We know that you believe in providing excellent customer service. But, do your clients believe you're hitting the mark...or coming up short?

Believe it or not, it doesn't take an office of rocket scientists to quickly develop and implement useful assessment tools. Actually, an office of college administrators will do just fine.

AACRAO Seattle
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Century Community College
UW-Stevens Point
UW-Stevens Point
UW-Stevens Point

up short?
• 2-year public community and technical college

• **Enrollment** 15,000 unduplicated headcount

• Minnesota State Colleges and Universities

• Located in White Bear Lake MN community of 150,000 population
Our Value Statement

The Century College community values:

- inspiring learning
- broadening perspectives
- pursuing excellence
- responding to community needs
- achieving goals
- transforming lives
- celebrating achievement
Why do we need assessment of Student Services?

- Accountability
- Cost
- Access
- Equity
- Accreditation
Why do we need assessment of Student Services? (cont’d)

• Are we delivering what we promised?

• Are we providing high quality results in a cost-effective manner?

• Do our services, programs, and facilities contribute to student learning?
What are we Assessing?

• New Student Orientations
  • After the orientation event
  • One term after orientation follow-up
    • What you know now, but didn’t then…..
• How many placement assessments were administered?
• How many ESOL referrals?
• Student Evaluation of Counselors
• Assess students’ experience at Century College through a mandatory online survey at time of application for graduation
What are we assessing?

- Peer tutoring recipients
- Reading and English Learning Labs
- Library Usage
- Use of Health and Fitness Center
- Student Success Day Attendance
- Faculty, staff and student feedback sessions
How are we assessing?

- Survey Monkey
- In-house Interactive online surveys
- Usage tracking via Student ID barcodes
- The Secret Weapon……..“The Clicker”
What do we do with our data?

We answer questions regarding:

- Internal marketing needs and results
- Are the students who need to use the services using them?
- Are the services contributing to student success?
- Can the college demonstrate to the funding agency:
  - Students are using the services; and
  - The services are improving student success
- Are students satisfied with the services they receive
- Are the centers staffed appropriately
UW-Stevens Point

- 4-year, public university
- Bachelors and Masters institution
- Enrollment 9,200
- Situated in Central WI community of 25,000 population
University of Wisconsin Stevens Point

Registration and Records Assessment
• Who is participating in Assessment

• Admissions?

• Registrar’s office?
• Why are you participating in Assessment?

• Accreditation visit?

• HLC
VH1 Presents – Behind the Records

Featuring the 2011 Registration and Records Staff

University of Wisconsin-Stevens Point
Our customers?

- Registration and Records is one of a few offices on campus that interacts with **every student** and **every faculty member** every semester.

- Stakeholders - Students, Staff, Faculty, Administration, Alumni, UW System, State and Federal Agencies, Stevens Point Community.
Assessment

• Surveys
  • Survey monkey
  • Survey gizmo
  • Select survey

• Focus groups

• Peer evaluation (two ways)
Assessment

- Student Survey
- Faculty and Staff Satisfaction Survey
  - Results
  - Quantitative
  - Qualitative (invited comments) responded

- Student Focus Group
Assessment-Student Survey

- 24X7 on line services
- Timetable
- On line registration, drops and adds
- Transcript request
- Degree audit
Assessment-Student Survey

- Walk in services
- The amount of time it takes to get your questions answered
- Graduation questions
- Transcripts
- Overall courtesy of staff
Assessment-Student

Scale 5 point

• Excellent
• Good
• Fair
• Poor
• Not applicable
Assessment

Student results

- Average numerical score out of 5
- 3.8
- When answering our questions 90% said we were excellent or good.

Faculty results 27% return rate

- 4.4 score
- 96%
The good, bad and the Ugly

• I had to resolve a hard problem with my schedule, so I went to the office. They resolved it in about 5 minutes, and it wasn't confusing at all. I was really happy about it.

• Every time I have needed to come to the R&R office I have always had a good experience. Thank you.

• Twice, I have gone into the office to either drop a course or get a transcript. I was told I can do it online. Which if I am in the office I would prefer to have it done immediately not going home and than doing it online.
The good, bad and the Ugly

• The online services are great and I never have a problem when using them. The courtesy of the staff on the other hand is below what I would expect. I have only visited the office between 4 or 5 times in my 4 years here at point, but I only recall having a friendly employee help me once.

• Though the staff is helpful, sometimes they can be quite rude and dismissive with some of the little questions we have.

