternative formats they receive)

  (*Adapted from University of Texas San Antonio Strategic Plan:* https://www.utsa.edu/disability/files/SDS_Strategic_Plan_2011_2016.pdf)

Facilities

- Department will perform cost-efficient renovations (Example performance measure: actual to standard estimated cost ratio for internal renovations)
- Faculty, staff, and students will report they are satisfied with the safety, cleanliness, maintenance, and visual attractiveness of the campus buildings and grounds they visit
- Student satisfaction with athletic facilities
- Student satisfaction with the condition of buildings and grounds
- Employee satisfaction with maintenance request process

Financial Aid

- Decrease time from application receipt to disbursement
- Increase perceived usefulness of financial counseling
- Decrease student loan default rate
- Financial Aid students will demonstrate understanding of academic progress requirements for financial aid eligibility
- Financial Aid students will demonstrate understanding of academic progress requirements for financial aid eligibility
- Students will pass an online quiz regarding loan eligibility and default prevention with a score of 80% or higher
- The number of financial aid students on dismissal/probationary status will decrease by 30% within a year
- Financial aid students will receive financial aid checks within X number of weeks after the semester begins

Finance and Accounting

- Develop and execute an effective operating plan for the management of fiscal, technological, and facility resources in support of student success through a targeted, continuous-improvement task force
- Increase level of employee satisfaction with processing of travel reimbursement claims
- Increase auxiliary income as a % of revenue
- Reduce Administrative costs of Institutional Support Services
- Decrease maintenance Cost

Food Services
- Incorporate sustainable practices as economically and operationally feasible
- Increase student use of the Dining Services card
- Students will be overall more satisfied with dining services as reflected by the annual customer satisfaction survey
- Students will be more satisfied with the weekend Dining Services hours as reflected by the 2018 Customer Satisfaction Survey

The Office of Grants and Development
- Increase regular communication with faculty, staff, and students regarding research and grant opportunities
- Faculty who submit grant proposals and complete the assessment instrument will receive timely analyses of proposals
- Increase faculty awareness of funding opportunities by knowing and disseminating sponsor funding sources and trends
- Identify new funding and discover opportunities that support faculty, research staff, and students
- Increase access to databases that provide funding information from foundations and other resources to support ongoing research at…
- Increase partnerships with private agencies that may have interest in funding University research projects

Greek Life

Students who participate in fraternity and sorority life will…
- Clarify their personal and organizational values
- Develop and display personal leadership skills
- Engage in healthy behaviors
- Develop and maintain meaningful interpersonal relationships
- Learn and articulate the value of collaboration
- Display a sense of social responsibility
- Develop personal goals
  (Adapted from Georgia Southern University Office of Fraternity and Sorority Relations Student Learning Outcomes: https://students.georgiasouthern.edu/greeklife/files/Student_Learning_Outcomes.pdf)

In committing to Greek membership:
- Students will demonstrate personal responsibility and respectful behavior in a community environment, and make informed decisions that will reduce high risk behavior

- Students will practice self-governance and work collaboratively to create and achieve community goals
- Students will understand the importance of scholarship and practice academic responsibility
- Students will appreciate and engage in community service and philanthropic activities
- Students will demonstrate an awareness of social justice issues (i.e. culture, race, gender, class, and sexual orientation)
- Students will build life-long friendships based on shared values and develop a commitment to the values of their organization

  (Adapted from University of Illinois at Chicago Fraternity and Sorority Life Learning Outcomes:
  https://students.georgiasouthern.edu/greeklife/files/Student_Learning_Outcomes.pdf)

Health Services
- Students will join wellness and informational activities planned and implemented during each semester
- Students will participate in prevention informational activities planned and implemented each semester
- After receiving immunization consultation at Student Health Services, students will be able to comply with the recommended vaccine series

Human Resources
- Align job descriptions and professional development plans with unit, division, and University strategic and operational goals. Develop protocols for continuous review of these documents including mapping of individual outcomes with ongoing unit level assessment and resource allocation for training and professional development
- Develop a system to manage and track compliance trainings
- Achieve 100% participation in supervisor anti-harassment and Title IX training
- Increase new employees' satisfaction with onboarding process
- New employees will demonstrate understanding of leave policies
- Applicants and staff will express satisfaction with the efficiency and effectiveness of the hiring process
- Decrease median time to fill open positions by job category and in total
- Decrease percent employee turnover by year

Information Technology
- The Technology department will invest in employees through education and training leading to technical certification
- Information Technology will provide 2 training sessions for new employees during fall semester

- Department staff will demonstrate understanding of student information system
- Increase levels of satisfaction with IT services
- Refine the Banner system to track significant data such as degree audits, student goal attainment (including course clusters), and retention/early warning information

