

## **SUNY Broome Community College Academic and Non-Academic Outcome Assessment Guidelines:**

### **Unit Assessment**

SUNY Broome Community College conducts outcome assessment of academic courses/programs and administrative units (nonacademic programs) on an annual basis to ensure continuous improvement and institutional effectiveness. Outcome assessment goals are developed at the beginning of each academic year and results/reports submitted at the end of the academic year. Specifically, outcome assessment goals are developed during the start of each fall semester and final reports submitted at the end of each academic year (July 15<sup>th</sup> the latest). For example, in the 2013-2014 academic year, outcome goals were determined in fall 2013 and final results submitted by July 15<sup>th</sup>, 2014.

These guidelines refer to **unit assessment**. Unit assessment refers to all forms of assessment that do *not* directly measure student learning in a particular course or program. Those assessments are **student learning assessments** (what have come to be informally called “SLAC assessments,” after the Student Learning Assessment Committee, which collects the student learning assessments). **Unit assessments** are submitted to the Institutional Learning Assessment Committee (IEAC). For academic departments, **unit assessments** may include measures such as student satisfaction surveys, transfer rates, focus group results, and so forth. For nonacademic areas and offices, **unit assessments** should describe specific goals and results pertinent to the function of that area or office.

#### **Unit Assessment Guidelines**

Faculty in academic departments decide annually on the **unit goals** they intend to assess. (For instance, “we intend to administer a survey of our graduates that will provide evidence of their satisfaction with our program.”) **Unit goals** for academic departments are sometimes linked to what is called **indirect assessment**: that is, evidence of the student’s overall experience that cannot immediately be linked to performance on a particular

exam, essay, portfolio, etc. Examples of **indirect assessment** include focus group discussions, surveys, interviews, and informal class activities related to a course/program.

There may be variations in **unit goals** that are assessed each year, depending upon the department's view of its most pressing aims or needs. The focus should be on developing measurable outcome goals that help address assessment gaps with the intent to close the assessment loop. The end result should be the improvement of the student's experience, geared to further enhance their ability to meet their educational, career, and personal goals.

Some of the key issues for academic departments to consider in the development of unit goals include the following:

#### **Academic Courses/Programs**

- Identify College Strategic Plan goal(s) aligned with the unit assessment goal(s) to be assessed.
- Link departmental unit goals to program goals, as applicable
- State how department/unit intends to assess unit goal(s), (could include rubrics).
- Indicate how department/unit will know whether or not specified unit goals are attained (use of benchmarks)-could be compared with prior year's data.
- Discuss how the department/unit intends using assessment results to change or improve a course, program, educational offering, or curriculum (closing the assessment gap/loop).
- Indicate resources needed to make any suggested change.

#### **Administrative Units**

- Identify College Strategic Plan goal(s) aligned with unit outcome assessment goal(s) to be assessed.
- Compose measurable unit outcome goals/objectives intended to be assessed at the end of the academic year
- State how department/unit intends assessing outcome goals (examples-use of prior benchmarks, surveys, data collected)

- Indicate how department/unit will know whether or not outcome goal is attained (e.g. benchmarks-comparing current results to benchmarks)
- Discuss how department/unit intends using assessment results to improve performance (continuous improvement by closing the assessment gap).

For non-academic units, outcome measures should be related to a measurable goal/objective. (Example-the Admissions Office may set an admission target of 2,000 new first time students for an academic year. At the end of the academic year, they will assess whether or not the target was met. If it is not met, what can be done differently to attain it in the next recruiting cycle?) Administrative units may also vary the outcome goals they intend assessing if prior goals are adequately addressed with no challenges or gaps consistently found.

# Sample Assessment Template

## Institutional Effectiveness Assessment Plan and Report, 20.... - 20....



**Unit Name:** \_\_\_\_\_

(A unit can be defined as an academic department, student support office, an academic division, campus initiatives, or other areas of the College)

**Unit Mission Statement:**

(A unit-level mission statement is a broad statement that explains the overall purpose or function of the unit as related to SUNY Broome's mission statement.)

**Name of Person Responsible:**

**Email:**

**Phone:**

### SUNY Broome Community College Strategic Initiatives, 2015 - 2016

1. Enrich the learning and teaching landscape at SUNY Broome.
2. Engage the campus, local, regional, and world community in meaningful partnerships which foster innovation and excellence.
3. Seek and refine proactive academic endeavors and student services which assist students in accomplishing their life goals.
4. Sustain and invest in SUNY Broome as a learning community.
5. Enhance and sustain the infrastructure and environment for a dynamic living-learning community.
6. Foster an integrated approach which creates a foundation for student empowerment in critical thinking, problem-solving, civic engagement, and self-efficacy.
7. Ensure a sustainable organization with a high level of excellence.

**Part I. Assessment Plan (box will expand as information is being added)**

<b>SUNY Broome Strategic Goal</b>  (Select strategic initiative that is aligned with work done in your Unit)	<b>Unit Goal(s).</b>  Only list goal(s) you can measure and support with quantitative or qualitative data	<b>Means of Unit Assessment</b>  How will your identified goal(s) be measured?	<b>Expected Outcomes</b>  What results do you expect at the end of the academic year (targets expected to achieve)?

**Part II. Unit Assessment Report Based on Assessment Plan in Part I.**

<b>SUNY Broome Strategic Goal</b>  (Select strategic initiatives that are aligned with work done in your Unit)	<b>Unit Goal(s).</b> List only goal(s) you can measure and support with quantitative or qualitative data	<b>Means of Unit Assessment</b>  How will your identified goal(s) be measured?	<b>Expected Outcomes</b>  What results do you expect at the end of the academic year (targets expected to achieve)?	<b>Summary of assessment Findings</b>	<b>Use of Results</b>  What recommendations/changes are you making based on findings?	<b>Budget/Resource Implications</b>  What resource(s) will you need to implement changes?

**Part III. Please complete the following additional questions:**

1. In several sentences, briefly describe the process you used to collect data in support of your goals.
2. In a few sentences, please explain the two or three most important things you learned about your unit.
3. In a few sentences, please describe how you used or plan to use your assessment results to make changes or improve your unit? (Closing the assessment gap or loop).
4. How will you use the evidence collected in planning or resource allocation?
5. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year?

**Please contact the Office of Institutional Effectiveness if you need further clarification or help developing your assessment plan at 607-778-5024.**