Assessment Manual

DEL MAR COLLEGE

Office of Strategic Planning and Institutional Research

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Available online at: http://www.delmar.edu/spir/effect.aspx

Assessment Manual

For Academic Programs and Administrative and Support Services

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Introduction to Assessment

What is assessment?

As defined by the American Association for Higher Education, assessment is an ongoing process aimed at understanding and improving performance. It involves:

- Making our expectations explicit
- Setting appropriate criteria and high standards for quality
- Systematically gathering analyzing, and interpreting evidence to determine how well performance matches those expectations and standards
- Using the resulting information to document, explain and improve performance

Purposes of Assessment

The four main purposes of assessment should be:

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.

How Does Assessment Fit Into the Planning Process?

All of Del Mar College departments and units are engaged in planning as well as assessment. Assessment plans detail expected outcomes, progress towards those outcomes, and how results will be used to improve effectiveness. While the results of assessment are intended to inform planning, they are not substitutes for plans and are not the place to detail administrative strategies, objectives, and planned administrative actions.

The results of outcomes assessment from departments and units provide empirical data for departments and areas to develop their own annual and long-range plans. At the institutional level, this information, as well as information from assessment of institutional outcomes, is analyzed and coordinated within the scope of the college's mission and its projected resources and priorities to develop its recommendations for resource allocation and long-range planning.

Assessment at Del Mar College

In fall 2006, Del Mar College introduced a formalized, assessment procedure that documents the process of institutional improvement. This process is critical to maintaining accreditation through the Southern Association of Colleges and Schools. The concept of assessment, or quality enhancement, is at the heart of the SACS philosophy and is reflective of a national trend. SACS expects each institution to engage in an ongoing program of improvement, to demonstrate how well it fulfills its stated mission, and to document quality and effectiveness. The following standard (found at www.sacscoc.org) spells out the details of SACS expectations:

"The institution identifies expected outcomes for its educational programs (including student learning outcomes for educational programs) and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results."

To both demonstrate compliance with SACS' expectations and to ensure that we do have in place processes for substantive institutional improvement over time, it is expected that every major academic, administrative, and educational support unit develop and document an appropriate annual planning and assessment process. To facilitate this work, the college has adopted a web-based assessment management system: **WEAVEonline.**

What is WEAVEonline?

WEAVEonline is an online assessment tool designed to aide academic institutions through the process of self-assessment. It enables academic, administrative, and support units to formulate and manage their assessment plans and reports.
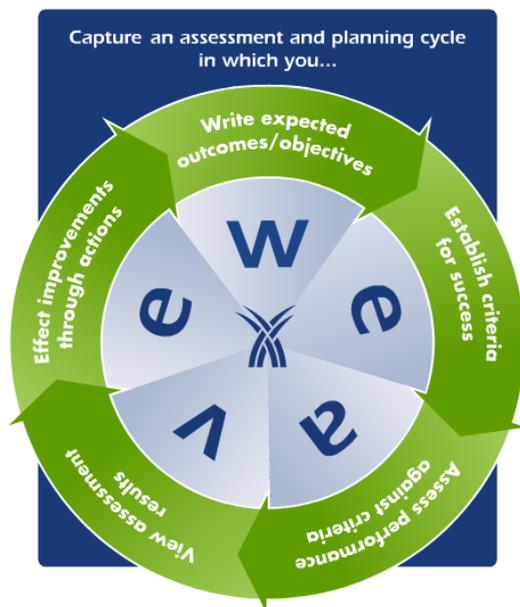
WEAVEonline uses a five-step process to facilitate assessment:

- **W**rite Expected Outcomes/Objectives

- **E**stablish Criteria for Success

- **A**ssess Performance of Unit

- **V**iew Assessment Results

- **E**ffect Improvements to Increase Performance

Part I

Assessment of Student Learning

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Assessment of Student Learning

Overview

Del Mar College's Commitment to Assessment of Student Learning

Del Mar College is committed to assessment of student learning and to using assessment results to improve the educational experiences offered to students. Assessment is at the core in the overall quality of teaching and learning in higher education. This manual is designed as a reference for administrators, faculty and staff at Del Mar College for conducting and coordinating assessment of student learning at the institutional level and at the instructional program level.

Mission Statement

Del Mar College provides access to quality education, workforce preparation, and life-long learning for student and community success.

Vision Statement

Del Mar College empowers student learners in our communities through comprehensive, accessible, quality education.

Definition of Assessment of Student Learning

Assessment of Student Learning is the on-going process of systematically collecting, reviewing and using information from instructional programs for the purpose of improving student learning and teaching.

The essential steps in the process of Assessment of Student Learning are:

- Identifying the most important/critical student learning outcomes for students to achieve at the end of an instructional program (or course).

- Evaluating how well the students achieved the identified student learning outcomes.

- Implementing changes as appropriate based on the findings of the assessment to improve the academic experiences of students.

Purpose of Assessment of Student Learning

"Student Success" is the first goal in the 2009-2014 Del Mar College Strategic Plan and the first objective under that goal is to "maximize student learning." The primary purpose of assessment is to improve student learning. Assessment is not an event but a process that is an integral part of Del Mar College by providing evidence that the assessment of student learning and use of the results is an on-going institutional activity.

Benefits of Assessment of Student Learning

When done in a systematic way, assessment of student learning benefits people throughout the institution, from the students to the faculty to the administrators.

For students, assessment of student learning will:

- communicate clear course or program expectations.
- identify common content across all sections of a course.

For faculty, participating in assessment of student learning will:

- help evaluate the effectiveness of courses or programs.
- facilitate valuable discussions among colleagues.
- provide evidence to justify needed resources to maintain or to improve programs.
- provide self-reflection opportunities leading to new teaching strategies.

For administrators, supporting college-wide assessment of student learning will:

- demonstrate an institutional commitment to continually improve the academic programs and services offered by the College.
- provide valuable data to support requests for funds.
- demonstrate accountability to funding sources.
- provide valuable data for academic planning and decision-making.
- comply with requirements for SACS accreditation and other regulatory/accrediting bodies.

The Framework for Assessment of Student Learning

Criteria of Assessment

Strategic Plan

The "Del Mar College Strategic Plan 2009-2014: Access to Excellence" identifies the instructional goals and objectives for all instructional programs and all levels of assessment are linked to these goals and objectives. (See Appendix E) Goal 1, Objective 1.1 and Goal 3, Objective 3.1 are specifically related to assessment of student learning.

The Southern Association of Colleges and Schools

The Southern Association of Colleges and Schools (SACS) is the accrediting body of Del Mar College. Specific SACS standards that address assessment of student learning are:

3.3.1: The institution identifies expected outcomes, assesses the extent on which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:
> 3.3.1.1: Educational programs, to include student learning outcomes

3.5.1: The institution identifies college-level general education competencies and the extent to which students have attained them.

The Texas Higher Education Coordinating Board

The Texas Higher Education Coordinating Board (THECB) mandates that institutions of higher learning assess core general education competencies. The THECB established six core curriculum objectives which Del Mar College adopted as its general education competencies.

Organizational Structure and Practices

Strategic Planning Advisory Committee

The Office of Strategic Planning and Assessment has the overall college-wide responsibility of the assessment of student learning outcomes of all instructional programs, assessment of all administrative units, and assessment of the general education competencies.

General Education Committee

The General Education Committee's responsibility is to oversee and review the assessment of both the student attainment of the general education competencies and the process for this assessment.

Assessment of Student Learning Committee

The Assessment of Student Learning Committee's responsibility is to oversee, review, and assess the process for all aspects of assessment of student learning of all academic instructional programs.

Timelines

The timelines for different assessment processes may overlap. Each committee with assessment responsibility has established and published timelines. (See Appendix B) These timelines are located within each committee's website and updated as needed.

Academic Assessment Process

The academic assessment process at Del Mar College begins with the identification of the stakeholders, those who have a vested interest in the quality of the instructional programs and the answer to the question, "Are our students learning what we want them to learn to be successful in achieving their dream?"

Stakeholders

The College has identified the roles of the stakeholders within the framework of assessment of student learning (See Appendix D). Partnership among stakeholders are sustained and supported through continuous sharing of information.

General Education

The process for assessment of general education competencies focuses on students' attainment of the knowledge, skills, and attitudes consistent with institutional and appropriate higher education goals. In a college-wide review, faculty adopted the THECB Core Objectives as General Education Competencies for Del Mar College.

Assessment of Student Learning Outcomes

The faculty members of each instructional program guide the process of assessment of student learning. The Department Chairs, the Academic Deans, and the Faculty Coordinator of Assessment of Student Learning assist the faculty in the implementation of the instructional assessment process. The Office of Strategic Planning and Assessment and the Office of the Provost and Vice President of Instruction and Student Services provide technical support as needed.

The process of assessment of student learning is tailored to the needs and requirements of each instructional program and involves the following:

- A manageable number of student learning outcomes are identified.
- Student learning outcomes are aligned with the Del Mar College mission and the programs' missions.
- Student learning outcomes are associated to the appropriate general education competencies and to the goals and objectives of the Strategic Plan.
- Student learning outcomes, measures, achievement targets, findings and action plans are documented in the WEAVEonline software.
- Assessment of student learning outcomes is conducted and the findings are analyzed.
- Action plans are developed and implemented based on the analysis of the findings.
- Action plans are used to improve teaching and learning.

Evaluation of Assessment Processes

The processes of assessment at Del Mar College are systematically reviewed to ensure information is current and effective. Of prime importance is the use of assessment results to effect change that will lead to improvement of student learning.

