Expanding and Developing Assessment Practices to Include Administrative, Education, and Student Support (AES) Units

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WHAT ARE WE DISCUSSING TODAY?

- Assessment and Accreditation
- BMCC Institutional Effectiveness Model
- A Comprehensive Approach to Assessment
- Developing AES Missions, Goals, and Outcomes
- AES Support Outcomes Taxonomy
- Supporting the Variety of AES Assessments
- Resources for AES Units
- Concluding Thoughts
ASSESSMENT AND ACCREDITATION

- As the Feds go, so goes accreditation
- 1952 Reauthorization of the Serviceman’s Readjustment Act
- 1983 Nation at Risk/1984 National Institute of Education
- 1992 HEA Reauthorization
- Spellings Report
- 2008 HEA Reauthorization
- Accreditation Reform and Enhanced Accountability Act of 2016 (AREAA)
ASSESSMENT AND ACCREDITATION
ASSESSMENT AND ACCREDITATION

- Southern Association of Colleges and Schools (SACS) – Now
- New England Association for Schools and Colleges (NEASC) - 2016
- Higher Learning Commission (HLC) - 2014
- Middle States Commission on Higher Education (MSCHE) - 2014
- Accrediting Commission for Community and Junior Colleges (AACJC) - 2014
- Western Association of Schools and Colleges (WASC) - 2013
- Northwest Commission on Colleges and Universities (NWCCU) - 2010
MIDDLE STATES STANDARD I: MISSION AND GOALS
The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

MIDDLE STATES STANDARD I: CRITERIA
3. goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission; and
INSTITUTIONAL EFFECTIVENESS MODEL

 WHAT IS INSTITUTIONAL EFFECTIVENESS?

- Achievement of Mission
- Relies on Institutional Goals
- Relies on Academic Programs and AES Units (Everybody!)

 WHY IS IT IMPORTANT?

- Prioritization/Decision-Making
- Resource Allocation
- Accreditation
- External Evaluators

 TOOLS AND RESOURCES?

- Institutional Effectiveness Plan
- Institutional Effectiveness Report
- Student Success Scorecard
- Office of Institutional Effectiveness and Analytics (IEA)
INSTITUTIONAL EFFECTIVENESS MODEL

INTEGRATED PLANNING MODEL

Assessment → Planning → Resource Allocation
INSTITUTIONAL EFFECTIVENESS MODEL

Borough of Manhattan Community College Institutional Effectiveness Model

Mission

Institutional Goals

Institutional Assessments
Strategic Plan Activities

EXAMINATION/USE OF RESULTS

Resource Allocation

Performance Management Process

Operational Planning
A Comprehensive Approach to Assessment

**Academic Program Review**
- Four parts: (1) preparation, (2) self-study, (3) external review, and (4) implementation
- Comprehensive and systematic assessment of student learning outcomes at the program level (slo, plo, and gen ed)
- Culminates in recommendations and priorities for program improvement
- 5 year timeline

**AES Unit Review**
- 18 month timeline for units to examine if effectively meeting goals and successful progress in fulfilling the unit mission
- Systematic assessment of support outcomes, student learning outcomes, unit goals and functions
- Five parts: (1) preparation, (2) self-study, (3) internal review committee (4) external review, and (5) implementation
- Culminates in a 4-year plan of assessment
- 5 year timeline
DEVELOPING MISSIONS, GOALS, AND OUTCOMES

**MISSION**
- What is the unit and what does it do?
- Whom does the unit serve and how does it serve them?
- What resources does it provide?

**GOALS**
- Clear meaningful statements of the function of the unit
- Stem from the mission statement, but are also aligned with an institutional goal
- Typically units develop 3-5
OUTCOMES

STUDENT LEARNING OUTCOMES (SLOs) are statements of what students will know, think, or do as a result of unit efforts.

SUPPORT OUTCOMES (SOS) are statements of expectation regarding the delivery of services, processes, activities, or functions to students, faculty, or staff.

Typically 3 – 5 per goal

MUST BE MEASUREABLE
AES Support Outcomes Taxonomy

- **Delivery**
  - Providing Information or Services
    - Allocate, distribute, offer, present, etc.

- **Maintenance**
  - Conducting Routine Activities
    - Administer, inspect, operate, procure, etc.

- **Management**
  - Managing Established Operations
    - Approve, coordinate, navigate, verify, etc.

- **Development**
  - Advancing Operations through Innovation
    - Build, create, design, generate, etc.

- **Integration**
  - Working with Other Units to Enhance Operations
    - Advise, collaborate, guide, train, etc.

- **Analysis**
  - Evaluating Effectiveness of Operations
    - Analyze, audit, interpret, measure, etc.

