

Administrative and Academic and Student Support Services Assessment Planning Guide

Mission Statement	Outcome <i>(verb)</i>	Measure <i>(noun)</i>	Target
<ul style="list-style-type: none"> • Concise statement outlining the purpose of the unit/program, who it serves, in what ways, and with what result. • Specific to the entity. • Connected to the division or institutional mission. 	<ul style="list-style-type: none"> • Statement that describes the desired quality of key functions and services within the administrative unit. An outcome statement can be an active verb description of specific point or task to be accomplished or reached – a desired end result. Outcome statements can also be student learning outcomes (LO); they can focus on the intended abilities, knowledge, values and attitudes a student should demonstrate after having used certain services or having participated in an activity. • Answers the question “What are we going to do?” • SMART = Specific, Measurable, Attainable, Realistic, Timely • A sufficient number of outcomes are identified to represent the service for the institution and/or the students. Should have at least (3) • Each SO/LO statement describes a single, focused outcome. • Each SO/LO is written in clear, specific language, appropriate for someone outside of the university. • Each SO/LO uses observable, measurable action verbs. • Connection to Longwood and/or Division Strategic Plan and Institutional Priority Associations as applicable 	<ul style="list-style-type: none"> • Measures look at the efficiency, effectiveness, or quality of services • Units with direct instructional responsibilities or provide specific co-curricular activities measure student learning • Answers the question, what is the source of tangible evidence? • Describes how the outcome is being assessed. • Description is clear in order for the measure to be easily recognized by an outsider. • Measures are clearly aligned with outcomes and targets. 	<ul style="list-style-type: none"> • What is considered a success (percentage, deadline, etc.)? Criteria, benchmark, or value that will represent success at achieving an outcome. • All measures have identified targets. • Targets are clear and relevant to both the outcome and measure.

Measure Results	Measure Results Analysis	Outcome Status	Outcome Analysis (Conclusion)
<ul style="list-style-type: none"> • A concise summary of the results gathered from a given assessment measure. • Indicate if the target was met or not met and provide the appropriate evidence. • Results summaries need to be relative to the target. • Just the facts please...elaborate on results in the analysis. • Where appropriate, use the results section to identify specific strengths and weaknesses (learning outcomes results). • Description of results is meaningful, concise and appropriate. • Should attach proof whenever possible (spreadsheet, project plan, meeting minutes, agendas, etc.) • <i>Ensure these files are de-identified!</i> 	<ul style="list-style-type: none"> • Analysis is the place for providing context for the results. Information about how a particular activity/external situation might have affected results could go in this section, as could comparison with past trends, or data beyond that of the assessment measure. • Why is this a good thing for your department or the University? What efficiencies will this allow for you or faculty/staff/students? 	<ul style="list-style-type: none"> • Is it believed the overall outcome was Met or Not Met even if the measure/target was achieved or not? • The measure status shows whether or not staff and/or students were able to meet expectations for specific measures or at specific points of time while the outcome status shows the decision made by the unit on its overall achievement of the success outcome or student achievement of the learning outcome. 	<ul style="list-style-type: none"> • When there are multiple measures, the outcome analysis needs to be included to synthesize what has been recognized from the combination of measure results. In reviewing the measure results/analyses altogether, the unit can identify specific areas of strength or areas for further focus. • An outcome analysis would need to be added to explain why the measure's status is shown as met but the unit believes overall the outcome has not been achieved, or vice versa, the results show not meeting the measure's target but the unit believes overall are achieving the outcome. • When there is just 1 measure with the same Met/Not Met status as the outcome, unless you have further information/observations that go beyond what has been stated in the measure analysis, the unit would not be expected to include an outcome analysis. • The outcome analysis could reference previous years' results and note any trends from