Principles of Good Practice for Assessing Student Learning

- The assessment of student learning begins with educational values.

- Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.

- Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.

- Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.

- Assessment works best when it is ongoing, not episodic.

- Assessment fosters wider improvement when representatives from across the educational community are involved.

- Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.

- Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.

- Through assessment, educators meet responsibilities to students and to the public.

(Adopted from the American Association for Higher Education.)

Levels of Assessment

Del Mar College conducts assessment of student learning at the institutional level and at the instructional program level. The foundation of the two levels of assessment is the Del Mar College Strategic Plan which is assessed annually and updated every five years.

Institutional Level

Strategic Plan

The Del Mar College Strategic Plan has six broad goals, each with specific objectives designed to support the achievement of the goal. (See Appendix E)

General Education Assessment

The General Education Committee is responsible for oversight and review of assessment of general education competencies across all instructional programs. The Committee has established and implemented an assessment plan that identifies college-level general education competencies and the extent to which students have attained them.

The six general education competencies are the following:

- Communication Skills
- Critical Thinking Skills
- Empirical and Quantitative Skills
- Teamwork
- Personal Responsibility
- Social Responsibility

Del Mar College uses a three-part process to assess the general education competencies.   The aspects for each general education competency are identified and entered in WEAVEonline. The general education competencies are assessed each semester as appropriate to a given discipline and recorded in WEAVEonline. The three-part process is the following:

- **Embedded Assessment**

  The student learning outcomes identified by each instructional program are associated to the related general education competencies. The measures used to assess the student learning outcomes clearly provide evidence of the assessment of the related general education competencies. The WEAVEonline annual Detailed Assessment Report serves as documentation of the assessment of program-specific student learning outcomes and the related general education competencies.

- **General Education Map**

  Each instructional program develops a map of how the related aspects of the general education competencies are aligned with the individual courses of the program. The assessment measures and the level of instruction are also identified on the map. The General Education Map is constructed and stored in WEAVEonline and serves as a valuable tool to see at a glance where the general education competencies are addressed and assessed within the courses of a given discipline.

- **Educational Testing Service (ETS) Proficiency Profile Test**

  The ETS Proficiency Profile Test is a standardized test that covers the components of reading, writing, critical thinking, and mathematics. These components align well with Del Mar College general education competencies of communication skills, critical thinking skills, and empirical and quantitative skills. The test is administered every spring to a sample of the student population from diverse disciplines. The results of the test are reviewed and analyzed by the General Education Committee who produce a written report that includes recommendations to improve any deficient areas. The written report is also reviewed by the Assessment of Student Learning Committee. All information generated from the ETS Proficiency Profile Test is shared with all the faculty.

Instructional Program Level

Program Review Assessment

The Del Mar College Program Review is a comprehensive, systematic method of program-evaluation and review of the academic programs' goals and objectives. The program review process complements the on-going institutional effectiveness and is a vital part of Del Mar College strategic planning effort. All institutional programs use the _Instructional Program Review Guidelines_ to complete this process. Program reviews are conducted on a 5 year cycle.

Annual Program Assessment of Student Learning Outcomes

Faculty members of each instructional program have the primary responsibility of conducting annual assessment of student learning. The faculty of a given instructional program develops an assessment plan, implements the assessment plan, analyzes the results of their assessments, and implements action plans to improve student learning. Faculty must follow the Timeline for Assessment of Student Learning (See Appendix B) to insure quality in teaching and learning and to comply with accrediting agency guidelines.

Guidelines for Assessment of Student Learning

Student Learning Outcomes

1. Student learning outcomes (SLOs) should address three basic questions at the end/completion of a program:

   a. What should the student know? (knowledge/cognition)
   b. What should the student do? (skills/abilities)
   c. How has the student's life changed as a result of completing a given program? (values/attitudes)

2. Student learning outcomes need to be written in an observable and measureable manner:
   Example: The student will (active verb) (something specific).
   *   The student will demonstrate knowledge of Piaget's theory of cognitive development.*

3. Avoid the verbs <u>understand</u>, <u>know</u>, <u>learn</u> because these verbs are not easily measureable and observable.

4. Identify at least five student learning outcomes of a given program for each academic year and assess all of them each academic year.

5. The SLOs may remain the same from year to year or they may be modified as needed based on identified needs of the program.

6. For each student learning outcome, a measure and achievement target need to be identified and entered in the year the student learning outcome was identified and entered in WEAVEonline.

7. Associate each student learning outcome to the related general education competency(-ies) and to the appropriate Strategic Plan objectives.

Program Objectives

1. Program objectives differ from student learning outcomes. Program objectives are desired achievements or needs of a given program.
   Example: Graduates of the Welding Applied Technology Program will be gainfully employed in their field six months after graduation.

2. Program objectives change based on the needs of the program or a new direction a program may take.

Measures

1. Measures are direct and indirect methods of assessment used to determine the successful attainment of the student learning outcomes.

2. Direct measures are direct assessment methods of a student's work such as exams, written essays, portfolios, projects, presentations.

3. Direct measures need to clearly identify the content that addresses the student learning outcome and include how the measure will be assessed.

   Example: The students will submit a written essay which will be assessed by the instructor on logic, structure, content knowledge, and persuasiveness using a rubric.

4. Each SLO must be assessed with at least one direct measure every year.

5. Indirect measures are methods used to gain additional supportive information regarding a student learning outcome or program objective such as surveys, questionnaires, self-evaluations and interviews.

   Example: Students will complete a survey indicating their level of satisfaction in using critical thinking for problem solving.

6. One measure may be used to assess more than one student learning outcome.

7. Measures should be entered at the beginning of the academic year cycle.

8. Throughout the academic year, use the measures for data collection to enter as "Findings" at the end of the cycle.

Achievement Target

1. The achievement target is the desired or expected results from the measurement of a student learning outcome or program objective.

   Example: 85% of the students will score 80 or better on the comprehensive skills test.

2. The criteria for the achievement target should neither be set unrealistically high nor so modestly low that anyone can meet them.

3. Without specifying the criteria for success, it would be difficult to make use of the data to improve the program.

Findings

1. Findings are the results (data) from the measures used to assess student learning outcomes or program objectives.

   Example: 80% of the students (20/25) scored 90% or greater on the rubric used to assess the students' evaluation of the health and safety of a children's playground.

2. The findings indicate the level of student success in achieving the student learning outcomes or level of the program success in achieving the program objectives.

3. The findings are entered at the end of the academic year cycle or at the end of the semester when the student learning outcome was assessed.

Action Plans

1. Action plans are the descriptions of what actions will be taken to address the findings (results) identified through the assessment of student learning outcomes or program objectives.
2. Action plans are based on the results of the assessment of student learning outcomes and need to be developed for each measure when an achievement target is not met.

3. The action plan is developed at the end of the academic year cycle and implemented the following academic year cycle.

4. Action plans help faculty to reflect on teaching practices, to identify needed resources, and to show commitment of faculty to teaching and learning. Action plans also provide supporting documentation for compliance with SACS Comprehensive Standard 3.3.1 which addresses how the institution provides evidence of improvement based on analysis of assessment results.

5. An enhanced action plan is designed to address program improvement based on the College's Strategic Plan or for quality enhancement purposes. Each program should develop and implement at least one enhanced action plan each.

Analysis

1. The analysis component of the assessment process is designed to identify the strengths and progress made on the achievement of the student learning outcomes/program objectives.

2. The analysis provides information regarding any student learning outcomes or program objectives that will require continued attention which becomes the starting point for action plans.

3. The analysis can also be used to justify professional development, travel, equipment, personnel, facilities, etc.

4. The analysis also provides supporting documentation for compliance with SACS Comprehensive Standard 3.3.1.

Annual Report

1. The annual report of each instructional program or administrative unit communicates the strengths and achievements of each program/unit, as well as areas needing to be addressed for improvement or enhancement.

2. The information provided in the annual reports of programs can be used by Deans and the Provost to assess academic years and to write their annual reports.

3. Annual reports help to create a history of Del Mar College's academic accomplishments.

4. Annual reports provide important and useful information for program reviews.

Part II

Assessment of Administrative and Support Services

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Assessment of Administrative and Support Services

Overview

Why do administrative units need to conduct assessment?

As with academic units, assessment of administrative activities needs to be ongoing, continuous and systematic in order to improve student support services and student learning.

The mission of each administrative unit should relate directly to the college's mission; outcomes should be explicitly stated, measurable, and relate to the administrative unit's mission; achievement of these outcomes should be assessed against targets or benchmarks; the results of the assessment should be communicated; and the results used to make changes to improve performance and effectiveness to meet the needs and expectations of students, parents, employers, faculty and other stakeholders; allocate resources, and inform other decisions related to the unit's area of responsibility.

Assessment, as it is addressed in this manual, relates to measuring critical administrative processes in order to gather data that provides information about how the institution is meeting stakeholders' needs and expectations. Assessment is *not* a performance evaluation of individual staff members.

A benefit of measuring performance among administrative support services is that it provides the basis by which the institution's employees can gain a sense of what is going wrong and what is going right within the organization. This process ultimately establishes direction for improving quality and constituent satisfaction.

Characteristics of Effective Assessment

Effective administrative unit assessment should answer these questions:
1. What is the primary purpose of our unit?
2. What are you trying to do?
3. How well are you doing it?
4. Using the answers to the first three questions, how can you improve what you are doing?
5. What and how does a unit contribute to the overall mission of the College?
6. How can the unit support the overall student learning experience?

