Documenting Assessment and Continuous Improvement for Reaffirmation of Accreditation

TAIR 2013

Presented by

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Can you identify the key planning steps in this video?

- **YouTube:** *Shaun of the Dead – the Plan*

Why Do We Plan?

- To provide direction and clarification of what we intend to do over a period of time

- To engage the organization's personnel and leadership

- To stimulate continuous improvement

- To be successful in meeting the needs of our students and community

Why Do We Assess What We Do?

- To know if we are reaching the desired results

- To identify benchmarks for successful progress

- To help identify what actions need to be revised

- To engage our colleagues in thoughtful exchanges of information

SACS 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:**

  - **Educational Programs**
  - **Administrative Support Services**
  - **Academic and Student Support Services**
  - **Community /Public Service**

Strategic Plan – Long Range Focus

- **Vision Statement** – DMC empowers student learners in our communities through comprehensive, accessible quality education.

- **Mission Statement** – DMC provides access to quality education, workforce preparation, and lifelong learning for student and community success.

- **Core Values**

- **Guiding Principles**

Operational Plans – Short Range Focus

- **Operational Plans** – Support and tie to Strategic Plan
  - Guide your functional units
  - Tie to your job description
  - Documented in *WEAVEonline*

- **Assessment Reports** – Support your performance evaluation
  - Documented in *WEAVEonline*

Planning and Assessment Overview

An **Assessment <u>Plan</u>** includes:

- a) Program Mission/Purpose (Goals are optional)
- b) Unit Objectives/Outcomes (5 to 7 per entity)
- c) Measures (Method to gauge achievement of expected results) for each Outcome/Objective
- d) Targets (Quantitative or qualitative benchmark) for each Measure

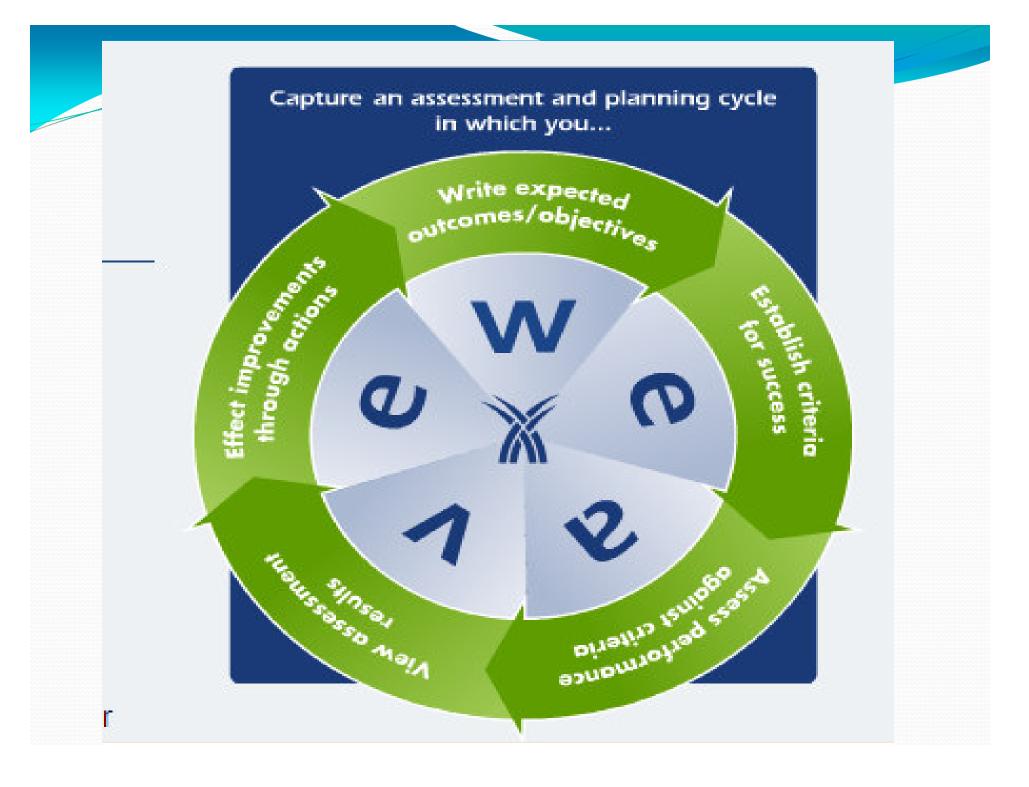A complete annual **Assessment <u>Report</u>** includes:

- e) Findings for each Measure for each Outcome/Objective
- f) Action Tracking (Progress report for Action Plans created in previous years)
- g) Action Plans for next year
- h) Analysis
- i) Annual Report

Let's Plan

Begin with the end in mind.
By Stephen Covey

- **Tie your planning and assessment to the *Five-Year Administrative Review* or *Instructional Program Review***

- ***Planning Worksheet* for your administrative unit/program**

Capture an assessment and planning cycle in which you...

