Administrative Unit Outcomes Assessment Cycles Handbook

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Student Learning Outcomes Assessment Cycles (SLOAC)
SLOACs are directly related to the curriculum

Student Services Learning Outcomes Assessment Cycles SSLOAC)
SSLOACs are directly related to academic support services provided to <u>students</u>.

Administrative Unit Outcomes Assessment Cycles (AUOAC)
AUOACs are directly related to college operations and non-academic services.

Premises of Administrative Unit Outcomes Assessment Cycles

- Learning takes place every time a student comes in contact a service or activity at De Anza College.

- AUOAC is De Anza College's commitment to an ongoing, cyclical, improvement process.

- Administrative Units create and sustain the learning environment.

- AUOAC are always a team process. AUOAC are everyone's responsibility and never the responsibility of just one person.

Outcomes assessment is not just an exercise to simply produce a product - It is an ongoing cyclical process leading to constant purposeful innovations to improve teaching and learning and student success. (See Appendix A)

A special note about AUO:

For Administrative Units it is sometimes clearer to think of outcomes as the goals of the unit. For instance, rather than thinking of keeping the grounds beautiful as an outcome for clients, customers, or students, think of it as a goal of the College and specifically a goal of the grounds unit. The assessment of the whether the goal is being met could be to survey the users or to meet criteria set by an outside agency. Throughout this handbook, Administrative Units should feel free to use either outcomes or goals; which ever best describes the results of their specific activities.

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AUOAC Basics:

PHASE I: Identify outcomes and write an AUO statement

PHASE II: Assess the AUO statement

PHASE III: Reflection and Enhancement

PHASE I: Identify outcomes & write an AUO statement

De Anza's definition of a AUO Statement
An Administrative Unit Outcome statement is an overarching, clear, and assessable statements that identifies and defines what a student will be able to know, do, or feel at the successful completion of a specific procedure, activity, or service.

Step 1: Identify Outcomes
- Form an AUO team from within the program. (A program is a department or area that currently conducts Program Reviews).
- As a team, write down or list the services or activities the program provides.
- Discuss the services and activities with each other and group them into common areas or themes.
- Select each grouping and identify the main outcome(s) or goal(s).

Step 2: Write the AUO Statement
- Continue to dialogue with colleagues and come to consensus on the concrete things that you expect students to be able to know, do, or feel after interacting with your process, activity, or service.
- Write your AUO statement using active verbs <u>that can be assessed</u>. Keep in mind that verbs like" know" and "understand" are very difficult to assess. (See Bloom's Taxonomy in Appendix B). For example:
  - AUO Sample 1 <u>"Students will know that the restrooms at De Anza College are kept clean."</u> This is a difficult AUO to assess. How will you know that the students know that the bathrooms are clean? And, how many have to know this for the outcome to be met?
  - AUO Sample 2 <u>"80% of the students surveyed will state that the restrooms at De Anza College are kept clean."</u> In this sample the outcome can be measured and you determine, in advance, at what level you consider the outcome (goal) has been met. This AUO statement points to the assessment method. You know you will have to use a survey that will reveal the student's opinion about the restrooms being kept clean.

Tips for writing good AUO statements:
- *Is the AUO a fundamental result of your service and consistent with your program's mission/purpose?*
- *Will the students understand the AUO statement?*

- *Think about Phase II when writing the AUO statement. How will you assess the AUO statement in such a way that you will know that the student has achieved or obtained the desired outcome? Can the AUO be assessed? Is it measurable the way it is written?*
  - *How will you know that the students know?*
  - *How will you know that the students can do it?*
  - *How will you know what the students feel about it?*
  - *Does the AUO statement use active verbs like identify, name, describe, outline, etc.? (See Bloom's Taxonomy in Appendix B)*

Step 3: Link the AUO Statement to the Mission, Institutional Core Competencies (ICC) and/or Strategic Initiatives (SI)
Now that the AUO is written it needs to be linked to the College's Mission and Goals. This exercise requires the AUO statement to be linked to the College's Mission, ICC, and/or SI statements.