That is, assessment is not just about measuring results, but about continuous improvement over the long term. Additionally, assessment is most effective when:
1. Assessment is viewed as a comprehensive, systematic and continuous activity.
2. Assessment is viewed as a means for self-improvement.
3. Assessment utilizes multiple measures, that are meaningful, and multiple sources.
4. Assessment results are used as a management tool to improve administrative units' structure, services, and processes.
5. Assessment should involve the participation and input of all faculty and staff.
6. Assessment includes student involvement.

(Adapted from "Weaving a Culture of Assessment with WEAVEonline", Fayetteville Technical Community College)

Using WEAVEonline to Assess Administrative and Support Services Units

SACS uses the term "Administrative and Educational Support Units" for a wide range of programs and activities that do not award degrees. At Del Mar College these units have many different missions and serve very different people. Even so, it is possible to work through the WEAVE process to develop appropriate assessment approaches for any unit.

Below is an overview of the five-step assessment process of WEAVEonline for Administrative and Support Services Units:

Write Expected Outcomes/Objectives

Step 1a: Articulate your unit's mission of purpose.

Defining the Administrative and Support Services Unit Mission[3]

Stating the mission of the administrative and support services unit is a required element of assessment plans at Del Mar College.

> The mission statement is a broad statement of purpose and values of the administrative and support services unit. For each administrative and support services unit the mission statement should reflect how the unit contributes to the education, development, and experiences of students at the institution. The mission statement also should describe the services provided by the unit.

It is important that the administrative and support services unit's mission supports and endorses Del Mar College's institutional mission. Refer to the Mission Statement web page (http://www.delmar.edu/mission_statement.aspx) to view Del Mar College's official vision and mission statements, as well as the core values and guiding principles.

The elements of a well-defined mission statement:

- **Briefly state the purpose of the unit**.
  State the primary purpose of your administrative or support services unit—the reason(s) why you perform your major activities or operations. Explain why you do what you do. For example, the main focus may be helping students to receive funding for college through financial aid or scholarships.

- **Indicate who the stakeholders are**.
  Include the primary groups of individuals to whom you are providing your services and/or those who will benefit from the services (e.g., students, faculty, staff, parents, employers, etc.).

- **Indicate the primary functions or activities of the unit**.
  Highlight the most important functions, operations, services, and/or offerings of your administrative or support services unit.

- **Ensure that the mission statement clearly supports the institution's mission.**
  Make sure that your mission is aligned with the mission of the college.

- **The mission should be distinctive.**
  Does your statement distinguish you from other administrative or support services units?
  If the name was removed, it should not be applicable to another unit.

(Adapted from "How to Write a Mission", University of Connecticut)

A well-written mission/purpose statement should lead to identification of the goals and outcomes/objectives that will guide the future work of unit or program.

Goals

Del Mar College Policy does not require that you define the goals of your administrative or support services unit and by default Goals are not used as a part of assessment process in WEAVEonline. However, if you choose to use goals after stating you unit's mission, you may contact WEAVEonline Administrator to change the system setting to allow goals entry.

> Goals are broad statements that describe the overarching long-range intended outcomes of an administrative or support services unit. These goals are usually not measurable and need to be further developed as separate distinguishable outcomes, that when measured appropriately, provide evidence of how well you are accomplishing your goals. They are primarily used for general planning and are used as the starting point to the development and refinement of outcomes.

Step 1b: Define your unit's outcomes/objectives.

When the mission and goals have been stated, outcomes and objectives can then be defined. The outcome statements should be derived from the goal statements (if used), which in turn should be aligned to the college's mission. A unit should identify at least one outcome for each of its main functional responsibilities.

> Outcomes and objectives are specific statements that describe desired ***performance of a service or function*** of an administrative or support services unit and are tied to the College's Strategic Plan. Outcomes and objectives imply an observable, measureable action and begin with an **action verb**.

- Outcomes can relate to the operations and processes of the unit, and may include a consideration of demand, quality, and efficiency and effectiveness.

- Outcomes may also relate to intended behaviors that a student, having used services provided by the administrative or support services unit, should demonstrate.

- Outcome statements can also be student learning outcomes (SLOs); they can focus on the intended abilities, knowledge, values and attitudes a student should demonstrate after having used certain services or having participated in an activity.

The term outcomes and objectives are used simultaneously in WEAVEonline. *The difference between an outcome and an objective is its <u>life span</u>.* Outcomes are <u>ongoing</u>, objectives are <u>time-bound</u>.

Example of an **Outcome:** *All academic support and administrative units at Del Mar College <u>conduct ongoing</u> and effective assessment of their activities and services and <u>use</u> the results of assessment to inform planning, decision-making and resource allocation.*

Example of an **Objective:** *All academic support and administrative units <u>prepare</u> outcomes assessment plans which are in place by the <u>end of 2012-2013</u>.*

SMART is an acronym that is often used to determine how well an objective is formulated. A good objective is a SMART objective when it is:

• **Specific** – Be clear about what your unit plans to accomplish, as well as when, where or how. For example, "we will expand our services" does not specify how or by how much or for how many customers the services will be expanded. Words such as *develop*, *encourage* and *enhance* lack specificity. Action words such as *locate* or *reduce* make objectives more specific.
• **Measurable** – Quantify your objective as to targets and benefits, for which is feasible to collect accurate and reliable data, so that your unit can determine if it has reached the objective. Consider your available resources (e.g., staff, technology, institutional level surveys, etc., in determining whether the collection of data is a reasonable expectation).
• **Achievable** – Know the objective is something that your unit can accomplish. It is fine to accomplish your objective in incremental steps over several years.
• **Realistic** – Make sure the objective is something that can be done practically in a specific time frame or for a specific amount of money.
• **Time-bound** – When will the objective be done? Tie the objective to a specific time frame.

(Source: "Management Review", November 1981, George T. Doran)

Establish Criteria for Success

Step 2a: Determine appropriate assessment measures.

Once you establish your unit's outcomes and objectives (if applicable), define and identify the sources of evidence you will use to determine whether you are achieving expected impacts. You must detail what will be measured and how it will be measured. For each outcome/objective, create measures that help your unit in making critical decisions about its processes and services. Build an inventory of existing evaluation and assessment activities. When designing your assessment, you should use multiple measures. A composite of results can yield a more realistic picture of your unit's performance. Develop targets or benchmarks for each measure.

A measure is a ***method*** used to collect <u>evidence</u> of success for the outcome and provide useful data for continuing improvement. A measure could be direct or indirect, a single method or a multi-step process. A measure is expressed as a **<u>noun</u>**,

Assessment methods of administrative functions and critical processes

- **Direct assessors of unit processes:** This category includes methods that assess demand, quality, efficiency and effectiveness. For example, efficiency may address completion of service, productivity of service and efficiency of individual points of service (e.g., academic and career advising, computer assistance, tutoring).

- **Student or client perception of functions and critical processes:** This category includes methods that assess perception of support activities and services (e.g., orientation, financial aid, admissions, and international student services).

Common types of assessment:

- Attitudinal – measures of satisfaction from those you serve
- Direct – counts of unit services, timeliness
- External – validation (neutral party, auditor, professional standards)

Selecting Assessment Measures

The acronym MATURE is used when selecting or developing measures for your outcomes:
> **M**atch
> **A**ppropriate
> **T**arget
> **U**seful
> **R**eliable
> **E**ffective and Efficient

(Adopted from "Administrative Assessment Handbook", University of Central Florida)

Match

- Match the Outcome with the appropriate assessment method. Successful and useful assessment cannot be achieved if you do not align the assessment method with the outcome that you are trying to assess.

- Match the assessment method to the outcome and not the reverse. Develop and write your unit outcomes and objectives before selecting assessment methods. Do not develop an assessment instrument and then fit an outcome to it.

Appropriate

- Choose methods that are appropriate. They can be direct or indirect. Direct measures include assessments that evaluate a quality indicator, or student ability or achievement in one of the areas noted. Indirect measures can be survey responses to targeted questions or ancillary parts of a direct measure. There are times when one measurement instrument could measure more than one outcome. (For example, a survey may target several outcomes.)

- Select assessment methods that are good assessors of effectiveness of the service or unit. A primary goal of assessment is to uncover issues that, when addressed, will lead to improvements in your operation. Consider measures that provide you with information that is easily interpreted and unambiguous and that can be used to improve where necessary.

- Determine beforehand if there are available resources to assist in the collection of data on the chosen measure. Do the data exist or is the collection of data going to be required. If so, determine whether the data are difficult or easy to obtain. Consider assessment methods for which data might already exist.

Target

- Each measure should have a target that specifies the desired level of performance (level of satisfaction, productivity, efficiency, performance). In WEAVEonline the quantitative or qualitative benchmark in not included in the measure description, but entered separately as a "Target".

Useful

- Choose assessment methods that will provide you with useful and useable information. The measure that you are trying to assess should not only be interesting but one that would allow you to make inferences about the progress toward the outcome.

Outcome: *Process student requests in a timely manner.*

Example of assessment that <u>will not</u> provide useful, useable information: <u>*Number*</u> *of students served by Administrative Unit will be tracked for three semesters.*

Example of assessment that <u>will</u> provide useful, useable information: *A computerized log will track the date and time of each student request and the date and time that it is resolved. <u>The time between request and resolution will be compared for two semesters.</u>*

Note: The first example assessment shows that data are being collected, but not useful data. The second example assessment provides information that can be used to determine if the administrative unit is increasing its timeliness.

Reliable

- The measure is based on tested, known methods.

- The method selected should be one that provides dependable, consistent results time after time. The instrument and should be clearly worded and consistent in length.

Effective and Efficient

- Each approach accurately and concisely measures the outcome.

