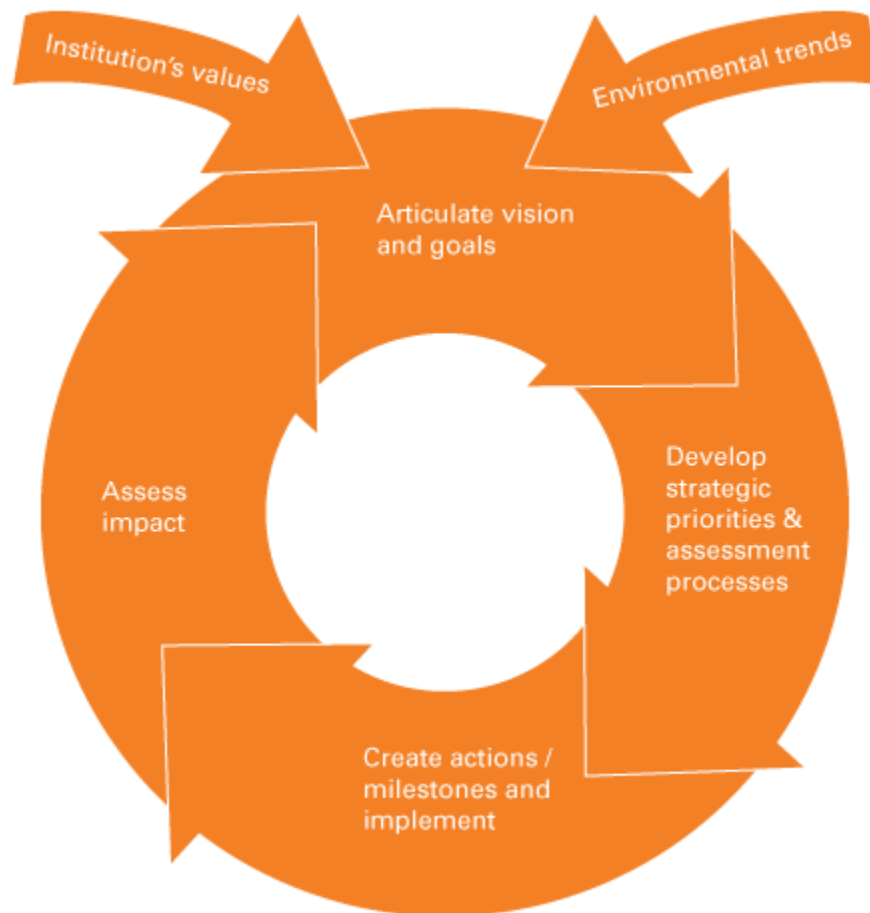


South Florida Community College's

Administrative Program Assessment Handbook



Revised

April 2010

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I. Assessment Overview

A. Assessment Purpose

Assessment is a method administrators, faculty, and staff can use to collect feedback, early and often, on how their offices, programs, courses, and departments are achieving a high level of effectiveness. The purpose of assessment is to provide college units (offices, programs, departments, etc.) with information and insights needed to improve unit effectiveness and quality learning. Unit heads, faculty, and unit staff use feedback gleaned through assessment to make informed adjustments in their unit operations and teaching. Faculty also share feedback with students, using it to help them improve their learning strategies and study habits in order to become more independent, successful learners. The college has adopted an overall effectiveness model used for assessment purposes, which was adapted from Nichols and Nichols (2005). See Figure 1.1 below.



Figure 1.1 South Florida Community College Institutional Effectiveness Model

B. Assessment Process

Assessment at South Florida Community College is an on-going process with an annual reporting requirement. The college has adopted an overall assessment process map to implement the institution's assessment model. See Figure 1.2 below.

