

Infusing Assessment into the Day to Day Operations of Student Services



COMMUNITY COLLEGE OF ALLEGHENY COUNTY

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Session Objectives

Attendees will be able to:

- Create a plan to assess student services
- Modify the provided tools to suit their needs
- Determine the effectiveness of our process based on evidence presented

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CCAC – Facts and Figures

- 29,598 credit students
- Multi-campus:
4 campuses & 6 centers
- 8 student service units
- Unionized faculty and counselors
- Governance process

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Context

- Middle States
- CCSSE and Achieving the Dream
- Functional Responsibilities of Deans

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Comments from Middle States

“No real program assessment appears to be occurring for the support service programs. The college should seriously consider adding this component to its institutional assessment process.”

- Visiting Team Report
May 23, 2006

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Our Framework

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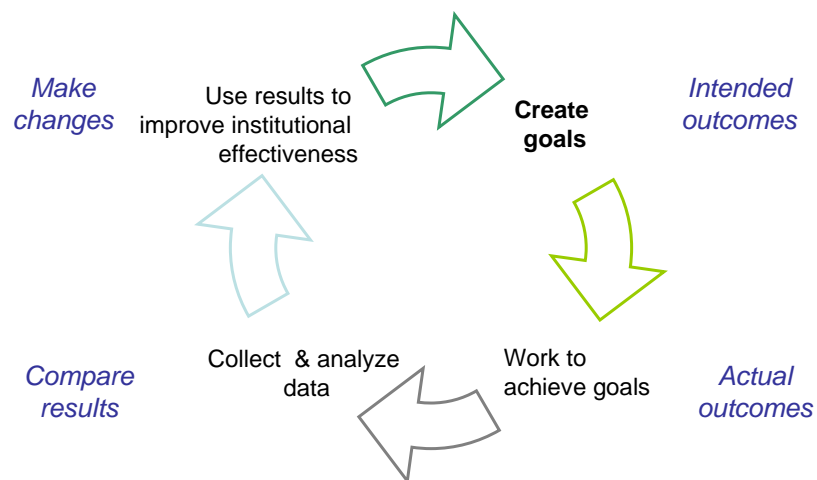
Purpose of Assessment

1. Validate what you're doing
2. Improve service
3. Document accomplishments

Assessment is not punitive

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Assessment is a Process



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Our Model: The No-frills Assessment Plan*

Step 1: Select one objective

Step 2: Pick two measures

Step 3: Have a meeting to discuss results

* Barbara Walvoord, University of Notre Dame

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Embed Assessment in a Formal Process to Ensure Sustainability

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Why Governance?

- Credibility
 - approved through governance = support by union
 - academic process, more credible to academic counterparts
- Requires completion of annual and 5-year reviews

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Our Assessment Process

- Annual and Comprehensive
- Rolling entry of services
- Build in General Education requirements
- Tied to budgeting process
- Mirrors academic program review process

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Roll Out

- 2006-07 Pilot Year: Registration & Advising and Career Services
- 2007-08: Supportive Services and Financial Aid
- 2008-09: Admissions/Recruitment and Counseling
- 2009-10: Student Life and Child Development Centers

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Training, Tools, and Leadership

- Tested the process before taking it through governance
- December 2006 – pilot with 2 units of student services
- Tools – objective writing worksheet, a few handouts about rubrics, some made up examples

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Our Process

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Assessment Plans

- Due September 30
- During the initial year each unit must create 5 plans
 - One for the current year
 - Four drafts for future years
- During subsequent years the plans are revised based on needs at the time and lessons learned

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Step 1: Writing Objectives

Focus on how students benefit by utilizing this service by asking:

Content: What do you want them to know?

Values: What do you want them to have?

Skills: What do you want them to do?

Complete the following statement: *All students utilizing this service will be able to...*

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Step 2: Pick Two Measures

- One direct measure - Tangible evidence that students have or have not achieved the objective
- One indirect* measure - Reveals students are achieving the objective but how well they achieved it is less clear

(*It is permissible to select a second direct measure in lieu of an indirect measure as long as the two are related)

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Direct Measures

- Direct evidence is observable
- With direct evidence you should be able to answer the following questions:
 - Are students achieving the objective? Y or N
 - To what degree?
- Examples:
 - Student work compared to a rubric
 - Student behaviors compared to a checklist
 - Modify a “CAT”

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Indirect Measures

- Indirect evidence can be opinion based or have other influencing factors
- Examples:
 - Qualitative analysis of comments/feedback
 - This can include students, employers, employees
 - Opinion/satisfaction/student engagement surveys
 - Job placement rates
 - Graduation rates
 - Persistence rates

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Choose an indirect measure related to the direct measure

- Indirect evidence supports direct evidence
 - It provides insight into the results from the direct measure
- Example:
 - Direct: Rubric scores on mock interviews
 - Indirect: Job placement rates
 - Relationship – Look for a correlation between students that performed well in mock interviews and those that found employment within 6 months of graduation.

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Assessment Report

- Due at the end of the semester
- Must be submitted to functional dean
- During subsequent years the functional dean submits a status report to all Deans of Student Development and the Senior Vice President of Student and Community Services

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Step 3: Analysis of Data

- Rely on employee expertise
- Identify departmental strengths and weaknesses during discussion of results
- Results of indirect measures are used to support direct evidence
- Example: The single most frequently mentioned weakness is...
- Celebrate strengths!
- Identify actions to address weaknesses

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Benefits of This Method

- Authentic
- Yields useful results
- Flexible – staff choose what to do and when
- Staff worked together across campuses
- Focused on common values

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Pilot Project – Career Services Spring 2006

The Plan

Step 1 – Objective

Step 2 – Two measures

The Report

Step 3 – Results & Action Items

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Activity: Writing An Objective

Focus on how students benefit by utilizing this service by asking:

Content: What do you want them to know?

Values: What do you want them to have?

Skills: What do you want them to do?

Complete the following statement: *All students utilizing this service will be able to...*

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Transition to second year

- Training, time frame used
- TracDat
- Two additional examples of objectives

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Lessons Learned

- Must develop a subset of leaders
- Investment of time (front end and on going)
- Building in reporting time frames
- Clarifying expectations
- Making adjustments to plans or tools

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Questions & Answers

- Muddiest Point Exercise

Resources

www.ccac.edu/assessment

Click the link to Student Development Services
Assessment for worksheets, blank forms,
and training materials

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Thank You for Attending!

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