Two assessment methods are preferred for each outcome. The benefits of using more than one method include: different components of one outcome can be assessed, and a high level of accuracy and authority can be achieved.

Attempt to identify subcomponents of a measurement approach so that you will be able to conduct a deeper analysis. This will provide an opportunity to identify an increased number of areas to improve. For example, multiple questions on a survey may be relevant to one outcome (e.g., quality of advising). However, one question on an evaluation tool or questionnaire may provide data about a subcomponent.

When possible, utilize a combination of qualitative and quantitative assessment methods to effectively assess outcomes. The selection of assessment methods should reflect the culture of the unit and should be methods that provide those making changes to the operation or programs of the unit with useful information. Examples of qualitative assessment methods include open-ended questions on surveys, focus groups, and structured interviews.

Utilize a combination of direct and indirect assessment methods. Some assessment methods require direct interaction with the students in an evaluative or instructional setting, while others do not (such as information from the student database or employer surveys).

When assessing students using your services or completing your program, it is possible to use a locally developed test as the assessment method. However, if there is a nationally normed instrument, you will be able to compare your services to those at other institutions.

Examples of assessment measures for supporting units include:

- Student satisfaction surveys
- Count of program/event participants
- Number of complaints
- Comparisons to professional organizations' best practices
- Number of applications
- Processing time for requests
- External review

- Opinion surveys
- Growth in participation
- Average wait or service time
- Statistical reports
- Staff training hours & staff trained
- Number of users
- Focus groups
- Dollars raised

Avoid some common mistakes when describing measures:

- Simply restating the outcome as a measure. For example, "provide student services".

- Inserting actions in place of measures. For example, "participate in activity".

- Not aligning the outcome and the measure. For example, the outcome is "conduct independent research" and the measure is "Information technology." Not only is there a mismatch, but the measure name could mean any number of things.

- Mixing an achievement target in with a measurement description. For example, "10% participation in the program" where the measurement should be simply the "Rate of participation in the program" and the achievement target is "10% participation".

Step 2b: Set achievement targets

Once an appropriate measure is associated with an outcome it is necessary to establish an achievement target. If a measure is associated with more than one outcome, it is necessary to create an achievement target for each outcome. Each of these associations also requires entering a separate finding. This kind of multiplicative effect should reinforce the notion that it is wise to have thought things out in detail before entering anything in WEAVEonline.

> The achievement target is a *__criteria__* (quantitative or qualitative benchmark) for success, it can be single or multi-part. Target is specific and aimed to stretch the unit's performance. Target should be expressed in **__numeric__** form if possible.

Examples of achievement targets:
- 95 percent of our users will be "very satisfied or satisfied" with our services.
- At least 80 percent of eligible employees will participate in training.
- 90 percent of the transcripts will be sent within three days.
- 90 percent of the forms will be processed without errors.

Assessment statement

> To check how well your outcome/objective, measure, and target are aligned, consider writing an "*assessment statement*". An assessment statement is a sentence that includes ALL three elements of the outcomes assessment process: the Outcome/Objective, the Measure, and the Achievement Target. It is **not** recorded as a whole anywhere in WEAVEonline®.

The template for an administrative assessment statement is:
A desired outcome of the [policies, processes, procedures, actions, services] of the [insert entity name here] is to [insert non-learning outcome condensed description beginning with a verb] as measured by [insert measure condensed description here] with an achievement target of [insert target condensed description here].

(Adapted from "WEAVEonline User Manual" University of Alabama at Birmingham)

The actions of the administrative entity are included in the statement as two distinct things. The first is what the entity has (e.g., policies) or does (e.g., processes, procedures, etc). The second is the outcome itself, stated in way that captures the reason for what the entity has or does.

Writing administrative assessment statements for administrative entities requires distinguishing what the entity does from why it does it.

Example of an administrative assessment statement:

A desired outcome of the <u>assessment support services</u> provided by the <u>Office of Institutional Research</u> is to <u>assist in the development a culture of assessment at Del Mar College</u> as measured by <u>the WEAVEonline audit reports</u> with an achievement target of
    a) <u>100% of all entities have an assessment plan in place</u>, and
    b) <u>there are no outcomes without measures, no measures without targets and findings, and no findings without associated action plans</u>.

The Office of Institutional Research provides assessment support services to all the entities on campus, this document being just one example of the services being provided. The office cannot create or impose a culture of assessment; it can only assist others in the development of that culture. Thus, the objective part of the statement contains the reason for providing the services.

Assess Performance of Unit

Step 3: Conduct assessment activities.

Put your assessment plan into action. You must set a schedule for conducting assessment activities. Some assessments may take place monthly, others annually and others even on a triennial basis. Conduct a focus group of those you serve, survey people who have participated in your unit's activities, have an expert come through and review your processes. This time is to find out what others say about your operation.

View Assessment Results

Step 4: Analyze the findings from your assessments.

Once the results from your assessments have been collected, see what they can tell you about your program. Consider asking questions such as:

- What can you infer from the data?
- What future actions will you take?
- What changes have you made (or will you make) based on assessment results?
- What are the budgetary implications?

As your unit discusses the assessment results and their implications, celebrate when your unit has accomplished what it planned to accomplish. Come to a clear understanding and agreement on areas that still present opportunities for growth and improvement.

Document the findings of assessment. Summarize your results for reporting purposes; be sure to retain details of documentation on file for reference purposes if needed. As you discuss results, revisit and improve your assessment measures.

Assuming that achievement targets are set at reasonable levels it is important to know that your assessment processes will not be judged negatively if the targets are not met. The critical thing is whether the relationship between the findings and the achievement targets identifies where improvement is possible and leads to an action plan that is designed to improve performance.

Effect Improvements to Increase Performance

Step 5a: Use your results.

Assessment is done to continuously improve student learning and quality of services provided. You have not completed the quality enhancement process until you "close the loop" and use results to make improvements to services. The end result of the assessment process is an Action Plan designed to improve student learning and quality of services.

Creating an Action Plan

Action Plans show *continuous improvement initiative*. The focus of the Action Plan is actually on the desired unit outcome or objective defined at the beginning of the process and is tied to the budget. An Action Plan is required for "Partially Met" and "Not Met" achievement targets and is recommended for "Met" targets.

The Action Plan sets the stage for the next round in the assessment cycle and should focus on changes designed to improve unit performance. Typical changes in services include:

- revising organizational structure
- reallocating resources
- revamping administrative procedures
- modifying or expanding relations with public or external agencies

The decisions you make regarding the course of action for the following year also may lead to a restructuring or revision of your unit's objectives for the following year.

Any actions proposed or taken should be predicated on having designed good direct measures and having at least one round of findings. The existence of action plans designed to improve unit performance should be the product of in-depth discussions of the entire assessment process by the staff.

The table below describes the stages of evolution that an administrative support services unit may go through in using findings and devising quality improvement action plans. It is obvious that the desired end is that findings be used in the manner described in the last column. This level would be indicative of the development of a culture of assessment for the unit.

Stages in the evolution of the use of findings

Developing	Emerging	Developed	Full circle assessment, highly developed
Findings discussed among staff	Findings discussed among staff, identification of issues discovered	Findings discussed among staff, identification of issues, policies/ procedures reviewed, recommendations made for area improvement	Findings discussed among staff, policy/ procedures reviewed and revised based on assessment data, changes made if warranted for area improvement

(Source: UAB "WEAVEonline User Manual". Original borrowed from WASC, adapted by B.A. Holzman, Office of Academic Planning and Educational Effectiveness, SFSU)

An action plan has "verb-ness." An outcome/unit objective is best stated when it begins with a verb that *describes what a unit wants to achieve*. In the same manner, an action plan describes what staff should do over some period of time to improve unit performance. Therefore, the Condensed Description, which is the title of the action plan, should also begin with a **verb.**

Guidelines for writing a good Action Plan:

- Make sure the Action Plan follows from the Findings and the Achievement Target and addresses the original outcome/objective.

- Begin the Condensed Description with a verb and make it explicit.

- Do not repeat a measure as a Condensed Description.

- Do not repeat an Outcome/Objective as a Condensed Description.

- Make sure that the properly phrased Condensed Description is what is expanded on in the long Description.

- Avoid repetitious use of "Continue to monitor" or "Review by a committee." What is it that is being monitored or reviewed and why? This approach may be fine if a measure and its associated Achievement Target have reached a ceiling, but is otherwise uninformative.

- Ask yourself whether someone reading the Action Plan out of context would be able to tell what was being done to improve your unit performance.

Note that even when an action begins with a verb it is not always informative. Consider the following example and see if you can guess what the intent is:

Condensed Description: *"Increase baseline over time."*
Description: *"It is the hope that we can increase the baseline over time but will continue to track until 2012 whereas we will have more information in which to reassess our direction with this goal."*

Example of a good Action Plan: *Develop and distribute assessment materials in hard-copy and online forms. These will include an assessment guide, plan, and report templates, examples, evaluative rubrics to provide feedback on plans and reports, online links to additional resources, etc.*

Action statement

An action statement brings the thought processes to the end. An action statement is a declarative sentence that includes condensed descriptions of the Findings, Achievement Target, and the Action Plan. It, of course, assumes that you have findings on whatever measure you are using.

A generic template for an action statement might look like this:

Based on our finding that [insert concise findings statement] using [insert measure condensed description] with an achievement target of [insert target condensed description], we propose to [insert action plan condensed description here].