Assessment Process Map

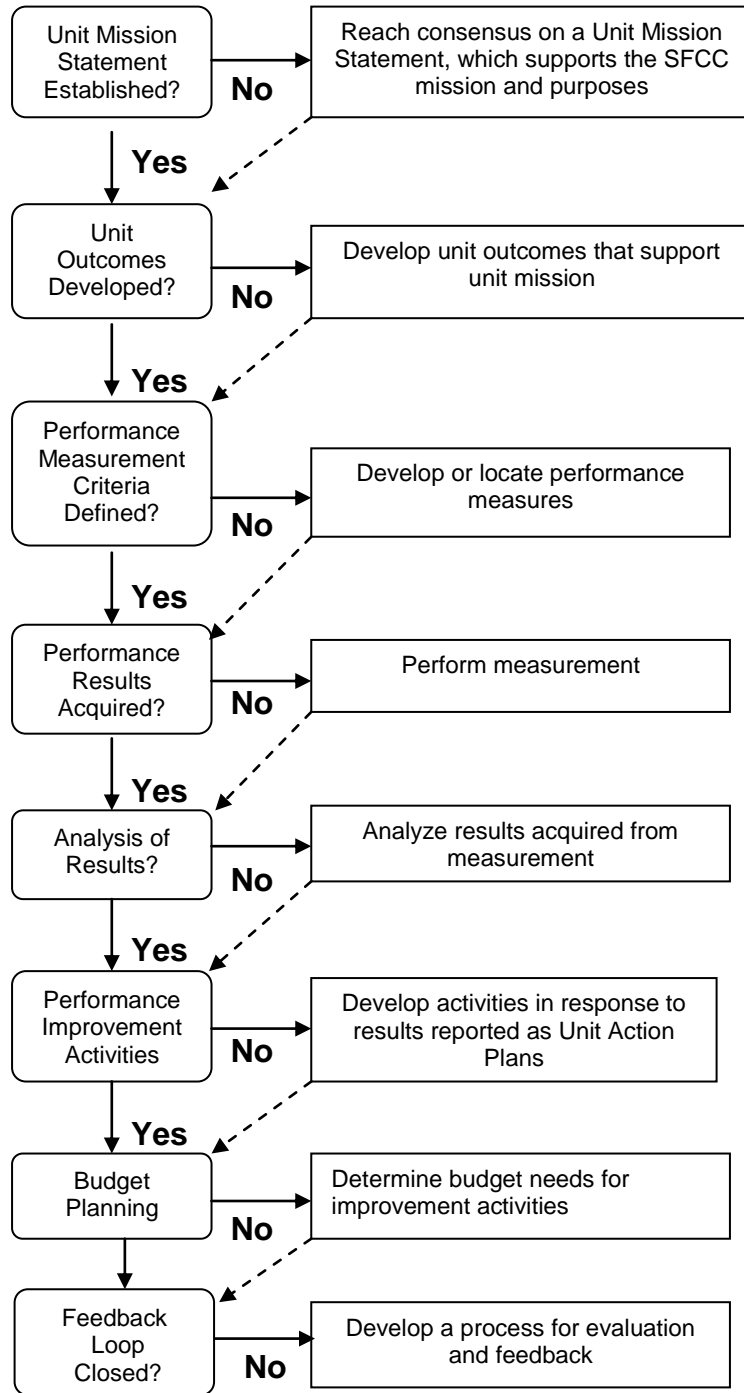


Figure 1.2 Program Assessment Process Map

C. Assessment Responsibility

Assessment reporting is the responsibility of all unit managers. However, the assessment process is the responsibility of all unit members.

Important considerations:

1. Unit managers coordinate the participation of unit members in determining the unit mission, unit outcomes, and other related assessment activities. In addition, unit managers are responsible for identifying the availability of reliable information for use as part of their assessment activities.
2. Assessment is an on-going process. Units do not need to assess all outcomes at the same time. Assessment activities should be spread throughout the academic year.
3. Units should work as a team when conducting assessment. Unit managers should delegate assessment tasks when possible.
4. Units should cooperate with other units to identify common sources of data, joint surveys, and/or complementary evaluation processes.
5. Units need not create new processes-use existing data whenever possible. Units should take advantage of other current campus resources, processes or vendor products to provide for unit assessment.

D. Designated Units

A unit is defined as being a campus/center, division, discipline, department , program, or office. A list of units and their unit assessment administrator may be found in Appendix A.

E. Data Assistance

Assessment data and information may be acquired from multiple sources depending on individual unit needs and the type of data required. However, the Institutional Effectiveness Department should be considered as one of the key sources of institutional data.

II. Administrative Program Assessment Reporting

Assessment reporting is accomplished using the college's online database, which collects information from each unit and provides standard reports to unit members and college administration. The database provides assessment reporting for both the Educational Program Assessment (EPA) units and the Administrative Programs Assessment (APA) units. Administrative Program Assessment includes assessment activities for the administrative, student services, community and public services units.

The college's assessment reporting database consists of two main data entry forms (pages): Mission Form and Outcomes/Measures Form (*see images next page*).

Assessment - Unit Assessment Planning

Home

Clipboard | Font | Rich Text | Refresh All | Save | Delete | Records | Selection | Advanced | Sort & Filter | Size to Fit Form | Switch Windows | Window | Replace | Go To | Select | Find

Exit Assessment Application

Assessment Main Menu

APA Mission
Administrative Data Entry Form (APA)

Outcomes and Measures Form
Assessment Reports Menu

HELP ASSISTANCE: Click on the "yellow" Step boxes to view context sensitive help information.

Step 1: Select APA Unit [dropdown]

Step 2: Unit Mission Statement [text area]

Use the following steps when completing your Unit Mission Statement and related information:

Instructions:

- Step 1: Select Administrative Unit - Using the drop down box next to Step 1, select the Administrative unit you wish to edit.
- Step 2: Administrative Mission Statement (APA) - Click on the Step 2 green box for instructions regarding completing your APA Statement or refer to your Assessment Handbook, Chapter __, for help in describing your Mission statement.

Format for Unit Mission Statement

"The mission of (your APA unit name) is to (your unit's primary purpose) by providing (your unit's primary functions or activities) to (your unit's primary stakeholders)."

start | APAUnitAssessmentH... | Assessment Main Me... | File Download | Unit Assessment: Plan... | 12:57 PM

Unit Assessment Planning

Assessment

Exit Assessment Application

Assessment Main Menu

APA Outcomes/Measures
Administrative (APA) Data Entry Form

2009-2010

APA Mission
Assessment Reports Menu

Instructions: For help information, "click" on each Step label and follow the instructions provided.

Step 1: APA Unit [dropdown]

Save Record | [Navigation icons] | Delete Record

Step 2: Outcome Number [0]

Step 3a: Outcome Statement [text area]

Step 3b: Select a related Strategic Goal [dropdown]

Step 4: Performance Measure Statement
Each outcome must have two (2) performance descriptions with related standards and data sources.

a. Description	[text area]
b. Standard	[text area]
c. Data Sources	[text area]
a. Data Collection Period	[dropdown]

Step 5: Performance Results
Performance Met? **No**

Briefly describe the results for each of your performances. Describe them in a way that allows readers to determine which performance you are describing. Describe as much of the results as needed to provide your readers with a clear understanding of the results you are evaluating. Include more than just the percentage of total completion.

