University Assessment Committee  
Service Unit Assessment Report  
2010 – 2011

Instructions to UAC Liaisons:

Part I: Review the assessment reports submitted by the service units in your college and complete the table for each service unit using the following ratings.

Service Outcomes:
Level 0 No reported activity  
Level 1 Service outcomes have been articulated but not all are written in terms of observable outcomes, some are unclear or not measurable  
Level 2 Service outcomes have been created, they are clear and measureable.

Assessment measures:
Level 0 No reported activity  
Level 1 A list of measures was developed to assess service outcomes and appear appropriate for service outcomes  
Level 2 Measures are developed, described, aligned with service outcomes and include multiple sources of data, internal, external, direct and indirect

Assessment results:
Level 0 No reported activity or data  
Level 1 A sample of assessment results/findings is presented  
Level 2 A sample of assessment results/findings is presented and the significance of the data described

Actions to improve service:
Level 0 No reported activity  
Level 1 At least one action to improve learning for the 2011 – 2012 academic year was indentified  
Level 2 Actions were proposed to improve service outcomes and related directly to data and assessment results

Communication of unit outcomes:
Level 0 No reported activity  
Level 1 Assessment results are shared within the program and/or department, with faculty and students  
Level 2 Assessment results are shared with others outside the department or program including prospective students or at the college level

Students’ involvement
Level 0 No reported activity  
Level 1 Assessment results indicate that student involvement is included but could be improved  
Level 2 Assessment results indicate that student involvement is well defined and utilized appropriately
Rate each program using the rating levels 0, 1, 2 based on your impression of the program’s level of achievement regarding the various components of the process of assessment.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Service outcomes</th>
<th>Assessment measures</th>
<th>Assessment results</th>
<th>Actions to improve service</th>
<th>Communication of results</th>
<th>Students’ Involvement</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Libraries</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>Significance of data needs greater elaboration.</td>
</tr>
<tr>
<td>Learning Ventures</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>First Year Experience</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>Service Learning outcomes need greater differentiation from student learning outcomes.</td>
</tr>
</tbody>
</table>
Part II: After reviewing the reports submitted and completing the table for your college/unit, write a brief evaluation of your college activity and status as requested for each of the components of the assessment of students’ learning.

II.1 Overview of the articulation and adequacy of service outcomes. (Description from the Unit template - List the specific service outcomes for the unit or components of the unit. These must be written in measurable, quantifiable terms. Service outcomes describe what services the unit provides to support teaching and learning.)

All units have clearly stated and measurable outcomes, although our articulation of the outcomes in the First Year Experience program need greater clarity. This program had greater control over those outcomes in the past; reorganization has affected the program’s ability to intervene in student learning, and the transition to a service unit has left us struggling with how to articulate actions in terms of service in support of teaching and learning.

II.2 Selection and identification of a range of assessment methods. (Description from the Unit template - Complete the following table. Include the explicit assessment measures or methods used as a means to confirm that the intended services for your unit have been successfully provided. For each measure, provide information about the frequency of data collection and the review of this information. Add additional rows as needed.)

While our libraries collect a great deal of usage data, that kind of data would be more robust if it were supplemented with more qualitative data—either in collection or in reporting. We also collect a lot of data about utilization, but not as much about satisfaction or results. However, some of that usage data, particularly where it shows a strong upward trend can be interpreted as patron satisfaction.

II.3 Appropriateness and adequacy of reports of results for the college. (Description from the Unit template - Provide a sample of your findings for 2010-2011. Report the data collected for at least three of the measures listed in the table above. In a brief narrative, describe the significance of these data, how they provide evidence that your unit is meeting its service objectives.)

The reporting of results from the Library could be strengthened with a stronger narrative on the significance of that data. The actions resulting from the result offer some of that context, and the data itself reveals further information about its significance, but the report includes no narrative.

The reporting of results from Learning Ventures could be strengthened by greater explanation of what the data is through labeling and keys on the data tables, and through an accompanying narrative in each appendix. Acronyms need to be spelled out. Appendices should also be more closely referenced in the outcomes reports.

II.5 Appropriateness and adequacy of reported actions to improve service across the college. (Description from the Unit template - Describe examples of changes made in your unit in response to the data gathered – you do not need to limit this discussion to the data presented in section V above. Explicitly describe the data/source of data that led to the changes. These changes or modification can be at any level in the unit, for example, at the point of delivery, in unit practices, or in policies. If no changes are planned for the upcoming year (2011 – 2012) please state that this is the case.)
The actions reported by all units are supported by data. A number of the actions in Learning Ventures are based on the fact that through assessment, the unit discovered that it was not collecting the kind and quality of data necessary to assure continuous improvement. The discontinuation of MapWorks in FYE represents a disruption and shift in data-gathering tools and methods, but the program reports significant efforts to gather necessary data from other sources.

II.6 Communication of assessment results. (Description from the Unit template - Describe how your unit assessment results are made known to stakeholders. This should include any communication to students, faculty, administrators, or prospective students as well as to the larger university community.)

Across units, assessment results are made available to numerous publics through various websites, regular reporting relationships, and in occasional public forums. However, much of this communication is passive—-it often relies on stakeholders to find and access the information. I suspect this is true across the university, and yet much of the assessment reported by the units could be shared to help build a much broader understanding of where our resources go, and why.

II.7 Students’ involvement in the assessment process. (Description from the Unit template - Describe how students are involved in any aspect of the assessment process for your unit. This could involve eliciting their feedback and recommendations for services in general or their participation on unit committees or advisory boards that review data and recommend changes. Also include any strategies used to encourage students to provide feedback that has the potential to result in changes.)

Every unit reports either current involvement of students through surveys, evaluations, or participation on committees, but all units also report plans to increase student presence and participation. Missing from all units are plans to meet with students to share assessment results, plans for change, and to elicit feedback on changes in response to data.

Part III: Identify your college’s strengths related to the assessment of student services and any possible concerns that should be addressed, opportunities for development, support needed for assessment activity.

We are building a strong culture of assessment, and how and what to assess is increasingly occupying our time and meetings. We all recognize a need to refine our methods of collecting data. One concern is that we are still not tightly tying changes to assessment data, relying perhaps too often on a sense of things rather than rigorous collection and analysis of data. We need time to gather as a committee to review exactly how our services support teaching and learning. We could use professional development about how—-types of data, data collections tools, and analytical methods—-to assess the efficacy of our efforts.