(Adapted from "WEAVEonline User Manual" University of Alabama at Birmingham)

Just as with assessment statements, these action statements are **not** designed to be recorded as a whole anywhere in WEAVEonline. They are designed as aid to the thinking process by making sure that all the elements are expressed correctly and consistently. This means that, 1) the findings are consistent with the measure, 2) the findings are expressed in the same units as the achievement target and are consistent with it, and, 3) the action plan description starts with a verb that describes something that will be done that is directly related to the evidence provided by the finding.

A possible action statement for the Office of Institutional Research is as follows:

Based on our finding [insert findings of the audit report] we propose to:
1) create more documentation regarding how to think about outcomes assessment,
2) conduct additional training sessions on the mechanics of using WEAVEonline, and
3) meet with responsible persons to discuss how to make judgments regarding the quality of the entries for which they are responsible.

All these actions would be listed under a single Action Plan entitled, "*Provide WEAVEonline users with a deeper understanding of assessment.*"

Step 5b: Review assessment process.

Assessment Cycle

Del Mar College operates on a twelve-month cycle corresponding with the academic year. Each new cycle in WEAVEonline starts on September 1st and ends on August 31st. Until the cycle is closed for editing, changes can be made any time.

Assessment is particularly daunting when it is first started because it requires lots of thinking—unless an entity has been doing assessment for some time, everything has to be thought through. Once the initial elements are in place, the demands of system upkeep will decrease and the focus can shift to gathering findings, developing action plans, and carrying through on those plans.

Thus, the Mission/Purpose, the Goals, the Outcomes/Objectives, and the Measures should remain reasonably constant over time unless there are dramatic shifts in the nature of the program or the mission of an administrative office. What should change with each cycle are the Findings, the Achievement Targets (if applicable), and the Action Plans. While these may lead to refinements in the first four elements, these changes should be minor. Furthermore, the more general or abstract the element, the less likely it will change.

Assessing assessment

A self-sustaining culture of assessment means that those engaged in the process are motivated primarily by having seen improvements in learning in the students they teach or in the delivery of services they provide to stakeholders. While accreditation and internal demands for measures of institutional effectiveness still play a role, the results of the assessment process are their own reward in this ideal environment. To reach that ideal, it is necessary to understand how to think about assessment and use those thought processes as the basis for evaluating the assessment process itself.

Achievement Summary/Analysis Questions

WEAVEonline provides some functionality for doing this in the Achievement Summary/ Analysis Questions section. The Achievement Target Summary section will bring up a summary that includes, in order, the Measure, the Outcome/Objective, the Achievement Target, and the Findings categorized by whether the Achievement Target was Not Met, Partially Met, or Met. This display provides a quick overview that you can use to answer the Analysis Questions in the lower part of the screen. The questions refer directly to the displayed results and essentially ask you to evaluate the success of everything there.

The Analysis Questions may vary from cycle to cycle, but the intent is the same. Currently, the Analysis Questions are set as follows:

▷ What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

▶ What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

▶ How will your assessment be used by the unit to justify professional development, travel, equipment, personnel, facilities, etc. ? (Budget)

Assessment results are important evidence on which to base requests for additional funding, curriculum changes, new faculty and staff, and more. Most importantly, the use of assessment results to make these kinds of changes to improve effectiveness and inform decision making and planning is the reason why we assess. Even negative assessment results can have powerful, positive impact when they are used to improve performance, effectiveness, and ultimately, the college's ability to achieve its mission.

Annual/Special Reporting

WEAVEonline also provides the Annual/Special Reporting functionality. The Annual/Special Reporting structure created by Del Mar College in WEAVEonline can be used by any entity from an academic degree program to an administrative office at any level.

Starting with 2010-2011 cycle, the Annual/Special Reporting sections are as follows:

▶ Program/Department Executive Summary
▶ Additional Action Plans/Continuous Improvement Initiative
▶ Action Plan Tracking/Closing the Loop

As WEAVEonline developers implement enhancements allowing each institution to tailor system settings to individual needs, these sections will be modified to aid in the instructional program review and support services administrative review process.

A WEAVEonline Quick Start Guide is included in this Manual. For detailed instructions refer to the WEAVEonline Help documentation posted on the Office of Strategic Planning and Institutional Research website http://www.delmar.edu/spir/effect.aspx

Part III

Appendices

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Appendix A
Common Language of Assessment of Student Learning

Action Plans: description of what will be done to address the findings identified through the assessment of outcomes and objectives.

Analysis: the interpretation of assessment results (findings) to draw conclusions regarding outcomes and objectives.

Assessment: the systematic collection, review, and application of information from educational programs undertaken for the purpose of improving teaching, student learning and planning.

Assessment Plan: a plan to assess student learning that should include which Student Learning Outcome(s) will be assessed during a specific cycle, which Measure(s)/instruments will be utilized for the assessment, which semester(s) and the point in the semester when assessment will occur. The plan should also include implementation of Action Plans developed based on assessment from previous cycle(s) and how the results of such Action Plans will be assessed.

Authentic Assessment: a form of assessment in which students perform real-world tasks/situations that demonstrate meaningful application of essential knowledge and skills.
> *Ex. Music recital, art exhibition, letters to the editor, classroom lesson plan, clinical experiences*

Criterion-Referenced Assessment: an assessment where an individual's performance is compared to a specific learning objective or performance standard and not to the performance of other students.

Culture of Assessment: an environment in which continuous improvement through assessment is expected and valued.

Curriculum Mapping: a matrix showing where student learning outcomes are covered in each program course.

Direct Assessment: direct evaluation of student work in direct response to a set of guidelines or assignments.
> *Ex. Musical performance, art exhibitions, paper, projects, exams, etc.*

Embedded Assessment: a means of gathering information about student learning that is built into and a natural part of the teaching/learning process.
> *Ex. Pre-test and post-test, written reflection, clicker response system (CRS)*

Findings: results (data) from the measure used to assess student learning outcomes or program objectives.
> *Ex. 100% of students (20 out of 20) demonstrated competency in the performance of Gait Training.*

Formative Assessment: the gathering of information and providing feedback about student learning, during the progression of a course or program and usually repeatedly, to improve the learning of those students.
> *Ex. Reading the first lab reports of a class to assess whether some or all students in the group need a lesson on how to make them succinct and informative.*

General Education (Gen Ed): the body of fundamental knowledge and skills which forms the foundation of the broad educational experience all graduates with associate degrees should possess.

Goals: broad general statements about desired achievements.
> *Ex. 1. Students can use technology*
> *2. Students have effective communication skills*

Indirect Assessment: assessments that supplement and enrich what faculty learn from direct assessment studies, such as alumni surveys, employer surveys, satisfaction surveys and interviews.

Mean (Average): one of several ways of representing a group with a single, typical score. It is figured by adding up all the individual scores in a group and dividing them by the number of people in the group.

Measure: an instrument or method used to collect data to produce quantifiable information regarding outcomes or objectives.
> *Ex. Test, survey, oral presentation, essay, laboratory skills exam.*

Norm-Referenced Assessment: an assessment that judges a performance in relation to the performance of other members of a well-defined group. The purpose of a norm-referenced assessment is usually to rank students and not to measure achievement towards some criterion of performance.

Objective Test: a test for which the scoring procedure is completely specified, enabling agreement among different scores. A correct-answer test.
> *Ex. Multiple-Choice Tests, True/False Tests.*

Portfolio: a collection of student' work collected over time. Portfolios may include a variety of demonstrations of learning and have been gathered in the form of a collection of materials, videos, CD-ROMs, reflective journals, artwork, etc.

Program Coordinator: the person responsible for coordinating a specific program or discipline, including curriculum development and review (SACS Principles of Accreditation 3.4.13). This person is also responsible for coordinating assessment efforts within the program.

Program Objectives: specific statements about a program's desired achievement or need.
> *Ex. 1. Graduates of the program will be employed in the field within 6 months of graduation.*
> *2. Majors will successfully transfer to a 4-year university to complete a baccalaureate degree.*
> *3. Physical facilities will be added or renovated to enhance student learning.*

Reliability: the extent to which an assessment produces consistent results over time and with different samples of students.

Rubric: a scoring scale that contains specific sets of criteria that clearly define what a range of acceptable and unacceptable performance looks like.

Self-Assessment: a process in which a person engages in a systematic review and reflection on his/her performance, usually for the purpose of improving future performance.

Standardized Testing: an objective test that is given and scored in a uniform manner. Scores are often norm-referenced.

Standards: agreed-upon values used to measure the quality of student performance, instructional methods, curriculum, etc.

Student Learning Outcomes (SLOs): clear, concise, and measurable statements that specify what a student is expected to know or be able to do at the end of a course or program.

> *Ex. 1. Students will be able to demonstrate competency with cloze skills in American Sign Language (course level SLO).*
> *2. Students will be able to interpret from American Sign Language to English and English to American Sign Language (program level SLO).*
> *3. Students will be able to articulate an informed personal reaction to works of literature (program level SLO).*

Subjective Test: a test in which the impression or opinion of the scorer determines the score or evaluation of performance. A test in which the answers cannot be known or prescribed in advance.

> *Ex. Essay, case study, classroom observation, oral presentation.*

Summative Assessment: the assessment of student achievement at the end point of their education or at the end of a course. The focus of summative assessment is on the documentation of student achievement by the end of a course or program. It does not reveal the pathway of development to achieve that endpoint.

Target Performance: the desired or expected results from the measurement of a student learning outcome or program objective.

> *Ex. 1. 100% of students will pass the Police Academy Exam with a score of 90 or above.*
> *2. 80% of students will score 80 or better on a skills test.*

Triangulation: the collection of data via multiple methods in order to determine if the results show a consistent outcome.