Action Plans (8.2.c Required, 7.3 Optional)	Budget Request	Action Plan for an Outcome vs. Action Plan for a Measure
<ul style="list-style-type: none"> • An Action is the specific, documentable course of action to be taken. • Actions to be taken to a) improve results for the specific outcome/measure, and/or b) next steps/phase for a continued outcome. • Moving forward... key areas that need to be monitored, remediated, or enhanced • Describes in detail how changes or recommendations will be implemented. • New outcomes may be derived from action plans • If identified actions require budget and/or support from other staff/departments/offices, state specifically in the action what is needed and provide clear indication of why this is necessary for your unit's success. • <i>Best practice is to develop action plans selectively; it is not necessary to have one for every single outcome.</i> 	<ul style="list-style-type: none"> • When financial resources are an important part for the action plan to take place, it is encouraged to include a budget request. • When utilizing the request, consider the following: <ul style="list-style-type: none"> • Budget requests and their associated action plans will be viewed by a range of university committees (AAC, UAC) and administrators (e.g., deans, VPs). • Budget requests are only as strong as the action plan they accompany. Is the action plan specific, time bound, and clearly linked to assessment results and/or strategic priorities? • Is the budget description specific, fine-grained? Is cost justification provided? • Are avenues for potential funding (ETF/department budget/other) identified? 	<ul style="list-style-type: none"> • General Outcome Actions -scenarios for adding actions here rather than as a Measure action would be: • Measure targets have been met but the learning outcome status is not met, thus actions required when outcome itself not met. • The actions to be taken are relative to or are exactly the same for multiple measures of the outcome, thus the general outcome action reduces the need for repeating the same measure actions.

The following are examples of well-written outcomes, measures, targets, results, analysis and actions (if applicable). The first is assessment of a Success Outcome as a 7.3 designated unit, the second is assessment of a Success Outcome as an 8.2.c unit, and the third is assessment of a Learning Outcome.

Success Outcome (7.3 unit): Prospective Student Engagement

Create communications that support identified student recruitment initiatives for engaging prospective Longwood students.

MEASURES	RESULTS	ACTIONS
<p>Print Project Requests</p> <p>Records of internal requests for creation of print materials that support student recruitment.</p> <p>Direct - Counts</p> <p>Target</p> <p>Fulfill all requests made by the Office of Admissions for print materials that support student recruitment by the requested deadlines. Request fulfillment includes providing marketing/communications advice to Admissions clients to try to ensure effectiveness of strategy and materials.</p>	<p>MET</p> <p>Summary</p> <p>MCE staff responded to all requests from Admissions for student recruitment materials in a timely manner.</p> <p>Assessment Student Recruitment Print Publications.docx</p> <p>Analysis</p> <p>MCE provided a valuable service to Admissions as well as for other programs related to student recruitment, especially in providing quick turnaround for printed materials related to events where activities/times, etc., were tweaked close to the event dates.</p>	<p><i>No actions have been added.</i></p>
<p>Social Media</p> <p>Counts of social media posts that are part of institution's strategy to engage multiple audiences, including prospective students.</p> <p>Direct - Counts</p> <p>Target</p> <p>Increase engagement with social media posts by 10% over last year's goal, for a total of 550,000 post engagements.</p>	<p>MET</p> <p>Summary</p> <p>Engagements with posts on social media far exceeded the measure targets set for the 2021-22 year (1,122,424). Additional data was collected on visits to Longwood websites (2,381,526).</p> <p>Assessment 2021-22 Student Recruitment Social media Results.docx</p> <p>Analysis</p> <p>Social engagement as well as website visits went up this year over the previous year. The increase in engagement could be partially attributed to the success of the men's and women's basketball teams first run in the NCAA March Madness Tournament.</p>	<p>ACTIONS</p> <p><i>No actions have been added.</i></p>

Success Outcome (8.2.c unit): Inclusive Communities

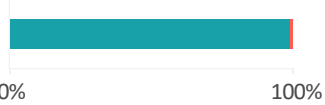
Residential & Commuter Life (RCL) will develop and maintain inclusive residential communities and campus commuter student spaces supportive of student growth and development.