Institutional Effectiveness and Assessment
- Each area/unit within the University/Campus will develop and implement its own assessment plan
- By the end of the project faculty will express more positive attitudes toward assessment
- Develop and articulate expected learning outcomes at the institutional, program, and course level toward assessment
- Programs will effectively use assessment results to improve student learning
- Develop measurable student outcomes for all academic programs
- Define processes that establish learning outcomes, assessment strategies, and feedback loops for all programs and courses as identified in the Student Learning Outcomes Plan
- The institution will demonstrate its commitment to the assessment of learning through its policies, structures, and procedures
- All plans will articulate a strategic plan relationship compared to previous year
- Develop tracking performance measures to support strategic planning, assessment, and regional accreditation
- Create a sound understanding of assessment practices and link to continuous-improvement strategies
- Ensure that every department within the Division of Student Development has articulated learning outcomes for their programs and initiatives
- Determine that each department has methods in place to assess their stated outcomes
- Establish a yearly reporting process at departmental and divisional level to provide supporting data on assessment of student learning for the Division's annual report
- Develop a culture of assessment throughout the Division
- Implement a cycle of high-quality direct and indirect assessment practices that support continuous co-curricular enhancement

  (*Adapted from Loyola University Chicago Division of Student Development Assessment Goals*: https://www.luc.edu/studentdevelopment/about/assessment/)

Institutional Research
- Internal and external clients will obtain information/data as organized and analyzed by OIR, use information/data consistent with data definitions, and apply information/data appropriately for their own uses

- Internal and external clients will be able to use the information, services, and processes provided by OIR to assist in strengthening their policy decisions and improving their processes, systems, services, and information/data
- Internal and external clients will report that they are satisfied with OIR processes, systems, and services and have the knowledge, information/data, and services they need to make decisions
- Internal and external clients will have confidence in the quality, accuracy, and security of OIR-provided information/data

    (*IR outcomes adapted from NCSU Office of Research and Planning*: https://oirp.ncsu.edu/oirps-current-assessment-plan/)

International Programming
- Students demonstrate knowledge of interconnectedness/interdependence of political, environmental, social, and economic systems on a global scale and in a historical context
- Students understand their own culture within a global/comparative context
- Students apply culture-specific knowledge to think critically and comparatively about global issues
- Students understand, respect, and appreciate cultural differences (Attitude Outcomes Measures)
- Students are able to observe while reserving judgment and to interpret unfamiliar cultural contexts
- Students appreciate the role of customs and tradition in determining acceptable behavior, attitudes, and perceptions

    (*Outcomes adapted from University of Virginia Education Abroad Learning Outcomes Assessment:* https://educationabroad.virginia.edu/sites/educationabroad.virginia.edu/files/UVAEdAbroadLearningOutcomes.web.pdf)

Leadership Development
Students will:
- Gain knowledge and understanding of leadership foundational theories and models
- Cultivate a sense of self-awareness through identifying a leadership vision, mission, style, and values
- Exhibit knowledge and awareness of diversity around identities, cultures, and society
- Demonstrate communication skills and the ability to interrelate with others
- Enhance awareness and commitment towards effective citizenship and social responsibility

    (*Adapted from PSU Office of Student Affairs Learning Outcomes*: https://edge.psu.edu/pdf/StudentActivitesLOs.pdf)

LGBTQ+
- Participants will demonstrate increased knowledge about the experiences and issues facing LGBTQ students at Cal U
- Participants will demonstrate understanding about resources to support LGBTQ students at Cal U
- Participants will develop skills to better advocate for the visibility and needs of LGBTQ community members at Cal U

  (*Adapted from University of Colorado CS (Safe Zone Training)*: https://www.uccs.edu/lgbtresourcecenter/safezone)

Library
- Students will be satisfied with the library facilities
- Students will demonstrate basic information literacy skills
- Decrease staff-to-student ratio
- Establish a more coordinated approach to faculty orientation to ensure that librarians connect with every new faculty hire
- Will increase digitization efforts
- Improve communication about library services to students and faculty
- Division staff will be satisfied with quality of communication

Mailroom
- The Mail Services unit will provide timely and accurate mail services campus-wide

Multicultural Affairs and Diversity
- Students will be able to express ideas, identify behaviors, and actualize practices that promote social justice and equity
- Students will be able to articulate ideas and exhibit behaviors that cultivate teamwork, critical thought, and communication skills needed to function in a diverse workforce and global community
- Students will be able to demonstrate techniques and utilize tools to interrupt micro-aggressions and bias behaviors that adversely impact under-represented communities