Validity: the extent to which an assessment measures what it is intended to measure.

WEAVEonline Assessment Management System: annual findings of assessment and target performance levels are entered into the College's online assessment management system. From these, "Detailed Assessment Reports" can be printed for each instructional and non-instructional entity.

Appendix B
Timeline for Assessment of Student Learning Cycle

Student learning assessment is an on-going process. A timeline provides markers regarding collection, review and use of assessment information to improve teaching and learning.

1. **August:** Department chairs review assessment plans completed in their programs during the previous academic year.

   Department chairs meet with program coordinators to share results of their findings.

2. **By end of convocation week:**
   Program coordinators meet with faculty to disseminate assessment plan

3. **September:** Programs review the Student Learning Outcomes and finalize Measures for the current academic year.

   Programs determine timeline for their assessment of SLOs for the academic year.

4. **By end of October:**
   The institutional coordinator of assessment reviews the assessment process for each program in conjunction with the program coordinator.

5. **Mid-October through end of academic year:**
   Programs use the identified measures to assess student learning throughout the academic year, following timeline established by program

6. **January:** Programs review effectiveness of assessment plan implemented during Fall Semester. Modifications are made as needed for the Spring Semester.

   Findings based on measures used to assess student learning are tabulated and analyzed for Fall Semester.

   Action plans are developed based on analysis of findings.

7. **By end of March:**
   The institutional coordinator of assessment reviews the assessment process for each program in conjunction with the program coordinator.

8. **By mid-June:** Findings based on measures used to assess student learning are tabulated and analyzed for Spring Semester.

   Action plans are developed based on analysis of findings.

9. **By July 1:** Findings and action plans are entered on WEAVEOnline system for the just completed academic year.

10. **August:** Cycle begins again.

NOTES:
o Any information (measures and findings) from summer classes should be included in the next academic year
o An annual report regarding the state of assessment at DMC will be prepared by the institutional coordinator of assessment

Source: http://dmc122011.delmar.edu/committees/assessmentslc/docs/timeline.pdf

Timeline for Assessment of Administrative and Support Services Units

September   Assess prior year results; enter into WEAVEonline
                       Define outcomes/Objectives for each area; input into WEAVEonline
                       Q4/FY reporting, if applicable
                       Begin Implementation of Action Plans

October   Share results of prior year with internal team
                       Share Action Plans with internal team
                       Begin Employee Reviews – use data reported in September

November   Continue implementing Action Plan

December   Q1 Reports (if applicable); Enter into WEAVEonline

January   Compile findings from fall (if applicable); Enter into WEAVEonline

February   Continue implementing Action Plan

March   Q2 Reports (if applicable); Enter into WEAVEonline

April   IPR due to Program Review Committee, (if applicable)

May   Continue implementing Action Plan

June   Q3 Reports (if applicable); Compile findings from spring (if applicable); Enter into WEAVEonline

July   Continue implementing Action Plan

August   Begin to develop action plan for next year; begin FY close out
                       Review, evaluate, and revise action plan
                       Finalize and close out by August 31; Continue forward

Role of Stakeholders in Assessment of Student Learning Process

- **Students:**
    o Participate actively in the program
    o Evaluate effectiveness of the program
    o Complete post-education surveys

- **Faculty:**
    o Participate fully in the development and implementation of program assessment plan
    o Integrate SLOs into curriculum
    o Identify and implement effective action plans based on results of assessment
    o Participate in professional development

- **Program Coordinators/Program Directors:**
    o Serve as lead faculty for input of information into assessment software
    o Ensure validity of assessment tools
    o Coordinate with faculty in developing and implementing program assessment plan
    o Ensure SLO/assessment plan is in compliance with appropriate external standards
    o Ensure program assessment plan follows college-wide assessment timeline
    o Consult with chair in development and implementation of program assessment plan
    o Ensure assessment of Student Learning Outcomes for off-campus dual-credit students
    o Identify budgetary needs based on action plans

- **Chairs**
    o Ensure faculty develop an assessment plan for programs
    o Ensure faculty implement an assessment plan for programs
    o Consult with Institution's Coordinator of Assessment regarding program outcomes
    o Ensure program assessment plans fall within college-wide assessment timeline
    o Monitor the progress of program assessment plans
    o Support faculty with necessary resources
    o Review SLO/assessment plans for compliance with appropriate external standards
    o Ensure assessment of Student Learning Outcomes for off-campus dual-credit students
    o Request budgetary needs based on assessment results and action plans
    o Ensure allocation and distribution of assessment funds based on action plans

- **Deans of Instructional Programs**
    o Develop department timelines for submission of assessment reports within the institutional assessment timeline
    o Ensure departments complete assessment reports on a timely basis
    o Report to Provost/Vice President of Instruction on issues related to assessment
    o Prioritize and make budgetary recommendations based on requests made by departments within the division
    o Ensure assessment of Student Learning Outcomes for e-learning (online) students

- **Deans of Support Services**
  - Responsible for student support services, advising, testing, and counseling
  - Ensure assessment of Student Learning Outcomes for off-campus dual-credit students

- **Institution's Coordinator of Assessment**
  - Meets with program coordinators to provide support
  - Reviews assessment process for each program and provide feedback
  - Implements the assessment timeline
  - Serves as a liaison between Administration and Faculty
  - Facilitates training and professional development in assessment
  - Supports and encourages a culture of assessment
  - Keeps abreast of current best practices
  - Keeps abreast of SACS and other external accrediting agencies

- **Executive Director of Strategic Planning and Assessment**
  - Facilitates assessment activities across the college
  - Chairs College-Wide Assessment Committee

- **Vice President of Administration and Finance**
  - Approves allocation of funds/resources based on assessment of student learning

- **Provost and Vice President of Instruction and Student Services**
  - Prioritizes allocation of funds for assessment
  - Oversees student learning/curriculum development
  - Oversees student support services
  - Leads assessment of student learning throughout the institution

- **President**
  - Motivates/implements regulations throughout institution
  - Links the community, Board of Regents, and Faculty to implement policy
  - Advocates for assessment of student learning outcomes as an institutional priority
  - Prioritizes the resources necessary to develop and maintain a culture of assessment

Del Mar College Strategic Plan 2012-2013

GOAL 1

<u>**Student Success**</u>
Assure access and educational excellence for all students

1.1 Quality: Maximize student learning
1.2 Access: Enhance student access to the College
1.3 Enrollment Management: Provide high quality recruitment programming, streamline registration, advising, admissions, and financial aid processes
1.4 Student Services: Ensure the quality of student support services to maximize student retention and re-entry
1.5 Course Delivery: Enhance the means by which courses are delivered
1.6 Programs: Provide programs that enhance student's ability to progress to higher levels of academic achievement
1.7 Workforce Development: Provide courses that support those students seeking occupational and career advancement
1.8 Community Leadership: Advance programs to focus on the development of community leadership
1.9 Personal Enrichment: Provide courseware to meet the individual needs of a wide range of community interests
1.10 Information Management: Enhance the management of student information

GOAL 2

<u>**Operational Resources**</u>
Enhance infrastructure, funding, and financial capabilities

2.1 Budget: Assure fiscal responsibility connected to the planning process
2.2 Facilities: Integrate facility wide planning process
2.3 Technology: Assure appropriate use of technology to support the mission of the college
2.4 Web Functions: Expand web-based functions and activities
2.5 Data Management: Enhance financial and personnel data management
2.6 Operations: Coordinate institution wide planning
2.7 Going Green: Assure a proactive stance and constructive programs related to the protection of the environment

GOAL 3

<u>**Professional Capabilities and**</u>
<u>**Procedural Improvements**</u>
Expand knowledge, skills, and abilities of personnel

3.1 Instruction: Enhance quality of instruction
3.2 Leadership: Enhance leadership skills of all cadres at DMC
3.3 Performance: Optimize the performance of all employees
3.4 Planning: Maximize system-wide planning protocols and resulting intercommunication
3.5 Personnel: Improve the hiring process to accelerate/enhance recruitment
3.6 Compensation: Review the effectiveness of the compensation process

GOAL 4

External Partnerships
Strengthen alliances

4.1 Educational Institutions: Improve linkages with current and potential allies
4.2 Government: Enhance interaction with all related government agencies
4.3 Communities: Reinvigorate regional relationships
4.4 Workforce: Expand relationships with business/industry/military leaders
4.5 Development: Align the Development office objectives with the needs of the College

GOAL 5

Positioning
Strengthen the overall positive image of the College

5.1 Marketing Plan: Enhance branding and marketing plan
5.2 Student Recruitment: Stimulate the enrollment of new students
5.3 Communications: Maximize internal/external communication efforts
5.4 Market Segmentation: Differentiate marketing based on targeted client groups and programs
5.5 Influence: Enhance public perception as to the value of education
5.6 Media: Positively champion the College throughout the media

GOAL 6

Governance
Cultivate relationships among all constituencies

6.1 Mission: Review and/or revise College Mission Statement
6.2 Board of Regents: Facilitate Board level information and communication
6.3 Resources: Diversify range of resources
6.4 Policies: Expand, maintain, and support policy development for all College operations

Del Mar College General Education Competencies 2012-2013

Critical Thinking Skills:

Creative Thinking - Be able to generate/demonstrate original ideas
Innovation - Be able to apply information in a novel way
Inquiry - Be able to ask relevant questions
Analysis - Be able to list/describe the components of information
Evaluation - Be able to judge the relevance of the components of information
Synthesis - Be able to integrate/organize information in its functional context

Communication Skills:

Written - Be able to develop, interpret, and express ideas effectively through written communication
Oral - Be able to develop, interpret, and express ideas effectively through oral communication
Visual - Be able to develop, interpret, and express ideas effectively through visual communication

Empirical & Quantitative Skills:

Data Collection - Be able to collect data
Data Manipulation - Be able to manipulate data
Analysis - Be able to analyze data to draw informed conclusions

Teamwork:

Points of View - Be able to consider different points of view to support a shared purpose or goal
Work with others - Be able to work effectively with others to support a shared purpose or goal

Personal Responsibility:

Be able to connect **choices**, **actions** and **consequences** to ethical decision-making

Social Responsibility:

Intercultural Competence - Be able to demonstrate intercultural competence
Civic Responsibility - Be able to demonstrate knowledge of civic responsibility
Engagement - Be able to engage effectively in regional, national, and/or global communities

Bloom's Classification of Cognitive Skills

Bloom's classification of cognitive skills is widely used in instruction planning. The six levels are arranged by level of complexity. Use of this or other classification systems is recommended to safeguard against a tendency to focus on content coverage and to ignore what the students should learn to do with content.