[text area]

Step 6: Analysis of Results
Describe what you did to analyze your results for each of your performances by clearly indicating the analysis you accomplished. Briefly describe your findings.

[text area]

Step 7: Staff Participants

1	[text area]
2	[text area]
3	[text area]
4	[text area]
5	[text area]
6	[text area]

Step 8: Performance Improvement Activities
Provide a description of the activities you plan to implement to improve this outcome. Improvement activities will need to be included even if the standards were met. If the standards were not met, then your improvement activities should relate to the findings you described in Step 6: Analysis of Results. If the standards were met, then describe any activities you will implement that addresses higher standards and/or describe the development of new outcomes you plan to achieve. Improvement activities must be entered into your Unit Action Plan.

[text area]

start | AssessmentHandbook | AssessmentDatabase | APAUnitAssessmentH... | Unit Assessment Plan... | Search Desktop | 10:51 AM

The Mission Form allows units to record their unit mission.

The Outcomes/Measures Form provides data entry fields for multiple unit outcome statements, performance measure statements, performance results, evaluation of results, improvement objectives, etc.

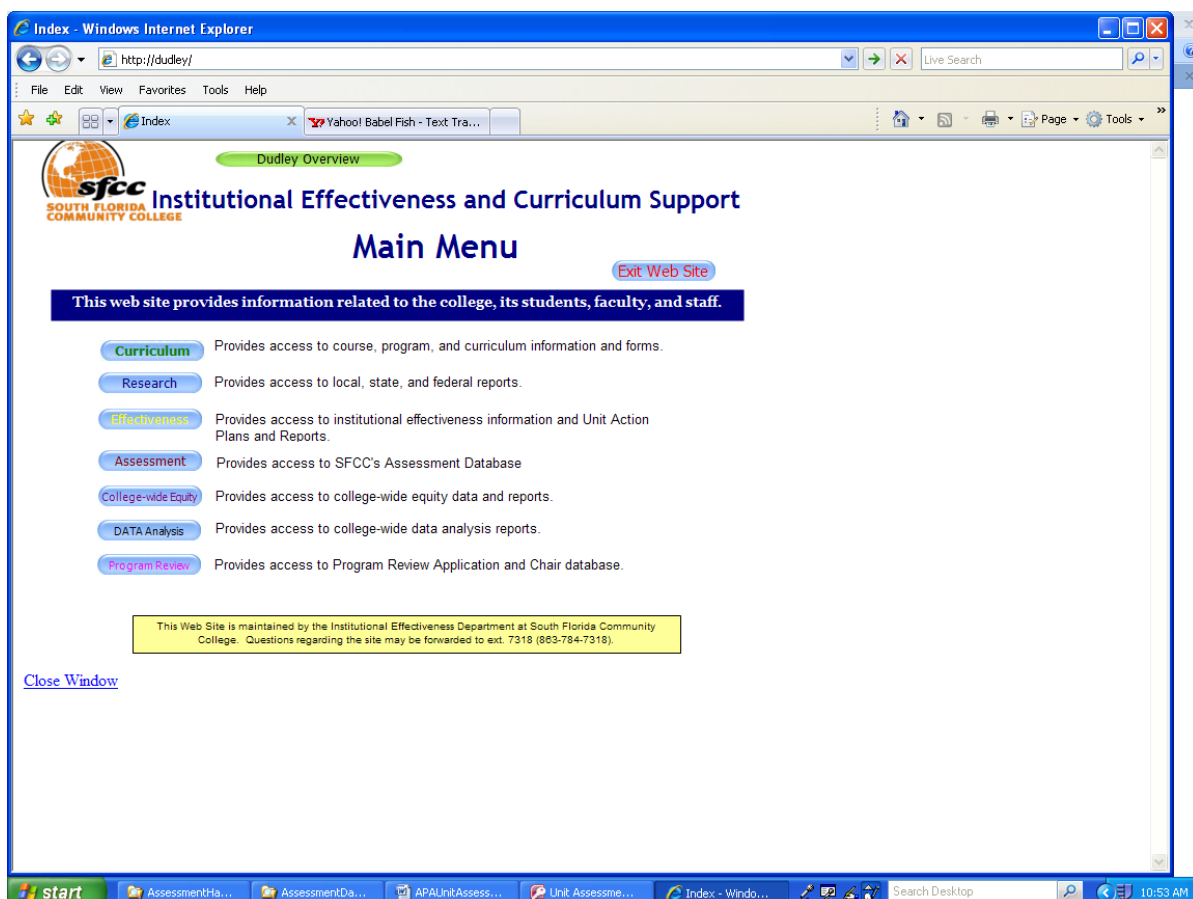
Each unit will create its own mission statement, which is a short, concise statement describing its purpose, what is done by the unit to accomplish the purpose (function), and for whom they provide services (stakeholders). Unit mission statements describe the contribution each unit makes in addressing the college's mission.

Each unit will identify three to five outcome statements. These outcome statements reflect the most critical functions of the unit. Outcome statements evolve from the unit's mission statement. Each outcome statement must have at least two performance- measures. Units will evaluate their progress toward meeting outcomes on a continuous basis and implement improvement measures for outcomes that have not been achieved.