  (*Adapted from Loyola University Chicago Student Diversity & Multicultural Affairs Learning Outcomes*: https://www.luc.edu/diversity/about/outcomes/)

Performing Arts Center: Number of Productions
- Attendance as a percent of capacity

Registrar

- Percent reduction in paper requests for transcripts, enrollment verifications, and registration
- Decrease time to issuance of transcripts
- Decrease time to issuance of grades
- Increase satisfaction with the registration procedures

Campus Security

- Members of the campus community will be able to operate in a safe and secure environment (Example performance measure: number of reported crimes on campus)
- Create Amnesty Days within the semesters to allow students to pay fees without late fees
- Create a wellness program for the police department by allowing officers 1 hour a day while on duty to participate in some form of fitness program
- Provide emergency response training to the entire police department when responding to active shooter situations or severe weather situations
- Staff will demonstrate a high level of professionalism and proficiency, measured by …
- Students, staff, and community members will indicate that they feel safe while on campus

Student and Academic Affairs

- Increase the four- and six-year graduation rates of under-represented students
- Improve the first-year retention rate by….
- Increase the number of students making progress toward on-time completion
- Decrease the number of students required to take remedial courses to less than 40% of the incoming class for fall 2017
- Increase second year retention rates for remedial students
- Create new dual enrollment pathways
- Develop an Early Warning System for faculty to use in monitoring student success and employing intervention strategies to support student success
- Increase student success in mathematics and college persistence

Student Housing

Students will demonstrate:

- Competence in life skills (i.e., time management, communication, and problem solving) gained through participation in programs such as living-learning communities, etc.)
- Multicultural competence and active citizenship through participation in multicultural organizations, community service projects, campus diversity programs, and civic engagement opportunities

- Leadership competence through involvement in residence halls, Greek letter organizations, student organizations, and other co-curricular experiences that promote engagement with the University
- Behaviors consistent with institutional values including academic integrity, civility, personal wellness, and respect for others and their property
  (Adapted from Ball State University Learning Outcomes:
  https://cms.bsu.edu/campuslife/housing/aboutus/learningoutcomes)

- As a result of participating in University Housing, students will be able to practice developing healthy relationships.
- As a result of participating in University Housing, students will be able to employ behaviors that demonstrate civil discourse. Social Responsibility Students will articulate and demonstrate the duty to act for the benefit of society and the environment.
- As a result of participating in University Housing, students will be able to describe one way they are involved with the Cal U community
- As a result of participating in University Housing, students will be able to employ three strategies that demonstrate an understanding of the triple bottom line of sustainability.
- Students will articulate and celebrate the similarities and differences of individuals, groups, and societies.
- As a result of participating in University Housing, students will be able to explain three of their personal attributes such as identity, strengths, and values. As a result of participating in University Housing, students will choose to interact with individuals of different identities and background
  (*Adapted from SIUE University Housing Assessment Plan*:
  https://www.siue.edu/housing/pdf/University%20Housing%20Assessment%20Plan%20Final%20FY17.pdf)

Student Services/Activities
- Develop student learning outcomes throughout all student services departments
- Increase student satisfaction with leadership development program
- As a result of participating in student leadership activities students will recognize the value of civic responsibility and participate in organizations and/or events that will benefit their campus, local, state, national, and global communities
- Develop a series of strategic initiatives to increase student engagement in one or more activities outside the classroom. Efforts will specifically target groups of students who have reported being less engaged (e.g. commuter students, new transfer students, etc.)
- Increase attendance at student events (athletic competitions, plays, musical performances, art exhibits, etc.)
- Increase participations rate of student-athletes in community outreach program
- Increase in student membership in clubs, organizations, student government, etc.

- Students will develop a sense of self-efficacy and personal responsibility to enhance their appreciation of lifelong learning
- Students will demonstrate current levels of acceptance for culturally different people through an attitudinal self-evaluation instrument and journal entries
- Students will choose a healthy lifestyle with appropriate stress management, physical health, nutrition awareness, and alcohol and drugs behaviors

Teaching and Learning Center
- Faculty, administration, and staff will be satisfied with the quality of information provided to them by the Center
- Increase in number of faculty participating in professional development opportunities focusing on teaching methodologies for actively engaging students in the learning process
- Expand professional development opportunities for adjunct faculty/number of faculty utilizing the services of the Teaching and Learning Center

Tutor Center
- An increased number of students will use learning support services (tutoring services, writing center, etc.)
- Students will report that the supplemental learning activities they experience in the Tutorial Center contribute to their learning
- Improve the outcomes of students requiring developmental education
- Increase the percent of students that use math tutoring services
- Increase pass rate of students who use tutorial services
- Provide training sessions to all new tutors