Category	Definition	Related Behaviors
Knowledge	recalling or remembering something without necessarily understanding, using, or changing it	define, describe, identify, label, list, match, memorize, point to, recall, select, state
Comprehension	understanding something that has been communicated without necessarily relating it to anything else	alter, account for, annotate, calculate, change, convert, group, explain, generalize, give examples, infer, interpret, paraphrase, predict, review, summarize, translate
Application	using a general concept to solve problems in a particular situation; using learned material in new and concrete situations	apply, adopt, collect, construct, demonstrate, discover, illustrate, interview, make use of, manipulate, relate, show, solve, use
Analysis	breaking something down into its parts; may focus on identification of parts or analysis of relationships between parts, or recognition of organizational principles	analyze, compare, contrast, diagram, differentiate, dissect, distinguish, identify, illustrate, infer, outline, point out, select, separate, sort, subdivide
Synthesis	creating something new by putting parts of different ideas together to make a whole.	blend, build, change, combine, compile, compose, conceive, create, design, formulate, generate, hypothesize, plan, predict, produce, reorder, revise, tell, write
Evaluation	judging the value of material or methods as they might be applied in a particular situation; judging with the use of definite criteria	accept, appraise, assess, arbitrate, award, choose, conclude, criticize, defend, evaluate, grade, judge, prioritize, recommend, referee, reject, select, support

WEAVEonline Planning and Assessment Worksheet

Department/Area:		Contact person:		Assessment cycle/year:
Entity/Office:		Contact information: name@delmar.edu, 698-XXXX		2012-2013

Entity Mission/Purpose

Goals *(optional)*:

Goal 1.
Goal 2.
Goal 3.

Assessment Summary

Outcomes/Objectives	Measure(s)	Achievement Targets	Findings	Action Plans
Desired end result or task to be accomplished (Action verb)	*Method used to gauge achievement. Evidence (Noun)*	*Overall level for satisfactory performance (Number, Percent, Date)*	*Assessment results*	*Activity designed to help entity accomplish intended results*
1.				
2.				
3.				
4.				
5.				

Analysis Questions

Analysis of entity's overall performance. Budget planning

1. What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?
The results of our assessments showed…

2. What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?
The area of concern appears to be…

3. How will your assessment be used by the unit to justify professional development, travel, equipment, personnel, facilities, etc. ? (Budget)
There is a need for…

Annual / Special Reporting

Annual reporting to be used as part of Program Review / Administrative Review

1. Entity/Program Executive Summary:

2. Continuous Improvement Initiative:

3. Closing the Loop:

Assessment Plan Peer Review

Year: <u>2012-2013</u>   **Program/Unit:_____**

Reviewer: _____   **Program/Unit Head:_____**

Outcome/objective # _____ Condensed Description: _____

Rating Scale: 0=no entry; 1=incomplete; 2=complete

COMPONENT	RATING	COMMENTS
1a. **Outcome/objective** addresses what student will be able to demonstrate upon completion of a program (knowledge, skills, values) or what and how your unit contributes to student learning (operations)		
1b. **Outcome/objective** is clearly stated, with appropriate use of active verbs.		
1c. **Outcome/objective** is measurable.		
1d. **Outcome/objective** has been related to General Education Competencies (if applicable) and Strategic Plan goals.		
2a. **Measure** of outcome/objective (method of assessment/source of evidence) yields a tangible, concrete result.		
2b. **Direct measures** of outcomes/objectives are used. **Multiple measures** are used, if available and appropriate, particularly for indirect measures (i.e., surveys).		
2c. **Assessment instruments** are provided in document repository where appropriate.		
3a. Realistic and appropriate **achievement targets** for judging success based on assessment measures are used (i.e., timelines, % or number increase, benchmarks).		
4a. **Curriculum Map** for Program is updated		
4b. **General Education Map** is updated		

Assessment Report
Peer Evaluation Rubric

Year: 2012-2013 Program/Unit: _____

Instructions: Mark/Highlight each statement that applies. If at least one 1 or 2 statement is marked, then that row receives either a 1 or 2 score, with 1 superseding. To receive an overall row score of 4, all statements in the 4 column must be marked.

	1	2	3	4
Findings **Score** _____ **Comments:**	O Findings not entered	O Not all Findings have been entered O The majority of Findings have a "data not gathered" type of statement O Findings statements do not mirror target statements O Sample sizes not included where appropriate	O All Findings fields have either actual Findings or an acceptable statement entered O Most Findings statements mirror target statements O Sample sizes included for the majority of Findings O Partial year data entered as Findings (data which was to be collected more than once was not) O Target Level Achievement is correctly marked for most Findings O Further Action Planned is correctly marked for most Findings	O All Findings have actual Findings data entered O Findings statements mirror target statements O Sample sizes included in all applicable Findings O Full year's data entered as Findings O Target Level Achievement is correctly marked O Further Action Planned is marked "Yes" for all targets that were "Not Met" or "Partially Met"
Action Plans **Score** _____ **Comments:**	O No Action Plans entered	O Action Plans entered do not address "target not met" or "target partially met" measures/outcomes O Additional Action Plans are necessary to address "target not met" or "target partially met" measures/outcomes	O For reports with at least one "target not met"-an Action Plan is developed and/or appropriately linked to each outcome that had measure(s) with a "Not Met" or "Partially Met" target O For reports with all targets met -at least one Action Plan was developed	O For reports with at least one "target not met" or "target partially met" an Action Plan is developed and/or appropriately linked to each outcome that had measure(s) with a "Not Met" or "Partially Met" target **and** the results of these actions should provide evidence of continuous improvement O The appropriate number of Action Plans were developed to provide evidence of continuous improvement activities
Action Plan Tracking **Score** _____ **Comments:**	O Action Plan Tracking has not been updated	O Action Plan Tracking has not been updated	O Action Plan status has been updated from "Planned" to "In Progress" or "Finished"	O Action Plan status has been updated and "closing the loop" evidence (implementation notes) is provided.

Appendix J

Analysis Score _____ **Comments:**	○ Analysis not entered	○ Only one Analysis topic entered (either Strength or Attention Needed) ○ Analysis is perfunctory	○ "Strength Analysis" summarizes how the program/unit has provided evidence of improvements based on analysis of assessment results, however more detail could have been included ○ "Attention Needed Analysis" discussion is based on objectives that were not accomplished in the previous year, however more detail could have been included or plans for improvement could have been summarized	○ "Strength Analysis" summarizes how the program/unit has provided evidence of improvements based on analysis of assessment results ○ "Attention Needed Analysis" discussion is based on objectives that were not accomplished in the previous year and plans for improvement (Action Plans) are summarized or discussed. ○ Budget implications are addressed
Annual Report Score _____ **Comments:**	○ No Annual Report entered	Not sufficient narrative for the following: ○ Executive Summary ○ Continuous Improvement	Sufficient narrative for the following: ○ Executive Summary ○ Continuous Improvement	Sufficient narrative for ALL of the following: ○ Executive Summary ○ Continuous Improvement ○ Closing the Loop

3.3.1 Institutional Effectiveness

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes

3.3.1.2 administrative support services

3.1.1.3 educational support services

3.1.1.4 research within its educational mission, if appropriate

3.1.1.5 community/public service within its educational mission, if appropriate

Overall Assessment Report:

Select one:

_____ Report does not support SACS Comprehensive Standard 3.3.1

_____ Report inadequately supports SACS Comprehensive Standard 3.3.1.

_____ Report adequately supports SACS Comprehensive Standard 3.3.1.

_____ Report should be commended as one which demonstrates the spirit of SACS Comprehensive Standard 3.3.1.

Recommendations:

_____ Report should be revised and/or completed

_____ Report should be edited

_____ Improvements could be made next year

_____ Keep up the good work, it is appreciated

Additional Comments:

weave ONLINE

Quick Start Guide

Office of Institutional Research and Effectiveness

Logging In

Logging In

1. Go to http://app.weaveonline.com/delmar/login.aspx
   Note: Bookmark this page for easy access.
2. Enter your **Del Mar ID** and **password** and click **Log in**. The WEAVEonline home page should open.

Selecting a Cycle and Entity

Cycle and Entity drop-down menus are found on the HOME screen. Click on the drop-down menus to select available cycles and entities.