<p>Commuter Resource Needs</p> <p>RCL will conduct at least one annual assessment of commuter student interests and needs.</p> <p>Direct - Counts</p> <p>Target</p> <p>RCL will obtain commuter student survey data to identify at least one commuter student service modification option to align with commuter student needs and interests. RCL will ensure modification aligns with respect to inclusion of Commuter Students in University programming.</p>	<p>MET</p> <p>Summary</p> <p>RCL conducted 1 commuter student needs survey with 70 participants. RCL met the target measure of assessing commuter student needs. The survey results revealed less than 74% of commuter student reported knowledge of RCL's apartment rental support, university financial aid, and university parking resources, respectively. Also, 44% of commuter students reported an interest in or uncertainty about potentially having a commuter student advisor/commuter student peer point of contact. Finally, survey results revealed 79% of all commuter students either thoroughly read or skimmed the commuter student newsletter, and 56% reported a preference to receive the commuter student newsletter on a more frequent basis than the current commuter student newsletter schedule.</p> <p>Commuter Newsletter - December 2021.pdf</p> <p>Commuter Resource Newsletter - November - Redacted Red acted.pdf</p> <p>Commuter Student Survey - April 72022.pdf</p> <p>Analysis</p> <p>The 2021-2022 commuter student needs and interests survey highlighted both areas of strength and areas of growth in RCL's commuter student services model. Based on the survey data, RCL will review and research its commuter student resource options to identify opportunities to develop a commuter student peer mentor program or expand its commuter student newsletter dissemination capabilities.</p>	<p>Gather Additional Data</p> <p>Not Started</p> <p>RCL will research commuter student peer mentorship program best practices and explore possible implementation options.</p> <p>Recommended Due Date: 06/30/2023</p>
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<p>Programming Curriculum</p> <p>Residential programming curriculum evaluation and revision to improve program creation and provide targeted program topic coverage.</p> <p>Direct - Project</p> <p>Target</p> <p>RCL will modify at least 1 element of its prior programming curriculum to require 2 topic-focused educational programs per semester in all residential communities. These topics will address resident needs and focus on inclusive communities</p>	<p>MET</p> <p>Summary</p> <p>In Fall 2021, RCL revised its residential programming curriculum. The curriculum revision included a monthly topic- focused educational programming requirement for each residential community managed by the same professional staff member. The curriculum required 4 Fall 2021 topic-focused educational programs. Fall 2021's required programming topics were well-being, safety & security (alcohol & drugs), academic success, and mental health.</p> <p>Spring 2022 required 4 additional programming topics: Responsible technology utilization, physical health, promoting acceptance, and finance.</p> <p>RCL Programming At A Glance 2021.pdf</p> <p>Analysis</p> <p>RCL successfully revised its residential programming curriculum to include targeted program topic coverage. The residential programming curriculum covered psychoeducational programming topics intended to address an array of student personal, financial, emotional, and academic needs. As the effects and restrictions created by COVID-19 subside, RCL should further analyze the effectiveness of the aforementioned programming curriculum changes and make any appropriate modifications to address student needs.</p>	<p>Revise Measurement / Assessment</p> <p>Not Started</p> <p>RCL will analyze the needs of the residential student population and adjust or modify its residential programming curriculum to align and address student needs.</p>
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Learning Outcome (8.2.c): Teaching & Learning

Through completion of library activities, students will develop skills fundamental for course research requirements and general lifelong learning.

MEASURES	RESULTS	ACTIONS								
<p>Expedition Library</p> <p>Expedition Library is a freshman library orientation taught through sections of CTZN 110, using the revised Expedition Library activities that were developed in previous years. The in-person scavenger hunt is completed during a class library visit with instruction and follow-up from a librarian. By the end of the Expedition Library activity, students will be able to:</p> <ol style="list-style-type: none"> 1. Locate library facilities for study, recreation, and instruction 2. Locate books within the library by call number 3. Identify where and with whom they may locate assistance <p>Direct - Assignment</p> <p>Target</p> <p>100% of participating students will successfully complete the Expedition Library activities.</p>	<p>MET</p> <p>Overall Proficiency</p> <p>Met Not Met</p>  <table border="1" data-bbox="583 581 905 716"> <tr> <td>Met:</td> <td>99%</td> </tr> <tr> <td>Not Met:</td> <td>1%</td> </tr> <tr> <td>Met Total:</td> <td>99%</td> </tr> <tr> <td>Not Met Total:</td> <td>1%</td> </tr> </table> <p>Summary</p> <p>495 students participated in Expedition Library across 30 CTZN 110 classes. All but 4 of them successfully completed the activities.</p> <p>Analysis</p> <p>The 4 students who did not finish were only unable to finish because of a typographical error in the final puzzle that directed students to the wrong location for the last task. This was subsequently fixed. We believe that 100% of students would have successfully completed the challenge if that activity had been presented correctly, so the measure status has been marked as met.</p>	Met:	99%	Not Met:	1%	Met Total:	99%	Not Met Total:	1%	<p><i>No actions have been added.</i></p>
Met:	99%									
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