Veterans' Affairs
- Veteran students who use the Veterans' Center counseling services will report satisfaction with the level of information they receive concerning their educational benefits
- VSC students will maintain an average 3.0 term GPA (Standard of Performance: 80% of VSC students will have earned a 3.0 term GPA or higher)
- Increase graduation rates and decrease time to degree for VSC students

Women's Center
- Fund 5 demonstration projects that test the effectiveness of innovative civic engagement ideas
- Develop diversity and tolerance outcomes and metrics for student development programs
- Conduct 3 workshops on alcohol, substance use, and HIV/AIDS prevention in at least 25 classes per semester and in residence halls reaching a total of 1,200 students during the academic year

- Decrease bias-incident response effort by establishing a formal bias incident response team (BIRT)
- Offer joint training sessions, tabletop exercises, or open forums to engage around issues of diversity and inclusion

Students participating in WC activities will:
- Develop an understanding of feminist theory and praxis through educational opportunities, advocacy training, and connection between academics and the feminist movement
- Demonstrate knowledge of importance of meaningful communication in relationships including the difference between healthy and unhealthy relationships
- Demonstrate an understanding of agreement and consent
- Clearly articulate the definitions of sexual harassment and sexual misconduct (Adapted from: University of Scranton: Jane Kopas Women's Center Learning Outcomes: http://www.scranton.edu/studentlife/studentaffairs/womens-center/Mission%20Statement.shtml)

APPENDIX G

OUTCOMES ASSESSMENT POLICY AND PROCEDURES STATEMENT

EXPECTED OUTCOME: Campus-wide outcomes engagement with ongoing assessment cycles with widespread participation and dialogue integrated in planning and budget cycles.

RATIONALE: To meet MSCHE standards across the University in continuing improvement-based assessment, and integrated planning and budgeting.

INTENDED PARTICIPANTS: All college constituencies, including faculty, administrators, and staff.

PROCEDURE:

Overview: There are four types of learning outcomes:

- Program Learning Outcomes (PLOs): what students will be able to do upon completion of the requirements of a particular degree or certificate
- Service Area Outcomes (SAOs): what students are expected to achieve and are able to demonstrate in terms of knowledge, skills, and values upon completion of receiving a service, attending a workshop, or participating in a program
- General Education Learning Outcomes (GEOs): what all Cal U students will be able to do upon completion of a degree or certificate or upon transferring to a four-year University
- Administrative and Support Unit Outcomes (AUOs): what your target audience/clients will be able to do as a result of interacting with your staff. These outcomes encompass efficiency and quality of service

The *University Strategic Assessment Committee (USAC)* consists of*:*

Administrative representation from the President's/Provost's Office and contains members who comprise the following assessment groups:

Academic Program Assessment Committee (APAC)
Student Affairs Assessment Committee (SAAC)
Administrative and Educational Support Assessment Committee (AESAC)
General Education Assessment Committee (GEAC)

Annual Assessment Plan Reports: Assessment planning is an activity that each unit undertakes at the beginning of their assessment cycle timeframe and should be started by mid-summer. An *Assessment Plan Report* should be finalized early in the fall semester in order to allow for adequate time to implement the plan.

Annual Assessment Results Reports: The *Assessment Results Report* is completed once data has been collected, reviewed, and discussed, and after an action plan has been identified. Assessment reporting is an activity that each planning unit undertakes at the end of its assessment cycle and is finalized by the end of the spring semester.

Assessment Integration with Budget Cycle: Budget development commences every January. Funding requests are tied to baseline instruction, student services, and administrative department costs as well as unit assessment. This is reflected in annual reports and budget requests.

Assessment Calendar and Process Review: The University Strategic Assessment Committee consistently assesses and refines the assessment process as needed to meet the needs of faculty and staff.

Timeline:

Fall:

    August/September: Units create mission statement, identify outcomes, criteria for success (desired targets), and methods of gathering data (measurements strategies and opportunities). Units begin gathering data. Faculty, staff, and administrators begin entering completed assessment plans in *Assessment Plan Report* Template.

    October: Assessment Plan Report is submitted to unit assessment committee October 1st, 2018.

    November – March: Plan is adjusted in response to unit assessment committee feedback. Data is collected.

Spring:

    April: Units analyze data, discuss results, determine their meaning, and create action plans based on those meanings. Units enter completed assessment results in *Assessment Results Report* Template. Annual *Assessment Results Report* is submitted to unit assessment committee April 15th, 2019.

    May: Plan is adjusted for improvement in response to unit assessment committee feedback.

Faculty participating in the term's General Education assessment meet to share/aggregate results and discuss recommendations and action plans.

