



AN OVERVIEW OF PROGRAM AND UNIT ASSESSMENT

The Office of Assessment and Accreditation



What Will Be Covered?

- What is Assessment
- Why We Assess
- How to Determine Outcomes
- How to Describe Outcomes
- The What? How? Why? When? Where? and Who? in Your Measures
- How to Establish Your Target
- Gather and Assess Your Data
- Implementing an Action Plan

What is Assessment?

Assessment is an ongoing process that involves evaluating the quality of educational programs and units to ensure they meet the needs of students and other stakeholders. Goals and objectives are identified, and plans and strategies are developed, implemented, and evaluated. The results are used to inform decision-making and continuous improvement.



Why Do We Assess Academic Programs?

- Allows educators to evaluate a student's understanding of the material being taught
- Identifies areas where students may be struggling
- Allows for instruction to address gaps in knowledge
- Provides feedback to students on their progress and areas where they can improve
- Motivates students and encourages them to take ownership of their learning
- Ensures students are equipped with the knowledge and skills necessary to succeed in their academic and professional pursuits
- Ensures higher education institutions are providing quality education and meeting the needs of their students

Why Do We Assess Support Units?

- Helps colleges identify areas where they can improve support services for students
- Crucial for the holistic development of students
- Ensures higher education institutions are providing quality services that meet the needs of their students
- Ensures continuous improvement of college services

How to Determine Outcomes

Academic programs develop Student Learning Outcomes (SLOs). These outcomes address what a student will know or what skills, abilities, or behaviors a student will be able to demonstrate by the end of the program. SLOs are usually chosen from program outcomes that have been established by the Division Dean, in collaboration with the department chair and department faculty. If program outcomes have not been established, the assessment lead should work with the Dean to determine what outcomes will be assessed for the cycle. At least three outcomes should be created.



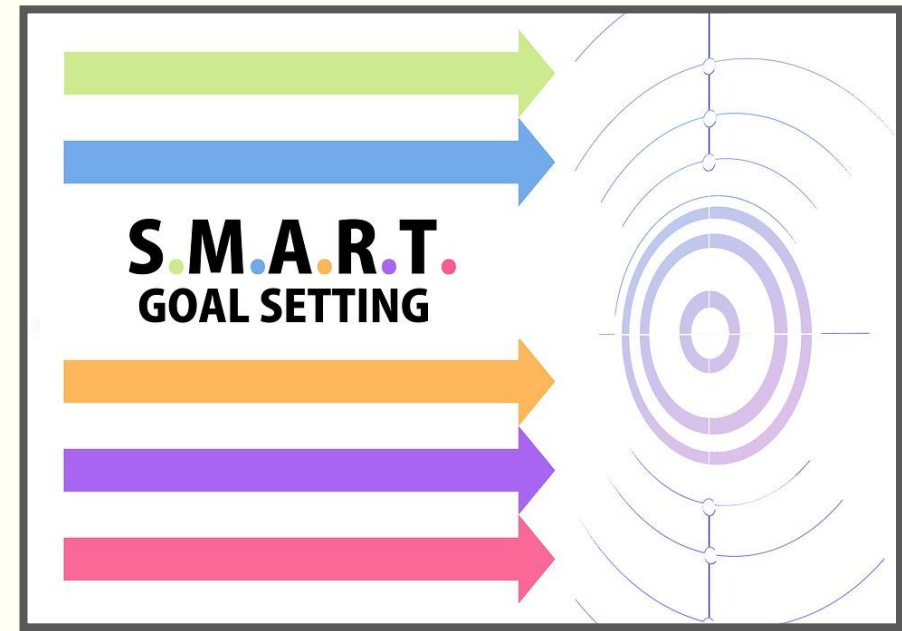
How to Determine Outcomes (cont.)