General Notes

1. Be cautious with using the **Delete** button, which may remove outcome/objective or measures in all cycles in Weaveonline.
2. Be careful with **Established in** and **Active Through Dates**. Do not change the **Established in Date** to a later year unless you intend to eliminate information already entered for the previous years.
3. Generally, you should not overwrite existing data. If you wish to make major changes to an existing outcome/objective or measure or eliminate it in the current cycle, then go to the previous cycle and change the **Active Through Date** to end in that year. Then return to the current year and add a new outcome/objective or measure. This will keep the existing information intact for all previous years.

Assessment Essentials

Entering or Editing the Mission

1. In the top menu bar, point to **Assessment.**
2. Select **Mission/Purpose** from the drop-down menu.
3. To add a Mission, click **Add Mission/Purpose.**
4. To edit a Mission, click **Edit.**

Entering an Outcome

1. In the top menu bar, point to **Assessment.**
2. Select **Outcomes/Objectives** from the drop-down menu.
3. Under Outcomes/Objectives, click **Add** (or click **Edit** after **Expand All** if you are editing an existing outcome).
4. Select the **Establish in** and **Active through** cycles.
5. In the appropriate text boxes, enter a condensed description and a complete description.
6. Select **Yes** or **No** next to **Student Learning Outcome?**
7. Add associations to **General Education,** if appropriate.
8. Add **Associations** to Del Mar College Mission Statement under Institutional Priorities.
9. Add **Associations** to Strategic Plan.
10. Change entry status from **Draft** to **Final.**
11. When done, click **Save.**

Entering a Measure

1. In the top menu bar, point to **Assessment.**
2. Select **Measures & Findings** from the drop-down menu.
3. Under Measures & Findings, click **Add** (or click **Edit** after **Expand All** if you are editing an existing measure).
4. Select *one* Source of Evidence for the Measure.
5. In the appropriate text boxes, enter a condensed description **and** a complete description.
6. Check the box next to each Outcome associated with the Measure.
7. Select the **Establish in** and **Active through** cycles.
8. Change entry status from **Draft** to **Final.**
9. When done, click **Save.**

Entering an Achievement Target

Note: Every Measure must have at least one Achievement Target

1. In the top menu bar, point to **Assessment.**
2. Select **Measures & Findings** from the drop-down menu.
3. Expand the Measure to which you need to add an Achievement Target by either clicking the **arrow** next to the Measure or by clicking the **Expand All** button.
4. Under Achievement Targets and Assessment Results/Findings, click **Add Achievement Target** (or click **Edit** if you are editing an existing **Achievement Target**).

5. Enter the Achievement Target.
6. Select the **Active through** cycles.
7. Change entry status from **Draft** to **Final.**
8. When done, click **Save.**

Entering Findings

1. In the top menu bar, point to **Assessment.**
2. Select **Measures & Findings** from the drop-down menu.
3. Expand the Measure to which you need to add Findings by either clicking the **arrow** next to the Measure or by clicking the **Expand All** button.
4. In the Achievement Targets and Assessment Results/Findings section, find the appropriate Achievement Target and click **Add Finding** (or **Edit Findings**).
5. Enter a concise summary of your findings.
6. Select **Met, Partially Met,** or **Not Met.**
7. Change entry status from **Draft** to **Final.**
8. When done, click **Save.**

Editing an Outcome, Measure, Achievement Target or Finding

1. In the top menu bar, point to **Assessment.**
2. Make the appropriate selection from the drop-down menu.
3. Expand the item you wish to edit by either clicking the **arrow** next to the item or by clicking the **Expand All** button. To edit an Achievement Target or Finding, expand the Measure it is associated with.
4. Click **Edit, Edit Achievement Target** or **Edit Finding,** as appropriate.

Action Plans

Entering an Action Plan

1. In the top menu bar, point to **Assessment.**
2. Select **Action Plan Tracking** from the drop-down menu.
3. Click **Add Enhancement Action.**
4. Click **Add Relationships** to link the Action Plan to specific Outcomes and Measures.
5. Select the **Status** of the plan.
6. Enter the appropriate information in the available text boxes.

7. Select the **Establish in** and **Active through** cycles.
8. Change entry status from **Draft** to **Final.**
9. When done, click **Save.**

Viewing an Action Plan
1. In the top menu bar, point to **Assessment.**
2. Select **Action Plan Tracking** from the drop-down menu.
3. Find the Action Plan you want to edit and click the **Details** button.

Editing an Action Plan
1. Follow steps 1-3 under Viewing an Action Plan.
2. Next to View, select **Action Plan Detail.**
3. Click **Edit Plan.**

Adding Notes to an Action Plan
1. Follow steps 1-3 under Viewing an Action Plan.
2. Next to View, select **Action Plan Notes.**
3. Click **Add Note.**

Document Repository

Accessing the Document Repository
1. In the top menu bar, point to **Assessment.**
2. Select **Document Repository** from the drop-down menu.

Uploading Documents to the Repository
1. In the Document Repository, click **Upload Document.**
2. Click **Browse** to select the document you wish to upload.

Caution: *Do NOT store documents in WEAVEonline that contain individually identifiable information. Remove such references BEFORE uploading the document.*

3. Enter a **Document Name** and **Description.**
4. Click **Save & Continue.**
5. On the Document Repository—Make Connections page, click **Expand All.**
6. Select all items to which you wish to link this document.
7. Click **Save.**

Viewing Documents in the Repository
1. In the Document Repository, locate the document you wish to view.

---

2. If the document you wish to view is not listed, click **Show All Documents** to list both active and inactive documents.
3. Click the ▦ icon.

Deleting Documents in the Repository
1. In the Document Repository, locate the document you wish to delete.If the document you wish to view is not listed, click **Show All Documents** to list both active and inactive documents.
2. Click the 🗑 icon.

Editing Document Details in the Repository
Note: *This does not allow you to edit the document itself. It only allows you to edit the document's associations in WEAVEonline. If you need to edit the actual document, you need to do that in the original file and upload the revised version to WEAVEonline.*

1. In the Document Repository, locate the document you wish to delete.
2. If the document you wish to view is not listed, click **Show All Documents** to list both active and inactive documents.
3. Click the name of the document you wish to edit.
4. Click **Edit.**

Analysis & Annual Report Questions

Answering Analysis Questions
1. In the top menu bar, point to **Assessment.**
2. Select **Achievement Summary/Analysis** from the drop-down menu.
3. Under Analysis Questions, click **Expand All** to expand the questions.
4. Click the appropriate **Add Answer** button.
5. Enter your answer in the text box.
6. Click **Save.**

Editing Analysis Questions
1. Follow steps 1-4 under Answering Analysis Questions.
2. Click **Edit Answer.**
3. Edit your answer, and then click **Save.**

Answering the Annual Report Question
Note: *The Annual Report Section is optional. This is a good section to maintain a reporting of annual accomplishments.*

1. In the top menu, point to **Assessment.**
2. Select **Annual/Special Reporting** from the drop-down menu.
3. Click **Expand All** to view the Annual Report Question. This will open a separate web page.
4. Under the section you wish to contribute, click **Add Details.**
5. Enter your answer in the text box.
6. Click **Save.**

Editing the Annual Report Question
1. Follow steps 1-4 under Answering the Annual Report Question.
2. Click **Edit.**
3. Edit your answer, and then click **Save.**

Reports

Running Reports
Important: *You must turn off your pop-up blocker before running reports in WEAVEonline.*

1. In the top menu bar, click **Reports.**
2. Select the cycle for which you want to run the report.
3. Select the type of report you wish to run.
4. Select report entities. It is recommended that instead of selecting **All Entities to which I have access** use **Selected Entities (See Choices)**. Check the box for which entity you want a report.
5. Depending on the report, click **Run** or **Next.**
6. If you clicked **Next**, you will be prompted to select appropriate parameters. Make your selections, then click **Run.**

Printing/Saving Reports
1. Follow the steps outlined in Running Reports.
2. To just print the report, click **Print this report.**
3. To save the report, click **Print this report** and choose **Adobe PDF** as your printer (if available). This will create a PDF of the report, which you can then save to your computer.

Appendix L

Sources and Resources

The American University in Cairo, Assessment Guide for Administrative & Academic Support Units
http://www.aucegypt.edu/research/IR/assess/Documents/Assessment%20Guide_Admin.pdf

California State University, Bakersfield, PACT outcomes assessment handbook
http://www.csub.edu/irpa/assessment.shtml

ERIC Assessment Clearinghouse
http://ericae.net/

Higher Education Resources Hub - Assessment
http://www.higher-ed.org/resources/Assessment.htm

Internet Resources for Higher Education Outcomes Assessment
http://www2.acs.ncsu.edu/UPA/assmt/resource.htm

Fayetteville Technical Community College, Assessment
http://www.faytechcc.edu/assessment/default.asp

Southwestern University, Administrative and Educational Support Units Assessment Handbook
http://www.southwestern.edu/live/files/457-assessment-handbook-aes

University of Alabama at Birmingham, Office of Planning and Assessment
http://www.uab.edu/opa/

University of Central Florida, Administrative Unit Assessment Handbook
http://oeas.ucf.edu/doc/adm_assess_handbook.pdf

University of Connecticut, Assessment Primer
http://assessment.uconn.edu/primer/

University of Massachusetts Amherst, Office of Academic Planning & Assessment
http://www.umass.edu/oapa/oapa/index.php

Virginia Commonwealth University, Office of Assessment
http://www.assessment.vcu.edu

Bloom, B. S. (ed.) (1964) *Taxonomy of educational objectives: The classification of educational goals, by a committee of college and university examiners. New York*; Longmans, Green.

Palomba, C. A., & Banta, T. W. (1999). *Assessment essentials*. San Francisco: Jossey-Bass.

Palomba et al. (2000). *Assessment Workbook*. Ball State University.

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