Deans and Department Chairs review assessment completion status and manage implementation of

assessment and improvement strategies.

The Institutional Effectiveness Director compiles and distributes assessment completion data for the assessment cycle and distributes it to chairs, administrators, and key staff members.

Fall: October/November; Spring: March/April: Updated assessment completion data is disseminated to department chairs.
The Assessment website is continually updated with the latest assessment completion data.

DESCRIPTION OF PROCESS:

I. Instruction:
   a. Program Assessment is conducted in the fall and spring by department faculty led by the department chair, Assessment Coordinators, or designated assessment lead.
   b. Data/analysis/program improvements are all documented in Assessment Templates and available for the campus community as well as public for transparency and open communication.
   c. Dialogue occurs in Division and department meetings.
   d. Assessment results and improvements are aggregated and reported in annual unit plans, program review reports, and annual Institutional Assessment Report. Assessment results are tied to budget requests and allocations for each instructional unit.

II. Student Services
   a. All student service departments assess two Service Area Outcomes (SAO) each fall and spring semester.
   b. Data/analysis/program improvements are all documented in Assessment Templates and available for the campus community as well as public for transparency and open communication.
   c. Dialogue occurs with faculty and staff in Division and department meetings.

   d. Assessment results and improvements are aggregated and reported in annual unit plans as well as in program review reports. Assessment results are tied to budget requests and allocations for each student services unit.

III. Administrative Services and Educational Support
   a. All administrative service departments assess two outcomes (AUO) each fall and spring semester.
   b. Data/analysis/program improvements are all documented in Templates and available for the campus community as well as public for transparency and open communication.
   c. Dialogue occurs in Management meetings as well as in a fall dialogue session dedicated

to Administrative outcomes assessment across the college.

d. Assessment results and improvements are aggregated and reported in annual unit plans as well as in program review reports. Assessment results are tied to budget requests and allocations for each administrative unit.

APPENDIX H

ASSESSMENT LEADERSHIP: ROLES AND RESPONSIBILITIES

To facilitate the effectiveness and efficiency of Cal U's Comprehensive Assessment Plan for student learning and institutional effectiveness, the University implemented an administrative structure charged with coordinating the process. Leadership of assessment on campus rests with the Office of the Associate Provost for Assessment and Accreditation, the Director of Institutional Assessment, and the University Strategic Assessment Committee (USAC), a University-wide advisory group that provides guidance in the direction and scope of assessment across campus as well as feedback on the annual assessment reports that all units must submit.

Roles and Responsibilities

The University President communicates a commitment to University-wide assessment of academic programs, administrative functions, and student services to improve overall institutional effectiveness and student success.

The President's Cabinet Officers are responsible for ensuring college compliance with accreditation standards and other best practices and with ensuring progress toward proficiency and sustainability in the assessment of student learning outcomes. Responsibilities regarding assessment include:

- Support and facilitate assessment at all levels

- Demonstrate institutional commitment to assessment of student learning and use of its results at all levels across the University to improve student success

- Facilitate professional development activities that support student learning and the assessment process

- Ensure timely completion of annual accreditation status reports on assessment of unit outcomes (including customer services)

- Coordinate responses to accreditation standards and recommendations as they relate to assessment of student learning outcomes and customer services

- Identify and manage budgets to support assessment

The Provost has overall responsibility and oversight of outcomes assessment processes for academic program and non-instructional customer service units.

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Deans, vice-presidents, and associate provosts are responsible for ensuring that all academic programs and non-instructional service units within their respective units or departments have assessment plans, carry out assessments that meet prescribed standards, and submit annual reports that document improvements made based on assessment results. Each dean and vice president will appoint Assessment Coordinators to manage internal assessment processes and to serve as liaisons to the Office of Institutional Effectiveness.

Division heads and unit directors assign specific personnel for initiating, coordinating, and reporting assessment activities. They are responsible for the successful operation of assessment systems within their divisions and offices to achieve increased institutional effectiveness.

Faculty and staff collectively and within their respective departments, define measurable outcomes to assess, select methods and measures, and use findings to improve student learning outcomes.

The Assessment Coordinators work with department chairs, unit heads, and any other individuals designated to create the Annual Assessment Plan and Assessment Report of each unit. Coordinators are responsible for assisting units with the development of and reviewing assessment plans and reports, providing feedback to faculty and staff to improve the quality of their assessments, facilitating "Assessment Updates" for department meetings and data-based decision meetings, and assisting professional development workshops as needed with the Institution Effectiveness Director and Institution Effectiveness Liaison.