EXERCISE: Go to the AUO Web site at: http://deanza.edu/slo/AUOinfo.html and use the AUO Linking Matrix to identify relationships between your AUO statement and those specific Mission, ICC, or SI statements that will be assessed by the AUOAC. There are three sheets in this Excel spreadsheet. There is one sheet for the Mission statements, one for the ICC statements, and one for the SI statements. Save the completed document and email it to Jim Haynes, AUO/AUO Coordinator at: haynesjim@deanza.edu

(Important Note: Link the AUO statement only to those specific Mission, ICC, or SI statements that will be assessed by the AUOAC. There may be a tendency or desire to check off as many links to the Mission, ICC, or SI as possible. If in this exercise you identify a Mission, ICC, or SI statement that your program addresses but you have no AUO statement to assess - repeat Phase I and write a new AUO statement for that process, activity, or service.)

De Anza's Mission Statement:
De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world.

De Anza College fulfills its mission by engaging students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's
Institutional Core Competencies:
- Communication and Expression
- Information Literacy
- Physical/Mental Wellness and Personal Responsibility
- Global, Cultural, Social and Environmental Awareness
- Critical Thinking

De Anza's Strategic Initiatives
- Outreach
- Individualized Attention to Students
- Cultural Competency
- Community Collaborations

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PHASE II: Assess the AUO Statement

Step 1: Set a Timeline for Completing AUOACs
Each program controls their calendar and schedules of:
- Which AUO statements to assess each year
- When an AUO assessment will be conducted,
- Who will conduct it, and
- Who will tabulate the findings.

The only college timeline requirement is that all AUOAC in a program be completed at least once between Comprehensive Program Reviews (see "closing the loop" below). The college has adopted a six-year Comprehensive Program Reviews process supported by Annual Program Review Updates (APRU) between CPRs. This gives each program five years between Comprehensive Program Reviews in which to complete at least one assessment cycle (AUOAC) for each AUO statement. This is a minimum timeline requirement. However, it is the desire of the College to foster a **"Culture of Inquiry"** where we are constantly striving for more information about our students and our programs to improve our services to students. Therefore, it is recommended that AUOAC be conducted as often as possible as long as the information produced is meaningful and results in continual program improvements.

Step 2: Chose an Assessment Method
For AUO, the most common assessment method is to conduct surveys. Focus groups or exit interviews can also be employed particularly if the program has a specific end point. Since AUO is an ongoing and cyclical process, programs have the opportunity to reassess outcomes, try different assessment methods, and "drill down" in future assessment cycles to get more information before drawing actionable conclusions.

Suggested Assessment Methods:

- **Surveys**
  Surveys can be locally developed or you can chose to use a standardized survey. Survey Monkey is a good on-line survey service. Surveys are good for assessing attitudes and perceptions of students. It is not necessary to assess every student in your program. A random sampling of 25% of the students is an acceptable guideline.
- **Focus Groups**
  Focus groups are good for assessing attitudes and perceptions of students. (Note: Use caution when dealing with issues or subject matter involving student's right to confidentiality and privacy)
- **Exit Interviews**
  Assessing AUO when a student has gone through the service, process, activity, etc. is a good way to get immediate feedback. Exit interviews can be conducted in person, or by phone, email, texting, etc.

Assessment Tips:
- *Collect data from a representative sample rather than everyone in the target population. (The general rule for surveys is to collect information from a random sampling of 25% of the students in the program.)*
- *Have assessment stem from the activities you already do. If you already conduct*

student satisfaction surveys, embed questions related to outcomes attainment.
- *Team up with other areas with similar outcome statements to share assessment methods.*
- *From the beginning, design activities and outcome statements with assessment in mind.*
- *Jim Haynes, the AUO Coordinator is available for help at: haynesjim@deanza.edu or ext. 8954*
- *Mallory Newell, the College Researcher is available for help at: newellmallory@deanza.edu or ext. 8777 (http://deanza.edu/ir)*

Step 3: Determine a Target for Success
Sometimes called a goal, threshold, or benchmark, a target for success is an indicator that the desired outcome has been successfully met. For each AUO to be assessed, what results will indicate that the outcome has been met? Depending on the method of assessment, this could be a survey result (i.e. 80% of the students surveyed will indicate that the outcome is met), or a focus group tally (70% of the focus group members met the outcome criteria).