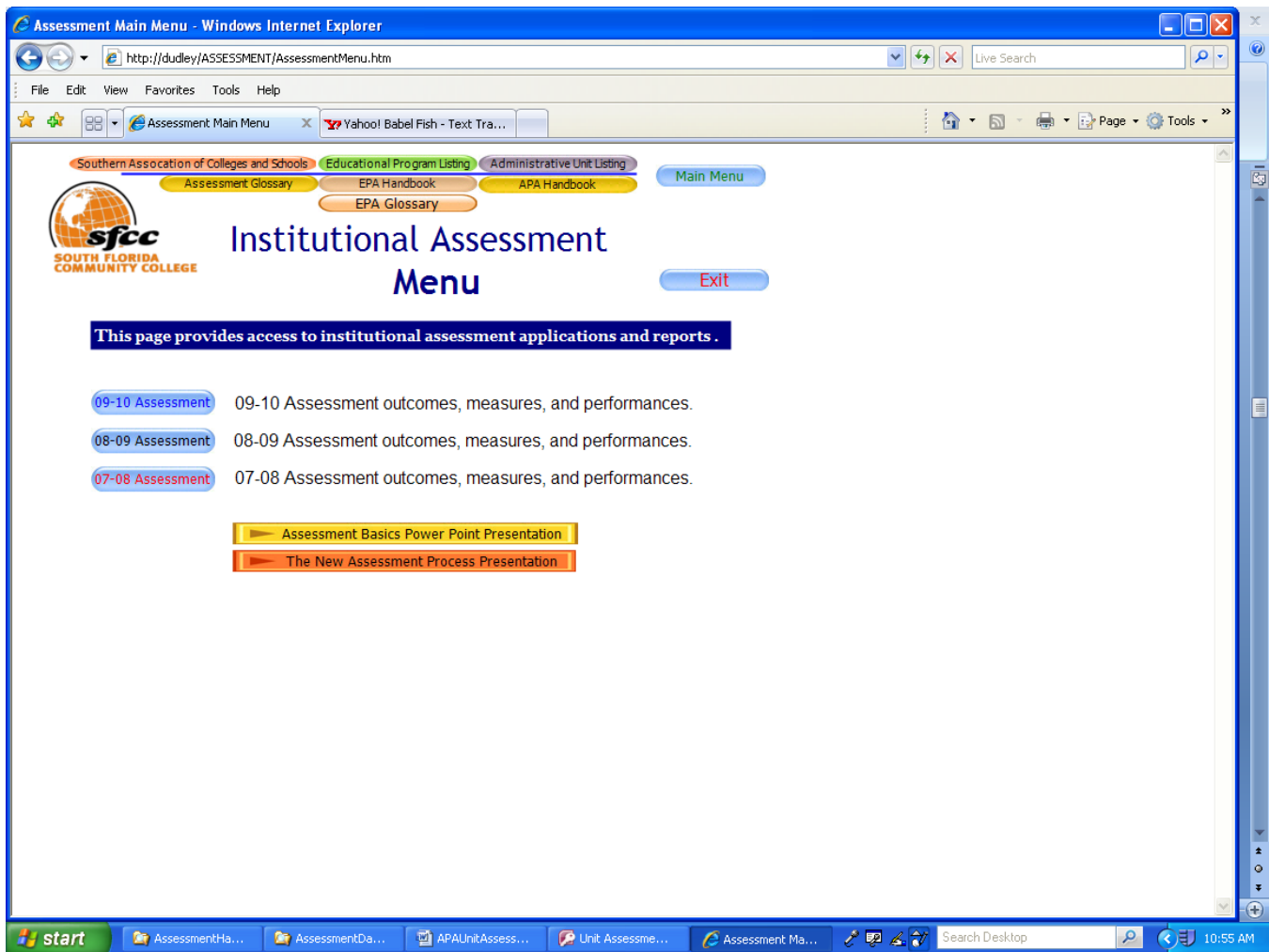
III. Accessing the Assessment Database

To access the Assessment Database from any SFCC computer on the Admin network :

- a) open your Internet browser and type "dudley" in the address line (see below).
- b) "click" the "Enter" key and the "Planning and Institutional Research" Main Menu will appear on your screen
- c) locate and "click" on the button labeled "Assessment"