The Office of Institutional Effectiveness will offer training and consultation to Assessment Coordinators, program faculty, and staff about effective assessment practices. They will publish the annual calendar of due dates for plans and reports and provide templates and other assessment resources through their website. In addition to maintaining a central repository for assessment plans and reports, they will also review these documents for compliance with standards, provide feedback to Assessment Coordinators on necessary changes, and report to the Associate Provost for Assessment and Accreditation concerning policy compliance and opportunities for process improvement.

The Office of Associate Provost for Assessment and Accreditation (APAA) support the strategic initiatives of California University by directing the implementation of the Comprehensive Assessment Plan, and overseeing the operations of both the Office of Institutional Effectiveness and the University Strategic Assessment Committee. The Office of the APAA collaborates with all divisions at Cal U to collect, analyze, report on, and use data related to institutional effectiveness, accreditation, student success, customer satisfaction, and retention against key benchmark indicators.

APPENDIX I

FUNCTIONS OF THE UNIVERSITY STRATEGIC ASSESSMENT COMMITTEE (USAC)

The University Strategic Assessment Committee is charged with strengthening the University assessment process to ensure disciplined self-assessment of institutional effectiveness. The goal of the USAC is to create a culture of data-based continuous improvement. The Committee collaborates with University leaders and committees to fulfill its goals. The goals of the USAC are:

1. Align the outcome-based assessment processes with the University Strategic Plan and ensure that planning and assessment systems are integrated;

2. Align assessment processes with budgeting and resource allocation systems;

3. Ensure that the status and progress of University assessment efforts are widely and effectively communicated;

4. Ensure that assessment results are analyzed and used for continuous improvement in a fair, ethical, and responsible manner;

5. Review and strengthen assessment processes that include: updating assessment review format, and planning assessment training;

6. Create and maintain an archive of assessment reports and reviews;

7. Evaluate and recommend assessment instruments and software systems;

8. Review assessment documentation to ensure that it meets the requirements of external accreditation bodies and serves University goals for institutional effectiveness;

9. Verify that timetables for assessment cycles are meaningful and meet the schedules of both University and external stakeholders;

10. Provide annual progress (dashboard) updates for the achievement of goals and objectives of the Strategic Plan.

In addition to faculty members with expertise in assessment from each of the colleges and schools, four sub-committees are strategically designed to support the charge and goals of the USAC and implementation of the Comprehensive Assessment Plan for Institutional Effectiveness. A description of each sub-committee is listed below:

The Academic Program Assessment Committee (APAC) support the Cal U Comprehensive Assessment Plan by helping faculty design and implement assessment plans, and helping the University share and recognize best practices of assessment in academic programs. APAC is designed to receive, review, and provide feedback on the Annual Assessment Plan and Reports for all academic programs. The Committee is co-chaired by the Director of Institutional Effectiveness and the Faculty Assessment Liaison, who is also a member of the University Strategic Assessment Committee. APAC membership consists of at least two representatives from each College, Graduate School, and Global on-line program. Their duties consist of:

1. Assisting with the development of college, department, and program mission statements aligned with the Academic Affairs mission statement
2. Promoting the development of academic program learning goals with measurable discipline and student achievement learning outcomes
   a. Discipline outcomes in academic programs could relate to knowledge, skills, and dispositions
   b. Student Affairs outcomes in academic programs could relate to retention, persistence, completion, and post-graduation success (further education or employment in the discipline)
3. Assisting with the process of re-engineering University-wide assessment processes for simplicity (easy-to-use), relevance, and usefulness
4. Promoting effective college-wide program assessment processes which include annual documented data-based decision meetings designed to improve student achievement
5. Promoting a standard "Assessment Update" agenda item for all department and college council meetings where program faculty and/or Assessment Coordinators frequently discuss assessment progress and/or milestones documented in meeting minutes
6. Co-facilitating professional development workshops as needed with the Institutional Effectiveness Director and Faculty Institutional Effectiveness Liaison (Holiday Adair)
7. Assisting with the development of appropriate incentives, acknowledgements, and recognitions for effective program, department, and University-wide assessment efforts