Targets may be arbitrary at first but as more AUOACs are completed a clearer target indicator should emerge. AUOAC is a process leading to constant purposeful improvement. Target for Success indicators are determined by each program and can be adjusted over time. (i.e. if results of the first AUOAC met the first target of 65%, implement some improvement plans and set the bar a little hire for the next AUOAC - 70%). Programs may want to consult with their colleagues at other colleges that are using similar outcomes and assessment tools to determine acceptable benchmarks.

If a AUOAC target is consistently met at high levels and the program feels there is little room for improvement it may not be necessary to assess the AUO repeatedly. If an AUOAC target is consistently not met even at low levels the program will want to implement improvement plans and assess the AUO more often.

Remember:
"Everyone is a learner when it comes to assessment."

"If you wait until you are an assessment expert you'll never get started."

Embrace the slogan: "Just Do It!"

Step 4: Collect the Findings from the Assessment
The data generated from the assessment method needs to be collected and tabulated into a format in preparation for Phase III of the AUOAC.

Record Keeping: As of the beginning of the 2011-12 academic year, it is still the De Anza practice for each program area to document & retain their assessment results. This usually entails keeping a copy of the assessment instrument and a tabulation document of the data collected. A digital system to capture and report all outcome activity is in development (see TracDat below)

PHASE III: Reflection and Enhancement

Step 1: Reflection
As a team, reflect on the assessment findings and consider the following:

- Has the target outcome been met?

- What does the data tell you about the program services, activities, or processes? Are the program services, activities, or processes producing the expected results (outcomes)? Do the findings point to any significant strengths or weaknesses? Are the findings detailed enough to identify areas that need improvement and how to address those needs?

- What does the data tell you about the AUOAC process itself? Was the AUO statement easy to assess? Should the AUO statement be rewritten? Did the assessment method yield significant results? Was the assessment instrument adequate?

- After an analysis of the assessment results, begin to identify any program services, activities, or processes enhancements that could lead to better outcome results.

Step 2: Enhancement
As a team and based on what the outcome assessment has revealed, determine what enhancements are needed to improve:

- What can be done within the program services, activities, or processes to enhance and improve student outcomes?
- Are there any new resources that will be needed for enhancement and improvement initiatives?
- Are there any changes that need to be made to the AUOAC process itself? (revise the AUO statement, choose a different assessment tool, more time to meet as a team? etc.)

CLOSING THE LOOP

Now that the SLOAC has been completed and the program has a plan of action to enhance its services to students - share what has been learned and planned with the rest of the College. This includes any requests for resources in order to address outcome assessment results and plans for enhancement.

This is accomplished through the **Program Review and Resource Allocation** process.

De Anza has adopted a six-year, outcomes-based, **Comprehensive Program Review (CPR)** process supported by **Annual Program Review Updates (APRU).** The primary composition of the APRU is a summary of the SLOAC, SSLOAC, and AUOAC for that academic year including any additional resource needs for the coming year.

The process in a nutshell:
Programs write their APRU, including any new resource requests, then submits them to their appropriate Planning and Budgeting Team (PBT). The PBT prioritizes requests and makes their recommendations to the College Council. The College Council sends its recommendations to the President for a final decision.

The last CPR was conducted in 2008-09

The first APRU were submitted in 2009-10
The second APRU were submitted in 2010-11
The next APRU is due in 2011-12
The next APRU is due in 2012-13

The next CPR is due in 2013-14

TracDat

•TracDat is an online digital database system that will be used to keep track of and document all of the SLOAC, SSLOAC, AUOAC, and Program Review activity of the College. TracDat was obtained in the summer of 2011 and should be fully operational by the spring of 2012.

•Each program will have a TracDat account to plan and conduct AUOAC and to generate reports.

