

Developing Assessment Plans for Non-academic Units

SSU uses an assessment model to support and provide evidence of institutional assessment for academic and non-academic units. The model presented in this document guides educational and student support units, and administrative units in developing assessment plans by providing instructions for the non-academic unit planning process. Use this form in conjunction with the Institutional Effectiveness Plan (IE Plan) requirements.

<p>Mission Statement</p>	<p>Assessment planning begins with the mission statement.</p> <p>The mission statement serves as the foundation for planning and should describe the functions of the unit, primary activities and identification of stakeholders. The mission statement details what a unit seeks to accomplish and should reflect the mission and outcomes of the institution.</p> <p>The mission statement should:</p> <ul style="list-style-type: none"> • Be clear and concise • Be distinctive and specific to the unit • State the purpose of the unit • Indicate the unit’s primary activities • Identify any clarifying statements specific to the unit • Ensure congruence with the university mission
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Assessment Plan Template - Column Descriptions

<p>Column 1: SSU Institutional Strategic Plan Goals/Priorities</p>	<p><i>Individual units work to support the SSU's overall Strategic Priorities. For each outcome, indicate the Strategic Priorities goal or priority it supports.</i></p>
<p>Column 2: Outcomes (Service Delivery Outcomes and Program Outcomes)</p>	<p>Identify three to five measurable outcomes that are consistent with the mission and purpose of the unit.</p> <p><u>Service Delivery Outcomes (SDOs)</u> are specific statements that describes services and processes provided by the unit on regular basis. SDOs focus on the benefit to the recipient of the service or to the university. SDOs may be indirectly measured using evaluations or survey responses. Quantitative measures may also be used to determine outcome targets, such as the number of participants served, the number of services provided within a specific time period, etc.</p> <p><u>Unit Outcomes (UOs)</u> are over-arching goals for the unit. When defining UOs, consider what investments will be made in the unit within the next year to further develop the unit, such as increase the number of staff, professional development for unit staff, increase technology within the unit, etc.</p>

	<p>SDOs and UOs:</p> <ul style="list-style-type: none"> • Focus on key areas where outcomes assessment will enable the unit to improve on the services or processes. • Use an action verb to describe in an observable way what the unit should be able to do. • Should be stable over a number of years, not time dependent. • Need to be specific, measurable and relate directly to the work of the unit. • Are consistent with the mission • Are under the control of the unit
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<p>Column 3: Strategies</p>	<p>What strategies do you plan to use to achieve your outcomes? <i>What assessment tools will be needed? Who will be involved in the measurement process? When will the services or processes be measured? How will measures be evaluated? How will results be disseminated?</i></p> <p>Strategies for the outcome should consider:</p> <ul style="list-style-type: none"> • At what point in the process will the methods for measurement be used? • Who will be sampled? • What is the timeline? • Who will collect and analyze the results? • How will the results be disseminated?
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<p>Column 4: Assessment Artifacts and Instruments</p>	<p>For each outcome, identify at least one method of measurement (three are recommended) that will be used to assess progress on the outcome).</p> <p>Measures should:</p> <ul style="list-style-type: none"> • Provide meaningful, actionable data that the unit can use to base decisions. • Effectively and accurately address all aspects of the outcome • Provide measurable results • Allow collection of accurate, valid, and reliable data for each measure in a reasonably efficient manner within the academic year • Provide detail on what will be assessed, how the assessment will be conducted, when and where the assessment will take place <p>Properties of Good Assessment Techniques.</p> <p>When identifying assessment methods, keep in mind what you are trying to assess.</p> <ul style="list-style-type: none"> • Are you trying to assess an employer’s satisfaction with the unit? • Are you trying to assess the results of student housing satisfaction? • Are you trying to assess the student’s perception of the value of the aesthetic off the campus? • Are you trying to assess the student’s /staff’s knowledge of learning that resulted from completion of the program? • Are you trying to assess service request in timeliness?
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Assessment Measures - Examples

Satisfaction surveys, tied to outcomes	Event attendance
Number of applications, percentage change	Number of users, percentage change
Number of training sessions, growth in employee attendance	Number of parking places on campus
Participant feedback	Customer satisfaction forms
Timeliness of response	Adequate space for service support unit
Level of compliance	Average service time
Average wait time	Processing time for requests
Staff training hours	Focus groups
Opinion surveys	Auditor's findings
Number of complaints	Pre- and post-workshop tests
Awareness surveys	Types of renovation needed in work areas

Column 5: Targets

For each method of measurement, determine the acceptable target level or standard of performance. Targets are set to determine the minimum expectation for success of an outcome and should consider all aspects of the outcome.

Targets should be:

- Specific and measurable
- Stated in numerical terms
- Manageable and practical
- Directly related to the outcome
- Stated in realistic terms
- Based on existing data trends

Non-academic Unit Assessment Plan Rubric

Use this rubric to assess the quality of the mission statement and assessment plan

	Mission Statement	Outcomes	Strategies	Assessment Artifacts & Instruments	Targets
Exemplary	Mission statement identifies whom the unit serves, its primary functions, and supports the university's mission.	Measurable outcomes are stated for all functions of the unit and support the university mission.	Strategies are identified for all outcomes as well as timelines for collection, analyzing, reporting and use of results with the responsible parties.	At least two assessment measures are identified that address all aspects of the outcome and provide measurable results and adequate data for analysis.	Measurable levels of achievement are specified for all assessment measures and represent success at achieving the outcome.
Competent	Mission statement identifies whom the unit serves and its primary function(s).	Measurable outcomes are stated for the majority of the functions of the unit and support the university's mission.	Strategies are identified for the majority of the outcomes as well as responsible parties.	At least two assessment measures are identified that address all aspects of the outcome and provide measurable results.	Measurable levels of achievement are specified for the majority of all assessment measures.
Developing	Mission statement identifies whom the unit serves.	Outcomes are stated for some functions and are/or difficult to measure.	Strategies are identified for some outcomes.	One assessment measure is identified that is directly relates to the outcome.	Measurable levels of achievement are specified for some assessment measures.