The General Education Assessment Committee (GEAC) support the Cal U Comprehensive Assessment Plan by helping faculty design and implement assessment programs, guiding the collection of information on general education assessment activities, and helping the University share and utilize assessment data for decision making, resource allocation, and improvement. The Chair of GEAC is a member on the University Strategic Assessment Committee. At least one representative on GEAC from each college or school, a

representative from the Cal U General Education Committee, as well as the Associate Vice President of Assessment and Accreditation, support GEAC subcommittee members.
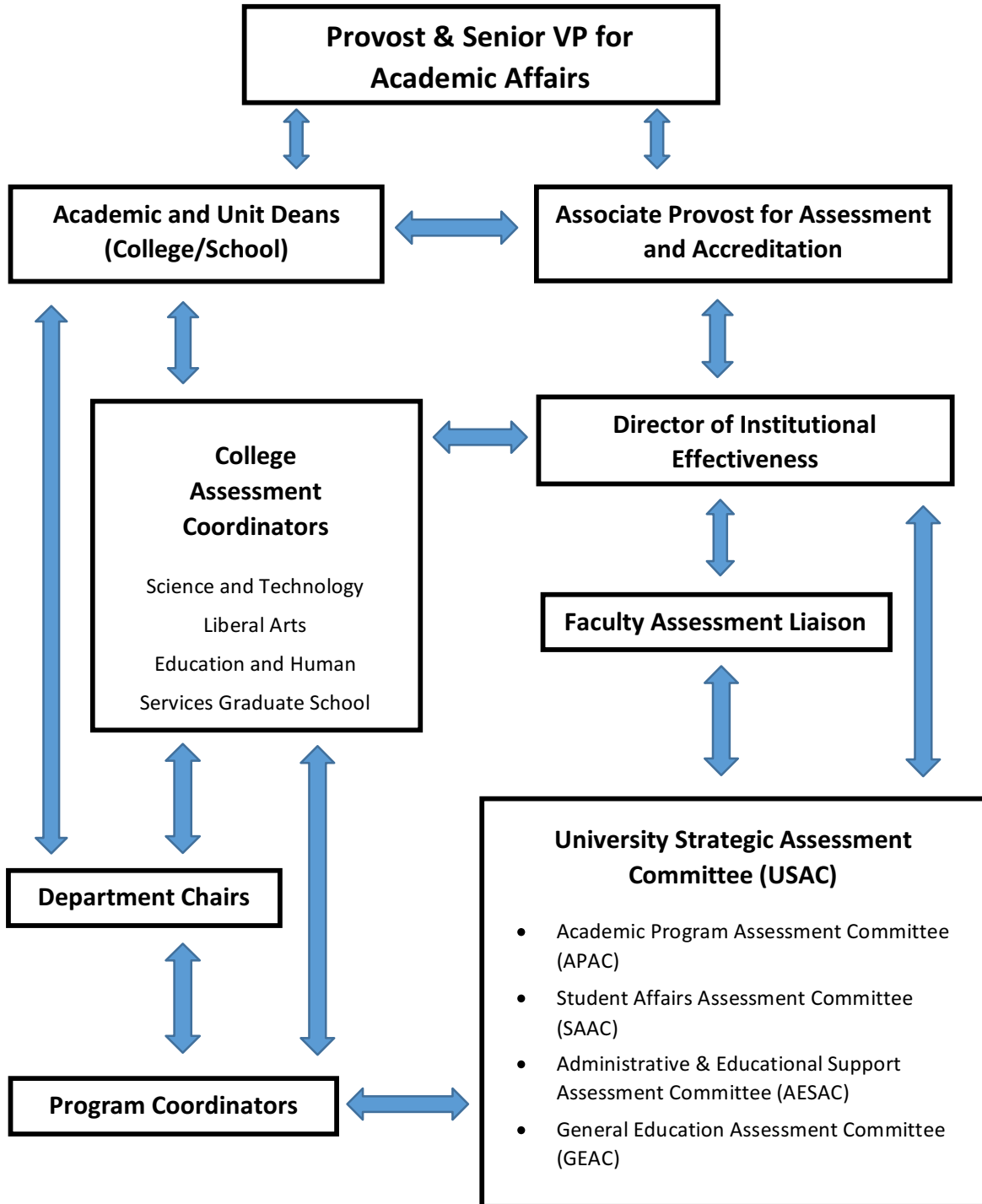
The Student Affairs Assessment Committee (SAAC) support the Cal U Comprehensive Assessment Plan by helping faculty and Student Affairs staff design and implement assessment programs for co-curricular learning, guiding the collection of information on Student Affairs assessment activities, and helping the University share and utilize assessment data for decision making, resource allocation, and improvement. The Chair of SAAC is a member on the University Strategic Assessment Committee. There will be at least one representative on SAAC from each major unit in the Division of Student Affairs.

The Administrative & Educational Support Assessment Committee (AESAC) support the Cal U Comprehensive Assessment Plan by helping staff in administrative units design and implement assessment programs for continuous improvement, assisting the collection of information on assessment activities, and helping the University share and utilize assessment data for decision making, resource allocation, and improvement. There will be at least one representative on AESAC from each major unit in the Administration and Finance, Alumni & Development, and Communication and Marketing service units.