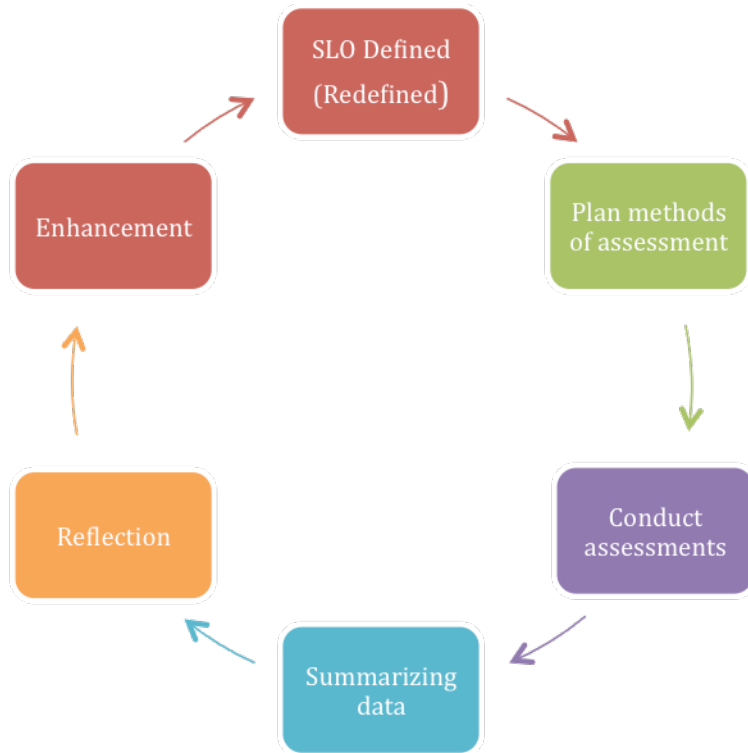•TracDat will be used to build APRU and CPR reports.

If there are any questions related to SSLOAC or AUOAC, contact Jim Haynes, De Anza College's Coordinator of Administrative Unit Outcomes and Administrative Unit Outcomes.

haynesjim@deanza.edu
408-864-8954

Student Learning Outcomes Website: http://deanza.edu/slo

APPENDIX - A

The Assessment Cycle for SLO, AUO, or AUO

APPENDIX - B

Bloom's Taxonomy

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
acquire	arrange	apply	analyze	alter	appraise
attend	categorize	calculate	appraise	calculate	argue
choose	change	change	break down	categorize	assess
collect	chart	choose	categorize	change	compare
complete	cite	classify	classify	classify	conclude
copy	circle	compute	combine	combine	consider
define	classify	conduct	compare	compile	contrast
describe	compile	construct	conclude	compose	critique
detect	conclude	demonstrate	contrast	conduct	decide
differentiate	convert	develop	criticize	constitute	describe
distinguish	defend	discover	deduce	construct	discriminate
duplicate	demonstrate	employ	defend	create	explain
find	determine	generalize	detect	deduce	interpret
identify	diagram	manipulate	diagram	derive	judge
imitate	differentiate	modify	differentiate	design	justify
indicate	distinguish	operate	discriminate	devise	recommend
isolate	document	organize	distinguish	develop	relate
label	draw	predict	evaluate	discover	standardize
list	edit	prepare	formulate	discuss	summarize
mark	estimate	produce	generate	document	validate
match	explain	relate	identify	expand	
name	extend	restructure	illustrate	explain	
order	extrapolate	show	induce	formulate	
outline	fill in	solve	infer	generalize	
place	follow	transfer	outline	generate	
recall	formulate	use	paraphrase	modify	
recognize	gather		plan	organize	
reproduce	generalize		point out	originate	
select	give example		present	paraphrase	
state	give in own		question	plan	
underline	words		recognize	predict	
	illustrate		relate	produce	
	infer		save	propose	
	interpolate		select	rearrange	
	interpret		separate	reconstruct	
	itemize		shorten	relate	
	locate		structure	reorganize	
	make		subdivide	revise	
	organize			rewrite	
	paraphrase			signify	
	predict			simplify	
	prepare			specify	
	quote			summarize	
	read			synthesize	
	rearrange			systematize	
	record			tell	
	relate			transmit	
	reorder			write	
	rephrase				
	represent				
	restate				
	rewrite				
	summarize				
	translate				
	update				

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