- Non-academic units also develop outcomes,. These outcomes are typically related to service quality, customer satisfaction, staff development, efficiency, compliance, effectiveness, etc.
- Unit outcomes should be aligned with institutional goals, the mission of the department, and the strategic plan
- Units should also create at least three outcomes
- The goal of the outcomes is continuous improvement of services on the college campus

How to Describe Outcomes

Outcomes for both academic programs and support units should be SMART:

- Specific- clear and well-defined
- Measurable- can be quantified
- Achievable- realistic and attainable
- Relevant- meaningful and aligned with established goals
- Time-bound- have a set deadline



How to Describe Outcomes (cont.)

- Each outcome has a measure associated with it to support the desired outcome. The measure must be clearly defined and must evaluate the established outcome. The method of evaluation should be determined as part of the measure, and it should be identified as the source of evidence. The evidence will be either direct or indirect.
- Direct- tests, papers, projects, portfolios, journals, case studies, performances, certifications, etc.
- Indirect- surveys, job placement, observations, etc.
- After determining the source of evidence, a description of the measure will be completed.

The What? How? Why? When? Where? and Who? in Your Measures

The measure description has several required elements that detail assessment activities used to gauge student learning or support unit effectiveness. The measure provides a means for data collection and analysis.

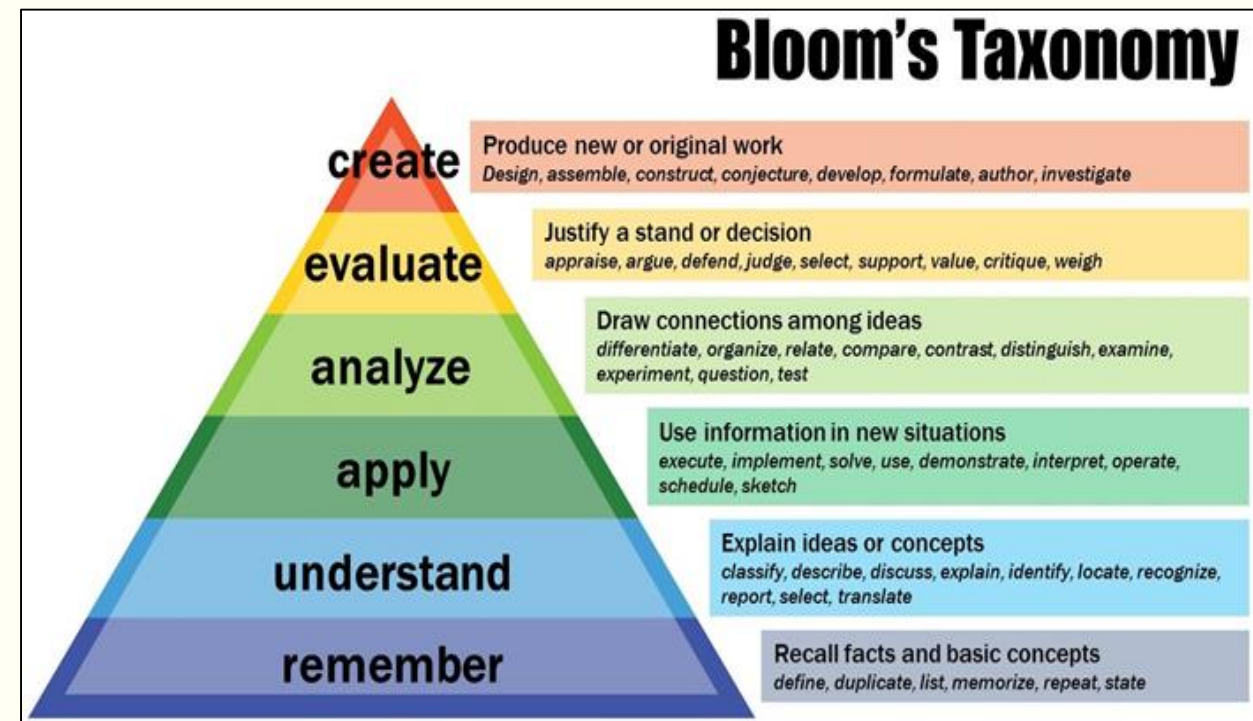
The measure should contain the following:

- What?
- How?
- Why?
- When?
- Where?
- Who?