APPENDIX J

MODEL OF UNIVERSITY ASSESSMENT

Goals: Student Success, Institutional Success, Customer Service

Provost & Senior VP for Academic Affairs

Academic and Unit Deans (College/School)

Associate Provost for Assessment and Accreditation

College Assessment Coordinators

Science and Technology

Liberal Arts

Education and Human

Services Graduate School

Director of Institutional Effectiveness

Faculty Assessment Liaison

Department Chairs

University Strategic Assessment Committee (USAC)

- Academic Program Assessment Committee (APAC)
- Student Affairs Assessment Committee (SAAC)
- Administrative & Educational Support Assessment Committee (AESAC)
- General Education Assessment Committee (GEAC)

Program Coordinators

Institutional Effectiveness Process

Strategic Plan Mission, Goals, Outcomes, & Assessment

Academic Affairs (APAC)
College/School
• Department
• Program
• General Education
Library Services

Administrative & Educational Support (AESAC)
Student Accounts
Human Resources
University Police
University Technology
Budget Management
Parking/Transportation
Facilities Management
University Architect
Administration Services
University Printing
Environ. Health & Safety
Academic Support Services
Career Services
Academic Marketing
Global Online
Institutional Research
Admissions Office
Registrar's Office
International Programming
Communication/PR
Social Equity
University Dev./Alumni Relations

Strategic Assessment (USAC)
Vice President, Academic Affairs
Vice President, Admin & Academic
Provost, Academic Affairs
Provost, Student Success
Provost, Accreditation & Assessment
Director, Institutional Effectiveness
Dean, Eberly College of Science & Tech
Dean, College of Liberal Arts
Dean, College of Ed. & Human Services
Dean, Graduate Admissions/Global Online
Professor, Music & Theater
Dean, Library Services
Dean, Undergraduate Admissions
Professor, (APSCUF President)
Dean, Student Affairs
Professor, College of Liberal Arts
Director, Instit. Research & Planning
Professor, Science & Technology
Director, Financial Aid
Director, Office of Environ. Health & Safety
Professor, Chairperson's Forum
Professor, College of Education
Professor, Faculty Senate Chair

Student Affairs (SAAC)
Student Activities
Executive Conferencing
AVI Food Services
Athletics
Students with Disabilities
Health Services
Student Housing
Veterans' Affairs
Women's Center
Student Association Inc.
Special Events (Homecoming, etc.)
Auxiliary Services
Clubs & Organizations
Commuter Services
Conference Services
Counseling
Disabled Student Services
LGBT
Greek Development
Health Education & Wellness
Leadership Development
Media
Multicultural Affairs
Recreational Services
Residence Life
Student Activities
Student Conduct
Veterans Affairs
Volunteer Programs
Women's Center

Annual Data Collection and Review of Unit Assessment Results

Data-Based Program Decisions: Improvements (if needed)

APPENDIX K

SOURCES

Ball State University: https://cms.bsu.edu/campuslife/housing/aboutus/learningoutcomes

CUNY Performance Management Process (PMP)

CUNY Student Experience Surveys

Cuzzolino, R. G., Ed.D., "Measuring and Documenting Institutional Effectiveness in Non-Teaching Units," 2010 Annual Conference, Middle States Commission on Higher Education

Daytona State College Institutional Effectiveness Manual For Non-Academic Planning Units 2014-2015

Departmental Assessment: Clear, Simple, and USEFUL. Barbara E. Walvoord, Ph.D. Professor Emerita. University of Notre Dame. Notre Dame IN 46556. http://oseda.missouri.edu/educational_reports/final%20epm%20report.pdf

National Survey of Student Engagement (NSSE)

North Carolina State University Office of Research and Planning: https://oirp.ncsu.edu/oirps-current-assessment-plan/

Office Academic Decision Support: Virginia Tech http://www.ads.vt.edu/assessment.html

Office of Institutional Effectiveness and Research at the University of South Carolina Beaufort (USCB)

Rochester Institute of Technology Strategic plan 2015-2020 http://www.rit.edu/studentaffairs/strategic-plan

Santa Fe State College, Office of Institutional Effectiveness https://www.sfcc.edu/offices/opie/

University of Central Florida. UCF Academic Program Assessment Handbook, Information, Analysis, and Assessment, February 2005

University of Scranton: Jane Kopas Women's Center Learning Outcomes: http://www.scranton.edu/studentlife/studentaffairs/womens-center/Mission%20Statement.shtml

University of Virginia Education Abroad Learning Outcomes Assessment:
https://educationabroad.virginia.edu/sites/educationabroad.virginia.edu/files/UVAEdAbroad
LearningOutcomes.web.pdf