• You guys are doing great! I wouldn't change anything.
Student Focus groups
  · Senior Com class
  · Degree audit
  · Student Portal
  · Registration process
  · Communication
Results – Focus Groups

- Allow students the option to save and submit schedules with one click
- Increase class availability
- Difficult to find info in myPoint (student portal)
Results – Focus Groups

- Online authorizations are great but why is advising required
- Add transcript payment options
- Stop charging for transcripts
- Web pages are hard to follow
Results – Focus Groups

• Send confirmation emails after I have successfully registered

• The DPR is difficult to read (it needs a better layout)

• Too many signatures are required for approvals (a lot of running around)
Effective Assessment

- Review results for significant numerical underperformance
- Review comments
- Moved a part time staff member to backroom duties and later retired
- Modified our transcript processes to better position a staff member for success
- Shared evaluation results with staff (buy in)
- Responded to survey participants with
Effective Assessment

- Modified our student portal, telephone answering message, added to our department web pages with staff pictures, duties, email addresses.
- Numerous changes were made driven by our results...
Assessment Challenge
Challenges and Opportunities

• If you survey and for 3 years in a row your services are rated at 95%

• Move onto another stakeholder group
  - Survey units within Student Services
  - Department program assistants
  - Chairs of departments

When do you take notice of repeated comments?
Assessment 300

- Writing measurable outcomes
- Learning V.S. program outcomes
- Involving staff in writing outcomes (buy-in)
- The “looping process”
Program/Service vs. Learning outcomes

- Program/Service—what a program or process is to do, achieve or accomplish for its own improvement; generally needs or satisfaction driven

- Learning—what you want students to know, value or appreciate, and be able to do as a result of participating in your program, service, or activity, not what you are doing for the student
What really goes on in the Office of Admissions?
What to expect today?

- Developing Assessment Model
- What is an outcome statement
- Writing outcome statement
- The Assessment Process/Report (format)
- Types of intended outcomes
- Experiences, programs, services
- Methods/tools – sample survey questions, tools
- Results
- Implications for practice
Developing Assessment Model

- **Mission**: concise statement of current and future purposes of the department
- **Vision**: offers a sound bite
- **Values**
- **Priorities**: based on mission, vision, values
- **Goals**: general description of ultimate result
- **Objectives**: measurable statement about specific intended outcome
The evolution of an outcome

- Outcome is what you want the end result of your effort to be

- Outcomes should:
  1) be measurable
  2) be clear
  3) have useful meaning – utility
  4) be realistic
  5) have appropriate timeline
  6) have criteria for achievement
Now What?

- Assessment Process and Written Report
  - Introduction (mission, vision, values, responsibilities, office staff, etc.)
  - Intended Outcome
  - Experiences, Programs, Services, etc.
  - Methods
  - Results
  - Implications for Practice
Intended Outcomes

1) Program Outcomes

- Illustrate what you want your department to do

The Admissions Office will increase the number of prospective students visiting campus annually by 2%.

The cardio center will increase student membership by 15% over last year.
2) Learning Outcomes

- What do you want your students to know, be able to do, value, understand, etc. as a result of their participation

The percentage of prospective students that will learn what sets UWSP apart from other higher-ed institutions will increase by 2 percentage points over last year. This outcome will enable more than 90% of prospective students to 1) make an informed decision about their college choice and 2) be more likely to apply/enroll at UWSP
3) Service Outcomes

- Illustrate the service you provide

Students will express increased satisfaction with the on-campus food options available to them

Of advisees, 90% will agree or agree strongly that the advising center provided necessary information/assistance in choosing a major
Experiences, Programs, Services, etc.

- What are you doing that addresses each outcome statement?

  - Media, print, presentations, website
  - High school visits, campus preview days
  - Mailings, telephone calls
  - Education/college fairs, classroom presentations
  - Campus tours and meetings with Admissions Counselors
  - New Student Orientation
  - Keeping data on visitor numbers, application numbers, etc.
Evaluation Methods/Tools

- Specific to each outcome
- Choose based on what you are assessing
- What will provide you with appropriate info to make a decision?
- Can you justify using this tool or method?
- Consider budget, timeline, audience
Methods – qualitative, quantitative, mixed-method

- Surveys
- Focus Groups
- Interviews
- Document Review
- Exploring what data already exists
Results

- Analyze and interpret data
- Aggregate and disaggregate data
- Interpret data in ways that are understandable
Implications for Practice

• Looping:

Results

Improvements

• How will you integrate your results into your practice?
• What new questions should you ask?
• Are there budgetary implications?
• What are the program or assessment changes?
• What stakeholders were involved?
Resources

- NC State University – Planning & Analysis
  http://www2.acs.ncsu.edu/UPA/assmt/resource.htm#


Thanks for Attending

Any Questions?

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