What?

- What are you assessing?
- Identify observable and measurable knowledge
- For SLOs, what are the skills students will obtain by the end of the program?
- Use action verbs, but avoid verbs that cannot be measured
- “Students will be able to...”



How?



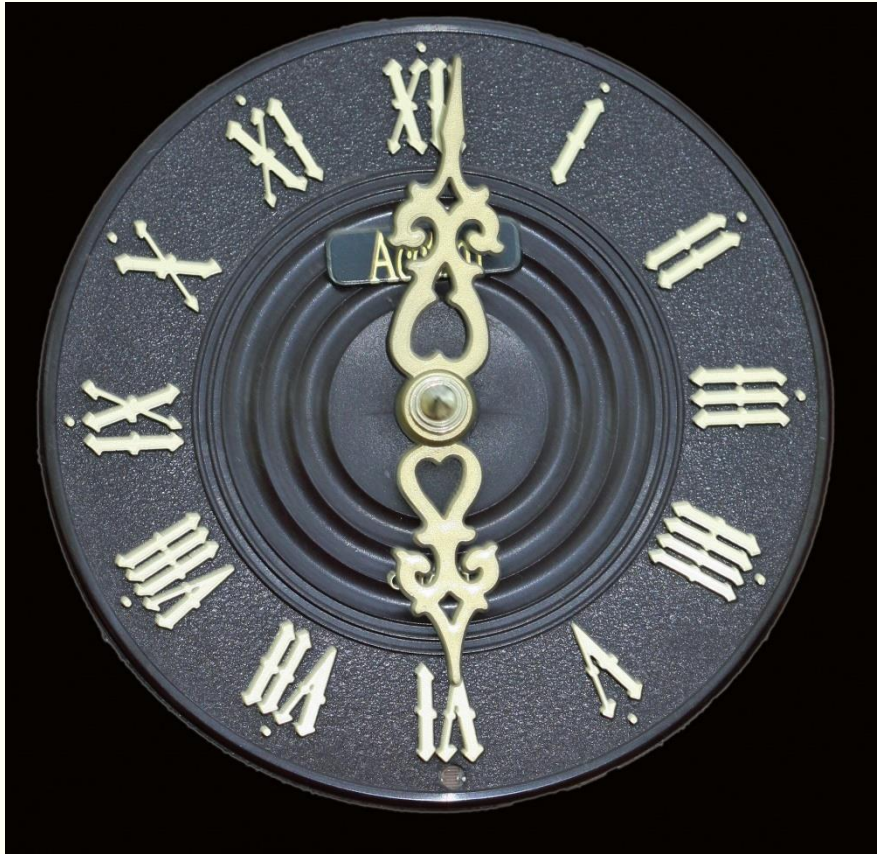
- How will this outcome be assessed?
- How will the data be collected?
- For academic programs, will the faculty use a rubric? Is the assignment a test, project, portfolio, etc.?
- For support units, will the staff or administration use a survey, reports, etc.?

Why?

- Why is this outcome/measure important?
- Why do the students need to be assessed on this outcome/measure?
- Why does the support unit need to be assessed on this outcome/measure?



When? and Where?



- When in the program does this assessment take place? For example, is the assessment in the final semester of the program?
- During what term will the assessment take place?
- For academic programs, the course should be identified if it has not already been
- Where? In which course does the assessment take place?

Who?

- Who will be in charge of the assessment process?
- For academic programs, will it be course faculty, department chairs, etc.?
- For support units, will it be department staff, administration, etc.?



How to Establish Your Target

A target must be established that will clearly indicate that students have met your expectations. You must determine what achievement level will meet the performance standard for a given assessment.

Example: 80% of students will answer at least 70% of the questions correctly.

If your target is establishing a baseline, this can be stated as well. If a baseline has previously been established in a prior assessment cycle, this can also be referenced.