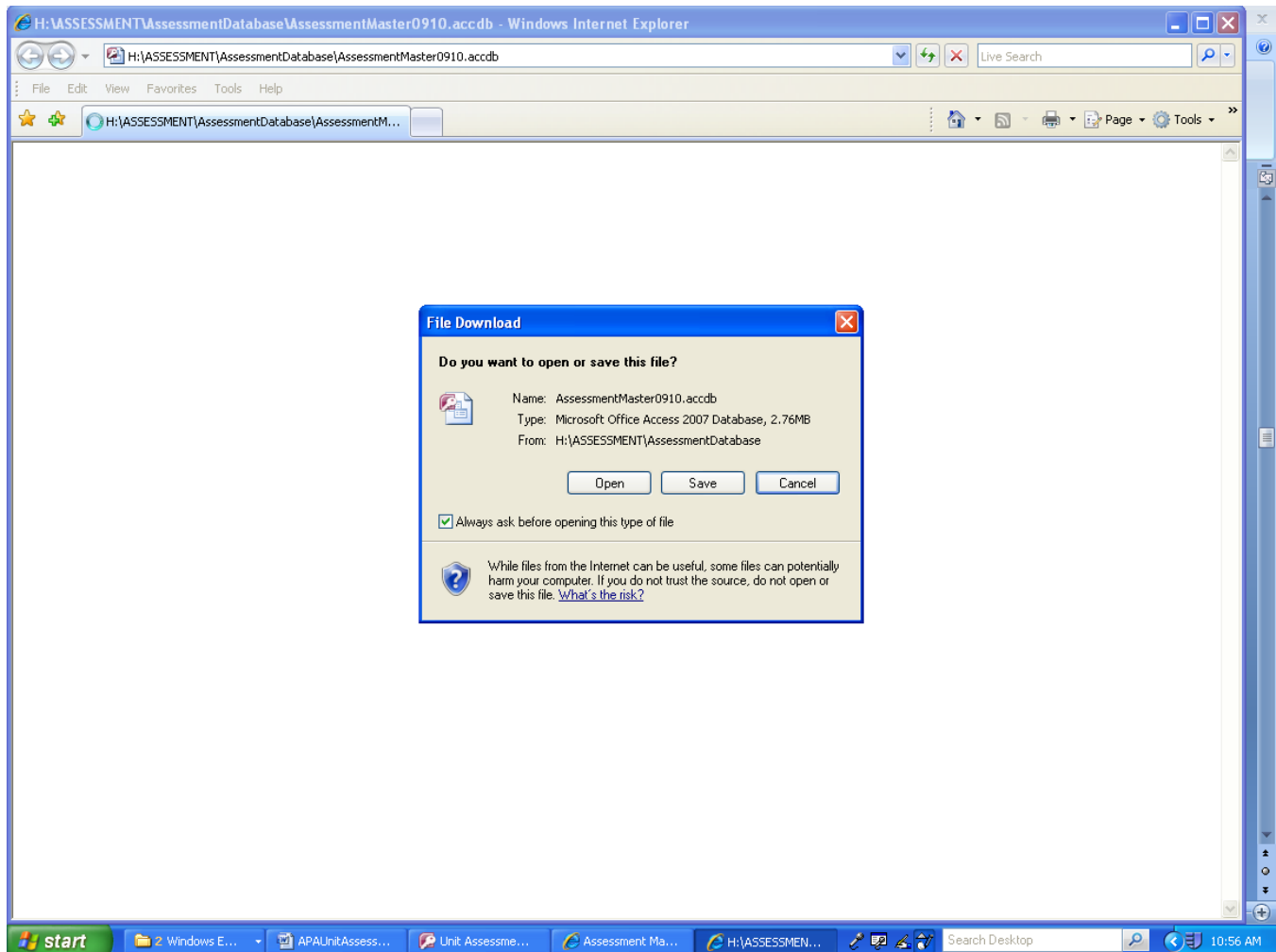


- d) upon “clicking” the Assessment button the “Institutional Assessment” Menu will appear
- e) locate and “click” on the button labeled “09-10 Assessment”



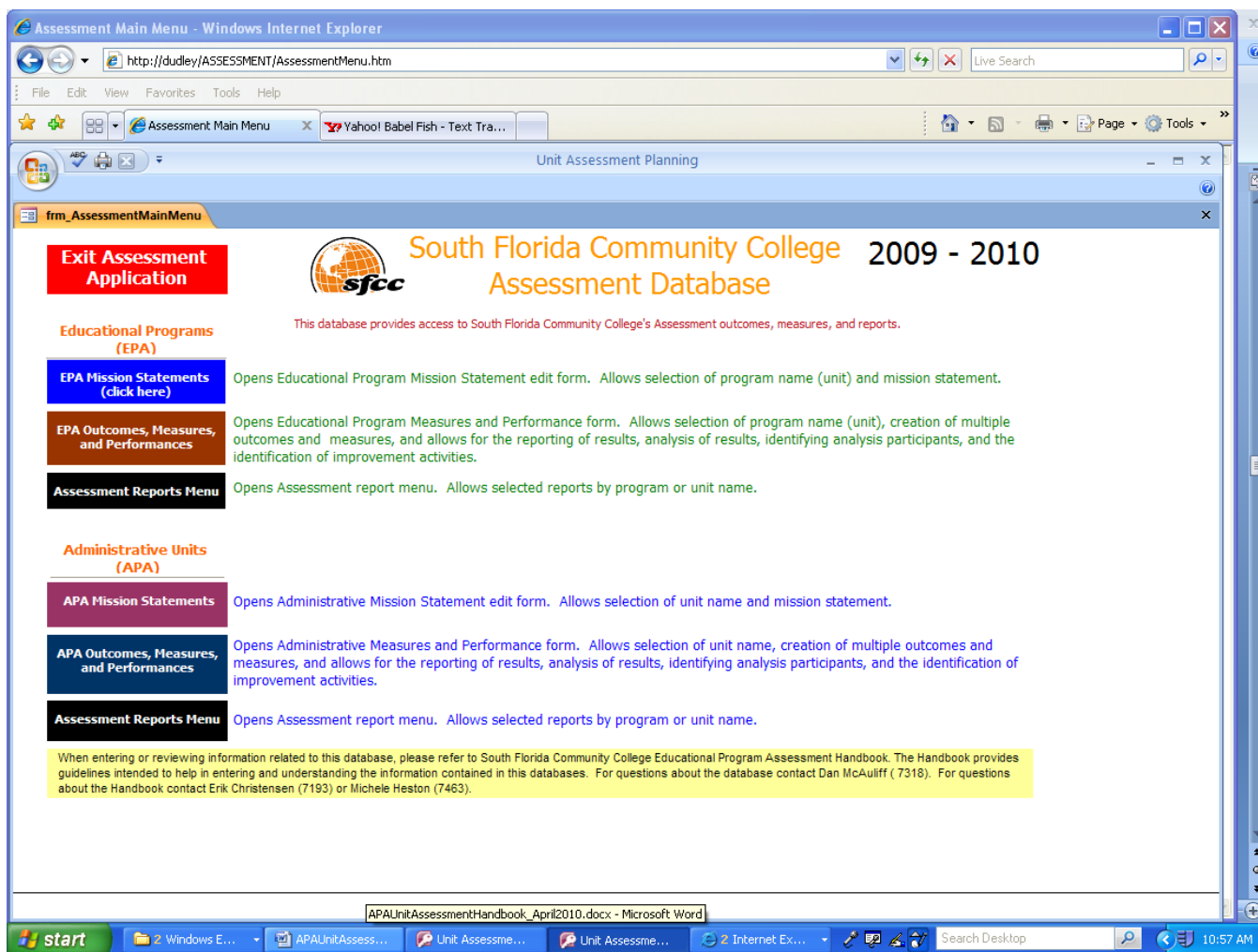
(continued on next page)