- **Complexity of Task**

Shults Dorine Williams Support Outcomes Taxonomy
### AES Support Outcomes Taxonomy

#### Support Outcomes Descriptors and Assessment Measures

<table>
<thead>
<tr>
<th>Descriptors</th>
<th>Appropriateness</th>
<th>Completeness</th>
<th>Consistency</th>
<th>Quality</th>
<th>Timeliness</th>
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<td>Consistent</td>
<td>Acceptable</td>
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<tr>
<td>Increase/Decrease</td>
<td>Complete</td>
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<td>Adequate</td>
<td>Efficient</td>
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<td>Uniform</td>
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<td>Quality</td>
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<td>Useful</td>
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#### Assessment Measures

<table>
<thead>
<tr>
<th>Direct Measures</th>
<th>Indirect Measures</th>
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</thead>
<tbody>
<tr>
<td>Activity Accuracy, Activity Volume, Benchmarks</td>
<td>Focus Groups</td>
</tr>
<tr>
<td>Industry Standards, Log Data, Pre-test/Post-test</td>
<td>Qualitative Data</td>
</tr>
<tr>
<td>Rates, Ratios, Quality Assurance, Transactions</td>
<td>Surveys (i.e. opinions, satisfaction)</td>
</tr>
</tbody>
</table>
The Variety of AES Assessments

Can You Tie a Tie?
THE VARIETY OF AES ASSESSMENTS

CENTER FOR CAREER DEVELOPMENT
The Variety of AES Assessments

Center for Career Development

Mission:

The Center for Career Development strives to inspire and prepare all BMCC students and alumni to make informed decisions about their careers through counseling, teaching, and connection to networking opportunities.

Goal 2:

Expose student to employment opportunities.

Outcome 1 (Support):

Collaborate with employers on recruitment activities (i.e. Career Fair/March Madness).
THE VARIETY OF AES ASSESSMENTS

ATHLETICS AND RECREATION

MISSION:
- The mission of the Athletics and Recreation Department is to enhance the recreational and social life of students and student athletes, while also providing the academic and counseling support system to ensure their success. Additionally, the Athletics Dept. oversees the fitness center where programs, services, and facilities are provided to promote healthy lifestyles, build community and foster student success.

GOAL: EFFECTIVELY SUPPORT A QUALITY OF CO-CURRICULAR EXPERIENCE FOR STUDENT ATHLETES

SUPPORT GOALS:
- Review continued eligibility of student athletes
- Student learning outcomes:
  - Ensure student athletes understand transfer requirements
Athletics and Recreation

Outcome:
- Ensure student athletes understand eligibility requirements

Method:
- 9-item quiz after presentation on eligibility requirements

Results:
- 1st year: presentation on eligibility requirements only
  - Low comprehension scores
- 2nd year: presentation and detailed workbook to study after presentation
  - Increase in comprehension scores
THE VARIETY OF AES ASSESSMENTS

WRITING CENTER

 Outcome:
 Students will demonstrate increased confidence in their writing

 Method:
 1 – 4 self-reported scale measuring confidence in writing before and after meeting with tutor.

 Results:
 2.5 confidence rating before meeting with tutor
 3.8 confidence rating after meeting with tutor
THE VARIETY OF AES ASSESSMENTS

PEER MENTORING

OUTCOME:
Ensure mentors can effectively communicate their personal journey

METHOD:
Portfolio project depicting mentor’s personal journey – rudimentary rubric used

RESULTS:
Pending
In process of creating a comprehensive rubric with unit director
Public and External Affairs

Outcome:

- Increase the amount of news coverage on local and national levels

Method:

- Program to report and track news coverage and social media activity

Results:

- Annual Report
The Variety of AES Assessments

The Office of Public Affairs (OPA) serves as a point of contact between members of the campus community and the media, and heightens BMCC's profile on a local and national level. Working with departments and offices across the College, OPA promotes BMCC's faculty achievement, student success and academic excellence to the citizens of New York City and beyond. The News and Social Media Report 2016 provides a brief overview of BMCC's media placements and readership engagement for web articles, press releases and social media.

BMCC Website News

In 2015, OPA produced 119 articles for the News section of the BMCC website. In 2016, OPA produced 145 articles. Many of these stories also included original photography and video. Each of these stories was placed on the CUNY Newswire and included in the weekly @BMCC e-newsletter.
THE VARIETY OF AES ASSESSMENTS

INSTITUTIONAL EFFECTIVENESS AND ANALYTICS

OUTCOME:

- Support effective assessment of student learning and unit review within the College’s AES units

METHOD:

- AES assessment day held
- Attendees were given mock MGOs for a unit and asked to identify an assessment method to assess an outcome
- Rubric used to score methods

RESULTS:

- Baseline
- 81.3% of respondents were able to correctly identify an assessment method for the outcome assigned
AES ASSESSMENT COMMITTEE
- Representatives from every division attend and discuss assessment practices.
- In process of creating a rubric for assessing a unit’s assessment method

AES ASSESSMENT MANUAL
- Provides units with all aspects of assessment and the assessment process

BMCC SUPPORT OUTCOMES TAXONOMY

ASSESSMENT WORKSHOPS
- Developing rubrics, surveys, mapping
**Key Points**

- Greater Scrutiny regarding Assessment
- There is an Opportunity to make Assessment more Relevant
- IE/Assessment is about Student Success – EVERY Unit is Important
- Make Resources Available to Assist/Improve AES Assessment
- Assessment should be Meaningful, Creative, and Engaging
- Avoid saying NO whenever Possible
Thank you