Gather and Assess Your Data



- Collect evidence of student learning or support unit effectiveness
- Analyze the results of the data collected
- What are the findings?
- What were the strengths demonstrated by your students or your unit?
- What were the challenges or gaps in student or unit performance?
- What insights were gained about student achievement or unit effectiveness?
- How will identified weaknesses and insights be used to guide continuous improvement?

Implementing an Action Plan

- After the results are analyzed, an action plan will be implemented so that continuous improvement can be assured
- The action plan indicates what will be adjusted moving forward
- Watermark, FTCC's assessment software, has a list of action plans to choose from
- It's not enough to just select a plan- you must do what you say you are going to do!



Sample Target and Description

Title:	Safety & Sanitation Awareness
Target:	85% of the students will achieve a score of 70% or above on a nationally recognized certification exam. A score of 70 is considered passing for the nationally recognized certification.
Description:	<p>What: This outcome measures the ability of students to apply required safety and sanitation standards in the foodservice environment. Why: Being able to determine and execute the appropriate safety and sanitation requirements in the baking and pastry industry is required for the successful management of any facility that offers homemade, baked goods.</p> <p>How: Students will complete the CUL-110 Safety & Sanitation course (required by all baking and pastry arts students), in preparation for a nationally recognized exam. Pass/fail rates for the certification will be recorded. When: Data will be collected in the fall, spring, and summer semesters for the academic year. Who: Assigned CUL-110 faculty instructor(s) will submit certification exam grades at the end of each class throughout the academic year. Then, the Department Chair will analyze the information and report it at the close of the College's identified assessment cycle.</p>

Sample Target and Description

Title:	Increase part-time employee ACH participation for payroll
Target:	During fiscal year ending June 30, 2023 the rate of part-time employees was 78%. The target for part-time employee ACH participation is 85% for fiscal year ending June 30, 2024.
Description:	<p>What: Part-time employees are not required to enroll in direct deposit. Because of this the rate of enrollment has been historically lower than full-time employees. For fiscal year ending June 30, 2023 the part-time rate was 79%. We will conduct a campaign to provide information regarding the benefits and steps for payroll direct deposit enrollment. How: We will use targeted emails sent directly to part-time employees who are not enrolled. Why: Employees enrolled in direct deposit receive their payroll payments same day or up to two days sooner. Paper checks are dependent on the postal service and checks are sometimes lost in the mail. This causes extra work because replacement checks are needed. Additionally, uncashed checks require follow-up and sometimes escheatment to the State. When: This campaign will begin September 1, 2023 and end June 30, 2024. Who: The Payroll & Benefits Supervisor will lead an email campaign and follow-up with supervisors if unable to reach employee directly.</p>

Sample Target and Description

Title:	Pharmacy Calculations
Target:	85% of students will accurately and successfully complete the comprehensive PHM 115 final with a grade of 80 or better.
Description:	<p>What: Students will be able to accurately perform and complete pharmacy calculations and will be assessed using a comprehensive final exam in PHM 115. Why: Pharmacy technicians working in the pharmacy setting must be able to accurately perform routine calculations encountered daily in the work environment. Given a work-related calculation problem, the technician must have the knowledge and skills necessary to correctly assess the problem, perform the needed calculation, and be accurate in all steps of the process. How: In a comprehensive final calculations exam, students will be given fifty questions involving calculations routinely used in the pharmacy work environment. Students will be graded on their ability to accurately set up, perform, and complete each problem given. Calculations not performed correctly can cause injury or death to patients. A passing score on the comprehensive final exam is a grade of 80 or better and all students enrolled in a health program are required to maintain an 80 average or above in order to progress to the next term. PHM 115 is a core course in the pharmacy technology program required by all enrolled students. When: Analysis of the results will occur at the conclusion of the Fall 2023 Semester. Who: Analysis will be completed by the class instructors and department chair.</p>

The Office of Assessment and Accreditation

Please contact our office with any questions.
We are here to support you!

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