- e) upon “clicking” on the “09-10 Assessment” button, the below screen will appear
- f) “click” on the “Open” button to activate the **Institutional Assessment** application. If you only get a “Save” or “Cancel” option, then call Director, Institutional Effectiveness Department for further instructions.



(continued on next page)

g) upon clicking on the “Open” button, the following screen will appear



h) you are now ready to interact with the application

(continued on next page)

IV. Missions and Outcomes

The Assessment Database has been designed to collect and report information for both Educational Program Assessment (EPA) and Administrative Program Assessment (APA). The following instructions relate to APA assessment reporting. APA units include administrative, student services, and community and public services units.

The top half of the below screen addresses EPA missions and outcomes. The bottom half of the below screen address APA missions and outcomes. The following instructions describe the use of the “APA” missions and outcomes (bottom half).

The screenshot shows a web browser window titled "frm_AssessmentMainMenu - Unit Assessment Planning". The browser's address bar is empty, and the page content is as follows:

Exit Assessment Application

South Florida Community College 2007 - 2008 Assessment Database

This database provides access to South Florida Community College's Assessment outcomes, measures, and reports.

Educational Programs (EPA)

- EPA Mission Statements (click here)** Opens Educational Program Mission Statement edit form. Allows selection of program name (unit) and mission statement.
- EPA Outcomes, Measures, and Performances** Opens Educational Program Measures and Performance form. Allows selection of program name (unit), creation of multiple outcomes and measures, and allows for the reporting of results, analysis of results, identifying analysis participants, and the identification of improvement activities.
- Assessment Reports Menu** Opens Assessment report menu. Allows selected reports by program or unit name.

Administrative Units (APA)

- APA Mission Statements** Opens Administrative Mission Statement edit form. Allows selection of unit name and mission statement.
- APA Outcomes, Measures, and Performances** Opens Administrative Measures and Performance form. Allows selection of unit name, creation of multiple outcomes and measures, and allows for the reporting of results, analysis of results, identifying analysis participants, and the identification of improvement activities.
- Assessment Reports Menu** Opens Assessment report menu. Allows selected reports by program or unit name.

When entering or reviewing information related to this database, please refer to South Florida Community College Educational Program Assessment Handbook. The Handbook provides guidelines intended to help in entering and understanding the information contained in this databases. For questions about the database contact Dan McAuliff (7318). For questions about the Handbook contact Erik Christensen (7193) or Michele Heston (7463).

The taskbar at the bottom shows the Start button and several open applications: "APAUnitAssessmentH...", "Assessment Main Me...", "File Download", and "Unit Assessment Plan...". The system clock shows 1:31 PM.

(continue on next page)

V. Guidelines for Entering Unit Information

The bottom half of the application contains three buttons (see previous screen print), these buttons include:

1. APA Mission Statements – allows APA units(administrative, student services, and community and public services) to enter and edit their unit mission statements
2. APA Outcomes, Measures, and Performances – allows APA units to enter and edit their outcomes, measures, performances, and other related information.
3. Assessment Report Menu – provides a variety of reports for preview and printing

Mission Form - Each unit will start the assessment process by submitting mission statement information.

To access the Mission form, “click” on the button labeled **“APA Mission Statements”**

A. Mission Form

The screenshot shows a web browser window titled "Assessment - Unit Assessment Planning". The interface includes a ribbon menu with options like Paste, Font, Rich Text, Refresh All, Save, Delete, Spelling, Selection, Advanced, Toggle Filter, Size to Fit Form, Switch Windows, Find, and Replace. The main content area is titled "APA Mission Administrative Data Entry Form (APA)". It features a navigation menu on the left with "Exit Assessment Application" (red), "Assessment Main Menu" (green), and "Outcomes and Measures Form Assessment Reports Menu" (black). The main area contains a "HELP ASSISTANCE" note, a "Step 1: Select APA Unit" dropdown menu, and a "Step 2: Unit Mission Statement" text area. Below the text area, there are instructions for completing the unit mission statement and a "Format for Unit Mission Statement" template: "The mission of (your APA unit name) is to (your unit's primary purpose) by providing (your unit's primary functions or activities) to (your unit's primary stakeholders)."

(continued on next page)

The following are included as components of the Mission Form:

Assessment Period

The assessment period is a one year timeframe beginning with summer and ending in spring (summer, fall, spring). For example, an assessment period of 2009-2010 would indicate that the period that the assessment relates to includes **summer 2009, fall 2009, and spring 2010**. The assessment period is included as part of the structure of the database.

Step 1: Select APA Unit

Using the “drop down” list, select the appropriate unit.

Step 2: Unit Mission Statement

Enter your unit’s mission statement.

Each unit will create its own mission statement, which is a short, concise statement describing its purpose, what is done by the unit to accomplish the purpose (function), and for whom they provide services (stakeholders). Unit mission statements describe the contribution each unit makes in addressing the college’s mission.

Unit Mission Statement format:

The mission statement is developed by reviewing the college mission statement and identifying the unit’s contribution to meeting and supporting the college mission.