Write expected outcomes/objectives

Establish criteria for success

Assess performance against criteria

View assessment results

Effect improvements through actions

Outcomes/Objectives

- Describe desired performance of a **key service or function**
- Relate to the operations and processes of the unit
- May relate to intended behaviors of service users
- Tied to the Strategic Plan
- Begin with an **action verb** and are directly measurable

Examples:

- *Assessment Support Services*
Provide *assessment support services* to *assist* in the development a culture of assessment at Del Mar College.

- *Regulatory Compliance*
Maintain *policies and procedures* to be in compliance with current laws and regulations.

- *Staff Professional Development*
Participate in applicable *professional development* training to *satisfy* policy requirements.

Measures

- **Method** used to collect **evidence** of success for the outcome
- Provide useful data for continuing improvement
- Direct or indirect, single method or multi-step process
- Expressed as a **noun**

Examples:

- *WEAVEonline Training and Support Records*

*Attendance of the training sessions provided by IR staff is **recorded** using **sign-on sheets. The log** is **kept** for all technical support provided over the phone, via e-mail and in person to individual faculty and staff.*

- *Policy Review Records*

*Upon receipt of the **correspondence** from appropriate agencies, the affected policies and procedures are reviewed and changes are **documented** in the **meeting agendas and minutes**.*

- *Professional Development Records*

*Professional development activities are **tallied** on the **spreadsheet** for each staff member and **reviewed** annually as part of performance evaluation process.*

Targets

- **Criteria** *(quantitative or qualitative benchmark)* for success
- Specific and aimed to stretch the unit's performance
- Single or multi-part
- Expressed in **numeric** form

Examples:

- *At least **two** general training sessions on assessment will be offered each year. **All new** unit administrators will receive personal training on using WEAVEonline. **90 %** of requests for technical support will be answered within **one day** of receipt. (Multi-part target)*

- ***100%** of policies and procedures are in compliance with current laws and regulations.*

- ***All staff** participated in at least **four hours** of professional development activities annually.*

Findings

- Quantitative **results** of evaluation
- Include sample size
- May have supporting documents attached
- Expressed as **number** or **percent**

Examples:

*SPIR staff conducted **three** assessment training sessions for administrative units in July 2012 with **41 people** total attendance. **All eight** new administrators hired in Fall 2011 received 1-2 hours of personal training within 6 months of hire. During 2011-2012 year of the **180 requests** received (119 requests required less than 0.5 hours of staff time and seven requests were complex and labor intensive), **173 (96%)** requests were answered within one day. (See attached log.)*

__Two__ policy changes were made during 2011-2012 year:
Policy X.1.4. [condensed description]. Approved by the Board of Regents on [date].
Policy Y.2.1. [condensed description]. Approved by the Board of Regents on [date].
(See attached policy review meeting minutes and legislative updates.)

*Director participated in 4 webinars and 2-day conference (**20 hours** professional development total),*
*Coordinator attended 2 on-campus workshops and 3 webinars (**12 hours** professional development total),*
*Office Assistant attended 1 seminar (**4 hours** professional development total).*
(See attached spreadsheet "2011-12 Professional Development Activities".)

Action Plans

- Required for "Partially Met" and "Not Met" targets
- Recommended for "Met" targets
- Show continuous improvement initiative ("**to do list**" for next year)
- Tie to budget (**$$** justify on-going expenditures and request additional funds)

Examples:

*__Develop__ "Del Mar College Assessment Manual" for instructional programs and administrative units, __print__ (**$100**) and distribute a copy to each entity administrator and __post__ a PDF version on the website.*

*__Sign up__ for "Hazlewood ListServe" e-mails and __participate__ in discussions regarding services to veterans and developing policy changes. __Approve__ up to **100 hours** of overtime (**$1,500**) for office staff increased work load for 2012-2013.*

*__Request__ Colleague training (**$699**) to be included as a budget line item for 2012-13. __Register__ with "early bird discount" for IR staff to attend TAIR 2013 (**$179x3**) and pre-conference workshops (**$50x2**). __Apply__ for TAIR travel grant (**$300**).*

Annual Reporting

Executive Summary:
- Summarizes highlights of the past year
- Includes contributions, activities, and accomplishments
- Provides context to an outside reviewer
- Used as part of Administrative Review/Program Review

Additional Action Plans/Continuous Improvement Initiatives:
- Describe unit-wide action plans not tied to a specific outcome

Action Plan Tracking/Closing the Loop:
- Summarizes the results of ALL previous Action Plans implementation
- Report on the success (or not) of previously implemented Action Plans

Thank you!

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New Del Mar College Logo with Tagline