A mission statement should:

- a) follow the format described at the bottom of the Mission Form;
- b) **be brief** (75 words or less) and comprehensive;
- c) **be clear** to someone who knows very little about your unit;
- d) require little revision as time progresses; and
- e) provide the framework for development of outcomes and performance measures.

Sample Mission Statements:

Adult Education : To provide quality service to students 16 years and older in (1)reading mathematics, language, social studies, and science instruction; (2) preparatory instruction for success on the GED examination; (3) receipt of a State of Florida High School Diploma.

Arts & Sciences: The mission of the Arts & Sciences is to develop students who are well informed, self reliant, globally aware, and academically prepared citizens by providing educational opportunities to students seeking to complete the Associate of Arts degree and other related programs.

Institutional Effectiveness: With the goal of student learning, the mission of the Office of Institutional Effectiveness is to provide analytical support for decision-making and policy development, and to assist in short and long range planning through the dissemination of data and information in a timely manner to all educational and administrative units, state and federal agencies, and interested parties.

Risk Management - Safety and Security: The Mission of South Florida Community College's Safety and Security department is to cultivate a safe atmosphere which supports the educational process and promotes the academic and personal achievement for our faculty, staff, and students, by life and property, preserving peace, preventing crime, and continually improving the professional operations of the department while supporting the overall mission of the college.

B. Outcomes/Measures Form

Each administrative program unit will have a mission statement and three to five unit outcomes statements. Each outcome statement will have at least two related performance measures.

Use the following instructions to develop and enter each of your outcomes and measures.

Step 1: Select APA Unit
Using the “drop down list, select the appropriate unit.

Step 2: Outcome Number
Using the “drop down” list, select a number that will identify your outcome.

Each outcome must have a unique number. The number used will dictate the order in which the outcomes are listed on printed reports.

Step 3: Unit Outcomes Statements

Enter your outcome statements for each of your three to five expected outcomes.

Each unit is responsible for identifying three to five outcome statements that directly relate to their unit mission. Each outcome statement is the target or end product of the activities performed by the unit.

When writing an outcome statement, it is important to reflect upon the College mission and maintain an emphasis on student learning. Prioritize unit outcomes and plan to focus assessment efforts on those outcomes that are the most critical to the unit. Outcomes must be measurable and achievable.

Sample Outcome Statements:

Adult Education

Provide GED students with quality instruction in reading, mathematics, language, social studies, and science.

Arts & Sciences

- (1) Promote student completion and success in prep courses.
- (2) Facilitate improved curriculum and learning for the 21st century learner.

Institutional Effectiveness

- (1) To provide accurate and timely college-wide data and information to educational and administrative units.
- (2) To provide accurate and timely student related data to state and federal agencies.

Risk Management

- (1) To provide a crime free campus that fosters the educational learning process for our students.
- (2) To provide a professional security response team that meets the needs of the students, faculty, and staff.

Step 4: Performance Measures Statement

Enter your performance measure statement description, performance standards, data sources, and data timeframe for each of your outcomes.

A performance measure statement provides information regarding the performances which will be use to evaluate each of unit's outcomes. The information described must be clear, verifiable, and documented. These measures may be qualitative or quantitative.

a) Description

Enter **two(2)** performance measures descriptions for each of your outcomes

A performance measure description is a concise and clearly defined explanation of the method(s) used to assess the outcome statement. This may include such items as satisfaction of a populations being served (quality of service), numbers of individuals being served, or success of an activity or project.

When identifying performance measures, you must include at least two measures for each expected outcome. One of the included measures must be a direct measure (see Assessment Glossary of Terms for definition) while the additional measure(s) may be direct or indirect.

A quantitative measure may analyze the college's annual Campus Crime and Safety Report as well as the periodic Facility Department reports on safety violations for infractions resulting in personal injury.

A qualitative method may include the formation of a small focus group of stakeholders to solicit the level of satisfaction with targeted issues and concerns relevant to campus safety.

Sample Descriptions:

Adult Education

Assess the number of earned learning completion points (LCPs)

Arts & Sciences

- (1) Develop a Learning Community for lowest level prep students with flex courses to speed completion time.
- (2) Require LC students to enroll in Orientation course.

Institutional Effectiveness

- (1) Website will provide timely reports reflecting accurate data
- (2) Ad-hoc reports will be provided to staff and faculty in a timely manner

Risk Management

- (1) Ensure that theft across all campuses is minimized.
- (2) Prevent violent crimes from occurring on all of our campuses.

b) Standard

Enter standards for each of your outcomes.

Units will set standards for each of their performance measures. A standard is a numerical goal the unit is seeking to achieve. Standards are used to determine if outcomes have been met. Standards should address a high level of achievement and yet be realistic.

Quantitative example: The number of safety and security infractions resulting in personal injury will decrease by 20%.

Qualitative example: Students' satisfaction with college security across all sites will increase by 10%.

Additional Sample Standards:

Adult Education

5 LCPs will be earned by each student during the 2008-2009 academic year

Arts & Sciences

- (1) 75% of Learning Community students will complete their courses.
- (2) 100% of Learning Community students will enroll in Orientation course.

- (3) Five new on-line course (asynchronous and hybrid) will be developed and made available.
- (4) 76% of telecourses will be eliminated for spring, 100% for fall '09.

Institutional Effectiveness

- (1) 90% of staff and faculty surveyed will strongly agree or agree that the IE website provides timely and accurate information.
- (2) 90% of faculty and staff surveyed will strongly agree or agree that the ad hoc reports they received were timely and accurate.
- (3) 100% of state data bases will be reported on time
- (4) 100% of IPEDs will be reported on time

Risk Management

- (1) Minimize reported theft by 5% over the previous year.
- (2) Maintain “zero” reported violent crimes across campuses.
- (3) Training goals will be met by 100% of staff
- (4) Security will receive 75% percent satisfaction rating on campus-wide satisfaction survey.

c) Data Sources

Enter data sources for each of your outcomes.

Identify and briefly describe the data source you will be using to determine your level(s) of performance. Data sources must be obtainable, current, and accurate. When selecting “data sources,” identify sources that will enable you to summarize and address the most critical outcomes of your unit / program.

Examples of data sources:

- (1) Campus Crime Statistic Report
- (2) Course development applications
- (3) Course schedules
- (4) Departmental survey
- (5) Graduate Satisfaction Survey
- (6) GED credit reports
- (7) IPEDS data base closing notices
- (8) Professional development records
- (9) State certification reports
- (10) State licensing documentation
- (11) Verification from advising office

d) Data Interval

Select or enter the designated data interval for each of your outcomes.

Use the “drop-down” box to the right of the “Data Interval” field to choose one of several options of intervals or indicate an interval that meets your data needs.

The data interval specifies the range of time between data collection events (e.g., survey administrations). For example, data may be compared month-to-month, term-to-term, year-to-year, or between any other appropriately specified interval.

The designated interval should provide you with the best opportunity for you to review the results of your achievements, implement corrective measures, and improve your successes. Remember that you have chosen your most critical outcomes to measure. Any delay in implementing corrective measures may have a negative effect on the students we are serving, the college, and/or your unit.

Example data intervals:

- (1) Academic year (Fall, Spring, Summer)
- (2) Fiscal year (July 1 through June 30)
- (3) On-going
- (4) One specific month or term
- (5) Reporting year (Summer, Fall, Spring)

C. Assessment Analysis

Assessment analysis is your opportunity to determine if you are making progress with your unit outcomes.

(continue on next page)

Step 5: Performance Results

Enter your performance results for each of your outcomes.

On an annual basis you will be expected to summarize the performances for each of your outcomes. Step 5 will be the field you will use to provide a brief summary of your achieved results.

Performance results describe the actual performances achieved by the unit. When a unit initially determines its outcomes it also describes standards which it expects to meet. Actual performance results are compared against each standard to determine if the related outcome has been met.

Performance results should be summarized in a format that allows for accurate analysis (Step 6). Past results (longitudinal information) should be included when possible in an effort to reveal success trends.

If a performance measure does not provide useful information about an outcomes success, then a more appropriate measure should be identified. Select measures that will help you determine what improvements should be made in order to better address the needs of the population you serve.

Measure 1:

Year	Total Reported Crime Results	% Change
2005	8	
2006	5	(37%) Decrease
2007	2	(60%) Decrease

Measure 2:

Year	Student Satisfaction of Campus Safety	
2005	60%	
2006	50%	
2007	40%	

Step 6: Analysis of Results

Summarize your findings by providing a brief statements of your analysis.

Analysis of results reflects the unit's assessment regarding performance results. If a unit determines that an outcome has not been met, improvement strategies **must** be developed and described as improvement objectives. Additionally, even though an outcome has been met, strategies regarding continuous quality improvements must also be developed. See step 8: Performance Improvement Activities.

Examples:

Student Activities:

Each of the last 2 years, clubs and organizations have increased with extracurricular, technical, and vocational advancement. The Panther Activity Center attendance has increased substantially since opening in December: December (47), January (98), February (432), March (523), April (529). The "Pete" the Mascot has contributed to volleyball games, parades, student events, etc. and has given the college a 21st century make-over. The student newspaper was a 1 page cardboard paper now it's a 8 page front and back legitimate newspaper. Students have favorably like the 'new' look as well with a 100% performance rating.

Adult Education:

Results suggest that AHS students are obtaining, via their college level course work, the required competencies to achieve a passing score on the FCAT. Further, the program's academic advising, admission standards, and high academic performance of its students are potential variables influencing the proportion that pursue post-secondary education.

Advising and Counseling:

The content of the group orientation appears to have achieved the intent of providing effective orientation sessions, based on the program evaluations listed in the Performance Results. However, the intent is to continue increasing the number of offerings of group orientations by one additional session each year. There is no student satisfaction evaluation for the online orientation to determine the effectiveness, so there needs to be one developed. Perhaps it is unrealistic to expect to have an increase in the online option since adding the group option. The offering of the group option increased from 2 sessions for 2007-2008 to 3 for 2008-2009.

Performance Met: Yes/No

Using the "drop down" box "click" Yes or No. No is the default.

Upon analysis, the unit determines if each outcome has been met.

Step 7: Admin/Staff Participants

Enter the names of analysis participants.

When analyzing the results of performances, assessment administrators should seek the input of a broad spectrum of faculty and staff within the unit to help determine success. The names of the individuals participating in analysis are to be included in the outcome screen. Up to six (6) names may be included.

Step 8: Performance Improvement Activities

Enter your performance improvement activities for each of your outcomes.

Performance Improvement Activities: Unit Managers are responsible for addressing two types of improvement activities. These two types are:

1. When the standard for an outcome has not been met, improvement activities must be developed which will address result findings.

2. Additionally, even though an outcome has been met, strategies regarding continuous quality improvements must be developed to continue to improve each outcome. If an outcome results have been maximized to their greatest extent, then replacement outcomes should be developed including appropriate measures, standards, and data sources.
-